Lake Tahoe Community College

2023

Institutional Self-Evaluation Report of Educational Quality and Institutional Effectiveness in Support of Reaffirmation of Accreditation

Institutional Self-Evaluation Report

in Support of an Application for

Reaffirmation of Accreditation

Submitted by

Lake Tahoe Community College
One College Drive
South Lake Tahoe, CA 96150-4524

to

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

December 2023

Certification

To: Accrediting Commission for Community and Junior Colleges (ACCJC)
        Western Association of Schools and Colleges

From: Jeff DeFranco
        One College Drive
        South Lake Tahoe, CA 96150-4524

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

_____   12-12-2023
Jeff DeFranco, Superintendent/President   Date

_____   12/12/2023
Tony Sears, Governing Board President   Date

_____   December 12, 2023
Bruce Armbrust, Mathematics Instructor, Academic Senate Pres.   Date

_____   12/12/23
Dr. Raymond J. Gamba, Vice President of Academic Affairs   Date

_____   12/12/2023
Dr. Michelle Batista, Vice President of Student Services   Date

_____   12-12-23
Russi Egan, Vice President of Administrative Services   Date

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A. INTRODUCTION

College History

Brief History of the Washoe Lands

Culturally Significant Site on the LTCC Campus

Long before Lake Tahoe Community College (LTCC) was established, the land and the areas surrounding the Tahoe Basin were the traditional homelands of the Washoe (Wašišiw). Washoe territory stretched around Da ow a ga (Lake Tahoe), west from the Sierra Nevada mountains to the Pine Nut and Virginia mountains in the east, and north from Honey Lake to Sonora Pass in the south. Archaeologists can trace Washoe existence in the Tahoe Basin back about two thousand years.

As described in *WA SHE SHU: "The Washoe People" Past and Present*, an account of historical and present information published by the Washoe Cultural Resource Office of the Washoe Tribe of Nevada and California, the area was positioned directly in the path of explorers and immigrants migrating to California. With the discovery of gold and silver in the surrounding regions in 1848, colonizers developed year-round trading posts and began to occupy Washoe lands permanently. Within a short time, mining, clear-cutting, and the overuse of resources and food supplies meant that the environment with which the Washoe had lived in harmony for thousands of years was no longer sustainable. By 1851, Indian Agent Jacob Holeman recommended that the government sign a treaty with the Washoe, noting that they had been driven from their lands; their hunting grounds had been destroyed; and in many instances, they had been reduced to a state of suffering bordering on starvation.

According to the Washoe Tribe's *Integrated Resource Management Plan*, the passage of the Dawes General Allotment Act in 1887 authorized the federal government to subdivide Tribal communities and distribute lands to Indigenous individuals and households. Allotments were made to the Washoe in 1893, but by that time, most of the lands surrounding Lake Tahoe were claimed by settlers. The Washoe were offered allotments on the western slope of the Pine Nut Mountains, with some plots in Alpine County and in the north around Sierra Valley. Throughout the 1990s and 2000s, numerous parcels in the surrounding area were designated as Washoe Culture and Nature Preserves, which ensures lands are accessible to Tribal members for traditional uses, outdoor education, and environmental preservation.

LTCC has made efforts to acknowledge and respect sacred sites on campus property. As outlined in the 2021-27 *Facilities Master Plan (FMP)*, since the founding of the College, several archaeological sites have been identified. The College has developed strategies with the Washoe Tribe to protect and preserve these sites, including the grinding rocks located in the northwest corner of the College in the Trout Creek Meadow area. LTCC is working collaboratively to verify and validate locations, determine their historical relevance, and properly preserve and protect these important spaces.

In 2023, the Board of Trustees (Board) approved the following *land acknowledgement*, which is shared across campus with faculty, governance groups, and other campus organizations. These groups are encouraged and supported in adopting the acknowledgement's use during meetings and events:

> *As we come together as an educational community in Lake Tahoe, we acknowledge that we are gathered on the historical lands of its original inhabitants, the Washoe (Wašišiw) Tribe. A land acknowledgement is a recognition of Indigenous communities in the stewardship and protection of their cultural resources and homelands. We recognize the Washoe Tribe and their native lands, we honor these ancestral grounds upon which we are collectively gathered, and we support the strength and resilience that the Washoe continue to show.*

Brief Overview of Lake Tahoe Community College

LTCC is a comprehensive two-year public college that serves the town of South Lake Tahoe, California, and surrounding areas. Voters initially expressed interest in hosting a community college in 1964. A decade later, on March 5, 1974, voters approved the formation of a community college district with 66 percent of the vote. In September of 1974, the LTCC Board hired the College's first superintendent/president, Dr. James Duke. On September 18, 1975, LTCC opened its doors for the first time in a converted motel on Highway 50. In its first year, 119 classes were offered to 1,407 students. The first graduating class in the spring of 1976 included eleven students.

The purchase of a 164-acre parcel of land on Al Tahoe Boulevard, previously owned by the Shell Oil Company, was negotiated in 1979. On July 8, 1986, a groundbreaking ceremony was held, and the College formally moved into its current location in October of

Lake Tahoe Community College

1988. By 2006, campus included a library, classrooms, art labs, theater, child development center, technology wing, physical education building, and student center.

LTCC is unique in many ways, both in its location and its history. Geographically isolated from the rest of California due to its location in the Sierra Nevada Mountains, LTCC is the only public community college in the Tahoe Basin, which covers two states and five counties. Bolstered by an engaged, committed, and collegial Board and a superintendent/president who has been with the College since 2017 (since 2012 as vice president of administrative services), the College has evolved from its humble days operating in the converted motel to a robust institution with expanding facilities that serves an average of 7,500 students annually.

Lake Tahoe is often associated with recreation and tourism. South Lake Tahoe is a resort town that depends on visitors to sustain its economy. The community consists of many hospitality, tourism, and recreation workers who experience what is known locally as "poverty with a view." Many residents face persistent poverty, a transitory lifestyle resulting from the seasonal tourism economy, and a lack of affordable housing due to an abundance of vacation homes and short-term rentals.

Fewer residents in South Lake Tahoe possess a bachelor's degree or higher (27.9 percent) compared to California (35.3 percent) and the United States (33.7 percent). Demographics in South Lake Tahoe have also shifted dramatically in recent decades. Today, more than 29 percent of residents identify as Hispanic/Latinx (all data, U.S. Census Bureau, 2022), while 45.5 percent of students enrolled in the Lake Tahoe Unified School District (LTUSD) are Hispanic/Latinx (California Department of Education School Dashboard, 2022).

LTCC has been a designated Hispanic-Serving Institution (HSI) since 2018-19. The College has built a reputation of providing high-quality postsecondary education and has consistently maintained accreditation from the Accrediting Commission for Community and Junior Colleges (ACCJC).

As of fall 2023, LTCC provides students the opportunity to earn certificates of achievement and foundational skills certificates in 53 high-demand career fields. It also offers transfer pathways that allow students to complete bachelors and graduate degrees at the University of California (UC), the California State University (CSU), and other accredited colleges and universities. LTCC offers students 26 associate degrees (AAs) and 16 associate degrees for transfer (ADTs), which guarantee students access to the CSU system with upper division standing.

The College continues to adapt to meet the needs of the local community and students outside of district boundaries who seek a world-class education from the institution. LTCC works to ensure meaningful and relevant academic programs that contribute to the local economy, attract students from outside of the Tahoe Basin, and, through multiple modalities, ensure students residing outside of the Tahoe Basin can access high quality educational resources.

LTCC will celebrate its 50th Anniversary with a series of events beginning in March 2024, aligned to initial voter approval of the District, through September 2025. The 50th anniversary celebrations will provide an opportunity for the College to revisit and revitalize its vision and focus through a variety of stakeholder engagement processes to update its mission statements, core values, and institutional logo and brand.

Major College Accomplishments Since 2017 Accreditation Reaffirmation

LTCC underwent its most recent comprehensive review and site visit through the ACCJC in fall 2017 and had its accreditation reaffirmed at that time. In January 2017, Jeff DeFranco was hired as LTCC's fifth superintendent/president (the College has had only five permanent presidents during its almost 50 years). During his tenure, President DeFranco has overseen major campus enhancements and improvements by expanding program offerings; building and updating facilities in response to student and community needs; and embedding the College's commitment to diversity, equity, inclusion, and accessibility across institutional policies, practices, and procedures. Major accomplishments in these areas are further outlined below.

Program Improvements

Since 2107, guided by the California Community Colleges Vision for Success, LTCC has focused on expanding and enhancing programs to respond to student demand and align with community needs. In 2018-19, with an intentional focus on equity in access and success for Hispanic/Latinx students, LTCC applied to the U.S. Department of Education to receive federal recognition as a Hispanic Serving Institution (HSI). Federal HSI designation allowed the College to apply for and receive additional federal grants to increase higher educational attainment for this population. In 2021, LTCC received a five-year, $4.8 million grant through Title III HSI Science, Technology, Engineering, Mathematics, and Articulation Programs. The associated project, STEM Pathways to Completion, focuses on increasing the number of Hispanic/Latinx and low-income students entering STEM programs and graduating with STEM degrees. In 2023, LTCC was awarded a $2.9 million Title V Developing Hispanic Serving Institutions grant. Pathways and Progress is a five-year project focused on implementing the Guided Pathways framework and increasing dual enrollment opportunities for Hispanic/Latinx and low-income students attending area high schools.

Recognizing LTCC's unique position on the California/Nevada border, the College launched the first-in-the-nation, bi-state Lake Tahoe College Promise (Promise) in 2018. The Promise program provides free tuition and an array of wraparound support services to first-time, full-time students on both the California/Nevada sides of the Tahoe Basin. In 2021, LTCC commissioned the UC Davis Wheelhouse Center for Community College Leadership and Research to conduct an independent evaluation of the program. The evaluation found that Promise students experienced early academic success, reduced financial stresses, and high levels of connectedness and support from the College. This landmark program continues to expand its offerings for students, and in fall of 2023, the Promise program welcomed its sixth and largest

cohort. Simultaneously, the College worked with the California Legislature to secure special approval to serve students from Nevada and other Western States and offer them reduced tuition/fees. Qualifying students from Nevada and other regional states pay $46.50/unit (rather than the non-resident tuition rate of $307/unit).

During the College's 2020 Vision process, which occurred in the 2013-14 academic year, the lack of affordable housing for students was identified as a major barrier to success. LTCC established a goal of providing affordable housing for students, and in 2019, the College signed a rental lease with a five-plex property located on Aspen Avenue close to Ski Run Boulevard. Ample amenities, services, and public transportation are in easy reach of the property, and with LTCC's free bus pass policy, students can get to and from campus and around town easily for free. Each unit has three bedrooms and a full kitchen, with one of the units including a fourth bedroom for an onsite college residential advisor, thus providing housing for 31 full-time students. As then LTCC Board President Jeff Cowen commented, "This lease won't solve the entire problem [of providing affordable housing for students]….But what we've negotiated now provides a safe, clean, very affordable option for the short term while we continue to work toward a more permanent housing solution on campus."

In 2021, to allow LTCC to expand services for and partnership with the local unified school district, LTCC applied for several federal grants through the U.S. Department of Education that allowed the campus to expand services to area youth and traditionally underserved communities. The Institutional Resilience and Expanded Postsecondary Opportunity (IREPO) grant provided $1.4 million over two years to support LTCC in providing dual enrollment to students at South Tahoe High School, Mt. Tallac High School, and Nevada Union High School. Additionally, LTCC successfully renewed two federal TRiO grants: Educational Talent Search and Upward Bound. Together, these grants allow the College to locate staff at South Tahoe Middle School and South Tahoe High School to support students in completing high school and enrolling in college. The increased presence at the area high schools made possible through these grants has resulted in higher numbers of students graduating high school with some college credits and more students successfully enrolling at LTCC after high school.

LTCC Student Housing Project

With a renewed focus on developing and growing academic programs that respond to regional workforce needs, LTCC launched the Forestry Education and Job Placement Program in fall 2022. The opening of this program came just one year after the Caldor Fire threatened the community and caused the evacuation of the entire LTCC service area. The program is designed to create the workforce necessary to achieve healthy and fire-resilient forest lands. To enhance the program, the College focused on obtaining federal, state, and philanthropic grants to support staffing, equipment, and student scholarships for programs in the fire, forestry, and public safety arenas. In the 2022-23 academic year, LTCC secured nearly $2 million in grants to support these programs and allow for the hiring of a full-time director of fire, forestry, and public safety. The Forestry Education and Job Placement Program has enrolled full cohorts in 2022 and 2023, and demand for the program continues to grow.

LTCC continues to adjust and enhance academic program offerings and wraparound support services in order to meet community and student needs. As described in the following sections, decisions are made using data and information and through a comprehensive participatory governance process. LTCC routinely evaluates programs and services to ensure continuous improvement.

Facilities Improvements

With the support of Measure F bond funds, approved in November 2014 by voters as the first and only bond program for the College, and notable matching funds from the State of California and other partners, since 2017, LTCC has taken steps to improve and enhance its facilities to better serve students, employees, and the community. Additionally, campus renovations and additions have prioritized sustainability in alignment with the College's commitment to improving the environment. Thanks to Superintendent/President DeFranco's close involvement in the Measure F bond project, budget development and oversight, and management of the administrative services division, he was uniquely poised to lead the campus growth and college construction that has taken place in the past several years.

In spring 2017, a philanthropic donation to the campus made it possible for LTCC to welcome community members and stakeholders at the groundbreaking of the Lisa Maloff University Center (LMUC) building. As a rural community college, with the closest university partners more than an hour away, LTCC long prioritized adding access for students to obtain baccalaureate and graduate level degrees in the South Lake Tahoe

Lisa Maloff University Center

region. The LMUC was officially opened on August 16, 2018. This structure houses bachelor's degree programs provided by LTCC's four-year university partners, including UMass Global, Washington State University, and previously Sierra Nevada University; provides professional development space for LTCC employees; and is a rental space for community groups. The LMUC building used state-of-the-art conservation construction to maximize energy efficiency, water conservation, indoor air quality standards, and the use of sustainable building materials.

The Mobility Hub project, completed in 2019, also highlights LTCC's commitment to environmentally friendly building practices. Through a partnership with Tahoe Transportation District (TTD) and Liberty Utilities, the Mobility Hub brings electric charging stations and increased bus traffic to campus. TTD added two electric buses to its fleet in 2021. The project won the Tahoe Chamber's Blue Ribbon Award in the Community Enrichment category at the Chamber's Annual Awards Ceremony in 2020. The award honors an exemplary business, recreation site, or infrastructure project that revitalizes or enhances the economy and community of the South Shore.

In 2018, Superintendent/President DeFranco oversaw the creation of the Coyote Legacy Plaza and the unveiling of the bronze coyote statue, a public art effort to establish a unifying symbol for the school. The statue sits on the west corner of the newly renovated Coyote Soccer Field. The Coyote Legacy Plaza also provides a venue to recognize donors and raise funds for the foundation.

In 2021, a long-standing promise to the community was honored with the opening of the campus's newest building, the Early Learning Center (ELC) building. The ELC created a permanent home for the Tahoe Parents Nursery School (TPNS), a co-op preschool with a local sixty-plus-year history, and it provides space for community youth education programs such as the Bridge Language Academy; upgrades to parking and signage; and an outdoor space for the Child Development Center (CDC), including a playground shared with TPNS.

Also in 2021, after several years of challenging work to obtain state matching funds, the College's Remodel for Efficiency (RFE) project began. This eighteen-month, $19.54 million renovation project was designed to improve approximately thirty percent of the original campus facilities. The focus of this project has been to improve student, staff, and faculty experiences in and around the Science, Art, Student Services, and Information Technology departments. This involves updating aging facilities and increasing safety and security. The RFE project also includes a full fire lane and a new ADA-accessible front-of-campus entry experience.

In 2022, with the California State Legislature's approval of the California 2022-23 Budget Act, LTCC received $39.4 million in funding to construct a 100-bed on-campus housing facility serving California residents who are low-income, full-time college students. Construction started in summer 2023, with the goal of moving students in no later than fall 2025. Bringing affordable student housing to campus to help students enroll and succeed has, as mentioned above, been a long-time goal of the College, and the funding allows LTCC to fulfill this vision. The off-site rental agreement first signed in 2019 is expected to be extended in addition to the on-campus

facility, as it provides affordable housing options for other full-time students not eligible for the on-campus rooms, such as the College's international students and out of state students as well as those students who may prefer the off-campus location.

Commitment to Diversity, Equity, Inclusion, and Accessibility (DEIA)

LTCC was founded on principles of diversity and inclusion. "Diversity Enriches" has long been a core value for the College. National events in the summer of 2020 inspired a renewed urgency for LTCC to become a more active leader in anti-racism work. In November of 2020, the Board adopted a goal "to serve as a leader in addressing issues of race and equity on campus and in the Lake Tahoe Community."

Commitment to serving all students equitably

In January of 2021, LTCC created the Diversity, Equity, and Inclusion (DEI) Task Force to identify, recommend, prioritize, and coordinate the implementation of various strategies and institutional changes that promote diversity, ensure equitable educational outcomes, and provide learning opportunities for LTCC students, staff, faculty, and the community at large. The work of the DEI Task Force and the campus community resulted in a number of notable successes. In spring of 2021, LTCC was highlighted by the California Community Colleges Chancellor's Office as a Courageous Leader Campus in terms of embracing the "Call to Action" to dismantle racism.

In 2022, LTCC was recognized as a leader in equitable placement by the Campaign for College Opportunity for ensuring Hispanic/Latinx students have access to and success in completing transfer-level English. In 2023, LTCC was awarded two competitive grants totaling $500,000 for the College to invest in improving equal employment opportunity practices on campus and implementing culturally responsive pedagogy and practices. That same year, LTCC was one of three colleges recognized by the California Community College Board of Governors with an honorable mention in the John Rice Diversity and Equity Awards.

In the fall of 2023, LTCC published the results of an independent equity audit performed by Hotep Consultants and used the recommendations from the audit to inform the goals and strategies in the 2023-24 *Superintendent/President and Board of Trustees Goals*, which will guide the work of the DEI Task Force and other campus departments in the upcoming academic year.

Student Enrollment Data

LTCC is a small, rural community college located in a relatively remote area of California. It is the only public community college located in the Tahoe Basin. As student enrollment data highlights, LTCC serves students from within the district boundaries as well as many students attending LTCC from outside of the District. LTCC is situated four miles from the California/Nevada border. Due to the College's unique bi-state nature, a mutual agreement between California and Nevada allows LTCC to enroll Nevada residents at a reduced tuition rate. Additionally, LTCC serves students from across California through the Rising Scholars Program (RSP), public safety-focused instructional service agreements (ISAs), and through robust online education offerings. By delivering instruction through multiple modalities and attracting students both inside and outside the District, LTCC experienced enrollment growth leading into the 2019-20 academic year.

As illustrated in Table 1, the campus closure in March of 2020 in response to the COVID-19 pandemic resulted in an annual full-time equivalent students (FTES) decrease of approximately nine percent from 2018-19 to 2019-20. While the campus re-opened in fall of 2021, enrollment was impacted by the Caldor Fire evacuations and related loss of local employment opportunities for students. In the 2022-23 academic year, following an institution-wide focus on outreach and enrollment, FTES increased by 11 percent from 2021-22 and the largest number since the pre-Covid 2018-19 value.

Table 1. Resident FTES as reported to CCCCO

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Reported FTES	1,679	1,907	1,754	1,735	1,630	1,807

Source: LTCC Budget Books

Table 2 shows student enrollments (headcount) across the different enrollment categories. Of note, students may be counted in multiple categories if they are enrolled across categories. Total unduplicated headcount for each year is shown at the bottom of Table 2. In credit face-to-face and noncredit categories, LTCC saw the largest declines during COVID-19, but the College is now experiencing enrollment growth in these areas.

Online enrollments have remained relatively consistent throughout this period. Enrollment in the RSP, which serves incarcerated students across California, relies on partnership with facilities and experiences enrollment changes resulting from factors often outside of LTCCs control. The South Bay Regional Public Safety Training Consortium (South Bay JPA) and ISAs include courses offered in partnership with public safety agencies and primarily in the areas of fire, forestry, and emergency medical services. Students enrolling in the South Bay JPA are working professionals often only taking one course to complete a certification or continuing education requirement. The other categories represented below include work experience/internships and dual enrollment (courses offered to high school students).

Table 2. Annual Headcount by Category, 2017-18 - 2022-23

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Credit – Face to Face (F2F)*	2,684	2,585	2,523	1,528	1,408	1,699
Credit – Online*	2,395	2,595	2,856	2,707	2,083	2,617
Noncredit*	692	1,298	1,354	556	1,136	1,448
Rising Scholars Program	458	671	645	945	886	664
South Bay JPA*	1,436	1,411	776	1,062	1,689	3,315
Instructional Service Agreements (ISAs)*	153	149	294	142	210	229
Work Experience/ Internships*	245	147	113	72	100	71
Dual Enrollment*	531	714	568	411	613	692
Total Annual Unduplicated Headcount	7,230	8,093	7,578	6,417	6,928	9,471

Source: LTCC Institutional Research Dataset
*Students may be counted in more than one category if they are enrolled in multiple categories.

As outlined in Table 3, when comparing fall term headcount enrollment, LTCC student enrollment in fall 2023 is trending above pre-pandemic numbers of fall 2019, which previously represented a high-water mark for the College.
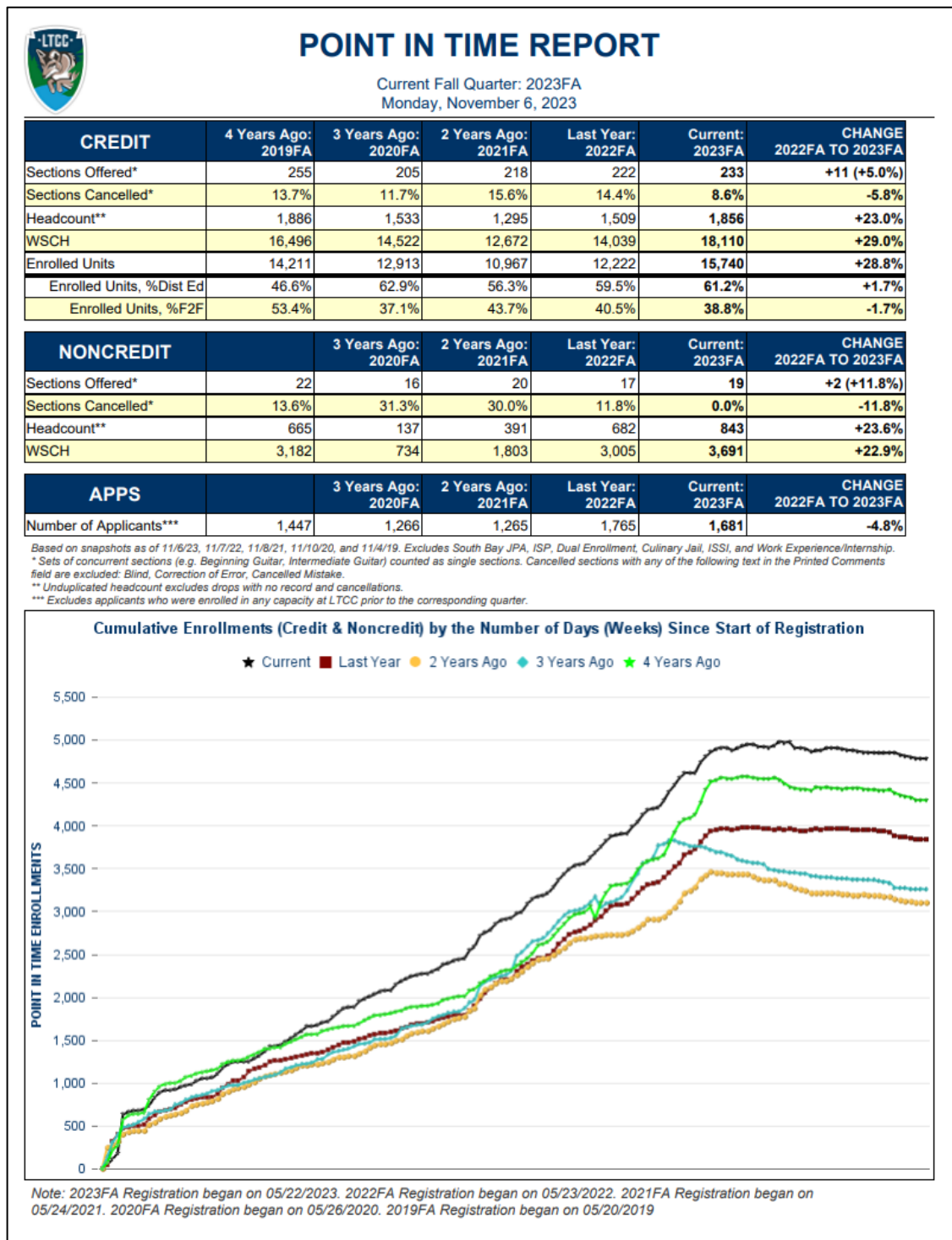
Table 3. Fall Term Headcount, 2018-2023

	2017	2018	2019	2020	2021	2022	2023
Total	2,404	2,873	3,211	2,483	2,432	3,113	3,744

Student enrollment data and trend analysis information is regularly shared with the Board, senior leadership, and college committees and councils. After the census date every fall quarter, a comprehensive enrollment trends report is shared with the Board and campus governance groups. Academic year-end enrollment and FTES reports are also annually reoccurring reports. Point in time comparison enrollment reports are shared with senior leadership, directors, and program leads daily, as are daily enrollment reports.

These reports help college administrators, faculty, and staff track trends, clarify section cancellation with detail and rationale, monitor the relationship between distance education and face-to-face sections, track growth and decline by department, and target outreach and engagement activities in the community, among other things.

A sample Point in Time Report is included below. Student enrollment data is also publicly available on the institutional effectiveness pages of the College's website.

Sample Point in Time Report

POINT IN TIME REPORT
Current Fall Quarter: 2023FA
Monday, November 6, 2023

CREDIT	4 Years Ago: 2019FA	3 Years Ago: 2020FA	2 Years Ago: 2021FA	Last Year: 2022FA	Current: 2023FA	CHANGE 2022FA TO 2023FA
Sections Offered*	255	205	218	222	233	+11 (+5.0%)
Sections Cancelled*	13.7%	11.7%	15.6%	14.4%	8.6%	-5.8%
Headcount**	1,886	1,533	1,295	1,509	1,856	+23.0%
WSCH	16,496	14,522	12,672	14,039	18,110	+29.0%
Enrolled Units	14,211	12,913	10,967	12,222	15,740	+28.8%
Enrolled Units, %Dist Ed	46.6%	62.9%	56.3%	59.5%	61.2%	+1.7%
Enrolled Units, %F2F	53.4%	37.1%	43.7%	40.5%	38.8%	-1.7%

NONCREDIT		3 Years Ago: 2020FA	2 Years Ago: 2021FA	Last Year: 2022FA	Current: 2023FA	CHANGE 2022FA TO 2023FA
Sections Offered*		22	16	20	17	19	+2 (+11.8%)
Sections Cancelled*		13.6%	31.3%	30.0%	11.8%	0.0%	-11.8%
Headcount**		665	137	391	682	843	+23.6%
WSCH		3,182	734	1,803	3,005	3,691	+22.9%

APPS		3 Years Ago: 2020FA	2 Years Ago: 2021FA	Last Year: 2022FA	Current: 2023FA	CHANGE 2022FA TO 2023FA
Number of Applicants***		1,447	1,266	1,265	1,765	1,681	-4.8%

Based on snapshots as of 11/6/23, 11/7/22, 11/8/21, 11/10/20, and 11/4/19. Excludes South Bay JPA, ISP, Dual Enrollment, Culinary Jail, ISSI, and Work Experience/Internship.
* Sets of concurrent sections (e.g. Beginning Guitar, Intermediate Guitar) counted as single sections. Cancelled sections with any of the following text in the Printed Comments field are excluded: Blind, Correction of Error, Cancelled Mistake.
** Unduplicated headcount excludes drops with no record and cancellations.
*** Excludes applicants who were enrolled in any capacity at LTCC prior to the corresponding quarter.

Cumulative Enrollments (Credit & Noncredit) by the Number of Days (Weeks) Since Start of Registration

★ Current ■ Last Year ● 2 Years Ago ◆ 3 Years Ago ★ 4 Years Ago

Note: 2023FA Registration began on 05/22/2023. 2022FA Registration began on 05/23/2022. 2021FA Registration began on 05/24/2021. 2020FA Registration began on 05/26/2020. 2019FA Registration began on 05/20/2019

Student Demographic Data

Demographics of LTCC students from 2017-18 to 2022-23 are summarized in Table 4. LTCC serves a predominately White and Hispanic/Latinx student population. In 2018-19, LTCC became a federally recognized HSI. In 2022-23, White students represented 49.7 percent, and Hispanic/Latinx students represented 27.7 percent of the overall student population.

Since 2017-18, LTCC has seen an increase in the percentage of male student enrollments. This increase is largely associated with enrollments in the South Bay JPA and other ISAs. Courses in these areas are in traditionally male-dominated fields including emergency medical services, fire, and forestry. To address this trend, LTCC's local public safety programs for new career professionals are explicitly focused on diversifying the public safety fields both by gender and race and ethnicity.

In terms of age demographics, enrollments of students in the age bands of 50-59 and 60+ declined during the COVID-19 pandemic. These populations are now seeing growth with the return to in-person learning and expansion of noncredit course offerings.

LTCC serves large percentages of low-income and first-generation students. In 2017-18, low-income students represented 44.8 percent of the students enrolled in face-to-face, online, and RSP courses. In 2021-22, the most recent annual data available, that percentage rose to half of the student population. First-generation students are defined as students whose parents do not have an educational level above an associate degree. In 2017-18, of the students enrolled in face-to-face, online, RSP, or work experience course sections, 37 percent were first-generation. That percentage decreased to 28 percent in 2022-23.

Take 4. Total Student Enrollment Demographics 2017-18 to 2022-23

Demographic Category	Academic Year					
	17-18	18-19	19-20	20-21	21-22	22-23
Gender						
Female	3,259	3,621	3,600	2,706	2,580	3,805
Male	3,937	4,432	3,955	3,693	4,297	5,392
Unreported	34	40	23	18	51	264
Age Categories	17-18	18-19	19-20	20-21	21-22	22-23
< 18	717	897	812	734	897	1,130
18-22	1,677	1,780	1,724	1,363	1,168	1,493
23-28	1,058	1,180	1,085	1,076	984	1,116
29-39	1,531	1,655	1,529	1,572	1,780	2,296
40-49	994	977	805	804	928	1,563
50-59	541	674	579	402	537	900
60+	709	929	1,042	461	632	954
Other or Unreported	*	*	*	*	*	*

Ethnicity/Race	17-18	18-19	19-20	20-21	21-22	22-23
Asian	463	529	531	467	450	642
Black/African American	297	372	353	386	338	361
Hispanic/Latinx	1,870	2,218	1,945	1,732	1,993	2,622
Native Americans	42	39	50	46	57	48
Pacific Islander	33	32	32	34	41	39
White	3,841	4,185	3,904	3,140	3,407	4,705
Two or More Races	347	373	381	354	297	351
Unknown	337	345	384	258	345	693

Additional Demographic Data	17-18	18-19	19-20	20-21	21-22	22-23
Low-Income**	1,935/ 4,313	2,060/ 4,550	1,949/ 4,592	2,011/ 4,225	1,836/ 3,668	Not Available
First-Generation***	1,598/ 4,313	1,629/ 4,550	1,578/ 4,592	1,443/ 4,225	1,232/ 3,668	1,153/ 4,114

*Indicates counts of 10 or fewer. Suppressed for student privacy.

**Low-income includes students enrolled in F2F, Online, RSP or Work Experience sections, receiving Pell, CCPG or CARES Financial Aid/Grants.

***First-Generation includes students who were enrolled in F2F, Online, RSP or Work Experience sections whose parent/s do not have an education level above an associate degree.

Community Demographic Data

The College is situated in the City of South Lake Tahoe, California, and district boundaries extend into remote areas of El Dorado County. Table 5 outlines the age, gender, and race/ethnicity demographic distribution of South Lake Tahoe and El Dorado County based on Census data.

Table 5. Demographics of South Lake Tahoe and el Dorado County

	South Lake Tahoe 2020 Census	El Dorado County 2020 Census
Total Population	21,600	192,646
Age Band		
Under 18	16.6%	19.2%
18-24	8.9%	6%
25-44	36.3%	23.6%
45-64	25.1%	27.5%
65+	13.2%	23.7%

Gender		
Male	50.5%	50.1%
Female	49.5%	49.9%

Race/Ethnicity		
American Indian/Alaska Native	0.6%	0.3%
Asian	5.4%	5.4%
Black or African American	0.5%	0.6%
Hispanic/Latinx	29.8%	14.1%
Native Hawaiian and Other Pacific Islander	0.1%	0.1%
White	59.2%	74%
Two or More Races	4.4%	4.7%
Unknown/Other	0.0%	0.8%

Demographic distribution based on the 2021 U.S. Census American Community Survey

Socio-Economic Data

South Lake Tahoe is a unique community that relies heavily on the hospitality and tourism industry, with many residents working in service-oriented jobs at restaurants, ski resorts, and hotels. While these industries bring economic benefits to the area, they also come with challenges, such as seasonal unemployment and limited job growth opportunities for employees. This results in the relatively low socioeconomic status of the population of South Lake Tahoe. As outlined in Table 6, many residents face persistent poverty, low wages, and have not obtained a college degree when compared to the surrounding El Dorado County and the State of California.

Table 6: Socio-economic data for South Lake Tahoe compared to surrounding areas, based on the U.S. Census QuickFacts (2017-21)

	South Lake Tahoe, CA	El Dorado County, CA	State of California
Population	21,175	192,646	39,029,342
Median Household Income	$57,976	$88,770	$84,097
Poverty Rate	12.8%	8.8%	12.2%
Percent of Population with Bachelor's Degree or Higher	27.9%	36.8%	35.3%

LTCC plays a vital role in improving the socio-economic setting in the region by offering academic programs and courses that prepare students for careers in a variety of industries. For example, LTCC's programs in business, forestry, and fire science provide students with the skills and knowledge needed to pursue careers in sectors beyond the hospitality and tourism

industry. Additionally, LTCC's Career and Technical Education (CTE) programs offer courses and workshops that help community members develop new skills, enhance their employability, and provide opportunities for career advancement and wage progression. By providing education and training opportunities that align with the needs of the local economy, LTCC contributes to a more diversified and sustainable socio-economic setting in South Lake Tahoe. In addition, LTCC offers pathways for students to receive their bachelor's degrees through partnerships with universities in California and Nevada and through the Lisa Maloff University Center (LMUC), where students can stay in the Tahoe Basin and complete their educational goals through partner institutions.

Labor Market Data

LTCC offers a variety of academic programs that align with the top industries and employment sectors in the South Lake Tahoe area (Table 7). For example, in addition to the efforts to diversify noted above, LTCC's culinary arts program provides students with the skills and knowledge needed to work in the area's top industry of hospitality and tourism.

In recent years, the College has placed more emphasis on aligning to regional workforce needs and has added programs aimed at meeting this goal. Specifically, the College added hospitality management and forestry education. Both programs provide the skilled workforce to support public and private employers around the Tahoe Basin and across California. In addition, the College made investments in hiring faculty and staff to support emerging areas. In 2023, the College added a full-time faculty member to the emergency medical services program and a director of forestry, fire, and public safety. These actions and investments are focused on ensuring students can complete their programs and gain employment in jobs that provide a living wage and opportunity for upward mobility. Overall, LTCC's academic programs allow students to gain the necessary skills and experience to pursue careers in the region's top employment sectors.

Table 7. Estimated Count and Percentage of Employees by Occupation and by industry for South Lake Tahoe, CA, and Stateline, NV, 2021

Employment Category	Estimate	Percent
Civilian employed population 16 years and over	12,271	
Unemployment Rate		4.3%
Occupation		
Management, business, science, and arts occupations	3,257	26.5%
Service occupations	3,749	30.6%
Sales and office occupations	2,820	23.0%
Natural resources, construction, and maintenance occupations	1,113	9.1%
Production, transportation, and material moving occupations	1,332	10.9%

Industry	Estimate	Percent
Agriculture, forestry, fishing and hunting, and mining	227	1.8%
Construction	877	7.1%
Manufacturing	399	3.3%
Wholesale trade	128	1.0%
Retail trade	1,377	11.2%
Transportation and warehousing, and utilities	489	4.0%
Information	134	1.1%
Finance and insurance, and real estate and rental and leasing	781	6.4%
Professional, scientific, and management, and administrative and waste management services	1,377	11.2%
Educational services, and health care and social assistance	1,734	14.1.%
Arts, entertainment, and recreation, and accommodation and food services	3,869	31.5%
Other services, except public administration	504	4.1%
Public administration	375	3.1%

Source: U.S. Census Bureau. 2021 American Community Survey

For students who complete their certificate programs and degrees at LTCC, job placement rates consistently average between 70 and 90 percent. In 2021-22, 94 percent of students completing fire technology certificates and degrees obtained employment in the field, and 82 percent of business and management graduates obtained employment within one year of completing their program.

Table 8. Job Placement Rates for Students Who Completed Certificate Programs and Degrees

Program	2019-20	2020-21	2021-22	Average
Business and Management	82	79	82	81
Health	73	63	73	70
Family and Consumer Services	75	90	75	80
Administration of Justice	80	69	79	76
Fire Technology	94	83	94	90

Description of LTCC Service Area

Lake Tahoe Community College District (a single-college district) is situated within El Dorado County in the City of South Lake Tahoe. The city was incorporated on November 30, 1965. Located in the Sierra Nevada Mountains, South Lake Tahoe is adjacent to Douglas County, Nevada, 60 miles from Reno, Nevada, and just over 100 miles northeast of Sacramento. South Lake Tahoe is said to have one of the most unique settings in the world, at the end of an alpine lake with great environmental worth and natural beauty. Adjacent to the city is the Heavenly Mountain Resort, home to one of the most popular ski resorts in the Western United States.

Due to its unique role as a bi-state institution, the College has created programs that lower tuition for out-of-state residents, so students who have residence in Nevada or other western states can afford to attend the College. These programs include the Western Undergraduate Exchange (WUE) and the California Nevada Interstate Attendance Agreement (CNIAA). These programs allow LTCC to expand its service area outside of California and allow students residing in Nevada or other western states to attend at an affordable price.

LTCC's District boundaries officially encompass the entirety of the City of South Lake Tahoe and surrounding portions of El Dorado County in California, but as it borders Nevada, it is truly a bi-state institution.
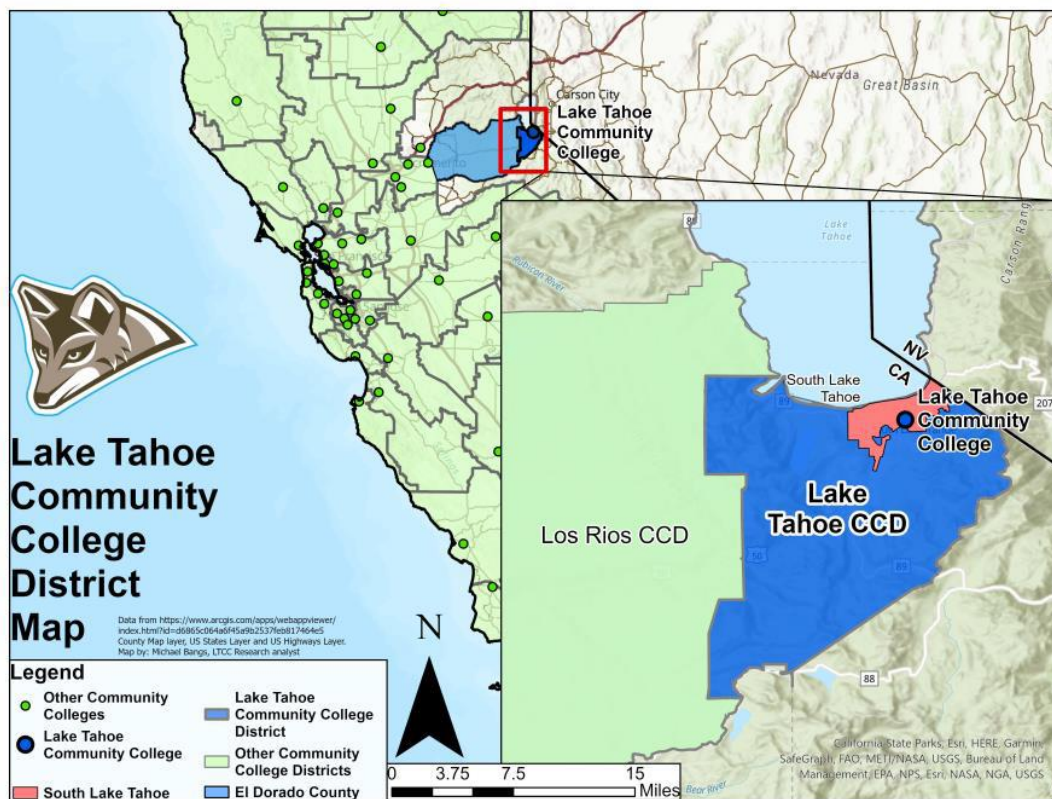
Main Campus Site

The Campus Master Site Plan (last updated/approved April 2023) below shows existing facilities (noted in white) as well as facilities currently under construction (noted in blue) and proposed future facilities (noted in purple). The map also includes exterior gathering spaces and non-district facilities operating on campus.
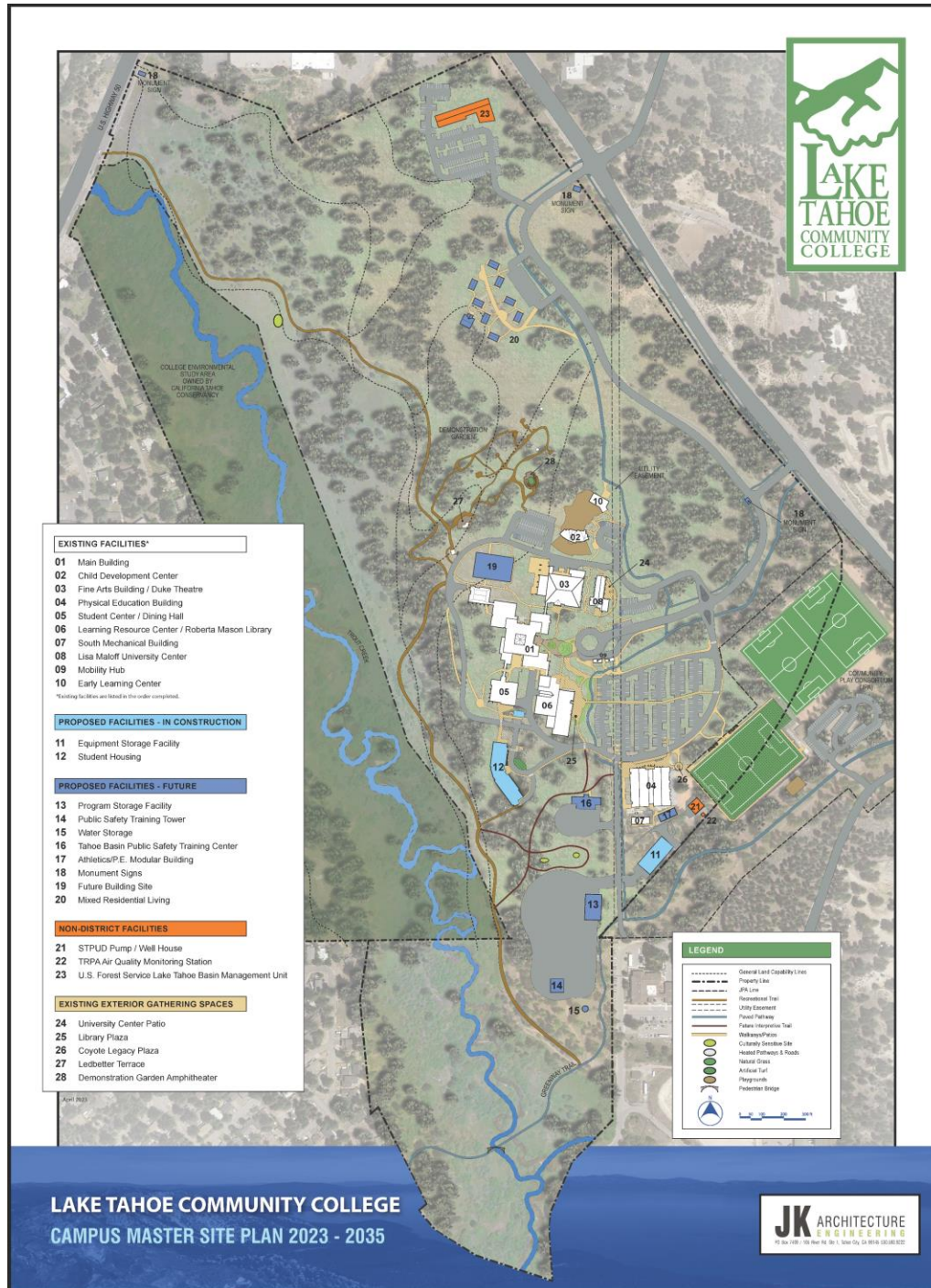
The following campus map shows a closer view of existing college facilities. These include the main building, Student Center, Roberta Mason Library, the Physical Education Building (located near the College's synthetic turf field and the grass fields shared with the city), and the LMUC, among others. The facilities, as seen here, are nestled carefully in a beautiful and sensitive natural environment.

Rising Scholars Program Enrollment and Sites

The College also has an extensive RSP serving multiple youth and adult correctional facilities across the state. These facilities, mapped below, include California State Prison Sacramento (CSPSAC), El Centro High School (ECHS), High Desert State Prison (HDSP), Folsom State Prison (FSP), Folsom Women's Facility (FWF, recently closed), Growlersburg Conservation Camp (GCC), Pine Grove Youth Conservation Camp (PGYCC), Sierra Conservation Center (SCC), South Lake Tahoe Juvenile Treatment Center (JTC), and Vallecito Conservation Camp (VCC). Enrollment across all facilities since 2015 is shown in the chart below. These facilities provide opportunities for detained individuals to obtain a college degree while incarcerated and reduce the time of their sentence.

Rising Scholars Program Student Enrollment 2015-2023

Chart 1. Unduplicated Headcount by Quarter for All Locations and All Facility Types
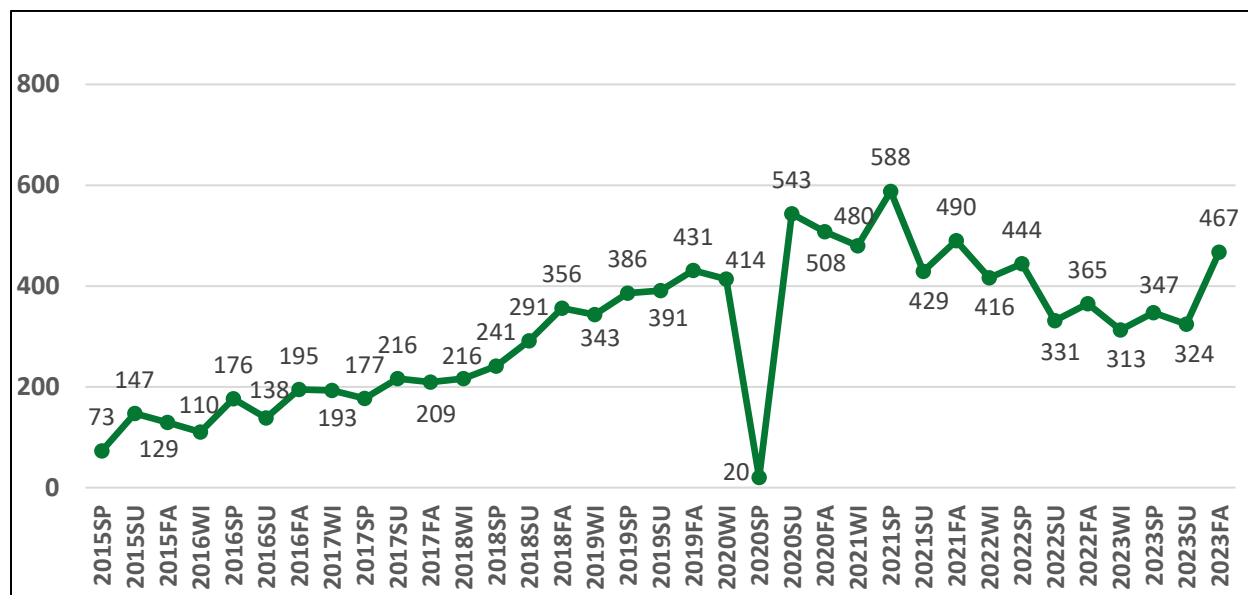
LTCC Satellite Rising Scholars Program Facility Locations

Rising Scholars Program Graduates

LOCATION	ADDRESS
1. California State Prison, Sacramento (CSPSAC)	100 Folsom Prison Rd, Represa, CA 95671
2. Folsom Women's Facility (FWF)	560 E Natoma St., Folsom, CA 95630 (Recently Closed)
3. Folsom State Prison (FSP)	300 Prison Rd., Represa, CA 95671
4. El Centro High School (ECHS)	9601 Kiefer Blvd., Sacramento, CA 95827
5. Growlersburg Conservation Camp (GCC)	5540 Longview Ln, Georgetown, CA 95634
6. High Desert State Prison (HDSP)	475-750 Rice Canyon Rd., Susanville, CA 96130
7. Pine Grove Youth Conservation Camp (PGYCC)	13630 Aqueduct-Volcano Rd., Pine Grove, CA 95665
8. Sierra Conservation Center (SCC)	5100 O'Byrnes Ferry Rd, Jamestown, CA 95327
9. South Lake Tahoe Juvenile Detention Center (JTC)	1041 Al Tahoe Blvd., South Lake Tahoe, CA 96150
10. Vallecito Conservation Camp (VCC)	3225 Six Mile Road, Angles Camp, CA 952220

South Bay Regional Public Safety Training Consortium

LTCC is a member of South Bay JPA, a consortium made up of seven Northern California Community Colleges that offers programs in fire science, fire academy, criminal justice, and emergency medical services through the College. South Bay JPA courses are offered at multiple locations throughout the South Bay/Greater San Jose region, including public safety facilities, the Coyote Valley site of Gavilan College, and member college facilities. In addition, LTCC has various ISAs offering fire in-service training with agencies such as South Lake Tahoe Fire Rescue, Lake Valley Fire Protection District, Tahoe Douglas Fire Protection District, and CAL FIRE Amador El Dorado Unit. LTCC also has an ISA with the Industrial Emergency Council, which conducts fire in-service and Aircraft Rescue and Fire Fighting (ARFF) training across California.

Lake Tahoe Basin Fire Academy Students

Specialized or Programmatic Accreditation

**California Consortium for Addition
Programs and Professionals**
P.O. Box 214127
2400 Marconi Avenue, Suite C
Sacramento, CA 95821
(916) 338-9460
www.ccapp.us

**Health and Human Services Agency
California Department of Public Health**
Radiologic Health Branch MS 7610
P.O. Box 997414
Sacramento, CA 95899-7414
(916) 327-5106
https://www.cdph.ca.gov/Programs/
CEH/DRSEM/Pages/RHB.aspx

**Dental Assisting & Radiology
California Board of Dental Examiners
Infection Control**
2005 Evergreen Street, Suite 1550
Sacramento, CA 95815
(877) 729-7789 (Toll Free)
dentalboard@dca.ca.gov
http://www.dbc.ca.gov/

**Emergency Medical Response
American Red Cross/Training Specialist
Northeastern California &
Northern Nevada Territory**
1565 Exposition Blvd
Sacramento, CA 95815
(916) 993-7064
Janet.Baker@redcross.org
www.redcross.org

**Emergency Medical
Technician & Refresher**
El Dorado County: Health &
Human Services
3057 Briw Road, Suite A
Placerville, CA 95667
(503) 642-7300
3368 Lake Tahoe Blvd,
Suite 100
South Lake Tahoe, CA 96150
(530) 573-3200
http://www.edcgov.us/EMS/

**Fire Academy/Fire Science
California State Fire
Marshal**
Department of Forestry
and Fire Protection
Officer of the State
Fire Marshal
P.O. Box 944246
Sacramento, CA
94244-0460
(916) 445-8200
http://osfm.fire.ca.gov/

National Registry of EMTs
6610 Busch Blvd.
Rocco v. Morando Building
Columbus, Ohio
43229
(614) 888-4484
htpp://www.nremt.org/

PRESENTATION OF STUDENT ACHIEVEMENT DATA AND INSTITUTION-SET STANDARDS
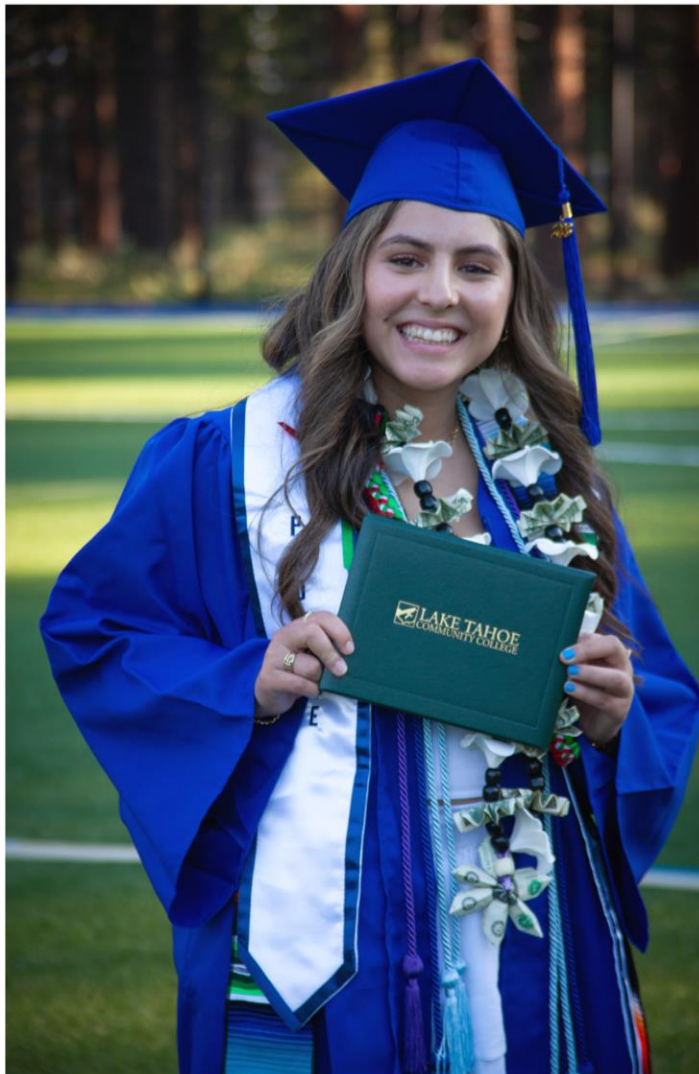
B. PRESENTATION OF STUDENT ACHIEVEMENT DATA AND INSTITUTIONAL-SET STANDARDS

LTCC is a data-informed institution that regularly reflects upon student success data to drive institutional improvement. Specifically, LTCC looks at leading indicators as a proactive way to measure student progress towards educational goals. These leading indicators allow the College to measure the impact of new initiatives early on and determine if they are making an impact for students. Data shows that students who successfully complete early momentum points in their first year are more likely to reach their educational goals. LTCC regularly monitors and reflects on leading indicators, including the number of units completed in the first year, completion of gateway math and English courses, and term-to-term and fall-to-fall persistence rates to determine how student retention efforts are supporting students in achieving their educational goals.

Key Indicators

Key leading indicators LTCC regularly reviews are identified below:

Table 9: Completed Transfer Level Math and English in One Year
This chart shows the rate at which students take and complete college-level math and English courses in their first year. Supporting students enrolling and succeeding in these courses has been an emphasis of the College in recent years, and efforts to improve course sequencing, counseling, and academic support have led to an increase in these rates.

Completion Rate	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	7%	7%	19%	19%	24%	19%

Source: Guided Pathways/Transfer-Level Math and English Completion Rates Dashboard Showing students who had Degree Seeking without Transfer, Transfer Seeking with or without Degree, or with Undecided educational goals; started in the fall quarter; and were enrolled in LTCC Campus Credit courses during their first term.

Table 10: Persistence Rates – Fall to Winter

First-Time, Full-Time*	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Student Retention Rates:						
Fall to Winter	63%	81%	80%	81%	69%	75%

Source: Persistence Rates Dashboard
* Full-time designation in the first term; subsequent terms may have full- or part-time designation.

Table 11: Persistence Rates – Fall to Fall

First-Time, Full-Time*	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Student Retention Rates:						
Fall to Fall	46%	52%	53%	55%	56%	57%

Source: Persistence Rates Dashboard
* Full-time designation in the first term; subsequent terms may have full- or part-time designation.

Table 12: Percentage of First-Time Students Successfully Completing 30+ and 45+ Units in First Academic Year

	Number of Students (Unduplicated)	Successful Completion of 30+ Units	Successful Completion of 45+ Units
2017-18	479	16%	4%
2018-19	408	19%	4%
2019-20	404	16%	3%
2020-21	465	16%	5%
2021-22	322	18%	5%
2022-23	483	12%	5%

Source: LTCC New Matriculant Unit Completion Report

LTCC 2023 Vision for Success

In addition to using the California Community Colleges' Student Success Metrics to present student achievement data, the College's Institutional Effectiveness (IE) team creates and shares reports and visualization tools. The Vision for Success scorecard is the primary college performance evaluation; it is presented to the Board and is part of the *Progress Update Report,* which is first shared with the internal and external community during convocation week activities and throughout the year.

