Lake Tahoe Community College
Midterm Report

Respectfully Submitted by:

Lake Tahoe Community College
One College Drive, South Lake Tahoe, CA 96150

Submitted to:

Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

Date Approved by Board of Trustees:
November 9, 2021
Date Submitted:
December 1, 2021
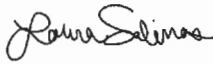
MIDTERM REPORT CERTIFICATION PAGE

To:

Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From:

Jeff DeFranco, Superintendent/President
Lake Tahoe Community College
One College Drive, South Lake Tahoe, CA 96150)

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:

Jeff DeFranco (Nov 22, 2021 12:01 PST)   **November 22, 2021**

(Jeff DeFranco, Chief Executive Officer)   (Date)

Karen M Borges
Karen M Borges (Nov 22, 2021 13:04 PST)   **November 22, 2021**

(Karen Borges, Board of Trustees President)   (Date)

Bruce Armbrust (Nov 22, 2021 12:39 PST)   **November 22, 2021**

(Bruce Armbrust, Faculty Member, Academic Senate President)   (Date)

Laura Salinas   **November 22, 2021**

(Laura Salinas, Director of Equity, Classified Employees Senate President)   (Date)

Bruno E. Macias (Nov 22, 2021 21:51 PST)   **November 22, 2021**

(Bruno Macias, Associated Student Senate President)   (Date)

Michelle Risdon (Nov 22, 2021 13:52 PST)   **November 22, 2021**

(Michelle Risdon, Vice President, Academic Affairs, Co-Accreditation Liaison Officer) (Date)

D Elizabeth Balint Sohan   **November 22, 2021**

(Elizabeth Balint, Director, Institutional Effectiveness, Co-Accreditation Liaison Officer) (Date)

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Institutions are required to submit a Midterm Report midway between comprehensive evaluation visits. Lake Tahoe Community College's (LTCC's) Midterm Report provides an update on how improvement plans arising from the institution's self-evaluation were integrated into the institution's ongoing planning and implementation processes, addresses the work accomplished in response to the improvement recommendations made by the previous comprehensive peer review team, and reflects on improving institutional performance (student learning outcomes and institution-set standards). Because LTCC underwent comprehensive visits in fall 2017, this document also reports on the progress and outcomes from the action projects identified in the institution's Quality Focus Essay and described in the Institutional Self-Evaluation Report.

REPORT PREPARATION

In the fall of 2020, the preparation of the ACCJC Midterm Report for Lake Tahoe Community College began. Creation of a draft Midterm Report was led by the Accreditation Liaison Officer, Michelle Risdon, Vice President of Academic Affairs. The draft was compiled through the collection of evidence, interviews with individuals, and discussions with governance committees and councils as well as campus leadership. The draft was reviewed, edited, and added to by the co-ALO, Elizabeth Balint, Director of Institutional Effectiveness, and the following list of LTCC leaders, in addition to others serving on the committees and councils below:

- Jeff DeFranco, Superintendent/President
- Russi Egan, Vice President of Administrative Services
- Michelle Batista, Vice President of Student Services
- Ali Bissonnette, Dean of Instruction
- Brad Deeds, Dean of Workforce Development and Instruction
- Laura Metune, Senior Director of Government Relations and Grant Development
- Shelley Yohnka, Human Resources Director

The report was circulated through the governance structure in the academic year 2020-21 and the fall of 2021. It was reviewed, amended, recommended, and accepted by:

- Academic Senate - 1st Reading October 22, 2021; 2nd Reading November 5, 2021
  - Members:
    - Bruce Armbrust, President, Mathematics Faculty
    - Jon Kinsgbury, Vice President, Business Faculty
    - Kellie Greiner, Secretary, Disability Resource Center Director
    - Sean Ryland, Faculty Representative, Science Faculty
    - Julie Ewing, Faculty Representative, English Faculty
    - Sarah Marquez, Faculty Representative, Lead Counselor
    - Mike Spina, Faculty Representative, Physical Education Faculty
    - Mary Cook, Adjunct Faculty Representative, English
    - Solange Schwalbe, Adjunct Faculty Representative, Digital Media Arts

- Classified Employees Senate - Reviewed November 12, 2021
  - Members:
    - Laura Salinas, President, Director of Equity and Student Wellness
    - Nick Barclay, Co-Past President, Analyst

- Laura Ryland, Co-Past President, Human Resources Specialist
- Lisa Shafer, Co-President Elect, Executive Assistant to the Superintendent/President
- Kelsey Magoon, Co-President Elect, Board, Governance, and Policy Assistant
- Kymber Ensele, Secretary, Library and Learning Services Support Specialist
- Marta Sternal, Treasurer, International Student Program Coordinator

- Associated Student Senate - 1st Reading October 26, 2021; Reviewed November 16, 2021
  - Members
    - Bruno Macias, President
    - Dean Kallas, Vice President
    - Tasil Patel, Senator
    - Daniel Rodriguez, Senator
    - Daphne Brun, Secretary
    - Geego Ocampo, Student Trustee
    - John Duerk, Co-Advisor
    - Danny Masellones, Co-Advisor

- College Learning and Enrollment Management Council - Reviewed October 14, 2021
  - Members
    - Bruce Armbrust, Academic Senate President, Mathematics Faculty
    - Elizabeth Balint, Director of Institutional Effectiveness
    - Daphne Brun, Student Representative
    - Brad Deeds, Dean of Workforce Development and Instruction
    - John Duerk, History and Political Science Faculty
    - Cristi Ellingford, Counselor
    - Reyna Reger, Classified Staff Representative
    - Steve Richardson, Mathematics and Computer Programming Faculty
    - Michelle Risdon, Vice President, Academic Affairs
    - Treva Thomas, Business Faculty
    - Mark Williams, Student Learning Outcomes Coordinator, Music Faculty

- Integrated Planning Work Team (QFE Action Project #1) - Reviewed October 20, 2021
  - Members
    - Elizabeth Balint, Co-Chair, Director of Institutional Effectiveness
    - Nick Barclay, Analyst
    - Ali Bissonnette, Dean of Instruction
    - Ami Chilton, Capital Projects Finance Manager
    - Brad Deeds, Dean of Workforce Development and Instruction

- - Russi Egan, Vice President, Administrative Services
    - Laura Gardner, Institutional Effectiveness Office Assistant
    - Jon Kingsbury, Business Faculty
    - Sara Pierce, Spanish Faculty
    - Shelley Yohnka, Human Resources Director

- Guided Pathways Work Team (QFE Action Project #2) - Reviewed October 15, 2021; November 12, 2021
  - Members
    - Elizabeth Balint, Co-Chair, Director of Institutional Effectiveness
    - Antonio Benitez, Program Specialist - Retention
    - Ali Bissonnette, Dean of Instruction
    - Daphne Brun, Student Representative
    - Cathy Cox, Science Faculty
    - Brad Deeds, Dean of Workforce Development and Instruction
    - Frank Gerdeman, Director, ADVANCE
    - Beth Marinelli-Laster, Learning Disabilities Specialist
    - Sarah Marquez, Lead Counselor
    - Michelle Risdon, Vice President, Academic Affairs
    - Laura Salinas, Director of Equity and Student Wellness
    - Christina Tomolillo, Psychology Faculty

- Institutional Effectiveness Council - 1st Reading October 21, 2021; 2nd Reading November 4, 2021
  - Members
    - Elizabeth Balint, Co-Chair, Director of Institutional Effectiveness
    - Shane Reynolds, Co-Chair, Classified Director Representative, Director of Incarcerated Students Program
    - Russi Egan, Vice President, Administrative Services
    - Amber Goligoski, Classified Representative, Program Coordinator of Apprenticeship and Work-Based Learning
    - Elizabeth Loudon, Classified Representative, Program Coordinator of Outreach and Dual Enrollment
    - Jon Kingsbury, Committee Chair, Business Faculty
    - Walter Morris, Faculty Representative, Physical Education Faculty
    - Laura Ryland, Confidential Representative, Human Resources Specialist
    - Michelle Risdon, Vice President, Academic Affairs
    - Mike Spina, Faculty Representative, Physical Education Faculty

- Board of Trustees - 1st Reading October 26, 2021; 2nd Reading November 9, 2021
  - Members
    - Karen Borges, Board President, Trustee
    - Jeff Cowen, Trustee
    - Nancy Dalton, Trustee
    - Kerry David, Board Clerk, Trustee
    - Tony Sears, Trustee
    - Geego Ocampo, Student Trustee

PLANS ARISING FROM THE SELF-EVALUATION PROCESS

During the College's self-evaluation process, LTCC identified areas of improvement to strengthen its alignment to the Standards. This section reports on those self-identified Improvement Plans. The following chart describes the College's progress on these plans and resulting outcomes. Any plans still pending for action are clearly identified with specific timelines for completion and identify responsible parties.

Changes and Plans

LAKE TAHOE COMMUNITY COLLEGE				
Changes and Plans Arising Out of the Self-Evaluation Process				
A. Changes Implemented During the Self-Evaluation Process				
Change, Improvement, and Innovation	**Standard**	**College Leads**	**Completion Date**	**Outcome**
Expansion of the Institutional Effectiveness Office	I.A.2, IV.B.2	Superintendent /President (S/P), Director of Institutional Effectiveness	Fall 2016	Increased bandwidth to provide more accurate and credible evidence for decision-making and reporting (Institutional Effectiveness Website) Institutional Data Website).

Follow-up for Midterm Report:

- Added several positions to the Department of Institutional Effectiveness: a database analyst, a research analyst, and a program assistant. Continued contracting with Adam Lange and Associates (now Alcove Insights, LLC).

There has been notable turn-over in the positions, but this turn-over has been consistently a result of professional growth with employees moving on to higher positions, which the College embraces and supports, even if it puts a strain on the department in terms of hiring and training. (For example, in 2019 the Institutional Effectiveness Program Assistant was hired to a higher position as the ADVANCE: Adult Education Industry Program Coordinator (McCoubrey - New Employee Introduction). Also see the farewell email from a recent database analyst, who left LTCC for a data science position with Panasonic at Tesla's Gigafactory (Atkinson - Farewell Email).

- Hires have allowed for development of multiple dashboards and reports. While most of the dashboards are for faculty and staff and cover areas such as applicant trends, persistence and retention, graduation and transfer rates, student services scheduling patterns, financial aid distributions, and specific program cohort success analysis, some are available to the public such as a searchable course schedule (Online Schedule) and another on college enrollment trends (Schedule of Courses Browser; College Enrollment Trends Dashboard). Numerous reports have been created using SAP Business Objects that are accessible or distributed to employees and include areas such as academic affairs, administrative services, enrollment management, program reviews, and student services.

- Director of Institutional Effectiveness (DIE) co-chaired the Quality Focus Essay (QFE) Action #1 Integrated Planning Work Team to develop a new Program Review process and ultimately worked to move academic program review into eLumen for a clear and streamlined approach to integrated planning and use of data.

- Supported Title III and technology advances including such areas as Financial Aid, Curriculum, Information Technology, Student Learning Outcomes Assessment, Degree Audit and Auto-Awarding, the "Degrees When Due" Initiative, and implementation of data analysis within the Guided Pathways framework to assess student success as they progress through their academic programs.

- Worked to meet Vision for Success and Student Centered Funding Formula data needs (Accountability Webpage; 2020 Vision for Success).

  Summary: The College has and continues to address this change fully.

Institutional Effectiveness Partnership Initiative (IEPI) Site Visit Team	I.B.1, II.A.2, II.A.6, IV.C.8	S/P, Vice President Academic Affairs (VPAA), Executive Dean Student Services (EDSS), DIE	Spring 2017	Peer-facilitation on improved educational master planning and enrollment management strategies. Also engaged with the IEPI site visit team at a later date to build out and implement Degree Audit for better supporting students in completion goals.

Follow-up for Midterm Report:

- Produced complete and forward-thinking Educational Master Plan integrated with the Vision for Success Core Commitments (Educational Master Plan [EMP]; EMP Pages 149-157).

- Participated fully and successfully in IEPI Partnership Resource Team (PRT) but also as part of IEPI Strategic Enrollment Management (SEM) Cohort (IEPI Partnership Resource Team Application; IEPI SEM Cohort Final Report).

- The IEPI PRT visit identified strategies to improve scheduling and communication about programs and courses to the community and the campus (using student feedback gathered through individual and group interviews of students). The visit also helped the College develop reporting strategies to inform strategic enrollment management. It resulted in revisions to the schedule, reductions in cancellation rates, and the development of a student testimonial campaign for the campus and the website: Wilderness, Allied Health, Business, Science/Chemistry, Fire Science, and World Languages (Wilderness Homepage; Allied Health Homepage; Business Homepage; Science/Chemistry Homepage; Fire Science Homepage; World Languages Homepage).

- The year-long SEM cohort process allowed for a broadly representative group to engage the full campus community in a revitalization of enrollment practices, including combined-term scheduling, a comprehensive 3-year plan of courses, guiding principles for scheduling, and more deeply data-informed decision making around scheduling (using a Tableau dashboard: a demonstration version that can be viewed by the public was created in response to the numerous inquiries from other community colleges at conferences and webinars where the College shared the dashboard concept) (Dashboards Public View - Homepage). These efforts, which include a "Tahoe Clear" set of guiding principles brochure, among other artifacts, have been presented several times to subsequent SEM cohorts as well as presented at the Association of California Community Colleges Administrator's (ACCCA) annual Admin 101 workshop and through the California Community Colleges' Career Ladders Project (IEPI SEM Cohort 2 Project Resources; Tahoe Clear; Final SEM Cohort One Convening - Poster; Three-Year Projected Schedule - Work in Progress; Academic Scheduling Tool - Tableau; Online Schedule; ACCCA Admin 101 Presentation; Career Ladders Project Presentation).

- The College also received, subsequent to these visits, support from an IEPI team focused on establishing and building out Degree Audit and implementing retention efforts around Institute for Higher Education Policy's (IHEP's) Degree When Due (DWD) initiative, specifically in alignment with Guided Pathways efforts (Degrees When Due Website). These efforts have resulted in all local courses and programs being fully built in Degree Audit, in addition to hundreds of equated courses students might transfer in from outside institutions. An additional step in this process is the implementation of auto-awarding certificates and degrees (with appropriate communication to students in the event they would want to opt out of the auto-awarded certificate or degree). This auto-awarding process is scheduled to pilot in the fall of 2021, and counselors are beginning to use Degree Audit more comprehensively to assist students in educational planning, though there is still room for improvement and consistency in these practices as well as professional development for counseling faculty

(both part-time and full-time) in using these systems to advise students.

- Last, the LTCC Board of Trustees has been awarded a Trustee Fellowship Intersession Fellowship to complete a project titled "LTCC Reconnect to Complete" (LTCC Reconnect To Complete Board Item; LTCC Reconnect to Complete Presentation); Progress is being made on this project, which focuses on targeted outreach to students in the community and former students who "have some college" but have stopped out for one reason or another (Degrees When Due Presentation - 2021 October 15).

Summary: The College has fully addressed this change. Another update will be completed by the Superintendent/President's Office and the Integrated Planning Work Team by June 2022.

Update of the Governance Handbook	I.B.1, IV.A.2, IV.A.7	DIE, Institutional Effectiveness Council (IEC)	Spring 2017	Memorialization of updated improvements to practices and policies in the governance structure.

