Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

I.A.1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

The Lake Tahoe Community College (LTCC) mission, as approved by the Board of Trustees, outlines the comprehensive nature of college programs and services that meet the diverse needs of the communities served. (I.A.1-1)

Institutional Purpose

The mission of LTCC is as follows:

> *Lake Tahoe Community College serves its local, regional and global communities by promoting comprehensive learning, success, and life-changing opportunities. Through quality instruction and student support, our personalized approach to teaching and learning empowers students to achieve their educational and personal goals.*

This mission clearly describes LTCC's broad educational purposes as serving its "local, regional and global communities," and "promoting comprehensive learning, success, and life-changing opportunities." (I.A.1-2)

Students Served

The College believes that diversity enriches all aspects of the institution, and it strives to provide open access to all students whether local, regional, or global. LTCC's students come primarily from the local community on the south shore of Lake Tahoe. With the addition of online classes and with the revitalization of the college's international education program, access has been expanded regionally and globally to those interested in the College's unique and supportive learning environment.

As a comprehensive community college, LTCC serves recent high school graduates, students returning to college to retool skills, nontraditional students entering college later in life, students transitioning to college level work, and students pursuing career and technical fields and career advancement. (I.A.1-3)

Academic Programs

The mission notes the comprehensive nature of LTCC's academic programs. As part of the California Community College (CCC) system, LTCC's mission is aligned with the mission of the CCC, with transfer to four year institutions as a primary function. The degrees, certificates and other awards granted by LTCC are described in detail on the College website (I.A.1-4) and in the College Catalog. (I.A.1-5) These programs are traditional and appropriate for a two-year institution. The mission statement is the foundational document that drives program development and institutional planning to meet the educational needs of the community served by the College. (ER 6) (I.A.1-6, I.A.1-7, I.A.1-8, I.A.1-9)

Student Learning and Achievement

The mission describes the College's commitment to "comprehensive learning" and to students achieving their "educational and personal goals." It further addresses the personalized approach to student learning and achievement that is a hallmark of LTCC. The mission statement informs institutional planning.

The College meets the standard. The LTCC mission captures the foundational, transfer, and workforce needs addressed through the College's comprehensive programs and services. In addition, the mission highlights the local, regional, and global populations served by the College. The College offers appropriate degrees and certificates for a comprehensive community college. Student learning and achievement is at the heart of the mission statement and drives College planning and evaluation. The LTCC mission provides a framework and a purpose for all educational and student support efforts of the College. As part of the ongoing regular review of the mission, the College will continue to examine the extent to which the mission accurately reflects the dynamic nature of the institution and meets each element of the standard.

Analysis and Evaluation

The College meets the standard. The mission identifies the comprehensive and individualized programs and services provided by the College to meet the diverse needs of the populations served. While not specifically stating the types of certificates, degrees, or other academic instructional areas provided by the College, the mission provides the framework through which these areas are identified, developed, and evaluated.

Evidence
I.A.1-1. BP 1200
I.A.1-2. "Vision, Mission, & Beliefs," *LTCC.edu.*
I.A.1-3. "Student Goals," "Student Age," *LTCC Fact Book* (2014-2015), pp. 9, 11.
I.A.1-4. "Degrees and Certificates," *LTCC.edu.*
I.A.1-5. *College Catalog* (2016-17).
I.A.1-6. *Strategic Plan* (2011-17).
I.A.1-7. *Educational Master Plan* (2011-17).
I.A.1-8. *Facilities Master Plan* (2014-20).
I.A.1-9. *Technology Master Plan* (2012-17).

I.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the

educational needs of students.

The College regularly evaluates progress towards achieving the mission through the discussion and analysis of data including student success in and achievement of personal and educational goals.

LTCC Mission and Strategic Goals

External and internal data are utilized to determine how effectively LTCC is accomplishing its mission and whether the District follows institutional priorities in meeting the educational needs of students. These data serve to drive the planning process of the College and are foundational in developing the Educational Master Plan. (I.A.2-1)

National, state, and regional/local data from a number of sources are analyzed to identify factors impacting the College or are likely to impact or influence the College's future. Analysis of data informs the development of strategic plans that are directly connected to the mission.

The Educational Master Plan serves as the cornerstone of LTCC's planning process, and all other plans are in alignment with this plan. Data serves to inform the development of each of these plans. The result of analysis is the development of goals or directions in each plan, which align with the direction of the mission and the strategic plan. (I.A.2-2, I.A.2-3, I.A.2-4, I.A.2-5)

The College is currently in the process of revising its Educational Master Plan, which will restart the planning calendar in fall 2017 and lead to the development of a new Comprehensive Master Plan, driving strategic, facilities, technology, resource, and program planning.

As part of its process to measure progress towards fulfilling the mission, LTCC has established institution-set standards at the institutional and program levels. (See Standard 1.B.3; ER 9, 11) The standards are used by the college to establish institutional priorities and are regularly reviewed by the governing board. (See Standard IV.C.8)

In order to demonstrate outcomes relevant to the Strategic and Educational Master Plans, an LTCC Scorecard was established. This report includes the metrics from the CCCCO Student Success Scorecard, the Institutional Effectiveness Partnership Initiative (IEPI) Framework of Indicators, and ACCJC required Institution Set Standards to present a more comprehensive review of the College's effectiveness. (I.A.2-6)

Data Availability, Validity, and Use

Data are widely utilized at the administrative, department, and programmatic levels to inform and assess the effectiveness of the College in meeting the needs of students and the community it serves. To ensure a broad based institutional focus on data, disaggregated student learning and achievement data are shared and discussed at Board of Trustees meetings, shared governance council meetings, administrative meetings, Academic Senate Meetings, and departmental meetings.

The main office on campus that provides institutional data is the Office of Institutional Effectiveness (OIE). It is responsible for coordinating the process of identifying relevant indicators of department, program, and institutional performance. The OIE facilitates identification and collection of baseline data, definition of short- and long-term goals, and

reporting of outcomes. This overall approach to maintaining accountability ensures that the College meets regional accreditation standards as well as both state and federal regulations. Additionally, this promotes a culture of inquiry and thoughtful dialogue regarding the College's progress towards fulfilling its mission. The OIE publishes an annual Fact Book that makes the data available to the campus community and the public. (I.A.2-7)

A full-time Director of Institutional Effectiveness was hired in the fall of 2015. One function of this position is to ensure the availability of accurate data. In order to streamline the process of data collection, analysis, and validation the OIE was expanded to include a full-time Systems Programmer/MIS Analyst in the winter of 2016.

Additionally, the College joined Columbia College from the Yosemite Community College District (YCCD) in applying for and subsequently receiving a Title III Strengthening Institutions Grant to support more effective use of data and improve data-informed decision-making. This grant will allow the OIE to hire a full-time Research Analyst and a part-time Program Assistant. Additionally, the grant supports the current process of adopting and implementing the eLumen integrated planning, program review, and student learning outcome assessment software. (I.A.2-8)

Analysis and Evaluation

The College meets the standard. Through regular data collection and analysis related to student success and achievement, the College continually assesses its progress in fulfilling the mission. A number of key performance indicators (KPIs) have been identified to measure success in addressing the issues and achieving the goals of the strategic plan. These KPIs and various statewide performance measures form the LTCC Scorecard, which serves as an ongoing method of evaluating institutional effectiveness in alignment with the College vision, mission, and beliefs.

As identified in the Quality Focus Essay, the move to institutionalize more effective integrated planning has already begun with the the creation of a new Educational Master Plan. The next phase will be a comprehensive review of the College vision, mission, and beliefs in the late fall of 2017. This review will then inform updates or revisions to all institutional plans over the next two years, further strengthening the alignment between the College mission and institutional plans and priorities.

Evidence
I.A.2-1. *Educational Master Plan* (2011-17).
I.A.2-2. *Strategic Plan* (2011-17).
I.A.2-3. *Facilities Master Plan* (2014-20).
I.A.2-4. *Technology Master Plan* (2012-17).
I.A.2-5. "Institutional Effectiveness: Program Review," *LTCC.edu*.
I.A.2-6. "Institutional Effectiveness: Accountability," *LTCC.edu*.
I.A.2-7. Fact Book *LTCC.edu*
I.A.2-8. Title III Grant Narrative

I.A.3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs

institutional goals for student learning and achievement.

The LTCC Mission informs decision-making at all levels including the development or expansion of programs and services, institutional planning, resource allocation, and goal setting, with particular attention to the potential impact on student learning and achievement.

Programs and Services

Guided by its mission, LTCC is committed to offering comprehensive programs and services. The following examples demonstrate LTCC's commitment to aligning student learning programs and services with its mission:

- Developmental education classes are designed to ensure that students achieve basic foundational skills in English and mathematics, both of which are essential for students to succeed in the workforce and in higher education. (I.A.3-1, I.A.3-2)
- The College provides career and technical education programs to help students achieve employment and to enhance their skills for job advancement, to stimulate local economic development, and to advance California's economic growth and global competitiveness. (I.A.3-3)
- The College offers lower division post-secondary education to achieve transfer to four-year post-secondary educational institutions and success in obtaining a baccalaureate degree. (I.A.3-3)
- The College offers general education in order for students to achieve critical thinking and communication skills, global awareness, personal responsibility, and professional development. (I.A.3-3)

Additionally, the college is responsive to the needs of the local community by gathering input for its planning and assessment processes from advisory committees that include members from the community and local businesses (I.A.3-4).

The College offers a wide spectrum of student support services to meet the diverse needs of students including admission and records support, financial aid, counseling, and disability support services. These services provide support that is relevant and appropriate to the College's mission. (See, Standard II.C.)

One of the ways LTCC serves its regional community is through the California Nevada Interstate Attendance Agreement (CNIA). This reciprocity agreement established a program that allows California and Nevada residents to attend LTCC and Western Nevada College (WNC) at a discounted rate. It allows LTCC to better serve the east shore of the Tahoe Basin even though it is outside of our California Community College designated service area. (I.A.3-5)

Through its distance education program, international education program, and collegiate soccer program, LTCC also serves the global community. (I.A.3-6, I.A.3-7, I.A.3-8.1, I.A.3-8.2 women's)

Decision Making

The mission statement guides the decision making of the College's administration and Board of Trustees. According to Administrative Procedure 2410 of Board Policy, "Board policies and administrative procedures will be regularly evaluated by the President, senior management, and the President's Advisory Council (PAC) to ensure . . . consistency with the institutional mission statement." (I.A.3-9)

Institutional Planning

The primacy of the Mission in the College planning processes can be found in various planning documents, which purposefully contain the mission statement in their first pages to remind all planning groups of the purposes toward which the College works. The _Educational Master Plan_ is a 6 year vision to complement and give direction to other College integrated planning efforts to assure the linkage between the mission, resource allocation, and continuous improvement.

Educational master planning, strategic planning, and program review processes all begin with a review of the mission of the College. This provides the means to assess the College's effectiveness in meeting students' evolving needs. The role of the mission is also detailed in the _Guide to Integrated Planning_ where diagrams of the College's planning processes may be found. (I.A.3-10, I.A.3-11, I.A.3-12)

Resource Allocation

Through the use of the Annual Program Review (APR) and Annual Unit Plan (AUP), instructional programs examine trends in enrollment, assess program-level outcomes, and revise or supplement ongoing goals each year. The departments describe the actions they plan to undertake in the coming academic year and each action must connect to one or more goals and objectives in the LTCC Strategic Plan. All actions that require additional resources must contain a cost estimate and narrative regarding the plan and how it impacts student learning and success. Once all actions and any corresponding resource needs have been identified, each action must be ranked in priority order by the department. (I.A.3-13)

Analysis and Evaluation

The College meets the standard. In alignment with its mission, the College offers programs and services that are typical of a comprehensive community college. To support these programs data-informed decision making practices are used to make short and long-range plans, set goals, and provide resources that foster greater student learning and achievement. While these practices have traditionally been more informal and ad hoc in the non-instructional areas, the goals described in the Quality Focus Essay under the theme of institutionalizing more effective integrated planning will lead to a more consistent and formal process. These more formal structures will only serve to strengthen the efforts of the College in the area of ensuring student success through mission-driven planning and decision making.

Evidence
I.A.3-1. "English," _LTCC.edu._
I.A.3-2. _Tutoring and Learning Center Program Review_ (2010).
I.A.3-3. _College Catalog_ (2016-17).
I.A. 3-4 Advisory Committee Membership (approved by the Board 10/25/16)
I.A.3-5 _California Nevada Interstate Attendance Agreement_.
I.A.3-6 "Online Learning" _LTCC.edu._
I.A.3-7 "International Students" _LTCC.edu._
I.A.3-8.1 "Men's Soccer,
I.A. 3-8.2 Women's Soccer" _LTCC.edu._
I.A.3-9 AP2410.
I.A.3-10 Educational Master Plan (2011-17), p. 4.

I.A.3-11 *Strategic Plan (2011-17)*.
I.A.3-12 *Program Review Guide* (2009).
I.A.3-13 Annual Program Review (APR) and Annual Unit Plan (AUP) Template

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I.A.4. The institution articulates its mission in a widely-published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

The LTCC Mission is regularly reviewed, easily accessible, and clearly articulated in a wide variety of online and printed materials.

Publication of the Mission

The college's mission statement is published widely in numerous campus publications including: the college website, (I.A.4-1) the college catalog, (I.A.4-2) Board Policy 1200, (I.A.4-3) the college budget, (I.A.4-4) the faculty handbook, (I.A.4-5) the college's strategic plan, (I.A.4-6) and its master plan for facilities. (I.A.4-7)

The mission is also posted in key locations on the campus including the boardroom and high traffic open spaces. (Evidence)

Periodic Review, Revision, and Approval

Board Policy 1200 contains the Mission Statement. It specifically states that "[t]he mission is evaluated and revised on a regular basis." (I.A.4-3) The responsibility for reviewing and updating the mission resides with the Institutional Effectiveness Council (IEC). (I.A.4-8) (see ER 6)

The 2020 Vision stakeholder engagement process informed the development of the revised mission statement. The mission was last reviewed and updated during the 2013-14 academic year by a subcommittee of the IEC. The subcommittee was comprised of faculty (3), classified (1), administrator/director (1), Board of Trustees (1), and student (1) group members. There were two campus-wide surveys pertaining to the mission during the fall 2013 and winter 2014 quarters. Based on a discussion of the results from the initial survey, the subcommittee generated specific words, phrases, and values that would be used to develop a sample listing of mission statement drafts.

The subcommittee met to review the drafts and to finalize a list of three proposed options for the mission statement. The second survey resulted in the selection of the current LTCC Mission Statement. It was approved by the participatory governance process of the college, which included the President's Council (5/20/14), the President's Advisory Council (PAC) (5/27/14), the IEC (6/19/14), and the Academic Senate (6/20/14). It was then reviewed and approved by the Board of Trustees (6/24/14). (I.A.4-3)

Within the Integrated Planning Guide, the mission is set to be reviewed annually by the Institutional Effectiveness Council (IEC). In the 2014/15 and 2015/16 Academic Years, the mission was reviewed as part of the systematic review and update to the LTCC Strategic Plan. However, in the 2016/17 Academic Year, the Director of Institutional Effectiveness prepared the

table below to assist the IEC with a standard method for the annual evaluation particularly with regard to how the mission meets the ACCJC requirements. This evaluation first took place on May 4th, 2017, and was approved by consensus. (I.A. 4-9)

Mapping of LTCC Mission to Standard I.A.1

Lake Tahoe Community College serves its **local, regional and global communities** by promoting **comprehensive learning, success, and life-changing opportunities.** Through **quality instruction and student support,** our **personalized approach to teaching and learning** empowers students to achieve their educational and personal goals.

Standard I.A.1 Mission	Meets Standard	Does Not Meet Standard
1. Broad Educational Purpose	✓	
2. Intended Student Population	✓	
3. Types of Degrees and Credentials	✓	
4. Commitment to Student Learning and Achievement	✓	

Analysis and Evaluation

The College meets the standard. In alignment with its mission, the College offers programs and services that are typical of a comprehensive community college. To support these programs data-informed decision making practices are used to make short and long-range plans, set goals, and provide resources that foster greater student learning and achievement. While these practices have traditionally been more informal and ad hoc in the non-instructional areas, the goals described in the Quality Focus Essay under the theme of institutionalizing more effective integrated planning will lead to a more consistent and formal process. These more formal structures will only serve to strengthen the efforts of the College in the area of ensuring student success through mission-driven planning and decision making.

Evidence
I.A.4-1. "Vision, Mission & Beliefs," *LTCC.edu.*
I.A.4-2. *LTCC Catalog* (2016-17), p. 2.
I.A.4-3. BP1200.
I.A.4-4. *Annual Budget* (2016-17), cover, p. 13.
I.A.4-5. *Faculty Handbook* (2014-15, Rev. 2015), p. 1.
I.A.4-6. *Strategic Plan* (2011-17), p. 3.
I.A.4-7. *Facilities Master Plan* (2014-20), cover.
I.A.4-8. "Institutional Effectiveness Council, III.G." *Governance Bylaws Handbook* (2012), p. 20.
I.A 4-9 Mission Review - IEC Agenda and Minutes May 4, 2017

B. Assuring Academic Quality and Institutional Effectiveness

I.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

The College regularly engages in thoughtful review and dialog about data related to student learning and achievement in order to promote continuous quality improvement and institutional effectiveness.

Opportunities for Dialog

LTCC is committed to the principles of participatory governance founded on consultation and collegiality. These principles facilitate institutional participation in college decision-making through recommendations from the various standing committees and guide the achievement of the College's mission and strategic goals.

Effective participation requires thoughtful engagement and dialog between all stakeholder groups at the institution. As stated in the College's *Organizational and Governance Handbook*, "It is a complex process of consultation that demands from the Board of Trustees, faculty, administrators, classified staff, and students a respect for divergent opinions, a sense of mutual trust, and a willingness to work together for the good of the instructional enterprise. Participating effectively embraces the basic objective that all key parties of interest should participate in jointly developing recommendations for governing board action. It is with this in mind that Lake Tahoe Community College uses consensus decision-making as its model of participating effectively.

Consensus decision-making is designed to be a collaborative and cooperative process where participants contribute to a shared proposal that addresses the concerns of all group members. Furthermore, it recognizes the need for all members to provide, when possible, equal input into the process. The ethics of consensus decision-making encourage participants to place the good of the whole group above their own individual preferences" (I.B.1-1).

In 2010, prior to the College's previous ACCJC Self-Study, governance roles in policies, planning, budget, and decision making were identified as areas for improvement. The College Council assessed the need for changes during 2010-11 and recommended a Governance Summit. Beginning in November 2011, a small governance planning committee made of college constituency leadership began planning a governance Summit (Summit). On March 9, 2012, the college governance leadership convened a Summit. The Summit agenda was derived from input from the past survey results and comments as well as the planning committee's work on possible governance structures. The agenda for the Summit included:

- An overview of the purpose of the Summit
- Statutes associated with college governance
- A review of the assessment of governance at LTCC
- Discussion of the history and current governance structure
- Current challenges in our governance process
- A proposal for a future governance structure
- Small group breakouts to discuss the proposal

- A presentation on "Participating Effectively" by Michelle Pilati (State Academic Senate President) and Scott Lay (CEO of the Community College League of California)
- Small Group report out on recommendations" (Organizational and Governance Handbook pp.5-6).

The new governance structure resulting from this Summit was put into place with the newly formed Institutional Effectiveness Council overseeing its review for success and improvement. The structure consists of five core councils that include broad representation of students, staff, faculty, and administration. Three of these councils (Budget Council, Facilities Council, and Technology Council) meet once each month during the primary terms of the academic year (fall, winter, and spring). The other two councils (Institutional Effectiveness Council and College Learning and Enrollment Management Council) meet twice each month during the primary terms.

Since the implementation of the new governance structure in Fall 2012, the Governance Council Self Evaluation (GCES) was conducted in the spring of the 3 consecutive academic years (2012/13 to 2014/15). In the 2015/16 Academic Year, the results of these three surveys were shared with each council as part of an overall review and revision process. The changes that will be made as a result of these discussions have been documented in a new Governance and Decision-Making Handbook that is scheduled for implementation in Fall 2017.

Student Outcomes

Student learning and achievement is at the forefront of campus work and is discussed and assessed at all levels of the institution, from student services to the classroom to departments, faculty committees, college governance councils, and the Board. Student Learning Outcomes exist and are created, reviewed, and maintained through a faculty-driven process for every course and program. At the institutional level, the College has adopted General Education Core Competencies to which each student should be exposed and for which students should achieve a level of competency through their course and program studies.

All Student Learning Outcomes for courses are tied to the Course Outline of Record and communicated to students through course syllabi. The College has for many years supported the reassigned time of a full-time faculty member (4 units per quarter) to serve as the SLO Coordinator who also oversees the SLO Assessment Committee, which reviews and offers feedback on course-level assessments completed each quarter. Program level outcomes are included in the College Catalog and are reviewed for their relevance and their connection to course-level SLOs at departmental, all-faculty, and SLO and Curriculum Committee meetings. Program-level outcome assessment results are included in the Annual Planning Review (APR) and the Annual Unit Planning (AUP) processes for consideration and decision-making by faculty regarding improvement at the course and program levels. Student Learning Outcomes assessment results are also considered and reflected upon through the Comprehensive Program Review (CPR) process. All of the course and program review processes include reflection at the faculty level on student learning and how results of assessments lead to resource requests, the implementation of ideas for improvement, and the reflection on how student learning has been impacted by suggested improvements.

Dialog about student outcomes, including SLO participation and results as well as course success and student persistence, occurs within every council to some extent. However, this topic is a dominant focus of the Academic Senate, Student Learning Outcomes Committee,

Student Success Team (SST), College Learning and Enrollment Management Council (CLEMC), and the Institutional Effectiveness Council (IEC). Additionally, the Board of Trustees receives regular reports on relevant measures of student success.

Student Equity

The College has made a focus on student equity a priority for the last several years and continues to put equity questions at the forefront of student learning and support discussions. To assist with the development and implementation of the Student Equity Plan (SEP), a Student Equity Committee (SEC) was created that includes representation of campus stakeholder groups as well as community members. This group discusses issues that impact access, retention, and success for traditionally underserved and underrepresented groups. With the move to a more integrated approach to student success within the California Community College Chancellor's Office (CCCO), the Student Success Team (SST) was established to coordinate the work of the SEC as well as the Basic Skills Work Team (BSI) and the Student Success and Support Program Work Team (SSSP). Each of these groups uses data to identify potential strategies to alleviate barriers for all underrepresented groups with a particular focus on students from Hispanic or Latino/a backgrounds, which was identified as the target demographic within the College's region through the creation of the SEP.

Multiple equity speakers on equity issues have been brought to the campus and have addressed the entire community. These include Jeff Andrade-Duncan (on equity versus equality), Kimberly Papillon (on unintentional biases), Adrienne Foster (on equity in hiring), Anna Plemons (on stereotype threat), Vincent Tinto (on equity and student services), and our own faculty, Scott Lukas and Albert Ponce (on the political implications of (in)equity).

The College hired an Equity Director in the fall of 2015 whose primary responsibilities have been to oversee and implement the details of the Equity Plan, specifically around outreach to underrepresented groups, potential students, and their families. The Equity Office has also had as a focus providing support to students experiencing barriers to learning on campus and helping create a sense of community and belonging. They also focus on providing financial assistance through such programs as the quarterly book lending program and defining what it means to be a college student by conducting visits to four-year college campuses and introducing students to the idea of moving forward in their education.

The College has also developed, over the last couple of years, a program to serve incarcerated students. While on-campus demographics at LTCC are identified by two main sub-groups based on ethnicity (White, non-Hispanic and Hispanic/Latino), the Incarcerated Student Program (ISP) has allowed the institution to serve a broader demographic of students facing barriers to success overall but particularly from the educational perspective. The College currently serves approximately 250 students through this program and is committed to education as an answer to the problems of crime, violence, and recidivism in California and nationally.

Academic Quality and Institutional Effectiveness

The council with primary responsibility for academic quality (teaching and learning) at LTCC is the CLEMC. This group makes recommendations to both the Academic Senate and the IEC. As a result, the membership of this council includes greater representation of the faculty and the Academic Senate President serves as co-chair with the Vice President of Academic Affairs. The Institutional Effectiveness Council (IEC) provides final review and recommendation on all issues

that impact institutional quality and effectiveness. This includes planning, governance, goal setting, and all accreditation activities.

Academic quality is ensured at LTCC in a number of ways. Annual Program Review and Annual Unit Planning is conducted each year by the faculty in instructional areas. These processes include data on student learning outcomes at the program level and reflection on trends demonstrated by that data. They also require a linking of any observed needs for and resource requests to address course and program improvements to student learning outcomes data. All student services areas also have service area outcomes that, through a relatively new process developed and implemented in the fall of 2016, are now being assessed regularly. [==Evidence==: Student Services survey and results].

All program areas, instructional and non-instructional, conduct Comprehensive Program Review on a 6-year cycle. The College experienced a lack of continuity with the departure of one Director of Institutional Research and Planning and the hiring of a new Director of Institutional Effectiveness approximately two years later. As a result, a number of areas had fallen behind in that six-year cycle a calendar was established to bring programs and departments back in alignment as quickly as possible. [==Evidence==: http://206.169.223.67/about/institutional-effectiveness/programreview.php]

The College, with the leadership of the new Director, reviewed and revised both its Annual Program Review (APR)/Annual Unit Plan (AUP) and Comprehensive Program Review (CPR) processes. This included developing a new standard data packet for instructional programs and departments which includes more disaggregation based on race/ethnicity, age, gender, and course delivery method. The implementation of eLumen for Integrated Program Planning will further enhance those efforts. Additionally, as a full-implementation pilot college with the Online Education Initiative (OEI), the faculty through the Academic Senate processes decided to move completely to Canvas as its learning management system.

With these changes, the College is embracing the integration of all of its planning systems; faculty are also now able to input student learning data into a system that will allow for more detailed disaggregation of outcomes by subgroup designed to help the institution better understand and address any achievement gaps that might reflect unique challenges and barriers experienced by specifically underrepresented or unfairly disadvantaged students.

Through the Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Team (PRT) process, the College received a ==grant== of $200,000 and a set of recommendations to improve integrated planning and enrollment management. Through this grant, MAAS, Inc. was contracted to assist the College with updating its Educational Master Plan through a more collaborative and data-driven process. This process is designed to ensure that the Master Planning vision is driven by program-level data and community employment and environmental scans. The process is informed by and supports previous efforts to enhance the quality of the academic programs and the College's offerings through the following: a Cambridge West curriculum management study, a Recruitment and Marketing study by Ruffalo Noel-Levitz (which included student focus groups), the input of the IEPI PRT, and Enrollment Management Plan revisions designed to enhance the integrity of schedule and catalog.

Other ways in which LTCC assesses, supports, and maintains academic quality include the following:

- The College has an extremely active and engaged Curriculum Committee that is committed to consistency and quality and ensures, with the assistance of an extremely detail-oriented Curriculum Technician and other support staff, regular review and updating of curriculum (though a 5-year update cycle with comprehensive review by all relevant areas of campus, including the Disabilities Resource Center, the Library, and the Articulation and Transfer Coordinator, among others).
- The Dean of Instruction, the Counseling Division Chair, and the Vice President of Academic Affairs have participated in IEPI workshops on pathways creation. The institution is commitment to creating clearer pathways in all areas for students to complete degrees and certificates in an appropriate timeline.
- With the receipt of a course-level Open Education Resources Grant and, it is hoped, a Zero-Textbook-Cost Degree Planning Grant, the College is also committed to integrating regular pathways with OER pathways for ZTC degrees.
- The College has offered, through Community Education and, in another instance, through support from Basic Skills Initiative funding, ESL workshops and Basic Skills Boot Camps to help support students' movement into credit-bearing programs and to support the development of employment skills for students to be able to succeed in employment opportunities in the community. ADVANCE (the local name for the Lake Tahoe Adult Education Consortium supported through the Adult Education Block Grant funding) has an important presence on campus and is integrated into the work of the college in supporting students, assessing labor market needs, collaborating with the local Chambers of Commerce and the Tahoe Prosperity Center in joint efforts to assess and meet local community's employment needs)
- The Incarcerated Student Program has a notable focus on the quality of coursework, engaging full-time faculty in the creation of correspondence courses and supporting faculty and students through a One-on-One Enhance pedagogical model, ensuring regular contact between instructors and students, regular support and feedback from counseling and administrative staff, and regular audio/visual support course materials and in-person tutoring.
- The College has a designated Distance Education coordinator, a full-time faculty member who receives 75% reassigned time to serve the Distance Education programs and support faculty in maintaining accessibility and regular and effective contact for students, retain a cutting edge in terms of online education technology, and maintain quality in online offerings. This faculty member also receives 25% reassigned time to coordinate LTCC's participation in the Online Education Initiative. The College is dedicated to the quality of all programs, regardless of modality. To ensure such quality, the faculty and student evaluation process have recently been updated and a revised evaluation rubric is recommended for use to ensure a certain level of quality. In distance education, the college's focus is on accessibility and "regular effective contact" and this is maintained through distance education addenda that are established in accordance with these values.
- The College has been diligent and has embraced the development of and commitment to C-ID approved courses and the creation and offering Associate Degree for Transfer for the benefit of student success and academic quality.
- And LTCC is working hard to bring bachelor's degrees to campus and will have a University Center on campus in order to serve place-bound students with quality options (through partnerships with public and private four-year institutions) to finish their two- and four-year degrees at a reasonable cost. LTCC currently has such a program in offering Bachelor's degree on campus in Global Business Management, Education and Psychology through a partnership with Sierra Nevada College, a private four-year institution located on the North Shore of Lake Tahoe.

Analysis and Evaluation

The College meets the standard. The College frequently engages in collegial dialog about student learning and achievement. These discussions occur through the participatory governance councils as well as other forums and groups that include campus and community stakeholders. The ultimate goal of this ongoing dialog is to identify gaps and areas for improvement in the spirit of continuous quality improvement.

Evidence
I.B.1-1 Organizational and Governance Handbook (p. 5)

Student Services survey and results.
"Institutional Effectiveness: Program Review," *LTCC.edu*.
Minutes from CLEMC agenda (Nov. 10, 2016).
Comprehensive Program Review-ESL.
Comprehensive Program Review-Wilderness Studies.
Comprehensive Program Review-Culinary Arts.
Comprehensive Program Review-Counseling.
IEPI Grant Amendment 2016
Open Education Resources Grant
Community Education Education for Hospitality Training for Spanish Speakers with the South Lake Tahoe Lodging Association - BOT Approval 4/21/2015
ADVANCE - Report to the BOT and LTUSD 3/22/2016
Incarcerated Student Program - Substantive Change - BOT Approval 2/25/2017
University Center S/P Report to the BOT 2/9/2016

I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

LTCC has developed and regularly assesses student learning outcomes in all degree and certificate programs (See Standard II.A.3), student service areas, and learning support services.

Academic Course and Program Learning Outcomes

Student learning outcomes have been developed for all courses and academic programs. Direct assessment occurs at the course level using appropriate methods of assessing student learning outcomes (MASLOs) as selected by the faculty. The College recently adopted eLumen to support assessment at the individual student level in a more streamlined and engaging way. Prior to this transition, TracDat was used to enter results aggregated at the course level and these results were then mapped from the course to the program. For general education courses and others that are not part of a specific degree or certificate program, the mapping is from the course to the institutional outcomes.

The College has established a SLO assessment cycle that requires regularly scheduled courses to be assessed once every three years and off-cycle courses to be assessed every time they are offered. This allows for regular evaluation of course and program effectiveness as these results are analyzed each year as part of the APR/AUP process as well as every six years

through the CPR process. This timeline ensures that faculty engage in dialogue that leads to continuous improvement of all instructional programs.

In Spring 2015, as part of the Annual Report to the ACCJC (I.B.2-1), the College identified that this cycle was not being followed as expected. With a participation rate of approximately 22%, the College was placed on enhanced monitoring and began working on solutions. In Fall 2015, the Vice President of Academic Affairs worked with the faculty SLO Coordinator and the recently hired Director of Institutional Effectiveness to create a plan and respond to the letter from the ACCJC (I.B.2-2). By the next year, the College had moved to a participation rate of approximately 41% and in Spring 2017 the report will show a participation rate of approximately 61% (I.B.2-3). While this is still not at the level the College would expect, the overall rates are impacted significantly by courses that have not been inactivated despite the fact that they have not been offered in many years as well as courses that are offered every 2 or 3 years but were offered prior to the Spring 2015 discovery. The annual participation rates are much closer to 100% for those courses that are required to be assessed in each term as part of the 3-year cycle.

Student Service Area Outcomes

Each of the 13 student service areas have identified relevant service area outcomes (SAOs). These were recently assessed through the LTCC Student Experience Survey (SES) which was first developed and implemented in Spring 2015. This will be an annual survey which measures students awareness, participation, and satisfaction with each student service area as well as a number of administrative and operational units. Additionally, the survey provides a direct assessment of student perceptions with regard to their growth in the four Institutional Learning Outcome (ILOs) areas.

Analysis and Evaluation

The College meets the standard. Student learning outcomes have been developed and assessed for all academic programs and student support services. While, the College has not always followed the 3-year assessment cycle for all courses, significant improvements in this area have occurred over the last two years. Additional improvements will occur as part of the the Quality Focus Essay project regarding Institutionalizing Integrated Planning as well as the current implementation of the eLumen curriculum, assessment, program review, and planning software. learning outcomes for student service and learning support areas have been directly assessed through the Student Experience Survey implemented in Spring 2016.

Evidence
I.B.2-1. ACCJC Annual Report - Spring 2015
I.B.2-2. Response Letter - October 2015
I.B.2-3. ACCJC Annual Report - Spring 2017
Student Experience Survey Final Summary Report to the BOT 11/8/2016

1.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

The College regularly sets and evaluates institutional goals related to the LTCC Mission in alignment with the strategic plan and various statewide initiatives and publishes the results in the LTCC Scorecard.

LTCC Scorecard

The College has defined elements of student achievement, and has identified the expected measure of performance within each element. One measure is student course success rates, for which LTCC has established an institution set standard (ISS) of 80%. This standard, as well as all ISSs, was set through careful review and analysis of past data trends and collegial dialog within the participatory governance councils. Additionally, academic department-level standards in this area were set through the 2016/17 Annual Program Review (APR) process. Other measures of student achievement that are relevant to the College mission have been determined and ISSs have been set for many of these as demonstrated by the LTCC Scorecard. (I.B.3-1)

In addition to department-level course success rates, ISSs have been set for licensure passage and employment rates where appropriate in accordance with ACCJC requirements. Through the process of collecting, reviewing, and analyzing data from disparate sources for these two indicators, the decision was made to set the standard as the 5-year average when available.

The ISSs for departments and across the institution are relevant to guide self-evaluation and institutional improvement. The defined elements and expected performance levels are appropriate within higher education. The results are reported regularly across the campus and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, determine needed changes, allocate resources, and make improvements.

The institution analyzes its performance through the identified ISSs and other measures of student achievement and operational performance, and takes appropriate action in areas where the performance is not at the expected level. This is reviewed annually as part of the process of reviewing the CCCO Student Success Scorecard and required metrics for other statewide initiatives, all of which are sections within the overall LTCC Scorecard.

Statewide Initiatives

In addition to locally identified measures of student and institutional performance, the College is required to review and analyze data and set targets for indicators as part of several statewide initiatives. For example, the Institutional Effectiveness Partnership Initiative has established a Framework of Indicators that require both short- and long-term goals. The same goal setting process that was used for institutionally driven indicators is used each year to review and update these targets, which has driven discussions amongst the various stakeholder groups about appropriate goals and the difference between a standard and a stretch goal. The College continues to discuss this and revise the way in which goals are set in order to foster engagement in continuous improvement practices throughout the institution.

Analysis and Evaluation

The College meets the standard. As part of the ongoing evaluation process for the College, and in accordance with accreditation requirements and statewide initiatives, a series of key

performance indicators with institution-set standards have been identified. These goals were established through the participatory governance process and based on trends in available data and effective practices in the field. The data and goals are published widely and reviewed annually as part of the LTCC Scorecard.

<mark>Evidence</mark>
I.B.3-1. LTCC Scorecard
IEPI Presentation to the BOT 5/23/17

1.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

LTCC collects, analyzes, and reviews data related to student learning and achievement in order to foster continuous improvement

Use of Assessment Data

Assessment data is a core part of both the APR/AUP and CPR processes for instructional programs. Course level SLO participation rates, results, and action plans are provided for faculty review and analysis to support program curricular and pedagogical improvements.

The <mark>general template for SLO assessment</mark> has been revised over the last two years to make the process more meaningful and engaging for faculty. The most recent change to the template was to establish student level SLO assessment practices, allowing the faculty to review disaggregated student outcomes. With the full implementation of SLO assessment and program review in eLumen the analysis of disaggregated data will be more streamlined and effective.

Institutional Support for Student Learning and Achievement

Assessment data aligns with the budgeting and resource allocation cycle through program review processes. This provides a direct correlation between plans to improve student learning and achievement and institutional support for these endeavors. For example, in the 2016/17 AY additional funding for instructional supplies were distributed only to those programs that had requested the supplies and demonstrated sufficient alignment to SLO results and potential positive impact on student learning and achievement.

Analysis and Evaluation

The College meets the standard. Outcome data related to student learning and achievement is collected regularly, analyzed, and presented to various stakeholder groups to inform planning and continuous improvement. The College uses these results to make data-informed decisions about how best to support students, programs, and departments.

<mark>Evidence</mark>
SLO Template

1.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

The College regularly reviews its progress in achieving the Mission through program review that includes analysis and reflection of data relevant to student learning and achievement resulting in a series of program and institutional goals and objectives.

Program Review

All programs and departments (instructional, student support, and administrative) will complete a Comprehensive Program Review (CPR) over the 6-years from 2015/16 to 2020/21, which will re-establish the 6-year CPR calendar. The CPR process for non-instructional consists of a thorough review of program or department effectiveness, impact on the broader campus community, staffing, and budget. This includes a discussion of strengths, weaknesses, opportunities, and threats. Ultimately, the CPR leads to a series of action plans with goals and objectives that are specific, measurable, achievable, relevant, and time-bound or SMART.

In addition to the CPR, the instructional programs participate in APR/AUP processes that includes a review of the goals and objectives set by the most recent CPR. All action plans identified in the AUP should demonstrate alignment to existing program-level goals as well as those set by the institution.

In both the APR/AUP and CPR both aggregated and disaggregated data on student learning and achievement are reviewed and analyzed to identify potential learning gaps. The written narrative response to the trends in the data provides context through which program specific goals for improving student learning and achievement are established.

Institutional Goals and Objectives

Institutional goals and objectives, like those found on the LTCC Scorecard, are created as a result of institutional planning processes which are informed by a wide variety of internal and external data, including program reviews. All goals and objectives created within institutional plans adhere to the SMART framework as described above.

Analysis and Evaluation

The College meets the standard. Through annual and comprehensive program reviews the College systematically evaluates its progress towards achieving the Mission with both quantitative and qualitative data related to student learning and achievement. The data is disaggregated in ways that are particularly relevant to the College including student demographics, course modality, and course subjects.

Evidence
Comprehensive Program Review Schedule - as presented to the IEC 5/18/2017

1.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

LTCC collects student learning outcome data at the individual student level and regularly evaluates disaggregated student achievement data in order to identify potential performance gaps and develop interventions or enhanced support services to remove existing barriers to student success.

Individual Student Learning Outcome Data

While the College had not previously been collecting student learning outcome data at the student level, and could therefore not examine disaggregated results to identify achievement gaps, a plan is in place to make this possible with the implementation of eLumen.

In preparation for this shift in faculty assessment practices, the SLO Coordinator and Director of Institutional Effectiveness developed a Word template to allow for course rosters to be distributed to faculty allowing them to assess each student on each SLO for the course when it was required to be assessed. This has been favorably received by some faculty as a way of better assessing student performance and a more streamlined approach to the SLO process overall.

Efforts to collect student learning outcome data that can be disaggregated by student demographics, course characteristics, or other methods represent emerging and innovative practices in the field as detailed in the ACCJC white paper "Institutional and Team Guidance for ACCJC Standard I.B.6" (Evidence). However, LTCC is well positioned to fully embrace this practice with the pending transition to eLumen and the preliminary success at adopting student-level outcomes assessment practices.

Disaggregated Student Achievement Data

Instructional program review data packets include disaggregated data on student course success rates by age, gender, race/ethnicity, and course delivery method. However, additional disaggregated data for the overall College is reported in the Annual Fact Book.

The College's data and reporting warehouse, LTCC Reports, includes many more sets of student achievement data with the ability to disaggregate or filter by a number of student, course, and program attributes. Access to these reports is currently limited to staff and administration but through the Title III grant more licenses have been purchased and faculty will be provided access and training on the use of LTCC Reports.

Student Equity Plan

Disaggregated student achievement data was particularly relevant for the development of the SEP. Reports were created to show disproportionate impact amongst a broad range of student groups in terms of access, retention, and success. Through this process, achievement gaps for Hispanic or Latino/a students were identified and this population was chosen as the primary focus of student equity efforts.

Analysis and Evaluation

The College meets the standard. Student achievement data is regularly disaggregated by course subject, modality, program, and a wide variety of student demographics. Additionally, the College is currently implementing the eLumen integrated planning software to allow for disaggregated student learning outcomes in accordance with the emerging practice in the field. Through the program review processes at the College, this data informs institutional planning and resource allocation to better support student learning and achievement. The connection between these processes will be further strengthened through the Institutionalization of Integrated Planning as part of the Quality Focus Essay

Evidence
Approval of ELumen Contract - BOT Mtg 10/11/16
Annual Fact Book 2014-15
Student Equity Plan

1.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

The College regularly reviews and updates Board Policy (BP) and Administrative Procedure (AP) to ensure proper governance and operation throughout the institution.

Board Policy (BP) and Administrative Procedure (AP)

The College is currently in the process of adopting the Board Policy (BP) and Administrative Procedure (AP) format provided by the Community College League of California (CCLC). This has led to a comprehensive review of these documents through the participatory governance structure. As part of this transition each new or revised BP and AP is vetted and ultimately endorsed by the relevant councils and then a schedule for review is established as outlined in Board Policy and Administrative Procedure 2410.

Analysis and Evaluation

The College meets the standard. The process of moving to the CCLC policies and procedures has led to the College adopting a schedule for policy review. These are reviewed through the participatory governance process and policies are approved through the Board of Trustees.

Evidence
Board Policy and Administrative Procedure 2410.

1.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Through the participatory governance processes and other methods of communication, LTCC

distributes the findings of all assessment and evaluation activities and encourages dialog regarding institutional strengths and weaknesses in order to develop a shared understanding of the vision and priorities of the College.

Participatory Governance

The primary mechanism through which the results of assessment and evaluation activities are shared is through the participatory governance structure. Meeting agendas are published ahead of the meetings and each of the five core councils are open to the public. Additionally, members of each council serve as representatives of their stakeholder group and are expected to communicate important agenda items and discussions to their group when relevant. This allows for broader engagement of the entire campus community rather than just those who serve on a given council.

Communication Methods

In addition to dialog occurring through the participatory governance structure, the College employs a variety of communication methods to provide updates on results of assessment or evaluation activities as well as major events or important updates. This includes the publication of the Annual Fact Book, the increased use of social media to engage various stakeholder groups, the Summer 2016 launch of a new website for more streamlined navigation, and the Spring 2017 launch of a new mobile app for student engagement that can also support engagement of staff and faculty that choose to download the Coyote Corner app.

Additionally, special review forums have been utilized a number of times over the past few years to invite large groups of people to an overview of research and evaluation activities conducted by the College or a third-party vendor. One example includes the Residential Living Feasibility Study, which was presented to invited guests in advance of final Board review. A second example is the Strategic Planning sessions that were open to all College students, staff, faculty, administration, and the Board members. The most recent forum, held in Spring 2016, included broad participation, which allowed for stronger dialog.

Finally, the Superintendent/President, Jeff DeFranco, plans to send a weekly email to the campus community that will provide important updates and results of assessment and evaluation activities where appropriate.

Analysis and Evaluation

The College meets the standard. Institutional assessment and evaluation results are distributed widely through participatory governance processes and various online methods. Program reviews are published and include relevant disaggregated learning and achievement data. The College also publishes an annual Fact Book to provide campus constituencies and community stakeholders relevant data on student learning and achievement.

Evidence
Annual Fact Book *LTCC.edu*
Website Home Page
Coyote Corner App Launches *- LTCC.edu*

1.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

LTCC continues to develop and enhance an integrated approach to program review, planning, and resource allocation that establishes short- and long-term goals and objectives to improve institutional effectiveness and academic quality.

Systematic Evaluation

As outlined in the Integrated Planning Guide (Evidence), the College engages in a systematic and continuous process of evaluation regarding institutional planning, governance, and overall effectiveness utilizing a number of different methods.

The LTCC Scorecard (Evidence) provides objective data relevant to measure student success and institutional effectiveness and is directly related to the LTCC Strategic Plan (Evidence). This is annually reviewed through the participatory governance process by the campus community and the Board of Trustees.

Several institutional surveys of students, staff, faculty, and administration were developed to collect constituent feedback on all aspects of institutional effectiveness.

- Student Experience Survey (SES) (Evidence)
- Faculty/Staff Experience Survey (FSES) (Evidence)
- Governance Council Self-Evaluation Survey (GCSES) (Evidence)

The results of these surveys are reported to all appropriate groups on campus and published to the website (Evidence). When revisions to these surveys are required, this is coordinated by the Director of Institutional Effectiveness with guidance from relevant participatory governance councils and approved by the Institutional Effectiveness Council. In the 15/16 Academic Year this process led to an update to the GCSES to encourage greater participation by streamlining the end-user experience and shorten the survey (Evidence) (Evidence).

Program Review and Integrated Planning

Instructional programs and departments at LTCC perform both Annual and Comprehensive (6-year) Program Reviews, each with identified goals or unit plans. Administrative and student service areas also participate in the Comprehensive (6-year) Program Review cycle (Evidence). Given the small size of the College and the number of single-person departments, the non-instructional program reviews occasionally occurred through an informal process of identifying strengths, areas for improvement, and needed resources with the administrator over the area. However, all departments are now on a deliberate 6-year schedule and much progress has been made over the last two years (Evidence). The results of each of these program reviews provide context and core data for the development of institutional plans like the Education Master Plan.

The Educational Master Plan serves as the primary plan on campus and establishes long-range goals and objectives. From this plan the Strategic Plan is created to further operationalize short-term activities, goals, and objectives in alignment with the College mission and the Educational Master Plan. The careful alignment and scheduling of institutional planning is a core reason for the adoption and implementation of eLumen software to replace TracDat.

Resource Allocation

The budget development flowchart was established in such a way as to allow for APR/AUP results to inform resource allocation. Requests for additional funding must be tied in some way to student learning and achievement. These requests are then prioritized and evaluated prior to being funded or not. Additionally, CPR data is used to fill in gaps wherever necessary, including all non-instructional programs, which do not currently participate in the APR/AUP process.

Analysis and Evaluation

The College meets the standard. An ongoing and systematic evaluation process has been used by the College to continually improve practices. Instructional program reviews have consistently been used to inform short- and long-range planning and resource allocation. Non-instructional program reviews, including administrative and student support areas, have occurred more informally, leading to appropriate changes informed by both quantitative and qualitative data. These program reviews form the foundation for an integrated planning process that is regularly reviewed, evaluated, and updated as necessary.

While the College meets the standard, the area of Integrated Planning has been identified as a project within the Quality Focus Essay, particularly with regard to the institutionalization of effective practices. Additionally, the move to eLumen was done to provide a single integrated platform to better support these processes.

Evidence

Integrated Planning Guide

LTCC Scorecard

LTCC Strategic Plan

Student Experience Survey (SES)

Faculty/Staff Experience Survey (FSES)

Governance Council Self-Evaluation Survey (GCSES)

Institutional Effectiveness: Research and Reports Webpage

Former GCSES

IEC Minutes of GCSES Review

Comprehensive Program Review Schedule (website)

LTCC Budget Development Process

C. Institutional Integrity

1.C.1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

The institution assures the clarity, accuracy, and integrity of information it provides to the public about the institution and its purpose. The information is shared in a variety of media with the public and prospective students. Unit and program leads assure that the information provided to the public is accurate, current and relevant.

Mission statement

The College mission statement is widely published in a variety of print and online materials including all institutional plans, Board agenda packets, and the annual Budget book, to name a few. Additionally, the College mission statement is clearly articulated on the About section of the website.

Learning outcomes

All course level outcomes are published on course syllabi and the course outlines of record (CORs). These are evaluated by the faculty as part of both the SLO assessment process, which occurs in each course once every three years, and the program review process.

Proposed changes to course level SLOs are reviewed by the Vice President of Academic Affairs, the faculty SLO Coordinator, and the Director of Institutional Effectiveness for clarity and alignment with SLO best practices.

Program level outcomes are available on the College website and within the College catalog. These outcomes are also evaluated as part of the program review process through their alignment with course-level outcome assessment.

Educational programs

The wide variety of education programs available to students at LTCC are clearly articulated in both the College catalog and on the College website. This includes a brief description of the program, the required coursework, and total unit load. For some career technical education (CTE) programs, the gainful employment reporting requirements also includes the publication of indicators like total cost of enrollment, time to completion, average completion rate, and employment or placement post-graduation. This information can be found on the website on each page for which it is required.

Student support services

Details about the student support service program areas are clearly articulated on the website as well as being highlighted during the new student orientations. However, there were key areas with which students reported they were unfamiliar through the Spring 2016 Student Experience Survey. One area that got low marks on awareness was the Financial Aid office. Students often meet eligibility for the Board of Governor's Fee Waiver (FEE), which leaves them with little need

of traditional Financial Aid. As a result, fewer students are applying for the Free Application for Federal Student Assistance (FAFSA). The College has identified a plan of action that includes at least more frequent Financial Aid orientations and push notifications to students through the new Coyote Corner mobile app.

Accreditation status

The College's current accreditation status is provided to the public on its website along with an image of its accreditation certificate. (I.C.1)

Analysis and Evaluation

The College meets the standard. Lake Tahoe Community College assures the clarity, accuracy, and integrity of information it provides to the public about the institution and its purpose. Procedures and communication protocols are maintained by the various responsible parties throughout the institution and the website is the primary tool used to share information with current and potential students, employees, and the community at large. New technology options, such as the Coyote Corner app, have allowed the college to further engage various populations throughout the institution.

Evidence
Planning - *LTCC.edu*
BoardDocs Landing Page
Annual Budget 2016-17
About "Vision, Mission, and Beliefs - *LTCC.edu*
Academic Programs - *LTCC.edu*
Catalog - *LTCC.edu*
Career & Technical Education *LTCC.edu*
Campus Resources *LTCC.edu*
I.C.1-1. "Accreditation," *LTCC.edu*.

1.C.2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote). (ER 20)

The institution's catalog provides precise, accurate, and current information for students and prospective students.

The LTCC College Catalog is published annually by the Office of Instruction with the current version covering the 2017-18 Academic Year. It is available primarily in electronic form on the college website but may also be provided in hard copy by request.

The catalog provides general information, academic requirements, policies, and procedures as well as information about student support programs, requirements, and services. The catalog serves as the most complete and organized source of information about the College and its programs. As of Fall 2017, sections of the Catalog are also provided in Spanish.

Catalog Requirements	Page(s)
1. General Information	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	1
Educational Mission	2
Representation of accredited status with ACCJC, and with programmatic accreditors if any	1
Course, Program, and Degree Offerings	59-243
Student Learning Outcomes for Programs and Degrees	61-112
Academic Calendar and Program Length	i
Academic Freedom Statement	1
Available Student Financial Aid	14
Available Learning Resources	15-18
Names and Degrees of Administrators and Faculty	6, 246-7
Names of Governing Board Members	7
2. Requirements	
Admissions	10-12
Student Tuition, Fees, and Other Financial Obligations	13
Degrees, Certificates, Graduation and Transfer	45-55
3. Major Policies and Procedures Affecting Students	
Academic Regulations, including Academic Honesty	34
Nondiscrimination	12
Acceptance and Transfer of Credits[2]	49
Transcripts	33
Grievance and Complaint Procedures	42
Sexual Harassment	40
Refund of Fees	13
4. Locations or Publications Where Other Policies may be Found	

| College website (ltcc.edu), Board Docs | |

Analysis and Evaluation

The College meets the standard. The LTCC Catalog provides clear, accurate, and up-to-date information and serves as the primary source of information about the college, its courses and programs, and various policies and procedures for current and potential students. The official catalog is reviewed and updated annually, and an ongoing addendum is maintained throughout the year and posted on the website as well.

Evidence
Catalog *LTCC.edu*
LTCC Catalog (2016-17). *LTCC.edu.*

1.C.3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

The institution communicates matters of academic quality to the public.

Student learning assessment

The LTCC Core Competencies or Institutional Learning Outcomes (ILOs) and all Program Learning Outcomes (PLOs) are published in the catalog and on the college website (Evidence). Currently the ILOs are assessed indirectly through the Student Experience Survey and results are shared through the participatory governance process and published on the Institutional Effectiveness website (Evidence). The PLOs are assessed through course-level SLO assessment that is mapped to the PLOs and summary data is reviewed and shared through the program review process.

All Student Learning Outcomes are published in the course outlines of record and available in the course syllabi provided to each student. Results of all assessments are reviewed at the department level and inform the annual and comprehensive program reviews. Faculty and program participation in the SLO process is also tracked and reported through the participatory governance process as a measure of institutional effectiveness.

Until 2017, SLOs were stored and updated in the Course Management System (CMS) and the data was stored in TracDat. In order to connect these pieces, support stronger faculty buy-in and engagement, and allow for purposeful alignment between outcomes assessment, program review, planning, and resource allocation, the College is moving to eLumen.

Student achievement evaluation

Data on student achievement is collected, analyzed, and reported in many ways, including both annual and comprehensive program reviews. However, the primary sources of public information regarding student achievement data are the annual LTCC Fact Book and the LTCC Scorecard, both of which are available on the Institutional Effectiveness website (Evidence).

Documentation and communication

The Office of Institutional Effectiveness (OIE) is responsible for the collection, analysis, and publication of student achievement data. This office has a website dedicated to sharing data and reports to the public as well as the internal College community. The Office of Institutional Effectiveness aims to continuously build and support a culture of inquiry and data-informed decision making.

The Accountability section of the Institutional Effectiveness website includes direct links to the websites of external agencies as well as annual summary reports for LTCC. This includes the LTCC Scorecard, which highlights the key performance indicators for the College as well as any institution-set standards.

The Research and Reports section of the Institutional Effectiveness website provides internal reports and presentations that have been prepared for various campus groups. This includes the LTCC Fact Book, which provides standard information on student demographics, progress, and success.

Analysis and Evaluation

The College meets the standard. LTCC communicates matters of academic quality to the public through a variety of documents and reports located on the Institutional Effectiveness pages of the College website. This includes both the Fact Book and the LTCC Scorecard, which directly assesses the College's effectiveness at meeting the goals of the Strategic Plan and fulfilling its Mission. The College also provides information regarding student success and academic achievement via board meetings, community meetings, and other public forums. The Student Success Scorecard is also available on the Chancellor's website and available for comparison purposes with other districts and colleges.

Evidence

Institutional Effectiveness Office *LTCC.edu*
Annual Fact Book *LTCC.edu*
Chancellor's office scorecard linked to LTCC
Reports for Annual Program Review - APR- AUP
Bi-Annual update of Strategic Plan *LTCC.edu*
Student Success Scorecard – Chancellor's Office
Internal LTCC General College ScoreCard - BOT Study Session 5/23/17
IEPI Framework Indicators – audit-fiscal-student success
CTE pages with certificates have gainful employment data *LTCC.edu*
SLOs – under Institutional Effectiveness *LTCC.edu*

1.C.4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

In course outlines of record (CORs), on the academic program pages of the College website,

and in the College catalog, the College describes certificate and degree programs in terms of their purpose, content, course requirements, and expected program-level learning outcomes.

All requirements for graduation and/or transfer are specifically and clearly articulated in the catalog, which as previously stated is available on the College website and in hard copy upon request.

Additionally, all Career Technical Education (CTE) programs have pathways flyers listed in the CTE website that outline specific requirements for each, as well as other relevant information that a current or prospective student may need to know.

Analysis and Evaluation

The College meets the standard. All relevant information regarding the College's certificates and degrees are clearly outlined in a wide variety of sources. The College website includes detailed information on all academic programs and also contains links to the College catalog, which is reviewed and updated annually to ensure the most current information is available to current and potential students. Additionally, all CTE programs have a pathways flyer that details relevant information to help students make informed decisions.

Evidence
College Catalog (2016-17). *LTCC.edu.*
CTE Pathway Flyers

1.C.5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Regular and effective review of College policies and procedures is built into the current process of transitioning to the CCLC approved framework for Board Policy (BP) and Administrative Procedure (AP). Once a new or revised policy and/or procedure is approved it is uploaded to the BoardDocs public website and a date for the next review is identified. As outlined in AP/BP 2410, all policies are reviewed at least every 5 years unless changes in statute or regulations necessitate an earlier review and update. This process is managed by the Office of the Superintendent/President.

Additionally, those policies and procedures that are printed in the College catalog are reviewed annually in preparation for the publication of the new catalog. The review committee consists of department heads, administrators, and other key personnel involved in those procedures. Throughout the year, the catalog information is continually reviewed (evidence?!?) and a working addendum is updated quarterly. The annual publication of the Catalog occurs every May.

Analysis and Evaluation

The College meets the standard. As part of the College's move to the CCLC approved BP and AP formats, all policies and procedures are scheduled for review and update. These are vetted through the participatory governance process and posted publically once approved on the

BoardDocs public website. Upon publication, the policies and procedures are placed on a review cycle where each is set to be reviewed at least every 5 years.

Evidence
BP and AP 2410
BOT Retreat 9/19/16 review of P&P

1.C.6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

The College Financial Aid website and the College Catalog both list data on the total cost of education at LTCC. The website has links to "icanaffordcollege.com." Additionally, the website includes a Net Price Calculator to allow students to select personal characteristics and circumstances that may impact their own costs.

The webpages for all CTE programs that require gainful employment reporting include information on the total cost of books, tuition, and fees as well as the average time to completion, which could impact the total cost.

There is a special section of the website which addresses the cost of attendance for International Students, as their costs are different from the general student population.

Required textbooks and costs are available to students when registering for courses in Passport through a link to the College's bookstore website. This gives the students an opportunity to research textbook options. In addition, students have the ability to rent books at the bookstore and online through the bookstore's website.

Analysis and Evaluation

The College meets the standard. Lake Tahoe Community College provides comprehensive information regarding fees and textbook costs to all students through the website and the student registration portal. Links from the bookstore also provide detailed information and options to rent or purchase books and materials.

Evidence
Financial Aid - *LTCC.edu*
Net Price Calculator
icanaffordcollege.com
Academic Programs *LTCC.edu*
International Students *LTCC.edu]*
Bookstore "find a book"
I.C.6-1. "Fees & Tuition," *LTCC.edu.*
I.C.6-2. LTCC College Catalog (2016-17), p. 13.

1.C.7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These

policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

The College has recently reviewed and revised the Board Policy on academic freedom and academic responsibility as part of the transition to the CCLC format. (I.C.7-1) The revised policy, Board Policy (BP) 4030 - Academic Freedom, clearly articulates the College's recognition of the rights of faculty to "teach, conduct research, and communicate their knowledge to the academic community openly, honestly, and without interference."

Faculty Senate and the Curriculum Committee assume the leadership role in ensuring academic freedom in the educational process.

Analysis and Evaluation

The College meets the standard. LTCC has an updated Academic Freedom and Responsibility policy and it is published and accessible to all on the website and via the College catalog.

Evidence
I.C.7-1. BP 4030

1.C.8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty, and the consequences for dishonesty.

The institution establishes and publishes several clear policies and procedures that promote honesty, responsibility, and academic integrity among students and employees.

The primary policy regarding student behavior is the Student Code of Conduct. (BP 5500) This comprehensive policy details expected behaviors of students and is presented at all New Student Orientations, as a link on the website, and on course syllabi.

Student Discipline AP/BP 5520 outlines the steps involved in the disciplinary process. This policy is shared generally on the website and in the College catalog; however, it is also given specifically to any student who has reached suspension or expulsion levels at the institution.

The Student Academic Integrity policy emphasizes the importance of ethical academic work for students and is also shared on course syllabi and in the catalog. Many faculty reiterate this policy during the first few days of class. It is well communicated that plagiarism and other forms of dishonesty are not tolerated and are dealt with swiftly and severely.

For staff and faculty, the policies and procedures for expected ethical behavior are stated in the employee handbook and in the faculty handbook. These handbooks are on the website and are also made available to each employee. New employee orientations and annual professional development trainings are provided to employees which promote honesty and responsibility in the workplace.

Analysis and Evaluation

The College meets the standard. The college has several policies and procedures which emphasize ethics and appropriate behavior for students, staff, faculty, and administration. The consequences of violating any of these policies are clearly stated and published on the College's website, the student handbooks, the Employee handbook, and the Faculty Handbook.

BP5500 - Standards of Student Conduct
BP/AP 5520 - Student Discipline Procedures
BP 3050 - Institutional Code of Ethics
AP 3050 - Institutional Code of Ethics - Administration
AP 3051 - Institutional Code of Ethics - Faculty
AP 3052 - Institutional Code of Ethics - Classified Employees
Faculty Handbook *LTCC.edu*

1.C.9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Faculty distinguish between personal conviction and professionally accepted views in a discipline. Academic Freedom balances the right of faculty to express personal opinions with their responsibility to adhere to the highest standards of critical inquiry and analysis. The policy states that faculty shall adhere to the Course Outline of Record (COR), selecting relevant material, teaching with honesty and fairness, and avoiding the substitution of indulgent self-reflection for scholarly inquiry. (I.C.9-1)

The Academic Senate's Faculty Code of Ethics, modeled after the American Association of University Professors' Statement of Professional Ethics provides further expectations related to the objective and communicates the following: (I.C.9-2)

- Responsibility to seek and state the truth
- Obligation to the free pursuit of learning
- Commitment to collegial conduct
- Dedication to teaching and scholarship

The curriculum process is used to identify course content that reflects current knowledge in the discipline. It delineates the content, methodologies, outcomes, and assessment for a course and is reviewed by the dean and discipline faculty to verify that the official course content represents professionally accepted views.

Faculty evaluation is another process that is used to evaluate and support faculty in teaching course content fairly and objectively. It also helps distinguish between personal conviction and professionally accepted views. Review of course syllabi in the faculty evaluation process verifies that course syllabi reflect appropriate content.

Student evaluations of faculty enable students to report their perceptions of faculty objectivity. Student comments are reviewed by a faculty peer evaluator and discussed with the faculty.

Analysis and Evaluation

The College meets the standard. As outlined in policy statements regarding both Academic Freedom and the Faculty Code of Ethics, the Faculty distinguishes between personal beliefs or opinions and the widely accepted views of their discipline. They present information fairly and accurately to students. This is regularly evaluated through the use of student, peer, and administrator evaluations.

Evidence
I.C.9-1. BP 4030
I.C.9-2. "Faculty Code of Ethics," *Faculty Handbook* (2014-15), p. 23.
Curriculum Review Title V
Faculty Evaluations – Peer and Student

1.C.10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

The College only requires specific codes of conduct for students who participate in Athletics or enroll in specialized CTE programs (i.e. Fire Academy, Addiction Studies, etc.). For these students, the specific expectations are detailed in a code of conduct that the student must sign. (Evidence)

Analysis and Evaluation

The College meets the standard.
Evidence
Student Athlete Code of Conduct Form??
Fire Academy Code of Conduct Form??

1.C.11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Lake Tahoe Community College does not operate in foreign locations.

1.C.12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Lake Tahoe Community College complies with all Commission policies, Eligibility Requirements, Standards, guidelines, and requirements.

The College exhibits honesty and integrity in its relationships with the Accreditation Commission and submits annual and midterm reports in a timely manner. It communicates its accreditation status to the public through the College website (==Evidence==) and catalog (==Evidence==) using the language recommended by the ACCJC.

Analysis and Evaluation

The College meets the standard. LTCC acts in accordance with all standards and requirements of the ACCJC.

==Evidence==
Accreditation Reports
ACCJC Annual Reports
Accredited Status on Website
College Catalog (Accredited Status)

1.C.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

LTCC maintains honest and effective relationships with all external agencies. College staff responsible for responding to external surveys or requests do so in a timely manner so as to meet all deadlines and comply with state and federal regulations. The College clearly articulates a consistent message about its accreditation status with the ACCJC and other agencies.

Analysis and Evaluation

The College meets the standard. LTCC presents information honestly and in a timely fashion with regard to communications with the community and outside agencies. This includes accurate and up-to-date information regarding the accreditation status of the College and any other issues of compliance and accountability.

==Evidence==
Accreditation *LTCC.edu*

1.C.14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

The institution's commitments to high-quality education, student achievement, and student learning supersede all other objectives. As a core aspect of the College's mission statement, these efforts are regularly evaluated through a variety of methods including program review and student learning outcomes assessment. Additionally, the mission drives all College priorities through planning, goal setting, and resource allocation processes.