The report is based on the goals that made up the California Community College system's Vision for Success as initiated in 2017 (using 2016-17 a baseline years) that focused on improving student outcomes, including closing achievement gaps, increasing degree and certificate attainment and transfers to four-year institutions, reducing excess unit accumulation by students, and increasing the number of students securing gainful employment. These student outcomes represent the lagging indicators, the trackable outputs that are the result of college initiatives to improve student success. LTCC's 2023 Vision for Success assesses the College's progress in those areas and provides the following information:

Goal 1A: Increase All Students Who Earned an Associate Degree (including ADTs) by 20%
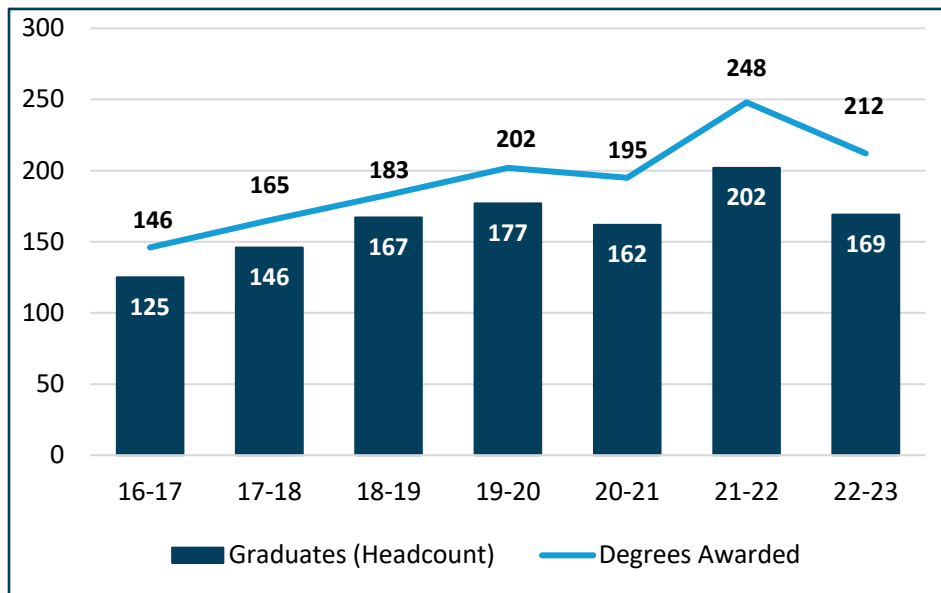
Total Graduates (Includes ADTs) – Results: ↑ 35%

Goal 1B: Increase All Students Who Earned a Chancellor's Office Approved Certificate by 20%
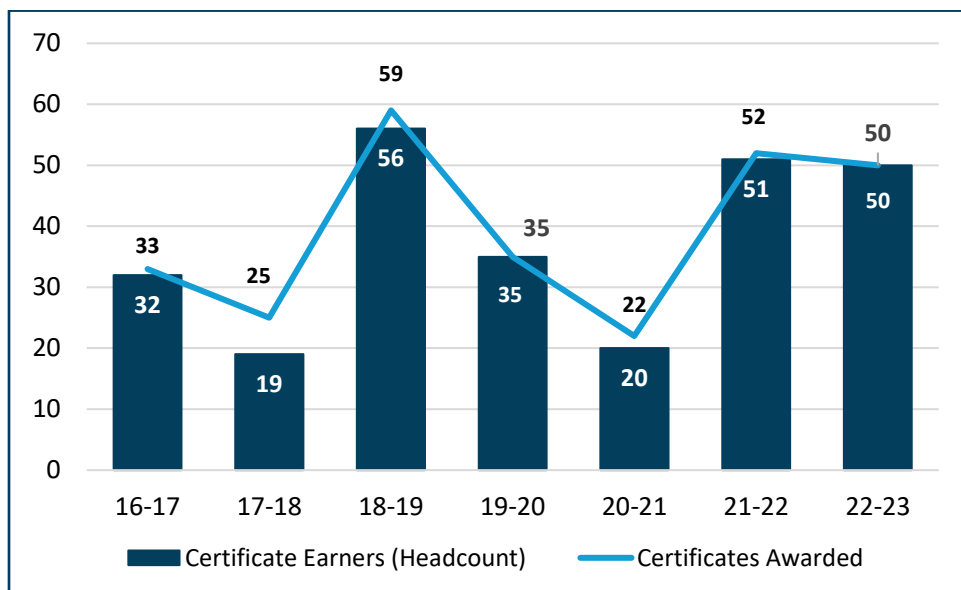
Total Certificate Earners – Results: ↑ 56%

Goal 2A: Increase All Students Who Earned an Associate Degree for Transfer (ADT) by 35%
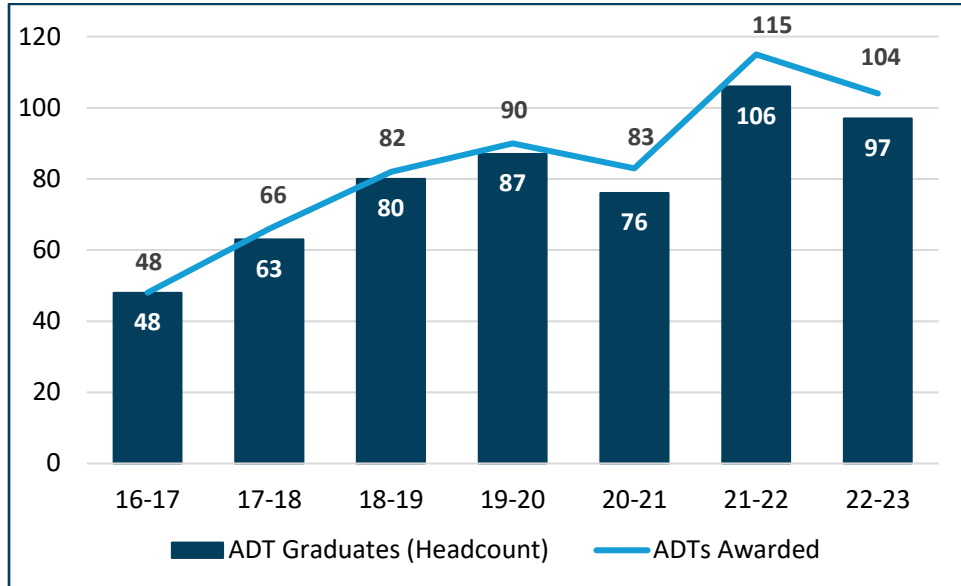
Associate Degrees for Transfer Graduates – Results: ↑ 100%

Goal 2B: Increase All Students Who Transfer to a 4-Year Institution by 35%
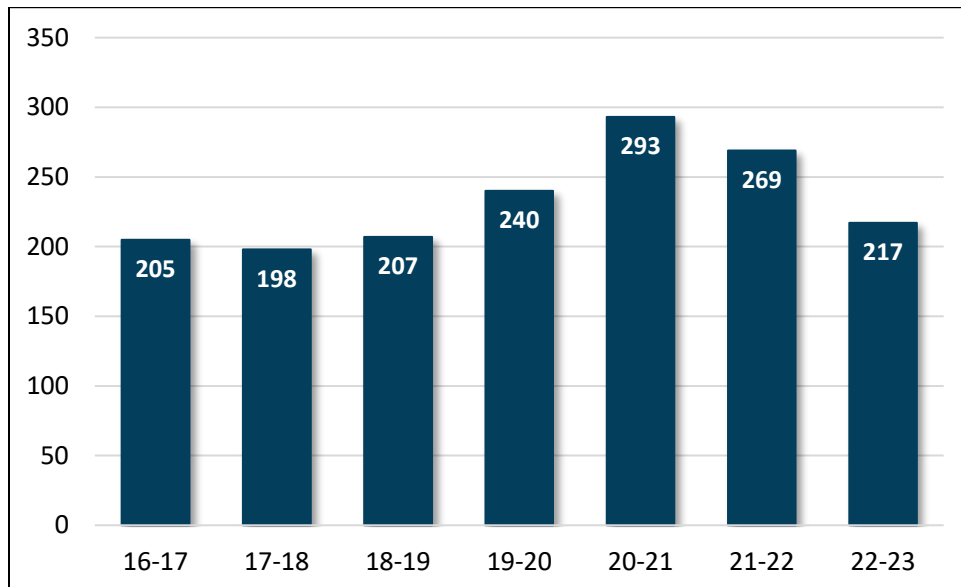
Student Transfers to a 4-Year Institution – Results: ↑ 6%

Goal 3A: Decrease Average Number of Units Accumulated by All Associate Degree Earners by 9%
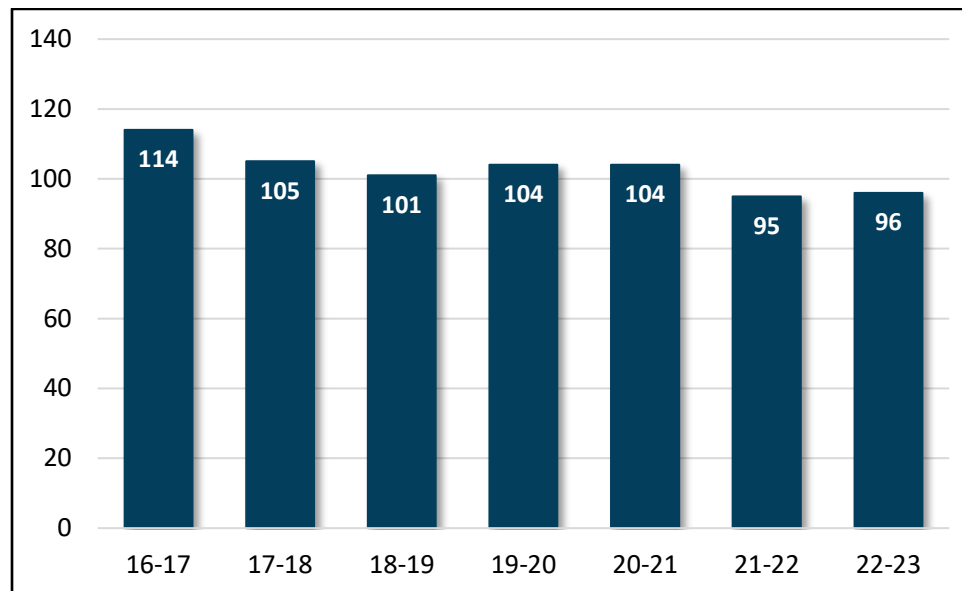
Unit Accumulation – Results: ↓ 16%

Goal 4B: Increase All Students Who Attained the Living Wage by 10%
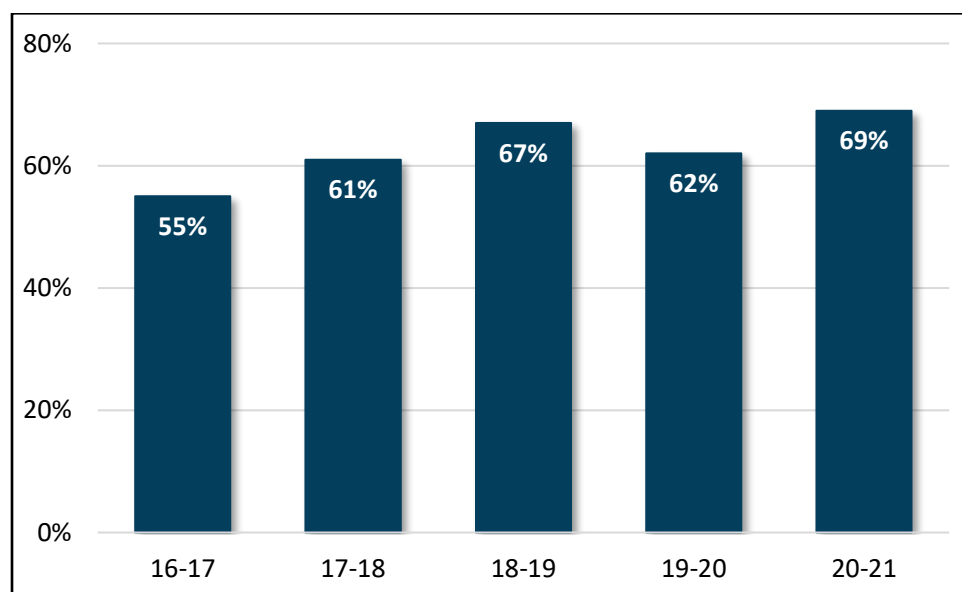
Living Wage Attainment – Results: ↑ 26%

In addition to the Vision for Success Report, an LTCC Scorecard is updated and shared annually with the Board and the College. The Scorecard is part of LTCC's Planning and Accountability Cycle and is designed to provide end-users with a convenient place to view a snapshot of historical data, progress, and target goals. The proposed targets often reflect stretch target goals (as in the "learning progress" section below) or minimum thresholds desired (see "enrollment"). The Scorecard captures both leading and lagging indicators, as well as other important data, such as local capture rates, to provide a high-level view of how the College is doing overall on key student success metrics. The target goals focus on local goals and those identified in the current year's ACCJC Annual Report. The 2023 Scorecard data revealed that course success rates remained consistent while learning progress metrics increased. However, student enrollment, retention, and completion rates had not fully returned to pre-pandemic values.

Table 13. Lake Tahoe Community College Scorecard – 2023
(Academic Years: 2017-18 through 2021-22)

Metric	17-18	18-19	19-20	20-21	21-22	Proposed Target
Enrollment						
Application to Registration Rate	58%	58%	59%	54%	54%	70%
Lake Tahoe Unified School District (LTUSD) Capture Rates						
Enrolled at LTCC within 1 Year of Graduation	35%	33%	37%	34%	30%	40%
Enrolled at LTCC within 2 Years of Graduation	46%	37%	40%	36%	36%	50%
LTCC Enrollment						
% First Generation	35%	35%	32%	34%	34%	30%+
% Hispanic/Latinx Students	27%	28%	26%	27%	29%	30%+
% New Students (New & Transfer)	49%	49%	46%	46%	48%	50%
% Continuing Students	51%	54%	54%	54%	52%	50%
Course Success						
Face-to-Face Success Rates*	86%	86%	86%	91%*	89%	90%
Distance Education Success Rates	83%	85%	84%	85%	83%	90%
Learning Progress						
Completed Both Transfer-Level Math and English Within First Academic Year	7%	7%	19%	19%	24%	30%

Persistence						
Retention From Beginning to End of Term	92%	93%	92%	92%	93%	95%

First-Time, Full-Time** Student Retention Rates						
Fall to Winter	63%	81%	80%	81%	69%	85%
Fall to Spring	56%	67%	64%	75%	64%	75%
Fall to Fall	46%	52%	53%	55%	56%	65%

Graduation and Transfer Rates (IPEDS) – Status at three years for those first-time, full-time, degree-seeking students starting in a fall term						
3-Year Grad Rate	29%	28%	35%	38%	34%	33%***
3-Year Transfer Rate	13%	10%	12%	8%	8%	10%***

Certificates and Degrees Awarded (Vision for Success Goals)						
AD/AD-T Degrees Awarded	163	183	203	194	247	158
Certificates Awarded	25	64	30	22	51	36

Transfers to a 4-Year University						
Number of Students who Transferred	322	346	332	397	428	320

ACCJC – Student Achievement						
Certificates and Degrees Awarded						
AD/AD-T Degrees Awarded	163	183	203	194	247	158
Certificates Awarded	25	64	30	22	51	36

Transfer to a 4-Year Universities						
Number of Students who Transferred	322	346	332	397	428	320

*Face-to-Face courses changed to Enhanced Virtual Education (EVE) format during COVID-mandated campus closure (SP20 through SP21).

**Full-time designation in the first term; subsequent terms may have full- or part-time designation.

***3-year graduation and transfer rates' proposed goals are the 19-20 average rate of the California community colleges.

In addition to regularly reviewing institutional data for all students, LTCC disaggregates data to further inform decision making. The College has a variety of dashboards that disaggregate data by race and ethnicity, allowing the College to identify equity gaps. The public facing dashboards can be found at https://www.ltcc.edu/about/institutional-effectiveness/dashboards.php.

LTCC also has several internal dashboards that disaggregate by race/ethnicity and by specific student groups such as Promise. This type of data review allows the College to identify initiatives working for specific student populations and to identify gaps in student success that must be addressed.

Student achievement data is regularly reviewed as part of LTCC's Planning and Accountability Cycle and is used to inform institutional priorities and initiatives to improve student success. Other parts of this report outline the college initiatives designed to address trends identified through the regular review and reporting on this data.

Lake Tahoe Community College Graduates

ORGANIZATION OF THE SELF-EVALUATION PROCESS

C. ORGANIZATION OF THE SELF-EVALUATION PROCESS

The first step in the organization of the Self-Evaluation Process was a discussion among Senior Leadership Team (SLT) members to designate co-chairs and team members including those serving as leads.

Co-Chairs:

Bruce Armbrust
Math Faculty and
Academic Senate President

Dr. Elizabeth Balint
Director of
Institutional Effectiveness

Jeff DeFranco
Superintendent/
President

Dr. Raymond J. Gamba
Vice President of
Academic Affairs

Team Members (Leads identified by *)

STANDARD I: MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

IA: Mission

IB: Academic Quality

- Bruce Armbrust, Math Faculty and Academic Senate President
- Dr. Elizabeth Balint*, Director of Institutional Effectiveness
- Michael Bangs, Research Analyst
- Dr. Ray Gamba, Vice President of Academic Affairs
- Laura Metune*, Senior Director of Government Relations and Grant Development
- Shane Reynolds, Director of Rising Scholars Program

IC: Institutional Integrity

- Brad Deeds*, Dean of Workforce Development and Instruction
- Dr. Ray Gamba*, Vice President of Academic Affairs
- Sara Hunter, Administrative Assistant to the Deans
- Dr. Scott Lukas, Anthropology/Sociology Faculty

STANDARD II: STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

IIA: Instructional Programs

- Kelsey Allen, Administrative Assistant to the Deans
- Dr. Elizabeth Balint, Director of Institutional Effectiveness
- Ali Bissonnette*, Chief of Staff
- Julie Ewing, English Faculty
- Dr. Ray Gamba*, Vice President of Academic Affairs
- Lori Thorne, Executive Assistant to the Vice President of Academic Affairs

II B: Library and Learning Support Services

- Dr. Melanie Aponte Chu*, Library Director
- Kymber Ensele, Library Support Specialist
- Dr. Ray Gamba, Vice President of Academic Affairs
- Lori Thorne, Executive Assistant to the Vice President of Academic Affairs

II C: Student Support Services

- Dr. Michelle Batista*, Vice President of Student Services
- Nick Barclay*, Business Analyst
- Laura Salinas, Director of Equity and Student Wellness
- Emily Shaw, Executive Assistant to the Vice President of Student Services
- Sarah Williams, Interim Dean of Instruction

STANDARD III: RESOURCES

III A: Human Resources

- Catalina Goralski, World Languages Faculty
- Laura Ryland, Human Resources Specialist
- Shelley Yohnka*, Director of Human Resources

III B: Physical Resources

- Ami Chilton*, Capital Projects Finance Manager
- Felix Chagoya, Director of Maintenance and Operations
- Russi Egan*, Vice President of Administrative Services
- Maryellen Sanchez, Executive Assistant to the V.P. of Administrative Services

III C: Technology Resources

- Russi Egan*, Vice President of Administrative Services
- Maryellen Sanchez, Executive Assistant to the V.P. of Administrative Services
- Josh Smith*, Director of Information Technology
- Dr. Scott Valentine, Environmental Science, Geography and Geology Faculty

III D: Financial Resources

- Nick Barclay*, Business Analyst
- Kilty Devine, Accountant
- Russi Egan*, Vice President of Administrative Services
- Dr. Jon Kingsbury, Business Faculty (retired as of Summer, 2023)
- Ryan Philpott, Director of Fiscal Services
- Maryellen Sanchez, Executive Assistant to the V.P. of Administrative Services

STANDARD IV: LEADERSHIP AND GOVERNANCE

IV A: Decision-Making Roles and Processes

- Dr. Michelle Batista, Vice President of Student Services
- Ali Bissonnette, Chief of Staff
- Elizabeth Gabel, Assistant to the Senior Director of Government Relations and Grant Development
- Laura Metune*, Senior Director of Government Relations and Grant Development
- Shane Reynolds, Director of Rising Scholars Program

IV B: Chief Executive Officer

- Jeff DeFranco*, Superintendent/President
- Laura Metune, Senior Director of Government Relations and Grant Development
- Lisa Shafer, Executive Assistant to the Superintendent/President

IV C: Governing Board

- Jeff DeFranco, Superintendent/President
- Kelsey Magoon*, Board, Governance, and Policy Assistant
- Laura Metune, Senior Director of Government Relations and Grant Development
- Lisa Shafer, Executive Assistant to the Superintendent/President

Evidence Team

- Kelsey Allen, Assistant to the Deans
- Dr. Elizabeth Balint*, Director of Institutional Effectiveness
- Michael Bangs, Research Analyst
- Elizabeth Gabel, Assistant to the Senior Director of Government Relations and Grant Development
- Dr. Ray Gamba*, Vice President of Academic Affairs
- Sara Hunter, Assistant to the Deans
- Kelsey Magoon, Board, Governance, and Policy Assistant
- Mariah Meagher, Institutional Effectiveness Program Assistant
- Cinnamon Pakes, Human Resources Technician
- Maryellen Sanchez, Executive Assistant to the V.P. of Administrative Services
- Lisa Shafer, Executive Assistant to the Superintendent/President
- Emily Shaw, Executive Assistant to the Vice President of Student Services
- Lori Thorne, Executive Assistant to the Vice President of Academic Affairs
- Laura Ryland, Human Resources Specialist

Lake Tahoe Community College
Accreditation Milestones
Fall 2022 – Winter 2025

2022-2023

FALL

September 30, 2022
ISER timeline, Accreditation Writing Teams, and Quality Focus Essay (QFE) writing team.

October 15, 2022
Accreditation writing teams trained.

December 16, 2022
Teams begin to collect key evidence and submit outlines of standards sections.

WINTER

December 16, 2022
QFE focus Identified.

March 30, 2023
QFE drafted, working drafts with rich evidence of standards sections finalized and edited by writing teams, other ISER sections, and Board Docs repository.

SPRING

April 30, 2023
Gap analysis conducted by writing teams and Quad Chairs.

May 15, 2023
Writing teams submit next stage of evidence.

FALL

September 2023
Update to campus community at Convocation.

October 27, 2023
Final ISER DRAFT completed.

November 2023
ISER out for stakeholder review. Feedback via governance groups and surveys.

November 30, 2023
Review completed ISER draft by Quad Chairs.

December 1, 2023
Graphic design and final editing of documents is complete.

Early December 2023
Final ISER approvals by BOT and governance groups.

December 15, 2023
Final ISER to campus community and sent to ACCJC.

2024-2025

WINTER

February 2024
Formative review by ACCJC Peer Review Team.

March 2024
ACCJCC Peer Review Team responds with core inquiries.

SPRING & SUMMER

Spring and Summer 2024
- Quad Chairs with support of writing teams provide clarification on core inquiries to Peer Review Team.
- Other responses and additional evidence provided as requested through Formative Review process.
- Resubmission of changes/revisions and additional information
- Campus team prepares for campus visit.

2024-2025

FALL

September 2024
Update to campus community at Convocation.

October 2024
ACCJC focused site visit.

WINTER

January 2025
ACCJC Commission decision.

ORGANIZATIONAL INFORMATION

D. ORGANIZATIONAL INFORMATION

BOARD OF TRUSTEES
5 members Elected by Trustee Area
1 Student Trustee Elected by Student Body

Superintendent/President
Jeff DeFranco
Executive Assistant
Lisa Shafer

Foundation & College Advancement

Marketing & Communications

Community Education & Campus Events

Board, Governance & Policy

Chief of Staff for Strategic Initiatives
Ali Bissonnette

Director of Institutional Effectiveness
Elizabeth Balint, Ph.D.

V.P. of Student Services
Michelle Batista, Ed.D.
Executive Assistant
Emily Shaw

- Counseling
- Business Analyst
- Equity & Wellness
- Enrollment Services
- HSI Grants
- Financial Aid
- Lake Tahoe College Promise
- International Student Program
- Student Accessibility Services
- Residential Living
- Student Life
- Student Conduct
- TRiO
- Veterans Resource Center

Director of Human Resources
Shelley Yohnka

V.P. of Admin Services
Russi Egan
Executive Assistant
Maryellen Sanchez

- Fiscal Services
- Capital Finance & Grants Accounting
- Maintenance & Operations
- Information Technology Services
- Safety & Security
- Construction Management
- Print Shop & Mail Room
- Purchasing

Sr Dir of Government Relations & Grant Development
Laura Metune

V.P. of Academic Affairs
Ray Gamba, Ph.D.
Executive Assistant
Lori Thorne

Dean of Workforce Dev & Instruction
Brad Deeds

- Career & Technical Education
- Distance Education
- Forestry, Fire & Public Safety
- Rising Scholars Program
- Schedule Production/Catalog Development

Interim Dean of Instruction
Sarah Williams

- Athletics
- Child Development Programs
- Dual Enrollment
- Library & Learning Serv

CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

E. CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Lake Tahoe Community College (LTCC) is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (ER1-01). The authority for LTCC is the Board of Trustees (Board). The Board derives its authority from California Education Code 70902 and from its status as the elected community entity that holds the institution in trust for the benefit of the public.

LTCC meets Eligibility Requirement 1.

Evidence List
ER1-01 – ACCJC Letter of Accreditation 2018

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

The institution is operational, with students actively pursuing its degree programs. In 2022-23, LTCC served 9,461 students: 7,331 registered for at least one credit course, 542 students enrolled in both credit and noncredit courses, 906 enrolled solely in noncredit courses, and 682 were dual enrollment students (ER2-01). Classes are offered in the day, evening, and during the weekend in a wide variety of lengths from a few days to a full twelve-week quarter. LTCC's credit course offerings include those taught by LTCC faculty in face-to-face and online courses and in the Rising Scholars Program (previously known as the Incarcerated Students Program), as well as through the South Bay Regional Public Safety Training Consortium and other programs offered through instructional service agreements with CAL FIRE, Fire In-Service, Municipal Fire, and the Industrial Emergency Council. Dual enrollment students are enrolled in classes located at South Tahoe High School and Nevada Union High School (located in Grass Valley, CA). All courses offered on the main campus are listed in the Schedule of Classes each term in a pdf version (ER2-02) and an electronic version available on the college website (ER2-03).

LTCC meets Eligibility Requirement 2.

🔍 **Evidence List**
ER2-01 – Enrollment Trends by Academic Year
ER2-02 – FA – 23 Schedule of Classes
ER2-03 – Screenshots of Course Schedule from Website

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them (ER3-01). As of fall 2023, the College offers a total of 42 associate degrees (including 16 associate degrees for transfer) and 53 Certificates of Achievement and Foundational Skills certificates within five Meta Majors (ER3-02). All degrees are at least 90 quarter-term units.

LTCC meets Eligibility Requirement 3.

🔍 **Evidence List**
ER3-01 – Academic Program Student Count by Academic Year
ER3-02 – LTCC Degree and Certificate Programs from COCI

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The Chief Executive Officer of LTCC is Superintendent/President Jeff DeFranco (ER4-01). Mr. DeFranco has served in this capacity since January 2017. Prior to that, he served as vice president of administrative services for LTCC beginning in June 2012. The president's primary responsibilities to the institution are to ensure implementation of federal, state, and local statutes; institutional compliance to regulations; and currency of and adherence to board policies. Additionally, the president is tasked with managing fiscal and human resources efficiently; providing effective leadership to define goals, develop

plans, and establish priorities for the College; and ensuring communication and cooperation among LTCC constituencies (ER4-02).

LTCC meets Eligibility Requirement 4.

Evidence List
ER4-01 – Superintendent/President Biography
ER4-02 – Board Delegation of Authority to the Superintendent/President

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

LTCC financial operations and systems are reviewed, both internally and externally, via independent audit performed by a certified public accountant (ER5-01, ER5-02). Generally accepted accounting principles are applied when completing the audit. Each year, the LTCC budget and audit reports are presented and reviewed by the Board, and appropriate actions are taken (ER5-03). Importantly, the annual external audit includes a systematic review of internal controls, as well as compliance with state and federal rules and regulations. Since the College is part of the California Community College system, all audits are submitted to the system's financial office for further oversight and examination. The last audit was completed as of June 30, 2022.

The College is compliant with the federal expectations and requirements under Title IV and has maintained its default rates below the maximum permitted by the U.S. Department of Education, with the previous two years at zero percent (ER5-04, ER5-05).

LTCC meets Eligibility Requirement 5.

Evidence List
ER5-01 – Audit Report for Fiscal Year Ending on June 30, 2021
ER5-02 – Audit Report for Fiscal Year Ending on June 30, 2022
ER5-03 – Audit Report Presentation to the Board on December 13, 2022
ER5-04 – USDE Student Loan Default Rate 2019 (released in February 2022)
ER5-05 – USDE Student Loan Default Rate 2020 (released in September 2023)

CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH COMMISSION POLICIES

F. CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH COMMISSION POLICIES

Lake Tahoe Community College (LTCC) certifies that it continues to be in compliance with the federal regulations noted below and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third-Party Comment
Regulation citation: 602.23(b).

The LTCC website contains an Accreditation webpage with a President's Message on Accreditation (CP-01) and details when the formative review of the College's Institutional Self-Evaluation Report (ISER) will be conducted and when the accreditation site visit will be conducted (CP-02). The formative review of the College's ISER is to commence in February 2024, and the accreditation site visit will be held in October 2024. At a public meeting of the LTCC Board, held on September 26, 2023, the college president formally informed the LTCC Board and members of the public of the dates of the formative review of the College's ISER and accreditation site visit. At that time, the college president also welcomed third-party comments and detailed the process through which third-party comments can be submitted to the ACCJC (CP-03). The College's accreditation webpage also includes a direct link to the ACCJC complaint process, which provides detailed information about complaints against member institutions, complaints against the commission, and comments from third parties (CP-04).

> **Evidence List**
> CP-01 – Accreditation Webpage
> CP-02 – Accreditation Team Confirmation
> CP-03 – Third Party Comment
> CP-04 – ACCJC Complaint Process

Standards and Performance with Respect to Student Achievement
Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

LTCC has institution-set standards for monitoring student achievement and performance across the institution. These standards guide institutional improvement and are reported regularly at Board meetings (CP-05). The College regularly sets and reviews the larger

institutional goals on a bi-annual basis (CP-06). Finally, LTCC adopted the Vision for Success Goals and aligned improvement rate expectations with the state's Vision for Success standards (CP-07).

Evidence List

CP-05 – Scorecard 2023 Report to Board of Trustees
CP-06 – 2022-2024 *Superintendent/President and Board of Trustees Goals*
CP-07 – Vision for Success 2022

Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

As described in Standard II.A, LTCC assures that degrees and programs follow the practices common to American higher education including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning by establishing procedures for articulation with four-year colleges and universities and regularly reviewing all curricular offerings with appropriate Academic Senate involvement.

LTCC has clear policies such as the minimum number of credits required for a degree or certificate (Standard II.A.5), clock-to-credit-hour conversions (Standard II.A.9), and number of credits required for degrees and certificates (Standard II.A.5).

The Academic Senate's Curriculum Committee certifies the academic integrity of credit and noncredit classes and programs and assures all programs are sufficient in content, breadth, and length through the Curriculum Committee approval process described in Standard II.A.2 (CP-08). Programs have published student learning outcomes (PSLOs) developed by the faculty within the program (CP-09). PSLOs are assessed as part of ongoing program review processes at the College. All new programs and courses are reviewed and approved by the LTCCD Board. LTCC offers courses based on clock-hours and follows federal standards for clock-to-credit-hour conversions. These conversions are presented in the institution's Board Policy (BP) 4020 (CP-10), Administrative Procedure (AP) 4020 (CP-11), and the Curriculum Committee Handbook (CP-12).

As described in Standard I.C.6, the catalog pages describe tuition for courses or programs. LTCC accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, in addition to textbooks and other instructional materials. The College maintains an information page on its website (CP-13).

Evidence List

[CP-08](#) – Credit Course Certification Form
[CP-09](#) – Sample of Program Learning Outcomes
[CP-10](#) – Board Policy 4020 – Program, Curriculum, and Course Development
[CP-11](#) – Administrative Procedure 4020 - Program, Curriculum, and Course Development
[CP-12](#) – Curriculum Committee Handbook
[CP-13](#) – Fees and Tuition Information from LTCC Website

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

Transfer policies are disclosed to students and the public through the college catalog ([CP-14](#)) and the website ([CP-15](#)). The College complies with the commission's policy on Transfer of Credit and clearly communicates this to students, as described in [Standard II.A.10](#).

Evidence List

[CP-14](#) – Transfer Policy in Catalog
[CP-15](#) – Transfer Policy on Website

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

LTCC was one of the first colleges to have joined the California Virtual Campus - Online Education Initiative Consortium of colleges ([CP-16](#)). LTCC has processes and procedures for defining, creating, and validating online and distance education coursework through its Academic Senate Curriculum Committee further described in [Standards II.A.2](#) and [II.A.7](#).

The Technology Council, in conjunction with the Office of Information Technology Services (OITS), ensures that the technological needs of students and faculty are met to sustain Distance Education (DE) courses, as detailed in [Standard III.C.1](#). Online courses are delivered using Canvas, a course management system that includes chats, discussion forums, email, and video conferencing to meet the needs of various learning styles and ensure regular and substantive interaction. This system authenticates and secures student logins and passwords to verify the identities of students and to ensure that student information is protected. The Curriculum Committee sets consistent policies and procedures that require regular and substantive interaction with the instructor and between students as well as online activities that are factored into the students' grades. The above procedures are directed by AP 4105 on DE outlines ([CP-17](#)).

LTCC offers correspondence education through the Rising Scholars Program (see Standard II.A.2). Recently all 23 correspondence courses offered through this program went through major revisions including the creation of an addendum included in the curriculum development process (CP-18).

🔍 **Evidence List**

CP-16 – Online Educational Resources
CP-17 – Administrative Procedure 4105 – Distance Education
CP-18 – Rising Scholars Program Course Outline of Record

Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43.

LTCC has clear policies and procedures in place for handling student complaints. Grievance procedures are published in the college catalog (CP-19). AP 3435 details the procedure for Discrimination and Harassment complaints (CP-20). College administrative policies regarding student conduct and discipline procedures are available in the college catalog (CP-21), in AP 5520 (CP-22), and in BP 5520 (CP-23).

Students can report grievances via the Maxient reporting system's Coyote Concern Report online (CP-24). This reporting system can be accessed via multiple locations, including a "Report A Concern" button at the bottom of every LTCC webpage (CP-25), the student portal Passport (CP-26), the Canvas home screen (CP-27), and in the college catalog (CP-28). Once the report is submitted, it is routed to the director of human resources, who then follows the grievance procedure as outlined in the college catalog. The process for reporting a complaint to the Commission is outlined on the College's accreditation website (CP-29).

🔍 **Evidence List**

CP-19 – Student Grievance Procedures
CP-20 – Administrative Procedure 3435 Discrimination and Harassment
        Complaints and Investigations
CP-21 – Student Conduct and Discipline Procedures
CP-22 – Administrative Procedure 5520
CP-23 – Board Policy 5520
CP-24 – Coyote Concern Report
CP-25 – Report a Concern Webpage
CP-26 – Report a Concern Student Portal
CP-27 – Report a Concern Canvas Home Screen
CP-28 – Report a Concern Catalog
CP-29 – Complaint Process

Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1)(vii); 668.6.

LTCC provides accurate, current, and appropriately detailed information to students and the public about its programs, locations, and policies through its website and the college catalog (CP-30, CP-31, CP-32).

The College's accreditation status is communicated to students and the public on the accreditation webpage, which is one click away from the college homepage (CP-33). Accreditation reports, documents, resources, and information about the Accrediting Commission are also provided on the accreditation webpage. Programmatic accreditation is communicated to students and the public on specific program and department webpages as well as the accreditation webpage. Additional information regarding institutional disclosure and recruitment materials can be found in the College's response to Standard I.C.1 (Accurate Information), I.C.2 (Catalog), and I.C.12 (Accredited Status).

Evidence List
CP-30 – Academic Programs-Website/Catalog
CP-31 – Off Campus Locations
CP-32 – Policies and Procedures
CP-33 – Accreditation Webpage

Title IV Compliance

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

Compliance with Title IV regulations and requirements for student financial aid is described in the institution's annual audit (CP-34).

The College's student loan default rates for the previous three years fall within the acceptable range noted in federal guidelines. The College's three-year cohort default is 0 percent (CP-35).

The institution does have contractual relationships to offer and receive educational, library, and support services, which meet the Accreditation Standards. Copies of contracts and MOUs are further described in Standard III.D.16.

Evidence List
CP-34 – 2021-22 Audit Excerpts
CP-35 – Annual Fiscal Report on Default Rates

INSTITUTIONAL ANALYSIS

Mission, Academic Quality and Institutional Effectiveness, and Integrity

MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

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

A. Mission

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

Evidence of Meeting the Standard

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.*

The current Lake Tahoe Community College (LTCC) mission statement was approved by the Board of Trustees (Board) on June 24, 2014, and meets the Accrediting Commission for Community and Junior Colleges (ACCJC) requirements (IA1-01, IA1-02). It clearly describes LTCC's broad educational purposes as serving its "local, regional, and global communities" and "promoting comprehensive learning, success, and life-changing opportunities." The mission is informally reviewed as part of the ongoing annual review and update of the LTCC Strategic Plan, which has been developed into *Superintendent/President and Board of Trustees Goals* (*Goals*) that cover and project over a two-year period (IA1-03, IA1-04, IA1-05).

As is outlined in the current mission, by offering personalized instruction and a comprehensive learning approach, the College aims to empower students to reach their educational and personal goals. This aim contributes to the success and overall improvement of the local, regional, and global communities and is supported at a higher level by the LTCC vision and at an applied level by the *Goals*.

Institutional Purpose

The vision of LTCC is to be "California's premier destination community college." The vision describes the desired future state of the College ([IA1-06](#)). The vision statement has led the College to create and expand intercollegiate athletics, establish an international student program, develop off-campus student housing, and now break ground for on-campus student housing.

The 2022-24 *Goals* are as follows and are developed with an eye toward fulfilling the college mission ([IA1-05](#)). Each year, such goals are developed or reaffirmed, and progress toward completing them is part of the annual institutional evaluation cycle:

1. Align policies, practices, and resources to support LTCC's mission to become an anti-racist and multicultural institution.
2. Increase student access through expansion and enhancement of wraparound services, including financial aid, basic needs, housing, and overall wellness.
3. Improve student success and completion with an emphasis on academic equity for traditionally underserved student populations.
4. Build modern and sustainable facilities in alignment with District needs and cultivate resources in support of program and facility expansion.
5. Plan and implement steps to transform to a 24/7 campus in response to student residential living.
6. Facilitate institutional reflection through accreditation and visioning processes to revitalize LTCC's focus and brand.

As a campus, LTCC has evolved over the past decade. The institution, which will celebrate its 50th Anniversary between March 2024 and September 2025, is now a federally designated Hispanic Serving Institution (HSI), and on-campus student housing will open in fall 2025. These milestones among many others have established the 2024 calendar year as an appropriate time to review and revitalize the institution's vision, mission, and values collaboratively. This process will commence in spring 2024, and the new vision, mission, and values are targeted to be formalized in fall 2024.

Analysis and Evaluation

LTCC meets this Standard. The College's mission and vision statements, combined with the *Goals*, assure that the institution addresses its broad educational purpose, its intended student populations, the types of degrees and other credentials it offers, and its commitment to student learning and achievement. LTCC's purposeful choice to focus on anti-racism and student access to services beyond the classroom conveys the institutional focus on supporting and recognizing all students on their path to academic success and means that the programs and services offered by the institution are in line with its overarching purpose or goal, as stated in its mission. The mission acts as a framework for the institution to make decisions, plan its operations, and allocate resources, with the goal of ensuring student success and achieving desired outcomes in students' learning and development.

IA1-01 – Board Policy 1200 - District Mission
IA1-02 – Map of LTCC Mission to ACCJC Mission Standard
IA1-03 – *Superintendent/President and Board of Trustees Goals*, 2019-21
IA1-04 – *Superintendent/President and Board of Trustees Goals*, 2021-23
IA1-05 – *Superintendent/President and Board of Trustees Goals*, 2022-24
IA1-06 – LTCC Mission, Vision and Beliefs

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

Evidence of Meeting the Standard

LTCC uses data regularly and often to determine how effectively the institution is achieving its mission and how effectively the institutional priorities are meeting the educational needs of its diverse population. The College's collaborative process of affirming LTCC's mission is guided by regular analysis of a variety of research data leading to innovative practices to improve student learning outcomes.

LTCC has an active institutional effectiveness (IE) department that consists of a director, a programmer, a research analyst, and a program assistant. Using Business Objects and Tableau, the team has created numerous reports and dashboards to assist staff and faculty in evaluating success and identifying barriers to student completion (IA2-01, IA2-02, IA2-03). In addition, the College has hired external agencies to assist with various research projects. Such agencies include, among others, the USC Race and Equity Center; HOTEP Consulting, LLC; UC Davis Wheelhouse Center; and Education Northwest.

LTCC was a member of the USC Race and Equity Center's California Community College Equity Leadership Alliance in 2020, and the Center administered the National Assessment of Collegiate Campus Climate (NACCC) survey to assist LTCC in better understanding student perspectives on campus racial climate (IA2-04). In 2022, HOTEP Consulting, LLC, was hired to expand the College's understanding from both student and employee perspectives (IA2-05). Also in 2022, UC Davis Wheelhouse provided an analysis of the success of the Lake Tahoe College Promise (Promise) program (IA2-06), and Education Northwest has assessed the College's approach to transfer-level math course design, instruction, and student support (IA2-07). Such examples highlight the College's commitment to use data for continuous evaluation and improvement to meet the needs of current and prospective students.

In addition, LTCC recently updated its Annual Program Review (APR) process to better integrate data into its program evaluation and improvement planning (IA2-08).

Previously, APRs were conducted via a Qualtrics survey (IA2-09) with data provided by a static Business Objects report (IA2-10). Going forward, instructional APRs will be conducted using a strategic initiative template in eLumen (IA2-11) with data available in a Tableau dashboard that provides a variety of filtering options to support a deeper investigation into the data (IA2-12). Providing instructional program review within eLumen allows faculty to access and analyze Course Student Learning Outcomes (CSLO) assessment data easily (IA2-13).

While non-instructional program reviews continue to be completed using a Qualtrics template (IA2-14), programs are also able to provide other annual and comprehensive reports created for other audiences if they meet the standards for review and reflection (IA2-15, IA2-16, IA2-17, 1A2-18). Annual program review was disrupted during 2020-21 and 2021-22, as the College's focus in 2020-21 was focused on serving students solely in an online environment, and in 2021-22 the College was focused on the impact of the Caldor Fire (IA2-19), including extended evacuations on the service area as well as a surge in Covid–Omicron cases in that fall and winter. However, LTCC returned to its standard practice of completing APRs in 2022-23.

Comprehensive Program Reviews (CPRs) were completed as scheduled without interruption. As part of the College's Guided Pathways work, CPRs have been redesigned and will be completed by Meta Major, with "Society, Culture, and Education" as the first group to use the new format in the 2023-24 academic year (IA2-20).

Data-informed decisions are reflected in program review and development, faculty hiring priorities, the distribution of funding streams, strong workforce development, and curriculum design. LTCC utilizes Strong Workforce Program local, regional, and state-wide data to identify and respond to priorities in the workforce and improve curriculum to reflect relevant workforce skills. Centers of Excellence Labor Market Information reports and program recommendation briefs are used in the development of new Career and Technical Education (CTE) programs, such as those in the fields of forestry, hospitality management, culinary arts, and information technology technician – cybersecurity (IA2-21). CTE and labor market data also informed LTCC's membership in South Bay Regional Public Safety Consortium (South Bay JPA) (IA2-22). The South Bay JPA is a consortium comprised of seven California community colleges: Gavilan, Monterey Peninsula, San Mateo, Cabrillo, Hartnell, Ohlone, and Lake Tahoe. The College also has instructional service agreements (ISAs) with other agencies such as CAL Fire and the Industrial Emergency Council to offer programs to students that meet strong workforce goals.

LTCC's most recent *Educational Master Plan* (*EMP*), released in 2018 (IA2-23), used extensive data research to outline the institution's plans for meeting the needs of its diverse student body and achieving measurable outcomes that align with the California Community College's Vision for Success goals, which are shared with the College and Board annually (IA2-24). The *EMP* provides the institution with a roadmap in its efforts to increase degree/certificate completion, increase transfer to a 4-year university, reduce

excess units, meet the needs of the non-traditional student populations (older adult and working students), maximize financial aid, and reduce equity gaps. These goals are assessed annually and additional steps for improvement incorporated into many of the *Goals*.

Data is regularly shared with specific governing bodies and college committees for planning and decision-making. These include the Academic Senate; Institutional Effectiveness Council (IEC); College Learning and Enrollment Management Council (CLEMC); Budget Council; CTE Advisory Committees; and Diversity, Equity, and Inclusion (DEI) Task Force, among others (IA2-25, IA2-26, IA2-27). In addition, data is used to address and identify goals within the Guided Pathways initiative, which is tracked through various stages of implementation and includes outcomes, specifically with the development of dashboards (IA2-28). Fact sheets and various infographics also assist with distribution of data regarding enrollment and success, further demonstrating LTCC's evidence-based approach to student success and its commitment to the diverse community it serves (IA2-29).

CLEMC serves as a college-wide governing body for coordinated quality learning and enrollment management at LTCC. In addition to the purpose of CLEMC to commission, review, and approve the work of various committees, task forces, and individuals in areas related to its general charge, the council focuses on utilizing student-related data findings to strategize and implement new program or support measures to achieve LTCC's mission of educating a diverse community of learners (IA2-30).

Demonstration of this commitment is further illustrated in LTCC's *Student Equity and Achievement (SEA) Plan*, which addresses underserved student populations based on disaggregated data related to ethnicity, economic status, and other disproportionately impacted student groups. While raw data is provided by the California Community Colleges Chancellor's Office (CCCCO), the College's IE department repeated the CCCCO's data definitions and analyzed the data. The reason for this is that LTCC has programs it provides in partnership with others, such as those in the South Bay JPA and other ISAs. The ability to filter such programs from the cohort allows the College to analyze the data for meaningful discussions regarding assessing and developing plans to eliminate barriers to education and provide further support to LTCC's students.

A Tableau dashboard was created with filter options to provide the opportunity to review enrollment and success by one or more years (IA2-31). The *SEA Plan* is designed to eliminate barriers to education and provide further support to LTCC's students by demonstrating a commitment to inclusivity and equity in all areas of campus life, with many of the activities presented in the plan crossing between the DEI Task Force, Student Services, Academic Affairs, and Administrative Services (IA2-32).

Analysis and Evaluation

LTCC meets this Standard and has made commendable advances in its use of data as well as its commitment to data integrity, transparency, and literacy. As evidenced, data is used across the institution to meet goals aligned with the overall mission and vision of the College.

Evidence List

IA2-01 – LTCC Reports (Business Objects) Directory
IA2-02 – LTCC Tableau Public dashboards
IA2-03 – Tableau Cloud dashboards (password protected, employee use only)
IA2-04 – 2020 NACCC Survey results
IA2-05 – HOTEP Consultants LTCC Equity Audit report
IA2-06 – UC Davis Wheelhouse – Preliminary LTCC Promise report
IA2-07 – Education Northwest Transfer Math Success report
IA2-08 – LTCC Program Review Webpage
IA2-09 – Instructional Program Review Qualtrics
IA2-10 – Business Objects Program Review Data Example
IA2-11 – eLumen reporting example (2021-22 APR Example)
IA2-12 – Tableau Program Review Dashboard
IA2-13 – eLumen SLO Data for Program Review
IA2-14 – Noninstructional Program Review Template
IA2-15 – Comprehensive Program Review Timeline and Tracking Document
IA2-16 – Early Learning Center – LTCC Board of Trustees report
IA2-17 – Community Education – LTCC Board of Trustees report
IA2-18 – International Education – LTCC Board of Trustees report
IA2-19 – Caldor Fire Campus Closure
IA2-20 – Comprehensive Program Review Template
IA2-21 – CTE Program Endorsement
IA2-22 – South Bay Regional Public Safety Training Regional Consortium (South Bay JPA)
IA2-23 – *Educational Master Plan* (*EMP*)
IA2-24 – LTCC Vision for Success
IA2-25 – Example: Scorecard presentation
IA2-26 – Example: Term Enrollment presentation
IA2-27 – Example: Academic Scheduling dashboard
IA2-28 – Guided Pathways dashboards
IA2-29 – May 2023 Fact Sheet
IA2-30 – CLEMC Website
IA2-31 – Student Equity and Achievement (SEA) Dashboard screenshot
IA2-32 – *Student Equity and Achievement* (*SEA*) *Summary*

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.

Evidence of Meeting the Standard

LTCC's mission and value statements directly guide the institution's offerings of programs and services, as noted in the College's *EMP* (IA3-01). As of fall 2023, the College offers a total of 42 associate degrees (including 16 associate degrees for transfer), 32 Certificates of Achievement, and 21 Employable and Foundational Skills Certificates within five Meta Majors (IA3-02, IA3-03).

LTCC's CTE departments offers 18 degrees and 34 certificates that provide students with the skills to enter the workforce upon completion of their program. CTE areas of study include addiction studies, allied health, computer and information systems, criminal justice, culinary arts/hospitality, digital art, commercial photography and commercial music, early childhood education, forestry and environmental science, fire science, and general business (IA3-03).

The College's Rising Scholars Program (RSP), formerly known as the Incarcerated Student Program (ISP), was introduced to serve those incarcerated in California's correctional facilities and promote their educational success, thereby providing the students a pathway to a more productive future and a greater likelihood of post-release employment. Incarcerated students can earn an AA-T in Sociology through an Enhanced One-On-One pedagogical approach facilitated through LTCC. The program launched as a pilot in spring 2015 in the Folsom's Women Facility and High Desert State Prison, with LTCC's Substantive Change Proposal (IA3-04) approved by the ACCJC in the spring of 2017. As of spring 2022, students at nine juvenile and adult facilities and prisons participate in the program, with LTCC serving approximately 400 students each quarter (IA3-05).

The College is also recognized for its Intensive Spanish Summer Institute (ISSI), which is a week-long immersion credit program offered on campus (except during the summer of 2020 and 2021 due to the COVID-19 pandemic when it was offered online). This highly successful program is recognized by the California Community College Board of Governors as an outstanding community college program. Students earn 2.5 units of credit designed to promote the development of fluency in Spanish with emphasis in both oral and written language skills (IA3-06, IA3-07). To further support the community's non-native speakers, the College offers a noncredit English as a Second Language (ESL) program, which is designed as a series of sequential courses, ranging from Low Beginning through Advanced levels of English proficiency. The sequential curriculum, based upon an integrated set of student learning outcomes, provides instruction through each strand of learning: listening, speaking, reading, and writing (IA3-08).

In addition, LTCC offers a number of programs, courses, and services through two not-for-credit programs: CONNECT and ADVANCE. The CONNECT program provides the community with not-for-credit opportunities in education, enrichment, and adventure for all ages. Offerings include Plant-Based Tahoe Cooking Club, Wellness and Fitness Programs, Art, Travel and Leisure, Professional Development Training, and a robust children's summer camp program (IA3-09). ADVANCE is a collaborative network of education and government agencies, local organizations, and employers serving the Lake Tahoe Basin and Alpine County. ADVANCE's mission is to support and empower adults seeking to enhance educational, career, and civic opportunities. Based on the College's campus and working in collaboration with a variety of local agencies, the program offers a wide variety of no or low-cost services throughout the South Shore and Alpine County communities (IA3-10).

While LTCC is planning to move forward with a proposal for four-year degrees in the future, the College does not currently provide bachelor's degree programs. However, the College does provide an opportunity for students to continue their education on campus at the Lisa Maloff University Center (LMUC), which was designed as the hub for access to higher education. Partnerships with the University of Massachusetts Global and Washington State University's Global Campus offer competitively priced bachelor's degree options in Applied Studies, Hospitality Business Management, and Liberal Studies as well as Teaching Credentials and an MA in Education to students in the Tahoe Basin.

LTCC's program review process guides mission goals, decision making, planning, and resource allocation. Additionally, it serves as a catalyst for regular analysis of program effectiveness. All instructional programs, student service areas, and administrative or operational departments at the College complete an APR. Programs also examine trends in enrollment, assess program-level outcomes, and revise or supplement ongoing goals each year through the APR and submit a Resource Allocation Request (RAR, formerly called the Annual Unit Plan [AUP]). The RAR process evaluates requests based on institutional goals, student learning outcomes, college budget priorities, the mission statement, and program or service unit outcomes. Completed RARs are submitted to supervisors for review and feedback before being forwarded to the Senior Leadership Team (SLT) for prioritization (IA3-11).

Academic departments complete CPRs on a six-year cycle. The CPRs are reviewed by CLEMC, the SLT, Academic Senate, Student Senate, and the Institutional Effectiveness Council (IEC) before being forwarded to the Board for final review and acceptance. The College made the decision to put APRs and RARs on hold for 2020-21 through 2021-22 due to the impact of COVID-19 (spring 2020 through summer 2021) and the Caldor Fire, which significantly impacted the College's service area community in August 2022. As a quarter term institution, increasingly toxic air quality followed by extended evacuations significantly impacted fall's key registration period and term start date (IA3-12). It also forced a shift in priorities. APRs and RARs resumed in the 2022-23 academic year.

LTCC's planning, budgeting, and resource allocation decisions are all guided directly by the mission statement. Each council and committee within the participatory governance structure reviews its goals during the fall quarter term to ensure that all work aligns with the overall mission of the College with relevant funding reviewed in the summer term (IA3-13, IA3-14).

LTCC's goals for student learning and achievement are codified in the Institutional Student Learning Outcomes (ISLOs), which are aligned with the mission statement. The ISLOs in turn inform and are informed by the Program Student Learning Outcomes (PSLOs) for academic programs and CSLOs for individual courses. Departments and programs regularly assess, document, and design plans to increase student achievement related to CSLOs and PSLOs. LTCC's mission and vision states that the institution will provide outstanding educational opportunities for every student in a personalized learning community. Guided by a commitment to learning, faculty create innovative instructional programs delivered in a student-oriented environment. By putting students first, LTCC fulfills its mission by engaging students in creative work that demonstrates the knowledge, skills and attitudes contained within the College's Institutional Core Competencies: Communication, Critical Thinking and Information Competency Global Awareness, Personal Responsibility, and Professional Development (IA3-15, IA3-16). LTCC's *SEA Plan* is a college-wide collaborative effort designed to ensure that student success is central to all college activities, as well as to ensure that all members of LTCC's highly diverse student body can achieve full academic potential. Also, the Guided Pathways initiative facilitates student success by providing students with a clear road map to timely and successful completion of their academic programs and positive experience at LTCC (IA3-17, IA3-18, IA3-19).

Analysis and Evaluation

LTCC meets this Standard. The variety of programs and services offered at the College demonstrates clear alignment with its mission. Alignment with the mission is further evidenced by LTCC's continued dedication to quality program review for continual improvement. Additionally, the College's resource allocation process, equity funding, and the annual goal setting of its overall budget planning and goals continually informs goals for student learning and achievement.

Evidence List
IA3-01 – *Educational Master Plan* (*EMP*)
IA3-02 – Meta Majors webpage
IA3-03 – LTCC Academic and CTE Programs
IA3-04 – RSP Substantive Change Proposal ACCJC Letter and Report
IA3-05 – Rising Scholars webpage
IA3-06 – ISSI Program California State Awards and Recognition
IA3-07 – ISSI Webpage
IA3-08 – ESL Program

[IA3-09](#) – CONNECT Catalog
[IA3-10](#) – ADVANCE publication
[IA3-11](#) – LTCC Program Review webpage
[IA3-12](#) – KUNR Public Radio President Interview for Caldor Fire
[IA3-13](#) – President's Advisory Council Review of 2022-24 *Goals* Agenda Item
[IA3-14](#) – Governance Handbook
[IA3-15](#) – CSLO reporting examples
[IA3-16](#) – LTCC's Instructional SLO and Assessment Process Guide, Manual and Forms
[IA3-17](#) – *Student Equity and Achievement* (*SEA*) *Summary*
[IA3-18](#) – 2019-21 *Goals*
[IA3-19](#) – Guided Pathways – work plans

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

Evidence of Meeting the Standard

The LTCC campus community periodically reviews and revises the mission statement. Following extensive review through LTCC's participatory governance process, which included input from faculty, staff, students, and administrators from across the institution, the Board approved the new mission statement and vision statement on June 24, 2014 ([IA4-01](#)). The mission is articulated across campus in various formats. The mission is posted on the LTCC website ([IA4-02](#)), the LTCC Course Schedule each term ([IA4-03](#)), the Governance Handbook, the *EMP* ([IA4-04,](#) [IA4-05](#)), and the Annual Budget Book ([IA4-06](#)).

As mentioned above, the institution intends to review and revise the vision, mission, and values of the College during the 2023-24 academic year in alignment with the 50th Anniversary of the College and the progress that has been made over the past decade. This will be a collaborative process that will include participation from stakeholders across campus.

Analysis and Evaluation

LTCC meets this Standard. The College publishes its mission across a variety of formats and reviews the mission periodically to determine if it needs updating. LTCC will undertake a process for reviewing and updating the mission and vision in the 2023-24 academic year, aligned to the College's 50-year anniversary. The review process has and will follow LTCC's governance practices and engage all constituency groups on campus. The process will also invite participation and engagement from key external partners and organizations and from the community at large.

Evidence List

IA4-01 – BP 1200 District mission
IA4-02 – Vision, Mission, and Beliefs
IA4-03 – Mission and Vision in Course Schedule
IA4-04 – Governance Handbook
IA4-05 – *Educational Master Plan*
IA4-06 – LTCC 2023-24 Annual Budget Book

Conclusions on Standard I.A: Mission

LTCC meets this Standard. The College inspires, transforms, and empowers a diverse community of learners. LTCC demonstrates a strong commitment to its mission. The College mission guides educational purpose, institutional priorities, decision-making, planning, and resource allocation, with the goal of meeting the educational needs of the community of students it serves.

Improvement Plan(s)

No improvement plan is identified.

Evidence List

IA1-01 – Board Policy 1200 - District Mission
IA1-02 – Map of LTCC Mission to ACCJC Mission Standard
IA1-03 – *Superintendent/President and Board of Trustees Goals*, 2019-21
IA1-04 – *Superintendent/President and Board of Trustees Goals*, 2021-23
IA1-05 – *Superintendent/President and Board of Trustees Goals*, 2022-24
IA1-06 – LTCC Mission, Vision and Beliefs

IA2-01 – LTCC Reports (Business Objects) Directory
IA2-02 – LTCC Tableau Public dashboards
IA2-03 – Tableau Cloud dashboards (password protected, employee use only)
IA2-04 – 2020 NACCC Survey results
IA2-05 – HOTEP Consultants LTCC Equity Audit report
IA2-06 – UC Davis Wheelhouse – Preliminary LTCC Promise report
IA2-07 – Education Northwest Transfer Math Success report
IA2-08 – LTCC Program Review Webpage
IA2-09 – Instructional Program Review Qualtrics
IA2-10 – Business Objects Program Review Data Example
IA2-11 – eLumen reporting example (2021-22 APR Example)
IA2-12 – Tableau Program Review Dashboard
IA2-13 – eLumen SLO Data for Program Review
IA2-14 – Noninstructional Program Review Template
IA2-15 – Comprehensive Program Review Timeline and Tracking Document

IA2-16 – Early Learning Center – LTCC Board of Trustees report
IA2-17 – Community Education – LTCC Board of Trustees report
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IA2-32 – *Student Equity and Achievement* (*SEA*) *Summary*

IA3-01 – *Educational Master Plan* (*EMP*)
IA3-02 – Meta Majors webpage
IA3-03 – LTCC Academic and CTE Programs
IA3-04 – RSP Substantive Change Proposal ACCJC Letter and Report
IA3-05 – Rising Scholars webpage
IA3-06 – ISSI Program California State Awards and Recognition
IA3-07 – ISSI Webpage
IA3-08 – ESL Program
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IA3-14 – Governance Handbook
IA3-15 – CSLO reporting examples
IA3-16 – LTCC's Instructional SLO Assessment Process Guide, Manual and Forms
IA3-17 – *Student Equity and Achievement* (*SEA*) *Summary*
IA3-18 – 2019-21 *Goals*
IA3-19 – Guided Pathways – work plans

IA4-01 – BP 1200 District mission
IA4-02 – Vision, Mission, and Beliefs
IA4-03 – Mission and Vision in Course Schedule

IA4-04 – Governance Handbook
IA4-05 – *Educational Master Plan*
IA4-06 – LTCC 2023-24 Annual Budget Book

B. Academic Quality and Institutional Effectiveness

1. *Academic Quality*
The institution demonstrates a sustained, substantive and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

Through its participatory governance structure and program review process, LTCC demonstrates a sustained, substantive, and collegial dialogue regarding student outcomes, student equity, academic quality, institutional effectiveness and overall continuous improvement of student learning and achievement (IB1-01).

Since the previous comprehensive accreditation review in 2017, the College has expanded its IE department from the director and programmer to include a research analyst and a program assistant. The expanded department is better positioned to provide assessment and outcome data to assist formal and informal dialogue. Student outcomes are analyzed and shared with many groups, including CLEMC, the IEC, and the Guided Pathways Team (IB1-02, IB1-03, IB1-04). Student equity is addressed in most reports and dashboards created by the IE department, thereby providing the opportunity to review student success through an equity lens. In addition, while the Chancellor's Office provided institutional outcomes data for use in the *SEA Plan*, the College's IE department created a dashboard that visually highlighted populations and their statistical evidence of being disproportionately impacted, with relevant data updated every term (IB1-05).

In the last ISER, the College submitted two action projects in a Quality Focus Essay: the Effective Integrated Planning Project (QFE #1) and the Guided Pathways Project (QFE #2) (IB1-06). Both projects were designed to ensure that the two work teams were in regular communication and consistently informing each other's work.

The Integrated Planning Project (QFE #1) focused its efforts on formalizing planning and resource allocation processes. As a result of the project, the QFE #1 team, which was co-led by the director of IE and the dean of instruction, developed template designs for instructional and non-instructional program reviews. The templates provide consistency to the areas and are included for discussion across all departments. The program review surveys were designed in Qualtrics; however, in 2023-24, instructional program reviews will be completed in eLumen for seamless access to SLO data. In fall 2022, LTCC planned

for additional changes to the CPR process, with the primary difference being that disciplines within a particular Meta Major will conduct an overall assessment rather than the previous assessment by program (IB1-07). The Meta Major "Society, Culture, and Environment" will be the first reviewed using the new CPR process. The review is scheduled to begin in fall 2023.

Dialogue about Student Outcomes Assessment

Departments assess student learning at the course, program, service, and institutional levels according to the Institutional Assessment Plan (IB1-08). At the institutional level, the SLO team, which consists of a faculty coordinator and a curriculum and instruction specialist with support from the IE department, ensures that course assessments are completed on the faculty-approved cycle of every third time the course runs. Faculty review the assessment results as a part of their APRs and CPRs (IB1-09). Use of disaggregated CSLO information can be beneficial to inform dialogue for necessary program and course updates. Current reporting does not allow for disaggregated CSLO information, particularly given small sample sizes, so disaggregating with combined assessments across many sections to protect student privacy but allow for the identification of trends or disproportionately affected groups is being further investigated.

Dialogue through Program Review

Program review offers a significant framework for meaningful, transparent, and ongoing reflection and dialogue about student learning, resource allocation, and planning to meet programmatic and institutional goals. Specifically, program review involves dialogue that links programmatic outcomes and needs with resource requests, and every department must follow a process of sharing draft plans and inviting input. Program review involves an approval process with deans that also involves dialogue. APRs are discussed with all department members and the overseeing dean. CPRs are reviewed by the reporting dean before an approved version is presented to the SLT, CLEMC, and the Board (IB1-07).

Dialogue through Collegial and Participatory Governance

Academic Senate, college committees, and participatory governance councils engage in dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. Often this dialogue centers on the development of college-wide plans, such as those related to the Guided Pathways framework and the implementation of AB 705 and AB 1705 (IB1-06, IB1-10, IB-11). This dialogue has also prompted the creation of a DEI Task Force (IB1-12) as well as cultural fluency training programs for staff and faculty (IB1-13).

CLEMC drafted an Institutional Learning Outcomes Report starting in winter 2023. The report was then taken to the Academic Senate, IEC, and eventually to the Board during the 2023-24 academic year. This report allowed for discussion and review of the past 5 years of ISLO data and will continue to be reviewed in an ongoing manner with updated data (IB1-14).

The development of institutional plans fully engages governance processes, as well as connecting to the College's *EMP* and prioritizing institutionalized equity with a goal of improving the student experience. For example, the recently revised *Technology Master Plan* development began with the Technology Committee workgroup, gathered substantial input beyond the workgroup, and connected to *EMP* goals.

Dialogue through Professional Development

Professional development opportunities exist for faculty, administrators, and classified staff. For faculty members, applications for professional development leave (PDL) require a project that is in line with the College's mission and goals, particularly in terms of contributing to the improvement of students' experiences and learning ([IB1-15](#)). Applications are reviewed by the supervising dean and then brought to SLT for discussion and approval. For administrators, the process is similar, but proposals are brought to the administrator's supervisor, who is the president or a vice-president, before being brought to SLT. Upon the completion of the PDL, a report of the project is reviewed by the respective supervisor before going on to SLT and the Board ([IB1-16](#)).

The Classified Staff Professional Development Committee oversees classified staff professional development activities. The committee proposes one professional development activity per year that the entire staff can attend during work hours ([IB1-17](#)). These activities are widely publicized and well attended.

Both classified staff and faculty oversee professional development budgets that provide funding for individualized opportunities (conferences, workshops, other training) through an application process, and the College regularly dedicates other available funding to send faculty, staff, and administrators to participate in professional development activities specifically related to their positions and connected to the College's goals, such as the National Conference on Race and Ethnicity (NCORE). In addition, the College encourages employees to make use of the CCCCO's Vision Resource Center, an online platform that provides all California community college employees equitable access to professional development and resources. The College supports and encourages classified staff and faculty with funding to participate in state-wide professional development, and the College organizes many campus-wide professional development activities during the year (from guest speakers at convocation to workshops and trainings in all-faculty and all-staff days, among others).

In 2023, LTCC applied for and secured two competitive grants through the CCCCO that will allow the College to invest in faculty and staff professional development. The Equal Employment Opportunity Innovative Best Practices Grant ([IB1-18](#)) provides the College $200,000 over two years to establish and enhance employee onboarding and mentoring to ensure that all new employees have a complete orientation process where they learn about LTCC's structure, culture, vision, and values. It also provides for the development of a formal mentorship program to assist employees in establishing relationships that

promote institutional engagement and opportunities for career advancement. The Culturally Responsive Pedagogy and Practices Grant ([IB1-19](#)) will provide $300,000 over two years to create a cultural fluency teaching academy to support faculty in deepening understanding and then applying best practices in the classroom (see the [Quality Focus Essay](#)).

Dialogue through LTCC's Equity Initiatives

LTCC's *SEA Plan* (2022-2025) provides an overview of the demographics and opportunity gaps for students, highlighting areas in which the College can improve its student-readiness. The plan promotes strategies and venues for dialogue around access, persistence, completion of transfer level math and English, graduation, and transfer.

The plan is the result of the DEI Task Force's review and discussion of disaggregated institutional data regarding student enrollment, achievement of momentum points, and successful outcomes to identify existing equity gaps. The team established an action plan for closing equity gaps and improving student outcomes, specifically for disproportionately impacted student groups, and shared such information with governance councils such as the IEC and Academic Senate, committees such as the President's Advisory Council (PAC) and the SLT, and the Board.

Analysis and Evaluation

LTCC meets this Standard. The College promotes substantive and sustained dialogue through multiple venues, inviting broad participation from constituents across the College, aspiring to center student voices, and continuing to seek ways to incorporate students into college-wide conversations. Venues include program review, participatory governance, professional development, and a variety of equity initiatives.

🔍 **Evidence List**
[IB1-01](#) – Governance Handbook
[IB1-02](#) – IEC Enrollment Report
[IB1-03](#) – College Learning and Enrollment Management Committee (CLEMC) Webpage
[IB1-04](#) – SLO webpage
[IB1-05](#) – Student Equity and Achievement examples, dashboards
[IB1-06](#) – Quality Focus Essay Action Projects from 2017 ISER
[IB1-07](#) – LTCC Program Review Webpage and Process
[IB1-08](#) – Student Learning Outcome & Assessment Handbook
[IB1-09](#) – Program review Examples with SLO Data
[IB1-10](#) – AB705 and AB1705
[IB1-11](#) – LTCC Meta Majors
[IB1-12](#) – DEI Task Force
[IB1-13](#) – Cultural Fluency Email
[IB1-14](#) – ISLO Report June 2023

IB1-15 – Professional Development Leave Proposal (Thomas)
IB1-16 – Professional Development Leave Presentation and Report (Thomas)
IB1-17 – LTCC Professional Development
IB1-18 – Equal Employment Opportunity, Innovative Best Practices Grant
IB1-19 – Culturally Responsive Pedagogy and Best Practices Grant

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

Evidence of Meeting the Standard

The College defines student learning outcomes at the course level (CSLOs), program level (PSLOs), and at the institutional level (ISLOs) for all credit courses and programs. CSLOs have been written for all courses at LTCC and are housed in eLumen on each course's official course outline of record (COR). CSLOs are mapped to one or more of the PSLOs and are assessed individually. PSLOs and ISLOs are assessed indirectly through mapping CSLOs to PSLOs and ISLOs and reviewing their successes through the RAR process. All outcome statements are meant be agreed upon by the group responsible for delivering the learning experience. For example, all the instructors who teach the same course agree to and teach to the CSLOs for that course; all members of a program or department agree to the PSLOs; the entire College is involved in defining and assessing the ISLOs. CLEMC has oversight over the SLO and assessment process (IB2-01).