Follow-up for the Midterm Report:

- The Governance Handbook was fully revised in 2017 to reflect a new governance organizational structure that better captured the participatory governance work done at the College and aligned, in part, with the organizational structure of the accreditation standards (Governance Website; LTCC Governance Handbook 2017-2018). To effect a more meaningful governance process, including timelines, reporting, and general communication between governance groups, the new structure included the development of the Institutional Effectiveness Council (IEC), the College Learning and Enrollment Management Council (CLEMC), the Budget Council, Technology Council, and Facilities Council. The documentation of this new organizational approach reflects both the specialized work and the cross-functional work of the various groups on campus. It also articulates and memorializes the consensus decision-making process used by all non-Brown Act councils.

- That 2017 Governance Handbook is currently being updated again through a coordinated effort by the President's and Institutional Effectiveness Offices as well as the Quality Focus Essay (QFE) Action Project #1: Integrated Planning Work Team. This update will include lessons learned and improvements to the structure and the councils (including their composition and their charges) based on the last several years of implementation.

- The updated document will be completed and posted online by the end of the 2021-2022 academic year. This version will be combined with the Integrated Planning Document being developed by the QFE#1 Work Team on Integrated Planning.

Summary: The College continues to address this change; the updated document will be completed by the Superintendent/President's Office and the Integrated Planning Work Team by June 2022.

Improved Student Learning Outcome (SLO) Assessment and Program Review Processes and Templates	I.B.1, II.A.3,	VPAA, DIE, SLO Coordinator, CLEMC	Spring 2016	Developed more data-informed, engaging annual program review and SLO assessment processes for instructional programs.

Follow-up for Midterm Report:

- The College has been consistent in the completion of the Annual Program Review (APR) and Annual Unit Plan (AUP) processes, both for academic and non-instructional areas. Annual Program Review asks program leads to reflect on and set goals for program activities. The Annual Unit Plans identify resource needs annually by department. They are compiled and organized according to types and duration of budget requests, and then they are prioritized by the Senior Leadership Team in accordance with institutional knowledge of all possible funding sources. Budget requests are supported in these documents with student learning outcome assessment data (when appropriate) for instructional areas and are also tied to program, department, and strategic goals. These requests form a part of the development of the tentative budget, which is reviewed by governance groups and approved, in the end, by the Board of Trustees.

- Under the leadership of the Student Learning Outcomes Coordinator, Dr. Mark Williams, and with improvements made to the SLO assessments process and the building out of the SLO module in eLumen, the percentage of completed SLO assessments is now consistently above 90%, often close to 100% (LTCC Student Learning Outcome and Assessment Handbook; SLO Assessment Completion Quick Guide) The eLumen reporting for program-level and institutional-level outcomes data was refined and will soon be updated on the website in a more readable and useable format (SLO Website Index). This is discussed further below in response to the SLO outcomes questions.

- The QFE Action #1 Integrated Planning Work Team has worked collaboratively to restructure the Program Review templates for both instructional and non-instructional programs, with one of the primary goals being to create program reviews that are living documents as well as documents that faculty and other relevant parties can and choose to turn to regularly for guidance and planning purposes (Integrated Planning Agenda Item - Non-Instructional and Instructional Templates Review - February 2020; LTCC Instructional Program Review Update; LTCC Non-Instructional Program Review Update). The College's perspective is that plans (including program plans) are not valuable to the institution unless they are considered useful and dynamic (in other words, that they are not created as busy-work and do not just sit on shelves but are rather living documents to which the institution refers and which guide the College in its work). And while the process is ongoing, there has been notable progress in transforming the process from one that was traditionally seen as busy work to one that is seen as a valued and regular consideration of the work being done and the true impact of that work on students and their success.

- The College continues to work on integrating program review consistently into the work being done in programs across the campus, particularly when so much review, assessment, reflection, and improvement is

occurring through other means than program review (such as Guided Pathways, Strategic Enrollment Management, Degrees when Due, Leading from the Middle, the Aspen Institute, the Lake Tahoe College Promise Program, the Equity Program, Student Equity and Achievement (SEA) reporting, other related planning processes in which the College is engaged, and other regular program reports presented to the Board of Trustees--such as for the Incarcerated Student Program, the International Student Program, Housing, Connect: Community Education, etc.). Representative instructional programs (Physical Education and World Languages: Spanish) implemented the proposed new template in spring of 2020, and they had important feedback for more recommended streamlining that they have brought back to the Integrated Planning Work Team (see the description of and response to the Quality Focus Essay Action items below) (CPR - Physical Education; CPR - World Languages - Spanish).

- Moving forward, instructional program reviews will take place in eLumen, a more streamlined and efficient process that will allow us to capture and retain information in a single location. Additionally, with the ongoing equity work being central to the College, program review will continue to provide the data and require reflection on any disproportionately impacted groups in terms of access, success, and completion. Some of this is already evident in the examples provided, but there will be more attention given in the areas of program review and planning dedicated to addressing equity gaps and establishing an anti-racist curriculum (which includes course and program offerings).

Summary: The College has and continues to address this change fully.

Improved SLO Tracking System	I.B.2, I.B.4, I.B.6, II.A.3	VPAA, EDSS, DIE	Fall 2017 and ongoing	Increased access to and use of student learning findings.

Follow-up for Midterm Report:

- Faculty, including adjunct faculty, have access to and have been trained to use the Student Learning Outcomes Assessment process through eLumen. The College has been able to input some past data (from the TracDat system previously used) but is primarily relying on assessment data from the beginning of the use of eLumen, including which course outcomes are due each quarter and when they are due. These tracking systems have made the regular assessment of close to 100% of all course outcomes possible on a 3-year cycle. The faculty are still working with eLumen reporting systems on the most effective way to review that data through department leads. We intend to provide ongoing training and professional development around the tracking of and reflection on student learning outcomes.

- Additionally, aggregated outcomes data is made available through the Program Review process, and as the faculty are now submitting assessment data on a per-student basis, the College is able to disaggregate data on SLOs to identify any notable achievement gaps. This poses a challenge at such a small school as ours, however, given that the sample sizes are so small, and with small class sizes as well, the ability to disaggregate data while maintaining student privacy poses certain challenges. The College does not specifically disaggregate the data

on student success for the consideration of faculty in their Annual Program Review and Comprehensive Program Review (CPR) processes, but that information is available upon request. Some programs comment on diversity, equity, and inclusion issues in their program review currently (see the section on the Incarcerated Student Program courses in the CPR for Music).

● In the winter of 2022, the Diversity, Equity, and Inclusion (DEI) Work Team will be presenting faculty with examples of disaggregated student success data for courses and programs (voluntarily offered for scrutiny by two faculty serving on the DEI Work Team. This discussion will also gather faculty input on how best to include such data (particularly if the data sets are very small) in APR and CPR processes and reflection.

● The College does provide disaggregated data on student learning (access, retention, persistence, success, completion, transfer) through a number of filterable data dashboards available to the campus community and in regular outcomes reports to the Board of Trustee (Review of LTCC Dashboards Created in 2020 - Final).

Summary: The College has and continues to address this change fully.

Created Co-Accreditation Liaison Officers (ALO)	I.B.3, I.C.1, I.C.12, IV.B.4	DIE, VPAA, S/P	Summer 2017	Co-ALOs worked together on the current ISER and moving forward the role will transition to the Director of Institutional Effectiveness to enhance institutional capacity for ongoing accreditation efforts.

Follow-up for the Midterm Report:

● This process worked well during the preparation of the ISER. The Director of Institutional Effectiveness is vital to the preparation of evidence and data supporting the College's narratives on meeting the accreditation standards.

● The previous Director moved on from LTCC shortly after the last accreditation visit. Due to the current Director's joining LTCC from out of the state, it was determined that she would spend the first part of her tenure at LTCC focusing on the myriad of reporting and data needs; therefore, the ALO role remained primarily with the Vice President of Academic Affairs.

● Beginning in 2020-2021, the Director of Institutional Effectiveness has moved back into the role of co-ALO with the VPAA. It has not yet been determined if the DEI role will take on the ALO role solely moving forward, but that is still a possibility.

Summary: The College has and continues to address this change fully.

Coordination of Program Review Cycle for All Divisions of the College	I.B.5, I.B.9, IV.A.1 IV.B.3	Senior Leadership Team (SLT), DIE	Spring 2017 and Ongoing	Implemented a program review cycle that ensures more timely and regular evaluation of all program units, particularly administrative units.

Follow-up for Midterm Report:

- The cycle of program review remains intact; however, there are ongoing discussions in QFE Action #1 Work Team on Integrated Planning and in the Program Review committee (College Learning and Enrollment Management Council) about both the format and the focus of instructional and non-instructional program review, as well as a timeline that would provide the most useful for program reflection and improvement (Comprehensive Program Review Process Diagram).

- As noted above, instructional programs will be completed using eLumen and built off of the template that was developed by the QFE Action #1 Committee. Non-instructional programs will conduct regular and appropriate reviews depending on the type of program: some might require a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis to be presented to the LTCC Board of Trustees, while others may reflect, review and amend based on ongoing, required grant reporting. The list of programs and the type of program analysis is linked here (CPRs and Alternative Program Review).

- The QFE Action #1 Work Team is continuing to work collaboratively toward the completion of the process in such a way that ensures timely and regular program review. All programs, both instructional and non-instructional complete a relatively comprehensive Annual Program Review and Annual Unit Plan and have continued to do so since the last ACCJC team visit.

  Summary: The College has and continues to address this change fully.

Update of Board Policies and Administrative Procedures	I.B.7, I.C.5, III.A.11, IV.C.4,	SLT, President's Advisory Council (PAC)	Fall 2015 and Ongoing	Complete review and update to college policies and procedures for currency and relevance.

Follow-up for Midterm Report:

- All ACCJC-required Board Policies (BPs) and Administrative Procedures (APs) have been updated in alignment with the Community College League of California templates and through a comprehensive governance approval process (BoardDocs - Board Policy Page).

- Additional BPs and APs have also been completed, and more continue to be written, reviewed, revised, and approved for currency and relevance.

Summary: The College has and continues to address this change fully.				
Improved Documentation and Communication of College Decision-Making	I.B.8, I.C.3, III.D.2, III.D.6, IV.A.6, IV.A.7,	SLT, IEC, Academic Senate	Spring 2016 and Ongoing	Improved dissemination of college information and access to decision-making at the College, closer alignment between planning documents and resource allocations, and expanded use of BoardDocs for greater transparency.

Follow-up for Midterm Report:

● The College has, as noted above, completed Annual Program Review (APR) and Annual Unit Planning (AUP) in a consistent and complete manner. The Annual Unit Plans are completed for both instructional and non-instructional areas and departments (Annual Program Review Sample Reports 2019-20; Annual Unit Planning - Instructional; Annual Unit Planning - Non-Instructional). They allow for the request of a number of types of budget items. These requests are tied to Student Learning Outcomes Assessment trends, Student Success data, and Strategic Goals and/or Program Planning Goals, which are also integrated with the Annual Board Goals, Vision for Success Goals, Student Equity Plan, and other Scorecard Goals (Strategic Plan 2011-2017; S/P and Board of Trustees 2020-21 Goals; Board Agenda Item - 2019 May 28; CCC Vision for Success Proposed Goals with Equity Data; LTCC Vision for Success Goals - Detailed Data; Student Equity Plan; Board Agenda Item - 2020 June 19; LTCC Scorecard 2020). The budget development team organizes all of these requests by area and type (ongoing, one-time, etc.). This comprehensive list is prioritized by the Senior Leadership Team and then becomes, based on available funding, part of the tentative budget (CPRs and Alternative Program Review; Board Agenda Item - 2021 June 22; Board Agenda Item - 2021 June 22 -Budget Documents). That budget is reviewed extensively by the Budget Council, which is a representative cross-section of campus constituent groups (Budget Council Agenda Item - 2021 August 18). It is also reviewed multiple times in open session by other governance councils and then by the Board of Trustees, where it is finalized (Board Agenda Item - 2021 September 14; Fiscal Services Webpage; 2021/22 Budget Book).

● The College has embraced the ease of communication and the accessibility of information provided by moving committees and councils to BoardDocs. The list of groups now using BoardDocs for meetings, agendas, minutes, and resources tracking include the following:
  o Board of Trustees
  o Academic Senate
  o Budget Council
  o Classified Employees Senate
  o College Learning and Enrollment Management Council
  o Community Play Consortium
  o Curriculum Committee

- EEO Advisory Committee
- Facilities Council
- Guided Pathways Work Team (QFE #2)
- Institutional Effectiveness Council
- LTCC Foundation Board
- LTCC Student Senate
- Measure F Oversight Committee
- Operations Committee
- QFE#1 Integrated Planning
- Schedule Review
- Technology Council

Summary: The College has and continues to address this change fully.

Revised Full-time Faculty Evaluation Process and Forms	III.A.5	VPAA, Faculty Association	Fall 2016 and Ongoing	A revised full-time faculty evaluation process was created and includes consideration of faculty engagement in continued improvement around student learning.

Follow-up Midterm Report:

- The revised full-time faculty evaluation process has been used for several years now, and small improvements continue to be made (Article 11; Appendix 6). One of the discussions the college will be having over the 2021-2022 academic year in conjunction with the DEI Task Force work is how best to integrate equity questions into evaluation processes and practices to continue to ensure LTCC is an anti-racist institution.

- The College has implemented the use of a "tenure review committee" for faculty under consideration for tenure. That committee consists of the VPAA, the Dean over the area, and the four full-time faculty peer evaluators for each year of the faculty member's comprehensive tenure-track evaluations. The administrative team participates to listen to the peer reviewers consideration of the four main areas of the faculty member's college work:
  - Commitment to Students
  - Communication and Collegiality
  - Commitment to College and College Work
  - Currency: Commitment to Profession and Field

- The four peer evaluators make a recommendation regarding tenure to the administrative team, which then, taking that recommendation under advisement, makes a recommendation regarding tenure to the

Superintendent/President. The process has been used multiple times with success. It sometimes leads to ongoing recommendations for improvement as well, which only serves to support faculty in continuing to support students well.

- The other improvement that has been made is the development of evaluation packets (comprehensive and focused evaluations for full-time faculty, and evaluations for part-time faculty, classified staff, directors, and confidentials) so the process of a comprehensive, focused, part-time, non-instructional, and student evaluation is clearer and easier to complete and understand (Comprehensive Evaluation - Faculty; Focused Evaluation - Faculty; Part-Time Faculty Evaluation; Classified Staff Evaluation; Directors Evaluation; Confidential Staff Evaluation).

Summary: The College has and continues to address this change fully.

