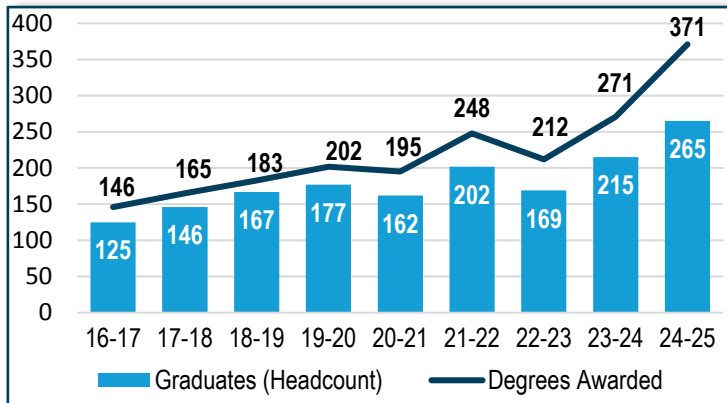LAKE TAHOE COMMUNITY COLLEGE

2025

PROGRESS UPDATE

An update on LTCC's progress toward the Vision for Success targets and 2024–26 Strategic Goals.
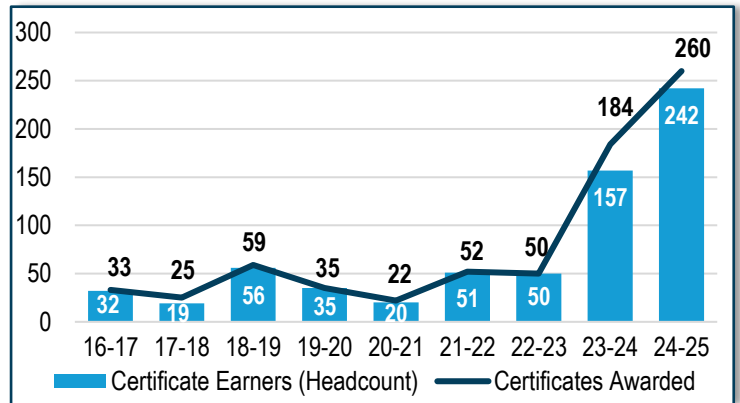
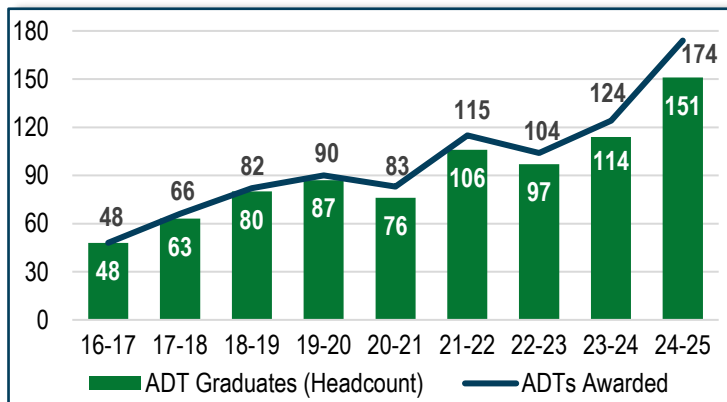**GOAL 1A**: Increase All Students Who Earned an Associate Degree (including ADTs) by 20%.

Graduates (Headcount) | Degrees Awarded

	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Graduates (Headcount)	125	146	167	177	162	202	169	215	265
Degrees Awarded	146	165	183	202	195	248	212	271	371

TOTAL GRADUATES (Includes ADTs) - Result: ↑ **112%**

GOAL 1B: Increase All Students Who Earned a Chancellor's O   e Approved Cer fica e by 20%.

Certificate Earners (Headcount) | Certificates Awarded

	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Certificate Earners (Headcount)	32	19	56	35	20	51	50	157	242
Certificates Awarded	33	25	59	35	22	52	50	184	260

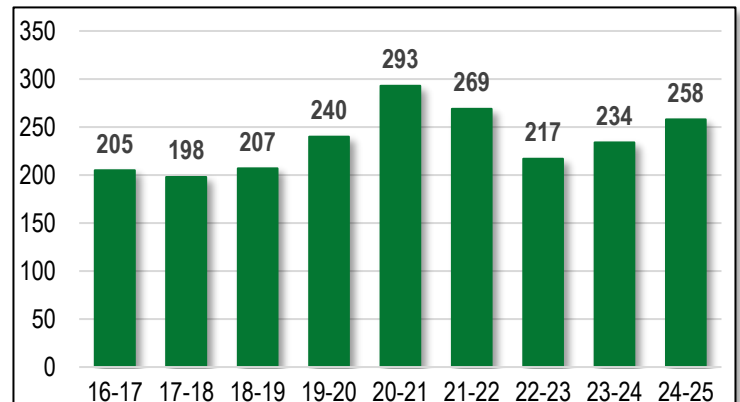**TOTAL CERTIFICATE EARNERS - Result** ↑ **656%**

GOAL 2A: Increase All Students Who Earned an Associate Degree for Transfer (ADT) by 35%.

ADT Graduates (Headcount) | ADTs Awarded

	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
ADT Graduates (Headcount)	48	63	80	87	76	106	97	114	151
ADTs Awarded	48	66	82	90	83	115	104	124	174

ASSOCIATE DEGREES FOR TRANSFER GRADUATES - Result: ↑ **215%**

GOAL 2B: Increase All Students Who Transfer to a 4-Year Insti u on by 35%.*

|	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
	205	198	207	240	293	269	217	234	258

STUDENT TRANSFERS TO A 4-YEAR INSTITUTION - Result ↑ **26%**

GOAL 3A: Decrease Average Number of Units Accumulated by All Associate Degree Earners by 9%.

	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
	114	105	101	104	104	95	96	95	96
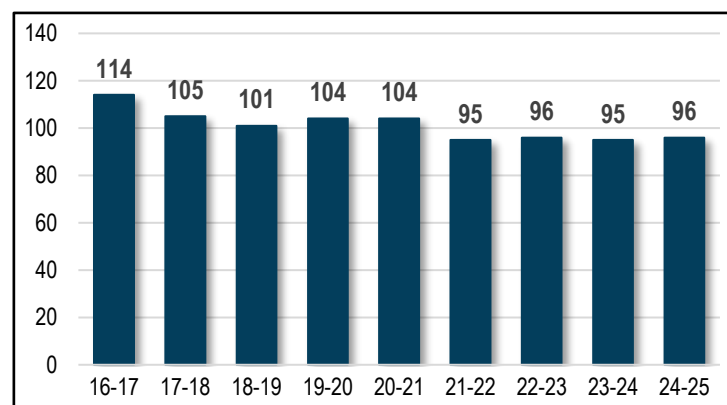
UNIT ACCUMULATION - Result: ↓ **16%**

GOAL 4B**: Increase All Students Who A   ained the Living Wage by 10%.

	16-17	17-18	18-19	19-20	20-21	21-22	22-23
	55%	60%	70%	58%	68%	73%	81%
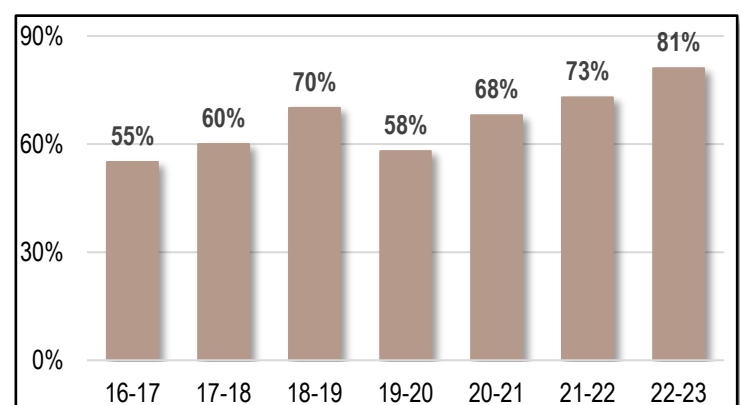
LIVING WAGE ATTAINMENT - Result: ↑ **26%**

Note: All results are calculated from 2016-17 as the baseline year.

* Transfer students included in the count are those who enrolled in a four-year ins tu on in the selected year aft r last being enrolled at LTCC the previous year and having earned 12 or more units at the college.

** Some past numbers have shift d due to changing data de ni ons. No data is available yet for AY23-24.

2024-26 STRATEGIC GOALS

This document outlines Lake Tahoe Community College's (LTCC's) progress made during the 2024-25 Academic Year (AY) toward the 2024-26 Strategic Goals approved by the LTCC Board of Trustees on September 18, 2024. This document also outlines the key next steps to continue the work, and will serve to guide the College's strategic work in the coming year.

Goal 1 Foster an equity-minded, anti-racist, and welcoming college community for students and employees.

Goal 2 Become a student-ready college; ensure equitable student access and improve student outcomes.

Goal 3 Cultivate a vibrant residential campus with housing, food services, and other functions that create an environment where students thrive.

Goal 4 Pursue resource development opportunities to achieve long-term, college-wide goals.

Goal 5 Honor LTCC's past by celebrating alumni and key LTCC figures; engage campus stakeholders to envision LTCC's future.

