

Lake Tahoe Community College

2017

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





Certification of the Institutional Self-Evaluation Report

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

FROM: Jeff DeFranco, Superintendent/President
Lake Tahoe Community College District
One College Drive, South Lake Tahoe, CA 96150

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.

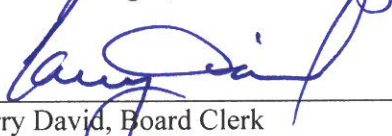
Signatures:



Dr. Karen Borges, Board President

8/8/17

Date



Kerry David, Board Clerk

8/8/17


Date



Morgan Montoya, Student Trustee

8/8/17

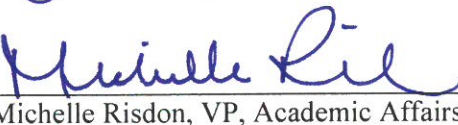
Date



Jeff DeFranco, Superintendent/President

8/8/17

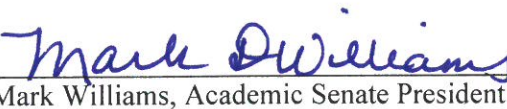
Date



Michelle Risdon, VP, Academic Affairs/ALO

8/8/17

Date



Mark Williams, Academic Senate President

8/8/17

Date



Jeremy Brown, Director of Institutional Effectiveness

8/8/17

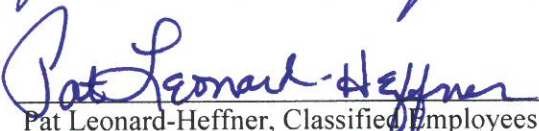
Date



Jon Kingsbury, Faculty/
Co-Facilitator of Institutional Effectiveness Council

8/8/17

Date



Pat Leonard-Heffner, Classified Employees Union Co-President

8/8/17

Date



Table of Contents

Acronym Key	1
Emblem Key	3
Introduction	4
History of Lake Tahoe Community College	4
Student Demographics, Enrollment and Achievement Data	12
Special Programs	31
Description of Service Area	36
LTCC Scorecard and Institution Set Standards	48
Locations	51
Campus Map	60
Programmatic Accreditation	61
Board of Trustees	64
Organizational Charts	65
Governance Council Organizational Chart	71
Required Elements	
Organization of Self-Evaluation Process	72
Timeline	73
Accreditation Oversight Committee	74
Writing Teams	75
Eligibility Requirements	77

Reader's Note: The following document is an interactive pdf with bookmarks running throughout the file. You can open the bookmarks tab to navigate the pdf quickly. Additionally, the table of contents has links directly to the first page of the section noted. Throughout the document, anytime there is an evidence reference (in blue), it represents a link that can be clicked upon and will open the applicable supporting documentation. Many images within the document are also interactive, allowing the reader to click on them to open the full-size file, related websites, or links for additional information. Internet access is required to access the blue evidence links and the image links. The green references are also interactive, linking to information in other sections of the document.

Table of Contents (continued)

Standard I	
Mission, Academic Quality and Institutional Effectiveness, and Integrity	105
I.A. Mission	106
I.B. Assuring Academic Quality and Institutional Effectiveness	118
I.C. Institutional Integrity	144
Standard II	
Student Learning Programs and Support Services	163
II.A. Instructional Programs	164
II.B. Library and Learning Support Services	228
II.C. Student Support Services	250
Standard III	
Resources	288
III.A. Human Resources	289
III.B. Physical Resources	338
III.C. Technology Resources	360
III.D. Financial Resources	376
Standard IV	
Leadership and Governance	420
IV.A. Decision-Making Roles and Processes	421
IV.B. Chief Executive Officer	443
IV.C. Governing Board	464
Changes and Plans	490
Quality Focus Essay	494



Acronym Key

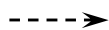
ACRONYM KEY

AEBG	Adult Education Block Grant
AETW	Advanced Excellence in Teaching Workshop
AP	Administrative Procedures
APR	Annual Program Review
ATW	Advanced Teaching Workshop
AUP	Annual Unit Plan
BC	Budget Council
BOG	Board of Governors
BOT	Board of Trustees
BP	Board Policy
BPS	Bond Project Schedule
CAR	Compensation Allocation Request
CDC	Child Development Center
CEU	Classified Employees Union
CLEMC	College Learning and Enrollment Management Council
CMS	Curriculum Management System
CMSP	Campus Master Site Plan
CNIA	California Nevada Interstate Attendance Agreement
COC	Citizen's Oversight Committee
COOL	Committee On Online Learning (previously Distance Education Work Team)
CPC	Community Play Consortium
CTC	California Tahoe Conservancy
DRC	Disability Resource Center
EMP	Educational Master Plan
ETW	Excellence in Teaching Workshop
FC	Facilities Council
FHP	Faculty Hiring Prioritization
FMP	Facilities Master Plan

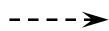
FSES	Faculty/Staff Experience Survey
GCSES	Governance Council Self-Evaluation Survey
GPS	Guidance and Planning for Success
ICB	Inter-Club Board
IEC	Institutional Effectiveness Council
IIPP	Injury and Illness Prevention Program
ISP	Incarcerated Student Program
ISSI	Intensive Summer Spanish Institute
ISW	Instructional Skills Workshop
JPA	South Bay Regional Public Safety Training Consortium
LTAEC	Lake Tahoe Adult Education Consortium
LTCC	Lake Tahoe Community College
LTCCD	Lake Tahoe Community College District
LTUSD	Lake Tahoe Unified School District
OETW	Online Excellence in Teaching Workshop
OIE	Office of Institutional Effectiveness
OITS	Information Technology Services
PAC	President's Advisory Council
PDL	Professional Development Leave
PVA	Program Vitality Assessment
QSS	Quintessential School Systems
RAGPs	Resource Allocation Guiding Principles
S/P	Superintendent/President
SEC	Student Equity Committee
SES	Student Experience Survey
SNC	Sierra Nevada College
SLOAC	SLO Assessment Committee
SLT	Senior Leadership Team (previously President's Council [PC])
SLT-PD	South Lake Tahoe Police Department
SST	Student Success Team
STHS	South Tahoe High School
TC	Technology Council
TLC	Tutoring & Learning Center
TPNS	Tahoe Parents Nursery School