ALPHABETIZED EVIDENCE
SECTION A: CHANGES IMPLEMENTED DURING SELF-EVALUATION

- 2020 Vision for Success
- 2021/22 Budget Book
- Academic Scheduling Tool-Tableau
- ACCCA Admin 101 Presentation
- Accountability Webpage
- Allied Health Homepage
- Annual Program Review Report 2019-20
- Annual Unit Planning- Instructional
- Annual Unit Planning - Non-Instructional
- Appendix 6
- Article 11
- Atkinson - Farewell Email
- Board Agenda Item - 2019 May 28
- Board Agenda Item - 2020 June 19
- Board Agenda Item- 2021 June 22
- Board Agenda Item - 2021 June 22 - Budget Documents
- Board Agenda Item- 2021 September 14
- BoardDocs - Board Policy Page
- Budget Council Agenda Item - 2021 August 18
- Business Homepage
- Careers Ladders Project Presentation

- CCC Vision for Success Proposed Goals with Equity Data
- Classified Staff Evaluation
- College Enrollment Trends Dashboard
- Comprehensive Evaluation-Faculty
- Comprehensive Program Review Process Diagram
- Confidential Staff Evaluation
- CPR - World Languages-Spanish
- CPR for Music
- CPR - Physical Education
- CPRs and Alternative Program Review
- Dashboards Public View- Homepage
- Degrees When Due Presentation-2021 October 15
- Degrees When Due Website
- Directors Evaluation
- Educational Master Plan (EMP)
- EMP Pages 149-157
- Final SEM Cohort One Convening-Poster
- Fire Science Homepage
- Fiscal Services Webpage
- Focused Evaluation-Faculty
- Governance Website
- IEPI Partnership Resource Team Application
- IEPI SEM Cohort 2 Project Resources
- IEPI SEM Cohort Final Report
- Institutional Data Website
- Institutional Effectiveness Website
- Integrated Planning Agenda Item-Non-Instructional & Instructional Templates Review-February 2020
- LTCC Governance Handbook 2017-2018
- LTCC Instructional Program Review Update
- LTCC Non-Instructional Program Review Update
- LTCC Reconnect to Complete Board Item
- LTCC Reconnect to Complete Presentation
- LTCC Scorecard 2020
- LTCC Student Learning Outcome and Assessment Handbook
- LTCC Vision for Success Goals-Detailed Data
- McCoubrey-New Employee Introduction
- Online Schedule
- Part-Time Faculty Evaluation

- Review of LTCC Dashboards Created in 2020- Final
- S/P and Board of Trustees 2020-21 Goals
- Schedule of Courses Browser
- Science/Chemistry Homepage
- SLO Assessment Completion Quick Guide
- SLO Website Index
- Strategic Plan 2011-2017
- Student Equity Plan
- Tahoe Clear
- Three-Year Projected Schedule- Work in Progress
- Wilderness Homepage
- World Languages Homepage

LAKE TAHOE COMMUNITY COLLEGE				
Changes and Plans Arising Out of the Self-Evaluation Process				
B. Future Changes Planned As a Result of the Self-Evaluation Process				
Change, Improvement and Innovation	**Standard**	**College Leads**	**Timeline**	**Anticipated Outcome**
Professional Development on Data Governance and Effective Use for Decision-Making	I.A.2	DIE	Winter 2018	Data governance and validation processes developed and faculty, staff, and administration trained on data use.

Follow-up for Midterm Report:

- With the arrival of the new Director of Institutional Effectiveness, there has been extensive and ongoing development of interactive data resources as well as targeted training on the uses and applications of these resources.

- One of the areas that has made enormous strides in effective use of data for decision-making is in the area of Strategic Enrollment Management. Scheduling and 3-year planning for course offerings and program management has turned away from anecdote and toward data, primarily through the use of highly nuanced Tableau Dashboards (some dashboards are public and some are for internal college use--access to the ACCJC is available if requested). This data-informed approach has resulted in greater consistency for students, lower course cancellation rates, and more effective Guided Pathways development (including program mapping and meta major pathway development) (Point-in-Time Report; Program Mapper). The availability of data and planning resources for counselors has been helpful in improving academic advising and educational planning (Student Services Dashboard).

- Tableau Dashboards have been created for multiple areas (scheduling, Strategic Enrollment Management, Incarcerated Student Program, Equity Program, and others). Additionally, a student-specific report has been established for the Incarcerated Student Program and its scalability is being considered (ISP Student Progress Report).

- eLumen is being used extensively for SLO Assessments and Curriculum, and the Catalog module has been purchased, built, and implemented as of July 2021 (LTCC Online Catalog). The faculty, including part time faculty, are now regularly using eLumen directly to enter SLO assessments by each individual student, which has resulted in close to 100% course-level SLO assessment (see the discussion on SLOs below for more detail).

- The LTCC Reports system continues to be used but in a way that is more responsive to campus needs. Rather than having a broad collection of reports, end users have identified their needs, and the Institutional

Effectiveness Team has worked to create responsive reporting for effective data use (LTCC Available Reports).

- Data definitions and data validation has been a priority for the last several years. As an example, a weekly data validation report goes out for review to key parties, and a Data Users Group has been working to ensure that data definitions are clear and consistent as well as to ensure that good information is being input to Colleague so the data reporting is accurate (Data Integrity Report). That team includes members representing Institutional Technology, Scheduling, Financial Aid, Enrollment Services, Counseling, Fiscal Services, Facilities, Institutional Effectiveness, MIS reporting, and Human Resources.

- LTCC's participation in a Title III grant with Columbia College has been vital in helping the College leverage technology in support of student success and data-informed decision-making (Title III Grant Reports). For example, it has helped the College implement a texting system (Signal Vine) used by Financial Aid to help students take full advantage of the resources available to them. It has also supported eLumen development for data support, an IT Security audit, the implementation of auto-awarding of degrees and certificate software, as well as other technological infrastructure.

- Programs are using data more effectively and consistently to conduct outreach, inreach, and support student success (Equity, Student Equity and Achievement, Promise, scheduling, Student Services, the Incarcerated Students Program).

  Summary: The College has and continues to address this change fully.

Improved Dialogue Opportunities about Student Learning	I.B.1, II.A.3, II.A.9, II.A.11,	VPAA, EDSS, DIE, Academic Senate	Fall 2018	Develop a system of more direct assessment of program and institutional outcomes and expand the use of learning findings for improved decision-making and resource allocations.

Follow-up for Midterm Report:

- LTCC has integrated outcomes data linked to the Vision for Success Goals into its Board of Trustees Goals and Strategies annually. These outcomes (student completion goals for the achievement of degrees, certificates, and transfer as well as a reduction in accumulated units and an increase to the number of students earning a living wage) are central to the goals and strategies developed by the institution toward which resources are dedicated. (See the links to the goals and strategies documents on the college website) (Vision for Success - LTCC Progress; President's Office Webpage; 2020-2021 Goals).

- The Curriculum Committee spent dedicated time to the discussion of the current Core Competencies (Institutional Learning Outcomes) from the perspective of equity in particular (Curriculum Committee Agenda Item - 2020 November 20; Core Competencies; Suggested Revisions to Core Competencies). This discussion led to the recommendation to amend the ILOs to address equity more directly, an amendment whose adoption is slated to be discussed and possibly implemented in the 2022-23 catalog (Curriculum Committee Minutes - 2021 January 22). This discussion will take place across governance groups and with the guidance of the DEI

Task Force work.

- Because the College transitioned to eLumen for its curriculum and its SLO and PLO assessments, faculty have recently gone through the process for all courses of mapping course-level outcomes to the corresponding program-level outcomes in eLumen. This process required the consideration of the currency and relevance of program-level outcomes. Additionally, through the work of the QFE Action #1: Integrated Planning Work Team, the program-level outcomes (a reflection on their appropriateness as well as consideration of the data) are included as part of the new program review and planning documents/process.

- The College supported the Vice-President of Academic Affairs in an administrative sabbatical project that included the study of the use of eportfolios for program and institutional outcomes assessment. This report has been presented to the governance groups on campus, as well as the Board of Trustees. Elements of eportfolio-like assessment are being discussed in all-faculty training days focused on authentic assessment, "ungrading," and the values of Guided Pathways Pillar 4: Ensuring that Learning is Happening. These discussions (which have led to faculty attempting at least one shift in or new assessment practice designed for helping students demonstrate and document their learning) will assist in guiding the institution toward ongoing and direct program and institutional outcomes assessment (Professional Development Leave Report - Risdon).

- **Summary: The College has and continues to address this change fully with a focus on formative assessments of program and institutional learning outcomes and the use of outcomes for continuous improvement.**

Fold Evaluation of QFE into Regular Evaluation of the Institutional Planning Documents	I.B.9	DIE, IEC	Spring 2018	Coordinated planning for, and evaluation of improvement and innovation related to the QFE into existing operations.

Follow-up for Midterm Report:

- Two broadly representative work teams were established to lead the QFE Action Projects: Integrated Planning (QFE#1) and Guided Pathways (QFE#2).

- These teams meet monthly at least and report back to the College Learning and Enrollment Management Council as part of regular agendized reports. [NOTE: The Guided Pathways Work Team consisted of a smaller group for 2020-2021 and focused on the Guided Pathways Cohort 2 and Degrees When Due projects.]

- The Integrated Planning Work Team is working closely with those piloting new forms for program review, and those reviews are assessed by the Senior Leadership Team, the College Learning and Enrollment Management Council, the Institutional Effectiveness Council, and the Board of Trustees as they move through governance.

- The Guided Pathways Work Team has been regularly assessed through the self-assessments (Scale of Adoption Assessments) required each year by the state, which also move through the governance process for review (Scale of Adoption Assessment 2020; Scale of Adoption Assessment 2021 Working Draft without Changes). Additionally, the GP Work Team has joined the CAGP project as part of Cohort 2 and, as such, has gone through and will go through a regular assessment of progress toward the established goals (CAGP 2020-2022 Cohort 2 Application Final). There is a dedicated Guided Pathways Tableau dashboard that tracks first-year completion of transfer-level math and English, persistence rates, certificate and degree awards, and graduate and transfer status. There is also a Student Services dashboard that helps the institution and Student Services staff and faculty track the applicant funnel; financial aid awards; and the degree to which students are receiving student support services such as orientation, counseling, and education plans.

- All work done by these two work teams is aligned to the annual Board Goals, Strategic Goals, and Educational Master Planning, including SEM and Budgeting. The work done by the Guided Pathways team is also integrated with Promise and Equity work and the development of the SEA plan.

- The Guided Pathways and Integrated Planning Work Teams have standing reports to the Academic Senate and the College Learning and Enrollment Management Council, and they provide reports to other governance groups primarily around state reports (for input, recommendation, and approval).

  Summary: The College has and continues to address this change fully with a focus on cross-functional training and campuswide communication.

Enhanced Quality Control Rubric for Distance Education	II.A.2, II.A.7, II.A.16,	VPAA, Distance Education Coordinator, CLEMC, COOL, Academic Senate	Summer 2017 and Ongoing	Develop and implement a new rubric to evaluate and enhance online course quality.

Follow-up for Midterm Report:

- Adopted modified OEI Quality Course Rubric -- The Committee on Online Learning (COOL) worked to adopt and adapt the Quality Online Rubric and engage faculty in self- and peer-assessments of courses based on that rubric (LTCC Course Review Prep Form).

- The College has invested significant resources in addressing quality online instruction. In addition to creating the Faculty Chair of Teaching and Learning (FCTL) position to support part-time faculty, including those teaching online, a new year-round, full-time Director of Online Learning (DOL) position. Both of those positions have a role in enhancing and supporting online course quality through instructional design and pedagogical training and support.

- A comprehensive Draft Distance Learning Plan has been collaboratively created. It is currently being reviewed and edited by the new Director of Online Learning before being reviewed through the governance councils (Distance Learning 2019-2024 Draft Plan).

- Seven full-time faculty have been training as Peer Online Course Reviewers (POCRs) (the new Director of Online Learning [DOL] is an eighth certified POCR) and have been working with faculty to review and update their online courses according to the rubric. Faculty stipends for this work have been negotiated through collective bargaining. Under the guidance of the new DOL, the College expects to increase the number of courses going through the POCR process and being certified by the OEI with the "quality badge."

- The College received a California Virtual Campus - Online Education Initiative (CVC-OEI grant) that, in part, focused on the integration of self- and department/peer-assessment into an Instructor's Academy (Board of Trustees Agenda Item - 2021 February 23; Improving CTE Online Pathways Final Grant Report; Improving CTE Online Pathways Presentation).

- The College renewed its original commitment to be part of the Online Education Initiative Exchange (LTCC was an original exchange member and one of the first colleges to offer courses through the exchange). LTCC is both a home and teaching college participating in the CVC-OEI exchange and consortium, and the work done by the Institutional Technology department on campus has helped establish the protocol and systems for other Colleague (Datatel) colleges who wish to join the consortium (California Virtual Campus Webpage).

- Included online quality in department lead duties in section 7.13.1 (regarding oversight of all course modalities) of the faculty association collective bargaining agreement (Faculty Collective Bargaining Agreement - Article 7.13).

- Incorporated DE addendum into eLumen to ensure regular and substantial contact between faculty and students and between students and their peers (see the course outline of record for SOC107 as an example) (Course Outline of Record - SOC 107). Additionally, all courses are now required by the Collective Bargaining Agreement to have a Canvas shell with fundamental course elements, regardless of modality (Faculty Collective Bargaining Agreement - Article 5.5).

  Summary: The College has and continues to address this change fully with a focus on more widespread application of the quality online rubric to online instruction.

Merged Library and Learning Services	II.B.1, II.C.3,	VPAA, SLT, Director of Library and Learning Services, S/P	Fall 2017	With the hiring of the full-time Director of Library and Learning Services, the new department will allow for extended hours and more integrated learning support.

Follow-up for Midterm Report:

- The College hired the current Director of Library and Learning Services (Melanie Aponte Chu) in 2017. Melanie's leadership and work in the Library and with the faculty and students (in terms of tutoring, information literacy, the quarterly lending library, proctoring, creating a vibrant learning space, and allowing for extended hours, among other things) has been vital to the College and student support. Many of the tasks listed below were included in the 2019 Comprehensive Program Review and summarized in a presentation to governance councils; those activities occurring subsequent to that report are listed below (Comprehensive Program Review - Library and Learning Services - 2019; Library and Learning Services CPR Presentation).

- Hired a full-time Library support technician to provide more stabilized support to the work of the Library and Learning Services. This position has been instrumental in implementing the new library management system (ExLibris Alma) as well as managing the quarterly lending library and gathering, presenting, and analyzing library and learning services data, among other things.

- Tutoring of all types (math, English, subject-specific, embedded) has been moved under the oversight of Library and Learning Services. This move included the physical relocation of the writing and math centers.

- Computers have been replaced with Chromebooks that can be checked out by students.

- The Library and Learning Services has been redesigned to allow for greater collaboration and a focus on students and learning, including the development of a quiet study room.

- The College has committed regular and ongoing resources to the free Quarterly Textbook Lending Library and free access to Chromebooks and technology to meet the needs of students and reduce barriers to learning.

- The Library and Learning Services has updated and created a Canvas-based Tutor Training program modeled on and meeting the standards of the International Tutor Training Program Certification (International Tutor Training Program Certification [ITTPC] Standards, Outcomes, and Assessments; LTCC Tutor Training Canvas Shell Homepage).

- Other student support services that have been developed, implemented, and expanded as a result of the combining of the Library and Learning Services and the hiring of a faculty Director over this area include the following: Embedded Tutoring in transfer-level math and English courses, Open Education Resources and Zero Textbook Cost Equity Champion activities and presentations, Technology and other Learning Materials Distribution, Extended hours (and virtual hours for tutoring and research appointments), and Ongoing Information Literacy presentations in courses across the curriculum (Library and Learning Services Webpage).

Evaluate Institutional Assessment and Placement Practices	II.C.7	DIE, EDSS	Fall 2017 and Ongoing	Outcomes related to student assessment and placement using the Multiple Measures Assessment Project (MMAP) model will be evaluated and revisions will be considered.

Follow-up for Midterm Report:

- In July 2019, LTCC submitted to the CCCCO the District Adoption Plan and certified that it would follow the default placement rules published by the CCCCO. LTCC also submitted the Guided and Self-Placement Submission Form, which provided LTCC with provisional approval to employ this method for up to two years while LTCC collected the data necessary to validate this methodology (AB705 District Adoption Plan; AB705 GSP Methods Submission Form).