Lake Tahoe Community College Board of Trustees

GOAL IMPLEMENTATION PROGRESS

Goal 1	**FOSTER AN EQUITY-MINDED, ANTI-RACIST, AND WELCOMING COLLEGE COMMUNITY FOR STUDENTS AND EMPLOYEES.**

HIRING, ONBOARDING, AND EVALUATION

⇨ *Ensure that all faculty create an open, inclusive, and inviting atmosphere for students. Provide resources and professional development when necessary.*

✓ A streamlined process to collect and review course syllabi has been developed and implemented. Winter and spring 2025 saw 90% of syllabi submitted.

✓ Course syllabi are now stored electronically in the instruction office (IO), allowing students to access past syllabi as needed via IO requests.

LTCC Cultural Fluency Teaching Academy (CFTA) - 2025

✓ Successfully completed the Cultural Fluency Teaching Academy's (CFTA) Cohort #2 with 17 faculty. The CFTA is a year-long professional development program for faculty to deepen their understanding of best practices in pedagogy, and support faculty in using qualitative and quantitative research to evaluate the impact of teaching practices on student retention and success. Since the first cohort launched in January 2024, 31 full- and part-time faculty have completed the Academy.

✓ The CFTA has provided a grounding in best practices around using diversity, equity, and inclusion methods (DEIM) in the classroom. These trainings, coupled with training in the Curriculum Committee, have improved faculty DEIM statements and practices included in the Course Outlines of Record.

⇨ *Create clarity around Diversity, Equity, Inclusion, Anti-Racism, and Accessibility (DEIAA) practices in the classroom and build capacity for ongoing evaluation and professional development on teaching practices in all modalities.*

✓ Faculty evaluations have been developed to incorporate DEIAA Competencies. They have also been adjusted to account for each specific teaching modality, including face-to-face, distance education, and correspondence education.

PROFESSIONAL DEVELOPMENT

⇨ *Institutionalize professional development activities for faculty and staff.*

✓ Researched and identified the Cornerstone Program through the Chancellor's Office Vision Resource Center as the ideal platform to track professional development for faculty and staff.

✓ Surveyed faculty to better understand needs for support and training. Based on feedback, faculty were trained on supporting mental health, improving student success in the classroom through alternative assessments, and grading methodologies, among other relevant topics.

Classified Mentorship Program Inaugural Cohort

IMPROVED PROCESSES AND PRACTICES

⇨ *Create clarity and a shared vision and culture around DEIAA practices that can facilitate campus- wide reflection and improvement.*

✓ Developed and conducted training on DEIAA Common Definitions. Final definitions have been posted on Passport for easy access across campus.

✓ An Equity Rubric (a self-assessment tool to help campus decision-makers ensure policies and practices are in line with LTCC's commitment to equity and that they do not create barriers for students) has been drafted by the DEI Task Force.

✓ Piloted a Classified Staff and Director Mentorship Program, with 17 mentees and 9 mentors, to introduce new employees to LTCC's structure, culture, and values, while fostering professional growth and institutional engagement; applied for grant funding to continue Mentorship Program for 3 additional academic years.

⇨ *Ensure equitable access to resources for Washoe Tribe members and continue to pursue the College's efforts to honor the land's original inhabitants.*

✓ Established space on campus for a functional art display of Washoe baskets made by Tribe members for purchase. The display is on loan to the College for one year and is part of an ongoing effort to incorporate Washoe history and culture into the College.

✓ Offered a Wildland Chainsaw Course for Washoe Tribe members focused on sustainable land maintenance practices, where students also helped remove encroaching conifer in the LTCC meadow.

✓ LTCC representatives attended the Washoe Festival at Meeks Bay in summer 2025 to deepen relationships and continue outreach efforts.

LTCC's Washoe Outreach Booth

STEPS

Hiring, Onboarding, and Evaluation

- ❑ Explore ways of streamlining the syllabus review process to ensure that all syllabi meet accessibility requirements, include student-friendly language, and include all necessary elements outlined in the contract.
- ❑ Launch the first online cohort of CFTA to support high-quality, engaging, and culturally responsive practices in the online environment.
- ❑ Incorporate training for all faculty on best practices for peer evaluation.

Professional Development

- ❑ Begin implementation of Cornerstone Program by incorporating into staff and faculty onboarding and training processes.

Improved Processes and Practices

- ❑ Gather feedback and finalize Equity Rubric. Provide campus-wide training to promote adoption and appropriate use.
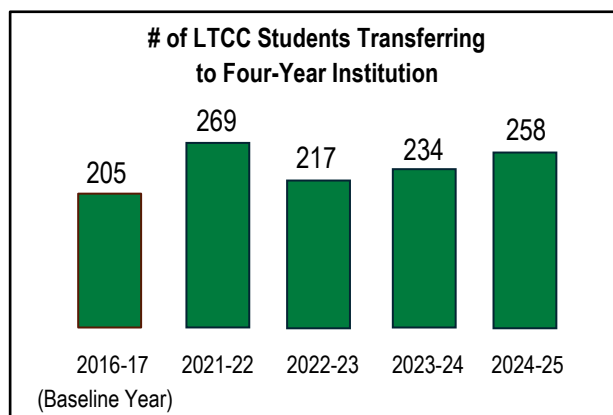- ❑ Deepen outreach efforts to ensure Tribe members know about Promise benefits.

Goal 2
BECOME A STUDENT-READY COLLEGE; ENSURE EQUITABLE STUDENT ACCESS AND IMPROVED STUDENT OUTCOMES.

TRANSFER AND DEGREE ATTAINMENT

⇨ *Increase transfer rates to 4-year institutions.*

✓ In AY 2024-25, LTCC students had the opportunity to visit colleges up and down the state from the University of Southern California (USC) and the University of California, Los Angeles (UCLA) to California State University Sacramento (CSUS) and the University of California, Davis (UCD).

✓ LTCC obtained over $100k in K-16 Collaborative Grant funding to allow for transfer trips and other strategies that provide students a warm hand-off to transfer institutions.

# of LTCC Students Transferring to Four-Year Institution

Year	Number
2016-17 (Baseline Year)	205
2021-22	269
2022-23	217
2023-24	234
2024-25	258

- Through the K-16 Grant, 16 LTCC students travelled to UCD and CSUS in summer 2025 to meet with transfer and equity staff, learn more about the schools, and stay overnight in the CSUS dormitories.

> **"** *The campus tours were the most beneficial to me because I had never visited a university prior to this trip so to be able to experience and talk to local students and staff was motivating and exciting.*
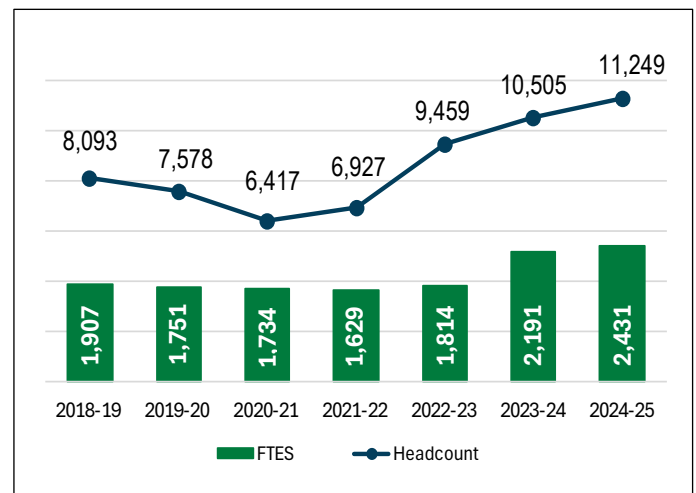> *-HSI STEM Experience Field Trip* **"**

HSI UCLA Campus Tour

⇨ ***Increase the number of students earning degrees and certificates at LTCC.***

- For AY 24-25, LTCC awarded 96 certificates through the auto-awarding process, which ensures that students who did not apply for a certificate earn the documentation of completion.
- Using the e-portfolio process facilitated by ADVANCE's transition navigators, LTCC was able to award a record number of Credit for Prior Learning (CPL) units in business, fire science, forestry, and criminal justice.
- Through the e-portfolio process, LTCC is beginning to award CPL units in general education courses such as English and speech.
- LTCC was selected by the California Community College Chancellor's Office (CCCCO) to lead efforts across the system to expand CPL opportunities in Forestry.

RECRUITMENT, OUTREACH, AND PARTNERSHIP WITH LOCAL K-12

⇨ ***Increase LTCC enrollments and ensure a robust student life with student housing at capacity.***

- Student housing will open in fall 2025 at capacity and fully staffed with student Resident Advisors.

- Through enhanced outreach, stronger relationships have been built with regional high schools. As a result of these efforts, this year's Senior Day saw representation from all five Tahoe Basin high schools and the largest turnout yet with nearly 140 students present and 101 registrations for fall term.

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Headcount	8,093	7,578	6,417	6,927	9,459	10,505	11,249
FTES	1,907	1,751	1,734	1,629	1,814	2,191	2,431

LTCC 2025 Senior Day

✓ High school visits beyond South Lake Tahoe to deepen collaboration with counselors and support students with CCC Apply took place at Folsom High School, El Dorado High School, North Tahoe High School, and Coldstream Alternative (Truckee Continuation High School). Presentations and outreach focused on highlighting what separates LTCC: public safety, forestry, wilderness, and now on-campus student housing.