Fundamental support for student learning and achievement is provided by the College through the following endeavors:
- Providing high-quality instructional programs
- Offering and scheduling curriculum to meet student learning needs
- Documenting and assessing student learning outcomes
- Providing high-quality library and learning resources
- Providing academic counseling and other support services that promote student success
- Establishing criteria for faculty hiring that emphasize discipline expertise, teaching skills, and potential to contribute to the College's mission
- Evaluation and coaching of full- and part-time faculty, administrators, and other personnel responsible for student learning
- Planning, building, and maintaining facilities and other physical resources in a manner that supports the College's
- Utilizing and maintaining technology resources that support the institution's academic programs, teaching and learning, and student support services
- A comprehensive planning process that assures sufficient financial resources to support and sustain student learning programs, directs the allocation of resources to enhance the College's programs and services, and ensures that the institution's mission and goals are the foundation for financial planning
- Establishment of governance roles and structures that promote participation of administrators, faculty, staff, and students in decision-making processes for improving the practices, programs, and services in which they are directly, or indirectly, involved
- Established policies for the Chief Executive Officer (CEO) to ensure that educational planning is integrated with resource planning and allocation to support student achievement and learning
- Establishment of policies by the governing board that are consistent with the College's mission to ensure the quality, integrity, and improvement of student learning programs and services, and the resources necessary to support them

Additionally, LTCC's commitment to high-quality education, student achievement, and student learning are supported by the LTCC Foundation (non-profit). The Foundation offers comprehensive fund-raising for scholarships, programs, instructional equipment, employee development and campus improvement, with the mission of advancing the quality of the College's academic endeavors. This revenue generation directly benefits the educational programs and mission of the College

Analysis and Evaluation

The College meets the standard. As outlined in the College mission statement, LTCC holds its commitment to academic quality and student learning and achievement as its core purpose. All planning and resource allocation is done with the intent to provide the best possible opportunity for students to achieve their personal, academic, and professional goals.

Strategic plan - student learning, engagement, access
LTCC Foundation Reports
Community Education Report to the BOT 9/27/16
Annual Unit Plan and Annual Program Review

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

II.A.1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

All of LTCC's instructional programs (degrees and certificates), including those offered through distance education and correspondence education and through the South Bay Regional Public Safety Consortium, are offered in fields of study consistent with the college's mission and with established higher education standards in relevant fields. The public safety partnership is addressed in detail in a 2017 approved substantive change proposal. (II.A.1-1) Programs are in alignment with the College's mission and lead to student attainment of appropriate and mission-relevant outcomes. The outcomes are developed and considered by faculty experts and the curriculum committee and published in the catalog on the website.

All Distance Education (DE) and the Incarcerated Student Program (ISP) courses offered are part of the same curriculum and programs offered face-to-face and approved through LTCC's regular curriculum process. Eleven of LTCC's degrees, certificates, and employment skills certificates (formerly called short-term departmental certificates) can be completed entirely online, which was previously addressed in the College's 2010 approved substantive change proposal. (II.A.1-2, II.A.1-3)

The AA-T in Sociology was selected as the program to be offered through ISP and through a pilot proposal that was discussed extensively and approved through the regular governance structure. This program was selected due to the breadth of intellectual inquiry it affords students and to fill a content gap and the need for transfer degrees offered to incarcerated students. Other colleges serving the incarcerated population at the time the decision was made were offering other subject degrees (humanities, for example) and Associate in Arts degrees, but the

College made the decision to focus on providing a transfer degree option for the students. This process is described in detail in a 2017 approved substantive change proposal. (II.A.1-4)

The College offers to students three General Education patterns that are in alignment with four-year colleges and universities (the local LTCC GE pattern, the CSU pattern, and the IGETC pattern). These patterns are reviewed and monitored by the curriculum committee, discipline faculty, and the College's Articulation Officer, who also works with the counselors to ensure the quality and consistency of LTCC's AA-Ts and C-ID approvals. (II.A.1-5)

Mission Appropriate

Lake Tahoe Community College's mission (See Standard I.A.1) is to serve its local, regional, and global communities by promoting comprehensive learning, success, and life-changing opportunities. Through quality instruction and student support, our personalized approach to teaching and learning empowers students to achieve their educational and personal goals. (II.A.1-6) As a result, the courses and programs at the college are aligned with the the LTCC mission and typical and appropriate for post-secondary two-year institutions in California and across the country.

The College has an established Board Policy and Administrative Procedure on Program, Curriculum, and Course Development (BP/AP 4020). This policy and procedure articulate the roles of faculty, administrators, the LTCC Curriculum Committee, and the Board of Trustees in developing and approving programs in accordance with Title 5 and Education Code. This policy, along with almost all others on campus, has been reviewed, updated, and approved over the last year to bring the College into alignment with state recommended formatting. (II.A.1-7, II.A.1-8)

All of LTCC's course and program offerings align with the stated mission of the institution. (See Standard I.A.3) The college offers an aligned general education curriculum for transfer to four-year institutions. Importantly, the LTCC general education courses fold into accepted pathways to the California State University (CSU Breadth) and the University of California (IGETC). Private universities typically accept LTCC courses for credit.

Career and technical fields offered at LTCC have programmatic accreditor or workplace expectations, which are identified through the use of advisory committees. These advisory committees include essential instructional and administrative college employees and a broad representation of community and industry partners. The committees are active, lively, and demonstrate a healthy and productive relationship between the College and its local and regional partners. These committees are also essential for the review of labor market data and curriculum development and alignment with industry standards. (II.A.1-9)

Pre-collegiate curriculum in mathematics and English is developed, reviewed, updated, and maintained by discipline faculty and through the regular curriculum committee process. LTCC is a California Acceleration Project (CAP) school in English and has made notable efforts and improvements to reducing closing the time to completion for foundational skills students in these areas. Department faculty and the Foundation Skills Work team--which includes student services, equity, counseling, disability resource, instructional, and administrative staff-- collaborate and work diligently to ensure that pre-collegiate offerings in English and mathematics are fully supporting students in their preparation for and transition to college-level courses in these areas.

Appropriate to Higher Education Standards

All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are appropriate to higher education.

LTCC is part of the California Community College system which provides a well-established scheme of curriculum submission, review, and approval. The task of curriculum development resides with the LTCC curriculum committee, which is a sub-committee of the college's Academic Senate. This committee is co-chaired by a rotating faculty chair and the Vice President of Academic Affairs. Faculty, including at least one part-time faculty member, serve staggered three-year terms to provide consistency and expertise in the process. Committee membership includes one Instructional Dean, the Articulation Officer, four full-time faculty members, one adjunct faculty member, and five non-voting and ex-officio members (the Vice President of Academic Affairs, one student, the Director of the Library, the Director of Enrollment Services, and the Director of the Disability Resource Center). The College's curriculum committee assesses courses and programs for currency and appropriateness within higher education. (II.A.1-10)

The college's Student Learning Outcomes Coordinator (a full-time faculty member), the Director of Institutional Effectiveness, the Vice President of Academic Affairs, and the student learning outcomes assessment committee help faculty examine learning at the course, program, and general education/institutional levels to identify teaching and learning strategies and curriculum innovations for improvement.

Lake Tahoe Community College complies with California Education Code Title 5, Section § 55063. Minimum Requirements for the Associate Degree. (II.A.1-11). Additional evidence is found in Administrative Procedure 4025: "Philosophy and Criteria for Associate Degree and General Education." (II.A.1-12) The philosophy and criteria regarding general education references the policy of the Board of Governors that general education should lead to better self-understanding and introduce students to the variety of means through which people comprehend the world. Further, Administrative Policy 4025 complies with the State of California Title 5: § 55002. Standards and Criteria for Courses.(II.A.1-13) Standards for learning and achievement in the courses and programs are reviewed by faculty and approved by the governing board.

Student Attainment

Finally, all instructional programs, regardless of location or means of delivery, including distance education and correspondence education, culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.

LTCC assesses student progress through completion of degrees and certificates, employment, and transfer to four-year institutions. The college uses the California Scorecard and Institutional Effectiveness Partnership Initiative metrics on completion and persistence as guides to collegewide improvement efforts. Faculty review program and college-level data in the program review process to identify ways to improve student learning and success and resource allocation needs.

In this way, LTCC faculty and academic leadership regularly evaluate student progress and outcomes and use results for course and program improvements for all locations and means of delivery. LTCC's unique location near the Nevada border and within the confines of the Lake Tahoe Basin creates certain challenges and opportunities in terms of serving and tracking students in the region.

For example, students may live just a few miles from the campus but still be "out-of-state" due to the proximity of the state line. And while the College is committed to serving these students as part of the community, there have been state-determined policies regarding education in both California and Nevada that have necessarily shaped college policies. In 2016, after many years of collaboration and cooperation between California and Nevada, the college was able to put into place the California/Nevada Interstate Agreement (CNIA) that established LTCC as a more affordable option for local students who are Nevada residents. (II.A.1-14)

Additionally, as a result of ongoing efforts and collaboration between our Nevada stakeholders and our partners in Adult Education, Nevada educators, and basin-wide groups such as the Tahoe Prosperity Center, LTCC has improved data-gathering and sharing capabilities across state lines, thus enabling the college to better serve students seeking degree and career and technical education pathways and to track them more appropriately in terms of transfer and employment choices.

Analysis and Evaluation:

The College meets the standard. All of the College's instructional programs, regardless of location or modality, are offered in fields of study consistent with the College's mission and with established higher education standards in relevant fields. All programs are in alignment with the College's mission and lead to student attainment of appropriate and mission-relevant outcomes developed and regularly reviewed by faculty experts through established curriculum policies and processes. Students and the public have access to those outcomes through the catalog available on the College's website. Programs are developed and assessed with a focus on high-quality instruction and student success and achievement in mind and are designed and approved with a focus on helping students move into college-level courses, transfer to four-year programs, and/or attain workforce- and employment-related skills. The College analyzes appropriate and relevant data in assessing student success in these areas, including students who may explicitly seek four-year degrees and employment opportunities in Nevada.

Evidence
II.A.1-1. *Substantive Change Proposal South Bay Regional Public Safety Training Consortium (January 6, 2017)*.
II.A.1-2. DE Substantive Change
II.A.1-3. DE Substantive Change Approval Letter
II.A.1-4. *Substantive Change Proposal Incarcerated Student Program* (March 7, 2017).
II.A.1-5. *LTCC Catalog* (2016-17), pp. 55-57.
II.A.1-6. "Vision, Mission & Beliefs," *LTCC.edu*.
II.A.1-7. BP 4020 — Program, Curriculum, and Course Development.
II.A.1-8. AP 4020 — Program, Curriculum, and Course Development.
II.A.1-9. List of Advisory Committees and Link to Online Agendas and Minutes
II.A.1-10. *LTCC Curriculum Committee Handbook* (2014-15), p. 5.

II.A.1-11. [5 CCR § 55063. Minimum Requirements for the Associate Degree](#).
II.A.1-12. [AP 4025 — Philosophy and Criteria for Associate Degree and General Education](#).
II.A.1-13. [5 CCR § 55002. Standards and Criteria for Courses](#).
II.A.1-14. [BP 5021 — California and Nevada Interstate Attendance Agreement](#).

II.A.2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies and promote student success.

LTCC is committed to offering the highest quality of instruction, and faculty are engaged in the process of evaluation and assessment of the standards of teaching and learning. Faculty take the lead at all levels, from the building of curriculum and programs to the assessment of student learning, to ensure that the academic content and the pedagogical methods and strategies are current, meet accepted standards, and foster and support students' success.

Following review by discipline faculty and a series of other college staff (II.A.2-1), the College's curriculum committee reviews all Course Outlines of Record (CORs), which contain details on content; lay out student learning outcomes, methods of instruction, and methods of assessing student learning outcomes; and are reviewed regularly by faculty and departments, in accordance with Title 5 requirements. Each course outline also articulates specific course objectives, outside assignments, writing assignments, and ways in which critical thinking is required in the course. (II.A.2-2)

LTCC has committed to supporting ongoing professional development for faculty to promote improvement of teaching and learning. The College budgets regularly for this professional development and has a faculty-led application and approval process for requesting professional development funding. This funding is typically used by faculty to engage in research, to gain access to professional journals, for participation in professional discipline-related organizations and workshops/conferences, and to work with other faculty on developing and perfecting teaching strategies. This funding is also available to adjunct faculty.

The College holds four and a half all-faculty meetings per year (one and a half full days during convocation and one 3-4 hour meeting per quarter) to provide professional development to faculty, including guest speakers, collaborative workshops, panel discussions, teaching demonstrations, and other activities related to teaching and learning. Additionally, faculty complete three individual flex days where they engage in professional development activities around teaching and discipline-specific development. Some faculty use these flex activities to meet as departments and discuss specific programs, outcomes data, course and curriculum development and improvement, budgeting, scheduling, and professional development, among other things. (II.A.2-3, II.A.2-4, II.A.2-5)

LTCC is unique among California community colleges in that it also offers a regular, non-competitive Professional Development Leave (sabbatical) program to full-time faculty. As outlined in the collective bargaining agreement, full-time faculty are awarded one quarter of paid sabbatical after the completion of 18 quarters of teaching. Projects are developed and approved

in a cooperative process between faculty and administration. Faculty are required to submit a clear plan for how the projects they develop will result in improvements to teaching and learning and how they will report their findings and the results of their work and the work's contribution to the College. Faculty report to the Board of Trustees following sabbatical projects and are required to work a minimum of six subsequent quarters following their leave. (II.A.2-6)

One additional example of how the College prioritizes and organizes dialogue about teaching and learning is exemplified in the Excellence in Teaching / Advanced Excellence in Teaching workshops the college offers. Led by two experienced faculty members, these workshops offer 12 hours of intensive training to selected participants and are designed to enhance the quality of instruction and provide collaborative discussion around teaching methodologies. Both facilitators and participants receive a stipend to participate. Additionally, these workshops are included as part of a process adjunct faculty can follow to attain the Associate and Associate 2 level of instructor. This is a program that is designed primarily for part-time instructors to provide professional development opportunities specific to teaching methodologies. The College also offers online versions of these workshops for distance education instructors.

LTCC fosters faculty dialogue about teaching methods and pedagogies through the program review process where professional development needs are identified, prioritized, and funded. Student success is reviewed in the program review process with data disaggregated to maximize the equitable outcomes for all. Assessment of student learning outcomes are used to make changes and improvements (the requirement to consider improvements is built into the assessments themselves with specific questions). Examples of how this process encourages the consideration and discussion of student learning can be found in the APR/AUP summary document. (SLO Template; APR/AUP Summary Report)

At the program level, data are considered as part of the Annual Program Review/Annual Unit Plan (APR/AUP) and Comprehensive Program Review (CPR) documents. These planning documents and processes are regularly evaluated and improved to create opportunities for more effective and meaningful consideration of assessments. (II.A.2-7) These documents and processes, particularly for resource allocation requests, also require links to the Strategic Plan goals and objectives. (evidence) The College has implemented an instructional equipment process that requires SLO assessment data to request resource allocation. CPRs use all data collected from the program analysis (demographics, disaggregated data, SLO assessments, budgeting, etc.) to inform program improvement, and changes for improvement are made based on this data (II.A.2-8)

In the course of 2016-17, an Institutional Effectiveness Partnership Initiative (IEPI) grant brought a Partnership Resource Team (PRT) to LTCC to assist in the implementation of enrollment management, scheduling, and degree pathways analyses and improvements. Part of the impetus for reaching out for assistance through IEPI funding was the regular assessment of course and program offerings through program review. Those reviews were demonstrating that course offerings and the two-year projected plan for scheduling needed fine tuning due to ongoing low enrollments in too many course offerings resulting in high cancellations. These observations directed the College to examine best practices in enrollment management and, in addition, encouraged the faculty to take a hard look at active courses in their areas that had not been offered regularly and consistently. (II.A.2-9, II.A.2-10, II.A.2-11) As a result, 119 courses have been inactivated or deleted in the last three years, thus enhancing the integrity of the catalog and ensuring the ability of students to complete their goals.

As a result of ongoing reflective work around Distance Education, in addition to the addenda described above, the College is committed to quality and ongoing improvement in its online courses. In 2014, a broadly representative group met to discuss and develop a vision for the College's distance education offerings. This group was designed to revisit and modernize the program review that had been completed in 2010 and had a focused "charrette" around the alignment and future of online learning in relationship to the vision, mission, and values of the College. (2010 DE Program Review; 2014 Charrette Notes)

That discussion supported the College in its identification of a Distance Education Coordinator (.75 of a full-time faculty member) and led the Distance Education Work Team to develop online hiring criteria and to adopt an evaluation rubric, which the College uses informally at this time. (Online hiring criteria and General Evaluation Rubric) The Distance Education Coordinator became the College's liaison to the Online Education Initiative (OEI) in 2015-16 (.25 load). As one of two full-launch pilot colleges to bring courses to the OEI live in spring 2017 (Math 201: Statistics and CRJ 101: Introduction to Criminal Justice), LTCC has been able to benefit from the OEI resources available, from online counseling and tutoring to instructional design and evaluation. In 2016-17, the DE Coordinator has used her experience with OEI to develop a regular and ongoing process for assessing the effectiveness and quality of online courses (separate from the faculty performance evaluation process). (evidence)

The modified Distance Education Work Team (now called the Committee on Online Learning, or COOL) has put a process and rubric (modeled on the OEI assessment rubric) in place where faculty peer reviewers assess the online teaching and learning design and components of distance education courses and, similar to the SLO assessment cycle, has put into place a cycle of review for all online courses offered through the College. (Schedule for the quality control process.)

Ensuring Academic and Professional Standards

The College offers instruction in a variety of delivery modes (face to face, online, hybrid, correspondence) through varied teaching methodologies (lecture, active learning, flipped classrooms, online-enhanced instruction). The delivery mode of courses is determined by the faculty member proposing the course, with guidance from the Deans of Instruction and the Vice President of Academic Affairs. Courses must also go through the Curriculum Committee and adhere to the guidelines laid out on the Course Outline of Record, which includes faculty approved methods of assessing student learning outcomes and articulates the methods of instruction. Distance Education courses must all have a curriculum-approved addendum outlining accessibility compliance, methods of instruction, and regular and effective/substantive contact. These courses and addenda are assessed using an Academic Senate approved rubric. (Online Quality Control Guidelines)

Faculty discuss the relationship between teaching methodologies and student performance at all-faculty meetings, department retreats, and other events such as convocation.

Students' achievement of learning outcomes are addressed in the Annual Program Review process. The APR form asks:

1. Based on course SLO assessment results in the previous 3-year cycle, what changes have faculty and/or staff made to the courses or the program that were implemented? Describe the changes to each course or to the program that were

made based on SLO assessments (i.e. textbook or assignment changes, course sequence changes, change in teaching strategies, equipment or material purchases, etc.).

2. To what degree do you believe that your course and program SLOs are measuring the "right" things? Describe the changes, if any, you want to make to them this year.

Every question in the APR form asks faculty to articulate future plans to address issues. In particular, the AUP (which is part of the APR) asks for specific action plans. These are completed for all instructional programs. (Non-instructional areas have different processes for program review, including surveys and other data points. (See Standard I.B.5)

Evaluation and Improvement to Support Student Success

Faculty have primary responsibility over the delivery modes and methods of instruction. In consultation with the appropriate Dean of Instruction and the Vice President of Academic Affairs, and where appropriate, faculty propose, create, evaluate, and modify courses. All courses and course modifications must be approved through the Curriculum Committee process where data about the history of the course and the demand are provided. As part of the CPR, faculty consider program curriculum and the results of course and program student learning outcomes.

All CORs follow the curriculum development process, which includes Chancellor's Office approval where required. Curriculum is reviewed and updated every 6 years, in accordance with Title 5, and 99 courses have received approval for C-ID numbers, with more having been submitted that are awaiting approval. New faculty are provided access to the official course outlines, a process that happens through initial communication with the Deans of Instruction and through the regular online orientation for part-time faculty (required once a year). (Provide a link to the online adjunct orientation.) All CORs include the approved student learning outcomes and methods of assessing student learning outcomes.

Other ways in which the institution ensures that student success is supported is through systematic evaluation of faculty (part-time instructors are evaluated the first quarter they teach and then once every nine teaching quarters; full-time faculty received a formal evaluation once every three years; all faculty are evaluated by students in each modality each quarter). The Excellence in Teaching and Advanced Excellence in Teaching workshops, in addition to other professional development and flex activities, created opportunities for evaluation and improvement focused on teaching and learning.

Special guest speakers are often brought in to address relevant student-focused issues, which is particularly important for a rural, relatively isolated college such as LTCC. For example, Vincent Tinto, Jeff Andrade-Duncan, Adrienne Foster, and Kimberly Papillon have been brought to the College over the last few years to address faculty and staff about issues of student success, equity, and inherent bias. Other faculty trainings have relied on the expertise of local faculty to share successful teaching strategies.

Learning-focused committee work, particularly in governance groups like the College Learning and Enrollment Management Council (CLEMC), the Foundational Skills Work Team, and the Student Success Team highlights the integration of student success support and instruction to assure the college is working cohesively to support student learning and achievement. The College's progress toward these ends is considered in program review, which includes a review of labor market data, passage rates, and job placement results for CTE programs and the

consideration of scorecard and institution-set standards reviewed by the Board. (Agenda/Minutes from each of the mentioned councils: CLEMC, Foundation Skills, SST)

Analysis and Evaluation

The College meets the standard. Faculty, both full-time and part-time, ensure the quality, relevance, currency, and appropriateness of curriculum and program. Faculty engage in discussions about teaching and learning in a variety of ways supported and encouraged by the institution, including all-faculty meetings and other professional development opportunities. Faculty-led processes with administrative support are in place and followed consistently and carefully to develop, approve, evaluate, and improve curriculum with student success as the driver. Annual and comprehensive program review processes include student learning outcomes and achievement data (some disaggregated for sub-groups) and provide faculty with the opportunity to make informed improvements on a regular cycle where necessary. Distance education courses, while equivalent to face-to-face courses in content and outcomes, are required to address regular, effective, and substantive contact and accessibility compliance in a faculty-reviewed curriculum addendum and through a process of instructional design and best practices assessment.

Evidence
II.A.2-1. Sign-off sheet for Curriculum.
II.A.2-2. Official Course Outline for SOC 101: Introduction to Sociology
II.A.2-3. Convocation agendas
II.A.2-4. All-faculty agendas
II.A.2-5. Flex report
II.A.2-6. *Agreement between the LTCC District Board of Trustees and the LTCC Faculty Association CCA/CTA/NEA (2016-19)*.
SLO Template
APR/AUP Summary Report
II.A.2-7. Link to examples of specific action plans and the re-assessment of these changes.
II.A.2-8. Business, Wilderness, Math APR/CPR.
II.A.2-9. LTCC Curriculum Output and Enrollment Management Study
II.A.2-10. IEPI grant
II.A.2-11. work
2010 DE Program Review
Charette Notes
Online hiring criteria and Evaluation Rubric: Regular and effective content addendum and guidelines were updated--there is a guidelines document and online hiring rubric that we adopted informally a number of years ago, not just for online
Schedule for Quality Control
Online Quality Control Guidelines
Provide a link to the online adjunct orientation.
Agenda/Minutes from each of the mentioned councils: CLEMC, Foundation Skills, SST

II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student

learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

The College has established an assessment calendar and other institutionalized processes by which it identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees. All Course Outlines of Record (CORs) are officially approved and maintained through the College's faculty-led Curriculum Committee, following state mandates regarding curriculum and curriculum approval. All course-level student learning outcomes are housed in the official CORs and included on course syllabi. Assessments have been stored and managed in TracDat; the College is in the process of migrating all SLO and assessment data to eLumen.

All active courses at the College have SLOs, and all course-level SLOs are scheduled to be assessed once every three years. (II.A.3-1) The institution has come together to revisit the SLOs and assessment cycles and over the last couple of quarters has moved closer to attaining 100% assessment of course-level SLOs. Faculty department leads, in conjunction with the SLO Coordinator, have conducted notable outreach to faculty in the departments to revisit the SLO assessment process, improve and enhance the process to ensure it is meaningful and authentic, and to move to a process that allows for more thoughtful consideration of disaggregated outcomes. The institution has a process for reviewing and updating SLOs and has also reviewed and updated the Annual Program Review documents to encourage meaningful responses to that process as well. (II.A.3-2)

Student Learning Outcomes, CORs, and Syllabi

The established institutional procedure for identifying learning outcomes for courses is as follows: Faculty create Student Learning Outcomes (SLOs) and Methods of Assessing Student Learning Outcomes (MASLOs) for their respective courses. They map the course level SLOs to the program level outcomes, which in turn are mapped to the institution's Core Competencies. The SLOs for courses that are not tied to a program are mapped directly to the institutional competencies. SLOs are submitted through the institution's Curriculum Management System (CMS) as part of the Course Outline of Record and to the SLO Review Committee. (II.A.3-3)

The SLO Review Committee consists of the Director of Institutional Effectiveness, the Vice President of Academic Affairs, and the SLO/Assessment Faculty Coordinator. SLOs are reviewed using the SMART (Specific, Measurable, Attainable, Realistic, and Timely) rubric. If an SLO for a course is returned to the initiator, a written explanation with suggestions for improvement accompanies a copy of the outline. The committee makes the effort to ensure the academic freedom of individual instructors in approving SLOs. As a result of these efforts, the College has developed SLOs for all of its courses. (II.A.3-4)

SLOs for programs, certificates, and degrees are also submitted to the SLO Review Committee for approval at the time of creation or revision of each program, certificate, or degree. These learning outcomes are printed in the College Catalog and are also listed under each program, certificate, or degree on the College website. As a result of these efforts, the College has developed learning outcomes for all of its programs, certificates, and degrees. (II.A.3-5)

The institution has officially approved current course outlines that include SLOs. After the SLOs have been approved by SLO Review Committee, the course outline must be approved by the Curriculum Committee (with a sequence of signatures included from such areas and individuals as the Disabilities Resource Center, the Library, the articulation and transfer officer, and the

Deans of Instruction), the Superintendent/President, the Board of Trustees, and the California Community College Chancellor's Office.

Students are made aware of SLOs through the incorporation and review of stated SLOs on all course syllabi distributed to the students on the first day of class. The required elements of course syllabi may be found in the Faculty Handbook. (II.A.3-6) The Instruction Office collects syllabi from instructors each quarter to ensure that the SLOs are included and that they are accurately reflecting those SLOs listed on the course outlines of record.

Assessment of Learning Outcomes

Course level SLOs are assessed regularly using the rubric established in the *Student Learning Outcome & Assessment Process Guide, Manual and Forms* (2013). (II.A.3-7) The schedule for SLO assessment is distributed by the Instruction Office with the goal of having every SLO assessed at least once in a three-year cycle. SLOs for courses that are not offered within the three-year cycle are, according to a 2016-17 update of the process, assessed when they are offered. (II.A.3-8) The college has been using TracDat software for the purpose of storing, scheduling, and warehousing data for SLO assessments and mapping but is migrating to eLumen, as TracDat was found to be limiting in terms of the goals the institution has for tracking and using SLO assessment data. (II.A.3-?) According to the current process and system, after the SLO assessments have been submitted through TracDat, they are reviewed by the SLO/Assessment Committee, which provides feedback to the faculty. (II.A.3-9)

The SLO/Assessment Committee is a standing committee of the Academic Senate and consists of faculty members and the SLO Coordinator (a full-time faculty member who receives reassigned time for this responsibility). The committee's report is included as a standing agenda item for all Academic Senate meetings. Workshops on SLO development and assessment have been offered consistently at Convocation since 2006. (II.A.3-10) The SLO Committee established and disseminated SLO development guidelines and templates and created an SLO website as a repository of information and resources. The templates have been updated regularly in conjunction with the move to an updated version of TracDat and the anticipated move to eLumen. Progress reports are presented each year to the Board of Trustees as part of the Annual Report presentation. (II.A.3-11 Annual Report presentation from 2017)

Program, certificate, and degree learning outcomes assessment results are reviewed during the Annual Unit Plan (AUP) and Annual Program Review (APR) process and every six years during the Comprehensive Program Review (CPR) process. CPRs are reviewed by the College Learning and Enrollment Management Council (CLEMC), President's Council (PC), and Institutional Effectiveness Council (IEC) before being forwarded to the Board of Trustees for final review and approval. (II.A.3-12) APRs, AUPs, and CPRs all require the consideration of outcomes assessment data and the integration of these results with any resource requests. The budget requests that emerge from these planning processes are also tied to specific strategic goals of the institution. (II.A.3-13) Each of these processes also requires specific reflection on the results of previous improvement efforts.

Course- and program-level improvements are initiated through and result from SLO assessment, and as all of the courses cycle through assessment, evaluation and improvements are ongoing. As an example, the College, with specific input from the Academic Senate, established a comprehensive process for identifying instructional equipment needs across

campus. That process required applications to tie requests to the results of specific SLO assessments with a plan addressing how the awarding of additional instructional equipment funds from the state would assist in the improvement of outcomes. (II.A.3-14) (February 19, 2016 Senate Minutes describe the initial discussions. See Maryellen for the form and process documents after that date.)

Analysis and Evaluation

The College meets the Standard. All courses, programs, and degrees have identified student learning outcomes and there is an institutional process for the assessment of these outcomes. The College has met some challenges to achieving 100% assessments over a regular three-year period. One of these challenges is that through the process of the annual report to ACCJC, the College became aware that a number of courses were falling outside of the three-year cycle.

The process was adapted to include SLO assessment for each course offering falling outside of the regular cycle. Additionally, a directed approach was implemented by the Deans, the Vice President of Academic Affairs, the Director of Institutional Effectiveness, and the SLO Coordinator to identify and work directly with full-time and adjunct faculty who were struggling to complete assessments within the cycle.

These efforts began in earnest in 2014-15 and continued through 2015-16. The goals were to complete 100% of scheduled assessments each subsequent quarter, thereby raising the overall percentage to 100% over the next full assessment cycle. The overall percentage of completed SLO assessments increased after the first year by 20% and is currently at 61%. (II.A.3-15) That being said, the completion rate in winter 2017 was 95%, so there is great improvement in the quarterly assessments completion. The overall rate is held back by the number of courses included in the denominator of "active courses." Through continuing and intensive attention to quarterly assessments, removing more courses from "active status" if they have not been offered regularly, and addressing the assessment of courses that fall outside of the three-year cycle, the College plans to achieve as close to 100% overall assessments as possible by the end of the 2017-18 academic year.

The College has also made the decision to move to eLumen for the scheduling and tracking of SLO assessments. It was determined that the difficulties around communication and reporting in TracDat was an impediment to full implementation and effective use of SLO assessments. The integration of eLumen, it is anticipated, will allow the College to communicate more effectively and directly with instructors whose assessments are coming due, will prioritize the disaggregation of the SLO results, and will facilitate the reporting and use of student learning outcomes assessments for continuous improvement. The new format will also allow for student-specific SLO assessment data. (II.A.3-16) Additionally, as the College plans to employ eLumen for both curriculum management and program planning, the integration of all of these systems will enhance their overall clarity and effectiveness. The ongoing work in this area specifically is included in the Quality Focus Essay as a priority for the College moving forward.

Evidence
II.A.3-1. Assessment Calendar
II.A.3-2. CLEMC minutes addressing revision of APR documents
II.A.3-3. Samples of CORs containing SLOs
II.A.3-4. Link to CMS and/or eLumen for curriculum outlines of record

II.A.3-5. *LTCC Catalog (2016-17)*, pp. 61-112. "Academic Programs," *LTCC.edu*.
II.A.3-6. *Faculty Handbook (2014-15)*, p. 46. [Also include sample syllabi with SLOs included.]
II.A.3-7. *Student Learning Outcome & Assessment Process Guide, Manual and Forms* (2013).
II.A.3-8. Revision of Process Guide including guide to assessing courses that fall outside of 3-year cycle.
II.A.3-? This had a link to actual assessment data for English 101. Specific examples would be good here, but we need to remove student data.
II.A.3-9. Sample Feedback from SLO Assessment Committee.
II.A.3-10. LTCC Convocation Week Agenda (2010). (See 2011 Self-Study II.138)
II.A.3-11. Board Minutes demonstrating progress report on SLOs to Board of Trustees. Annual Report presentation from 2017
II.A.3-12. "Program Review," *LTCC.edu*. Make sure this website has all of the CPRs loaded and linked.
II.A.3-13. Examples of APR/AUPs and CPRs of the sections that include SLO assessment results and budget requests tied to these.
II.A.3-14. Provide the Instructional Equipment process and some of the outcomes as evidence.
II.A.3-15. Annual Reports for last 3 years.
II.A.3-16. We may want to include some of the actual SLO results as evidence.

II.A.4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Lake Tahoe Community College offers pre-collegiate level courses in Math and English and non-credit courses in English as a Second Language (ESL) that are distinguishable from college level courses and provides students with the support necessary to advance and succeed in college level curriculum.

LTCC's processes use established and well-recognized criteria for determining the credit type, delivery mode, and location of its courses and programs. The College communicates the academic requirements to current and prospective students by the use of clear and consistent course numbering and in the College Catalog and by providing clear pathways through pre-collegiate to transfer-level coursework. (II.A.4-1)

The College's policies around pre-collegiate coursework can be found in Board Policy and Administrative Procedure 4222 (Remedial Coursework) and in the College Catalog. (II.A.4-2, II.A.4-3)

Pre-collegiate Courses

All LTCC courses are enumerated with three digits, sometimes followed by a letter or two. Courses whose middle digit lies within the range of 5-9 are non-credit and/or non-transferable, i.e. MAT 187, or ENG 152. If the middle digit lies within the range of 0-4, then the course is transferable to the California State University system, i.e. MAT 103A, or ART 112.

The pre-collegiate level curriculum aligns with the college level curriculum to minimize hurdles to degree completion and develop and reinforce clear and efficient pathways for students. For

instance, in 2012, the College moved to a model of acceleration in its English foundational skills courses. As a result, where reading and writing courses used to exist at two levels below the transferable English 101, now students who are placed below transfer must only complete one course, English 152, which is offered in conjunction with an accompanying optional support course, English 158. Additionally, a multiple measures approach to assessment and placement has been put in place. (II.A.4-4) During 2013/14, the English department lead faculty member (who at the time was also serving as Academic Senate president) and four other faculty members (both full-time and part-time) attended the California Acceleration Project (CAP) trainings. The Foundational Skills Work Team (which has a full-time faculty member assigned at 25% as coordinator) was engaged to help support these efforts, and the College assigned a faculty member as "acceleration coordinator" (compensated by stipend) to oversee the training and tracking related to these acceleration efforts.

Additionally, LTCC has also been making strides in supporting students to reduce the length of time spent in foundational skills mathematics courses. Multiple measures assessments (a method whose goals and advantages were further defined for the faculty and the campus as a whole in a visit by John Hetts in May 2017) are being applied to math placements. Several math "boot camps" have been offered in the summer, resulting in higher placement levels for many of the participants. (II.A.4-5 Evidence: data from the boot camps) And one faculty member recently created a streamlined course, MAT 110 College Algebra for STEM as a 6-quarter-unit course to correspond to the C-ID: MATH 151: College Algebra for STEM, thereby offering students the opportunity to complete their college math requirement in one quarter rather than the current two quarters it requires. The College still has many pre-collegiate levels of mathematics, which remains a challenge to many students, and many strategies are being employed (enhanced tutoring, a self-paced refresher course, multiple measures placement, a revised replacement policy for students with a demonstrated learning disability in mathematics, etc.) to reduce the length of time to completion. (II.A.4-6; IEPI Indicators Report to Board; LTCC Scorecard and CCCCO Scorecard Data Report to Board)

Student Support

The College supports students in non-transferable, pre-collegiate curriculum in the following ways:
- Since 2016, pre-collegiate English courses are capped at a 25 to 1 student-instructor ratio, and math courses are capped at a 25 to 1 or a 30 to 1 student-instructor ratio. The average class size for all foundational skills courses over the last three years has, however, been 14. The Fact Book lays out overall average class size trends for comparison, which for all classes over the last three years has been 15. (II.A.4-7)
- The Tutoring and Learning Center focuses resources on providing English tutors in the Writing Center and math tutors in the Math Success Center. These tutors serve foundational skills students and find support from the Foundational Skills Work Team Coordinator, a full-time faculty member in math, who also dedicates office hours to the tutoring center. (II.A.4-8)
- The College's allocation of Basic Skills funds directly supports the integration of tutoring, counseling, and instruction to provide a wrap-around experience for students in foundational skills courses. Students in foundational skills are encouraged to follow a prescriptive comprehensive educational plan (CEP) that provides immediate progression from one quarter to the next. Additionally, for several years, we have had a Basic Skills Work Team lead by a .25 full-time faculty member in math as a Basic Skills Coordinator.

- In the last few years, several key foundational math and English instructors, as well as counselors, have attended trainings through the California Acceleration Project. This has led the College to revisit the sequencing of foundational courses that minimize entry and exit points for students. The college now offers only one level below-transfer English class, which incorporates instruction of critical reading and writing skills. Foundational English students are encouraged to take supplemental grammar and writing courses that promote English reading and writing skills. [English 158 now as well as 156A and 156B.] The English department has also had several workshops and information meetings around acceleration, is hiring a new full-time faculty member with attention to acceleration, and has had individual faculty members working on a repository of acceleration tools and materials.
- Counselors and foundational math instructors often encourage foundational math students to take an amplified version of the course, which meets more frequently during the week, and which awards more credit. Math instructors often dedicate their office hours to tutoring in the Tutoring and Learning Center. Counselors and instructors present lessons on time management, test taking, note taking, and more, in all sections of basic arithmetic.
- Certificates of achievement and short-term departmental certificates are designed to lead students into a transcripted certificate and/or degree pathway, and the College is collaborating with Advance (the Lake Tahoe Adult Education Consortium) on these efforts as well as in the discussions about possibly moving some of the lowest math courses into a non-credit model focusing on Career Development and College Preparation funding.

Analysis and Evaluation

The College meets the standard. The areas in which pre-collegiate curriculum and courses are offered are clearly distinguished in the catalog, online, and in the quarterly schedules for students. Additionally, the College has policies and procedures in place that address "remedial" education and guide students in terms of the awarding of credits for these courses. Support services are driven by the integrated SSSP, Equity, and Basic Skills plans and provide effective support to students enrolled in pre-collegiate courses and non-credit ESL courses with the goal of helping them transition to and be successful in college-level courses.

LTCC is a California Acceleration Project school in English and offers one level below college level English with additional student support courses options. English and Math "bootcamps" have greatly increased students' ability to assess into higher-level courses. And the College has moved to a Multiple Methods Assessment and Placement model, using high school grade point averages, students' grades in their most recent Math or English course, and assessment scores for placement. Initial data is demonstrating higher success/achievement rates for students who place directly into higher courses, particularly in English. A policy on math substitutions was implemented in 2016-17, focusing on college success for students with a demonstrated math-related learning disability.

Evidence
II.A.4-1. *LTCC College Catalog* (2016-17), pp. 158, 186. (These pages show the pathways through English and Math)
II.A.4-2. BP/AP 4222
II.A.4-3. College Catalog, pp. 47, 48, 114
II.A.4-4. Evidence around the achievement gaps being closed in English due to acceleration

II.A.4-5. Evidence and data about placement from math and English boot camps
II.A.4-6. DRC policy on math substitutions
IEPI Indicators Report to Board
LTCC Scorecard and CCCCO Scorecard Data Report to Board
II.A.4-7. Average class size data, including basic skills courses pulled out specifically.
II.A.4-8. We may want to address the high percentages of students who come underprepared and how they are doing in terms of progressing to transfer level courses. IEPI Indicators Report to Board and LTCC Scorecard and CCCCO Scorecard Data Report to Board

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II.A.5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

LTCC's programs (defined as a sequence of classes leading to a degree or certificate) meet the standards of higher education. All degrees require a minimum of 90 quarter units and 27 quarter units for certificates. (II.A.5-1) LTCC also has a system of board policies and administrative procedures that set the direction of and set forth implementation of the practices. Board Policy and Administrative Procedure 4025 – Philosophy and Criteria for Associate Degree and General Education establish the College's curricular alignment with practices in higher education, particularly around the inclusion of general education breadth in degrees. (II.A.5-2, II.A.5-3) Board Policy and Administrative Procedure 4020 – Program and Curriculum Development articulate the College's curriculum review process. (II.A.5-4, II.A.5-5)

LTCC's Articulation Officer, in conjunction with counseling faculty and the Vice President of Academic Affairs, ensures that length, breadth, depth, and rigor of coursework is in alignment with other institutions of higher education. The College's policy on Articulation can be found in Board Policy and Administrative Procedure 4050 (Articulation) (II.A.5-6, II.A.5-7) In addition, the College has created 14 Associate in Arts for Transfer degrees, including obtaining C-ID approval for all necessary courses within those degrees to ensure that students are receiving degrees and transfer preparation that follows the appropriate requirements in terms of length, breadth, depth, rigor, course sequencing, and synthesis of learning. Currently, the College has 99 courses approved for C-ID numbers and others that are under review. (II.A.5-8)

Programs appropriate to higher education

LTCC further demonstrates the quality of its instruction by following well-established practices common to American higher education, including the following:

- Degrees and programs are approved in accordance with the Chancellor's Office guidelines, and modifications are submitted for approval as required.
- The College supports an active Curriculum Committee that is comprised of faculty, including the Articulation Officer and Transfer Coordinator, counselors, the Librarian, and an adjunct faculty member; the Vice President of Academic Affairs; the Director of the Disability Resource Center; and, when appropriate, the Distance Education Work Team.

- The institution adheres to BP 5140 – Disabled Student Programs and Services in serving students with disabilities in their pursuit of degrees, certificates, transfer, and other educational goals. (II.A.5-9)
- The College strives to maintain a projected two-year schedule of courses that is accessible to students on the College's website. While the institution has relied on a locally-produced Curriculum Management System for this function, eLumen is being implemented, and the College's goal is to build out the student planning and degree audit components of this new system. The College currently uses Degree Audit to assist students in the timely completion of their goals. (II.A.5-10)
- All CTE programs advertise and distribute course sequencing guides to current and prospective students. (Link to sample CTE Pathways documents)
- All CTE programs have advisory committees that meet annually and include faculty, staff, students, and community professionals. (II.A.5-11: A, B, C, D)

Ensure minimum degree requirements

- The College is on a quarter system that mirrors many of our most frequent transfer institutions.

- The College requires a minimum of 18 units in a major or area of emphasis with a minimum total of 90 quarter units for an Associate in Arts degree. These requirements comply with Title 5 Section 55063 of the California Code of Regulations. (Link to this Title 5 section)

- The College also has a "Multiple Degree" policy that requires students to complete at least 16 additional degree-applicable quarter units beyond the number required for prior degrees. This equates to a minimum of 90 units for the first degree, 106 for the second degree, and an additional 16 units for each subsequent degree. Multiple degrees may not be earned in the same major area of study as any previous or concurrent degree. Exceptions to this limitation may be allowed for transfer degrees. (II.A.5-12)

- The College has not, to date, offered baccalaureate degrees.

The general education curriculum at LTCC is aligned with the University of California and California State University expectations. Private colleges in California and Nevada routinely accept the course and program curriculum for transfer to these institutions, as well.

Analysis and Evaluation

The College meets the standard. All programs and certificates meet the number of quarter units required by Title 5 and as laid out in Board Policies 4020, 4025, and 4050 on Associate Degrees and General Education; Program, Curriculum, and Course Development; and Articulation. All courses and programs are approved appropriately through the Chancellor's Office and defined clearly in the LTCC Catalog.

The College does not offer any Bachelor's Degrees at this time, but LTCC has partnered with Sierra Nevada College to help students transition from LTCC courses and programs to Bachelor's degrees in Global Business Leadership, Psychology, and, in the future, Ski Resort Management without having to leave South Lake Tahoe. More partnerships will be formed when a University Center is completed (which will break ground in June 2017 with a completion target date of fall 2018).

II.A.5.1. "Graduation Requirements," *LTCC Catalog* (2016-17), pp. 47, 96.
II.A.5-2. LTCC Board of Trustees, BP 4025 – Philosophy Criteria for Associate Degree and General Education.
II.A.5-3. LTCC Board of Trustees, AP 4025 – Philosophy Criteria for Associate Degree and General Education.
II.A.5-4. LTCC Board of Trustees, BP 4020 – Program, Curriculum, and Course Development.
II.A.5-5. LTCC Board of Trustees, AP 4020 – Program, Curriculum, and Course Development.
II.A.5-6. LTCC Board of Trustees, BP 4050 – Articulation.
II.A.5-7. LTCC Board of Trustees, AP 4050 – Articulation.
II.A.5-8. List of C-ID approved courses.
II.A.5-9. LTCC Board of Trustees, BP 5140 – Disabled Student Programs and Services.
II.A.5-10. Sample Degree Audit for student planning.
II.A.5-11. Advisory Committee lists
Board agendas and minutes where the Board members are assigned.
samples of agendas and minutes from advisory committee meetings.
pathways fliers and note that the 2-year cycle of program review is completed for CTE areas.
II.A.5-12. "Multiple Majors/Degrees," *LTCC Catalog* (2016-17), pp. 48, 59.

II.A.6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectation in higher education. (ER 9)

Lake Tahoe Community College uses a variety of methods to assist in the scheduling process and allows students to complete certificate and degree program within a consistent and acceptable time period. Course offerings, certificates, and degrees are published in the catalog and can be accessed via the LTCC website. LTCC develops class schedules based on the programs developed consistent with the mission and upon student needs and requirements. The goal of the efforts is to afford students the greatest flexibility to complete programs within a reasonable period of time. Courses and programs, thus, are of sufficient length and rigor for content and for the awarding of associate's degrees and certificates of achievement and competency.

Faculty and administrators are able to work collaboratively to ensure that degree program requirements are being offered consistently and with as little conflict as possible across the institution. The scheduling of courses is based on data, collaboration across disciplines, and student need evaluated through detailed analysis, often of individual student records. For instance, LTCC is a very small college and, as such, is often able to analyze the course history, educational goals, time to completion, and general education and degree needs of each individual student, including in the event a course being considered for cancellation due to low enrollments.

Efforts to improve scheduling practices to support student achievement have been prioritized through a Curriculum Output and Enrollment Management Study (II.A.6-1), the engagement of a recruitment and retention specialist through Ruffalo Noel-Levitz (II.A.6-2), and resources from an IEPI Grant highlighting best practices in enrollment management (II.A.6-3), educational master planning (II.A.6-4), and scheduling output. Additionally, enrollment management,

including a focus on scheduling and time to completion, has been elevated at the College to the College Learning and Enrollment Management Council (CLEMC). (II.A.6-5)

Scheduling of courses and completion:

Tools used for scheduling efficiency include Daily Enrollment Reports (II.A.6-6), Waitlist (II.A.6-7), Cancellation Impacts reports (II.A.6-8), and Drop Reports (II.A.6-9). Course History Reports (II.A.6-10), Overall Cancellation Reports (II.A.6-11), and Time Block Reports (II.A.6-12) also assist in creating an effective and reliable schedule. These reports are used to assess student demand and to ensure students have ample opportunity to meet graduation degree requirements. Students are required to complete Educational Plans with a counselor to ensure their degree and/or certificate completion path (II.A.6-13). The Lake Tahoe Community College website provides information to students on the courses they need to take on campus or online to complete degrees or certificates.

The Career and Technical Education Department has developed Rubrics and Charts (II.A.6-14: A, B, C,) for pathways to completion in degrees and certificates. Lake Tahoe Community College is currently working on creating Rubrics and Charts for other departmental areas (II.A.6-15). Other programs have created strong two-year pathways, and the College is working on a number of "pathways"-related strategies to help improve student completion:
- enrollment management;
- guaranteed core courses for successful degree completion opportunities;
- analysis of general education patterns and offerings;
- Zero Textbook Cost degree and Open Education Resources pathways; (II.A.6-16)
- one-on-one counseling in creating student education plans and circling back if there is a challenge;
- a thoughtful course substitution petition process involving the Vice President of Academic Affairs, the transfer and articulation counselor, the Director of Enrollment Services, and the staff member responsible for degree audit;
- clear policies on articulation and the awarding of credit for experiential learning. (II.A.6-17: A, B)

Scheduling and planning of course offerings, degrees, and certificate information are prepared and initiated by Department Chairs and Deans (II.A.6-18). All curriculum is reviewed by administration, the Curriculum Committee, and has final approval by the Board of Trustees (II.A.6-19). Programs are reviewed at the state level and are added to the catalog and schedule (II.A.6-20).

Associate Degrees are awarded at 90 successfully completed credit units (II.A.6-21). Departmental Comprehensive 6-year (II.A.6-22) and annual program reviews (II.A.6-23) are evaluated through committees, Academic Senate, and the Board of Trustees before final approval. Annual and Comprehensive Program Review includes a review of curriculum and course offerings as well as consideration of student success and achievement data. In programs that have seen declines in face to face enrollments, expansion into online offerings has been made thoughtfully in the interest of support student completion.

The College also assesses student enrollment and completion data at the institutional level, with regular reports and goal setting and analysis at the Board level. Degrees and certificates are considered in terms of completion, particularly in situations regarding possible program discontinuance but also in terms of educational planning and scheduling.

Given the College's rural, part-time, and commuter populations served, analysis is happening to determine more specifically why students might not complete with LTCC. This analysis is designed to clarify student intentions and whether or not a student begins with the plan to complete or to transfer without a degree or is taking online courses to help them complete elsewhere. Evidence seems to point also to the fact that LTCC's adherence to the quarter system may draw online students from other semester community colleges and even four-year colleges and universities in the spring quarter. The spring quarter for LTCC typically begins the first week of April, which provides additional "second semester" opportunities for students who may need courses to complete their studies with other schools for transfer in the fall.

The College is moving to eLumen in part to ensure that schedules are informed by educational plans, but that is a developing process, given that the educational plans are input and updated in a system that makes it difficult, currently, to aggregate their data. The College has had a number of enrollment management consultants (Cambridge West, Ruffalo Noel-Levitz, MAAS, etc.) who have provided advice in various aspects of student retention, success, and completion. The institution endeavors to know as much as possible about students who persist and those who do not.

Analysis and Evaluation

The College meets the standard. Schedules are generated by faculty leads in collaboration with the instructional deans and other faculty across disciplines to ensure that program offerings are sufficient to meet students' completion needs. LTCC has made concerted efforts in the last three years to reduce its percentage of cancelled courses each quarter, to increase its class sizes for increased efficiency, and to clarify two-year course planning according to program requirements and student need.

For instance, the College made the decision in the 2015-16 academic year to commit to all cancellation decisions prior to the beginning of the term and to guarantee courses not cancelled be allowed to run. Cancellation decisions are made with real-time enrollment data and the other enrollment management reports noted above by administrators and counseling staff and in communication with faculty.

The decision to make determinations about cancellations earlier than previous practice emerged as cancellation rates rose and the College saw unsustainable workload increases around building and then cancelling sections four times a year (for four quarters). Additionally, student and counseling feedback was clearly articulating the challenges students were facing in terms of their schedules due to cancellations. (Student focus group with Noel-Levitz, discussions in Student Senate regarding cancellations, Counseling staff meetings regarding the negative impact on students, maybe the Cambridge West study on enrollment management) Students receiving financial aid and Veterans, for example, were particularly impacted by late cancellations due to the requirement that they maintain 12 units per quarter.

The decision to make cancellation decisions prior to the beginning of the term has significantly reduced all of these challenges for staff and students. Additionally, staff and counselors are hearing anecdotally from students (and more formally in, for example, Student Senate) that earlier cancellations are reducing "scheduling anxiety" for students and allowing them to plan more confidently and with greater lead-time. (Student Senate minutes on cancellations.)

The College is continuing to work on examining and streamlining its course offerings in alignment with clearer program pathways and two-year projected schedules. Given recent declines in face-to-face enrollments, more attention is being given to maintaining a balance between face-to-face and online offerings for student completion, and the College will more regularly track time to completion in order to assess the effectiveness of these efforts.

Evidence
II.A.6-1. Cambridge West Curriculum Output and Enrollment Management Study
II.A.6-2. Ruffalo Noel-Levitz PPT report on recruitment and retention observations
II.A.6-3. IEPI Grant Information
II.A.6-4. Education Master Plan
II.A.6-5. CLEMC Minutes for discussions on Enrollment Management and Scheduling
II.A.6-6. Daily Enrollment Reports
II.A.6-7. Waitlist Reports
II.A.6-8. Cancellation Impacts reports
II.A.6-9. Drop Reports
II.A.6-10. Course History Reports
II.A.6-11. Overall Cancellation Reports
II.A.6-12. Time Block Reports
II.A.6-13. Sample Student Educational Plan
II.A.6-14. CTE-Rubrics and Charts (A: short-term Bookkeeper certificate, B: Business pathways to completion, and C: BSN Stairways to Success Flyer added to evidence) (AA-draft, AST Draft, and COA draft added to evidence)
II.A.6-15. Pathway samples from other programs (those MS and Ally did over the summer)
II.A.6-16. ZTC and OER Grants
II.A.6-17. A: Policy on awarding credit for prior experiential learning and B: Veterans' policy and catalog pages
II.A.6-18. Schedule Planning documents
II.A.6-19. Curriculum approval by Board of Trustees--Minutes and/or Board memo
II.A.6-20. *LTCC Catalog* (2016-17). pp. 48-111.
II.A.6-21. Sample AA-Ts and Curriculum Committee Handbook, pp. 65-74.
II.A.6-22. Comprehensive 6 year Departmental Reviews (WLD example added to dropbox) [To highlight degrees and certificates completions. Include information about short-term departmental completions as well.]
II.A.6-23. AUP/APR (Sample of completed form that demonstrates consideration of scheduling and/or cancellations and/or completion data.)

II.A.7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Lake Tahoe Community College supports equity in access and success for all students. The institution supports delivery modes, teaching methodologies, and learning support services that reflect the changing needs of its students and has devoted itself to professional development and a campus-wide focus on equity to address and support success for all students.

Through Equity funding, the College hired a full-time Director of Equity and a part-time Equity Assistant to coordinate outreach and support efforts targeting the Hispanic/Latino population, the largest underrepresented group in our community and our campus. Equity, access, and success have been elevated at the College and have been fully integrated into all conversations about student success as well as enrollment management.

The College is also working closely with Advance, the Lake Tahoe Adult Education Consortium, in collaborative efforts to address the workforce, language, and educational needs of low-income, second language learners, and first-generation students in our region. One goal of this collaboration is to streamline a seamless process for students to move into credit-bearing programs where appropriate and relevant. By spring of 2017, 44% of Advance clients had registered for at least one credit-bearing course at LTCC.

Delivery Modes:

Delivery modes are determined by faculty through department conversations about what is appropriate for online and face-to-face according to the needs of the students. Some of the considerations that are evaluated when determining the most appropriate delivery mode to meet student needs around access and success include:

- Meeting the needs of part-time students in a resort community with 24-hour and seasonal hospitality industries. Students find it hard to meet traditional hours during peak seasonal periods when many of them are working in resort-related fields (hospitality, tourism, retail, etc.).
- The College, as a result, offers courses in a variety of modalities to accommodate the varying student schedules, including late start courses and courses outside of the traditional quarter (weekends, short-term programming, etc.).
- The College offers non-credit options in ESL, including off campus at the Family Resource Center, in order to meet transportation needs of our local community, needs that are frequently impacted by limited public transportation opportunities and weather events.
- Faculty, more and more, adjust curriculum structures to more easily articulate with transfer and C-ID requirements. For example, year-long series courses might be adapted to meet more frequently for more units during two quarters to ensure ease of transition to semester schools (examples include two recent courses for "Heritage Speakers" and College Algebra for STEM).
- Acceleration efforts have been implemented to assist students in their success and completion goals by supporting their success in moving through the foundational skills courses in English and mathematics.
- The DRC has a "math substitution policy" to address the needs of students with specific learning disabilities.

Teaching Methodologies:

- Teaching methodologies for both face-to-face and distance education courses commonly include lecture, Socratic method, small group discussions, activities and group work, labs, flipped classrooms, acceleration, and regular effective contact for online courses.

- Teaching methodologies are selected by faculty teaching the course. Some faculty have created hybrid courses and "flipped" courses to address the specific needs of students in their fields.
- Discussions about the relationship between teaching methodologies and student performance, particularly around equity, access, and success (meeting the students where they are) have been the topic of all-faculty and all-campus meetings – Vincent Tinto, Kimberly Papillon, Anna Plemons, Albert Ponce and Scott Lukas, Adrienne Foster, and Jeff Andrade-Duncan have all presented to the campus community and faculty on issues of inherent biases, equity in hiring, stereotype threat, the social and political impacts of equity versus equality, and equity in supporting student success. The College has organized a number of all-faculty meetings designed to address teaching and learning, including sharing rubrics and teaching strategies.
- Departments also meet together to assess the teaching and learning approaches and collaborate toward improvement. Instructional equipment and supplies monies are distributed according to needs assessment emerging from SLO assessments. Professional development monies support teaching and learning activities and growth, and professional development leave programs support the enhancement and sharing of faculty growth and learning in these areas as well. One example is the support of faculty and staff to attend the National Conference on Race & Ethnicity in American Higher Education (NCORE). Additionally, faculty and staff have been tracking the College's eligibility to become a Hispanic Serving Institution and have attending many events in preparation for that eventuality with the intent to better service our community of students.
- SLO assessment process identifies numerous assessment methods (MASLOs) including exams, labs, quizzes, essays, etc. The Curriculum Committee reviews the CORs to ensure the consistency and relevance of MASLOs.
- Teaching methodologies are discussed in the Excellence in Teaching Workshop (ETW) and Advanced Teaching Workshop (ATW), as well as the Online Excellence in Teaching Workshop (OETW), offered to adjunct faculty and taught by full time faculty. All full-time faculty will go through the ETW workshop during the fall 2017 convocation. These professional development opportunities ensure the quality of instruction by adjunct faculty as well, helping in the professional development of the faculty toward higher compensation tiers.
- Teaching effectiveness is evaluated through course evaluations. The campus has also adopted an informal rubric for assessing quality and is working with the Committee on Online Learning (COOL) and through the faculty association regarding departmental faculty leads' efforts to enhance the campus' quality assessment and quality control of distance education courses. Course completion, success rates, retention, persistence are considered for all modalities. (II.A.7-1)
- The DE work team and coordinator (100% of a faculty load, including coordinating Online Education Initiative efforts) assess online addenda for appropriateness of accessibility and regular and effective contact. The DE coordinator serves as support for online instruction. All online faculty are required to complete online Canvas training. An all-faculty meeting in winter 2017 was conducted on the evaluation process and how to write effective evaluations, including for distance education instructors. Correspondence courses follow CORs and are created and assessed by faculty members. A "quality control" process is currently being perfected that will involve faculty leads and instructors of individual distance education and correspondence courses.

Learning Support Services:

Wrap-around support services to ensure student access and success are offered in a variety of

venues and modalities:

- Services are offered through the DRC, the Veterans Resource Center, TRIO, Equity, EOPS, Advance (Adult Education), International Students Program, Incarcerated Student Program, HOPE, ESL, tutoring services, and the Child Development Center, among others.
- The Student Services brochure is made available to students to assist in educating them about instructional and other support services.
- For online students, the College provides access to NetTutor, Cranium Cafe (for online counseling), Skype and email and phone (for counseling and library research assistance).
- All courses include multiple ways of assessing student learning (these are listed on each COR and are addressed on course syllabi). (II.A.7-2)

- Distance education addenda address teaching methodologies in DE, and the online rubric for assessment is used in the evaluation process.
- All students are directed to complete an online learning needs assessment and Canvas trainings. Through the DE coordinator and her active participation in the OEI consortium, LTCC students have access to online support services in counseling and tutoring, and the College is engaged in educating students about these possibilities.
- The faculty who have taken a lead to help LTCC become one of the first to have a course live on the OEI exchange have been leaders on our campus and statewide in online curriculum and support development.
- The Curriculum Committee approves all DE addenda required and reviewed by the Distance Education Work Team to ensure and articulate the commitment to a varied approach to online learning, regular and effective/substantive contact, and accessibility.
- The institution conducts SLOs assessments on all courses across all modalities. The APR/AUP and CPR processes ask for reflection on student learning and outcomes

assessment. We have also included a provision in our evaluation process that ensures faculty are evaluated in all modalities in which they teach.

- Courses in DE/CE include multiple ways of assessing student learning, including a phone-in requirement for Spanish online and correspondence courses, where a student's oral acumen and learning is assessed.
- The Distance Education Coordinator is a resource for online instructors in course design and the assessment of teaching methodologies, including the use of innovative technology. She also provides regular workshops and tutorials for instructors migrating to Canvas and incorporating new methodologies and instructional technology.
- Correspondence courses supplement coursework with audio/visual material created and compiled in alignment with individual courses in an effort to enhance what LTCC refers to as its "Enhanced one-on-one pedagogical model" for correspondence. Some of those materials are also used for online and even face-to-face courses. (II.A.7-3: A, B, C)

Analysis and Evaluation

The College meets the standard. LTCC holds equity in access and success for all of its students and prospective students as a central priority. The College innovates around delivery modes to address the specific needs of students in the area through flexible scheduling, a commitment to quality online options, and the use of varied methods of assessment. Professional development opportunities are made explicitly available to full-time and part-time, face-to-face, and online faculty to ensure and reinforce cultural sensitivity and a diversity of instructional design and delivery. And instructional and student support services are institutionalized to uphold a high-touch and accessible system of support for both faculty (in terms of best teaching methodologies) and students (for learning success).

Evidence
II.A.7-1. Data here on F2F vs. DE or CE courses and course completion. email Jeremy
II.A.7-2. See Sower's ECE and O'Laughlin's ENG 101 syllabi
II.A.7-3. A. Examples of audio/visual materials for ISP, B. the definition of "Enhanced One-on-One." C. List of courses that use DVDs - emailed for example clip
There are other pieces of evidence that are likely needed here.

II.A.8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Lake Tahoe Community College ensures that processes are in place to reduce test biases and to enhance reliability by ensuring that department wide and/or program examinations are validated for their effectiveness.

Department-Wide Course and/or Program Examinations:

The College uses department-wide course and/or program examinations on a limited basis. Such examinations have been used in the past primarily in the assessment process and for the consideration of petitions to waive prerequisites. Students can achieve "credit through

examination" through a "credit by examination" process for certain courses. (II.A.8-1: A, B) Additionally, the College has a clear process for the awarding of "credit by examination" credits from Advanced Placement (AP), College Level Examination Program (CLEP), and International Baccalaureate (IB) examinations, refined in the 2016-17 academic year and in alignment with the Chancellor's Office Memo of March 30, 2017, which responded to Assembly Bill 1985: Advanced Placement Credit (2016, Williams). (Pages from Catalog on Credit by Examination and the Memo from the CO's Office from March 30, 2017)

Other than the previous use of a mathematics final exam for the assessment of Geometry proficiency, one other use of department-wide exams is in the process used to award "credit by examination." When a student petitions the College for experiential credit, the Commission policy is followed. Specifically, credit is awarded for learning and not just for experience, and the assessment of that learning (conducted through a "credit by examination" process) is specific to the corresponding college course.

The courses and examinations included in the "credit by examination" process are determined through a review process involving discipline faculty and specifically the faculty who teach the courses most regularly. The challenge exams are developed to align with and assess the student learning outcomes as listed on the course outlines of record.

For example, the English Department builds its challenge exam for English 101 from the Course Outline of Record, which includes stated SLOs. In the spring of 2016, one of the full-time faculty members in English rewrote the exam to align more directly with the SLOs of the course. The English department reviewed and agreed on these updates at their annual retreat. In the English department, once completed by a student taking the examination for the course, the exam is evaluated by at least two full-time faculty, and if they are unable to reach consensus in their evaluation, a third reader is brought into the evaluation process. This process is discussed regularly at English Department meetings. (II.A.8-2)

Other departments have followed the same process of working from the Course Outline of Record to create and review challenge exams. The exams are graded by faculty qualified to teach in the subject using the same grading policy that would be applied if the student enrolled in the course. All exams are conducted in full compliance with the standards for alternate methods of awarding credit listed in Title V Regulations, §55050. (II.A.8-3, II.A.8-1: A, B, II.A.8-8)

The credit by examination process is reviewed regularly by departmental faculty. If faculty determine that the process is not providing an appropriate means of measuring mastery of the required outcomes for the particular course, the faculty propose removal of the ability to challenge that course to the Curriculum Committee. (II.A.8-4)

In the spring of 2016, through the Curriculum Committee and the Academic Senate, and with the support of the Vice President of Academic Affairs' office, the faculty did a full review of "credit by examination" courses and the associated exams. At that time, the credit by examination process was also reviewed. As a result, several areas decided to remove examination options in part due to data that demonstrated that examinations for those courses were rarely, if ever, requested and in part as a result of the consideration of the current appropriateness of such examinations in the discipline. Currently, the courses for which student can obtain credit by examination are Art 101, 102, 103, 146; Business 190; Criminal Justice

101, 110; English 101; Early Childhood Education 101; Health 140A; all Math with the exception of 187B and 187; and Spanish 101, 102, 103.

The Academic Senate also guided the College and the faculty to make determinations and set procedures around the offering of summer and off-site examinations. Each department makes the determination it feels is most appropriate to the subject and timeline of courses about whether or not and when to offer examinations as part of the "credit by examination" process. The Anthropology, Business, and Music departments decided to remove examination options upon recommendation from the discipline faculty. Language about the credit by examination procedures is made available in catalog and quarterly schedules. (II.A.8-5: A, B)

Processes for reducing test bias and enhancing reliability:

The College is a priority implementation school for the Common Assessment Initiative (CAI) tool, but continues to use the Mathematics Diagnostic Testing Project (MDTP) as a Chancellor's Office approved assessment for mathematics. Because MDTP does not assess for Geometry proficiency, the Mathematics Department had provided a previous and comprehensive final exam to measure proficiency in Geometry and to assist in placement. The use of this test was discontinued during the 2015-16 academic year because it was not approved as an assessment tool through the Chancellor's Office.
The College now uses Multiple Measures Assessment Process (MMAP) (SAT and ACT scores, high school and mathematics grade point average, and performance in mathematics courses taken at other colleges) to place students in the appropriate mathematics level around Geometry. MMAP is also used to assess students into the appropriate English courses, due to the Accuplacer's not being a Chancellor's Office approved assessment tool. In May 2017, the College brought John Hetts, Senior Director of Data Science at Educational Results Partnership, to campus through foundational skills funding (BSI) to discuss multiple measures and the impact they have on placements and student success.