- Recently, the Vice President of Academic Affairs, the Director of Institutional Effectiveness, the Lead Counselor, and the Senior Director of Government Relations and Grant Development presented a report to the Board of Trustees and several governance councils on campus that provided an overview of the efforts, data, and next steps around student assessment, placement, the use of multiple measures, and the College's response to AB705 and AB1805 (Board Agenda Item - 2021 April 16; AB705 LTCC Board Presentation; AB1805 Data Submission Form). This report reflects the work that the College has been doing, some very successful (LTCC was one of 13 colleges recognized at the state level for having "completely closed gaps for Latino students in one-term throughput rates in fall 2019") and some on which we are and will continue to focus in the coming terms (A New Era of Student Access at California's Community Colleges). The College also submitted its ESL Adoption Plan to the Chancellor's Office regarding placement and is examining, in conjunction with the "Reconnect to Complete" retention specialist and Degrees When Due program, how best to conduct targeted outreach to ESL students to assist them in moving into for-credit courses for the completion of certificates and degrees (ESL Adoption Plan).

- LTCC was recently awarded an Hispanic Serving Institutions (HSI) STEM grant for $4.8 million over 5 years that will continue to help the College address outreach, retention, and completion efforts and needs in terms of equity in STEM disciplines as well as improving and implementing student support in the completion of STEM pathways in math (LTCC HSI STEM Abstract).

  Summary: The College has and continues to address this change fully.

Finalize Pilot Evaluation Forms and Processes	III.A.5, III.A.6	S/P, VPAA, DHR, FA, and C/D Meet and Confer	Spring 2018	A revised set of forms and processes for both faculty and classified directors and confidentials will be developed for implementation in 2018/19. The final product will include evaluation regarding use of outcomes results for continuous improvement where appropriate.

Follow-up for Midterm Report:

- Those forms (for classified staff and directors/confidentials) were created and implemented and have been used consistently. They are also in the process of ongoing review (Classified Staff Evaluation; Directors/ Confidential Staff Evaluation).

    Summary: The College has and continues to address this change fully.

Develop Technology Training and Professional Development Goals within a Revised Technology Master Plan	III.C.1, III.C.4	VPAS, SLT, IEC, TC,	Fall 2018	The College will consider training and professional development in the development of a revised Technology Master Plan and set goals accordingly.

Follow-up for Midterm Report:

- A new technology director started October 1, 2021. The position had been vacant for 15 months, but had oversight from another well-qualified director covering the IT position in addition to covering facilities. While filling the position was a careful process to get the best director for LTCC, as a small rural college, it is often difficult to obtain highly qualified individuals. The new director is well qualified for this position and in alignment with the goals and plans for the future.

- During the transition to remote work and online learning during the COVID-19 pandemic, a new system was developed to track all of the technology for students and staff. This system allowed the district to invest in Chromebooks and Hotspots for students to use to connect to classes. The system worked so well that it was further developed for use with the staff technology. All distribution is conducted through Library and Learning Services.

- SchoolDude is a work order system used in the maintenance and operations department. The system helps to track expenses and more importantly gives the College the ability to identify patterns or repeat issues (Facilities Webpage; SchoolDude). In order to assist all of the staff and students with the ability to report issues or request help, the system was further developed for the IT department. The system works well and will be a more robust system over time with more information in the system.

- A technological solution is also being put into place for the integrated tracking of incident reports on campus. A Behavioral Intervention Team was established in 2018 to coordinate intervention and response to student issues and incidents on campus. Since the selection of this product (OmniGo), the Diversity, Equity, and Inclusion Task Force recommended the need to utilize a secure reporting tool in order to set up a hate-and-bias reporting system which relates to Goal 9 of the Superintendent/President and Board Goals for 2020-21 (Board Agenda Item -2020 November 10; LTCC Goals AY 2020-21 Adopted). In collaboration with Student Services and Human Resources has selected Maxient Conduct Manager as its primary incident reporting solution (Board Agenda Item - 2021 October 26). The Diversity, Equity and Inclusion Task Force recommended the need to Maxient Conduct Manager is a fully web-based case management software for managing the processes and behaviors related to traditional conduct or discipline, behavioral intervention and threat assessment, housing-initiated incidents, academic integrity, Title IX and as a component of early alert efforts. This product will help make investigations related to the above-mentioned issues more efficient.

- The technology master plan discussions have begun now that the Educational Master Plan is complete, the Facilities Master Plan is near-complete, and a new IT director has been hired (Educational Master Plan; Facilities Master Plan 2021-2027 Draft). The experience of the new director along with the experience of the director of facilities who served as the interim director will review the former Technology Master Plan and create the new plan in conjunction with the Technology Council (Technology Master Plan 2012-2017). This will also be aided by the new Director of Online Learning who will be able to provide valuable insight into the future needs of online learning.

  Summary: The College has and continues to address this change fully with a focus on completing an updated Technology Master Plan under the guidance of the new Director of IT.

Establish Plan for Onboarding and Mentoring Student Trustee	IV.C.9	S/P, BOT	Spring 2018	The College will develop a program of onboarding, mentoring, and providing continued training and development for the Student Trustee as a key student leader on campus.

Follow-up for Midterm Report:

- The Student Trustee meets with the Executive Assistant to the Superintendent/President as well as the Board, Governance, and Policy Assistant prior to and at any point during his or her tenure for training and mentoring. Additionally, the Board, Governance, and Policy Assistant meets with the Student Trustee to review the agenda prior to every Board meeting.

- The Student Trustee is encouraged to attend the Community College League of California training for student trustees, and the College funds the student's attendance.

- Quarterly, the Superintendent/President and the Senior Director of Governance and Grant Development meet with the Student Trustee and the Student Senate President to share and discuss any issues of interest to students.

- With the move to virtual Board meetings due to COVID-19, the Senior Director of Government Relationship and Grant Development has also been asked to serve as a mentor to the Student Trustee, to help answer any questions relevant to statewide and local governance issues. This is likely a role this Senior Director will continue to play with incoming Student Trustees.

- Board Policy has been amended to include enhanced privileges, including an advisory vote for the Student Trustee as well as compensation (BP 2015/AP 2015).

  Summary: The College has and continues to address this change fully.

ALPHABETIZED EVIDENCE
SECTION B: FUTURE CHANGES PLANNED AS A RESULT OF SELF-EVALUATION

- 2020-21 Goals
- A New Era of Student Access at California's Community Colleges
- AB1805 Data Submission Form
- AB705 District Adoption Plan
- AB705 GSP Methods Submission Form
- AB705 LTCC Board Presentation
- AP 2015
- Board Agenda Item- 2020 November 10
- Board Agenda Item- 2021 April 16
- Board Agenda Item- 2021 October 26
- Board of Trustees Agenda Item- 2021 February 23
- BP 2015
- CAGP 2020-2022 Cohort 2 Application Final
- California Virtual Campus Webpage
- Classified Staff Evaluation
- Comprehensive Program Review- Library and Learning Services- 2019
- Confidential Staff Evaluation
- Core Competencies
- Course Outline of Record- SOC 107
- Curriculum Committee Agenda Item- 2020 November 20
- Curriculum Committee Minutes- 2021 January 22
- Data Integrity Report
- Directors/Confidential Staff Evaluation
- Distance Learning 2019-2024 Draft Plan
- Educational Master Plan
- Equity Dashboard
- ESL Adoption Plan
- Facilities Master Plan 2021-2027 Draft
- Facilities Webpage
- Faculty Collective Bargaining Agreement- Article 5.5
- Faculty Collective Bargaining Agreement- Article 7.13
- Improving CTE Online Pathways Final Grant Report
- Improving CTE Online Pathways Presentation
- Incarcerated Students Program Dashboard
- International Tutor Training Program Certification (ITTPC)- Standards, Outcomes, and Assessments
- ISP Student Progress Report

- Library and Learning Services CPR Presentation
- Library and Learning Services Webpage
- LTCC Available Reports
- LTCC Course Review Prep Form
- LTCC Goals AY 2020-21 Adopted
- LTCC HSI STEM Abstract
- LTCC Online Catalog
- LTCC Tutor Training Canvas Shell Homepage
- Point-in-Time Report
- President's Office Webpage
- Professional Development Leave Report- Risdon
- Program Mapper
- Promise Dashboard
- Scale of Adoption Assessment 2020
- Scale of Adoption Assessment 2021 Working Draft without changes
- Scheduling Dashboard
- SchoolDude
- Student Equity and Achievement Plan
- Student Services Dashboard
- Suggested Revisions to Core Competencies
- Technology Master Plan 2012-2017
- Title III Grant Report
- Vision for Success- LTCC Progress

As identified in the Commission Action Letter and articulated in the External Evaluation Report, LTCC is addressing in this section the recommendations for improvement in order to increase institutional effectiveness (Commission Action Letter; External Evaluation Report). The College is explaining the manner in which each recommendation to improve was considered, and what, if anything, was done by the institution as a result of the recommendation.

Major Findings and Recommendations of the 2017 External Evaluation Team

Recommendations to Meet Standards:
None

Recommendations to Improve Quality:

RECOMMENDATION #1

In order to improve institutional effectiveness, the College should review its integrated planning processes as outlined in its Quality Focus Essay with an emphasis on formalizing and documenting college-level decisions and evaluation of policies and procedures (I.B.4, I.B.8, I.B.9; III.A.14, III.C.4, IV.A.6).

Follow-up for Midterm Report:

The College's QFE Action Project #1: Integrated Planning Work Team (the agendas and minutes are available on BoardDocs) has been meeting monthly since December 2017 to review integrated planning processes with an emphasis on transparency and consistency of program review, planning, and communication regarding college-level decisions (Integrated Planning Agenda - 2017 December 6; Integrated Planning Agenda - 2021 October 20). Policies and procedures around Annual Program Review (APR) and Annual Unit Planning (AUP) (including budget creation) and Comprehensive Program Review (CPR) for both instructional and non-instructional programs have been a main focus. Formalizing the process for APR/AUP completion, the integration of program review into budget development, the clarification of the integration of all the College's planning documents, and the creation of templates for CPRs are the current goals for this group. Some of these elements are ongoing (such as the creation of Integrated Planning Document as part of an updated Governance Handbook), and others have been moved to a pilot phase (such as the Instructional Comprehensive Program Review

Document).

The Work Team began with a strong focus on the process and documentation around program review. This involved researching and evaluating many examples from other colleges to see what best practices might work to improve or enhance LTCC's processes. Along with this external review, the team assessed and revised LTCC's program review documents collaboratively.

Currently, those documents for instructional programs are in a pilot phase; three programs have completed CPRs using the new forms and have provided feedback for improvements (Physical Education CPR, World Languages - Spanish CPR; Music CPR Draft). The APR documents have been edited and have been used for several years now. Additionally, the Senior Leadership Team reviewed the process for non-instructional programs and determined that it is appropriate for some of the areas to complete the AUP documents for budget preparation but not necessary for them to complete the CPR process as developed. Instead, many of the non-instructional areas compile and submit/present other local, state, and federal reports that focus on performance and outcomes data, budget analysis, disaggregated data, and goal setting. Those reports are as effective in their scope and reflection for planning and reporting purposes as the CPR documents. Those reports will serve as the program review and planning documents moving forward (CPRs and Alternative Program Review).

The Work Team has also been focusing on moving APR, AUP, and CPR processes to a module in eLumen as a key to broader integration. This project required a notable commitment of resources and time and will lead in 2021-22 to focused training and implementation. Additionally, the team focused on the development of an Integrated Planning document that will be combined with the governance handbook. The Work Team focused on looking authentically and holistically at the College's "big picture" (what goes into setting annual goals, creating plans, and how they intersect and link -- how purpose is defined, what the cycles are, closing the feedback loop for planning, budgeting decisions, etc.). The College does extensive and comprehensive planning, but this group focused on the assessment of the communication around and integration of all of those efforts. Team members feel strongly that this process provides a model for the campus as a whole as well as a strong foundation for campus planning.

The College has a history of offering a student experience survey on, typically, a two-year cycle. This student experience survey was a topic of discussion of the Work Team and was updated in order to ensure that the survey continues to provide meaningful information to the campus on student needs (Integrated Planning Agenda Item - 2020 April 14; Student Experience Survey). In 2019-2020, the College joined the University of Southern California, California Community College Race and Equity Alliance (Community Colleges Partner with USC Against Racism). One of the tasks associated with this program was the launching of the National Assessment of Collegiate College Campuses (NACCC), assessing the racial climate on campus (NACCC FAQs). This survey was conducted in place of the regular student experience survey in

2020-2021, and the College is currently awaiting the report.

The Work Team has also focused on disaggregated data for specific programs as well as for the institution as a whole (in responding to the Vision for Success Goals, the Board Goals, AB705, etc.) and spent a lot of time discussing how best to pull data and present it in a way that requires reflection on underrepresented groups and disproportionate impacts. The ideas from the Student Equity and Achievement Plan and the work of the newly created Diversity Equity and Inclusion (DEI) Task Force, for example, are moving into the rest of the institution as strategies and goals (LTCC Equity Plan 2019-22; DEI Task Force Summary). This Work Team has been working on institutional processes and plans aligning with DEI work, and the DEI Task Force work has led directly to the annual goals of the Superintendent/President and Board of Trustees.

The Work Team shifted its focus due to the COVID-19 pandemic and the social justice issues emerging and coming into sharper focus in spring 2020. Thus, the Work Team worked in 2020-2021 on assessing and offering plans for how integrated planning can play an important role in establishing an anti-racist campus and community (Integrated Planning Agenda Item - 2020 October 20). The Work Team is also taking a more comprehensive view of the definitions, purposes, and key elements of "integrated planning," particularly as reflections come in regarding the pilot program planning documents. The goal for this year is to clarify, through clear diagramming and logic mapping, all of the planning processes for the campus and how they are integrated and work together. Timelines, communication, outcomes, and responsible parties are being identified and mapped. See the section below on QFE#1 for additional information. All agendas and minutes are available through BoardDocs, and the current Governance Handbook is located on the website where the revision will also be located (Governance Webpage; Governance Handbook). (See the response below to QFE Action Project #1 for additional information and evidence.)

Summary: The College has and continues to address this recommendation fully in conjunction with Quality Focus Essay Action Project #1: Integrated Planning.

EVIDENCE -- RESPONSE TO RECOMMENDATION #1

- Commission Action Letter
- Community Colleges Partner with USC against Racism
- CPRs and Alternative Program Review
- DEI Task Force Summary
- External Evaluation Report
- Governance Handbook
- Governance Webpage
- Integrated Planning Agenda Item 2017 December 6
- Integrated Planning Agenda Item 2020 April 14

- Integrated Planning Agenda Item- 2020 Oct 20
- Integrated Planning Agenda Item 2021 October 20
- LTCC Equity Plan 2019-22
- Music CPR Draft
- NACCC FAQs
- Physical Education CPR
- Student Experience Survey
- World Language-Spanish CPR

In order to improve institutional effectiveness, the College should take steps to expedite the completion of course-level SLO assessment (I.B.1, I.B.2, II.A.3).

The College has successfully transitioned from its previous use of TracDat to documenting all course-level SLO assessments through eLumen. Faculty were trained through a series of workshops in April 2019 with eLumen on how to create, modify, and track SLOs in their courses through the program. The SLO Coordinator has worked diligently (with the assistance of the Institutional Effectiveness team) to update the SLO guidance materials online on the Learning Outcomes Assessment website and to make himself available to provide one-on-one coaching to faculty (both full-time and part-time) on setting up and entering SLO assessments in eLumen (SLO Coordinator Email to Faculty on Assessments Due). Full-time faculty departmental leads also support faculty in completing these assessments. And there is ongoing collaboration between the SLO Coordinator and the Faculty Chair of Teaching and Learning to inform and train part-time and full-time faculty on assessments and mapping (eLumen: The Basics - 2020 May 12 - YouTube).