The APR process has recently been updated with revised templates for instructional programs and student support areas (IB2-02). APRs at LTCC are conducted on a departmental level, where faculty assess the performance of their departments and alignment of their department's goals with the goals of the College. Instructional APRs are now planned to be conducted in eLumen, allowing departmental leads and faculty to review SLO data related to the courses in their department. This will allow instructional areas to report their SLO results and use the outcomes to inform programmatic goals and planning more effectively (IB2-03). Non-instructional APRs are conducted via Qualtrics surveys distributed to the departmental leads of each non-instructional area. In the revised process, non-instructional service areas may submit a supervised alternative program review document. For example, the Promise program has recently been evaluated by the UC Davis Wheelhouse Center for Community College Leadership and Research, which provided a meaningful review of the program. Additionally, instructional programs examine trends in enrollment, assess program-level outcomes, and revise or supplement ongoing goals each year through the annual APR and RAR (IB2-03, IB2-04).

All instructional programs, student service areas, and administrative or operational departments at LTCC complete CPRs on a six-year cycle. These are reviewed by CLEMC, SLT, Academic Senate, Student Senate, and IEC before being forwarded to the Board for final review and acceptance.

The IE department develops and publicly posts goals that address student performance and outcomes (IB2-05). In addition, they publicly provide data and information regarding integrated planning, institutional performance, program review, and student learning outcomes (IB2-06). The department also provides faculty and staff with the necessary tools and reports needed to assist with research questions related to program improvement.

Analysis and Evaluation

LTCC meets this Standard. The College defines and assesses outcomes on a regular cycle for all instructional programs and student support services. In addition, continuous support of instructional program assessment is provided through a dedicated faculty coordinator and instructional staff and through dialogue with CLEMC. Non-instructional programs and support services are assessed annually either by the APR process or a supervisor-approved alternative report. Program review processes are based on collegial dialogue and a process that integrates outcomes assessment, program review, and resource allocation.

> **Evidence List**
> IB2-01 – *Student Learning Outcomes & Assessment Handbook*
> IB2-02 – Annual and Comprehensive Program Review Process
> IB2-03 –APR Example from eLumen
> IB2-04 – Program Review Reporting Examples
> IB2-05 – LTCC Tableau Public Dashboards
> IB2-06 – AB705 reporting / Transfer Level English and math success dashboard

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

Evidence of Meeting the Standard

In line with its mission, LTCC has established institutional standards for student achievement (IB3-01). These standards, along with an annual update on the College's progress, are reported in the ACCJC Annual Report, the College Scorecard, the Vision for Success report, and at convocation. In 2022, the College submitted its Accreditation Midterm Report to the ACCJC (IB3-02). The Accrediting Commission's action letter received on January 27, 2022, with the notice that it had determined LTCC's progress is appropriate and was accepted without any required follow-up (IB3-03).

The annual *SEA Plan* is also used to assess the institution's progress on supporting student success for all (IB3-04). While there are many college-wide efforts to address

systemic racism as well as the basic needs of LTCC students, data is used to assess how well the College is doing in achieving its goal of improving student success and completion with an emphasis on academic equity for traditionally underserved student populations.

Further evidence of how LTCC is in pursuit of continuous improvement can be found in its annual Fact Sheet, which is made available on the IE department website (IB3-05). This annual publication contains the College's adopted goals and contains key metrics about college demographics, course success rates, degrees and certificates, and enrollment trends.

In addition to institution-level standards, LTCC sets program-specific standards for CTE areas pertaining to employment rates and licensure placement rates (IB3-06). The appropriate CTE Advisory Committee receives this data annually, and departments incorporate the data into their APRs. The IE department provides data on course enrollment and completion, transfer, degree, and certificate attainment, as relevant, with awareness of institution-set standards and opportunity gaps pertaining to each (IB3-07). In addition, data is desegregated to identify potentially disproportionately impacted groups.

The College publishes its institution-set standards online each year as part of the ACCJC Annual Report and the LTCC Scorecard. Both reports include the extent to which the College achieves the standards (IB3-08)

Analysis and Evaluation

The College meets this Standard. LTCC has established institution-set standards for student achievement appropriate to its mission, assesses how well it is achieving these measures in pursuit of continuous improvement, and publishes this information. The College seeks to deepen its use of institution-set standards and accompanying stretch goals through explicit and intentional incorporation of diversity, equity, inclusion, belonging, and anti-racism.

Evidence List
IB3-01 – 2022-2024 Goals
IB3-02 – LTCC Midterm Report
IB3-03 – ACCJC Action Letter 2022
IB3-04 – *Student Equity and Achievement Summary*
IB3-05 – 2021-22 Fact Sheet
IB3-06 – CTE Advisory Committee, Placement Rates
IB3-07 – CTE Program Review Document (Fire Science)
IB3-08 – LTCC Scorecard

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

Evidence of Meeting the Standard

The College maintains an organized assessment system, as described in its *Student Learning Outcome & Assessment Handbook* (IB4-01). Faculty use assessment results in curriculum development and program improvement. Institutional assessment results for student learning and student achievement inform conversations about the mission and larger college planning processes as evidenced in the Board's regular review of the Vision for Success Scorecard (IB4-02).

The IE department has developed many reporting tools and dashboards to assist assessment efforts. All analytical tools include filters to allow for deeper analysis and disaggregation of data by categories such as gender, ethnicity/race, first generation, or financial need. In addition, several dashboards are available that are related to course, enrollment, and academic performance data, in addition to degree/certificate and transfer data (IB4-03).

Links to dashboards are also included in LTCC's Program Review Template, providing faculty and staff with convenient access to information (IB4-04). Dashboards are routinely revised, updated, and communicated broadly to the college community. Additionally, the College compiles an annual Fact Sheet, which includes student achievement data disaggregated by multiple demographics and programs (IB4-05).

Further evidence of the College's data use for student learning and achievement is found in LTCC's participation in and implementation of the *Guided Pathways Scale of Adoption and Assessment Plan*. By investing in Guided Pathways, LTCC has undertaken a redesign of its institutional processes to support student learning. Elements of the redesign included the creation of Meta Majors; program maps, so students are provided with clear visuals of the requirements needed to complete their chosen programs; and success teams that serve to assist students in their learning journeys, among other strategies (IB4-06).

Furthermore, evidence of the institution's use of assessment data and organizing its institutional processes to support student achievement can be found when examining the College's RAR process. Annually, each academic division and department is provided an opportunity to engage in the RAR process. This process occurs after each department reviews and analyzes its program data to reveal any trends or gaps in student achievement (IB4-07, IB4-08).

Analysis and Evaluation

The College meets this Standard. LTCC uses assessment data at the course, program, and institutional levels to support student learning and achievement. The College continues to seek ways to further integrate the use of assessment findings into institutional processes including, for example, program review and professional development, all processes which continue intentionally to center diverse, equitable, inclusive, and anti-racist practices.

🔍 **Evidence List**

[IB4-01](#) – *Student Learning Outcome & Assessment Handbook*
[IB4-02](#) – Vision for Success Scorecard
[IB4-03](#) – IE report and dashboard examples
[IB4-04](#) – Program Review Reporting Examples
[IB4-05](#) – 2021-22 FactSheet
[IB4-06](#) – Guided Pathways Work Plan
[IB4-07](#) – Guided Pathways Self-Assessment
[IB4-08](#) – Resource Allocation Request Template

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

Evidence of Meeting the Standard

The College has an annual and comprehensive program review process. While this cycle was disrupted during the COVID campus closure and the subsequent Caldor fire evacuations in fall 2021 ([IB5-01](#)), the process has resumed its normal schedule in 2023. The full review cycle includes student success and completion data ([IB5-02](#)) and student learning objectives ([IB5-03](#)), and programs are asked to evaluate their progress in improving these student metrics ([IB5-04](#)). In subsequent program review updates, programs report their progress in achieving their goals. Department and program leads state how the program meets LTCC's mission and include recommendations in support of student learning outcomes.

LTCC's program review process is supported by the College's IE department, which provides student success and achievement data disaggregated by gender, age, ethnicity, and course modality. The data is designed to promote inclusive department-level reflections during the program review process, with programs responding to questions about enrollment, persistence, and achievement differences between groups and proposing plans to mitigate any observed differences ([IB5-02](#)).

LTCC's goals and objectives are reviewed annually with performance outcomes communicated to the College and local community via the College's website and during convocation. While the *Superintendent/President and Board of Trustees Goals* cover a two-year period, they are evaluated each year to determine if modifications are appropriate. The president and SLT discuss the goals for the upcoming year as well as identify activities and data that address the objectives (IB5-05). Documents used for the planning process include the *Educational Master Plan*; the *Facilities Master Plan*; the *Diversity, Equity, and Inclusion Taskforce Report*; the *Equal Employment Opportunity Plan*; and the *SEA Plan*. The process is explained in the LTCC Planning and Accountability Cycle, available on the College website (IB5-06), and other college goals documents, and the outcomes are presented to all governance councils, the Board, and committees such as PAC.

The IE department provides disaggregated quantitative student achievement data for appropriate evaluation and planning of academic programs, student services programs, Guided Pathways implementation, and student equity programs. Disaggregated qualitative data from the National Assessment of Collegiate Campus Climate survey in 2021 and the results of an equity audit completed by Hotep Consultants in 2023 have helped in these processes. This use of data is in line with the College's goal to "align policies, practices, and resources to support LTCC's mission to become an anti-racist and multicultural institution."

Analysis and Evaluation

The College meets this Standard. LTCC utilizes its program review process to evaluate the goals and objectives of programs and services, student learning outcomes, and student achievement, thereby assessing accomplishment of its overall mission. In addition, LTCC's IE department equips faculty, staff, and administrators with both quantitative and qualitative data to make programmatic decisions for improvement. The research department disaggregates quantitative and qualitative data for analysis by program type and delivery mode as needed.

Evidence List
IB5-01 – COVID closure notice
IB5-02 – Program Review Dashboard and Reports
IB5-03 – Student Learning Objectives example
IB5-04 – Program Review Process
IB5-05 – Progress Update
IB5-06 – Planning and Accountability Cycle

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

Evidence of Meeting the Standard

The IE department annually compiles disaggregated data to determine disproportionate impact for access, course completion, math and English course progression, degree and certificate completion, and transfer for the *SEA Plan*, program reviews, Guided Pathways, and assessment of the achievement of college goals. The data is reported by ethnicity/race, gender, current or former foster youth, low-income students, and veterans. The data sets are distributed to the college community during the full program review cycle and are available throughout the year in reports and dashboards (IB6-01). Instructional program reviews include success and completion data disaggregated by course modality.

The College also uses disaggregated achievement data extensively in the *SEA Plan*, both in developing the plan and assessing its impacts (IB6-01, IB6-02). Additionally, disaggregated data has informed planning, implementation, and evaluation of transfer-level pathways, specifically under AB 705 (IB6-03).

In 2020, LTCC applied for and received a $5 million Hispanic Serving Institution (HSI) Science, Technology, Engineering, and Math (STEM) grant to develop strategies to increase the number of Hispanic/Latinx students choosing and succeeding in the STEM fields (IB6-04). The initial grant proposal was the direct result of the disaggregated data that highlighted the small number of students identifying as part of this population selecting such majors. Funds from this grant are also supporting the College's efforts in increasing success rates in transfer-level math courses, which, as at many institutions, is commonly a stop-out point for STEM majors. The grant supports efforts toward student success, including an additional number of tutors and available tutor hours, embedded tutors, and additional counseling (IB6-05).

SLO data is entered by faculty into eLumen, which disaggregates by course. Individual programs review student learning outcomes data at a student, course, program, and institutional level (IB6-06) and discuss among the program teams.

After annual instructional and non-instructional program reviews are completed, RARs may be submitted for consideration. The outcome of the requests is based on alignment with the College's mission and goals, SLT discussions, and budgetary constraints (IB6-07, IB6-08, IB6-09). The Administrative Services department is responsible for the timeline and implementation of the policies that lead to resource allocation (IB6-09).

Analysis and Evaluation

The College meets this Standard. LTCC integrates disaggregated data on student achievement and learning outcomes into key reflection and decision-making processes, including program review and the *SEA Plan* among other processes. The College uses achievement data effectively to plan for and monitor specific actions to address any gaps in student access and achievement, including those implemented under the *SEA Plan* (IB6-02).

The program review process utilizes disaggregated student outcome data, and that data has influenced the setting of goals and requests for resources at the departmental level (IB6-10).

The College has begun providing additional guidance to assist departments in maximizing the use of disaggregated CSLO data to improve student success and completion with an emphasis on academic equity for traditionally underserved student populations.

Evidence List

IB6-01 – Student Equity and Achievement Dashboard
IB6-02 – *Student Equity and Achievement Plan*
IB6-03 – Guided Pathways Dashboards
IB6-04 – HSI STEM grant
IB6-05 – HSI STEM Grant Implemented tutoring
IB6-06 – Student Learning Outcome & Assessment Handbook
IB6-07 – 2022-24 *Superintendent/President and Board of Trustees Goals*
IB6-08 – Resource Allocation Request
IB6-09 – Budget assumptions (Resource Allocation Guiding Principles)
IB6-10 – Program Review reports and Dashboard

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

Evidence of Meeting the Standard

Board policies (BPs) and administrative procedures (APs) cover all areas of the College, including academic affairs, student services, business and fiscal services, and human resources (IB7-01). All are posted on LTCC's webpage in the Board of Trustees area, as the Board is responsible for policy decisions.

The College regularly reviews and updates BPs and APs to ensure proper governance and operation throughout the institution. The board, governance, and policy assistant position was created to assist the Board with updating the Board Manual and adopting the BP and AP formats provided by the Community College League of California (CCLC). This has led to a comprehensive review of the BP and AP documents by the participatory governance groups, such as the Academic Senate, Classified Senate, and IEC before being submitted to the Board. As part of this transition, each new or revised BP and AP is vetted and ultimately endorsed by the relevant governance councils as appropriate. As outlined in BP and AP 2410 – Board Policies and Administrative Procedure, the College has created a schedule for review every five years (IB7-02), or more often as necessary, for each BP and AP. Governance processes seek to ensure opportunities for input from all college constituencies, including input on effectiveness, prior to adoption or ratification.

The College also evaluates its processes for governance and decision-making. These include the Governance Handbook (Handbook) itself, participatory governance processes, and program review. The Handbook outlines the development of college-wide initiatives, plans, and program review, along with resource allocation, and is in the process of being revised for accuracy and currency.

Additionally, the Integrated Planning Committee, which was created as part of the College's 2017 ISER Quality Focus Essay, has recently evaluated program review processes, which led to the development of templates for instructional and non-instructional areas, the creation of a program review dashboard with greater options for disaggregating the data, and the movement from Qualtrics to eLumen for instructional program reviews. As a result of applying the Guided Pathways framework, another change that will occur in fall 2023 is that the institution's CPRs will be completed by Meta Major (IB7-03, IB7-04).

Analysis and Evaluation

LTCC meets this Standard. The College reviews policies and procedures following an articulated, inclusive process. Evaluation of governance processes and program review has led to system improvements to better support and continually improve institutional effectiveness and academic quality.

> **Evidence List**
> IB7-01 – BP, AP, and Manual
> IB7-02 – AP 2410 – Board Policies and Administrative Procedure
> IB7-03 – LTCC Program Review Process
> IB7-04 – LTCC Meta Majors

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

Evidence of Meeting the Standard

LTCC broadly communicates to the campus community the results of its various assessments and evaluation activities so that the College has a shared understanding of its strengths and weaknesses and can set appropriate priorities. The various modalities of this communication include the website, research dashboards, reports and infographics such as the LTCC Fact Book, the LTCC Vision for Success Update, the LTCC Scorecard, the ACCJC Annual Report, and CPRs (IB8-01, IB8-02, IB8-03, IB8-04). Another way LTCC broadly communicates its strengths and weaknesses as it sets appropriate priorities is through the president's Annual State of the College Address (SOCA) at convocation. The SOCA is delivered in person with students, employees, Board, and community members in attendance (IB8-05). It is also livestreamed over social media with a recorded YouTube

video available throughout the year. In addition to the superintendent/president's presentation, reports and documents are provided that provide the data presented in the SOCA. Together, these provide a clear picture of LTCC's goals, the progress being made on these goals, and a look at the progress LTCC is making on the California Community Colleges Chancellor's Office Vision for Success goals that are centered on breaking down systemic barriers, especially those linked to racial and ethnic identities (IB8-06).

Throughout the academic year, the IE department reports out to various participatory governance committees as needed (IB8-07). In addition, the institution regularly participates in an iterative process whereby data and assessment results support future goals and actions to equitably support student success, especially during times of need and rapid change (IB8-02). These resources aid the institution in recognizing its collective strengths and opportunities for growth.

With the use of eLumen, the College publishes SLO completion results and makes the results public for the College community at large (IB8-08). Currently, ISLOs are available on the college website, while course and program student learning outcomes are available to faculty and instructional administrators. Recently, an ISLO report has been discussed at CLEMC and at the Academic Senate, and faculty leads have dialogued about PLOs for degrees and certificates. As submissions of assessment results into eLumen continue increase, reports based on disaggregated student data will be able to be compiled and reported more readily with appropriate student protections in place for small sample sizes. Additionally, the program review reports address institutional needs in support of student learning and achievement.

Analysis and Evaluation

The College has established and continues to build upon an IE webpage that centralizes and broadly communicates assessment and evaluation results for both learning and achievement. The sharing of data publicly invites reflection on how the institution is prepared for and continuously improving to assure student success (IB8-09). Assessment and evaluation results inform the setting of appropriate institutional priorities, both longer-term priorities articulated through published college-wide plans and annual priorities identified through the process of setting Board *Goals*. The president's annual SOCA at convocation is delivered in person with students, employees, Board, and community members in attendance and is livestreamed over social media and housed on the website. This address presents publicly student and institutional data as appropriate for reflection and accountability.

> **Evidence List**
> IB8-01 – Institutional Effectiveness, Institutional Data Page
> IB8-02 – Progress Update 2023
> IB8-03 – Fact Sheet 2021-22

IB8-04 – Institutional Effectiveness, Program Review Page
IB8-05 – LTCC State of the College Address Webpage
IB8-06 – 2022-23 Vision for Success
IB8-07 – 2022 Fall Enrollment Update Presentation
IB8-08 – Public SLO Data
IB8-09 – Annual Program Review and Comprehensive Program Review Examples

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

Evidence of Meeting the Standard

LTCC engages in continuous, broad-based, systematic evaluation and planning as evidenced in the various institutional plans, including the *Educational Master Plan*, *Facilities Master Plan*, *Technology Master Plan*, *SEA Plan*, the *EEO Plan*, and a *Guided Pathways Scale of Adoption and Assessment Plan* (IB9-01, IB9-02, IB9-03, IB9-04, IB9-05). Through the participatory governance structure, faculty, staff, and administrators work collaboratively to create each plan to ensure it is broad based. Further, the goals within the plans are integrated into the resource allocation process to promote a continuous, systematic evaluation of progress toward these goals.

LTCC processes for planning and accountability are designed to provide for continuous improvement and ongoing implementation based on feedback and data collected from multiple constituencies and through multiple avenues, including governance groups, planning documents, comprehensive program review, student success data, and discussion with campus stakeholders. The LTCC Planning and Accountability Cycle (IB9-06) codifies existing processes and represents the practices followed for the last five years. It outlines the planning cycle at the superintendent/president and Board level.

Planning and accountability are important factors in the long-term success of the College and are focused on data and feedback methods that ensure a variety of opportunities for participation and engagement with the campus and the larger community. Ongoing implementation of goals and initiatives, as well as continuous improvement efforts, are enhanced by the regular practice of communication via methods that are required, such as accreditation reports, and methods that are unique to LTCC, such as the SOCA.

The *EMP*, the *Facilities Master Plan* (*FMP*), and the *SEA Plan* are planning documents that outline goals and strategies and are required documents for the accreditation process.

Accountability documents such as the LTCC Scorecard, Vision for Success Metrics, and the ISER and ACCJC Annual and Midterm Reports highlight success as well as areas for improvement.

Planning and accountability efforts are also tied to goal development. LTCC's vision, mission, and beliefs; student success data; planning documents; and feedback from various stakeholders help to inform the goal development process for each academic year (IB9-07). Consultation with the Board on high-level goals is incorporated into the goal development discussions at the annual SLT retreat. This process of feedback allows for the annual goals to be developed, with specific strategies and outcomes identified for each overarching goal, for Board review and approval each year. These efforts are also shared widely with the campus and community each year during Convocation Week and are used in the ongoing evaluation of the superintendent/president.

Program review provides an opportunity for departments and programs to pinpoint successes and areas for improvement as well as identify requests for staffing, facilities, and technology associated with desired improvements. Program reviews are considered on an individual basis by department or program and institutionally through analysis that informs college-wide plans such as the recently updated *Technology Master Plan* and resource allocation processes. All college-wide plans and CPRs are available on the college website. Individual APRs are available to the respective departments.

Analysis and Evaluation

The College demonstrates its dedication to institutional effectiveness and to academic quality through its short- and long-term planning processes, including the annual review of its goals and ongoing implementation of rigorous implementation of program review, which includes learning outcomes assessment and a resource allocation process.

Evidence List
IB9-01 – *Educational Master Plan* (*EMP*)
IB9-02 – *Facilities Master Plan* (*FMP*)
IB9-03 – *Technology Master Plan* (New version in development)
IB9-04 – *Student Equity and Achievement Plan*
IB9-05 – *Guided Pathways Scale of Adoption and Assessment Plan*
IB9-06 – LTCC Planning and Accountability Cycle
IB9-07 – Strategic Goal Document

Conclusions on Standard I.B: Academic Quality and Institutional Effectiveness

Through its strategic goal setting, progress updates, program review, outcomes assessment, and resource allocation processes, LTCC is dedicated to the continual use of quantitative and qualitative data to systematically evaluate, plan, implement, and improve the quality of its educational programs and services. Student success data is disaggregated as needed and widely used throughout the college governance structure to inform decision-making as it relates to resource allocation.

LTCC assures academic quality, equity, and institutional effectiveness through a variety of means. These means include engaging in sustained and substantive dialogue, defining and assessing student learning outcomes for both instructional programs and learning support services, and establishing and measuring progress toward institution-set standards for student achievement. The College is committed to using the results of all activities to inform improvement in practice. In addition, the College regularly reviews how well it is accomplishing its mission based on these findings and through program review. These analyses include disaggregated data and identification of equity gaps. Results of these analyses are discussed during a variety of presentations to governance groups and others.

Finally, program review, planning, and resource allocation are integrated into a comprehensive process that supports accomplishment of the college mission and improvement of institutional effectiveness by identifying needs and allocating resources toward addressing those needs.

Improvement Plan(s)

The College is working on methods for further reporting on potentially disproportionately impacted groups at the CSLO and PSLO levels. Due to small sample sizes, disaggregating data at the course and program level can be a challenge, despite CSLOs regularly having over 90 percent assessment completion. Student access, persistence, success, and completion data is disaggregated more fully at the college level, successfully contributing to the College's ability to address potential equity gaps. The IE department would like to be able to provide academic departments with meaningful disaggregated data for course and program development and continuous improvement, particularly regarding disproportionately impacted groups.

Evidence List
IB1-01 – Governance Handbook
IB1-02 – Fall Enrollment Report to IEC
IB1-03 – College Learning and Enrollment Management Committee (CLEMC) Webpage
IB1-04 – SLO webpage
IB1-05 – Student Equity and Achievement examples, dashboards

IB5-04 – Program Review Process
IB5-05 – Progress Update
IB5-06 – Planning and Accountability Cycle

IB6-01 – Student Equity and Achievement Dashboard
IB6-02 – *Student Equity and Achievement Plan*
IB6-03 – Guided Pathways Dashboards
IB6-04 – HSI STEM grant
IB6-05 – HSI STEM Grant Implemented tutoring
IB6-06 – *Student Learning Outcome & Assessment Handbook*
IB6-07 – 2022-24 *Superintendent/President and Board of Trustees Goals*
IB6-08 – Resource Allocation Request
IB6-09 – Budget assumptions (Resource Allocation Guiding Principles)
IB6-10 – Program Review reports and Dashboard

IB7-01 – BP, AP, and Manual
IB7-02 – AP 2410 – Board Policies and Administrative Procedure
IB7-03 – LTCC Program Review Process
IB7-04 – LTCC Meta Majors

IB8-01 – Institutional Effectiveness, Institutional Data Page
IB8-02 – Progress Update 2023
IB8-03 – Fact Sheet 2021-22
IB8-04 – Institutional Effectiveness, Program Review Page
IB8-05 – LTCC State of the College Address Webpage
IB8-06 – 2022-23 Vision for Success
IB8-07 – 2022 Fall Enrollment Update Presentation
IB8-08 – Public SLO Data
IB8-09 – Annual Program Review and Comprehensive Program Review Examples

IB9-01 – *Educational Master Plan* (*EMP*)
IB9-02 – *Facilities Master Plan* (*FMP*)
IB9-03 – *Technology Master Plan* (New version in development)
IB9-04 – *Student Equity and Achievement Plan*
IB9-05 – *Guided Pathways Scale of Adoption and Assessment Plan*
IB9-06 – LTCC Planning and Accountability Cycle
IB9-07 – Strategic Goal Document

C. Institutional Integrity

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

Evidence of Meeting the Standard

LTCC assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement. LTCC's Mission, Vision and Value Statement is available online as well as in the college catalog and *Class Schedule* (IC1-01). Student learning outcome assessment data is available to the public via the website (IC1-02). The LTCC online catalog provides students with up-to-date information regarding courses (IC1-03), certificates (IC1-04), and programs (IC1-05), including the LTCC general education pattern (IC1-06) as well as course and program student learning outcomes. In addition, two class schedules per year (summer/fall and winter/spring (IC1-07) are posted online. Student services are available both online and in person and are described in the catalog and website (IC1-08, IC1-09).

The College has adopted Board Docs, which allows for the agendas and minutes of all participatory governance committees (IEC, CLEMC, Technology Council, Facilities Council, and Budget Council) to be viewable to the public (IC1-10). AT LTCC, participating effectively in governance means having respect for divergent opinions, confidence in other participators, and a penchant to cooperate for the better of the institution. It is the objective that all participants collectively develop recommendations for governance action. Public-facing dashboards keep the community informed of student achievement and completion data (IC1-11).

Finally, LTCC provides information related to accreditation status online and in the college catalog (IC1-12). On the LTCC website, the public can find information about the accreditation process overall and specifically at LTCC as well as access information about complaint procedures related to accreditation.

Analysis and Evaluation

The College meets the Standard. The Mission, Vision, and Value Statements are posted on the college website, in the catalog, schedules, as well as posted in several prominent locations on campus. Course, program, and institutional learning outcomes are accessible and posted on the college website and in the online college catalog, along with course and program information and general education patterns, and the student support services available online and in person are clearly articulated to the public through the website, campus publications, and a variety of media releases. The College publicizes its accreditation status, processes, reports, and complaint procedures clearly.

Evidence List
IC1-01 – Mission Statement
IC1-02 – Learning Outcomes
IC1-03 – Catalog Course List
IC1-04 – Website Degrees and Certificates
IC1-05 – Catalog Programs
IC1-06 – Catalog General Education Patterns
IC1-07 – Website Class Schedule
IC1-08 – Catalog Student Support Services
IC1-09 – Website Services for Students
IC1-10 – Board Docs Committee List
IC1-11 – Dashboards
IC1-12 – Website Accreditation Status

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

Evidence of Meeting the Standard

The Instruction Office reviews and updates the LTCC catalog quarterly and as needed, and it is published annually with the oversight and action of the Curriculum Committee. Divisions and departments are asked to review their pertinent sections individually. The current catalog for the 2022-2023 academic year is available electronically through the website, and previous catalogs are also archived (IC2-01).

The LTCC catalog includes extensive information about the campus, services, programs, and courses. The catalog provides general information, admission requirements, and outlines major policies and procedures. It is utilized regularly by various departments on campus to provide accurate information to students regarding courses, programs, and degree offerings.

Catalog Requirements
1. General Information
   - Official Name, Address(es), Telephone Number(s), and Website of the Institution (IC2-02)
   - Educational Mission (IC2-03)
   - Representation of Accredited Status with ACCJC, and with Programmatic Accreditors If Any (IC2-04)
   - Course (IC2-05), Program (IC2-06) and Degree Offerings (IC2-07)
   - Student Learning Outcomes for Programs and Degrees (IC2-08)

- Academic Calendar (IC2-09) and Program Length (IC2-10)
- Academic Freedom Statement (IC2-11)
- Available Student Financial Aid (IC2-12)
- Available Learning Resources (IC2-13)
- Names and Degrees of Administrators (IC2-14) and Faculty (IC2-15)
- Names of Governing Board Members (IC2-16)

2. Requirements
- Admissions (IC2-17)
- Student Tuition, Fees, and Other Financial Obligations (IC2-18)
- Degrees (IC2-07), Certificates (IC2-19), Graduation (IC2-20) and Transfer (IC2-21)

3. Major Policies and Procedures Affecting Students
- Academic Regulations, including Academic Dishonesty (IC2-22)
- Nondiscrimination (IC2-23)
- Acceptance and Transfer of Credits (IC2-24)
- Transcripts (IC2-25)
- Grievance and Complaint Procedures (IC2-26)
- Sexual Harassment (IC2-27)
- Refund of Fees (IC2-28)

4. Locations or Publications Where Other Policies May Be Found
- College Website (IC2-29), Board Docs (IC2-30)

Analysis and Evaluation

The College meets the Standard. The LTCC catalog provides precise, accurate, and current information for students and prospective students. The catalog is reviewed and published annually and is posted to the College's website, with quarterly addenda as instructional courses and programs are updated, particularly in Career and Technical Education, to remain current and relevant to changing industry standards and external program accreditation requirements.

Evidence List
IC2-01 – Current Catalog
IC2-02 – Catalog Front Page
IC2-03 – Catalog Mission Statement
IC2-04 – Catalog Accreditation
IC2-05 – Catalog Course List
IC2-06 – Catalog Programs
IC2-07 – Catalog Degree List
IC2-08 – Catalog Student Learning Outcomes
IC2-09 – Catalog Academic Calendar
IC2-10 – Catalog Program Length Example
IC2-11 – Catalog Academic Freedom

IC2-12 – Catalog Financial Aid
IC2-13 – Catalog Student Support Services
IC2-14 – Catalog Administration List
IC2-15 – Catalog Faculty List
IC2-16 – Catalog Board Member List
IC2-17 – Catalog Admissions Information
IC2-18 – Catalog Fees
IC2-19 – Catalog Certificate Example
IC2-20 – Catalog Graduation Requirements
IC2-21 – Catalog Transfer Requirements
IC2-22 – Catalog Academic Policy
IC2-23 – Catalog Nondiscrimination
IC2-24 – Catalog Transferring Credits
IC2-25 – Catalog Transcript Information
IC2-26 – Catalog Student Grievance Procedures
IC2-27 – Catalog Sexual Harassment Policy
IC2-28 – Catalog Refund Policy
IC2-29 – LTCC.edu Homepage
IC2-30 – Board Docs Landing Page

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

Evidence of Meeting the Standard

In addition to the myriad of public reports on and review of student achievement data (including persistence, success, completion, and transfer data, among other benchmarks) noted above (for example, the Vision for Success Goals, the LTCC Scorecard, the *SEA* Plan, reports on transfer-level English and math completion, and others), LTCC has established a comprehensive and systematic approach to assessing student learning and evaluating student achievement (IC3-01). The institution, through the IE department, collects and analyzes data on student learning outcomes (SLOs) across all academic programs and uses this information to improve the quality of its educational offerings (IC3-02). CSLO data is collected and entered into eLumen by faculty at a high percentage rate (IC3-03). Over the 2022-2023 academic year, LTCC focused on enhancing the SLO assessment process by assessing the last five years of CSLO data for key courses, PSLO data for programs, and ISLO data for our overall effectiveness as a college.

LTCC communicates the results of its assessment and evaluation activities to appropriate constituencies, including current and prospective students and the public (IC3-04, IC3-05). This communication is clear and accessible and uses appropriate language and

formats that are easily understood by the targeted audiences (IC3-06). Furthermore, annual passage rates are reported for various CTE programs where students take a state or national licensing exam, such as Emergency Medical Technician (EMT), Real Estate, and Dental Assisting, as well as for job placement rates (IC3-07). The College also conducts annual reviews of the Strong Workforce Program metrics available through Cal-Pass, such as Students with a Job Closely Related to Their Field of Study, Median Annual Earnings, Median Change in Earnings, and Exiting Students Who Attained the Living Wage (IC3-08).

Analysis and Evaluation

The College meets the Standard. Overall, LTCC has a strong commitment to assessing and improving student learning outcomes and it communicates these efforts effectively to its various stakeholders.

Evidence List
IC3-01 – Student Learning Outcomes Webpage
IC3-02 – Student Learning Outcomes Methods
IC3-03 – Five Year Data
IC3-04 – APR List
IC3-05 – CPR List
IC3-06 – APR and CPR Description
IC3-07 – ACCJC Annual Passage Rates
IC3-08 – Cal-Pass Metrics

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

Evidence of Meeting the Standard

The institution describes certificates and degrees in terms of purpose, content, course requirements, and expected learning outcomes via the Course Outlines of Record (IC4-01) and relevant program development and revision documents, which are reviewed by the Curriculum Committee and approved by the Board (as required). Documentation, including distance education addenda, is then submitted into the Chancellor's Office Curriculum Inventory (COCI) for approval and cataloguing, whereupon courses and programs are listed in the LTCC catalog (IC4-02, IC4-03). Additionally, all program information, including PSLOs, is listed on academic webpages (IC4-04) on the College's website and in the college catalog. And all programs, including CTE programs, have specific program pathway information listed on their respective webpages, along with labor market information (IC4-05). Requirements for graduation and transfer are also explained in detail in the college catalog (IC4-06).

Analysis and Evaluation

The College meets the Standard. Course, certificate, and degree requirements, including expected learning outcomes, are posted in public-facing locations such as the catalog and college website, which are both reviewed at least annually for any relevant changes and necessary updates.

> 🔍 **Evidence List**
> IC4-01 – Course Outline of Record Example
> IC4-02 – Catalog Degree List
> IC4-03 – Catalog Certificate Example
> IC4-04 – Website Degrees and Certificates
> IC4-05 – CTE Pathway Example
> IC4-06 – Catalog Graduation Requirements

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

Evidence of Meeting the Standard

LTCC regularly reviews college policies, procedures, and publications to assure integrity in all representations of its missions, programs, and service as outlined in BP 2410 (IC5-01) and AP 2410 (IC5-02). Upon approval, a new BP/AP is uploaded to a public-facing Board Docs website (IC5-03), with adopted dates and last revised dates clearly identified. Policies are reviewed every five years absent unique revision regulations or external requirements requiring more immediate updates. Staff assigned to the Office of the Superintendent/President are responsible for managing the BP/AP creation, review, and adoption process. Additionally, as noted above, all policies and procedures included in the college catalog are comprehensively and collaboratively reviewed at least annually.

Analysis and Evaluation

The College meets the Standard. BPs and APs are scheduled for regular review every five years and updated as necessitated by state statutes, external regulations, or to better supports students and the institution as a whole. BPs and APs are routed through participatory governance for review and input and posted on Board Docs, which is publicly accessible.

> 🔍 **Evidence List**
> IC5-01 – Board Policy 2410
> IC5-02 – Administrative Procedure 2410
> IC5-03 – Board Docs Website

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

Evidence of Meeting the Standard

The college catalog (IC6-01) and website (IC6-02) clearly list all current information on tuition, fees, and financial aid (IC6-03 / IC6-04) available to students. LTCC offers its students financial aid from a variety of programs, including fee waivers for California residents and Lake Tahoe Basin residents living in adjacent Nevada counties, grants, scholarships, and work-study opportunities. The financial aid director works with counseling faculty and student services staff to assist students in exploring the various means of financial support available. CTE program webpages include information on Financial Aid and Scholarships and gainful employment data. The college website also addresses costs for international students (IC6-05). Information on textbooks, open educational resources (IC6-06), quarterly textbook (IC6-07) materials, and other resources are listed on the college website (IC6-08) and via the student registration portal, Passport.

Analysis and Evaluation

The College meets the Standard. The College provides information regarding the costs of education at LTCC on the website and via the student registration portal, Passport.

Evidence List
IC6-01 – Current Catalog
IC6-02 – LTCC.edu Homepage
IC6-03 – Catalog Financial Aid
IC6-04 – LTCC.edu Financial Aid
IC6-05 – LTCC.edu International Students
IC6-06 – LTCC.edu Open Educational Resources
IC6-07 – LTCC.edu Quarterly Texts
IC6-08 – Website Services for Students

7. **In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)**

Evidence of Meeting the Standard

LTCC has established and implemented governing board policies on academic freedom and responsibility that align with the accrediting agency's expectations (IC7-01). These policies are readily available to all constituencies, including faculty and students, and the institution actively promotes and upholds the principles of academic freedom and responsibility.

The LTCC Academic Senate has created a Code of Ethics (IC7-02), modeled after the American Association of University Professors' Statement of Professional Ethics, with the goal that professionalism is enhanced by making the institution's values explicit and insisting on a campus culture that promotes and protects these values. The Code of Ethics includes a detailed section on academic freedom (IC7-03), and BP 3900 addresses free speech and freedom of expression (IC7-04). The College widely communicates its commitments to academic freedom. Information on academic freedom is included in the college catalog (IC7-05), the Faculty Handbook (IC7-06), and BP 4030 (IC7-01).

Analysis and Evaluation

The College meets the Standard. LTCC has numerous policies and procedures in place that ensure academic and institutional integrity.

Evidence List
IC7-01 – Board Policy 4030
IC7-02 – Code of Ethics
IC7-03 – Academic Freedom
IC7-04 – Board Policy 3900
IC7-05 – Catalog Academic Freedom
IC7-06 – Faculty Handbook

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

Evidence of Meeting the Standard

Students are informed of conduct policies and procedures through various instructional resources. The syllabi for all courses describe coursework and conduct expectations for the term (IC8-01). The Student Code of Conduct (IC8-02) and Student Discipline board policies (IC8-03) are available to the public via Board Docs and visible in the online course catalog (IC8-04). Faculty expectations for academic honesty and integrity are described in the Institutional Code of Ethics (IC8-05), which is applicable to administration (IC8-06), faculty (IC8-07), and classified staff (IC8-08).

Analysis and Evaluation

LTCC meets this Standard. The College has Board-approved policies on academic honesty, integrity, and conduct. These policies are campus wide and include language specific to each group on campus. Disclosures are accessible and distributed through various outlets.

🔍 **Evidence List**
IC8-01 – Syllabus Example
IC8-02 – Board Policy 5500
IC8-03 – Board Policy 5520
IC8-04 – Catalog Policies and Procedures
IC8-05 – Board Policy 3050
IC8-06 – Administrative Procedure 3050
IC8-07 – Administrative Procedure 3051
IC8-08 – Administrative Procedure 3052

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

Evidence of Meeting the Standard

LTCC faculty distinguish between personal convictions and professionally accepted views in their respective disciplines. Further, faculty present data and information fairly and objectively to students, fostering an environment of critical thinking and academic rigor. Through the Academic Senate Code of Ethics (IC9-01), college catalog (IC9-02), library statements (IC9-03), Acceptable Use Policy (IC9-04), and board policy (IC9-05), LTCC clearly communicates the importance of ensuring that faculty members present information in a fair and objective manner. The institution has implemented policies and practices to promote academic freedom and encourage faculty members to present diverse perspectives and viewpoints in their teaching (IC9-06).

LTCC faculty members engage in ongoing professional development to stay current with emerging trends and research in their disciplines (IC9-07). As reflected in these discussions and onboarding activities and as outlined in the Faculty Handbook (IC9-08), faculty members are encouraged to challenge their own assumptions and biases to ensure they are presenting information objectively (IC9-09).

Analysis and Evaluation

LTCC meets the standard. The institution is committed to ensuring its faculty members present information fairly and objectively and that this commitment translates into a positive academic experience for students.

Evidence List

IC9-01 – Academic Senate Code of Ethics
IC9-02 – Catalog Policies and Procedures
IC9-03 – Library Policies
IC9-04 – Acceptable Use Policy
IC9-05 – Board Policy 4030
IC9-06 – LTCC Equity Statement
IC9-07 – Faculty Agreement 5.1.2.1.3.3
IC9-08 – Faculty Handbook
IC9-09 – Faculty Handbook Section V

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

Evidence of Meeting the Standard

As described in Standard I.C.8, LTCC Board Policies lay out expectations regarding Student Code of Conduct (IC10-01) and Student Discipline board policies (IC10-02) and are available to the public via Board Docs and visible in the online course catalog (IC10-03). Expectations for academic honesty and integrity are described in the Institutional Code of Ethics, which is applicable to administration, faculty, and classified staff (IC10-04).

Students are informed of conduct policies and procedures through various instructional resources; for example, the syllabi for all courses describe coursework and conduct expectations for the term (IC10-05).

Analysis and Evaluation

LTCC meets this Standard. Specific codes of conduct and related policies are institutionalized and accessible through various and appropriate outlets.

Evidence List

IC10-01 – Board Policy 5500
IC10-02 – Board Policy 5520
IC10-03 – Catalog Standards and Policies
IC10-04 – Board Policy 3050
IC10-05 – Syllabus Example

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

Evidence of Meeting the Standard

This standard does not apply to LTCC.

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

Evidence of Meeting the Standard

LTCC has continuously complied with all Eligibility Requirements, Accreditation Standards (IC12-01), Commission policies (IC12-02), guidelines, and requirements for public disclosure, institutional reporting (IC12-03), team visits, and prior approval of substantive changes (IC12-04). When directed to act by the Commission, LTCC responds to meet requirements within time periods set by the Commission (IC12-05). A public website is maintained by LTCC where information required by the Commission demonstrates how LTCC carries out its accrediting responsibilities (IC12-06).

Analysis and Evaluation

The College meets the Standard. Any accreditation-related disclosures are made accessible to the public and distributed through various appropriate outlets. The institution complies with all accreditation requirements and responds to any direction from the accrediting agency within timelines provided.

Evidence List
IC12-01 – Certificate of Accreditation
IC12-02 – Commission Policies
IC12-03 – Accreditation Reports and Actions
IC12-04 – Substantive Change Proposal
IC12-05 – Accreditation Annual Report 2022
IC12-06 – Website Accreditation Status

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

Evidence of Meeting the Standard

The College advocates honesty and integrity in relationships with external agencies including the ACCJC, the California Department of Corrections and Rehabilitation, California State Fire Training, El Dorado County Emergency Medical Services, California Dental Board, California Consortium of Addiction Programs and Professionals, California Department of Real Estate, and others. Various college staff are responsible for responding to external partners and agencies to meet all deadlines and comply with county, state, and federal regulations. All CTE programs requiring external accreditation approval are currently in compliance, including the Lake Tahoe Basin Fire Academy (IC13-01), Emergency Medical Technician (IC13-02), Dental Assisting and Radiology (IC13-03), and Counseling Addiction Studies (IC13-04).

Analysis and Evaluation

The College meets the Standard. LTCC is transparent and responsive to all external agency requirements to maintain compliance, with relevant information posted to the college website and public-facing Board Docs webpage.

> **Evidence List**
> IC13-01 – LTBFA Accreditation Letter
> IC13-02 – El Dorado County EMT Resource Webpage
> IC13-03 – Dental Board Approved Courses
> IC13-04 – CAADE Accredited Programs

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

Evidence of Meeting the Standard

LTCC ensures that its commitments to high quality education, student achievement, and student learning take priority above all other objectives. The institution does not generate financial returns for investors, contribute to any related or parent organization, nor prioritize supporting any external interests. The College's priority is to serve its community and students.

LTCC is committed to its mission, as articulated in BP 1200

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 (IC14-01).

The College's commitment to diversity, equity, and inclusion is demonstrated through BP 7100 (IC14-02) and by LTCC's recent Honorable Mention for the John W. Rice Award by the State Chancellor Office (IC14-03). Integrity is at the core of several Board Policies on Conflict of Interest (IC14-04), Institutional Code of Ethics (IC14-05), and Political Activity (IC14-06).

Analysis and Evaluation

LTCC meets this Standard and in some areas goes above and beyond the Standard with Board Policies on Political Activity; an Institutional Code of Ethics; and demonstrated commitment to diversity, equity, and inclusion.

Evidence List
IC14-01 – Board Policy 1200
IC14-02 – Board Policy 7100
IC14-03 – "   u   o   h   k
IC14-04 – Board Policy 2710
IC14-05 – Board Policy 3050
IC14-06 – Board Policy 2716

Conclusions on Standard I.C: Institutional Integrity

The LTCC Mission, Vision, and Values statements, along with course, program, and institutional learning outcomes and program information, general education patterns, and student services are all posted in public-facing, accessible online outlets. The LTCC catalog provides precise, accurate, and current information for students and prospective students. The catalog is reviewed regularly and appropriately and is published annually.

LTCC has established a comprehensive and systematic approach to assessing student learning and evaluating student achievement, and the College communicates the results of its assessment and evaluation activities to appropriate constituencies. Certificates and degrees are posted in public-facing locations such as the catalog and college website, which are both reviewed at least annually for any relevant changes and necessary updates. BPs and APs are scheduled for regular review every five years and updated as necessitated by state statutes and external regulations.

The College provides information on the website and via the student registration portal, Passport, and has established and implemented governing board policies on academic freedom and responsibility that align with the accrediting commission's expectations. These policies are readily available to all constituencies. The College has board-approved policies on academic honesty, integrity, and conduct. These policies are campus wide and include language specific to each group on campus. LTCC is committed to ensuring that its faculty members present information in a fair and objective manner and that this commitment translates into a positive academic experience for students. Expectations for students and faculty are clearly laid out in BPs accessible to the public.

Finally, LTCC complies with all ACCJC requirements, policies, and standards; all CTE programs requiring external accreditation approval are currently in compliance, and in some areas, the College goes above and beyond the standard with Board Policies on Political Activity; an Institutional Code of Ethics; and explicit commitments to diversity, equity, and inclusion.

Improvement Plan(s)

LTCC assures that its mission statement, learning outcomes, educational programs, and student support services are clear, accurate, and provided with integrity to the college community and the public. The College is working to establish a process for more regular review of web page information and a process for updating and maintaining all web pages. A formal process will be developed and documented.

Evidence List
IC1-01 – Mission Statement
IC1-02 – Learning Outcomes
IC1-03 – Catalog Course List
IC1-04 – Website Degrees and Certificates
IC1-05 – Catalog Programs
IC1-06 – Catalog General Education Patterns
IC1-07 – Website Class Schedule
IC1-08 – Catalog Student Support Services
IC1-09 – Website Services for Students
IC1-10 – Board Docs Committee List
IC1-11 – Dashboards
IC1-12 – Website Accreditation Status

IC2-01 – Current Catalog
IC2-02 – Catalog Front Page
IC2-03 – Catalog Mission Statement
IC2-04 – Catalog Accreditation
IC2-05 – Catalog Course List
IC2-06 – Catalog Programs

IC2-07 – Catalog Degree List
IC2-08 – Catalog Student Learning Outcomes
IC2-09 – Catalog Academic Calendar
IC2-10 – Catalog Program Length Example
IC2-11 – Catalog Academic Freedom
IC2-12 – Catalog Financial Aid
IC2-13 – Catalog Student Support Services
IC2-14 – Catalog Administration List
IC2-15 – Catalog Faculty List
IC2-16 – Catalog Board Member List
IC2-17 – Catalog Admissions Information
IC2-18 – Catalog Fees
IC2-19 – Catalog Certificate Example
IC2-20 – Catalog Graduation Requirements
IC2-21 – Catalog Transfer Requirements
IC2-22 – Catalog Academic Policy
IC2-23 – Catalog Nondiscrimination
IC2-24 – Catalog Transferring Credits
IC2-25 – Catalog Transcript Information
IC2-26 – Catalog Student Grievance Procedures
IC2-27 – Catalog Sexual Harassment Policy
IC2-28 – Catalog Refund Policy
IC2-29 – LTCC.edu Homepage
IC2-30 – Board Docs Landing Page

IC3-01 – Student Learning Outcomes Webpage
IC3-02 – Student Learning Outcomes Methods
IC3-03 – Five Year Data
IC3-04 – APR List
IC3-05 – CPR List
IC3-06 – APR and CPR Description
IC3-07 – ACCJC Annual Passage Rates
IC3-08 – Cal-Pass Metrics

IC4-01 – Course Outline of Record Example
IC4-02 – Catalog Degree List
IC4-03 – Catalog Certificate Example
IC4-04 – Website Degrees and Certificates
IC4-05 – CTE Pathway Example
IC4-06 – Catalog Graduation Requirements

IC5-01 – Board Policy 2410
IC5-02 – Administrative Procedure 2410
IC5-03 – Board Docs Website

IC6-01 – Current Catalog
IC6-02 – LTCC.edu Homepage
IC6-03 – Catalog Financial Aid
IC6-04 – LTCC.edu Financial Aid
IC6-05 – LTCC.edu International Students
IC6-06 – LTCC.edu Open Educational Resources
IC6-07 – LTCC.edu Quarterly Texts
IC6-08 – Website Services for Students

IC7-01 – Board Policy 4030
IC7-02 – Code of Ethics
IC7-03 – Academic Freedom
IC7-04 – Board Policy 3900
IC7-05 – Catalog Academic Freedom
IC7-06 – Faculty Handbook

IC8-01 – Syllabus Example
IC8-02 – Board Policy 5500
IC8-03 – Board Policy 5520
IC8-04 – Catalog Policies and Procedures
IC8-05 – Board Policy 3050
IC8-06 – Administrative Procedure 3050
IC8-07 – Administrative Procedure 3051
IC8-08 – Administrative Procedure 3052

IC9-01 – Academic Senate Code of Ethics
IC9-02 – Catalog Policies and Procedures
IC9-03 – Library Policies
IC9-04 – Acceptable Use Policy
IC9-05 – Board Policy 4030
IC9-06 – LTCC Equity Statement
IC9-07 – Faculty Agreement 5.1.2.1.3.3
IC9-08 – Faculty Handbook
IC9-09 – Faculty Handbook Section V

IC10-01 – Board Policy 5500
IC10-02 – Board Policy 5520
IC10-03 – Catalog Standards and Policies
IC10-04 – Board Policy 3050
IC10-05 – Syllabus Example

IC12-01 – Certificate of Accreditation
IC12-02 – Commission Policies
IC12-03 – Accreditation Reports and Actions
IC12-04 – Substantive Change Proposal
IC12-05 – Accreditation Annual Report 2022
IC12-06 – Website Accreditation Status

IC13-01 – LTBFA Accreditation Letter
IC13-02 – El Dorado County EMT Resource Webpage
IC13-03 – Dental Board Approved Courses
IC13-04 – CAADE Accredited Programs

IC14-01 – Board Policy 1200
IC14-02 – Board Policy 7100
IC14-03 – Board of Trustees meeting agenda
IC14-04 – Board Policy 2710
IC14-05 – Board Policy 3050
IC14-06 – Board Policy 2716

STANDARD II

Student Learning Programs and Support Services

STUDENT LEARNING PROGRAMS AND
SUPPORT SERVICES

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

A. Instructional Programs

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

Evidence of Meeting the Standard

Lake Tahoe Community College (LTCC) degrees and certificates are driven by the College's mission (IIA1-01). LTCC offers associate degrees for transfer, local associate degrees, and certificates, many of which are through Career and Technical Education (CTE) programs (IIA1-02, IIA1-03, IIA1-04).

In addition, through the LTCC Rising Scholars Program (RSP), LTCC offers correspondence courses that can lead incarcerated students to their associate degree for transfer (AA-T) in Sociology. An Enhanced One-on-One pedagogical approach for correspondence courses was first approved as a pilot program by LTCC's Board of Trustees (Board) in 2015 (IIA1-05). In spring 2017, LTCC's Substantive Change Proposal received approval from the Accrediting Commission for Community and Junior Colleges (ACCJC) (IIA1-06). Today, in addition to correspondence courses, LTCC's RSP offers online versions of correspondence courses at a juvenile facility and is well poised to offer online courses within the California Department of Corrections and Rehabilitation (CDCR) as well as face-to-face courses at the local juvenile detention facility.

LTCC's Curriculum Committee maintains oversight of program, certificate, and course development (IIA1-07). LTCC's Board Policy (BP) 4020 on Program, Curriculum, and Course Development includes appropriate involvement of the faculty and Academic Senate in all processes, including regular review and justification of programs and course descriptions, opportunities for training for persons involved in aspects of curriculum development, and consideration of job market and other related information for vocational and occupational programs (IIA1-08).

LTCC was one of the first colleges to join the California Virtual Campus, Online Education Initiative Consortium and continues to provide opportunities for all students through online education (IIA1-09). LTCC offers 16 AD-Ts, several of which are available fully online to promote student flexibility and program completion (IIA1-10). Finally, LTCC remains committed to the California Community Colleges Vision for Success and regularly reflects upon and updates the institution's progress in achieving these goals (IIA1-11).

Analysis and Evaluation

The College meets the Standard. All programs and certificates are reviewed and vetted by the Curriculum Committee, are in line with LTCC's mission, support student attainment of educational or career advancement, and are offered in a variety of modalities.

Evidence List
IIA1-01 – Mission Statement
IIA1-02 – Associate Degrees for Transfer
IIA1-03 – Local Associate Degrees
IIA1-04 – Certificates
IIA1-05 – Rising Scholars Program Board Approval
IIA1-06 – ACCJC Substantive Change Approval
IIA1-07 – Curriculum Handbook Section 1
IIA1-08 – Board Policy 4020 Curriculum Development
IIA1-09 – California Virtual Campus, Online Education Initiative Consortium
IIA1-10 – Associate Degrees for Transfer Webpage
IIA1-11 – Vision for Success

2. **Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.**

Evidence of Meeting the Standard

At LTCC, faculty (including full-time and part-time faculty) regularly engage in ensuring that the content and methods of instruction meet accepted academic and professional standards and expectations. The LTCC Curriculum Committee (IIA2-01) is one of the main vehicles used to ensure academic quality, as each course and program is thoroughly vetted, and course outlines of record keep course content consistent across sections and modalities.

Recently, LTCC was awarded a $300,000 two-year grant to create a Culturally Responsive Teaching Academy where both part-time and full-time faculty will engage in practices that improve classroom pedagogy (IIA2-02). LTCC's commitment to a cycle of continuous improvement allows faculty to learn from each other and enhance teaching practice. This process also enhances the collective ownership of the learning experience at LTCC.

To ensure that every program/discipline is regularly vetted, LTCC maintains an Annual Program Review (APR) process that includes the collaboration of deans, faculty leads, full-time and part-time faculty to review, reflect, and determine resource allocation needs (IIA2-03). Given the size of LTCC, some programs do not have full-time faculty oversight, and therefore, part-time faculty play a primary role in ensuring that courses and programs are updated and current.

One area that LTCC has been focused on improving is the Comprehensive Program Review (CPR) process (IIA2-03). To align with the Guided Pathways model more closely and to better understand student success from a Meta Major perspective, LTCC has redesigned the CPR process to include disaggregated success data at the Meta Major, program, and discipline levels. This process will allow each Meta Major to be evaluated as part of a collaborative effort among disciplines every five years to analyze trends and produce recommendations for improving student success and completion. The CPRs will move through the College's governance bodies to ensure that the information is shared and appropriate action plans result (IIA2-04).

LTCC's RSP is another example of how LTCC faculty and administration work together to continuously improve courses and programs. The College recently agreed on a multi-disciplinary effort to revitalize and rewrite all correspondence courses in the RSP program, and new courses were launched successfully in the summer of 2023 (IIA2-05). Each course was vetted by faculty on the RSP Committee (IIA2-06). In addition, a Correspondence Course Addendum was established for each of the courses in RSP to make expectations and standards for each of these courses more consistent (IIA2-07).

Analysis and Evaluation

LTCC meets this Standard by ensuring that all programs, courses, and instructors are well-vetted and evaluated by both faculty and administrators. LTCC is improving the CPR practice to reframe the process and to incorporate a Guided Pathways framework and a

Meta Major lens to evaluate programs from a broader perspective with an eye toward ongoing institutional improvement and student success and achievement.

🔍 **Evidence List**

IIA2-01 – Curriculum Handbook Section 2
IIA2-02 – Culturally Responsive Pedagogy and Practice Grant
IIA2-03 – Comprehensive Program Review and Annual Program Review Process
IIA2-04 – Comprehensive Program Review Process Diagram
IIA2-05 – Summer 2023 Rising Scholars Program Course Offerings
IIA2-06 – Curriculum Checklist for RSP Committee
IIA2-07 – Rising Scholars Program Correspondence Course Addendum

3. **The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved that current course outlines include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.**

Evidence of Meeting the Standard

LTCC engages in a robust process for assessing student learning outcomes. The *LTCC Student Learning Outcome & Assessment Handbook* (IIA3-01) outlines procedures for creating and assessing Course Student Learning Outcomes (CSLOs) and for mapping CSLOs to Program Student Learning Outcomes (PSLOs) and Institutional Student Learning Outcomes (ISLOs). Faculty create the student learning outcomes for courses, programs, and certificates. CSLOs are included in the Course Outlines of Record (CORs) in eLumen (IIA3-02), and all CSLOs are mapped to the PSLOs and ISLOs also in eLumen. Quarterly mapping reports indicate which CSLOs need mapping. Each piece of curriculum undergoes a rigorous process of analysis and review by the Curriculum Committee for approval and, as appropriate, at other levels of the college governance structure.

In addition to their home in the CORs in eLumen, institution-approved CSLOs for all active courses are featured in the LTCC Catalog (IIA3-03). These outcomes are also a required element of the course syllabus that students receive on the first day of class (IIA3-04). Each academic quarter, department leads and the Instruction Office collect electronic copies of each course syllabus and review them to ensure that all syllabi include the official CSLOs for a given course (IIA3-05). Because all courses are also now required, regardless of modality, to have a Canvas shell, these syllabi are also trackable in Canvas.

Each quarter, the office of IE and the SLO Coordinator identify which courses are to be assessed (IIA3-06) and assign them to faculty, who complete those assessments (IIA3-07). Department leads analyze these outcomes as part of the APR to engage in dialogue with

colleagues regarding what the outcome data reveal about student success, persistence, and achievement.

Faculty also assess PSLOs and ISLOs indirectly by mapping the CSLOs to the PSLOs (IIA3-08) and to the ISLOs. LTCC's ISLOs focus on four areas: Communication, Critical Thinking and Information Competency, Global Awareness, and Personal Responsibility and Professional Development. Faculty analyze individual CSLOs to determine how they lead to these larger outcomes. The SLO Coordinator tracks the completion of assessments and mapping and routinely reports on this during monthly College Learning and Enrollment Management Council (CLEMC) meetings (IIA3-09).

Analysis and Evaluation

The College meets the Standard. The process of creating, assessing, and analyzing student learning outcomes involves all faculty in a collaborative effort to improve student success. As a next step, LTCC intends to increase the frequency of the CSLO assessments and may, for example, consider CSLO assessments for each class each term to provide a more complete picture of how students are attaining learning objectives and outcomes and to continue to involve all faculty in a collaborative conversation around CSLOs to improve student success.

Evidence List
IIA3-01 – *Student Learning Outcome & Assessment Handbook*
IIA3-02 – Course Learning Outcomes in Course Outline of Record
IIA3-03 – Student Learning Outcomes in Catalog
IIA3-04 – Syllabus Requirements from Faculty Handbook
IIA3-05 – Syllabi Tracking
IIA3-06 – Student Learning Outcomes Assessment Outreach Email
IIA3-07 – Student Learning Outcomes Assessment Completion
IIA3-08 – Student Learning Outcomes Mapping Report
IIA3-09 – CLEMC Student Learning Outcomes Report

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

Evidence of Meeting the Standard

With the implementation of AB 705, LTCC has removed pre-collegiate and basic skills offerings in English and math (IIA4-01, IIA4-02, IIA4-03). Through guided self-placement, all students are being placed in transfer-level courses, which have required or recommended support courses in English and math (IIA4-04, IIA4-05, IIA4-06). With the implementation of AB 1705, LTCC's math department has moved quickly to add a support course for calculus to support students pursuing STEM degrees who need to

start in transfer-level math for their specific degree (IIA4-07). Additionally, to ensure access to support courses for all students, LTCC is creating noncredit versions of the corequisite support courses in math to allow all students to have access to these supports as they take transfer-level math in their first year at LTCC.

In English, LTCC offers several sections of ENG 101 that are tied to a two-unit support course (ENG 159) (IIA4-04). Students seeking additional support can enroll in these sections. These courses also have embedded tutors, providing additional support for students both inside and outside of the classroom. In 2022, LTCC was awarded an Excellence in Placement Award by the Campaign for College Opportunity for successfully supporting Latinx students in enrolling in and completing transfer-level English within one year of initial enrollment (IIA4-08). LTCC was also recognized by the Public Policy Institute of California as one of California's top-performing community colleges in students accessing and succeeding in transfer-level English (IIA4-09). In fall 2020, 100 percent of students were placed directly into transfer-level English, and 72 percent of students completed.

LTCC offers pre-collegiate curriculum in English through the noncredit English as a Second Language (ESL) program. Some students move from noncredit ESL 564 B (High Intermediate), ESL 565 (Advanced), ESL 572 (Conversation), and/or ESL 592B (Pronunciation – Level II) directly into ENG 101. These students are advised to take the corequisite support course to provide additional support with the ENG 101 course. They also receive support from tutoring; transition navigation through the partnership with ADVANCE, the local Adult Education consortium; as well as Integrated Education and Training (IET) and personalized instruction through Burlington English. English Language Learners (ELLs) also receive real-time contextualized support through EnGen in specific CTE contexts, such as in the Forestry program. The College also offers a new Puente scholarship specifically designed for ELLs to offset the difference between in- and out-of-state tuition.

Analysis and Evaluation

The College meets this Standard. LTCC offers no pre-collegiate level credit curriculum.

Evidence List
IIA4-01 – Precollegiate Deactivations Examples
IIA4-02 – Transfer Math Courses
IIA4-03 – AB705 Webpage
IIA4-04 – ENG 159 Course Outline of Record
IIA4-05 – MAT 131H Course Outline of Record
IIA4-06 – MAT 191AR Course Outline of Record
IIA4-07 – MAT131J Course Outline of Record
IIA4-08 – Excellence in Placement Award
IIA4-09 – Public Policy Institute of California Recognition

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

Evidence of Meeting the Standard

LTCC's 2022-2023 catalog clearly defines program degree requirements and General Education Core Competencies (IIA5-01, IIA5-02). The Instruction Office, with the assistance of faculty leads and deans, verifies that the catalog accurately describes course sequencing, time to completion, and synthesis of learning (IIA5-03). The College ensures that minimum degree requirements are 90 quarter credits or the equivalent at the associate level (IIA5-04).

LTCC engages in a continual evaluation process of its degrees and programs to ensure high quality and current instructional practices. BP 4020 outlines this process and stipulates that the breadth, depth, and rigor of these programs undergo regular evaluation and review overseen by faculty, the Curriculum Committee, and the Academic Senate, subject to board approval (IIA5-05).

Analysis and Evaluation

The College meets the Standard. All degrees and programs adhere to practices common to American higher education, and the institution has several policies and practices in place to regularly assess and ensure that programs and degrees meet this Standard.

Evidence List
IIA5-01 – Program Degree Requirements
IIA5-02 – General Education Core Competencies and Institutional Learning Outcomes
IIA5-03 – Catalog Content Verification
IIA5-04 – Graduation Requirements
IIA5-05 – Board Policy 4020

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

Evidence of Meeting the Standard

For many years now, LTCC has been an active participant in and has been fully committed to a comprehensive approach to strategic enrollment management. As such,

the College has revised its scheduling practices in ways that have greatly minimized schedule confusion and conflict, reduced course cancellations, and built student trust by putting student success and completion at the center of scheduling and planning. Deans, in collaboration with department leads and lead counseling faculty, create a three-year schedule plan for courses in each discipline (IIA6-01). The three-year scheduling process strives to offer a balance of face-to-face and online courses, ensures that students have pathways to completion in two years for all programs and certificates, and minimizes the chance that courses will be cancelled by closely reviewing data on a Tableau dashboard to make evidence-based scheduling decisions (IIA6-02). The scheduling process runs on a predetermined and well-organized timeline to ensure all stakeholders are informed (IIA6-03).