✓ In the 2024-25 school year, 18 campus-wide events were offered, serving 708 students. Biweekly Student Services Action Meetings establish this annual calendar of events and have improved communication between departments.

WRAPAROUND STUDENT SERVICES

⇨ *Ensure a transparent communication plan to engage and support students effectively.*

✓ Counseling faculty on sabbatical examined LTCC data reports and created a document that indicates what each report does and how it is used in outreach, onboarding, or retention work. This document will be used to develop action plans for various departments and will promote a better, more efficient use of institutional data.

✓ A monthly communication plan has been proposed to maximize intentionality in student contacts and minimize overlapping or repetitive communications with students.

LTCC 2025 Career & Job Fair

⇨ *Continue to increase the number of low-income and Latina/o/x students pursuing, persisting in, and graduating with STEM degrees.*

- ✔ The HSI STEM Academy 2024-25 cohort consisted of 50 STEM students (up from 18 in 2023-24). Even with the increased number of participants, the success rates remained the same with 80% of students persisting (enrolling for fall 2025 at LTCC), graduating, or transferring to a four-year institution.

- ✔ This year, HSI STEM implemented STEM Student Experience trips, which focus on transfer and career opportunities. Twenty-two LTCC STEM students traveled to Southern California to hear from career panels at Northrup Grumman, the USC Wrigley Institute for Marine Sciences, and Belkin International. They also visited USC and UCLA to learn more about the schools and the transfer processes.

LTCC Students at USC's Wrigley Institute

⇨ *Provide LTCC students with access to wellness counseling to support their overall wellbeing and their ability to complete their educational goals.*

- ✔ For the second year in a row, LTCC has offered in person, on-campus access to personal counseling services for LTCC students. In the 2024 -25 school year, 55 students were seen for 222 sessions. Students also accessed online support through TimelyCare, serving 58 students in 126 therapy sessions, 28 crisis calls, and 13 medical telehealth appointments.

⇨ *Increase persistence and completion rates among student parents as a cohort.*

- ✔ Streamlined communications have increased LTCC student access to on-campus childcare.

- ✔ In 2024-25, 12 student parents and 14 children received childcare from the LTCC Child Development Center (CDC).

- ✔ In 2024, 14 students received support securing and paying for childcare through Child Care Access Means Parents In Schools (CCAMPIS) funds.

Child Development Center 30th Anniversary Celebration

RISING SCHOLARS PROGRAM

⇨ *Increase the delivery of web enhanced courses to students housed in correctional facilities.*

✓ Established processes and best practices for the creation of Virtual Enhanced Learning (VEL) courses for the RSP program. Ensured alignment with correspondence courses to allow for easy transition between modalities should circumstances necessitate a move away from VEL. Students from multiple institutions can enroll in a single VEL section, increasing access to courses for RSP students.

✓ Provided online education to incarcerated youth in fire camps.

✓ Through advocacy from LTCC, Growlersberg Conservation Camp has been hard wired with internet access, opening the potential for stackable certificates in forestry to be offered in VEL and face-to-face modalities.

Rising Scholars Program Students from Growlersberg Earning their Forestry Certificate at the 2025 RSP Graduation

⇨ *Increase services to students in the Rising Scholars Program.*

✓ Finalized the role of the RSP liaison as a leader in faculty support and training and as a key conduit between RSP staff and the faculty teaching in the program.

✓ Applied for and received the Rising Scholars Network Grant (RSP 2.0) to continue funding for full-time counseling and additional staffing support for LTCC's RSP.

✓ RSP funding was reserved to support RSP students in on-campus student housing and with food services costs.

✓ In fall 2024, LTCC was able to offer an expungement workshop for students, which served approximately 13 students.

IMPLEMENTING GUIDED PATHWAYS

⇨ *Increase the number of students persisting in and completing their educational goals at LTCC.*

✓ Dropout Detective, a student success and retention tool that integrates with LTCC's learning management system Canvas, has been implemented with a full roll out in fall 2025. The tool provides a risk index score for students based on potential for academic difficulties and allows counselors and faculty to provide additional outreach and support directly or through a "solicitor," a support individual, designated on a student's profile.

✓ Several Meta Major events were held over the course of the year that directly tied fields of study with the careers to which they can lead. Two notable events included the Coyote Country Steak Cookoff held by the Business, Hospitality, & Leadership Meta Major, and the student Art Show Reception hosted by the Arts, Languages, and Humanities Meta Major, where students received awards for their art pieces that included apprenticeships and training in how to market their art.

✓ As a result of ongoing Student Success Team collaboration, tutoring was expanded in history, political science, and anthropology; English study halls were initiated; and teams began exploring strategies to diversify enrollment, promote alumni networks, and incorporate Dropout Detective into their work.
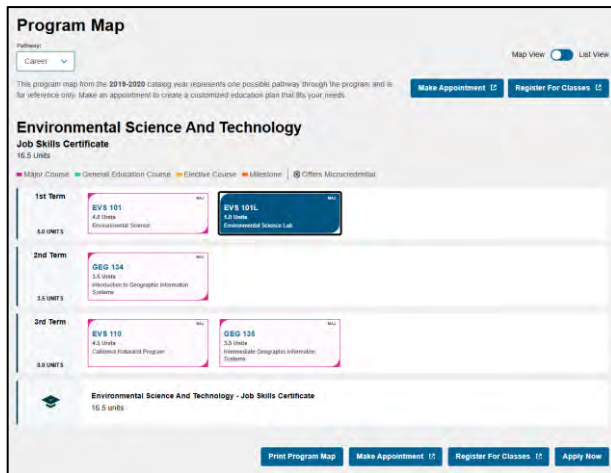
LTCC Program Mapper Software

✓ A project was initiated to bring Program Mapper up to date with the current 2025-26 Catalog. Program Mapper, once up to date, will allow students to visualize a plan to complete specific pathways and degrees. The project includes a proposal for ongoing maintenance and management of the Program Mapper software to ensure it is up to date and that staff and faculty are aware of how to most effectively use it with students.

✓ The TBH Platform was approved in spring quarter 2025. This platform will offer a case management system, automated public benefit screening, pantry management, emergency grant disbursement, and 24/7 live case support for students facing basic needs insecurities. Through this platform, LTCC's student support programs can securely document student interactions, monitor progress, and collaborate seamlessly with various campus departments and external resources. Additionally, TBH personnel will provide care coordination and service navigation to enhance student support efficiency.

⇨ *Increase student success and completion rates overall and specifically in transfer level English and math.*

LTCC students in Physics class

✓ Tutoring hours have grown steadily over the past several years, specifically in science and math, due to funding from the HSI STEM grant. Embedded tutoring practices have also been further institutionalized as a result of enhanced guidance and training around best practices.

✓ As a result of AB1705, several changes were made in the math department to improve STEM student success in calculus. A corequisite course was developed and additional onramps into calculus were added to allow students opportunities to complete STEM transfer level math.

⇨ *Enhance the visibility of LTCC's Career Technical Education (CTE) programs and ensure students are receiving career support that aligns to high-quality employment outcomes.*

✓ A North Far North Regional Consortium-supported Director of Employer Partnerships is housed on LTCC's campus specifically to support career and work-based learning connections for students in hospitality, culinary, and forestry programs. This position supported the launch of RSP forestry courses and a culinary bootcamp at Growlersberg Conservation Camp and fostered a partnership with Cascade Kitchens to support LTCC's Culinary Program.

✓ The Foundation for California Community Colleges (FCCC) has funded a Student Support Coordinator for Resilient Careers in Forestry housed on LTCC's campus with the aim of connecting fire and forestry students with job placements.

✓ Through partnership with the FCCC's Student Support Coordinator housed on LTCC's campus, two-thirds of the LTCC Fire Academy's Class 19 graduates are currently working in seasonal positions or apprenticeships with local fire agencies including Fallen Leaf Lake Fire Department, CAL Fire, Tahoe Donner Fuels Crew, South Lake Fire Rescue, Eastern Alpine Fire and Rescue, and Sacramento Metro Fire Department.

2025 LTCC Growlersburg Forestry Class

✓ Since 2024, LTCC has actively placed 10 forestry students in local job placement positions and forestry internships with local employers such as the US Forest Service, the Climate Wise Institution, Tahoe Resource Conservation District, and many others.

✓ The LTCC Child Development Center (CDC) served as the employer for 2 staff members completing a two-year, registered apprenticeship program. Both apprentices started as teacher aides and advanced through application and acceptance to classified permanent positions.

LISA MALOFF UNIVERSITY CENTER

⇨ *Provide opportunities for students to have access to higher education and upper division courses in the Tahoe Basin.*

✓ Partnerships have been maintained with Washington State University and the University of Idaho, despite not leading to courses in AY 2024-25.

✓ In summer 2025, two WSU Hospitality Management degree students were connected with employment and housing through a partnership with the Forest Suites property, supported by ADVANCE.

Transfer and Degree Attainment

☐ Hire a Transfer Center program aide and establish the Transfer Center as the hub for information on transfer trips and processes.

☐ Participate in the Rural College Transfer Demonstration Project.

☐ Incorporate automatic uploading of transcripts to provide more bandwidth to enrollment services to prioritize auto awarding degrees.

☐ Continue to expand general education options for CPL through training faculty, enrollment services staff, and counselors to include CPL processes (such as the e-portfolio) in their conversations with students.