The 3-year cycle of assessment for each course-level outcome was successfully built into the eLumen process and reporting. The SLO faculty coordinator, the Vice President of Academic Affairs, and the Director of Institutional Effectiveness have discussed the advantages of increasing the data sets by increasing the frequency of SLO assessments. More data would likely result in more useful and accurate course-level student outcomes information for more informed decision-making capabilities and further opportunities for meaningful disaggregated data. These conversations will be continued with faculty more broadly through the College Learning and Enrollment Management Council and Academic Senate as well as the Integrated Planning Work Team.

Since the last accreditation visit, the faculty have completed course-level SLO assessments at the following percentages. There was some challenge in Winter and Spring of 2018, as faculty (full-time and part-time) were starting to make the transition away from TracDat and learning to engage with and use eLumen fully. The percentages have been much more consistent over the last two years, and many of those assessments not completed in 2017-2018 were picked up in 2018-2020.

	2017-2018			2018-2019			2019-2020			2020-2021		
	Complete	Planned	%	Complete	Planned	%	Complete	Planned	%	Complete	Planned	%
SU	24	25	96	4	4	100	23	23	100	18	18	100
FA	92	128	72	113	116	98	44	46	96	73	78	94

WI	14	49	29	138	144	96	66	67	99	80	85	94
SP	23	88	26	101	108	94	72	73	99	45	48	94
Total	153	290	53	356	372	96	205	209	98	214	229	94

The SLO Coordinator has also been working with faculty to ensure that all course-level outcomes are mapped appropriately and thoroughly to the program-level and institutional-level outcomes. Mapping was addressed through a working session at the all-faculty meeting in December 2019. Mapping has required collaboration with the team at eLumen so that these maps are maintained when course-level adjustments to outcomes are made. These maps are central to ensuring the validity of the data of program-level outcomes to faculty for reflection in Annual and Comprehensive Program Review, where they are asked to comment on trends evident in outcomes assessment and student achievement and success.

With ongoing modifications to programs, the College is working with eLumen to ensure that currency of mapping is maintained throughout program modifications. The SLO Coordinator and a support staff member from the Institutional Effectiveness team meets regularly with the eLumen staff to ensure the integrity of mapping and SLO assessment processes. The goal is to maintain all courses' mapping to program student learning outcomes and institutional student learning outcomes (ILOs - Core Competencies) fully. Quick guides for mapping to Program Learning Outcomes and to Institutional Learning Outcomes are provided. The SLO coordinator runs a mapping report each quarter (see Fall 2020 and Winter 2021 as examples) to help inform faculty about what mapping needs to be edited and/or re-completed (Quick Guide for Mapping PLOs; Quick Guide for Mapping ILOs; Mapping Report Fall 2020; Mapping Report Winter 2021; SLO Coordinator's Email to Faculty Regarding Mapping). The mapping is also included as part of the course outline of record for faculty review during regular updates and modifications.

The use of SLO assessments is also part of the Annual Unit Planning, where budget requests are tied, in part, to evidence that budgetary requests are a response to SLO assessments, continuous improvement, and student success. A review of the Annual Program Review and Annual Unit Plan documents show that, while the request for reflection on and a connection to student learning outcomes data is part of the process, there is still room for improvement in making those responses more meaningful, robust, and consistent.

Summary: The College has and continues to address this recommendation fully with a focus on the expanded use of assessments to inform continuous improvement.

EVIDENCE -- RESPONSE TO RECOMMENDATION #2

- eLumen: The Basics- 2020 May 12- YouTube
- Mapping Report Fall 2020
- Mapping Report Winter 2021
- QuickGuide for Mapping ILOs
- QuickGuide for Mapping PLOs
- SLO Coordinator Email to Faculty on Assessments Due
- SLO Coordinator's Email to Faculty Regarding Mapping

RECOMMENDATION #3

In order to improve institutional effectiveness in distance education it is recommended that the College develop a formal training program for faculty who teach distance education courses (II.A.2, III.A.14).

In 2019-20, the College received and completed a grant from the CVC-OEI to complete work to improve distance education courses, programs, and student success (Board Agenda Item - 2021 February 23; Improving CTE Pathways Final Grant Report. Part of the work of that grant was the development of an Instructor's Academy. This Instructor's Academy was completed for online instructors in December 2020 and consists of a Canvas training shell that introduces new online instructors to the College, outlines the expectations of online courses, and provides training modules for online instruction (Instructors Academy Canvas Shell Homepage. The modules on face-to-face, the incarcerated student program, and enhanced virtual education (EVE teaching are still being developed, as is an update to the basic operational orientation for part-time faculty (which includes such things as how to complete student learning outcomes assessments, input grades, provide drop rosters, etc..

Implementation of that Canvas shell is ongoing with the hiring of a new Director of Online Learning and given all of the changes the College saw to online learning during the pandemic. All faculty, part-time and full-time, have been receiving support over the last year and a half in moving all instruction to a virtual environment as effectively as possible. The Faculty Chair of Teaching and Learning (FCTL has held weekly "Teaching Talks" focusing on different aspects of online teaching and learning, technology use, student support, and pedagogy since the beginning of the pandemic (LTCC Teaching and Learning Webpage; FCTL Teaching Talk Email; New Faculty Q&A.

As mentioned above, and in terms of formalizing training for faculty teaching online, LTCC has developed and filled a 200-day full-time Faculty Chair of Teaching and Learning position to serve as the primary point of contact for part-time faculty new to the campus, including those teaching online (Faculty Chair of Teaching and Learning Job Description. That position is currently filled by a full-time faculty member experienced in all modalities of teaching.

Additionally, at the time of the College's last accreditation visit, faculty teaching online were supported through individualized, tailored assistance from the Director of Distance Education, a full-time faculty member. When that faculty member made the decision to return to teaching full-time at the end of 2021, the College developed the position of Director of Online Learning (DOL to support all aspects of online teaching and learning (Director of Online Learning Job Description. The full-time, year-round DOL (the Director in that role began in October 2021 is conducting a thorough audit of onboarding practices and support, with an eye toward

consolidating efforts and establishing consistent onboarding and training for faculty teaching distance education courses.

As part of the process for onboarding online instructors, the College requires Canvas certification (Canvas Certification Shell Homepage). The College is discussing and deciding upon additional requirements for the first year of online teaching (beyond the Canvas certification), including possible completion of the best practices and accessibility modules offered through the Online Network of Educators (@ONE), which offers professional development for online teaching at a number of levels: beginning, intermediate, and advanced (CVC Online Network of Educators Webpage).

In terms of ongoing professional development, the College has committed (through the collective bargaining process) to offering two of the four locally-developed teaching-related workshops each year (the Excellence in Teaching and the Excellence in Online Teaching Workshops or the Advanced versions of each of those workshops). These are LTCC faculty-led workshops that support teaching at all levels of the institution (including specialized sessions for online instruction guided by the Online Quality Rubric). These workshops also lead to salary advancement opportunities for part-time and full-time faculty. The faculty contract also compensates faculty for POCR training/certification and for those instructors whose courses are being POCR reviewed.

Summary: The College has and continues to address this recommendation fully with a focus on clarifying additional requirements and professional development for online instructors.

EVIDENCE -- RESPONSE TO RECOMMENDATION #3

- Board Agenda Item-2021 February 23
- Canvas Certification Shell Homepage
- CVC Online Network of Educators Webpage
- Director of Online Learning Job Description
- Faculty Chair of Teaching and Learning Job Description
- FCTL Teaching Talk Email
- Improving CTE Pathways Final Grant Report
- Instructors Academy Canvas Shell Homepage
- LTCC Teaching and Learning Webpage
- New Faculty Q&A

RECOMMENDATION #4

In order to improve institutional effectiveness, the team recommends that the College expand its assessment methodologies with respect to student learning outcomes at both the program and institutional levels (II.A.3, II.A.11).

The Guided Pathways projects in which the College is engaged led to a review of all program-level outcomes for instructional and non-instructional programs as part of the development of its meta majors. As such, the faculty have (re)examined the outcomes through which students are being prepared for transfer and career opportunities, in particular as they have also been mapping the program- and course-level outcomes to the institutional outcomes in eLumen. There have been discussions, since prior to the last accreditation visit in 2017 and subsequently, about more direct assessments of program- and institutional-level outcomes.

Those discussions have mainly taken place in the College Learning and Enrollment Management Council (CLEMC), a predominantly faculty-led council; the Guided Pathways Work Team meetings; Academic Senate; and All-Faculty meetings, particularly around Guided Pathways work. They have included discussions around capstone assessments, a shared course experience for LTCC students that would offer college guidance through a First-Year Experience and a capstone-like experience focused on transfer and work or career-related advising and instruction, and the potential of ePortfolio-like programs. Additionally, with the richer building out of eLumen, the more extensive completion of course-level assessments, and the mapping of course- to program- to institutional-level outcomes, the College is able to aggregate outcomes data and provide that data for analysis. That aggregated data will be posted to the College's website under the updated Student Learning Outcomes page and shared for consideration during program review.

While not precisely direct or expanded assessment, the College has committed to and completed important data integrity and validation work, allowing for the development of dashboards related to student achievement and success (Review of LTCC Dashboards Created in 2020). These dashboards and other reporting efforts have allowed for a focus on student outcomes (such as award completion and transfer, course success and retention, student onboarding and orientation data, etc.) in alignment with the Board of Trustees' goals, the College's strategic and scorecard goals, and the Vision for Success goals. The value of shared and reliable data cannot be understated, as it allows the campus to focus on student success and improving outcomes.

Additionally, the College has dedicated resources and efforts toward student success programs like the Lake Tahoe Promise Program, the Equity Program, Student Equity and Achievement, Student Life, and Guided Pathways efforts around meta majors that focus on supporting students throughout the entire college pipeline (from outreach to completion and work and/or transfer) in

helping them achieve their goals (Lake Tahoe Promise Program Webpage; Equity Program Webpage; Student Equity Plan 2019-22; Campus Life Webpage; Meta Majors Webpage). There is considerable work being done to track the student outcomes for students participating in these programs, reflect on the results being seen, and respond with improvements to programming (this includes AB705 data and multiple measures placements and throughput for English and math completion) (see above for the evidence and reporting around equitable placement).

Overall, the College actively gathers, disaggregates, analyzes, reports on, and uses for continuous improvement a number of summative assessment key metrics. LTCC has, as mentioned above, been looking closely at the disaggregated data on and improving student completion of transfer-level math and English in the first year; the College tracks and works to improve the diversity of the "capture rate" of students coming to LTCC from our local Unified School District (where the College also supports Educational Talent Search and Upward Bound Trio Programs); success rates across modalities are tracked and inform efforts ensuring quality instruction; and student success metrics such as retention, persistence, completion, transfer, and living wage acquisition are also being tracked and disaggregated for information institutional efforts for continuous improvement.

Summary: The College has and continues to address this recommendation fully with ongoing discussions regarding authentic, direct, formative assessment of program and institutional outcomes.

EVIDENCE -- RESPONSE TO RECOMMENDATION #4

- Campus Life Webpage
- Equity Program Webpage
- Lake Tahoe Promise Program Webpage
- Meta Majors Webpage
- Review of LTCC Dashboards Created in 2020
- Student Equity Plan 2019-22

RECOMMENDATION #5

In order to increase effectiveness, the team recommends that the College align Institutional Learning Outcomes (Core Competencies) to library and learning services program-level outcomes to ensure that information literacy and competency standards are being met (II.B.3).

The College's Curriculum Committee dedicated time in the 2020-2021 academic year to reviewing the Institutional Core Competencies from an equity lens (Core Competencies). Additionally, following a number of years of many changes at the Library (now the Library and Learning Services integrating and overseeing all tutoring services, including embedded tutoring), the Director of Library and Learning Services reviewed, through a representative process, the service area outcomes to better align them with the Core Competencies, particularly around the information literacy and competency standards.

The Director of Library and Learning Services also conducts regular quarterly instructional presentations to courses in many areas of the campus, including English 103, the Critical Thinking and Writing the Research Paper course almost all transfer students are required to complete. The student and faculty assessments of these presentations are consistently outstanding, and they have continued to be a way for faculty to assist students in engaging with the Library and Learning Services program and fulfill information literacy and competency outcomes (Director of Library and Learning Services - Student Evaluations).

In fall of 2017, the College combined the Tutoring and Learning Center with the Library, to create the Library and Learning Services. This combination has moved all tutoring (math and English, subject tutoring, and embedded tutoring) under the oversight of the Library faculty and staff. The Library space has also been comprehensively renovated to create a more collaborative and student-centered space, consistent with more robust tutoring services. Because this was such a sea-change for the College, it was logical to reassess the Service Area Outcomes following this integration. As a result, the Library and Learning Services staff and faculty are working on the following draft of revised service area outcomes.

<u>Following is the proposed language regarding these changes:</u>

The Library & Learning Services at Lake Tahoe Community College support access and success through student-centered services, spaces, and collections. We provide personalized tutoring and research support services, quality information literacy instruction, curriculum related materials, and a dynamic, collaborative Library Commons to meet students' tutoring, learning, and research needs.

The following details four library outcomes for the LTCC Library, specifically two student learning outcomes (SLOs) and two service area outcomes (SAOs), as well as proposed methods of assessment.

Student Learning Outcome 1: Information Literacy

As a result of library instruction (e.g., reference interactions, research orientations, workshops), students will develop and apply information literacy, critical thinking, and lifelong learning skills.

These skills include the ability to identify, locate, evaluate, analyze, and ethically utilize relevant resources to accomplish a stated information need, following standards outlined by the Association of College and Research Libraries. For example:

- Students will be able to determine the credibility, value, and authority of information.
- Students will be able to distinguish between scholarly and popular sources.
- Students will demonstrate curiosity and persistence in developing their search strategies and formulating research questions.
- Students will be able to analyze and synthesize multiple points of view and conflicting perspectives.
- Students will be able to appropriately cite and ethically integrate their sources in their papers, presentations, and projects.

Student Learning Outcome 2: Tutoring

As a result of tutoring services (e.g., embedded tutoring, small group tutoring, tutoring in all modalities), students will develop and apply information literacy, critical thinking, and lifelong learning skills. For example:

- Students will feel more comfortable with tutoring and asking for help.
- Students will have an increased level of engagement in the subject.
- Students will demonstrate increased confidence in their grasp of course materials.
- Students will apply successful learning behaviors modeled by tutors, such as asking questions, participating in class discussion, taking better notes, and visiting office hours.

- Students will demonstrate perseverance, a willingness to attempt difficult material again and again, and be prepared to transition to more advanced concepts.

Service Area Outcome 3: Resources

All students will have access to library information and technological resources, both in the library and online, that support and supplement the curriculum, course assignments, student success, and lifelong learning.

- Students will find appropriate, up-to-date resources to support their curriculum-based research and learning needs in the library's collection.
- Students will develop their digital literacy skills utilizing their own devices or the ones borrowed from the library.
- Students will demonstrate increased confidence in their usage of library resources, from books to Chromebooks to hotspots and more.

Service Area Outcome 4: Services

The library will support student success by providing all students with appropriate library services, both in-person and online, to meet students' academic needs.

- Students will become more aware of library services.
- Students will increase their usage of library services.
- Circulation statistics, gate counts, head counts (e.g., Track the Traffic), website analytics, Tutor TimeKeeper, and Cranium Cafe reports will demonstrate usage and engagement.
- Longitudinal goal: demonstrate the students who utilize tutoring are more likely to graduate in a timely manner, have a higher GPA, etc.

Summary: The College has and continues to address this recommendation fully with a focus on completing the cycle of governance review and publication of the outcomes to the website.