The three-year plan is reviewed annually by deans, department leads, and counseling faculty to ensure that it still reflects current enrollment trends and that it offers in an appropriate sequence the courses students need to complete the degrees and certificates offered at the College. From that three-year plan, the dean's assistants develop a two-term detailed schedule that includes proposed days and times for all courses being offered (IIA6-04). This process adheres to time blocks to minimize course time conflicts. The two-term schedule is then reviewed by counselors, leads, and deans to ensure a balance of course offerings in key general education patterns, a balance of face-to-face and online courses, and a balance of days and times to create more opportunities for students to engage in a modality that works for them.

Analysis and Evaluation

The College meets the Standard. LTCC staff and administrators regularly review the schedule with discipline faculty and counseling input. The College uses data to inform scheduling decisions and guide the scheduling process to ensure that students complete on time.

The three-year projected schedule allows counselors to review clear two-year program maps with students in developing education plans.

Evidence List
IIA6-01 – Sociology Working Three-Year Plan
IIA6-02 – Tableau Course Dashboard
IIA6-03 – Scheduling Timeline
IIA6-04 – Two-Term Schedule; Winter/Spring 2023

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

Evidence of Meeting the Standard

LTCC ensures that courses are offered in a variety of modalities where possible and works with faculty to ensure that delivery modes and teaching methodologies are responsive to student needs. The institution has a director of online learning who supports faculty in online pedagogy (IIA7-01), a faculty chair of teaching and learning who serves as a resource for pedagogical support in the classroom (IIA7-02), and a faculty support position for instructors teaching in the Rising Scholar's Program (IIA7-03). The institution understands that teaching is a dynamic and complicated skill and therefore directs resources to ensure that faculty are supported, regardless of teaching modality. Additionally, a Diversity, Equity and Inclusion Methods question section has been added to the Course Outline of Record for all courses as a first step in decolonizing curriculum to better support students (IIA7-04).

LTCC is home to several cohort programs that include comprehensive student support services to support the diverse needs of various student populations. These cohort programs include Lake Tahoe College Promise (Promise), which supports first-time full-time students (IIA7-05), and the Equity program, which supports degree seeking, low-income students from underrepresented backgrounds including Hispanic/Latinx or other ethnic minority groups, former/current foster youth, homeless students, undocumented students, students with a disability, veterans, and first-generation college students (IIA7-06). The College also has a robust Student Accessibility Services (SAS) Department to serve students with disabilities (IIA7-07) and programs such as TRiO (IIA7-08), Extended Opportunity Program and Service (EOPS) (IIA7-09), and Foster Student Resources (FSR) (IIA7-10) to support educationally disadvantaged students. Additionally, tutoring is available to all students (in-person and online) through the library's strong tutoring program offered both face-to-face and through Cranium Café and NetTutor (IIA7-11). The tutoring program also offers embedded tutoring in the core English and math courses.

The College's program review process asks instructors to analyze and respond to disaggregated student success data to ensure that any gaps in learning between diverse groups are identified and addressed (IIA7-12, IIA7-13). It also allows for instructors to analyze student outcomes based on modality to see how they might better meet student needs.

Analysis and Evaluation

The College meets the Standard. LTCC has a wide range of support groups and services to support students from a variety of backgrounds and with differing needs. Additionally, the College prioritizes delivering content using teaching methodologies and delivery modes that meet student needs and acknowledge the diverse nature of the student population.

Evidence List

IIA7-01 – Director of Online Learning Position Description
IIA7-02 – Faculty Chair of Teaching and Learning MOU
IIA7-03 – Instructional Support to the Rising Scholar's Program MOU
IIA7-04 – Diversity, Equity, and Inclusion Methods Report
IIA7-05 – Lake Tahoe College Promise Webpage
IIA7-06 – Equity Program Webpage
IIA7-07 – Student Accessibility Services Webpage
IIA7-08 – TRiO Program Webpage
IIA7-09 – EOPS Webpage
IIA7-10 – Foster Student Resources Webpage
IIA7-11 – Tutoring Services
IIA7-12 – Comprehensive Program Review and Annual Program Review Process
IIA7-13 – Comprehensive Program Review Questions – Academic Programs and Meta Majors

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

Evidence of Meeting the Standard

LTCC awards credit for prior learning in a variety of disciplines and through a variety of assessment methods. The College has a robust Credit for Prior Learning (CPL) Administrative Procedure (AP) (IIA8-01). The appropriate procedures are also communicated to students in the LTCC Catalog in the Credit by Examination AP (IIA8-02) and in more detail under Grading/Awarding of Credit (IIA8-03) and on the website (IIA8-04).

Students seeking credit for prior learning can obtain credit for Advanced Placement (AP) tests, the College Level Examination Program (CLEP), International Baccalaureate (IB) courses, documentation of industry related credentials, evaluation of student-created portfolios, evaluation of credit for military training, transfer credits accepted from other institutions, upper division coursework, and achievement of a satisfactory score on a credit by examination evaluation administered by a department.

Students seeking to obtain credit for any prior courses or certifications/prior learning will first meet with a counselor to identify the courses for which they believe they should receive credit. A counselor will work with them to fill out the Petition for Academic Renewal or Policies and Procedures (IIA8-05) and meet with faculty for faculty support, and then the form will be sent to the vice president of instruction for final approval.

Students seeking to receive credit by examination will fill out a Credit by Examination Form (IIA8-06). These exams are administered at the beginning of each quarter and study guides are provided one week prior. An exam can be requested for a course identified as having the option of credit by examination, and each course uses one exam to reduce test bias and increase reliability. The courses available for credit by examination are listed in the LTCC Catalog within each discipline (IIA8-07). Additionally, the fee for out of state students and undocumented students is the same for these exams as in-state students to provide equal access. Students receiving the California Promise Grant (formerly the Board of Governors Fee Waiver) can have the fee waived.

CLEP, AP, IB, and credit by examination are all standardized in order to reduce or eliminate test bias. CPL for industry-recognized credentials is an ongoing process whereby each time a new credential is recognized, it becomes institutionalized (IIA8-08). CPL by portfolio is the newest process at LTCC. Instructors use a rubric to review portfolios and assign appropriate course credit (IIA8-09).

In terms of course placement, LTCC no longer uses tests to place students into math nor English courses. To reduce bias and minimize time to transfer, LTCC places all students into ENG 101 and uses multiple measures as well as students' educational goals to determine placement for students into a transfer level math (IIA8-10, IIA8-11).

Analysis and Evaluation

LTCC meets this Standard and offers multiple methods for students with prior learning to be appropriately awarded credits at the institution. The processes by which students can obtain credit for prior learning are available on the website and through consultation with counseling and discipline faculty.

Evidence List
IIA8-01 – Administrative Procedure 4235
IIA8-02 – Credit by Examination Catalog Language
IIA8-03 – Grading/Awarding Credit Catalog Language
IIA8-04 – Credit for Prior Learning Webpage
IIA8-05 – Petition for Academic Renewal or Policies and Procedures
IIA8-06 – Credit by Examination Form
IIA8-07 – List of Credit by Examination Courses
IIA8-08 – Established Credit for Prior Learning List
IIA8-09 – Credit for Prior Learning Rubric
IIA8-10 – Online Orientation Math Placement Language
IIA8-11 – Multiple Measures

9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

All courses at LTCC are created around SLOs, which are then mapped to program and institution level learning outcomes (IIA9-01). Faculty members measure student attainment of student SLOs in each course and program at least once during a three-year period and annually reflect upon that data to improve teaching practices through the APR process (IIA9-02).

Units of credit are guided by LTCC's BP and AP that dictate parameters around credit hours and clock hours and that outline details around instructional categories, including lectures, labs, and activities hours in relationship to units awarded (IIA9-03, IIA9-04).

Analysis and Evaluation

The College meets the Standard. The Curriculum Committee reviews all courses to ensure that units of credit are in line with the institution's policies and the norms and equivalencies standard in higher education.

Evidence List
IIA9-01 – Student Learning Outcomes Handbook
IIA9-02 – English Annual Program Review 2023
IIA9-03 – Board Policy 4020
IIA9-04 – Administrative Procedure 4020

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

Evidence of Meeting the Standard

LTCC's transfer-of-credit policies are accessible in the online catalog, and detailed information regarding transfer is available on the website (IIA10-01, IIA10-02). College coursework may be transferred to other institutions through articulation agreements in California, specifically using the CSU GE Breadth and UC IGETC patterns, in addition to other specific institutions.

Students seeking to transfer their credits will meet with a counselor to initiate a Credit Evaluation Form (IIA10-03). Students can also petition to have courses that don't automatically articulate transfer to LTCC (IIA10-03).

Currently LTCC offers 16 transfer degrees which guarantee admission to a CSU campus (IIA10-04). To support students in their transfer planning, LTCC has a designated transfer counselor, a transfer center, and offers COU 104, a course that is dedicated to helping students understand and navigate the transfer process (IIA10-05). LTCC has articulation agreements with nearly all CSUs and UCs which can be found on ASSIST.org. LTCC also offers special articulation agreements with a number of other institutions including Historically Black Colleges and Universities, UMass Global, Washington State University, and several others.

Analysis and Evaluation

LTCC meets this Standard with a robust and clear process to support and advise students in their transfer pursuits and the recent development of a transfer course to create additional support for students pursuing their next steps.

> **Evidence List**
> IIA10-01 – Transfer Policy Catalog Language
> IIA10-02 – Transfer Center Webpage
> IIA10-03 – Credit Evaluation Form
> IIA10-04 – Transfer Degree Webpage
> IIA10-05 – COU 104 Course Outline of Record

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

Evidence of Meeting the Standard

LTCC's ISLOs (also known as Core Competencies) focus on Communication, Critical Thinking and Informational Competency, Global Awareness, and Personal Responsibility and Professional Development (IIA11-01). Each department at LTCC uses these ISLOs as a framework for developing PSLOs for all transcripted certificates and degrees offered (IIA11-02, IIA11-03).

Faculty regularly assess CSLOs and map these outcomes to the PSLOs and ISLOs to ensure the individual courses address student needs and adhere to LTCC's mission (IIA11-04). The SLO Coordinator tracks the completion of assessments and mapping and routinely reports on this during monthly CLEMC meetings (IIA11-05).

Analysis and Evaluation

The College meets the Standard. LTCC has established student learning outcomes at the institutional, program, and course level and regularly assesses CSLOs. PSLO and ISLO mapping currently stand at above 90 percent completion. In the spring 2023 quarter, the faculty reviewed the past five years of ISLO data as well as the past five years of PSLO data for programs (IIA11-06). The College continues to iterate a more complete analysis of learning outcomes at all levels.

> **Evidence List**
> IIA11-01 – Institutional Student Learning Outcomes Webpage
> IIA11-02 – Criminal Justice Associate Degree Program Learning Outcomes
> IIA11-03 – Student Learning Outcomes Handbook
> IIA11-04 – English AA-T Program Learning Outcomes
> IIA11-05 – Student Learning Outcome Mapping Report
> IIA11-06 – ISLO Report June 2023

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

Evidence of Meeting the Standard

LTCC's general education philosophy is clearly stated in BP 4025 (IIA12-01), and AAs require the completion of a core GE curriculum as outlined in the catalog (IIA12-02). LTCC relies on faculty expertise to determine the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level (IIA12-03). Course transferability and inclusion in general education patterns requires approval from the Curriculum Committee. New courses that have been approved for inclusion into the CSU GE Pattern or the UC Transfer Course Agreement (TCA) are submitted annually in December and June respectively. Courses approved for the CSU GE pattern are determined in April and added to the CSU GE pattern for the following academic year's catalog. Courses approved for UC transferability are determined in April, and, if approved, they are added to the IGETC-UC for the following academic year's catalog. The desired learning outcomes for GE courses include a student's preparation for and acceptance of

responsible participation in civil society; skills for lifelong learning and application of learning; and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

Analysis and Evaluation

The College meets the Standard.

Evidence List
IIA12-01 – Board Policy 4025
IIA12-02 – Transfer Planning
IIA12-03 – Transferability of Courses

> **13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.**

Evidence of Meeting the Standard

All programs at LTCC are built around a specific area of study (IIA13-01), a major discipline, or an interdisciplinary core. Each degree program includes a general education core (IIA13-02, IIA13-03) in addition to major specific courses. All courses and programs are built around student learning outcomes (CSLOs and PSLOs) and expose students to an increasing level of challenge and topical sophistication. To earn a degree, students must satisfactorily complete coursework in general education, the major discipline, and electives, for at least 90 quarter units. LTCC offers Associate of Arts Local Degrees (IIA13-04), Associate of Science Degrees, (IIA13-05) and Associate Degrees for Transfer (IIA13-06) that follow these requirements.

The Curriculum Committee regularly assesses the alignment of coursework (IIA13-07) with the degree program, while the program review processes ensure program objectives are met in each course via student achievement of student learning outcomes, which include fundamental theories and concepts within each discipline. Faculty develop course content and assignments with the explicit goal of meeting student learning outcomes (IIA13-08). The CSLOs in each course develop students' mastery of theories, concepts, and practice, and these outcomes are evaluated in five-year cycles for academic programs and two-year cycles for career and technical programs via the new CPR process at the College.

Analysis and Evaluation

The College meets the Standard. Programs are rigorously evaluated for relevancy and progressive mastery of concepts and ideas relevant to coherent areas of study.

Evidence List
IIA13-01 – Catalog Degrees
IIA13-02 – General Education Patterns
IIA13-03 – Transfer Planning Catalog Section
IIA13-04 – Social Science AA Degree
IIA13-05 – Geology AS-T Degree
IIA13-06 – Anthropology Transfer Degree
IIA13-07 – Curriculum Handbook
IIA13-08 – *Student Learning Outcomes Handbook*, page 11

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

Evidence of Meeting the Standard

LTCC works diligently to ensure that all courses and programs within CTE areas are designed, evaluated, and led by leaders in their industry. Faculty within the program are licensed as appropriate and experienced within their field and industry (IIA14-01).

The dean of workforce development and instruction meets regularly with advisory committees composed of local industry experts and faculty in each program to review academic and employment data and adjust and improve programs and learning outcomes as needed (IIA14-02, IIA14-03).

CTE courses offered at LTCC adhere to guidelines set forth by state boards and governing agencies. This can be seen in but is not limited to all CORs for programs within Allied Health (IIA14-04).

Students report a great deal of satisfaction with their experiences, employment improvement, and increased earnings following their CTE programs at LTCC (IIA14-05). Annual ACCJC reports include assessment of exam passage rates and employment percentages, which are also reported regularly to advisory committees (IIA14-06).

While it is required that programs be evaluated every two years (IIA14-07), all LTCC CTE programs are evaluated annually through advisory committees, which include industry input, and curriculum is updated regularly as per the feedback generated (IIA14-08). Additionally, LTCC ensures that curriculum prepares graduates for external licensure and

certification and assesses this preparation through results of participation in the CTE Employment Outcomes Survey (CTEOS) managed by Santa Rose Junior College.

Analysis and Evaluation

The College meets the Standard. All CTE curriculum, including related CSLOs and PSLOs, are aligned with workforce skill needs and standards as determined by respective agencies and advisory committees.

Evidence List

IIA14-01 – Minimum Qualifications
IIA14-02 – Advisory Committee Program Review
IIA14-03 – Advisory Committee Meeting Schedule
IIA14-04 – HEA 147 Course Outline of Record
IIA14-05 – CTE Student Survey
IIA14-06 – ACCJC Annual Report
IIA14-07 – Education Code section 78016
IIA14-08 – Advisory Committee Minutes

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

Evidence of Meeting the Standard

Programs are regularly amended to meet the updated standards of the relevant Transfer Model Curriculum (TMC) or to better meet student needs. Programs can also be deactivated when they are determined not to meet student needs or that they are unsustainable for the College due to insufficient enrollment. The deactivation policy can be found in BP/AP 4021 (IIA15-01). As outlined in this policy, program revitalization is conducted whenever possible with broad representation of faculty, staff, industry experts, and community members as appropriate. When program amendments or deactivations are reviewed and approved by the Curriculum Committee, those changes are reflected in the catalog the following academic year.

Students with continuous enrollment have access to programs in their original form for five years as outlined in the Catalog Rights (IIA15-02). LTCC also considers course substitutions to ensure timely completion of degrees. This process includes the dean over the area as well as discipline faculty.

When changes occur to programs, or even when simply cancelling courses may pose a disruption to a student's completion of a degree or certificate on time, LTCC takes extra steps to ensure that students' needs are met using a variety of processes and tools.

When determining what courses may need to be canceled for the following term, LTCC generates impact reports for any low enrolled courses to determine whether the students in the course need it for graduation or progression in their degree or certificate program (IIA15-03). If it is determined that there are students who need the course, LTCC will work to keep the course in the schedule, even if very low enrolled. The exact process for making course cancellation decisions is outlined in the *Faculty Handbook* under the Greenlight Procedure (IIA15-04).

Additionally, all changes in programs are reflected in the LTCC three-year planning document, which outlines the projected course schedule for each discipline and the pathways students will be able to take to complete degrees in two years (IIA15-05).

Analysis and Evaluation

The College meets this Standard by ensuring students pursuing programs that have been eliminated have rights to complete the program. Additionally, LTCC works hard to ensure that appropriate courses are not cancelled in order to support student completion and to redirect students to other courses that meet their program and timeline needs.

Evidence List
IIA15-01 – Board Policy 4021
IIA15-02 – Graduation Requirements, Catalog Rights
IIA15-03 – Impact Report
IIA15-04 – Greenlight Procedures
IIA15-05 – Projected Three-Year Plan – Program Schedule

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

Evidence of Meeting the Standard

LTCC regularly evaluates and improves the quality and currency of all instructional programs, regardless of delivery mode or location. Through the APR process, each discipline has the opportunity to review disaggregated data on SLOs and student success and completion (IIA16-01). Every five years, during the CPR process, faculty and administration take a deeper dive into the programs and Meta Majors that stem from the disciplines to review disaggregated data on time to completion, course currency, and program relevance.

LTCC CTE programs are reviewed annually by advisory committees to ensure currency, timely completion, and equitable outcomes for students (IIA16-02).

Additionally, LTCC continually improves the quality and currency of instructional programs by regularly engaging in formal administrative and peer evaluation of courses that includes student feedback (IIA16-03). Procedures for evaluations are provided to all faculty through the Faculty Evaluation Procedures document (IIA16-04). This process helps to ensure that all courses at LTCC are meeting appropriate levels of rigor and supporting students in obtaining the learning outcomes.

LTCC also demonstrates this dedication to improvement through in-depth course reviews centered on the CVC-OEI Course Design Rubric (IIA16-05). These evaluations are completed by peer reviewers who are trained in the CVC-OEI Peer Online Course Review (IIA16-06).

Additionally, all credit and noncredit courses in all modalities are regularly reviewed and updated as per the Curriculum Handbook (IIA16-07). In the 2022-23 academic year, all 23 courses in the correspondence modality were rewritten to accommodate feedback from both students and instructors and to improve the overall learning outcomes for students (IIA16-08).

The ADVANCE (adult education) and CONNECT (community education) programs affiliated with the College maintain a high level of assessment, ongoing improvement, and program accountability. ADVANCE is a collaborative network of education and government agencies (including LTCC), local organizations, and employers serving the Lake Tahoe Basin and Alpine County. The ADVANCE director reports to a broadly representative Leadership Board (IIA16-09). The CONNECT Community Education program at LTCC provides the local community with opportunities for education, enrichment, and adventure for all ages. The director and staff regularly report to the LTCC Board about programs and financials in addition to having a robust evaluation process for workshops offered (IIA16-10, IIA16-11).

Analysis and Evaluation

The College meets this Standard through extensive and routine evaluations of all courses and programs offered. LTCC also strives to improve programs and courses to enhance learning outcomes and achievement for students through the CVC-OEI Peer Online Course Review process.

Evidence List
IIA16-01 – APR evidence
IIA16-02 – CTE Advisory Committee Schedule
IIA16-03 – Student Evaluation Form C
IIA16-04 – Faculty Evaluation Procedures

IIA16-05 – CVC-OEI Course Design Rubric
IIA16-06 – CVC-OEI Peer Online Course Review
IIA16-07 – Curriculum Handbook
IIA16-08 – RSP Course Rewrite Workflow Status
IIA16-09 – ADVANCE Website: About Us
IIA16-10 – CONNECT: Community Education Website
IIA16-11 – CONNECT Recent Board Report

Conclusions on Standard II.A: Instructional Programs

LTCC offers instructional programs aligned with the College's mission and promote student attainment of degrees, certificates, and employment. These programs are offered in multiple modalities, including online and correspondence, and promote successful outcomes for students including transfer and job placement.

The programs offered by the College are vetted through the Curriculum Committee; annually assessed through program review by discipline; and moving forward, will be assessed as part of a holistic comprehensive program review approach by Meta Major every five years. As a part of this process, student learning outcomes are regularly assessed, and they are also included in all course outlines of record as well as course syllabi. All programs, courses, and instructors at LTCC are regularly assessed to ensure they adhere to the standards expected of an institution of higher learning.

All courses at LTCC are created around CSLOs, which are then mapped to program and institution level learning outcomes, and faculty and workgroups/committees review these outcomes periodically. Additionally, ISLOs focus on Communication, Critical Thinking and Informational Competency, Global Awareness, and Personal Responsibility and Professional Development and are utilized in all courses offered at LTCC.

The Curriculum Committee regularly assesses the alignment of coursework with the degree programs, while the program review processes ensure program objectives are met in each course via student achievement of PSLOs, which include fundamental theories and concepts within each discipline.

To ensure clear pathways and successful completion of degrees and certificates, the College is committed to a robust process of strategic enrollment management. LTCC regularly reviews the schedule, uses data to inform scheduling decisions, and has clear two-year program maps that guide the scheduling process to ensure that students complete on time. Additionally, LTCC has a wide range of support groups and services for students and prioritizes delivering content using teaching methodologies and delivery modes that meet student needs and acknowledge the diverse nature of our student population.

To continuously improve, LTCC is working to streamline and further clarify and expand efforts around Credit for Prior learning, which will better serve our adult learner population. Additionally, LTCC is exploring more regular assessment of CSLOs for courses to improve the data being annually reviewed by faculty and to offer more in-depth insights into student attainment of the CSLOs and PSLOs. LTCC aims to increase dialogue at all levels regarding SLOs.

Improvement Plan(s)

No improvement plan is identified.

Evidence List

IIA1-01 – Mission Statement
IIA1-02 – Associate Degrees for Transfer
IIA1-03 – Local Associate Degrees
IIA1-04 – Certificates
IIA1-05 – Rising Scholars Program Board Approval
IIA1-06 – ACCJC Substantive Change Approval
IIA1-07 – Curriculum Handbook Section 1
IIA1-08 – Board Policy 4020 Curriculum Development
IIA1-09 – California Virtual Campus, Online Education Initiative Consortium
IIA1-10 – Associate Degrees for Transfer Webpage
IIA1-11 – Vision for Success

IIA2-01 – Curriculum Handbook Section 2
IIA2-02 – Culturally Responsive Pedagogy and Practice Grant
IIA2-03 – Comprehensive Program Review and Annual Program Review Process
IIA2-04 – Comprehensive Program Review Process Diagram
IIA2-05 – Summer 2023 Rising Scholars Program Course Offerings
IIA2-06 – Curriculum Checklist for RSP Committee
IIA2-07 – Rising Scholars Program Correspondence Course Addendum

IIA3-01 – *Student Learning Outcome & Assessment Handbook*
IIA3-02 – Course Learning Outcomes in Course Outline of Record
IIA3-03 – Student Learning Outcomes in Catalog
IIA3-04 – Syllabus Requirements from Faculty Handbook
IIA3-05 – Syllabi Tracking
IIA3-06 – Student Learning Outcomes Assessment Outreach Email
IIA3-07 – Student Learning Outcomes Assessment Completion
IIA3-08 – Student Learning Outcomes Mapping Report
IIA3-09 – CLEMC Student Learning Outcomes Report

IIA4-01 – Precollegiate Deactivations Examples
IIA4-02 – Transfer Math Courses
IIA4-03 – AB705 Webpage
IIA4-04 – ENG 159 Course Outline of Record
IIA4-05 – MAT 131H Course Outline of Record
IIA4-06 – MAT 191AR Course Outline of Record
IIA4-07 – MAT131J Course Outline of Record
IIA4-08 – Excellence in Placement Award
IIA4-09 – Public Policy Institute of California Recognition

IIA5-01 – Program Degree Requirements
IIA5-02 – General Education Core Competencies and Institutional Learning
         Outcomes
IIA5-03 – Catalog Content Verification
IIA5-04 – Graduation Requirements
IIA5-05 – Board Policy 4020

IIA6-01 – Sociology Working Three-Year Plan
IIA6-02 – Tableau Course Dashboard
IIA6-03 – Scheduling Timeline
IIA6-04 – Two-Term Schedule; Winter/Spring 2023

IIA7-01 – Director of Online Learning Position Description
IIA7-02 – Faculty Chair of Teaching and Learning MOU
IIA7-03 – Instructional Support to the Rising Scholar's Program MOU
IIA7-04 – Diversity, Equity, and Inclusion Methods Report
IIA7-05 – Lake Tahoe College Promise Webpage
IIA7-06 – Equity Program Webpage
IIA7-07 – Student Accessibility Services Webpage
IIA7-08 – TRiO Program Webpage
IIA7-09 – EOPS Webpage
IIA7-10 – Foster Student Resources Webpage
IIA7-11 – Tutoring Services
IIA7-12 – Comprehensive Program Review and Annual Program Review Process
IIA7-13 – Comprehensive Program Review Questions – Academic Programs and
         Meta Majors

IIA8-01 – Administrative Procedure 4235
IIA8-02 – Credit by Examination Catalog Language
IIA8-03 – Grading/Awarding Credit Catalog Language
IIA8-04 – Credit for Prior Learning Webpage
IIA8-05 – Petition for Academic Renewal or Policies and Procedures
IIA8-06 – Credit by Examination Form
IIA8-07 – List of Credit by Examination Courses

IIA8-08 – Established Credit for Prior Learning List
IIA8-09 – Credit for Prior Learning Rubric
IIA8-10 – Online Orientation Math Placement Language
IIA8-11 – Multiple Measures

IIA9-01 – Student Learning Outcomes Handbook
IIA9-02 – English Annual Program Review 2023
IIA9-03 – Board Policy 4020
IIA9-04 – Administrative Procedure 4020

IIA10-01 – Transfer Policy Catalog Language
IIA10-02 – Transfer Center Webpage
IIA10-03 – Credit Evaluation Form
IIA10-04 – Transfer Degree Webpage
IIA10-05 – COU 104 Course Outline of Record

IIA11-01 – Institutional Student Learning Outcomes Webpage
IIA11-02 – Criminal Justice Associate Degree Program Learning Outcomes
IIA11-03 – Student Learning Outcomes Handbook
IIA11-04 – English AA-T Program Learning Outcomes
IIA11-05 – Student Learning Outcome Mapping Report
IIA11-06 – ISLO Report June 2023

IIA12-01 – Board Policy 4025
IIA12-02 – Transfer Planning
IIA12-03 – Transferability of Courses

IIA13-01 – Catalog Degrees
IIA13-02 – General Education Patterns
IIA13-03 – Transfer Planning Catalog Section
IIA13-04 – Social Science AA Degree
IIA13-05 – Geology AS-T Degree
IIA13-06 – Anthropology Transfer Degree
IIA13-07 – Curriculum Handbook
IIA13-08 – Student Learning Outcomes Handbook, page 11

IIA14-01 – Minimum Qualifications
IIA14-02 – Advisory Committee Program Review
IIA14-03 – Advisory Committee Meeting Schedule
IIA14-04 – HEA 147 Course Outline of Record
IIA14-05 – CTE Student Survey
IIA14-06 – ACCJC Annual Report
IIA14-07 – Education Code section 78016
IIA14-08 – Advisory Committee Minutes

IIA15-01 – Board Policy 4021
IIA15-02 – Graduation Requirements, Catalog Rights
IIA15-03 – Impact Report
IIA15-04 – Greenlight Procedures
IIA15-05 – Projected Three-Year Plan – Program Schedule

IIA16-01 – APR evidence
IIA16-02 – CTE Advisory Committee Schedule
IIA16-03 – Student Evaluation Form C
IIA16-04 – Faculty Evaluation Procedures
IIA16-05 – CVC-OEI Course Design Rubric
IIA16-06 – CVC-OEI Peer Online Course Review
IIA16-07 – Curriculum Handbook
IIA16-08 – RSP Course Rewrite Workflow Status
IIA16-09 – ADVANCE Website: About Us
IIA16-10 – CONNECT: Community Education Website
IIA16-11 – CONNECT Recent Board Report

B. Library and Learning Support Services

1. The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

The Library and Learning Services at LTCC offer a transformative educational environment to support collaborative and individual student tutoring, research, and study. Student access and success are at the heart of the library's wraparound services, spaces, and collections. LTCC's Library and Learning Services believes learning thrives in an environment of equity, mutual respect, and open-minded inquiry.

The library's greatest strengths are its staff and its services. The approachable and knowledgeable staff, tutors, and librarians of the Library and Learning Services department provide professional, personalized support to every student served. They treat each interaction with care and respect, call students by name, honor their lived experiences, and go above and beyond to help students navigate their academic journeys.

The library provides students with the tools they need to succeed: individual and small group tutoring; quarterly textbooks and technology; quiet study and collaborative spaces; expert research assistance and information literacy instruction; and access to curriculum-driven books, databases, and reserves. With the support of programs such as Promise, Equity, and Basic Needs, the library provides critical access to required (often prohibitively expensive) course materials, free student printing, Chromebooks, calculators, and even snacks and school supplies (IIB1-01). All library services are available six days a week, and the library is the only department open on Sunday evenings (IIB1-02).

In line with system and college goals, the library staff "focus relentlessly on students' end goals" and "pair high expectations with high support." The librarians and staff are collaborative and resourceful, developing partnerships and building initiatives across the institution to maximize high-impact practices. The library expanded services to support distance education students via Cranium Cafe and by adding tutoring and research support to the RSP.

The library's work with Rising Scholars demonstrates faculty and staff's ability to collaborate creatively with strategic partners to deliver services to students who have been traditionally underserved. Previously, RSP students completing research assignments had to complete a paper form and wait to receive photocopied resources in the mail. In 2019, the library began to provide a research packet with background articles and worksheets prompting students to identify keywords, outline main ideas, and identify possible research questions (IIB1-03). RSP students now call a toll-free "research hotline" to leave their research request on a library voicemail so librarians can provide resources via the location's education coordinator. This recreates aspects of a face-to-face reference appointment while shortening the response time to support RSP students.

Analysis and Evaluation

The College meets this Standard by providing robust, student-ready services, spaces, and library collections. The Library and Learning Services offers academic support with wraparound tutoring; information literacy instruction; and research support, textbooks and technology, and learning spaces.

Evidence List
IIB1-01 – Circulation and Student Printing Statistics
IIB1-02 – Library Hours and About the Library
IIB1-03 – Rising Scholars Research Packet

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

Evidence of Meeting the Standard

The Library and Learning Services supports student learning by selecting relevant learning and research materials and providing other related instructional support services. Student support services include a comprehensive physical and digital collection, a robust tutoring program, face-to-face and online information literacy instruction, and research assistance. The library offers a comprehensive list of subscription electronic databases, which are available 24/7 both on and off campus for currently enrolled students, faculty, and staff. All the subscription databases offer accessibility to students with disabilities (IIB2-01).

Librarians have conducted an in-depth analysis of the existing collection, which allowed staff to carefully evaluate each text and remove outdated, inaccurate, and damaged materials. Following the Collection Development Policy (IIB2-02), staff have replaced weeded materials with items that directly support curriculum, reflect current issues and

scholarship, and increase the diversity of authors and ideas represented in the collection (IIB2-03). The librarians have also created a path forward with an annual collection assessment process that will ensure the continued currency and relevance of the collection (IIB2-04).

The Collection Development Policy was carefully crafted to provide materials supporting curriculum and student information needs. Relevance to the teaching, learning, and research needs of the College is the guiding principle in the selection process (IIB2-02). All campus locations, all types of students, and all college instructional programs are equally supported by library services. The library also serves the RSP through a curated collection of resources supporting those students' unique information needs (IIB2-03). The Library and Learning Services efforts support the larger LTCC mission by assuring students who attend the College are provided sufficient resources for their current courses and overall information literacy.

During the assessment of library materials, the librarians replaced the outdated DVD and VHS collection with streaming film access through Kanopy. In addition to Kanopy's core collection of documentaries, the library accepts instructor requests and purchases streaming films for inclusion in specific courses (IIB2-05). The shift to streaming media from physical media has improved ease of access for all students, particularly for distance students.

The library has partnered with student support programs and faculty to create and maintain a Lending Library that offers students no-cost textbooks and calculators each quarter. This textbook collection has consistently served students in support programs as well as the general student population. The library coordinates communication between faculty and the bookstore vendor and maintains the LTCC Booklist. Since the library started managing the LTCC Booklist, faculty textbook adoptions have increased from 53 percent in fall 2019 with the previous bookstore to 95 percent in fall 2023 with the new bookstore vendor (IIB2-06). Maintaining a campus booklist creates transparency in the book selection process, which enables students to access their texts in a timely manner and supports their learning outcomes.

The library also partners with the Basic Needs Center and the LTCC Foundation in providing textbook access codes and supplies that would otherwise create barriers to access. These partnerships also support student health and wellness through the donation of yoga mats, ergonomic chairs, floor cushions, games, and snacks for students to use within the library commons (IIB2-07).

Campus partnerships have also led to the library management of technology for students to use within the facility. Library staff removed outdated desktop computers from the Library Commons and replaced them with reserve Chromebooks and laptops. This change has benefitted students by providing them with updated technology, the flexibility to borrow a device to use wherever they are most comfortable, and the

expansion of the collaborative studying and tutoring space of the Library Commons into where the former library computer lab was located. Thanks to a student success grant, the library has also been able to purchase a smart board to support students ([IIB2-08](#)). In addition to enhancing studying and tutoring sessions for students in the library, the smart board has helped to improve communication during remote tutoring sessions with RSP students.

Analysis and Evaluation

The College meets this Standard by providing critical access to relevant student learning materials including textbooks, Chromebooks, and instructional resources in both print and electronic formats. The library also provides a welcoming space for all students that creates a sense of belonging and community.

> **Evidence List**
> [IIB2-01](#) – Research Database page and Consortia Accessibility Policy
> [IIB2-02](#) – Library Policies including Collection Development Policy
> [IIB2-03](#) – Sample Diverse Collections, including Rising Scholars Collection
> [IIB2-04](#) – Collection Maintenance and Assessment Policy
> [IIB2-05](#) – LTCC Kanopy Streaming Collection
> [IIB2-06](#) – Textbook Adoptions Fall 2023 and Fall 2019
> [IIB2-07](#) – Basic Needs and Wellness Stations
> [IIB2-08](#) – Smart Cart Student Success Grant

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

Evidence of Meeting the Standard

The Library and Learning Services program has a robust practice of self-evaluation and reporting on continuous improvement, including reflection on service area outcomes (listed clearly on the website). The director of the library regularly reports to Curriculum Committee, CLEMC, Academic Senate, Student Senate, IEC, PAC, and the Board on student success initiatives and their contributions to student learning and support. One area where this culture of assessment is demonstrated is in tutoring. Tutoring at the Library and Learning Services is a vibrant and growing student support program. As of fall 2023, there are 24 tutors in a variety of subject areas, including writing, sign language, and Spanish. Thirteen of the tutors offer tutoring in STEM areas, including math, chemistry, geology, forestry, and more ([IIB3-01](#)).

Tutoring is conducted primarily by peers and previous students who are familiar with the curriculum, instructors, and program learning outcomes. In fall 2019, as part of the Guided Pathways initiatives and in response to AB 705 legislation, the library piloted an embedded tutoring program (IIB3-02). In this program, an embedded tutor works closely with an instructor of a specific course to help students understand course concepts and enhance student engagement. In the classroom, embedded tutors function as peer mentors and role models for successful academic strategies and habits. Outside of class, they provide one-on-one and/or small group study sessions in the library.

Since the inception of the program, LTCC has embedded tutors in 97 sections of classes that are traditionally challenging, such as ENG 103 and MAT 201, college/transfer-level English and math classes. Shortly after the pilot quarter, the College went to online-only classes, due to the COVID-19 pandemic. While the library gathered evaluation feedback from embedded tutors and the students enrolled in those classes in fall 2019, efforts shifted to maintaining the program during the campus closure. With the hire of a full-time tutor program specialist, the library is now ready to implement more regular assessment and evaluation of the program to consistently improve it. The Library and Learning Services is currently working with the Instruction Office to implement evaluations into Canvas for embedded classes. In the past, an informal Google form had been used to survey the program, but this new addition will make the survey official, and the data gathered will be used to make improvements to the embedded tutoring program (IIB3-03).

The embedded tutoring program has been anecdotally linked to increased student success in transfer-level English courses. LTCC was recognized for successfully supporting at least 70 percent of Hispanic/Latinx students who enrolled in a transfer-level English course within their first year as a community college student (IIB3-04). This success is due in part to the College's investment in embedded tutoring. Further research into best practices and improved tracking for course outcomes in sections with embedded tutors will be explored in the library director's professional development project (IIB3-05). Additionally, the tutor program specialist has worked with Rising Scholars to provide math and English tutoring via Zoom (and/or Teams) at several facilities. LTCC tutors spent 45.5 hours with RSP students in academic year 2022-23, compared with over 50 hours in fall 2023 quarter alone as of November (IIB3-06).

Analysis and Evaluation

The College meets this Standard. Library and Learning Services regularly evaluates and assesses its practices and policies in terms of how they are serving students and makes improvements to meet changing student needs. One example mentioned above has been a complete transformation of the Library and Learning space, particularly around computer use and tutoring spaces, to provide a more engaging and supportive environment where student learning is prioritized and encouraged. Another area that has emerged through a system of assessment and evaluation leading to improvement is

in tutoring. Robust tutoring services have evolved (in addition to more comprehensive tutor training) in a variety of modalities, face-to-face, online via Cranium Café, embedded tutoring integrated into key courses such as ENG 101/MAT 201 and tutoring via Zoom/Teams for the RSP. Service outcomes are listed on the website (IIB3-07).

🔍 **Evidence List**

IIB3-01 – Tutoring Schedules and Cranium Café Directory
IIB3-02 – Embedded Tutoring Sections
IIB3-03 – Embedded Tutor Survey
IIB3-04 – Latinx Student Success in First-Year English
IIB3-05 – Embedded Tutoring Professional Development
IIB3-06 – RSP Tutoring Hours AY2022-23 and Fall 2023
IIB3-07 – About the Library - Website

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

Evidence of Meeting the Standard

The Library and Learning Services partners with the Council of Chief Librarians and the Community College League of California (CCLC) to identify, evaluate, and select materials for the consortia of California Community College libraries. This includes access to the library's largest multidisciplinary database, EBSCOHost (IIB4-01) and the Library Services Platform (LSP). The LSP enabled the library to catalog and circulate technology and resources during the campus closure (IIB4-02), including a new interlibrary loan agreement with other libraries. A shared library services platform is an example of providing equal access to all California Community Colleges, despite disparities in funding and enrollment, to better prepare CCC students to complete their educational goals and transfer to CSU and UCs.

Analysis and Evaluation

The College meets this Standard through its partnership with the Council of Chief Librarians and the CCLC to provide access to LTCC students to state-wide resources.

🔍 **Evidence List**

IIB4-01 – EBSCOHost Database Usage Report
IIB4-02 – Library Services Platform Inventory

Conclusions on Standard II.B: Library and Learning Support Services

Evidence confirms that student support services provided through the LTCC Roberta L. Mason Library satisfies all criteria for Standard II.B. Library and Learning Support Services are provided for both distance learners and students on campus and include but are not limited to library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction. While providing services, the institution evaluates library and other learning support services to meet identified student needs. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution selects and maintains educational equipment and materials to support student learning.

Improvement Plan(s)

No improvement plan is identified.

Evidence List

IIB1-01 – Circulation and Student Printing Statistics
IIB1-02 – Library Hours and About the Library
IIB1-03 – Rising Scholars Research Packet

IIB2-01 – Research Database page and Consortia Accessibility Policy
IIB2-02 – Library Policies including Collection Development Policy
IIB2-03 – Sample Diverse Collections, including Rising Scholars Collection
IIB2-04 – Collection Maintenance and Assessment Policy
IIB2-05 – LTCC Kanopy Streaming Collection
IIB2-06 – Textbook Adoptions Fall 2023 and Fall 2019
IIB2-07 – Basic Needs and Wellness Stations
IIB2-08 – Smart Cart Student Success Grant

IIB3-01 – Tutoring Schedules and Cranium Café Directory
IIB3-02 – Embedded Tutoring Sections
IIB3-03 – Embedded Tutor Survey
IIB3-04 – Latinx Student Success in First-Year English
IIB3-05 – Embedded Tutoring Professional Development
IIB3-06 – RSP Tutoring Hours AY2022-23 and Fall 2023

IIB4-01 – EBSCOHost Database Usage Report
IIB4-02 – Library Services Platform Inventory

C. Student Support Services

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

Evidence of Meeting the Standard

LTCC's Student Support Services provides students with multiple resources and programs (IIC1-01) that directly support student learning, outreach, access, retention, and completion of degrees, certificates, transfer, and career goals. LTCC also provides students with resources related to mental and physical health; overall wellness; and personal, professional, and academic development. These resources and programs are regularly evaluated by students, peers, and outside third parties. LTCC's 2023 *Progress Update* (IIC1-02) details the work the College has completed and identifies next steps in many of the student services areas.

The College's Promise program, as mentioned elsewhere, underwent an outside Equity Audit conducted by UC Davis Wheelhouse. A preliminary report was presented to the Board in November 2022 (IIC1-03). The Promise program also regularly reports on the status of Promise students and their success (IIC1-04).

LTCC conducts regular evaluations of academic counselors (IIC1-05) and all other faculty, which require student surveys (IIC1-06) of the individual academic counselor. Tenured academic counselors must be evaluated at least once every three academic years. Contract (tenure-track) academic counselors must undergo a Comprehensive Evaluation during each year of the four-year tenure process.

LTCC provides mental and physical health services for all students online and at no cost through TimelyCare (IIC1-07). Regular evaluations and reports of the registrations (IIC1-08), usage (IIC1-09), and reviews (IIC1-10) of the program are presented to LTCC by TimelyCare along with strategies (IIC1-11) on ways to improve.

Aligned with LTCC's *Superintendent/President and Board of Trustees Goals* 2022-2024 Goal #1 (IIC1-12) of becoming an anti-racist and multicultural institution, an institution-wide Equity Audit through Hotep Consultants (IIC1-13) was completed in 2023. The key findings (IIC1-14) and full Equity Audit report (IIC1-15) were presented to the Board on October 10, 2023. This audit surveyed students (IIC1-16) (270 students completed the survey) as well as staff, faculty, and administrators (106 completed the survey).

LTCC's Equity Department emails students monthly newsletters that include all support services and events available to students (IIC1-17). There are also one-page information flyers displayed throughout campus and online (IIC1-18). The Equity Department

regularly schedules progress check-ins with students to ensure that they are receiving the support they need (IIC1-19).

LTCC's Diversity, Equity, and Inclusion (DEI) Task Force was created in January 2021 to advance institutional goals in becoming more active leaders in anti-racism work. The DEI Task Force is responsible for identifying, recommending, prioritizing, and coordinating the implementation of various strategies and institutional changes that promote diversity, ensure equitable educational outcomes, and provide learning opportunities for LTCC students, staff, faculty, and the community at large. During the 2021-22 academic year, the DEI Task Force conducted a Listening Tour across campus governance groups and with students to identify gaps the College could fill to become a more anti-racist and multicultural institution (IIC1-20). The DEI Task Force provides annual progress updates to the Board and other governance councils (IIC1-21). These progress updates summarize actions taken in the areas of DEI, as well as providing recommendations for future priorities (IIC1-22).

LTCC has multiple advisory committees (TRiO, SAS, Transfer, EOPS/CARE/NextUp, and CalWORKs) comprised of staff, faculty, board members, community partners, and students (IIC1-23). These advisory committees meet at least once annually to provide guidance on and review student support services, budget allocation, goals met, and future goals. A vital part of these advisory committees is the student representative's feedback during the meetings.

Analysis and Evaluation

The College meets the Standard. LTCC continuously administers assessments (of individuals and programs), conducts campus-wide evaluations, and holds advisory committees. Each of these review platforms relies on student feedback regarding all student support areas. The information gained through these channels directly impacts the updates made to further improve services to students.

Evidence List
IIC1-01 – Catalog Student Support Services
IIC1-02 – Progress Update September 2023
IIC1-03 – Wheelhouse Promise Evaluation November 2022
IIC1-04 – Promise Infographic
IIC1-05 – Faculty Evaluation Procedures
IIC1-06 – Student Survey
IIC1-07 – TimelyCare Webpage
IIC1-08 – TimelyCare Registrations March 2022
IIC1-09 – TimelyCare Visits March 2022
IIC1-10 – TimelyCare Reviews
IIC1-11 – TimelyCare Strategies Presentation
IIC1-12 – *Superintendent/President and Board of Trustees Goals* 2022-2024

IIC1-13 – Equity Audit Agenda Item
IIC1-14 – Equity Audit Key Findings
IIC1-15 – Equity Audit Report for Board of Trustees
IIC1-16 – Equity Audit Student Survey Flyers
IIC1-17 – Equity Newsletter
IIC1-18 – Equity Student Support Program Flyer
IIC1-19 – Progress Report Check-In
IIC1-20 – DEI Task Force Listening Tour Presentation
IIC1-21 – DEI Task Force at Board of Trustees Meeting
IIC1-22 – DEI Task Force Progress Update
IIC1-23 – Advisory Committee Notes

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

Evidence of Meeting the Standard

Through program reviews and plans, grant reporting, and advisory committees, LTCC regularly identifies and assesses learning support outcomes to improve student support programs and services. LTCC's 2023 *Progress Update* details work the College has completed in these areas most recently as well as identifies next steps (IIC2-01).

The data acquired from LTCC's Vision for Success metrics (IIC2-02) and Scorecard (IIC2-03) showcases annual outcomes of student success rates. From this data, the College assesses how to further improve on fulfilling its mission and vision along with setting new goals for the future.

The *Student Equity and Achievement (SEA) Plan* focuses on closing academic performance gaps by integrating several campus-wide initiatives to serve underrepresented students (IIC2-04). The SEA Program reports on this plan and presents budget allocations associated with suggested improvements. The plan details student demographic data in relation to the overall student population success rate and provides goals to increase these rates.

LTCC's Upward Bound program submits an Annual Performance Report to the U.S. Department of Education detailing the goal of increasing the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education (IIC2-05). The Memorandum of Understanding (MOU) (IIC2-06) between LTCC and Lake Tahoe Unified School District (LTUSD) lists several goals of the Upward Bound program including:

- Evaluate the effectiveness of the program based on agreed upon assessment measures as outlined in the program's goals;
- Provide reports or documentation to South Tahoe High School (STHS) staff, as appropriate, regarding students' participation and/or progress in the Upward Bound program.

LTCC's Transfer Center submits an Annual Transfer Center Report to the California Community College Chancellor's Office to adhere to Title 5 requirements (IIC2-07). This report details the goals of the Transfer Center Plan and assesses if said goals were met.

The Veterans Resource Center (VRC) submits a bi-annual Transient Occupancy Tax (TOT) Grant Use Progress Report to the El Dorado County Veterans Affairs Commission (IIC2-08). The report assesses how many students are being served, identifies different resources students are being offered, and provides an opportunity to share student success stories. Additionally, the El Dorado County Veterans Affair Commission conducts and documents regular site visits to provide feedback on the VRC and confirm that the goals of the grant are being met (IIC2-09).

The HSI STEM grant has an annual end-of-year report that highlights progress towards meeting grant goals (IIC2-10). The report includes a summary of how the grant activities have enabled LTCC to fulfill the legislative intent of the Title III (HSI STEM) program. The report asks to highlight major milestones reached during the specific grant period; specific ways the Education Department can support in implementation of the grant project; if the grant project has contributed to evidence-based research, knowledge, practice, or policy over the past year; if LTCC has experienced any unexpected outcomes because of the grant project; and whether or not LTCC has conducted formal evaluation of the grant meeting its objectives. It also requires a budget update highlighting any major changes in the grant's proposed budget.

Each year LTCC's Dual Enrollment program collaborates closely with local high schools to schedule requested classes and provide support to teachers leading up to the implementation of said courses (IIC2-11). A survey is created for each individual course that students are required to take at the start of each term. Students provide their full legal name, contact information, and confirmation that they would like to receive college credit for the course. The results of the survey are then generated into a spreadsheet that LTCC can use for multiple purposes: verify CCC apply account, verify parent consent form submission, and track student progress and supports.

One of the positions in the Dual Enrollment program is the Dual Enrollment Advisor. This individual uses the spreadsheet to track student progress. This individual also meets with students one-on-one to support with understanding course syllabi, assignment assistance and tutoring, workshops on organization and time management, and navigating college resources. The Dual Enrollment Advisor also takes time to embed themselves into classes to provide hands on support to students during class time.

Additionally, the director of dual enrollment visits the high schools weekly to discuss and provide support to the high school teachers, counselors, and administrators. Often the director provides ideas and strategies to the teachers on how to address students' individual needs. Additionally, the director works with teachers on materials and equipment requests that can be purchased by LTCC. The director also works with the high school administrators and counselors in creating a strategic pathway for students seeking to take advantage of Dual Enrollment opportunities.

Lastly, LTCC Dual Enrollment provides an annual presentation with updates and data to the LTCC Board and LTUSD Board (IIC2-12).

Analysis and Evaluation

The College meets the Standard. LTCC continuously conducts assessments and relies heavily on student feedback in all student support areas. The information gained through these channels directly impacts the updates made to further improve services to students.

Evidence List

IIC2-01 – Progress Report Update September 2023
IIC2-02 – Vision for Success
IIC2-03 – LTCC Scorecard 2020
IIC2-04 – *Student Equity and Achievement Plan*
IIC2-05 – Upward Bound Annual Performance Report
IIC2-06 – MOU with Lake Tahoe Unified School District
IIC2-07 – Transfer Center Report
IIC2-08 – TOT Grant Progress Report
IIC2-09 – VRC Visit Report
IIC2-10 – HSI STEM Grant Annual Report
IIC2-11 – Dual Enrollment Schedule
IIC2-12 – Dual Enrollment Presentation

3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

LTCC is committed to serving all students, regardless of geographic location or modality, with the same level of support and resources. LTCC offers 12 Associate of Arts, six Certificates of Achievement, and five Employable Skills Certificates completely online. The list and individual links for each program can be found on the Online Learning webpage (IIC3-01). LTCC offers multiple modalities for courses, including Hybrid Courses

(IIC3-02), Enhanced Virtual Education (EVE) Courses (IIC3-03), Distance Education (DE) Courses (IIC3-04), and Face-to-Face Courses. Additionally, correspondence courses are offered to students in the RSP.

LTCC hired a director of online learning to help prioritize access for all students and to support faculty in their work toward student success. The director sends out regular newsletters to students, faculty, and staff (IIC3-05).

LTCC's Self Service portal allows all students to access resources from a single hub (IIC3-06).

LTCC provides mental and physical health services for students remotely for no cost via TimelyCare (IIC3-07). If a student is registered for classes, full time or part time, on-campus or remote, the same level of access is available.

LTCC offers in-person, phone, or video appointments in counseling and financial aid. Students can book appointments at their convenience through Cranium Café (IIC3-08). All services utilize the Cranium Café chat feature to answer student questions in a timely manner. Students can also access these services on campus during normal business hours. After a counseling appointment, students can give feedback through a survey to ensure the department is meeting the needs of students (IIC3-09).

LTCC offers free tutoring both in-person and online via Cranium Café (IIC3-10). LTCC also offers free 24/7 online tutoring via NetTutor in Canvas (IIC3-11). NetTutor is a global tutoring service for math, writing, and many other subjects (examples include anatomy and physiology, statistics, and psychology) as well as ESL tutoring.

LTCC's Online Learning webpage and Virtual Campus webpage (IIC3-12) both provide extensive resources for remote students to access. These resources range from the eCampus Bookstore, free Chromebooks and hotspots for borrowing from the LTCC library, access to Zoom, Microsoft Suite, and other programs for free.

During the COVID-19 pandemic, LTCC pivoted resources and learning environments to actively support students both from campus and remotely (IIC3-13). From the 2021 fall quarter through the 2023 winter quarter, the College offered free weekly PCR testing on campus. The College continues to provide free COVID-19 rapid tests at no cost for students, staff, and faculty.
The LTCC Catalog lists the inventory of all student support services that can be accessed on-campus and online (IIC3-14).

LTCC offers online orientation for all incoming students (IIC3-15).

LTCC's RSP serves justice-impacted students who are limited to correspondence modalities by the institution in which they temporarily reside (IIC3-16). Due to these

limitations, LTCC developed the Enhanced One-On-One model to serve this unique student population. It is a pedagogical approach with the goal of providing effective educational opportunities through tutoring sessions, individualized feedback for each student, bi-weekly administrative presence, video-broadcasted supplemental course lectures, personalized registration, library research support, and office hour/counseling request documents, among other student success support efforts. The Enhanced One-On-One model enriches each student's potential to succeed in and beyond college.

Analysis and Evaluation

The College meets the Standard. From the very first orientation, through graduation or transfer, LTCC offers multiple modalities for students to access services. All service areas provide equitable programming for students in all learning environments including in-person, hybrid, and remote. In addition to instructional and student services, LTCC also offers free medical and mental health services via TimelyCare for all students.

Evidence List

IIC3-01 – Online Learning Webpage
IIC3-02 – Hybrid Courses Webpage
IIC3-03 – Enhanced Virtual Education (EVE)
IIC3-04 – Distance Education Webpage
IIC3-05 – Online Learning Newsletter
IIC3-06 – Self Service Portal Screenshot
IIC3-07 – TimelyCare Webpage
IIC3-08 – Cranium Café Webpage
IIC3-09 – Student Survey
IIC3-10 – Tutoring Webpage
IIC3-11 – NetTutor Website
IIC3-12 – Virtual Campus Student Support Webpage
IIC3-13 – Corona Virus Informational Webpage
IIC3-14 – Catalog Student Support Services
IIC3-15 – Online Orientation Home Screen
IIC3-16 – Rising Scholars Program Webpage

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

Evidence of Meeting the Standard

LTCC clubs align with the College's mission and contribute to the social and educational experience of the students, as can be seen in the Club Handbook, which details policies and procedures in forming and facilitating clubs on campus (IIC4-01). A list of all currently active clubs at LTCC can be found on the Clubs webpage (IIC4-02). All cash and money handling must be documented and overseen by the director of fiscal services (IIC4-03).

Student Senate is a participatory student organization that promotes leadership and governance roles for participants (IIC4-04). Student Senate publicly posts the Bylaws (IIC4-05) and Constitution (IIC4-06). The Student Senate follows all Brown Act requirements, and the co-advisors are trained in the aspects of student governance. Through the Student Senate, students are invited to join college-wide governance committees and are encouraged to be active and involved in the governance process at the College. Student Senate members also have an opportunity to attend the state General Assembly meetings.

BP 5700 states that the "athletics program complies with state law, the California Community College Athletic Association (CCCAA) and Sport Championship Handbooks, and appropriate Conference Constitution regarding student athlete participation" (IIC4-07). AP 5700 further details the commitment to nondiscrimination in intercollegiate athletics (IIC4-08). Per the CCCAA, all individuals associated and/or directly involved with LTCC athletics must and do complete an annual compliance exam (IIC4-09). This exam establishes an awareness of the state athletic constitution and bylaws.

In June 2022, the Board approved the expansion of LTCC's Athletics to include Cross Country and Track (IIC4-10) along with a timeline and budgetary scope of the new programs (IIC4-11). With this expansion, in September 2022, the Board also approved the hiring of an athletic director to oversee the new programs and the existing soccer program (IIC4-12).

LTCC's 2022 Federal Equity in Athletics Disclosure Act (EADA) Survey details the College's commitment to providing equitable athletic opportunities for both male and female students (IIC4-13). The EADA Survey must be easily accessible to comply with the US Department of Education regulations and can be found on the Athletics webpage (IIC4-14). All student athletes have a committed Academic Counselor to work specifically with any challenges they face, as the College promotes and supports the value that student athletes are students first.

Analysis and Evaluation

The College meets the Standard. The Athletic department's recruitment and facilitation processes require regular self-evaluations and reports to the US Department of Education. Clubs and co-curricular programs contribute to the social and cultural dimensions of the education experience. All clubs and co-curricular programs are aligned

with the College's mission and are monitored by the director of fiscal services for financial reporting.

🔍 **Evidence List**
IIC4-01 – Club Handbook
IIC4-02 – Club Webpage
IIC4-03 – Cash Box Deposit Form
IIC4-04 – Student Senate Webpage
IIC4-05 – Student Senate Bylaws
IIC4-06 – Student Senate Constitution
IIC4-07 – Board Policy 5700
IIC4-08 – Administrative Procedure 5700
IIC4-09 – CCCAA Online Exam
IIC4-10 – Board of Trustees Cross Country Program
IIC4-11 – Board of Trustees Timeline for Cross Country
IIC4-12 – Board of Trustees Athletic Director
IIC4-13 – EADA Survey
IIC4-14 – Athletics Webpage

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

Evidence of Meeting the Standard

LTCC provides general, personal, career, and transfer counseling to all students in person and online. Students can self-schedule in person and online appointments with counselors through Cranium Cafe. Counselors are available for in-person, phone, or video appointments Monday through Friday with extended evening hours until 6:00pm on Monday through Thursday (IIC5-01). The student to counselor ratio is 257:1, well below the state average of 563:1. Student wait times for drop-in counseling are low, and students can make same-day appointments or receive email responses within 24 hours to ensure they receive timely information.

LTCC assigns designated counselors for support programs where they can work closely with a specific cohort of students and offer specialized assistance. These programs include Promise, HSI STEM (IIC5-02), VRC (IIC5-03), EOPS/CARE/NextUp and CalWORKS (IIC5-04), Athletics (IIC5-05), SAS, RSP (for students who are currently justice-impacted) (IIC5-06), and ESL (IIC5-07) students. The College also has designated career and transfer counselors.

Counselors gather on a biweekly basis for an all-counselor meeting using a hybrid modality (IIC5-08). Counselors participate in a departmental retreat (IIC5-09) each spring quarter focused on big-picture initiatives and to receive training (IIC5-10). New counselors are onboarded, receive extensive training (IIC5-11), and complete a mentorship program (IIC5-12). As part of LTCC's *Superintendent/President and Board of Trustees Goals* 2022-2024 Goal #1 (IIC5-13), the College is further developing the mentorship program to include more diversity, inclusion, and equity material to ensure all faculty members are effectively onboarded and supported in creating and implementing anti-racist curriculum and approaches to working with students. Counselors are required to complete FERPA and Mandated Reporting training. Counselors also participate in local and state wide all-faculty trainings; transfer conferences; EOPS/CARE/NextUp and CalWORKS conferences; Dual Enrollment conferences; and Guided Pathways conferences. Full-time faculty, including counseling faculty, are required to participate in the tenure review process (IIC5-14), which includes student evaluations (IIC5-15) of the faculty member.

All students are required to complete a new student orientation. The orientation is available online for students' convenience and is offered in addition to in-person tours and events. Students are oriented to degree and certificate programs, support programs, resources, transfer requirements (IIC5-16), and a variety of other mandated requirements (IIC5-17). As part of LTCC's *Superintendent/President and Board of Trustees Goals* 2022-2024 Goal #2 (IIC5-13), the College is currently establishing a specific orientation for HSI STEM students.

Degree and certificate seeking students are also required to meet with a counselor and create an educational plan (IIC5-18). Counselors review degree and transfer requirements, create an educational plan, and use reason codes in Cranium Cafe for MIS reporting. The reason code report shows that counselors discuss a variety of topics with students to help them graduate and transfer (IIC5-19). The top codes include General Advising, Educational Planning, Transfer, and Career. Counselors build educational plans in Colleague Self Service. Students view educational plans, degree requirements, and progress in Self Service accounts (IIC5-20). In addition, these educational plans are used to guide counselors and the administrative staff in projecting schedules and schedule production to ensure student completion. Program requirements and graduation information is available on the college website and in the college catalog (IIC5-21).

As part of LTCC's *Superintendent/President and Board of Trustees Goals* 2022-2024 Goal #3 (IIC5-13), LTCC is reinvigorating the transfer program and will open its Transfer Center in the fall of 2023 as well as increase student exposure to transfer events and resources. LTCC provides transfer information in the new student orientation, transfer website (IIC5-22), catalog (IIC5-23), transfer Canvas resource page (IIC5-24), and through individual transfer counseling through a designated transfer counselor. The College hosts an annual Transfer College Fair Day event (IIC5-25) during the fall quarter and multiple transfer application workshops and events (IIC5-26) throughout the year in multiple modalities.

Analysis and Evaluation

The College meets this Standard. Surveys are currently being conducted on students' experiences through Cranium Cafe to ensure their preferences for appointment modality are being met. Counselors are exploring case management approaches to help ensure retention, graduation, and transfer. LTCC's student-to-counselor ratio of 257:1 falls well below the state average of 563:1, which allows more opportunities for counselors to assist students in a timely and personalized manner. Overall, the College provides comprehensive counseling services in a variety of modalities with cross-trained counselors. Counseling faculty are onboarded and trained and meet regularly to discuss goals and improvements needed to support students. They also participate in all faculty professional development opportunities, including state-wide conferences and locally offered training programs.

Evidence List
IIC5-01 – Counseling Hours and Staff
IIC5-02 – HSI STEM Counselor
IIC5-03 – VRC Counselor
IIC5-04 – EOPS Counselor
IIC5-05 – Athletics Counselor
IIC5-06 – Rising Scholars Program Counselor
IIC5-07 – English as a Second Language Counselor
IIC5-08 – Counselor Meetings Fall 2022
IIC5-09 – Counselor Retreat Agenda
IIC5-10 – Counselor Training Topics
IIC5-11 – Counseling Best Practices Checklist
IIC5-12 – Mentoring Handbook 2021 - 2022
IIC5-13 – *Superintendent/President Board of Trustees Goals* 2022-2024
IIC5-14 – Faculty Evaluation Process
IIC5-15 – Student Survey
IIC5-16 – Orientation Transfer
IIC5-17 – Orientation Transfer Requirements
IIC5-18 – Education Plan
IIC5-19 – Reason Code Meetings Report
IIC5-20 – Student Progress Self Service
IIC5-21 – Graduation Information Catalog
IIC5-22 – Transfer Website
IIC5-23 – Transfer Catalog
IIC5-24 – Transfer Canvas Page
IIC5-25 – Transfer College Fair Flyer
IIC5-26 – Transfer Workshop Events

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

Evidence of Meeting the Standard

Admission policies are detailed in BP 5010 (IIC6-01) and AP 5010 (IIC6-02). AP 5011 also details admission and concurrent enrollment of high school and other young students (IIC6-03).

LTCC provides an online catalog that includes extensive information about the campus, services, programs, and classes (IIC6-04). The catalog is published annually each May for the upcoming academic year. Included in the catalog is detailed information regarding admission policies and procedures (IIC6-05). Additionally, students can download a PDF version of the course offerings, which details the admissions process beginning on page 4 (IIC6-06).

LTCC's Admission's webpage provides guidance for enrolling as a new student, a returning student, a non-degree seeking student, an incoming transfer student, a Veteran student, an international student, and a high school student (IIC6-07). There are also detailed paper and digital flyers that break down the steps to enroll to make the process more accessible for students (IIC6-08).

As part of the Equity Audit conducted by Hotep Consultants, 115 institutional documents were analyzed. During the preliminary document analysis, the College was informed that the current Late Registration Form required the student to provide a potentially personal reason for the Late Registration (IIC6-09). When notified of this intrusive requirement, the College updated the Late Registration Form to remove this requirement (IIC6-10).

LTCC hosts multiple Enrollment and Admission assistance events each quarter to help students with the admissions process (IIC6-11). These events are advertised online and on-campus in both English and Spanish.