The College recognizes that a variety of experiential learning is available to students. Therefore, assessment processes are reviewed on a regular basis to assure integrity in the process. (II.A.8-6) The College, in the fall of 2016, began the process of reviewing a more complete process of assessing and assigning credit for experiential learning through military experience. The College awards up to 4 units of credit in the "Lifelong Understanding and Self-Development" area of the LTCC general education pattern or in degree-applicable elective credit to veterans who have an honorable discharge (as certified on their DD214). Veterans who plan to graduate using the CSU-GE pattern or to complete the CSU-GE pattern for transfer are granted four quarter units of credit in Area E of the CSU-GE pattern. This policy is listed in the college catalog. (II.A.8-7)

The process for the assessment of these credits is overseen through the Counseling division of Enrollment Services. Counselors conduct a preliminary assessment of the students' records, through counseling sessions and the review of college and American Council on Education (ACE) transcripts. Counselors then consult with expert discipline faculty if necessary and if the experience is being requested as a replacement for a specific course. Credit awarded through the assessment of experiential learning is noted on the student's transcripts.

Some LTCC CTE programs, specifically in the Fire and Allied Health areas, do prepare students for and offer students the opportunity to take external industry qualifying examinations for licensure or certification, but these examinations are not conducted as part of the course

work. Additionally, some of the public safety and Allied Health programs have licensure and certification in specific areas as prerequisites, but again, these examinations are not given as part of the course or program work specifically.

Two exceptions are "HEA 1-6: Emergency Medical Responder" and "PET 106: First Aid and CPR." HEA 106 "meets or exceeds the Emergency Medical Services Educational Standards for Emergency Medical Responders….Successful students…receive two certification cards: American Red Cross Emergency Medical Responder and American Red Cross CPR/AED for Professional Rescuers and Health Care Providers." (II.A.8-9) "American Red Cross First Aid, cardiopulmonary resuscitation (CPR), and automatic external defibrillator (AED) certification will be issued upon successful completion of course requirements" for PET 106. (II.A.8-10)

Some of LTCC's programs (specifically in public safety and allied health) use licensure and certifications with multiple measures for entrance into programs and courses. The College also reviews the success rates of students taking examinations for certification and licensure for those courses and programs that are designed to prepare for specific exams.

Analysis and Evaluation:

The College meets the standard. Assessment examinations and placement processes are developed in alignment with Chancellor's Office guidelines using approved tools and/or Multiple Methods Assessment Processes. Any and all "credit by examination" exams are developed by discipline faculty based on the CORs and associated student learning outcomes. The examinations themselves as well as the policies and procedures are regularly assessed and evaluated by discipline faculty and counseling faculty as well as considered through the governance processes of the College. Any examinations required as part of a program of study are developed in accordance with the outside approving agencies, and courses that prepare students for licensure or certification examinations are developed and updated with the input and guidance of Advisory Councils and the relevant agencies that administer and approve those guidelines.

Evidence
II.A.8-1. A: *LTCC Catalog* (2016-17), pp. 12, 32 and B: LTCC Board of Trustees, BP/AP 4235 - Credit by Examination.
II.A.8-2. Agendas from past English department retreats. emailed for docs
II.A.8-3. 5 CCR § 55050. Credit by Examination.
II.A.8-4. Challenge Exam Curriculum Committee handbook.
II.A.8-5. A. *LTCC Catalog* (2016-17), p. 12, 32, 52. And B. Credit by Exam language from schedule.
II.A.8-6. *LTCC Catalog* (2016-17), pp. 11, 16, 29, 33 (assessments)
II.A.8-7. *LTCC Catalog* (2016-17), p. 18.
II.A.8-8. *LTCC Catalog* (2016-17), p. 52
II.A.8-9. *LTCC Catalog* (2016-17), 115.
II.A.8-10. *LTCC Catalog* (2016-17), p. 211.

II.A.9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher

education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Lake Tahoe Community College awards course credit, degrees, and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education, including Title 5 regulations. The institution awards academic credits based on generally accepted practices for degree granting institutions of higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. (II.A.9-1, II.A.9-2, II.A.9-3) One unit of credit is awarded for every 33-36 hours of student work within the framework in which the course content is delivered. Standards for units and unit codes are described in the Curriculum Committee Handbook. (II.A.9-4)

All degree and certificates have program-level SLOs that are assessed through an aggregation of course-level work and reviewed during the APR/AUP and CPR processes. The College's Curriculum Committee is active and rigorous in addressing course content as well and requires faculty to attend meetings when their curriculum is being considered to answer content-specific questions. The official Course Outline of Record has clearly stated SLOs for every course offered at the College regardless of delivery method and regardless of whether the courses are in Career and Technical Education, basic skills, or general education. These SLOs are integrated with course objectives, content, methods of instruction, critical thinking skills, and typical course assignments that culminate with students receiving units of credit based on their successful completion of the course at the level specified on the course outline and evaluated through the SLO assessment process.

SLOs are also developed in concert with licensing requirements for Career and Technical Education courses by the faculty in the area and the appropriate administrator. For example, the Firefighter I Certificate has seven SLOs that are essential for the program. These learning outcomes were developed by faculty and the Director of Career and Technical Education in accordance to the California State Fire Marshall and State Board of Fire Sciences requirements. One of the required courses for the certificate, FIR 170A, has three SLOs that tie directly into the state requirements. Students must demonstrate proficiency to receive course credit for FIR 170A and must demonstrate proficiency of all SLOs for all courses in the program to be granted the Firefighter I Certificate. (II.A.9-5).

The SLO assessment results are currently housed in Tracdat. The College is in the process of moving this data to eLumen. (II.A.9-6) The Lake Tahoe Community College Curriculum Committee provides oversight in all matters of curriculum. Each course is reviewed by the committee at least once every six years. (II.A.9-7)

Awarding of Credit

Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. Lake Tahoe Community college complies with California Education Code, Title 5, Section § 55063. Minimum Requirements for the Associate Degree. (II.A.9-8) Additional evidence is found in Board Policy/Administrative Procedure 4025: Philosophy Criteria for Associate Degree and General Education. (BP 4025) (II.A.9-9)

The philosophy and criteria regarding general education references the policy of the Board of Governors that general education should lead to better self-understanding, introduce students to the variety of means through which people comprehend the world. Further, Administrative Policy 4025 complies with the State of California Title 5: § 55002. Standards and Criteria for Courses, see Standard II.A.1.

Lake Tahoe Community College uses the California Community Colleges Chancellor's Office Hours and Units Calculation document in scheduling and in computing full-time equivalent students (FTES). The College uses the "class hour" (sometimes referred to as a "contact hour" or "Student Contact Hour") as the basic unit of attendance and adheres to the guidelines offered in the California Community College Chancellor's Office Student Attendance Accounting Manual for "Calculating Class Hours (Student Contact Hours)." (II.A.9-10)

Student learning and achievement expectations are contained in the course outlines of record which are timely reviewed by the college's curriculum committee.

Analysis and Evaluation:

The College meets the standard. LTCC awards credit for courses as well as degrees and certificates in accordance with Title 5 and Chancellor's Office guidelines for hours to units calculations and minimum requirements for the conferring of degrees. Additionally, the College requires for all Associates in Arts and Associates in Arts for Transfer degrees a breadth of general education courses. All courses and programs have clearly identified student learning outcomes, which provide the framework for student learning and achievement. Furthermore, the College has established Core Competencies for students in all areas of study. The awarding of credit based on student learning is established through the identification of student learning outcomes and the methods of assessing student learning outcomes on each COR. Grading standards and their relationship to the awarding of credit are laid out clearly in College policies and listed on the website in the College Catalog.

As the College continues to examine and improve its processes around the ongoing assessment of student learning outcomes and the use of that data for continuous improvement, the goal is also to establish clearer methods by which program-level and institutional-level outcomes can be directly assessed. One method that has been discussed is the use of a comprehensive eportfolio that could serve as a repository for student work (at all levels, including programmatic capstone work) that demonstrates student learning and growth as well as the achievement of program- and institutional-level competencies.

Evidence
II.A.9-1. LTCC Board of Trustees, AP 3225—Institutional Effectiveness.
II.A.9-2. "Competency Statement," *LTCC Catalog* (2016-17), p. 48.
II.A.9-3. Instructional Student Learning Outcomes & Assessment Process Guide, Manual and Forms (2013).
II.A.9-4. Curriculum Committee Handbook
II.A.9-5. Check this example. I believe it is from the last version of the self-study. We may want a more recent example. This one might be good, however, since it does address specific changes coming from the State Fire Marshal.

II.A.9-6. Course assessment results
II.A.9-7. Link to Curriculum Committee information
II.A.9-8. 5 CCR § 55063. Minimum Requirements for the Associate Degree.
II.A.9-9. LTCC Board of Trustees, AP 4025 – Philosophy and Criteria for Associate Degree and General Education.
II.A.9-10. "Calculating Class Hours (Student Contact Hours)" Fiscal Services Unit - CCCCO - Student Attendance Accounting Manual (SAAM)

II.A.10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Lake Tahoe Community College has established policies for the equitable transfer of credit between institutions. In order to maintain the quality and integrity of its academic programs, credits transferred to the College are accepted only upon careful evaluation of official transcripts from regionally-accredited institutions, and the College has developed articulation agreements as appropriate. All of the institution's programs have student learning outcomes that are appropriate and listed in the college catalog. Credit requirements for degrees and certificates as well as course articulation are communicated to students on the college website and in the college catalog.

Transferring Credits

The One-Stop Enrollment Services Center is responsible for implementing the policy for transfer of credits and uses clearly defined procedures in the evaluation of previous lower-division coursework. Evaluation is based on objective criteria such as, but not limited to, catalog descriptions of course content, learning outcomes listed in the course syllabus, and prerequisite appraisal to determine course level. Faculty within the discipline are consulted for expertise in determining course equivalencies based on stated learning outcomes as well as appropriateness of the course to fulfillment of the student's major requirements. Transfer credit accepted from sending institutions is recorded to the student's transcript. The process complies with §34 CFR part 668.43(11) of Federal requirements. (II.A.10-1) Policies and procedures for transferring credit to the College are published in the catalog and other applicable publications. Students are encouraged to meet with a counselor for guidance on transferring credit and assistance in developing an educational plan incorporating credit earned at other institutions.

See additional information in Standard II.A.8 on Credit by Examination policies and II.A.5 on C-ID approvals.

Articulation Agreements

In addition to many articulation agreements included in ASSIST.org, the College seeks and maintains articulation agreements with other institutions where there is a pattern of enrollment, especially with institutions in Nevada. (II.A.10-2) As is stated in the LTCC Catalog, "If

transferring to another institution is part of a student's educational goal, counselors can help students keep up to date with the complex array of transfer requirements. To ensure transfer admission, particularly into competitive majors, students should see a counselor to develop an educational plan that includes transfer prerequisites. The Transfer Center also has several resources for students to use, including a library of California and Nevada college catalogs, books and brochures with general college information, access to over 18,000 college catalogs online, and articulation agreement information with California universities and the University of Nevada, Reno. Counselors can also assist with CSU, UC, and UNR applications."

LTCC has policies and procedures to which it adheres in the awarding of credit for prior military experience (See II.A.??? and the AP on Articulation and the Catalog page on "credit for prior experience and the section in which we describe that above) and, in conjunction with its 14 Associates in Arts for Transfer degrees, has obtained C-ID approval for 99 courses. The College has identified a clear matrix for the awarding of "credit by examination" for Advanced Placement, College Level Examination Program, and International Baccalaureate exams. Other situations that raise the issue of the awarding of credit for prior educational or experiential learning are considered by the Articulation Officer, the Counseling Faculty Lead, the discipline faculty, the Dean of Instruction, and the Vice President of Academic Affairs. For example, this level of collaborative and expert consideration and decision-making was recently evidenced as part of a partnership LTCC has begun with the California Department of Corrections and Rehabilitation (CDCR) to provide and potentially broaden online educational opportunities for CDCR staff. In careful collaboration with LTCC faculty in the discipline of Criminal Justice, along with counseling, articulation, enrollment services, and administrative staff, the College was able to establish a pathway through which graduates of the CDCR's Basic Correctional Officer Academy may be awarded "credit for prior experience." The faculty in the area created a detailed "crosswalk" aligning the Academy curriculum to LTCC Criminal Justice curriculum and student learning outcomes based on the COR. (See link to FAQs).

The College also works very closely with the Lake Tahoe Unified School District regarding any articulation agreements and concurrent or dual enrollment opportunities.

Analysis and Evaluation:

The College meets the standard. LTCC prides itself on being able to help students one-on-one to facilitate their transfer of credits both into (as a student coming to the College) and out of the institution (as transfer students), with an ongoing goal of removing educational barriers. The College has appropriate and clearly stated policies and procedures to which it adheres in the consideration and awarding of credit. These policies and procedures address all manner of articulation and transfer-of-credit, from AP examinations to prior military experience to concurrent enrollment. The College does not have a plethora of four-year or other community college institutions nearby, which minimizes the establishment of patterns of student enrollment between LTCC and other colleges; therefore, the awarding of credit is determined typically through a more personalized approach with students. Nevertheless, within that individualized process, petition for the awarding of credit policies are followed consistently and fairly and the alignment of credit-receiving work with LTCC curriculum and competencies is prioritized.

Evidence
II.A.10-1. §34 CFR part 668.43(11) of Federal requirements
II.A.10-2. BP/AP 4050 on Articulation

II.A.11. The institution includes in all its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

An educational program is defined in Title 5, section 55000(g), as "an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education." LTCC identifies its programs according to this definition. All of LTCC's programs have student learning outcomes that have been developed by the discipline faculty and are published in the catalog and online. All program-level outcomes also identify specific competencies related to communication, information literacy, quantitative and critical thinking skills, and an awareness and engagement with ethics and diversity.

Core Competencies

The College has established institutional learning outcomes (General Education Core Competencies). While they are identified as "general education" competencies, these areas represent the College's expected and prioritized outcomes for all its students, programs, and courses. They also capture the core concepts and aspects of the College's approach to a comprehensive general education. The College's decision to establish a set of core competencies relevant to all programs (degrees and certificates) reflects efforts to consolidate and avoid isolation between different areas. It allows a single, unified approach to learning outcomes, while allowing for specificity at the program level.

The Core Competencies are published in the catalog and on the college's website (II.A.11-1) and include:

- Communication
    - Reading
    - Writing
    - Listening
    - Speaking/Conversing
- Critical Thinking and Information Competency
    - Analysis
    - Computation
    - Research
    - Problem Solving

- Global Awareness
    - Scientific Complexity
    - Social Diversity and Civics
    - Artistic Variety

- Personal Responsibility and Professional Development
    - Self-Management and Self-Awareness
    - Social and Physical Wellness
    - Workplace Skills

Program Learning Outcomes

All programs have established student learning outcomes. (II.A.11-2) The discipline faculty have created these program-specific outcomes based on their expertise and understanding of the requirements of the fields for which the programs are preparing students, aligning them, where appropriate, with the Core Competencies. (II.A.11-3) All courses have established SLOs that are kept and maintained in the Course Outlines of Record. The course-level outcomes for courses included in a program are linked (mapped) to the established program learning outcomes. If a course is not included in a program (is a stand-alone course), that course's outcomes are tied directly to the Core Competencies. This mapping process ensures that as faculty develop and review the outcomes at the program level, these outcomes have incorporated the institutional values established in the Core Competencies.

As faculty engaged in the process of reevaluating their mapping through a spring 2016 update to TracDat, the institution identified a few programs, some of them recently created, that had not been included in TracDat with appropriate mapping. Faculty and Deans were engaged to create curriculum maps for these programs. They are scheduled to be included in the transition to eLumen, and existing and related course-level SLO assessment results will be archived and mapped appropriately to capture historical program-level outcomes data.

All of LTCC's degrees include a General Education requirement (local AA degrees allow for the use of the LTCC patterns, AAs for Transfer require the CSU or IGETC pattern). Students are required to take a balance of classes across GE patterns, and all areas and courses included in these patterns fulfill at least one aspect of the Core Competencies established by the College. Career and Technical Education programs also map all course-level SLOs to program-level SLOs to the General Education Core Competencies. An example that demonstrates the College's correlations of certificates to the Core Competencies can be seen in the layout of the Medical Office Assistant certificates. (II.A.11-4, II.A.11-5, II.A.11-6, II.A.11-7: A, B, II.A.11-8) (Medical Office Assistant map)

Analysis and Evaluation:

The College meets the standard. LTCC has established four main "Core Competencies" that serve as General Education and Institutional Learning Outcomes. Discipline faculty have established program learning outcomes for all degrees and certificates. All course-level student learning outcomes, including those for courses in the three general education patterns (LTCC, CSU GE, and IGETC) are linked to at least one relevant program learning outcome or directly to one of the four Core Competencies. All program learning outcomes and the Core Competencies are published in the catalog and on the website. The Core Competencies address the following areas: Communication, Critical Thinking and Information Competency (including computation, analysis, and problem solving), Global Awareness (including awareness of social diversity and civics), and Personal Responsibility and Professional Development. (Link to the Catalog for the Core Competencies)

Evidence:
II.A.11-1. "General Education Core Competencies," *LTCC Catalog* (2016-17), p. 58.
II.A.11-2. *LTCC Catalog* (2016-17), pp. 61-112.
II.A.11-3. Examples of Program-level mapping
II.A.11-4. GE Patterns

II.A.11-5. [Examples of Program-level outcomes](#) (APRs)
II.A.11-6. ILOs summary map (how many assessments were done in each area over the past 3 year cycle?)[NOTE: We would like to include data on the ILO outcomes and the specific outcomes for the specific GE pattern areas.]
II.A.11-7. A: Any minutes with discussions about program-level SLOs and ILOs , B: T[he agenda for the all-faculty meetings](#)
II.A.11-8. [BP/AP on GE](#)

II.A.12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

All of LTCC's degree programs (including Career and Technical Education degree programs) require general education components, and the College has established policies articulating a general education philosophy. This philosophy outlines the general education values of the institution. Faculty, departmentally and through the work of the faculty-led Curriculum Committee, determine the appropriateness of course inclusions in the general education pattern. All course-level student learning outcomes include components of the general education outcomes or competencies.

General Education Competencies

LTCC students are awarded degrees upon completion of general education credits in addition to major areas of emphasis program requirements. Board Policy and Administrative Policy 4025 provide the underlying philosophy and criteria for Associate Degree and General Education**.** (II.A.12-1, II.A.12-2) The institution defines and incorporates into all of its degree programs a substantial component (between 42 and 46 quarter units, depending on possible overlap) of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes an introduction to some of the major areas of knowledge. General education courses are designed to instill better self-understanding as well as the capacity to adapt, respond, and grow in a changing world and are selected to ensure students achieve comprehensive learning outcomes in the degree program. The philosophy concerning general education at LTCC is designed to create three distinct pathways: 1) University of California, 2) California State University, and 3) locally defined general education pathway for associate's degree completion. Students fulfilling the College's general education requirements must complete seven areas of study, whose learning outcomes are linked to the four General Education Core Competencies. (II.A.12-3)

Lake Tahoe Community College has adopted a statement of philosophy regarding the general education requirement for Associate degrees conferred by the college Curriculum Committee Handbook. (II.A.12-4)

The general education requirements for the Associate 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 requirements offerings to foster a critical awareness of the variety 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 environments, 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.

In addition to the college's general education philosophy statement, Title 5 speaks to the general education policy of the Board of Governors of the California Community College (Title 5 §55061):

Central to an Associate Degree, General education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, General Education should lead to better understanding. (II.A.12-5)

Credit requirements and course transferability are communicated to students on the college website and in the college catalog.

Faculty Expertise

The expertise of the college faculty is engaged in determining the appropriateness of courses for inclusion in the general education pattern, as faculty are central to the establishment of SLOs and have primary and direct involvement in and oversight of the Curriculum Committee. The Curriculum Committee decides on the inclusion of courses in the College's general education core pattern. This committee examines the course outline, including stated learning outcomes, and then consults both the transfer center and articulation officer and the College's general education philosophy as published in the College Catalog and the general education criteria established by major receiving institutions to determine if the course should be included in the general education pattern.

Each course proposed through the Curriculum Committee to fulfill an area of the LTCC general education requirement is considered in light of the above philosophy statements and the following conditions adopted by the committee:

Area 1: English Communication: A minimum of 9 quarter units in English Communication to include both composition and communication

Area 2: Mathematical Concepts and Quantitative Reasoning: A minimum of 4 quarter units in mathematics one level or above elementary algebra

Area 3: Fine Arts and Humanities: A minimum of 8 quarter units in the Fine Arts and Humanities

Area 4: Social Sciences: A minimum of 8 quarter units in the Social Sciences to include both social science and U.S. Studies

Area 5: Physical and Biological Sciences: A minimum of 9 quarter units in Physical and Biological Sciences with some participation in laboratory activity

Area 6: Lifelong Understanding and Self-Development: A minimum of 4 quarter units in study designed to prepare students for self-understanding and self-development

Area 7: Cultural Pluralism: A minimum of 4 quarter units in Cultural Pluralism

The Curriculum Committee, during the 2016-17 academic year, is concentrating significant efforts on the review of the LTCC General Education Pattern in terms of the number of units required and the courses included as options. (II.A.12-6)

Analysis and Evaluation:

The College meets the standard. All of LTCC's Associate in Arts and Associate in Arts for Transfer degree programs require a defined number of general education courses (in alignment with the LTCC GE, CSU, and IGETC GE patterns). The College has clear and documented policies regarding general education requirements and articulating a philosophy that includes the general education values of the institution. Faculty, counseling staff, and the faculty-led Curriculum Committee determine the appropriateness of course inclusions in the general education pattern, and course-level student learning outcomes include components of the general education core competencies. The College relies on the expertise of faculty through course development and the Curriculum Committee to determine the appropriateness of courses for inclusion in the general education curriculum. (II.A.12-7) SLOs are examined for each course submitted for inclusion.

Evidence
II.A.12-1. LTCC Board of Trustees, BP 4025 – Philosophy and Criteria for Associate Degree and General Education.
II.A.12-2. LTCC Board of Trustees, AP 4025 – Philosophy and Criteria for Associate Degree and General Education.
II.A.12-3. "Core Competencies," LTCC Catalog (2016-17), p. 58.
II.A.12-4. LTCC Curriculum Committee Handbook, pp. 66-69.
II.A.12-5. 5 CCR § 55061. Philosophy and Criteria for Associate Degree and General Education.
II.A.12-6. "Associate Degree General Education Curriculum," _LTCC Catalog_ (2016-17), p. 55.
II.A.12-7. Curriculum Committee Minutes and Agendas.

II.A.13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and

competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study.

In addition to the general education requirements noted above, all degree programs offered by the College are designed to include focused study in at least one area of inquiry or in an established interdisciplinary core, and the courses included in those core elements of programs are determined based on outcomes and competencies appropriate to the field of study. LTCC students earn Associate in Arts degrees in specific majors of study with identified outcomes, and certificates with outcomes established by experts in the field (both faculty and often industry partners participating in Advisory Committees) lead to employability and workplace relevance. The College also offers 14 Associate in Arts for Transfer (AA-T) degrees facilitating transfer to the California State University system.

Programmatic Core and Competencies

As specified by the following language in California Education Code, a minimum of "27 quarter units of study must be taken in a single discipline or related disciplines . . . or in an area of emphasis involving lower division coursework which prepares students for a field of study or for a specific major at the University of California or the California State University." (II.A.13-1) All degree programs at LTCC have such core major requirements, and these requirements are tied directly to program-level outcomes. (Link to page 69 of the catalog and allow them to scroll through page 125 at least.)

The College also offers several interdisciplinary programs, degrees, and certificates. Some examples of these include Liberal Arts with an emphasis in Arts and Humanities, Math and Sciences, or Social Sciences; Humanities; and Natural Sciences, among others. All of these interdisciplinary areas have identified and require a core of courses that lead to the learning outcomes for the program, degree, or certificate. These core requirements were developed through the appropriate curriculum processes and approvals. (II.A.13-2, II.A.13-3) These curricular processes are faculty-led and involve input from a broad representation of college constituencies to ensure their appropriateness, their attention to currency in the field and articulation/transferability.

The College offers 21 Associate in Arts (AA) degrees, 9 Associate in Arts for Transfer (AA-T) degrees, and 5 Associate in Science for Transfer (AS-T) degrees. (II.A.13-4) To receive an AA degree from the College, students must earn a minimum of 90 quarter units, which must include general education, a major, and electives. Students must have a cumulative grade point average (GPA) of 2.0 (C) and have completed one of the general education patterns: LTCC GE, CSU GE, or IGETC. For the AA-T or AS-T degree, students must choose from the CSU GE or IGETC general education patterns. (II.A.13-5, II.A.13-6, II.A.13-7)

Students must also have a major; each major requirement must be completed with a "C" or better, or "P" if taken on a pass/no pass basis. Elective units must be taken to contribute to the 90 quarter units. A minimum of eighteen quarter units applied towards the degree must be taken at the College. Non-degree applicable courses and basic skills courses do not count toward the 90-quarter unit requirement for the degree. (II.A.13-8) (Pages 52-64 of the New Catalog)

All degrees at the College have Program Level Outcomes (PLOs) composed of courses that have Course Level Student Learning Outcomes (SLOs). These are listed as part of the program description in the College Catalog and on the College website. Faculty determine which courses

have content that meet each of the PLOs and also the amount of focused study in each program, based on outcomes that demonstrate mastery of competencies, theories, and practices within the field of study. The SLOs are then linked or mapped to the PLOs using TracDat software. The SLOs for all courses (whether stand-alone or through their inclusion in degrees and certificates) fulfill some aspect of the College's General Education Core Competencies in Communication, Critical Thinking and Informational Competency, Global Awareness, and Personal Responsibility and Professional Development. (II.A.13-9, II.A.13-10) The College is moving to eLumen for the storage, tracking, and reporting of all student learning outcomes, at the course, program, and institutional level.

Program Level Outcomes are used in the development and revision of degrees to determine the appropriate placement and content of courses in the degree core. All courses included in the degree are appropriate to the discipline, degree level, and common standards in higher education. The degrees must pass peer review by the Curriculum Committee and be approved by the Chancellor's Office. (II.A.13-11, II.A.13-12)

Analysis and Evaluation:

The College meets the standard. Its degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. To receive an Associate's degree, students have to earn at least 90 quarter units, which must include general education, a major, and electives. Interdisciplinary programs, such as Liberal Arts, also require a core of courses that lead to the learning outcomes for that program. The courses included in the core are chosen based on outcomes and competencies appropriate to the field of study. Faculty determine which courses have content that meet each of the PLOs. They also determine the amount of focused study in each program based on outcomes that demonstrate mastery of competencies, theories, and practices within the field of study. Finally, all of the SLOs fulfill some aspect of the College's General Education Core Competencies: Communication, Critical Thinking and Informational Competency, Global Awareness, and Personal Responsibility and Professional Development.

Evidence
II.A.13-1. Title V, §55063(a)(1).
II.A.13-2. BP/AP on Program, Curriculum, and Course Development.
II.A.13-3. "Humanities," "Natural Sciences," *LTCC Catalog (2016-17)*, pp. 80, 88.
II.A.13-4. "Degrees Requirements," *LTCC Catalog (2016-17)*, p. 46.
II.A.13-5. "Associate Degree General Education Curriculum," *LTCC Catalog (2016-17)*, p. 55.
II.A.13-6. "California State University General Education Curriculum," *LTCC Catalog (2016-17)*, p. 56.
II.A.13-7. "Intersegmental General Education Transfer Curriculum (IGETC) for Transfer to CSU and UC," *LTCC Catalog (2016-17)*, p. 57.
II.A.13-8. *LTCC Catalog (2016-17)*, p. 47.
II.A.13-9. BP/AP on General Education.
II.A.13-10. Curriculum Handbook sections on GE.
II.A.13-11. *LTCC Catalog (2016-17)*, pp. 58, 61-95. [What is the current requirement for selecting a goal through our application and GPS processes? We may want to include that]
II.A.13-12. Curriculum Handbook sections on process.

II.A.14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

LTCC graduates receiving degrees and certificates in the area of Career and Technical Education meet employment standards and are prepared for external licensure and certification.

Demonstrating technical and professional competencies

The College offers a broad range of Career and Technical Education (CTE) degrees and certificates. These degrees and certificates are designed to meet emerging market needs and are approved through the North Far North regional consortium. Proposals for CTE degrees and certificates are supported by labor market data to demonstrate industry need. The requirements for all CTE certificates and degrees are described in detail in the College Catalog. (II.A.14-1)

All CTE courses, degrees, and certificates identify student learning outcomes based on established industry standards for competency. (II.A.14-2) The outcomes are aligned with industry expectations for workplace skills and competencies required for successful employment in the field. CTE programs are developed, reviewed, and modified in collaboration with industry-specific Advisory Committees and through systematic program review, the College's regular curriculum process, SLO assessment, and monitoring of external certification pass rates.

Advisory Committees for each CTE program meet annually and discuss the program comprehensively, from student learning outcomes assessments to achievement to licensure, employment standards, and regional needs. These committees are comprised of industry experts, other local educators, and LTCC faculty and staff to ensure that students are being adequately prepared for current workforce demands. (II.A.14-3)

Preparing for licensure and certification

The College examines technical and professional competencies according to the California Education Code (Section 78016) requirement for biennial review of Career and Technical Education programs. (II.A.14-4) All CTE programs follow this review cycle in alignment with state requirements and outside agency accreditation and oversight. Additionally, curriculum and programs that prepare students for external licensure and industry certification are developed in compliance with the competencies required for success in exam passage rates and employment. As with all LTCC instructional programs, CTE programs also complete an annual review, which considers successful course completion rates, progress on assessing SLOs, the ability of the program to meet the professional competencies required by employers, and the use of such analysis in making notable and measurable improvements to the courses and programs. (II.A.14-5)

Some of the relevant job placement and core indicator data reported on CTE programs through the Chancellor's Office, which measures skills and completion and employment data, does not always capture the full picture of LTCC students and CTE program results, particularly due to LTCC's proximity to the Nevada state line. While the data is valuable and is regularly shared with the CTE Advisory Committees and other CTE faculty, it leaves gaps around what happens to LTCC CTE students who seek opportunities across the state line or in self-employment situations. In partnership with the Lake Tahoe Adult Education Consortium, the College has been able to participate in an agreement with EMSI to gather that data across certain zip codes

not previously available. Additionally, the College is a participant in the CTE Outcomes Survey (CTEOS) through the Chancellor's Office and Santa Rosa College. The data received as part of the CTEOS, EMSI, and locally-generated surveys designed for outreach to LTCC graduates has helped the College obtain a richer data set on employment and post-graduation activities and success. (II.A.14-6)

Many CTE programs prepare students to meet necessary external certification or licensure requirements and must therefore follow the structured curriculum to comply with the regulations of the relevant agency. The College provides this data to the Commission via the annual report. (II.A.14-7)

Analysis and Evaluation:

The College meets the standard. Graduates receiving degrees and certificates in the area of Career and Technical Education (CTE) meet employment standards. All CTE courses, degrees, and certificates identify student learning outcomes based on established industry standards and expectations for workplace skills and technical and professional competencies required for successful employment in the field. Graduates are also prepared for external licensure and certification. Curriculum and programs that prepare students for external licensure and industry certification are developed in compliance with the competencies required for success in exam passage rates and employment.

Evidence
II.A.14-1. *LTCC Catalog* (2016-17). CTE Degree and Certificate Requirements
II.A.14-2. Catalog: samples of degree and certificate SLOs
II.A.14-3. Advisory Committee membership and sample agendas/minutes
II.A.14-4. California Education Code (Section 78016)
II.A.14-5. Sample CPR/APRs from CTE programs
II.A.14-6. Data sets from EMSI, CTEOS, and local surveys conducted over the last two years
II.A.14-7. Links to CTE data from the last two Annual Reports.

II.A.15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

When significant changes occur in program requirements or if discontinuance is recommended, the College collaborates with students to ensure that they achieve their academic goals in a timely manner and with a minimum of disruption.

Significant Changes to Program Degrees or Certificates

Students in continuous attendance are provided catalog rights for up to five years to allow for individuals to qualify for graduation under the requirements of a prior catalog year. This policy minimizes the impact of programmatic changes and often allows students to meet requirements under which the student originally enrolled. If a program that leads to a degree or certificate is modified in a substantial way, students in the program are contacted by counselors to amend their academic program and adjust their comprehensive educational goal. Students are

identified by their self-reported academic program, submitted graduation petitions, schedules, instructors, and other means.

The College's online catalog is amended to reflect changes in policy and curriculum, as is the projected schedule of all course offerings. Counselors are included in all steps that may lead to changes or discontinuance. The College has also moved to an online catalog and, as a result, has been able to use addenda when appropriate to assist in student success and completion.

Program Vitality Assessment Process

If a program's continued viability comes into question, a Program Vitality Assessment, or PVA, is initiated. This process is outlined in BP/AP 4021 (II.A.15-1). This policy addresses the program's institutional effectiveness, and considers demand, resources, external factors, among other factors.

If a program that leads to a degree or certificate is approved for discontinuance by the Board of Trustees, all efforts are made to inform students through the same process mentioned above. Counselors play a key role in this process and will provide assistance to students in developing an education plan for completion. If at all possible, the College will commit to providing courses for students to complete the program through independent study, course substitutions, or by committing to a smaller student-instructor ratio in certain courses. One example of such a situation occurred when the institution was no long able to sustain a breadth of offerings in the Computer Applications area (COA), and students attempting to complete the Medical Office Assisting degree were coming up against gaps in their pathway to completion. The Vice President of Academic Affairs worked closely with faculty and staff in the discipline and in counseling to document an acceptable substitution, allowing students to complete the certificate and degree in MOA. Counselors may also suggest online options via the California Virtual Campus website, if appropriate.

When it becomes necessary to eliminate a program or substantially change program requirements, the College minimizes impact to students currently progressing towards program completion. Processes have been designed to allow for appropriate substitution, waivers, and exceptions while maintaining sufficient scrutiny to ensure the academic integrity of the degrees and certificates awarded by the College. (II.A.15-2) This balanced approach meets the Standard while minimizing the disruption to students as a result of programmatic changes.

Analysis and Evaluation:

The College meets the standard. When significant changes occur in program requirements or if discontinuance is recommended, the College collaborates with students to ensure that they achieve their academic goals in a timely manner and with a minimum of disruption. Students are contacted by counselors to amend their academic program and adjust their comprehensive educational goal. The College minimizes the impact to students by implementing processes designed to allow for appropriate substitution, waivers, and exceptions, while maintaining sufficient scrutiny to ensure the academic integrity of the degrees and certificates awarded.

Evidence
II.A.15-1: LTCC Board of Trustees, BP 4021 – Program Discontinuance.
II.A.15-2. Include the forms in the evidence for petitioning substitutions, petitioning prerequisites, equating courses, and degree audit and ed planning.

II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

All instructional programs are regularly evaluated as part of a cycle of self-assessment and continuous improvement, regardless of modality or location. This cycle of review includes information and data on learning outcomes and student achievement in order to address any identified achievement gaps and areas for improvement. (II.A.16-1)

Evaluating and Improving Quality and Currency

Faculty in collaboration with administrators conduct annual program reviews and annual unit plans for all for-credit and noncredit instructional programs. (II.A.16-2) Programs are on a six-year comprehensive program review cycle along with an annual program review process. Areas in which precollegiate courses exist consider them in the course of the program review. (II.A.16-1)

Career and Technical Education programs are reviewed annually and presented to Advisory Committee members for consideration. (See Standard II.A.14, II.A.16-3) The College's Community Education program (CONNECT) does an annual report to the Board of Trustees that includes annual revenue and expense numbers, a review of SMART goals, highlights and challenges, and goals for the upcoming year (II.A.16-4)

The College's programs are reviewed regardless of delivery mode or location. Courses are considered as part of the program of which they are a part, and Distance Education also completes its own Comprehensive Program Review. (II.A.16-5)

The College systematically strives to improve its programs through these review processes. They are used to inform improvement plans, including resource allocation, program changes, faculty hiring prioritization and decisions, and other identified areas for improvement. Comprehensive review processes also include recommendations that are reviewed annually and tied to strategic goals.

All courses are assessed according to the SLO assessment calendar/cycle (See Standard II.A.3), and all program review processes also include the consideration of SLO assessment results and the use of these assessments to inform improvement plans.

Faculty members have a regular cycle of evaluation that includes peer, administrator, and student observation and feedback and is designed, in part, to ensure the quality and rigor of instructional programs. (Link to Faculty Association Collective Bargaining Agreement section on Faculty Evaluation processes.) When faculty desire or are in need of support for instructional improvement, they have access to multiple venues for professional development, including but not limited to Excellence in Teaching Workshops (for both face-to-face and online instructors), Professional Development funding, and (for full-time instructors) a guaranteed Professional

Development Leave program (sabbatical). These programs are designed to support improvements in teaching and learning and lead to significant contributions to faculty excellence in the classroom.

Analysis and Evaluation:

The College meets the standard. All instructional programs are regularly evaluated through both the Annual Program Review and Annual Unit Plan process as well as the Comprehensive Program Review process. These processes are part of a cycle of self-assessment and continuous improvement. This cycle of review includes data on student learning outcomes and achievement in order to address any identified gaps and areas for improvement.

In the process leading to this Institutional Self-Evaluation Report, and in conjunction with the College's ongoing commitment to the quality of its Distance Education program and its participation as a full-launch college as part of the Online Education Initiative (OEI), LTCC has developed a more comprehensive process for the assessment and improvement of its online courses and programs. While the College already had a rigorous process in place for ensuring the regular and effective/substantial contact between online faculty and students, had adopted a rubric for instructional assessment that includes a focus for online courses, and has invested in a full-time Distance Education Coordinator, a more extensive rubric and comprehensive assessment process has been adopted in the 2016-17 academic year.

This rubric, "Online Course Quality Guidelines," based on the OEI rubric used for inclusion in the state's online exchange, is being used first by faculty to self-assess the effectiveness of their own online courses. (II.A.16-6) Beginning in the summer and into the fall of 2017, it will be used by a group of faculty reviewers as part of a comprehensive assessment of all online courses and programs. As a full-launch OEI college, LTCC has had the benefit of instructional design assistance through the OEI, which has allowed for additional assurance and development of quality in online instruction.

Evidence
II.A.16-1. Comprehensive Program Reviews.
II.A.16-2. Annual Program Review (APR) and Annual Unit Plan (AUP).
II.A.16-3. LTCC Board of Trustees. Review and Accept Comprehensive Program Review. *Wilderness Education* and *Culinary Arts*. (April 25, 2017).
II.A.16-4. LTCC Board of Trustees. *CONNECT Program Overview*. (September 27, 2016).
II.A.16-5. Comprehensive Program Review. *Distance Education*. (Spring 2017).
II.A.16-6. Academic Senate Agenda (May 19, 2017) including the "Online Course Quality Guidelines" document.

B. Library and Learning Support Services

II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer

laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Lake Tahoe Community College supports student learning and its academic program offerings by providing comprehensive library and other related instructional support services, along with the personnel required to provide these services effectively and consistently. The learning support services are sufficient to meet the needs of online, correspondence, and face-to-face students, and include a comprehensive physical and digital collection, a Tutoring & Learning Center, computer labs, and face-to-face and online library research assistance and information literacy instruction. All campus locations/all types of students/all college instructional programs are equally supported by library services and accessibility. The College efforts support the larger mission of the institution by assuring that the students who attend the college are provided sufficient resources for the course and program work. (ER17)

Library Resources

Lake Tahoe Community College supports student learning and achievement to online and face-to-face students through the Roberta Mason Library on campus, a 15,000 sq. ft. facility that provides a physical library collection, extensive electronic database access, computer and printer access, as well as substantial digital access to reference and research librarian assistance and materials that support student learning and instructional programs at all levels. The library services, resources and technology are sufficient to meet students needs and aligned with the courses and programs.

According to Title 5 Regulations (§58724), the collection size is appropriate for the college's student headcount. (II.B.1-1) The LTCC Library supports the College's mission, its goals and purpose communicated to the college community. All campus locations/all types of students/all college instructional programs are equally supported by library services and accessibility. Serving incarcerated students with library research tools is still an ongoing subject of debate at the state level. LTCC provides books for all the incarcerated students the college serves as well as all learning support materials. (Link to 2013-14 and 2014-15 Library Data Survey Reports)

The Library's on-campus paper collection consists of texts in many different areas. The Library has as its primary mission to support the academic programs of the College. But LTCC is also a small college in an alpine town and, as such, serves the community as a cultural hub as well. The collection the Library sustains serves that function. The collection provides variety and depth of information. (II.B.1-2)

The Library maintains a lending library of 1,200 reserve textbooks and course materials that students can use in the Library and, when available, overnight or for weekend use. A quarterly lending library has greatly benefited low-income students who often do not have money to purchase texts for their courses. In recent years, the Library has strengthened partnerships with student support programs such as EOPS, Veterans Services, the Incarcerated Student Program, Student Equity, and the CTE programs to provide additional books for the quarterly lending library for students in those programs. These programs, in conjunction with Library staff and faculty, collaborate with instructional faculty each quarter to develop the list of quarterly textbooks needed. (Link to data sets on usage from Jonathan's files and EOPS, ISP, Equity, and CTE files)

The Library also offers a comprehensive list of subscription electronic databases, which are available 24/7 both on and off campus for currently enrolled students and employees. (II.B.1-

3) All of the subscription databases offer accessibility to disabled students, and the Ebsco database offers Lexile Levels for faculty and students use. With financial support from the LTCC Foundation, the library was able to acquire access to a new e-book collection that focuses on the current subject matter of community college curriculum. The entire collection is reviewed and updated regularly to maintain credibility and have up-to-date information available for students. The entire collection (electronic as well as paper) is varied and meets the needs of students of all levels.

Additional Library Resources

In addition to a robust collection, both physical and electronic, supporting academic programs, students, and the community, the Library also offers Internet access on 21 computers (both PCs and Macs), with Microsoft Suite loaded for student and community use. Students have access to a scanner, headphones, printing, and other supplies to support learning and instruction. Additionally, students are able to check out calculators for quarterly use.

The Library supports student learning and collaboration through eight quiet study desk areas where students can use their personal laptops (each station offers plugs for electricity). Group study rooms are also available for groups of 2 or more for collaborative study purposes. A smart cart is available for student use in group study rooms, which enables students to study with the use of technology if needed. The group study rooms are also used by tutors working with students. They have the use of a white board to lay out their work on and work together.

The Library also provides additional support to students with disabilities. All Library computers have site licensed adaptive software available on them via the college's server network. One of the study rooms is dedicated for use by LTCC's disabled student population. The computer in this room has additional adaptive software and adaptive equipment such as an oversized monitor and a video magnifier for low vision students. There is an ADA approved height adjustable desk in this room to compliment a similar desk available within the computer stations. The entire stacks collection was also recently rearranged to make books accessible to all students, regardless of ability or age, by consolidating books on the middle shelves and eliminating the need for both high and very low sightlines and reach for access.

Library Staffing

The College has had consistent, highly qualified library staff historically, with a full-time librarian, one full-time library technician, and part-time library clerks and student workers. Staffing, however, has been a recent challenge to the institution. In January 2016, the College's full-time librarian (a 10-year employee) left on a leave that, in the end, constituted a full calendar year. The College was able to serve student and instructional needs during that time through a combination of highly qualified, long-term library staff and part-time librarians who meet minimum qualifications. In Winter 2017 after the full-time librarian's ultimate retirement, the College took a fresh look at the existing job description for the Director of Library and Media Services position, reflecting on the services the library provides and strategizing about ways to improve service to students. Data from several sources was collected in this analysis and feasibility process, including satisfaction surveys, the annual Student Engagement Survey, and comprehensive program reviews for related non-instructional programs offering learning support services.

This analysis demonstrated a desire for and potential to provide additional hours on the weekend for the Library and summer hours for other learning support services, in particular those offered through the Tutoring and Learning Center (described below). The college administration conducted student and staff interviews to gather input and feedback involving the idea of merging these two centers of support services into one central location, essentially surrounding the Library space with additional learning support. College support for this idea has been very positive, and all constituent groups have contributed to and reviewed the proposed plan. (Link to various governance agendas and minutes: Academic Senate, PAC, Facilities, Student Senate, IEC, Board of Trustees)

As a result of these efforts, the Director of Library Services position was reconfigured in a comprehensive way, becoming the Director of Library & Learning Services (II.B.1-2). The position was opened in the spring of 2017 and will be hired for a summer start date. This faculty member will also be involved in facilities modifications combining services over the summer. (Link to the map of the suggested Library remodel) This full-time faculty member will serve as a traditional library director, but will also take on expanded duties in the areas of tutoring and learning services, supporting both face-to-face and online students. They will also oversee the quarterly textbook lending library and will play a role in the College's open educational resources (OER) initiative. The College believes that the expanded role for the library director will result in improved service for students.

The Tutoring and Learning Center

The College supports student learning and academic success through the Tutoring and Learning Center (TLC), which currently houses the Math Success Center, the Writing Across the Curriculum Center, and the Equity and International Centers. The focus of the TLC is to improve student learning and success in all subject areas by developing a supportive environment that is stimulating, progressive, and relevant to academic growth, personal development, and educational needs. The TLC is a well-utilized space, particularly the Math Success Center, where students work together and with peers and tutors around subject-area problem-solving and support. The Math Success Center student tutors also provide free K-12 math tutoring to young people in the unified school district. The Writing Across the Curriculum Center offers one-on-one assistance to LTCC students working on writing in any capacity at the College. In sum, students have access to a variety of support in the TLC, including free tutoring in a variety of other academic subjects, one-on-one writing assistance, computer access and free printing, exam proctoring, and group study room access.

The decision to examine the possibility of merging the Tutoring and Learning Center (TLC) with the Library was viewed as an opportunity to achieve the goal of improving the quality of learning support services while increasing the availability of services to students. This has been a challenging objective due to recent funding limitations. In the past few years, LTCC has suffered enrollment declines and the corresponding budget restrictions have impacted some of the operational functions of the two areas, resulting in, for example, a contraction of hours.

The integration of the TLC with the Library will allow the college to be more efficient in staffing, hours of operation, and computer availability for students. The integration plan to combine TLC resources with Library resources will make possible twenty additional computer stations inside the Library. Another benefit is that students participating in tutoring sessions will now have access to reference materials and resources in the Library, which will enhance their experience. In the current model, students in the TLC cannot access the library reference textbooks and/or

any related resources because the TLC is located in a separate building on campus. This has been a complaint from students in previous years. A final consideration was to improve the safety and security of the spaces, primarily for evening hours when there are fewer employees working. The combination will allow these two services to be monitored in one location.

Support for Online Students

LTCC has made great progress in recent years in online learning support. Approximately 30% of the college enrollment consists of online students; therefore, the college has made the development of online support a priority for the institution. Evidence of the college commitment to online learning support is the establishment of a Distance Education Coordinator to provide guidance and oversight in this program. One of the major responsibilities for DE was the development of learning support programs for distance students.

All LTCC students have 24-hour access to online library services. (II.B.1-4) These services include access to electronic databases, eBook collections, thousands of scholarly journals, articles, maps, statistical data, images, and videos on a variety of academic subjects. With initial support from the LTCC Foundation, the College's eBook collection recently grew to over 212,000 titles on a variety of subjects, including fiction and nonfiction works for adults and young adults. Online, email, and telephone research assistance is provided by the library staff. In fact, that assistance is often provided outside of regular hours to accommodate the reference assistance needs of distance education students and other student who have scheduling challenges that make it difficult for them to meet with a librarian during Library hours.

During the period that the previous full-time librarian was on leave and during her subsequent absence, the College engaged 6 part-time librarians who embraced a student-focused approach to reference and research assistance. More recently, 3 of those adjunct librarians have guided the college through an updating of processes for conducting reference appointments as well as classroom visits for the instruction of information literacy. They have, additionally, updated the faculty survey requesting information about faculty library needs. (Link to survey, reference assistance page on website, reference appointment guidelines, curriculum for classroom visits)

LTCC has been a pilot program in the Online Education Initiative (OEI) for the past three years. Through the participation in this program, the college has been able to increase the number of quality online support services available to students. Prior to OEI, the college struggled to afford the technology for the delivery of such services. OEI has enabled the college to rapidly implement several amazing online support services for students. A detailed description of these support services is provided in Standard II.C.3, but include NetTutor, Proctorial, SmarterMeasure Canvas tutorials, the Quest for Online Success course, Online Readiness Tutorials, Online Orientations, Cranium Cafe Counseling, PowToons instructional videos, Guidebook Tour App, and the Coyote Corner app. (II.B.1-5) All of these tools provide quality learning support to LTCC online education students; however, face to face students can also access many of the online support services.

Support for Correspondence Students

Despite great success and growth in online and face-to-face learning support services, the college has faced some challenges with the correspondence courses provided in the Incarcerated Student Program (ISP). ISP began in 2015 and is an integral part of the institution. ISP serves over 250 students per year, and as the program has evolved, the need for more learning support services has become evident. Tutoring services are provided on site to the

students in the program by full- and part-time faculty. This service is expensive and time-consuming, but the benefits far outweigh the burden of cost.

In addition to tutoring services, the ISP students have access to an array of counseling services at LTCC. An LTCC counselor is available to respond to student questions related to advising, transfer, and general college information. Due to the distance of the facilities from LTCC, face-to-face services are limited; however, the ISP program has an effective system in place to provide services through "Enhanced One-on-One" correspondence. That system is working well although the timeliness of responses is a challenge. All ISP students receive free textbook access, which is provided through a loaner library system. This is an incredible service as instructors have confidence that 100% of their students have the book required for the class. ISP students are also able to request library books from the LTCC library. Additionally, many of the ISP facilities receive book donations from the LTCC library for their on-site libraries. To expand the delivery of learning support services in the prisons, the ISP program is investigating possibilities for the approval of the students' use of ChromeBooks on a closed loop server. If this is approved, the delivery of learning support services, particularly for research purposes, can be exponentially enhanced.

ISP library services challenges are not unique to LTCC. The Director of ISP reports that Library Directors across the state have recently formed a committee that is authorized by the Council of Chief Librarians to make recommendations for improving library access and research skills to California Community College incarcerated students. Because college instructors typically avoid assigning library research to incarcerated students due to many restrictions faced by these students, this statewide group, "College Librarians Serving Incarcerated Students," will help those teaching the incarcerated with practical steps and pedagogy for implementation in California prisons. (II.B.1-6) The group determined that the current approach to library curriculum taught in the CDCR is unsatisfactory for the college level. For example, the statewide group stated that having the librarians fill inmates' research requests (which is, it appears, what some colleges currently do) does not teach the essential skill of how to do college research. This committee will encourage instructors to pursue the instruction of "information literacy," and LTCC is entirely supportive of this approach, as it mirrors the on-campus focus on this core competency. The CCL librarians' group plans to collaborate to train faculty on incorporating best research practices appropriate for college classes at CDCR facilities. The goal is to instruct students on how to discern good sources from bad in order to be information savvy. The librarians' committee plans to provide a hands-on tool kit matched to statewide college curriculum requirements to ensure exposure to information literacy concepts as well as materials that enhance subject area understanding.

Computer Labs & Learning Technology

In addition to free computer access in the TLC and the library facility, the College also has a designated Student Lab and Assessment Center. Computers in this classroom, available during open lab hours, have all of the necessary software to support any class offered by the College. The center also provides free printing, scanner access, and computer and software assistance provided by instructional aides. There are two other computer classrooms available to instructors for enhancement of courses that integrate technology with lecture. The college recently enhanced campus coverage for wifi as well as cell phones through the bond projects. This has allowed students to use their laptops and phones for schoolwork on campus more broadly.

In the student services area, there are dedicated computers for Financial Aid, Transfer, Career Exploration, and CCCApply. These computers are monitored by student aides who can assist the students with the various software and navigation.

In recent years, there has been a growing use of technology in the classes offered at LTCC.   For example, in math courses, the curriculum has incorporated MyMathLab as part of the course requirement. This technology has allowed for customization to the individual student's learning pathway and additional tutoring support. With input from more than 11 million student users annually, Pearson MyMathLab creates online learning experiences that are truly personalized and continuously adaptive. MymathLab reacts to how students are actually performing, offering data-driven guidance that helps them better absorb course material and understand difficult concepts. Accounting classes have adopted MyAccountingLab as well. Additionally, several other instructional areas are integrating software programs and apps into the classroom. This includes the TI-84 emulator, Blackboard Collaborate, Desmos, SPSS statistical software, MyBizLab, MyMarketingLab, MyEconLab, Camtasia, and Google Earth.

As the College engages more comprehensively in its Open Education Resources initiative, the consideration of student access to online programs and tools requiring costly access codes is becoming more of a discussion point on campus. The LTCC Foundation contributes to and supports the Quarterly Textbook Lending program but the online access codes remain elusively expensive, particularly due to their short-term nature. Dr. Larry Green, full-time faculty member in mathematics at LTCC, has been highly involved in the Open Education Resource projects at the state and local level and is part of early investigations into an open education online assessment tool. This initiative will potentially be of great cost savings to students, and LTCC would be proud to be a partner in its development.

Research Assistance & Information Literacy Instruction

LTCC is committed to fostering learning and success through supporting the instructional programs, college-wide learning efforts, and improving information literacy. (II.B.1-7)

Research assistance and information literacy activities are provided for both face-to-face and distance education students and faculty (II.B.1-8) Librarians provide one-on-one reference desk help as well as in-class instruction addressing general library and information competency education. They also collaborate with faculty individually to provide relevant and homework-specific guidance for students related to current courses.

The librarian and library support staff offer in-depth training in the use of library resources: navigating the library's webpage to understand the scope of library services; using the library's WorldCat (OCLC) catalog (II.B.??) to search for resources; using library digital resources such as databases and eBooks; using style guides to adhere to various standards such as MLA and APA; demonstrating options for essay types such as argument, persuasion, compare and contrast papers; properly citing materials in papers and the use of online citation machines to facilitate proper citation standards; as well as placing requests for interlibrary loans of physical materials as well as database articles outside of the college's library holdings. These trainings are offered in-class, on a one-on-one basis with students in person, as well as through other means such as phone and email, which help serve online students more effectively. (II.B.1-9) Appointments for these research consultations can be made in advance or are available on as as-available, walk-in, call-in basis.

Student Support Services

While the Library and TLC provide extensive services and space for promoting student achievement, the College has many other areas on campus that provide additional programs and personnel for assisting students. The College offers a full-service bookstore, CalWORKs, Cooperative Agencies Resources for Education (CARE), career services, student clubs and organizations, counseling (personal and academic), disability resources, Extended Opportunities Programs and Services (EOPS), the Equity Program, financial aid, transfer services, and veteran's services through the new Veterans Center. All of these programs and services provide support for students in achieving their academic goals. Please see Standard II.C.1 for a full description of the College's support services.

One additional support service available to students is in the CTE areas, including culinary, fire academy, and wilderness studies, for example. Students participating in the wilderness program are provided low-cost rental access to equipment needed for avalanche workshops. Fire academy cadets have access to necessary and costly self-contained breathing apparatus units. And with the College's participation as fiscal agent and governing board member in the Lake Tahoe Adult Education Consortium (under what has been known as the Adult Education Block Grant), LTCC students and community members have been able to participate in free Tahoe Culinary Boot Camps, additional career and education planning, high school equivalency training and testing, and connections to community resource partners.

Analysis and Evaluation:

The College meets the standard. Lake Tahoe Community College provides comprehensive library and other related instructional support services in support of its programs and courses and student learning. Despite recent staffing challenges in the Library, the College has also been able to provide the personnel required to provide these services effectively and consistently. Learning support services are designed to meet the needs of all students, regardless of location or modality, including online, correspondence, and face-to-face students. Student-focused resources include a rich collection for a comprehensive college LTCC's size (accessible online), a Tutoring & Learning Center providing extensive and adaptable subject-based assistance, computer labs with materials and online tools available, and face-to-face and online/at-distance library research assistance and information literacy instruction. The support services available at LTCC serve the College's mission and values by providing resources necessary for students to be successful in preparing for college-level work and completing transfer and workforce-related programs.

In an effort to combine, enhance, and expand learning resources and student support, the College took the opportunity to investigate the Library Director's position following an unexpected vacancy. After analysis of the most recent TLC program review that explored usage data and extensive discussions with faculty, staff, students, governance groups, and the Board of Trustees, the College has determined to consolidate resources by combining the TLC and Library services. Summer of 2017 will see the enclosing of a "quiet space" inside the Library and the moving of TLC tutoring center services to the spaces surrounding the Library. Staff will be combined and will serve both Library and tutoring purposes. The intention is to be able to expand hours and serve students more comprehensively. A full-time Library and Learning Services Director will be hired and on site by summer 2017.

Evidence:

II.B.1-1. Title V Regulations (§58724)
II.B.1-2. (LIST OF these items IN THE LIBRARY. evidence A)
- Children's books (this area was recently weeded to focus on award-winning books to support the Early Childhood Education program as well as the community through STEM, classic, and culturally relevant titles)
- Paperback fiction (fiction is also included in the stacks as well)
- Juvenile Books (easy readers)
- Books in Spanish
- DVDs (educational as well as entertainment)
- Lake Tahoe Local Collection
- Paper periodicals and newspapers
- Reserve Textbooks (in house and overnight, also includes specialized kits to support Geology, Anthropology, and other subjects)
- General Academic Stacks (subjects A-Z)
- New Book Area
- The Library also houses a collection of local documents, maps, and rare books that do not circulate.

II.B.1-3. "Research Databases," *LTCC.edu.*
II.B.1-? Director of Library & Learning Services Job Posting
II.B.1-4. "Roberta L. Mason Library," *LTCC.edu.*
II.B.1-5. Link to support services.
II.B.1-6. Council of Chief Librarians Newsletter
II.B.1-7. BP/AP 4040
II.B.1-8. Research Assistance
II.B.?? WorldCat (OCLC) Catalog
II.B.1-9. Is there a slideshow or something used for this training or a schedule of these trainings? There used to be a handout as well.
II.B.1-10.
[OTHER EVIDENCE NOT REFERENCED IN THE TEXT YET]
II.B.1-11. "Research Assistance," *LTCC.edu.* Links for electronic support (from webpage or canvas)
II.B.1-12. 2016 Student Engagement Survey
II.B.1-13. Title 5 Regulations (§58724)
II.B.1-14. Any forms the Library uses to help students and to schedule appointments
II.B.1-15. Library Reserve Policy
II.B.1-16. Data from the use of the quiet study rooms
II.B.1-17. Library Circulation Data
II.B.1-18. The librarian's job description and other job descriptions

II.B.2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Professional expertise from college librarians (full-time and part-time) and other paraprofessional library support staff is used in selecting and maintaining modern library equipment and materials to bolster student learning and assist the Library supporting students and serving the institutional mission. The College also has an established evaluation and survey process to determine it has sufficient depth and variety of materials to meet the learning needs of its students and follows a regular system of evaluation through program review.

Library staff work with faculty, the LTCC Foundation, Student Services, and the bookstore to keep the reserve textbook collection and the quarterly lending library collection current and available to students in courses and relevant programs. Programs that participate in and help to fund the quarterly textbook lending program collaborate to create a comprehensive list of texts needed for courses offered. The directors of these programs reach out to faculty each term to ask for titles to add to the lending library. They also coordinate with the director of the Incarcerated Student Program in order to pool textbook resources and enhance availability.

Because we are a small college, the LTCC Library faculty and staff are able to reach out to faculty individually to collaborate on ensuring that library resources are current and represent sufficient depth and variety to meeting the instructional needs of the institution. The Library staff solicit the cooperation and participation of subject-area faculty when conducting weeding activities in the Library. Additionally, questions specific to the library have been included in the Faculty and Staff Experience Survey conducted every other year to gather data on the instruction-related needs met by the library and learning services areas. (Link to email from Sue Malek asking for weeding help and from Lisa Foley for purchasing requests. Link to FSES Library section)

The Library offers over 44,000 physical titles that have been specifically purchased to support LTCC curricula in service of the LTCC Mission (See Standard I.A.2). Selection of materials is coordinated with faculty and department directives as well as fully trained librarians with degrees in MLS and MLIS in collaboration with library staff and student suggestions. Collection Development Routing Catalogs are sent to staff for their input as to what books that they might like to add to our library collection. (II.B.2-1) These are sent out to instructors for their input on books that they might like to have ordered. This helps to keep the Library's collection up to date with what students need to be successful. The Library staff also has a process for regular weeding of books using circulation data and faculty input.

The collection is always in a process of updating to support the needs of the institution. For example, more than 200,0000 eBook titles have recently been subscribed to on an annual basis. This list of titles is overseen by the California Community College Consortium and is continually updated to serve the education needs and uphold the high educational standards of all participating colleges. The eBook collections are selected specifically to support academic and community college subject areas.

For student textbooks, the LTCC Bookstore collaborates with the faculty and the instruction office to ensure that appropriate quantities of textbooks are available each quarter for student access. (II.B.2-3) The librarian works with the Instruction Office regarding new/deleted classes to know which subject areas need research and instructional materials purchased or updated. Specifically, the librarian's review and approval signature is required on every piece of curriculum that moves through the Curriculum Committee. (II.B.2-4) This process was implemented to ensure that the librarian could assess the research and resource needs related to the curriculum (every course outline of record includes current and/or seminal recommended texts). The same is true for the Director of the Disabilities Resource Center, who provides expert input into the educational and materials needs and selection based on an accessibility perspective. Because this director has also provided oversight to the TLC in recent years, he has been able to assess and address the correspondence between tutoring and instructional needs.

The librarian also participates in one or more of the shared governance committees at LTCC. Committee involvement allows the librarian to learn about current and future student needs as they are discussed in the various groups. The librarian has partnered with the Director of Student Equity to purchase books for the lending library and to purchase other materials for student use in the library. Specifically, the Librarian has served on the Technology committee, Budget Council, and has been an active participant in the Distance Education Plan.

In terms of educational equipment and materials beyond those provided through tutoring and library and learning services, the College relies on the expertise of faculty to drive the acquisition of technology-based instructional materials. For example, the Distance Education Coordinator, a full-time faculty member, has worked closely with the Online Education Initiative (including their technical assistance team) and the Institutional Technology department and Enrollment Services at LTCC to ensure that the College is able to implement, maintain, and support student learning in distance education. The DE Coordinator is also an ex officio member of the Technology Council, which also has two additional faculty members appointed. This Council provides essential guidance to the institution about instructional equipment needs.

Faculty request instructional equipment and materials through the Annual Program Review and Annual Unit Planning process. These requests are linked to strategic planning and program review recommendations as well as student learning outcomes assessment results that validate the request and its alignment with the College's mission. The College is able to look at these requests and consolidate them to meet overlapping needs. For instance, the faculty in psychology and in global information systems both determined that students would benefit from increased access to the Statistical Package for Social Sciences (SPSS), particularly to provide additional online opportunities to students in these fields. The College was able to provide this tool and is assessing the impact it has had on enrollments and opportunities for success in these areas.

Last, there are a number of questions on the Faculty and Staff Experience Survey (FSES) dedicated to gathering information about instructional equipment and materials needs.

Analysis and Evaluation:

The College meets the standard. The Library materials are developed, maintained, weeded, and enhanced with the guidance of qualified librarians and consultation with subject-matter expert faculty. Faculty, including the Distance Education Coordinator, also serve on the Technology Council, providing input into instructional equipment needs. Evaluation and assessment of educational equipment and education occurs through program review processes and bi-annual survey analysis.

Evidence
II.B.2-1. Collection Development Routing Catalogs and emails sent to faculty asking for input and advice on weeding (there was an email in November or December 2016)
II.B.2-2. Evidence of out-of-classroom learning/presentations?
II.B.2-3. LTCC Bookstore Textbook List
II.B.2-4. Curriculum Approval Form with Librarian's Signature
[OTHER EVIDENCE NOT REFERENCED IN TEXT]
II.B.2-5. The eBook agreement and application to the Foundation for that support

II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

The College has processes in place for evaluating its library and other student support services to ensure they meet known student needs, that student learning outcomes are being met, and that continuous evaluations and evidence are used to identify areas of improvement. The college has implemented several evaluative measures to determine if it is meeting the instructional support needs of the students. All support services at the college are part of a Comprehensive Program Review process and each area has defined service area outcomes. (II.B.3-1)

Library Evaluation

The institution has an established evaluation process to determine it has sufficient depth and variety of library materials, including technology support, to meet the learning needs of its students.

Library staff consult usage statistics from all of the subscription electronic databases and from the circulating collection to determine how often resources are being used and how they are meeting the needs of students, faculty, staff, and community members. They also utilize a departmental survey for feedback. With turnover in the librarian position, as well as the hiring of a new Director of Institutional Effectiveness, this survey tool is being updated with the input of Library staff to focus on student learning needs and feedback even more. (II.B.3-2)

The LTCC Library develops competencies, skills, and knowledge in information literacy by students who attend the college. At LTCC, knowledge and competencies are assessed through measurable learning outcomes in the library as well as in their role in supporting college-wide learning efforts at the institutional, program, degree, and course levels. (II.B.3-3)

In addition to learning, the LTCC Library examines its role in supporting student achievement at recognized points of completion, including successful course completion, certificates and degrees, licensure examination passage, post-program employment, and other similar measures. The Library conducted a Comprehensive Program Review in spring 2017 that examined its role in supporting the mission and its success in providing student learning support. (Link to 2017 Library Program Review when completed)

The Library also reviews and assesses a variety of data points as reported on the Library Data Survey Report submitted annually to the Chancellor's Office, including a variety of usage and circulation data points. (Link to the Library Data Survey Reports for the last two years)

Student Experience Survey (SES)

The TLC monitors usage of the tutoring and the proctoring services and collects individual feedback from student participants. The Library and TLC also incorporate the results of the annual LTCC Student Engagement Survey (SES) for feedback and improvement initiatives. The 2016 Student Engagement Survey (SES) indicated that students are satisfied

with the library, the support technology, and the TLC services on campus as evidenced in the referenced table with over 88% of the respondents reporting positive feedback responses in these three areas. (II.B.3-4)

Another part of the SES evaluates the student's knowledge of the learning support services, their use of the services and their satisfaction with the services. Results from the 2016 SES indicated that an average of 88% of the students are aware of the services, 63% use the services and 93% are satisfied with them.(II.B.3-4)

The data from the SES does indicate that the college should do a better job marketing and advertising services to students as the knowledge and usage numbers have room for improvement. Information about the assessment and evaluation process for all other student support programs at the college is addressed in Standard II.C.