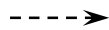
Emblem Key



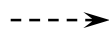
Standard I.A, B, C



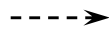
Evidence – Standard I.A, B, C



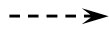
Standard II.A, B, C



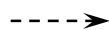
Evidence – Standard II.A, B, C



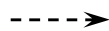
Standard III.A, B, C, D



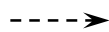
Evidence – Standard III.A, B, C, D



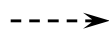
Standard IV.A, B, C



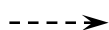
Evidence – Standard IV.A, B, C



Quality Focus Essay Action Project #1: Integrated Planning



Quality Focus Essay Action Project #2: Guided Pathways



Changes in Plan (Implemented)



Changes in Plan (Future)



Lake Tahoe Community College History

Building a College: LTCC's Forty-Three-Year History

The alpine town of South Lake Tahoe, located on Lake Tahoe's southern end, first expressed an interest in hosting a community college in 1964. One decade later, on March 5, 1974, voters approved the formation of a community college district with 66% of the vote. The new district encompassed the area that lies in the southern portion of the Lake Tahoe Basin, with the lake forming much of the northern boundary, the Sierra Crest creating the western border, the eastern portion made out of the California–Nevada state line, and to the south the line dividing El Dorado and Alpine Counties.

On the same day, voters also selected a four-member Board of Trustees to supervise the new college district: Roberta Mason, Dr. Will Cluff, Rev. Donald Swanson, and Dr. Frederick "Fritz" Wenck. Temporary board member Gene Bellisario stepped in to fill the fifth vacant seat that had been reserved for a board member from Alpine County, which voted not to join the new district. Bellisario served for a few months until June 1974, when William Patrick Conlon won the seat in a special election. A few months later, the Board of Trustees hired Dr. James Duke in September 1974 as the College's first superintendent/president.



LTCC opened its doors for the first time on September 18, 1975, 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 consisted of eleven students.

The acquisition of a site for a permanent campus was pursued in earnest in 1979. The purchase of a parcel on Al Tahoe Boulevard owned by the Shell Oil Company was negotiated, and on December 27, 1979, the title to the 164-acre plot in the center of South Lake Tahoe was recorded in the name of Lake Tahoe Community College.

The west part of campus was opened in the fall of 1982. It provided space for a library and three more classrooms in addition to what the Highway 50 campus provided. Eventually an

expanded art lab and an intimate collegiate theatre were also included at the new site. This allowed for more classroom space at the original converted motel campus.

On July 8, 1986, a groundbreaking ceremony was held on the permanent campus site on Al Tahoe Boulevard, and construction began on the first phase of the College's master plan. The College moved into its present location on Al Tahoe Boulevard in October 1988.

The Child Development Center opened in September 1993 to provide care for forty-six children and serve as a teaching lab for the Early Childhood Education Program. A new Technology Wing was dedicated on January 2, 1996, and the College theatre opened in March 1996. In June 2005, the theatre was named after LTCC's first president, Dr. James Duke.

With everything but Physical Education now located on the main Al Tahoe campus, the Board of Trustees decided to lease four portable classrooms. These "Garden Classrooms" were in place for the fall quarter of 1996, bringing the entire College to one time.

In 2002, the Physical Education building and Student Center opened. The 26,000-square-foot Physical Education building includes a gymnasium, the Fitness Education Center, a dance studio, and locker rooms. The Culinary Arts Program moved into its own teaching kitchen in the 10,000-square-foot Student Center, attached to the Main Building on campus.

In 2006, a new 27,000-square-foot library and the Haldan Art Gallery opened. The library was renamed the Roberta Mason Library in 2014, to honor LTCC's first Board of Trustees president, Roberta Mason.



July 8, 1986 Groundbreaking Ceremony



Grand Opening of the Child Development Center in September 1993

LTCC Today: Challenges and Solutions



In many ways, both the city of South Lake Tahoe and Lake Tahoe Community College are unique. Compared with other community college districts in the state, LTCC is relatively young: in March 2017, the College celebrated its forty-third birthday, while the town of South Lake Tahoe itself turned fifty-two. Because of the relatively small size of both the school and the town, there is a strong community connection to the College that is unique in the California community college system. The College's campus is a go-to in this small alpine town for educational needs, cultural events, sports, theatrical productions, concerts, art exhibits, lectures, films, poetry readings, and many more free or low-cost events that simply would not be available to residents without LTCC's existence.

In addition to being small, South Lake Tahoe is also very much a resort town that depends on visitors to sustain its businesses. There is a transient population, mostly consisting of younger people, who come from outside the Tahoe Basin seeking seasonal work in hospitality, tourism, and recreation. They often do not put down long-term roots due to a critical lack of affordable housing, underemployment issues, and the perception of limited promising career opportunities. Currently, the housing crisis in particular is a major challenge for LTCC in attracting students from outside the basin.

As a tourist town, the city of South Lake Tahoe can be susceptible to both regional and national economic shifts. When the country's economy sunk in 2008, the city's did as well—a consequence of relying on tourist spending for economic growth. While the College did see a boost to its FTES during these years, which is a response typical to education during an economic downturn, those numbers have greatly softened as the economy has improved and more people have gone back to work.