EVIDENCE -- RESPONSE TO RECOMMENDATION #5

- Core Competencies
- Director of Library and Learning Services - Student Evaluations

Student Learning Outcomes (Standard I.B.2)

ACCJC Standard I.B.2 states: "The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services." Following are the responses and reflections regarding the College's assessment processes since the last comprehensive review:

- What are the strengths of the process that helps lead the College to improve teaching and learning?
  - With the implementation of eLumen, the College is seeing more regular commitment and follow-through on the submission of SLOs (see completion rate chart above).
  - The inclusion of the SLOs in the Course Outlines of Record means SLOs get regularly reviewed, as all curriculum is reviewed on at least a five-year cycle. Many more courses have been reviewed with the inclusion of new Distance Education addenda and will be reviewed with the addition of two Diversity, Equity, and Inclusion questions that will be included in all curriculum beginning in 2021-2022 (DEIM Questions).
  - Syllabi have the outcomes listed so students are aware and faculty can refer to them, and all courses now are required by the collective bargaining agreement to have Canvas shells that include the syllabus so students have access to expectations and outcomes (Sample Syllabus ANT 102 - Spring 2021).
  - The implementation of eLumen has made tracking and mapping more accessible, and the inclusion of mapping on the Course Outlines of Record allows for more current and accurate connections between course, program, and institutional outcomes.
  - The SLO Coordinator, with the support of the Institutional Effectiveness Team, has created good will and accountability around the training of faculty on SLO assessment and the completion of assessments.
  - SLOs and Service Area Outcomes (SAOs) have become more of a focus as the system shifts to the Student Centered Funding Formula and because the College has incorporated the Vision for Success Goals from the Chancellor's Office into Educational Master Planning as well as institutional strategic planning. Those goals and student outcomes are included in the processes for Annual Program Review, Annual Unit Planning (budgeting), and Comprehensive Program Review, elevating student outcomes and success for regular review and consideration.
  - Moving SLO assessments work to the charge of the College Learning and Enrollment Management Council (CLEMC) has elevated the discussion of outcomes in relationship to the Guided Pathways goal of "ensuring learning," and that group has established as a goal for 2021-22 a focus on student engagement and outcomes toward additional

teaching and learning goals. One particular focus is on examining data more fully for potentially disproportionately-impacted groups so campus resources and efforts can focus on supporting the success of all students. The SLO Coordinator has been added as an ex officio member of CLEMC.

- The all-faculty day in the winter term will be focusing on a deep dive into disaggregated course-level student outcomes and a courageous discussion about any inequitable trends. Additionally, the California Guided Pathways Cohort 2 work team is looking at student outcomes in terms of certificates and degrees through an equity lens through a Completion by Program of Study dashboard (California Community Colleges - Completion by Programs of Study Dashboard).

- The development of a representative Diversity, Equity, and Inclusion Task Force has also brought a heightened focus on student outcomes and achievement with an eye toward removing barriers to learning experienced by historically underrepresented students (LTCC DEI Task Force Annual Report). The academic focus for this work team currently is to "engage and provide guidance and support for faculty incorporating equitable practices in the classroom." These efforts include fully implementing best practices (AB705, decolonized curriculum, contract grading/authentic assessment, syllabi review, etc.); a pilot program for evaluating disaggregated student data; and a DEI methods report for reviewing courses. The LTCC Curriculum Committee and Academic Senate has approved two DEI methods questions to be included on every Course Outline of Record, and the all-faculty meeting this fall began engaging faculty in completing those two questions (DEIM Questions).

- The prior Executive Dean of Student Services (the position was replaced with a Vice President of Student Services and filled by Michelle Batista in July 2021) conducted a full review of all Student Service Area Outcomes through the Comprehensive Program Review Process (CPR - Student Service Areas). Those program reviews included student-survey based assessment of SAOs as well as Strengths, Weaknesses, Opportunities, and Threats (SWOT) assessments leading to identified goals aligned with planning. Some of the service areas (Athletics and International Education, for example) have also provided regular reports to the Board of Trustees, and others (Equity, for example) assess student and service area outcomes through other types of required reports (such as the Student Equity and Achievement Plan).

- What growth opportunities in the assessment process has the College identified to further refine its authentic culture of assessment?
  - LTCC's course, program, and institutional assessment processes continue to evolve.
  - The assessment leadership team as well as the CLEMC have been discussing the paucity of data from the College's original decision to assess each course only once every three years. The data for program outcomes can now be provided for Comprehensive Program Review, and it also demonstrates the need for more data in order for any analysis to be meaningful, so that could be a major opportunity to refine (improve) our assessment culture.

- All courses, regardless of modality, are now required by the collective bargaining agreement to have and maintain a Canvas shell for web-enhancement. Additionally, the College is now using EvaluationKit, an online course evaluation software that connects seamlessly with Canvas, and the new Director of Online Learning will be working with the SLO coordinator and eLumen to determine the opportunities available to connect grading and SLO assessment within Canvas (Sample EvaluationKit Report). All of these elements highlight that the College is well-positioned to assess and evaluate courses and student outcomes more regularly to provide more meaningful data.
- Another might be our policy shift a few years back to stress that the assessments are due when grades are due. This is also being shared with part-time instructors as part of their onboarding process, in part through the collaborative work of the SLO Coordinator and the Faculty Chair of Teaching and Learning (see, for instance, the video created as part of a Teaching Talk provided to all faculty, part-time and full-time, explaining how to use eLumen as well as the resource guides online) (eLumen: The Basics - YouTube; Learning Outcomes Webpage).
- The College is able to provide data and reports (soon to be on the website), for aggregated institutional-level and program-level SLO assessment outcomes, which had been part of a recommendation from the previous accreditation cycle.
- All courses, programs, and service areas have established outcomes, and many areas are regularly assessing those outcomes (either by mapping in the instructional areas or student surveys for service areas).
- There have been discussions regarding possible methods of direct assessment of program-level and institutional-level outcomes in CLEMC and with the faculty as a whole at all-faculty meetings (including pre-pandemic all-faculty meetings as well as during convocation in 2021), but those discussions have not yet evolved into consistent practice.
- Additional discussions have been focused on such ideas as capstone courses that would focus on assisting students in the demonstration and documentation of program and institutional outcomes (including assisting students in resume and university application creation), capstone projects in key program and general education courses that could be assessed by a trained team using a rubric, eportfolios (created through course-level projects as well as reflection activities) that could provide students with assistance in documenting their learning for future educational and work-based experiences and opportunities, etc. (A recent professional development leave project focusing on eportfolios in part was presented to the Board of Trustees and to the Academic Senate, among others, and has led to further discussions (Professional Development Leave Report - Risdon). The College is not yet in a position to implement eportfolios across the board, but elements of the way they help document learning are informing assessment discussions.)
- In addition to work done on equitable placement (noted in several places above), the faculty are having ongoing discussions regarding authentic assessment and "ungrading." This was the focus of the all-faculty day during convocation and will continue to be

discussed through the Guided Pathways focus on how the College can help students demonstrate and document learning in authentic ways, thus, "ensuring learning is happening."

- Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.
  - The College is determining how eLumen can help the institution report on and consider the reflection data input by faculty.
  - This area is where the narrative requesting resources in response to outcomes assessment is located. Providing reporting on this data will help the College close the loop on resource requests and their connection to and effect on improvements to student learning.
  - The Annual Unit Planning process is where departments request additional resources related to goals for improving learning. Action projects are asked to be aligned to SLO outcomes where appropriate. As noted above, while faculty are reflecting thoughtfully on course-level assessment outcomes, there is room for improvement still on closing the loop tying resource requests to outcomes directly.
  - That said, there are many examples of the cycle of ongoing improvement's success in moving from the analysis of outcomes to recommendation and implementation of improvements. Some specific (but only representative) examples of where course-level outcomes data has led to improvements include the following:
    - The LTCC Foundation has supported student success initiatives with grants for several years, and this year, disabilities resource center (DRC) faculty applied for Helperbird Software for students to support identified online learning accommodations needs; the Library and Learning Services, recognizing the need for additional support for students attempting to complete math sequences, received a Smart Cart for remote and in-person learning and tutoring particularly helpful for complex math formulas; and a Dual Enrollment peer coaching pilot program was supported to increase student success in achieving college credit while in high school to ease the transition to college and reduce the time to completion (LTCC Foundation Student Success Grants Report).
    - One course-specific improvement that emerged specifically from learning outcomes is the purchase of a shaking incubator for the biology lab courses. Students were unable to complete the learning outcomes fully for lab sections with the incubators the College had; the shaking incubator has led to more mastery of outcomes. Another application of resources to meet course-level needs has been to purchase iphone adaptors for microscopes in the biology lab in order to help students take photos from the microscopes for analysis.
    - Additionally, course-level improvements that have emerged from outcomes analysis include the placement of all students directly into English 101 and hiring and training peer and part-time faculty as embedded tutors in those courses to support student learning.

- At the program level, Guided Pathways work has led to curriculum streamlining and redesign. The College (and the work of CLEMC) recognized, for example, the lack of industry alignment with its Culinary programs and the added difficulty (due to a plethora of overly-specialized courses) students were having completing the programs offered. Through collaboration with the Hospitality and Culinary Advisory Committee, cooperation with a multitude of local culinary and resort partners, and the University Center bachelors degree partnership with Washington State University's Hospitality Management faculty, the College has fully revised and is moving through the curriculum process new, industry-valued employable skills certificates, a certificate of achievement, and an Associate's Degree (all stackable) in Culinary Arts (Culinary Arts Redesigned Programs; Culinary Arts Redesigned Employable Skills Certificates). The newly-redesigned program will align to American Culinary Federation Education Foundation (ACFEF) standards as outlined in their related instruction requirements and competencies checklist.
  - And at the institutional level, the institutional goals tied both to success and completion and to equity and social justice include the basin-wide commitment to the Lake Tahoe College Promise Program. From the College's selection to participate in the program to replicate the CUNY ASAP to the implementation of the program for all eligible California and Nevada students in the Tahoe Basin, the Lake Tahoe College Promise Program provides a cohort course on college success, guides students to "Promise-recommended" courses that help move them successfully to completion in a timely manner, and provides a multitude of supports (free transportation, book vouchers, free quarterly textbook lending, peer mentorship, dedicated counseling, among others) (LTCC Expands the Lake Tahoe College Promise Program; Lake Tahoe College Promise Program Update). This is a program that is being scaled up (the College expects approximately 300 students in the coming years in the program), and elements of the support structures (including 24/7 mental health support and food pantry services to address food insecurity) are already serving all students. These programs emerge from the institution's tracking and analysis of student outcomes in terms of coursework, program completion, and service area supports.

- In those areas where assessment may be falling behind, what is the College doing to complete the assessments per the College's schedule?
  - Quarterly completions of course-level SLO assessments have been consistently in the 94-100% range. Of course, that might change if the College decides it is useful and appropriate to increase the number and cycle of assessment.
  - Service Area Outcomes will be reviewed and included on the college website in the 2021-2022 academic year.

<u>Institution Set Standards (Standard I.B.3)</u>

ACCJC Standard I. B. 3. reads: "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."

Using the most recent Annual Report, the College will reflect on its trend data on institution-set standards for course completion, certificate completion, degrees awarded, and transfer.

- Has the College met its floor standards?
  - The College has met its Institution-set standards in all areas except "number of certificates earned" in two of the last three years.

- Has the College achieved its stretch (aspirational) goals?
  - The College has met its stretch goals in the "numbers of degrees awarded" and in the "number of students who transfer to a four-year college or university." In fact, the College also was just recognized by the Campaign for College Opportunity as an Equity Champion of Higher Education for its work in increasing the number of AA degrees for Transfer awarded to Latinx/a/o students (Equity Champions of Higher Education Event Webpage). The College has met its stretch goal for certificates awarded in one of the past three years. And while course completions have been at 81% the last three years, this does not meet the stretch goals of 86% and 90% set over the last two years.

- What initiative(s) is the College undertaking to improve its outcomes?
  - Some of the main initiatives being pursued include the Lake Tahoe College Promise Program (the first bi-state program nationally); Guided Pathways initiatives; Degree Audit implementation; the implementation of Self-Service registration for students and student planning; Strategic Enrollment Management initiatives; Degrees When Due outreach and re-entry support; a Reconnect to Complete Program through a trustee fellowship; the Equity Program; Diversity, Equity, and Inclusion Task Force work; a Dual Enrollment initiative supported by an Institutional Resilience and Expanded Postsecondary Opportunity (IREPO) grant; and a deep dive into access and success for students of color in STEM fields through an HSI STEM Grant.
  - In terms of certificates awarded, the College through analysis of outcomes data learned that many students, for example in the Lake Tahoe Basin Fire Academy, were completing certificates, but due to cumbersome processes were not applying to have those certificates awarded. The College has built and in piloting in the fall of 2021 a system for auto-awarding certificates and degrees with clear financial aid guidance and opt-out communication to students. Additionally, the College created a series of General

Education Certificates to provide awards to students who have completed the General Education Pathways, thereby incentivizing students to completion.

- How does the College inform its constituents of this information?
  - o The Annual Report is widely disseminated to all governance councils and is presented publicly at many of those meetings as well as in the Board of Trustees meetings (Annual Report 2021). The data points are discussed at each of those meetings so that constituents understand how the data is gathered and what trends are being seen. Additionally, the Director of Institutional Effectiveness presents Scorecard and Vision for Success updates to governance groups each year, and the Board of Trustees and the Superintendent/President present Goals and Strategies documents as well as Progress Reports on those goals and strategies annually to the institution, including through the State of the College Address each fall (Goals 2020-2021 Progress Report).

EVIDENCE -- REFLECTION ON IMPROVING INSTITUTIONAL EFFECTIVENESS

- Annual Report 2021
- California Community Colleges- Completion by Programs of Study Dashboard
- CPR- Student Services Areas
- Culinary Arts Redesigned Employable Skills Certificates
- Culinary Arts Redesigned Programs
- DEIM Questions
- eLumen: The Basics YouTube
- Equity Champions of Higher Education Event Webpage
- Goals 2020-2021 Progress Report
- Lake Tahoe College Promise Program Update
- Learning Outcomes Webpage
- LTCC DEI Task Force Annual Report
- LTCC Expands Lake Tahoe College Program
- LTCC Foundation Student Success Grants Report
- Professional Development Leave Report- Risdon
- Sample EvaluationKit Report
- Sample Syllabus ANT 102- Spring 2021

C. Report on the Outcomes of the Quality Focus Projects

The Quality Focus Essay in the Institutional Self-Evaluation Report identified quality focus projects to improve Student Learning and Achievement. This Midterm Report reflects on the goals, outcomes, and data identified for each quality focus project and the changes in Student Achievement and Student Learning that resulted from the projects. Of particular interest, as appropriate, is commentary on further expansion of the projects, the potential and intent to expand those projects to other areas of the College, and the ability to replicate these projects. The institution also identifies below which projects did not achieve the desired outcomes and provides information as to the factors that contributed to that outcome.

> ## QFE Action Project #1:
> ### *Institutionalizing a More Effective Integrated Planning, Evaluation, and Resource Allocation Process*

Overview:

Below are several charts from the 2017 ISER that laid out where the themes regarding Integrated Planning appeared in the standards and the goals and timelines as set in the fall of 2017. The narrative that follows those charts reflects on the institution's progress toward and any changes to those goals and timelines. Overall, LTCC has met goals 1 and 2 as set (with a broadly representative work team conducting the assessment of current practices, researching best practices, and proposing new processes) and is part way through goal 3 in terms of beta testing moving toward full implementation of new practices within a modified integrated planning model.