Other Evaluation Tools

While survey information is helpful in program evaluation, other methods of assessment are utilized in the learning support programs. Classroom library presentations performed by a librarian engage students to assess their understanding of the concepts taught. Additionally, in coordination with the instructors responsible for English 103: Critical Thinking and Writing the Research Paper, the librarian has offered an instructional module on the Library's website (IRIS), and instructors have incorporated into their courses an assessment tool that measures Information Competency/Literacy. This tool provides a direct assessment of one of the College's General Education Core Competencies/ILOs on "Information Competency," which emphasizes students' abilities in the area of research in terms of collecting information, identifying data needs, obtaining data from a variety of sources, organizing information, and analyzing and evaluating data for relevance and accuracy.

This assessment module was for many years offered through Etudes, the College's online course and learning management system. It is currently being reviewed, rewritten, and converted to a Canvas-based module, as the College moves entirely to that learning management system. With the retirement of the last full-time librarian, new part-time faculty have assessed the IRIS modules and are working on updating the instructional elements of that program as the assessment moves to Canvas. (II.B.3-5) Link also to the new quiz being developed by new adjunct librarians.

In addition to these classroom-based student support activities, reference appointments with the librarian and library staff are available for students to obtain help with research papers, including how to find and cite sources. These appointments usually take 45-60 minutes. The student receives learning support about how to develop research topics; conduct research using electronic databases and other resources; and how to research, organize, and compose a college-level research paper. In order to gather the data on the specific areas covered and subjects being addressed in these reference appointments, the Library has a desk tracker to track each appointment along with the time spent on various tasks more accurately.

The library staff constantly consult with individual students (and with library patrons as a whole through a library survey) to ensure that the materials necessary for their success are readily available. (II.B.3-6) Items not currently held in our system are considered for purchase and or made available via interlibrary loans when possible. (II.B.3-7) The librarian and library staff

maintain communications with all academic departments to ensure that the materials pertinent to course offerings are up-to-date and reserve textbooks are current and appropriate. (II.B.3-8)

Student Learning Outcomes and Service Area Outcomes

Learning support programs have each identified Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) to assess student learning. The Library has identified three learning outcomes which are posted on their website. (II.B.3-9) The Library SLOs are shown below:

Program SLO #1: Students will learn to use the LTCC Library's online subscription databases, which are today's core academic research tool. Measurement of success: Annual usage of Ebsco's online databases will increase at least 5% from the same quarter in the year prior.

Program SLO #2: At least 80% of all students will express satisfaction with library services overall. Measurement of success: library user surveys.

Program SLO #3: After receiving formal library instruction, ENG 103 students will demonstrate information fluency. Measurement of success: at least 90% ENG 103 students will pass information literacy assessments.

The Library data collected in 2016 addressing SLO #2 indicates that 86% of respondents are aware of library and media services with 68% usage and 94% satisfaction. In another question, 83% of respondents to the SES expressed that library services met their needs. (II.B.3-10)

In terms of other student support areas, the TLC has identified two Service Area Outcomes:

Program SAO #1: Students who have utilized the TLC will demonstrate that the program has met or exceeded their needs. Measurement of success: 90% of the students will respond favorably on the annual SES.

Program SAO #2: Students will demonstrate that the tutoring program has enhanced their personal or professional development as a result of using the service. Measurement of success: 90% of the students will respond favorably on the annual SES.

The 2016 SES results indicate great success in SAO #1 with 91% of the students reporting satisfaction with the TLC. (II.B.3-11) In the TLC Program SAO #2, the results also support the conclusion that the learning support programs have had a positive impact on student growth and development. (II.B.3-12)

One of the institutional learning outcomes is that students will "Demonstrate growth in Critical Thinking and Information Competency." In the 2016 Student Engagement Survey, students were asked the following question: *"Please identify how much you believe you have grown as a result of your time at LTCC in the following areas."* Results indicate that 88% of the students had some growth in critical thinking and information competency. Furthermore, 56% reported "a lot" or "a great deal" of growth. This is encouraging and demonstrates that the Library has been effective in assisting with the institutional goal of information literacy. (II.B.3-13)

Analysis and Evaluation:

The College meets the standard. LTCC evaluates its library and other student support services through established program review processes and regularly administered student, faculty, and staff experience surveys as well as general library patron surveys. Satisfaction with support services and the extent to which those services meet the needs of students, faculty, staff, and community members. The assessment of student learning and service area outcomes are collected and used to make improvements. For example, the TLC Program Review indicated that weekend and summer hours were a goal emerging from assessments, which led, in part, to the conceptualization of combining the TLC and Library into Library and Learning Services. Additional goals of improved communication and outreach about available services have also been identified through these process, and the intent is to meet these improvement goals through combining resources as well.

Evidence
II.B.3-1. Library Program Plan, APR/AUP, Comprehensive Program Review (including addressing HR issues)
II.B.3-2. Past Library surveys with results (both CCSSE, SES, and other Library surveys)
II.B.3-3. Library Information Learning Competency Test and Results
II.B.3-4. SES 2016: Bob's suggestion is to reference the survey and provide a link to the results rather than summarizing them here.
II.B.3-5. Website link to IRIS, the course quiz, any results, and any improvements English or Library staff have made as a result over the years.
II.B.3-6. Notes from appointments and evidence of appointments, including the 1am consultation for online student in Israel?
II.B.3-7. InterLibrary Loan Instructions
II.B.3-8. Emails to faculty regarding weeding and purchases.
II.B.3-9. Link to the Library website to show SAOs.
II.B.3-10. SLO assessment data for Library SLOs
II.B.3-11. 2016 SES
II.B.3-12. 2016 SES
II.B.3-13. 2016 SES
[OTHER EVIDENCE NOT YET REFERENCED IN THE TEXT]
II.B.3-14. Usage and circulation data and other data referenced to build budgets and make improvements (see group study rooms, reviewed policies).
II.B.3-15. Faculty and staff survey may also address learning support services
II.B.3-16. Advisory committee feedback, student focus groups, student evaluations
II.B.3-17. Data for online requests for library assistance
II.B.3-18. OER--ZT information about Library involvement

II.B.4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Whenever the College Library or other student support services relies on outside sources for research materials and other forms of learning support, it uses a formal documentation process to show that these resources are sufficient, accessible, and utilized by students.

Consistency and Collaboration:

In recent years, the Library has strengthened partnerships with other LTCC student support programs such as EOPS, Veterans Services, the Incarcerated Student Program, Student Equity, and the CTE programs to provide additional books for the lending library for students in those programs.

Evaluation Criteria:

Collaboration with other institutions or other sources for library and learning support services are evaluated for quality assurance, including services that are formalized through contractual agreements. (ER.17) And the institution gathers information to assess whether the services are being used and are effective.

LTCC has a formal agreement with the Community College Library Consortium (CCL) for purchasing online information resources, which provides the College with the consortium's benefit of reduced pricing. (II.B.4-1) Contractual arrangements are strictly maintained, whether it is for use of databases, and /or for adhering to all copyright regulations for materials received for the Reserve Textbook program and other uses. The Library, with financial support from the LTCC Foundation and other grant funding, recently updated its reserve textbook collection, ensuring this compliance. Library staff work with each database and Integrated Library System (ILS) vendor closely and regularly to ensure that all of the systems are running as they should.

As a testament to the small and intimate size of the South Lake Tahoe community, Library staff work in close conjunction with the El Dorado County Library: South Lake Tahoe Branch librarians to create a community collection that serves local needs. LTCC library staff refer students and patrons to the local public library when and if they have books or electronic databases that the LTCC Library does not. The branch manager of the El Dorado County Library is also an adjunct librarian and steps in as support when needed and available, thus ensuring a close working relationship between the two institutions.

Interlibrary Loans

The Library's interlibrary loan program makes readily available materials, in physical or digital formats (articles), outside of our immediate system and available through cooperative arrangements with thousands of other library systems throughout America. The Library has documented requests from students who request books through other libraries both public and academic, and these statistics on interlibrary loans are compiled on a regular basis. Inter-Library loans are free of charge to students, faculty, and the public.

Security and maintenance

In terms of securing the collection, the Library's physical/on-campus books have security tags to alarm if the item is not checked out. Security wands are positioned at the entrance/exit, and the library staff, in fall 2016, reviewed the security policy to protect the collection, the staff, and students. The Library has an alarmed side door for emergencies or to alert staff if someone exits. Library staff work closely with Facilities/Maintenance and Operations for Library facility issues that need to be addressed and uses SchoolDude to submit work order. They work closely with the Information Technology department to maintain Library computers and keep them up-to-date in terms of software.

All services provided through contractual relationships with outside vendors or providers are reviewed and monitored by the institution with full supervision and oversight retained by Lake Tahoe Community College staff, faculty and administration.

__Analysis and Evaluation:__

The College meets the standard. Any collaboration with other institutions or sources for library and learning support services are documented with necessary agreements. These relationships might include those that facilitate interlibrary loan programs, partnerships with the Community College Library Consortium for enhanced access to resources, and local relationships with the El Dorado County Library, and participation in WorldCat online catalog services, among others. The Library assesses student, faculty, and staff satisfaction with its services overall, including those it provides through such partnerships.

Evidence
II.B.4-1. Community College Library Consortium Agreement
[OTHER EVIDENCE NOT YET REFERENCED IN THE TEXT]
II.B.4-2. Include some data on ILL requests and turnaround time
II.B.4-3. Do we still belong to an online "exchange" where we post what we are trying to get and get rid of and you get a credit?
II.B.4-4. 250,000 ebooks
II.B.4-5. The online catalog provides students the ability to find books at other libraries and request them to be ILL'ed. We moved to the new catalog as part of a group buy.
II.B.4-6. OEI NetTutor, Canvas, Proctorial, Cranium Cafe
II.B.4-7. Family Resource Center?
II.B.4-8. Is anything in Title III learning support services related?

C. Student Support Services

II.C.1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Lake Tahoe Community College regularly evaluates the quality of its student support services through a variety of measures designed to provide authentic and relevant information for each program as they enhance the accomplishment of the mission of the college. (ER 15, Compliant)

__Regular Evaluations of Student Support Services__

Lake Tahoe Community College's Student Service programs participate in a variety of program evaluation processes designed to provide meaningful feedback that is used for program improvement, budget allocation, identification of program needs, and to generate strategic goals that are aligned with the mission of the college. (ER 15, Compliant) These evaluation processes include comprehensive program reviews, annual student surveys, advisory committee feedback, personnel evaluations, and student focus group data.

Comprehensive Program Review

All support programs participate in the non-instructional program review cycle and rotate in a six-year comprehensive program review process. (II.C.1-1) For example, the Counseling and Advising program, Athletics, and Student Activities and Organizations all completed a Comprehensive Program Review (CPR) as per the schedule in 2016-2017. (II.C.1-2) An average of three non-instructional student support programs complete a CPR each year. The CPRs are developed by the individual program personnel and the respective administrator and serve as a valuable tool for analyzing program effectiveness. The CPRs are reviewed by various college governance groups and culminate in a presentation to the Board of Trustees.   The information gathered through the CPR process serves as a general framework for budget allocation, strategic plan goal development, and also provides a check for the program success in meeting student needs as well as aligning with the mission of the college. In addition to the CPR system, the college also administers an annual student survey to regularly evaluate the quality of the instructional and support programs. Student services are aligned with identified student needs designed to facilitate student success along the college pathway to degree, certificate or transfer.

Annual Student Surveys

The LTCC Student Engagement Survey (SES) is one of the primary data collection instruments the college uses to assess student academic and personal growth and to measure the effectiveness, usage, perceived value, and impact of support services and programs provided at the institution. (II.C.1-3) The locally-developed SES was developed in 2015 and implemented in 2016 through a collaborative effort between Student Services, the Instruction Office, and the Office of Institutional Effectiveness as a replacement the Community College Survey of Student Engagement (CCSSE). The CCSSE was used previously, and while it did provide the college with a large quantity of data to use in evaluating service program effectiveness, the rising cost of CCSSE, coupled with the CCSSE's lack of specificity needed to truly assess LTCC programs and services, led to the College's developing an instrument in-house.

In addition, because of the localized nature of the SES, it is administered every year, as opposed to the CCSSE three-year assessment cycle, allowing for more relevant and timely feedback in the evaluation of support programs. The timeliness allows programs to readily identify areas of concern so that improvements are formulated and implemented more rapidly. The locally customized nature of the SES instrument also allows the college to adapt questions as needed to reflect the most accurate representation of the college services. For example, the college opened the One-Stop Enrollment Services Center in 2015. This service center was immediately included into the LTCC SES instrument. The SES assesses all support programs as well as other areas of the college.

The process for SES administration and utilization is to update the instrument each winter, administer it in late spring, and then use the data as part of determining process improvement projects. The 2016 SES indicates that students are happy with the depth, breadth, variety, and accessibility of the support services at LTCC. (II.C.1-4)

Advisory Committees

Advisory committees which involve students, staff, faculty, and community members are also an effective tool used by many of the support programs to obtain detailed feedback about program

effectiveness. (II.C.1-5) These committees meet at least annually to discuss program services, accomplishments, new initiatives, and program evaluations. Advisory committees also provide an opportunity to explore partnership projects with the community.

Personnel Evaluations

Permanent program director and program staff evaluations, which rotate on a three-year cycle, provide unique insight and information about the effectiveness of student service programs as they relate to program personnel. These evaluations are reviewed by the Executive Dean of Student Success for any program related feedback that can be used for program improvements or new initiatives.

Student Focus Groups

Because LTCC is small, its size allows for many interactive opportunities for students to engage in the campus community and provide direct feedback. Student focus groups are often used by the college in assessing the quality of services and programs. These occur in both formal and informal settings. Focus groups also provide direction and feedback when the college is exploring new programs. For example, student focus groups were a large part of a housing feasibility study that was completed in 2016 and they were also utilized during the athletic program study. They were also part of a recruitment and retention assessment completed by Ruffalo Noel-Levitz. Most recently, the new LTCC Superintendent/President conducted a student focus group on the strengths and weaknesses of the college. Student focus groups provide valuable and relevant information to the college about the programs and services provided.

Initiatives and Grants

LTCC is continually exploring opportunities avenues for securing additional resources for serving students and has been successful in many recent grant awards. TRiO grants, Adult Education, Online Education Initiative, Open Educational Resources, Student Success and Support Programs and Student Equity are some of the additional revenue streams which have helped to improve support services to students. All of these programs and initiatives require annual evaluation processes for effectiveness and relevance.

Regardless of means of delivery

LTCC has expanded course delivery and student services options to include on-line, correspondence, and off-site locations in recent years. This has created a need to implement assessments of the services provided to these students as well. Students enrolled in all learning platforms are invited and encouraged to provide feedback about service programs at the college, including face-to-face, correspondence, and online students.   Online students comprise 30% (verify) of the college's total enrollment so the college has increased efforts to capture feedback from those students.

For example, the Student Engagement Survey (SES) is completed through a link in an e-invite and is also presented face-to-face to students in the Student Commons and in various classrooms through the use of hand-held electronic tablets. To increase student participation for future SES's, enhanced marketing and incentive strategies will be enacted, and a paper-based

version will be provided to the students in the newly launched Incarcerated Student Program (ISP) due to inmate restrictions on technology use.

While the SES is certainly an extremely valuable instrument in collecting student feedback, there are many other ways in which the college assesses student services programs. Many of the support programs at LTCC conduct an individualized program analysis using smaller surveys as well as conducting student focus groups. For example, the ISP (Incarcerated Student Program) has developed a program specific assessment process due to the unique nature of their student population and lack of their students' access to technology. This process involves the collection of data in all areas of the ISP, including instruction, student learning outcomes, and student services. All Distance and Correspondence Education courses are part of the regular course evaluation process coordinated by the Instruction Office. The ISP staff also host several student feedback sessions during their quarterly visits where students are encouraged to submit suggestions for improvement. This format has resulted in meaningful face-to-face dialogue and because student participation in these forums has increased each term, the ISP program will continue this practice. (II.C.1-6)

Another method of capturing student feedback for evaluation of programs is completed through general communication procedures. The Executive Dean of Student Success often sends communications out to all students to request feedback about services and programs at the college. This information is then distributed to the individual programs for follow-up.   Published email and phone information for every program on the website is available to all students so they can participate in program evaluation. Information gathered from the various systems is then disaggregated based on student platform experiences. This information is useful in determining specific changes needed in the various service delivery methods.

Supporting Learning to Enhance the College's Mission

In an effort to increase the ability of Student Service Programs to support learning and enhance the mission of the college, the results of all Student Services evaluations are integrated into a college-wide review. Once the Comprehensive Program Reviews are completed, they are then reviewed by a variety of individuals, teams and various college councils, including their respective advisory committees; the Institutional Effectiveness Committee; the Academic and Student Senate; President's Council; and culminate in a presentation to the Board of Trustees. Individual programs use the document to plan and develop program goals and improvement initiatives, as well as plan for budget and personnel needs. The results of the SES are reviewed by individual program personnel with their respective area or department, all applicable program specific work teams, and the LTCC Student Success Team to establish short and long-term strategies. A portion of the Student Services Area section of the 2016 Action Plan Summary Sheet is provided below:

2016 SES Action Plan Summary Sheet (Student services area)

Area Assessed	Summary of Results	Actions
Student Services	Student services programs were divided into two areas. The Auxiliary Student Support Services (CDC, Bookstore, Library, and	The college will increase marketing efforts for both Auxiliary and Integrated Student

| | Online Support) scored an average of 54% in student satisfaction; however, a large number of students responded "no opinion" in these areas which would indicate they were not "dissatisfied" with the services but merely had "no opinion" about them.   An average of 89% of the students reported satisfaction with the Integrated Student Service areas**.** The integrated areas were also evaluated on student awareness, usage, and impact toward personal growth. Results indicate a definite lack of awareness of several services available, but of those students who used the services, 89% reported satisfaction with the service as well as an 89% average who reported that the service had a positive impact on their personal development. | Services available to students at orientation, on the website, and in new student communications.
The college will examine the feasibility of purchasing a student notification mobile app..
The college will continue to assess the individual service areas for program improvement.
The college will expand support services in the evenings as well as continue to develop online services for distance students. |

To help manage the student services assessment processes, Lake Tahoe Community College created four different cross-functional teams whose purpose is to support and evaluate student success and the programs which provide support, as well as coordinate alignment with the college mission. These teams incorporate program assessment data, state initiatives, and LTCC Student Scorecard information to plan and develop success initiatives for the college as a whole. These specialized work teams include the Foundational Skills Team, the Guidance and Planning for Success (GPS) Team, Student Equity Team, and the Student Success Team (SST). Three of these four teams (Foundational Skills, GPS, and Equity) are primarily focused on the categorical program requirements of the state for their targeted goals.

The Foundational Skills Team includes faculty and staff who work on projects to improve curriculum, instruction, student services, and program practices in the areas of basic skills and English as a Second Language programs. (II.C.1-7) The GPS Team is the localized brand name for the Student Success and Support Program (SSSP), and this group evaluates and develops student services in the areas of orientation, assessment, educational planning, and follow up services for at-risk students. (II.C.1-8) The Student Equity Team focuses on initiatives designed to close achievement gaps in access and success for underrepresented student groups at the college. (II.C.1-9)

All three of these work teams meet monthly and are charged with using student achievement data and analyzing the effectiveness of the related support programs to continually improve processes and services. The Student Success Team (SST) was created in 2015 to assess all of the student success efforts of LTCC and to integrate the services and funding of the three individual work teams as well as other support programs. The coordination of the individual work groups through the SST monthly meetings has been helpful in more efficient use of resources and in avoiding any duplication of services in supporting student achievement. (II.C.1-10)

Analysis and Evaluation

The College meets the standard. Lake Tahoe Community College regularly evaluates the quality of its student support services through a variety of measures. These practices are

designed to provide authentic and relevant information for each program as they enhance the accomplishment of the mission of the college and support student success. Through the Student Engagement Survey, the Student Success Team, student focus groups, personnel evaluations, the comprehensive program review process, and various other program assessment activities, the college gathers relevant and meaningful data to make informed decisions.   These processes drive the goals and activities for the support programs as well as the strategic planning for the student services division as a whole.   Resource allocations are aligned with program goals and objectives through these processes as well.

Evidence
II.C.1-1. Comprehensive Program Reviews. *LTCC.edu.*
II.C.1-2. LTCC. Comprehensive Program Review. Clubs, Activities, Organizations (December 15, 2016).
II.C.1-3. link to a copy of the 2016 SES
II.C.1-4. 2016 SES summary chart.
II.C.1-5. Advisory Committee Lists and minutes from dates.
II.C.1-6. ISP Survey tools and results
II.C.1-7. BSI meeting pdf
II.C.1-8. GPS meeting pdf
II.C.1-9. Equity meeting pdf
II.C.1-10. SST meeting pdf

II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

LTCC has identified Service Area Outcomes for all student support programs and services to assess the programs as well as to gather information which is used for continuous improvement plans.

Identifying and Assessing Support Outcomes

The assessment of Service Area Outcomes (SAOs) is an important component of the support program evaluation process. Each support program has identified one to three Outcomes for the respective area. Student Learning Outcomes (SLOs) were retitled as SAOs in 2015 to align with the language used in support program assessment. SAOs have been developed for the following areas: Athletics, Career Services, Counseling/Advising, Disability Resource Center, Early Childhood Programs, EOPS/CARE/CalWORKs, Financial Aid, International Student Program, Library/Media Services, Student Activities and Organizations, Student Equity, Transfer Center, TRiO Programs, Tutoring and Learning Center, Veterans Services, and Work Experience/Internships. The Student Services Division revisits the identified SAOs for the support programs each year for relevancy and accuracy, as well as to develop outcomes for any new programs. (II.C.2-1)

Using Data to Continuously Improve Services

SAO results are used for program analysis and the identification of areas for improvement or modification. The annual Student Engagement Survey (SES) as well as other methods gather data to assess student competency achieved for each SAO. SAO data is also utilized in the Comprehensive Program Review (CPR) process for non-instructional programs. For example, in the CPR for Counseling and Advising, SAO data was used as a major component in the program results section. (II.C.2-2) These results assist the college in navigating possible program changes and/or enhancements and drive new initiatives for the programs in budget allocations and staffing prioritization.

One example of how feedback regarding support programs is used to improve services was the creation of the proposal for a One-Stop Enrollment Services Center in 2014. The One-Stop opening was a direct result of feedback obtained through the continuous improvement process. This information was obtained through the student feedback cards which are made available in the Counseling and Admissions and Records offices. Additionally, students were able to provide feedback via links on the website for both areas, as well as the SES.

Using this feedback, it was discovered that many students were dissatisfied with and had a lack of knowledge of the enrollment process. At that time, students were required to contact multiple offices to visit with counselors, financial aid, enrollment services, scholarships, and special programs. The time spent waiting in line as well as the lack of consistency in the information stream lead to increased complaints from students. Student complaints are handled in various ways. Informal and formal grievance procedures are outlined in the Catalog (II.C.2-3) and may include face-to-face meetings with students, satisfaction surveys, feedback cards, and submissions to departmental emails. Discrimination and harassment complaint procedures are outlined in board policy (II.C.2-4).

In 2015, LTCC opened the physical and virtual One-Stop Enrollment Services Center to allow students to visit only one location for all their enrollment needs. (II.C.2-5) This change has significantly reduced complaints in the Student Services areas and serves as a testament to the continual process improvement effectiveness. It also allowed the college to combine some existing personnel resources to actually expand hours and services to students.

Another example of how feedback is used to improve campus student support was the proposal for the creation of two new student services positions to serve evening students. Initial feedback results indicated that many of the evening students had little or no knowledge or use of many of the student services available to them. This information helped identify a need for support services to be available in the evenings and this has led to prioritization of the hiring of an evening counselor and One-Stop employee. Ongoing analysis of this change will be conducted through the continual process improvement model using SAO and other data.
Another way that the college measures student learning in support services is through the comments of students, which are collected in a variety of ways. Students at LTCC have multiple opportunities to provide direct feedback to staff and faculty, through surveys, face-to-face interactions, focus groups, and by serving on school governance committees. For example, during an Institutional Effectiveness Committee meeting, the student representative gave a heartfelt presentation for a recommitment of the school to "College Hour." College Hour had been a traditional time block set aside for student clubs and organizations to meet on Tuesdays from noon to 1:00 pm. The instruction office did not schedule single section courses during this time to encourage students to get involved in organizations on campus. For the past few years, the college Hour commitment had dissipated and more courses appear to be scheduled during this time. The student presented several arguments for the value of student organizations to a

comprehensive college experience, and how clubs and organizations provide students with meaningful learning experiences outside of the classroom. His impassioned speech created positive progress toward the reinstatement of the College Hour. This student experience feedback is just one example of how student feedback is used in a process for system improvement at the college as it relates to student growth and learning. (II.C.2-6) The student followed through with similar presentations to the College Learning and Enrollment Management Council as well as the Academic Senate.

Analysis and Evaluation

The College meets the standard. LTCC has identified Service Area Outcomes for all student support programs and services to assess the programs as well as to gather information. This information is used in continuous process improvement for the college. The opening of the One-Stop Enrollment Services Center is a recent example of how outcome information is used for improvement planning and actual program change. The continual process improvement model is fully integrated into the student services division at the college.

Evidence
II.C.2-1. A complete listing of all program SAOs – the pdf of the SAOs for student services
II.C.2-2. SAO data for Counseling and Advising CPR
II.C.2-3. *College Catalog* (2017-18), pp. 48-49.
II.C.2-4. LTCC Board of Trustees. BP/AP 3435
II.C.2-5. One stop link on website
II.C.2-6. IEC, CLEMC, and Academic Senate Agendas/Minutes

II.C.3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)
The institution demonstrates that it assesses student needs for services regardless of location or mode of delivery, and allocates resources to provide for those services. LTCC employees are committed to providing appropriate, reliable, and comprehensive services to students regardless of their location and/or circumstance. The mission statement of Lake Tahoe Community College is "Lake Tahoe Community College serves its local, regional and global communities by promoting comprehensive learning, success, and life-changing opportunities. Through quality instruction and student support, our personalized approach to teaching and learning empowers students to achieve their educational and personal goals." The mission statement is embedded throughout the daily interactions of staff and faculty with students.

Equity

With the newly added Student Equity Program, the prioritization of equity and access for all students has been integrated into all areas of college operations. Outreach efforts have included bilingual staff visits to the high school to visit with students, increased print marketing materials, establishment of the Guidance and Planning for Success (GPS) program, multiple presentations at community and college fair events to promote the college, activation of Google Translate for the website, translation of admissions and other documents into Spanish, and the creation of a Bienvenidos section for the website. LTCC has a board approved equity plan and disability services maximizes student access to services, curriculum and facilities for all students.

To further develop a campus climate of inclusion, the college invested in several professional development speakers to address staff and faculty on the issues of inclusion and equity for the past four years at convocation. Speakers such as Jeff Duncan Andrade, Vincent Tinto, and Kimberly Papillon have presented to all LTCC employees and follow up workshops and discussions have ensued. These activities demonstrate the commitment of LTCC to the area of equity.

Disability Services

The college has also committed to providing an improved and equitable experience for students with disabilities. New ADA compliant signage is forthcoming to the institution as a result of the Measure F Bond funds. The signage is scheduled for installation in the summer of 2017. The Disability Resource Center provides information about disability services to all LTCC students via communication on the website, in classroom presentations, in print materials, and through a statement in all course syllabi. Services such as extended time on tests, reduced noise testing environments, specialized counseling for students, learning disability testing, are just some of the many ways that the college supports students with disabilities.

Distance Education

In the past three years, LTCC has taken a significant and active approach in making student services available to all students using a variety of delivery methods. The most noticeable achievement in this area is for the distance education students. With the rapid growth of online courses to comprise approximately 30% of the total instructional delivery method (II.C.3-1) the college accelerated the development and implementation of quality support programs for distance education students.

Much of the successful launch of services in this area was due LTCC participation as a pilot school for the Online Education Initiative (OEI). LTCC was able to make rapid progress in online support services due to the association and participation with OEI due to the availability of financial and human resources in the project. In 2010, the college had limited provisions and services for students not attending classes on the LTCC physical campus. As of 2017, the college offers several virtual and interactive support systems for distance education students. Online Education support has been a focal point for LTCC in the past four years, and due to technology advances, it is an ongoing process as well.

In the early implementation phases of online courses, LTCC soon discovered that student success was not at an acceptable level. Further investigation of this issue lead to a discovery that many online students did not have a good understanding of the requirements in that platform of course delivery. To assist students interested in taking online courses, the college implemented a readiness assessment so that students can determine if online instruction is appropriate for them. The Quest for Online Success course was developed by the Online Education Initiative (OEI). Students are provided access to "self-enroll" in the course which uses an assessment tool called Smarter Measure. Smarter Measure assesses a student's readiness to be an online learner and then provides additional tutorials to help the student become better prepared to be successful in the online environment. Students access this assessment tool via their online course. There are also Online Readiness Tutorials available to all students on the website. (II.C.3-2).

Another virtual service in assisting students for online course preparation is the Canvas Student Orientation. In 2014, the college made a decision to adopt Canvas as the online delivery system for all online courses at LTCC. Prior to this, courses were being taught in a variety of platforms and this caused some confusion for students taking multiple courses. While the consistency of a single platform provides clarity for students, this change prompted some adjustments for both students and faculty in navigation of the new system. To assist with this, distance education students are placed in a self-paced, online orientation to Canvas. Students access the orientation via their Canvas dashboard. (II.C.3-3).

Counseling for distance education students has been an issue for LTCC in the past. The implementation in 2016-17 of Cranium Café, an online counseling platform, has provided a much needed service to students. (II.C.3-4) Prior to implementation, distance educations students could only schedule a Skype session with a counselor or communicate via email or phone.

Cranium Café is provided by the Online Education Initiative (OEI). While this process is ongoing, to date, all counselors have participated in the mandatory technical training. They have had a number of practice sessions with one another, as well as a few practice sessions with student ambassadors. They have worked out a process to use Cranium Cafe with SARS, the scheduling and note-taking system currently used by the counseling department. Counselors are working with the IT department to have the "contact a counselor" link in all CANVAS courses link to the Counselor Inbox. From there, online counseling appointments will be scheduled. The lead counselor completed training in the fall of 2016 to learn additional administrative functions of Cranium Cafe.

Access to tutoring has been another long-time need for LTCC distance education students.   In response to this, the college implemented NetTutor by Link-Systems International, Inc. This system provides access to tutoring in multiple subjects 24/7. Students can now access free online tutoring from any LTCC online course. (II.C.3-5)

In an effort to improve student support in the registration process, the college purchased a license to create PowToons for the website. This has allowed enrollment services personnel to create short animated instructional videos for use by students in the application and enrollment processes. (II.C.3-6).

Ongoing efforts to further develop online education support services continue. Future projects include the addition of the Guidebook Tour App, the Oohlala mobile app and a general college LTCC mobile app for greater access to the student portal with the use of cell phones. Another project that is ongoing and improving is the development of PROCTORIAL testing software. This is a new technology which allows the student to take exams without having to visit campus.

English as a Second Language

The LTCC English as a Second Language (ESL) program has expanded efforts to provide support services to their students. Evening counseling, specialized orientations, and support workshops have been offered to ESL students in the past two years.

Evening and Summer Students

In the past, evening student services were not available and summer services were limited due to funding limitations. The arrival of Student Success Support Program (SSSP) funding has allowed LTCC to provide evening and summer counseling hours, additional student ambassador support, and some Saturday support services to students. Efforts to continue growth in this area are ongoing.

Assuring appropriate, reliable, and comprehensive services

The table below demonstrates the accomplishments in the provision of support services in a variety of platforms. All programs listed are now accessible to face-to-face students and online students. The Incarcerated Student Program is the only program at the college currently utilizing the correspondence delivery method, and as the program continues to evolve, the service delivery methods are also evolving. Most services are provided to students through the Counseling Contact Forms. The students submit requests for assistance through these forms and the service programs respond. LTCC counselors also make occasional on-site visits to the facilities.

To increase awareness and accessibility of support services to all students, the college adopted the Coyote Corner Mobile App in December of 2016. This app provides improved significant contact with LTCC students. The app includes access to resource information, event notifications, specialized announcements for enrollment services, community information, and future phases will include connection to their student portal system information. (II.C.3-7)

DELIVERY MODE OF STUDENT SERVICES AS OF 2016 (II.C.3-8)

SUPPORT SERVICE	Face to Face	Information available On-line	Virtual Interactive	Correspondence (Incarcerated Student Program)
Bookstore	Available	Yes	http://ltcc.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=65068&catalogId=10001&langId=-1	Yes: The ISP program provides access to textbooks through the ISP textbook loaner program.
CalWORKS	Available	Yes	thomas@ltcc.edu	NA

CARE	Available	[Yes]	thomas@ltcc.edu		NA
Career Services	Available	[Yes]	MyPlan.com		Yes: COU100, Module 6 and Counselor Contact Form
Counseling / Advising	Available	[Yes]	Cranium Cafe		Yes. Counselor Contact form
Disability Resource Center	Available	[Yes]	albrecht@ltcc.edu		Yes. DRC services are coordinated through ISP and DRC Directors.
EOPS	Available	[Yes]	thomas@ltcc.edu		Do not currently offer this, but making progress toward integration.
Equity Program	Available	[Yes]	lrsalinas@ltcc.edu		In progress?
Financial Aid	Available	[Yes]	Icanaffordcollege.com		Yes. Can access through counselor contact form

Housing and Food Service Resources	Available	Yes	booth@ltcc.edu	NA
International Student Program	Available	Yes	mksternal@mail.ltcc.edu	NA
Library/Media Services	Available	Yes	smalek@mail.ltcc.edu	In progress
Mental Health Resources	Available	Yes	counseling@ltcc.edu	Counselor contact Form
One-Stop Enrollment Services Center	Available	Yes	enrollmentservices@ltcc.edu	ISP Director and through Counselor Contact Forms
Online Support		Yes	Canvas support desk? Quest for online success Online readiness tutorials	NA
Student Activities and Organizations	Available	Yes	Coyote Corner Mobile App	NA

Transfer Center	Available	Yes	Assist	Yes: Counselor Contact Form
Tutoring	Available	Yes	NetTutor	Yes: Provided on-site by LTCC instructors
Veteran's Center	Available	Yes	counseling@ltcc.edu	YES: Student have access to Veteran's Counselor through Counselor Contact Form

Analysis and Evaluation:

The College meets the standard. LTCC assesses student needs for services regardless of location or mode of delivery, and allocates resources to provide for those services.   The College has made great strides in recent years to expand services to distance education students.   Through the participation in the Online Education Initiative, the college has been able to implement multiple online support services for students. While online support is comparable to face-to-face support, the college continues to develop and enhance services due to technology advances and state-funded initiatives.   The allocated resources for all student support services are adequate to meet the needs of the students.

Evidence
II.C.3-1. FTES table demonstrating percentage of Distance Education
II.C.3-2. Link to online readiness tools on the website.
II.C.3-3. Link to online Canvas orientation for students.
II.C.3-4. Link to Cranium Cafe access.
II.C.3-5. Link to NetTutor from a Canvas course
II.C.3-6. Samples of PowToons
II.C.3-7. Screenshots of the Coyote Corner App regarding student services and support
II.C.3-8. Show table with links embedded?

II.C.4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

In accordance with its vision of being California's Premier Destination Community College, LTCC has committed to providing vibrant and meaningful co-curricular opportunities for students.

Co-curricular and athletics programs
The college offers *eighteen* different student organizations and clubs spanning a variety of interests, both educational and social for students. These groups include: Ally Club: Friends of Ally LGBTQ support, Alpha Gamma Sigma Academic Honor Society, Art Club, Badminton Club, Circle K: Kiwanis Service Organization, Filipino Club, Future Business Leaders of Tahoe, Geology Club, HOPE: Hispanos Orgullosos Preperándose Para La Excelenia, Intercollegiate Athletics-Soccer, International Club, Math Club, Science Club, Soccer Club, Student Ambassadors, Student Senate, Table Tennis Club, and Volleyball Club**.** (II.C.4-1) Extracurricular activities provide opportunities for personal and professional development and include such events as guest speakers, competitions, fundraising, and social engagements.

Results from the Student Engagement Survey (SES) indicate that a high number of students are pleased with the club offerings and activities on campus with an 88% satisfaction rate (II.C.4-2). In an effort to further coordinate campus events, the college created the Inter-Club Board (ICB) in 2015. The ICB is a student-lead board comprised of one representative from each group and was created to develop a more comprehensive and collaborative event planning structure for student groups. In 2013, the college approved the establishment of men's and women's intercollegiate soccer programs, and in 2014, the first teams were created. (II.C.4-3) This addition of intercollegiate athletics has provided students with another opportunity for involvement and engagement at the school. It has also created an atmosphere of school spirit that did not exist before. The college continues to explore possible growth in both athletics as well as student organizations to continue to meet the changing needs of students.

Integrity

Student involvement opportunities have been organized into two divisions at the college based on their requirements for membership and supervisor responsibilities. All Clubs, the Student Ambassadors, and the Student Senate are housed under the Student Life Coordinator position. This position, created in 2016, ensures compliance and ethics in operations as well as improvement in the coordination with facilities and the educational calendar. The Director of Athletics, in conjunction with the Executive Dean of Student Success, has oversight of the Intercollegiate Athletic Program. The college provides trainings to advisors and club sponsors, coaches, and other involved parties who interact with student groups.   With the addition of new Equity funding, the college has ensured that all opportunities for engagement are accessible to all students and that operations are all viewed with an equity lense.
For clubs, the Student Club & Activities Handbook is reviewed, updated, and published each year by the Student Life Coordinator. This handbook provides forms, process, policy, and other general guidance for students and their advisors. (II.C.4-4) Club advisors also attend two trainings each year to review procedures for fiscal and general club management practices (II.C.4-5)

Student Senate is a highly organized and participatory Student Senate organization which fosters leadership and governance roles for participants. Student Senate follows all Brown Act Requirements and the advisors are trained in all aspects of student government. (II.C.4-6) Through the Student Senate organization, student senators are invited to join college-wide governance committees and are encouraged to be active and involved in the governance process at the college. Student Senators also have an opportunity to attend the State General Assembly Meetings.

Student Ambassadors are a highly selective group of student leaders who perform various tasks for the college including Orientations, Passport Workshops, and general college assistance. They receive ongoing training throughout the year covering a variety of college duties and a special orientation training manual at the beginning of the year. (II.C.4-7) The division of Clubs and Organizations, Student Senate, and Student Ambassadors undergo a Comprehensive Program Review (CPR) through the college CPR process. The most recent CPR for this area was in the spring of 2017. (II.C.4-8)

The Athletic Program began in 2014 and adheres to strict regulations and guidelines. The soccer program at LTCC is a member of the Golden Valley Conference (GVC), which operates within the California Community College Athletic Association (CCCAA). Both the league and the state have extensive requirements and guidelines for participation in the sport. (II.C.4-9). One of the CCCAA requirements is that any personnel associated with the program must complete and pass an annual exam concerning the rules and regulations of the athletic programs. LTCC has also adopted local policy and procedure to further determine appropriate operations. (II.C.4-10) Participation in the college athletic program is a privilege and student athletes are subject to an additional code of conduct to be a member of the team. Each student signs a behavioral contract acknowledging they are aware of the additional requirements for participation, which are both academic as well as conduct related. (II.C.4-11) The program operates fiscally and ethically responsibly and is also subject to annual college audits. As a requirement of both the college and the CCCAA requirements, the athletic program undergoes a Comprehensive Program Review process every 6 years. (II.C.4-12)

Finances

All extracurricular activities are conducted with sound educational policy and standards of integrity and the institution retains control over these programs, including their finances. Finances for all student extracurricular activities are managed through the college fiscal operations policies and procedures and oversight is provided by the Director of Fiscal Services. Each club maintains an account through the fiscal department; however, all expenses or revenue transactions are fully accounted through the fiscal department regulations. (II.C.4-13)

Analysis and Evaluation:

The College meets the standard. All student activities and organizations at Lake Tahoe Community College are appropriate to the college mission and are integrated with the institutional learning outcomes.   The college regularly evaluates the quality and effectiveness of these programs as well as ensures that policies and procedures are in place for effective operations.   The college is very proud of the quality and variety of intercollegiate offerings for LTCC students.

II.C.4-1. Clubs, Organizations and Athletics
II.C.4-2. SES 2016 on clubs
II.C.4-3. Proposal to create the Soccer Teams. Minutes from various governance groups reviewing the proposal. Agendas and minutes from the public forums held about the teams and community support. This item could, perhaps, be explained a bit more.
II.C.4-4.Club Handbook
II.C.4-5. Agendas from club trainings.
II.C.4-6. Student Senate agendas and bylaws
II.C.4-7. Student Ambassador training materials and agendas
II.C.4-8. Most recent CPR for Clubs, organizations, and athletics
II.C.4-9. CCCAA link for bylaws
II.C.4-10. Local athletics manual
II.C.4-11. Acknowledgment form.
II.C.4-12. Program Review TBD spring.
II.C.4-13. Evidence of fiscal regulation and responsibility

II.C.5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

The institution develops, implements, and evaluates counseling and/or academic advising services.

Advising and Student Support

Lake Tahoe Community College has committed significant resources to support students with timely, useful and accurate academic advising. The college has always provided high quality advising services to students; however, the increase in SSSP funding provided by the state in 2012 allowed the college to advance to a much more involved and intense level of advising, as well as expand the hours of availability to students. All advising duties at the college are facilitated by the faculty counselors on staff. Lake Tahoe Community College has three part-time and four full-time counselors who provide the advising services for all students. The full-time counselors have over 60 years combined experience in counseling and advising. Because the college is a quarter system school, there is an additional layer of difficulty in advising. LTCC is only one of three colleges of the 113 in California that operate in the quarter system. This poses additional challenges in the transfer and articulation process. Counselors are vital in assisting students in navigating these issues.

The advising model at LTCC operates on both a drop-in and appointment model. Students are able to schedule an appointment as well as send e-mails, phone calls, and create online appointments through Cranium Café. LTCC is one of the smallest community colleges in California and this allows for a more personal interaction with a counselor. The counselor to student ratio is 333:1 (II.C.5-1) which is far lower than the 431:1 state average. Additionally, the

wait time for a counselor during peak registration times is very low compared to other colleges with an average wait time of 30 minutes compared to 2-3 days at larger colleges.

With the new GPS (Guidance and Planning for Success) program, all matriculating students complete an Educational Plan in their first quarter and a Comprehensive Educational Plan by their third quarter with an LTCC Counselor. These Educational Plans provide the students with a road map for goal completion. The completed plans are delivered to the students electronically and are also on file in the counseling office for future reference.

Counselors at the college also provide other types of support to students. This can include personal counseling, financial aid information, resources connections, and general encouragement and positive feedback. Due to the small size of LTCC, the counselors are able to connect with students on a more personal level, learning their names, their life circumstances, and their challenges; as such, counselors are generally very involved in monitoring the student's progress each term. The Counseling and Advising program is constantly gathering information to be used for process and/or program improvement. In 2016, the Counseling and Advising program completed a Comprehensive Program Review (CPR). (II.C.5-2). A Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis summary is always conducted as part of a non-instructional program CPR and helps guide process and program improvements for each area.

Another measurement for Counseling and Advising program effectiveness was the use of the Service Area Outcomes (SAOs). Student Services recently revised the previous student learning outcomes to align more consistently with accreditation language. Because this change was so recent, the outcomes were referred to as SLOs in the most recent program review.

The table below was included in the document and is evidence that the counseling program is serving students effectively in the areas of general advising and transfer services, but it also identified the need for improvement in actual goal attainment in each of the outcomes. Using the program review data is helpful in assessing the program and for determining process improvement priorities.

STUDENT LEARNING OUTCOME RESULTS FOR COUNSELING AND ADVISING

SLO	Measured By	Goal	Result
#1. As a result of using counseling services, students will demonstrate the ability to access support services at the college.	LTCC Student Engagement Survey results	An overall average of 90% of the students who complete the survey will indicate a knowledge of student service programs available to them for support.	On average, the percent of students indicating some knowledge of each program was 81%.
#2. As a result of counseling services,	Capture rate of new students from fall 2015	80% or more of new matriculating students from fall,	35% of fall 2015 matriculating students

matriculating students will identify the requirements needed for them to reach their educational goal	quarter who have an educational plan on file by the end of the winter quarter, 2016	2015 will have an abbreviated or comprehensive educational plan on file by spring, 2016.	had an educational plan on file by spring, 2016
#3. As a result of utilizing transfer services, students will demonstrate that their transfer information needs were met.	Students will indicate a response of "met" or "exceeded" their needs on the Student Engagement Survey	90% of the students will indicate a positive response	82% indicated a positive response

Preparation

For graduation assistance, all qualified students are sent an invitation to apply to graduate and a detailed step by step process of the steps required for completing the proper paperwork. Counselors assist the students with the submission of the paperwork and are active in the graduation process.

Another method of providing students with proper information about programs and degrees is the access to the college catalog. Each year, the college catalog is updated, and a current PDF copy is posted on the website and students can access all of the program requirements and prerequisite information. (II.C.5-3) A few pages of the 2017-18 LTCC Catalog have been translated into Spanish and more are continually being created as part of the Equity Program initiative (II.C.5-4)

Orienting New Students

New Student Orientations are 2.5 hour long workshops which are mandatory for all new matriculating students. Within an Orientation Workshop, new students are introduced to a counselor and are provided with extensive written materials regarding programs, pathways, majors, and support services. The Orientation program has been able to improve significantly due to the SSSP funding provided by the state. Orientations are now using current technology for demonstrations, but also include personal tours, direct interaction with the counseling staff and ambassadors, and additional resource information about the community and college support services.

SSSP funds have also enabled the college to improve the online Orientation course and information. Another improvement is the addition of ONLINE TOUR APP, which gives a very detailed and personal virtual tour of the campus to any interested student. Orientations have been increased to include non-credit programs and off-site programs (for example, the

Incarcerated Student Program). In addition to regular orientations, the College also provides secondary orientations for International students, athletes, the Fire Academy, and EOPS students due to the specific nature of their programs. These supplemental orientations have been invaluable in providing students of their program requirements as well as acclimating them to the campus culture. Orientation schedules are published in the quarterly schedule and available online for students. (II.C.5-5)

Transfer

With approximately 30% of the student body in 2015-16 indicating an educational goal of transfer, quality transfer services and clear and effective transfer policies have been a top priority for the college. (II.C.5-6) Counselors provide several workshops each year regarding transfer to both the UCs and the CSUs (II.C.5-7) LTCC also hosts a large Transfer Fair each year in which over thirty colleges and universities attend. (II.C.5-8) Students engage with college reps for prospective schools without having to leave campus. The college also sponsors one college visit each quarter for students who have transportation and other logistical issues in visiting other campuses to explore transfer options (II.C.5-9). These sponsored transfer trips have opened the doors for transfer a little wider for many students.

All LTCC counselors are trained in using ASSIST when working with transfer students.   ASSIST is the official repository of articulation for California's public colleges and universities and provides the most accurate and up-to-date information about student transfer in California. (II.C.5-10) Agreements among each of California's community colleges and the CSUs and UCs be found on the ASSIST website and counselors use the system and train students how to use the system as well.

The College recognizes that students have the opportunity to earn credits from a variety of institutions during the educational process and has established mechanisms for the equitable transfer of credit. In order to maintain the quality and integrity of its academic programs, credits transferred to the College are accepted only upon careful evaluation of official transcripts from regionally-accredited institutions.

The One-Stop Enrollment Services Center is responsible for implementing the policy for transfer of credits and uses clearly defined procedures in the evaluation of previous lower-division coursework. Evaluation is based on objective criteria such as, but not limited to, catalog descriptions of course content, learning outcomes listed in the course syllabus, and prerequisite appraisal to determine course level. Faculty within the discipline are consulted for expertise in determining course equivalencies based on stated learning outcomes as well as appropriateness of the course to fulfillment of the student's major requirements. Transfer credit accepted from sending institutions is recorded to the student's transcript. The process complies with §34 CFR part 668.43(11) of Federal requirements. (II.C.5-11) Policies and procedures for transferring credit to the College are published in the catalog and other applicable publications. (II.C.5-12)

Policies and procedures for transferring credit to the College are published in the catalog and other applicable publications, as well as provided at orientation sessions. Students are encouraged to meet with a counselor for guidance on transferring credit and assistance in developing an educational plan incorporating credit earned at other institutions.

All admissions policies are reviewed for relevance and appropriateness, including both impacted programs and now the baccalaureate degree.

Analysis and Evaluation:

The College meets the standard. With the increased funding allocation through the Student Support and Success Program, Lake Tahoe Community College has been able to greatly enhance all services to students within the counseling division. The newly formed Guidance and Planning for Success (GPS) initiative demonstrates the commitment from the college to continually assess and improve counseling services for students. Professional development for staff and faculty in topics related to counseling services is another area in which the college has been able to broaden its scope.

Evidence
II.C.5-1. Evidence of Counselor to student ratios
II.C.5-2. Counseling and Advising CPR
II.C.5-3. College Catalog 2016-2017
II.C.5-4. "Bienvenidos de parte del Presidente." *LTCC Catalog* (2017-18), pp. 6. See also pp. 7, 26.
II.C.5-5. Orientation Information. *LTCC Schedule* (Summer 2017), p. 13.
II.C.5-6. LTCC Board of Trustees. BP 5120 - Transfer Center.
II.C.5-7. Transfer Workshop flyer and possible agenda for workshops
II.C.5-8. Transfer day flyer.
II.C.5-9. Transfer trip flyers and agendas.
II.C.5-10. Assist Link
II.C.5-11. §34 CFR part 668.43(11) of Federal requirements
II.C.5-12. Transferring Credit. *LTCC Catalog* (2017-18), p. 13.

II.C.6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

LTCC has adopted and adheres to admissions policies consistent with its mission which specify the qualifications and pathways of students appropriate for its programs.

Admission Policies

Lake Tahoe Community College District is a California public community college and has adopted and adheres to admissions policies consistent with its mission that specify the qualifications of students appropriate for its programs as evidenced by Board Policy (BP) 5010 which states in part:

> *The District shall admit any California resident possessing a high school diploma, GED, California High School Proficiency Certificate, or equivalent. Persons 18 years of age or older who are legal residents of the District, who have not, graduated from high school and who can benefit from the community college experience are eligible for admission. The District may admit as a special part-time or as a special full-time*

student, persons who are concurrently enrolled in a K-12 district, for the purpose of enrollment in advanced scholastic or vocational coursework. The District may admit international applicants who meet established international admission criteria and intend to seek an F-1 student visa. (II.C.6-1)

Further, LTCC Administrative Procedures 5010 provides the admissions procedures followed by the Enrollment Services staff. Admission procedures are clearly delineated in the College Catalog and on the College website. (II.C.6-2) As stated on the college website and in the college catalog: Admission is open to anyone who is at least 18 years of age, is a high school graduate, or has the equivalent of a high school diploma. Admission is also open to most high school students under the Special Admission provisions. Detailed instructions for Special Admission students are clearly outlined on the institution's website. (II.C.6-3)

Admission Requirements

All prospective students for credit and noncredit programs must file an application for admission with the Enrollment Services Office. (II.C.6-4) For general credit programs, the applicant must submit an online application via the Open CCCApply system. Alternate applications are required for prospective international students, incarcerated students, and applicants applying solely for non-credit programs. All applications must be certified under penalty of perjury by the applicant.

Electronic signatures which meet the standards described in Title 5, Section 54300 may be accepted on admission forms, residency questionnaires, and other documents utilized in the admission process. (II.C.6-5) Students who have previously attended, but have been absent for two or more primary terms, will be required to reapply for admission. The District recommends that all prospective students request official transcripts be sent to the Admissions & Records Office from high schools attended in the previous three years and from all colleges previously attended. Any California resident who has been awarded a high school diploma, successfully passed the General Education Developmental Test (GED), successfully completed the California High School Proficiency Exam (CHSPE), or the equivalent will be admitted to Lake Tahoe Community College.

At its discretion and subject to program availability, the District may admit persons in the following categories when deemed in the judgment of the District to be capable of benefiting from instruction:

- Out-of-state applicants (nonresidents) over the age of 18 who possess a high school diploma, GED, or the equivalent
- International applicants who meet established international admission criteria in accordance with criteria defined in AP 5012 and related District publications (II.C.6-6)
- Other persons who are over the age of 18 years and who, in the judgment of the District are capable of profiting from the instruction offered; however, such persons will be admitted as provisional students, and will be required to comply with the District's regulations regarding scholastic achievement and other standards to be met by provisional or probationary students as a condition to being readmitted in any subsequent quarter.

Special Admission

The district may admit high school or other students who are enrolled in a K-12 district subject to procedures defined in AP 5011. (II.C.6-7) Admission of K-12 students is exclusively for advanced scholastic or vocational work. Individuals who are under age 18, do not possess a high school diploma, and are not enrolled in a K-12 district may petition for special admission by completing a form available from Admissions & Records. Petitions for special admission may be granted by the Vice President of Academic Affairs or the Director of Enrollment Services.

Provisional Admission

Any person who is over the age of 18 years and who, in the judgment of the District, is capable of profiting from instruction offered may be admitted on a provisional basis. Such persons will be required to comply with the District's regulations regarding scholastic achievement along with other standards to be met by provisional or probationary students as a condition to being readmitted in any subsequent quarter.

Pathways

Lake Tahoe Community College defines and advises students on clear pathways to complete degrees, certificate and transfer goals as evidenced by Board Policy 5050 – Student Success and Support Program (SSSP). (II.C.6-8)

The Lake Tahoe Community College Student Success and Support Program (SSSP) originated from the directives of the Seymour-Campbell Student Success Act of 2012 (SB1456), which was signed by Governor Brown on September 27, 2012. This bill mandated that colleges provide "a process that brings a college and a student into an agreement for the purpose of achieving the student's educational goals and completing the student's course of study," and requires that all students who are pursuing a degree, certificate or transfer path participate in core educational services provided by the colleges. To fully integrate the SSSP principles and guidelines into Lake Tahoe Community College operations, the college branded the program as GPS: Guidance and Planning for Success.

GPS component mandates:
A. Orientation services
B. Assessment prior to course registration
C. Counseling and educational planning
D. Intervention and follow-up services for students defined as "at-risk"
E. Additional Academic support services

As part of the GPS process students meet with a counselor for educational planning. During this meeting the counselor completes the appropriate Educational Plan Document. (II.C.6-9) This is a manual process and student files are maintained and reviewed each time a student meets with a counselor. The college is moving toward using Colleague's Degree Audit system to allow for an automated process that is updated each time a student completes a term. ***

Exemption Criteria

Certain students will be defined as "exempt" from having to complete the GPS program. While these students are invited to participate in GPS, they are not mandated to complete the services for priority enrollment and registration purposes. The following student groups have been identified as exempt from GPS:

a. Special admit students (high school concurrent enrollment)

b. Students only taking fire in-service training
c. Incarcerated students
d. Students only taking courses for licensure or certification for employment purposes

Students who do not meet exemptions may appeal for individual exemption of GPS services based on additional circumstances. Students who completed services at another college, students who already have a college degree, and students who have taken prerequisite courses may be individually exempted from required services at LTCC. A GPS Program Petition Form is available in Student Services and cases will be reviewed by the Executive Dean of Student Success. Students may appeal the Dean's decision by submitting their petition to the Student Affairs Committee for a final review and decision.

Information about the Guidance and Planning for Success (GPS) program is available in the LTCC catalog and on the LTCC website. Prospective students, who have completed an admissions application, are emailed information about this program.

To ensure all new students participate in Guidance and Planning for Success activities a hold is placed on each student account preventing registration until each GPS requirement is met. GPS services are available in online and face-to-face format. This flexibility provides students with multiple options for completing their requirements.

Analysis and Evaluation:

The College meets the standard. Lake Tahoe Community College has board approved admission and matriculation, policies that are consistent with its mission. These policies provide clear pathways for students in their educational journey. The Guidance and Planning for Success program has outlined detailed procedures which guide students in achieving completion of their certificate, degree, or transfer goals. LTCC counselors and support staff work diligently to ensure all students comply with GPS requirements.

Evidence
II.C.6-1. LTCC Board of Trustees. Board Policy 5010 - Admissions
II.C.6-2. Admission Procedure. *LTCC Catalog* (2017-18), pp. 12-13.
II.C.6-3. Special Admissions procedures
II.C.6-4. LTCC Board of Trustees. BP/AP 5010 - Admissions
II.C.6-5. Title 5, Section 54300
II.C.6-6. LTCC Board of Trustees. AP 5012 - International Students
II.C.6-7. LTCC Board of Trustees. AP 5011 - Admission and Concurrent Enrollment of High School and Other Young Students
II.C.6-8. LTCC. Board of Trustees. BP 5050 - Student Success and Support Program (SSSP).
II.C.6-9. Electronic copy of Educational Plan

11.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Lake Tahoe Community College complies with the California Community College Chancellor's Office (CCCCO) requirements and regularly evaluates admissions and placement instruments and practices in an effort to validate their effectiveness and minimize bias.

Admission Placement

LTCC is an open access institution and has adopted many practices to improve admissions access for students. In 2012, the college implemented CCCApply which is the statewide electronic application system. CCCApply is monitored by the CCCApply Statewide committee which ensures that the application remains current with Chancellor's Office mandates as well as addressing language barriers and other hurdles for students. Having a professional, effective, free, and functional application system monitored by a consistent body has improved the college's ability to provide this front end quality service to all interested students. The help-desk for the system works very well and is timely in responses. Previously, the staff at LTCC was tasked with providing assistance to students in the application process. As a small school, limited staff hours often do not align with the student needs. The availability of the help desk feature is a great service for students.

CCCApply has not only been helpful from the student user perspective, but also internally to LTCC as the college now has reliable data about the applicants. The data provided to the college from the CCCApply has provided robust demographic and student goal/degree intentions which is helpful in many other areas of the college. The college recently adopted google translate for the website and this has enabled non-native speakers to access admissions information as well.

Evaluating placement instruments and practices
Because the college uses only Chancellor Office approved assessment practices and instruments, there is an inherent understanding that LTCC complies with effectiveness. Additionally, the college will be moving toward the statewide common assessment when it is released. LTCC will be an early one of the early implementation schools for that instrument.

LTCC has used CCCCO approved instruments for assessment in the areas of English, Mathematics, and English as a Second Language. The college uses the MDTP (Mathematics Diagnostic Testing Product) instrument for math, and CELSA (Combined English Language Skills Assessment) for ESL placement. (II.C.7-1) The college recently piloted the use of Multiple Measures for English placement due to the loss of the COMPASS program and the delay in the statewide Common Assessment Initiative implementation. COMPASS had been the instrument used for English placement since 2009.

In the fall of 2016, counselors were trained on the use of Multiple Measures (MM) for appropriate English placement and the results of the pilot placements will be analyzed to determine if this method will be used for English placement. Math and ESL will also explore the adoption of the use of MM for the future. At this time, LTCC also uses Accuplacer by College Board (another CCCCO approved instrument) for English placement for special cases where Multiple Measures cannot be used. (II.C.7-2) For example, the use of high school English transcripts is not recommended for students who have been out of high school for ten or more years. The Accuplacer instrument provides a method for assessment in these cases. The placement processes are monitored and evaluated by the student services and counseling staff in consultation with Faculty in the respective areas.

The assessment practices are in compliance with Title 5 regulations as well as board policy (II.C.7-3) All new students, except those who are exempt from enrollment requirements or who meet other criteria, are required to assess prior to enrollment as a condition of registration.

__Validates effectiveness and Minimizes Bias:__

The College utilizes access demographic information to assess the validity and bias of its admissions information. The access goal for the college is to replicate the local community demographics. The recent Equity study indicated a lack of access for Latino/Hispanic students, showing a 10% deficit in college demographics versus community demographics for that group in 2014. Because of this, the college initiated several activities designed to increase access for those individuals. These efforts have certainly paid off as the 10% deficit is now at 3%. (II.C.7-4) These activities as well as the implementation of the CCCApply document have increased access for students to apply.

With the change in instruments and practices recently, the need for validation for effectiveness has become a priority and an exhaustive validation of placement practices will be completed in 2017-18. The counselors have utilized MM for English placement beginning in Winter 2017 and the course success and persistence rates for those students will be analyzed beginning in spring, 2017 for validity and ongoing through the spring of 2018. While MDTP has been a consistent instrument for the college in mathematics, it is not the highest priority and the validation process for that instrument will take place in 2018-19.

Accommodations for students in the Disability Resource Center as well as for students in the Incarcerated Student Program (ISP) are made as needed to better serve students who may encounter difficulties in the admissions and assessment processes. The ISP program currently uses a paper-based assessment because of the logistical issues associated with technology and the acquisition of high school transcripts. Because assessments can often be a hurdle to student enrollment due to the time and effort required for completion.

LTCC has expanded assessment center hours to accommodate the varying needs of students. The college also accepts other college assessment scores for placement provided they are on the CCCCO approved list of instruments. The college is looking forward to the adoption of the state Common Assessment as the global instrument used by California Community Colleges in all three areas. This type of consistency will be an advantage to the students as well as the assessment staff and also assist with the bias factor. The CCCApply has almost 100% adoption statewide as well and allows students to move seamlessly in the state of California with the application process.

Due to the small size of Lake Tahoe Community College, the counselor-to-student ratio is lower than the state average. (II.C.7-5) This allows for personalization of the counseling and assessment experience, therefore improving effectiveness and reducing bias. LTCC counselors are able to connect more deeply with each student during appointments and the inclusion of multiple measures has improved their ability to correctly place students. High school grades are now utilized in the placement process. This helps avoid bias in the process against students who are not effective test-takers or who have been away from academics for a few years.

One example of how multiple measures is creating more effective placement is the story of "Jenny" (a returning student and single mother of three scheduled a placement appointment with a counselor). Through the interview process of recent employment history and an analysis

of high school grades and SAT scores, the counselor was able to place the individual into college level English, without requiring the Accuplacer. This allowed this student to begin her college career in a college level course, thus avoiding unnecessary basic skills courses, a two-hour assessment testing process, and the cost of courses that would not count toward graduation. This student's progress was followed for the next few quarters. She passed the course with a B and then took an advanced English course and completed that with an A. In the past, students such as these were required to take the Accuplacer and typically did not score well due to lack of recent academic preparation and lack of time to completely prepare and focus on the assessment. Jenny is example of how multiple measures is increasing effectiveness and minimizing bias in the assessment process.

Analysis and Evaluation

The College meets the standard. Lake Tahoe Community College has established processes in place to evaluate the effectiveness of practices and tools of admissions and placement.   Admissions and placement procedures are monitored to ensure the college provides equitable access to all students. The data obtained from the practice of using multiple measures will be rigorously reviewed in 2017-18 to evaluate the effectiveness in course placement and success.

Evidence
II.C.7-1. MDTP and CELSA Assessments
II.C.7-2. Accuplace
II.C.7-3. Title 5 Pg. 6-7 and Board Policy regarding Assessments
II.C.7-4. Latino/Hispanic rate in 14 vs. fall 16
II.C.7-5. FTE counselor ratio to student

II.C.8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Lake Tahoe Community College maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, and follows established policies for release of student records.

Maintenance of Student Records

The institution has an established process to maintain student records permanently, securely, and confidentially, with a provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows its established policies for release of student records.

Electronic student records from Fall 1987 to present are permanently maintained by the Enrollment Services office through the Colleague student information system (SIS). Paper student records are scanned to a secure server using Laserfiche scanning software. Both Colleague SIS records and Laserfiche scanned student records are accessible by Enrollment

Services office staff via the internal network or remotely through a secured remote access system. To ensure these records are secure and confidential, Colleague, Laserfiche and remote access are only granted to Enrollment Services personnel approved by the Executive Dean of Student Success, based on employee role, to ensure that employees have access only to data necessary for performing their job duties and responsibilities.

The Lake Tahoe Community College Systems Administrator, with oversight from the Director of IT, acts as "gatekeeper" for this process by reviewing each request for access to ensure the access falls within the scope of the employee's regular duties and responsibilities. Requests that are questionable are given to the Director of IT, who works with the requesting administrator to revise the access request to fit the employee's role. (II.C.8-1, II.C.8-2, II.C.8-3) Completed access forms are retained on the SharePoint server.

To **backup** secure, permanent records, LTCC maintains duplicate electronic copies of all student records both in a *secure, onsite* database and in a *secure offsite* database. The off-site secure database is located at Capitol Data Services in Rancho Cordova, California, approximately 100 miles from the Lake Tahoe Community College campus. Each backup database is updated nightly. In addition, records prior to Fall Quarter 1987 are also maintained as paper copies in locked storage on the Lake Tahoe Community College campus. (II.C.8-4, II.C.8-5, II.C.8-6)

Release of Records
Finally, the One-Stop Enrollment Services office holds primary responsibility for assembling and maintaining student records per Board Policy 6.05. (II.C.8-7) Further, Board Regulation §3.22 states the college will have policies and procedures in place complying with the Family Educational Rights and Privacy Act (FERPA). (II.C.8-8) As a means of providing guidance for securing confidential student records, the institution publishes and follows established processes for release of student records. These procedures are published in the College Catalog. (II.C.8-9) Under the section, "FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)," LTCC has designated the following items as Directory Information and may be released without prior student consent:

- student name
- major field of study
- dates of attendance
- degrees, awards, and honors received
- participation in officially recognized activities and sports
- weight and height of members of athletic teams
- most recent previous school attended

In addition, the following items have been designated as Limited Directory Information and may be released to the specified entities and/or for the specified purposes listed below:

- mailing address, phone number, and official college email address - may be released to facilitate communication from college departments or the Lake Tahoe Community College Foundation
- date of birth - may be released to educational institutions and official agencies as necessary for matching student records

- residence address, mailing address, phone number, and date of birth - may be released at the discretion of the Vice President, Academic Affairs to assist local law enforcement
- likenesses (such as photographs or videos) - may be released for use in publications, web content, marketing campaigns, and press releases initiated or approved by Lake Tahoe Community College
- student employment records - may be released by Human Resources or Financial Aid to verify employment of current and former students to potential employers, landlords, and companies providing credit.