Changes to repeatability at the state level also contributed to a decline in FTES in the past five years. Community members who had taken arts and humanities and physical education classes repeatedly over many years found themselves unable to continue to do so, which had a negative effect on LTCC's FTES. At around the same time, the Good Neighbor partnership between California and Nevada that made tuition affordable for Tahoe Basin residents living across the state line was brought to an end, which further contributed to the overall FTES decline at LTCC.

The College recognizes that in adapting its vision to become "California's premier destination community college" a few years ago, it was laying the groundwork for a possible solution to these and other evolving local realities. LTCC recognizes that it cannot survive on the local population alone. LTCC will continue to position itself as an important hub in its community, providing valuable job training, transfer opportunities, continuing education, and enriching events to local residents. But in order to both sustain itself and flourish, LTCC must offer meaningful and relevant academic programs that contribute to local workforce development and attract bright students from outside the Tahoe Basin who are seeking a great education in a unique environment.

Measure F Bond Campaign

To become California's premier destination community college, LTCC had another important hurdle to clear: turning its original and now aging campus facilities into a modern center of learning. In 2014, after twenty-six years of heavy use by students, staff, the community, and the mountain environment, the College's campus was showing signs of wear and tear. Classroom and lab technology was quickly becoming outdated; the HVAC systems were proving inefficient and costly to operate; and leaky roofs and deteriorating electrical, lighting, heating, ventilation, and security systems were badly in need of repair or replacement. These problems were beginning to show signs of impacting the quality of instruction, learning, job training, and career advancement at LTCC. The need for a bond campaign to help LTCC remain competitive and to protect the taxpayers' original investment in the College became clear.



Early Construction of New Soccer Field



Finishing and Sealing New Gym Flooring

Measure F, a \$55 million bond effort, successfully passed in November 2014 with nearly 58% of the vote. Bond funds are currently being used to upgrade and repair existing College

facilities and infrastructure and also to give rise to several new buildings in support of existing and future academic programs and student support services. Shortly after the bond measure passed, LTCC received a nearly \$6 million donation from a local private citizen to further improve the campus with the addition of a University Center, with a groundbreaking taking place in June 2017. Beginning in the fall of 2018, the Lisa Maloff University Center will make it possible for the first time for South Lake Tahoe residents to earn a four-year degree without leaving home. LTCC has already partnered with Sierra Nevada College (in Incline Village, NV) to offer competitively priced bachelor's degree programs in global business management and psychology, with more school partnerships and degree options to come.

Creative Academic Programming, Varied Revenue Streams



In addition to bringing baccalaureate degree options to campus, in the past few years LTCC has launched several new academic initiatives to broaden its student base, provide access to higher learning to more people, and to diversify its revenue streams and create better economic stability to ride through rough budgetary times. Some of these new programs include the following:

South Bay Regional Public Safety Consortium: LTCC is now a partner in the South Bay Regional Public Safety Consortium, first created in 1994 by Gavilan College and Evergreen Valley College through a

Chancellor's Office grant. Since its launch, nine additional colleges have joined this innovative partnership to support public safety training within their local communities. The consortium provides training to approximately 2,700 full-time equivalent students each year, including professionals from more than seventy city and county agencies. The consortium operates under a Joint Powers Agreement with the nine community colleges and certifies training in law enforcement, fire services, emergency medical training, dispatch, and more. LTCC's participation in this consortium focuses on its fire curriculum.

Incarcerated Student Program (ISP): The ISP at LTCC offers inmates in partnering California State correctional facilities access to higher education. This program gives inmates the opportunity to earn an associate of arts for transfer (AA-T) in sociology through an enhanced, one-on-one correspondence-based curriculum. Based on the belief that higher education provides inmates with a pathway to a more productive future and a greater likelihood of postrelease employment, the mission of LTCC's ISP is to provide structured, positive support in the pursuit of higher education for the incarcerated population and to deliver socially transformative higher education programs for incarcerated students. LTCC's pilot ISP launched in 2015, and in spring 2017 the program's substantive change proposal

received approval from the Accrediting Commission for Community and Junior Colleges. The program's first two graduates earned their AA-T degrees this spring, with another two students slated to earn theirs in late summer.

Environmental Technology and Sustainability (ETS): ETS is a relatively new program at LTCC designed to immerse students in the unique environment of the Lake Tahoe Basin. The program takes an interdisciplinary approach to students of environmental science and sustainability. As a national treasure, Lake Tahoe provides a spectacular natural classroom for students preparing for diverse fields in environmental management and restoration, natural resources conservation, and sustainability.

Dual-Enrollment Program: LTCC has a rich partnership with the Lake Tahoe Unified School District (LTUSD), currently offering four courses to local high school students through a dual-enrollment agreement. All first-year students at South Tahoe High School participate in a five-unit course focused on creating a ten-year educational and career plan through the "Get Focused, Stay Focused" curriculum. In subsequent years, students revisit and revise their plans in 1- to 1.5-unit courses. These courses are also uniquely adapted to the Lake Tahoe resort environment with a focus on hospitality, tourism, recreation, and retail opportunities. Additionally, the College collaborates with LTUSD to offer a digital media arts course and an emergency medical responder course through dual enrollment.

Distance Education and the Online Education Initiative (OEI): LTCC offers a robust Distance Education Program, with eleven degrees and certificates available online. LTCC now uses Canvas as its learning management system, and as a full-launch college with California's Online Education Initiative (OEI), LTCC was one of the only colleges statewide to "go live" with courses on the OEI exchange in spring 2017. Through the OEI, LTCC has been fortunate to gain access to multiple support services for all students, both online and face-to-face, including Cranium Cafe for online counseling, NetTutor for twenty-four-hour a day tutoring services, online readiness training for students, as well as instructional design and accessibility support for faculty through the OEI.