☐ Explore the possibility of integrating data from Valid8 into the College's learning management system (Canvas) to reduce the time between approval and transcription of CPL units.

☐ Expand CPL crosswalks to incorporate more industry-recognized certificates such as dental assisting and radiology.

Recruitment, Outreach, and Partnership with Local K-12

☐ Establish and track metrics for key student outreach, support, and retention programs.

☐ Deepen partnerships with K-12 school districts through transfer trips for students at Nevada Joint Union High School (NJUHS) and South Tahoe High School (STHS).

☐ Clarify processes and remove barriers to concurrent enrollment. Build concurrent enrollment opportunities into outreach plans and strategies.

Wraparound Student Services

☐ Develop an action plan for communication and outreach that includes efficient use of LTCC's data reports.

☐ Identify and adopt outreach technology that prioritizes text capabilities.

☐ Continue to increase the number of students participating in the STEM Academy and continue to refine the program to ensure activities are targeted toward student success.

☐ Institutionalize transfer trips and internship opportunities that connect students with real world experiences in STEM fields.

☐ Monitor use of TimelyCare with addition of on-campus student housing to see how usage patterns may change.

☐ Plan child-friendly events for AY 24-25 to bring together student parents as a cohort.

☐ Establish child-friendly space in the Basic Needs Center to allow children of LTCC students to have a space where they can play while parents receive other services.

LTCC's 2025 Equity Team

STEPS

Rising Scholars Program

❑ Develop and implement VEL best practice training for faculty.

❑ Identify an ongoing partner for future expungement workshops.

❑ Develop a defined and thorough process for onboarding and transitioning RSP students into and through LTCC and on to their next steps.

Implementing Guided Pathways

❑ Train all faculty and staff on Dropout Detective use and monitor overall effectiveness.

❑ Begin full implementation of the TBH platform in fall 2025.

❑ Ensure Program Mapper is updated, implemented, and incorporated into the academic portion of LTCC's website.

❑ Fund expanded tutoring hours both in-person and online to respond to the likely increase in demand due to on-campus student housing.

Lisa Maloff University Center

❑ Consider how to best utilize the University Center to support students interested in taking upper division courses and earning bachelor's degrees in the Tahoe Basin.

Goal 3

CULTIVATE A VIBRANT RESIDENTIAL CAMPUS WITH HOUSING, FOOD SERVICES, AND OTHER FUNCTIONS THAT CREATE AN ENVIRONMENT WHERE STUDENTS THRIVE.

ON CAMPUS STUDENT HOUSING

⇨ *Ensure that on-campus student housing is full and all students are effectively onboarded and integrated into the LTCC campus community.*

✓ LTCC's on-campus student housing facility is complete, open, and at capacity for fall 2025. Additionally, the Aspen Apartments, LTCC's off-campus student housing facility, are at capacity with a wait list.

✓ LTCC participated in a Partnership Resource Team (PRT) and conducted housing visits to area colleges with on-campus student housing to gain best-practices related to the implementation of on-campus student housing and food services.

LTCC Student Housing Ribbon Cutting Ceremony

- ✔ Based on guidance from the housing visits at regional community colleges and the PRT process, LTCC added vending machine options in on-campus student housing. One vending machine will be stocked by Basic Needs to provide free food to students, an additional vending machine will be stocked by LTCC's Marketplace, and a third will be stocked by Pacific Dining, LTCC's food service provider.

LTCC On-Campus Student Housing Opened Fall 2025

- ✔ To support students with on-time payment, each resident has had an individual counseling session with a member of the Financial Aid team to plan the student's budget and clarify how financial aid awards will support payment. Additionally, payment dates were structured to align with the terms to ensure that housing fees are first paid by any available financial aid and incorporate payment plans for any balance due.

- ✔ To onboard students, LTCC's Student Services Team has planned a Week of Welcome, including activities and workshops offered by PE, the Library, and Financial Aid.

- ✔ Food services will be offered on campus in the Student Center Monday - Thursday, lunch and dinner. The vendor, Pacific Dining, was selected through a rigorous Request for Proposal (RFP) process that included input from students, staff, and leadership. Students living in on-campus student housing will be required to purchase the 4x2 meal plan, but it will also be available to all staff, students, and community members who wish to participate.

RESIDENTIAL CAMPUS PREPARATION

⇨ *Ensure a smooth transition to a residential campus and provide clarity for campus community on impact to existing services.*

- ✔ After robust research and campus-wide input, the third row of the main parking lot has been designated as overnight parking for students living in on-campus student housing. Students who wish to bring their cars will enter a lottery, and those selected will be given a numbered spot for a small fee per term.

- ✔ LTCC is working to establish clearer parking guidelines throughout campus. The back row of the main parking lot has been designated for overnight parking (temporary permit only) for students, faculty, and staff attending overnight school-related functions, or for overnight guests of student housing. Additionally, the LMUC lot will be designated as permit-only parking on days when the facility is rented by an external group for an event.

- ✔ Through dialogue, student surveys, and campus dialogue, new hours of operation were designated for the Fitness Education Center (FEC) and the Library. FEC hours were extended to include Sundays, when the FEC was traditionally closed. Library hours were extended one hour into the evening Monday through Thursday, and additional hours were added on Sunday to provide students with additional access to study rooms and a space to learn collaboratively.

New Indoor Training Facility for LTCC Cross Country & Track Student Athletes

- ✔ Established G3 as the training location for the Cross Country/Track program.

✓ A new Comprehensive Campus Site Plan was developed and presented to the Board of Trustees. The updated plan includes the revised location of the Tahoe Basin Public Safety Training Complex (TBPSTC) and on-campus student housing and identifies potential future locations for campus and community pickleball/tennis courts and a track to support cross-country athletes as well as other student and community use.

⇨ *Create robust student life on LTCC's campus, demonstrated by increased attendance at events, participation in clubs and student life activities, and overall student engagement.*

✓ At the beginning of each fall and winter quarter, Student Leadership Professional Development workshops are provided for all student leaders. Starting in fall 2025, this training will include Resident Assistants (RAs) for on and off-campus student housing.

✓ This year, five additional student clubs were added, bringing the total number of Student Clubs at LTCC to 18. Clubs include a wide range of extracurricular focuses for LTCC Students, from workshops and resources around mental health with Active Minds to excursions around the basin with the Outdoor Adventure Club. Other clubs include Cybersecurity, Math, and Sociology. Clubs provide impactful volunteer opportunities in partnership with national and international organizations such as Sisters with Soroptimist International and Circle K with Kiwanis International. They provide students with supportive spaces such as ALLY and build a sense of community.

On Campus Student Housing

✓ Through negotiations, the club advisor stipend for FY25-26 was increased to engage and retain club advisors.

✓ Began scheduling changes to establish Thursday from noon-1pm as a second "College Hour," a time when no classes are scheduled to allow for maximum participation in club meetings and events.

✓ The Student Senate is beginning work on reestablishing an Interclub Board to organize all student clubs and host more student led and student focused events.

✓ Plans have been developed to incorporate additional face-to-face courses into the summer 2026 schedule to support the likely increase in desire for course opportunities for residential students.

⇨ *Ensure that campus safety and security measures are in place to respond to the needs of a residential campus.*

✓ An additional full-time lead security staff position was added to the budget to allow for evening and weekend coverage on campus to support students during off-hours with safety and security related needs.

✓ Through weekly meetings, the operations team has developed emergency response procedures and evacuation plans in a manual for staff. Training for early student housing residents has taken place and full training is scheduled following the completion of the Week of Welcome.

⇨ *Ensure that LTCC's sustainability practices with respect to purchasing are codified and will continue in perpetuity.*

✓ The final Board Policy and Administrative Procedure on sustainable purchasing has been developed and thoroughly vetted and is expected to go to the Board of Trustees for approval in fall 2025.

⇨ *Generate increased awareness and engagement in alternative transportation modes.*

✓ The Lake Tahoe Cycling Coyotes (LTCC) placed third overall in LTCC's Bike Month challenge in June 2025. The Cycling Coyotes also placed second in distance--biking 4,791 miles--and placed first in number of rides--logging 1,101 individual rides-- and number of riders, with more participants than any other team.

NEXT STEPS

On Campus Student Housing

❑ Explore opportunities for establishing additional off-campus student housing options particularly focused on students who do not qualify for LTCC's on-campus student housing.

❑ Increase the efficiency and timing of room turnover rates at both housing facilities.

❑ Track usage of residential vending machines to ensure products are stocked and meeting student needs.

❑ Build out and refurnish the Student Center to meet the changing use of the facility.

Residential Campus Preparation

❑ Work with the FEC Director to staff weekend FEC hours with FEC aides.

❑ Monitor updated tutoring plan to track usage during new library hours of operation.

❑ Continue to revisit facility needs as existing athletic programs grow and potential other sports are considered.

❑ Complete facility planning and approvals for the TBPSTC. Break ground in summer 2026.

❑ Develop processes to provide tours of on-campus student housing to government officials, community members, and other colleges seeking to learn from LTCC's facility.

❑ Fully implement two College Hours in future schedules.

❑ Train campus stakeholders through the President's Advisory Council on appropriate procedures outlined in the BP/AP on sustainable purchasing to ensure broad adoption and compliance.

❑ Create a sustainability page on LTCC's website that outlines LTCC's public commitment to sustainability and the procedures and practices that support the overall goal of maintaining a more sustainable campus environment.