Further, education records generally include material related to admissions, enrollment in classes, grades, and related academic information. These records are available to school officials who have legitimate educational interest. School officials may include individuals contracted to perform services for the college.

A student may request the withholding of directory information by completing the appropriate form available in the One-Stop Enrollment Services Center. Lake Tahoe Community College assumes that failure on the part of any student to specifically request the withholding of categories of "Directory Information" indicates individual approval for disclosure.
Student records, other than those designated Directory Information or Limited Directory Information, require the written consent from the student prior to release by the college to a requesting party. These rights extend to present students and to former students of the College as of September 1975.

Presently and formerly enrolled students may inspect and review their education records following completion and filing of a request form with the One-Stop Enrollment Services Center. All attempts to provide records will be made immediately, but in no instance will the waiting period be more than fifteen (15) working days.

To facilitate understanding of FERPA requirements, Enrollment Services staff are required to undergo FERPA training upon employment through ltcc.keenan.safecolleges.com. This training continues to be available as to all Enrollment Services staff through Keenan as continued professional development. (II.C.8-10)

Analysis and Evaluation:

The College meets the standard. Lake Tahoe Community College has a commitment to securing the confidentiality and security of all student records.   Personnel involved in accessing student records are trained in FERPA requirements and the importance of student record sensitivity. Storage for student records is compliant and secure.

Evidence
II.C.8-1. New Employee Access Request Form
II.C.8-2. Employee Access Termination Form
II.C.8-3. Current Employee Access Change Form
II.C.8-4. Offsite database is on server <Domain name of offsite server>, in an MSSQL database.
II.C.8-5. Onsite replication is to <Domain name of onsite server>
II.C.8-6. Pre-1987 paper files are located in the Maintenance and Operations Warehouse
II.C.8-7. LTCC Board Policy Manual section 6.05 (Student Records)
II.C.8-8. LTCC Board Policy Manual section 3.22, Family Educational Rights and Privacy Act

II.C.8-9. "Family Educational RIghts and Privacy Act (FERPA)," _LTCC Catalog_ (2016-17), p.38.
II.C.8-10. This table could be an evidence reference too and omitted from the body.

Name	Title	Date of most recent FERPA Training
Judith M Cutting	Director of Enrollment Services	12/16/2016
Reyna Reger	Enrollment and Student Support Coordinator	12/16/2016
Daniel Masellones	Enrollment and Student Support Coordinator	1/5/2017
Dru Cunningham	Student Records Technician	1/4/2017
Rosalba Juarez	Student Support Technician II	12/16/2016
Amanda Sanderson	Student Support Technician	01/13/2017
Vanessa Ruiz	Short Term Temporary Student Support Technician	1/5/2017
Hannah Brown	Short Term Temporary Student Ambassador	12/19/2016

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.

A. Human Resources

III.A.1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

The staff, faculty, and administrators at Lake Tahoe Community College are highly qualified for the work they do. The processes for vetting and hiring employees are well-documented and well-understood by employees at the college and by job seekers. Job descriptions are complete and readily available both inside and outside of the college. All job descriptions are mission related and include the position duties, responsibilities, and authority. The Human Resources Department oversees and coordinates hiring for all employees.

An important part of LTCC's search process is to widely broadcast the availability of open positions. A number of vehicles are employed in this regard. The college website posts information on available positions including the announcement, the complete job description, and the hiring timeline. In addition, the college posts job availability information on a number of search engines, including: CommunityCollegeJobs.com, InsideHigherEd.com, CraigsList, the California Job Bank Registry, and HigherEdJobs.com (III.A.1-1). When indicated, the Director of Human Resources seeks input from the hiring manager and others on additional sources for job postings.

Hiring procedures are prescribed in Chapters Four and Five of the Board Policy Manual (III.A.1-2). The Human Resources Department assures that hiring procedures are applied uniformly by following a comprehensive and consistent hiring process. Furthermore, the Director of Human Resources provides equal employment opportunity (EEO) training to all involved in hiring decisions and monitors each hiring process for EEO compliance (III.A.1-3). Confidentiality is a hallmark of the hiring process at LTCC.

The hiring processes are briefly summarized below for the various classifications of employees.
Administrator Hiring
The recruitment and selection process for administrative positions, other than for the Superintendent/President, is set forth in Chapter 4 of the Board Policy Manual, regulation 4.02 A.2. (III.A.1-4) The composition of the selection committee consists of five faculty members for academic positions or three faculty members for non-academic positions, one administrator, an EEO representative (non-voting), a classified employee, a confidential employee, a classified director, and one student (non-voting). The College qualifies administrative applicants based on

a set of minimum qualifications and other criteria listed on the job description and announcement. Administrative job postings are reviewed and approved by the Superintendent/President prior to recruitment (III.A.1-5). The same online job boards as previously noted are utilized for administrative positions. These are supplemented by advertising with California Community College professional organizations as appropriate.

Fulltime Faculty Hiring

The procedures outlining the employment of full-time academic personnel are contained in Board Policy Regulation 4.01 A.1 (III.A.1-6), and are entitled, "A Model for Contract Faculty Hiring Procedures." Faculty play an important role in the hiring of their full-time peers. Selection committees for tenure-track faculty positions are comprised of at least four faculty members (appointed by the Academic Senate President after consultation with the faculty in the discipline), the area administrator, an EEO monitor (non-voting), one classified employee, and one student (non-voting). Additionally, the participation of an adjunct faculty member is allowed and is strongly encouraged (III.A.1-7).

Faculty job openings are reviewed and agreed upon by the Superintendent/President, the hiring administrator, and the pertinent full-time faculty prior to recruitment. The College qualifies full-time faculty applicants based on criteria listed in the Chancellor's Office publication Minimum Qualifications for Faculty and Administrators in California Community Colleges, briefly known as the Minimum Qualifications handbook (III.A.1-8). An important part of faculty hiring is the development of an annual Faculty Hiring Prioritization List. The list is a data-driven, faculty-led recommendation, created by the Academic Senate and then presented to the College president.

The EEO Officer/Director of Human Resources will review the applicant pool to determine if the pool is adequately diverse in accordance with the College's EEO Plan (III.A.1-9). Prior to further action regarding the review of applications, the EEO Officer will review the adequacy of the pool with the chair of the Selection Committee. The EEO Officer may then approve the pool or recommend to the Superintendent/President the pool be rejected, or that the search be extended. If the pool is rejected, the position may be advertised again and the selection process begins anew.

The screening committee will review the application materials for each candidate. The application packets consist of the specific components required by the position announcement. Only information contained within the application packets may be considered when screening. The screening committee selects those applicants for an interview who best meet the desired qualifications listed on the position description, as measured by evidence of professional qualifications, including educational background and experience (III.A.1-10).

Once reviewed and recommended by the hiring committee, the top candidates are invited to the college for an interview. The College is employing Skype technology, very successfully, to allow candidates who live at a distance to be interviewed without traveling to the College for a face-to-face first round interview (III.A.1-11). Once the interview committee concludes the interviews, finalists are recommend to the President for a second interview. The College requires the second interview to be in person, and provides a stipend to assist with the expense of traveling to the College (III.A.1-12). The second interview may include tours of campus, meetings with faculty, staff, and students (III.A.1-13).

It is a priority of the College to attract, recruit, and retain faculty who relate well with a diverse student population in a small college environment and who employ a variety of modern day

modalities in their teaching. Interviews for full-time faculty allow at least forty-minutes for in-depth questioning. The interview questions are designed to focus on the candidate's experience and philosophy concerning teaching/counseling to diverse student populations, and to entail other bona fide occupational qualifications (BFOQs.).

In addition, the faculty hiring policy states, the committee shall also provide for appropriate teaching demonstrations, writing samples, and/or other performance indicators related to the subject area and are a major component of the selection process. To that end, the College always includes a twenty-minute teaching or counseling role-play demonstration in its faculty hiring process (III.A.1-14). The College also assesses the level of experience and expertise candidates possess regarding distance education and the corresponding platforms (III.A.1-15). Faculty qualifications are based on subject matter knowledge, qualifications and skills (including equivalencies). Degrees are relevant to the discipline taught through an established system of qualification and equivalency facilitated by the statewide academic senate of the California Community Colleges.

Adjunct Faculty Hiring
Openings for adjunct faculty are generally advertised on the College website, communitycollegejobs.com, and insidehighered.com. In addition, advertising is conducted early in the academic year to attract pools of applicants in all disciplines. When an application is submitted to Human Resources, the Director of Human Resources determines if the candidate meets the minimum qualifications for the position based on his/her earned degrees and/or experience. Adjunct faculty applicants not meeting the educational requirements identified in the Minimum Qualifications handbook are forwarded by the Human Resources Department to the Faculty Equivalency Committee.

In 2009 the Academic Senate worked with the administration to create an Equivalency Committee to assist in the evaluation of applicants for adjunct faculty positions. Through a comprehensive review of the candidates' coursework, work experience, and/or eminence, the Academic Senate Equivalency Committee determines the equivalency of prospective candidates who do not possess the specific minimum qualifications outlined in the Minimum Qualifications Handbook. The College's equivalency process was approved by the Governing Board, has been incorporated into the Board Policy Manual (III.A.1-16) as well as into the College Academic Senate Equivalency Committee Manual (III.A.1-17).

For a faculty applicant whose degree is from a foreign institution, the College requires the candidate to acquire validation from a state-recognized evaluation service at the time of application (III.A.1-18).

Classified Hiring
The hiring of classified personnel also is guided by Board Policy. According to Board Policy 5.03.B, classified position postings reflect the job description, which is reviewed and approved by the hiring manager, the Director of Human Resources, the Superintendent/President, and the Board of Trustees. The applicant must, at a minimum, meet the listed competency standards, including experience, education, and a valid assessment of qualifications and skills. (III.A.1-19)

With the exception of Board Policy, no specific written hiring policy for classified staff is in place; however, the hiring of classified employees is primarily based on past practice. The hiring panel for classified positions includes a minimum of one classified employee, a confidential employee or classified director selected by the Human Resources Director in consultation with the hiring

manager, and a faculty member appointed by the Academic Senate President. Faculty occasionally decline inclusion on a classified hiring panel if the position is deemed removed from faculty purview. The length of the interview is determined by the Director of Human Resources in consultation with the hiring manager. A writing sample and/or skills test is strongly encouraged for each process to verify such skills of the applicants. (III.A.1-20)

Faculty, administrative, or classified finalists are not hired until reference checks are completed to verify a candidate's work history and qualifications. These are typically conducted by the direct supervisor of the position. In addition, once employees are hired, they are evaluated in accordance with specific written criteria and prescribed procedures that measure effectiveness and make suggestions for improvement when applicable. If new employees are unable to meet standards during their probationary period, they are coached for improvement but ultimately dismissed if they do not improve. (III.A.1-21)

In nearly all cases, hiring processes have yielded highly qualified employees. This is noted by the high student ratings of our faculty and the number of full-time faculty who are awarded tenure. In addition, relatively few classified employees are released during their probationary periods.

The Human Resources Office staff consistently reviews and modifies processes and screening procedures. The ability to review an applicant's writing sample or skills test immediately preceding the interview is one such example. Screening committee members may now make comments on the sample and/or test when the interview of the applicant is fresh in their mind.

Comments from applicants are also solicited as a way to assess and improve hiring processes as well. Skype interviews have been introduced in the last few years to accommodate applicants who could not be otherwise included. (III.A.1-22)

Analysis and Evaluation
The College meets the standard. The staff, faculty, and administrators at Lake Tahoe Community College are highly qualified. The hiring processes for employees are well-documented and understood. Job descriptions are readily available, mission related, and include the position duties, responsibilities, and authority.

Evidence
III.A.1-1. College website, and search engine sites such Communitycollegejobs.com, Insidehighered.com, Craigslist, the California Job Bank Registry, and Higheredjobs.com
III.A.1-2. Chapters Four and Five of the Board Policy Manual
III.A.1-3. EEO Training Compliance.
III.A.1-4. Board Policy Manual, regulation 4.02 A.2.
III.A.1-5. Administrative job postings: Superintendent/President and Vice President of Administrative Services
III.A.1-6. Board Policy Regulation 4.01 A.1.
III.A.1-7. Participation of adjunct faculty members Board Policy Regulation 4.02 A.1.1
III.A.1-8. Minimum Qualifications Handbook
III.A.1-9. EEO Plan
III.A.1-10. English Faculty Screening Rubric
III.A.1-11. Skype Interview Email Confirmation
III.A.1-12. Travel Stipend
III.A.1-13. Second Interview Schedule

III.A.2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

The faculty at LTCC are highly qualified and have great experience in each of the roles for which they are hired and for which they are valued and upon which they are evaluated.

Faculty Qualifications
Faculty meet or exceed minimum qualifications for the assigned discipline. The College ensures faculty qualifications through a robust announcement, development, screening, and interview processes that focus on the faculty member's potential to contribute to the mission of the institution.

Board Policy 7211 establishes the District's philosophy regarding a faculty member's qualifications:

> *Lake Tahoe Community College is committed to selecting faculty who are expert in their disciplines, who are skilled in teaching and serving the needs of a varied student population, who can foster overall college effectiveness, and who are sensitive to and representative of the ethnic and cultural diversity of the adult population of the State of California. (*III.A.2-1*)*

Faculty must meet the minimum qualifications or equivalency established by the Chancellor's Office publication of the Minimum Qualifications for Faculty and Administrators in California Community Colleges (III.A.2-2) in order to advance to an interview for the open position.

Board policy 7211 further states:

> *Applicants who can provide conclusive evidence that they have education or experience equivalent to that required by the minimum standards deserve careful consideration, even if their degrees have different names or if they acquired their qualifications by a route other than the conventional one. If this equivalency process were not used at all, fully qualified candidates might not receive consideration.*

Prior to posting the position for recruitment, the hiring administrator and Superintendent/President review the job announcement for accuracy and to ensure that the

qualifications reflect the program needs of the position. In some cases, these qualifications may be higher than those required by the Minimum Qualifications handbook. The Board of Trustees approves all certifications of equivalency. (III.A.2-3)

Faculty Job Descriptions
Faculty at the college do not have job descriptions, instead the college utilizes job announcements and the hiring process to ensure the selection and hire of qualified faculty who understand the parameters and professional requirements of the position. Board policy also states the professional responsibilities for faculty members (III.A.2-4). Faculty qualifications in job announcements include knowledge of the subject matter through minimum and preferred qualifications and requisite skills for services to be performed. Each job announcement includes required subject-matter job knowledge and related skills for the position to be filled (III.A.2-5). The hiring process includes verification of experience, skills, and potential to contribute to the mission of the college through screening, initial interviews, final interviews, and reference checking.

Curriculum Development & Assessment of Learning
Faculty job announcements include requirements for the development and the maintenance of curriculum as well as the development, maintenance, and assessment of student learning outcomes. Preferred qualifications include the understanding of a small college environment and an interest to incorporate technology in the learning process. (III.A.2-6)

Analysis and Evaluation
The College meets the standard. Its faculty are highly qualified to perform the roles for which they are hired. The college utilizes job announcements and the hiring process to ensure the selection and hire of qualified faculty. The announcements include requirements for the development and review of curriculum as well as the assessment of student learning outcomes.

Evidence
III.A.2-1. Board Policy 7211 [Might be AP 7211]
III.A.2-2. Minimum Qualification Handbook
III.A.2-3. Board of Trustees equivalency approval
III.A.2-4. Board Policy Chapter 4
III.A.2-5. Faculty Job Announcements: Biology and Director of Library and Learning Services
III.A.2-6. Faculty Job Announcements: English and Chemistry

III.A.3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

LTCC hires highly qualified administrators and staff and maintains high standards for employees to have backgrounds in and experience with institutional effectiveness and academic quality.

Assessment of Qualifications of Administrators and Employees
Administrators and other employees responsible for educational programs and services meet or exceed the necessary qualifications for the position and are encouraged to expand those qualifications through further training focused on institutional effectiveness and academic quality. (III.A.3-1)

Minimum qualifications for all administrators and other employees are clearly stated in job descriptions and job announcements, and the educational and experiential requirements are in compliance with law and regulation (III.A.3-2). Preferred qualifications of knowledge and abilities for educational and classified administrators are determined based on the needs, goals, and priorities of the area and institution. They are determined with the intent of sustaining and/or improving the institution's effectiveness and the quality of its programs. Substantial changes to existing administrator job descriptions and new job descriptions are approved by the hiring administrator and the Board of Trustees. The College has a cadre of faculty coordinators who are responsible for a group of selected programs. Faculty coordinator job descriptions are created with input from the faculty association, the appropriate administrator, and the superintendent/president. (III.A.3-3)

Screening committees evaluate each applicant's qualifications to perform duties stated in the job description and announcement during the paper screening process and further assess during the initial interview processes. (III.A.3-4)

Administrators and other employees responsible for educational programs and services meet or exceed the necessary qualifications as demonstrated via Eligibility Requirement 14. The college reviews job descriptions and announcements to ensure stated qualifications prior to posting and screens employees prior to interview to ensure that only highly qualified employees are interviewed, forwarded for interview, and eventually hire.

Administrators' Responsibility for Institutional Effectiveness
The advent of the writing and collecting data of student learning outcomes brought new and needed focus for LTCC, that included defining more clearly the responsibilities that administrators have for institutional effectiveness. Job descriptions for all administrative positions mandate that administrators understand and know how to produce outcomes and data that move the College forward. LTCC's mission and goals provide for the utilization of this data. (III.A.3-5) The Educational Master Plan lays out the administrative responsibilities for student success. (III.A.3-6)

Administrators' Sustenance of Academic Quality
At LTCC, administrators and faculty have a united voice in the high prioritization of academic quality and its connection to student success. The Curriculum Committee, for example, ensures the curriculum for each course is relevant, current, and meets regulations. Periodic culling of the curriculum has become a standard procedure as the College promotes and maintains relevancy. The faculty and the administration are clear on Title 5 and the 10+3 delineation of authority and responsibility for curriculum and instruction.

Analysis and Evaluation
The College meets the standard. Its administrators and staff are highly qualified and have the necessary experience to maintain institutional effectiveness and academic quality.

Evidence
III.A.3-1. Board Policy 4.07.A.8. in Board Policy Chapter 4 and Board of Trustees and LTCC Faculty Association Agreement 10.11 Professional Development Leave
III.A.3-2. Dean of Workforce Development and Instruction job announcement
III.A.3-3. Distance Education Coordinator job description
III.A.3-4. Vice President of Academic Affairs Screening Rubric

III.A.3-5. Mission. *LTCC.edu*
III.A.3-6. Lake Tahoe Community College. *Educational Master Plan* (2011-2017), pp. 18-20.

III.A.4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non U.S. institutions are recognized only if equivalence has been established.

All degrees cited as compliant in meeting hiring requirements are thoroughly authenticated prior to employment.

Hiring Procedures & Practices
Human Resources staff ensures that all degrees satisfy minimum qualifications for each position and that the degrees have been granted by accredited institutions. The College requires that job finalists provide an official transcript from the granting institution. For a faculty applicant whose degree is from a foreign institution, the College requires the candidate to acquire validation from a state-recognized evaluation service at the time of application. (See Standard A.1.15 [link?]) Human Resources staff work in collaboration with the Academic Senate Equivalency Committee to ensure equivalency per the requirements of Board Policy 7120. (III.A.4-1)(III.A.4-2)

Once Human Resources determines that an application is complete, including the submission of transcripts from accredited institutions, then the screening committee proceeds with its own screening procedure and thus provides an additional layer of review of qualifications.

Analysis and Evaluation
The College meets the standard. All degrees that meet hiring requirements are thoroughly authenticated prior to employment. Human Resources staff ensures that all degrees satisfy minimum qualifications for each position and that the degrees have been granted by accredited institutions.

Evidence
III.A.4-1. LTCC Board of Trustees, BP 7120.
III.A.4-2. Academic Senate Equivalency Committee Manual

III.A.5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

For all employee classes, the College has regularly scheduled evaluations that are codified in Administrative Regulations and in the collective bargaining agreements for the faculty and for the classified staff.

Faculty Evaluation Process

The process for tenure review and tenured faculty evaluation procedures are clearly outlined in Board Policy 4.04.A.1 and in Appendix 5 of the Agreement between the Board of Trustees of the Lake Tahoe Community College District and the Lake Tahoe Community College Faculty Association. (III.A.5-1) Tenure-track faculty are evaluated annually for their first four years through what is described in the above referenced documents as the Comprehensive Evaluation Process. Once tenured, faculty are evaluated every three years, with the evaluation process alternating between the comprehensive and what is referred to in the Faculty Association Agreement as the Focused Evaluation Process. For both the comprehensive and focused evaluation processes, the full-time faculty evaluation team consists of one administrator and one faculty peer, recommended by the faculty evaluatee in agreement with the evaluating administrator. (III.A.5-2)

The components of the comprehensive evaluation process include an in-depth self-assessment, classroom observations, a review of syllabi, course outlines, and tests/exams/quizzes from the class being observed, student evaluations, and an evaluator discussion with students in the classroom. As part of the self-evaluation process, faculty describe their contributions/impact on student learning outcomes, set professional development goals, and assess progress toward the achievement of these goals. A faculty member can receive either a satisfactory, needs improvement, or unsatisfactory rating. Full-time faculty receiving a needs improvement or unsatisfactory rating must complete a remediation plan developed in conjunction with the department chair, supervising Dean, and the faculty member, and an additional evaluation may be scheduled. (III.A.5-3)

The focused evaluation follows the same general pattern as the comprehensive evaluation, except that the forms used to document the various evaluation components require slightly less information. Borne out of institutional effectiveness efforts, the focused evaluation process was intended to streamline existing processes. The Faculty Association and the College piloted a new set of comprehensive and focused evaluation forms in the 2016-17 academic year. These forms will be evaluated and readdressed in negotiations to assess their efficiency and outcomes. (III.A.5-4)

In addition to the comprehensive and focused evaluation process, student evaluations are solicited every quarter in at least one course per faculty member, with the results distributed to the faculty member at the beginning of the next quarter as a means to inform his or her ongoing improvement efforts. (III.A.5-5)

Adjunct Faculty Evaluation Process
Adjunct faculty is evaluated during the first quarter teaching assignment. Subsequent evaluations take place at least once every nine quarters. Evaluations include observation and a written assessment by a full-time faculty member, associate adjunct 02 faculty member, or academic administrator, as well as student evaluations. Student evaluations are conducted every quarter in at least one course per adjunct faculty member. (III.A.5-6)

Classified Staff Evaluation Process
Regular classified employees including directors and confidentials are evaluated by their supervisor three times (i.e., at three, six, and ten months) during the twelve-month probationary period . During each classified employee's formal evaluation, both the performance related to established responsibilities and goals and the identification of future goals are reviewed. If an employee does not meet performance expectations during the probationary period, he or she is

coached on strategies for improvement. Should this intervention prove ineffective the individual is released from probationary employment. (III.A.5-7)

Upon successful completion of the probationary period, the now permanent employee receives a formal evaluation at the employee's every second work anniversary. This allows both the employee and supervisor to more effectively align individual employee goals with departmental and institutional goals for the coming year. Both the self-assessment and the supervisor completed classified staff evaluation forms include training and development components to recommend opportunities intended to enhance job skills and performance. (III.A.5-8) Permanent classified employees who are not performing as required are evaluated more frequently and given written action plans for improvement. Actions that can be taken following evaluation are documented in the Agreement between the Board of Trustees of the Lake Tahoe Community College District and the Lake Tahoe Community College Classified Employees Union. Timelines for actions suggested in the evaluations are established by the supervisors of classified employees. (III.A.5-9)

Classified directors and confidentials are piloting a separate evaluation form from the classified staff; however, these employees follow the same evaluation timeline. (III.A.5-10)

Administrative Employee Evaluation Process
Administrators are evaluated annually through a comprehensive process that includes faculty and classified staff input solicited through a survey instrument. Each year the employee and the supervising administrator meet to establish the employee's performance objectives for the upcoming academic year. These written performance objectives are based on the duties set forth in the Board Policy Manual and other criteria mutually agreed upon by the two parties. No later than June 25 of each year, the supervising administrator evaluates the employee's performance based on these duties and performance objectives. Actions that can be taken following administrator reviews are contained in the Board Policy Manual, Regulation 4.25. (III.A.5-11)

Superintendent/President Evaluation Process
The Superintendent/President is evaluated by the Board of Trustees; this process is described in detail in Standard IV.

The institution requires systematic evaluation of all employees to ensure faculty, administrators, classified directors and confidentials, and classified staff are effective in fulfilling their assigned responsibilities and, as such, assist the College in achieving its strategic goals and ensure institutional effectiveness.

Analysis and Evaluation
The College meets the standard. For all employee classes, the College has regularly scheduled evaluations that are codified in Administrative Regulations and in the collective bargaining agreements for the faculty and for the classified staff.

Evidence:
III.A.5-1. Board Policy 4.04.A.1
III.A.5-2. Appendix 5 of the Agreement between the Board of Trustees of the Lake Tahoe Community College District and the Lake Tahoe Community College Faculty Association
III.A.5-3. Comprehensive Faculty Evaluation
III.A.5-4. Focused Faculty Evaluation

III.A.6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Student learning at LTCC is enhanced by the requirement of stated learning outcomes for each course offered at the college. Faculty are full participants in the process as guided by the administrators and supported by the classified staff.

Evaluations for Faculty
The College systematically evaluates its faculty and others directly responsible for student progress toward achieving stated student learning outcomes (SLOs). All full-time faculty hold the responsibility for developing curriculum and programs and establishing degree standards. Select faculty have the responsibility for conducting comprehensive program reviews, which include the assessment of SLOs. (III.A.6-1) Another method by which programs (and the faculty and staff within them) are evaluated with respect to student learning outcomes is through the College's Annual Program Review and Annual Unit Plan (III.A.6-2).

Faculty focus on SLOs as a component of their evaluation is included in the full-time Faculty Association Agreement as part of the self-assessment required by faculty. These evaluations are meant primarily to encourage improvement. Appendix 5 of the District/Faculty Association Collective Bargaining Agreement states, "The process developed by the College is to aid the institution and its faculty in maintaining and improving the quality of instruction." (III.A.6-1)

Several sections of the part-time faculty evaluation assess the employee's use of learning outcomes by using a rating regarding course objectives. The amount of involvement by part-time faculty in processes such as program review varies from discipline to discipline. In cases where there is no full-time faculty, part-time faculty may assist the appropriate administrator in writing the program review. (III.A.6-2)

Evaluations for Administrators and Staff
Administrative evaluations have more open-ended formats based on the previous year's goals and expectations. Within that process, student learning outcome assessments are captured. (III.A.6-3)

While instructional classified staff may participate on program review, they are not held directly responsible for student learning or its assessment.

Impact of Data on the Assessment of Teaching and Learning
[Needs more]

The District considers faculty and academic administrator's use of student learning outcomes assessments to improve teaching and learning in the evaluation of faculty directly responsible for those assessments.

Analysis and Evaluation
The College meets the standard. Student learning is enhanced by the requirement of stated learning outcomes for each course. Faculty are full participants in this process as guided by the administrators and supported by the classified staff.

Evidence:
III.A.6-1. Comprehensive Program Reviews. *LTCC.edu*
III.A.6-2. Example of Annual Program Review and Annual Unit Plan.
III.A.6-3. Appendix 5 of the Agreement between the Board of Trustees of the Lake Tahoe Community College District and the Lake Tahoe Community College Faculty Association
III.A.6-2. Article 7 of the Agreement between the Board of Trustees of the Lake Tahoe Community College District and the Lake Tahoe Community College Faculty Association
III.A.6-3. Administrator evaluation procedure Board Policy 4.25, pg. 45.

III.A.7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

LTCC actively uses the faculty numbers trifecta utilized throughout the state; the faculty obligation number (FON), the 75:25 ratio, and the 50% law, to determine that it fulfills the requirements of this standard.

LTCC and the FON **(regulatory with consequences for non-compliance)**
The College maintains a sufficient number of qualified faculty with full-time responsibility to the institution. Several indicators validate this, including the fact that the College maintains compliance with the Faculty Obligation Number (FON) that requires California Community Colleges to maintain a minimum number of full-time faculty. (III.A.7-1)

The Academic Senate utilizes a faculty hiring prioritization process for the hiring and replacement of full-time faculty positions. Each academic year, the Senate establishes a subcommittee to review requests for full-time faculty positions. The Senate then recommends a prioritized list to the Administration which will then establish a list of prioritized positions. (III.A.7-2)

At the beginning of Fall 2016, the college employed 151 total actual faculty, including 33 full-time faculty and 118 part-time faculty. Faculty hiring practices support the LTCC institutional mission seeking equilibrium in the balance between full and part-time assignments. Curriculum development remains the exclusive responsibility of discipline faculty.

The College reported 34.5 Full-Time Faculty Actual on the 2016 Full-time Faculty Obligation Report (FON) to the Chancellor's Office: 13.9 FTEF over the obligation. Of the 33 full-time faculty, 24 hold a master's degree in accordance with the minimum qualifications of their

position and 21 have completed their doctorate degree. Additionally, in Fall 2016, the District engaged 53.44 FTEF credit and noncredit part-time faculty.

75:25 Ratio and LTCC **(a recommendation and guideline for the system)**
[Needs text]

The 50% law **(living on the edge)**
[Needs text]

Analysis and Evaluation
The College meets the standard. A sufficient number of qualified faculty are employed to ensure quality educational programs and services. Contingent upon available funding, vacancies have been filled, and new positions have been thoughtfully considered in conjunction with the faculty prioritization process and PSR and recommendations.

Evidence:
III.A.7-1. California Education Code (EC) Section 87482.6 (Full-time Faculty Obligation).
III.A.7-2. "LTCC Academic Senate, II. Responsibilities," *Organization and Governance Handbook* (2012). p. 17.

III.A.8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

LTCC would not be able to fulfill its mission without the cadre of highly qualified adjunct faculty with which it is blessed. Ensuring that adjunct faculty are their most effective and most impactful on student learning, the college has documented a comprehensive program of recruitment, on-boarding, evaluation and professional development.

Employment Policies and Practices
The District has employment policies and practices which provide for the orientation of part-time faculty. New hires receive onboarding assistance from the Office of Human Resources and the Instruction Office which orient them to the college and its achievements and its culture. New part-time faculty are also assigned an online orientation module prior to working at the College. During the new employee orientation, part-time faculty are introduced to various processes associated with Human Resources, payroll, student services, etc., that provide the tools needed for successful employment at the College. New employees complete a new hire packet of materials. In addition, the distance education coordinator provides assistance for new online part-time faculty. Online part-time faculty are also given a stipend to take a Canvas training course so the employee can teach on the College's distance education module. (III.A.8-1)

The District has employment policies and practices which provide for the oversight of part-time faculty. While part-time faculty generally are supervised by the department's academic dean, they also receive oversight from the department's full-time faculty where appropriate. The college employs one vice president of academic affairs and two instructional deans.

The job description for the instructional deans defines and describes the responsibility for the oversight of part-time faculty (III.A.8-2) and includes the statement that the dean is "responsible for the administration of assigned instructional and support programs and areas."

The District has employment policies and practices that provide for the evaluation of part-time faculty. Evaluation processes for part-time faculty have been negotiated into the collective bargaining agreement. Evaluations are meant primarily to encourage improvement in the quality of instruction and are formative in nature. Appendix 5 of the Faculty Association Collective Bargaining Agreement states that "The process developed by the College is to aid the institution and its faculty in maintaining and improving the quality of instruction." (III.A.8-3).

The District has employment policies and practices which provide for the professional development of part-time faculty. Article 6.4 of the Faculty Association Collective Bargaining Agreement provides for tiered compensation for part-time faculty who complete certain requirements. There are three levels of compensation on the part-time faculty salary schedule which include adjunct, associate, and associate 02. (III.A.8-4)

Part-time faculty are able to apply for professional development opportunities through the Academic Senate. A Senate subcommittee receives applications from all faculty, including part-time faculty, for funding for professional development outside the College. If approved, part-time faculty are able to use such funding to continue to improve professionally via conferences and/or trainings. (III.A.8-5)

Integration Opportunities
All employees, including part-time faculty, are invited to attend all College professional development offerings advertised via email. In academic year 2015-2016, the District offered a multitude of professional development activities, including an all faculty day and 2 days of professional development activities known as Convocation, open to all employees. Additionally, the College invites part-time faculty to its "All Staff Day" usually held in late August or early September. Part-time faculty are also often invited to attend regular department meetings.

In addition to the invitation to "All Staff Day," department meetings and retreats, the institution provides other opportunities for integration of part-time faculty into the life of the institution. Part-time faculty are integrated via inclusion on Senate, councils, committees, and workgroups. They receive regular All Staff communications via email from various sources, including the superintendent/president, Marketing and Communications, and union. Part-time faculty are encouraged to be advisors for student clubs through the Student Activities Office. (III.A.8-6) Additionally, part-time faculty participate on hiring committees for both faculty and non-teaching positions.

Analysis and Evaluation
The College meets the standard. LTCC has a comprehensive program for recruitment, training, evaluation, and professional development to ensure that its adjunct faculty are effective and have a major impact on student learning.

Evidence:
III.A.8-1. Article 7.4, *Agreement between the LTCC District Board of Trustees and the LTCC Faculty Association CCA/CTA/NEA (2016-19)*, p. 30.
III.A.8-2. Dean of Instruction Job Description
III.A.8-3. Appendix 5, *Agreement between the LTCC District Board of Trustees and the LTCC*

Faculty Association CCA/CTA/NEA (2016-19), p. 88.
III.A.8-4. Article 6.4, *Agreement between the LTCC District Board of Trustees and the LTCC Faculty Association CCA/CTA/NEA (2016-19)*, p. 27.
III.A.8-5. Faculty Professional Development Procedure Manual
III.A.8-6. Academic Senate Members 2016/2017

III.A.9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

The operation of a comprehensive community college like LTCC requires legions of qualified employees who are valued for the crucial role they play in the educational, technological, physical, and administrative successes of the college.

LTCC Staffing by the Numbers
As of spring 2017, the employee counts for LTCC by category was:

Position Type	April 2017 Count
Administrative	6
Full-Time Faculty	32
Director	16
Confidential	5
Classified	59
Adjunct Faculty	136
Short Term Temporary Staff	97
Student Worker	11

Classified Staffing
The College's classified staffing levels, including confidential employees, are maintained in a capacity to serve students. In fiscal year (FY) 2014/15, the District employed approximately 54.93 Full-Time Equivalent (FTE) permanent classified employees. In FY 2015/16, the District employed 55.61 FTE permanent classified staff and 60.05 FTE permanent classified staff in the fall of 2016. (III.A.9-1) Staff hirings are appropriate for the size and diversity of the college.

Confidential Staff
Classified directors at the College had an FTE of 8.82 in FY 2014/15 and rose to 12.82 FTE in FY 2015/16. The College then started fall quarter of 2016 with 15.52 FTE permanent classified directors.

Administrative Ranks

The majority of growth in FTE permanent staffing is in the restricted and auxiliary areas. Full-time equivalent permanent staffing in the restricted and auxiliary areas increased by almost 10 FTE from FY 2015/16 to FY 2016/17 while in the same years, staff in more general areas decreased. Notable additions of FTE staffing between FY 2015/16 to FY 2016/17 include Adult Education (3.7 FTE, director and classified) and the general obligation bond (2.67 FTE, director and classified). In past years, funds received for the student success and support program (SSSP) and the student equity program have been responsible for FTE increases in the restricted general fund. (III.A.9-2)

While evidence reveals an increase in staffing over the past years and the College continues to add staff to its ranks, improvements can be made in the clarity of the processes for staff prioritization in order to demonstrate that they lead to institutional effectiveness.

Analysis and Evaluation
The College meets the standard. LTCC requires numerous qualified employees who are valued for the crucial role they play in the educational, technological, physical, and administrative successes of the college.

Possible Action: The College will work towards drafting a Classified Hiring Prioritization process similar to the faculty in order to improve the integrated evaluation, planning, and resource allocation to improve student learning and achievement.

Evidence:
III.A.9-1. Section 10 Annual Budget book FY2016-17, p 112.
III.A.9-2. Section 10 Annual Budget book FY2016-17, p 113.

III.A.10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

LTCC is fortunate to have an administrative staff that has the breadth and depth of experience required for a comprehensive community college. The mission and vision of the college guide the administrators in their important work.

Mission-Driven Leadership
The District supports appropriate preparation and training to enhance administrator expertise that provides continuity and effective administrative leadership and services in support of the institution's mission and purposes. Administrators are encouraged to pursue professional development through both on and off-campus offerings. Administrators are invited to the professional development offerings provided to all staff in 2015-2016. (III.A.10-1)

Classified leaders, managers, faculty, and administrators have also participated in the Asilomar Leadership Skills Seminar, the Association of California Community College Administrators' (ACCCA) ADMIN 101, 201, and Great Deans program. (III.A.10-2) Administrative hires are appropriate for the size and diversity of the college.

Continuity of Leadership
In 2013-2014, the College employed six permanent administrators; a Superintendent/President, a Vice President of Academic Affairs & Student Services, a Vice President of Administrative

Services, a Dean of Instruction, a Dean of Career and Technical Education and Instruction, and a Dean of Student Services. 2014-2015 saw the College moving to five administrators with the Vice President of Academic Affairs & Student Services resigning, a Dean of Instruction retiring, and an English instructor moving to an interim dean position.

The College moved back to six administrators in 2015-2016 with the Interim Dean of Instruction moving to the Interim Vice President of Academic Affairs, the Dean of Student Services reclassified as the Executive Dean of Student Success, and a new dean of instruction. As of Fall 2016, the College employed five permanent administrators and one interim administrator which reflected the Dean of Career and Technical Education and Instruction retiring, and a new Dean of Workforce Development and Instruction being hired. (III.A.10-3)

In the spring of 2016, the college's Superintendent/President announced her resignation. The Office of Human Resources then began a recruitment starting in Summer 2016. The College Board of Trustees hired Community College Search Services to assist in the recruitment for the next superintendent/president. Recruitment opened in August 2016, and after scrutinizing over 40 applications, the Board of Trustees voted in a new Superintendent/President at the December 6, 2016 board meeting. (III.A.10-4)

As of fall of 2017, the status of the administrative ranks is:

- Superintendent/President
- Vice President of Instruction
- Vice President of Administrative Services
- Executive Dean of Student Success (Interim)
- Dean of Instruction
- Dean of Workforce Development and Instruction

Analysis and Evaluation
The College meets the standard. Guided by its mission and vision, the College maintains sufficient administrative staff with the breadth and depth of experience required for a comprehensive community college.

Evidence
III.A.10-1. Professional Development offerings
III.A.10-2. Asilomar Attendee List
III.A.10-3. Section 10, Annual Budget book FY2016-17, p 114.
III.A.10-4. LTCC Board of Trustees, Minutes (December 6, 2016).

III.A.11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

The Institution has established and adheres to fair and equitable written personnel policies and procedures that are available for information and review. The culture of LTCC is imbued with thorough, complete, and widely broadcast personnel policies and procedures.

Availability of HR Policies and Procedures

Detailed personnel policies and procedures are set forth in both the College's Board Policy Manual, the Faculty Association Agreement, and Classified Employees Union Agreement. These agreements are reviewed annually and updated when changes occur. Updates are made available to employees and potential employees via the College website. (III.A.11-1, III.A.11-2, III.A.11-3)

Administration of HR Policies and Procedures
The Director of Human Resources, working in collaboration with the Superintendent/President and the administrative team, is responsible for ensuring consistent interpretation and application of HR policies. This involves consultation with managers and employees. Since the College practices interest-based problem-solving in labor negotiations, open dialogue between employee groups helps to ensure that personnel policies and procedures are equitable and consistently administered. Additionally, in the important task of hiring, an equal employment opportunity monitor sits on all faculty, classified, and administrator hiring panels as a non-voting member, to ensure consistent and fair application of personnel policies and hiring practices. The small size of the College helps in the ease of communication and consistency in policy interpretation and administration. (III.A.11-4)

The practice of providing individual orientations to new employees has been in place for many years. The Human Resources Director or representative meets with all permanent hires for a new hire orientation, discusses the Board Policy Manual and union agreements, and provides access to this manual on the College website. Full-time and part-time faculty are provided handbooks by the instructional dean. New full-time faculty are also provided a faculty mentor as described in Standard I. Employees are given additional policies, including policies on Unlawful Discrimination and Sexual Harassment and the process for informal and formal complaints. And the College uses Keenan's Safe Schools online training program for expediency and consistency in training. (III.A.11-5)

Analysis and Evaluation
The College meets the standard. LTCC has established and adheres to fair and equitable written personnel policies and procedures that are set forth in Board Policy, the Faculty Association Agreement, and the Classified Employees Union Agreement. The Director of Human Resources, the Superintendent/President, and the administrative team are responsible for ensuring consistent interpretation and application of HR policies.

Evidence
III.A.11-1. "Policies," *BoardDocs*.
III.A.11-2. *Agreement between the LTCC District Board of Trustees and the LTCC Faculty Association CCA/CTA/NEA (2016-19)*.
III.A.11-3. *Agreement between the LTCC District Board of Trustees and the LTCC Classified Bargaining Unit CCA/CTA/NEA (2013-14)*.
III.A.11-4. EEO Monitor Checklist
III.A.11-5. LTCC, *Unlawful Discrimination and Complaint Resolution Procedures (2003-4)*.

III.A.12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

LTCC's core belief that "diversity enriches" is anything but paid lip service. Emanating from the Mission of the college, the value of LTCC's diverse staff is supported by policy and practice that sets the college above the rest.

Policy and Practices
The College demonstrates an understanding and concern for issues of equity and diversity through its policies and practices which illustrate the value upon which the College places diversity. Equity in student success and achievement is regularly discussed as part of program review and in strategic planning. The issue of diversity in the community and how that translates into diversity in the College are components of the Educational Master Plan. (III.A.12-1) A core belief of the College stated in the College Catalog is that diversity enriches the learning community. (III.A.12-2)

The College adheres to a number of policies and practices that demonstrate a commitment to issues of equity and diversity. The Board Policy Manual (4.01a), for example, states that the College will actively recruit to obtain the services of the most qualified personnel who are skilled in both teaching and serving the needs of our diverse student population, and who are sensitive to, and represent the racial and cultural diversity of the College. (III.A.12-3) This policy benefits all College constituents by supporting diversity in staff and students and ensuring the College's integrity in its relationships with all stakeholders. In addition, Board Policy Manual (4.38) ensures that all faculty and classified job announcements include a statement of support of equal employment opportunity. (III.A.12-4)

The College's Equal Employment Opportunity (EEO) Plan addresses methods for diversifying the workforce. The EEO Plan includes a requirement that all individuals serving on selection committees receive training in the importance of a diverse workforce, state and federal laws associated with EEO compliance, implicit bias awareness, and EEO best practices. (III.A.12-5)

The District's shared governance EEO Committee is tasked with reviewing and recommending policies and procedures, including the EEO Plan, and trainings that support diversity. The committee shall be composed of but not limited to two (2) faculty members appointed by the Academic Senate President, two (2) classified members appointed by the Classified Employees Union, two (2) directors, one (1) confidential, two (2) community members, one (1) board member appointed by the Board of Trustees, and the EEO Officer. (III.A.12-6)

As part of College hiring processes, an Equal Employment Opportunity (EEO) Officer meets with each screening committee on campus prior to contributing to the hiring process, and an EEO representative is assigned to each committee to ensure fair practices. Candidates are screened for sensitivity towards College students of diverse backgrounds (Board Policy 4.01.A.1). In addition, screening committee members are encouraged to take implicit bias tests via Project Implicit at https://implicit.harvard.edu/implicit/takeatest.html to discover their own implicit biases and potential screening barriers. (III.A.12-7)

Examples of Support
Each year the College sends representative groups of faculty and staff to the National Conference on Race and Ethnicity in American Higher Education (NCORE) diversity training. In March 2016 the College sent 4 staff members to the NCORE diversity seminar in San Francisco. Those attending the training collaborated on a presentation of key findings to the College's Equity Committee. The College sent another 4 employees to NCORE in Fort Worth, Texas, in spring 2017. (III.A.12-8)

In addition, the College holds many events during the year to promote awareness and enhance a better understanding of diversity issues. The theatre productions, art shows, and author presentations (i.e., Writers' Series) are designed for students and community members. Faculty and staff are strongly encouraged to participate in these events. In 2010 *The Laramie Project* was produced by the Theatre Arts department, followed in 2013 by *The Laramie Project: Ten Years Later*. Both are examples of productions focused on diversity issues, cultivating an attitude of not merely tolerance, but a celebration of diversity. (III.A.12-9)

Putting our Money Where our Mouth is in Support of Diversity
The College also reimburses employees and provides some release time for job related classes. Per Board Policy 5.06.O, Spanish language classes are considered job related for any position on campus, and are included in this professional development program. The popular Intensive Summer Spanish Institute (ISSI), for over twenty years and for over 300 participants, also provides a celebration of the Hispanic culture with many guest speakers. Faculty and staff are encouraged to attend these special programs. (III.A.12-10)

Our Record
The College regularly examines its employment record in order to ensure consistency with the mission. Faculty who are able to effectively meet the needs of students are purposefully sought. For example, faculty dedicated to instruction in foundation skills in both English and mathematics have been hired to support the College's mission to provide developmental education to achieve basic foundational skills. Additionally, faculty with diverse educational backgrounds and experience are recruited to fill vacancies as they emerge in order to complement existing faculty and address the emerging needs of community college students. (III.A.12-11)

To better meet the needs of a student body that increasingly reflects the community, the College has concentrated efforts in diversifying its applicant pools. Efforts have also been made to increase the campus' cultural competency to support the mission of the College by creating a welcoming environment for students and community members. Colorful banners welcoming visitors to campus in a dozen languages, line College Drive. Such efforts will assist in connecting them to programs to support their achievement of educational, professional, and personal goals. (III.A.12-12)

From Fall 2014 to Fall 2015 LTCC's workforce including administrators, full-time Faculty, adjunct faculty and classified staff increased by 9 employees (from 234 to 243). This increase was allowed due to 10 diversifying the District's full time equivalent student population and thus stabilizing the enrollment. The number of full-time faculty decreased by 3 (from 39 to 36) thus resulting in an adjunct increase of 9 (from 121 to 130). This is due to a two-year retirement incentive offered to all CalSTRS employees, the full effect of this retirement incentive will be known in Fall 2016.

The overall diversity of classified staff increased 4% (from 21% to 25%) between Fall 2014 and Fall 2015.

Fall 2015	Total	Native American or Alaska Native	Asian	Filipino	Black	Hispanic	Native Hawaiian or Pacific Islander	White	Declined to State	Female
Administrators	6	0	0	0	0	0	0	6	0	5
Full-time Faculty	36	0	2	0	0	3	0	29	2	18
Adjunct Faculty	130	0	5	0	1	11	0	97	16	75
Classified	71	1	7	0	0	17	0	42	4	45

From Fall 2011 to Fall 2015 student underrepresented minorities rose from just under 25% to 35%. Classified staff, which includes confidential employees as well as directors, rose steadily with student percentages being around 12% rising to 25% from Fall 2011 to Fall 2015 as displayed in the graph below. Although rising slightly from 5% to about 8% for full-time and about 8% to about 9% for adjuncts, faculty is an area the District will need to focus efforts to increase its diversity. Due to the small number of administrators losing the only underrepresented minority in Fall 2012 caused administrator percentages to plunge and remain at 0% from Fall 2012 to Fall 2015. In the event there is an administrator recruitment, LTCC will concentrate its efforts in obtaining a diverse pool of applicants in order to increase diversity for its administrators.

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)
Total	250	100.00%	259	100.00%	253	100.00%	234	100.00%	243	100.00%
Administrator	**5**	**2.00%**	**5**	**1.93%**	**5**	**1.98%**	**2**	**0.85%**	**6**	**2.47%**
American Indian/Alaskan Native	1	20.00%		0.00%		0.00%		0.00%		0.00%
White Non-Hispanic	4	80.00%	5	100.00%	5	100.00%	2	100.00%	6	100.00%
FT Faculty	**40**	**16.00%**	**39**	**15.06%**	**41**	**16.21%**	**39**	**16.67%**	**36**	**14.81%**

African-American	1	2.50%		0.00%		0.00%		0.00%		0.00%
American Indian/Alaskan Native	1	2.50%		0.00%		0.00%		0.00%		0.00%
Asian	2	5.00%	2	5.13%	2	4.88%	2	5.13%	2	5.56%
Hispanic		0.00%	2	5.13%	3	7.32%	3	7.69%	3	8.33%
Unknown		0.00%	4	10.26%	3	7.32%	2	5.13%	2	5.56%
White Non-Hispanic	36	90.00%	31	79.49%	33	80.49%	32	82.05%	29	80.56%
Adjunct Faculty	**127**	**50.80%**	**129**	**49.81%**	**125**	**49.41%**	**121**	**51.71%**	**130**	**53.50%**
African-American	2	1.57%	1	0.78%	1	0.80%	1	0.83%	1	0.77%
American Indian/Alaskan Native		0.00%	1	0.78%	1	0.80%	1	0.83%		0.00%
Asian	2	1.57%	5	3.88%	5	4.00%	6	4.96%	5	3.85%
Hispanic	7	5.51%	10	7.75%	10	8.00%	10	8.26%	11	8.46%
Multi-Ethnicity		0.00%	1	0.78%		0.00%		0.00%		0.00%
Unknown	3	2.36%	11	8.53%	14	11.20%	15	12.40%	16	12.31%
White Non-Hispanic	113	88.98%	100	77.52%	94	75.20%	88	72.73%	97	74.62%
Classified	**78**	**31.20%**	**86**	**33.20%**	**82**	**32.41%**	**72**	**30.77%**	**71**	**29.22%**
African-American		0.00%		0.00%	1	1.22%		0.00%		0.00%

American Indian/Alaskan Native		0.00%	1	1.16%	1	1.22%	1	1.39%	1	1.41%
Asian	8	10.26%	7	8.14%	7	8.54%	5	6.94%	7	9.86%
Hispanic	9	11.54%	15	17.44%	13	15.85%	14	19.44%	17	23.94%
Unknown	2	2.56%	9	10.47%	9	10.98%	6	8.33%	4	5.63%
White Non-Hispanic	59	75.64%	54	62.79%	51	62.20%	46	63.89%	42	59.15%

There is a strong female representation with employee gender diversity analysis with classified employees being steadily over 60% from Fall 2011 to Fall 2015. Adjunct faculty show the same trends as classified with strong female representation only going as low as 55% in Fall 2013. Full-time faculty show little variance with gender diversity with a slight decline in female representation from 52% to 50% between 2011 and 2015. Administrators reflect the strongest female representation moving from 60% up to 83% from Fall 2011 to Fall 2015.

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)
Total	**250**	**100.00%**	**259**	**100.00%**	**253**	**100.00%**	**234**	**100.00%**	**243**	**100.00%**
Administrator	**5**	**2.00%**	**5**	**1.93%**	**5**	**1.98%**	**2**	**0.85%**	**6**	**2.47%**
Female	3	60.00%	2	40.00%	2	40.00%	1	50.00%	5	83.33%
Male	2	40.00%	3	60.00%	3	60.00%	1	50.00%	1	16.67%
FT Faculty	**40**	**16.00%**	**39**	**15.06%**	**41**	**16.21%**	**39**	**16.67%**	**36**	**14.81%**
Female	21	52.50%	21	53.85%	22	53.66%	21	53.85%	18	50.00%

Male	19	47.50%	18	46.15%	19	46.34%	18	46.15%	18	50.00%
Adjunct Faculty	**127**	**50.80%**	**129**	**49.81%**	**125**	**49.41%**	**121**	**51.71%**	**130**	**53.50%**
Female	77	60.63%	75	58.14%	69	55.20%	66	54.55%	75	57.69%
Male	50	39.37%	54	41.86%	56	44.80%	55	45.45%	55	42.31%
Classified	**78**	**31.20%**	**86**	**33.20%**	**82**	**32.41%**	**72**	**30.77%**	**71**	**29.22%**
Female	52	66.67%	59	68.60%	54	65.85%	50	69.44%	45	63.38%
Male	26	33.33%	27	31.40%	28	34.15%	22	30.56%	26	36.62%

Analysis and Evaluation

The College meets the standard. One of its core beliefs is that "diversity enriches." Emanating from the Mission of the college, the value of its diverse staff is supported by its policies and practices. Faculty who are able to effectively meet the needs of students are purposefully sought. The College also has concentrated efforts in diversifying its student applicant pools. Equity in student success and achievement is regularly discussed as part of program review and in strategic planning.

Evidence:
III.A.12-1. *Educational Master Plan* (2011-2017)
III.A.12-2. College Catalog, pg. 4.
III.12-3. Board Policy 4.01a, pg. 27.
III.12-4. Board Policy 4.38, pg. 25.
III.12-5. EEO Plan, pg. 8.
III.12-6. EEO Plan, pg. 6.
III.12-7. Board Policy 4.01.A.1, pg. 31
III.12-8. Equity Committee minutes from June 6, 2016
III.12-9. Samples of events
III.12-10. Board Policy 5.06.O, pg. 45.
III.12-11. Affirmative Action Recruiting Email
III.12-12. *Educational Master Plan* (2011-2017), pg. 5.

III.A.13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

The institution has developed board policies that ensure ethical practices for all employees. These policies are readily available to all personnel. Board policies, collective bargaining agreements, and the education code also address consequences for violations of local policies.

Our Professional Code of Ethics
A comprehensive, written code of professional ethics has been published in the current Board Policy Manual, the Faculty Handbook, and the Classified Employees Union Agreement, for all College personnel, including the Board of Trustees, administrators, classified personnel, and faculty. (III.A.13-1, III.A.13-2, III.A.13-3)

Where it is Written
A code of ethics for the Board of Trustees is published in Board Policy 2715, including procedures to address the conduct of a trustee who violates any element of the code of ethics. The administrators' code of ethics is contained in Board Policy 3050. The Classified Employees Union (CEU) code of ethics was developed and agreed upon by the CEU and has been published in Board Policy 3050. This code of ethics is also included in the CEU Agreement. (III.A.13-4, III.A.13-5, III.A.13-6)

The faculty code of ethics, modeled after the American Association of University Professors' Statement on Professional Ethics, was developed by the Academic Senate and is published in the Full-Time Faculty Handbook. (III.A.13-7)

In addition, confidentiality agreements signed by screening committee members and the oath of office delivered during new hire orientation reinforce the District's expectation of ethical behavior. Faculty in certain disciplines are governed by their professional organizations' ethical codes. (III.A.13-8, III.A.13-9)

Each of the employee related policies, related procedures, and collective bargaining agreements are readily available in electronic format and on the College's website. Employees are made aware of these policies during the initial employee orientation. All managers and other supervisors are required to participate in harassment training, maintaining the requirements of Board Policy 3435. (III.A.13-10) Additionally, all newly hired are required to receive Mandated Reporter training. The District also provides FERPA and Title IX training open to all staff. (III.A.13-11)

The Office of Human Resources continually reviews and proposes changes to Human Resources board policies via the participatory governance process and collective bargaining, as applicable. (III.A.13-12)

Consequences for Violations
From the day of hire and ongoing with annual trainings, the evidence shows that the institution upholds a written code of professional ethics for all of its personnel, including consequences for violation. (Evidence?)

Analysis and Evaluation
The College meets the standard. The institution has developed board policies that are readily available and ensure ethical practices for all employees. Board policies, collective bargaining agreements, and the education code also address consequences for violations of local policies.

Evidence

III.A.13-1. "Policies," *BoardDocs*.
III.A.13-2. *Agreement between the LTCC District Board of Trustees and the LTCC Faculty Association CCA/CTA/NEA (2016-19)*.
III.A.13-3. *Agreement between the LTCC District Board of Trustees and the LTCC Classified Bargaining Unit CCA/CTA/NEA (2013-14)*.
III.A.13-4. LTCC Board of Trustees. Board Policy 2715
III.A.13-5. LTCC Board of Trustees. Board Policy 3050
III.A.13-6. LTCC Board of Trustees. Board Policy 3050
III.A.13-7. LTCC Board of Trustees. Faculty Handbook 2014-2015, pg. 37
III.A.13-8. Confidentiality Agreement for Hiring Committees
III.A.13-9. District Oath for New Hires
III.A.13-10. LTCC Board of Trustees. Board Policy 3435
III.A.13-11. Mandatory Reporter Training
III.A.13-12. LTCC Board of Trustees. Board Policy 7160 - Professional Development

III.A.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Professional Development has had an important role at LTCC since the college's inception. The fast-changing world of higher education and the advancement of learning theory and the inception of technology all mandate that the college provide time and resources for full-participation in professional development for all classes of employee.

The Plan
The District provides robust professional development offerings for all personnel consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs and evaluates those offerings annually.

The College provides personnel, including full-time faculty, adjunct faculty, classified staff, administration, and the Board, with opportunities for continued professional development consistent with its mission and reinforced through the educational master planning, strategic planning, and program review processes. The College is committed to the sustainability of its human resources through regular investment in their professional development and through supporting learning and growth opportunities that enhance the skills and competencies of all faculty and staff. (III.A.14-1)

Full-Time Faculty
Full-time faculty are provided a paid Professional Development Leave (PDL) for one quarter, after the completion of each eighteen quarters of continuous service. During this sabbatical, individuals are required to complete a self-designed project, which is approved by the supervising administrator, the Vice President of Academic Affairs, the Superintendent/President and Board of Trustees. Faculty who take PDL are required to teach for six subsequent quarters to reinvest the results of the PDL for the College's improvement, with the ultimate goal of enhancing student learning. In the event that a faculty member leaves before the end of those six quarters, per Article 10.11 of the Faculty Association Agreement, he/she is required to pay back the funding received for the project. In addition, at the upon the faculty member's return

from PDL, the faculty member prepares a written summary of the PDL project and makes a report in-person to the Governing Board. The faculty also are asked to provide summaries of their time spent to peers during, for example, all-faculty meetings or Convocation. (III.A.14-2)

Full-time faculty members are required to participate in both faculty-designed professional growth activities as part of group flex requirements that are conducted on a yearly basis during Convocation as well as individual flex projects, approved by the supervising administrator, on an annual basis, which allow for professional growth and development in areas of interest. (III.A.14-3)

Full- and part-time faculty also have access to the Teaching Learning Resource Center (TLRC). The TLRC provides faculty a room of their own where they can learn and work together to modify curriculum and implement new teaching strategies to strengthen the academic quality of all programs and to improve the success of College students. The TLRC houses a collection of books and journals to support best teaching practices. The TLRC has its own website link on the College's main website which has links to syllabus creation, teaching and learning ideas, and technology at the College. Funds are available to support professional literature and memberships in professional organizations in various academic departments. (III.A.14-4)

The College also encourages and supports full-time faculty to continue their education with salary advancement opportunities for attaining additional education. Per the Faculty Association Agreement (article 6.3), full-time faculty members may advance by accumulating the required number of units or degree as listed on a column of the full-time faculty salary schedule. Salary advancement is based on the completion of units that are applicable toward the completion of the appropriate degree, completion of coursework, or completion of continuing education units. (III.A.14-5)

The College supports full-time faculty professional development by providing funding to all full-time faculty members for travel to and attendance at professional conferences. The College also facilitates through Academic Senate a Faculty Professional Development Committee, which distributes professional development funds on a competitive basis to faculty. Through this program, faculty evaluate and recommend individual requests for professional development for both their full- and part-time peers as well as provide guidance and funding for more collaborative, faculty-driven professional development projects. (III.A.14-6)

The College provides professional development opportunities specifically for adjunct faculty. Through the Faculty Professional Development Program, adjunct faculty also have access to funding for conference and workshop attendance and other professional development activities. The College also offers the adjunct instructors full access to the Teaching Learning Resource Center, which is also considered the Adjunct Faculty Office. Additionally, the College provides adjunct faculty who teach online via the Canvas learning platform with mandatory Canvas training. All adjunct faculty who teach online receive ongoing support through the services of a Distance Education Coordinator and self-service resources accessible via the Passport Portal. (III.A.14-7)

Adjunct Faculty
The College also sponsors an Associates Program which provides a salary incentive to adjunct faculty who meet the following criteria:

Completion of twenty-four units teaching at the College; completion of any of the following at the College the in person Excellence in Teaching Workshop (ETW))—a sixteen hour program focused on the improvement of teaching with a special emphasis on foundational skills pedagogy, the Online Excellence in Teaching Workshop (OETW), the Foundational Skills Apprenticeship Program, the 24-hour Instructional Skills Workshop (ISW), or the 8-hour Advanced Teaching Workshop (ATW); completion of the Excellence in Teaching Observation Form; and an informal classroom evaluation by one of the deans or another College administrator. (III.A.14-8)

In 2015, the College added a second level to its Associates Program (Associate 02) which provides for additional salary incentives to adjunct faculty who meet additional criteria: completion of all the criteria for Associate Faculty, completion of twelve additional units of teaching at the College following their advancement to Associate status with a total of thirty-six units taught overall, and completion of the Advanced Excellence in Teaching Workshop (AETW). (III.A.14-9)

Classified Staff
The College demonstrates a commitment to professional development for classified staff members. Examples of professional development opportunities include the College's assigning an employee to take a College class related to his/her duties; an employee requesting to take a class related to his/her duties; an employee requesting to take a class at another institution related to his/her duties; and an employee's requesting to take a Spanish class, which would augment the ability to accomplish his/her duties. These requests must be approved by the supervisor and are subject to available funds. The Classified Employees Union Agreement outlines how this program is funded and how employee hours are adjusted, including paid release time, for professional development opportunities. In addition, classified staff are included in Convocation training when deemed appropriate and when schedules permit. (III.A.14-10)

The College also supports classified staff professional development by providing funding to classified staff, confidential staff, and classified directors for travel to and attendance at professional conferences. The Staff Professional Development Committee distributes professional development funds on a competitive basis to staff members. This committee receives requests, evaluates, and approves such professional development for peers as well as provides funding for professional development projects. (III.A.14-11)

Administrators
Full-time administrative employees are provided professional development leave, travel, and conference funds. The professional development leave allows for sixty days leave after five full-time continuous years of employment in an administrative position, per approval of the Superintendent/President and Board of Trustees. The College also supports professional development through institutional memberships and participation in statewide meetings or organizations such as the Association of Chief Business Officers, Association of Chief Human Resources Officers, Chief Instructional Officers, and Chief Student Services Officers. These development opportunities are supported as the budget permits. (III.A.14-12)

The College leadership team closed the college for a day in 2014/15 and in 2015/16 to provide a professional development training day for classified, confidential, and classified director employees. In early September 2016, the classified employees, confidential employees, and directors participated in two days of training focused on increasing communication through

"Critical Conversations." Faculty participated in a training day separate from the other employees, as traditionally has been the practice. In 2015-16, the leadership team closed the college again for a day to conduct professional development campus-wide. Faculty, staff, directors, and administrators participated in professional development together, focusing on student success initiatives in support of the college's mission. (III.A.14-13)

Analysis and Evaluation
The College meets the standard. Professional development has had an important role at LTCC since the college's inception. The College provides all of its personnel with opportunities for continued professional development consistent with its mission and reinforced through the educational master planning, strategic planning, and program review processes.

Evidence
III.A.14-1. Convocation 2016 Schedule
III.A.14-2. Article 10.11, *Agreement between the LTCC District Board of Trustees and the LTCC Faculty Association CCA/CTA/NEA (2016-19)*, pg. 53.
III.A.14-3. Appendix 5.I.C.3, *Agreement between the LTCC District Board of Trustees and the LTCC Faculty Association CCA/CTA/NEA (2016-19)*, pg. 90.
III.A.14-4. LTCC Website
III.A.14-5. Article 6.3, *Agreement between the LTCC District Board of Trustees and the LTCC Faculty Association CCA/CTA/NEA (2016-19)*, pg. 26.
III.A.14-6. Faculty Professional Development Manual
III.A.14-7. Online Instructor Resources
III.A.14-8. Article 6.4.1, *Agreement between the LTCC District Board of Trustees and the LTCC Faculty Association CCA/CTA/NEA (2016-19)*, pg. 27.
III.A.14-9. Article 6.4.1, *Agreement between the LTCC District Board of Trustees and the LTCC Faculty Association CCA/CTA/NEA (2016-19)*, pg. 27.
III.A.14-10. Article 16 *Agreement between the LTCC District Board of Trustees and the LTCC Classified Bargaining Unit CCA/CTA/NEA (2013-14)*, pg. 33.
III.A.14-11. Article 16.5 *Agreement between the LTCC District Board of Trustees and the LTCC Classified Bargaining Unit CCA/CTA/NEA (2013-14)*, pg. 35.
III.A.14-12. Board Policy chapter 4, Article 4.18, pg. 15.
III.A.14-13. Convocation Agenda 2016

III.A.15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

The District makes provisions for the security and confidentiality of personnel records and for employee access via its Human Resources office physical space, policies, and procedures.

LTCC's practice in handling employee records and in guarding employee confidentiality goes beyond the letter of the law. The college's policies provide mandated disclosure to an employee of his/her own records.

Procedures and Practices
Personnel record policies are clearly stated in the Faculty Association Agreement and in the Classified Employees Union Agreement. The Faculty Association Agreement (Article 16) outlines a faculty member's rights to review his/her personnel file, and the Classified Employee

Employees Union Agreement (Article 20) summarizes this right for classified employees. (III.A.15-1, III.A.15-2)

Maintenance of Records
The Human Resources Department maintains the official personnel file for each employee. The files are maintained in an office that is locked when not staffed. In addition, personnel files are locked in file cabinets at the end of each business day by Human Resources staff. Only authorized personnel are permitted access to the personnel files. Archived personnel files are scanned into a secure electronic file via a document imaging program. Older personnel files awaiting the scanning process are stored in a separate, secured warehouse area. (III.A.15-3)

Security provisions are also being assessed, designed, and tested with the addition of a secure lock box for file cabinet keys and the pending implementation of a talent management system, HireTouch, to ensure that employment data is stored securely.