Athletics: In Fall 1994, LTCC's men's and women's cross-country running teams first competed in the Golden Valley Conference. Thanks to LTCC's Kokanee mascot, cries of "Go Fish!" from fans became common. In the fall of 1995, women's volleyball was added to the intercollegiate athletic program, and the men's cross-country team won first place in the Golden Valley Conference. In 1999, the College added an intercollegiate Nordic ski team to its program. After years without any college athletics, sports returned once again to campus with the successful launch of the men's and women's intercollegiate soccer teams in fall





2014. With the new teams came a new logo and mascot—the LTCC Coyote. Both teams are in the Golden Valley Conference. In its first two seasons (2014 and 2015), the men’s team won the Golden Valley Conference twice and advanced all the way to the state semifinals in 2015. The women’s team advanced to the playoffs in its first season (2014) and is in the process of rebuilding after a coaching switch. With the early success of its soccer programs in place, LTCC is now exploring additional athletics programs to bring to campus that enjoy a level of popularity at our local high school, helping to create a natural pathway for talented student athletes to pursue their on-field dreams at their local community college.

Through these and other initiatives, LTCC has responded to local and regional conditions and forces by continuing to offer a comprehensive array of programs—similar to colleges much larger than

LTCC—and by offering programs that serve the identified needs of our community, that make good sense geographically, and that play into our region’s strengths and reputation.

Leadership through the Years

On June 30, 1990, Dr. James W. Duke, LTCC’s founding president, retired after overseeing the construction of the first permanent building for the College on Al Tahoe Boulevard. Dr. Guy Lease was selected as his successor and leader of the next phase of construction at LTCC. After seventeen years of exemplary service and overseeing the construction of several new building phases of the College, Dr. Lease retired in 2007.

The College then hired Dr. Paul T. Killpatrick in July 2008 as the College’s third president. Dr. Killpatrick served the College for two years before moving on to another community college presidency in Washington State.

The College’s fourth superintendent/president, Dr. Kindred Murillo, was hired in July 2011. Dr. Murillo spearheaded the successful bond campaign, bringing \$55 million in funding to campus for the next ten years. Dr. Murillo also oversaw the acquisition of the nearly \$6 million donation for the Lisa Maloff University Center coming to LTCC’s campus in 2018 and the development of a partnership with Sierra Nevada College in Incline Village, NV, to provide bachelor’s degree programs on campus. Dr. Murillo left LTCC to take a presidency position at Southwestern College in January 2017.

LTCC then hired its fifth superintendent/president, Jeff DeFranco. Mr. DeFranco had previously served as vice president of administrative services at LTCC since 2012 before

taking on this new position. As a lifelong educator committed to supporting quality instructional programs and student success, he has worked in multiple educational settings, including K-12, community college, and four-year institutions. Before joining LTCC in 2012, Mr. DeFranco worked for Springfield School District in Oregon for nine years as a senior level district administrator. His roles have included leadership and oversight of fiscal, facility, technology, bonds, grants, development, government affairs, and public relations functions for educational organizations.



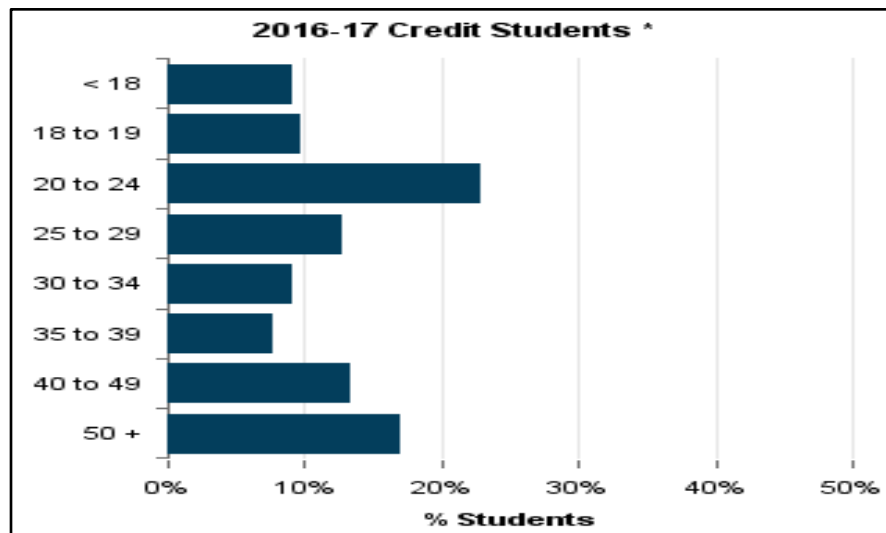
Former LTCC President/Superintendent Dr. Kindred Murillo (left) and Current LTCC President/Superintendent Jeff DeFranco (left) with Dr. Fritz Wenck who Retired After 42 Years on the LTCC Board of Trustees