❑ Increase student and staff use of alternative transportation methods. Educate campus community in how to participate in the Bike Month. Explore the opportunity to extend to a full quarter or season.

PURSUE RESOURCE DEVELOPMENT OPPORTUNITIES TO ACHIEVE LONG-TERM, COLLEGE-WIDE GOALS.

TAHOE BASIN PUBLIC SAFETY TRAINING COMPLEX (TBPSTC)

⇨ *Secure funding to begin Phase I of the construction of the TBPSTC.*

✓ LTCC secured an $8.6 million grant from the California Community Colleges Board of Governors to begin work on Tahoe's first Public Safety Training Complex. The funding will include a 100,000-square-foot outdoor training tarmac; an advanced training tower; a water delivery system; and 7,000 square feet of secure storage for engines, equipment, and gear for forestry, firefighting, and other career technical education programs. It will serve as a multi-disciplinary facility to serve Fire Science, Wildland Fire, Forestry, Emergency Medical Services, and Wilderness Medicine and Search and Rescue programs.

Tahoe Basin Public Safety Training Complex

✓ After extensive discussion and research, the north side of the College was determined to be the most cost effective and environmentally strategic location to build the TBPSTC. Site planning and schematic design are in place.

PROMISE ENDOWMENT CAMPAIGN

⇨ *Ensure fiscal sustainability of the Lake Tahoe College Promise Program through an endowment.*

✓ The Promise Endowment Campaign is underway with LTCC Foundation Board Members participating in the process of identifying and coordinating with potential donors to support LTCC's Promise Program. A Promise Campaign Committee has been established to spearhead outreach and fundraising efforts.

IMPROVE SYSTEMS AND PROCESSES

⇨ *Ensure that grant funds are collaboratively and strategically spent to improve student outcomes.*

✓ Developed and hired the grants analyst position to better track spending and outcomes from grant funds.

- ✓ Developed a draft board policy and administrative procedure governing the grant process and a grant manual to guide grant application and implementation to ensure role clarity and provide resources to grant managers that support successful implementation and financial accounting.

- ✓ Successfully applied for and received several grants during the AY 2024-25 that will support LTCC programs and services, including $628,231 from the CCC Chancellor's Office to support the Rising Scholars Program; $399,871 through the Sacramento K-16 Collaborative; $25,000 from Tahoe Fund to support Wilderness Education; and $20,000 from AT&T Foundation to support student technology needs.

NEXT STEPS

Tahoe Basin Public Safety Training Complex (TBPSTC)

- ❒ Begin site preparations for the TBPSTC to prepare for groundbreaking in summer 2026. The facility is projected to be fully operational in 2027.
- ❒ Raise funds for classroom structures to complete the TBPSTC.
- ❒ Close out Measure F Bond funds.

Promise Endowment Campaign

- ❒ Continue to work with the Foundation Board, the Promise Campaign Committee, and the Endowment Campaign Consultants to reach intended endowment goal for the LTCC Promise Program.

Improve Systems and Processes

- ❒ Present the draft policy and procedure, as well as the grant manual to Senior Leadership, campus governance, the Board, and to grant managers in fall 2025.
- ❒ Clearly capture and document outcomes and success metrics from HSI STEM and TRIO ETS to prepare for grant renewal applications in 2025-26.
- ❒ Explore adapting the LTCC CDC Business plan to ensure fiscal sustainability and an ongoing ability to prioritize and serve students and employees.
- ❒ Continue to identify and apply for new grant opportunities aligned to LTCC's Strategic Goals.

LTCC Foundation Board of Directors - 2025

HONOR LTCC'S PAST BY CELEBRATING ALUMNI AND KEY LTCC FIGURES; ENGAGE CAMPUS STAKEHOLDERS TO ENVISION LETCC'S FUTURE.

50TH ANNIVERSARY CAMPAIGN AND CELEBRATION

⇨ *Honor and recognize the alumni who bring LTCC pride and the individuals who left a lasting influence on the institution and build lasting relationships for future engagement.*

✓ LTCC hosted a celebratory Gala on May 10, 2025, to celebrate 50 Years of history. Nearly 175 guests were in attendance, and $40,000 was raised to support the LTCC Promise Program.

✓ 50 Awesome Alumni have been identified, representing a diversity of fields and decades. The 50 Awesome Alumni were celebrated at Alumni Weekend in August 2025 with a reception, beach day, and a Taste of Gold in their honor.

✓ An LTCC History Book project has been initiated to capture LTCC's first 50 years. The project is set to be completed in spring 2026.

LTCC 50th Anniversary Gala

STAKEHOLDER DATABASE

⇨ *Establish a database to engage alumni and key college stakeholders that will serve the College in fundraising, awareness, and engagement activities in years to come.*

✓ LTCC has invested in an email marketing system to begin engaging alumni. Monthly emails to LTCC Alumni have been sent throughout the past academic year with the intention of increasing awareness and engagement.

✓ Bloomerang, the LTCC Foundation's data management system, has been increasingly organized to better track stakeholders and their primary contacts at LTCC.

FUTURE OF LTCC

⇨ *Establish a new LTCC mission, vision, values, and logo that will guide the College moving forward.*

✓ Five California-based firms submitted proposals to work with LTCC to develop new Vision, Mission, and Values statements.

- ✔ A complete and revised branding manual was developed and circulated, bringing all of LTCC's branding materials, logos, and program marks into a single guide.

- ✔ The Marketing Department established a Brand Hub to allow for easy access to the brand manual as well as all approved LTCC marks and logos to ensure consistent and accurate use of LTCC branding materials.

- ✔ LTCC representatives attended the Chancellor's Office Workshop in November 2024 to demonstrate how LTCC's Planning and Accountability Cycle and Annual Data Report are in alignment with the Chancellor's Office Vision 2030 reporting requirements. LTCC continues to track Vision 2030 metrics and updates to ensure continued alignment.

- ✔ A cross-functional team is working to ensure that the data being entered into college systems is accurate and correctly input to eliminate errors and streamline reporting processes. This will improve MIS reporting accuracy.

LTCC's Alumni Weekend Event

Scan to see the full list of LTCC's 50 Awesome Alumni

NEXT STEPS

50th Anniversary Campaign and Celebration

- ❐ Consider how to incorporate alumni engagement into LTCC's overall ongoing strategies.
- ❐ Complete and roll out the LTCC History Book.
- ❐ Announce and celebrate LTCC's 50 Influential Individuals.
- ❐ Working with student leaders, develop an LTCC Time Capsule as part of LTCC's 50th Celebrations.

Stakeholder Database

- ❐ Research and determine a stakeholder database that will meet the College's ongoing needs and not be duplicative of other services.

Future of LTCC

- ❐ Initiate and complete LTCC's new logo project.
- ❐ Engage in a selection process to identify a firm to work with to begin work on LTCC's new vision, mission, and values statements over the course of AY25-26.
- ❐ Roll out the brand hub to campus.
- ❐ Streamline and clean-up LTCC's current website to prepare content for a more robust update in coming years.

This document aims to identify and highlight key metrics measured by Lake Tahoe Community College (LTCC) to determine institutional success, identify areas for growth, and monitor equitable outcomes.

Since 2016-17, LTCC has been monitoring progress towards the Vision for Success Goals outlined by the California Community College Chancellor's Office (CCCCO) and adopted by the LTCC Board of Trustees. This year, the CCCCO has developed Vision 2030, a list of similar goals that set targets and benchmarks for colleges system-wide to work toward over the next six years. The high-level goals outlined in this document – Equity in Success, Access, and Support – are directly from the CCCCO. This document captures not only the outcomes proposed by the Chancellor's Office within those goals but also the outcomes that LTCC tracks institutionally to monitor progress, identify areas of success, and opportunities for improvement.
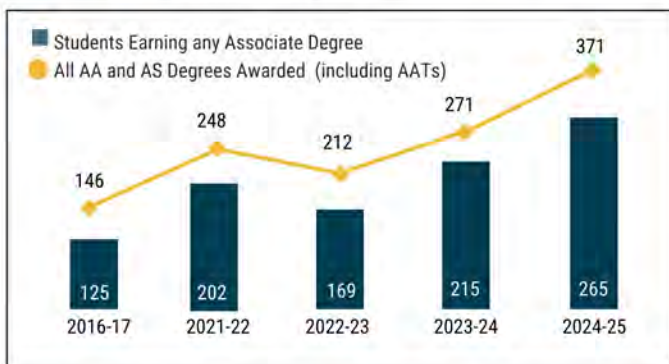
This document is updated annually in LTCC's Progress Update. It provides a singular location to get the most relevant, high-level data on LTCC's progress toward Vision 2030, as well as institutional priorities, goals, and initiatives.

KEY

V4S — Includes 2016-17 as a baseline for data, as these are part of the original Vision for Success Goals laid out by the CCCCO in 2016-17.

V2030 — Includes 2021-22 as a baseline for data as determined by the CCCCO's Vision 2030.