Employee Access
Department staff ensures maintenance of a log sheet for the purpose of tracking who has taken a file from the office, on which date, and when it is returned. These log sheets verify that only permissible personnel have viewed the file and that the review was for proper administration of the College's affairs or supervision of the employee. (III.A.15-4)

Analysis and Evaluation
The College meets the standard. It provides for the security and confidentiality of personnel records and for employee access through its Human Resources office physical space, policies, and procedures. Policies regarding personnel records are clearly stated in the Faculty Association Agreement and the Classified Employees Union Agreement.

Evidence
III.A.15-1. Article 16, *Agreement between the LTCC District Board of Trustees and the LTCC Faculty Association CCA/CTA/NEA (2016-19)*, pg. 70.
III.A.15-2. Article 20 *Agreement between the LTCC District Board of Trustees and the LTCC Classified Bargaining Unit CCA/CTA/NEA (2013-14)*, pg. 43.
III.A.15-3. Board Policy 3310
III.A.15-4. Human Resource File Log

B. Physical Resources

III.B.1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

As California's "Premier Destination Community College," LTCC is very mindful of its responsibility in creating and maintaining a campus environment that is welcoming and protective of its students and employees.

Our Campus
From its humble 1974 beginnings in a rented motel on Highway 50, the LTCC campus is now a vibrant, modern, comprehensive community college. Permanently located in 1988 on 164 acres

of forest land in the center of South Lake Tahoe, the campus is comprised of seven buildings totaling 164,000 square feet of space. The buildings are the Main Building, the PE building, the Child Development Center, and four modular classroom buildings. By far the largest, the Main Building houses classrooms, laboratories, faculty offices, administrative offices, the One Stop, the library, the board room, the theater, a student center with culinary arts teaching space, an art gallery, tutoring center, and Veterans Resource Center. Adjacent to the PE Building are three soccer fields that are maintained by the college on behalf of a Community Play Consortium (CPC) Joint Powers Agreement (JPA) (III.B.1-1) that has been formed to oversee and coordinate use of the fields. One of the fields, built by the college is a near maximum Fédération Internationale de Football Association (FIFA) regulation size field, with state-of-the-art synthetic turf using a 100% natural and organic infill product made of coconut and cork. This field supports the college's women's and men's soccer athletic program, as well as community soccer team activities.

The college is a source of pride for our students and for the members of our community. The college does not operate any centers, but it does offer classes at the South Lake Tahoe Middle and High Schools, and at variety of off-campus locations that include Barton Memorial Hospital, the Lake Valley and Tahoe Douglas Fire Protection Districts, the El Dorado County Jail, seven (7) different prisons under the purview of four (4) separate agreements, as well as the California Conservation Corps, Family Resource Center, and local golf courses, volleyball and tennis courts, and ski resorts, etc. (III.B.1-2). As public sites, each of these locations is ADA accessible to our students. The college relies on instructors and staff at each location to report maintenance and safety concerns. The contractual agreements with each of the off-site locations specify requirements for the instructional program and for insurance.

Additionally, the College operates the Tahoe Parents Nursery School in 1,700 feet of rented space located at the former Al Tahoe Elementary School, approximately one mile from the main campus. This cooperative preschool program requires parents to attend parenting classes at the College (III.B.1-3).

A small section of the college property is leased to the U.S. Forest Service on a long-term lease, where it built and now operates its administrative center for the Tahoe Basin (III.B.1-4). The college is also home to the Lake Tahoe Demonstration Garden, featuring native plants with an emphasis on wise use of water (III.B.1-5).

Our Challenges
The physical challenges our campus faces include offering a full complement of college courses for a diverse student body and for a diverse set of program offerings. The harsh winter weather presents its special challenges with snow removal and extreme wear on the exteriors of our buildings, and on campus, roadways, and parking areas. Managing 164 acres of forest that include an environmentally sensitive stream zone, many adjacent neighbors, and abounding wildlife make LTCC a very special place.

As required by law, the campus has been designed and has been and is being built to be compliant with the Americans with Disabilities Act (ADA). The college is in the final approval stages of an extensive ADA Transition Plan that spans at least a decade. Significant improvements that have been made for access include, for example, handicapped parking spots that are heated to eliminate snow accumulation and the spaces are linked to heated pathways leading into the college.

Our Processes

The facilities, equipment, land, and other assets of the College have been developed to support the student learning programs and to maximize institutional effectiveness. In the last decade, the emphasis has been on improving existing facilities to better serve students and the community. Planning for all physical resources emanates from program review, is carried forward into master planning, and is executed via shared governance processes to support goals identified in strategic planning.

The college's Facilities Master Plan (FMP) (Evidence) and the Five-Year Capital Outlay Plan (5YCOP) 2018-22 (III.B.1-6) are the documents that guides the college in its physical growth and development. On deck is a University Center, funded by a generous local donor. Underway are numerous campus upgrades and improvements funded primarily from the proceeds of a $55,000,000 local bond measure (Measure F) approved by the voters in November 2014 (III.B.1-7). From a participative governance point of view, there is an active and involved Facilities Council (III.B.1-8) that operates as a subcommittee of the Institutional Effectiveness Council (III.B.1-9). The Facilities Council meets once a month and is well-populated with a broad selection of members of our constituency groups.

The Distance Education and Correspondence Education (DE/CE) programs are also concerned with matters of access and evaluation and are considered in the College's Educational Master Plan. LTCC submitted Substantive Change Proposals to the ACCJC, in 2010 for Distance Education and in 2017 for the Incarcerated Student Program, a premier CE program at LTCC.   Both proposals were approved. Both program plans and unit plans for these programs are written each year and an essential part of those plans address the access and evaluations needs of DE/CE. The college employs a full time Distance Education Coordinator who is charged with the responsibility to manage these programs.

For day-to-day maintenance and custodial concerns, the college uses an electronic work order submittal system, School Dude, that is available to all college employees; a sample of School Dude work orders is linked here (III.B.1-10). This system allows the Maintenance and Operations (M&O) Department to prioritize and dispatch work orders in an efficient and timely manner. The college participates in all State and Chancellor's Office scheduled maintenance, energy, and capital outlay programs for which it qualifies.

Our Results
The Maintenance and Operations (M&O) Department is responsible for the operation and maintenance of campus facilities and grounds. The department provides operational support and services for an educational environment that supports student learning. The Director of Facilities heads the department and reports to the Vice President of Administrative Services. Working in close coordination with the Bond Program Director, the Director of Facilities participates in all phases of planning and oversight of construction/renovation projects. The Director also provides oversight of maintenance projects and general facilities maintenance, custodial services, grounds maintenance, and operational support of events. Additionally, the Director serves as the College safety officer, and coordinates with the College's insurance carrier to perform periodic site inspections for quality and safety assurance (III.B.1-11).

LTCC does not have its own police or security force. Security is the responsibility of all employees, and employees are instructed to call 911 in any type of emergency. The college is primarily in the jurisdiction of the City of South Lake Tahoe (SLT) Police Department (III.B.1-12), and secondarily the El Dorado County Sheriff's Department (111.B.1-13); whose headquarters is one-quarter mile from the campus. When the college is closed, most campus buildings are

alarmed. Alarms ring to an alarm monitoring contractor, who in turn notifies the South Lake Tahoe Police Department. The alarms are both intrusion and motion detectors designed in a multi zone, redundant system.

Maintenance and construction actions that the college recently has performed to improve safety and accessibility and to assure a healthful learning and working environment on campus are included in the attached document (evidence).

Analysis and Evaluation
The College meets the standard. As California's "Premier Destination Community College," LTCC is very mindful of its responsibility in creating and maintaining a campus environment that is welcoming and protective of its students and employees. Using coordinated planning, assessment, inspection, and action, the college maintains a safe and healthy environment for work, learning, and student success. The college utilizes, updates, and maintains its Facilities Master Plan and Five-Year Capital Outlay Plan to track and complete projects, identify remediation options, and maintain facilities systems. The college depends upon the services of the South Lake Tahoe Police Department for security, which is situated within close proximity to the campus.

Evidence:
III.B.1-1. Community Play Consortium (CPC) Joint Powers Agreement (JPA)
III.B.1-2. UB TRiO MOU LTCC LTUSD 20170901-20220831; Barton Agreement for Phlebotomy Externship BOT20150707; Lake Valley Fire Protection District FY16-17; Tahoe Douglas Fire Protection District FY16/17; Folsom State Prison FMF Instructional Agreement; Folsom State Prison FWF Instructional Agreement; High Desert State Prison Sp2015; CDCR Growlersberg Conservation Camp Agreement 20160928; El Dorado County Jail Culinary MOU - Nov 2013; California Conservation Corps, Family Resource Center, and local golf courses, volleyball and tennis courts, and ski resorts, etc...
III.B.1-3. Tahoe Parents Nursery School (TPNS) MOU w/LTUSD
III.B.1-4. Forest Service Lease Agreement 2016-17
III.B.1-5. Demonstration Garden
III.B.1-6. Five-Year Capital Outlay Plan 2018-22
III.B.1-7. Measure F General Obligation Bond Abbreviated Language
III.B.1-8. Facilities Council
III.B.1-9. Institutional Effectiveness Council
III.B.1-10. Sample: School Dude Work Orders
III.B.1-11. SWACC Property & Liability Inspection June 2016
III.B.1-12. City of South Lake Tahoe Police Department
III.B.1-13. El Dorado County Sheriff's Department
III.B.1-14. Snow and Ice Management Plan
III.B.1-15. Americans with Disabilities Act (ADA) Transition Plan
III.B.1-16. Custodial Standards
III.B.1-17. DSA Closeouts: Phase II South Culinary and PE Buildings, CDC Building, and Alterations to Fine Arts Building
III.B.1-18. Illness and Injury Prevention Program (IIPP)
III.B.1-19. Incident / Hazard / Exposure Report Form
III.B.1-20. Emergency Management Plan 2015
III.B.1-21. Evacuation Map(s)

III.B.1-22. LTCC ALERT System
III.B.1-23. Telephone System
III.B.1-24. Air Quality for Occupant Safety
III.B.1-25.
III.B.1-26. Maintenance Certifications: Fire Extinguishers, Backflow Prevention Devices, Fire Alarms, Exhaust Hoods, Elevator, and Fire Sprinklers

III.B.2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Integrated planning and program review are the two drivers of the development and improvement of our campus and of the acquisition and upkeep of our assets.

Integrated Planning and Program Review
Physical resource and capital asset needs are identified through an integrated planning approach. Departmental program reviews, which are conducted in a six-year cycle, serve initially to identify facilities and equipment needs. Requested and supportable physical resource and asset needs are then incorporated into the Educational Master Plan (EMP). Technology and infrastructure needs also inform the EMP (III.B.2-1), which in turn is used to develop comprehensive facilities and technology master plans. These plans form the base reference documents for resource allocation decisions at the college.

Campus Utilization
Beyond the college's core mission as an institution of higher education focused on student success, our campus is a hub for community events in every season of the year, including:

- Day of the Young Child hosted by the LTCC Child Development Center (CDC) in the spring
- Science Fair hosted by Lake Tahoe Unified School District (LTUSD)
- Drugstore Project in partnership with Tahoe Youth and Family Services
- Intensive Summer Spanish Institute hosted/coordinated by LTCC
- Art Shows and Theater Productions hosted/coordinated by LTCC Faculty
- Winter Rail Jam in partnership with OnCourse Events
- Snow Globe, the community's New Years Celebration, billed as the world's largest outside winter music event with tens of thousands of participants in partnership with the City of South Lake Tahoe
- Soccer games and tournaments hosted by the LTCC Athletics Department on a brand new, near maximum Fédération Internationale de Football Association (FIFA) regulation size field, with state-of-the-art synthetic turf using a 100% natural and organic infill product made of coconut and cork

Lake Tahoe Community College welcomes visitors of every age and interest. The schedule of campus events may be viewed on the college website at http://ltcc.edu/calendar (III.B.2.2).

The college is fortunate to have classrooms for general and specific use, labs to support technology instruction, science courses, physical education, and fine arts. Each of our full-time faculty is allocated an office, usually shared with another faculty member. Each faculty member

is provided a personal computer, office printer, and landline telephone. Nearly every classified workstation is equipped with a computer, direct access to a printer and a photocopier and a landline telephone. Special program space has been designed to be user-friendly and inviting to students. The college is developing plans to move several student-centric departments front and center in the Commons area and is particularly focused on moving the Disability Resource Center (DRC) to a ground floor location.

The grounds of the college are well-used by students and community members. LTCC curriculum encourages the faculty to utilize our unique campus setting in classes and labs, for activities aligned with the curriculum. The design of the college and the grounds allows for gathering space in all four seasons, a feature enhanced by new plaza areas being constructed in spring 2017. Numerous hiking, cross-country skiing, mountain biking trails, and paths crisscross the campus. The Lake Tahoe Demonstration Garden occupies a couple of acres of the campus. The college has hosted this garden for several decades. The garden features alpine plant displays, resting areas, and water conservation and environmentally waterwise ideas for local residents and visitors. The garden is the venue for numerous receptions and fundraising events in the spring and summer that support the college and other community causes. Trout Creek traverses the western boundary of the campus for nearly a mile; it is home to fish and beavers, and attracts and nourishes insects, birds, and other local wildlife.

Quality Programming
The EMP and the Facilities Master Plan (FMP) (III.B.2-3) provide direction for development of the Five-Year Capital Outlay Plan (5YCOP) (III.B.2-4). This plan documents planned facilities needs and is updated annually for approval by the Board of Trustees (BOT) and submission to the California Community College Chancellor's Office (CCCCO) as a comprehensive list of construction projects. These plans are integral to the budgeting process and are used in the prioritization of addressing facilities needs as funding becomes available. Additionally, the college maintains an up-to-date Campus Master Site Plan (CMSP) (III.B.2-5) that portrays the future look of the campus. This plan lists proposed new facilities as identified in the FMP. The Facilities Council is the initial recommending body for facilities-related projects within the shared governance structure of the college.

The college participates in the CCCCO Scheduled Maintenance and Special Repairs Program (SMSRP) and updates this plan annually. The SMSRP (III.B.2-6) plan lists projects based on critical needs, periodic facilities assessments, and the ability of the college to meet matching fund requirements. Additionally, the annual Space Inventory Report (III.B.2-7)submitted to the CCCCO ensures the accuracy of the reported utilization of campus facilities and the data used in the allocation of state funding for facilities projects. The college also conducts an annual survey of offices to ensure that data on office assignment and room usage is current and space is being used efficiently per the priorities of the college. All facilities at the college have been and are constructed in compliance with Division of the State Architect (DSA) requirements. The DSA (III.B.2-8) reviews projects for compliance with structural, fire and life safety, and accessibility requirements prior to construction. Architects serving the college must be appropriately licensed and experienced in community college design and construction, and are selected by a committee that includes appropriate representation from all constituent groups at the college: students, faculty, classified staff, administrators, and BOT members. The College employs a full-time Bond Project Manager who oversees and coordinates construction and improvement projects on campus. All phases of DSA construction projects are monitored and inspected by an inspector who is certified and approved by the DSA to ensure compliance with

applicable building codes and quality of construction. The college is current on the close out of all projects with DSA.

The college implemented *SchoolDude* (III.B.2-9), a maintenance work order software system in 2014. This system is available to users across the college and allows for users to track work order status. The M&O department uses the software to track work orders for unscheduled maintenance, custodial, and operations requests (III.B.2-10). The program also allows the department to assign specific work orders to individual staff members and allows for better documentation of details than the previously utilized systems. The department has an inventory of all mechanical equipment (III.B.2-11) and is working toward using that data to implement a comprehensive preventive maintenance (PM) program utilizing the *SchoolDude* program.

The college maintains reserves in a Capital Outlay Fund (III.B.2-12) for repair and replacement of large equipment. Items valued at $500 and greater are tagged for inventory purposes and maintained on a physical inventory list by the M&O department (III.B.2-13). In addition, a listing of Capitalized assets (Evidence), items valued at $5,000 or more, is retained by the Director of Fiscal Services for annual audit purposes.

The voters of the District approved Measure F, a Proposition 39 general obligation bond, in November 2014. This $55 million program has funded, and continues to fund, projects that improve the learning environment and support services for students and staff. Planning for Measure F projects is rooted in master plans and focused on achieving strategic goals of the college. A Bond Project Schedule (BPS) (III.B.2-14) was developed and is maintained to serve as the overarching guide to projected project costs, timing, and duration. A Citizen's Oversight Committee (COC) (III.B.2-15) oversees all bond expenditures.

The college has completed numerous projects necessitated by changes in instructional needs, new programs, or community needs. A number of areas have been repurposed, remodeled, and/or reconfigured in order to accommodate new and growing programs. These areas include the Incarcerated Students Program (ISP) area, a dedicated classroom and other areas for Community Education activities, the new Digital Media Arts lab in the music hall, the ADVANCE program, the Commons, areas of the PE building and soccer field for the soccer program, the Veteran's Resource Center (VRC), and a new Institutional Effectiveness Program office.

The College has taken some classrooms offline, for a variety of reasons. This action improved space utilization, and provided space for new programs. Additionally, it has allowed us to accommodate other programs, primarily for Community Education.

In spring of 2017, the College negotiated an exchange an unbuildable section of land (28 acres) through which Trout Creek runs for adjacent land owned by the California Tahoe Conservancy (CTC). The College retains use of the property for educational purposes. The land acquired by the College in this agreement will enable the District to construct its part of the Greenway Bike Trail, which will improve the non-vehicular connection of the campus to other areas of the local community.

The College has planned a Remodel for Efficiency (RFE) project. This project is designed to increase our efficiency in the utilization of existing space. The project has been submitted for state funding. It is included in the Five-Year Capital Outlay Plan (5YCOP) (III.B.2-3) and is programmed for funding from the Measure F bond. Specifically, this project will modernize student services areas, science labs, and a number of classroom and offices spaces. A major

benefit of this project will allow the science labs to offer state-of-the-art instruction and meet rigorous and enhanced safety standards.

Analysis and Evaluation
The College meets the standard. Integrated planning and program review are the two drivers of the development and improvement of our campus and of the acquisition and upkeep of our assets. The college utilizes a variety of systems, programs, and master planning documents to plan, maintain, or remodel campus facilities to assure the most effective utilization of its space. Student are well-served by this far reaching and integrated planning approach.

Evidence:
III.B.2-1. Educational Master Plan (EMP)
III.B.2-2. Campus Events
III.B.2-3. Facilities Master Plan (FMP)
III.B.2-4. 5 Year Capital Outlay Plan (5YCOP)
III.B.2-5. Campus Master Site Plan (CMSP)
III.B.2-6. Scheduled Maintenance and Special Repairs Program
III.B.2-7. Space Inventory Report 17 (2016-17)
III.B.2-8. Division of the State Architect
III.B.2-9. SchoolDude
III.B.2-10. Sample: SchoolDude Work Orders
III.B.2-11. Mechanical Equipment Inventory
III.B.2-12. Capital Outlay Fund: Reserves
III.B.2-13. Physical Inventory of Assets
III.B.2-14. Bond Project Schedule (BPS)
III.B.2-15. Citizen's Oversight Committee (COC)

III.B.3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

To be able to offer the highest level of instruction and student services support, LTCC is mandated to be efficient and to use each and every one of its resources effectively.

Effective Physical Resources
It is the college's intent that all facilities are clean, comfortable, safe, suitable, and in good repair. The college regularly evaluates the effectiveness of its physical resources in supporting its programs and services. The Space Inventory Report (III.B.3-1) provides space utilization data and is assessed annually through submittal to the Chancellor's Office's Fusion Program, and program review asks stakeholders to identify physical resource needs on an annual basis. Additionally, a survey of office occupancy is completed annually to assess the efficient and most appropriate use of office, lab, and classroom space across campus. In spring 2017, the Superintendent/President convened a "2017: A Space Odyssey" meeting to discuss campus-wide space needs and develop a prioritization and funding plan for the next two to three years. Campus stakeholders, including college administrators, directors, and area occupants participated in this meeting. One outcome of this meeting was the proposed combination of the Tutoring and Learning Center in the Library facility (III.B.3-2). This proposal received Board of Trustees' approval on April 25, 2017.

Equipment needs and condition are assessed regularly through institutional and departmental processes, with resources allocated as necessary, and as available, to meet changing instructional and operational needs. For several large-ticket items, such as the college vehicle, trucks, and truck-mounted snow removal equipment, the college has established restricted reserve replacement accounts in order to have funding on hand when the equipment reaches the end of its useful life.

The college uses an Event Management System (EMS) (III.B.3-4) to efficiently schedule classrooms and college facilities. Users across the campus can view the room use schedule and to make requests for future needs, while the 'master' schedule is controlled by the Instruction Office schedulers. The EMS program provides improved facility tracking, greater capacity for space utilization reporting, integration with the student information system, and automation of room scheduling tasks, while greatly improving the ability of the Instruction Office to refine its allocation of resources.

Support of Instruction
While the assignment of faculty office space is static, the assignment of classrooms and laboratories to the highest and best use, is dynamic and changes each quarter. The Instructional Deans, working in concert with the VP of Academic Affairs, the department chairs, and the schedulers, solve the jigsaw of room scheduling with great skill. Equipment needs for instruction are subsumed in unit planning, program review documents, and in plans such as the Technology Plan.

Support of Student Services
The space needs of the student services areas are more limited and less regular than in Academic Affairs. Student Services sponsors many special events and activities for students, and college-sponsored events have priority on the calendar. Students enjoy using the theater, the gym, the library and student center as much as they enjoy time outside of the college on the soccer field, in the Demonstration Garden, and on the new student plaza.

Evaluation of Resources
Assessments and evaluations for safety are performed in coordination with the Statewide Association of Community Colleges (SWACC) JPA management firm, Keenan & Associates. These include annual SWACC inspections of overall campus safety, trip and fall assessments of campus walkways and walking surfaces, playground safety and Child Development Center (CDC) assessments. Additionally, the workers compensation program is administered through Keenan & Associates and the College is a member of the Protected Insurance Program for Schools (PIPS) JPA. Risk management suggestions for enhancing employee safety are given high priority in the resource allocation process.

Additional data regarding safety and facility condition is generated through the College's Incident Report Form. Employees, students and visitors submit these forms to the Administrative Services Office where the data is compiled and repair work is routed to the appropriate department for attention.

The college conducts a variety of evaluations and assessments of facilities and grounds in coordination with public safety agencies and subject matter experts that include certified engineers, architects, and certified arborists. These assessments are used to better inform decisions on prioritizing where to expend funds for improvements, from initial surveys of needs to initial design planning. These assessments have included Facilities Condition Assessments (2013 and 2015), an assessment of all Heating, Ventilation, and Air Conditioning (HVAC)

equipment (2015), a Gymnasium floor assessment (2015), a parking and traffic assessment (2015/2016), assessments of tree health (2015 and 2016), and an assessment of all campus roofing (2016). In addition, an assessment of concrete walkways and trip hazards (2016), and assessment and analysis for our ADA Transition Plan (2016) has been completed. Other assessments completed include an Environmental Impact Statement (2016) which insures compliance with environmental laws and regulations for completion of current projects and for future project planning.

The College has conducted an assessment of the condition and functionality of all mechanical, electrical, and plumbing (MEP) systems in order to inform decisions on areas for improvement and to ensure appropriate design of future projects. While some assessments of electrical systems remain incomplete, the mechanical and plumbing assessments are complete. These assessments are also being used to develop a comprehensive preventive maintenance (PM) program that is incorporated into the *SchoolDude* program. The PM program guides the college to schedule and perform regular maintenance that will help extend the useful life of college facilities.

The college implemented *SchoolDude*, a cloud-based work order management system, in 2014. This program allows the college to focus on providing the best and most appropriate student learning environment, and to ensure efficient management of available resources. All work orders for unscheduled maintenance, custodial, or operational needs are submitted by users across the campus, and instantaneous updates to work order status are available. Work order data from the program is used to inform future major capital projects.

Prioritization and approval of physical resource projects occur through the established participative governance process. This process involves the President's Council (PC), Facilities Council (FC), Technology Council (TC), the Institutional Effectiveness Council (IEC), and the President's Advisory Council (PAC), the Budget Council and Board of Trustees (BOT). Additionally, the COC gets to weigh-in on projects funded by the bond.

Data Sources
- Relevant Data:
    - Enrollment Counts
    - Facility Bookings (outside groups)
    - Internal Meetings

- The College is in planning stages for a Measure F funded project (Evidence) to upgrade three of our most frequently used classrooms to employ modern technology and classroom equipment to improve the learning experience of students. The input and data gathered in our research to develop these projects will inform the design of other future projects.

- Network Infrastructure – backbone to support DE

Analysis and Evaluation
The College meets the standard. To be able to offer the highest level of instruction and student services support, LTCC is mandated to be efficient and to effectively use each of every one of its resources. The college has combined all student services (counseling, financial aid, and enrollment services) into a One Stop Shop to streamline and unify access for students. Through the Measure F Bond program a variety of projects are planned and funded that will improve space utilization on campus. The college maintains a comprehensive insurance program to

protect the district and its students, and a maintenance work order system to more efficiently and effectively address facilities concerns on campus.

III.B.3-1. Space Inventory Report
III.B.3-2. 2017: A Space Odyssey - Tutoring & Learning Learning Center & Library Plan

III.B.3-4. Events Management System (EMS) Agreement w/Dean Evans & Associates
Protected Insurance Program for Schools (PIPS)
SchoolDude
Sample: SchoolDude Work Orders
President's Council (PC)
Facilities Council (FC)
Technology Council (TC)
Institutional Effectiveness Council (IEC)
President's Advisory Council (PAC)
Citizen's Oversight Committee (COC)
Board of Trustees (BOT)
Measure F Fund Project: Classroom Upgrades

III.B.4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Total cost of ownership (TCO) is a concept and a reality that has long been on LTCC's radar, particularly as it relates to planning for major capital projects.

Long Range Capital Planning
LTCC's approach to long range capital planning mirrors what is standard in California's Community Colleges. The process involves several distinct reports and each has a participative governance component.

The foundation of community college long range capital planning is the Chancellor's Office Five-Year Capital Outlay Plan (5YCOP) (III.B.4-1). This plan identifies the College's next 5 years of capital projects, the estimated cost, the proposed timeline, the State's funding priority and approval, and the estimated cost. The State and the College use this plan to look ahead for major expenditures and anticipated future space needs. Even projects that will be 100% funded by local contributions are included.

The life cycle of the Five-Year Capital Outlay Plan (5YCOP) (III.B.4-1) begins with the College's Educational Master Plan (EMP), from which the Facilities Master Plan (FMP) emanates. College input into these plans include the full complement of participative governance councils including the Facilities Council (FC) (III.B.4-2), the Institutional Effectiveness Council (IEC) (III.B.4-3), the Budget Council (BC) (III.B.4-4), and the Technology Council (III.B.4-5). The collective conversation that occurs around capital outlay planning produces a recommendation to the Superintendent/President that morphs into a recommendation to the Board of Trustees.

Total Cost of Ownership and LTCC
The forward focused and fiscally responsible approach to capital project planning that Total Cost of Ownership (TCO) provides allows the College to make realistic assumptions about financial impact College's focus on Total Cost of Ownership (TCO) of physical resources. A

recent example for LTCC is the Residential Living Feasibility Study that includes 'down-to-the-dollar' forecasts of needs for long-term maintenance and cleaning of the facilities, cost projections for labor and ancillary costs to be borne by the College, periodic capital improvements and equipment replacement, all of which leads to a cost-recovery model that represents the TCO of this project. Similar projections were also made for the maintenance and equipment requirements for the new soccer field.

Other projects that reflect the College's focus on TCO are the heated walkways that were installed as part of the Main Parking Lot and the Soccer Field projects in FY 2016-17. By introducing a very significant increase in pedestrian safety during inclement weather, these walkways significantly reduce the liability borne by the College. While operation of the heating elements will increase gas utility costs, these heated walkways will decrease the amount of labor and material needed to maintain the walkways during inclement weather, increase environmental benefits by using less ice melt chemicals, and enhance the overall access to the College by students, staff, and visitors. Projected, current, and completed project information is posted to the college website.

Future Projects and Planning
The vision for the College, as published in the Strategic Plan, drives other projects that will allow us to better serve our students and enhance their learning experiences. These projects include a newly reconstructed soccer field complex; the incorporation of hardscape surfaces for student relaxation and activity spaces; and the completion of the Residential Living Feasibility Study, which seeks to determine the practical and financial viability of construction living quarters on campus for students.

The College is constructing a University Center that is scheduled to open for the Fall 2018 quarter. Prior to design development, the College researched similar facilities across the state and sent teams to assess the functionality, design, and business models of those facilities; data which directly informed the design of the LTCC facility. The College has already funded 50% of the anticipated deferred maintenance costs in a reserve fund for this project, with the remaining 50% to be fully funded by Fall 2018.

Bond Project Planning
The College developed a Bond Project Schedule (BPS) that reflected Measure F bond projects to be completed under Series A, the first issuance of funds. The BPS is updated regularly through coordination with the Facilities Council, the President's Council, the Institutional Effectiveness Council, the Board of Trustees, and the Citizens Oversight Committee (COC). The COC is charged to provide oversight of Measure F funds expended for bond projects. To provide transparency to the taxpayers of the district, the COC publishes an annual report on Measure F bond program activities and expenditures that is presented to the Board of Trustees and is made available to the community at large.

Analysis and Evaluation
The College meets the standard. Total cost of ownership (TCO) is a concept and a reality that has long been on LTCC's radar. The planning for capital projects does indeed consider the ongoing costs an individual project will have on the college in the future. The vision for the College, as published in the Strategic Plan, drives other projects that will allow us to better serve our students and enhance their learning experience.

Evidence:

III.B.4-1.

C. Technology Resources

III.C.1. Technology services, professional support, facilities, hardware and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

At LTCC, technology is enmeshed in every aspect of the college's existence. LTCC is a learning college and could not be without a strong technology platform. Technology at LTCC is appropriate and adequate. LTCC is committed to providing students, faculty, and staff with the technology necessary for success. The College is continually upgrading and changing its infrastructure in an effort to maintain pace with the ever-evolving and ever-improving technology world. Its foundational technology is modern, and its software systems are current.

Technology***

<u>Institutional Management & Support***</u>
The College uses backbone and core technologies that provide a high-bandwidth, redundant platform upon which all other services are built. In the last two years, the College upgraded its primary Internet connection from 42.5 Mbs to 1000 Mbs, replaced nearly all of its network switches, added fiber and CAT6 cabling, and replaced its firewall. In 2014, the College replaced its aged Nortel phone system with a new VoIP system. At the same time, the College upgraded its on-campus datacenter. It added cooling and battery backups, replaced its discrete physical servers with modular blade servers connected to Storage Area Networks, and licensed VMWare to create a datacenter of virtual machines. The College also leased virtual machines at an offsite datacenter, moved all its mission-critical functions there, and then began replicating data between datacenters every night.

The College's technology is robust and redundant. It has redundant data centers located 100 miles away from the College in Rocklin, CA that replicate data. Physical servers have been consolidated and data was moved to Storage Area Network (SAN) storage. Logical servers are now all virtualized. The College has a modern network in place that carries traffic at 1000 Mb/s, and a state-of-the art wireless network. Its new Student Information System (SIS), [Ellucian's Colleague](#), collects detailed information on students and classes. The reporting system aggregates and displays information in hundreds of real-time reports that help college administrators make smart decisions. It has also added several software systems that improve staff productivity and student success.

Recently, the College's Measure F Bond program has funded high-bandwidth switches, fiber-optic paths between switches, and current-protocol wireless access points. The College has implemented new systems to send students timely and important text reminders, a mobile app that gives students the option to take a self-guided campus tour, and another mobile app that gives current students the ability to register and manage their academic schedules with ease. In the short-term, the College plans to add more cabling to expand the wireless network and classroom technology equipment as a pilot project. Through the duration of the Measure F Bond, the College will replace all classroom technology in its ongoing effort to provide state-of-the-art instructional areas for students and faculty.

The chart below lists the College's foundational technologies:

Technology	District-wide benefit	Evidence
External links between the LTCC network and the Internet of 1000 Mb/s (primary) and 100 Mb/s (backup)	Fast connections to offsite servers.	CENIC Website CENIC LTCC Stats
New-generation firewall that performs Layer 7 inspection	Access to Internet sites while securing the LTCC network and enabling legal compliance.	Meraki Layer 7 Firewall
Internal links between network switches of 1 Gb/s and 10 Gb/s Switches are new-generation PoE+ to support data rates	Fast connections between network distribution points. Power for phones and wireless access points.	Core Switch Configuration
Uninterruptable Power Supplies on all switches	Phone system stays up when power goes out.	Room B-100-C
802.11ac wireless network	Fast wireless access for computers and phones.	Meraki Access Points
Modular physical servers and SANs	High-performance hardware and minimal maintenance cost.	VCSA6 client server
Virtualized servers	Servers can be easily set up or modified for fast access of services.	VCSA6 client server
Onsite server room cooling and power backups	Local hardware and data is protected data from heat and power spikes.	Room D-111-A
Offsite data center at secure, multi-redundant site	Mission-critical servers are always available.	Contract with Integral Networks
Data replication between offsite and onsite data centers	Data lost at one site can be recovered from the other.	About VEEAM VEEAM Console VEEAM Console Disk VEEAM Console Every 2 Hours VEEAM Jobs VEEAM Restore Example 1 VEEAM Restore Wizard
Hourly data backups	Deleted or corrupted data can be quickly recovered.	VCSA6 client server
Monitoring software on servers and workstations	Real-time alerts when services become unavailable.	iNet monitoring console

Anti-virus and anti-malware software	Protects district data.	Screenshot of iNet AV console
VoIP phone system	Easily add and change phone extensions and phone groupings; inexpensive long-distance calling.	ShoreTel Director
Centralized authentication	Better control of permissions to network services.	??
Single Sign-On	Better control of logon accounts.	ADFS
Roaming profiles	User's files are available from any workstation and are backed up.	??
Remote access	User's programs and files are available from anywhere.	Server Manager on RDSBR.ltccdomain.local
Software site licenses	A wide variety of software is cost-effectively available to staff and students.	Adobe ETLA ESRI Microsoft Campus License SPSS
Deep Freeze	Protects public computers from user changes.	Deep Freeze console Deep Freeze software
Online HelpDesk System	Fast response to problems.	HelpDesk.ltcc.edu
Contracted L2 and L3 services	Skilled implementation, troubleshooting and repair of complex server and network technologies.	Integral Networks Contract
Outlook.com email system	Email and calendaring available anywhere in the world; large amount of storage.	Outlook.com console Outlook

Academic Programs and Teaching & Learning

The College employs and embraces technologies that provide faculty members with the tools they need to ensure student success. Nearly every teaching space has smart classroom technology to allow for multimedia presentations, and the Technology Plan calls for even more sophisticated upgrades and replacements for technology in classrooms in the coming years. In 2017, the College has been piloting some of the new technology with great interest and success.

The college offers an extensive selection of online classes. LTCC was an early adopter of the distance education teaching platform. The College was one of the first schools to use the Etudes online learning platform, and is now a pilot school for the California Community College Technology Center's Online Education Initiative (OEI). LTCC was one of the first two colleges to go live using the Canvas DE platform, and is one of eight institutions piloting the OEI's "Exchange."

The chart below lists the College's academic, teaching and learning technologies:

Technology	Benefit for instructors and students	Evidence
Six instructional labs equipped with current PC and Mac computers	Computers that start fast and run well.	D-120, D-121, D-123, D-125, F-125, G-1-A
Seven public locations equipped with current PC and Mac computers	Student homework, counseling and registration.	1. Disability Resource Center (A-205) 2. Library (L-108) 3. One Stop Enrollment Services (A-100) 4. Commons 5. Tutoring & Learning Center (A-256) 6. Veterans Resource Center (A-203) 7. Math Success Center (A-2xx)
Mobile technology equipment carts	Multimedia presentations in rooms that have no built-in technology.	
Public Print Kiosks	Students and the public may pay to print per page	Library (L-108) Go Print
Smart Classrooms: Podiums that include computers, projectors and computers	Multimedia presentations in class.	A-208
Classroom printers	Quick access to printed material.	D-123
Distance Education learning platforms: Etudes and Canvas	Provide students with online content, even for face-to-face classes.	Canvas Dashboard Canvas ETudes
Laptop computers for loan	Students in need can borrow a laptop computer.	Equity Office (A-258)
VoiceThread	Real-time audio and video interaction between Distance Education instructors and their students.	VoiceThread
Photo ID card station	Helps authenticate students when they request face-to-face services.	Library (L-108)
Adjunct Faculty Office	Part-time instructors can create, practice and print course material.	L-132
Open CCCApply	Apply online to attend classes.	CCCApply Screenshot of Open CCCApply console
Online course grading system	Instructors can offer students real-time assessment of current grades.	WebAdvisor Gradebook Screenshot
Online registration and billing	Students can add and drop classes from anywhere.	Screenshot of WebAdvisor
Communication Management	Email communication from the College to its students.	
Mobile App	Students receive current information from the institution.	OohLaLa - Coyote Corner LTCC Coyote Corner Ellucian Go - LTCC Go

		Guidebook
Laptop carts	Portable computers available to aid instruction.	Picture of Laptop Cart
Tablet computers	Easy access to online videos to aid instruction in certain programs.	Pictures of tablets in BIO and DRC
Student email accounts	Communication between the institution and students.	Screenshot of Outlook.com console
Microsoft Office 365 licensing	Students have a free license to use the Microsoft Office Suite.	ComputerLand of Silicon Valley MS Volume Licensing Agreement
LTCC Portal	Easy access to the District's registration, billing and email systems.	LTCC Portal
LTCC Website	Current information about the College and its programs.	LTCC Website
Printing services	Hard-copy material for classroom instruction.	Reprographics Procedure Manual
Mail services	Hard-copy material for DE instruction.	Reprographics Procedure Manual
DVD publishing	Custom multimedia presentations in DVD format	Media Specialist (A-252)
EZ Proxy	Access to third party databases of research and magazine information.	EZ Proxy
Remote access	Off-campus use of District software for students in certain programs.	In development
Timekeeper	Attendance tracking for Positive Attendance classes.	Link to screenshot of Timekeeper &/or website
JAWS	Students with poor vision can have documents read to them.	JAWS
Dragon Professional	Students with poor vision can have speech translated to a text file.	Dragon Professional
OCLC	Students can search for library books and journal articles in an online database.	LTCC Library Database OCLC
ASAP	Students can enroll in Community Education classes.	ASAP
NetTutor	Students can receive one-on-one online tutoring 24/7.	Net Tutor
GPS-driven telescope	Students can study astronomy.	Link to picture of telescope
DVD Library of tissue samples		Link to picture of software

Technical Support**

The College's many technology users require different types of support depending on the nature of their work and needs. Staff and faculty who use the Student Information System (SIS) require basic and advanced user training, and assistance with troubleshooting problems. Any systems that are integrated with the SIS also require troubleshooting assistance. Employees who make use of the College's remote access email, remote desktop, and phone systems also require support. Any staff or faculty member who uses smart room technology or software also make use of support regularly. College administrators often need assistance with customizing and delivering reports. Students who also make use of College technology services, such as for the SIS Portal, registration and billing functions, and the College's email system.

Institutional Management

The College employs a programmer who maintains the Student Information System (SIS), troubleshoots problems that users report, and provides help to users. The integrations are mostly automated, but they can occasionally fail. When they do, the programmer works with the staff to identify and fix the problem.

Most College departments expect the staff to maintain institutional knowledge and share the understanding of how to use the SIS. However, staff turnover sometimes leads to a loss of knowledge. The College programmer researches requests for support and provides answers to staff. The College also occasionally hires consultants to provide additional training when needed. The IT Director is focusing on having departments create procedure manuals that document IT processes and procedures that are department specific.

The College has a sophisticated and well-developed reporting system. It has been developed and maintained by a contracted third party supplier. The College's Director of Institutional Effectiveness works with administrators to identify existing reports that contain any requested information, and then develops those that do not. The contracted third party develops and delivers these reports.

Academic Programs and Teaching & Learning

Faculty members rely on the SIS for entering grades. They requested training and ongoing assistance for this work, and in response, the College employed a faculty member to provide this support. Faculty also requested an audio communication tool for online instructors. In response, the College licensed VoiceThread software.

The College provides faculty and staff with remote access to its systems. Support for these users is provided by the College's full-time computer technician, and online through a network consultant contracted by the College. The computer technician also provides users with help for the College's email and phone systems.

In today's academic world, "Smart Classroom" technology is commonplace. The nuances of the operation of LTCC's smart classrooms for new faculty are handled primarily on a peer-to-peer basis and are a component of the new faculty mentoring program. In addition, the College's Media Support Specialist is available during the daytime to support instructors in the use classroom technology, and to troubleshoot random, realtime events. During the evening, one of the College's Computer Technicians is available to provide technology support.

The College's IT Department provides limited help to faculty and staff in software unrelated to the SIS system. IT Department staff offer occasional one-off help, and the College has occasionally offered faculty-led classes to staff who use the Microsoft Office Suite of software. However, the College lacks the resources to provide more in the way of technology training. The College is aware that its training is inadequate for some software packages used by faculty and staff. The College attempts to control the acquisition of "unsupportable" software by requiring the IT Director to sign off on all requisitions for software products.

Students use the College's registration and billing system through its internal portal site. The College employs student ambassadors to guide and help answer their fellow students' questions both in person at a visible desk outside the One Stop, and over the telephone. Students are issued a College email address upon enrolling in the College and are required to use it to receive communications from the College. The College's Programmer-Web Applications Developer is available to help students with any problems related to email.

While it is a great convenience to students to have multiple print kiosks located on campus in the library, Tutoring & Learning Center (TLC), computer labs and elsewhere, students require a significant amount of support in the use of the kiosks. Fortunately, help is readily available through the College's library staff, and through a mix of classified employees and student workers working in the TLC and computer labs during all open hours.

The chart below lists the College's professional support offerings:

Job title	Support Provided	Evidence
Director, Office of Information Technology Services	Manages the employees who manage the College's hardware and software systems	Job Description David Burba, Ext.297
Director, Office of Institutional Effectiveness	Identify reports and specify new reports.Troubleshooting and one-off user training.	Job description Jeremy Brown, Ext. 266
Programmer-Web Applications Developer	Troubleshooting integrated systems and help with the Portal, single sign-on, email, and certain integrated systems.	Job description Bill Abiko, Ext. 278
System Administrator-Enterprise Applications	Troubleshooting, research and training in the SIS system, help in specifying system improvements.	Job description Bill King, Ext. 202
Systems Programmer, MIS Analyst	Help with California and federal reporting requirements.	Job description Ryan Ruddell, Ext. 310
Media Specialist	Help with and troubleshooting for classroom technology.	Job description Ms. Pat Leonard-Heffner, Ext. 234
Computer/Network Technician	Setup, maintenance and repair of PCs, Macs, and VoIP phone system.	Job description Diana Nelson, Ext. 735
Reprographics Technician	LTCC Print and Mail Services	Job Description B-100 Bob Peart, Ext. 200
Technology and Media Support Technician	Supports IT budgeting and ordering, and documentation. Supports marketing through the web and social media.	Job Description Katie Bailey, Ext. 243
Research Analytics DBA/Programmer	Development and maintenance of Colleague Data Orchestrator reports and ad-hoc reports.	Contract

		Adam Lang, Contractor, Ext. 756
Integral Networks L2 and L3 server and network helpdesk	Help in remote access and connectivity problems, restoring lost and damaged files.	Contract Micah McDade, Contractor, Ext. 598
Student Ambassadors	Help students with registration, billing and email problems.	Ambassador Responsibilities Julie Booth, Ext. 477
Distance Education Coordinator	Help online instructors set up and teach online classes.	Distance Education Coordinator Job Description Treva Thomas, Ext. 247
Third-party consultants	Training in certain software systems.	Board Approval document
Faculty gradebook assistance	Help faculty with online grade entry.	Email with instructions Dr. Jon Kingsbury, Ext.263
Online course certification	Certifies instructors for online courses hosted by Canvas.	Board Action (12/8/2015) Canvas Certification Course Screenshot
Instructional Videos	Students learn the online application process.	Video

*Facilities****

Instructional and administrative spaces are clean and well-lighted with adequate power, network cabling and wifi access. Comfortable seating and work surfaces abound. Throughout the college power and free wireless data access are available to faculty, staff, students and the public. Cell telephone reception is spotty and depends on the carrier.

*Hardware and Software****

Institutional Management and Support***

The College employs technologies that provide those who manage the institution with the information they need to make smart decisions, and the software needed to work productively. The College provides every employee with workstation hardware appropriate to the tasks performed. Centrally-authenticated login accounts ensure that staff have access to the files each requires. The College uses software for budgeting and payroll, recently upgraded for Purchase Orders and Receiving.

The College has implemented an industry-standard SIS that collects detailed information, and a

Reporting System configured with hundreds of reports that gives managers detailed information on instructors, students and programs. In the past year, the College has licensed two additional modules to provide students with better information. Staff requested that an improvement be made to its photo identification cards; in response, the College installed a better camera and linked it to the SIS so staff can visually identify students who request password changes.

At LTCC, every classified staff member, director, and administrator is provided with a desktop computer, dual monitors, speakers, and in most cases, access to a dedicated desktop laser printer. As needed, notebook printers are provided. In addition, the College provides a telephone instrument with a full complement of features, including voicemail. Every employee has a unique email address. Exceptions to these provisions are employees who do not work at a fixed workstation, such as custodians and maintenance workers, who have shared access to computers and telephones in their work areas.

On an as-needed basis, the College provides certain employees with an annual allowance for cell phone use. Administrators and operational staff who have the need to be in regular and off-hours communication with the college are the recipients of the allowance.

The high speed, high volume, Konica-Minolta Bizhub Press 1052, photocopier located in the Reprographics area provides all employees and departments with high-quality, fully-featured photocopying services. There are satellite photocopiers located throughout the college for individual, on-demand copying.

Academic Programs and Teaching & Learning***

Full-time faculty members are assigned an office, usually shared with one other faculty member. Each faculty member is provided a desktop or notebook computer for their use. Faculty offices have a telephone for each occupant and a dedicated extension number. While all faculty members have ready access to printers, some faculty offices have a dedicated printer. All of the District's site licensed software is available to faculty and the District licenses some software exclusively for faculty.
Nearly every teaching space on campus is a smart classroom and faculty are able to utilize this technology as they desire. More traditional teaching aids, such as televisions and overhead projectors are also available to faculty.

The chart below lists the College's hardware and software resources:

Technology	Benefit for management and operations	Evidence
Workstations: PC and Mac, desktop and laptop	People work productively given hardware matched to their preferences.	Link to iNet management console (read-only)?
Dual video monitors	Improves productivity by enhancing simultaneous tasks.	Photo - Dual Monitors
Network printers	Located where people work for easy access to printed data.	Screen captures from PRINTSERVER and PRINTSERVER02

Ellucian Colleague Student Information System	Implements LTCC's business processes, and can be modified as those processes change. Collects voluminous data.	Screenshot of SA Valet Ellucian Colleague
Ellucian Data Orchestrator	Generates hundreds of reports for decision makers.	Screenshot of Web Intelligence Colleague
Curriculum Management System	Provides the information necessary to develop class schedules.	Screenshot of CMS interface
SarsGRID	Counselor's schedule appointments with students and use it to collect data for state reporting.	Screenshot of SarsGRID interface
EMS	Simplifies room scheduling.	Screenshot of EMS interface
LTCC Alert	Permits managers to send emergency notifications.	Screenshot of Rave interface Rave
LTCC Portal	Staff can share files.	Screenshot of LTCC Portal interface
Dropbox	Staff can share files.	Link to contract Dropbox
Electronic budgeting, payroll, reporting, purchase order and receiving system	Electronic tools for managing the College's business operations.	Screenshots of QSS interface QSS
Systems integration	Reports of data combined from disparate databases.	??
Multimedia-equipped Board Room	Amplified sound and multimedia presentations for Board of Trustees and others.	Room L104
Laptop computer carts	Board Members, staff and faculty can be online during meetings.	Room L104
School Dude	Staff and Faculty can input maintenance/custodial work order requests	School Dude
Online phone and video archive	Material for marketing and other publications.	Screenshot of network share
Bloomerang	Create better relationships with potential donors.	Screenshot Boomerang
Higher One	Convenient financial aid disbursement.	Link to screenshot Higher One
HireTouch	Job Applicant pool management	HireTouch Dashboard Screenshot Hire Touch
PowerFAIDS	Automation of Financial Aid program	PowerFaids

Analysis and Evaluation
The College meets the standard. Technology is appropriate and adequate. LTCC is committed to providing students, faculty and staff with the technology necessary for their success. The College continually improves its infrastructure. Its foundational technology is modern, and its

software systems are current. At LTCC, technology is enmeshed in every aspect of the college's existence. LTCC is a learning college and could not be without a strong technology platform. The College's technology is significantly more robust and redundant as evidenced above.

Evidence

III.C.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

LTCC's mission-driven, high-quality of instruction and student support can only be achieved through a rigorous process of planning and evaluation.

Planning
The College regularly updates its systems and software based on the findings of its Technology Master Plan and on user requests, a process that is detailed in the Technology Master Plan. Ideas come from faculty and staff, either formally through the College's governance councils, or informally through discussions. These ideas are taken into consideration along with the professional advice of College technology staff, and of paid consultants who are experts in their fields.

The District has approximately 550 faculty, staff, and student lab workstations, 77 owned virtual machines on-campus, 24 leased virtual machines off-campus. The College's infrastructure includes: fixed network cabling, copper and fiber, network switches, firewall, servers, SANs and blade server, remote access system, wireless network system, Student Information System, reporting system, workstation operating systems, distance education system, Microsoft Office Suite and Adobe Suite software.

Analysis and Evaluation
The College meets the standard. LTCC's mission-driven, high-quality of instruction and student support can only be achieved through a rigorous process of planning and evaluation. The College regularly updates its systems, software, and hardware based on the findings of its Technology Master Plan III.C.2-1 and on user requests, a process that is detailed in the Technology Master Plan. Additionally, the college annually funds the technology replacement plan, according to the Technology Master Plan which provides new and relocated computers for instruction and operations. This replacement plan focuses on the highest and best use of the college's technology resources. In 2016-17, the College spent approximately $136,000.00 on new computers, printers, and related technology.

Evidence
III.C.2-1. Technology Master Plan

III.C.3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Everywhere the College offers courses, programs, and services, its technology resources allow reliable access, safety, and security. For LTCC, ensuring reliable access, safety, and security is simplified because the District encompasses a single site. Distance education participants have the same reliability due to the College's use of off-site, multi-redundant computing resources.

Analysis and Evaluation

The College meets the standard. Wherever the College offers courses, programs, and services, its technology resources allow reliable access, safety, and security.

Evidence
III.C.3-1.

III.C.4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Tapping the vast resources of LTCC's technology infrastructure requires orientation and training for staff in a comprehensive, on-going manner.

Evaluation of Training and Usage

The College provides technology instruction and support to staff and faculty in multiple ways. Much of the instruction is self-generated through an extensive in-house documentation library that captures what the College does and how it does it. The College provides opportunities for faculty and staff to attend technology conferences and learn in third-party classes, and provides subscriptions to online technology and software training. Many faculty utilize their professional development leave to explore technology themes. The College provided hundreds of hours of training during the implementation of its new Student Information System (SIS), and occasionally hires the SIS vendor for continuing training.

Most of the instruction the College provides its students comes from the classes it offers. The College employs student ambassadors to assist fellow students with any questions regarding online registration, billing, and email access.

The chart below lists the College's technology instruction and support for faculty and staff:

Service	District benefit	
Extensive third-party training during the Student Information System (SIS) implementation	End-users became proficient in the use of the District's comprehensive SIS.	Link to scans of training contracts from 2012?

Ongoing third-party training for the Student Information System (SIS)	New users become proficient in the use of the District's comprehensive SIS.	Link to POs for Colleague consulting 2013 to current
Procedure libraries to maintain business continuity	Maintain institutional knowledge in the District's procedures.	Screen captures of sample directories
Continuing IT training	The District's technology staff can maintain its complex systems.	Link to POs for Global Knowledge and Colleague training in 2016/2017
Staff and Faculty training in Microsoft Office products	Faculty and staff skill and productivity.	Link to information regarding Jackie Lou's 2015 workshops
Attendance at professional conferences	Current knowledge of best practices.	Links to POs for CISOA and Ellucian Live conferences
Lynda.com	Cost-effective, on-line staff training.	Lynda.com
AppDev	Cost-effective staff training.	AppDev site
Safari Books	Cost-effective staff training.	Safari Books
IT Roundtable training	IT staff skilled in network operation and troubleshooting.	Copy of Outlook calendar that shows scheduled meetings
One-on-one training from IT staff	Users who are knowledgeable in particular processes.	As needed and as requested
OEI Readiness Modules for Students	Prepares students to take online classes	Is Online Learning Right for You? - Website

Analysis and Evaluation
The College meets the standard. Tapping the vast resources of LTCC's technology infrastructure requires orientation and training for staff in a comprehensive, on-going manner. The College provides technology instruction and support to staff and faculty in several ways, and provides opportunities for faculty and staff to attend technology conferences, learn in third-party classes, and provides subscriptions to online technology and software training. Most of the instruction the College provides its students comes from the classes it offers.

Evidence

III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning process.

LTCC has several policies that encompass the use of technology in teaching and learning.

Mission Driven Policy

The new Canvas Distance Education Platform provides best practices training to faculty members (does Treva offer training as well?), and a related module prepares students for online education. III.C.5-1.

The College publishes an IT Catalog of Services for faculty and staff that lists the technologies and support that is available to them.

The College has an Acceptable Use Policy that is contained in the LTCC Board Policy Manual, Appendix F.

Analysis and Evaluation
The College meets the standard. The preponderance of policy at LTCC encompasses the use of technology in teaching and learning. The new Canvas Distance Education Platform provides best practices training to faculty members, and an IT Catalog of Services for faculty and staff listing the technologies and support available to them. The College also utilizes an Acceptable Use Policy, applicable to all students, staff, faculty, administrators, and community members to assure the proper use of technology and internet services on campus.[Evidence link]

Evidence
Ask Treva for links to Canvas certification and student readiness training.
Link to IT Catalog of Services.
Link to the LTCC Board Policy Manual, Appendix F.
Any Academic Senate documents on Technology?
Technology Plan?

D. Financial Resources

Planning

III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

As student learning and student support are at the core of LTCC's mission, planning and funding to achieve success is the highest of priorities in the budgeting process.

Prioritization of the Instructional and Student Services Programs

LTCC maintains financial resources that are sufficient to support and sustain student learning programs as well as support the development, maintenance, and enhancement of programs and services, all while ensuring the long-term fiscal stability of the college. This is demonstrated

by a balanced budget, increased efforts around transparency, minimal audit findings that are non-fiscal in nature, and adequate reserve levels. (Evidence: budget, audit report, reserve policy and history)

In May of 2013, LTCC implemented an 18-month fiscal stability plan to reinvigorate the college while stabilizing finances (Evidence - KM Presentation of Fiscal Stability Plan). At that time, challenges included increased accountability, regulations, funding restrictions, and loss of local enrollment. The outcome of that plan included a new Vision for LTCC; strategic budget reductions and cost containment strategies to support effective and efficient programs and services; new revenue generation through grants and entrepreneurial efforts that align with the strategic plan; passage of Measure F in 2014, a $55 million general obligation bond; and stronger community support. Due in part to the actions implemented by the fiscal stability plan, LTCC has had a balanced budget in Fiscal Year 2014-15 (FY14-15) and FY15-16 after years of deficit spending and declining reserve levels (Evidence - Budget Actuals).

With the goal of diversifying enrollments to address local declines, LTCC has developed new programs to support learning and student success as well as increase enrollment in the past few years. All new programs are vetted through the shared governance process before inception, and reports are presented to the Board of Trustees in each of the first three years of the program to demonstrate achievement and effectiveness. New programs include the Incarcerated Students Program, which includes partnerships with multiple correctional facilities (Folsom [4 facilities], High Desert, and Growlersburg); the Student Equity Program and the Student Success and Support Program thanks to categorical funding from the state; Dual Enrollment in conjunction with Lake Tahoe Unified School District; athletics, including men's and women's soccer; revitalization of international education; Adult Education Block Grant funding has led to a partnership with the ADVANCE consortium; and a recent Title III grant to promote institutional effectiveness through better use of data. A Student Success Team was formed in spring 2016 to avoid redundancy in the services offered and braid resources.

Integrity and Stability
A college-wide effort to increase the transparency and integrity surrounding financial affairs has helped shape the financial success of LTCC. Planning and managing financial affairs is processed through shared governance councils. LTCC has adopted several revised budgets mid-year in an effort to address significant budget deficits and gather input through a facilitative process to achieve a balanced budget at year end. All changes to the adopted budget that cross major object codes are presented to the Board of Trustees quarterly for review and approval (Evidence - Quarterly Budget Transfers). LTCC has had minimal audit findings, predominantly non-fiscal in nature, over the past few years (Evidence - Audit Findings).

Stewards of Financial Resources
LTCC continues to see a decline in on-campus enrollment as a small rural college, which is a direct threat to apportionment funding from the state. Continued efforts to diversify enrollment streams, provide continued outreach to the community, and support the students already enrolled are a top priority for staff. With direction from the Board of Trustees, LTCC maintains an unrestricted general fund reserve of close to 15% of appropriations, which is the upper limit for reserves as described in Board Policy 6305 – Reserves, and well above the 5% minimum allowed by the Chancellor's Office. [Evidence will need to include budget, planning documents, audit reports, etc. The LTCC Budget Council has a breadth of representation from various campus stakeholder groups that recommend key elements of the budget for each fiscal year.

The budget development outlines a process to review requests through the lens of the college's vision, mission, and strategic priorities. (Evidence - Budget Dev Process Flow Chart)

Analysis and Evaluation
The College meets the standard. As student learning and student support are at the core of LTCC's mission, planning and funding to achieve success is the highest of priorities in the budgeting process. LTCC maintains financial resources that are sufficient to support and sustain student learning programs as well as support the development, maintenance, and enhancement of programs and services, all while ensuring the long-term fiscal stability of the college. The College implemented an 18-month fiscal stability plan to reinvigorate the college while stabilizing finances. A college-wide effort to increase the transparency and integrity surrounding financial affairs has helped shape the financial success of LTCC. The College continues to see a decline in on-campus enrollment as a small rural college, which is a direct threat to apportionment funding from the state. Continued efforts to diversify enrollment streams, provide continued outreach to the community, and support the students already enrolled are a top priority for staff.

Evidence
FY16-17 Adopted Budget

III.D.2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

LTCC utilizes a phenomenal example of vision and mission driven planning and budgeting.

Vision & Mission Driven
LTCC's vision, mission, and educational master plan are the foundation for financial planning, including the annual budget development process and long term planning. As part of the 2013 fiscal stability plan, the Vision and Mission statements were re-created through a facilitated process in 2014 (See Standard I.A). This process provided a new direction for the college as "*California's Premier Destination Community College.*" LTCC has prioritized resources towards programs which support this vision, including athletics, international education, a residential living feasibility study, and continued targeted marketing and outreach.

Capital Investments
Perhaps the most significant resource for the new vision and mission was the passing of Measure F, a $55 million general obligation bond approved by voters in November of 2014. Measure F is crucial to the long-term financial stability of LTCC. In alignment with the Facilities Master Plan, Measure F provides funding to repair and replace the buildings and infrastructure already in existence, as well as build new facilities and provide new technology to help move LTCC into the future. Much needed repairs and maintenance to facilities and infrastructure and modernization of technology provided by Measure F have helped to reduce general fund operating costs. Operating costs have been reduced as the Measure F language allowed for preexisting debt from the library building to be retired, eliminating an annual payment of about

$140,000 from the general fund. Natural gas usage declined by 30% in FY15-16 compared to FY14-15 due to installation of high efficiency boilers. (III.D.2-1)

Transparency

A college-wide effort to increase the transparency and integrity surrounding financial affairs has helped shape the financial stability of LTCC. New board policy and corresponding administrative procedures have been adopted to ensure sound financial practices and financial stability. Board Policy 6200 – Budget Preparation, Board Policy 6300 – Fiscal Management, Board Policy 6305 – Reserves, and Board Policy 6340 – Contracts, have been established in the past few years. (III.D.2-2, III.D.2-3, III.D.2-4, III.D.2-5)

These practices have allowed LTCC to stabilize finances and increase the unrestricted ending fund balance from a low of 10.29% in the FY14-15 adopted budget up to 14.38% in FY15-16 actuals. Board Policy 6305 – Reserves, states that the annual budgeted reserve for contingencies will be no less than ten percent (10%), and no more than fifteen percent (15%), of the unrestricted general fund total appropriations (III.D.2-4)

Financial Information Dissemination

LTCC communicates appropriate financial information throughout campus as necessary. In times of impending budget deficits, FY13-14 and FY14-15, mid-year budget revisions have gone through the governance councils and have been adopted by the Board of Trustees. Budgets are monitored throughout the year in order to address budgetary concerns throughout campus and identify areas to reduce expenditures as opposed to addressing these issues at or near year-end or ultimately deficit spending. (Evidence) An Audit Committee meets quarterly to review Quarterly Financial Statements, Annual Financial Statements, and the Audit Report. (Evidence - Audit Committee Agenda)

Financial Planning Linked to Institutional Planning
In years of surplus, faculty members have been able to request funds to improve the classroom learning experience, and guidelines are established annually in the budget building assumptions to prioritize allocation of surplus funds at the end of the year. In addition, one-time instructional equipment funds provide much needed resources for classrooms. In Spring of 2016 LTCC facilitated an internal instructional equipment grant process for academic departments. The FY15/16 Instructional Equipment Grant required a strong tie to educational goals, student educational plans, and student learning outcomes (SLO). The ranking of requests included referencing of alignment with AUPs and impact of requests on SLOs. (Evidence on Instructional Equip Process and Ranking System) LTCC seeks to make such a process more periodic dependent on available resources.

One way for LTCC to enhance in the link between plans and actions is to review existing programs to assess the connection to institutional planning. Purchase of eLumen software will allow LTCC to provide a more accurate way to assess program needs and outcomes and better tie resources to outcomes. This will also allow the ability to create a crosswalk between resources and expenditures to strategic goals and desired outcomes.

Analysis and Evaluation
The College meets the standard. LTCC utilizes a phenomenal example of mission driven planning and budgeting. LTCC's vision, mission, and educational master plan are the foundation

for financial planning, including the annual budget development process and long term planning. Perhaps the most significant resource for the new vision and mission was the passing of Measure F, a $55 million general obligation bond approved by voters in November of 2014. In addition, a college-wide effort to increase the transparency and integrity surrounding financial affairs has helped shape the financial stability of LTCC.

Evidence
LTCC Board of Trustees, BP 6200 – Budget Preparation.
LTCC Board of Trustees, BP 6300 – Fiscal Management.
LTCC Board of Trustees, BP 6305 – Reserves.
LTCC Board of Trustees, BP 6340 – Contracts.

III.D.3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

At LTCC, board policy, the budget development process, integrated planning, and participative governance all align to provide a successful, healthy, and accepted method of resource allocation.

Policy
As outlined in Board Policy 6200 – Budget Preparation (III.D.3-1), and the corresponding Administrative Procedure (Evidence), LTCC has a detailed and transparent budget development process. The process reflects the vision and mission, while adhering to the educational master plan and the strategic plan. Guidance comes from annual program review and annual unit planning processes. It requires input from administration, budget managers, and faculty, and is processed through shared governance councils. There is a system of checks and balances in the budget development process to ensure that a balanced budget that meets the needs of the institution is adopted each year.

Planning
The budget development process is influenced by the "Resource Allocation Guiding Principles" (III.D.3-2), a set of long-term values to guide financial decision making. Each year the Budget Council creates "Budget Building Assumptions" (III.D.3-3), which are reviewed and recommended by the shared governance councils approval by the Board of Trustees, to guide the budget development process and meet the goals and challenges of that year.

These two documents provide direction to all constituencies when producing the annual budget. Each year a Budget Approval Calendar (Evidence) and Budget Process Calendar (Evidence) are produced to inform staff of the timeline of budget development. The budget approval calendar highlights high-level dates as mandated by state law. The budget process calendar provides more detail to employees, including specialized training dates for faculty and staff, due dates, and other pertinent information. For a very detailed outline of the budget development process, please refer to the Budget Development Process flowchart (Evidence).

Participation

The Budget Council is made up of representative stakeholders from across campus (Evidence - Governance Handbook). The Budget Council has one of the more rigorous participation schedule with twice a month meetings in Spring during budget development and a special meeting in August to recommend the final budget (Evidence - Annual schedule of meetings, including special August meeting)

Specialized trainings for faculty and staff that are budget managers include an overview of the district budget, year-over-year changes, 3-year projections, control mechanisms, spending limits and restrictions, and support channels (Evidence - Budget Training Workshop). There are up-front trainings as well for users of the financial system, including creating purchase orders, how to use QSS, how to prepare budget transfers, etc. New staff participate in an onboarding process which was updated in Spring 2016 that ensures new staff receive training in necessary fiscal related functions such as credit card reconciliation, purchase requisitions, travel/conference forms, budget reports, etc. (Evidence - New Hire Onboarding Spreadsheet)

Analysis and Evaluation
The College meets the standard. At LTCC, board policy, the budget development process, integrated planning, and participative governance all align to provide a successful, healthy, and accepted method of resource allocation. As outlined in Board Policy 6200 – Budget Preparation, and the corresponding Administrative Procedure, LTCC has a detailed and transparent budget development process. Specialized trainings for faculty and staff, and up-front trainings for users of the financial system, assure that the college clearly defines and follows its guidelines and processes for financial planning and budget development.