Student Demographic, Enrollment, and Achievement Trends

Student Age – Credit Students

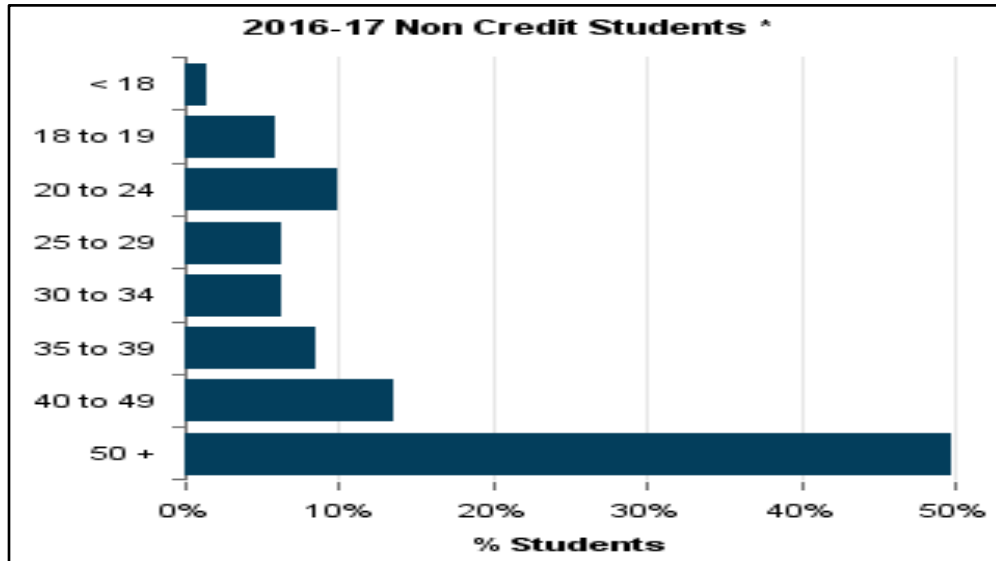
Students who attend LTCC during the primary quarters are distributed across all age groups. In line with the mission of both the California Community College System and the College, LTCC serves a broad array of students from the community through its multiple and varied educational programs.



	Credit Students *				
	2012-13	2013-14	2014-15	2015-16	2016-17
< 18	4.3%	3.9%	2.9%	7.4%	8.9%
18 to 19	12.3%	11.8%	10.2%	10.5%	9.6%
20 to 24	22.8%	24.5%	23.5%	22.3%	22.6%
25 to 29	13.7%	12.5%	12.5%	13.3%	12.6%
30 to 34	8.6%	9.5%	9.3%	10.5%	8.8%
35 to 39	5.4%	6.0%	8.0%	7.4%	7.5%
40 to 49	9.5%	11.0%	13.9%	11.4%	13.2%
50 +	23.4%	20.9%	19.8%	17.1%	16.8%
Unknown			0.0%	0.0%	

* Students counted in this table may have taken credit courses only or a mixture of credit and non credit.

Student Age – Non Credit Students



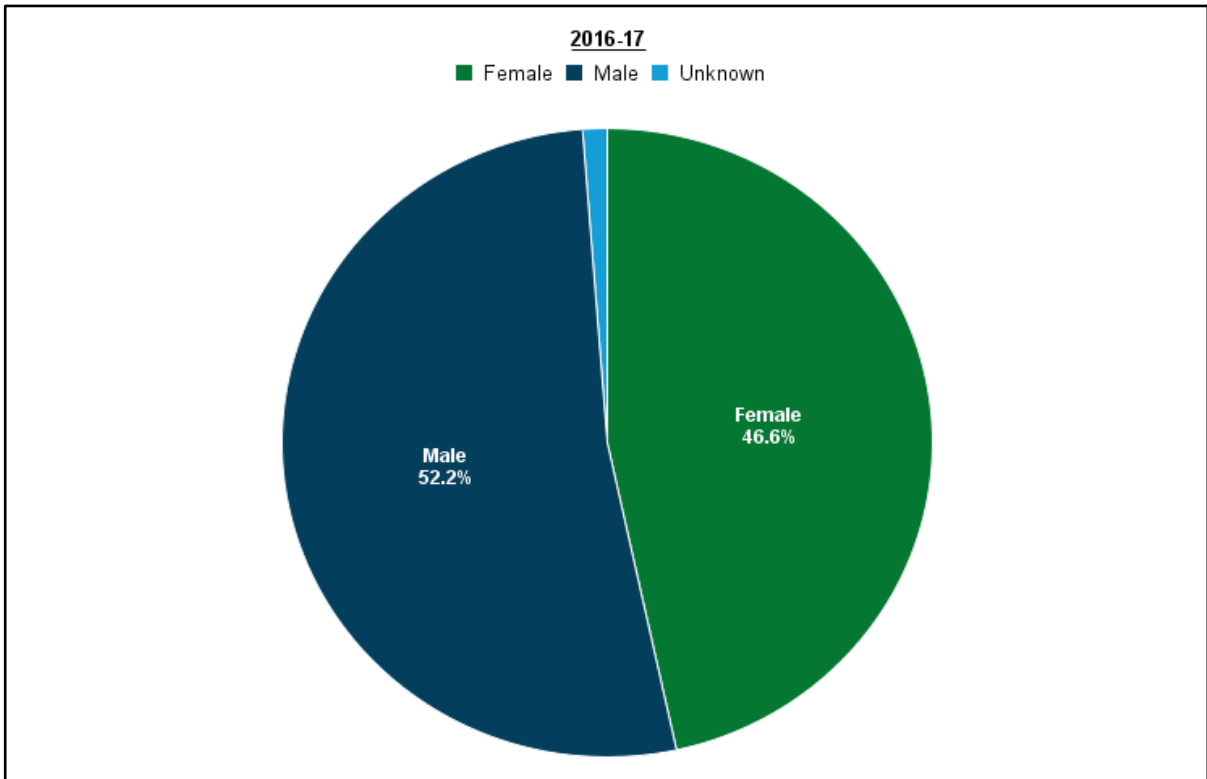
	Non Credit Students **				
	2012-13	2013-14	2014-15	2015-16	2016-17
< 18	1.6%	0.9%	1.0%	1.1%	1.3%
18 to 19	3.0%	3.0%	1.2%	4.2%	5.7%
20 to 24	15.1%	9.6%	8.7%	5.4%	9.8%
25 to 29	10.9%	13.9%	10.0%	6.2%	6.0%
30 to 34	12.3%	14.1%	14.4%	10.2%	6.0%
35 to 39	10.9%	11.6%	9.7%	9.6%	8.2%
40 to 49	18.3%	16.9%	17.7%	18.1%	13.3%
50 +	27.8%	29.8%	37.3%	45.0%	49.7%
Unknown		0.2%			

* Students counted in this table were enrolled in only non credit courses during the academic year.