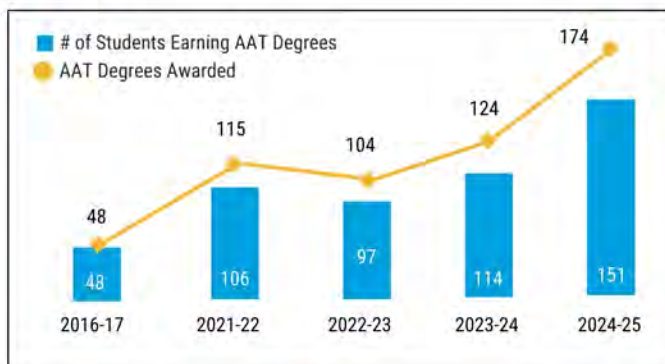**LTCC** — All other LTCC initiatives are being tracked based on 2021-22 baseline, in alignment with Vision 2030.
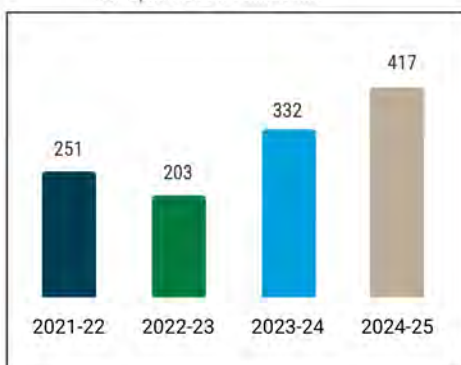
EQUITY IN SUCCESS

Student Success Data

V2030 V4S — Students Earning Associates Degrees (AA and AS)
Includes ADT Degrees

Legend: Students Earning any Associate Degree; All AA and AS Degrees Awarded (including AATs)

	2016-17	2021-22	2022-23	2023-24	2024-25
Students Earning any Associate Degree	125	202	169	215	265
All AA and AS Degrees Awarded	146	248	212	271	371

V2030 V4S — Associates Degrees for Transfer (ADTs)

Legend: # of Students Earning AAT Degrees; AAT Degrees Awarded

	2016-17	2021-22	2022-23	2023-24	2024-25
# of Students Earning AAT Degrees	48	106	97	114	151
AAT Degrees Awarded	48	115	104	124	174

V2030 — LTCC Students Completing a Degree or a Certificate
Unduplicated student count

2021-22	2022-23	2023-24	2024-25
251	203	332	417

V2030 V4S — Students Earning Chancellor's Office Approved Certificates

Legend: Certificate Earners; Certificates Awarded

	16-17	21-22	22-23	23-24	24-25
Certificate Earners	32	51	50	157	242
Certificates Awarded	33	52	50	184	260
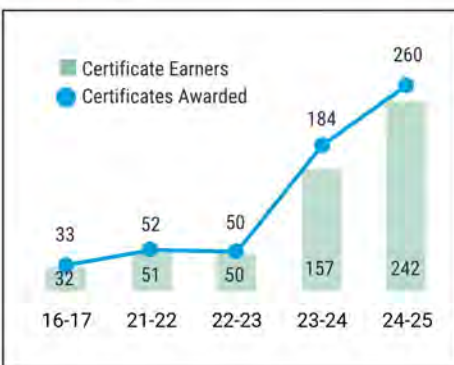
V2030 V4S — Students Transferring to Four-Year Institutions*

2016-17	2021-22	2022-23	2023-24	2024-25
205	269	217	234	258

*Transfer students included in the count are those who enrolled in a four-year institution in the selected year after last being enrolled at LTCC the previous year and having earned 12 or more units at the College.
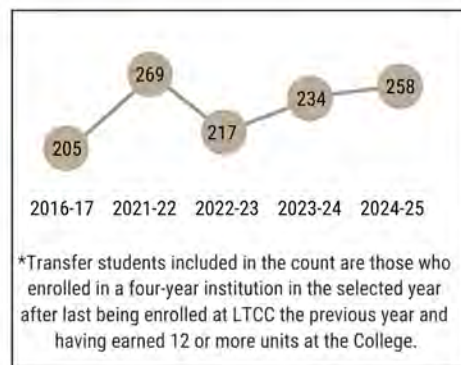
Leading and Lagging Indicators of Student Success

LTCC Leading Indicator: Transfer Level English and Math

Successful completion of transfer-level Math and English within first academic year for first-time, full-time matriculant students

- English: 52%, 60%, 56%, 58%, 56%
- Math: 15%, 30%, 35%, 32%, 33%
- Math & English: 13%, 27%, 30%, 30%, 29%

17-18 (Pre-AB705) | 19-20 (AB705 Implementation) | 22-23 | 23-24 | 24-25

■ Math   ■ English   ■ Math & English
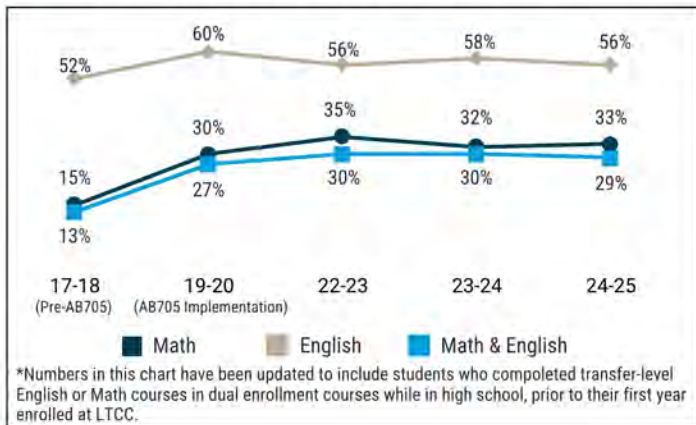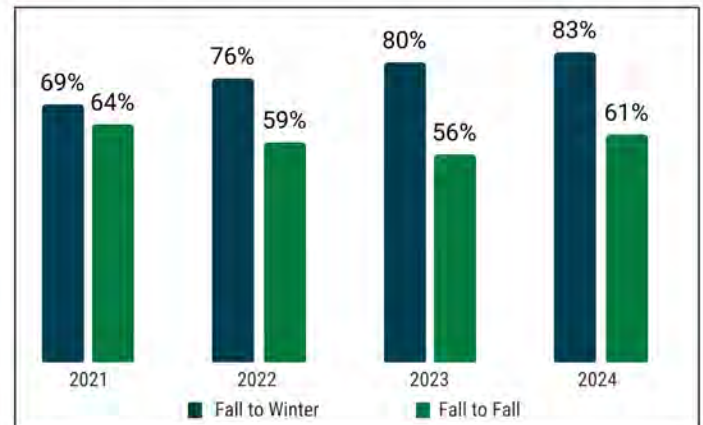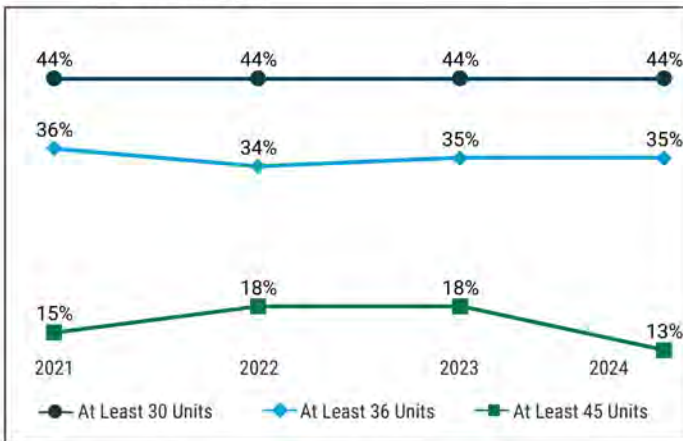
*Numbers in this chart have been updated to include students who compoleted transfer-level English or Math courses in dual enrollment courses while in high school, prior to their first year enrolled at LTCC.

LTCC Leading Indicator: Persistence Rates

First-time, full-time matriculant student persistence rates

- 2021: Fall to Winter 69%, Fall to Fall 64%
- 2022: Fall to Winter 76%, Fall to Fall 59%
- 2023: Fall to Winter 80%, Fall to Fall 56%
- 2024: Fall to Winter 83%, Fall to Fall 61%

■ Fall to Winter   ■ Fall to Fall

LTCC Leading Indicator: Year 1 Completion of 30, 36, and 45 Units

First-time, full-time matriculant completing units within Meta Major in first academic year

- At Least 30 Units: 44%, 44%, 44%, 44%
- At Least 36 Units: 36%, 34%, 35%, 35%
- At Least 45 Units: 15%, 18%, 18%, 13%

2021 | 2022 | 2023 | 2024

● At Least 30 Units   ◆ At Least 36 Units   ■ At Least 45 Units

LTCC Lagging Indicator: Three-Year Graduation Rates

First-time, full-time, degree-seeking fall cohort students

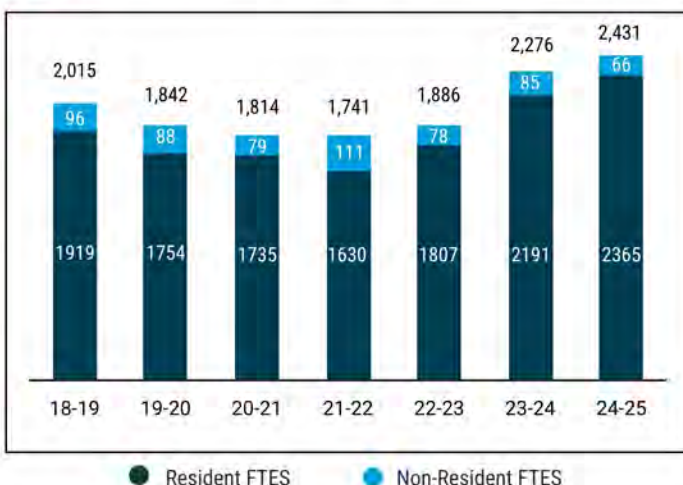- 2021 (FA18): All Graduates 38%, Latinx 40%
- 2022 (FA19): All Graduates 34%, Latinx 40%
- 2023 (FA20): All Graduates 42%, Latinx 49%
- 2024 (FA21): All Graduates 45%, Latinx 54%