LTCC's Guided Pathways program guides students to the right academic path by identifying the student's strengths and areas of interest and directs them to a specific Meta Major (IIC6-12). There are five Meta Majors:

- Arts, Languages, Humanities (with Associate Degrees and Certificates focused on the interest to "Create, Communicate, Connect") (IIC6-13);
- Business, Hospitality, Leadership (with Associate Degrees and Certificates focused on the interest to "Build, Lead, Invent") (IIC6-14);
- Health and Public Safety (with Associate Degrees and Certificates focused on the interest to "Serve, Care, Protect") (IIC6-15);

- Society, Culture, Education (with Associate Degrees and Certificates focused on the interest to "Learn, Share, Enlighten") (IIC6-16); and
- Science, Technology, Environment (with Associate Degrees and Certificates focused on the interest to "Explore, Discover, Analyze") (IIC6-17).

The Meta Majors are explained via a YouTube video on the webpage as well (IIC6-18). LTCC also offers program pathways through Program Mapper to further assist students to choose their path to an associate degree, certificate, transfer to a 4-year institution, or gain career skills (IIC6-19).

LTCC's Career Services department (IIC6-20) hosts virtual workshops on pathways to choosing a major (IIC6-21), transferring, career panels (IIC6-22), and one-on-one career interviews (IIC6-23).

Analysis and Evaluation

The College meets the Standard. LTCC provides clear and concise directions on the admission and enrollment processes as well as hosting in-person events and online academic counseling to further assist students. The College's Guided Pathways Meta Majors programs help students identify which college track they would like to follow, and Program Mapper provides pathways through coursework as well as information about career opportunities. The campus-wide Equity Audit has identified opportunities to remove barriers in the admissions process. Improvements have already arisen from this process, as can be seen in the updated Late Registration Form.

Evidence List
IIC6-01 – Board Policy 5010
IIC6-02 – Administrative Procedure 5010
IIC6-03 – Administrative Procedure 5011
IIC6-04 – Catalog Webpage
IIC6-05 – Catalog Admissions
IIC6-06 – Catalog PDF Version
IIC6-07 – Admissions Webpage
IIC6-08 – Admission Steps Flyer
IIC6-09 – Previous Late Registration Form
IIC6-10 – Updated Late Registration Form
IIC6-11 – Enrollment Assistance Event Flyer
IIC6-12 – Guided Pathways Meta Majors Webpage
IIC6-13 – Arts Languages Humanities Meta Major Webpage
IIC6-14 – Business Hospitality Leadership Meta Major Webpage
IIC6-15 – Health Public Safety Meta Major Webpage
IIC6-16 – Society Culture Education Meta Major Webpage
IIC6-17 – Science Technology Environment Meta Major Webpage
IIC6-18 – Meta Majors YouTube Video Screenshot

IIC6-19 – Program Mapper Webpage
IIC6-20 – Career Services Webpage
IIC6-21 – Career Services Choosing A Major Video Screenshot
IIC6-22 – Career Services Panel Video Screenshot
IIC6-23 – Career Services Interview Video Screenshot

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

Evidence of Meeting the Standard

LTCC complies with the California Community College Chancellor's Office (CCCCO) requirements and regularly evaluates admissions and placement instruments and practices to validate the College's effectiveness and minimize bias.

Admission to LTCC is governed by the laws of the State of California and such regulations as have been prescribed by the Board of Governors of the California Community Colleges and the LTCC Board. AP 5010 outlines LTCC's admissions procedures (IIC7-01). Admission eligibility can also be found in the college catalog (IIC7-02).

In alignment with AB705 (IIC7-03), LTCC no longer requires any assessment tests for students (IIC7-04). LTCC uses multiple measures, including high school grade point average, coursework, and specific grades for self-guided placement into math and English. All students begin in transfer-level English and math. Students can meet with an academic counselor in person or online and provide copies of their academic records, from which the academic counselor will help the student determine an appropriate place to start in math and English.

Pursuant to BP 5140 (IIC7-05), LTCC's SAS (IIC7-06) accommodates students with verified disabilities with the following services to include, but not limited to: reasonable accommodations, academic adjustments, technology accessibility, accessible facilities, equipment, instructional programs, rehabilitation counseling, and academic counseling.

SAS removes barriers by utilizing accommodation requests for students. The Academic Accommodation Notification Request form requires students to request that their accommodation be released to their instructor quarterly (IIC7-07). The student must list each course and instructor to whom they would like their accommodation released. The Faculty Accommodation Notification form is sent to the faculty member regarding the student's accommodations but does not reveal any of the student's confidential information related to their disability (IIC7-08).

LTCC's institutional effectiveness (IE) department publicly displays the Course Outcomes Dashboard (IIC7-09), which details data related to enrollment, retention, and course success on the LTCC Institutional Data webpage (IIC7-10). The Enrollment Dashboard is also published on this webpage and details data related to annual enrollment and annual headcount (IIC7-11).

Analysis and Evaluation

The College meets the Standard. By adhering to AB705, the College removed the requirement for assessment tests, and all students begin in transfer-level English and math through a self-guided process supported by counselors. The College is currently undergoing a campus-wide Equity Audit to identify and remove barriers in the admissions process. SAS uses accommodation request forms to better equip students for success in their courses.

Evidence List

IIC7-01 – Administrative Procedure 5010
IIC7-02 – Catalog Admissions
IIC7-03 – AB705 Webpage
IIC7-04 – Removal of Assessment Tests Webpage
IIC7-05 – Board Policy 5140
IIC7-06 – Student Accessibility Services Webpage
IIC7-07 – SAS Academic Accommodations Notification Request
IIC7-08 – SAS Faculty Accommodation Notification
IIC7-09 – Course Outcomes Dashboard
IIC7-10 – Institutional Data Webpage
IIC7-11 – Enrollment Dashboard

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

Evidence of Meeting the Standard

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

BP 5040 enforces that the superintendent/president shall assure that student records are maintained in compliance with applicable federal and state laws relating to privacy of student records (IIC8-01). AP 5040 details that a cumulative record of enrollment, scholarship, and educational progress shall be kept for each student (IIC8-02). The College releases student Directory information in accordance with the definitions in BP

5040. The College releases student Directory information, except when students have specifically requested that Directory information be kept confidential.

As a means of guidance for securing confidential student records, LTCC's Family Educational Rights and Privacy Act of 1974 (FERPA) policies and procedures are published online (IIC8-03) as well as the college catalog (IIC8-04) to establish the processes for release of student records. LTCC has designated the following items as Directory information that may be released without prior student consent:

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

Forms requesting the withholding of Directory information are available in the Enrollment Services Center and via electronic mail.

The College requires Enrollment Services personnel to complete FERPA training through Keenan Safe Colleges online courses (IIC8-05). This training course continues to be available to all employees as continued professional development.

Electronic student records from fall 1987 to present are permanently maintained by the Enrollment Services Office through the Colleague student information system (SIS). Paper student records are scanned to a secure server using Laserfiche scanning software. Both Colleague SIS records and Laserfiche-scanned student records are accessible by Enrollment Services staff via the internal network or remotely though a secured remote access system. To ensure these records are secure and confidential, Colleague, Laserfiche, and remote access are only granted to Enrollment Services personnel to ensure that employees have access only to data necessary for preforming their job duties and responsibilities.

LTCC provides a release form that allows students to request the release of information from their educational records (IIC8-06).

LTCC's SAS has multiple release forms to ensure student privacy. The Academic Accommodation Notification Request form requires students to request their accommodations be released to their instructor quarterly (IIC8-07). The student must list each course and instructor to whom they would like their accommodations released. The Faculty Accommodation Notification form is sent to the faculty member regarding the student's accommodations but does not reveal any of the student's confidential information related to their disability (IIC8-08). The student also signs an SAS Application

during the initial intake appointment to review SAS policies and procedures (IIC8-09). SAS provides a Release of Information to Outgoing Agencies to request documents on behalf of the student (IIC8-10). SAS provides a Release of Information Transfer for students to request a transfer of their SAS information or get a copy of their own SAS records (IIC8-11). SAS also keeps all disability related documentation, case notes, forms, records, and any other sensitive information related to a student on a separate server. The information can only be accessed by the director of IT, the SAS director, the SAS learning disability specialist, and the SAS learning disability technician. SAS is also updating to a new system called AIM in the 2023 winter quarter (IIC8-12). This program will further improve the protection of student records.

LTCC moved from paper to digital documentation for student conduct and disciplinary files through the online Coyote Concern/Student Support Reporting, Hate and Bias Reporting, and Title IX Reporting (IIC8-13). This reporting system stores student files permanently and confidentially.

Analysis and Evaluation

The College meets the Standard. By moving from paper to digital record-keeping, LTCC has improved student record confidentiality and has backups in place. This standard will improve with SAS's implementation of AIM in the 2023 winter quarter to further protect student records. Each department must provide students with a release of records request, all of which are aligned with the College's policies.

Evidence List
IIC8-01 – Board Policy 5040
IIC8-02 – Administrative Procedure 5040
IIC8-03 – FERPA Webpage
IIC8-04 – FERPA Catalog
IIC8-05 – FERPA Keenan Safe Colleges Training
IIC8-06 – FERPA General Release Form
IIC8-07 – SAS Academic Accommodation Notification Request
IIC8-08 – SAS Faculty Accommodation Notification
IIC8-09 – SAS Application
IIC8-10 – SAS Release of Information to Outgoing Agencies
IIC8-11 – SAS Release of Information Transfer
IIC8-12 – AIM Webpage
IIC8-13 – Online Reporting Webpage

LTCC meets Standard II.C. The College offers wraparound support services to all students, regardless of location or means of delivery. Through advisory committees, student and employee surveys, and external audits, the College works to consistently assess and close any gaps in student support areas. The College maintains student record confidentiality, athletic integrity, and equity, and adheres to admission policies and procedures removing biases. Student Support Services aligns itself with the College's mission statement and *Superintendent/President and Board of Trustees Goals* to continue to offer the best support services to all students.

Improvement Plan(s)

An improvement plan that LTCC will seek to explore and complete will be to create more channels and opportunities to obtain student feedback. This could include providing students with a QR code or follow up email with a link to a survey after appointments, events, and at the end of each academic quarter to evaluate their experience and provide feedback on what could be improved or changed.

Evidence List

IIC1-01 – Catalog Student Support Services
IIC1-02 – Progress Update September 2023
IIC1-03 – Wheelhouse Promise Evaluation November 2022
IIC1-04 – Promise Infographic
IIC1-05 – Faculty Evaluation Procedures
IIC1-06 – Student Survey
IIC1-07 – TimelyCare Webpage
IIC1-08 – TimelyCare Registrations March 2022
IIC1-09 – TimelyCare Visits March 2022
IIC1-10 – TimelyCare Reviews
IIC1-11 – TimelyCare Strategies Presentation
IIC1-12 – *Superintendent/President and Board of Trustees Goals* 2022-2024
IIC1-13 – Equity Audit Agenda Item
IIC1-14 – Equity Audit Key Findings
IIC1-15 – Equity Audit Report for Board of Trustees
IIC1-16 – Equity Audit Student Survey Flyers
IIC1-17 – Equity Newsletter
IIC1-18 – Equity Student Support Program Flyer
IIC1-19 – Progress Report Check-In
IIC1-20 – DEI Task Force Listening Tour Presentation
IIC1-21 – DEI Task Force at Board of Trustees Meeting
IIC1-22 – DEI Task Force Progress Update
IIC1-23 – Advisory Committee Notes

IIC2-01 – Progress Report Update September 2023
IIC2-02 – Vision for Success
IIC2-03 – LTCC Scorecard 2020
IIC2-04 – *Student Equity and Achievement Plan*
IIC2-05 – Upward Bound Annual Performance Report
IIC2-06 – MOU with Lake Tahoe Unified School District
IIC2-07 – Transfer Center Report
IIC2-08 – TOT Grant Progress Report
IIC2-09 – VRC Visit Report
IIC2-10 – HSI STEM Grant Annual Report
IIC2-11 – Dual Enrollment Schedule
IIC2-12 – Dual Enrollment Presentation

IIC3-01 – Online Learning Webpage
IIC3-02 – Hybrid Courses Webpage
IIC3-03 – Enhanced Virtual Education (EVE)
IIC3-04 – Distance Education Webpage
IIC3-05 – Online Learning Newsletter
IIC3-06 – Self Service Portal Screenshot
IIC3-07 – TimelyCare Webpage
IIC3-08 – Cranium Café Webpage
IIC3-09 – Student Survey
IIC3-10 – Tutoring Webpage
IIC3-11 – NetTutor Website
IIC3-12 – Virtual Campus Student Support Webpage
IIC3-13 – Corona Virus Informational Webpage
IIC3-14 – Catalog Student Support Services
IIC3-15 – Online Orientation Home Screen
IIC3-16 – Rising Scholars Program Webpage

IIC4-01 – Club Handbook
IIC4-02 – Club Webpage
IIC4-03 – Cash Box Deposit Form
IIC4-04 – Student Senate Webpage
IIC4-05 – Student Senate Bylaws
IIC4-06 – Student Senate Constitution
IIC4-07 – Board Policy 5700
IIC4-08 – Administrative Procedure 5700
IIC4-09 – CCCAA Online Exam
IIC4-10 – Board of Trustees Cross Country Program
IIC4-11 – Board of Trustees Timeline for Cross Country
IIC4-12 – Board of Trustees Athletic Director
IIC4-13 – EADA Survey
IIC4-14 – Athletics Webpage

IIC5-01 – Counseling Hours and Staff
IIC5-02 – HSI STEM Counselor
IIC5-03 – VRC Counselor
IIC5-04 – EOPS Counselor
IIC5-05 – Athletics Counselor
IIC5-06 – Rising Scholars Program Counselor
IIC5-07 – English as a Second Language Counselor
IIC5-08 – Counselor Meetings Fall 2022
IIC5-09 – Counselor Retreat Agenda
IIC5-10 – Counselor Training Topics
IIC5-11 – Counseling Best Practices Checklist
IIC5-12 – Mentoring Handbook 2021 - 2022
IIC5-13 – *Superintendent/President Board of Trustees Goals* 2022-2024
IIC5-14 – Faculty Evaluation Process
IIC5-15 – Student Survey
IIC5-16 – Orientation Transfer
IIC5-17 – Orientation Transfer Requirements
IIC5-18 – Education Plan
IIC5-19 – Reason Code Meetings Report
IIC5-20 – Student Progress Self Service
IIC5-21 – Graduation Information Catalog
IIC5-22 – Transfer Website
IIC5-23 – Transfer Catalog
IIC5-24 – Transfer Canvas Page
IIC5-25 – Transfer College Fair Flyer
IIC5-26 – Transfer Workshop Events

IIC6-01 – Board Policy 5010
IIC6-02 – Administrative Procedure 5010
IIC6-03 – Administrative Procedure 5011
IIC6-04 – Catalog Webpage
IIC6-05 – Catalog Admissions
IIC6-06 – Catalog PDF Version
IIC6-07 – Admissions Webpage
IIC6-08 – Admission Steps Flyer
IIC6-09 – Previous Late Registration Form
IIC6-10 – Updated Late Registration Form
IIC6-11 – Enrollment Assistance Event Flyer
IIC6-12 – Guided Pathways Meta Majors Webpage
IIC6-13 – Arts Languages Humanities Meta Major Webpage
IIC6-14 – Business Hospitality Leadership Meta Major Webpage
IIC6-15 – Health Public Safety Meta Major Webpage
IIC6-16 – Society Culture Education Meta Major Webpage

IIC6-17 – Science Technology Environment Meta Major Webpage
IIC6-18 – Meta Majors YouTube Video Screenshot
IIC6-19 – Program Mapper Webpage
IIC6-20 – Career Services Webpage
IIC6-21 – Career Services Choosing A Major Video Screenshot
IIC6-22 – Career Services Panel Video Screenshot
IIC6-23 – Career Services Interview Video Screenshot

IIC7-01 – Administrative Procedure 5010
IIC7-02 – Catalog Admissions
IIC7-03 – AB705 Webpage
IIC7-04 – Removal of Assessment Tests Webpage
IIC7-05 – Board Policy 5140
IIC7-06 – Student Accessibility Services Webpage
IIC7-07 – SAS Academic Accommodations Notification Request
IIC7-08 – SAS Faculty Accommodation Notification
IIC7-09 – Course Outcomes Dashboard
IIC7-10 – Institutional Data Webpage
IIC7-11 – Enrollment Dashboard

IIC8-01 – Board Policy 5040
IIC8-02 – Administrative Procedure 5040
IIC8-03 – FERPA Webpage
IIC8-04 – FERPA Catalog
IIC8-05 – FERPA Keenan Safe Colleges Training
IIC8-06 – FERPA General Release Form
IIC8-07 – SAS Academic Accommodation Notification Request
IIC8-08 – SAS Faculty Accommodation Notification
IIC8-09 – SAS Application
IIC8-10 – SAS Release of Information to Outgoing Agencies
IIC8-11 – SAS Release of Information Transfer
IIC8-12 – AIM Webpage
IIC8-13 – Online Reporting Webpage

STANDARD III

Resources

RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

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

Evidence of Meeting the Standard

Lake Tahoe Community College (LTCC) emphasizes recruiting potential applicants to create a diverse pool of qualified individuals from which to hire, with availability of open positions broadcast through many different venues. The college website posts information on vacant positions including the announcement, the complete job description, and the hiring timeline in multiple languages including Spanish, Arabic, Filipino, and Japanese (IIIA1-01). In addition, the College posts this information on the PRISM Network, COLEGAS, CommunityCollegeJobs.com (IIIA1-02), InsideHigherEd.com (IIIA1-03), Indeed.com (IIIA1-04), the California Community College Jobs Registry, and HigherEdJobs.com (IIIA1-05). Social media remains a large component of district recruitment efforts with large followings on Facebook, LinkedIn, Twitter, and Instagram (IIIA1-06).

The College has also taken steps in shifting its job announcements to appeal to a more diverse applicant. Job announcements speak to the initiatives with which the position will be involved and provide information about the department in which it will work. Specific wording and phrasing are meant to appeal to the diverse applicant who has a sensitivity to and understanding of the varied academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students (IIIA1-07).

Hiring procedures are described in chapters 4 (IIIA1-08) and 5 (IIIA1-09) of the *Board Policy Manual*. Human Resources ensures that hiring procedures are applied uniformly by following a comprehensive and consistent hiring process. Furthermore, the director of

human resources provides equal employment opportunity (EEO) training to all involved in hiring decisions and monitors each hiring process for EEO compliance (IIIA1-10). Confidentiality is a hallmark of the hiring process at LTCC.

The hiring processes are briefly summarized below for the various classifications of employees.

Administrator Hiring

The recruitment and selection process for administrative positions, other than for the superintendent/president, is set forth in chapter 4 of the *Board Policy Manual*, Regulation 4.01 A.2 (IIIA1-11). The composition of a selection committee for an administrator consists of five faculty members for academic positions or three faculty members for nonacademic positions, one administrator, an EEO representative (nonvoting), a classified employee, a confidential employee, a classified director, and one student (nonvoting). HR qualifies administrative applicants based on a set of minimum qualifications and other criteria listed on the job description and announcement (IIIA1-12). Administrative job postings are reviewed and approved by the superintendent/president prior to recruitment (IIIA1-13). The same online job boards previously noted are utilized for administrative positions. These are supplemented by advertising with professional organizations as appropriate.

Full-time Faculty

The procedures outlining the employment of full-time academic personnel are contained in the *Board Policy Manual*, Regulation 4.01 A.1 (IIIA1-14) and are titled "A Model for Contract Faculty Hiring Procedures." Faculty play an important role in the hiring of their full-time peers. Screening committees for tenure-track faculty positions are comprised of at least four faculty members (appointed by the Academic Senate president after consultation with the superintendent/president), the area administrator, an EEO monitor (nonvoting), one classified employee, and one student (nonvoting). Additionally, the participation of a part-time faculty member is allowed and strongly encouraged.

Faculty job openings are reviewed and agreed upon by the superintendent/president, the hiring administrator, and pertinent full-time faculty prior to recruitment. An important part of faculty hiring is the development of an annual Faculty Hiring Prioritization (FHP) recommendation (IIIA1-15). The recommendation is a data-informed, faculty-led process created by the Academic Senate and then presented to the superintendent/president. The superintendent/president makes the final decision on how many and which faculty positions will be recruited, providing a detailed report to the Academic Senate and Board of Trustees (Board) regarding these decisions.

The screening committee reviews the application materials for each candidate. The application packets consist of the specific components required by the position announcement. Only information contained within the application packets may be

considered when screening. The screening committee designates a committee chair and selects applicants for an interview who best meet the desired qualifications listed on the position description and job announcement, as measured by evidence of professional qualifications, including educational background, experience, and sensitivity to underrepresented groups.

Once reviewed and recommended by the screening committee, the top candidates are invited to the College for an interview process, either in-person or virtually (IIIA1-16). The College gives applicants a travel allowance to help with the expense of traveling (IIIA1-17). Once the screening committee concludes initial interviews, finalists are recommended for a second, in-person interview.

It is a priority of the College to attract, recruit, and retain faculty who relate well with a diverse student population in a small college environment and who employ a variety of modern-day modalities and pedagogical approaches in their teaching, in addition to being experts in the subject area and employing creative strategies to diversify their curriculum.

In addition, the faculty hiring policy states that the committee shall also provide for appropriate teaching demonstrations, writing samples, and/or other performance indicators related to the subject area and are a major component of the selection process. To that end, LTCC includes a teaching or counseling role-play demonstration in its faculty hiring process (IIIA1-18). LTCC also assesses the levels of experience and expertise candidates possess regarding distance education and the corresponding technologies. Faculty qualifications are based on subject matter knowledge, qualifications, and skills (including equivalencies). Degrees are determined to be relevant to the discipline sought through an established system of qualification and equivalency facilitated by the state-wide Academic Senate of the California Community Colleges (IIIA1-19).

Part-time Faculty Hiring

Part-time faculty applicant pools are advertised widely and open year-round. Human Resources determines if the applicant meets the minimum qualifications for the position based on earned degrees and/or experience. Part-time faculty applicants not clearly meeting the educational requirements identified in the "Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook" are forwarded to the Faculty Equivalency Committee.

The Faculty Equivalency Committee, through a comprehensive review of the candidates' coursework and work experience, determines the equivalency of prospective candidates. The College's equivalency process was approved by the Governing Board and has been incorporated into the *Board Policy Manual* (IIIA1-20) and the College Academic Senate Faculty Equivalency Committee manual (IIIA1-21).

For a faculty applicant whose degree is from a foreign institution, the College requires the candidate to acquire equivalency validation from a state-recognized evaluation service at the time of application (IIIA1-22).

Classified Hiring

The hiring of classified personnel is also guided by board policy. According to *Board Policy Manual* 5.03.B, classified position postings are to include the job description, which has been reviewed and approved by the hiring lead, the director of human resources, the Senior Leadership Team (SLT), and the Board. The applicant must, at a minimum, meet the listed competency standards, including experience, education, and a valid assessment of qualifications and skills (IIIA1-23).

Except for board policy, no specific written hiring policy for classified staff is in place; hiring classified employees is based on state best practice methods, including a multistep process to promote diversity. A skills assessment is used for most recruitments as a screening step so candidates may illustrate their capabilities outside of the interview setting. Interviews are then conducted with the hiring lead and screening committee. The screening committee for classified positions includes one classified employee appointed by the Classified Employees Union, a confidential employee or classified director selected by the human resources director in consultation with the hiring manager, and a faculty member (if applicable) appointed by the Academic Senate president.

Human Resources has worked with the EEO Advisory committee to identify classified recruitments that do not need cover letters, resumes, or skills assessment. This has resulted in larger pools for hard to hire areas such as the Child Development Center and Maintenance and Operations (IIIA1-24). For certain classified positions, the College offers applicants the option to have their initial interview fully in Spanish. These changes have allowed candidate pools to include a wider range of diversity and further illustrate the College's diversity, equity, and inclusion efforts.

Final Selection and Review

Faculty, administrative, and classified finalists are not hired until the hiring lead completes a full reference check. Once the references are completed successfully, each finalist is placed on the salary schedule and is interview by the superintendent/president. Upon the superintendent/president's recommendation, the action to hire the employee is placed on the upcoming board meeting agenda for approval. Finalists are reminded that, until the Board acts, hiring is not complete. Once hired, all employees are subject to a probationary period during which the employee is evaluated in accordance with specific written criteria based on the employee's classification and prescribed procedures that measure effectiveness and make suggestions for improvement when applicable. If new employees are unable to meet standards during the probationary period, they are coached for improvement but may be dismissed if they do not improve (IIIA1-25).

Analysis and Evaluation

The College meets the Standard. The staff, faculty, and administrators at LTCC are highly qualified. The hiring processes for employees are well documented and understood. Job descriptions are readily available, mission related, and include the position duties, responsibilities, and authority.

Evidence List

IIIA1-01 – Job Announcement in Multiple Languages
IIIA1-02 – Job Advertisement Examples
IIIA1-03 – Inside Higher Ed Advertisement
IIIA1-04 – Indeed Advertisement
IIIA1-05 – HigherEdJobs Advertisement
IIIA1-06 – Social Media Advertisements
IIIA1-07 – DEIA Job Announcement
IIIA1-08 – *Board Policy Manual* Chapter 4
IIIA1-09 – *Board Policy Manual* Chapter 5
IIIA1-10 – Equal Employment Opportunity Training
IIIA1-11 – *Board Policy Manual*, Regulation 4.01 A.2
IIIA1-12 – Administrator Minimum Qualifications
IIIA1-13 – Administrator Job Announcement
IIIA1-14 – *Board Policy Manual*, Regulation 4.01 A.1
IIIA1-15 – Faculty Hiring Prioritization Application
IIIA1-16 – Candidate Confirmation Email
IIIA1-17 – Candidate Travel Allowance Rates
IIIA1-18 – Teaching Demonstration Prompt
IIIA1-19 – Application Equivalency Form
IIIA1-20 – *Board Policy Manual*, Chapter 4, Equivalency Pages
IIIA1-21 – Academic Senate Equivalency Committee Manual
IIIA1-22 – Foreign Transcript Evaluation
IIIA1-23 – *Board Policy Manual,* Regulation 5.03.B
IIIA1-24 – Required Application Materials
IIIA1-25 – Classified Employee Evaluation

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

Evidence of Meeting the Standard

LTCC full-time and part-time faculty are qualified and have high expertise and experience in each of the roles for which they are hired, valued, and evaluated (IIIA2-01).

Faculty Qualifications

Faculty qualifications in job announcements require expertise of the subject matter through minimum and preferred qualifications and requisite skills for services to be performed. Before posting the job announcement, the hiring administrator, SLT, and relevant stakeholders review the announcement to ensure that the qualifications reflect the program guidelines and needs of the position (IIIA2-02).

Faculty meet or exceed minimum qualifications for the assigned discipline. The College ensures faculty qualifications through the screening and interview process that focuses on the faculty member's potential to contribute to the mission of the institution.

Faculty must meet the minimum qualifications or equivalency established by the Chancellor's Office publication "Minimum Qualifications for Faculty and Administrators in California Community Colleges" to advance to an interview for the open position. The Board approves all certifications of equivalency for hired faculty (IIIA2-03).

Faculty Job Descriptions

Faculty at the College do not have job descriptions; instead, the College utilizes job announcements and the hiring process to ensure the selection and hire of qualified faculty who understand the parameters and professional requirements of the position. The FHP process described above in Standard III.A.1 ensures that the faculty leadership and expertise is engaged at all levels of faculty hiring. The FHP process guides the proposed positions to be filled. Board policy and the faculty collective bargaining agreement state the professional responsibilities for faculty members, including teaching and developing, reviewing, and updating course outlines on a regular basis in accordance with Title V and District guidelines, including student learning outcomes (IIIA2-04).

Curriculum Development and Assessment of Learning

Faculty job announcements include requirements for the development and the maintenance of curriculum as well as the development, maintenance, and assessment of student learning outcomes. Preferred qualifications include the understanding of a small college environment and how to utilize innovative teaching practices, including participatory and critical thinking methodologies. A "demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students" is also required (IIIA2-05).

Analysis and Evaluation

The College meets the Standard. Its faculty are highly qualified to perform the roles for which they are hired. The College utilizes job announcements and the recruitment process to ensure the selection and hire of qualified faculty. The announcements include requirements for the development and review of curriculum and the assessment of student learning outcomes.

Evidence List

IIIA2-01 – *Board Policy Manual* Chapter 4 – Employment of Academic Personnel
IIIA2-02 – Wilderness Education and Outdoor Leadership Faculty Job Description
IIIA2-03 – Board of Trustees Equivalency Approval
IIIA2-04 – Faculty Collective Bargaining Agreement
IIIA2-05 – Wilderness Education and Outdoor Leadership Faculty Job Description

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

Evidence of Meeting the Standard

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

Assessment of Qualifications of Administrators and Employees

Administrators and other employees responsible for educational programs and services meet or exceed the necessary qualifications for the position and are encouraged to expand those qualifications through further training focused on institutional effectiveness and academic quality (IIIA3-01).

Minimum qualifications for all administrators and other employees are clearly stated in job descriptions and job announcements, and the educational and experiential requirements are in compliance with law and regulation (IIIA3-02). Preferred qualifications of knowledge and abilities for educational and classified administrators are determined based on the needs, goals, and priorities of the area and institution. They are determined with the intent of sustaining and/or improving the institution's effectiveness and the quality of its programs. Any changes to existing administrator job descriptions and new job descriptions are reviewed by the SLT and approved by the Board. The College has a cadre of faculty leads responsible for a group of selected programs. Faculty lead job descriptions are created with input from faculty discipline experts, the SLT, and the superintendent/president (IIIA3-03).

Administrators and other employees responsible for educational programs and services meet or exceed the necessary qualifications governed by the "Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook" issued by the California Community College Chancellor's Office. The College reviews job descriptions and announcements prior to posting and screens applicants prior to interview to ensure that only highly qualified applicants are interviewed, forwarded for to a finalist round, and eventually hired.

Administrators' Responsibilities for Institutional Effectiveness

The advent of the writing and collecting of data on student learning outcomes brought new and needed focus for the College that included defining more clearly the responsibilities that administrators have for institutional effectiveness. Job descriptions for all administrative positions mandate that administrators understand and know how to produce outcomes and data that move the College forward. LTCC's mission and goals provide for the use of this data (IIIA3-04). The *Educational Master Plan* (*EMP*) lays out the responsibilities for student success, and goals pertaining to student success and institutional effectiveness are established for the SLT and individual administrators through the evaluation process in alignment with priorities established by the Board.

Administrators' Sustaining of Academic Quality

Administrators and faculty have a united voice in the high prioritization of academic quality and its connection to student success. The Curriculum Committee, for example, ensures the curriculum for each course is relevant, current, and meets regulations. Periodic culling of the curriculum has become a standard procedure, as the College promotes and maintains relevancy. The faculty and the administration are clear on Title 5 and the 10+3 delineation of authority and responsibility for curriculum and instruction. Administrators provide support to faculty in the program review process (including a focus on the review of student success and outcomes assessment) and through regularly offered and required professional development activities to ensure an institutional and pedagogical focus on the highest quality teaching and the enhancement of student learning.

Analysis and Evaluation

The College meets the Standard. Its administrators and staff are highly qualified and have the necessary experience to maintain institutional effectiveness and academic quality. Administrators are engaged with faculty in the institution's commitment to quality instruction and student learning and success.

Evidence List
IIIA3-01 – *Board Policy Manual* Chapter 4.01 A.2 - Administrator Qualifications
IIIA3-02 – Administrator Job Description Minimum Qualifications
IIIA3-03 – Wilderness Education and Outdoor Leadership Faculty Job
        Announcement – Lead Language
IIIA3-04 – Board *Goals* – Data

4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

All degrees proffered as compliant in meeting hiring requirements are thoroughly authenticated prior to employment.

Hiring Procedures and Practices

Human Resources staff ensure that all degrees satisfy the minimum qualifications for each position and that the degrees have been granted by accredited institutions. The College requires that job finalists provide an official transcript from the granting institution. For an applicant whose degree is from a foreign institution, the College requires the candidate to acquire validation from a state-recognized evaluation service at the time of application (IIIA4-01). Human Resources staff work in collaboration with the Academic Senate Equivalency Committee to ensure equivalency when minimum qualifications are not clearly met.

The Academic Senate and the Board have established a process for determining equivalency. The faculty-led Equivalency Committee meets to determine equivalency according to this policy on an as-needed basis, including consulting with discipline experts as needed, and conveys its decisions regarding equivalency to Human Resources. There is also a process for appeals to the Academic Senate executive team. The process is regularly reviewed and updated following state level discussions around equivalencies, particularly in meeting career and technical educational and instructional needs. The Equivalency Committee assesses work experience and credentials more regularly for these areas (IIIA4-02).

Once Human Resources determines that an application is complete, including the submission of transcripts from accredited institutions and the determination of minimum qualifications or the equivalent, then the screening committee proceeds with its own screening procedure and thus provides an additional layer of review of qualifications. Screening committees are representative groups and provide careful consideration of candidates' qualifications.

Analysis and Evaluation

The College meets the Standard. All degrees that meet hiring requirements are thoroughly authenticated prior to employment. Human resources staff ensure that all degrees satisfy the minimum qualifications for each position and that the degrees have been granted by accredited institutions. Candidates' applications that do not clearly meet minimum qualifications are considered by the Academic Senate Equivalency Committee.

Evidence List
IIIA4-01 – Foreign Transcript Validation
IIIA4-02 – Academic Senate Equivalency Committee Manual

5. **The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

Evidence of Meeting the Standard

For all employee constituencies, the College has regularly scheduled evaluations that are codified in administrative regulations and collective bargaining agreements.

Faculty Evaluation Process

The process for tenure review and tenured faculty evaluation procedures are outlined in the collective bargaining agreement (CBA) between the LTCC District and the LTCC Faculty Association.

Faculty Association CBA, Article 11 – Evaluations and Appendix 6 – Faculty Evaluation Procedures (IIIA5-01) note: Tenure-track faculty are evaluated annually during their first four years through the comprehensive evaluation process. Once tenure has been granted, faculty are evaluated every three years, with the evaluation process alternating between the comprehensive and the focused evaluation process. For both the comprehensive and focused evaluation processes, the faculty member is evaluated by one administrator and one faculty peer (IIIA5-02).

The components of the comprehensive evaluation process include an in-depth self-assessment; classroom observations; a review of syllabi, course outlines, and tests/exams/quizzes from the classes being observed; student evaluations; and an evaluator discussion with students in the classroom. As part of the self-evaluation process, faculty describe their contributions/impact on student learning outcomes, set professional development goals, and assess progress toward the achievement of these goals. If a full-time faculty member receives a "does not meet expectations" rating, a remediation plan is developed in conjunction with the department chair, supervising dean, and the faculty member; an additional evaluation may be scheduled (IIIA5-03).

The focused evaluation follows the same pattern as the comprehensive evaluation, except that the forms used to document the various evaluation components require slightly less information. The focused evaluation process was intended to streamline the

existing procedure and ensure the process's effectiveness would result in improved teaching and professional contributions.

In addition to the comprehensive and focused evaluation processes, student evaluations are solicited every quarter in at least one course per modality per faculty member, with the results distributed to the faculty member at the beginning of the next quarter as a means to inform ongoing improvement efforts. During the comprehensive and focused evaluation periods, student evaluations are solicited in all courses the faculty member is teaching (IIIA5-04).

The full-time faculty evaluation process has been sunshined for the 2022-23 academic year, and discussions will continue into the 2023-24 academic year to reevaluate both the comprehensive and focused process (IIIA5-05). This work will move the College towards compliance with the new Title V regulations in which "Faculty members shall employ teaching, learning, and professional practices that reflect Diversity, Equity, Inclusion, and Accessibility (DEIA) and anti-racist principles, and in particular, respect for, and acknowledgment of the diverse backgrounds of students and colleagues to improve equitable student outcomes and course completion" (IIIA5-06).

Part-time Faculty Evaluation Process

This evaluation process has been sunshined for the 2022-23 academic year, and discussions will continue into the 2023-24 academic year to meet the new DEIA Title V regulations as well, to align with the full-time faculty evaluation process. Part-time faculty are evaluated during the first quarter's teaching assignment. Subsequent evaluations take place at least once every nine quarters. Evaluations include observation and a written assessment by a full-time faculty member, part-time associate 02 faculty member, or academic administrator, as well as student evaluations. Student evaluations are conducted every quarter in at least one course per part-time faculty member using the same forms listed in the full-time faculty process (IIIA5-07).

The Academic Senate adopted informal guidelines for the evaluation of online teaching, including an Online Course Quality Guidelines rubric based on the Online Education Initiative rubric for the assessment of online courses. While this second rubric is an assessment of the course and not exclusively the instructor, there are elements that can lead to improvements to teaching that are beneficial to instructor and student learning alike, and faculty are encouraged to use the rubric as to develop and improve online courses (IIIA5-08).

The College also established a process to evaluate Rising Scholars courses to ensure that the enhanced correspondence courses meet expectations and guidelines outlined in the Best Practices Manual developed by LTCC faculty for these unique course offerings (IIIA5-09). All courses were redeveloped during the 2022-23 academic year, and each course was reviewed by faculty using a checklist to ensure courses were ready for distribution (IIIA5-10).

Classified Staff Evaluation Process

The evaluation process for classified employees is outlined in the collective bargaining agreement (CBA) between the LTCC District and the LTCC Classified Employees Union (CEU). The Evaluation Development Form in its current version is geared to meet the Title V regulations of staff members promoting and incorporating culturally affirming DEIA and anti-racist principles to nurture and create a respectful, inclusive, and equitable learning and work environment (IIIA5-11).

> The College is currently implementing a performance management tool within PeopleAdmin, the College's talent management software, to better track and automate the technical aspects classified employee evaluations.

CEU CBA Article 23 – Evaluation of Performance states: Regular classified employees are able to be evaluated by their supervisor up to three times (i.e., at three, six, and ten months) during the twelve-month probationary period but are only required to complete one evaluation (IIIA5-12). During each classified employee's evaluation, both the performance related to established responsibilities and goals and the identification of future goals are reviewed. If an employee does not meet performance expectations during the probationary period, he or she is coached on strategies for improvement. Should this intervention prove ineffective, the individual is released from probationary employment (IIIA5-13, IIIA5-14). In the 2023-24 negotiation year, Article 9 – Probationary Employees will be opened, which will lead to shortening the probationary period to six months.

Upon successful completion of the probationary period, the now-permanent employee receives an annual formal evaluation in the first two years of employment. After the first two years of employment and two consecutive evaluations with a positive overall rating, permanent employees are then evaluated every two years. This allows both the employee and supervisor to align individual employee goals more effectively with departmental and institutional goals for the coming year. The evaluation form also includes diversity, equity, inclusion, and accessibility elements as well as training and development components to recommend opportunities intended to enhance job skills and performance (IIIA5-15).

Permanent classified employees not performing as required are evaluated more frequently and given written action plans for improvement. The actions that can be taken following evaluations are documented in the CBA with the College and CEU. Timelines for actions suggested in the evaluations are established by the employee's supervisor.

Confidential Employee Evaluation Process

Confidential employees use a separate established evaluation form. These employees follow an evaluation timeline similar to classified with different performance factors (IIIA5-16). This form is under review as well in an effort to move into compliance with the DEIA Title V regulations.

Administrative Employee Evaluation Process

Administrators are scheduled to be evaluated annually through a comprehensive process that includes faculty and classified staff input solicited through a survey instrument. Each year the employee and the supervising administrator meet to establish the employee's performance objectives for the upcoming academic year. These written performance objectives are based on assigned duties plus other criteria mutually agreed upon by the two parties and typically in close alignment with the *Superintendent/President and Board of Trustees Goals*. No later than June of each year, the supervising administrator evaluates the employee's performance based on these duties and performance objectives. Actions that can be taken following administrator reviews are contained in the *Board Policy Manual*, Regulation 4.25 (IIIA5-17).

This process is listed in administrator employment contracts and has proven to be very labor intensive, especially when following an annual schedule. During this accreditation cycle, all supervising staff have been hired solely under employment contracts with the majority of permanent supervisors moving to employment contracts, thus creating a need to establish a manageable evaluation cycle for this type of employee as well. In addition, these two employee constituency evaluation schedules will need comply with DEIA Tile V regulations that educational and other administrators shall include DEIA and anti-racist principle into existing policies and practices, funding allocations, decision-making, planning, and program review processes. The evaluation process for administrators as well as employees under employment contracts is being reviewed based on the above factors with a new DEIA focused, manageable process completed in the next year.

Superintendent/President Evaluation Process

The BOT conducts annual evaluations of the superintendent/president, along with quarterly updates on progress toward annual goals that are established at the beginning of each evaluation cycle. The Board meets with the superintendent/president in closed session multiple times during the academic year to conduct and complete the evaluation process. This process is described in more detail in Standard IV.C.3 and is formalized in the superintendent/president employment agreement (IIIA5-18).

The institution requires systematic evaluation of all employees to ensure faculty, administrators, classified directors and confidential employees, and classified staff are effective in fulfilling their assigned responsibilities and, as such, assisting the College in achieving its strategic goals and ensuring institutional effectiveness.

Analysis and Evaluation

The College meets the Standard. For all employee classes, the College has regularly scheduled evaluations that are codified in administrative regulations and in the collective bargaining agreements for the faculty and for the classified staff.

Moving forward, the College plans to finalize revisions to the faculty evaluation processes and forms with consideration being given to concepts related to diversity, equity, inclusion, and accessibility.

Evidence List

IIIA5-01 – Faculty Evaluation Procedures
IIIA5-02 – Faculty Evaluation Team
IIIA5-03 – Faculty Evaluation Rating
IIIA5-04 – Faculty Evaluation Student Evaluations
IIIA5-05 – Faculty Sunshine List 2022-23
IIIA5-06 – Title V Regulations
IIIA5-07 – Part-time Faculty Evaluation
IIIA5-08 – Academic Senate Rubric for Quality Instruction
IIIA5-09 – Best Practices and Guiding Principles for Curricular Redesign, Rising Scholars Program
IIIA5-10 – Curriculum Checklist for the Rising Scholar Program
IIIA5-11 – Classified Employee Evaluation Development Form
IIIA5-12 – CBA CEU Article 23 - Evaluation
IIIA5-13 – Three Month CEU Employee Evaluation
IIIA5-14 – Six Month CEU Employee Evaluation
IIIA5-15 – Permanent CEU Employee Evaluation
IIIA5-16 – Director and Confidential Employee Evaluation
IIIA5-17 – Administrator Evaluation
IIIA5-18 – Superintendent/President Contract

6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

LTCC actively uses the faculty numbers trifecta utilized throughout the state—the faculty obligation number (FON), the proposed 75:25 ratio, and the 50 percent law—to determine that it fulfills the requirements of this Standard. The institution meets and exceeds the FON and is attentive to and meets the 50 percent requirement. While it is unlikely that a small college such as ours will be able to achieve the 75:25 goal, the College does reflect carefully on its full-time to part-time ratios through the faculty hiring prioritization process, and institutional focus is on high quality instruction and professional support to ensure and maintain that instructional quality.

LTCC and the FON

The College maintains a sufficient number of qualified faculty with full-time responsibility to the institution. Several indicators validate this, including the fact that the College maintains compliance with the faculty obligation number (FON), which requires California Community Colleges to maintain a minimum number of full-time faculty (IIIA7-01).

Faculty hiring practices support the LTCC institutional mission seeking equilibrium in the balance between full- and part-time assignments. Full-time faculty credentials are published each year in the college catalog, and many faculty hold credentials surpassing minimum qualification (IIIA7-02). Minimum qualifications are laid out in the Chancellor's Office "Minimum Qualifications for Faculty and Administrators in California Colleges Handbook" to which the College adheres (IIIA7-03). The Board approves every part-time faculty discipline assignment assuring each meets minimum qualifications accordingly (IIIA7-04).

The Academic Senate utilizes an FHP process for the hiring and replacement of full-time faculty positions. Each academic year, the Academic Senate establishes a subcommittee to review detailed and data-informed requests for full-time faculty positions (IIIA7-05). The Academic Senate then recommends a prioritized list to the administration, which then establishes a list of prioritized positions (IIIA7-06, IIIA7-07). The needs for additional faculty often emerge through the comprehensive and annual program review processes. As decisions about filling positions are honed, discussions also occur in other governance councils in addition to Academic Senate, including Budget Council and the Institutional Effectiveness Council (IEC).

75:25 Ratio and LTCC

For an institution the size of LTCC, it is unlikely that the College will ever have 75 percent of its courses taught by full-time faculty with the remaining 25 percent taught by part-time faculty. Decades ago, this ratio was established as a recommended goal for the entire California Community College system with the knowledge and understanding that small colleges would not likely be able to achieve the goal and that large colleges may in some cases be able to exceed the goal. The College is well aware of this goal and considers it regularly as a recommendation but has consistently found it out of reach. The FON Compliance Report for fall 2022 indicates a 39:61 ratio, which is an ongoing topic of discussion that begins at the department level and continues throughout the FHP process, as the institution makes decisions regarding full-time faculty hires (IIIA7-08).

The 50 Percent Law

Unlike the 75:25 ratio, which is a recommendation, the 50 percent law is a regulation, and colleges are required to meet it. This is a law that small colleges have difficulty with each year; however, the College maintains heavy focus on this law throughout the year. This focus has aided in creating more buffers in maintaining adherence to this law (IIIA7-09, IIIA7-10).

Faculty Contractual Obligation

In addition to hiring practices that ensure a sufficient number of qualified faculty, work assignments and professional development are ways LTCC is able to keep quality faculty in roles that accentuate and foster their expertise. For full-time faculty members to fulfill the essential responsibilities of their work in alignment with the mission of the College, they teach sixteen hours per week, accompanied by sixteen hours of preparation time, five office hours, and three hours of committee and/or college work. Curriculum development is typically the responsibility of full-time faculty. Part-time faculty have the opportunity to apply and receive compensation for office hours. They are also compensated through stipends for serving in participatory governance roles and screening committees as well as for conducting curriculum revision. The College supports part-time and full-time faculty with regular and consistent professional development opportunities to ensure the highest quality of instruction.

Analysis and Evaluation

The College meets the Standard. A sufficient number of qualified faculty are employed to ensure quality educational programs and services. Contingent upon available funding, vacancies are filled, and new positions are thoughtfully considered in conjunction with the faculty hiring prioritization process, comprehensive program review, annual program review, and annual unit planning, as well as other governance and planning processes.

Evidence List

IIIA7-01 – Faculty Obligation Number Compliance Report Fall 2022
IIIA7-02 – 2019/2020 Catalog – Faculty Degrees
IIIA7-03 – Minimum Qualifications for Faculty and Administrators in California
Community Colleges Handbook
IIIA7-04 – Board of Trustees Part-time Faculty Approval
IIIA7-05 – Faculty Hiring Prioritization Application Academic Year 2023-24
IIIA7-06 – Academic Senate Faculty Hiring Prioritization Resolution 2022
IIIA7-07 – Board of Trustees Faculty Hiring Prioritization Response 2022
IIIA7-08 – Faculty Obligation Number Compliance Report Fall 2022 – 39:61 Ratio
IIIA7-09 – Analysis of Compliance with the 50 Percent Law 2021-22
IIIA7-10 – Analysis of Compliance with the 50 Percent Law 2022-23

8. **An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.**

Evidence of Meeting the Standard

To ensure part-time faculty are able to operate in their most effective manner and have the most positive impact on student learning possible, the College has developed a comprehensive program of recruitment, on-boarding, evaluation, and professional development for part-time faculty in all modalities.

Employment Policies and Practices

The College has employment policies and practices that provide for the orientation of part-time faculty. New hires receive onboarding assistance from the Human Resources department and the Instruction Office, which orients them to the College and its culture. During the employee onboarding process, part-time faculty are informed of various processes associated with human resources, payroll, and student services, which provides the tools needed for successful employment at the College (IIIA8-01).

In May 2019, the Board approved a faculty chair of teaching and learning (FCTL) Memorandum of Understanding (MOU) and Job Description (IIIA8-02). This position gave reassigned time to a full-time faculty member to provide part-time faculty access to instructional know-how; deep classroom experience; and mastery of the latest classroom technologies, modern pedagogy, and teaching techniques. On June 13, 2023, two separate options for the FCTL position were considered. Option 1, the FCTL will have a 50 percent reassigned time and teach a 50 percent load. Option 2, the FCTL will be split into two positions (25 percent reassigned time for the 2 positions). One of the FCTL positions (25 percent reassigned time) will work with faculty on enhancing their online pedagogy

and course structure; the second FCTL position (25 percent reassigned time) will work with faculty on enhancing their face-to-face pedagogy and course structure. For the 2023-24 academic year, the College elected option 2 and is currently utilizing two FTCLs (IIIA8-03).

In February 2021, the Board approved the director of online learning position, a newly revised position responsible for the implementation and support of quality instruction for full-time and part-time faculty, innovative use of instructional technology, and cohesive services to support online students. This job description was further revised in 2023 to better align with the California Virtual Campus and the needs of the College (IIIA8-04). Prior to 2021, a distance education coordinator would assist part-time faculty in this area; moving this to a full-time position greatly enhances support for part-time faculty teaching online.

The College has employment policies and practices that provide for the oversight of part-time faculty. While part-time faculty are generally supervised by the department's academic dean, they also receive training and guidance from the department's full-time faculty and department faculty leads when appropriate. An adopted MOU identifying "Instructional Support to The Rising Scholars Program" provides support to part-time faculty similar to the FCTL specifically for that program.

Evaluation processes for part-time faculty have been negotiated into the collective bargaining agreement. Evaluations are meant mainly to encourage improvement in the quality of instruction and are formative in nature. Appendix 6 of the collective bargaining agreement states, "The process developed by the College is to aid the institution and its faculty in maintaining and improving the quality of instruction" (IIIA8-05).

The College has employment policies and practices that provide for the professional development of part-time faculty. Article 6.4 of the Faculty Association collective bargaining agreement provides for tiered compensation for part-time faculty who complete certain requirements. There are three categories of compensation on the part-time faculty salary schedule, which include part-time, associate, and associate 02 (IIIA8-06).

Part-time faculty are able to apply for professional development opportunities through the Academic Senate. An Academic Senate subcommittee receives applications from all faculty, including part-time faculty, for funding to participate in professional development outside of the College. If approved, part-time faculty are able to use such funding to continue to improve professionally (IIIA8-07, IIIA8-08).

Integration Opportunities

All employees, including part-time faculty, are invited and paid to attend all college professional development offerings advertised via e-mail. During convocation, part-time

faculty may participate in two days of professional development activities, open to all employees (IIIA8-09). Additionally, the College invites part-time faculty to its "Coyote Team Building Day," usually held in late August or early September (IIIA8-10). Part-time faculty are also often invited to attend regular department meetings and other faculty professional development opportunities throughout the year, including all-faculty days offered each term.

In addition to the invitation to "Coyote Team Building Day," department meetings, and retreats, the institution provides other opportunities for integration of part-time faculty into the life of the institution. Part-time faculty are paid to participate in and serve on Academic Senate, participatory governance councils, standing college committees, and workgroups. They receive regular all-staff communications via e-mail from various sources, including the superintendent/president, marketing and communications, and the Faculty Association. Part-time faculty are encouraged to be advisors for student clubs through the Student Life Office and receive stipends as compensation. Additionally, part-time faculty may participate on screening committees, and, once they have attained the associate 02 level, they may participate in the evaluation of other part-time faculty (IIIA8-11). Those faculty and staff responsible for supporting part-time faculty in teaching and learning conduct regular outreach to help create a community and sense of belonging for part-time faculty, regardless of the modalities in which they teach.

Analysis and Evaluation

The College meets the Standard. LTCC has a comprehensive program for recruitment, training, evaluation, and professional development to ensure that its part-time faculty are effective and have a successful impact on student learning.

🔍 **Evidence List**
IIIA8-01 – New Hire Onboarding Checklist
IIIA8-02 – Faculty Chair of Teaching and Learning 2019 MOU
IIIA8-03 – Faculty Chair of Teaching and Learning 2022 MOU
IIIA8-04 – Director of Online Learning Job Description
IIIA8-05 – Faculty Evaluation Language
IIIA8-06 – Article 6.4 of the Faculty Association Collective Bargaining Agreement
IIIA8-07 – Article 10.11 of the Faculty Association Collective Bargaining Agreement
IIIA8-08 – Faculty Professional Development Purpose and Procedures 2023
IIIA8-09 – Convocation 2023
IIIA8-10 – Coyote Team Building Day 2023
IIIA8-11 – Article 7.12 of the Faculty Association Collective Bargaining Agreement

9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

The operation of a comprehensive community college like LTCC, even at its relatively small size, requires a multitude of qualified employees who are valued for the crucial role they play in the educational, technological, physical, and administrative successes of the College.

The following table represents a five-year look back of employee counts by constituency:

FTE*	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23
Classified	62.98	65.63	66.03	68.71	77.04
Confidential	04.00	06.00	06.00	06.00	06.00
Director	13.82	13.00	11.00	11.00	05.00
Contract Directors	02.00	06.00	08.00	09.00	16.00

The College's staffing levels, including classified, director, and confidential employees, are maintained at a capacity to serve students. Full-Time Equivalent staffing levels in the restricted and auxiliary funds has increased consistently from FY18-19 to FY22-23, with prominent FTE additions to Forestry, Dual Enrollment, TRiO, and the Hispanic Serving Institutions Grant (IIIA9-01, IIIA9-02, IIIA9-03).

From fall 2018 to fall 2022, the racial/ethnic diversity of staff—which includes classified, confidential, and directors—went from 27 percent to 35 percent. The overall diversity of LTCC's workforce has increased during this five-year period, with fall 2018 workforce diversity being at 19 percent and moving to 25 percent by fall 2022. Classified, confidential, and director groups have the highest diversity percentages in LTCC's workforce (35 percent in fall 2022), followed by part-time faculty (20 percent in fall 2021), then full-time faculty (18 percent in fall 2022), and administrators (14 percent in fall 2022).

Analysis and Evaluation

The College meets the Standard. LTCC requires numerous qualified employees who are valued for the crucial role they play in the educational, technological, physical, and administrative successes of the College.

Evidence List
IIIA9-01 – Director of Forestry, Fire, and Public Safety Job Description
IIIA9-02 – Director of TRiO Job Description
IIIA9-03 – Director of Hispanic Serving Institution Job Description

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

LTCC is fortunate to have an administrative staff that has the breadth and depth of experience required for a comprehensive community college. The mission and vision of the College guide the administrators in their important work.

Mission-Driven Leadership

The District supports appropriate preparation and training to enhance administrator expertise to provide continuity and effective administrative leadership and services in support of the institution's mission and purposes. Administrators are encouraged to pursue professional development through both on- and off-campus offerings. Administrators are invited to the professional development offerings provided to all staff (IIIA10-01).

Classified leaders, managers, faculty, and administrators have participated in the the National Conference of Race and Ethnicity (NCORE), the Association of California Community College Administrators' (ACCCA) ADMIN 101, 201, and Great Deans programs (IIIA10-02). Administrators also attend the state-wide meetings of their peer groups and participate as leaders in other professional groups, such as COLEGAS and the Strategic Enrollment Management programs offered by the Research and Planning Group for California Community Colleges. Administrative hires are appropriate for the size and diversity of the College.

Continuity of Leadership

In 2019/20, the District employed six permanent administrators:

- a superintendent/president,
- a vice president of academic affairs,
- a vice president of student services,
- a vice president of administrative services,
- a dean of instruction, and
- a dean of workforce development and instruction.

In December 2019, the LTCC Board approved a new administrator position, the senior director of government relations and grant development. The Office of Human Resources began recruitment for this position in 2019 and the Board approved the employee's contract in May 2020 (IIIA10-03).

In January 2023, the LTCC Board approved the chief of staff for strategic initiatives. The Office of Human Resources began recruitment in the spring, and the individual hired for this position began in fall 2023 (IIIA10-04).

This structure currently meets the needs of the institution and is in alignment with the goals of the mission of the College. The primary goals of the institution with regard to administrative staffing are to ensure continuity and expertise. The gender diversity of the administrative team is quite balanced, with three men and four women; however, the ethnicity of the administration does not fully reflect the diversity of the Lake Tahoe community, something about which the institution is aware. It continues to be the goal of the institution to reflect the community it serves, and the goal will continue to be important to decision-making as appropriate.

All of the administrators currently have extensive experience and education relative to the roles they hold. Several have emerged through successful professional development efforts to support individuals within the system achieving higher-level responsibilities, whether at LTCC or elsewhere. Several of these pursued prior leadership roles as faculty, department leads, and Academic Senate officers. Others have emerged from the K-12 system, the California Community College system, or through public higher education systems in other states. All administrators meet or exceed the minimum qualifications required for their academic and professional positions.

Analysis and Evaluation

The College meets the Standard. Guided by its mission and vision, the College maintains sufficient administrative staff with the breadth and depth of experience required for a comprehensive community college.

Evidence List
IIIA10-01 – Professional Development Opportunity Examples
IIIA10-02 – National Conference on Race and Ethnicity Reflection Document
IIIA10-03 – Senior Director of Government Relations and Grant Development Board Approval
IIIA10-04 – Chief of Staff Board Approval

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

The institution has established and adheres to fair and equitable written personnel policies and procedures that are available for information and review. The culture of LTCC is imbued with thorough, complete, and widely broadcast personnel policies and procedures.

Availability of HR Policies and Procedures

Detailed personnel policies and procedures are set forth in the College's *Board Policy Manual*, the Faculty Association Agreement, and the Classified Employees Union Agreement (IIIA11-01, IIIA11-02, IIIA11-03). These employment agreements are reviewed annually and updated when changes occur. Updates are made available to employees and potential employees via the College website (IIIA11-04). Board policy is reviewed on a regular schedule and is updated as needed.

Administration of HR Policies and Procedures

The director of human resources, working in collaboration with the superintendent/president and the administrative team, is responsible for ensuring consistent interpretation and application of HR policies. This involves consultation with managers and employees. Since the College practices interest-based bargaining and problem-solving in labor negotiations, open dialogue between employee groups helps to ensure that personnel policies and procedures are equitable and consistently administered. Additionally, in the important task of hiring, an equal employment opportunity (EEO) monitor sits on all faculty, classified, confidential, and administrator hiring panels to ensure consistent and fair application of personnel policies and hiring practices (IIIA11-05). The small size of the College helps in the ease of communication and consistency in policy interpretation and administration.

The practice of providing individual orientations for new employees has been in place for many years. The human resources department meets with all permanent hires for a new hire orientation, discusses the *Board Policy Manual* and union agreements, and provides access to this manual on the College website. Employees are given additional policies, including policies on unlawful discrimination and sexual harassment and the process for informal and formal complaints (IIIA11-06). The College uses Keenan's Safe Colleges online training program for expediency and consistency in training.

Additionally, full-time faculty participate in a mentor program their first year, and the College offers all-campus and individualized trainings on various safety-related situations, from those pertaining to instruction in the classroom to those requiring emergency evacuation or shelter-in-place training (IIIA11-07). To continuously improve the onboarding process, the College will work on improving the full-time faculty mentorship program and then expand this program, offering part-time faculty and staff mentorship opportunities. This will be made possible through the EEO Innovative Best Practices grant awarded to the College in the spring of 2023.

Analysis and Evaluation

The College meets the Standard. LTCC has established and adheres to fair and equitable written personnel policies and procedures that are set forth in board policy, the Faculty Association Agreement, and the Classified Employees Union Agreement. The director of human resources, the superintendent/president, and the administrative team are responsible for ensuring consistent interpretation and application of HR policies.

While the College has approved board policies and administrative procedures in the necessary areas to meet this Standard, the ongoing process of reviewing and updating policies and procedures within the new format includes work on those related to human resources.

Evidence List
IIIA11-01 – *Board Policy Manual*
IIIA11-02 – Faculty Collective Bargaining Agreement
IIIA11-03 – Classified Union Bargaining Agreement
IIIA11-04 – Board Policy and Human Resources Websites
IIIA11-05 – Equal Employment Opportunity
IIIA11-06 – Human Resources Landing Website - Policies and Procedures
IIIA11-07 – Keenan's Safe Colleges Training Example

12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

The College demonstrates an understanding and concern for issues of equity and diversity through its policies and practices and thus illustrates the value the College places on diversity. Equity in student success and achievement is regularly discussed as part of program review and in strategic planning. A core belief of the College stated in the college catalog is that diversity enriches the learning community (IIIA12-01).

The District's participatory governance EEO advisory committee is tasked with reviewing and recommending policies and procedures, including the *EEO Plan* and training that supports diversity. The committee is composed of but not limited to two faculty members appointed by the Academic Senate President, two classified members appointed by the Classified Employees Union, two directors, one confidential, two community members, one board member appointed by the Board, and the EEO officer (IIIA12-02).

On April 12, 2016, the Board approved the initial *EEO Plan* per Title 5, Section 53003 (1.A, 1.B) (IIIA12-03). The *EEO Plan* came up for review and revision in the 2018-19 academic year, and the EEO advisory committee set up multiple workshops to revise the plan thoroughly in order to align it with current processes. Alterations were made, particularly in the area of recruitment, so that the EEO advisory committee and Chief Human Resource Officer (CHRO) could quickly and accurately recognize potential adverse impacts to underrepresented groups.

In July of 2021, the California Community Colleges Board of Governors adopted new EEO regulations to provide the necessary framework for more robust and accountable EEO programs. The Chancellor's Office provided districts with EEO plans due in 2022 a 9-month extension, and the College submitted a draft *EEO Plan* on May 1, 2023.

As part of college recruitment processes, the EEO officer trains each screening committee prior to contributing to the recruitment process, and an EEO monitor is assigned to each committee to ensure fair practices throughout the selection process (IIIA12-04). In addition, screening committee members are encouraged to take implicit bias tests via Project Implicit to discover their own implicit biases and potential screening barriers (IIIA12-05).

Funded Activities in Support of Diversity

Each year the College sends representative members of faculty and staff to the National Conference on Race and Ethnicity in American Higher Education (NCORE) diversity training. Those attending the training are encouraged to collaborate on the presentation of key findings to college committees, councils, and departments.

The University of Southern California (USC) is home to the USC Race and Equity Center (Center), a dynamic research and organizational improvement center that helps professionals in K-12 schools, community colleges and four-year postsecondary institutions, corporations, and other contexts strategically develop and achieve equity goals, better understand and correct climate problems, avoid and recover from diversity-related crises, and foster sustainable cultures of inclusion. In June, the Center announced the launch of a new California Community College Equity Leadership Alliance (Alliance) and invited LTCC to join this effort. The District's Board approved participation in this Alliance on August 25, 2020 (IIIA12-06).

Beginning September 10, 2020, and continuing to August 2021, the Center began hosting eConvenings, each on a particular aspect of racial equity. These high-quality professional learning experiences were held virtually throughout the year. The eConvening modules focused on strategies and practical approaches, while undergirded by credible research.

Partnering with this Alliance included a campus climate survey; the Center's National Assessment of Collegiate Campus Climates (NACCC) has been administered to more than 500,000 students at colleges and universities in every geographic region of the United States, including 11 California community colleges. The District reported the results of this survey to the Board on April 12, 2022.

The College used funding to support an even more personalized and direct professional development approach with Hotep Consultants. Hotep Consultants have worked in collaboration with the SLT and the DEI Task Force to conduct an Equity Audit to uncover potential barriers to student success, specifically as they relate to historically minoritized

students. In addition, Hotep Consultants provided a focused workshop series to engage the full campus community. The workshops were designed to support administrators, faculty, and classified staff in developing practical approaches to advancing equity within their roles on campus. This process began in spring 2021 and ran through the 2022-23 academic year (IIIA12-07).

The College also reimburses employees and provides some release time for job-related classes. Spanish language classes are considered job related for any position on campus and are included in this professional development program. The popular Intensive Summer Spanish Institute (ISSI) has run for over thirty years at LTCC, with almost five hundred participants each year, and provides a celebration of Hispanic/Latinx culture with many guest speakers. Faculty and staff are encouraged to attend these special programs (IIIA12-08, IIIA12-09).