Student Gender

Student gender distribution is presented in the chart and table below. For the past three years the College has enrolled more male than female students. This is largely as a result of both the JPA and ISP initiatives at the College, which serve predominantly male students.

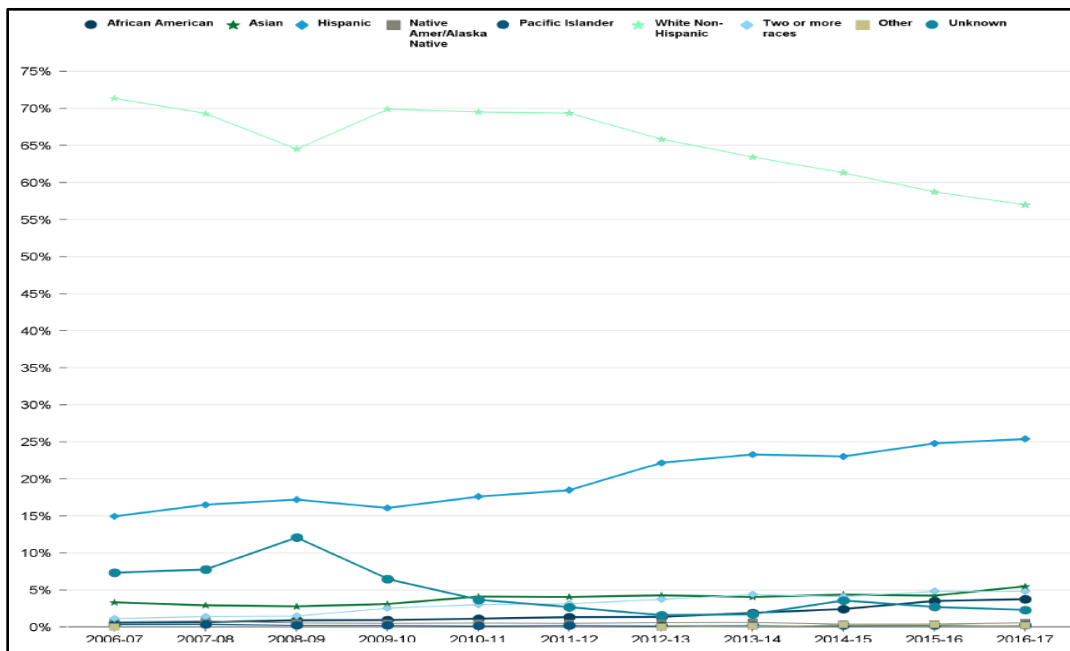
	12-13	13-14	14-15	15-16	16-17
Female	57.4%	52.3%	46.7%	45.6%	46.6%
Male	42.2%	47.2%	52.7%	53.1%	52.2%
Unknown	0.4%	0.5%	0.6%	1.3%	1.2%



Student Race/Ethnicity

Student race/ethnicity data are presented in the chart and table below. As part of the College's mission, Strategic Plan, and Equity Plan, there has been an intentional effort to reach out to the local Hispanic population and better reflect the diversity of the region. The data below suggests continued steady improvement in this area.

Ethnicity	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
African American	0.6%	0.7%	0.9%	1.0%	1.2%	1.4%	1.4%	1.9%	2.5%	3.5%	3.8%
Asian	3.4%	2.9%	2.8%	3.1%	4.1%	4.1%	4.3%	4.1%	4.4%	4.3%	5.5%
Hispanic	15.0%	16.5%	17.2%	16.1%	17.6%	18.5%	22.2%	23.3%	23.0%	24.8%	25.4%
Native Amer/ Alaska Native	0.8%	0.9%	0.6%	0.5%	0.6%	0.5%	0.6%	0.7%	0.4%	0.4%	0.6%
Pacific Islander	0.4%	0.4%	0.3%	0.3%	0.2%	0.3%	0.2%	0.2%	0.2%	0.3%	0.3%
White Non- Hispanic	71.4%	69.3%	64.5%	69.9%	69.6%	69.4%	65.9%	63.5%	61.3%	58.8%	57.0%
Two or more races	1.2%	1.5%	1.5%	2.6%	3.1%	3.2%	3.8%	4.4%	4.2%	4.8%	4.8%
Other	0.0%						0.0%	0.1%	0.3%	0.4%	0.2%
Unknown	7.4%	7.8%	12.1%	6.5%	3.7%	2.7%	1.6%	1.7%	3.6%	2.7%	2.3%