● All Graduates   ● Latinx
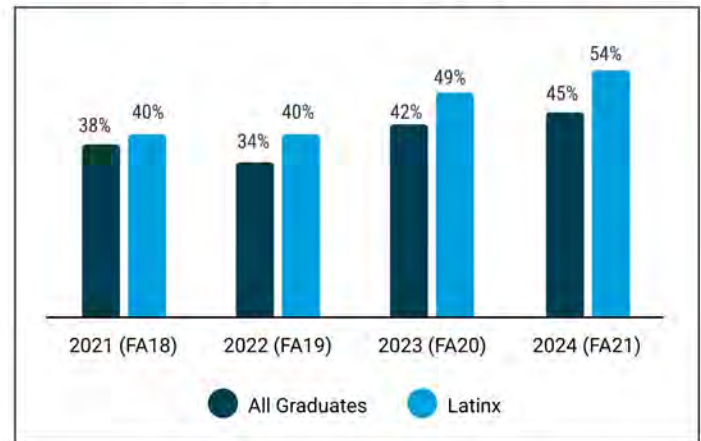
EQUITY IN ACCESS

Enrollment Trends

LTCC Enrollment by Full-Time Equivalent Students (FTES)

Year	Non-Resident FTES	Resident FTES	Total
18-19	96	1919	2,015
19-20	88	1754	1,842
20-21	79	1735	1,814
21-22	111	1630	1,741
22-23	78	1807	1,886
23-24	85	2191	2,276
24-25	66	2365	2,431

● Resident FTES   ● Non-Resident FTES

LTCC Enrollment by Headcount

- 17-18: 7,230
- 18-19: 8,093
- 19-20: 7,578
- 20-21: 6,417
- 21-22: 6,927
- 22-23: 9,459
- 23-24: 10,505
- 24-25: 11,249

22
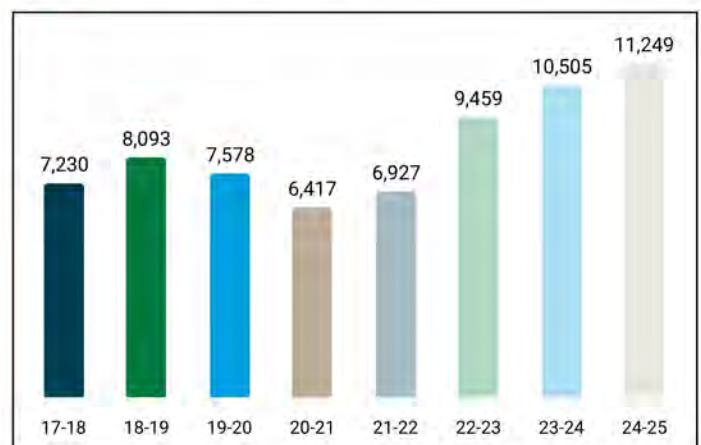
Enrollment Trends (Continued)

Lake Tahoe Unified School District (LTUSD) Capture Rates

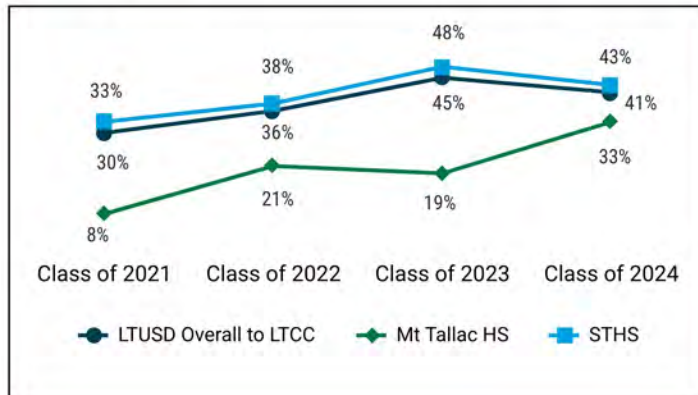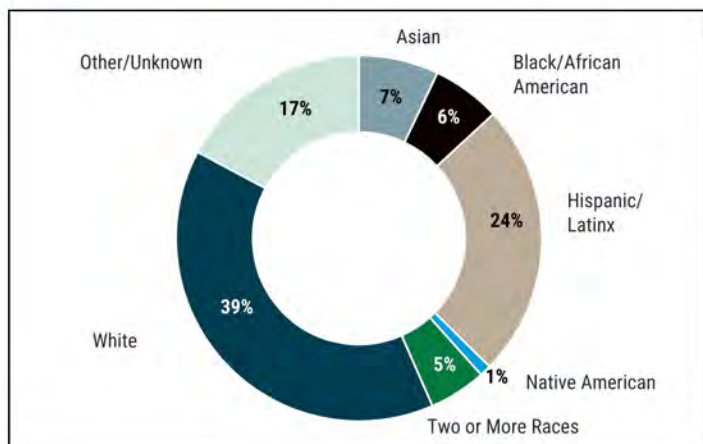Students graduating from LTUSD who attended LTCC within one year of graduation

Legend:
- LTUSD Overall to LTCC
- Mt Tallac HS
- STHS

Data points:
- Class of 2021: STHS 33%, LTUSD Overall 30%, Mt Tallac HS 8%
- Class of 2022: STHS 38%, LTUSD Overall 36%, Mt Tallac HS 21%
- Class of 2023: STHS 48%, LTUSD Overall 45%, Mt Tallac HS 19%
- Class of 2024: STHS 43%, LTUSD Overall 41%, Mt Tallac HS 33%

College-Wide Trends in Resident Full-Time Equivalent Students (FTES)

	AY 21-22	AY 22-23	AY 23-24	AY 24-25
College Face-to-Face	313	348	456	460
Online/Enhanced Virtual Ed	462	547	652	695
Noncredit	58	69	109	105
Rising Scholars Program	245	180	214	294
Dual Enrollment	82	96	110	124
Concurrent Enrollment	29	41	73	81
Work Experience (Including RSP Work Experience)	12	10	14	13
Inst Service Agreements	51	71	61	61
South Bay Joint Powers Authority	359	449	489	479

2024-25 Student Demographics*

Student Race and Ethnicity - Academic Year 2024-25

- Asian: 7%
- Black/African American: 6%
- Hispanic/Latinx: 24%
- Native American: 1%
- Two or More Races: 5%
- White: 39%
- Other/Unknown: 17%

Student Age (Credit Enrollment)

- 40+: 23%
- 30-39: 20%
- 23-29: 14%
- 18-22: 30%
- < 18: 13%
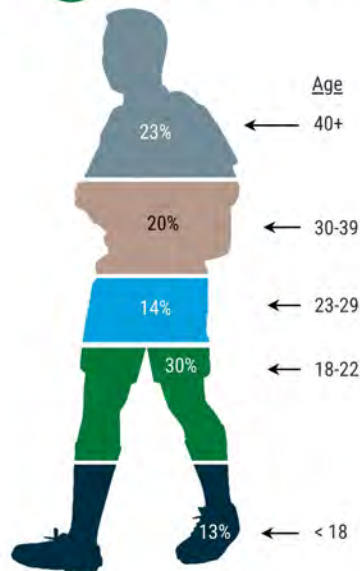
LTCC Students

26% First Generation

36% Low Income

37% Transfer-Focused

*The student demographic data includes all students other than those that participate in public safety partnerships through the South Bay Public Safety Training Consortium and other instructional service agreements.

2025 LTCC Graduates

LTCC Western Undergraduate Exchange (WUE) and the California-Nevada Interstate Attendance Agreement (CNIAA)

The WUE provides students in participating Western states with reduced tuition. The CNIAA provides students living on the Nevada side of the Tahoe Basin with reduced tuition. Both programs increase access to affordable education for students residing outside of California. Academic Year 2022-23 was the first year that the WUE was offered.

Western Undergraduate Exchange (WUE)

	Headcount	FTES
AY 2022-23	9	4
AY 2023-24	29	31
AY 2024-25	49	52

California-Nevada Interstate Attendance Agreement (CNIAA)

	Headcount	FTES
AY 2022-23	29	16
AY 2023-24	45	31
AY 2024-25	49	29

LTCC International and Non-Resident Students

International students and non-resident students are not captured in reported FTES and so are included here to show a full picture of the students LTCC serves. International students are a subset of non-resident students.