The work team has completed the activities planned for years 1 and 2 (assessment of current practices and research into best practices) and it is currently moving through year 3 tasks (establishing new models for beta testing toward full implementation). With the Quality Focus Essay Action Projects' being designed for a five to seven year commitment, and given the challenges posed by and the redirection required due to the pandemic as well as the vital refocusing on social justice and equity issues, the institution believes this timeline is appropriate for LTCC at this time. Goal 3 is on track to be completed by the end of this academic year, and goal 4 (full implementation) is planned for the end of 2023, with ongoing assessment and evaluation to follow.

Standard	Theme
Standard I.A.2	Strengthen the alignment between the college mission and institutional plans and priorities.

Standard I.A.3 and I.B.6	Improving data-informed and mission-driven planning and decision-making.
Standard I.B.2 and II.A.2	Implementation of eLumen to support the integration of student learning outcomes (SLOs), service area outcomes (SAOs), program learning outcomes (PLOs), and institutional learning outcomes (ILOs) into institutional planning and evaluation.
Standard I.B.3	Revision of the college processes for setting institution-set standards (ISSs) and short- and long-range goals.
Standard I.B.4 and III.D.2	Strengthen the alignment between and communication regarding institutional assessment, program review, planning, and resource allocation.
Standard I.B.5	Better alignment of processes regarding program review and evaluation of goals and objectives.
Standard III.A.9	Explore the efficacy of a classified hiring prioritization process or classified staffing plan.
Standard III.B.2	Formalize and improve the processes and timelines for program review throughout the institution.
Standard III.C.1, III.C.2, and IV.A.5	Complete a thorough review and update to all institutional plans, including the Technology Master Plan, leading to the development of an overall Comprehensive Master Plan for the College.

- **Goal 1**: Using multiple measures, including a survey and forums or focus groups, the team will conduct a thorough evaluation of the *effectiveness and efficiency* of the current integrated planning, evaluation, and resource allocation process.

- **Goal 2**: Using an inquiry-based learning organization approach, the team will research various integrated planning, evaluation, and resource allocation models and create an archive of effective practices that would best meet the College's needs.

- **Goal 3**: Based upon the findings of the evaluation and the review of effective integrated planning, evaluation, and resource allocation models, the team will revise the existing integrated planning model with beta testing of practices.

- **Goal 4**: The team will deploy the revised system, assess for effectiveness in a manner consistent with continuous quality improvement, and ultimately institutionalize the new process.

Year	Activity	I/FA/SA*	Responsible Party
1	Team is formed to evaluate the current integrated planning, evaluation, and resource allocation model and explore options for improvement with the revised model. This year culminates with a proposal for moving forward.	I, FA	SLT and IEC
1	Early in the year, or in the spring term prior to Year One, Institutional Effectiveness conducts a comprehensive assessment of college practitioners regarding current integrated planning, evaluation, and resource allocation model to inform the IEC as it begins its work.	FA	Director of institutional effectiveness
2	Team moves from the proposal for change to implementing the changes in the integrated planning process, routinely beta testing the revisions with college stakeholders. Once the new model is complete, broadly communicate it to the campus and other stakeholders.	I, FA	Team chair(s) and SLT
3	Team implements the new model, assessing it at each point of linkage and routinely checking in with end users.	I, FA	Team chair(s) and IEC
3	Institutional Effectiveness conducts a comprehensive assessment of college practitioners regarding the newly revised integrated planning, evaluation, and resource allocation model to inform the IEC as it evaluates its first year.	FA	Director of institutional effectiveness
3	Team reviews assessment findings and makes any needed changes prior to Year Four, and communicates findings and changes to college stakeholders.	I, FA	Team chair(s), IEC, and SLT
4	Integrated planning model, with any revisions, is deployed.	I	IEC and SLT
4	Institutional Effectiveness conducts year-end assessment of process and provides to IEC for any changes.	FA	Director of institutional effectiveness
5	Integrated planning model is deployed for its year of institutionalization.	I	IEC and SLT
5	Institutional Effectiveness conducts year-end assessment of process and provides to IEC for any changes.	FA	Director of institutional effectiveness
5	Institutional Effectiveness conducts final summative assessment of the new model.	SA	Director of institutional effectiveness

I = Implementation; FA = Formative Assessment; SA = Summative Assessment

The QFE Action Project #1 Work Team on Integrated Planning has been meeting since 2017, and the meeting agendas and notes are recorded in BoardDocs.

Changes in Student Achievement and Student Learning that resulted from the project:

- The work on project #1 began with an in-depth review of the program review process. The team worked on understanding the needs of faculty, staff and the institution for program review. Forms were completed with standard questions to help those completing the form answer the right questions and to contemplate the data. These forms are meant to act more as a guide than boxes to be completed by the individual departments. The focus on program review added the evaluation of SLOs and the impact on disproportionately impacted students (CPR Documents - Instructional).
- The completion of the *Educational Master Plan*, which integrates the Vision for Success values outlined by the California Community Colleges Chancellor's Office. The adoption of Vision for success metrics (increased completion of certificates and degrees including transfer degrees, increased transfer numbers, reduced number of units to completion, and an increase in living wage attainment) help guide institutions in making progress toward important goals that help students succeed.
- The *Educational Master Plan* helped guide the creation of the *Facilities Master Plan* by knowing and understanding the current and future needs for the instruction of our students. The *Technology Master Plan* will include a thorough review of current technology and evaluate the needs on campus, an essential task given all of the changes to online teaching and learning the College has experienced throughout the pandemic.
- A new integrated planning handbook (as mentioned above, combined with the new revisions of the College's governance handbook) is currently being created. The new integrated planning handbook will help guide the institution in the future on how these processes were completed and create a potential timeline for them to be completed in the future.
- One of the most important shifts in the work of the Integrated Planning Work Team has been to turn to a focus on practices and policies dedicated to ensuring LTCC is an anti-racist campus. The work the campus is doing to integrate anti-racism and diversity, equity, and inclusion into the institution at all levels should have a big impact on students and student success.
- The approach the work team is taking to review and revise comprehensive program review is directly tied to the assessment of student achievement and learning and the reflection necessary to ongoing improvement.
- Virtual services have been integrated and expanded -- technology and processes have shifted to react to student needs, particularly in response to the pandemic but also in many ways the institution would like to see maintained. Integrated planning will bring these elements into all planning aspects of the College (Virtual Campus Webpage; Virtual Campus Webpage for Students;Virtual Campus Webpage for Faculty; Virtual Campus Webpage for Staff).
- There has been broader engagement with data and deeper data integrity (and attention to maintaining that integrity) across the institution, particularly in areas such as enrollment

management and reporting accuracy. This data consistency leads to the institution's ability to serve students more effectively and assign resources of all types more efficiently and appropriately.

Further expansion planned:
- *The Technology Plan* will be the next plan created and explained in the new *Integrated Planning Manual*. This will also guide future planning in areas like budgeting and staffing.
- The work team will be expanding specifically into budget processes (aligning with goals, assessment, and planning) and communication planning -- for integrated planning processes (to ensure feedback and closing the feedback loop).
- This group's work will also focus on development and implementation/analysis of a communication plan for student communication -- mapping out the communication flow and timelines.
- There has already been a redefining of "program review" for non-instructional areas -- the definition of "program review" is being proposed as including Board reports, reports to the state, Annual Program Reviews for instructional areas not resulting in a degree or certificate, audit processes for fiscal and bond and foundation reporting, recertification and external accreditations for CTE programs, grant reporting, etc.
- The Work Team is committed to an ongoing focus on *What Is Meaningful and Useful* in terms of planning. The goal is active and living documents that inform the work of the institution and lead to ongoing improvement.

Further expansion into other areas of the College:
- Once the new *Integrated Planning Manual* is complete, it will be used by the entire campus for future planning and review. It is intended for a review of the manual to be completed periodically to determine future revisions.
- This work lays foundation and groundwork for all new initiatives and implementation of new programs, grants, projects and will help the institution create roadmaps and a model for the work that grant-funded and other initiatives will need to document and track.
- This work team may continue on as a standing committee that advises or oversees the holistic approach to planning and processes.
- This group may continue to be instrumental to the creation of a roadmap of all initiatives and their integration in the college as a whole.

Ability to replicate the project into other areas of the College:
- Due to the creation of new Comprehensive Program Review forms (as well as their inclusion in the new eLumen module) and the updates provided with the first phase of testing, this process should help improve a level of consistency for the program review across the campus.
- The project format was challenging. The work team jumped right in but, in the end, had to stop and refocus their attention on defining what makes a meaningful process and on defining the purpose of integrated planning. The holistic approach this group applied to this

work can be learned from and replicated across other areas of campus.

Areas in which the project did not achieve the outcomes and contributing factors:
- Some of the program review/planning templates were created, specifically for instructional areas. And much of the regular planning was completed (the *Educational Master Plan* and the *Facilities Master Plan*, as examples). Non-instructional program planning templates have not been fully defined, as these areas require a more individualized approach. However, the redefining of "program planning" to include a number of other comprehensive reports is leading the College into a more effective process for planning across departments.
- The Caldor Fire and the COVID-19 pandemic, of course, slowed progress (Caldor Fire Webpage; COVID- 19 Webpage).
- There is still work to be done to clarify and formalize the "feedback loop" for planning. Due to fire and pandemic barriers, the institution has not had a sustained chance to practice a traditional, annual process. The work team has been trying to create and communicate integrated and systematic planning, but nothing about the last couple years has been systematic.
- Culture shift is a potential challenge -- cultural and institutional change is difficult, and time for communication and availability is a challenge in driving cultural change around integrated planning.
- The institution's small size is both an advantage and a barrier. Assumptions are sometimes made that smallness means communication is automatically happening. Those assumptions can create implementation and integration gaps.
- Ongoing clarity around budgeting (as grants, state funding sources, categorical funding, etc., evolve) remains an area the work team is attempting to clarify, in addition to ongoing clarification of broad planning deadlines (the work team is suggesting a master plan of planning and reporting deadlines, with more specific details developed in and by each department or area).

EVIDENCE:
UPDATE ON QUALITY FOCUS ESSAY ACTION PROJECT #1: INTEGRATED PLANNING

- Caldor Fire Webpage
- COVID-19 Webpage
- CPR Documents- Instructional
- Virtual Campus Webpage
- Virtual Campus Webpage for Faculty
- Virtual Campus Webpage for Staff
- Virtual Campus Webpage for Students

Overview:

The first chart below tracks where, in the ACCJC Standards, a focus on Guided Pathways efforts and outcomes appeared in the 2017 ISER. The bulleted list and the second chart below outline the goals, outcomes, timeline, and data identified in the 2017 Institutional Self-Evaluation Report and Quality Focus Essay related to Guided Pathways efforts.

Overall, the institution has made very strong progress in many areas of Guided Pathways. All four goals have seen advancement though there are still gaps in the progress in some areas (the process has not always been entirely linear--moving the institution from pillar to pillar). The College worked diligently to make the case (using a data-informed approach) for change in practices (scheduling, student planning, streamlining curriculum, establishing clear pathways, helping students establish goals and enter pathways leading to those goals, among others) that could be addressed by the adoption of the Guided Pathways framework. As an example, both John Hetts (now with the Chancellor's Office but previously with the Educational Results Partnership--brought in to present on the Multiple Measures Assessment Project in 2017) and Kathy Booth (now with WestEd but previously with the RP Group--brought in to present on the "Seven Sins of Guided Pathways in 2018) were brought in at different stages to lead campus-wide discussions about LTCC's data supporting the need for Guided-Pathways related institutional change.

As laid out in the history of the Scale of Adoption Assessments, it is evident that LTCC has completed many necessary elements pertaining to the first three pillars of Guided Pathways. Implementation and data-informed assessment of their success has begun but is ongoing. Training and communication around new practices has begun but is ongoing and provides opportunities for ongoing clarity and growth. And the fourth pillar, ensuring learning is happening, is the focus of 2021-2022 moving forward. The collaboration between Student Services and Instruction is vibrant and ongoing and also offers opportunities for growth moving forward.

Standard	Theme
Standard II.A.1	Establish focused educational support and guidance on successful student completion.
Standard II.A.2 and II.A.6	Streamline college curriculum and enrollment management strategies.

Standard II.A.2	Use learning outcome data at all levels to better inform the development of curriculum and pathways.
Standard II.A.4	Clarify and streamline foundational skills and general education pathways.
Standard II.A.5	Expand the use of pathways guides piloted by the career technical education (CTE) programs at the College.
Standard II.A.5	Explore and develop more partnerships to create pathways through LTCC and into four-year institutions, both through the University Center and outside of the region.
Standard II.A.7 and II.C.1	Expand and improve wrap-around student support services, equity, and access.
Standard II.A.10	Provide clearer guides and informational resources regarding transfer of credit and course work.
Standard II.C.6	Review existing best practices on the development and implementation of clear educational pathways.

- **Goal 1**: Using multiple measures, including existing and new qualitative and quantitative data, establish effectiveness and efficiency of current processes.

- **Goal 2**: Using an inquiry-based learning organization approach, the pathways team(s) will develop effective culture-centric strategies to implement the component's role in the pathway.

- **Goal 3**: The team(s) will create the systems, processes, and tools necessary to implement the strategies designed.

- **Goal 4**: The team(s) will deploy the systems, processes, and tools designed; evaluate effectiveness; make adjustments; and move forward in a manner leading to continuous quality improvement and ultimately the institutionalization of the practices.

Timeline for Planning and Implementation of Guided Pathways

Year	Process	Tasks
1	Engagement/ high-level planning	* Make the case for change using student data and experience * Broadly engage faculty and staff in scrutinizing current. practices and planning large-scale reform. * Communicate vision and goals for change.
2	Laying groundwork for implementation	* Create program maps. * Plan redesign of intake systems. * Plan reorganization of advising to support timely entry and completion. * Plan upgrade of student information system to support progress monitoring and enable early alerts. * Continue broad communication and engagement. * Train advisors and faculty for Year Three implementation.
3	Initial scale implementation	* Begin large-scale implementation of redesigned pathways, reorganized intake system, and student e-advising system. * Provide training to support initial implementation. * Conduct a formative evaluation of initial implementation. * Continue broad communication and engagement.
4	Improved scale implementation	* Refine and expand large-scale implementation. * Continue training, communication, and engagement. * Continue formative assessment.
5	Continuous improvement	* Institutionalize structures and processes for formative evaluation and improvement.

Year	Activity	I/FA/SA*	Responsible Party
1	Form teams and begin the work of exploration and learning about the four component parts of the guided pathways model and how they could be implemented at the College.	I	SLT, CLEMC, and Student Success Team (SST)
1	Each team creates a summary of the practices and processes selected for the best fit for the College.	I, FA	Team chair(s)

1	Institutional Effectiveness creates a data set to track the outcomes of an effective guided pathways model, at each step of the pathway, including retention, persistence, completion, and time to completion, plus qualitative measures of student support and engagement. Data collection begins with Year One.	FA	Director of institutional effectiveness
2	Institutional Effectiveness supports evaluation efforts of those teams, building and testing pathways, and collects annual data for input into the longitudinal data set.	FA	Director of institutional effectiveness
3	Teams deploy guided pathways components for fall term, with strong communication and marketing effort to inform students, faculty, staff, and the community of the guided pathways implementation.	I	Team chairs and Director of marketing and communications
3	Institutional Effectiveness tracks evaluation of deployment and implementation of the four components of the pathway, providing actionable feedback to the teams.	FA	Director of institutional effectiveness and SLT
3	Each team meets to review data and feedback on deployment and make appropriate corrections throughout the year.	I, FA	Team chairs, CLEMC, and SST
3	Institutional Effectiveness collects annual data for input into the longitudinal data set.	FA	Director of institutional effectiveness
4	Teams continue with the second year of implementation and continue monitoring the effectiveness of systems.	I, FA	Team chairs and SLT
4	Institutional Effectiveness collects annual data for input into the longitudinal data set.	FA	Director of institutional effectiveness
4	At the end of spring term, teams meet to review evaluations for the two years of implementation, make adjustments as needed, and move forward with the year of institutionalization of the pathways model.	FA	Team chairs and SLT
5	Guided pathways continue into their third year of operation.	I	SLT
5	Institutional Effectiveness collects annual data for input into the longitudinal data set.	FA, SA	Director of institutional effectiveness

| 5 | Teams review the summative outcomes of the three years of implementation of the pathways model to determine success of the initiative and any needed next steps as it is institutionalized. | I, FA, SA | Team chairs, CLEMC, and SLT |

I = Implementation; FA = Formative Assessment; SA = Summative Assessment

The Guided Pathways Scale of Adoption Assessment provides a comprehensive overview of how the College is meeting the goals established in the Quality Focus Essay regarding Action Project #2 on Guided Pathways (Guided Pathways Scale of Adoption Assessment 2021). The Board Goals documents and progress reports also identify the progress and future work planned regarding the College's efforts on Guided Pathways.