Face-To-Face Student Geographical Distribution

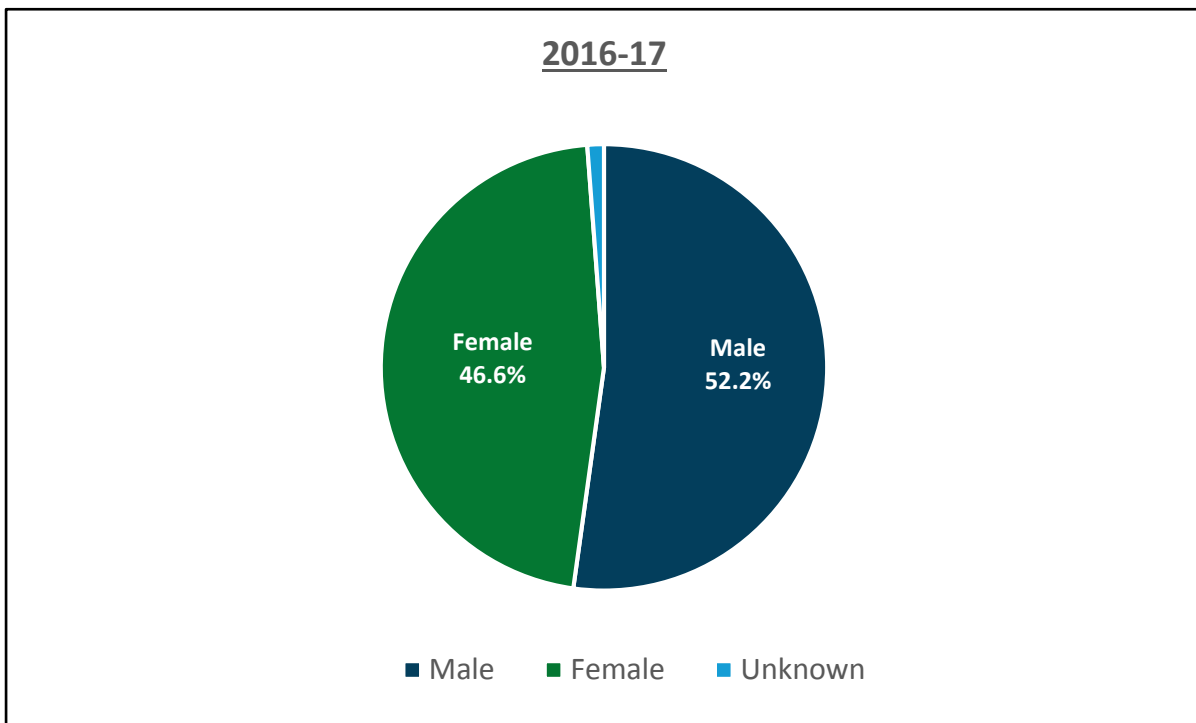
Student location data for AY 2015-16 is presented in the tables below. The students reported in this section were enrolled exclusively in online.

FACE TO FACE STUDENTS		
County	State	% of Online Students
El Dorado	California	80.3%
Douglas	Nevada	4.9%
Other Counties	California	3.3%
Placer	California	2.0%
Other Counties	Nevada	1.4%
Sacramento	California	1.2%
San Francisco	California	0.8%
Alameda	California	0.7%
Santa Clara	California	0.6%
Contra Costa	California	0.6%
San Mateo	California	0.5%
Other Counties	Other	0.4%
San Joaquin	California	0.3%
Los Angeles	California	0.3%
Riverside	California	0.3%
San Diego	California	0.3%
Yolo	California	0.3%
Sonoma	California	0.2%
Calaveras	California	0.2%
Santa Cruz	California	0.2%
Solano	California	0.2%
Orange	California	0.2%
Marin	California	0.1%
Butte	California	0.1%
Humboldt	California	0.1%
San Bernardino	California	0.1%
Stanislaus	California	0.1%
San Luis Obispo	California	0.1%
Ventura	California	0.1%
Fresno	California	0.0%

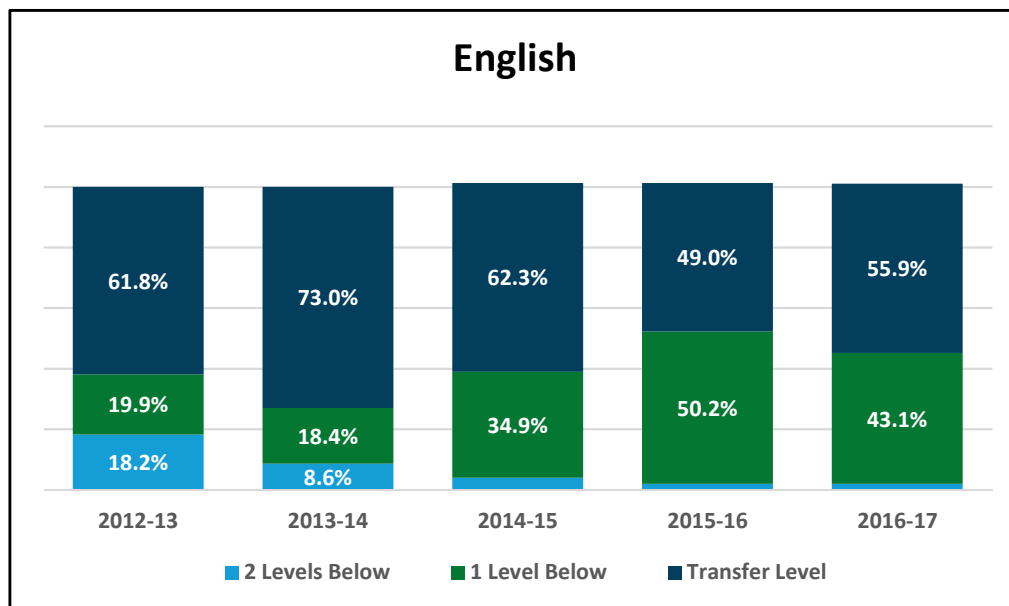
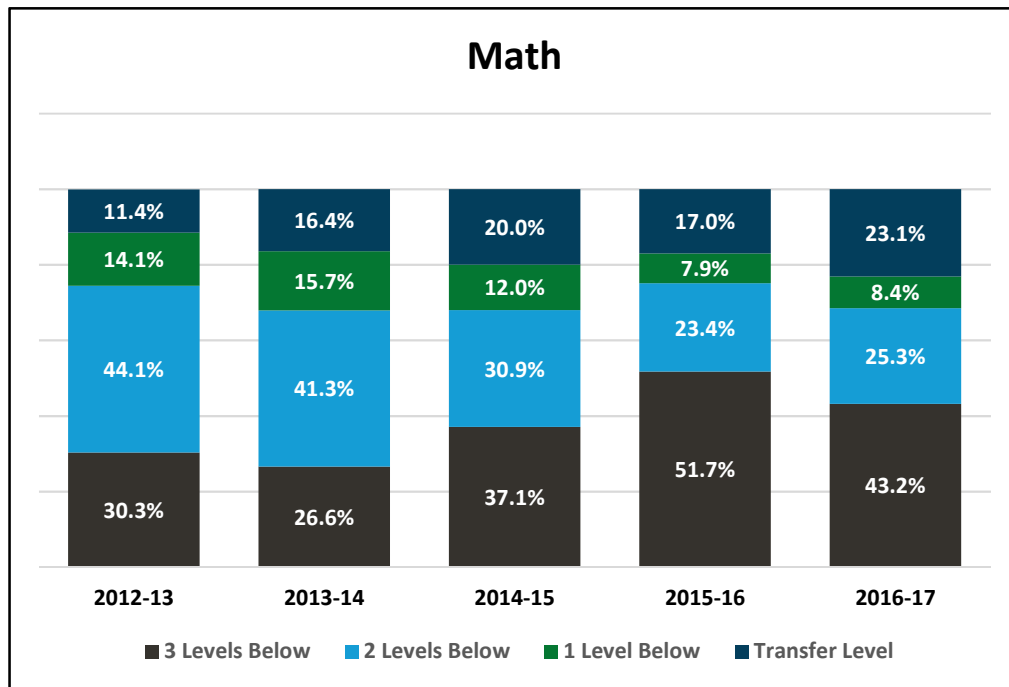
First Generation