Evidence
III.D.3-1. BP 6200 — Budget Preparation
AP 6200 - Budget Preparation Corresponding Administrative Procedure
III.D.3-2. Resource Allocation Guiding Principles
III.D.3-3. FY17-18 Final Budget Building Assumptions
Budget Approval Calendar
Budget Process Calendar
Budget Development Process flowchart

Fiscal Responsibility and Stability

III.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Institutional planning at LTCC reflects a realistic assessment of financial resource availability, the development of resources and partnerships, and expenditure requirements of planned activities. Institutional planning incorporates realistic financial projections tempered with optimism for the future and overlaid with college-wide support.

Financial resource availability

LTCC staff have made a concerted effort over the past few years to reduce or remove consistently over-budgeted areas from the annual budget. Identification and analysis of suspected over-budgeted items is followed by discussion with the appropriate stakeholders, and the budget council as well as other governance councils, and an adjustment to the budget if determined appropriate. Due to changes in staffing, as well as the processes in practice, there were items in the budget that are no longer applicable yet continue to be budgeted. Identification of such items is imperative to avoid the increased annual workload a zero-based budgeting process would create.

Development of financial resources

One area that has been addressed over the past few years is the budgeting of adjunct faculty and identifying a realistic cancellation rate to build into the adopted budget. What was once a source of significant year end surplus, is now on its way to becoming an exemplary practice. Analysis of the projected schedule determines the number of units which are needed to be taught by full-time equivalent faculty (FTEF). (III.D.4-1). The necessary FTEF is balanced by the average rate of pay per unit across the adjunct salary schedule, and allocated to each department per need. This analysis includes the monitoring of budgeted versus actual FTEF from previous years to better project need. Historical analysis and discussion among stakeholders during the budget building process and vetted through shared governance in FY14/15 (Fall 2014), determined that a 10% course cancellation rate should be built into the budget when budgeting FTEF. As course scheduling becomes more accurate and efficient, this percentage will be adjusted.

Partnerships
New partnerships have been created to increase enrollment and boost the financial position of the college. A partnership which provides an additional 250 to 300 FTES is that with South Bay Regional Public Safety Training Consortium Joint Powers Authority (SBRPSTC JPA) (III.D.4-2). In addition to the benefit of meeting an unmet training need for public safety agencies it also brings in additional FTES to LTCC with a direct cost that is only 60% of the revenue earned. This program has helped to stabilize the college's financial position. LTCC has created instructional service agreements (ISA's) with local agencies to provide education to local groups.

LTCC has created Instructional Service Agreements (ISA's) (III.D.4-3), with local agencies to provide education to local groups. These partnerships include Cal Fire, a fire academy, and a culinary jail program for local inmates. LTCC has also entered a Dual Enrollment partnership with Lake Tahoe Unified School District (III.D.4-4), that allows high school students to earn college credit from LTCC while taking their normal courses at the high school. Through the Adult Education Block Grant (III.D.4-5), the ADVANCE consortium is a partnership with Lake Tahoe Unified School District, the El Dorado County Office of Education, and local community businesses. ADVANCE offers programs to improve career and college readiness, high school equivalency, apprenticeships, and career pathways. LTCC collaborated with Columbia College to receive a federal Title III Grant (III.D.4-6) to improve institutional effectiveness using improved data collection and analysis.

Expenditure Requirements
LTCC plans for required expenditure requirements as step one in budget building. The Resource Allocation Guiding Principles (RAGP) call for LTCC to plan and budget for state

requirements and contractual obligations as part of its annual budget process. (Evidence) The RAGPs also call for LTCC to have a systemic process for funding future liabilities.

Analysis and Evaluation
The College meets the standard. Institutional planning at LTCC reflects a realistic assessment of financial resource availability, the development of resources and partnerships, and expenditure requirements of planned activities. Institutional planning at LTCC incorporates realistic financial projections tempered with optimism for the future and overlaid with college-wide support. LTCC staff have made a concerted effort over the past few years to reduce or remove consistently over-budgeted areas from the annual budget. The College identified a realistic course cancellation rate to build into the adopted budget. Historical analysis and discussion among stakeholders during the budget building process and vetted through shared governance in FY14/15 (Fall 2014), determined that a 10% course cancellation rate should be built into the budget when budgeting FTEF. Additionally, new partnerships have been created to increase enrollment and boost the financial position of the college.

EMBED INTO DOCUMENT:
Budget vs Actuals Graph
Detailed Revenue Charts (budget book)

Evidence
III.D.4-1. Full Time Equivalent Faculty
III.D.4-2. South Bay Regional Public Safety Training Consortium Joint Powers Authority (SBRPSTC JPA)
III.D.4-3. Instructional Service Agreements (ISA's)
III.D.4-4. LTCC Dual Enrollment partnership with Lake Tahoe Unified School District
III.D.4-5. Adult Education Block Grant
III.D.4-6. Title III Grant (LTCC/Columbia College)

III.D.5. To assure financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

As financial integrity is an absolute at LTCC, an array of financial management practices are employed to insure our systems are secure and that data provided by Fiscal Services is accurate and useful.

Internal Controls

LTCC began using position control in FY14-15. Position control allows Human Resources, the Payroll department, and budget developers to track each employee, their assigned duty, and their cost to each department and to the institution overall. WIth a majority of the unrestricted general fund allocated to salaries and benefits, accurate budgeting is imperative. Position Control eliminates possible duplication of salaries in the budget, an over allocation that would lead to unexpected surplus at the end of the year. Additionally, controls were put into place so that one employee would have to create a new employee while another would set up their initial pay. To increase separation of duties, a Bursar Technician position has been added to process

student accounts in Student Services with Fiscal Services validating the numbers, therefore separating the receipt of revenue and payment duties. Multiple years of clean audits validate that LTCC doesn't have internal controls issues (III.D.5-1) The internal controls are evaluated periodically by fiscal leadership in addition to annual tests performed by the external auditor.

Timely and Dependable Information

LTCC staff provide timely and dependable information to inform leadership and board decisions. Notably, a 3 Year Projection Model is consistently updated to provide a projection of current year expenses along with three future fiscal years of revenue and expense projections. (Evidence - 3-Year Projection Tool). The projection tool is a sophisticated tool that accounts for changing FTES and revenue, negotiated salary increases and steps, pension costs increases, inflationary and contractual increases, etc. The three-year projection is presented to the board of trustees, campus leadership, and various governance groups after the release of the Governor's proposed budget and then it is updated after the May Revise.

To assist budget managers in efficient allocation of resources, a computation allocation request form (CAR) was built using data from position control. (III.D.5-2) The CAR allows budget managers to project salary and total compensation for employees based on their contractual salary for the fiscal year. Budget managers can change Full-Time Equivalency (FTE) or salary allocations, and project changes to different program budgets. This tool has proven very helpful to categorical program managers with restricted budgets, and higher level administrators to track employee costs across various programs during the budget development process.

Analysis and Evaluation
The College meets the standard. As financial integrity is an absolute at LTCC, an array of financial management practices are employed to insure our systems are secure and that data provided by Fiscal Services is accurate and useful. LTCC began using position control in FY14-15, which allows Human Resources, the Payroll department, and budget developers to track each employee, their assigned duty, and their cost to each department and to the institution overall. The CAR has proven very helpful to categorical program managers with restricted budgets, and higher level administrators to track employee costs across various programs during the budget development process.

Evidence
III.D.5-1. Bursar Technician Job Description
III.D.5-2. Computation Allocation Request form (CAR)

III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

LTCC's financial documents have a high degree of credibility and accuracy and support student learning programs and services.

Credible and Accurate Financial Documents

LTCC was awarded the Distinguished Budget Presentation Award by the Government Finance Officers Association (GFOA) for the FY15-16 and FY16-17 Adopted Budget books, all of which can be located on the college website for Fiscal Services (III.D.6-1). The GFOA represents over 18,000 public finance officials from federal, state/provincial, and local government agencies throughout the United States and Canada. LTCC was one of two community colleges in California to receive this award in FY15-16. To receive this award, LTCC's budget document met program criteria established by the GFOA as a policy document, an operations guide, a financial plan, and a communications device.

In addition, LTCC has had relatively clean annual audit reports, including no findings for the FY14-15 audit, and only minor, non-financial findings in the FY13-14 and FY15-16 audits (*See Standard III.D.7*), which are located on the Fiscal Services webpage (III.D.6-1). One factor that has helped to achieve clean audits is the detailed study and presentation of quarterly 311 reports (CCFS 311Q) (111.D.6-2).

LTCC has prioritized the cohesion of Student Learning Outcome (SLO) assessments (III.D.6-3), Annual Unit Plans (AUP) (III.D.6-4), Annual Program Reviews (APR) (III.D.6-5), and Comprehensive Program Reviews (CPR) (III.D.6-6) every 7 years. These plans influence the allocation of resources in the budget development process. Requests for increased funding for services or materials that align with the requesting department's SLO, AUP, and APR are considered and approved based on available funds and college wide prioritization. LTCC has purchased eLumen software (III.D.6-7) that will allow staff to easily track items identified in SLO, AUP, and APR that are funded, and track the impact to student success or other valuable district missions.

Instructional equipment grants (III.D.6-8) allow the purchase of equipment used in the classroom when funding is not available in the general fund. LTCC also collaborated with the Foundation in Fall 2016 to offer student success grants (III.D.6-9) to faculty and staff. These grants provided funds for things such as biology field trips to marine reserves and classroom equipment.

Beginning in FY12-13, extensive work has been done to address the coding and transparency of the budget. FY12-13 (III.D.6-10) was the first year that the unrestricted and restricted general funds were separated in the budget allowing for transparency and segregation of the respective revenues and expenditures for each. This allowed for greater identification of funds with restricted uses, and identify funds that could be allocated as the district identified as necessary. The Board of Trustees have adopted revised budgets mid-year in FY13-14 (III.D.6-11) and FY14-15 in attempt to balance planned expenditures with significant changes in revenue to avoid deficit budgets. Position Control was implemented in FY14-15 to help precisely budget salaries and benefits. Also in FY14-15, a course cancellation factor was built into the budget to reduce planned expenditures at the time of budget development and reduce unanticipated end of year surpluses. Beginning in FY15-16, adjunct faculty salaries were budgeted on a Full-Time Equivalent Faculty (FTEF) basis using position control. This allowed academic administrators to identify the amount of FTEF needed in each program based on the schedule and accurately budget for the year. There has been an ongoing effort since FY14-15 to increase the amount of detail included in budget line items. This allows budget managers, and any other interested parties, to identify what was budgeted, if in fact the spending is occurring as budgeted, or if a reallocation is necessary.

Analysis and Evaluation
The College meets the standard. LTCC's financial documents have a high degree of credibility and accuracy and support student learning programs and services. The College was awarded the Distinguished Budget Presentation Award by the Government Finance Officers Association (GFOA) for the FY15-16 and FY16-17 Adopted Budget books. LTCC has had relatively clean annual audit reports, including no findings or only minor, non-financial findings. The College has prioritized the cohesion of plans that influence the allocation of resources in the budget development process. Extensive work has been done by district staff and administration to address the coding and transparency of the budget. Additionally, a course cancellation factor was built into the budget, reducing planned expenditures and unanticipated end of year surpluses.

Evidence
III.D.6-1. Fiscal Services Webpage: GFOA Award(s) and Adopted Budgets
III.D.6-2. CCFS 311Q Presentation
III.D.6-3. Student Learning Outcome (SLO) assessments
III.D.6-4. Annual Unit Plans (AUP)
III.D.6-5. Annual Program Reviews (APR)
III.D.6-6. Comprehensive Program Reviews (CPR)
III.D.6-7. eLumen software
III.D.6-8. Instructional equipment grants
III.D.6-9. Foundation student success grants
III.D.6-10. FY12-13 Adopted Budget Book
III.D.6-11. FY13-14 Revised Mid-Year Budget

III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

LTCC has an excellent record of clean audits and works closely in partnership with the external auditors to fine-tune and adjust our practices to conform with all local, state, and Federal requirements.

The External Audit
LTCC has had minimal audit findings in the past few years, including zero findings in the FY14-15 audit. The findings that did occur were primarily non-financial in nature. Responses to the findings address the issues at hand detailing the cause of the finding and provides detailed correction actions to be implemented immediately. Annual Audit Reports are posted on the college website (III.D.7-1). An annual audit report is provided by the external auditor to include a formal briefing to both the Audit Committee (III.D.7-2) and Board of Trustees (III.D.7.3) prior to December 31st each year. Additional distribution of the audit is sent by the external auditor to the State Controller's Office, California Department of Education, El Dorado County Office of Education and the Accrediting Commission for community and Junior Colleges.

How we spread the word
Findings and the associated responses are communicated initially to the Superintendent/President to follow with communication to President's Council, President's Advisory Council, Budget Council (Evidence BC Packet), Audit Committee (Evidence Audit

Comm Packet) and the Board of Trustees (Evidence Board Item). Annual LTCC audit reports are posted on the college website (III.D.7-1) for public review. In the FY15-16 audit there was two findings. The results of the audit including the two findings were communicated to all staff, the board of trustees, and the appropriate staff for resolution. They were also reviewed at the President's Advisory Council (Evidence of PAC Agenda Item) to ensure manager's were aware of the issues and the proposed solutions.

Analysis and Evaluation
The College meets the standard. LTCC has an excellent record of clean audits and works closely in partnership with the external auditors to fine-tune and adjust our practices to conform with all local, state, and Federal requirements. The College has had minimal audit findings, including zero findings in FY14-15. Findings and associated responses are communicated to the Superintendent/President, President's Council, President's Advisory Council, Budget Council, Audit Committee, the Board of Trustees, and to all staff via email.

Evidence
III.D.7-1. Fiscal Services webpage: Audits
III.D.7-2. Audit Committee
III.D.7-3. Board of Trustees

III.D.8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Continuous quality improvement is a hallmark of the financial workings of the college. As a high priority throughout the institution, LTCC is always looking for and is open to suggestions for doing things better.

Internal Controls Are Effective and Evaluation Periodically

LTCC has updated financial and internal control systems over the past few years to improve effectiveness and create separation of duties to provide additional checks and balances. Systems that have been updated in the past few years include payroll, purchasing, credit card reconciliations, conference & travel forms, billing, and cash handling and deposits. These efforts were made to improve processes and the effectiveness of the institution and to avoid the stigma of "we have always done it this way". Some of these changes were reactive due to changes in regulations, software, or other factors. Others were proactive with the idea of improving and streamlining for effectiveness. (Evidence - Electronic Purchase RE and Evidence Credit Card Reconciliation Form)

In FY14-15 LTCC began using position control for the budgeting of employees. In FY15-16 position control was linked to payroll. This allowed for a more automated system for permanent employees to be paid. Salaries and benefits were charged to proper budget codes based on an employee's assignment. The ability to hire and terminate employees was also moved to human resources, and any employee reassignments are automatically updated in payroll. All of these updates reduced the amount of internal paperwork and provided a more accurate and streamlined payroll process. The processes are evaluated periodically for improvement and

efficiency. Examples of new processes are outsourcing of financial aid disbursement (Evidence - BankOne), electronic purchase requisitions (Evidence - PR), and contract log improvements (Evidence - Operations Minutes). The annual audit process provides a venue for outside assessment and evaluation of fiscal processes. Any recommendations from the auditor's management letter are implemented in the following fiscal year (Evidence - Auditor Management Letter).

Analysis and Evaluation
The College meets the standard. Continuous quality improvement is a hallmark of the financial workings of the college. As a high priority throughout the institution, LTCC is always looking for and is open to suggestions for doing things better.

Evidence
III.D.8-1. ??
III.D.8-2.??

III.D.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Exemplary practices in risk management and financial stability are utilized at LTCC. The college is ever-vigilant in maintaining its fiscal vitality and viability.

Ongoing Projections and Continual Monitoring
LTCC fiscal staff complete periodic cash flow analysis. Additionally, a few weeks into each academic quarter past census date a enrollment projection team comes together to review the most up-to-date enrollment data and formulate an updated projection. (Evidence - Enrollment Projection Handout) Estimated revenues are revised based on this ongoing enrollment projection. In Spring of each year, updated expenditure projections are completed to better project the anticipated ending fund balance for the unrestricted general fund and identify potential carryover amounts for categorical programs where applicable. LTCC maintains a sophisticated three-year projection model that it is consistently updating to see the impact on current revenue and expenditure changes on the current year and multiple years into the future. See the "Timely and Dependable Information" narrative in section III.D.5 for more information on ongoing projections and continual monitoring.

Reserves for Stability
LTCC maintains reserves in several areas to maintain financial stability in times of uncertainty. Board Policy 6305 – Reserves (III.D.9-3) was adopted January 27, 2015, and states that in the annual budget there will be a reserve for contingencies intended to protect the District's financial security when anticipated revenues are not realized and/or unanticipated expenses are encountered during the fiscal year. The annual budgeted reserve for contingencies will be no less than ten percent (10%), and no more than fifteen percent (15%), of the unrestricted general fund total appropriations. (Evidence)

The precision budgeting efforts mentioned in previous sections have helped to stabilize reserve levels, including those between budgeted and actuals in a given fiscal year. For instance, prior to these precision efforts in FY11-12, the budgeted reserve for contingencies was 9.22%, while the actual reserve at year-end was 20.62%. Due to consecutive years of planned deficit spending to bring down reserve levels and invest in future forward programs, the ending fund balance decreased to a low of $1.74 million or 12.52% of appropriations in FY14-15. Strong fiscal management practices have built up the budgeted reserve for contingencies back up to $2.0 million, with an additional $250,000 STRS/PERS rate increase reserve. The total reserves in the unrestricted general fund in the FY16-17 adopted budget are 14.58% of planned appropriations.

Other reserves LTCC maintains include a self-insurance reserve of $80,000 to protect in case of litigation; a $20,000 reserve for the Child Development Center; $164,000 in the Capital Outlay Projects fund; a $250,000 retiree benefits reserve; an incrementally funded required $200,000 reserve in the University Center fund as stipulated in the donation agreement; and various reserves totaling $149,588 in the restricted general fund (Evidence - Financial Statements).

Risk Management Practices
In addition to sufficient and dedicated reserves to address issues of risk, the college employs a number of practices to mitigate risks. LTCC participates in Statewide Association of Community Colleges (SWACC) for property and liability insurance (Evidence - SWACC participation). By participating in a broad pool it limits the potential direct impact of risks to LTCC. The self-insurance reserve has been built up since FY11-12 to set aside funds for unforeseen litigation or claims. LTCC has undertaken multiple education and training campaigns to limit risk such as slip/fall due to snow and ice (Evidence - Snow/Ice Flyer) and trainings of staff on safety issues (Evidence - M&O Safety Trainings). The college works closely with legal counsel and follows human resource policies and procedures to limit employment liability risk.

The Capital Outlay Fund also has reserves for unforeseen building failures. With the passage of Measure F and the availability of general obligation bond funds, LTCC has been able to be more proactive in addressing potential failure risks that could have led to large unplanned expenses such as replacement of the main campus aging boilers prior to a catotroshiphic systems failure. (Evidence - Main Building Boiler Project Documentation). The Measure F bond program is also carrying a building systems contingency failure to help address any major failures.

Planning for Pension & Other Post Employment Benefit (OPEB) Costs
The STRS/PERS rate increase reserve was established to help offset the general fund impact of employer contribution rate increases for the two pension funds. Both STRS and PERS are projected to have contribution rates continue to increase through FY20-21. Analysis of LTCC projected salary schedules through FY20-21 demonstrated the need to help offset the increases when one-time funds were available to set aside.

LTCC Projected Total Contribution					
Fiscal Year	STRS * Contribution	PERS ** Contribution	Total Contribution	Annual Increase	Increase from FY 13-14
2013-14	$326,619	$288,092	$614,711		

2014-15	$332,651	$311,240	$643,891	$29,180	$29,180
2015-16	$402,189	$339,132	$741,321	$97,430	$126,610
2016-17	$408,806	$412,071	$820,877	$79,556	$206,166
2017-18	$482,523	$507,807	$990,331	$169,454	$375,620
2018-19	$560,172	$574,012	$1,134,185	$143,854	$519,474
2019-20	$641,919	$647,085	$1,289,005	$154,820	$674,294
2020-21	$695,875	$683,907	$1,379,783	$90,778	$765,072

* LTCC contribution projections are based on budgeted FY16-17 unrestricted general fund STRS contribution, assuming the cost impact of the annual 2.9% step and column increase in salary. Any changes to salary, will impact LTCC's contribution.

** LTCC contribution projections are based on budgeted FY16-17 unrestricted general fund PERS contribution, assuming the cost impact of the annual 3.1% step and column increase in salary. Any changes to salary, will impact LTCC's contribution.

The most recent Other Postemployment Benefits (OPEB) actuarial report was in March 2015 (III.D.9-4). As of March 2015, the actuarial accrued liability (AAL) was $1,455,404. FY15-16 actuals disclosed $513,669 in the OPEB fund, divided between reserves and the irrevocable trust. This leaves a remaining unamortized balance of the initial unfunded AAL of $941,735. The OPEB trust had zero funding at the end of FY12-13, and is now over 35% funded (Evidence - Investment Report). An updated OPEB actuarial report is due in summer 2017.

Analysis and Evaluation
The College meets the standard. Exemplary practices in risk management and financial stability are in play at LTCC. The college is ever-vigilant in maintaining its fiscal vitality and viability through cash flow accounting with the El Dorado County Treasurer and making appropriate investments. The college has a reserve policy that sets a required 10% minimum for the unrestricted fund reserve that provides a conservative floor to reserve levels.

Evidence
III.D.9-1. El Dorado County Investment Policy
III.D.9-2. Local Agency Investment Fund
III.D.9-3. BP 6305 — Reserves
III.D.9-4. Other Postemployment Benefits (OPEB) Actuarial Report March 2015

III.D.10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Even as a small college, LTCC is required to maintain the financial integrity of all of its programs in support of student learning and student services.

Oversight of Resources and Investments

The El Dorado County Treasurer holds the majority of the College cash and invests the funds in short-term securities according to the El Dorado County Investment Policy (III.D.9-1). The

College has the ability to access the cash held with the County Treasurer and the funds in the investment accounts. Funds are also retained in the Local Agency Investment Fund (III.D.9-2), which is a program that offers local agencies the opportunity to participate in a major portfolio in which hundreds of millions of dollars are invested, using the investment expertise of the State Treasurer's Office at no cost. The College has the ability to access the funds in the investment accounts. In addition, monies received which are to be used for long-term projects and/or initiatives as well as any endowments have been invested into more appropriate strategies to include Certificate of Deposits and Money Market accounts. Investment reports are provided to the audit committee and the board trustees on a quarterly basis (Evidence - Quarterly Investment Reports to Audit Comm & BOT). LTCC has a thorough contracts policy and the purchasing office monitors contracts through procurement to closeout and make sure the necessary insurance requirements are fulfilled.

Ensuring Appropriate Use of Grant & Categorical Funds
LTCC has employed several practices to ensure effective oversight of finances. An analyst position was created, in part to serve as a liaison between Student Services and Fiscal Services. The analyst oversees the expenditure of categorical and grant funds, ensuring all expenditures are allowable per each programs regulation (SSSP, SEP, BSI, TRIO). The analyst also assists with quarterly, mid-year, and annual reporting for categorical programs, working with the directors to ensure that reports are accurate and timely (VTEA, CTET, Financial Aid, BFAP, DSPS, EOP&S, CARE, CalWORKs, TANF, SSSP, SEP, BSI, TRIO). (Needs Evidence) The analyst also works with the Executive Dean of Student Success and various program directors to braid resources to provide increased services to students than any of the programs could provide on their own.

Foundation Fiscal Management
The Vice President of Administrative Services serves as the treasurer on the Foundation to provided oversight of the foundation's fiscal management. In addition, 40% of a staff member in fiscal services is assigned to serve as the accountant for the foundation (Evidence - GO CAR?). Financial reports developed by district staff and reviewed by the Director of Fiscal Services, Executive Director of College Advancement, and the Vice President of Administrative Services are provided to the foundation board on a quarterly basis (Evidence - Quarterly Foundation Financials). Coordination between district foundation staff and fiscal staff ensures investments and expenditures that are in alignment with donor intent and foundation board approvals.

*Oversight of Financial Aid****

The Bond Program
To comply with the requirements of Measure F, LTCC created the Citizens' Oversight Committee (COC). The COC is responsible for ensuring the proper expenditure of bond funding, and informing the public concerning the expenditure of the bond proceeds. Members are appointed by Lake Tahoe Community College's Board of Trustees, and they represent various sectors of the community, including businesses, seniors, taxpayers, students, and an advisory body or Foundation of the college. The COC is a requirement for schools and colleges with bonds governed by California Prop 39. The COC's activities are conducted pursuant to the Brown Act. All meetings are open to the public and observers are welcome.

Analysis and Evaluation

The College meets the standard. LTCC maintains the financial integrity of all of its programs in support of student learning and student services. Monitoring of investments is a priority at LTCC. The Vice President of Administrative Services serves as the treasurer on the Foundation, providing sound fiscal guidance that aligns with LTCC vision and mission. The OPEB Trust is monitored with a cohort of representatives analyzing the investment strategy for district funds. Quarterly reports to the Board of Trustees and the Audit Committee provide regular insight to all district investments, including rates of return and overall investment status.

Evidence
III.D.10-1.
III.D.10-2.

III.D.11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Small colleges, such as LTCC, must be conservative in their approach to the overall financial condition of the institution. Minor changes in condition are magnified in the realm of small colleges, and LTCC is no different.

Financial Planning

Each year in the budget development process, long-term plans and strategies are considered when planning for the budget. The strategic plan and resource allocation guiding principles (Evidence - RAGP) provide long-term guidance to the development of the annual budget building assumptions and the Annual Program Review (APR) and Annual Unit Planning (AUP) processes. These processes allow LTCC to identify areas to address in the budgeting process. As new programs are considered for LTCC their budgets and stated outcomes are brought through the governance process for consideration. Their short term and long term outcomes and costs are considered as part of this process (Evidence - Dual Enrollment Proposal to BC). For the first three years of the program a report on the program's effectiveness is provided to the Board of Trustees each fall. (Evidence - ISP report or another example). Prior to negotiating any employment contracts the long-term costs of the proposed option are projected out to see the total costs for the coming three years. These costs consider any impact to total compensation to get the full picture of the costs prior to any decisions.

Long Range Financial Stability

LTCC has developed a sophisticated tool that provides a 3-year projection of unrestricted revenues and expenditures. This tool allows staff to change assumptions such as FTES levels or a projected raise for a bargaining group and project how the change would affect various revenues and expenditures over the following three years. In this model, changes to FTES not only impact apportionment and lottery revenues, but also project student materials costs and helps provide guidance for adjunct faculty budgeting process as well. Projected changes to salaries, such as a raise for a bargaining group takes into consideration future step and column

increases as well as projected benefit contribution changes in include the increases to the STRS and PERS employee contribution rates (Evidence - 3-year projection tool).

The 3-year projection model along with the long-term analysis of STRS and PERS contribution rates gave LTCC the necessary foresight to set aside surplus one-time funds from FY15-16 to create a STRS & PERS Reserve to help offset the increases in future years. The most recent projection estimated the total annual contribution for STRS and PERS in FY20-21 to be more than double the FY13-14 amount. The STRS & PERS Reserve will not cover these increases, but it will provide an onramp to lessen the impact to operating costs. A STRS & PERS white paper was developed in 2014 explain and predict the impact of increasing pension costs to LTCC. (Evidence - White Paper) This white paper has been updated annually and shared with key decision-making and governance groups including the Board of Trustees and the Budget Council. (Evidence - Agenda Item for BOT & BC with White Paper)

Resources for Payment of Liabilities and Future Obligations
LTCC annually assesses and allocates resources for the repayment of locally incurred debt. LTCC was paying approximately $140,000 annually from the unrestricted general fund to repay a lease revenue bond that was used to build the Roberta Mason Library. The Board of Trustees passed a Debt Retirement Resolution in enter date. Written in to the language of the Measure F general obligation bond was the ability to retire any previously locally incurred debt. Upon receipt of Series A of the Measure F funds, the balance of the lease revenue bonds was retired. This allowed the remaining balance to be paid at the lower bond interest rate, and free up approximately $140,000 annually from the operating budget. through the Bond Series A.

Beginning in FY14-15, LTCC has been active in allocating resources to the Other Postemployment Benefits (OPEB) trust. There were zero reserves allocated towards the liability through FY12/13. As of FY15-16 actuals, the trust was just over 35% funded ($513,669).

LTCC has taken activite steps to reduce liability, especially those associated with retirement incentives. In 2012/13 LTCC was in the process of making STRS payments over a seven-year period for past approved retirement incentives. Using reserve funds LTCC completely paid off the outstanding STRS+2 retirement incentive liability. Furthermore, in FY15-16 LTCC allocated one-time funds toward multiple STRS+2 payments as part of a faculty retirement incentive, eliminating incentive costs payments from Fund 11 as well as reducing future salary expenditures due to the retirements.

Analysis and Evaluation
The College meets the standard. Small colleges, such as LTCC, must be conservative in their approach to the overall financial condition of the institution. Minor changes in condition are magnified in the realm of small colleges, and LTCC is no different. LTCC has made substantial efforts in recent years to reduce ongoing liabilities especially those that have a direct an ongoing impact on the unrestricted general fund (STRS incentives, OPEB, Library Debt Payment, etc). LTCC accounts for multi-year impact of costs and revenues of proposed programs and proposed negotiation agreements. LTCC has provided information about upcoming costs increases (pension costs) and outstanding liabilities (OPEB) to multiple groups on campus.

Evidence

III.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine OPEB is current and prepared as required by appropriate accounting standards.

LTCC operates with the intention of fulfilling all of its commitments for future liabilities and obligations. The colleges financial and budgeting practices reflect this priority.

Future Liabilities and Obligations
Beginning in FY14-15, LTCC has been active in allocating resources to the Other Postemployment Benefits (OPEB) trust to reduce the unfunded liability of future obligations incurred as current employees accrue sick leave and vacation. (Evidence)

OPEB Actuarial Review and Compliance
The most recent actuarial plan was received in March 2015, and the actuarial accrued liability (AAL) was $1,455,404. There were zero reserves allocated towards the liability through FY12/13. As of FY15-16 actuals the trust was just over 35% funded ($513,669) in an irrevocable trust. (Evidence - Investment Report). This leaves a remaining unamortized balance of the initial unfunded AAL of $941,735. A new actuarial plan will be received in summer 2017 as required by GASB standards 43 and 45 (Evidence - Link the new plan when ready). LTCC has made significant progress toward addressing other post-employment benefits in recent years and continues to prioritize reduction of this liability moving forward

Compensated Absences
The institution accounts for the liability of compensated absences and overload banking by faculty as part of its year end fiscal processes. LTCC has a limit on the amount of vacation that can be accrued which assists the institution in limiting this liability.

Analysis and Evaluation
The College meets the standard. LTCC operates with the intention of fulfilling all of its commitments for future liabilities and obligations. The colleges financial and budgeting practices reflect this priority.

Evidence

III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

LTCC annually assesses and allocates resources for the repayment of locally incurred debt. At LTCC, it is a priority to budget the repayment of any local debt for which it is responsible. Per the Resource Allocation Guiding Principles LTCC will have a systematic process for funding future liabilities. All debt payments are first pay obligations that are prioritized as part of the annual budget process.

Repayment of Debt
LTCC was paying approximately $140,000 annually from the unrestricted general fund to repay a lease revenue bond that was used to build the Roberta Mason Library. The Board of Trustees passed a Debt Retirement Resolution in ==enter date==. Written in to the language of the Measure F general obligation bond was the ability to retire any previously locally incurred debt. Upon receipt of Series A of the Measure F funds, the balance of the lease revenue bonds was retired. This allowed the remaining balance to be paid at the lower bond interest rate, and free up approximately $140,000 annually from the operating budget.

In November 2014, LTCC went before voters to approve the Measure F General Obligation Bond. The election was conducted under Proposition 39, chaptered as the Strict Accountability in Local School Construction Bonds Act of 2000, at Section 15264 of the Education Code of the State ("Prop. 39"). The district was successful in obtaining authorization from voters to issue general obligation bonds to provide financing for long-term construction and facilities improvement projects specifically outlined within the official bond language.

The Measure F General Obligation Bond language establishes the following debt limits: (1) the district is authorized to issue a maximum of $55,000,000 aggregate principal amount of general obligation bonds; and (2) the district is authorized to levy property taxes for the repayment of bond debt at a maximum rate of $25 per $100,000 assessed value.

In August 2015, the district executed the first bond issuance, Series A, in the amount of $19,000,000. Series A will fund projects approved by the Board of Trustees to take place through the 2017-18 academic year. The district completed the first Measure F projects during the summer of 2015 and expended bond funds totaling $4,691,070 through June 30, 2016. $9,497,866 is budgeted to be expended during 2016-17.

Analysis and Evaluation
The College meets the standard. LTCC annually assesses and allocates resources for the repayment of locally incurred debt. At LTCC, it is a priority to budget the repayment of any local debt for which it is responsible.

Evidence

III.D.14. All financial resources, including short- and long-term debt instruments (such as bond and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Integrity is the hallmark of LTCC's financial management and debt responsibilities. LTCC has many transparent processes in place to ensure funds are used in alignment with their original intent.

The Bond
LTCC goes to great lengths to ensure all funding sources are used with integrity and in a manner consistent with the intended purpose of the funding source. The Measure F general obligation bond is a major focus of this standard. Every project was designed with the vision and mission of LTCC in mind. Each bond project is listed with the corresponding exact ballot language that supports the project (Evidence - Series A BPS). This process was created by LTCC and has received very positive reviews from the District's bond legal counsel and members of the Citizen Oversight Committee. As a requirement of Measure F, a Citizen's Oversight Committee was formed to monitor and assess the use of the funds to ensure that funds are used in accordance with the approval of Measure F. (Evidence)

Grants
LTCC has a variety of state, federal, and foundation grants that it has received and administers. (Evidence - LTCC Grants Graph from the Budget Book) LTCC fiscal staff provide oversight of expenditures to ensure alignment with the intended grant purpose and allowable expenditures. Grant staff attend trainings and conferences about grant management and allowable expenditures to educate themselves on the requirements of the grant such is the case for the Adult Ed Grant (Evidence - Trainings) and TRiO grants (Evidence - Training). The analyst position provides additional support to the Executive Dean of Student Success to ensure understanding of and following of regulations of grant and/or categorical funds under the purview of the Student Services division.

Foundation and Fund Raising
The Lake Tahoe Community College Foundation (Foundation) is the major source of fundraising for the district. The Foundation provides scholarships to students, supports faculty led projects, leads capital campaigns, provided funds for student textbooks, helps fund the construction and subsequent operation of the Halden Art Gallery, and supports other district projects. Many of the donors to the Foundation donate money for a specific purpose. The LTCC Foundation provides more than XX scholarships totaling more than $100,000 annually.

The Foundation undergoes an annual audit to ensure funds are used as directed by the donors. In 2016-17 Foundation staff reached out to long-time donors to ensure their intent was documented and accurate. (Evidence - Donor Agreement Contract) To ensure the success of the Foundation and of LTCC the district vice president serves as the treasurer of the Foundation, and the Superintendent/President is a member of the Foundation board and serves on the executive committee. (Evidence - Foundation Org Chart) The LTCC Foundation operates as a component unit of the District with significant district oversight in the daily business of the Foundation. All Foundation staff are first and foremost district employees and bound to district policies and procedures. See the section on "Foundation Fiscal Management" in III.D.10 for more information.

In early 2015, LTCC received a $5.8 million donation from Lisa Maloff to build a University Center. The donation contract as approved by the Board of Trustees and the Maloff Trust outlines requirements and stipulations that must be met in order to receive the money. These funds are kept in a specific fund (Fund 44), and are not commingled with district funds. Groundbreaking for this project is expected took place in the summer of 2017, and the first

classes in the University Center are expected in Fall 2018. LTCC is currently looking for partner institutions to fill the University Center and provide continued access to four-year degrees in the South Shore community.

Analysis and Evaluation
The College meets the standard. Integrity is the hallmark of LTCC's financial management and debt responsibilities. LTCC has demonstrated a transparent process to ensure all bond funds are spent in alignment with voter intent. LTCC provides robust and periodic reports on the bond to the Citizen's Oversight Committee (COC), the Board of Trustees and other campus groups. Additionally, the COC publishes and sends out to all district residents an annual report on bond expenditures (Evidence - Last two bond annual reports). The college has rigorous processes in place to ensure that grant and donor guidelines are followed in any expenditures and necessary reports are completed in a timely fashion.

Evidence

III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

LTCC has a very low student loan default rate because of the low cost of attendance and is in full compliance with all accompanying regulations.

Program Participation
LTCC does not offer the Stafford loan or other federal loans in attempt to minimize student debt. Any defaults on student loans are the result of private loans taken out by students or their families, typically to help with cost of living expenses. LTCC does administer approximately $2 million per year in Pell Grants, and various other forms of student aid that do not require repayment.

Rate History
[Needs text]

Compliance
[Needs text]

Analysis and Evaluation
The College meets the standard. LTCC has a very low student loan default rate because of the low cost of attendance and is in full compliance with all accompanying regulations.

Evidence

III.D.16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

External contracts are a necessity in allowing LTCC to fulfill its academic and student-centered mission.

Policy Guidelines
LTCC has updated board policies that guide the district in the area of contracts. Board Policy 6340 – Contracts, and the corresponding Administrative Procedure 6340 (AP 6340) – Bids and Contracts, AP 6350 – Contracts – Construction, AP 6365 – Accessibility of Information Technology, and AP 6370 – Contracts – Personal Services guide all contractual agreements at LTCC. (III.D.16-1, III.D.16-2, III.D.16-3, III.D.16-4, III.D.16-5) The policy and procedures align district policy with state law (Evidence: link to Ed Code, PCC, etc., in BP 6340), offering guarantees and protections to the district and its partners.

Volume of Contracts
[Needs text]

Contract Review
LTCC has a number of instructional service agreements (ISA's) with outside agencies. The Incarcerate Students Program provides education to inmates at four state facilities. LTCC has ISA's with Cal Fire, Barton Health, and others. The ISA with Cal Fire aligns with the offerings in the Fire Science academic area, including a degree in Fire Science, Fire Officer for those wishing to advance their career, and the Lake Tahoe Basin Fire Academy. One major instructional contract is with the South Bay Regional Public Safety Training Consortium Joint Powers Authority (SBRPSTC JPA) which provides an additional 250 to 300 FTES to LTCC yet only costs $0.60 for each dollar earned has helped to stabilize the financial position. An LTCC representative sits on the SBRPSTC JPA Board to ensure that the educational values of LTCC and the JPA remain aligned and top quality education is offered to the students.

The contracts that are entered as part of the Measure F General Obligation Bond align with District policy. Measure F was writing with the vision and mission of the district in mind and aligns with the Facilities Master Plan and the Campus Master Site Plan. Contracts for services and products such as new boilers, upgrades to existing facilities including the main building, the soccer field and parking lot, and construction of new facilities all follow district policy.

Analysis and Evaluation
The College meets the standard.

Evidence
III.D.16-1. LTCC Board of Trustees, BP 6340 — Contracts.
III.D.16-2. LTCC Board of Trustees, AP 6340 – Bids and Contracts.
III.D.16-3. LTCC Board of Trustees, AP 6350 – Contracts – Construction.

III.D.16-4. LTCC Board of Trustees, AP 6365 – Accessibility of Information Technology.
III.D.16-5. LTCC Board of Trustees, AP 6370 – Contracts – Personal Services.

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

To encourage innovation that leads to institutional excellence, the College's leaders support students, faculty, staff, and managers/administrators in taking initiative for improvement using systematic participative processes.

Creating and Encouraging Innovation

Program Review

LTCC provides key venues for the incubating and supporting of innovation and creativity. The principal driver for innovation at the college is the program review process where faculty, student support professionals and administrative unit leaders reflect on practice and make improvements to practice or repurpose or request new resources. (See Standards 1.B.1; II.C.1; Standards IIIA, B, C and D) Program reviews offer faculty and other professionals the space to dialogue about pedagogies, methods and practices in light of evidence gathered about their disciplines and units. (IV.A.1-1)

Innovations can take the form of changes to practice, modifications to curriculum, and improvements to teaching and learning. For example, faculty professional development leave and funding are described in the Faculty Handbook and the Faculty Agreement. (IV.A.1-2, IV.A.1-3) Additionally, the Academic Senate, in collaboration with the administration, developed a Program Vitality Assessment (PVA) process to address possible program-level challenges facing certain academic programs. This process led to the development of the Board Policy and Administrative Procedure for Program Vitality and Discontinuance (BP/AP 4021). A recent PVA for the Theatre Department resulted in a program discontinuance recommendation. Given the high-profile nature of this program within the community, the College was flexible in its implementation of the discontinuance by allowing for a community-based local taskforce to explore possible resolutions to this problem. The initial PVA, BP/AP 4021, and the taskforce recommendations were all vetted properly through the participatory governance process. (IV.A.1-4 BP/IV.A 1-4 AP)

Innovations are prioritized through the college's governance and planning processes where faculty, staff, administration and students prioritize funding based on alignment with the strategic directives of the college and value derived from new thinking and new programming.

Leaders encourage and foster innovation in the classroom and beyond by reviewing the program reviews and unit plans and either dedicating new funds to support the college's efforts or repurposing existing resources to better meet the emerging needs of students. For example, with the sudden retirement of key library personnel, a revised and expanded full-time, tenure-track Director of Library & Learning Services faculty member position was approved by the Board of Trustees. This change led to a discussion on the overall effectiveness of the College's current facilities for learning services in relation to the library. Various constituent groups, including the Academic Senate and the Facilities Council, participated in the process of identifying and addressing opportunities to better utilize space on campus. As part of the planning conversation, the consolidation of tutoring and learning services with the library was recommended. The recommendation is scheduled to move through the participatory governance process during the spring quarter of 2017. In this way LTCC has established systems and participative processes for effective planning and implementation for program and institutional improvement. (IV.A.1-5, IV.A.1-6)

Initiatives and Grant-Funded Projects

In addition to program review, LTCC has a number of initiatives and grant funded projects which specifically link innovation to specifically identified needs of students.

Prior to the development and implementation of the Faculty Hiring Prioritization (FHP) process in the fall of 2011, LTCC had a relatively reactive faculty hiring process with minimal alignment to the strategic directives of the college which resulted in limited assurances of effective budget and program planning. The administration and Board responded to faculty hiring requests based on individual department needs due to faculty retirements, departures, or program growth. There was little formal process in place for the administration to respond in a timely and effective manner due to the inherent urgency of the request. Given the lack of standardized process, there were challenges in posting faculty openings in a timely manner in relation to the normal annual faculty hiring cycle. (IV.A.1-7)

An example of a more recent initiative was the creation of the Incarcerated Student Program (ISP) which was started in 2015 to serve inmates of California correctional facilities. Higher education provides inmates with a pathway to a more productive future and greater likelihood of post-release employment. Incarcerated students are able to achieve their associate's degree through one on one enhanced instruction facilitated through the community college. The goal of the ISP is for the college to meet educational needs of the students while providing a college experience that nurtures long-lasting knowledge, skills, and tools that students will use throughout the rest of their lives. (IV.A.1-8)

An example of a grant-funded project is ADVANCE, a network of educational institutions, community service and government agencies, and industry partners funded through the State's Adult Education Block Grant (AEBG). LTCC is one of four "governing" members (with Lake Tahoe Unified School District, El Dorado County Office of Education, and Alpine County Office of Education filling the other seats) and the consortium's fiscal agent. While the funding is new to our community, it is a redirection of funds and effort at the state level to better support adults

in gaining and/or improving their career, increasing education access and attainment, and meeting their personal goals. Hospitality, Tourism, Recreation, Retail (HTRR) is the first workgroup developed from this grant and related to this industry sector, the College focused initially on a culinary curriculum driven by local industry partners. In its first year of implementation, LTCC has developed Culinary Boot Camps that were held in October and November of 2016 with more than 20 students participating. A Guest Service Boot Camp is currently being designed along similar lines. (IV.A.1-9)

Using Systematic Participative Processes

As stated in the *Lake Tahoe Community College Governance Handbook* (Governance Handbook) Lake Tahoe Community College (LTCC) is committed to the spirit and practice of inclusive and comprehensive consultation in college decision-making (IV.A.1-10). All campus constituencies have the opportunity to participate in governance processes as reflected in Board Policy 2510 – Participation in Local Decision Making (IV.A.1-11).

The governance structure at LTCC includes an Institutional Effectiveness Council (IEC), College Learning Enrollment Management Council (CLEMC), Budget Council, Technology Council, and Facilities Council. Each council has a designated role and membership made up of the college constituencies as noted in BP 2510. The Academic Senate appropriately deals with academic and professionals matters as noted in Title 5 Sections 53200-53206, and ACCJC Standard IV.A.3. and appointment of faculty to committees and the prioritization and processes for hiring faculty. The structure and process has been evaluated twice since implementation and allows for innovative and excellent practice. The governance council process is defined in the Governance Handbook (IV.A.1-12) and uses a consensus decision-making model. The commitment of the college includes:

- All employees should have a clear understanding of their roles and responsibilities in College decision-making processes;
- All employees should have opportunities to participate meaningfully in College governance;
- Information should be shared openly and in a timely manner with constituencies;
- The use of a "first reading" and second reading" is considered best practice and will be utilized across governance groups;
- The College decision-making processes should undergo regular review and assessment by all constituencies to ensure continuing effectiveness and improvement. (IV.A.1-13)

The Rules of Procedure for Conduct of Meetings are spelled out in the Governance Handbook (IV.A.1-14). The LTCC Participatory Governance process is designed to facilitate a smooth pathway to final decisions.

Analysis and Evaluation

The College meets the standard. Lake Tahoe Community College has developed and implemented governance practices, board policies and procedures, and systematic participatory processes that encourage students, faculty, staff, and managers/administrators to take the initiative to improve the efficiencies of programs, services, and institutional practices. First, in response to the need to diversify our revenue streams, the college developed and implemented the Incarcerated Students Program (ISP) to provide credit-based courses to inmates of California correctional facilities. Second, with its focus on program-level efficiencies and

challenges, the Academic Senate, working with the administration, developed a Program Vitality Assessment (PVA) process which subsequently led to Board Policy and Administrative Procedure for Program Vitality and Discontinuance (BP/AP 4021). Finally, on a systematic level, the college has developed and implemented a comprehensive participatory governance process using a consensus-based decision-making model. The Institutional Effectiveness Council (IEC), in conjunction with the other councils and the Academic Senate, implements an annual review process that assesses the overall efficiency and effectiveness of the governance process. As can be seen, LTCC has a system in place that assures an effective and comprehensive participatory governance process that empowers members of all constituencies to engage in activities to improve the practices, programs, and services in which they are involved.

<mark>Evidence</mark>
IV.A.1-1. Comprehensive Program Reviews. *LTCC.edu.*
IV.A.1-2. *LTCC Faculty Handbook* (2015), p. 38.
IV.A.1-3. LTCC. *Agreement between the LTCCD Board of Trustees and the LTCC Faculty Association CCA/CTA/NEA* (September 29, 2016), pp. 52-57.
IV.A.1-4. LTCC Board of Trustees. BP 4021 - Program Vitality and Discontinuance ; AP 4021
IV.A.1-5. LTCC Board of Trustees Meeting. Agenda item 11.4 (February 14, 2017).
IV.A.1-6. LTCC Board of Trustees Meeting. Report item 4.2. Library and Learning Services Update (April 25, 2017).
IV.A.1-7. LTCCD. *Organization and Governance Handbook* (June 14, 2012). p. 17.
IV.A.1-8. LTCC Board of Trustees Meeting. Action item 9.6 (November 11, 2014).
IV.A.1-9. LTCC Board of Trustees Meeting. Action item 10.2 (September 22, 2015).
IV.A.1-10. LTCCD. *Organization and Governance Handbook* (June 14, 2012), Introduction, p. 5.
IV.A.1-11. LTCC Board of Trustees. BP 2510 – Participation in Local Decision Making.
IV.A.1-12. LTCCD. *Organization and Governance Handbook* (June 14, 2012), pp. 14-23.
IV.A.1-13. LTCCD. *Organization and Governance Handbook* (June 14, 2012), p. 12.
IV.A.1-14. LTCCD. *Organization and Governance Handbook* (June 14, 2012), pp. 13-14.

IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Policy-Driven Decision Making

LTCC has a series of board policies and administrative practices that foster participation in the decision making process by all constituent groups. The collegial culture that exists at LTCC is based on a partnership in which faculty, staff, administration, and students participate in making decisions. This partnership amongst decision groups flourishes when each group understands its own role and respects the roles of other constituent groups.

Members of the district community - administrators, faculty, staff, and students - have the authority and responsibility to make recommendations in matters appropriate in scope to their roles at the district. The level of involvement and the process for decision making depends on the type of issue facing the college. The College's policies and procedures detail their

participation in decision-making processes and specify how individuals bring forward ideas and how they work together.

The seminal policy covering decision making at the college identifies the governing board as the ultimate decision-maker at the college. However, the policy tasks the governing board to ensure that the appropriate members of the District participate in developing recommended policies for board action and for administrative procedures to execute the policy. Except in unforeseeable situations, the Board is directed not to take any action until appropriate constituent voice has been heard on the issues. (IV.A.2-1)

Manner and Method

The LTCC participatory governance structure and procedures were designed and developed under the philosophy of an inclusive and comprehensive consultation in decision-making. This inclusive philosophy combines the legal authority mandated by state laws with the authority derived from the knowledge and experience of the various members of the college community, including administrators, faculty, staff, and students. In order for this inclusive and comprehensive consultation in decision-making to be effective, all participants must feel that their voices are being heard in that decision-making process.

Consensus decision-making is designed to be a collaborative and cooperative process where participants contribute to a shared proposal that becomes the best possible decision that addresses the concerns of all group members. Furthermore, it recognizes the need for all members to provide, when possible, equal input into the process. The ethics of consensus decision-making encourage participants to place the good of the whole group above their own individual preferences.

The policy on governance is executed through an administrative procedure which directs the college to create an Organization and Governance Handbook which describes the governance and decision-making structures and processes by which the District ensures that there are opportunities for meaningful collaboration and engagement. (IV.A.2-2) There is a companion Governance Bylaws Handbook which covers matters such as requisites for a quorum, action by consensus and other areas of implementation of the various governing bodies. (IV.A.2-3)

Implementing policies for participation in decision-making
The governance councils were established with the intent of ensuring all constituencies had appropriate voices in the local decision-making processes. BP 2510 and the Governance Handbook provide direction on the purpose, composition, responsibilities, meetings/agendas, rules and recommendations. (IV.A.2-1, IV.A.2-2)

In the fall of 2011, the Academic Senate charged its officers with the responsibility of drafting a model for establishing a Faculty Hiring Prioritization (FHP) process that embraces the college's culture of data-based decision-making. The resulting application process that includes both quantitative and qualitative data, has been in use every year since its inception. In this time, there was a minor agreed-upon procedural change to enhance its overall effectiveness [went from a numeric ranking system to a "tiered approach" which allows for more flexibility in the decision-making process], along with a shift in the process timeline to provide the administration with an opportunity to provide a more effective response to the Academic Senate's recommendations. This change in the timeline allows LTCC to be more effective in aligning the college's faculty position postings to the normal annual faculty hiring cycle. In four of the five

years of its implementation, the Superintendent/President and the Board have agreed with the Academic Senate's faculty hiring recommendations either fully or partially. The one decline was due to extreme budget restraints which was explained in the required written response provided by the Superintendent/President to the Academic Senate. (IV.A.2-4)

Provisions for student participation

Within the institutional policies and procedures, there are multiple avenues available to students to initiate and participate in matters which concern them. The membership composition table details the designated students' seats for each council (See Standard IV.A.3. link?) and the implementation of the consensus decision-making model encourages student participation.

Student-driven initiatives are possible within these institutional policies and procedures as well. For example, in February of 2017, the President of the Student Senate, on behalf of the Student Senate, began a campus-wide discussion around the current use of the "College Hour" and possible changes to make the hour more effective in encouraging student participation in campus-generated student events and designated student clubs. Initial discussions were scheduled with the IEC and the Academic Senate. During those discussions, it was recommended that CLEMC look into possible changes in the class scheduling time block format to allow for a dedicated weekly hour with no classes scheduled so that students would be encouraged to engage in campus activities. (IV.A.2-5, IV.A.2-6)

Student participation as noted in Title 5, Section 51023.7 includes input on the following subjects:

1. grading policies
2. codes of student conduct
3. academic disciplinary policies
4. curriculum development
5. courses or programs which should be initiated or discontinued
6. processes for institutional planning and budget development
7. standards and policies regarding student preparation and success;
8. student services planning and development;
9. student fees within the authority of the district to adopt; and
10. any other District policy, procedure or related matter that the Board determines will have a significant effect on students. (IV.A.2-7)

Bringing forward ideas and working together

The development and implementation of the Program Vitality Assessment (PVA) process was initiated collaboratively between the Academic Senate and the administration. The impetus for the PVA process was a need for a college-wide procedure for a comprehensive and objective assessment of identified academic programs facing program-level challenges. A Board Policy and Administrative Procedure for Program Vitality and Discontinuance (BP/AP 4021) was subsequently developed and approved by the board. (IV.A.2-8) A recent example is the PVA for the Theatre Department which resulted in a recommendation to discontinue the program. As a result of the PVA recommendation, and in conjunction with the high-level of community interest, the college was willing to adjust the discontinuance timeline so that a community-based local

taskforce could be created to explore possible resolutions to this problem during the 2016-2017 academic year. It should be noted that the initial PVA, the BP/AP 4021, and the taskforce recommendations were all vetted properly through the participatory governance process. (IV.A.2-9)

Analysis and Evaluation

The College meets the standard. The institution has in place system-wide policies and procedures that encourage and empower members of all constituent groups, including administrators, faculty, staff, and students, to actively and collaboratively participate in decision-making processes. Initially, at the broadest level, BP 2510 identifies the board as the ultimate decision-maker at the college. However, it also notes that the board is responsible for ensuring that appropriate constituents participate in the development of recommendations presented to the board. Additionally, students initiated a focused conversation with faculty and administration regarding the current use of the scheduled "College Hour" by faculty and course scheduling. The concern is about having a dedicated hour for students to be able to participate in student-led events and club activities. This discussion has been held with the IEC and Academic Senate in an effort to develop an institutional-level policy and procedure in order to effectively enhance the overall student college experience. Furthermore, the development and implementation of the original FHP process, along with its subsequent revisions, was done within a collaborative and collegial environment that encourages open dialogue to ensure a process that effectively addresses the faculty position needs for the college going forward. Thus, it is evident that the college does have policies and procedures in place that enable members of the college community to participate in relevant decision-making processes.

Evidence
IV.A.2-1. LTCC Board of Trustees. BP 2510 - Participation in Local Decision Making.
IV.A.2-2. LTCCD. *Organization and Governance Handbook* (June 14, 2012).
IV.A.2-3. LTCC. *Governance Bylaws Handbook* (June 14, 2012).
IV.A.2-4. LTCCD. *Organization and Governance Handbook* (June 14, 2012), p. 17.
IV.A.2-5. LTCC Institutional Effectiveness Council. Report item 2.01 (February 9, 2017).
IV.A.2-6. LTCC Academic Senate. Agenda item VI.C (February 24, 2017).
IV.A.2-7. 5 CCR § 51023.7. Students.
IV.A.2-8. LTCC Board of Trustees. BP4021 - Program Vitality and Discontinuance.
IV.A.2-9. LTCC Board of Trustees Meeting. Action item 7.5 (January 17, 2017).

IV.A.3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

The substantive roles of administrators and faculty in the participatory governance of the college, particularly in the areas of institutional policies, planning, and budget, are clearly defined in its policies and procedures. Specifically, BP 2510 reflects the various roles of administrators and faculty within the college's councils as outlined in the governance council process within the Governance Handbook. (IV.A.3-1, IV.A.3-2)

Roles of administrators and faculty in institutional governance

The governance structure at LTCC includes the Institutional Effectiveness Council (IEC), College Learning Enrollment Management Council (CLEMC), Budget Council, Technology Council, and Facilities Council. Each council has a designated role and membership made up of the college constituencies as noted in BP 2510. (IV.A.3-1) The *Governance Handbook* details the constituency membership in these five major councils for administrators and faculty, along with staff and students. (IV.A.3-2)

A detailed breakdown of each council's voting membership (ex-officio):

Councils	Administrators/ Management/Directors	Faculty	Staff	Students
IEC	4 (2)	3	3	1
CLEMC	4 (4)	4	2 (1)	1
Budget	4 (2)	3	3 (1)	1
Technology	4 (2)	3 (1)	3 (1)	1
Facilities	4 (3)	3	3 (1)	1

As part of the college's annual assessment of its institutional effectiveness, the Director of Institutional Effectiveness administers surveys to the five councils which include an evaluation of the composition of their membership, schedule of meetings, and council responsibilities. (IV.A.3-3)

Exercising a voice in policies, planning, and budget

Faculty department chairs, co-chairs, or leads are responsible for the initial input of their respective department/program budgets. Subsequent discussions with their deans ensure that the budget formulation and finalization process allows for both administrators and faculty to have an important voice in budgeting for their area. As department/program budgets advance upward through the various levels and are aggregated to the overall institutional budget, managers and deans work collaboratively with upper-level administrators to ensure that the college's limited resources are effectively allocated.

Faculty exercise a significant voice in the college's policies through the recommendations of the Academic Senate and the designated faculty role in the various councils and committees within the participatory governance process. Examples of implementing such a prominent voice in policy and planning development and implementation are the Faculty Hiring Prioritization (FHP), Program Vitality Assessment (PVA), and Incarcerated Students Program (ISP) processes. (IV.A.3-4, IV.A.3-5, IV.A.3-6)

The following "tracking table," developed and implemented by the administration, is used to ensure that all BP/AP items are properly vetted through the various councils and other governance bodies. This particular example is from the Board of Trustees meeting of 12/13/2016 where "Board Policy and Administrative Procedure 6620 - Naming Opportunities are suggested as good practice" was presented for its first reading: (IV.A.3-7)

DRAFT POLICY REVIEW	PAC	Academic Senate	IEC	Governance Councils*	BOT
First Reading	11/8/2016	12/2/2016	11/17/2016	11/9/2016	12/13/2016
Second Reading			12/8/2016	12/7/2016	

* Facilities Council

It should be noted that other governance councils would be included, along with Facilities Council, if the BP/AP is relevant to their area of responsibility.

Analysis and Evaluation

The College meets the standard. The college's policies and procedures distinctly outline the roles and responsibilities of both administrators and faculty to ensure that they are able to actively engage in the various policy, planning, and budget functions in institutional governance. More specifically, BP 2510 details the role and responsibilities of each of the five major councils in the college's overall participatory governance process. The Governance handbook details the constituency membership, including administrators and faculty, of each of those councils. The institutional effectiveness of the college's governance structure and process is assessed on an annual basis through surveys administered by the Director of Institutional Effectiveness to these five councils. Among other questions, some specific survey questions address membership composition and council responsibilities, the results of which are examined by the councils for discussions and possible changes. Additionally, the budget development process, from the individual department/program level to the overall institutional level, engages faculty and administrators from relevant areas to participate in building the budgets. Drafts of budget revisions are vetted through the governance process for discussion and feedback to ensure the most effective allocation of the college's limited resources. Clearly, the college's policy and procedures provide both administrators and faculty with the structure and venues to effectively exercise their role in institutional policies, planning, and budgets.

Evidence
IV.A.3-1. LTCC Board of Trustees. BP 2510 - Participation in Local Decision Making.
IV.A.3-2. LTCCD. *Organization and Governance Handbook* (June 14, 2012).
IV.A.3-3. Institutional Effectiveness Surveys May 4, 2017 Report to the IEC
IV.A.3-4. LTCCD. *Organization and Governance Handbook* (June 14, 2012). p. 17.
IV.A.3-5. LTCC Board of Trustees. BP4021 - Program Vitality and Discontinuance.
IV.A.3-6. LTCC Board of Trustees Meeting. Action item 9.6 (November 11, 2014).
IV.A.3-7. LTCC Board of Trustees Meeting. Policy and procedure 9.8. AP 6620 - Naming Opportunities (December 13, 2016).

IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

The shared responsibilities of faculty and administrators in the areas of curriculum, student learning programs, and services are clearly defined in its policies and procedures.

Responsibilities of faculty and administrators regarding curriculum

Faculty responsibilities with regard to curriculum are detailed in the "10+3" of academic and professional matters where the Academic Senate have primary responsibility (the Board of Trustees shall "rely primarily" on the Senate) and shall work with the Board of Trustees to reach mutual agreement ("mutually agree"). (IV.A.4-1)

Faculty participation is facilitated through the Academic Senate, the Curriculum Committee, the Institutional Effectiveness Council (IEC), the Budget Council, the College Learning Enrollment Management Council (CLEMC), the Facilities Council, and the Technology Council. Each council includes three faculty seats, except the CLEMC which provides for four faculty seats. The Academic Senate President is responsible for appointing representatives to each council as well as screening committees. (IV.A.4-2)

Board Policy 4020 – Program, Curriculum, and Course Development also reflects the primary role of the faculty in the development of curriculum and provides for appropriate coordination with the Academic Senate and other college councils. (IV.A.4-3)

The College Learning Enrollment Management Council (CLEMC) provides a forum for collegial discussion and reflection on the following topics as stated in the *Organizational and Governance Handbook*:
1. Support Curriculum Processes
2. Academic and Student Services Policies, Program Planning/Review and Unit Planning, including Associated Funding Prioritization.
3. Faculty Hiring Prioritization
4. Faculty Professional Development
5. Catalog
6. Credit and Noncredit Schedules
7. Enrollment Planning & Management
8. Coordination of Endowed Chairs, Scholarships, Grants,and Awards via LTCC Foundation
9. Faculty Orientation, Induction, Tenure, and Review Processes (IV.A.4-4)

Academic administrators participate on all the councils as well as through the President's Advisory Council (PAC) and administrators through the President's Council (PC). The PAC provides all managers and directors on campus an opportunity to weigh in on policies and procedures directly affecting their areas. The Administrators also participate on the College Learning Enrollment Management Council. (IV.A.4-5)

Responsibilities regarding student learning programs and services

Through the college's policy and procedures, specific members of the academic administration and faculty, including the SLO Coordinator, the Vice President of Academic Affairs, the Director of Institutional Effectiveness, and the SLO Assessment Committee (faculty membership) are charged with the responsibility of developing recommendations regarding the improvement of student learning. Their purpose is to help faculty evaluate student learning at the course, program, and institutional levels where possible changes to enhance teaching and learning strategies and general curriculum innovations are identified as potential recommendations for improving programs and services. (IV.A.4-6, IV.A.4-7)

Analysis and Evaluation

The College meets the standard. Through the college's institutional policy and procedures, including clearly outlined roles and responsibilities, faculty and academic administrators are assigned duties for developing recommendations about curriculum and student learning programs and services. First, the "10+3" of academic and professional matters clearly outline the curriculum areas where the Academic Senate have primary responsibility which means the board shall "rely primarily" on the Senate's recommendations in those areas, The Academic Senate shall work with the board on other matters to reach mutual agreement which are identified as "mutually agree" matters. Additionally, CLEMC serves as the primary forum for collaborative discussions on various academic-related topics such as curriculum processes, faculty professional development, enrollment management and planning among others as identified in the Governance Handbook. Furthermore, student learning outcomes and their assessment which are faculty-driven processes are monitored and coordinated by the SLO Coordinator, the Vice President of Academic Affairs, the Director of Institutional Effectiveness, and the SLO Assessment Committee (faculty composition) are responsible for the development of relevant recommendations to enhance student learning and improve curriculum. Therefore, the faculty and academic administrators, within the described roles and duties of the college's policy and procedures, do have the responsibility for developing effective recommendations regarding curriculum and student learning.

Evidence
IV.A.4-1. LTCC Academic Senate Bylaws, Article 2, Section 1. *Organization and Governance Handbook* (June 14, 2012), p. 17.
IV.A.4-2. LTCCD. *Organization and Governance Handbook* (June 14, 2012), pp. 14-23.
IV.A.4-3. LTCC Board of Trustees. BP 4020 - Program, Curriculum, and Course Development.
IV.A.4-4. LTCCD. *Organization and Governance Handbook* (June 14, 2012), pp. 19-20.
IV.A.4-5. LTCCD. *Organization and Governance Handbook* (June 14, 2012), pp. 19-20, 23, 24.
IV.A.4-6. LTCC Academic Senate Meeting. Agenda item V.A. (April 10, 2015).
IV.A.4-7.

IV.A.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

The Organizational and Governance Handbook provides a detailed discussion of the consensus decision-making process that is employed by all councils/committees within the participatory governance structure (IV.A. 5-1). The Handbook also describes the governance relationships of the Board of Trustees, the five councils - IEC, CLEMC, Budget, Facilities, and Technology -

along with the Academic Senate. There is also a section related to other governance bodies, including President's Council, President's Advisory Council, and Student Government.

Each constituent group - administrators, faculty, staff, and students - have policies and procedures that document their specific and appropriate roles and responsibilities within the institutional participatory governance process. The various groups collaborate effectively within that governance structure to identify needed changes to institutional plans and policies, including curriculum on behalf of institutional improvements.

The Organizational Governance Chart (IV.A. 5-2) details the process for vetting policies and procedures through the college's participatory governance structure. It encompasses all functional aspects of the college's operations. The college has developed structures of communication and engagement that demonstrate that it values diverse perspectives. The college demonstrates that consideration of diverse perspectives leads to setting institutional priorities and timely action. Faculty, staff, and students know essential information about institutional efforts to achieve goals and improve learning.

Ensuring appropriate consideration of relevant perspectives

Institutional effectiveness and governance flows from the college vision, mission, and 2011-17 Strategic Plan (Strategic Plan) (IV.A. 5-3). The vision was implemented three years ago, and the mission is reviewed every other year as well as the Strategic Plan (IV.A. 5-4). The Educational Master Plan, Facilities Master Plan, and the Technology Plan are in alignment with the vision, mission, and Strategic Plan (IV.A 5-5).