Multiple Methods

Under the Chancellor's authority to "represent the Board [of Governors] in monitoring the use of the Equal Employment Opportunity (EEO) Funding for the purpose of promoting equal employment opportunities in hiring and promotion at community college districts," the Chancellor's Office implemented a funding allocation model known as the multiple method allocation model for EEO funding.

Under this model, districts must have an operational EEO Advisory Committee, *EEO Plan*, and submittal of expenditure/performance reports for the prior year, which is multiple method 1 (IIIA12-10, IIIA12-11, IIIA12-12). To receive funding, districts are also required to meet a minimum of five of the remaining eight multiple methods. The College has submitted multiple method reports each year since its inception, currently meeting all but method 8.

LTCC Record

The College regularly examines its employment record in order to ensure consistency with the mission. Faculty who have demonstrated the ability to effectively meet the needs of a diverse student population are recruited to fill vacancies as they emerge to complement existing faculty.

The HR department also reports ethnic/racial percentages to the superintendent/president at each step of full-time faculty and administrator recruitment processes (IIIA12-13). This provides more oversight regarding diversity rates of applicant pools to potentially identify adverse impacts at each level.

Section 10 of the *EEO Plan* provides an analysis of the district workforce and applicant pools. Within this section, it states that human resources will annually monitor the District's workforce composition and applicant pools for employment on an ongoing basis to evaluate the District's progress in implementing the *EEO Plan*, to provide data

needed for the analysis required by the *EEO Plan*, and to determine whether any monitored group is underrepresented. The director of human resources provides a longitudinal update to the Board each year the *EEO Plan* is intact (IIIA12-14).

Analysis and Evaluation

The College meets the Standard. One of LTCC's core beliefs is that "diversity enriches." Emanating from the mission of the College, the value of its diverse staff is supported by its policies and practices.

Evidence List
IIIA12-01 – Lake Tahoe Community College Beliefs
IIIA12-02 – *Equal Employment Opportunity Plan 2018-21*
IIIA12-03 – *Equal Employment Opportunity Plan* Board Approval
IIIA12-04 – Equal Employment Opportunity Monitor Checklist Example
IIIA12-05 – Equal Employment Opportunity Committee Training
IIIA12-06 – Contract with the USC Alliance
IIIA12-07 – Hotep Consultants - LTCC Equity Audit Report
IIIA12-08 – National Conference on Race and Ethnicity Reflection Document
IIIA12-09 – Intensive Spanish Summer Institute Website
IIIA12-10 – Equal Employment Opportunity Advisory Committee
IIIA12-11 – *Equal Employment Opportunity Plan* – Advisory Committee Language
IIIA12-12 – Multiple Methods Evidence 2022-23
IIIA12-13 – Ethnic/racial Percentages Report
IIIA12-14 – Equal Employment Opportunity Longitudinal Data Board Update 2022

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

The institution has developed board policies that ensure ethical practices for all employees. These policies are readily available to all personnel. Board policies, collective bargaining agreements, and the education code also address consequences for violations of local policies.

LTCC Professional Code of Ethics

A comprehensive written code of professional ethics has been published in current board policy and in the Faculty Handbook, and it applies to all college personnel, including the Board, administrators, confidential and classified staff, and faculty.

Where It Is Written

A code of ethics for the Board is published in Board Policy (BP) 2715 (IIIA13-01), including procedures to address the conduct of a trustee who violates any element of the code of ethics. The administrators' code of ethics is contained in BP 3050 (IIIA13-02). The CEU code of ethics was developed and agreed upon by the CEU. This code of ethics is a standard for confidential and classified staff and has been published in Administrative Procedure (AP) 3052 (IIIA13-03).

The faculty code of ethics, modeled after the American Association of University Professors (AAUP) Statement on Professional Ethics, was developed by the Academic Senate and is published in the Faculty Handbook (IIIA13-04) and published in BP 3051 (IIIA13-05).

Each of the employee-related policies, related procedures, and collective bargaining agreements are readily available in electronic format and on the College's website. All staff are required to participate in harassment training, maintaining the requirements of BPs 3430, 3433, and 3435 (IIIA13-06) as well as required to receive mandated reporter training.

The College also provides access to Family Educational Rights and Privacy Act (FERPA) (IIIA13-07) and Title IX training for all staff. In addition, confidentiality agreements signed by screening committee members and the oath of office delivered during new hire orientation reinforce the College's expectation of ethical behavior (IIIA13-08).

The Office of Human Resources reviews and proposes changes to human resources board policies and through collective bargaining, as applicable (IIIA13-09). Grievance and Disciplinary Articles in the Faculty and CEU bargaining agreements, as well as education code, outline violations to this code of ethics. Administrator contracts outline for cause termination language for supervisory employees.

Analysis and Evaluation

The College meets the Standard. The institution has developed board policies that are readily available and ensure ethical practices for all employees. Board policies, collective bargaining agreements, and the education code also addresses consequences for violations of local policies.

Evidence List
IIIA13-01 – Board Policy 2715
IIIA13-02 – Board Policy 3050
IIIA13-03 – Administrative Procedure 3052
IIIA13-04 – Faculty Code of Ethics
IIIA13-05 – Administrative Procedure 3051
IIIA13-06 – Harassment Training Example

IIIA13-07 – FERPA Training Example
IIIA13-08 – Recruitment Committee Confidentiality Statement
IIIA13-09 – Board Policy Update Through Collective Bargaining Example

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The District provides robust professional development offerings for all personnel consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs and evaluates those offerings annually. The College provides personnel with opportunities for continued professional development consistent with its mission and reinforced through the annual goals and program review processes.

Full-time Faculty

Full-time faculty are provided a paid professional development leave (PDL) for one quarter, after the completion of each eighteen quarters of continuous service (IIIA14-01). During this sabbatical, individuals are required to complete a self-designed project, which is approved by the supervising administrator and SLT. Faculty who take PDL are required to teach for twice the period of the leave to reinvest the results of the PDL for the College's improvement, with the ultimate goal of enhancing student learning. In the event that a faculty member leaves before the end of that time, the reimbursement will be prorated (IIIA14-02). In addition, upon the faculty member's return, they prepare and make an in-person report to the BOT (IIIA14-03).

Full-time faculty members are required to participate in both faculty-designed professional growth activities as part of group flex requirements that are conducted on a yearly basis during convocation as well as individual flex projects, approved by the supervising administrator, on an annual basis.

The College also encourages and supports full-time faculty to continue their education with salary advancement opportunities for attaining additional education. Salary advancement is based on the completion of units that are applicable toward the completion of the appropriate degree, completion of coursework, or completion of continuing education units (IIIA14-04).

The College supports full-time faculty professional development through an Academic Senate Faculty Professional Development Program, which distributes professional development funds on a competitive basis to faculty.

Part-time Faculty

The College provides professional development opportunities specifically for part-time faculty. Through the Faculty Professional Development Program, part-time faculty also have access to funding for conference and workshop attendance and other professional development activities. All part-time faculty receive ongoing support through the services of a director of online learning and self-service resources accessible via the Passport Self Service (IIIA14-05).

The College also sponsors an Associates and an Associate 02 Program, which provide a salary incentive to part-time faculty who meet the following criteria:

Associate Program:
- Completion of twenty-four units teaching at the College
- Completion of an approved teaching enhancement course or workshop
- Completion of the Excellence in Teaching Observation Form
- An informal classroom evaluation by one of the deans or another college administrator (IIIA14-06)

Associate 02 Program:
- Completion of all the criteria for associate faculty
- Completion of twelve additional units of teaching at the College following their advancement to associate status with a total of thirty-six units taught overall
- Completion of the Advanced Excellence in Teaching Workshop (AETW) (IIIA14-07)

Administrators

Full-time administrative employees are provided professional development leave, travel, and conference funds. The professional development leave allows for sixty days of leave after five full-time continuous years of employment in an administrative position, per approval of the superintendent/president and Board. The College also supports professional development through institutional memberships and participation in state-wide meetings or organizations such as the Association of Chief Business Officers, Association of Chief Human Resources Officers, Chief Instructional Officers, and Chief Student Services Officers. These development opportunities are supported as the budget permits (IIIA14-08).

Director, Confidential, and Confidential Staff

The College holds an annual professional development training day known as Coyote Team Building day for classified, confidential, and supervising employees. The focus of this day includes student success initiatives in support of the College's mission (IIIA14-09).

The College demonstrates a commitment to professional development for staff members through tuition reimbursement and professional development funds (IIIA14-10). Requests must be approved by an employee's supervisor and are subject to available funds. The Classified Employees Union Agreement outlines how professional development funds are distributed and how employee hours are adjusted, including paid release time, for these opportunities.

Additionally, funding is set aside in specific department areas to support more specialized professional development activities, such as attendance at the annual Curriculum Institute, Academic Senate plenary meetings, Career and Technical Education (CTE) forums, National Conference of Race and Ethnicity (NCORE), and Dual- Enrollment Program training.

Analysis and Evaluation

The College meets the Standard. Professional development has played an important role at LTCC since the College's inception. The College provides all of its personnel with opportunities for continued professional development consistent with its mission and reinforced through the annual goals and program review processes. Many direct funding sources are available to faculty and staff for professional development. Other efforts include campus-wide events, including speakers' series, workshops, and all-faculty and all-campus training days.

Evidence List
IIIA14-01 – Faculty Professional Development Leave
IIIA14-02 – Faculty Professional Development Leave Reimbursement to District
IIIA14-03 – Faculty Professional Development Leave Board Presentation
IIIA14-04 – Full-time Faculty Salary Advancement
IIIA14-05 – Self Service Quick Links
IIIA14-06 – Associates Program Requirements
IIIA14-07 – Associates 02 Program Requirements
IIIA14-08 – Administrator Professional Development Leave
IIIA14-09 – Coyote Team Building Day 2023
IIIA14-10 – Classified Staff Professional Development Funds and Tuition Reimbursement

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

The College's policies and procedures provide mandated disclosure to an employee of their own records. Personnel record policies are clearly stated in the Faculty Association Agreement and in the Classified Employees Union Agreement.

Maintenance of Records

The HR department maintains the official personnel file for employees (IIIA15-01). The files are maintained in an office that is locked when not staffed. In addition, personnel files within the HR office are locked in file cabinets at the end of each business day by human resources staff. Only authorized personnel are permitted access to the personnel files. Archived personnel files are scanned into a secure electronic file via a document imaging program. Older personnel files awaiting the scanning process are stored in a separate, secured on-campus warehouse area. A secure lock box for file cabinet keys and the use of a talent management system, PeopleAdmin, further ensures employment data security.

Employee Access

Department staff ensure maintenance of a log sheet for the purpose of tracking who has taken a file from the HR office, on which date, and when it is returned. These log sheets verify that only permissible personnel have viewed the file and that the review was for proper administration of the College's affairs or supervision of the employee (IIIA15-02). In addition, all HR staff are given HR-specific training regarding personnel confidentiality and are required to sign a confidentiality statement specific to the Office of Human Resources (IIIA15-03).

Analysis and Evaluation

The College meets the Standard. It provides for the security and confidentiality of personnel records and for employee access through its HR physical space, policies, and procedures. Policies regarding personnel records are clearly stated in the Faculty Association Agreement and the Classified Employees Union Agreement.

> **Evidence List**
> IIIA15-01 – Administrative Procedure 3310
> IIIA15-02 – File Checkout Log
> IIIA15-03 – HR Employee Confidentiality Form

Conclusions on Standard III.A: Human Resources

The employment of qualified administrators, faculty, and staff ensures that LTCC maintains the integrity and quality of its programs and services. Employment criteria, qualifications, procedures, and job descriptions are aligned with the students served as well as college goals. The College adheres to appropriate hiring practices that follow its equal employment opportunity plan. Employee policies and procedures are clearly defined and publicly available to ensure consistent and ethical hiring and evaluation of all employees.

Improvement Plan(s)

An improvement plan the College will concern itself with is moving the full-time and part-time faculty, confidential, and administrator evaluations into compliance with the DEIA Title V regulations. The integration of DEIA, particularly in the evaluation process, is about changing behaviors, transforming processes, and creating the enabling conditions for working environments that support the recruitment, hiring, and retention of diverse faculty and staff.

Evidence List

IIIA1-01 – Job Announcement in Multiple Languages
IIIA1-02 – Job Advertisement Examples
IIIA1-03 – Inside Higher Ed Advertisement
IIIA1-04 – Indeed Advertisement
IIIA1-05 – HigherEdJobs Advertisement
IIIA1-06 – Social Media Advertisements
IIIA1-07 – DEIA Job Announcement
IIIA1-08 – *Board Policy Manual* Chapter 4
IIIA1-09 – *Board Policy Manual* Chapter 5
IIIA1-10 – Equal Employment Opportunity Training
IIIA1-11 – *Board Policy Manual*, Regulation 4.01 A.2
IIIA1-12 – Administrator Minimum Qualifications
IIIA1-13 – Administrator Job Announcement
IIIA1-14 – *Board Policy Manual*, Regulation 4.01 A.1
IIIA1-15 – Faculty Hiring Prioritization Application
IIIA1-16 – Candidate Confirmation Email
IIIA1-17 – Candidate Travel Allowance Rates
IIIA1-18 – Teaching Demonstration Prompt
IIIA1-19 – Application Equivalency Form
IIIA1-20 – *Board Policy Manual*, Chapter 4, Equivalency Pages
IIIA1-21 – Academic Senate Equivalency Committee Manual
IIIA1-22 – Foreign Transcript Evaluation
IIIA1-23 – *Board Policy Manual,* Regulation 5.03.B
IIIA1-24 – Required Application Materials
IIIA1-25 – Classified Employee Evaluation

IIIA2-01 – *Board Policy Manual* Chapter 4 – Employment of Academic Personnel
IIIA2-02 – Wilderness Education and Outdoor Leadership Faculty Job Description
IIIA2-03 – Board of Trustees Equivalency Approval
IIIA2-04 – Faculty Collective Bargaining Agreement
IIIA2-05 – Wilderness Education and Outdoor Leadership Faculty Job Description

IIIA3-01 – *Board Policy Manual* Chapter 4.01 A.2 - Administrator Qualifications
IIIA3-02 – Administrator Job Description Minimum Qualifications

IIIA8-06 – Article 6.4 of the Faculty Association Collective Bargaining Agreement
IIIA8-07 – Article 10.11 of the Faculty Association Collective Bargaining
           Agreement
IIIA8-08 – Faculty Professional Development Purpose and Procedures 2023
IIIA8-09 – Convocation 2023
IIIA8-10 – Coyote Team Building Day 2023
IIIA8-11 – Article 7.12 of the Faculty Association Collective Bargaining Agreement

IIIA9-01 – Director of Forestry, Fire, and Public Safety Job Description
IIIA9-02 – Director of TRiO Job Description
IIIA9-03 – Director of Hispanic Serving Institution Job Description

IIIA10-01 – Professional Development Opportunity Examples
IIIA10-02 – National Conference on Race and Ethnicity Reflection Document
IIIA10-03 – Senior Director of Government Relations and Grant Development
           Board Approval
IIIA10-04 – Chief of Staff Board Approval

IIIA11-01 – *Board Policy Manual*
IIIA11-02 – Faculty Collective Bargaining Agreement
IIIA11-03 – Classified Union Bargaining Agreement
IIIA11-04 – Board Policy and Human Resources Websites
IIIA11-05 – Equal Employment Opportunity
IIIA11-06 – Human Resources Landing Website - Policies and Procedures
IIIA11-07 – Keenan's Safe Colleges Training Example

IIIA12-01 – Lake Tahoe Community College Beliefs
IIIA12-02 – *Equal Employment Opportunity Plan 2018-21*
IIIA12-03 – *Equal Employment Opportunity Plan* Board Approval
IIIA12-04 – Equal Employment Opportunity Monitor Checklist Example
IIIA12-05 – Equal Employment Opportunity Committee Training
IIIA12-06 – Contract with the USC Alliance
IIIA12-07 – Hotep Consultants - LTCC Equity Audit Report
IIIA12-08 – National Conference on Race and Ethnicity Reflection Document
IIIA12-09 – Intensive Spanish Summer Institute Website
IIIA12-10 – Equal Employment Opportunity Advisory Committee
IIIA12-11 – *Equal Employment Opportunity Plan* – Advisory Committee Language
IIIA12-12 – Multiple Methods Evidence 2022-23
IIIA12-13 – Ethnic/racial Percentages Report
IIIA12-14 – Equal Employment Opportunity Longitudinal Data Board Update 2022

IIIA13-01 – Board Policy 2715
IIIA13-02 – Board Policy 3050
IIIA13-03 – Administrative Procedure 3052

IIIA13-04 – Faculty Code of Ethics
IIIA13-05 – Administrative Procedure 3051
IIIA13-06 – Harassment Training Example
IIIA13-07 – FERPA Training Example
IIIA13-08 – Recruitment Committee Confidentiality Statement
IIIA13-09 – Board Policy Update Through Collective Bargaining Example

IIIA14-01 – Faculty Professional Development Leave
IIIA14-02 – Faculty Professional Development Leave Reimbursement to District
IIIA14-03 – Faculty Professional Development Leave Board Presentation
IIIA14-04 – Full-time Faculty Salary Advancement
IIIA14-05 – Self Service Quick Links
IIIA14-06 – Associates Program Requirements
IIIA14-07 – Associates 02 Program Requirements
IIIA14-08 – Administrator Professional Development Leave
IIIA14-09 – Coyote Team Building Day 2023
IIIA14-10 – Classified Staff Professional Development Funds and Tuition
              Reimbursement

IIIA15-01 – Administrative Procedure 3310
IIIA15-02 – File Checkout Log
IIIA15-03 – HR Employee Confidentiality Form

B. Physical Resources

1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

The facilities, equipment, land, and other assets of LTCC are developed and monitored to support student learning programs and to maximize institutional effectiveness. Planning for physical resources emanates from program review, is carried forward into the comprehensive planning, and is executed via the participatory governance processes, including the Facilities Council, to support goals identified in strategic planning.

The 2021-27 *Facilities Master Plan* (*FMP*) guides LTCC in physical growth and development. The College developed the *FMP* ([IIIB1-01](#)) in collaboration with the facilities management team and through a series of coordinated interviews with educators, administrators, students, past and current superintendents/presidents, and long-time supporters of LTCC. Through the lens of the mission, goals, and *EMP*, the *FMP* documents campus history, existing campus conditions, educational programs and enrollment trends, and provides a vision for the future.

The Remodel for Efficiency (RFE) is a project identified in the *FMP* and is currently under construction, with estimated completion in Summer 2024 ([IIIB1-02](#)). The project modernizes 30 percent of the campus by addressing accessibility issues, safety and security concerns, and the efficient use of campus space. The *FMP* includes a comprehensive scheduled maintenance plan ([IIIB1-03](#)) that identifies campus needs and cost estimates to extend the useful life of campus assets.

On April 13, 2021, the Board approved the Americans with Disability Act (ADA) Transition Plan ([IIIB1-04](#)), which ensures that any remodel or new construction adheres to the ADA Accessibility Guidelines (ADAAG) as well as the California State Accessibility Standards (CSAS). With the completion of the RFE projects, 65 percent of the campus and parking lot concerns identified are now in compliance with ADAAG. The Student Housing project will address all remaining ADAAG site concerns that involve primary path of travel. Additionally, 43 percent of identified improvements related to campus entrances and interior spaces have been addressed. The remaining interior concerns are identified and will be addressed as modernization of each space occurs.

LTCC fully supports a safe, secure, and healthy learning environment for the campus community. The College is in an area affected frequently by smoke due to forest fires in Northern California. Protocols ([IIIB1-05](#)) have been developed and implemented to ensure consistent and informed decisions when smoke affects the operations of LTCC.

The College installed PurpleAir® sensors to help monitor conditions via IQ*Air* and assist with making decisions related to potentially unsafe air quality conditions.

LTCC employs safety officers and trained security guards to patrol campus, assist patrons, and report concerns. With the addition of on-site student housing and more 24/7 services, the hiring of a full-time director of safety and security (IIIB1-06) in July 2023 further supports the College's efforts to protect the campus community. The position provides an emphasis on safety and hazardous material reporting, fire drills and preparedness, maintenance of security plans and campus access control; acts as the primary point of contact for "after hours" concerns; is the liaison with local public safety agencies; and is the responsible party for completing campus security reports.

LTCC implemented Maxient (IIIB1-07), an application by which all personnel and students can report unsafe, facility-related conditions, among other concerns. Maxient provides an online reporting system for incidents and hazardous conditions on campus (the process was formerly paper based). Additionally, the College uses SchoolDude, a facility reporting system for users to request service. When Maxient reporting identifies a facility-related concern, it is converted into a SchoolDude request to facilitate staff in prioritizing, completing, and tracking the necessary work to rectify the concern.

Through the prior paper system of reporting hazardous conditions, most of the reports were slips/falls during icy conditions. This occurred campus wide from the parking lots to the various walkways. Heated sidewalks have since been installed through the middle of the main parking lot to improve the path of travel into the main campus and reduce slip/fall incidents. With the completion of the RFE project, all main entrances to campus will have heated pathways for safe access and egress.

Analysis and Evaluation

LTCC meets this Standard. The College is mindful of the responsibility in creating and maintaining a campus environment that is welcoming and safe for students and employees. The College monitors the needs of the campus and users of the facilities to ensure the spaces are adequate and well prepared. Information gathered relating to the uniqueness of the mountain environment provides information and expectations for students and employees to help ensure safety on campus.

Evidence List
IIIB1-01 – 2021-27 *Facilities Master Plan* (*FMP*)
IIIB1-02 – Remodel for Efficiency (RFE) and Science Modernization
IIIB1-03 – Comprehensive Scheduled Maintenance Plan (*FMP*, pg. 63)
IIIB1-04 – ADA Transition Plan Approval (April 13, 2021, Board of Trustees)
IIIB1-05 – Weather/Smoke Protocols
IIIB1-06 – Director of Safety and Security Job Description
IIIB1-07 – Maxient Reporting

> **2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.**

Evidence of Meeting the Standard

LTCC ensures the needs of programs and services are considered when planning for buildings and determining equipment replacement and maintenance. Comprehensive Program Review (CPR) provides program staff with the opportunity to identify facility and asset needs. CPRs are reviewed by the Facilities Council ([IIIB2-01](#)) to identify facility-related items, resulting in recommendations and inclusion in facility planning efforts as appropriate.

The SchoolDude reporting system is the primary way users request facilities-related services. The reports from SchoolDude are used to analyze and track service requests, equipment repairs, and help provide data on future facility needs. Repairs are analyzed and should repairs to a piece of equipment become repetitive, further analysis of the equipment records is completed to determine the need for replacement. Large repair or replacement needs are added to the annual Scheduled Maintenance report in FUSION, the Facilities Utilization, Space Inventory Options Net database of California Community College facilities.

The *EMP* offers the essential data and foundation upon which the instructional program and support service needs can be addressed and aligned with the mission. The *EMP* assists in the creation of the *5-Year Capital Outlay Plan* (*5YCOP*) ([IIIB2-02](#)), the 7-Year *FMP* ([IIIB2-03](#)), and the 12-Year (2023-35) *Campus Master Site Plan* (*CMSP*) ([IIIB2-04](#)).

Several important archaeological sites have been identified on LTCC property. Working with the Washoe Tribe, strategies are being developed to protect and preserve these locations. 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.

The RFE project is an ideal example of information shared through various sources that resulted in obtaining funding to ensure upgrades for a safer learning environment and more efficient use of space. Facility inspections, program reviews, the ADA Transition Plan ([IIIB2-05](#)), and the 2020 visioning project ([IIIB2-06](#)) informed the needs of the RFE, along with extensive and detailed meetings with faculty and staff affected by potential upgrades to further determine needs. Upgrades to art and science classrooms will contribute to a healthy environment for LTCC's students and staff. RFE-related technology upgrades allow for the robust use of Open Educational Resources (OER), among other technologies, to save students money. And the redesign of student services spaces will create a wholistic experience for new students. Rather than moving from

department to department across campus, students can approach a staff member and receive assistance for several services in one location. Key programs such as Student Accessibility Services (SAS) and the Lake Tahoe College Promise (Promise) program are also in close proximity in this newly redesigned space.

Another example of long-term planning and campus community input is the student housing project. Housing stock and affordability in the Tahoe Basin is a major challenge for the community at large and for LTCC students specifically. A robust body of research shows that students who are unable to meet basic human needs for food and housing suffer academic consequences. Recognizing the link between housing security and academic success, the College has been working to bring affordable, on-campus student housing for nearly a decade. In 2014, LTCC formally included on-campus housing in the *FMP*. Following voter approval of the General Obligation Bond Measure F (Bond), the College conducted a feasibility study to gauge student demand for on-campus housing. In 2018, LTCC contracted with The Concourse Group to develop a residential living concept and explore project approaches. The College issued a Request for Interest (RFI) to determine the interest of private developers in building a housing complex on campus. Feedback from developers indicated that the cost for the project was too high and rental returns insufficient to support a public-private partnership. In 2019, LTCC entered a five-year master lease with an off-campus apartment owner to provide 31 beds for students. While this was an important first step, the off-campus facility falls short of meeting student demand for on-campus affordable housing.

In June 2021, Governor Newsom signed the 2021-22 California Budget Act, allocating $2 billion to California Community Colleges, California State University, and University of California systems to build affordable student housing over three years. Of that allocation, $500 million was made available to colleges for "shovel ready" projects in 2021-22. LTCC submitted a Student Housing Grant application with the California Department of Finance in October 2021, requesting just over $39 million to fund a proposed 100 bed facility to serve low-income, full-time college students. The College's grant application was successfully funded due to the early analysis of student needs and by applying a planning process that clearly demonstrated how the proposed project would address those needs.

Analysis and Evaluation

LTCC meets this Standard by ensuring the needs of institutional programs are a primary consideration when constructing new facilities and planning the remodel of existing facilities. Including the review of facility and asset needs in the CPR process and utilizing this information in the facility planning process, the College aligns short- and long-term facility plans with the institutional mission. The *EMP* and analysis of trending institutional programs is the basis of the *FMP*. The use of SchoolDude to identify equipment replacement and maintenance needs ensures that program and service facility needs are addressed in real time or included in Scheduled Maintenance project planning.

Evidence List
IIIB2-01 – Comprehensive Program Review (CPR)
IIIB2-02 – *5-Year Capital Outlay Plan* (*5YCOP*)
IIIB2-03 – 2021-27 *Facilities Master Plan* (*FMP*)
IIIB2-04 – 2023-35 *Campus Master Site Plan* (*CMSP*)
IIIB2-05 – ADA Transition Plan
IIIB2-06 – LTCC 2020 Vision

3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

In support of the LTCC mission and to offer the highest level of instruction and student services support, the College operates efficiently and evaluates and uses resources effectively.

LTCC works to ensure that all facilities are clean, comfortable, safe, suitable, and in good repair. The College regularly evaluates the effectiveness of physical resources in supporting programs and services. The Space Inventory Report (IIIB3-01) provides space utilization data, which is assessed annually through submittal to FUSION, and program review allows instructional areas to identify physical resource needs on an annual and long-term basis. Additionally, a survey of occupancy is completed to assess the efficient and most appropriate use of office, lab, and classroom space across campus.

In the 2017 accreditation report, an example of the outcome of analyzing the utilization and prioritization of space was the combining of the Tutoring and Learning Center with the Library. Once the moves were completed, further evaluations took place that determined the need for a quiet space within the library for quiet reading. The Reading Room was created for that purpose (IIIB3-02).

Another outcome of reviewing space utilization and prioritization is the RFE project currently underway (IIIB3-03). The entire RFE project is a study in creating efficient use of space and updating systems. One of the outcomes related to the efficient use of space is the transformation of computer classrooms. A large space with operable partitions and movable furniture allows for the three classrooms to be reconfigured into two larger classrooms or one extra-large classroom. This space is now flexible for a variety of learning opportunities.

The completion of the RFE project will provide a holistic student services experience, including more office spaces for counselors to meet with students and huddle spaces to

meet with larger groups. A Transfer Center is included with dedicated space for students to learn and understand what it means to transfer. This new space is greatly anticipated in winter 2024.

While the assignment of faculty office space is more or less static, the assignment of classrooms and laboratories to the highest and best use is dynamic and changes quarterly. Using data-informed decision making, the instructional deans, vice president of academic affairs, department leads, and facility scheduling department solve the puzzle of room scheduling with skill. Equipment needs for instruction are addressed in the APR/CPR process (IIIB3-04), and through the process of resource allocation, including the newly revised Resource Allocation Request (RAR) process.

Students also use facilities for extracurricular events and activities. The Student Services division sponsors many special events and activities for students, and college-sponsored events take priority on the calendar. Students enjoy using the theater, gym, commons, library, and student center as much as they enjoy time outdoors on the soccer field, in the Demonstration Garden, and on the library plaza.

Equipment needs and conditions are assessed regularly through institutional and departmental processes, with resources allocated as necessary and available, to meet changing instructional and operational needs. For several large-ticket items, such as district vehicles, trucks, and truck-mounted snow removal equipment, LTCC has established restricted reserve replacement accounts (IIIB3-05) to ensure funding when the equipment reaches end of life.

Assessments and evaluation of safety are performed in coordination with the Statewide Association of Community Colleges (SWACC) JPA management firm, Keenan & Associates. Inspections (IIIB3-06) of overall campus safety, slip/fall assessments of walkways and walking surfaces, playground safety, and Child Development Center (CDC) and Early Learning Center (ELC) assessments. Additionally, the Workers' Compensation Program is administered through Keenan & Associates, and LTCC is a member of the Protected Insurance Program for Schools (PIPS) JPA. PIPS is administered by Human Resources (HR). The risk management program is handled across a variety of campus departments and is coordinated through the office of the vice president of administrative services.

Additional data regarding safety and facility conditions is upgraded through the Maxient program. This program is available online for employees, students, and visitors. Reports are reviewed by the Administrative Services department overseeing Maintenance and Operations, and if repair work is warranted, the request is routed to the appropriate department for attention.

Analysis and Evaluation

LTCC meets this Standard. The campus is evaluated on various levels to provide the highest quality environment for instruction and students. The College provides multiple methods to seek information to help prioritize upgrade and improvement projects across campus.

Evidence List
[IIIB3-01](#) – Space Inventory Report
[IIIB3-02](#) – Reading Room
[IIIB3-03](#) – Remodel for Efficiency (RFE) and Science Modernization
  (*FMP,* pgs. 92-94)
[IIIB3-04](#) – Annual Program Review (APR)
[IIIB3-05](#) – Restricted Reserve Replacement Accounts
[IIIB3-06](#) – Hazardous Materials Inventory Report (HMI Inspections)

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4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

The long-range capital plans of LTCC support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

The life cycle of the *5YCOP* begins with LTCC's *EMP*, which feeds into the *FMP*. Input for such plans includes feedback from Facilities Council, IEC, Academic Senate, and Classified Employee Senate, and is ultimately recommended by the superintendent/president to the Board. The *FMP* includes a schedule of deferred maintenance needs ([IIIB4-01](#)) and associated costs for each of the existing facilities. This plan assists LTCC in allocating the necessary budget to ensure facilities are maintained.

As new construction projects and renovations are planned, an analysis is prepared to determine the ongoing impact the project will have on the general fund. This analysis is summarized annually in the 2023-24 *Budget Capital Outlay Section 2* ([IIIB4-02](#)) for all capital improvement expenses budgeted in the current fiscal year. The analysis includes the addition of maintenance and janitorial staff services and increased utility expenses. Often, projects are planned to create efficiencies that may result in additional costs in one area but offset existing costs elsewhere. For example, the construction of heated sidewalks to create a safe path of travel during the winter results in additional utility expenses, while offsetting the cost of hundreds of hours of maintenance staff time to clear pathways.

LTCC's vision includes the development of on-campus housing. In 2016, the College engaged in a feasibility study ([IIIB4-03](#)) to determine the housing demand, as well as the

cost to construct and maintain a housing facility using a public-private partnership procurement method. It was determined that the cost to construct and maintain a Division of State Architect (DSA) approved housing facility for 100 students was too high to attract private partners. Based on this "total cost of ownership" analysis, the project was put on hold. In 2021, LTCC applied for the California Higher Education Student Housing Grant and was awarded $39 million to construct on-campus housing for 100 full-time, low-income students. In preparing to apply for the grant, LTCC developed a project pro-forma (IIIB4-04) to analyze not only the construction cost of the project, but to confirm that housing fee income will cover the operating expenses of the housing program and long-term maintenance of the facility.

In 2013-14, the College completed the 2020 Vision (IIIB4-05), which included stakeholders from faculty and classified staff to students, the Board, and the community. This vision has helped to guide the direction of planning for LTCC. Some of the items listed as goals include residential living, four-year educational programs, public safety, and becoming the hub of the community. Many of these goals have been achieved with the completion of the Lisa Maloff University Center (LMUC), the beginning of construction for on-campus student housing, planning for the Tahoe Basin Public Safety Training Center, and the completion of the Mobility Hub, which indeed has made LTCC the center of the south shore community. The planning for these projects is extensive, beginning in the design phase of the project by reviewing best practices in design and looking at other buildings of a similar nature. The cost of construction from beginning to end is calculated and monitored throughout the project and is then included in the *FMP* with the costs to maintain the building into the future.

Early on, LTCC utilized a Bond Project Schedule that reflected bond projects to be completed in Series A and B due to the multitude of projects presented. The Series C bond project list was issued for the Board's approval on April 27, 2021 (IIIB4-06). The bond project list is regularly updated through coordination with Facilities Council, the Board, and the Citizens Oversight Committee (COC). The COC is charged with providing oversight of bond funds expended for bond-specific projects. To provide transparency to the taxpayers of LTCC, the COC publishes an annual report on bond program activities and expenditures (IIIB4-07) that is presented to the Board and is made available to the community at large via the LTCC website and mailers.

Analysis and Evaluation

LTCC meets this Standard. Total cost of ownership is a concept and a reality always on the College's radar. The planning for capital projects considers the ongoing costs of an individual project in the future. LTCC's vision drives other projects that allow the College to better serve students and enhance the learning experience.

Evidence List
IIIB4-01 – Deferred Maintenance (*FMP,* pg. 123)
IIIB4-02 – Capital Projects (2023-24 Budget Book, Section 2)

IIIB4-03 – Residential Living Feasibility Study (December 12, 1016, Board of Trustees)
IIIB4-04 – Student Housing Grant Project - Summary Pro-Forma
IIIB4-05 – LTCC 2020 Vision
IIIB4-06 – Series C Bond Project List BOT Approval, April 27, 2021
IIIB4-07 – 2022 Measure F Report

Conclusions on Standard III.B: Physical Resources

LTCC manages physical resources utilizing a multi-layered approach in balancing the aspects of developing a welcoming campus environment while ensuring the safety and security of students and employees. College and community stakeholders share in the planning and assessment processes in a multitude of roles, such as being a member of the Facilities Council or COC.

Facilities are methodically developed to support instructional programs and services by utilizing the *EMP* as an overarching plan. The important role of planning and managing resources is demonstrated with the continuous development and implementation of detailed plans, including the *FMP* and *5YCOP*, as well as tracking by utilizing SchoolDude, Maxient, and the Space Inventory Report. Through such plans and programs, LTCC is able to prioritize projects across campus, as well as consider the cost implications affecting both current and future fiscal solvency.

Improvement Plan(s)

No improvement plan is identified.

🔍 **Evidence List**
IIIB1-01 – 2021-27 *Facilities Master Plan* (*FMP*)
IIIB1-02 – Remodel for Efficiency (RFE) and Science Modernization
IIIB1-03 – Comprehensive Scheduled Maintenance Plan (*FMP*, pg. 63)
IIIB1-04 – ADA Transition Plan Approval (April 13, 2021, Board of Trustees)
IIIB1-05 – Weather/Smoke Protocols
IIIB1-06 – Director of Safety and Security Job Description
IIIB1-07 – Maxient Reporting

IIIB2-01 – Comprehensive Program Review (CPR)
IIIB2-02 – *5-Year Capital Outlay Plan* (*5YCOP*)
IIIB2-03 – 2021-27 *Facilities Master Plan* (*FMP*)
IIIB2-04 – 2023-35 *Campus Master Site Plan* (*CMSP*)
IIIB2-05 – ADA Transition Plan
IIIB2-06 – LTCC 2020 Vision

IIIB3-01 – Space Inventory Report
IIIB3-02 – Reading Room
IIIB3-03 – Remodel for Efficiency (RFE) and Science Modernization
(*FMP,* pgs. 92-94)
IIIB3-04 – Annual Program Review (APR)
IIIB3-05 – Restricted Reserve Replacement Accounts
IIIB3-06 – Hazardous Materials Inventory Report (HMI Inspections)

IIIB4-01 – Deferred Maintenance (*FMP,* pg. 123)
IIIB4-02 – Capital Projects (2023-24 Budget Book, Section 2)
IIIB4-03 – Residential Living Feasibility Study (December 12, 1016, Board of
Trustees)
IIIB4-04 – Student Housing Grant Project - Summary Pro-Forma
IIIB4-05 – LTCC 2020 Vision
IIIB4-06 – Series C Bond Project List BOT Approval, April 27, 2021
IIIB4-07 – 2022 Measure F Report

C. Technology Resources

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

LTCC strives to provide sufficient technology systems and support for all academic, student service, and operational departments. LTCC ensures effective foundational needs are met to promote student success and institutional effectiveness.

LTCC's many technology users require different types of support depending on the nature of their work. Support can be requested using the SchoolDude system, which is a work order system used by both the Maintenance and Operations and Technology departments (IIIC1-01). This includes students, staff, and faculty who require assistance in the following areas:

- Troubleshooting issues that arise with the Colleague Student Information System (SIS).
- Establishing and troubleshooting integrations between the SIS and other systems.
- User training and support for the College's remote access email, remote desktop, and phone systems.
- Training and assistance with smart room technology or traditional office productivity software.
- Student focused technology services, including the SIS Portal (Passport) used for email, registration, and billing.

- Cybersecurity training, provided both face to face and via a training platform online.

Support and training needs are met by the staff in the Office of Information Technology Services (OITS), the director of online learning, and other offices such as human resources (HR) ([IIIC1-02](#)).

LTCC employs two programmers who maintain the Student Information System (SIS), troubleshoot problems that users report, and provide help to users. The integrations are mostly automated but can occasionally fail. When integrations fail, the programmers work with staff to identify and fix the problem ([IIIC1-03](#)).

LTCC uses backbone and core technologies that provide high-bandwidth, redundant platforms upon which all other services are built. An example of a redundant system is the rollover of the Internet. When the line servicing the College is down, LTCC maintains a secondary system to reduce downtime, allowing for continued operation.

The most recent construction related to the RFE has upgraded the technology department with cooling and the addition of a generator. LTCC leased virtual machines at an offsite datacenter, moved all mission-critical functions to that location, and then began replicating data between datacenters every night ([IIIC1-04](#)).

LTCC operates the Ellucian Colleague SIS, which collects detailed information on students, courses, and programs of study. The information from the SIS is synced every morning with the operational data store (ODS) for use in Business Objects and other web intelligence reporting ([IIIC1-05](#)). This reporting system is configured with hundreds of reports that provide campus stakeholders with detailed data and information on instructors, students, and programs.

LTCC has approximately 370 faculty, staff, and student lab workstations. There are 49 owned virtual machines on campus and 23 leased virtual machines off-campus ([IIIC1-06](#)). The College's infrastructure includes updated network cabling (copper/fiber), network switches, firewall, servers, storage area network (SAN), and a blade server, remote access system, wireless network system, the SIS, a reporting system, workstation operating systems, a distance education system, and Microsoft Office Suite and Adobe Suite software.

LTCC employs technologies that provide those who manage the institution with the information required to make smart, data-informed decisions and the software needed to work productively. Every employee is provided with a workstation and hardware appropriate to the tasks performed. The College uses Quintessential School Systems (QSS/QCC) ([IIIC1-07](#)) software licensed by El Dorado County for budgeting, financials, payroll, purchasing, and receiving.

Each full-time staff member and administrator is provided with a dedicated workspace and a computer appropriate to the position, as well as a telephone instrument with a full complement of features. Every employee has a unique e-mail address. Exceptions to these provisions include employees who do not work at a fixed workstation, such as custodians and maintenance workers, who have shared access to computers and telephones in the work area.

Full-time faculty members are assigned an office, occasionally shared by two faculty. Each faculty member is provided with a computer for use. Faculty offices have a telephone for each occupant and a dedicated extension number. While all faculty members have access to printers, some faculty offices have a dedicated printer. The print shop provides print and copy services for staff and faculty needs. All LTCC's site-licensed software is available to faculty, and the College licenses some software exclusively for faculty (IIIC1-08).

The high-speed, high-volume photocopier located in the print shop provides all employees and departments with high-quality, fully featured photocopying services. There are satellite photocopiers located throughout the campus for individual on-demand copying.

LTCC employs and embraces technologies that provide faculty members with the tools they need to ensure student success. Most teaching spaces have smart classroom technology to allow for multimedia presentations. The 2012-17 *Technology Master Plan* (*TMP*), a revision of which is currently in review and anticipated to be finalized during 2023-2024, called for even more sophisticated upgrades and replacements of technology in classrooms, which can be seen in many of the newly renovated classrooms and learning spaces (IIIC1-09).

The College provides faculty and staff with remote access to its systems. Support for users is provided by the LTCC's full-time computer technician and online through a network consultant under contract. The computer technician provides users with e-mail and phone systems assistance. Additionally, the College identified a need to provide faculty training and support not only in a face-to-face (F2F) environment but for those teaching online. The Faculty Chair(s) of Teaching and Learning, along with the director of online learning, provide this training and create support materials.

In today's academic world, "smart classroom" technology is commonplace. The nuances of the operation of LTCC's smart classrooms for new faculty are handled primarily on a peer-to-peer basis and are a component of the new faculty mentoring program. In addition, the College's media support specialist is available during the daytime to provide training in the use of classroom technology, and to troubleshoot issues that arise. During the evening, staff are available to provide technology support.

Analysis and Evaluation

LTCC meets this Standard. Technology is appropriate and adequate. The College is committed to providing students, faculty, and staff with the technology necessary for success. LTCC continually improves its infrastructure, the foundational technology meets the College's needs, and its software systems are current. Given the fast-changing nature of technology, LTCC is also aware of the need to be nimble and responsive to technological innovation.

Evidence List
IIIC1-01 – SchoolDude – IT Requests
IIIC1-02 – Keenan Training Modules
IIIC1-03 – Programmers SIS Support
IIIC1-04 – LTCC Data Center
IIIC1-05 – ODS Refresh Email (October 5, 2023)
IIIC1-06 – IT Inventory
IIIC1-07 – Quintessential School Systems (QSS/QCC)
IIIC1-08 – Software Inventory
IIIC1-09 – 2017 *Technology Master Plan* (*TMP*)

2. **The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.**

Evidence of Meeting the Standard

The OITS continuously focuses on replacing all systems that reach the end of life. When a system reaches its end of life, the vendor stops putting out security patches and ends all support of the system. Replacing end-of-life technology ensures that the technological infrastructure, quality, and capacity are adequate to support the College's mission, operating programs, and services. The OITS currently reviews specific systems on a monthly basis with supported departments to ensure that technology is adequate to support end-user (student, faculty, and staff) needs.

LTCC regularly updates its systems and software based on the findings of the *TMP* and on user requests, a process that is detailed in the *TMP*. The College annually funds the plan, which provides new and re-allocated computers for instruction and operations. While it has not always been possible to adhere to the proposed three-year cycle, LTCC focuses on the highest and best use of available resources.

Additional suggestions for new technology implementations or replacements to existing systems come from faculty and staff through the formal APR/RAR and CPR processes and LTCC's participatory governance councils. The Technology Council (IIIC2-01) serves as the

primary governance group to discuss institutional priorities regarding technology and works with the IEC to review and update the *TMP* as needed. The new/updated *Comprehensive Technology Plan* (formerly *TMP*) is currently in review and anticipated to be finalized during 2023-2024.

Through the pandemic, additional improvements were identified to further support online education. A new virtual workspace was implemented to handle the larger need by staff and faculty to better serve students and staff. Another improvement was the addition of Chromebooks and Hotspots made available to students via the lending library (IIIC2-02).

Analysis and Evaluation

LTCC meets this Standard. The College regularly updates its systems, software, and hardware based on the findings of its *TMP*, through participatory governance processes, and based on user requests. A *Technology Refresh Plan* is included as part of the broader-reaching *Comprehensive Technology Plan* currently under revision. Technology needs are identified and addressed through APRs/RARs and CPRs as well as all larger institutional plans, such as the *Strategic Plan* and the *EMP*.

Evidence List
IIIC2-01 – Technology Council
IIIC2-02 – Technology Check Out Form

3. **The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.**

Evidence of Meeting the Standard

Technology resources allow reliable access, safety, and security everywhere LTCC offers its courses, programs, and services. This is simplified because the College encompasses a single site. When offsite locations are used for instruction or other college work, security is maintained through the virtualized desktops offered through the same Citrix remote desktop access personnel use while on campus (IIIC3-01). These virtual desktops are secured through the unique login and password provided to each employee.

LTCC authenticates and authorizes faculty and students through its single sign-on system. That system resides on campus and requires users to enter complex passwords. The College has layered systems in place to protect the network. The system is protected by a new generation Meraki firewall that performs layer 7 packet inspection and intrusion detection and prevention. The firewall blocks known threats and alerts staff of potential

threats. All servers and workstations run Deep Instinct software that is continuously updated. LTCC's email system runs on Microsoft's Office 365 platform and uses Microsoft Defender (IIIC3-02).

Distance Education (DE) participants have the same reliability due to LTCC's use of off-site, multi-redundant computing resources. The online Canvas (IIIC3-03) programs and applications are hosted by a third-party vendor, Instructure, Inc., under a contract written by the California Community College Online Education Initiative (OEI). It is the responsibility of Instructure to secure servers and protect them from viruses.

The OITS maintains an annual security assessment, bi-annual penetration testing, and ongoing vulnerability scanning to ensure that technology resources at all locations where courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Analysis and Evaluation

LTCC meets this Standard. The College has instituted safeguards that protect faculty, staff, and students in terms of privacy and security of information. This includes ensuring proper systems are in place for secured and password protected network access for the appropriate personnel.

Evidence List
IIIC3-01 – LTCC Citrix SignOn
IIIC3-02 – Office 365 Defender
IIIC3-03 – Canvas

4. **The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.**

Evidence of Meeting the Standard

Tapping LTCC's technology infrastructure requires comprehensive and consistent orientation and training of employees. Faculty and staff are provided with opportunities to access technology training in a variety of ways, including access to support staff for one-on-one assistance. Students are also afforded access to training and support for technology, particularly concerning student support systems and online learning.

LTCC provides access to technology instruction and support for staff, faculty, and students through a variety of self-paced tutorials. Since the technology needed for basic institutional operations differs from that of teaching and/or student needs, the College has deemed it necessary to provide multiple avenues for campus users to access technology training. Even though there is not a single access point, the wide variety of

tutorials provided by LTCC demonstrates the commitment to keeping pace with technology as it changes. As examples, the faculty chair of teaching and Learning regularly updates technology training pages to inform instructors of new software available for use in the classroom. Keenan Safe College training is used to keep employees abreast of developments in cybersecurity. The faculty chair of teaching and learning applied for and received funding to develop a computer readiness course (IIIC4-01). With the opening of the new Technology Wing, access to the OITS has never been easier. The space was designed for direct access to the help desk employees, which will make assistance even easier for students, staff, and faculty.

The OITS provides cybersecurity training (IIIC4-02) in a group setting for key concepts and one-on-one training as requested. A webpage (IIIC4-03) is available for students to take assessments to determine readiness for online instruction. A video introduction to Canvas is available to give students a head start. This video is important, as all instructors now have a Canvas shell for all classes to better disseminate crucial academic information and improve the learning experience.

LTCC has devoted notable resources to DE by creating a position entitled Faculty Chair(s) of Teaching and Learning. The faculty member(s) in this role provide instructional design, accessibility, regular and substantive contact, and Canvas support and training to faculty teaching online. Another addition was the director of online learning, who assists with Canvas training and support. The position assists with polishing the online courses and connects with the Chancellor's Office related to technology tools, templates, and accessibility.

The Vision Resource Center (IIIC4-04) provides valuable information for administrators and directors running programs to help understand the alignment of services with the California Community Colleges Chancellor's Office (CCCCO) goals. This resource contains courses related to teaching and programs for services (IIIC4-05).

Canvas Student Orientation

LTCC provides an orientation to familiarize students with navigating classes using Canvas. A student must be enrolled in an online/hybrid/web-enhanced class using Canvas to access the Online, Self-Paced Canvas Student Orientation (IIIC4-06).

Analysis and Evaluation

LTCC meets this Standard. The College provides technology instruction and support to all employees in several ways, opportunities for attending technology conferences and to learn in third-party classes and subscriptions to online technology and software training. Faculty also have access to professional development funding that can be used for technology-related activities and are supported by the Faculty Chair(s) of Teaching and Learning and the director of online learning in the creation and quality control of online teaching. Students can access technology support through the website, student ambassadors, training and workshop opportunities, and course curriculum.

Evidence List

IIIC4-01 – Foundation Award: Teaching and Online Learning
IIIC4-02 – Cybersecurity Training
IIIC4-03 – Online Readiness (website)
IIIC4-04 – Vision Resource Center
IIIC4-05 – Online Learning Courses (website)
IIIC4-06 – Online Self-Paced Canvas Orientation

> **5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.**

Evidence of Meeting the Standard

While there are other policies and procedures that guide students and faculty in the appropriate use of technology (see Faculty Handbook (IIIC5-01), BP/AP 3725 (IIIC5-02), Technology Use Waiver (IIIC5-03), etc.), many of those policies only identify how to operate within the confines of the law. There are very few policies that offer suggestions to improve student learning using technology. LTCC decided, however, that technology could be used to increase access and improve student learning outcomes if a Canvas shell were developed and maintained for every course offered, regardless of teaching modality. Through the College's collective bargaining process, the faculty and LTCC agreed that a minimum of technological expectations should be identified in the 2022-25 Faculty Contract (IIIC5-04) to improve learning outcomes. With faculty maintaining a Canvas shell for every course offered, students have improved access to course information, campus resources, and instructor information and expectations.

There is no blanket policy that can encompass every aspect of a faculty member's ability to use technology to deliver course content. However, LTCC's decision to use Canvas shells to deliver course information standardizes the expectations for use of technology to proactively deliver information used in the teaching and learning environment.

Additionally, all courses that provide any percentage of teaching in an online environment include in the official Course Outline of Record, housed in eLumen, a comprehensive Distance Education Addendum that identifies the technology used, the accessibility of all such technology, and the guidelines for regular and substantive contact between faculty and students and between students. These outlines and addenda also address any potential diversity, equity, and inclusion considerations regarding the course's and students' use of the technology identified (IIIC5-05).

The Instruction Office checks Canvas shells quarterly to ensure they are available to students. In the case of no Canvas shell, every effort is made to assist faculty in building one. LTCC has two positions on campus that provide help to faculty: faculty chair of teaching and learning and the director of online learning. It is the College's intent to improve student learning outcomes by providing course access via technology, for all courses offered, whether face-to-face, Hybrid, or online class.

Analysis and Evaluation

LTCC meets the Standard. The College has appropriate policies that encompass the use of technology in teaching and learning, including DE, and communicates the policies broadly.

Evidence List
IIIC5-01 – Faculty Handbook (Acceptable Use, pgs. 32-38)
IIIC5-02 – Technology Access - BP/AP 3725
IIIC5-03 – Technology Use Waiver
IIIC5-04 – Faculty Contract 2022-25 – Canvas Shell for Courses
IIIC5-05 – Sample Course Outline of Record including a Complete Distance
Education Addendum with Technology and DEIM Included

Conclusions on Standard III.C: Technology Resources

LTCC meets this Standard. The College has appropriate policies that encompass the use of technology in teaching and learning, including distance education, and it communicates these policies broadly. LTCC will further improve aspects of the technology department once the updated *Comprehensive Technology Plan* is approved.

Improvement Plan(s)
While LTCC meets this Standard and provides the appropriate and adequate technology to meet the mission and support student learning and success, there is room for improvement related to ongoing training and professional development. As is true for all colleges, it is vital that LTCC maintain currency in the face of rapid change in operational and educational technologies. Additionally, upon governance review and Board approval, LTCC will implement and follow the guidance of the updated *Comprehensive Technology Plan* (formerly *TMP*) to further improve the broad range of technology resources available at the College.

Evidence List

IIIC1-01 – SchoolDude – IT Requests
IIIC1-02 – Keenan Training Modules
IIIC1-03 – Programmers SIS Support
IIIC1-04 – LTCC Data Center
IIIC1-05 – ODS Refresh Email (October 5, 2023)
IIIC1-06 – IT Inventory
IIIC1-07 – Quintessential School Systems (QSS/QCC)
IIIC1-08 – Software Inventory
IIIC1-09 – 2017 *Technology Master Plan* (*TMP*)

IIIC2-01 – Technology Council
IIIC2-02 – Technology Check Out Form

IIIC3-01 – LTCC Citrix SignOn
IIIC3-02 – Office 365 Defender
IIIC3-03 – Canvas

IIIC4-01 – Foundation Award: Teaching and Online Learning
IIIC4-02 – Cybersecurity Training
IIIC4-03 – Online Readiness (website)
IIIC4-04 – Vision Resource Center
IIIC4-05 – Online Learning Courses (website)
IIIC4-06 – Online Self-Paced Canvas Orientation

IIIC5-01 – Faculty Handbook (Acceptable Use, pgs. 32-38)
IIIC5-02 – Technology Access - BP/AP 3725
IIIC5-03 – Technology Use Waiver
IIIC5-04 – Faculty Contract 2022-25 – Canvas Shell for Courses
IIIC5-05 – Sample Course Outline of Record including a Complete Distance
Education Addendum with Technology and DEIM Included

D. Financial Resources

Planning

1. **Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

Evidence of Meeting the Standard

LTCC maintains financial resources that are sufficient to support and sustain student learning programs and services, and to improve institutional effectiveness. This is demonstrated by a balanced budget (IIID1-01), diversification of financial resources (IIID1-02), minimal audit findings that are nonfiscal in nature (IIID1-03), and consistent and ongoing adequate reserve levels (IIID1-04).

LTCC receives resources to support the development, maintenance, allocation and reallocation, and enhancement of programs and services. The Schedule of Expenditures of Federal Awards (SEFA) (IIID1-05) and Schedule of Expenditures of State Awards (SESA) (IIID1-06) are supplemental information components of the annual LTCC audit. SEFA includes all federal awards and annual expenditures against each award. SESA includes the entitlements, revenues, and expenditures for each State funded program.

Newly developed programs and services are vetted through participatory governance with status reports presented to the Board in each of the first three years of the program to demonstrate the effectiveness of the program and to ensure the achievement of intended goals (IIID1-07, IIID1-08, IIID1-09, IIID1-10, IIID1-11, IIID1-12).

The College distributes resources to support the development, maintenance, allocation and reallocation, and enhancement of programs and services. As part of the budget development process, LTCC reviews each program's actual yearly expenditures to determine the accuracy and effectiveness of the resources allocated according to budgets (IIID1-13). This allows the College to reallocate resources as needed in current and future budgets to best support and sustain student programs and services, and to make improvements across the institution. LTCC meets goals while maintaining the reserves balance to ensure financial stability.

LTCC communicates and provides resources for changes to the annual budget via Budget Building Strategies (IIID1-14), which explain the streams of revenue for the unrestricted general fund and provide an explanation of expenses, including personnel additions. Large additions are addressed and explained based upon the effect on the adopted *Superintendent/President and Board of Trustees Goals* (*Goals*).

The College plans and manages financial affairs with integrity and in a manner that ensures financial stability. Resource Allocation Guiding Principles (RAGP) ([IIID1-15](#)) and Budget Building Assumptions ([IIID1-16](#)) guide LTCC's budget making decisions. Both documents go through the governance process and are reviewed annually.

Analysis and Evaluation

LTCC meets this Standard. Student learning and support are at the core of mission, planning, and funding. Student success is the primary guiding priority in the mission-driven budgeting process, as evidenced by the first bullet of the RAGPs. The College maintains financial resources that are sufficient to support and sustain student learning programs, as well as support the development, maintenance, and enhancement of programs and services, all while ensuring the long-term fiscal stability of LTCC.

🔍 **Evidence List**
[IIID1-01](#) – Unrestricted Fund 11 3-YR Summary (Budget, pg. 64)
[IIID1-02](#) – Grant Fund Trends (pg. 124 Budget)
[IIID1-03](#) – Fiscal Year 2019-20 Audit Findings
[IIID1-04](#) – Board Policy 6305 – Reserves
[IIID1-05](#) – June 2022 Audit SEFA
[IIID1-06](#) – June 2022 Audit SESA
[IIID1-07](#) – 2018 Board of Trustees Promise Program
[IIID1-08](#) – 2019 Board of Trustees Promise Update
[IIID1-09](#) – 2020 Institutional Effectiveness Council (IEC) Promise Update
[IIID1-10](#) – 2021 Foundation Promise Update
[IIID1-11](#) – 2022 Board of Trustees Promise Update
[IIID1-12](#) – 2023 Board of Trustees Promise Update
[IIID1-13](#) – 2023-24 Budget Book Section 8 Program Breakdown
[IIID1-14](#) – 2023-24 Budget Strategies
[IIID1-15](#) – 2023-24 Resource Allocation Guiding Principles (RAGP)
[IIID1-16](#) – 2023-24 Budget Building Assumptions

2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

LTCC's Vision, Mission, Beliefs, and *Goals* are the foundation for financial planning, including the annual budget development process and long-term planning. LTCC's

mission and *Goals* are at the forefront of each step in the budget development process, beginning with the RAR. The RAR requires that all requests directly support the mission and *Goals*, and budget managers explicitly identify how departmental requests will best support the mission, *Goals*, and most importantly, the students (IIID2-01). Each version of the budget is brought before the governance councils, allowing for input, questions, and changes (IIID2-02, IIID2-03).

The College has policies and procedures in place approved by the Board to ensure sound financial practices and financial stability. Policies are consistently reviewed and updated to support the mission and *Goals*. Prior to Board approval, policies are presented to governance councils to ensure input from all levels of LTCC (IIID2-04, IIID2-05, IIID2-06, IIID2-07, IIID2-08, IIID2-09, IIID2-10). The College's financial information is also routinely presented to various governance councils throughout the year (IIID2-11), as well as the Board on a quarterly basis (IIID2-12, IIID2-13).

Analysis and Evaluation

LTCC meets this Standard. Planning and budgeting are guided and driven by the vision, mission, and *Goals*. These are the foundation of all financial planning, including the annual budget development process and long-term planning. The board policy approval process ensures all policies support long term planning and provide transparency and input throughout LTCC. Financial transparency along with strong policies and procedures establishes the financial stability of the College.

🔍 **Evidence List**
IIID2-01 – Resource Allocation Request (RAR)
IIID2-02 – Budget Council 2023-24 Budget Recommendation
IIID2-03 – Institutional Effectiveness 2023-24 Budget Recommendation
IIID2-04 – Board Policy 6100 Delegation of Authority
IIID2-05 – Board Policy 6200 Budget Preparation
IIID2-06 – Board Policy 6300 Fiscal Management
IIID2-07 – Board Policy 6305 Reserves
IIID2-08 – Board Policy 6307 Debt Issuance and Management
IIID2-09 – Board Policy 6340 Bids and Contracts
IIID2-10 – Board Policy 6400 Financial Audits
IIID2-11 – Budget Council – Financial Review
IIID2-12 – Board of Trustees Financial Information
IIID2-13 – Audit Committee Financial Information

3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

LTCC clearly defines and follows the guidelines and processes for financial planning and budget development. As outlined in BP 6200 (IIID3-01) and the corresponding AP 6200 (IIID3-02), LTCC has a detailed and transparent budget development process. The process reflects the Vision, Mission, and *Goals*. Guidance comes from the APR and RAR processes, which allow all budget managers an opportunity to have input for the next year's budget (IIID3-03). The budget process requires input from administration, budget managers, and faculty, and is supported through participatory governance councils (IIID3-04, IIID3-05). There is a system of checks and balances in the budget development process to ensure that a balanced budget meeting the needs of LTCC is adopted each year. The Budget Council, a broadly representative participatory governance group, reviews the budget including specific budget items throughout the development process (IIID3-06).

Analysis and Evaluation

LTCC meets this Standard. Policies, fiscal processes, program and institutional planning, and participatory governance align to provide a method of resource allocation that is responsible and transparent in its support of the mission and college instructional programs.

> **Evidence List**
> IIID3-01 – Board Policy 6200 – Budget Preparation
> IIID3-02 – Administrative Procedure 6200 – Budget Preparation
> IIID3-03 – 2023-24 Resource Allocation Request for Fiscal Services Email
> IIID3-04 – Budget Council Annual Budget Recommendation
> IIID3-05 – Institutional Effectiveness Council Annual Budget Recommendation
> IIID3-06 – Budget Council Budget Reviews

Fiscal Responsibility and Stability
4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

Institutional planning reflects a realistic assessment of available financial resources. LTCC's annual and ongoing assessment of financial resources is standard and straightforward. The College understands the importance of aligning resource allocation to the *Goals* and budget priorities (IIID4-01).

Historically, LTCC is conservative in revenue projections and is accurate in expenditure projections, as is evidenced in the year-over-year financial reports (IIID4-02). Annual budgets are developed beginning in January of each year and updated as new information is available from the State of California (State) and the CCCCO. Ongoing cost commitments and fixed operational costs, including staffing and multi-year contracts, as well as long-term obligations, are assumed prior to allocating any additional resources or making budget cuts. LTCC is vigilant in ensuring that categorical funds are self-balancing with expenditures totaling revenue.

The College created and hired a new position in 2020, the senior director of government relations and grants development, to secure more resources to increase student outcomes and achieve other college goals when gaps in resources or additional needs are identified (IIID4-03). The senior director played a major role in securing a $5 million Hispanic Serving Institution (HSI) Science, Technology, Engineering, and Math (STEM) grant and $39 million for the construction of student housing, in addition to securing many other grants and resources (IIID4-04, IIID4-05).

Grants are actively pursued when there is a developing and pressing goal requiring funding beyond LTCC's immediate budget. For example, the College is working to expand the Fire and Forestry Program to serve a vital local, regional, and state-wide need. LTCC secured a Forestry Grant to expand the forestry educational program (IIID4-06). This grant pays for the director of forestry, new curriculum, and the purchase of necessary equipment to support the program.

Analysis and Evaluation

LTCC meets this Standard. The College prioritizes realistic assessment of available financial resources and uses these assessments when determining resource allocation in the budgetary process. LTCC's budgets, including detailed analyses, are readily available on the website. Current and future fiscal commitments are compared to the realistic assessment of financial resources when establishing future budgets.

Evidence List
IIID4-01 – *Superintendent/President and Board Goals* 2022-24
IIID4-02 – Unrestricted Fund 11, 3-yr Summary (2023-24 Budget, pg. 64)
IIID4-03 – Senior Director of Government Relations and Grants Development
              Job Description
IIID4-04 – HSI STEM Grant Notice
IIID4-05 – 5-Year Grant Trends
IIID4-06 – Forestry Grant Subaward

5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

As financial integrity is absolute at LTCC, an array of financial management practices is employed to ensure systems are secure and that data provided by the Fiscal Services department is accurate and useful.

LTCC has internal control mechanisms in place. Internal control systems analyze the effective use of financial resources to continue making improvements and maintain the integrity of the College. The process for the new accounts, budget changes, and transfer of expenditures are similar. The process originates at the department level. After requests have corresponding approvals, the requests are forwarded to Fiscal Services for final review. All the requests are posted by LTCC's accountant and approved by the director of fiscal services to ensure separation of duties. Financial internal controls are audited annually by independent auditors and are consistently found to have no material weaknesses (IIID5-01) (also see Standard III.D.6).

The College disseminates dependable and timely information for sound financial decision making in quarterly financial statements that are presented to the Board and Audit Committee at regular business meetings (IIID5-02, IIID5-03).