Non-Resident Students

	Headcount	FTES
AY 2021-22	400	95
AY 2022-23	530	92
AY 2023-24	620	117
AY 2024-25	646	89

International Students

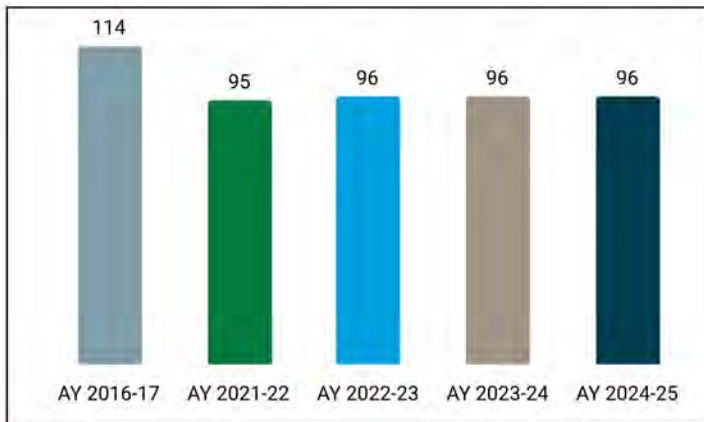|	Headcount	FTES
AY 2021-22	48	23
AY 2022-23	44	25
AY 2023-24	47	28
AY 2024-25	44	22

EQUITY IN SUPPORT

Unit Accumulation and Financial Support

V2030 **V4S** Reduce Overall Unit Accumulation
Average quarter units of AA Degree earners

AY 2016-17	AY 2021-22	AY 2022-23	AY 2023-24	AY 2024-25
114	95	96	96	96

V2030 Financial Aid Assistance Rates
Includes all credit non-dual students receiving financial aid, scholarships, or subsidized/sponsored courses (e.g. ISAs, JPA)

AY 2021-22	AY 2022-23	AY 2023-24	AY 2024-25
63%	60%		64%
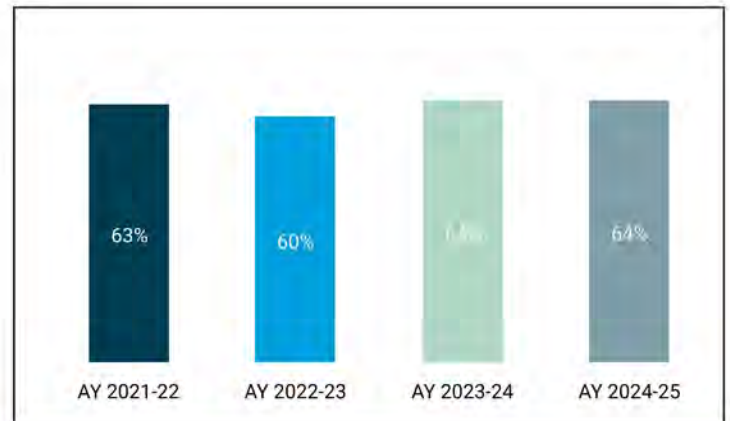
College Initiatives

Measures data that the College is tracking to ensure effective implementation, progress, and institutionalization of key initiatives.

LTCC Increase Auto-Awarding of Degrees/Certificates

LTCC aims to ensure that students receive the degrees they earn but do not claim so that students have a record of their accomplishment to advance their career and educational goals. In AY 24-25, LTCC aims to auto-award degrees as well as certificates.

AY 2022-23	35 Certificates
AY 2023-24	67 Certificates
AY 2024-25	96 Certificates

V2030 **LTCC** Increase Credit for Prior Learning

Increasing the units awarded to students for their prior learning reduces time to degree completion and honors the knowledge students have gained through other means.

225 (30 Students)
CPL Units Awarded
AY 2022-23

171 (18 Students)
CPL Units Awarded
AY 2023-24

588 (37 Students)
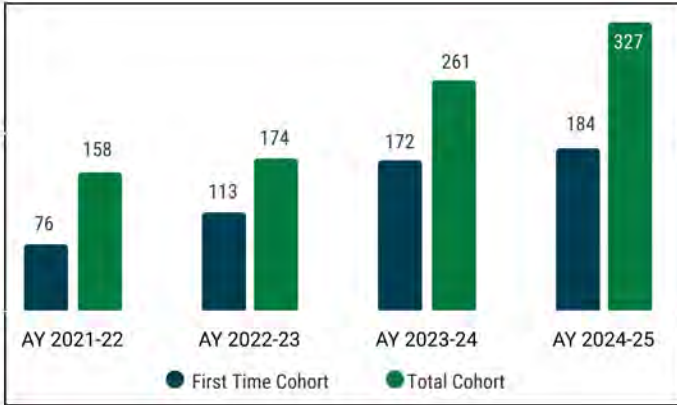CPL Units Awarded
AY 2024-25

*Numbers from prior years have been adjusted to reflect a new data definition that captures CPL units awarded per academic year.

Program Data

Measures data that the College is tracking based on current goals and priorities within certain programs. This does not represent a full list of programmatic goals.
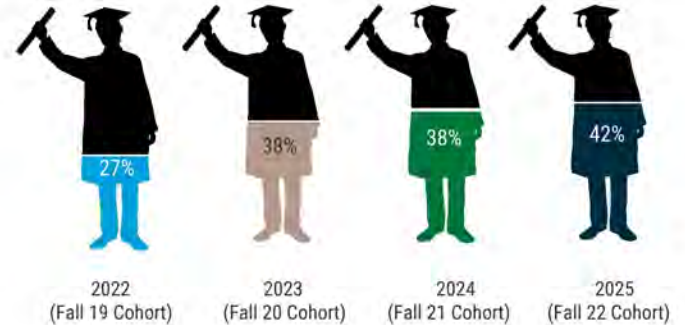
LTCC **Promise Cohort**
Each year LTCC aims to recruit a robust Promise cohort to serve as many students as possible with wrap-around supports, free tuition, and a clear path to completion. First-time cohorts listed below are a subset of the total cohort.

Bar chart — First Time Cohort / Total Cohort:
- AY 2021-22: 76 / 158
- AY 2022-23: 113 / 174
- AY 2023-24: 172 / 261
- AY 2024-25: 184 / 327

LTCC **Promise Three-Year Graduation Rate**
LTCC aims to continue to support Promise students to complete their degree within three years.

- 2022 (Fall 19 Cohort): 27%
- 2023 (Fall 20 Cohort): 38%
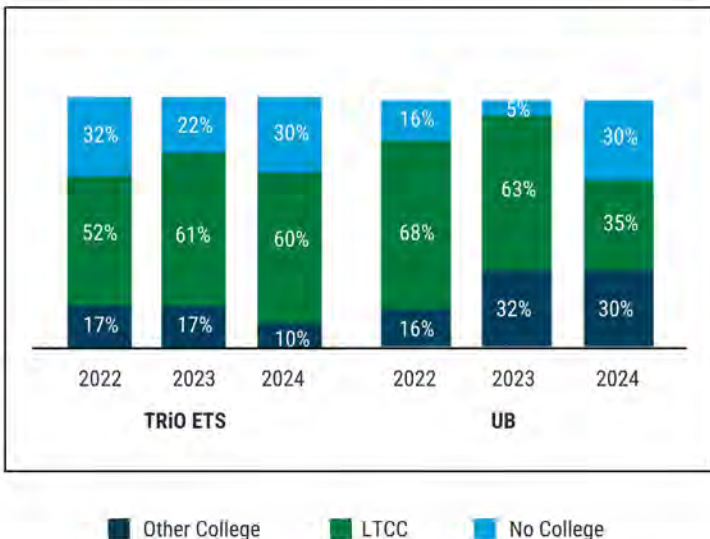- 2024 (Fall 21 Cohort): 38%
- 2025 (Fall 22 Cohort): 42%

LTCC **HSI STEM**
LTCC is committed to increasing the number of new matriculants pursuing STEM degrees and to ensure that more Latinx and low-income students are pursuing and completing STEM degrees and certificates.

	Academic Year			
	2021-22	2022-23	2023-24	2024-25
Number of new Latinx or low-income matriculants pursuing STEM degrees and certificates	32	63	73	83
Number of all new matriculants pursuing STEM degrees and certificates	48	106	138	146
Number of all Latinx or low-income students pursuing a STEM program	137	203	246	265
Number of all students pursuing a STEM program	173	274	376	398
Number of Latinx or low-income students graduated in a STEM program	42	30	63	66
Number of all students graduated in a STEM program	47	33	80	87

LTCC **TRiO Education Talent Search (TRiO ETS)/Upward Bound (UB)**
Through this program, LTCC aims to send more K-12 students to college and to identify LTCC as an option for all K-12 students in the community.

Stacked bar chart (Other College / LTCC / No College):

TRiO ETS:
- 2022: 17% / 52% / 32%
- 2023: 17% / 61% / 22%
- 2024: 10% / 60% / 30%

UB:
- 2022: 16% / 68% / 16%
- 2023: 32% / 63% / 5%
- 2024: 30% / 35% / 30%

Legend: Other College, LTCC, No College

LTCC **Senior Day Outreach**
Through enhanced outreach efforts, LTCC aims to increase the number of high schools represented at Senior Day and to maintain or increase the number of students enrolled through that process.

	# of HS Represented	# of Students Enrolled
AY 2022-23	3	86
AY 2023-24	3	75
AY 2024-25	5	104

LTCC **Student Parent Support through Child Care Access Means Parents In Schools (CCAMPIS) Grant**
LTCC aims to ensure that student parents receive the support they need, specifically through access to childcare, while they earn their degrees.

	Children of Student Parents Served at CDC	CDC's Annual Child Population
AY 2021-22	5	10%
AY 2022-23	12	20%
AY 2023-24	13	21%
AY 2024-25	14	27%

ELEVATING EDUCATION