



Outcomes | Innovation | Improvement

ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CORE INQUIRIES

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

The Core Inquiries are based upon the findings of the peer review team that conducted Team ISER Review on March 20, 2024.

Eva Bagg, Ph.D.
Team Chair

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Lake Tahoe Community College

Peer Review Team Roster

Team ISER Review

March 20, 2024

Dr. Eva Bagg, Team Chair Barstow Community College Superintendent-President	Dr. Julius Sokenu, Vice Chair Moorpark College President
ACADEMIC MEMBERS	
Dr. Hayley Ashby Norco College Professor, Library Services	Ms. Amanda Taintor Reedley College Faculty Coordinator, Instructional Design and Outcomes
Ms. Julia Wendt Victor Valley College Department Chair and Faculty	Mr. Mario Tejada, Jr. Diablo Valley College Professor
ADMINISTRATIVE MEMBERS	
Ms. Crystal Kollross Pasadena City College Executive Director, Institutional Effectiveness and Planning	Dr. Dina Humble San Bernardino Valley College Vice President of Instruction
Mr. Lorenze Legaspi San Diego Mesa College Vice President of Administrative Services	Dr. Tina Vasconcellos Peralta Community College District Associate Vice Chancellor of Educational Services
ACCJC STAFF LIAISON	
Ms. Virginia "Ginni" May ACCJC Interim Vice President	

Summary of Team ISER Review

INSTITUTION: Lake Tahoe Community College

DATE OF TEAM ISER REVIEW: March 20, 2024

TEAM CHAIR: Dr. Eva Bagg

A ten-member accreditation peer review team conducted Team ISER Review of Lake Tahoe Community College on March 20, 2024. The Team ISER Review is a one-day, off-site analysis of an institution's self-evaluation report and supporting evidence. The peer review team received the college's institutional self-evaluation report (ISER) and related evidence several weeks prior to the Team ISER Review. Team members found the report to be a comprehensive document detailing the college's alignment to the 2014 Accreditation Standards, Eligibility Requirements, and Commission policies. The College provided a thoughtful report, reflecting on the institution's transformational processes, equitable student outcomes, and planning for continuing institutional improvement.

In preparation for the Team ISER Review, the team chair and vice chair attended a team chair workshop on December 5, 2023, and held a pre-review meeting with the college CEO and co-ALOs on January 26, 2024. The entire peer review team participated in a team workshop provided by staff from ACCJC on February 1, 2024. Prior to the Team ISER Review, team members completed their assessment of the college's alignment to the Accreditation Standards and policies, identified areas for further clarification, and provided a list of requests for additional evidence to be considered during Team ISER Review.

During the Team ISER Review, team members spent the morning discussing their initial observations and their preliminary review of the written materials and evidence provided by the College for the purpose of determining whether the College meets Accreditation Standards, Eligibility Requirements, and Commission policies. In the afternoon, the team further synthesized their findings to validate the work of the college and developed a Core Inquiry to be pursued during the Focused Site Visit, which will occur during the week of September 30, 2024.

Core Inquiries are a means for communicating potential areas of institutional noncompliance, improvement, or exemplary practice that arise during the Team ISER Review. They describe the areas of emphasis for the Focused Site Visit. During the Focused Site Visit, the team will tour the facilities, conduct scheduled meetings and an open forum, gather additional information to further their analysis to determine whether all standards are met, and accordingly finalize their Peer Review Team Report which will identify commendations or recommendations. The college should use the Core Inquiries and time leading up to the focused site visit as an opportunity to gather more evidence, collate information, and to strengthen or develop processes in the continuous improvement cycle. During the Focused Site Visit, the ACCJC staff liaison will review new or emerging issues which might arise out of the discussions on Core Inquiries.

Core Inquiries

Based on the team's analysis during the Team ISER Review, the team identified the following core inquiry that relates to potential areas of clarification, improvement, or commendation.

Core Inquiry 1:

The team seeks to better understand and recognize the College's outstanding commitment and perseverance to the College's mission in achieving equitable student outcomes and high value to the community.

Standards or Policies:

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

Commission Policy on Social Justice -

Commission Expectations for Member Institutions - The Commission is committed to a mission-based higher education model that assures equity, educational opportunity, and success for all students by upholding standards that require member institutions to address historical inequities.

Description:

The College provided evidence in the ISER and shared with the team at the open forum exemplary practices and programs that respond to and uplift the communities the College serves. The team observed a high level of collaboration and intention to create a cohesive culture, tightly integrated planning, decision-making, and effective resource allocation. In alignment with the Commission Policy on Social Justice, the team found a strong college commitment to equitable access and student success and a courageous willingness to address historical and current inequities to reach its goal of becoming an antiracist institution.

Evidence review included:

- Connecting pipelines to the institution – Child Development Center, Social Justice in the community.
- Housing (resource allocation)
 - Perseverance toward goal; the College saw housing as a true need and had adversity with initial efforts to secure resources but continued until successful.
- The College is working toward offering of bachelor-degree programming; currently provides the Lisa Maloff University Center on campus with access to 4-year BA programs
- Social Justice and anti-racism
 - Open to external audit and made changes based on audit

- Embedded in everything the College does
- *“Efforts to validate locations of all indigenous sites, document the historical relevance to the tribe, create comprehensive plans that will properly preserve the spaces, and provide culturally accurate historical signage are underway.”*
- “Human Library”- partnered with Lake Tahoe Pride
- Promoting a college-going culture among disproportionately impacted populations
- Civic engagement
- Not for credit CONNECT and ADVANCE programs
- Rising Scholars
 - Access to resources
 - Growth of programs
 - Number of facilities served (10)
- Complete curriculum overhaul
- Specialized tutoring available (math and English)
- Professional development for adjunct faculty
- Community oriented
- Hub for community
 - Land acknowledgement
 - Intensive Spanish Summer Institute
 - CalFire
 - Early Literacy
 - Childcare Center
- Credit for Prior Learning
 - Multiple means of displaying knowledge as representation of commitment to community

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

Topics of discussion during interviews:

How does the College cultivate institutional cohesion, both internally and externally with stakeholders, across multiple programs in service of its mission?

How has the College leveraged their strategies and processes to align with Standard I.A.3 and the Commission Policy on Social Justice?

Request for Additional Information/Evidence:

The ISER and evidence provided have led the team to this recognition; there are no requests for additional information or evidence. The team seeks to gain deeper understanding through interviews with faculty, staff, students, and community members.

Request for Observations/Interviews:

As the College feels appropriate:

- President
- Academic Senate Leadership
- Instructional and noninstructional faculty (including CTE faculty)
- Classified Senate Leadership
- Student Government President
- Trustee(s)
- Rising Scholar program staff and students
- Library Director
- Senior Director Governmental Relations
- Fire Academy students and staff
- Vice Presidents of Instruction and Services
- Director of Community Education
- Dean of Workforce Development