The institution regularly evaluates financial management practices and uses the results to improve internal control systems by regularly updating board policies. For example, BPs and APs (IIID5-04) regarding bids and contracts were updated on September 27, 2022, to include changes to the terms and amount of the contract requiring Board approval or ratification.

Analysis and Evaluation

LTCC meets this Standard. Financial integrity is highly valued, and as such, financial management practices are designed to ensure secure systems and provide accurate and relevant data.

Evidence List
IIID5-01 – LTCC Audit Report June 30, 2022 (pg. 78)
IIID5-02 – Audit Committee Financial Information
IIID5-03 – Board of Trustees Financial Information
IIID5-04 – September 27, 2023, Board Approval BP 6340 Bids and Contracts

6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

There have been no financial-related audit findings since well before the previous accreditation cycle, demonstrating the credibility and accuracy of financial documents. The Annual Financial and Budget Report, CCFS-311 Master Report (IIID6-01), is submitted, and the review is included in the annual audit. Annual reporting is completed for categorically funded programs and grants as required by the funding source.

Significant progress over the past decade has been made to improve the accuracy of budgeting resources. Prior to 2012, large gaps between budgeted and actual unrestricted appropriations were normal, occasionally approaching 10 percent of appropriations. The 2022-23 budget demonstrates the gap between budgeted and actual appropriations has narrowed significantly (IIID6-02).

LTCC has prioritized increasing the number of grants received to further support student success. Grant funding trends (IIID6-03) in the 2022-2023 budget show an increase from under $1 million in annual grant funding in 2018-19 to more than $3 million in 2022-23. Recent grants secured include a five-year $5 million HSI STEM grant focusing on increasing participation and success in STEM courses for Hispanic/Latinx and low-income populations. Several other grants have been secured to build and enhance the Forestry and Fire Science Programs and provide students with pathways to careers that are in high demand and much needed in California and the western United States.

Accuracy in financial management and securing additional resources to fill gaps to support student learning programs and services lead to increased student outcomes. Student success data can be seen in the Student-Centered Funding Formula (SCFF) Supplemental and Student Success allocation metric headcounts, the LTCC score card (IIID6-04), Vision for Success metrics (IIID6-05), and *Student Equity and Achievement (SEA) Plan* data (IIID6-06).

Analysis and Evaluation

LTCC meets this Standard. Audit reports consistently show no findings and confirm adherence to appropriate allocation of use of financial resources while supporting student learning programs and services.

Evidence List
IIID6-01 – CCFS 311 Master Report
IIID6-02 – Unrestricted Appropriations Overview 2018-19 thru 2022-23
IIID6-03 – 2022-23 Grant Funding Trends

IIID6-04 – LTCC Score Card
IIID6-05 – Vision for Success Metrics
IIID6-06 – *Student Equity and Achievement Plan*

7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

LTCC has not had an audit finding since 2019 (IIID7-01). Audit findings are discussed with all appropriate parties and solutions are determined to prevent similar findings from occurring in the future. During the 2018-19 academic year, LTCC began offering student loans. During the set-up of the loan program, a step was missed related to the borrower's right to cancel. The error was discovered prior to the auditor's visit and corrected. Additionally, the finding was presented to the Board as well as governance councils, ensuring it was thoroughly communicated. There has not been an audit finding since.

Analysis and Evaluation

As the College has no current nor significant audit findings, LTCC exceeds this Standard.

Evidence List
IIID7-01 – 2018-19 Audit Findings Section

8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

Financial and internal control systems are evaluated in an annual audit. LTCC works in close partnership with external auditors to ensure practices conform with all local, state, and federal requirements. The College has not had an audit finding since 2019. For the 2021-22, the auditors issued the following statement:

In [Auditor's] opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities, the aggregate discretely presented component unit, and the aggregate remaining fund information of the [College] as of June 30, 2022, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Annual audit reports are posted on the website (IIID8-01). An annual audit report is presented by the external auditor to include a formal briefing to both the Audit Committee (IIID8-02) and the Board (IIID8-03).

Analysis and Evaluation

LTCC meets this Standard. Financial and internal control systems are externally evaluated through the audit report and are consistently found to be sufficient. Additionally, the College utilizes internal reviews to improve control systems and update policies and procedures. LTCC prioritizes efficiency and quality and is always looking to streamline processes and improve the quality of work.

Evidence List
IIID8-01 – Audit posted to LTCC Website
IIID8-02 – Audit Committee Auditor Briefing
IIID8-03 – Board of Trustees Auditor Briefing

9. **The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.**

Evidence of Meeting the Standard

LTCC has sufficient cash flow and reserves to meet financial obligations, financial emergencies, and unforeseen occurrences.

The College utilizes BP 6305 Reserves (IIID9-01) to maintain a reserve for contingencies intended to protect LTCC's financial security when anticipated revenues are not realized and/or unanticipated expenses are encountered during the fiscal year. A reserve fund is an established prudent fiscal management tool, which buffers cash flow fluctuations and provides a resource for contingencies and reasonable yet unforeseen operational needs. The annual budgeted reserve for contingencies is no less than 10 percent and no more than 20 percent of the unrestricted general fund total appropriations. BP 6305 was updated on June 28, 2022 (IIID9-02), to increase the top end of the reserve policy from 15 percent to 20 percent in consideration of the CCCCO recommendation to maintain reserves of at least two months, or approximately 16 percent of appropriations. As of the end of 2022-23, LTCC has an unrestricted general fund reserve of 19.85 percent of appropriations.

> 6/28/22 BOT memo notation: *This change to the policy will allow Lake Tahoe Community College District (District) to have sufficient cash flow and funds to cover salaries and minimal other expenditures in times of emergencies that could cause delays in State funding or unintended emergency expenses.*

COVID-19 presented unforeseen conditions for all community colleges, including LTCC. The College had sufficient reserves to cover expenses during the period of deferred apportionment payments during the COVID-19 pandemic without having to borrow funds. LTCC used a cash flow document during this time to ensure coverage of financial obligations (IIID9-03). The College also reviews the monthly cash flow report received from the El Dorado County Office of Education to manage cash flow.

LTCC maintains a self-insurance reserve of $80,000 for protection in case of unforeseen litigation or claims. The self-insurance reserve has accreted annually since 2011-12.

There are two reserve accounts held in the Retiree Benefits Fund. The State Teachers Retirement System (STRS) and the Public Employees Retirement System (PERS) rate increase reserve was established in 2015-16 to help mitigate the impact to the general fund from employer contribution rate increases for the two pension funds. The retiree benefits reserve is held to mitigate any impact to the general fund from required retiree benefits payments (IIID9-04).

Analysis and Evaluation

LTCC meets this Standard. Exemplary practices in financial stability and risk management are in play. The College maintains responsible fiscal viability despite significant increases in costs associated with retirement and other benefits. Additionally, fiscal reserves are appropriate to respond to unforeseen economic situations that may arise.

> **Evidence List**
> IIID9-01 – Board Policy 6305 Reserves
> IIID9-02 – June 28, 2022, BP 6305 Update Board Approval
> IIID9-03 – LTCC Cash Flow Report: All Funds, Funds 11/12, Bond Funds
> IIID9-04 – 2023-24 Annual LTCC Budget

10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

LTCC practices effective oversight of finances by engaging with external independent auditors to conduct annual audits, including internal control over financial reporting,

compliance, and other matters based on an audit of financial statements performed in accordance with government auditing standards. On December 13, 2022, auditors from Cossolias Wilson Dominguez Leavitt (CWDL) presented the Audit Report as of June 30, 2022. As part of this audit, the Financial Aid Fund had no findings (IIID10-01). The management letter noted no issues nor were corrections necessary.

The College manages several investment funds. The Other Post-Employment Benefits (OPEB) investment portfolio is managed by Meketa Investment Group, in a JPA along with the Community College League of California (CCLC). The bond funds are managed by the state treasurer's office in a Local Agency Investment Fund (LAIF). A quarterly update on the investment funds is presented to the Board and Audit Committee (IIID10-02, IIID10-03).

LTCC manages various auxiliary organizations. To ensure fiscal accountability, auxiliary organizations align practices and processes with the CCCCO Auxiliary Manual, Governmental Accounting Standards Board (GASB), and Budget and Accounting Manual (BAM). The budget process for auxiliary organizations is part of the annual budget process and is approved by governance councils and the Board (IIID10-04).

Analysis and Evaluation

LTCC meets this Standard. Effective oversight of all aspects of LTCC finances ensures the fiscal integrity of all academic and student support programs and services, including financial aid, auxiliary organizations, and many others. The College achieves this through external auditors, institution-wide transparency, and strict adherence to all regulatory organizations and requirements.

Evidence List
IIID10-01 – Financial Aid Audit (pgs. 83 and 85)
IIID10-02 – Audit Committee Investment Funds
IIID10-03 – June 23, 2015, Board Presentation: CCLC/Meketa Investment Group
IIID10-04 – Auxiliary Funds

Liabilities
11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

LTCC maintains a level of financial resources to achieve short- and long-term goals. When making financial plans and allocating resources, The College refers to the RAGPs (IIID11-01) and the 2022-24 *Goals* (IIID11-02). LTCC does not deficit spend (IIID11-03), and reserves have increased over time (IIID11-04, IIID11-05). Employment costs are the largest ongoing cost and are 70 percent of unrestricted expenditures as of 2022-23 actuals (IIID11-06).

The LTCC's credit rating is outstanding for a small rural community college. The credit rating from Moody's is Aa3 and from Standard and Poor is AA (IIID11-07). The College's credit ratings are on par with medium sized institutions and districts. This is a testament to the fiscal management and financial solvency of LTCC.

Long-term liabilities include OPEB and general obligation bond projects. For more information about OPEB and/or employee liabilities, please refer to Standard III.D.12. General obligation bond reports are provided to the Board (IIID11-08) and the COC (IIID11-09).

Analysis and Evaluation

LTCC meets this Standard. Small colleges must be conservative in approaching the overall financial condition of the institution. The College sets assumptions, forecasts, plans, and takes action to anticipate and mitigate challenges and ensure financial solvency.

Evidence List
IIID11-01 – 2023-24 Resource Allocation Guiding Principles (RAGP)
IIID11-02 – *Superintendent/President and Board Goals* 2022-24
IIID11-03 – LTCC Cash Flow Report
IIID11-04 – Board Policy 6305 Reserves
IIID11-05 – Revenue, Appropriations, and Unrestricted Ending Fund Balance (EFB)
IIID11-06 – Total Compensation Trends
IIID11-07 – Moody's / Standard and Poor's Credit Ratings (Aa3 / AA)
IIID11-08 – Board of Trustees General Obligation Bond Report
IIID11-09 – Citizens Oversight Committee (COC) General Obligation Bond Report

12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee-related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

OPEB payments are budgeted annually for the Annual Required Contribution (ARC) and the Pay-Go (IIID12-01). The OPEB irrevocable trust fund has been increasing (IIID12-02). As of the actuarial report dated June 30, 2022 (IIID12-03), LTCC has a net position of $1,904,158 with a total liability of $2,331,944, leaving a net liability of $427,786. The OPEB is 82 percent funded within the irrevocable trust. The College is consistently and aggressively increasing the net position to fully fund the total liability by paying the actual amount for our retired employees while also paying towards the net liability to ensure progress is made.

Compensated absences are found in Note 2 (IIID12-04) of the 2021-22 Audit Report. *Board Policy Manual* 2011-13: Chapter 5 - 5.06K1 - Leaves of Absence/Vacation (IIID12-05) prescribes accrual limits for vacation leave. With accrual limits, this outstanding liability was $423,000 as of June 30, 2022, or about 18 percent of the unrestricted ending fund balance.

Analysis and Evaluation

LTCC meets this Standard. Budgeting processes and operations allow for the appropriate allocation of resources to fulfill future commitments, liabilities, and obligations. The actuarial report and plan are kept current and reflect LTCC's priority of fully funding OPEB liabilities while maintaining sufficient reserves.

Evidence List
IIID12-01 – Funds 79 and 69 Respectively
IIID12-02 – March 14, 2023, Board Actuarial Report
IIID12-03 – OPEB Actuarial Report as of June 30, 2022
IIID12-04 – Audit Report June 30, 2022, Note 2, pg. 22
IIID12-05 – Chapter 5 – *Board Policy Manual* 2011-13: Vacation Accrual

13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

LTCC maintains a significant fund balance and positive cash flow and does not own any locally incurred debt. General obligation bonds for capital construction are secured and paid by local resident property taxes.

Analysis and Evaluation

LTCC meets this Standard. Annual assessment and allocation of resources to avoid accumulating any locally incurred debt is a budget priority.

🔍 **Evidence List**
Not Applicable to LTCC

14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

Integrity is the hallmark of LTCC's financial management and use of any debt instruments. The College has many transparent processes in place to ensure funds are used in alignment with the intended purpose.

LTCC has received and is the administrator for a variety of state, federal, and local foundation grants (IIID14-01). The LTCC fiscal services staff provides oversight of expenditures to ensure alignment with the intended grant purpose and allowable expenditures. Grant staff attend training and conferences about grant management to become educated on the requirements of the grant. LTCC does not allow small size or rural location to preclude staff from grant training and interacting professionally with grant recipient peers.

The majority of the College's grants are administered under the vice president of student services (VPSS). The VPSS has been staffed with a budget analyst who provides additional support to the grant managers to ensure grant requirements for expenditure and payment are followed. It is truly a partnership of the staff on campus overseeing and managing the grant programs. Working together, LTCC has established an excellent track record for all grant programs to the great benefit of students.

The LTCC Foundation (Foundation) partners with individual donors to raise money to support programs and students. The Board of Directors (Foundation Board) of the Foundation believes all students have the right to pursue higher education regardless of income and background. The Foundation supports students through programs such as scholarships, Promise, emergency book fund, and Student Success Grants so students can stay in college and focus on studies leading to degree completion.

The Foundation is supported through business donations, individual donations, and the largest annual fundraiser, the annual Taste of Gold (ToG) event. The Foundation has a

donor intent form where donors can specify the intent of the donation and ensure the funds are spent in a manner the donor approves (IIID14-02). The ToG financial report is prepared annually and presented to the Foundation Board (IIID14-03). An annual budget is approved by the Foundation Board to outline the fundraising and expenditure goals for the year (IIID14-04). The Foundation annual audit of budgets, procedures, and documentation affirms the continued focus on presenting and reporting financial records with integrity (IIID14-05).

LTCC received significant funding through the Higher Education Emergency Relief Fund (HEERF) grant for higher education institutions (also known as the Coronavirus Aid, Relief, and Economic Security [CARES] act). This includes funding for direct aid to students, as well as funding for the institution. The purpose of the student aid portion of the HEERF funding is to support students directly impacted by the disruption of campus operations due to COVID-19. The purpose of the institutional portion of HEERF funding is to support expenses related to COVID-19 necessary to continue campus operations. These funds are audited as part of the annual audit report to confirm funds are used for allowable expenditures within the grant (IIID14-06, IIID14-07).

The College has consistently received audits of the bond funds without findings since the passage of the Bond. The auditors present the reports to the COC (IIID14-08) and Board (IIID14-09). The Performance Audit is crucial as it reports the use of funds is appropriate and in accordance with bond language.

The College has a few auxiliary functions such as a child development center and community education. The funds are accounted for separately and managed according to the approved function. The child development center receives funding from the state and federal government to assist with childcare fees and food. The community education department operated fee-based classes and the funds related to the revenue and expenses are accounted for the appropriate fund.

Analysis and Evaluation

LTCC meets this Standard. The integrity of financial management and debt responsibilities are of utmost importance and are at the forefront of the budgeting process. The College receives and spends multiple grants, and the Foundation is active in fundraising; thus, LTCC insists on robust and consistent reporting on all funds. The College provides necessary oversight of funds through the Board, Foundation Board, the college governance structure, and COC, and diligently follows the processes in place to ensure all funds follow the appropriate guidelines and reporting requirements. These are audited within the audit report.

Evidence List

    IIID14-01 – 5-Year Grant Trends
    IIID14-02 – Donor Intent – LTCC Foundation (website)
    IIID14-03 – Taste of Gold (ToG) 2022-23 Financial Report

IIID14-04 – Foundation Annual Budget
IIID14-05 – LTCC Foundation Audit Report (June 30, 2022)
IIID14-06 – Audit Report June 30, 2022: HEERF
IIID14-07 – COC Minutes: Financial Report (November 15, 2022)
IIID14-08 – COC Measure F Financial and Performance Reports
IIID14-09 – Board of Trustees Measure F Financial and Performance Reports

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

The annual Accrediting Commission for Community and Junior Colleges (ACCJC) fiscal report (IIID15-01) monitors student loan default rates. The director of financial aid has developed, documented, and implemented a direct loan procedure (IIID15-02) to ensure that LTCC remains in compliance with federal requirements, including Title IV of the Higher Education Act. This includes detailed eligibility requirements and checklist for the various types of student loans, collection of the required student information for their file, and exit counseling to make sure students understand their repayment obligations. LTCC maintains compliance with all federal requirements and takes immediate action to rectify any deficiencies in the student loan process that may be identified by the federal government or external auditors. The most recent instance was in the 2019-20 Audit, as discussed in Standard III.D.7.

Analysis and Evaluation

LTCC meets this Standard. The student loan default rate is within an acceptable range. The College has documented procedures to monitor and ensure compliance and makes it a priority to rectify any deficiency immediately.

Evidence List
IIID15-01 – ACCJC Fiscal Report (2020-21)
IIID15-02 – Direct Loan Procedures

Contractual Agreements
16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

LTCC maintains contractual agreements with external entities that are consistent with the mission and Goals of the institution. BP 6340 (IIID16-01) and APs 6340 (IIID16-02), 6350 (IIID16-03), 6365 (IIID16-04), and 6370 (IIID16-05) govern contractual agreements and were updated January 2016 and/or further revised in April 2018 or September 2022 Board meetings. Purchasing, vendor contracts, and similar documents are managed through the Office of Administrative Services, which is designated as the official repository of bid documents and contracts. For example, the contract with TimelyCare (IIID16-06) to provide free mental health services to students 24/7 aligns with Goal 2 (IIID16-07) of the 2021-23 *Goals*.

Analysis and Evaluation

LTCC meets this Standard. All contractual agreements with outside entities meet the letter of the law, do not disadvantage the College, and are in support of *Goals*.

Evidence List

IIID16-01 – Board Policy 6340 – Bids and Contracts
IIID16-02 – Administrative Procedure 6340 – Bids and Contracts
IIID16-03 – Administrative Procedure 6350 – Contracts: Construction
IIID16-04 – Administrative Procedure 6365 – Accessibility: Information Technology
IIID16-05 – Administrative Procedure 6370 – Personal Services
IIID16-06 – TimelyCare (formerly TimelyMD)
IIID16-07 – *Superintendent/President and Board Goals* 2021-23 – Goal 2

Conclusions on Standard III.D: Fiscal Resources

LTCC practices conservative fiscal management to ensure adequate resources to support successful student outcomes. There is every indication that the College meets this Standard by providing sufficient financial resources to support and sustain student learning programs and services. There is strong evidence to support that institutional financial resources are planned and budgeted in accordance with the mission and *Goals* of the institution, engaging all constituencies opportunities to participate in its allocation processes. LTCC regularly evaluates financial management practices with the goal of improving internal control systems, ensuring financial stability, integrity, and accountability.

Improvement Plan(s)

No improvement plan identified.

🔍 Evidence List

IIID1-01 – Unrestricted Fund 11 3-YR Summary (Budget, pg. 64)
IIID1-02 – Grant Fund Trends (pg. 124 Budget)
IIID1-03 – Fiscal Year 2019-20 Audit Findings
IIID1-04 – Board Policy 6305 – Reserves
IIID1-05 – June 2022 Audit SEFA
IIID1-06 – June 2022 Audit SESA
IIID1-07 – 2018 Board of Trustees Promise Program
IIID1-08 – 2019 Board of Trustees Promise Update
IIID1-09 – 2020 Institutional Effectiveness Council (IEC) Promise Update
IIID1-10 – 2021 Foundation Promise Update
IIID1-11 – 2022 Board of Trustees Promise Update
IIID1-12 – 2023 Board of Trustees Promise Update
IIID1-13 – 2023-24 Budget Book Section 8 Program Breakdown
IIID1-14 – 2023-24 Budget Strategies
IIID1-15 – 2023-24 Resource Allocation Guiding Principles (RAGP)
IIID1-16 – 2023-24 Budget Building Assumptions

IIID2-01 – Resource Allocation Request (RAR)
IIID2-02 – Budget Council 2023-24 Budget Recommendation
IIID2-03 – Institutional Effectiveness 2023-24 Budget Recommendation
IIID2-04 – Board Policy 6100 Delegation of Authority
IIID2-05 – Board Policy 6200 Budget Preparation
IIID2-06 – Board Policy 6300 Fiscal Management
IIID2-07 – Board Policy 6305 Reserves
IIID2-08 – Board Policy 6307 Debt Issuance and Management
IIID2-09 – Board Policy 6340 Bids and Contracts
IIID2-10 – Board Policy 6400 Financial Audits
IIID2-11 – Budget Council – Financial Review
IIID2-12 – Board of Trustees Financial Information
IIID2-13 – Audit Committee Financial Information

IIID3-01 – Board Policy 6200 – Budget Preparation
IIID3-02 – Administrative Procedure 6200 – Budget Preparation
IIID3-03 – 2023-24 Resource Allocation Request for Fiscal Services Email
IIID3-04 – Budget Council Annual Budget Recommendation
IIID3-05 – Institutional Effectiveness Council Annual Budget Recommendation
IIID3-06 – Budget Council Budget Reviews

IIID4-01 – *Superintendent/President and Board Goals* 2022-24
IIID4-02 – Unrestricted Fund 11, 3-yr Summary (2023-24 Budget, pg. 64)
IIID4-03 – Senior Director of Government Relations and Grants Development Job Description

IIID12-01 – Funds 79 and 69 Respectively
IIID12-02 – March 14, 2023, Board Actuarial Report
IIID12-03 – OPEB Actuarial Report as of June 30, 2022
IIID12-04 – Audit Report June 30, 2022, Note 2, pg. 22
IIID12-05 – Chapter 5 – *Board Policy Manual* 2011-13: Vacation Accrual

IIID14-01 – 5-Year Grant Trends
IIID14-02 – Donor Intent – LTCC Foundation (website)
IIID14-03 – Taste of Gold (ToG) 2022-23 Financial Report
IIID14-04 – Foundation Annual Budget
IIID14-05 – LTCC Foundation Audit Report (June 30, 2022)
IIID14-06 – Audit Report June 30, 2022: HEERF
IIID14-07 – COC Minutes: Financial Report (November 15, 2022)
IIID14-08 – COC Measure F Financial and Performance Reports
IIID14-09 – Board of Trustees Measure F Financial and Performance Reports

IIID15-01 – ACCJC Fiscal Report (2020-21)
IIID15-02 – Direct Loan Procedures

IIID16-01 – Board Policy 6340 – Bids and Contracts
IIID16-02 – Administrative Procedure 6340 – Bids and Contracts
IIID16-03 – Administrative Procedure 6350 – Contracts: Construction
IIID16-04 – Administrative Procedure 6365 – Accessibility: Information
            Technology
IIID16-05 – Administrative Procedure 6370 – Personal Services
IIID16-06 – TimelyCare (formerly TimelyMD)
IIID16-07 – *Superintendent/President and Board Goals* 2021-23 – Goal 2

STANDARD IV

Leadership and Governance

LEADERSHIP AND GOVERNANCE

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A.   Decision-Making Roles and Processes

1.   Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

Lake Tahoe Community College (LTCC) provides several outlets and venues to support innovation and creativity at all levels of the institution. Staff, faculty, and student innovations and creative ideas are welcomed through various venues, further outlined below. New innovations and ideas are vetted though governance committees. The College uses a Comprehensive Program Review (CPR) ([IVA1-01](#)) process to reflect on current practices to support relevant change. The College also uses an annual Planning and Accountability Cycle ([IVA1-02](#)) to identify promising practices, establish annual goals, provide progress updates, and incorporate qualitative and quantitative evaluation as well as ensure transparency of outcomes, accountability, and a shared understanding of goals. The LTCC District Governance Handbook (Governance Handbook) ([IVA1-03](#)) states the College's commitment to the principles of participatory governance and facilitating stakeholder participation in decision-making through recommendations from the various standing councils and committees, which guide the achievement of the College's mission and strategic goals.

Program review data, documents, goals, and institutional ideas for change and improvement emerge from and are presented to a variety of governance councils, including Academic Senate; Student Senate; Classified Employees Senate; Institutional Effectiveness Council (IEC); President's Advisory Council (PAC); Senior Leadership Team

(SLT); the College Learning and Enrollment Management Council (CLEMC); the Diversity, Equity, and Inclusion (DEI) Task force; and the Board of Trustees (Board). These committees, councils, and advisory groups act as both the formal and informal mechanisms for collaboration, discussions, invention, and implementation. They facilitate dialogue surrounding creative and effective improvement operationally and logistically, with the goal of improving student learning. They also create space for respectful discussion of divergent opinions, confidence in other participants, and cooperation for the betterment of the institution. LTCC uses consensus decision-making in many of its councils as the way to participate effectively, meaning participants work collectively to develop recommendations.

LTCC has several new innovations that have resulted from this successful process. One example is the establishment of the DEI Task Force in 2020 (IVA1-04). The DEI Task Force was comprised of individuals from across campus, representing administration, faculty, and staff. The DEI Task Force conducted a series of listening sessions that resulted in an annual report (IVA1-05) and recommendations released in 2021. Those recommendations were also presented to the Board and, ultimately, incorporated into the *Superintendent/President and Board of Trustees Goals* 2021-23. Further, those recommendations resulted in the launching of the LTCC Hate and Bias Incident Reporting system (IVA1-06), as well as the creation of new professional development opportunities for faculty and staff. During the 2022-23 academic year, LTCC engaged an independent consultant, Hotep Consultants, to conduct an Equity Audit of the College's policies, practices, and procedures. The audit (IVA1-07) was released in fall of 2023 and will guide LTCC DEI work moving into the 2023-24 and 2024-25 academic years.

Other examples of new innovations resulting from LTCC's process include the LTCC Foundation's use of Student Success Grants to inspire faculty and staff innovation and provide associated funding to support new innovations as well as the creation, evaluation, and improvement of the Lake Tahoe College Promise (Promise) program. In 2022, LTCC contracted with the UC Davis Wheelhouse Center for Community College Leadership and Research to conduct an evaluation of the Promise program. This independent, third-party evaluation made use of focus groups for interviewing students and employees alike for feedback and resulted in findings of program areas of strength and weaknesses. Findings were presented across campus, and the Promise staff began implementing recommendations to improve program operations and student success rates (IVA1-08).

Analysis and Evaluation

The College meets this Standard. LTCC has developed and implemented governance practices, board policies and procedures, and participatory processes that encourage students, faculty, staff, and directors/administrators to take initiative to improve college programs, services, and practices. The above cited examples, which include the DEI Task Force, the use of Student Success Grants to spur innovation and creativity, and the

evaluation and improvement of the Promise program show that the comprehensive participatory governance process, using an evidence-based and consensus-building approach to decision making, empowers all levels of the College to improve services for and outcomes of students.

Evidence List

IVA1-01 – Comprehensive Program Review
IVA1-02 – Planning and Accountability Cycle
IVA1-03 – Governance Handbook
IVA1-04 – DEI Task Force
IVA1-05 – DEI Annual Report
IVA1-06 – Hate and Bias Incident Reporting
IVA1-07 – Equity Audit Report
IVA1-08 – Evaluation of Lake Tahoe College Promise

2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

LTCC has established and implemented policies and procedures that ensure participatory governance among administrators, faculty, staff, and students. The Governance Handbook states the College's commitment to the principles of participatory governance and facilitating stakeholder participation in decision-making through recommendations from the various standing councils and committees, which guide the achievement of the College's mission and strategic goals (IVA2-01). The framework of the Governance Handbook is guided by Board Policy (BP) 2510 (IVA2-02), which outlines the roles of students, faculty, staff, and administrators in decision making and provides that, except in emergency situations, the Board will not act on matters subject to the board policy until appropriate consultation and participation has occurred.

LTCC's governance structures include the governance councils noted in the previous section in addition to the Budget Council, Technology Council, and Facilities Council. Each council has a designated role as outlined in the Governance Handbook, with membership made up of the college constituencies as outlined in BP 2510. The recommending bodies are also outlined in the Governance Handbook: SLT, PAC, Academic Senate, and Student Senate.

The Student Senate ([IVA2-03](#)) is provided the opportunity to participate in policies and procedures that have a significant effect on students, including grading policies, codes of conduct, academic disciplinary policies, curriculum development, course and program planning, budget development, student services, and fees, among other areas. Student representatives are invited to sit on governance committees and councils, and the student-elected Student Trustee attends and participates in Board meetings.

The College consults with the Academic Senate on academic and professional matters, as required in Title 5, Sections 53200(c)(1) and the Academic Senate Constitution and By-laws ([IVA2-04](#)). Classified staff and confidential employees are invited to participate in the development of policies and procedures with a significant effect on them and meet regularly as a Classified Employees Senate. Administrators, directors, and supervisors are similarly provided participatory opportunities in policies and procedures with a significant effect on program areas, employees, and the leadership team and meet regularly at PAC and SLT meetings.

The Governance Handbook establishes the rules governing the governance councils, including membership and jurisdiction, roles and responsibilities of chairs/facilitators and members, requirements for public meetings and agenda setting, and a consensus decision-making process. The LTCC policies and procedures governing the decision-making process is designed to ensure broad participation, thoughtful consideration, and a smooth pathway to final decisions that reflect the best interests of the students, employees, College, and the community.

Analysis and Evaluation

The College meets the Standard. LTCC has established policies and procedures that encourage all members of constituent groups to actively collaborate, participate, and influence the decision-making process. Guided by BP 2510, the College ensures a thorough participatory governance process and ensures the Board has the ultimate decision-making authority at the College.

Evidence List
[IVA2-01](#) – Governance Handbook
[IVA2-02](#) – Board Policy 2510
[IVA2-03](#) – Student Senate
[IVA2-04](#) – Academic Senate Constitution and By-laws

3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

LTCC administrators and faculty adhere to clearly defined roles in institutional governance and exercise a substantial voice in institutional policies and planning that relate to their responsibilities to the College (see the Governance Handbook mentioned in the previous section). As correspondence, communication, collegiality, and collaboration are integral to administrative and faculty roles, LTCC has maintained faculty representation in all its governance groups, apart from Student Senate, though on occasion faculty serve as advisors to the Student Senate. Administrators, directors, and supervisory employees are provided with opportunities to participate in the formulation of district policies and procedures that have a significant effect on the program areas, employees, or the leadership team. Governance councils are broadly and appropriately representative, including student representation.

All instructional programs, student service areas, and administrative or operational departments at LTCC complete a Comprehensive Program Review (CPR) over a six-year cycle (IVA3-01) and/or provide regular reports to the Board (IVA3-02, IVA3-03). CPRs are reviewed by CLEMC, SLT, Academic Senate, Student Senate, and IEC, and input is provided before being forwarded to the Board for final review and acceptance. Additionally, instructional programs examine trends in enrollment, assess program-level outcomes, and revise or supplement ongoing goals each year through the Annual Program Review (APR) and Resource Allocation Request (RAR) (formerly the Annual Unit Plan [AUP] process) (IVA3-04). Programs with extensive state or federal reporting requirements and unique or new programs (such as Housing, the International Student Program, Connect: Community Education) present regular (often annual) reports to governance groups and to the Board.

Planning and accountability efforts are also tied to goal development. The *Superintendent/President and Board of Trustees Goals* document, which outlines annual and bi-annual goals based on LTCC's vision, mission, and beliefs; student success data; planning documents; and feedback from various stakeholders help inform the goal development process for each academic year (IVA3-05). Consultation with the Board on high-level goals is incorporated into the goal development discussions at the annual Senior Leadership Retreat. This process of feedback allows for the annual goals, with specific strategies and outcomes, to be developed for Board review and approval each year. These efforts are also shared widely with the campus and community each year during convocation and are used in the evaluation of the superintendent/president. The goals are shared at Academic Senate and PAC meetings to allow individuals an opportunity to provide input into and prepare to implement the many strategies and

tactics the College employs to meet institutional goals. PAC was recently tasked with reviewing the "strategies" and "next steps" of the goals and progress update document to identify possible barriers and other challenges, allowing for cross-campus input (IVA3-06).

The director of institutional effectiveness (IE) administers surveys and creates dashboards to document, disseminate, and provide qualitative and quantitative information on the success of programs (IVA3-07). Progress reports, strategies, and goals are reviewed by the councils before going to the Board. Program-specific dashboards are accessible to and regularly used by instructional and non-instructional faculty for course planning and strategic enrollment management. Data integrity, communication, and literacy represent a significant area of growth for the College. The creation and availability of multiple dashboards drawing on a wealth of data sources has contributed to enhanced transparency and consistency of decision making across the campus.

The College's processes for planning and accountability are designed to provide continuous improvement and ongoing implementation based on feedback and data collected from multiple constituencies and through multiple avenues, including governance groups, planning documents, comprehensive program review, student success data, and discussion with campus stakeholders. The LTCC Planning and Accountability Cycle document codifies the planning practices and processes of the last five years (IVA3-08). It outlines the planning cycle at the superintendent/president and Board level.

Ongoing implementation of goals and initiatives, as well as continuous improvement efforts, are enhanced by the regular practice of communication via methods that are required, such as accreditation reports, and methods that are unique to LTCC, such as the State of the College Address (SOCA) and the annual *Progress Update* document (IVA3-09). Planning, accountability, and goal development help highlight important key milestones and provide for a mutual understanding of LTCC priorities. The Planning and Accountability Cycle and the strategic goal development process are further used in governance discussions, planning initiatives, and accreditation efforts.

Analysis and Evaluation

The College meets the Standard. There is an established policy and set of procedures that allow for robust and clearly defined roles of administrators and faculty in planning and budget that relate to their areas of expertise and responsibility.

Evidence List
IVA3-01 – Comprehensive Program Review (CPR)
IVA3-02 – CONNECT Program Review to Board
IVA3-03 – International Student Program Update to Board
IVA3-04 – Integrated Planning Webpage Screenshot

IVA3-05 – *Superintendent/President and Board of Trustees Goals* 22-24
IVA3-06 – PAC Meeting Minutes 10-12-23
IVA3-07 – Dashboards
IVA3-08 – Planning and Accountability Cycle
IVA3-09 – *Progress Update* 2023

4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

In accordance with AB1725, BP 2510 (IVA4-01) recognizes the Academic Senate's role and responsibility for recommendations about curriculum and student learning programs and services. Further, BP 4020 and the corresponding Administrative Procedure (AP) 4020 (IVA4-02) establish well-defined structures regarding curriculum development and student learning programs and services.

The Academic Senate selects members to participate in Senate and college committees, including the Curriculum Committee, CLEMC, and the IEC (IVA4-03). The Curriculum Committee acts as an advisory body to the Board and is responsible for course and program development and approval, course revisions, and course and program deletions. The committee ensures that Title 5 regulations related to curriculum are implemented and that curriculum is academically sound, comprehensive, and responsive to the evolving needs of students. Voting members of the Curriculum Committee include an instructional dean, the articulation officer, four full-time faculty members, the director of library and learning services, the director of the student accessibility services (SAS), and one part-time faculty member (all but the dean are faculty). Non-voting members include the vice president of academic affairs, a student, and the director of enrollment services (IVA4-04).

CLEMC serves as a college-wide governing body for coordinated quality learning and enrollment management. The purpose of CLEMC is to commission, review, and approve the work of various committees, task forces, and individuals in areas related to quality learning and enrollment management. CLEMC is composed of faculty members, administrators, and classified staff (IVA4-05).

The IEC is the official body on campus to provide faculty, staff, administrators, and students the opportunity to participate in the governance and consensus decision-making process in areas of goals and priorities, institutional improvement, Accreditation Standards, integrity and effectiveness, and other areas. Membership includes faculty, classified staff, and administrators (IVA4-06).

Analysis and Evaluation

The College meets the Standard. There are clearly defined policies and procedures that outline the roles and responsibilities of administrators and faculty as they relate to curricular and other academic matters as well as student learning support and services. Consistent with the requirements of California Education Code 70901, et seq., faculty are relied primarily upon and/or properly consulted with on academic and professional matters.

Evidence List

IVA4-01 – Board Policy 2510
IVA4-02 – Administrative/Board Policy 4020
IVA4-03 – Academic Senate Constitution and Bylaws
IVA4-04 – Curriculum Handbook
IVA4-05 – College Learning and Enrollment Management Council Webpage Screenshot
IVA4-06 – Institutional Effectiveness Council Webpage Screenshot

5. **Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.**

Evidence of Meeting the Standard

LTCC ensures appropriate consideration of relevant perspectives through both board and institutional governance structures. Policies include BP 2200 - Board Policies and Responsibilities, (IVA5-01) and BP 2105 - Student Member (IVA5-02). The Governance Handbook (IVA5-03) also outlines the roles and responsibilities of all constituent groups and governance committees. All governance councils and committees utilize a process for selecting governance participation that fosters a participatory atmosphere and encourages input from all constituencies. As necessary to conduct the work of the governance entity, the process ensures appropriate expertise and experience for each governing committee (IVA5-04). In addition, board policies authorize the president to work with constituent groups to establish short-term projects and interim teams and ongoing task forces to address priority issues; an example of this includes the LTCC DEI Task Force (IVA5-05).

LTCC ensures a timely and systematized way to govern and implement policies, one that ensures a voice from all stakeholders, including students. BPs 2310 and 2305 (IVA5-06) outline the regular meetings of the Board, ensuring meetings at least once monthly, and annual organizational meetings, which allow for the election of officers of the Board.

Regarding curricular changes, the Curriculum Committee meets twice a month to discuss curricular changes in depth. The committee brings most curricular changes to the Board in January but is also afforded the opportunity to bring necessary curricular changes throughout the year to the Board, which often happens in career and technical education areas of instruction, to meet student- and industry-related programmatic needs in a timely manner. Additionally, the College has adopted a Program Vitality and Discontinuance BP/AP 4021 that lays out the process and the roles and responsibilities of faculty, staff, and the Board regarding programs in need of either revitalization or discontinuation ([IVA5-07](#)).

An example of the successful use of institutional policies and governance is the recent establishment of the LTCC Cross Country and Track Program. In June of 2018, Physical Education faculty member Dr. Walter Morris was approved for Professional Development Leave to evaluate training approaches and programs for cross country runners with an eye on the potential for LTCC to expand intercollegiate sports and establish a cross country program ([IVA5-08](#)). Dr. Morris's findings led to the idea of combining a fall cross country program with a spring track program in distance running. His observations and recommendations were subsequently used to develop a separate proposal by the athletic director regarding the creation of a program to meet the needs of the College and the athletic conference in which it participates. After a period of feedback and revision with the SLT, this proposal was presented to the IEC and the Academic Senate. Dr. Morris was additionally consulted during this process, and in June of 2022, a final proposal was presented to and approved by the Board ([IVA5-09](#)). Funding for the program was included in FY22-23 budget planning and approval process. In the winter of 2023, a cross country and track staff member was onboarded, and in the summer of 2023, the program was launched.

Analysis and Evaluation

The College meets this Standard. The participatory governance process has been designed to ensure that each governance group has appropriate responsibility and expertise, that all perspectives are considered, and that decision making and action occurs in a reasonable and appropriate timeline.

> **Evidence List**
> [IVA5-01](#) – Board Policy 2200
> [IVA5-02](#) – Board Policy 2105
> [IVA5-03](#) – Budget Council in Governance Handbook
> [IVA5-04](#) – Process for Selecting Governance Participation
> [IVA5-05](#) – DEI Task Force Appointment application process
> [IVA5-06](#) – Board Policies 2310 and 2305
> [IVA5-07](#) – Board Policy and Administrative Procedure 4021
> [IVA5-08](#) – Professional Development Leave
> [IVA5-09](#) – Track Proposal

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

The process for decision making at LTCC includes a developed structure of councils, committees, ad hoc groups, and task forces. The way in which these groups receive, evaluate, and act on ideas for improvement or new policies and procedures is outlined in the Governance Handbook. The Board and other board-level councils and committees publish agendas 72-hours prior to each meeting. Meeting information, including agendas, items, and meeting minutes, are catalogued on the LTCC Board Docs website. The Board Docs system is public-facing and accessible to all members of the campus and community (IVA6-01).

President DeFranco regularly reviews Board agendas (and the information contained in the Board of Trustees BoardDocs system) with campus governance committees, including with SLT, PAC, the Academic Senate, the Classified Employees Senate, and other councils and committees. In addition, each governance council regularly agendizes space, often with standing reports, to hear from other councils and committees about important updates that are of interest and importance but may fall outside of their primary jurisdiction.

Important news and decisions are communicated via all-campus emails and/or video messages (IVA6-02). For example, when new positions are filled, President DeFranco sends notices to all employees. In addition, all employees are invited to special events, activities, and standing governance committees. Furthermore, when necessary, as during the COVID-19 pandemic, the superintendent/president and other administrative leaders have organized virtual town halls with students, faculty, and staff to ensure that communication lines remain open and information is shared consistently and clearly.

Finally, the campus community, as well as the broader community served by the LTCC District are provided important updates through regular press releases, social media posts, and news stories in local newspapers and local television stations. Examples include local news coverage of the State of the College Address (SOCA) (IVA6-03), television news coverage of the LTCC student housing project (IVA6-04), and press coverage of new grants (IVA6-05). Annually, the entire community is invited to attend the SOCA, which provides an update on college data, major projects, progress toward student learning and outcomes goals, and future plans. SOCA is live-streamed and uploaded to YouTube (IVA6-06). The LTCC "News" page of the website also helps keep staff, faculty, students, and the community informed and up to date on newsworthy information (IVA6-07).

An example of the use of both formal (BoardDocs) and informal methods of communicating campus discussions and updates can be seen in the development and approval of the LTCC Student Housing Project (IVA6-08). Student housing was first envisioned in 2013-14, during the LTCC 2020 Visioning process. In 2016, LTCC conducted a student housing demand market analysis, the results of which were shared through the governance process and with the Board in public meetings (IVA6-09). In 2017-18, LTCC issued a Request for Interest; however, this request did not receive any official responses, and administration presented this outcome to campus and to the Board (IVA6-10). In June of 2021, the California Legislature approved funding for public colleges and universities to receive grant funding to support the construction of affordable on-campus student housing. In June of 2022, LTCC was awarded $39.4 million to support the LTCC Student Housing project (IVA6-11). Updates regarding the project, planning and building approvals, and construction timeline have been communicated to the public through news outlets and social media and to the campus community and Board through regular agendized items (IVA6-12).

Analysis and Evaluation

The College meets this Standard. Through the participatory governance structure as well as through the use of BoardDocs, social media, news outlets, the LTCC website, and on-campus communications, the College has developed and implemented a system that regularly ensures the decision-making process and the decisions that are made are properly, in a timely manner, and effectively communicated to the campus community (IVA6-13).

🔍 **Evidence List**
IVA6-01 – BoardDocs Webpage Screenshot
IVA6-02 – FHP Resolution Video Message
IVA6-03 – Tahoe Tribune State of the College
IVA6-04 – LTCC Housing Article KOLO
IVA6-05 – Forestry Grants Article
IVA6-06 – State of the College Address
IVA6-07 – LTCC Website News
IVA6-08 – LTCC Housing Project
IVA6-09 – Marketing Demand Analysis
IVA6-10 – Request for Interest
IVA6-11 – AB 190
IVA6-12 – Student Housing Communication to Boar
IVA6-13 – Administrative Procedure 2510

7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

LTCC's policies and procedures, including those related to governance and decision-making are comprehensively documented and maintained in the Board Policies and Administrative Procedures, located in BoardDocs. The policies and procedures are regularly evaluated and updated, as outlined in AP 2410 (IVA7-01). The addition of a board governance and policy assistant in 2019 ensures that regular evaluation is conducted and that policies are updated in accordance with changes in state law and/or best practices. The president, SLT, and PAC participate in the review and evaluation of policy and procedure changes. In addition, board policies and procedures are reviewed, at a minimum, over a five-year cycle and changes are typically brought through appropriate governance councils for consideration.

LTCC also utilizes the Planning and Accountability Cycle, the annual *Goals*, and the *Progress Updates* (IVA7-02) to enhance student success, maintain academic excellence, uphold integrity, ensure financial stability, and continuously improve. To ensure results are widely communicated, the *Progress Update* is circulated annually to all staff, faculty, administrators, students, and the broader community. College policies define governance roles and facilitate decisions that support student learning programs and services, while recognizing the specific responsibilities of the governing board and CEO (IVA7-03). The Faculty Hiring Prioritization (FHP) Process (IVA7-04) and program review (IVA7-05) are two examples of college-level decision-making policies and review procedures. The FHP Process was adopted in 2016 and relies on both qualitative and quantitative data. This process gives instructional faculty an opportunity to present arguments in favor of full-time, tenure-track faculty hires, and it has clearly built into its guidelines the requirement for the Superintendent/President to report back the details and rationale on which positions have been selected to be hired. As a small college, each full-time faculty hire is quite vital, and this robust prioritization process ensures clear collaboration, communication, and transparency.

Collaborative efforts between the Board, administrators, faculty, staff, and students are further facilitated through established governance structures, processes, and practices to ensure the effectiveness of leadership roles, policies, and procedures (IVA7-03). When appropriate and determined to be necessary, the College engages third-party, outside evaluators for a broad perspective on the efficacy of unique programs and college operations, as was the case for engaging the UC Davis Wheelhouse group to evaluate the Promise program and Hotep Consulting for a full college Equity Audit.

Leadership personnel, including faculty, staff, and administrators, undergo regular evaluations as part of the District's evaluation cycle (administrators and the superintendent/president undergo annual evaluations, while faculty are evaluated at least once every three academic years) ([IVA7-06](), [IVA7-07](), [IVA7-08](), [IVA7-09](), [IVA7-10]()). The primary objective of this evaluation process is to guarantee the competence and efficacy of each employee in their respective leadership positions.

Analysis and Evaluation

The College meets this Standard. LTCC conforms to this Standard by regularly assessing the effectiveness of its procedures and practices through evaluation by leadership and governing bodies. The findings of these evaluations are utilized to make systematic improvements.

> **Evidence List**
> [IVA7-01]() – Administrative Procedure 2410
> [IVA7-02]() – Progress towards goals document
> [IVA7-03]() – Governance organizational chart
> [IVA7-04]() – Faculty Hiring Prioritization
> [IVA7-05]() – Program Review
> [IVA7-06]() – Board Self-Evaluation (BP 2745)
> [IVA7-07]() – Administration Evaluation
> [IVA7-08]() – Faculty Evaluation
> [IVA7-09]() – Classified Evaluation
> [IVA7-10]() – Director Evaluation

Conclusions on Standard IV.A: Decision-Making Roles and Processes

The LTCC District acknowledges and leverages the valuable input provided by its participatory governance structure to advance student success, maintain academic excellence, ensure fiscal stability, and foster continuous institutional enhancement. Policy outlines governance responsibilities that aim to promote decisions that support student learning programs, services, and improve institutional effectiveness while acknowledging the responsibilities of the governing board and chief executive officer. The governing board, administrators, faculty, staff, and students collaborate through established governance structures, processes, and practices to ensure the effectiveness of leadership roles, policies, and procedures. The policies, procedures, and structures are evaluated, along with the leaders of the institution, as part of a commitment to ongoing assessment and improvement in serving students.

Improvement Plan(s)

LTCC is holding ongoing discussions to update its Governance Handbook with current and changing processes. For example, the Student Success Teams listed in the current Governance Handbook has been replaced with Meta Major student success teams and other outreach and support groups, such as those serving Promise, Equity, Dual Enrollment, and Hispanic Serving Institution (HSI) Science, Technology, Engineering, and Math (STEM) students. These improvements and changes among others will be incorporated into a new Governance Handbook, which will be updated during the 2024 calendar year.

Evidence List

IVA1-01 – Comprehensive Program Review
IVA1-02 – Planning and Accountability Cycle
IVA1-03 – Governance Handbook
IVA1-04 – DEI Task Force
IVA1-05 – DEI Annual Report
IVA1-06 – Hate and Bias Incident Reporting
IVA1-07 – Equity Audit Report
IVA1-08 – Evaluation of Lake Tahoe College Promise

IVA2-01 – Governance Handbook
IVA2-02 – Board Policy 2510
IVA2-03 – Student Senate
IVA2-04 – Academic Senate Constitution and By-laws

IVA3-01 – Comprehensive Program Review (CPR)
IVA3-02 – CONNECT Program Review to Board
IVA3-03 – International Student Program Update to Board
IVA3-04 – Integrated Planning Webpage Screenshot
IVA3-05 – *Superintendent/President and Board of Trustees Goals* 22-24
IVA3-06 – PAC Meeting Minutes 10-12-23
IVA3-07 – Dashboards
IVA3-08 – Planning and Accountability Cycle
IVA3-09 – *Progress Update* 2023

IVA4-01 – Board Policy 2510
IVA4-02 – Administrative/Board Policy 4020
IVA4-03 – Academic Senate Constitution and Bylaws
IVA4-04 – Curriculum Handbook
IVA4-05 – College Learning and Enrollment Management Council Webpage Screenshot
IVA4-06 – Institutional Effectiveness Council Webpage Screenshot

IVA5-01 – Board Policy 2200
IVA5-02 – Board Policy 2105
IVA5-03 – Budget Council in Governance Handbook
IVA5-04 – Process for Selecting Governance Participation
IVA5-05 – DEI Task Force Appointment application process
IVA5-06 – Board Policies 2310 and 2305
IVA5-07 – Board Policy and Administrative Procedure 4021
IVA5-08 – Professional Development Leave
IVA5-09 – Track Proposal

IVA6-01 – BoardDocs Webpage Screenshot
IVA6-02 – FHP Resolution Video Message
IVA6-03 – Tahoe Tribune State of the College
IVA6-04 – LTCC Housing Article KOLO
IVA6-05 – Forestry Grants Article
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IVA6-10 – Request for Interest
IVA6-11 – AB 190
IVA6-12 – Student Housing Communication to Boar
IVA6-13 – Administrative Procedure 2510

IVA7-01 – Administrative Procedure 2410
IVA7-02 – Progress towards goals document
IVA7-03 – Governance organizational chart
IVA7-04 – Faculty Hiring Prioritization
IVA7-05 – Program Review
IVA7-06 – Board Self-Evaluation (BP 2745)
IVA7-07 – Administration Evaluation
IVA7-08 – Faculty Evaluation
IVA7-09 – Classified Evaluation
IVA7-10 – Director Evaluation

B. Chief Executive Officer

1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

The superintendent/president is the chief executive officer of LTCC, a single-college district, and serves as the chief executive officer (CEO) with overall responsibility to the Board for all aspects of the leadership, planning, funding, staffing, facilities, and delivery of all educational programs and institutional services of the College. In addition, the president has responsibility for implementation of district policies that ensure the overall quality of the institution. BP 2430 (IVB1-01) delegates responsibility for administering board-adopted policies to the superintendent/president.

The president demonstrates effective leadership through participation in the institution's participatory governance processes. As part of LTCC's governance structure, the president participates in PAC, which includes administrators and their assistants, directors, and division leads. PAC is a management advisory group to the superintendent/president and serves as the conduit of information between the administration and campus management. PAC also recognizes and respects that other groups on campus have areas of responsibility for college governance. PAC meetings follow a structured format to facilitate communication on issues relevant to the College, including "announcements for the good of the college." PAC meetings also provide opportunities to present advisory questions and presentations, training/leadership development, and relevant notifications and information (for those items requiring more time than the "announcements" permit). During these twice-monthly meetings, the president provides an overview of the most recent Board meeting. Members are encouraged to share information learned with their teams (IVB1-02, IVB1-03).

The president also leads SLT, which is the administrative advisory group to the superintendent/president and whose members are also regular guests at the Academic and Student Senates. Like PAC, SLT is not required as part of the formal framework of a participatory governance structure but still provides input and makes recommendations to the decision-making process at LTCC.

Lastly, the president communicates regularly through campus-wide emails, campus forums such as faculty and staff days, at convocation, and (when necessary, as it was during the pandemic) virtual town halls. He regularly attends Academic Senate meetings, where he has a standing report to provide updates to the faculty leadership, and he meets regularly with student leaders and other committees and councils on campus to convey information, gather input, and answer questions.

The superintendent/president oversees the Planning and Accountability Cycle, which includes goal setting, integrated planning, evaluation, and continuous improvement. The LTCC Planning and Accountability Cycle document (IVB1-04) codifies practices and processes that have been in place for approximately the last five years. It outlines the planning cycle at the superintendent/president and Board level. Planning and accountability are important factors in the long-term success of the College and are focused on data and feedback methods that ensure a variety of opportunities for participation and engagement with the campus and the larger community. Ongoing implementation of goals and initiatives, as well as continuous improvement efforts, are enhanced by the regular practice of communication via methods that are required, such as accreditation reports, and methods that are unique to LTCC, such as the SOCA and the annual goals *Progress Update*.

Planning and accountability efforts are also tied to goal development. The Strategic Goal Development document (IVB1-05) outlines how LTCC's vision, mission, and beliefs; student success data; planning documents; and feedback from various stakeholders help to inform the goal development process for each academic year. Consultation with the Board on high-level goals is incorporated into goal development discussions at an annual senior leadership retreat. This process of feedback allows the annual goals to be developed with specific strategies and outcomes identified for each overreaching goal for Board review and approval each year. The superintendent/president leads the development and campus-wide presentation of the College's annual (2017-18, 2018-19 and 2020-21) or bi-annual (2019-2021, 2021-2023, 2022-2024) *Goals* (IVB1-06) as well as the annual *Progress Updates* (IVB1-07). These efforts are also shared widely with the campus and community each year during convocation week and are used annually in the evaluation of the superintendent/president.

In coordination with the vice president of administrative services (VPAS), the superintendent/president facilitates the College's budgeting efforts. The Budget Council, of which the VPAS is a co-facilitator, provides guidance and direction for budget management and development and provides input to issues related to the budget. Budget Council is responsible for reviewing and recommending the annual budget. In addition, Budget Council provides ongoing oversight in relation to budget changes and information at the state and district level. Together, they ensure that the college goals and objectives are supported in a fiscally responsible manner. Among other tasks, they develop the RAGPs and recommend these principles and the College's Budget Assumptions to the superintendent/president, who presents them to the Board (IVB1-08, IVB1-09, IVB1-10).

The superintendent/president provides effective leadership in the selection and development of personnel. Chapter 4 of the *Board Policy Manual*, section 4.01 and regulation 4.01 A.1, grants authority to the college president to hire academic personnel (IVB1-11, IVB1-12). Per BP 2510 - Participation in Local Decision Making (IVB1-13) and the

FHP process ([IVB1-14](#)) used by the Academic Senate, the Senate develops faculty hiring priority recommendations annually and submits these to the college president and SLT for consideration. After reviewing data, fiscal and other, with SLT, the president's recommendations are then shared with the faculty via the Academic Senate and then with the Board for final approval and recruitment authorization ([IVB1-15](#)).

The hiring process for staff is also overseen by the superintendent/president in conjunction with SLT ([IVB1-16](#)). SLT members submit positions for discussion to SLT ([IVB1-17](#)). To forward a new position, the members must include information on why the position is needed, what type of position is being requested, the reporting structure, and how the position will be funded. No position is considered in isolation, but rather all positions and their feasibility and priority are considered, including vacancies generated by resignations or retirements. These positions are not automatically renewed but are also reconsidered, and their importance to the institution as well as their funding and any proposed changes to the position are discussed. Any proposed changes to a position are processed appropriately through relevant governance and bargaining units. Once all information is reviewed, SLT makes a recommendation to the president who, if accepting of the recommendation, will then present it to the Board for their final approval.

The superintendent/president is committed to fostering a college environment and culture that prioritizes effective leadership in the selection and development of personnel. Since the last ISER in 2017, the College has successfully hired several full-time, tenure-track faculty, including in the areas of counseling, student accessibility services, hospitality/culinary, world languages, sociology, biology/chemistry, English, history/political science, emergency medical services, and wilderness education and outdoor leadership ([IVB1-18](#)). Additionally, new directors have been hired in emerging areas to manage such programs as the Promise program, dual enrollment, HSI grants, athletics, forestry/fire/public safety, safety and security, and online learning ([IVB1-19](#)). With each of these hires, as with all hires on campus, the superintendent/president takes an active role and responsibility, facilitates the comprehensive use of data in decision making around hiring, and communicates clearly and transparently with the campus and the Board throughout the hiring process. Each position hired is examined with a primary focus on what is needed, above all, to serve students most effectively.

If a position is forwarded and approved by the Board, the president shares such information with the Academic Senate, Classified Employee Senate (CES), and PAC ([IVB1-20](#), [IVB1-21](#)), along with any other appropriate constituent groups. A college-wide email ([IVB1-22](#)) regarding the position is also shared with the LTCC Community and made available on the College's website ([IVB1-23](#)). In the hiring process, the president reviews the position posting and is included in the second round of interviews for leadership and tenure-track faculty positions. Additionally, the president conducts all final interviews for permanent positions and makes the final candidate recommendation to the Board.

The superintendent/president has effective leadership and oversight of intuitional effectiveness. The director of IE is a member of SLT and as such provides regular updates to SLT. The Board is provided with an annual LTCC Scorecard report (IVB1-24), as well as regular reports on leading and lagging indicators (IVB1-25, IVB1-26) and enrollment reports. The president has also encouraged the development and widespread use of data dashboards (IVB1-27), which allow for disaggregated information on student success, course level data, and programmatic information.

Analysis and Evaluation

The superintendent/president, serving as the CEO of LTCC has the primary responsibility for institutional quality and effectiveness. The president demonstrates effective leadership through the development of college goals and objectives, approval of the budget, direct and active involvement in the hiring process, and institutional effectiveness, as well as a focus on clear communications to the Board, college personnel, students, and the external community. Growth has been seen in particular at the College in the development and widespread use of data. A campus-wide commitment to data integrity, literacy, and analysis has enhanced the transparency and consistency of decision making as well as the clear communication of decisions, including those around budgeting, hiring, and continuous improvement of institutional effectiveness.

Evidence List

IVB1-01 – Board Policy 2340 - Delegation of Authority to the Superintendent/President
IVB1-02 – Governance Handbook – PAC
IVB1-03 – PAC Meeting Minutes: January 12, 2023
IVB1-04 – LTCC Planning and Accountability Cycle
IVB1-05 – Strategic Goal Development
IVB1-06 – *Superintendent/President and Board of Trustees Goals* 2022-24
IVB1-07 – 2023 *Progress Update*
IVB1-08 – Governance Handbook – Budget Council
IVB1-09 – Board Policy 6100 – Delegation of Authority - Business and Fiscal Affairs
IVB1-10 – Administrative Procedure 6100 - Delegation of Authority - Business and Fiscal Affairs
IVB1-11 – *Board Policy Manual* 4.01 - Employment of Academic Personnel
IVB1-12 – *Board Policy Manual* Regulation 4.01 A.1 - Employment of Academic Personnel
IVB1-13 – Board Policy 2510 – Participation in Local Decision Making
IVB1-14 – Faculty Hiring Prioritization Policies and Procedures
IVB1-15 – Board of Trustees Meeting: December 13, 2022
IVB1-16 – *Board Policy Manual* 5.05 - Appointing Authority
IVB1-17 – SLT Recruitment Prioritization
IVB1-18 – English Faculty Hire

IVB1-19 – Director of HIS STEM Hire
IVB1-20 – CES April 28, 2023, Minutes – S/P Report Hiring Update
IVB1-21 – PAC June 8, 2023, Minutes – Hiring Update
IVB1-22 – All Campus Email – Chief of Staff Announcement
IVB1-23 – LTCC.edu – Chief of Staff Announcement
IVB1-24 – LTCC 2022 Scorecard
IVB1-25 – Board Agenda Item on Leading and Lagging Indicators
IVB1-26 – Board Report on Leading and Lagging Indicators
IVB1-27 – Tableau Cloud Dashboards

2. **The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

Evidence of Meeting the Standard

The superintendent/president oversees and regularly evaluates the organizational structure of LTCC through informal and formal processes alongside direct feedback from staff. Evaluation of the structure occurs through consultation with SLT and participatory governance councils and committees (IVB2-01). The college governance structure affords opportunity for the president to delegate authority, communicate important issues, and pass responsibility for action to administrators, managers, faculty, CES leaders, Academic Senate leaders, Student Senate leaders, and others, as appropriate. At the meetings of these groups, the president delegates authority to address issues related to student success, budget administration, facilities management, human resource requirements, and other important topics concerning the organization.

Over time, changes to the administrative structure have been made to reflect the changing needs of the institution (IVB2-02). Examples of such changes include elevating the position of the dean of student services to vice-president level in 2018 (IVB2-03) to reflect the growing services the College is providing for students (IVB2-04). And in response to the need for college presence at the capital and the Chancellor's Office, as well as a point person to lead grant development, which is essential to supporting the president's efforts for securing funds to expand services at the College, the new position of senior director for government relations and grant development was created in 2019 and filled in 2020. Most recently, to further enhance the president's ability to ensure institutional quality and effectiveness, the new position of chief of staff was approved and filled in 2023 (IVB2-05).

Analysis and Evaluation

The president of LTCC plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. As appropriate, the president delegates authority to administrators and others consistent with their responsibilities and as articulated in the board policies and procedures of the College.

Evidence List

IVB2-01 – Administrative Procedure 2510 – Participation in Local Decision Making
IVB2-02 – LTCC Organizational Chart – Senior Leadership Team
IVB2-03 – CSSO Proposal – BOT Report – January 19, 2018
IVB2-04 – VPSS Job Description
IVB2-05 – Chief of Staff: Board of Trustees Meeting, January 24, 2023

3. **Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:**
   - **establishing a collegial process that sets values, goals, and priorities;**
   - **ensuring the college sets institutional performance standards for student achievement;**
   - **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
   - **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
   - **ensuring that the allocation of resources supports and improves learning and achievement; and**
   - **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard

The president leads LTCC; is guided by the mission, vision, and values of the College; and is ultimately responsible for the attainment of institutional performance standards for student achievement. The president is responsible for establishing collegial processes that set values, goals, and priorities throughout the development and updating of key planning initiatives, as well as ensuring the College sets institutional performance standards for student achievement and delegates authority to appropriate administrators in charge of setting institutional performance standards for student achievement and equity in student learning and outcomes (IVB3-01, IVB3-02, IVB3-03).

On an annual basis, the superintendent/president and SLT review the prior year's *Superintendent/President and Board of Trustees Goals* to determine progress made on

each of the goals and its objectives (IVB3-04). Updates on the College's progress toward the Chancellor's Office Vision for Success Goals as well as a localized version of those goals in the LTCC Scorecard, for instance, are also evaluated (IVB3-05, IVB3-06). The information is shared with the Board, governance committees, and at the SOCA convocation address.

The superintendent/president ensures evaluation and planning at LTCC is guided by the College's participatory governance structure and follows a plan for integrated planning (IVB3-07, IVB3-08) with the goal of a comprehensive, systematic, and integrated system of planning that involves appropriate segments of the college community and is supported by comprehensive and detailed research. LTCC's strategic plans, student engagement efforts, and delivery of instruction are informed and guided by high-quality, data-informed research provided by the Office of IE, which analyzes external and internal conditions. The office prepares the annual college Fact Sheet, dashboards, and regular data reports on specific topics. The IE reports to the president, allowing for data informed decision-making (IVB3-09, IVB3-10, IVB3-11). The results are evident in the *Goals*, and various college-wide plans, such as the *Education Master Plan*, the *Technology Master Plan*, and the *Facilities Master Plan*.

The superintendent/president ensures that educational planning is integrated with resource planning and allocation to support student achievement and learning. This assurance is generated through an integrated planning and allocation process and through the regular and ongoing program review processes. The Budget, *Goals*, integrated planning, and budgeting review processes support these efforts (IVB3-12). The largest expenditures within the College's unrestricted general fund are those that directly support course offerings as part of the established schedule of classes for each term. Annual and comprehensive program reviews provide the basis for additional resource allocation at the College.