Changes in Student Achievement and Student Learning that resulted from the project:
- Guided Pathways creates an environment for students to belong, even when they are undecided about their specific educational goals. A sense of belonging has been shown to improve persistence and retention rates. The College has held a number of Guided Pathways and Meta Major events to encourage a sense of connection to a community of learning for students and to introduce students to pathways and faculty and counseling leads (Meta Majors Launch 2019; Coyote Kickoff 2021).
- Guided Pathways has educated the whole college on educational planning and has put the importance of course selection and scheduling in perspective for faculty. It has changed the culture of the faculty and staff, which trickles down to students. Counselors are getting more referrals for students asking for detailed educational plans, and more students have developed educational plans as a result of Guided Pathways (Student Services Dashboard Page on Educational Plans).
- The College's five meta majors have been incorporated into a drop-down menu in CCCApply to encourage students to identify early with a group of interest areas, even if their specific educational goal is still unclear.
- Through Program Mapper, all degrees and certificates have Program Maps for student use available on the website. There is a review currently being done to ensure those maps are current and help inform scheduling so students can plan and complete on time (Associate in Arts Degree- Program Map).
- The creation of five meta majors and program maps for undecided students as well as those with clear goals, the hiring of a career counselor who can help the institution and students focus more guided pathways efforts on career outcomes, the assessment of intake and enrollment practices, the streamlining of program offerings and scheduling practices, the reduction of course cancellations, the increase of culture-building events to create a sense of belonging and community, the serious move toward compliance with equitable placement to support students in completing "gateway courses," a commitment to and focus on social justice and equity across the institution, and many other activities/actions and support

programs (including addressing students' basic needs with a food pantry, housing, mental health support) are all part of the Guided Pathways work that is making a difference in students' lives and their educational journeys.

- Student achievement is impacted as students are guided to start with prerequisite classes sooner, particularly in STEM fields, so they can transfer more efficiently. The restructuring of course offerings to simplify the choices for students (and reduce the number of competing courses, which is essential for a small school like LTCC that is often offering only one section of many courses) seemed like a monumental task, and the College has made excellent progress in this area. It is benefitting students by helping them see a clearer path to graduation, plan their schedules, and stay on track.

Further expansion planned:
- Student engagement/understanding/identification with their chosen meta major.
- Updated 3-year scheduling plan aligned more with education plans and meta majors and continued streamlining of degrees and certificates to continue to ensure that they have meaningful outcomes for students.
- More career-aligned meta major events for students and more career planning and placement opportunities (resume building, interview skills, partnerships with Advance and industry). Maybe a capstone class for students in their second/final year at LTCC.
- More events (besides Coyote Kick off) that involve connecting with industry/career/universities/next steps after LTCC.
- Develop electronic educational plans that influence scheduling and where more data can be pulled (for example, to provide an alert to counselors when a student goes off their educational plan to make sure the student is still making progress toward a degree or certificate).
- Implement student success teams--LTCC's "Leading from the Middle" team did a lot of work on this, and many schools are implementing similar programs (Leading from the Middle Presentation). This structure has been shown to keep students on the path and help with retention.
- A focus on how we can make it even easier for students to get on the path--apply and move through the enrollment process. Integrate Financial Aid even more in these processes. The logistics of Financial Aid are difficult, and students often wonder what's going on with their aid or what to do next.
- With the College's receiving the Institutional Resilience and Expanded Postsecondary Opportunity (IREPO) grant for increased Dual Enrollment programming, more intentional alignment between Dual Enrollment efforts and transfer pathways will be highlighted (IREPO Project Abstract). A deliberate and appropriate focus on increasing the capture rate and the ultimate transfer rate of local Latinx/a/o students is key, particularly given the Promise Program opportunities available (including free tuition). Intentionally and explicitly aligning Dual Enrollment with the Lake Tahoe College Promise program under a Guided Pathways model will be central to this work.

<u>Further expansion into other areas of the College:</u>

- The College's website is unfortunately still a bit of a maze for students in terms of Guided Pathways. The College's homepage is currently undergoing a number of positive updates designed to help students Apply, Find Classes, Explore Programs & Pathways, Get Information, and access Financial Aid (New Homepage Updates to Website). In an effort to streamline and promote efficiency and ease, we would like to redesign and reconfigure our web map and program layout so students always start with meta majors and can explore our programs more seamlessly. Students have not yet fully engaged with the meta majors as part of their educational planning processes, and the website is an important first step for many of them.
- While there is a meta major page in the schedule, it would be beneficial to weave meta majors throughout the schedule more proactively, perhaps adding icons to discipline headers to indicate the meta major to assist students in better understanding the links between meta majors, certificates and degrees, and courses.
- Establish more college infrastructure around meta majors and pathways for students, i.e. instituting faculty and/or counseling leads for each meta major, publishing the meta major pathways more broadly, have meta major t-shirt day, sell LTCC meta major shirts in the bookstore, etc.
- Offer more orientation activities and welcome events around meta majors (including virtual events for the community) as well as more communication overall (including flyers, brochures, presentations to community groups and the high school, where potential students might be found) in order to build understanding and grow networks of support for students.
- The College is working on expanding Guided Pathways efforts into a greater focus on and more resources dedicated to retention and career pathways as well as by improving technology for students (through the implementation of self-service registration tools).
- LTCC (through a ZTC degree grant, the work of faculty, and the efforts of the College's Open Education Resources [OER] equity champion) has done a lot of work to move courses and degrees to reduced or zero textbook cost (ZTC Degree Grant Application; OER Webpage). With some additional work (and increased communication) the College could expand OER/ZTC options and increase the number of programs available at no cost to students, removing one more barrier to success and completion.

<u>Ability to replicate the project into other areas of the College:</u>

- Two key barriers are bandwidth and ownership. Because everyone wears several hats at a small college such as LTCC, certain projects don't necessarily get disseminated thoroughly throughout all departments. A broad communication plan targeting specific Guided Pathways projects could be useful to help get Guided Pathways into the college systems and structures more deeply.
- Additionally, cross-training to generate cross-departmental understanding of all of the Guided Pathways work would be highly beneficial. Generally speaking, continuing to

educate staff, faculty, and counselors in the pathways will ensure that students are receiving consistent and accurate information about their pathways across the institution.

Areas in which the project did not achieve the outcomes and contributing factors:
- Website design (bandwidth and cross-functional expertise are the primary challenges).
- Meta majors are not yet *fully* institutionalized, but significant headway has been made (COVID-19 was a primary barrier).
- Ensuring learning is happening. This will require LTCC to take more concerted actions on several fronts: increased faculty training on alternative and authentic assessments, a renewed commitment to aligned SLOs and training on why it matters, and potentially more frequent SLO assessment. (A key challenge here will be shifting culture and mindset around assessments).
- Development of a comprehensive and consistent Credit for Prior Learning (CPL) process to award credit, particularly for student veterans using Joint Service Transcripts and students with industry credentials or certification has not yet been completed. The College awards course credit and units in many ways for prior learning, and there is a comprehensive Board Policy and Administrative Procedure (Board Policy 4235; Administrative Procedure 4235). However, in some instances, the process (which involves cross-walking curriculum topics and outcomes or the creation and assessment of a portfolio of work) is still individualized to each student and not documented in ways that facilitate replication. Faculty and staff have been attending webinars and workshops on many things related to CPL (from the use of the Military Articulation Platform to regional Guided Pathways meetings focused on CPL, among other events). Creating and communicating to students a more consistent CPL process requires faculty collaboration and compensation, efficient and automated transcript evaluation on the front end of the student journey (with counseling faculty), and clear communication through education planning and in public documents. A robust CPL process will speed time to completion of specific pathways.
- Areas of the College would benefit from seeing more data clearly to communicate which areas Guided Pathways are helping students successfully and in which areas improvement is needed. For example, LTCC has a new student services dashboard, and using it more broadly to show how the College is moving the dial for students in certain areas would be helpful. Communication of data around the number of students with educational plans, students graduating with fewer than 100 units, and students graduating in 2 years would help counselors understand the values of Guided Pathways work even more. Data is shared from at higher levels, but some of those working directly with students would benefit from a stronger grasp on how well LTCC is serving students in these areas. The Guided Pathways Work Team is a good place (being a representative team with members from all college constituent groups) to look more closely at how LTCC has improved and not improved the student experience and find ways to keep trying leading to more data-informed decisions.
- Along these lines, the institutional effectiveness team has created an amazing Guided Pathways dashboard, and the institution's next step is to clarify how that data corresponds to the Key Performance Indicators of Guided Pathways in order to be able to set clear

benchmarks regarding any of the indicators not addressed by the strategic and annual planning of the institution.

- And further, in terms of data, next steps needed are to close the loop with the information we now have about how well we are serving students through the Guided Pathways work in which the institution has engaged. For example, how can we use the data we are seeing in terms of retention, persistence, completion (in disaggregated forms as well) to make more specific and targeted improvements in teaching and learning? Teaching faculty and counselors would benefit from more guidance and engagement on how to interpret and apply results of data on disproportionate impact or student completion to their classroom practices. The College has good data on many of the key indicators and responds institutionally through hiring, grant development, and program expansion (such as the Equity and Promise Programs), which are important responses to benchmark and goal data. There is still room for improvement, however, on using the data to more directly and explicitly inform classroom practices and improve the way students are supported in their courses and on their educational paths.

- Being remote due to the pandemic stalled some Guided Pathways progress in general (even as it helped the campus develop in very important virtual services for students, including Degrees When Due and Degree Audit). It was hard, for example, to have events and gatherings for careers or have large outreach events. This academic year (2021-2022) is already showing movement in those areas (see, for example, this STEM careers presentation) (Career Exploration Workshop for Science Students).

EVIDENCE:
UPDATE ON QUALITY FOCUS ESSAY ACTION PROJECT #2: GUIDED PATHWAYS

- Administrative Procedure 4235
- Associate in Arts- Program Map
- Board Policy 4235
- Career Exploration Workshop for Science Students
- Coyote Kickoff 2021
- Guided Pathways Scale of Adoption Assessment 2021
- IREPO Project Abstract
- Leading from the Middle Presentation
- Meta Majors Launch 2019
- New Homepage Updates to Website
- OER Webpage
- Student Services Dashboard Page on Educational Plan
- ZTC Degree Grant Application

D. Fiscal Reporting

Please find linked here Lake Tahoe Community College's most recent (2021) Annual Fiscal Report (Annual Fiscal Report 2021).

At this point, there are no areas in which the College is not meeting its goals, nor is the institution on enhanced fiscal monitoring. The audit reports, including for the General Obligation Bond, have had no findings (Audit Committee Agenda Item - 2021 March 23; Fiscal Year 19-20 Audit Report June 30 2020 Final; Board Agenda Item 23 March 2021; Measure F Bond Financial Audit Fiscal Year 2019-20; Measure F Bond Performance Audit Fiscal Year 2019-20).

EVIDENCE -- FISCAL REPORTING

- Annual Fiscal Report 2021
- Audit Committee Agenda Item- 2021 March 23
- Board Agenda Item- 2021 March 23
- Fiscal Year 19-20 Audit Report June 30 2020 Final
- Measure F Bond Financial Audit Fiscal Year 2019-20
- Measure F Bond Performance Audit Fiscal Year 2019-20

Acronym Key

ACRONYM KEY

ALO	Accreditation Liaison Officer
ACCCA	Association of California Community Colleges Administrators
ACCJC	Accrediting Commission for Community and Junior Colleges
AETW	Advanced Excellence in Teaching Workshop
AEOTW	Advanced Excellence in Online Teaching Workshop
AP	Administrative Procedures
APR	Annual Program Review
AUP	Annual Unit Plan
AY	Academic Year
BC	Budget Council
BOT	Board of Trustees
BP	Board Policy
CAGP	California Guided Pathways
CD	Confidential/Director
CCC	California Community Colleges
CES	Classified Employee Senate
CEU	Classified Employees Union
CLEMC	College Learning and Enrollment Management Council
COOL	Committee On Online Learning (previously Distance Education Work Team)
CPC	Community Play Consortium
CPL	Credit for Prior Learning
CPR	Comprehensive Program Review
CSLO	Course Student Learning Outcomes
CTE	Career and Technical Education
CVC-OEI	California Virtual Campus-Online Education Initiative
DEI	Diversity, Equity, and Inclusion
DEIM	Diversity, Equity, and Inclusion Methods
DHR	Director of Human Resources
DIE	Director of Institutional Effectiveness
DOL	Director of Online Learning
DRC	Disability Resource Center
DWD	Degrees When Due
EMP	Educational Master Plan
ETW	Excellence in Teaching Workshop
EOTW	Excellence in Online Teaching Workshop
EDSS	Executive Dean of Student Services
EVE	Enhanced Virtual Education
FA	Faculty Association
FCTL	Faculty Chair of Teaching and Learning
FMP	Facilities Master Plan
GPA	Grade Point Average
HSI	Hispanic Serving Institutions
IHEP	Institute for Higher Education Policy

IE	Institutional Effectiveness
IEC	Institutional Effectiveness Council
IEPI	Institutional Effectiveness Partnership Initiative
ILO	Institutional Learning Outcomes
IREPO	Institutional Resilience and Expanded Postsecondary Opportunity
ISER	Institutional Self-Evaluation Report
ISLO	Institutional Student Learning Outcomes
ISP	Incarcerated Student Program
ISS	Institute-Set Standards
IT	Information Technology
ITTPC	International Tutor Training Program Certification
JPA	South Bay Regional Public Safety Training Consortium
LTCC	Lake Tahoe Community College
LTCCD	Lake Tahoe Community College District
LTUSD	Lake Tahoe Unified School District
MMAP	Multiple Measures Assessment Project
NACCC	National Assessment of Collegiate College Campuses
OEI	Online Education Initiative
PAC	President's Advisory Council
PLO	Program Learning Outcomes
POCR	Peer Online Course Reviewer
PRT	Partnership Resource Team
PSLO	Program Student Learning Outcomes
OER	Open Education Resources
QFE	Quality Focus Essay
SAO	Service Area Outcomes
SEA	Student Equity and Achievement
SEM	Strategic Enrollment Management
SLO	Student Learning Outcomes
SLT	Senior Leadership Team
S/P	Superintendent/President
SST	Student Success Team
STEM	Science, Technology, Engineering, Mathematics
SWOT	Strengths, Weaknesses, Opportunities, Threats
TC	Technology Council
TLC	Tutoring & Learning Center
VPAA	Vice President, Academic Affairs
VPAS	Vice President, Administrative Services
VPSS	Vice President, Student Services
ZTC	Zero Textbook Cost