Ensuring decision-making aligned with expertise and responsibility

Relevant perspectives and expertise for decision-making occurs through the membership at each of the governance councils levels. The councils provide recommendations which feed through the Institutional Effectiveness Council before moving from the Superintendent/President to the Board of Trustees (IV.A. 5-1).

Ensuring timely action on plans, policies, curricular change, and other key considerations

Timely action on plans is facilitated through alignment of the councils for smooth transitions from one council to the next. If special meetings are required, the councils are usually accommodating. Program reviews which feed into the institutional planning and reflect the Strategic Initiatives and goals of the college provide for timely action on curricular changes and policy revisions/development (IV.A. 5-6)

Analysis and Evaluation

The College meets the standard. The governance structure is designed to ensure that members of all college constituency groups are encouraged to provide their perspectives on topics that are relevant to their areas of proficiency. First, the Organizational and Governance handbook clearly identifies the roles and responsibilities within the institutional governance structure of various councils/committees and their respective members. Also, having a governance structure and process that emanates from the college's vision, mission and Strategic Plan allows for an alignment with the Educational Master Plan (EMP), Technology Master Plan (TMP), and Facilities Master Plan (FMP). Therefore, the structure of the board and institutional governance

processes enables individuals to provide relevant and diverse perspectives that allow for effective and appropriate decision making that addresses potential changes in curriculum and institutional policies and plans.

Evidence

IV.A.5-1. LTCCD. *Organization and Governance Handbook* (June 14, 2012).
IV.A.5-2. LTCC. *Governance Bylaws Handbook* (June 14, 2012), p. 3.
IV.A 5-3. Lake Tahoe Community College Strategic Plan
IV.A 5-4. Vision, Mission, and Beliefs. *LTCC.edu.*
IV.A 5-5. Planning *LTCC.edu*
IV.A. 5-6. Governance Groups - Master Calendar

IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Initially, decisions are the result of issues being discussed at council/committee level. If the discussion of an agenda item evolves into the need for a decision to be made, that proposed decision is then forwarded, as needed, to the next level in the participatory governance process. This communication continues until the decision has been vetted by all relevant councils, including Academic Senate and Board of Trustees.

Documenting decisions and decision-making processes

During Academic Year 2011-12 the LTCC began ensuring increased transparency for decision making through putting the full Board of Trustees agendas on the website, and the full College Council agendas (now Institutional Effectiveness Council) on the website. The governing board and College Council full agendas and minutes are reflected on the website starting in December 2011. All college councils were moved to the transparent BoardDocs (IV.A. 6-1) management system in summer of 2016 to facilitate the documentation and communication of decision-making and recommendations for the entire college.

Communicating decisions and decision-making processes

College-wide emails are sent when a college council is scheduled to meet (IV.A. 6-2). The college has moved much of its content to an open website and uses the internal portal less to facilitate more open and transparent communication. The college also implemented a new content management system to ensure more effective communications as well as established a full time director of marketing and communications (IV.A 6-3).

Important news and decisions are emailed via LTCC-all emails, and the President began a Three Things to Know to help provide more fluid and timely communication to the college community in the summer of 2016 (IV.A. 6-4). Links to Board agendas and minutes are sent through this communication to help college constituents better understand the Board decision making processes.

Additionally, the meetings for the Board of Trustees, along with those for the Institutional Effectiveness Council (IEC), are recorded by podcast which are then available through the college website for members of the college community (IV.A. 6-5).

Analysis and Evaluation

The College meets the standard. The institution has college-wide processes in place to ensure that discussions and decisions made by the board and the five major councils are properly documented and communicated to its constituents. First, the college uses Outlook emails for scheduling meetings and disseminating full agendas for the board and the five major councils. The college also has implemented the BoardDocs management system which increases the openness and clarity of the process for documenting and communicating discussions and decision-making. Additionally, the college has a new content management system, under the responsibility of the Director of Marketing and Communications, that establishes an improved level of communication. Therefore, the college has developed and implemented effective processes for properly documenting and communicating decision-making, along with relevant discussions, to the college constituencies.

Evidence
IV.A. 6-1. BoardDocs
IV.A. 6-2. All Campus Communication - IEC Meeting
IV.A. 6-3. LTCC Governance Website
IV.A. 6-4. Three Things to Know - All Campus Communication 1.13.2017
IV.A. 6-5. Audio Recordings *LTCC.edu*

IV.A.7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

The Director of Institutional Effectiveness administers the Governance Council Self-Evaluation Survey (GCSES) to the five councils - IEC, CLEMC, Budget, Facilities, and Technology - to evaluate the experiences of each group's members within the college's current participatory governance and consensus decision-making processes. The results are summarized and prepared for dissemination to the college community where feedback is generated to identify possible changes to improve the overall effectiveness of the governance process. (IV.A.7-1)

Evaluating leadership roles

The college regularly evaluates leadership roles and its governance and decision-making policies, procedures, and processes. It widely communicates the evaluation results and uses them for improvement. Leadership roles and the college's governance and decision-making policies, procedure, and processes are regularly evaluated. The Institutional Effectiveness Council (IEC) conducts a self-evaluation process every other year as part of their regular spring agenda, to ensure integrity and effectiveness. (IV.A.7-2)

Evaluating governance and decision-making policies, procedures, and processes

Part of the process of developing the new governance structure in 2012 was to ensure the college was evaluating its processes and using the results to improve processes, policies, and procedures. The *Organization and Governance Handbook* provides the structure for the college's decision making processes. When the IEC conducts its annual evaluation the discussion reflects on changes that need to be made in the processes or policies. (IV.A.7-3)

Communicating and using results of evaluations for improvement

The college conducts a Faculty Staff Experience Survey (FSES) every other year and uses these evaluations for improvement. One area that came up in the FSES and the IEC evaluations in 2015 was a need for increased communication on campus about the governance processes as there were new employees who were unaware of the processes (IV.A.7-4)

Analysis and Evaluation

The College meets the standard. The college, through its participatory governance structure, has developed and implemented a system for evaluating, on a regular basis, the institution's governance and decision-making policies, procedures, and processes, along with relevant leadership roles, in order to assure its overall integrity and effectiveness. Additionally, this evaluation system is designed to widely communicate the results and to apply them where appropriate for improvement. Therefore, the college has a systematic and institutionalized process in place to perform an ongoing evaluation of the overall governance structure and its integrity and effectiveness.

Evidence
IV.A.7-1. Governance Council Self-Evaluation Survey - IEC Minutes (pg 20)
IV.A.7-2. IEC Self-Evaluation Minutes.
IV.A.7-3. LTCCD. *Organization and Governance Handbook* (June 14, 2012).
IV.A.7-4. FSES survey 2015 pp. 5-7.

B. Chief Executive Officer

IV.B.1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

As a single college community college district, LTCC delegates the primary responsibility for the quality of the institute to the superintendent/president who also oversees district functions. The roles and duties of the superintendent/president are outlined in a series of approved board policies (IV.B.1-1) and executed under a set of administrative procedures established through the college's governance process and operational procedures (IV.B.1-2).

Importantly, the governing board has assigned full-time responsibility for the college and full authority to administer board policies to the superintendent/president (See Standard IV.C.11; ER 4). This structure clearly separates the roles of the board as an oversight and direction body and the superintendent/president as the chief executive officer of the institution. In this way, the superintendent/president executes board policy and direction through a system of administrative procedures and college practices, memorialized in a detailed governance handbook designed to improve decision making (IV.B.1-3; See Standard IVA). Similar to board policies and administrative procedures, the governance manual is reviewed periodically for currency and accuracy. (IV.B.1-4, IV.B. 1-5, IV.B.1-6, IV.B.1-7)

Primary Responsibility

The superintendent/president administers the board policies and takes action on all governing board decisions consistent with the duties of the position (IV.B.1-1). LTCC has a participatory governance model where all relevant college matters come as recommendations to the superintendent/president for consideration. Based on a review of the evidence and supporting materials, the superintendent/president either presents as submitted, modifies or amends the recommendations to the board of trustees for review and approval. (IV.B.1-8)

Planning, Organizing, and Budgeting

The role of the superintendent/president then is two-fold: front-end involvement, guiding initial efforts of decision-making, and tail-end involvement, reflecting on recommendations in an empirical, transparent and reflective way. For instance, the development of the annual budget arises out of the college's Budget Council and proceeds to the Institutional Effectiveness Council for review and onto the superintendent/president for final approval.

The superintendent/president, however, is involved at all stages of the process, due to the gravity and complexity of building the institution's budget. The President's Council offers direction to the Budget Council Chair, providing parameters for approval. In this way, the process is seamless and assures a smooth transition to the governing board for review and approval.

The process for approving and amending recommendations to the superintendent/president is largely topic-dependent. When there are disagreements or modifications, rationales for the superintendent/president's actions are provided to constituent groups through the governance process. For example, with the budget, the organization might bring suggestions back to the Governance Council before final submission. Moreover, on the Faculty Hiring Prioritization, faculty provide their prioritization list, but leadership factors in additional considerations when making final hiring decisions.

LTCC makes a practice of to not only dialoguing about the meaning of the recommendations but also connecting back with the constituent groups with changes or modifications. Pro forma recommendations are handled in a more straightforward manner. In all, accountability for the superintendent/president decision making is maintained. The CEO regularly communicates institutional and core personal values in communications to the field during the primary academic terms on varied topics of importance including accreditation and faculty hiring. This communication is then posted on the Superintendent/President's webpage where it is available to the general public. (IV.B.1-9)

The superintendent/president communicates the importance of a culture of evidence through a set of seven core values for the chief executive officer. (IV.B.1-10). When the college rationalizes a change to existing practices or the institution of a new initiative, the superintendent/president tries to tie the action to data or a research-based practice. One example is the development of the college's Incarcerated Student Program. The superintendent/president interacts with the college's director of institutional effectiveness for data on success rates, FTE trends, and student demographics to use the data to measure the actual achievement of the program.

The institution has mechanisms in place to link institutional research, particularly research on student learning, to institutional planning processes, and resource allocation processes, which has been driven by the CEO.

Assessing Institutional Effectiveness

Through planning retreats, collegial consultation, setting a vision and revised mission, and continuance update of the 2011-17 Strategic Plan, the superintendent/president has facilitated a process that stays focused on the values, goals, and priorities of the institution. In fall of 2013 a 2020 vision process was conducted to gather broad based stakeholder input on the future of the college. The resulting product based on wide and varied input (IV.B.1-11) led to the refinement of the college's vision statement in Spring 2014. (IV.B.1-12) LTCC was one of the first California Community Colleges to develop an internal scorecard, and the organization has steadily evolved the scorecard as priorities have been added to the college.

The college has continued to refine its research through maintained data integrity and an evolving Fact Book. Resource planning is aligned to educational planning and student achievement and learning through the resource allocation process each spring. The resource allocation process is clearly articulated. (IV.B.1-13) The President's Council reviews recommendations in alignment with the changing needs of the institution and Annual Plans resource proposals. Institution-set standards have been established and are reported annually to the board of trustees (IV.B.1-14)

Annually, the college reviews the LTCC Scorecard and reflects on areas that require additional resources and improvements. The most recent effort was the prioritization of the unprepared college students. The college recognizes that by helping the 77% of the students who are unprepared for college to achieve their goals that will have a significant impact on LTCC and the community. Another area identified for improvement through the reflective process is the high school capture rate for South Tahoe High School. The college has identified this as an urgent priority to ensure LTCC is serving the students of the community. (IV.B.1-15)

Analysis and Evaluation

The College meets the standard. LTCC has a duly appointed chief executive officer (CEO) who is appointed by the governing board in the role of a superintendent/president. In addition, the CEO's full-time responsibility is to the LTCC and is delegated the authority to administer board policies, direct implementation of the procedures. Moreover, the superintendent/president has responsibility for the academic quality and effectiveness of the institution. Equally important, the CEO provides the leadership necessary to implement integrated plans, to set strategic priorities and to support student learning and achievement embraced by the mission. The superintendent/president recognizes the roles of the college constituencies, particularly the role of faculty in academic and professional matters. The superintendent/president is ultimately responsibility for the essential decisions on college, taking appropriate counsel and advice from the participatory governance and planning bodies at the college.

Evidence
IV.B.1-1. LTCC Board of Trustees. BP 2430 – Delegation of Authority to the Superintendent/President.
IV.B.1-2. LTCC Board of Trustees. AP 2430 - Delegation of Authority to the Superintendent/President.
IV.B.1-3. LTCCD. *Organization and Governance Handbook* (June 14, 2012).
IV.B.1-4. Governance Handbook Review Process: Agendas and Minutes from Councils - Budget Council
IV.B. 1-5. Governance Handbook Review - Facilities Council
IV.B. 1-6. Governance Handbook Review - CLEMC

IV.B. 1-7. Governance Handbook Review - IEC
IV.B.1-8. Board Agendas and Minutes demonstrating review and approval of Board Policy
IV.B.1-9. "President's Office," *LTCC.edu.*
IV.B.1-10. Seven Core Values Handout
IV.B.1-11. 2020 vision graphic imagery
IV.B.1-12. LTCC Board of Trustees. Action item 11.3. Approval of Vision Statement (June 24, 2014).
IV.B.1-13. Budget Preparation Policy Flowchart
IV.B.1-14. LTCC Board of Trustees. Action item 6.4. Institution-Set Standards (May 24, 2015).
IV.B.1-15. LTCC Scorecard (May 17, 2017).

[OTHER POSSIBLE EVIDENCE NOT YET REFERENCED IN THE TEXT]
Annual Review of Strategic Plan: Board Minutes
Facility Master Plan
Strategic Resource Allocation Plan
Educational Master Plan (currently working to update)
Equity Plan
Technology Plan
BP/AP 6000
Board Policies and Administrative Regulations
Planning retreat agendas, handouts, summaries
1-2017 Strategic Plan (Board minutes from revisions)
Facilities Master Plan
Technology Master Plan
Strategic Resource Plan
President's Office Program Review 2016 (December 16, 2016 Board Agenda)

IV.B.2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

The superintendent/president effectively plans an administrative structure, organized and staffed, to reflect the unique mission and vision of LTCC. In the role as the primary lead of the institution, the superintendent/president is empowered to hire and assign job duties and responsibilities. (IV.B.2-1; IV.B.2-2) Within the administrative structure, the superintendent uses data to act and make decisions.

Under Board Policy 7110 - Delegation of Authority, Human Resources, the Superintendent/President assigns job responsibilities and performs other personnel actions to ensure that LTCC has qualified and competent administrators, faculty, and staff. The superintendent/president oversees an executive team consisting of a vice president of instruction, executive dean of student services, and vice president of administrative affairs. The current organizational chart and managerial functions clearly set forth the authority of each executive and manager at the college. (IV.B.2-3)

The organizational chart is reviewed and revised depending on current and emerging needs of the college, based on the vision and mission, and presented to the board of trustees. Whenever alterations to the organizational structure are made, the changes are effectively communicated

to the college as a whole through the existing participatory governance structure (Reorg Docs to IEC pg 17 , another IEC Packet pg 17).

The superintendent/president meets twice monthly with the President's Advisory Council, which includes the executive management team, instructional deans, and all classified directors. In his role as the chief executive officer, the superintendent/president facilitates discussions among the college leaders, reviews changes to board policies or administrative procedures, and addresses the future.

Formerly, LTCC had the combined model (VP of Academic Affairs in Student Services), however the college now has a split model. That change was driven by two factors, the first was taking into account the skill set of our current players. The second was the fact that the Student Services Department has experienced exponential growth during the past four years due to new State initiatives. This includes the Student Success and Support Program, Basic Skills Initiative, Student Equity Funds and other student service focused programs. In addition, as the State and the system drives initiatives, the college attempted to align staffing and organizational structure to match LTCC's trajectory in alignment with the direction of the California Community College system.

The superintendent/president plans, oversees, and evaluates the administrative structure to ensure the college is meeting its vision and mission, appropriate to its size and the complexity. LTCC has been evolving over the last five plus years due to significant changes in the community; State of California regulations that have impact enrollments; and the focus on student access, equity, and completion. Since 2011, there have been multiple changes in the administrative structure in an attempt to be responsive to changes in the external environment and the needs of the institution and most importantly its students. Several grants and programs have been added to the college since 2011 requiring increased oversight by managers. Administrator job descriptions have been revised as the positions have been vacated, reorganized and refilled. An example of this is when the vice president of academic affairs and student services accepted another job, a new position for the executive dean of student success was created to take on the increased complex tasks of overseeing student services. Admissions and Records were combined with Student Services to create the Student Success Department with a focus on creating a one-stop experience for students (Board minutes for the reorganization of One-Stop). Resources were aligned to make facility modifications to support the student needs that were aligned with the strategic direction of the department (One-Stop Facility Plans). A director of institutional effectiveness was created in 2015 to ensure an emphasis on data-informed decisions and institutional effectiveness. LTCC received a data focused Title III grant in Fall 2016 to further support campus decision-making efforts (Title III Org Chart and Grant Notification).

The administrators participate in the President's Council and the President's Advisory Council on a regular basis. The President's Council provides consultation on college decisions in addition to the regular governance councils (Agendas and Minutes for PC and PAC). Board agendas, personnel issues, projects, and proposals for new programs or services are reviewed and discussed in this meetings before moving forward to the governance process and the board of trustees, as appropriate.

The superintendent/president evaluates administrators on an annual basis per Board Policy and Administrative Regulation 4.25

The CEO plans, oversees, and evaluates the administrative structure to ensure the college is organized and staff to reflect the purposes, size and complexity of the college. The CEO

appropriately delegates to administrators and others in a manner that is consistent with their responsibility as appropriate.

Analysis and Evaluation

The College meets the standard. The superintendent/president builds, oversees, and evaluates the administrative structure of the LTCC to maximize the efficiency and productivity at the institution. The college recognizes its relatively small size and remote location and acts nimbly to assign the wide span of responsibilities to upper and middle management as appropriate given the complexity of tasks. Planning and budgeting are a particular focus of the CEO given the size and intricacies of decision making. Historically, the superintendent/ president has periodically evaluated the LTCC administrative structure to be agile in maintaining quality of the college. Most importantly, the CEO timely communicates the decisions about structure to the college community and rationale for changes and improvements.

Evidence:
IV.B.2-1. LTCC Board of Trustees. BP 2431 - Chief Executive Officer Hiring Procedures.
IV.B.2-2. LTCC Board of Trustees. AP 2431 - Chief Executive Officer Hiring Procedures.
IV.B.2-3. LTCC Board of Trustees. BP 7110 - Delegation of Authority, Human Resources.
IEC Reorg March 6, 2014 IEC Reorg April 16, 2015
Board minutes for the reorganization of One-Stop
One-Stop Facility Plans -
https://www.boarddocs.com/ca/ltcc/Board.nsf/goto?open&id=9WJQW56AF533
http://www.boarddocs.com/ca/ltcc/Board.nsf/goto?open&id=9TN3NL07B3BB
Title III Org Chart and Grant Notification
PC Agendas and Minutes
PAC Agendas and Minutes
Board Policy and Administrative Regulation 4.25

[OTHER POSSIBLE EVIDENCE NOT CURRENTLY REFERENCED IN TEXT]
Administrative organization chart
Board policy 4.02 Academic Personnel
Reorg Docs to IEC
Reorganizations and interim assignments. (Board minutes)

IV.B.3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:
- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the college sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves learning and achievement; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

In 2011-12, the superintendent/president guided the institutional improvement at LTCC through revising and rebuilding the governance structure. The result was revised policies and a new governance structure that has been implemented and evaluated since the fall of 2012. (June 26, 2012 BOT Meeting)
The governance structure was built on the collegial principles of consensus (evidence Academic Senate and Organization and Governance Handbook and Governance Bylaws).
The following evidence documents the evolution of the collegial process development at LTCC over the past five years along with the institutional performance standards for student achievement ensure improvement of the teaching and learning environment. Also, included in the evidence for institutional planning and resources allocation.

Analysis and Evaluation

The College meets the standard. The superintendent/president guides the institutional improvement and effectiveness to the teaching and learning taking place at the institution through existing board policies, administrative procedures and college practices. The CEO oversees a robust governance and planning structure which incorporates learning findings into program review. Statewide initiatives and federal grants including TRIO and Title III are baked into existing operations. A recently-approved bond measure has at its heart the improvement of facilities to augment learning. The CEO has as a direct report, a director of institutional effectiveness that provides key research and evaluation findings for institutional improvement. Importantly, the superintendent/president oversees a set of visions, mission, and beliefs that put student learning and achievement as a priority. Institutional set-standards, the California Scorecard and IEPI metrics inform progress on the strategic plan and thus the allocation of resources to meet student needs. Finally, the superintendent/president oversees all educational planning and assures that planning and decision-making is integrated with resource allocation. The mission has at its heart maximizing student learning and achievement potential.

Evidence
June 26, 2012 BOT Meeting
Governance Handbook

BP/APs
Organizational and Governance Handbook
BP 2510 - Participation in Local Decision Making
Minutes from IEC, Academic Senate, College Learning Council, Budget Council, Facilities Council, Technology Council, and Board of Trustees meetings.
LTCC Scorecard - Accountability *LTCC.edu*
2016-17 Board of Trustee Setting Goals BOT Retreat 9.19.2016

IV.B.4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

The superintendent/president at LTCC holds the principal leadership role for accreditation at the college by accreditation standard and board policy (BP/AP 3200 Accreditation). Specifically, the

board directs the superintendent/president to ensure the District complies with the accreditation process and standards of the Accrediting Commission for Community and Junior Colleges and of other District programs that seek specialized accreditation. They are to keep the Board informed of approved accrediting organizations and the status of accreditations and ensure that the Board is involved in any accreditation process in which Board participation is required. The Board approves the college's substantive change proposals (Board item on ISP and JPA substantive change proposals) The board receives an annual update on LTCC's Annual Report to ACCJC (April Board Items 2016 & 2017). In addition, the superintendent/president is charged with providing the Board with a summary of any accreditation report and any actions taken or to be taken in response to recommendations in an accreditation report. (BP3200)

The college further has established procedures to address accreditation in its operations and functions, including the:

- development of a self-evaluation report and any other materials necessary to support accreditation or reaffirmation of accreditation

- establishment of an accreditation liaison officer (ALO), appointed by the college president, who is responsible for coordinating all necessary activities for accreditation

- creation of a College Accreditation Steering Committee consisting of:

  o Superintendent/President
  o Accreditation Liaison Officer
  o Academic Senate President or designee
  o Director of Institutional Effectiveness

- involvement of the appropriate constituencies in the accreditation process, and

- review of all reports submitted to the Commission (AP3200)

While the superintendent/president pays close attention to accreditation issues and has assumed the role as college leader, the role of ALO is delegated to the vice president of academic affairs. The superintendent/president worked closely with the accreditation writing and evidence teams and the Steering Committee for the Institutional Self-Evaluation and oversaw its production and completion. The ALO and the superintendent/president work closely with the leadership teams from each of the constituent groups to ensure that faculty, classified, administration and students are aware of the accreditation activities and have a voice in the production of all documents and reports.

The board of trustees is kept informed on accreditation and issues of concern. The faculty, staff, administrators, and board have a commitment to ensuring continuous improvement and a quality education through compliance with the Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Accreditation is a regular topic at the Institutional Effectiveness Council (Minutes). On February 28, 2017, the board had a study session to gather input on standard IVC and to provide an overview of the accreditation process. On March 28, 2017 the board participated in a study session to review and provide feedback from a board level perspective on the Institutional Self-Evaluation Report. In April, 2016 the board was provided an overview of the self-evaluation process and their role in the process. The board is appraised on issues of accreditation throughout the process.

LTCC has kept accreditation at the top of the conversation since the beginning of the 2016-17 academic year. It was a key topic for the Convocation event. It was a priority discussion topic

with the Participatory Governance Councils throughout fall of 2016. In early March, the superintendent/president published a communication to campus (March President's Communication) highlighting the key milestones in our Institutional Self-Evaluation and updating staff and faculty on LTCC's progress. It also expressed appreciation to those individuals who had been involved and shared upcoming opportunities to learn more. LTCC hosted forums on March 23 and 24 where the organization will obtain additional feedback on the ISER from staff and faculty (Agendas for IEC and All-Faculty Day on March 23 and 24).

The superintendent/president has discussed with the Foundation Board that the organization is undergoing this self-reflection and they are serving as a bridge between the community and district groups. The superintendent/president has also been speaking to diverse groups, asking them what they think LTCC's priorities should be for the future. The superintendent/president will be compiling and sharing that feedback and sharing it with campus and community stakeholders. At these meetings, the superintendent/president consistently shares that ensuring the reaffirmation of the college's accreditation is at the center of the college's current priorities. Since 2011 the superintendent/president has played a primary leadership role for accreditation, ensuring the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. An example of this was leading the college to a successful resolution of five accreditation recommendations that were issued in February 2012. The superintendent/president ensures accreditation reporting is in compliance and completed in a timely manner. If there are issues, the superintendent/president ensures attention is focused on resolving the issues. An example of this is in spring 2015 it was determined the college was not in compliance with previously reported information regarding student learning outcome assessments. The college reports the accurate numbers to the commission and has been working diligently to correct the situation. (2015 annual report, 2014 annual report, 2016 annual report, recent SLO assessment numbers.)

The superintendent/president ensures that accreditation is squarely in the focus of the institution through continuous improvement practices, and by encouraging participation of faculty and administrators on teams to learn about accreditation. The college has organized itself to clearly focus on the roles of faculty, staff, administrators, and board, developing a strong commitment to assuring compliance with accreditation requirements. The college's participatory governance councils we developed in alignment with the accreditation standards so each council can play an ongoing role in monitoring and supporting achievement of the standards.

Analysis and Evaluation

The College meets the standard. The superintendent/president administers the college accreditation board policy (BP3200) to build a structure, process and timeline for the production of the self-evaluation report, the annual reports, substantive changes, all requirements for programmatic accreditors. All reports submitted to the ACCJC and other programmatic accreditors have been accurate, complete, and timely. The superintendent/presidents at LTCC have served on many comprehensive accreditation visiting teams and even led site visits.

Evidence
BP/AP 3200 Accreditation
Board item on ISP and JPA substantive change proposals)
April Board Items 2016 & 2017 on Annual Reports
IEC Minutes on Accreditation
February 28, 2017, Board Study Session on IV.C
March 28, 2017, Board Study Session on ISER
April, 2016, S/P's messaging to the Board regarding Accreditation

[March 2016 President's Communication highlighting the key milestones in our Institutional Self-Evaluation and updating staff and faculty on LTCC's progress.](#)
Agendas for IEC and All-Faculty Day on [March 23](#) and 24
([2015](#) annual report, 2014 annual report, [2016](#) annual report, recent [SLO](#) assessment numbers follow up to ACCJC .

[OTHER POSSIBLE EVIDENCE NOT YET REFERENCED IN TEXT]
Board minutes from Spring 2016 for institutional committees
[Foundation Board minutes regarding accreditation update](#) 1.13.17 Foundation Board Minutes
S/P communication asking for institutional priorities ae for the next 18 months

IV.B.5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Mission Consistent
The superintendent/president keeps apprised of, and regularly communicates statutory and compliance expectations to the governing board as well as to the college constituencies to provide for informed decision-making at all levels. (Evidence) Board policy amendments or augmentations, often reflecting important legislative and other governmental or policy changes, are completed through a systematic process of adoption, review, and implementation. (Board minutes reflecting policy updates and review) In all instances, the implementation of new policies and initiatives at the college are measured against the yardstick of how the actions help the college better meet its mission and move closer to achieving its stated vision. (Evidence) Board Policy 2410 directs the superintendent/president to ensure the implementation of statutes, regulations, and board policies through the development of specific administrative procedures. (BP2410) In turn, AP 2410 directs the superintendent/president, through the administrative team, to ensure compliance with state and federal laws, alignment with the college mission, and adherence to accreditation standards to assure the quality of the college. (AP2410) The superintendent/president also produces a regular communication to staff and faculty and monthly public reports to the Board of Trustees that address key college issues, including legal and policy updates. (Messages from S/P to the campus and Board Minutes demonstrating update reports)

State Laws and Regulations
California state laws and regulation expectations and updates are shared with relevant college groups and the governing board itself in a variety of venues and settings, particularly when addressing funding allocations. For example, Student Success Support (SSSP) efforts, formerly referred to as matriculation, results in a formal plan with earmarked funding. This funding addresses issues in such areas as orientation, assessment and placement, and counseling (SSSP Plan) A similar plan was created to improve equitable outcomes for traditionally underserved students, with a focus on first generation Hispanic/Latino students, in significant success measures as course completion, basic skills improvement, transfer and degree completion. (Student Equity Plan). Creation of the action projects, the establishment of measures and allocation of funds on these plans take place as part of the governance process. (Evidence Fund 12 Budget Revisions) Progress on both the SSSP and the Student Equity Plan is shared with the board and college groups through formal presentation and on the college's website (Board minutes and Web Link EQUITY demonstrating SSSP a.k.a. GPS and Equity Plan progress).

Other statewide initiatives are similarly reported to the college community. For instance, progress on the Institutional Effectiveness Partnership Initiative (IEPI), student success, and financial and quality measures are reported as part of progress on the mission. The California Scorecard, which tracks progress on state identified measures of mission functions (e.g. transfers and degree completion) are also annually shared with the board and community and are used to assess progress on the college's strategic plan.

Federal Laws, Regulations, and Accreditation

In addition to state law changes, the superintendent/president assures that federal law changes and expectations are identified and communicated to the college community. (Evidence) For example, changes in disabilities requirements and protections are handled by the college's Disabilities Students Programs and Supports (DSPS) Department. (Evidence) Changes in employment practices and discrimination coverage in the workplace are directed to the college's Human Resources Department. (Evidence)

Federal expectations about Title IV are administered by the college's financial aid office (Evidence), student complaints via the Executive Dean of Student Services and the Enrollment Services department (Evidence), and public notices by the public information office. (Evidence) Transfer policies are administered by the academic affairs and student services divisions, and institutional set standards for performance are monitored by the college's ALO and the Institutional Effectiveness Council. (Evidence)

Board Policies

Board Policy review takes place through the use of an ongoing policy service provided to California community colleges. Professional development in policy changes and implementation takes place for both the superintendent/president and the board. (Evidence) Moreover, the superintendent/president updates the governing board on key legal and policy changes through regular monthly reports at business meetings (Evidence), at the annual board retreat (Agendas and Minutes from Annual Board Retreats), and through attendance at professional conferences. (Evidence)

Analysis and Evaluation

The College meets the standard. The CEO implements and oversees compliance on all state (student success, fiscal and regulatory requirements) and federal regulations, accreditation expectations and local governmental issues to the governing board and to the college as a whole. Policy, regulatory and compliance demands are delegated to the appropriate administrator for execution and follow up to the CEO. Critically, the college has an established planning and governance structure to assure that the practices and policies align with mission statement and the college strategic goals. The administrative procedures are established through the college processes, implementing the board policies, many of which address legal and regulatory requirements. Through a series of checks and balances in the governance and planning structures, LTCC remains current on federal and state law changes as well as accreditation expectations for both institutional and programmatic bodies.

Evidence
Board minutes reflecting policy updates and review
    BOT Policy Review 12.8.2015

Minutes from Board meeting curriculum study sessions every January
        BOT Curriculum Study Session Agenda and Minutes 1.17.2017
        BOT Curriculum Study Session Agenda and Minutes 1.12.2016
        BOT Curriculum Study Session Agenda and Minutes 1.13.2015
        BOT Curriculum Study Session Agenda and Minutes 1.14.2014
        BOT Curriculum Study Session Agenda and Minutes 1.8.2013
        BOT Curriculum Study Session Agenda and Minutes 1.10.2012

BP/AP 2410
Messages from S/P to the campus and Board Minutes demonstrating update reports
SSSP Plan
Equity Plan
Board minutes and Web Link demonstrating SSSP and Equity Plan progress
        Fund 12 Budget Revisions BOT Presentation 2.14.17
        10.25.16 BOT SSSP Update
        11.11.14 BOT SSSP Funding
Equity LTCC.edu
GPS LTCC.edu
IEPI Presentation BOT Study Session 5.23.17
Agendas and Minutes from Annual Board Retreats
        Retreat Agenda 8.17.12
        Retreat Agenda 8.23.2013
        Retreat Agenda 8.21.2014
        Retreat Agenda 9.24.2015
        Retreat Agenda 8.19.2016

IV.B.6. The CEO works and communicates effectively with the communities served by the institution.

The superintendent/president communicates regularly with community organizations, including educational, governmental, nonprofit, and business. The community, civic leaders, and the public at-large are informed of the ongoing and emerging events and issues at LTCC and willingly share the college's role as a conscientious community partner. (Evidence CEO Luncheons) Participation on service, business, philanthropic and government entities is viewed as an important technique for the superintendent/president to stay connected with the community service area as well neighboring areas such as nearby urban centers in Nevada. The superintendent/president reaches out to educational districts and institutions that feed students to the college or that receive LTCC students as they matriculate to other advanced degrees. For example, the superintendent/president meets with the K-12 superintendent and principals in regular meetings during the year (Evidence). The superintendent/president also confers with neighboring higher education leaders (Sierra Nevada College President Meetings, Sacramento State University president, and provost as well as the leaders of the University of California, Davis at regional events). In addition, the superintendent/president has met multiple times with partner community colleges in California and northern Nevada to share information on content, resources, and residential living (Western Nevada Community College, CEO Symposium, Meetings and Communication with 8 CCC small rural).

The superintendent/president outreaches to local business through membership in the South Lake Tahoe Chamber of Commerce, the CEO Roundtable, joint study sessions with Lake Tahoe Unified School District, and redevelopment agency groups. (LTCC/LTUSD Board agendas, Membership) Outreach to local governments takes place with periodic meetings with leaders from El Dorado County and the City of South Lake Tahoe City Manager and Mayor. Civic outreach takes place in such areas as the Community Play Consortium, Family Resource Center, and the South Shore Greenway Trail. (Evidence) The pathway for communication between the college and the community is reciprocal, flowing back to the college. An example of this is increased use of college facilities by organizations and community groups that feel welcome on the campus.

Analysis and Evaluation

The College meets the standard. The LTCC CEO uses a variety of methods to communicate to the community including established and emerging social media as well as traditional print methods. The CEO also meets face to face with community, government and business leaders to discuss college matters. The CEO has a newsletter and is present at college committee and council meetings and conducts college forums to learn about issues from the constituent groups as well as to update the college community. The CEO is also involved in benevolent and philanthropic organizations, as well, to represent the institution as a conscientious community partner.

Evidence:
CEO Luncheons List
Sierra Nevada College President Meetings Agendas
Sacramento State University president and provost as well as the leaders of the University of California, Davis at regional events--agendas/minutes
Western Nevada Community College meeting agendas
CEO Symposium agendas/minutes
Meetings and Communication with 8 CCC small rural colleges
LTCC/LTUSD Board agendas, Membership
Evidence of increased use of college facilities by organizations and community groups that feel welcome on the campus.

C. Governing Board

IV.C.1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Authority and Responsibility

Lake Tahoe Community College (LTCC) is governed by a board of trustees, comprised of five elected citizen officials who represent certain districts in the region. The LTCC Board has adopted a scheme of policies that incorporates the accreditation expectations, as well as federal and state law for due process, notice, and functioning. (California Education Code Section 70902). The board policies are publicly posted on the college website and review regularly for currency, accuracy and relevance. The governing board of the Lake Tahoe Community College District is recognized body of duly-elected members chosen by the voters of the LTCC service

area and operating under the auspices of the California Community College System of Higher Education.

The governing board's authority and responsibilities flow from the policies including assuring the fiscal health and stability of the college, monitoring institutional performance and quality duties; and representing the public interest. (BP2200). In addition to containing the board's express duties as a body the policies include the delegation of duties to the chief executive officer, (BP2430), the conduct of board elections (BP2100), decorum at meetings (BP2355), code of ethics for evaluating actions (BP2715), and the identification and handling of conflicts of interest (BP2710). In this way, the board aligns its duties and responsibilities to the institutional mission, the accreditation standards and federal and state regulations to set prudent, ethical, and legal standards for its performance and operations of the college. For a list of all of the board policies concerning the board's function and operations, see http://www.boarddocs.com/ca/ltcc/Board.nsf/vPublic#.

Board members are elected to four-year terms in an even year election. In addition to the five-voting board of trustees, the district board includes a student trustee elected by the student body. (BP2105) The student trustee is elected each year as the board encourages student participation and advisory votes on key issues at the college. For most of the year, the board meets twice a month. The first meeting is a business meeting and the second meeting is usually a dedicated study session to provide the board with appropriate opportunities for the in-depth study of pertinent issues. (Board of Trustees: Agendas and Minutes)

The board assures academic quality, integrity, the effectiveness of student learning programs and services, and the financial stability of the college. These policies are reviewed on a regular basis. (Board of Trustees: Agendas and Minutes). To do this, the board operates through clear policies and procedures, in-depth study sessions, clear board goals aligned to the mission, and the Strategic Plan. The board also has set performance indicators to monitor the board goals in alignment with LTCC Strategic Issues, as identified in the 2011-17 Strategic Plan. The board takes a very active role in the Strategic Plan by participating in the college-wide planning days, refining the goals, and setting performance targets.

Academic Quality

To assure the academic quality of the institution, the board receives updates and reviews progress in a number of key areas. These include the California Success Scorecard and Institutional Effectiveness Partnership Initiative (10/11/16 10.1 contract w/ eLumen for more integrated program review and planning, as well as enhanced student learning outcomes assessment (SLOs) that can be disaggregated to help faculty better identify potential equity gaps within their courses, programs, and across the institution. IEPI 6/14/2016 7.8 Institutional Effectiveness Partnership Initiative (IEPI) Indicators and Goals for 2016/17), institution set standards, and the Education Master Plan update (Nov 8, 2016 10.2 Contract for EMP Consulting). The board also receives updates on accreditation reports, substantive change proposals (Feb 28, 2017 Item 3.1) 1/17/17 Item 7.1), the Strategic Plan Progress (9/13/2016 - 9.7. 7/28/16 - Strategic Plan update approved), and the Educational Master Plan.

The board assures academic quality, integrity, the effectiveness of student learning programs and services, and the financial stability of the college, the governing board operates through clear policies and procedures, in-depth study sessions, clear board goals aligned to the mission, and the Strategic Plan. The board also has set performance indicators to monitor progress on

the board goals in alignment with LTCC Strategic Issues, as identified in the 2011-17 Strategic Plan. The board takes a very active role in the Strategic Plan by participating in the college-wide planning days, refining the goals, and setting performance targets and other measures of institutional performance such as institutional set standards.

Integrity

In the area of institutional integrity, the board examines its internal practices and processes through a code of ethics and policy on conflict of interest. The board receives reports from the various divisions of the college on performance and delegates to the chief executive officer the authority to administer the policies and report back to the board on the status of the institution.

Effectiveness of the Student Learning Programs and Services

To assure the effectiveness of the academic programs, the board reviews Professional development leave reports (1/24/17 Item 4.3 Tim Johnson. 10/11/16 Item 6.2 Pete Dixon); Student Success and Support Program (SSSP) & Equity Plan Reports (BOT 10/25/16 Items 8.2 & 8.3); and project presentations (Residential Living Feasibility Study Presentation 12/13/16 item 2.1). Any new program evaluations, or those proposed for removal or modification, are also presented for review (Program Vitality - Theatre 1/17/17 Item 7.5. Nov 29, 16 Items 4.1 (report) & 5.2 (public hearing). In addition, the board receives updates on Student Completion Surveys (11/8/16 Item 4.2) and any approval requests for new and existing curriculum.

Financial Stability of the Institution

To steward the financial integrity and stability of the institution, the governing board receives and reviews quarterly financial statements and reports from the college's vice president of administrative affairs. College administrative leaders provide updates on important matters of internal stability such as enrollment management (Feb 14, 2017 item 3.2) and construction procurement (2/14/17 Item 6.3 Measure F Lease-Leaseback). Independent and external audits are performed to ensures that the college's internal controls, processes, guidelines and policies are adequate, effective and in compliance with generally accepted standards for higher education. The board also receives budget presentations (9/13/16 9.5 - Adopted Budget. Feb 28, 2017, Item 3.2 Fund 12 mid-year revised) and three-year forecasts. Also, they offer feedback and final approval on the facilities/bond project and bond schedule (1/24/17 Items 7.13 & 8.3 Bond Financial & Expenditure reports 10/25/16 Item 8.5; 10/11/16 revisions to Bond Series A project schedule Item 4.1).

Analysis and Evaluation

The College meets the standard. The LTCC governing board is an established body created by a voter approved district that is part of the California Community College system of higher education. There are regulatory and statutory requirements for election, re-election and conduct at the public meetings that the body must follow. The board has established authority to represent the public interest and to establish policies for the direction of the institution. The board uses a well-established system of policies for its operation and subscribes to a board policy service organization which provides updates, professional development and other outreach to assure proper oversight of the college. The governing board accepts ultimately responsible for ensuring that the quality and financial integrity of the institution is sound. The

membership is sufficiently sized and remains an independent, policy-making body, with conflict of interest and other policies that assure the integrity of the institution.

California Education Code, Section 70902
LTCC Board of Trustees, BP 2200 — Board Duties and Responsibilities.
Board Policies 2430, 2100, 2355, 2715, 2710, 2105 *(in order of reference above)*

Board of Trustees: Agendas and Minutes
10/11/16 10.1 contract w/ eLumen for more integrated program review and planning, as well as enhanced student learning outcomes assessment (SLOs) that can be disaggregated to help faculty better identify potential equity gaps within their courses, programs, and across the institution. IEPI 6/14/2016 7.8 Institutional Effectiveness Partnership Initiative (IEPI) Indicators and Goals for 2016/17

Nov 8, 2016 10.2 Contract for EMP Consulting
Feb 28, 2017 Item 3.1) 1/17/17 Item 7.1
9/13/2016 - 9.7. 7/28/16 - Strategic Plan update approved
1/24/17 Item 4.3 Tim Johnson. 10/11/16 Item 6.2 Pete Dixon
BOT 10/25/16 Items 8.2 & 8.3
Residential Living Feasibility Study Presentation 12/13/16 item 2.1
Program Vitality - Theatre 1/17/17 Item 7.5. Nov 29, 16 Items 4.1 (report) & 5.2 (public hearing)
11/8/16 Item 4.2
Feb 14, 2017 item 3.2
2/14/17 Item 6.3 Measure F Lease-Leaseback
9/13/16 9.5 - Adopted Budget. Feb 28, 2017, Item 3.2 Fund 12 mid-year revised
1/24/17 Items 7.13 & 8.3 Bond Financial & Expenditure reports 10/25/16 Item 8.5; 10/11/16 revisions to Bond Series A project schedule Item 4.1
Board Policy Manual (2011-13), Chapter 4: Academic Personnel.

IV.C.2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Each business matter for review or action by the board is considered in full, and openly discussed at board meetings. Matters that are confidential are discussed in closed session, with report outs to the public regarding actions taken. (Board of Trustees: Agendas and Minutes) Votes take place, and decisions are made in public. Most voting matters are unanimous, and on those instances where a board member holds unique and individual perspectives, viewpoints are shared and votes are taken in the normal course of action. After a decision is made, the governing board acts as a collective entity on decided matters (BP 2200).
Acting Collectively, Divergent Voices

The board assures that topics discussed are addressed using existing policies and practices such as proper decorum (BP2355). As a result, members engage in debate professionally, with respect and civility. The board of trustees also comply with state laws regarding discussion of topics outside of open forums and meetings are publicly announced and open to all.
The board of trustees participates in effective trustee training workshops and hold periodic retreats to build relationships and a collective spirit. The board evaluates its performance annually. In the most recent evaluation, the constituency groups and the board rated itself with

high marks in the area of fostering a college culture aimed at improving student learning, success, and achievement.

(http://www.boarddocs.com/ca/ltcc/Board.nsf/files/AFC3JU07257D/$file/1.%20BOT%20Eval%20Results%20(Revised).pdf)

Periodically, the board utilizes surveys to collect feedback from stakeholders in the community. For example, in its last self-evaluation, the board had some discussion regarding how the meetings are conducted and the appropriate time for discussions due to some disagreement with the evaluation. The board evaluation process demonstrates the willingness of the board to facilitate honest discussions leading to board effectiveness and the ability to focus on educational programs and students.
(http://www.boarddocs.com/ca/ltcc/Board.nsf/files/AFC3JU07257D/$file/1.%20BOT%20Eval%20Results%20(Revised).pdf.)

Theatre offerings issue as a possible second example…

Analysis and Evaluation

The College meets the standard. Adopted board policies provides a system and framework for collective action that effectively guides decisions after open discussions, voting, and actions. Board members freely engage in debate and present multiple, and sometimes divergent perspectives on issues facing the college. Nevertheless, the college comes to collective decisions on all matters and support those decisions once reached. There is not history where the board has struggled with this accreditation expectation.

Evidence
Board of Trustees: Agendas and Minutes
Board Policies 2200, 2355
http://www.boarddocs.com/ca/ltcc/Board.nsf/files/AFC3JU07257D/$file/1.%20BOT%20Eval%20Results%20(Revised).pdf
(http://www.boarddocs.com/ca/ltcc/Board.nsf/files/AFC3JU07257D/$file/1.%20BOT%20Eval%20Results%20(Revised).pdf.)
LTCC Board of Trustees, *Progress Towards Goals Evaluation Results* (2015-16). p. 9.
LTCC Board of Trustees, *Progress Towards Goals Evaluation Results* (2015-16), p. 16.
LTCC Board of Trustees, Minutes (November 22, 2016).
Board Policy 2010, Board Membership

IV.C.3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

The LTCC board of trustees has established clear set policies for selecting and evaluating the superintendent/president at the institution. (BP2341). Importantly, the board adheres to the policies as is evidenced by the recent hiring of the college's current chief executive officer (CEO). In the normal life cycle of the institution, the college replaced the chief executive officer in December of 2016 and at this time reexamined its policies and practices regarding advertising for and selecting the superintendent/president. The college reviewed the hiring criteria for the position as well as the manner and method for considering qualified candidates.

CEO Selection

Board Policy 2431 highlights the steps for selecting the CEO, including the establishment of a search process to fill the vacancy while adhering to California regulations. (Title 5 – Selection of a CEO and Board Policy (old policy should be revised) Evaluation of the CEO. For the most recent hiring, the board approved a job description (Job Description: Superintendent/President) and established a participatory governance-based hiring committee (S/P hire special meetings & closed sessions - Dec 5, Dec 1, 11/29, 11/22, 11/19, 11/18, 11/16, 11/8, 10/25; Public Forums 11/17; September 20, 2016 special meeting - items 2.1 & 3.1 regarding AP 2431 CEO hiring).

In addition to having policies outlined to assist in the hiring of a chief executive officer, the board of trustees utilizes an established process of systematically evaluating the performance of the superintendent/president. (BP2435) Regular and systematic evaluations of the superintendent have taken place over the past accreditation cycle. (1/24/2017 item 2.1 S/P performance evaluation; 10/11/16 item 12.2 S/P evaluation; 9/27/16 item 2.1 S/P evaluation; 12/13/16 Item 7.4 Comprehensive program review of President's Office; 12/6/16 New S/P hire BOT meeting).

Analysis and Evaluation

The College meets the standard. The LTCC governing board has an established board policy that establishes a system for selection of the current superintendent/president. Importantly, the college in 2016 completed a successful hiring of a superintendent/president using the policy as a guide and administering the hiring process using established college practices.

Evidence
Board Policy 2431 – Selection of a CEO
Title 5
Job Description: Superintendent/President

Board of Trustee meeting minutes
S/P hire special meetings & closed sessions - Dec 5, Dec 1, 11/29, 11/22, 11/19, 11/18, 11/16, 11/8, 10/25; Public Forums 11/17; September 20, 2016 special meeting - items 2.1 & 3.1 regarding AP 2431 CEO hiring

BP2435

Board of Trustee meeting minutes
1/24/2017 item 2.1 S/P performance evaluation; 10/11/16 item 12.2 S/P evaluation; 9/27/16 item 2.1 S/P evaluation; 12/13/16 Item 7.4 Comprehensive program review of President's Office; 12/6/16 New S/P hire BOT meeting

Board Policy – Administrator Evaluation

IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

The LTCC governing board, selected by the voters, is an independent policy-making body. There is an established procedure on manner and requirements for candidacy and qualification (BP2100). Members serve four-year terms with elections staggered so that only one-half of the board of trustees are up for election at any given time. The Associated Students of Lake Tahoe elects a student trustee who has advisory voting privileges and serves a one-year term. The student trustee may make, and second, motions as well as vote in an advisory capacity. Eligibility Requirement 7, Governing Board, Compliant.

The governing board of the Lake Tahoe Community College District is an independent body with oversight over college operations and who has hired a chief executive officer whose responsibility it is to administer board policies.

The governing board's enumerated powers are outlined in board policy. They include representing the public interest; establishing policies that define the institutional mission and set prudent, ethical and legal standards for college operations; and hiring and evaluating the CEO. In addition, the board delegates power and authority to the CEO to effectively lead the district; assures fiscal stability and health; monitors institutional performance and educational quality; and advocates and protects the district (BP2200).

The governing board is the ultimate decision-maker in those areas designated by state and federal laws and regulations (BP2510). The board is in the process of updating its policies and corresponding administrative procedures, ensuring alignment with those as defined by the Community College League of California. Many of the policies are adapted to meet local needs while meeting the requirements of the California Education Code and California Regulations. The superintendent/president holds "the executive responsibility for administering the policies adopted by the board and executing all decisions of the board requiring administrative actions" (BP2340).

Independence

The governing board, in the execution of its duties as an independent body, may adopt such policies as are authorized by law or determined by the board as necessary for the efficient operation of the district (BP2410). The board policies provide a general guidance of what should happen, while the administrative procedures provide staff with the institutional process.

A strong example of this can be found in Board Policy 6340 – Contracts, which delegates the authority to award contracts that meet certain restrictions and thresholds to the superintendent/president and the chief business officer. Administrative Procedures 6340, 6350, 6365, and 6370 provide specific direction to staff on the bidding procedure and awarding of contracts, construction contracts, accessibility of information technology, and personal service contracts.

Policy-Making Body

In attempt to maintain its role as a policy making body, many items that need board approval are approved as consent items. The consent agenda gives the board the opportunity to review standard items for consent ahead of the meeting, ask questions to the Superintendent/President, and approve items at one time to save time and avoid over regulation. Items approved via the consent agenda include ratification of fees, monthly payroll warrants, and declaration of surplus property.

The hiring of staff has been delegated to the Superintendent/President with ratification by the Board. In the past the Board approved all hires, now the Superintendent/President can make an offer of employment and the Board ratifies via the consent agenda. Also, courses are no longer reviewed when by the board when changed; only new courses are reviewed by the Board.

Analysis and Evaluation

The College meets the standard. The manner in which the Board is elected ensures that the Board is representative of the public throughout the College. A student trustee participates on the Governing Board. Board Policies and administrative procedures regulate Governing Board member conduct and establish protocols to protect the College from undue influence or political pressure. Public interest in the quality of education and College operations is provided 351 through public comment at Board meetings and through the Board's consistent adherence to open meeting laws and principles. Minutes of meetings provide examples of public input and comments.

Evidence
Board Policies: 2100, 2200, 2510, 2340, 2410, 2510 *(in order referenced above)*
Administrative Procedures 6340, 6350, 6365, and 6370

IV.C.5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

All policies of the governing board are designed to help the organization better meet its mission as a community college in the California system. Chapter one of the policies covers the district operations while chapter two covers the board duties and responsibilities. General college matters (Chapter 3), Academic Affairs (Chapter 4), Student Services (Chapter 5) and Business and Financial Matters (Chapter 6) are also outlined in the scheme of policies at the district.

To help in its work, LTCC subscribes to an outside, and respected, policy and procedure service utilized by the California Community College System to identify policies required by law and accreditation; policies for good practice; and policies on new and emerging areas of consideration.
The board has approved policies, institutional goals, and other formal statements that describe governing board expectations for quality, integrity, and improvement of student learning programs and services.

Analysis and Evaluation

The College meets the standard.

Evidence
Notifications from CCLC, Title V, and Accreditation Standards, legally advised, required…
S/P office, to the lead admin, make suggested edits
BP…. separation AP (Delegation of authority to CEO)
For example,…. Nick… reserves policy BP 6305

BP 2510 Participation In Local Decision Making
BP 1200 - District Mission
BP 2200 - Board Duties and Responsibilities -
    Ensuring Financial Integrity - Audit Committee meetings 2/14/2017, 12/13/2016, 11/8/16,
    Annual Audit Report 12/13/16 Item 2.1 in Audit Committee, 7.1 in BOT meeting
    Review & Accept the Annual Audit Report 12/13/16 BOT meeting item 12.1
    9/13/16 9.5 - Adopted Budget. Feb 28, 2017, Item 3.2 Fund 12 mid-year revised.
    11/8/16 Review and Accept Annual CCFS-311 Annual Financial & Budget Report

IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

The board of trustees publishes the manual and policies for public review at http://www.boarddocs.com/ca/ltcc/Board.nsf/vPublic. Chapter two of the policy series covers all of the policies and administrative procedures that address the board's size, duties, responsibilities, structure, and operating procedures.

Analysis and Evaluation

The College meets the standard.

Evidence
http://www.boarddocs.com/ca/ltcc/Board.nsf/vPublic

IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

In addition to the creation and implementation of board policies for performance of their responsibilities, the LTCC board also has established a timeline and framework for review of the policies for currency, relevance, and purpose. Additionally, the board has a system for implementation and creation of new policies based on changes to federal and state law, as well as changes to accreditation expectations.

Analysis and Evaluation

The College meets the standard.

Evidence
BoardDocs, searchable to public
Currently upgrading in a 3 year cycle
Board policy manual.
Required, legally advisory,
Software solution, accreditation standard or legally required…
Master calendar… activities the board does each month.
CCLC policy training…. (PD necessary)

IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Student learning and achievement are at the heart of the LTCC mission, and the board regularly reviews progress on the mission and receives updates on key indicators of student success.

Each year the board reviews progress on the Strategic Plan and the Educational Master Plan. LTCC's performance on key indicators under the State of California's accountability scheme and the Student Success Scorecard is also examined each year. (Student Success Scorecard). Similarly, the board reviews progress on the state's Institutional Effectiveness Partnership Initiative indicators. For accreditation purposes, the governing board reviews the institution-set standards and annual report data before submission to the Commission.

The board of trustees has made a committed focus to reviewing the scorecard data as it aligns with the Strategic Plan. The Strategic Plan was most recently updated in summer 2016. The goals were realigned to a more student-centered focus. Strategic issues one and two, focus on student access, success, learning, equity, and achievement. The board reviews this data annually.

__Analysis and Evaluation__

The College meets the standard. The board regularly reviews progress on the mission and receives updates on key indicators of student success.

Evidence
SLO actions over the last year and Institution Set Standards
Minutes from scorecard and strategic plan review study sessions and schedule for ongoing review. 8/19/16 study session 3.2 Discussion on Setting Board Goals for Academic Year 2016-2017
Presentations California Scorecard
Presentations the IEPI indicators
10/11/16 10.1 contract w/ eLumen for more integrated program review and planning, as well as enhanced student learning outcomes assessment (SLOs) that can be disaggregated to help faculty better identify potential equity gaps within their courses, programs, and across the institution.
10/25/16 time 5.1 Student Services Division Update
10/25/16 SSSP & Student Equity program reports (items 8.2 & 8.3)
9/13/2016 9.7 Consideration of Approval of Board of Trustee Goals for 2016-2017 includes proposed goals and strategic plan update
Student Learning Outcomes presentations, Annual Report to the SLOs, Enhanced monitoring letter, April 2017 Course level
SLO actions over the last year and Institution Set Standards
Minutes from scorecard and strategic plan review study sessions and schedule for ongoing review.

IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Ongoing and systematic professional development is at the core of improved learning for individual board members and the board as a collective body. (BP 2740)

Training includes study sessions before each board meeting and at assigned dates where staff and external experts offer in-depth presentations and activities on important topics to keep the board current on important areas of college programs, services, system funding and revenue, and accreditation. Additionally, each year the board conducts an annual retreat where goals are set and reviewed, and areas of professional development are identified. In addition to the activities noted, board members attend state and national conferences with trustees to learn effective and promising practices for board operations. Potential board members receive an orientation as candidates, and a new board member orientation is offered to the newly-elected member(s).

Analysis and Evaluation

The College meets the standard.

Evidence
CCLC Conferences, ACCT Training,
Study sessions
Annual Retreat
Facilitated Board Retreat, outside facilitators
Student Trustee Conference for student trustee
Leadership continuity - currently set up for a rotation, but perhaps looking to changing.
Potential Area for Improvement: Identify a mentor, onboarding, and orientation specially for the student trustee.
Orientations take place for potential board members that are running for a position, and another orientation is provided for newly elected board members.
Sept 15, 2016 BOT Candidate Information Workshop (in BoardDocs) items 2.1-2.6
Oversight of the bond
Prospective board member training
Trustee certification?

IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

The process for evaluation of the board is described in board policy. The instrument used for the evaluation uses criteria that evaluate board effectiveness determined by recognized trustee organizations. Evaluations that include full participation in board trainings occur annually. Results of the evaluations are publicized and used to improve board performance, academic quality, and institutional effectiveness.

Board Evaluation Processes

Continuous improvement is a mindset that is held by the LTCC governing board and self-evaluation is a key component to this process. The process for board evaluation is described in Board Policy 2745 - Board Self-Evaluation. The goal of the self-evaluation process is to identify strengths and areas of opportunity and improvement. (IV.C.10-1)

To this end, the governing board annually evaluates and assesses its performance, using a Trustee Evaluation Instrument. The assessment instrument incorporates the criteria contained in board policies regarding board operations, as well as criteria defining board effectiveness by recognized trustee organizations for higher education. (IV.C.10-2)

All trustees complete the evaluation instrument. The results are discussed at a board study session and published in BoardDocs. (IV.C.10-3)

Also, a survey is administered to the community and the college. (IV.C.10-4) Results from the community and college respondents are compiled into a report and provided to the board president to present at the annual board retreat where further discussion takes place.

Analysis and Evaluation

The College meets the standard. The process for evaluation of the board is described in Board Policy 2745. The instrument used for the evaluation uses criteria that evaluate board effectiveness determined by recognized trustee organizations. Evaluations that include full participation in board trainings occur annually. Results of the evaluations are publicized and used to improve board performance, academic quality, and institutional effectiveness.

Evidence
IV.C.10-1. LTCC Board of Trustees, BP 2745 — Board Self-Evaluation.
IV.C.10-2. LTCC Board of Trustees, *Progress Towards Goals Evaluation Results* (2015-16).
IV.C.10-3. LTCC Board of Trustees Study Session. Item 2.2. Board Evaluation (November 22, 2016).
IV.C.10-3. Survey
11/8/16 Item 13.1 Study Session - Board Evaluation
Board Policy 2745 Board Self-Evaluation
Resource table
Self-evaluation? Goals, write up, first and second read…
Community Survey related to the bond (spring 2014)
Focus on team building as a board, 2014 (See, acting as one body)

IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

LTCC has established policies for conflict of interest and a code of ethics for performance. These policies are posted and made available to the public through Board Docs. (IV.C.11-1; IV.C.11-2) In addition to the policies, the district provides all new members with orientation materials that include express coverage of appropriate board behavior. When a potential conflict of interest or ethics matters arise, the board consults with the chief executive officer and/or district legal counsel for advice.

Each year, the board members file a Statement of Interest Form 700 with the county of El Dorado as a public statement for review. (Board Form 700's) When a conflict or the appearance of a conflict arise, the board members recuse themselves, or are asked to recuse themselves, by the governing board president (Board of Trustees minutes where individuals have abstained from voting). A review of the board actions over the past accreditation cycle reveals no violations of these board policies as to improper behavior. The Lake Tahoe Community College District governing board adheres to an established code of ethics, a conflict of interest policy, and relevant statutory law as to the conduct, notice and reporting of meeting actions and information.

Analysis and Evaluation

The College meets the standard.

Evidence
IV.C.11-1. LTCC Board of Trustees, BP 2710 — Conflict of Interest.
IV.C.11-2. LTCC Board of Trustees, BP 2715 — Code of Ethics/Standards of Practice.

IV.C.12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

As discussed more fully in Standard IV.B, the Superintendent/President has the primary responsibility for the academic quality and effectiveness of the college. (See Standard IV.B, link?). This authority is granted by the board pursuant to Board Policy 2430 - Delegation of Authority to the Superintendent/President. (IV.C.12-1)

The Superintendent/President, as the chief executive officer of the college, administers all policies through a system of administrative procedures and internal practices. (IV.C.12-2) For example, through Administrative Procedure 6100 - Delegation of Authority - Business and Fiscal Affairs, the Superintendent/President delegates authority to supervise budget preparation and management; oversee fiscal management of the District; and contract for, purchase, sell, lease, or license real and personal property to the Vice President of Administrative Services, who serves as the Chief Business Officer. (IV.C.12-3)

The LTCC board of trustees, in partnership with the superintendent/president, sets annual performance goals as a basis for evaluation. The duties identified in the board policies (and as incorporated in the job responsibilities) guide the creation of the goals and progress made. The CEO, in his role, works with the board to make clear the difference between the board's role as an oversight body, and that of the superintendent/president which is the running of the college. (IV.C.12-4)

Analysis and Evaluation

The College meets the standard. Through its Board Policies and Administrative Procedures, the board authorizes the Superintendent/President to implement and administer their policies without interference.

Evidence
IV.C.12-1. LTCC Board of Trustees. BP 2340 - Delegation of Authority to the Superintendent/President.
IV.C.12.-2. LTCC Board of Trustees. AP 2340 - Delegation of Authority to the Superintendent/President.
IV.C.12-3. LTCC Board of Trustees. AP 6100 - Delegation of Authority - Business and Fiscal Affairs.
IV.C.12-4. Annual Performance Goals.

- Possibly passing the change to curriculum approval process in line with CCLC, to no longer have to review all changes.
- Raising the dollar limit on contracts that must go for Board approval. (Contracts Policy)
- Moving more items from approval to consent section of Board agenda.
- Changes to hiring policy to delegate offers of employment to the CEO upon ratification of the board, rather than the board having to approve before the offer.
- The Board has intentionally avoided topics (i.e. SnowGlobe) where they may personally want to make suggestions but get into College operations.
- Possible changes to BP/AP review and approval process?

IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

The LTCC Board of Trustees is well-informed and updated about all issues surrounding the accreditation process. The board also participates in evaluating its own responsibilities in the process through various activities including retreats and study sessions.

Staying informed on accreditation issues

The LTCC governing board is apprised of, and regularly updated on, accreditation issues such as Eligibility Requirements, Accreditation Standards, and Commission policies, both on a regional and national basis, as well as accreditation efforts taking place at the college. (IV.C.13-1)

Helping the college improve and excel

Board Policy 3200 and its corresponding Administrative Procedure 3200 outline the responsibilities of the board and the superintendent/president regarding the accreditation process. (IV.C.13-2; IV.C.13-3) Each year, the board reviews the annual report and the annual fiscal report delivered to the commission. (IV.C.13-4) In addition, the board reviewed the college's substantive change proposals for the South Bay Regional Public Safety Training

Consortium (IV.C.13-5) and the Incarcerated Student Program, which were both approved by the ACCJC in early 2017. (IV.C.13-6)
Evaluating roles and functions

For the current accreditation self-evaluation cycle, the Board of Trustees was apprised of the kick-off activities for the writing of the report itself in April of 2016. (IV.C.13-7) A study session was conducted on February 28 covering the board's role in the accreditation process and its responsibilities under the standards, particularly Standard IVC. (IV.C.13-8) On March 28, 2017, the board received a working draft of the report for consideration and input. (IV.C.13-9) The board received the report again in June of 2017 (IV.C.13-10) for an additional read and approved the report in August of 2017. (IV.C.13-11) Importantly, the board considered the action projects under the quality focus essay.

Analysis and Evaluation

The College meets the standard. The local governing board stays informed and updated about all issues surrounding the accreditation process. They discuss accreditation issues at their meetings and retreats and receive regular updates from the administration regarding the process. Through various activities such as the September 24, 2015 retreat and the study sessions on February 28 and March 28, 2017, the board also evaluates their own responsibilities in the accreditation process.

Evidence
IV.C.13-1. LTCC Board of Trustees Retreat. Item 5.2. Board policies related to Accreditation (September 24, 2015).
IV.C.13-2. LTCC Board of Trustees. BP 3200 - Accreditation.
IV.C.13-3. LTCC Board of Trustees. AP 3200 - Accreditation.
IV.C.13-2. LTCC Board of Trustees. Report item 5.4 (April 11, 2017).
IV.C.13-3. LTCC Board of Trustees. Action item 7.1 (January 17, 2017).
IV.C.13-4. LTCC Board of Trustees. Action item 3.1 (February 28, 2017).
IV.C.13-5. LTCC Board of Trustees. Report item 4.3 (April 12, 2016).
IV.C.13-6. LTCC Board of Trustees Study Session. Item 5.1. Accreditation Standard IV (February 28, 2017).
IV.C.13-7. LTCC Board of Trustees Study Session. Item 2.1. Institutional Self Evaluation Report (ISER) (March 28, 2017).
IV.C.13-8. LTCC Board of Trustees. (June 2017).
IV.C.13-9. LTCC Board of Trustees. (August 2017).

Catalog Requirements

The following list of required information must be included in the college catalog.

1. General Information
- Official Name, Address(es), Telephone Number(s), and Website Address of the Institution
- Educational Mission
- Representation of accredited status with ACCJC, and with programmatic accreditors if any
- Course, Program, and Degree Offerings
- Student Learning Outcomes for Programs and Degrees

- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

2. Requirements
- Admissions
- Student Tuition, Fees, and Other Financial Obligations
- Degrees, Certificates, Graduation and Transfer

3. Major Policies and Procedures Affecting Students
- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance and Transfer of Credits[2]
- Transcripts
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

4. Locations or Publications Where Other Policies may be Found