The superintendent/president establishes procedures to evaluate institutional planning and implementation efforts to achieve the mission of the institution. These procedures are described in the principles, structure, and features of the College's integrated planning system and its major components. Evaluation of planning and implementation also occurs annually through the *Progress Updates*, which also guide the superintendent/president's evaluation with the Board. When appropriate and necessary, the president oversees the evaluation of programs through third-party assessment. For example, the College pursued an evaluation of its Promise program through the UC Davis Wheelhouse, has been the recipient of the assessment of several IEPI teams in both student services and instruction/scheduling, has brought in outside educational consultants to conduct student focus groups for objective feedback on enrollment processes, and has recently conducted an equity audit of college processes through Hotep Consultants (IVB3-13, IVB3-14, IVB3-15, IVB3-16).

Analysis and Evaluation

The College has established policies and procedures that guide the president to improve the teaching and learning environment. This is accomplished through participatory governance, which includes integrated planning and budget allocation processes and is informed by data from IE. When appropriate, the College relies on third-party assessments/evaluations of programs and services for additional input on successes and areas for improvement, but the College conducts regular self-assessment through program review, required reporting, and a robust integrated planning process.

🔍 **Evidence List**
IVB3-01 – *Superintendent/President and Board of Trustees Goals* 2022-24
IVB3-02 – *Student Equity and Achievement Plan* 2022-2025
IVB3-03 – DEI Task Force Annual Report
IVB3-04 – *Progress Update*
IVB3-05 – LTCC Vision for Success
IVB3-06 – LTCC 2022 Scorecard
IVB3-07 – Participatory Governance Chart from Governance Handbook
IVB3-08 – Planning and Accountability Cycle Diagram
IVB3-09 – IE Website
IVB3-10 – 2021-22 Fact Sheet from IE Website
IVB3-11 – IE Website section on Special Reports
IVB3-12 – Budget Book
IVB3-13 – UC Davis Wheelhouse Evaluation of LTCC Promise Program
IVB3-14 – IEPI Update – Report to the Board of Trustees, March 19, 2019
IVB3-15 – RP Group Contract in Support of Guided Pathways Focus Groups
IVB3-16 – LTCC Equity Audit Findings Hotep Report

> **4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.**

Evidence of Meeting the Standard

The superintendent/president at LTCC holds the primary leadership role for accreditation at the College by ensuring compliance with Accreditation Standards, eligibility requirements, and commission policies. Specifically, the Board directs the president to comply with the accreditation process for the Accrediting Commission for Community and Junior Colleges (ACCJC) and any other agencies overseeing special accreditation processes (e.g. Fire Academy), to inform the Board on the status of accreditation, to involve the Board in the accreditation processes requiring their participation, and to

provide the Board with regular updates and summaries on accreditation activities or actions taken in response to recommendations resulting from the accreditation process (IVB4-01). Faculty, staff, and administration leaders are also responsible for assuring compliance with the accreditation requirements (IVB4-02).

The College's procedures to address accreditation, as laid out specifically in AP 3200, include:

- The development of a self-evaluation report and any other materials necessary to support accreditation or reaffirmation of accreditation shall begin no less than two years before the accreditation visit.
- The College shall have an Accreditation Liaison Officer (ALO), appointed by the college president, who is responsible for coordinating all necessary activities for accreditation.
- The College shall have an Accreditation Steering Committee consisting of: Superintendent/President
    - Accreditation Liaison Officer
    - Academic Senate President or designee
    - Director of Institutional Effectiveness
- Those employees who are responsible for the functions related to the Accreditation Standards must be involved in the self-evaluation and team visit.
- All reports shall be made available to the faculty, classified staff, administrators, and student leaders of the LTCC Student Senate with ample opportunity to review, discuss, and provide feedback for review and comment before they are sent to the superintendent/president and Board. Furthermore, the groups will certify that there was broad participation by the campus community and the belief that the Report accurately reflects the nature and substance of the institution.
- When the self-evaluation report is completed, it must be reviewed and approved by the superintendent/president and Board prior to submission to the ACCJC.
- Any subsequent reports required by the ACCJC shall be approved by the superintendent/president and Board prior to submission to the ACCJC.

The president also ensures the Board receives an update on the annual reports to ACCJC (IVB-03) as well as a full report on the accreditation Midterm Report (IVB-04). The president has close oversight of accreditation requirements and activities; however, the role of ALO is designated to the vice president of academic affairs and the director of IE, who serve as "co-ALOs," a change made following the College's last accreditation visit. The addition of the director of IE is in recognition of the ongoing need to focus deeply on data-informed reporting.

The president is kept up to date on accreditation activities with regular updates from the co-ALOs, collaboration with campus leaders, and participation in campus governance. The president oversees the reporting of accreditation progress to the Board and ensures

the Board is included in activities relating to their role and accreditation activities across the campus (IVB4-05). Campus governance, whose structure was specifically developed in alignment with the focus areas within the Accreditation Standards, is provided numerous opportunities for review of ACCJC annual reports, the midterm report, and writing and evidence gathering (IVB4-06).

Analysis and Evaluation

The College meets this Standard. The superintendent/president is responsible for the ongoing assurance that the College is meeting all the requirements, Standards, and policies of accreditation. All campus constituent groups are informed of accreditation processes and requirements and are kept up to date on Accreditation Standards and their specific roles in maintaining compliance with those Standards. The College community understands that accreditation is not only the process engendered by the ISER and the ACCJC evaluation team's visit but is about the ongoing, everyday activities that maintain compliance to the Standards required to be an accredited institution.

Evidence List

IVB4-01 – Board Policy 3200 – Accreditation
IVB4-02 – Administrative Procedure 3200 – Accreditation
IVB4-03 – 2023 ACCJC Annual Report to the Board
IVB4-04 – ACCJC Midterm Report to the Board
IVB4-05 – Accreditation Timeline 2022-2025 - Board of Trustees Meeting,
                July 19, 2022
IVB4-06 – IEC Accreditation Participation

5. **The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.**

Evidence of Meeting the Standard

The superintendent/president is committed to and assures that the College is apprised of and is implementing the most current local, regional, state, and federal regulations. With the support of the senior director of government relations and grant development as well as the board, governance, and policy assistant, the president oversees the updating of board policies and other college operational functions in alignment with legislative or policy changes. The amendment process follows participatory governance for review and adoption, and all policies and procedures of the *Board Policy Manual* are cross-referenced with the relevant provisions in the Education Code, state law, and federal law (IVB5-01).

The superintendent/president is guided in his oversight of any adaptations the current policy and implementations of new initiatives by BP and AP. BP 2430 charges the superintendent/president with the authority and responsibility to develop administrative procedures for implementation of board policy ([IVB5-02](#)). It also requires him to communicate those procedures clearly to the Board and to the college employees who are meant to adhere to those practices. All BPs and APs are publicly available on the College's BoardDocs site and on the website. AP 2430 ensures compliance with state and federal laws, Accreditation Standards, and alignment with the College's mission ([IVB5-03](#)).

The superintendent/president is also committed to a transparent budgetary process and is highly attentive to issues of compliance regarding the budget, including the management of the Measure F general obligation bond expenditures and other funding sources with specific expenditure requirements, including LTCC Foundation funds ([IVB5-04,](#) [IVB5-05)](#). He ensures that budget development adheres to current budget assumptions and goals as well as RAGPs set by the institution. He regularly reviews the budget with the vice president of administrative services and actively participates in the budget development process by meeting with a variety of governance councils throughout the budget development process and through personal communication with SLT, the Board, and other college leaders, such as the collective bargaining units ([IVB5-06)](#).

The superintendent/president has been actively engaged in state and federal initiatives and makes a point of meeting with legislators regularly to discuss the ways in which LTCC can contribute to the community college system as well as the unique needs and challenges of a small college ([IVB5-07](#)).

He also supports the board members in the pursuit of professional development opportunities, including organizing and helping facilitate annual board retreats, often in conjunction with outside facilitators, and providing support to the Board in their participation in professional development and leadership opportunities, such as the Vision for Success Board Fellowship in 2022. This fellowship, according to the program description, was "designed to help increase the capacity of boards of trustees and their CEOs to achieve excellence and equity through the Vision for Success and to develop a vanguard of CEOs and trustees to support peers in this work across our system....Partners from the Aspen Institute College Excellence Program...[led] boards in exploring the traits that characterize high performing boards and the specific actions boards can take to ensure goals are being met/yielding results. Boards...[had] time to work together to prioritize having a single, unified strategy for student success and equity aligned with the Vision for Success and Guided Pathways reform" ([IVB5-08](#)). This program represents one example of the ways in which the president assists in keeping the Board informed and current about state and national initiatives designed around continuous institutional improvement and student success.

Analysis and Evaluation

The president reviews all board agenda items in detail, provides a report every meeting that updates board members and the public about any initiative or legislative developments, and ensures that all proposed and revised policies and procedures added to the agenda have undergone constituent review, relevant research, and appropriate statute references. The president demonstrates effective leadership in fiscal matters and works closely with all relevant constituent groups and the Board to ensure that the College is operating in compliance with state and federal laws, with fiscal responsibility, and in adherence to the College's mission. He keeps the Board informed also through regular reports, annual retreats, and support for board members' participation in state and national professional development trustee opportunities.

Evidence List
IVB5-01 – Board Policy 4030 and *Board Policy Manual - Academic Freedom*
IVB5-02 – Board Policy 2430
IVB5-03 – Administrative Procedure 2430
IVB5-04 – Measure F Budget Report
IVB5-05 – LTCC Foundation Budget Report
IVB5-06 – Budget book
IVB5-07 – S/P Report to the Board: Student Centered Funding Formula Update
IVB5-08 – Vision for Success Board Fellowship Special Meeting

6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The superintendent/president works and communicates effectively with the communities served by the institution. He prioritizes effectively sharing information across the LTCC campus and across the Tahoe Basin, which encompasses several counties in both California and Nevada, to better serve the District and its constituents. By encouraging campus leaders to serve on local boards, such as the Tahoe Transportation District, Tahoe Prosperity Center, and the Tahoe Chamber, President DeFranco ensures local partners are well informed of campus initiatives and efforts.

At the start of each academic year, President DeFranco welcomes the community to join him at the annual SOCA. During his tenure, President DeFranco has increased the reach of his message by inviting partners from the Lake Tahoe Unified School District, the El Dorado County Office of Education, the California Community College Chancellor's Office (CCCCO), the City of South Lake, and other valuable community partners. The 90-minute address highlights the successes and stories of the previous

year, the progress of the institution toward reaching goals, and the goals for the upcoming year. The SOCA is followed by a guest column in the local Tahoe Tribune (IVB6-01), social media is used before the address to invite members of the community to watch (IVB6-02), and clips are used to highlight key messages following the event. To increase access to the SOCA, a live-stream option to watch is available, and campus offices are closed to ensure that all employees can join, as it is a key method of communicating college successes and goals.

President DeFranco uses multiple communication platforms to share messaging with the communities served by the District. In addition to regularly submitting news articles to the Tahoe Tribune (IVB6-03, IVB6-04), he leverages community meetings with service groups such as Soroptimist and Rotary, presents to local regulatory groups such as the Tahoe Regional Planning Association and the Tahoe Chamber, and participates in state-level advocacy by testifying at the state legislature. By utilizing social media such as Twitter, Instagram, YouTube, Linked In, and Medium, President DeFranco shares information that is timely and provides a space for two-way interaction with students, staff, and the community (IVB6-05, IVB6-06, IVB6-07). These technology platforms are tools used widely for marketing and communicating and are accessible from the President's page of the LTCC website as well as linked in his email signature (IVB6-08). President DeFranco was recognized at the 2022 CCPRO Conference with the PROmoter Award for his leadership and support of community colleges and their marketing and communication efforts (IVB6-09).

President DeFranco's strong commitment to effective communication results in multiple all-campus emails to employees each year (IVB6-10, IVB6-11). He also utilizes email to students to share valuable information, demonstrated most recently during the Caldor Fire emergency (IVB6-12).

President DeFranco is an active member of the LTCC Foundation Board. This has resulted in greater engagement from the Foundation Board with immediate benefits to the students of LTCC. President DeFranco's engagement helped increase annual scholarship giving by 174 percent between 2017 and 2022, from $103,000 going to 87 students to $282,000 distributed to 137 students (IVB6-13). Thanks to the leadership of President DeFranco, the Foundation now supports to only bi-state Promise program in the country (IVB6-14), and due to increased communication and engagement with community foundations, scholarship giving has nearly tripled since 2017, and grants have gone from $900,000 to $5 million annually from 2017 to 2023 (IVB6-15).

Thanks to relationship building with Lake Tahoe Unified School District (LTUSD) and Nevada Joint Union School District (NJUSD), President DeFranco has encouraged and helped increase dual enrollment courses at the local South Tahoe High School and helped grow the dual-enrollment program to serve out-of-area students as well. President DeFranco meets regularly with the LTUSD superintendent and hosts regular meetings with two members of the LTCC Board and two members of the LTUSD Board.

In the rural community of South Lake Tahoe, relationships and partnerships are essential to leveraging resources to benefit the District, its students, and the wider community. President DeFranco has been an outspoken leader in the area of sustainability and established an award-winning partnership (IVB6-16) with TTD and Liberty Utilities to bring public transportation to campus via the only electric charging stations for the zero-emissions buses in South Lake Tahoe (IVB6-17).

Local neighbors, partners, and community members have received invitations from the President's Office for ribbon cutting ceremonies for new and renovated buildings on campus, enabling them to better understand how their community-supported Measure F bond funding has been used to upgrade facilities and infrastructure (IVB6-18). President DeFranco has also been able to deepen existing partnerships by leveraging private, state, and local funding to improve the campus for all (IVB6-19, IVB6-20, IVB6-21). The Greenway Trail partnership demonstrates how valuable relationship building can dramatically help the District achieve its goals while simultaneously supporting collaboration with the broader community (IVB6-22), and the superintendent/president is instrumental in fostering such relationship building.

Analysis and Evaluation

The College meets this Standard. The superintendent/president has committed to working successfully with community partners, including those at the unified school district as well as agencies (governmental and environmental, among others) and the business community. Because the Lake Tahoe Basin is a unique environment, both in terms of natural beauty/stewardship and because it encompasses five counties and two states, it has also been the president's priority to represent, collaborate with, and communicate clearly to the wide variety of groups the community and the College serves. The president uses a myriad of communication tools effectively, from social media to in-person meetings to presentations, such as the SOCA. Community members are kept abreast of initiatives, scholarships, giving opportunities, student outcomes, facilities projects, partnerships, grants awarded, and many other aspects of college work through extensive communication and invitation to participate and comment.

🔍 **Evidence List**
IVB6-01 – State of LTCC-Transforming campus and culture of service (Opinion)-news article
IVB6-02 – Social Media posts inviting community to SOCA
IVB6-03 – LTCC honored for Latino student performance in English-news article
IVB6-04 – State of the College news article; September 2023
IVB6-05 – Student Housing Tweet
IVB6-06 – DACA Medium Article
IVB6-07 – Superintendent/President Social Media Examples
IVB6-08 – Superintendent/President's Social Media page from LTCC website
IVB6-09 – 2022 CCPRO Conference with the PROmoter Award

Conclusions on Standard IV.B: Chief Executive Officer

The College meets Standard IV.B. The superintendent/president serves as the CEO and, as such, is responsible for leading the institution effectively. The president promotes a commitment to continuous improvement and leads the College in its annual as well as long-term planning, establishment of institutional goals for student learning and achievement, assessment of progress toward institutional goals, and the integration of strategic objectives and actions designed to move the institution forward in serving students as effectively as possible. The president is also responsible for the organizational structure of the institution and assures that it is designed and staffed to meet, above all, the needs of students.

The governance structure is organized around the specific areas of Accreditation Standards, and the president ensures that it follows the guidelines and regulations of participatory governance and policy. The processes of goal setting, the institutional setting of performance standards for student achievement, and the evaluation of goals are collegial, informed by high quality and depth of reliable data, supported by integrated resource planning and allocation, and focused on supporting students in all areas vital to their success.

The president is responsible and fulfills his responsibility for meeting the requirements, standards, and policies associated with the institution's accreditation. He also ensures that all institutional processes and policies, including budget and expenditures, are compliant with state and federal law and regulation. Last, the superintendent/president prioritizes successfully communication to and collaboration with the communities of the Lake Tahoe Basin served by the College.

Improvement Plan(s)

No improvement plan is identified.

🔍 **Evidence List**

IVB1-01 – Board Policy 2340 - Delegation of Authority to the Superintendent/President

IVB1-02 – Governance Handbook – PAC

IVB1-03 – PAC Meeting Minutes: January 12, 2023

IVB1-04 – LTCC Planning and Accountability Cycle

IVB1-05 – Strategic Goal Development

IVB1-06 – *Superintendent/President and Board of Trustees Goals* 2022-24

IVB1-07 – 2023 *Progress Update*

IVB1-08 – Governance Handbook – Budget Council

IVB1-09 – Board Policy 6100 – Delegation of Authority - Business and Fiscal Affairs

IVB1-10 – Administrative Procedure 6100 - Delegation of Authority - Business and Fiscal Affairs

IVB1-11 – *Board Policy Manual* 4.01 - Employment of Academic Personnel

IVB1-12 – *Board Policy Manual* Regulation 4.01 A.1 - Employment of Academic Personnel

IVB1-13 – Board Policy 2510 – Participation in Local Decision Making

IVB1-14 – Faculty Hiring Prioritization Policies and Procedures

IVB1-15 – Board of Trustees Meeting: December 13, 2022

IVB1-16 – *Board Policy Manual* 5.05 - Appointing Authority

IVB1-17 – SLT Recruitment Prioritization

IVB1-18 – English Faculty Hire

IVB1-19 – Director of HIS STEM Hire

IVB1-20 – CES April 28, 2023, Minutes – S/P Report Hiring Update

IVB1-21 – PAC June 8, 2023, Minutes – Hiring Update

IVB1-22 – All Campus Email – Chief of Staff Announcement

IVB1-23 – LTCC.edu – Chief of Staff Announcement

IVB1-24 – LTCC 2022 Scorecard

IVB1-25 – Board Agenda Item on Leading and Lagging Indicators

IVB1-26 – Board Report on Leading and Lagging Indicators

IVB1-27 – Tableau Cloud Dashboards

IVB2-01 – Administrative Procedure 2510 – Participation in Local Decision Making

IVB2-02 – LTCC Organizational Chart – Senior Leadership Team

IVB2-03 – CSSO Proposal – BOT Report – January 19, 2018

IVB2-04 – VPSS Job Description

IVB2-05 – Chief of Staff: Board of Trustees Meeting, January 24, 2023

IVB3-01 – *Superintendent/President and Board of Trustees Goals* 2022-24
IVB3-02 – *Student Equity and Achievement Plan* 2022-2025
IVB3-03 – DEI Task Force Annual Report
IVB3-04 – *Progress Update*
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IVB3-06 – LTCC 2022 Scorecard
IVB3-07 – Participatory Governance Chart from Governance Handbook
IVB3-08 – Planning and Accountability Cycle Diagram
IVB3-09 – IE Website
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IVB3-11 – IE Website section on Special Reports
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IVB3-13 – UC Davis Wheelhouse Evaluation of LTCC Promise Program
IVB3-14 – IEPI Update – Report to the Board of Trustees, March 19, 2019
IVB3-15 – RP Group Contract in Support of Guided Pathways Focus Groups
IVB3-16 – LTCC Equity Audit Findings Hotep Report

IVB4-01 – Board Policy 3200 – Accreditation
IVB4-02 – Administrative Procedure 3200 – Accreditation
IVB4-03 – 2023 ACCJC Annual Report to the Board
IVB4-04 – ACCJC Midterm Report to the Board
IVB4-05 – Accreditation Timeline 2022-2025 - Board of Trustees Meeting,
         July 19, 2022
IVB4-06 – IEC Accreditation Participation

IVB5-01 – Board Policy 4030 and *Board Policy Manual - Academic Freedom*
IVB5-02 – Board Policy 2430
IVB5-03 – Administrative Procedure 2430
IVB5-04 – Measure F Budget Report
IVB5-05 – LTCC Foundation Budget Report
IVB5-06 – Budget book
IVB5-07 – S/P Report to the Board: Student Centered Funding Formula Update
IVB5-08 – Vision for Success Board Fellowship Special Meeting

IVB6-01 – State of LTCC-Transforming campus and culture of service (Opinion)-
         news article
IVB6-02 – Social Media posts inviting community to SOCA
IVB6-03 – LTCC honored for Latino student performance in English-news article
IVB6-04 – State of the College news article; September 2023
IVB6-05 – Student Housing Tweet
IVB6-06 – DACA Medium Article
IVB6-07 – Superintendent/President Social Media Examples
IVB6-08 – Superintendent/President's Social Media page from LTCC website
IVB6-09 – 2022 CCPRO Conference with the PROmoter Award

IVB6-10 – Superintendent/President All Campus Email: Student Housing Groundbreaking
IVB6-11 – Superintendent/President All Campus Email: LTCC's Next Phase of Equity Work
IVB6-12 – Superintendent/President Student email: Caldor Fire Resources/Update
IVB6-13 – Scholarship Data (SOCA presentation)
IVB6-14 – LTCC First College in the Country to Offer Bi-State Promise Program
IVB6-15 – LTCC Foundation 2022-23 Year in Review
IVB6-16 -- Sustainability Efforts: Mobility Hub
IVB6-17 – Liberty/TTD Partnership
IVB6-18 – Annual Measure F Bond Report to the Community
IVB6-19 – Forestry, fire programs at LTCC receive $1.2 million-news article
IVB6-20 – American Legion LTCC Veteran Scholarship awarded-news article
IVB6-21 – LTCC gets $269K for fire academy training equipment-news article
IVB6-22 – Greenway Trail Partnership

C. Governing Board

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

The LTCC District is governed by a five-member Board, as outlined in BP 2010 - Board Membership (IVC1-01), who are elected by the voters of the District by trustee areas. The Board also includes a student trustee selected by the student body enrolled in the District through a general election each year. As described in BP 2200 - Board Duties and Responsibilities (IVC1-02), the Board governs on behalf of the citizens of the District in accordance with the authority granted and duties defined in Education Code Section 70902 (IVC1-03). This includes establishing policies that define the institutional mission and setting prudent, ethical, and legal standards for college operations to monitor institutional performance and educational quality and to assure the fiscal health and stability of the district.

Per BP 2410 - Board Policies and Administrative Procedures (IVC1-04), the Board has authority and responsibility to create and adopt policies and procedures authorized by law or deemed necessary for the institution's efficiency. The District has done extensive work to update, revise, and transition to the Community College League of California (CCLC) recommended policies, procedures, and numbering system. BPs and APs can be accessed in their entirety through the BoardDocs website (IVC1-05).

As outlined in BP 2510 - Participation in Local Decision Making ([IVC1-06](#)), the Board is the ultimate decision-maker in those areas assigned to it by the state and federal laws and regulations. The District's participatory governance councils will review and recommend any new policies or revisions to existing policies to the Board for review and consideration for final approval.

The board-adopted district mission ([IVC1-07](#)) states that LTCC "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." To meet that mission, the Board ensures fiscal responsibility and integrity by providing direction in the development of the tentative and final budget in alignment with BP 6200 - Budget Preparation ([IVC1-08](#)). All student learning programs and outcomes are reviewed by LTCC's various governance committees. The Board supports a close review of fiscal areas, including a standing Audit Committee that recommends for the Board's consideration.

Analysis and Evaluation

The College meets this Standard. The institution's board policies address quality improvement and adherence to the institution's mission and vision. Policies are reviewed and updated regularly and as needed.

Evidence List
[IVC1-01](#) – BP 2010 Board Membership
[IVC1-02](#) – BP 2200 – Board Duties and Responsibilities
[IVC1-03](#) – Education Code Section 70902
[IVC1-04](#) – BP/AP 2410 – Board Policies and Administrative Procedure
[IVC1-05](#) – BoardDocs Website for BPs APs
[IVC1-06](#) – BP 2510 – Participation in Local Decision Making
[IVC1-07](#) – BP 1200 – District Mission
[IVC1-08](#) – BP 6200 – Budget Preparation

2. **The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.**

Evidence of Meeting the Standard

The governing Board of LTCC acts as a collective entity, and each business matter for review or action by the Board is considered in full and openly discussed at board meetings. *Board Policy Manual* 1.02 - Organization of the Board ([IVC2-01](#)) indicates that the Board shall act by majority vote, or in selected cases two-thirds majority, and that no action will be taken by secret ballot. The Board assures that topics discussed are

addressed using existing policies and practices such as proper decorum as per BP 2355 – Decorum (IVC2-02). Once the Board reaches a decision, all members act in support of the decision per BP 2715 – Code of Ethics/Standards of Practice (IVC2-03). BP 2715 states that trustees will speak on behalf of the Board only when granted authority by most of the Board and that trustees will uphold the letter and spirit of Brown Act, making all official decisions and actions in open and public meetings. BP 2720 - Communication Among Board Members (IVC1-04) stipulates board members shall not discuss, deliberate, or act on any item of business outside a regularly scheduled meeting. The Board includes a student trustee who is recognized as a full member of the Board during its meetings except for closed sessions and has the privilege to cast an advisory vote, although this vote will not be included in determining the vote required to carry any measure before the Board.

The Board has frequently been known to vote in a unanimous fashion. On the rare occasion that there has been a vote which has not been unanimous, board members have continued to act in support of the decision.

Analysis and Evaluation

The College meets this Standard. Once the Board reaches a decision, all board members act in support of the decision. The policies governing the Board are current, follow the CCLC guidelines, and are carefully adhered to by board members.

Evidence List
IVC2-01 – *Board Policy Manual* 1.02 - Organization of the Board
IVC2-02 – BP 2355 – Decorum
IVC2-03 – BP 2715 – Code of Ethics/Standards of Practice
IVC2-04 – BP 2720 – Communication Among Board Members

3. **The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.**

Evidence of Meeting the Standard

The Board has clearly defined policies and procedures addressing the selection and evaluation of the superintendent/president, as outlined in Education Code Section 70902 and Board Policy 2431 - Chief Executive Officer Selection (IVC3-01). The Board conducts a thorough annual evaluation of the superintendent/president, including quarterly closed sessions for updates on progress toward the annual goals established by the Board.

The LTCC governing Board adheres to clearly defined policy for the evaluation of the superintendent/president. Per BP and AP 2435 - Evaluation of the Superintendent/President (IVC3-02), an evaluation of the superintendent/president is

administered annually by the Board, which renders its conclusion and recommendations during a closed session of a Board meeting. The evaluation criteria are based on BP 2435, the superintendent/president's job description, and performance goals and objectives developed in accordance with BP 2430 – Delegation of Authority to the Superintendent/President (IVC3-03).

The Board's evaluation of the superintendent/president is conducted using the Association of Community College Trustees (ACCT) College President Evaluation Tool, which includes a standard set of questions based on national best practices, and the evaluation includes a question evaluating the president's performance on each of the institutional goals (IVC3-04). The Board reflects on the achievement of the institutional goals following the SOCA and the presentation of the *Progress Update*. The results of all evaluation questions are compiled and shared with the Board. The Board presents the president with a detailed evaluation and reports out on that evaluation in a letter included in the board packet (IVC3-05).

Analysis and Evaluation

The College meets this Standard through its policies and procedures addressing the selection and evaluation of the superintendent/president.

> **Evidence List**
> IVC3-01 – BP 2431 - Chief Executive Officer Selection
> IVC3-02 – BP/AP 2435 – Evaluation of the Superintendent/President
> IVC3-03 – BP 2430 – Delegation of Authority to the Superintendent/President
> IVC3-04 – ACCT College President Evaluation Tool
> IVC3-05 – Superintendent-President Evaluation Results

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4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

The Board advocates for and defends the institution and protects it from undue influence or political pressure by following BP 2715 - Code of Ethics/Standards of Practice (IVC4-01). BP 2715 states that members of the Board are responsible for acting only in the best interests of the entire community and that they are committed to maintaining the highest standard of conduct and ethical behavior. All new board members attend the CCLC conflict of interest training.

The five members of the Board are elected by trustee area, assuring representation on the Board from all areas of the District as stated in BP 2010 - Board Membership (IVC4-

02). In addition, BP 2710 - Conflict of Interest (IVC4-03), ensures that the institution is protected from undue influence or pressure. BP 2716 – Political Activity (IVC4-04) outlines the restrictions Board members face including prohibiting the use of District funds, services, supplies, or equipment to urge the passage or defeat of any ballot measure or candidate.

Every Board meeting provides an opportunity for public comment as outlined in BP 2345 - Public Participation at Board Meetings (IVC4-05). The Board encourages productive participation in governance from all sources to develop accurate and appropriate educational policies. At LTCC, participating effectively in governance means having a respect for divergent opinions, confidence in other participants, and a penchant to cooperate for the better of the institution. It is the objective that all participants to collectively develop recommendations for governing board action. With this goal in mind, LTCC governance committees that are not required to take and count votes use consensus decision-making to ensure effective participation in determining recommendations made to the Board.

Analysis and Evaluation

The College meets this Standard. Multiple policies are in place to reflect the public interest in the institution's educational quality and to protect the College from undue influence or political pressure. Not only are the policies in place but they are carefully adhered to by the governing board.

Evidence List
IVC4-01 – BP 2715 - Code of Ethics
IVC4-02 – BP 2010 – Board Membership
IVC4-03 – BP 2710 – Conflict of Interest
IVC4-04 – BP 2716 – Political Activity
IVC4-05 – BP 2345 – Public participation at Board Meetings

5. **The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters and financial integrity and stability.**

Evidence of Meeting the Standard

All policies of the Board are designed to help the organization better meet its mission as a community college in the California system. Educational quality, legal matters, and financial stability are ultimately the responsibility of the Board. Board policies make sure that the institution's programs and services are provided resources and support to maintain a high degree of quality and integrity.

Per BP 2200 – Board Duties and Responsibilities (IVC5-01), the Board adopts, revises, and reaffirms policies that are consistent with the mission of the District. BP 2200 states that the Board is committed to fulfilling its responsibilities to:

- Represent the public interest;
- Establish policies that define the institutional mission and set prudent, ethical, and legal standards for college operations;
- Hire and evaluate the superintendent/president; and
- Delegate power and authority to the superintendent/president to effectively lead the District; assure fiscal health and stability; monitor institutional performance and educational quality; advocate and protect the District.

The mission itself is set forth in BP 1200 – District Mission (IVC5-02). The Board has approved policies, institutional goals, and other formal statements that describe board expectations for quality, integrity, and improvement of student learning programs and services for students, the College, and the community (IVC5-03, IVC5-04).

To help in its work, LTCC subscribes to the CCLC Board Policy and Administrative Procedure Service (IVC5-05). This service is utilized by the California Community College system to identify policies required by law and accreditation, policies for good practice, and also policies on new and emerging areas of consideration. These policies are compliant with state regulations and align with educational quality, academic integrity, and student support programs and services standards in California.

Analysis and Evaluation

The College meets this Standard. The Board approves policies, institutional goals, or other formal statements that describe governing board expectations for quality, integrity, and improvement of student learning programs and services. The Board is also regularly provided information regarding evaluation, analysis, and program improvement to achieve student outcome goals. The Board has final responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence List
IVC5-01 – BP 2200 – Board Duties and Responsibilities
IVC5-02 – BP 1200 – District Mission
IVC5-03 – LTCC DEI Task Force
IVC5-04 – Hotep Consultants Equity Audit Report
IVC5-05 – CCLC BP/AP Service Homepage

6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

The Board publishes all their policies and procedures for public review online on the District webpage (IVC6-01) and on the public-facing pages of BoardDocs (IVC6-02). Chapter 2 (IVC6-03) of the policy series covers all the policies and procedures that address the Board's size, duties and responsibilities, structure, and operating procedures.

Board Policy 2010 - Board Membership (IVC6-04) indicates that there shall be six members of the Board, five elected by qualified voters of the District elected by defined geographical areas as defined by Board Policy - 2100 Board Elections (IVC6-05), and one non-voting student member selected according to Board Policy 2105 – Election of Student Member (IVC6-06).

Per BP 2210 – Officers (IVC6-07), the composition of the Board includes a president, clerk, and secretary. BP 2200 – Board Duties and Responsibilities (IVC6-08) states that the Board governs on behalf of the citizens of the District.

Analysis and Evaluation

The College meets this Standard. Board policies and administrative procedures governing board structure and operations are published and available online in BoardDocs.

Evidence List
IVC6-01 – District Webpage
IVC6-02 – BoardDocs Homepage
IVC6-03 – Chapter 2 Board Policies and Administrative Procedure
IVC6-04 – BP 2010 – Board Membership
IVC6-05 – BP 2100 – Board Elections
IVC6-06 – BP 2105 – Election of Student Member
IVC6-07 – BP 2210 – Officers
IVC6-08 – BP 2200 – Board Duties and Responsibilities

7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

The LTCC Board consistently acts in accordance with all BPs and APs and regularly reviews how effective they are in fulfilling the mission.

Board policies provide a clear framework for all the Board's activities, specifically BP/AP 2410 - Board Policy and Administrative Procedure ([IVC7-01](#)), which describes the process by which the Board accomplishes its work.

In 2019, the Board approved the hiring of the board, governance, and policy assistant (filed in 2019 and then again in 2021) ([IVC7-02](#)) who assists the Board in regularly assessing the institutions policies and procedures for their effectiveness in fulfilling the District's mission and revising them as necessary. As defined in the assistant's job description ([IVC7-03](#)), the position's responsibility is to "[m]aintain and update the District's policy and procedure manual and act as a major source of information regarding the District's policies and procedures; serve as the point of contact for District departments for assistance and research on new board policy and updates as required by law; manage the movement of policy through participatory governance while maintaining evidence of participatory governance practices; update LTCC website and meeting board management software (BoardDocs) as policy and procedure is approved; attend conferences related to best practices in policy development; review and maintain the District's policy of regular review of policy and procedure."

Analysis and Evaluation

The College meets this Standard. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for effectiveness, consistent with the process outlined in BP/AP 2410.

Evidence list
[IVC7-01](#) – BP/AP 2410 – Board Policy and Administrative Procedure
[IVC7-02](#) – Board, Governance, and Policy Assistant Job Announcement
[IVC7-03](#) – Board Governance, and Policy Assistant Job Description

8. **To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.**

Evidence of Meeting the Standard

Student learning and achievement are at the heart of the LTCC mission. The Board regularly reviews progress on institutional plans and receives updates on key indicators of student success. The Board and superintendent/president report on progress and outcomes toward LTCC goals each year. In 2022, LTCC codified its Planning and Accountability Cycle ([IVC8-01](#)), outlining existing processes in the planning cycle of the superintendent/president and Board. Approved Board goals include key indicators for student learning and achievement, as well as institutional plans for improving academic

quality. A *Progress Update* (IVC8-02) enrollment and persistence reports (IVC8-03), a review of the College's progress on the Vision for Success Goals (IVC8-04), and a quarterly LTCC Scorecard (IVC8-05) are regularly created, presented to the Board, and publicly disseminated.

Analysis and Evaluation

The College meets the Standard. The Board regularly interacts with and reviews data on student performance.

Evidence List
IVC8-01 – LTCC Planning and Accountability Cycle
IVC8-02 – Progress Update
IVC8-03 – Enrollment and Persistence Report
IVC8-04 – Vision for Success Goals Report
IVC8-05 – LTCC Scorecard

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9. **The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

Evidence of Meeting the Standard

Ongoing and systematic professional development is at the core of improved learning for individual board members and the Board as a collective body. BP 2740 – Board Education (IVC9-01) outlines the ongoing training and education of the Board with participation in study sessions, reading materials, conferences, and other related activities. All new board members attend the CCLC conflict of interest training. Additionally, in 2022, the Board was selected to participate in the Vision for Success Board Fellowship (IVC9-02) from the Aspen Institute College Excellence Program in coordination with the Foundation for California Community Colleges. This program included extensive reflection on board values and continuous improvement.

Board members are encouraged to attend two conferences each year held by the CCLC (IVC9-03), with one designed specifically for the education and networking of governing boards and the executive assistant to those boards. Furthermore, each year the Board conducts an annual retreat led by an external facilitator (IVC9-04) where goals are set and reviewed, and areas of professional development are identified. Board membership continuity and overlapping member terms are provided for in BP 2100 – Board Elections (IVC9-05) and implemented in that policy.

The College invests consistently in training for the student trustee as well. The student is funded to attend the CCLC student trustee training conference, for example. Additionally, the executive assistant to the president meets with the student trustee prior to every

board meeting to preview the agenda, and the president is available to help clarify if there are questions. In 2018-19, the role of the student trustee was expanded, allowing the student to make first and second motions and offer an advisory vote as well as instituting payment for the student trustee.

Analysis and Evaluation

The College Meets this Standard. The LTCC Board has an orientation program for new members as well as ongoing training for existing member's professional development. Board retreats are held where the board members set goals and discuss professional development opportunities such as state and national conferences that inform board members on best practices for board operations. The board policy provides for continuity of board membership with staggering terms. Student trustees receive training provided by the superintendent/president's office upon assumption of office. The superintendent/president encourages the student trustee to attend applicable conferences and trainings, especially those targeting new student trustees.

Evidence List
IVC9-01 – BP 2740 – Board Education
IVC9-02 – CCC Vision for Success Aspen Institute Fellowship
IVC9-03 – CCLC Annual Conferences
IVC9-04 – LTCC Board retreat
IVC9-05 – BP 2100 – Board Elections

10. **Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.**

Evidence of Meeting the Standard

The process for board evaluation is outlined in BP 2745 – Board Self Evaluation (IVC10-01). The LTCC Board is committed to assessing its own performance to identify strengths and areas of improvement in carrying out its responsibilities to the community served by LTCC. The LTTC Board evaluates and asses its performance with the annual *Progress Updates* (IVC10-02) in alignment with established institutional goals and priorities, including those identified by the *Superintendent/President and Board Goals* (IVC10-03). As has been stated, the Board evaluates its effectiveness annually through a retreat led by an outside facilitator and has a history of taking other opportunities, such as the Trustee Fellowship Program in partnership with the Aspen Institute, to self-assess, consider its values, and reflect on its success in supporting institutional effectiveness and academic quality.

Analysis and Evaluation

The College meets this Standard. The process for evaluation of the Board is described in BP 2745, and the Board adheres to this policy. Additional evaluation is conducted through annual *Progress Updates* on the *Superintendent/President and Board Goals* documents, which are presented for public dissemination, review, and discussion.

🔍 **Evidence List**
IVC10-01 – BP 2745 - Board Self-Evaluation
IVC10-02 – *Progress Update*
IVC10-03 – *Superintendent/President and Board Goals*

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

The Board has clearly defined BPs and APs that members must follow to serve on the Board. These policies and procedures include BP 2710 – Conflict of Interest (IVC11-01), BP 2715 – Code of Ethics/Standards of Practice (IVC11-02), AP 2710 – Conflict of Interest (IVC11-03), and AP 2712 – Conflict of Interest Code (IVC11-04). These policies and procedures are carefully followed and reinforced by all members of the Board. The Board takes its duties seriously and respects administrators, staff, and faculty while performing their duties. Each year, Board members fill out the State of California Statement of Economic Interest Form 700 to verify there are no perceived fiscal conflicts of interest. If a board member senses that there may be a conflict of interest regarding items before the Board, they either recuse themselves or are asked to recuse themselves from voting on a certain item.

Analysis and Evaluation

The College meets the Standard. The LTCC Board adheres to the established code of ethics, a conflict-of-interest policy, and all relevant statutory laws as to the conduct, notice, and reporting of meeting actions and information. There have not, in the history of the College, been any violations of these board policies and administrative procedures.

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12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

As discussed more fully in Standard IV.B.1, the superintendent/president has the primary responsibility for the academic quality and effectiveness of the College. The governing board delegates full responsibility and authority to the superintendent/president to implement and administer board policies without board interference and holds the superintendent/president accountable for the operation of the District and College. BP - 2430 Delegation of Authority to the Superintendent/President (IVC12-01) indicates that the "Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action." In addition, AP/BP 2430 - Delegation of Authority to the Superintendent/President (IVC12-02) states that the "Superintendent/President may delegate any powers and duties entrusted to him/her by the Board (including the administration of colleges and centers) but will be specifically responsible to the Board for the execution of such delegated powers and duties."

The LTCC Board, in partnership with the superintendent/president, sets annual performance goals as a basis of evaluation (IVC12-03) (see Standard IV.C.3). The superintendent/president works with the Board to make clear the difference between the Board's role as on oversight and policy-making body and the role of the superintendent/president.

Analysis and Evaluation

The College meets this Standard. Through board policies and administrative procedures, the Board authorizes the superintendent/president to implement and administer its policies without interference. They have further provided a structure for the Board to hold the superintendent/president accountable for managing the operation of the institution.

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

The LTCC Board is kept informed of Accreditation Eligibility Requirements, Standards, and Commission policies through ongoing reports from the Chancellor's Office and through the College's ALOs. The Board receives regular updates on the accreditation process and is trained on and involved in the ISER and related reports and updates. BP 3200 – Accreditation (IVC13-01) and its corresponding AP 3200 – Accreditation (IVC13-02) outline the responsibilities of the Board and the superintendent/president regarding the accreditation process. AP 3200 indicates that when the College completes its self-evaluation, it will be reviewed and approved by the Board prior to submission to the ACCJC. Each year, the Board reviews the annual report (IVC13-03) and the annual fiscal report (IVC13-04) delivered to the ACCJC.

Analysis and Evaluation

The College meets the Standard. The Board stays informed and updated about the accreditation process. Board members discuss accreditation issues at their meetings and retreats and receive regular updates from staff regarding the process.

Evidence List
IVC13-01 – BP 3200 – Accreditation
IVC13-02 – AP 3200 – Accreditation
IVC13-03 – ACCJC Annual Report
IVC13-04 – ACCJC Annual Fiscal Report

Conclusions on Standard IV.C: Governing Board

The College meets all of the requirements of Standard IV.C. The governing **board** has appropriate policies and procedures to exercise their authority and assure the academic quality, integrity, and effectiveness of student learning programs and services, as well as the financial stability of the District. The governing board further has policies in place for selection and evaluation of the CEO, for the structure of the Board, for board behavior, board ethics, and board training. The governing board acts in accordance with these policies.

Improvement Plan(s)

No improvement plan is identified.

Evidence List

IVC1-01 – BP 2010 Board Membership
IVC1-02 – BP 2200 – Board Duties and Responsibilities
IVC1-03 – Education Code Section 70902
IVC1-04 – BP/AP 2410 – Board Policies and Administrative Procedure
IVC1-05 – BoardDocs Website for BPs APs
IVC1-06 – BP 2510 – Participation in Local Decision Making
IVC1-07 – BP 1200 – District Mission
IVC1-08 – BP 6200 – Budget Preparation

IVC2-01 – *Board Policy Manual* 1.02 - Organization of the Board
IVC2-02 – BP 2355 – Decorum
IVC2-03 – BP 2715 – Code of Ethics/Standards of Practice
IVC2-04 – BP 2720 – Communication Among Board Members

IVC3-01 – BP 2431 - Chief Executive Officer Selection
IVC3-02 – BP/AP 2435 – Evaluation of the Superintendent/President
IVC3-03 – BP 2430 – Delegation of Authority to the Superintendent/President
IVC3-04 – ACCT College President Evaluation Tool
IVC3-05 – Superintendent-President Evaluation Results

IVC4-01 – BP 2715 - Code of Ethics
IVC4-02 – BP 2010 – Board Membership
IVC4-03 – BP 2710 – Conflict of Interest
IVC4-04 – BP 2716 – Political Activity
IVC4-05 – BP 2345 – Public participation at Board Meetings

IVC5-01 – BP 2200 – Board Duties and Responsibilities
IVC5-02 – BP 1200 – District Mission
IVC5-03 – LTCC DEI Task Force
IVC5-04 – Hotep Consultants Equity Audit Report
IVC5-05 – CCLC BP/AP Service Homepage

IVC6-01 – District Webpage
IVC6-02 – BoardDocs Homepage
IVC6-03 – Chapter 2 Board Policies and Administrative Procedure
IVC6-04 – BP 2010 – Board Membership
IVC6-05 – BP 2100 – Board Elections
IVC6-06 – BP 2105 – Election of Student Member
IVC6-07 – BP 2210 – Officers
IVC6-08 – BP 2200 – Board Duties and Responsibilities

IVC7-01 – BP/AP 2410 – Board Policy and Administrative Procedure
IVC7-02 – Board, Governance, and Policy Assistant Job Announcement
IVC7-03 – Board Governance, and Policy Assistant Job Description

IVC8-01 – LTCC Planning and Accountability Cycle
IVC8-02 – Progress Update
IVC8-03 – Enrollment and Persistence Report
IVC8-04 – Vision for Success Goals Report
IVC8-05 – LTCC Scorecard

IVC9-01 – BP 2740 – Board Education
IVC9-02 – CCC Vision for Success Aspen Institute Fellowship
IVC9-03 – CCLC Annual Conferences
IVC9-04 – LTCC Board retreat
IVC9-05 – BP 2100 – Board Elections

IVC10-01 – BP 2745 - Board Self-Evaluation
IVC10-02 – *Progress Update*
IVC10-03 – *Superintendent/President and Board Goals*

IVC11-01 – BP 2710 – Conflict of Interest
IVC11-02 – BP 2715 – Code of Ethics/Standards of Practice
IVC11-03 – AP 2710 – Conflict of Interest
IVC11-04 – AP 2712 – Conflict of Interest Code

IVC12-01 – BP 2430 – Delegation of Authority to the Superintendent/President
IVC12-02 – AP 2430 – Delegation of Authority to the Superintendent/President
IVC12-03 – Superintendent/President Evaluation

IVC13-01 – BP 3200 – Accreditation
IVC13-02 – AP 3200 – Accreditation
IVC13-03 – ACCJC Annual Report
IVC13-04 – ACCJC Annual Fiscal Report

QUALITY FOCUS ESSAY

H. QUALITY FOCUS ESSAY

Introduction and Rationale

Lake Tahoe Community College's (LTCC's) overall goal for the Quality Focus Essay (QFE) Action Projects is to increase student retention and success, with a specific focus on diverse and traditionally underserved student populations, through the establishment and institutionalization of a Cultural Fluency Teaching Academy (Academy) for faculty and through the incorporation of high-impact culturally responsive teaching practices into faculty onboarding and evaluation processes.

The focus of the selected Action Projects emerged from several aligned efforts at LTCC to address equity gaps and create an anti-racist institutional culture. Specifically, in 2020, LTCC launched the Diversity, Equity, and Inclusion (DEI) Task Force to undertake an analysis to determine LTCC's immediate needs to best serve Hispanic/Latinx, historically minoritized, and low-income students. The DEI Task Force (comprised of classified staff, teaching and non-teaching faculty, and administrators) worked with constituents from across the campus to collect information, review equity data, conduct listening sessions, research best practices, and report findings back to the president and Board. In 2021, DEI Task Force findings and recommendations focused on four specific areas: professional development, diversity, academics, and student services. The DEI Task Force noted LTCC's strengths in serving students in the classroom, including the Guided Pathways framework, small class sizes to ensure more personalized learning, wraparound services and programs, and an equity rubric for curriculum evaluation. The DEI Task Force also noted that professional development efforts were insufficient - often intermittent and disconnected - and did not fully support faculty in developing curriculum and course materials that align to an anti-racist and anti-discriminatory culture.

The specific Action Projects address the following two challenges that LTCC has identified:

- **Action Project 1** addresses the lack of comprehensive training and support for faculty around culturally responsive pedagogy and teaching practices, which LTCC notes could be a contributing factor to equity data showing that Hispanic/Latinx and low-income students post notably lower completion (graduation and transfer) rates than their peers.

  Stimulus for Action Project 1: With 29 percent Hispanic/Latinx enrollment, LTCC has been a federally recognized Hispanic Serving Institution (HSI) since 2018-19. In the last five years, LTCC has dedicated a significant amount of staffing resources and programmatic services to increasing access and improving outcomes for the Hispanic/Latinx and other disproportionately impacted populations. These investments have resulted in notable increases in Hispanic/Latinx and low-income students' achieving persistence and transfer-level math and English completion at rates above other students. However, these students are graduating and transferring at rates lower than other students. In

2022, LTCC conducted an Equity Audit that uncovered, among other findings, that LTCC semi-annual diversity and equity trainings are insufficient to create a culture of inclusion and a sense of belonging for historically minoritized and low-income students.

In this Action Project, LTCC will address this challenge through the establishment of the Cultural Fluency Teaching Academy and invite faculty to participate in a 9-month (3 quarters) program to deepen understanding of best practices in culturally responsive pedagogy. Faculty will develop a Portfolio and actively apply learnings to classroom practices and course materials. Faculty will be supported in using qualitative and quantitative research to evaluate the impact of changes on student retention and success.

Components of this immersive Academy will include:

Alternative Forms of Grading. Traditional grading systems have been shown to reinforce fear of failure and often do not provide reliable information about student learning. Alternative grading systems such as ungrading, contract grading, and specifications grading are shown to encourage students to think critically about their educational goals and learning process. This component will expose faculty to alternative grading models and help them adopt and modify practices to meet the needs of their students.

Inclusive Syllabus Formats. The course syllabus is a necessary document to introduce students to their faculty and the course and share vital information regarding course content and college policies and services. However, most syllabi focus on expectations and penalties, instead of ensuring students' introduction to the course is warm, welcoming, and informative. This component will support faculty in understanding the core components of an interactive, open/web-based, informative, and accessible syllabus, and provide hands-on and supported time for faculty development.

Decolonizing Curriculum. This component will support faculty in reconstructing their curriculum to make it more inclusive and reflective of LTCC's diverse student population, as well as support faculty in ensuring White students contribute to their own learning, growth, and racial literacy. In Meta Major-aligned focus teams, faculty will work on course/text selection, classroom discussion topics, and assessment tools.

Trauma Informed Pedagogy. LTCC has invested in an array of supports for students' mental, physical, social, and emotional well-being. These supports – counseling, tele-health, mental-health – are primarily housed in the Student Services department. LTCC has not fully engaged faculty in applying trauma-informed pedagogy in the classroom. This component will help faculty in recognizing signs of trauma, learn trauma-informed techniques and responses, and practice application in classroom settings.

Data Coaching. LTCC relies on Vision for Success, LTCC Scorecard, and Annual Goal/Strategy setting to help guide college priorities and evaluate outcomes. Faculty receive data through the

Annual Program Review (APR) and Comprehensive Program Review (CPR) process. However, small class sizes and data sets make interpreting the data difficult for faculty and others. This component will bring LTCC institutional effectiveness and faculty together to develop quantitative and qualitative methods for making data-driven decisions and creating a culture of continuous improvement. These methods will be incorporated into future annual and comprehensive program review processes.

Additional components of the Academy will focus on applying practices in online, hybrid and correspondence courses, supporting faculty in career education programs, and establishing faculty peer networks aligned to Meta Majors, to allow faculty to share experiences, ideas, questions, concerns.

- **Action Project 2** addresses the difficulty the College has had in institutionalizing best practices around diversity, equity, and inclusion among teaching faculty.

  Stimulus for Action Project 2: In 2022, as part of the independent LTCC Equity Audit and Survey conducted by Hotep Consultants, it was recommended that LTCC address the lack of embedded principles of equity, diversity, and inclusion in the curriculum review process and faculty onboarding and evaluations.

  This Action Project proposes to ensure the participation of faculty in the Academy and the institutionalization of best-practices in culturally responsive teaching through a series of proposed changes that, once adopted through negotiations with faculty, will allow increases in salary schedule placement for faculty participants; prioritization of class schedule offerings for courses that have achieved "cultural fluency"; and incorporation of the Academy's primary diversity, equity, and inclusion learnings into LTCC's CPRs and faculty evaluations.

Underlying Student Achievement Data

The particular student achievement data underlying these action projects is the student 3-year transfer rate. As Figure 1 depicts, Hispanic/Latinx and low-income students are transferring to a 4-year college at lower rates than their counterparts.

Figure 1.
Outcome Rates for Transferred in 3 Years (Metric Broken out by Hispanic Comp Group)
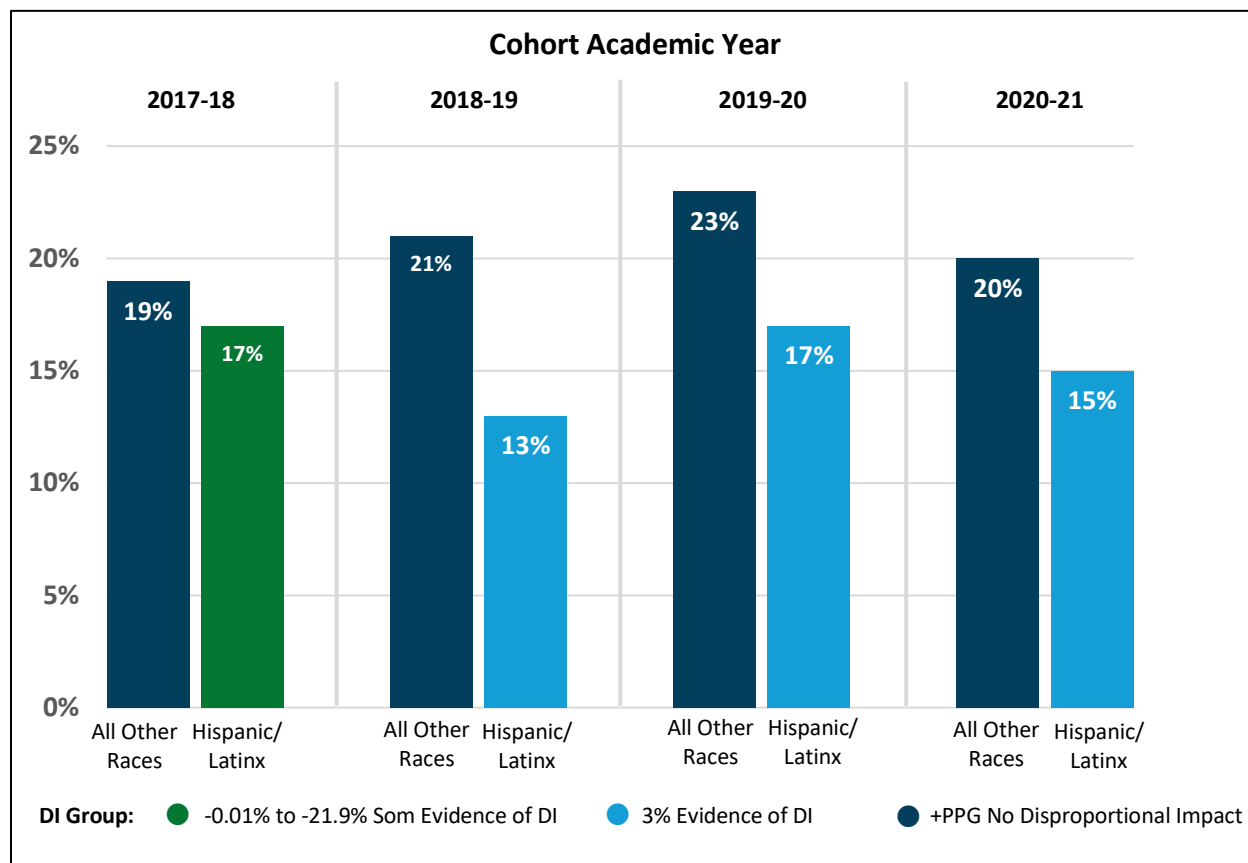
Source: LTCC's Student Equity and Achievement dashboard

Anticipated Impact on Student Learning and Achievement

Across college campuses, including at LTCC, historically minoritized and low-income students are shown to be less likely to experience affirming learning conditions and environments that support their personal and academic success. Students of color and low-income students are more likely to express feelings of lack of belonging, concerns over negative judgement based on identity, and beliefs that instructors question their capacity or intelligence. These experiences often lead to lack of confidence and connectedness and ultimately negatively impact academic success. In recent years, numerous LTCC faculty have participated in learning opportunities to better engage and support students, including through the National Conference on Race and Ethnicity (NCORE), Alliance of Hispanic Serving Institution Educators (AHSIE), and the University of Southern California (USC) Race and Equity Center. While these experiences have provided value to participants, they have not resulted in meaningful, systemic changes that positively impact students' academic outcomes. This is evidenced by LTCC Student Equity and Achievement data showing that, in the last three years, Hispanic/Latinx, low-income and students over the age of 23 consistently show disproportionate impact in transfer completion metrics.

The Academy professional development program will be designed to deepen understanding and application of best practices in culturally responsive teaching. This program model is based on significant evidence that shows how focusing training for faculty members on equity-based practices can impact multiple aspects of student achievement and encourage students to uphold their cultural identities. This approach also calls for students to develop critical perspectives that challenge societal inequalities (Ladson-Billings).

Fostering inclusion and awareness around multicultural education and making changes to curriculum can benefit all students, not just those from diverse backgrounds. "Not only does creating great multicultural awareness and inclusion help students with different backgrounds and needs succeed, but it encourages acceptance and helps prepare students to thrive in an exponentially diverse world" ("The importance").

Finally, faculty development is at the heart of making changes on campus, which can mitigate structural and cultural barriers to any class. These changes require looking beyond the big picture and instead being aware of and receptive to individual student needs (Sampson et al. 59-63). Equity-based training is designed to help faculty understand how to identify student needs and incorporate solutions into coursework. Results have shown that faculty who participate in culturally relevant training have higher course success outcomes.

Institutions that have implemented ongoing intensive professional development have shown improvements in a variety of student outcomes. The professional development activities at LTCC will be modeled after successful programs at other institutions:

- California State University, Los Angeles identified **19** high drop-fail-withdraw courses and had the faculty teaching them take part in intensive professional development training that focused on working with diverse learners. As a result, the number of students in those courses receiving Ds, Fs, or Ws declined by **11 percent.**

- The University of New Mexico (UNM) Taos developed a professional development program that focuses on the cultural divides and instructional/learning challenges that occur between Hispanic Serving Institution (HSI) faculty/staff and their students. It is designed to improve student retention and increase student achievement through best practices that address Hispanic/Latinx and underserved students' needs. This knowledge of underserved students and the issues that hinder their academic success has helped UNM Taos better and more successfully serve a large percentage of students.

- Santa Barbara City College implemented activities that include long-term ongoing training on culturally relevant pedagogies, non-cognitive techniques, and cultural wealth. The trainings have a **100 percent** satisfaction rating from participants, and **Hispanic/Latinx** students enrolled in classes taught by faculty who participated in the ongoing trainings showed a seven percent higher success rate than classes that did not use these techniques (**64 percent** compared to **57 percent**).

Project	Outputs	Anticipated Short-Term Outcomes
Project 1 – Establish the Cultural Fluency Teaching Academy to deepen faculty understanding and use of best practices in culturally responsive pedagogy	Create classrooms that are more welcoming to diverse and traditionally underserved populations Ensure faculty are utilizing best practices in supporting diverse students learning	Increase retention and graduation rates for low-income and Hispanic/Latinx student populations Increase transfer rates for low-income and Hispanic/Latinx student populations
Project 2 - Ensure the participation of faculty in the Academy and the institutionalization of best-practices in culturally responsive teaching	Continuous faculty engagement in professional development and classroom practice improvement	Increase retention and graduation rates for low-income and Hispanic/Latinx student populations Increase transfer rates for low-income and Hispanic/Latinx student populations

Outcome Measures

LTCC will measure whether activities are producing the intended results through measurement of the following expected outcomes. These outcomes are ambitious, attainable, and aligned with our overarching institutional goals and the primary project activity.

Outcome Measure	Timeline	Method for Monitoring Progress
70 percent of full-time teaching faculty complete the Academy and apply portfolio strategies in at least one course within their teaching load	Achieve metric between fall 2023 – spring 2025 Institutionalize Academy by spring 2025 Evaluate Academy full implementation by fall 2030	This outcome will be tracked by the project director and the dean of instruction. The project director will track Academy applicants and participants, monitor completion of the portfolio and review, and follow up with the faculty members to ensure application of portfolio interventions in the classroom. The project director will report this information to the Design Team (faculty participants selected by vice president of academic affairs) and the dean of instruction for the purpose of ensuring appropriate certification of the faculty member and designation in the course schedule. This information will be shared with the Senior Leadership Team and the President for incorporation into Annual Goals, Progress Report, and State of the College address.

Outcome Measure	Timeline	Method for Monitoring Progress
Five percent of part-time faculty complete the Academy and apply portfolio strategies in at least one course within their teaching load	Achieve metric between fall 2023 – spring 2025 Institutionalize Academy by spring 2025	The project director will track Academy applicants and participants, monitor completion of portfolios and reviews, and follow up with the faculty member to ensure application of portfolio interventions in the classroom. The project director will report this information to the Design Team and the dean of instruction for the purpose of ensuring appropriate certification of the faculty member and designation in the course schedule. This information will be reported to Human Resources for the purposes of salary placement. This information will be shared with the Senior Leadership Team and the President for incorporation into Annual Goals, Progress Updates, and State of the College address.
Work through negotiations with the intention to formally incorporate the Academy stipend for full-time and part-time faculty and salary step placement increase for part-time faculty into the faculty contract and salary schedule.	By fall 2025	The vice president of academic affairs will work with the director of human resources and president of the Faculty Association with the intention to ensure formal incorporation into the contract and salary schedule. The vice president of academic affairs will report progress to the project director and Design Team on a quarterly basis.
Establish a course scheduling and publication process that incorporates the Cultural Fluency designation into the publicly available course schedule and the process for course scheduling and prioritization. Provide education to students and faculty on the Cultural Fluency designation.	By fall 2025	The dean of instruction will work with the director of marketing to ensure incorporation into the schedule of courses and to provide education to students and faculty regarding the Cultural Fluency designation.
Incorporate the Academy qualitative and quantitative evaluation methods into the LTCC Comprehensive Program Review process.	By fall 2025	The director of institutional effectiveness, with support from external research expertise, will develop and implement quantitative and qualitative evaluation methods to determine if portfolio interventions are having the intended impact on student course outcomes and overall completion rates. The director of institutional effectiveness will report the findings to the Design Team and the project director. Collaboratively, the team will make recommendations for metrics to be incorporated into the Comprehensive Program Review process.
Work in collaboration with the Faculty Association to incorporate standards that relate to cultural fluency into the faculty evaluation.	By fall 2025	The vice president of academic affairs will work with the director of human resources and president of the Faculty Association with the intention to ensure formal incorporation into the contract and salary schedule. The vice president of academic affairs will report progress to the project director and Design Team on a quarterly basis.
Conduct evaluation of program institutionalization after 5 full years of implementation	By fall 2030	The director of institutional effectiveness will work with the vice president of academic affairs to conduct a full evaluation of program implementation and institutionalization by fall 2030.

Project Action Plan

Action Project 1 Activities	Action Project 1 Responsible Parties	Action Project 1 Required Resources	Action Project 1 Timeline
Confirm Design Team participants. Design Team is composed of 4 faculty identified and selected by the vice president of academic affairs Finalize Academy training component leads and initiate contracts Design Academy application and portfolio format Advertise and promote Cohort 1 opportunity Launch application for Cohort 1 Launch and Complete Cohort 1 Term 1: Cohort Training Activities and Portfolio Completion Term 2: Cohort Implementation of Best Practices and Outcomes Review Term 3: Evaluation of Outcomes and Discussion of Design Changes	Vice President of Academic Affairs Dean of Instruction Design Team	Contracted Trainers Institutional Effectiveness Tableau	Cohort 1 Planning Activities (May – August 2023 Cohort 1 Implementation (September 2023 – June 2024) Cohort 2 Planning Phase (July – September 2024)

Action Project 2 Activities	Action Project 2 Responsible Parties	Action Project 2 Required Resources	Action Project 2 Timeline
Launch discussions with Faculty Association on evaluations and salary schedule Finalize proposed faculty evaluation standards and salary schedule with Faculty Association Revise Comprehensive Program Review	Vice President of Academic Affairs Director of Human Resources Dean of Instruction Faculty Association President and Negotiation Team	Negotiations Institutional Effectiveness	Spring 2024 – Summer 2025 Conduct full program implementation evaluation by fall 2030.

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Lake Tahoe Community College

One College Drive
South Lake Tahoe, California 96150
(530) 541-4660
www.ltcc.edu