The chart and table below show the proportion of first generation students, excluding work experience and internship. First generation status is collected from the CCCApply application form.

	12-13	13-14	14-15	15-16	16-17
First Generation	29.1%	29.7%	34.4%	34.7%	34.9%
Not First Generation	70.9%	70.3%	65.6%	65.3%	65.1%



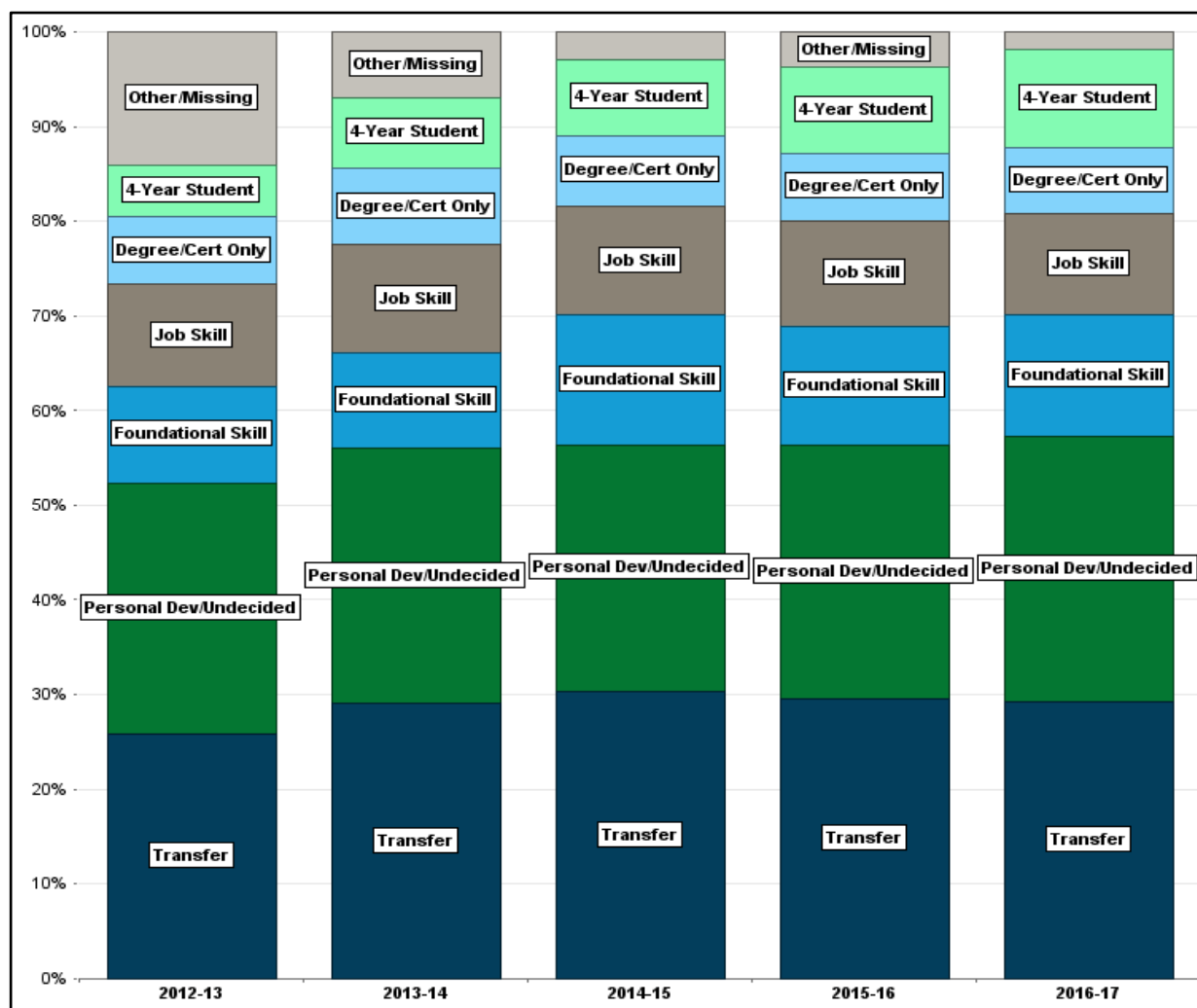
Initial Enrollment Levels



Student Goals

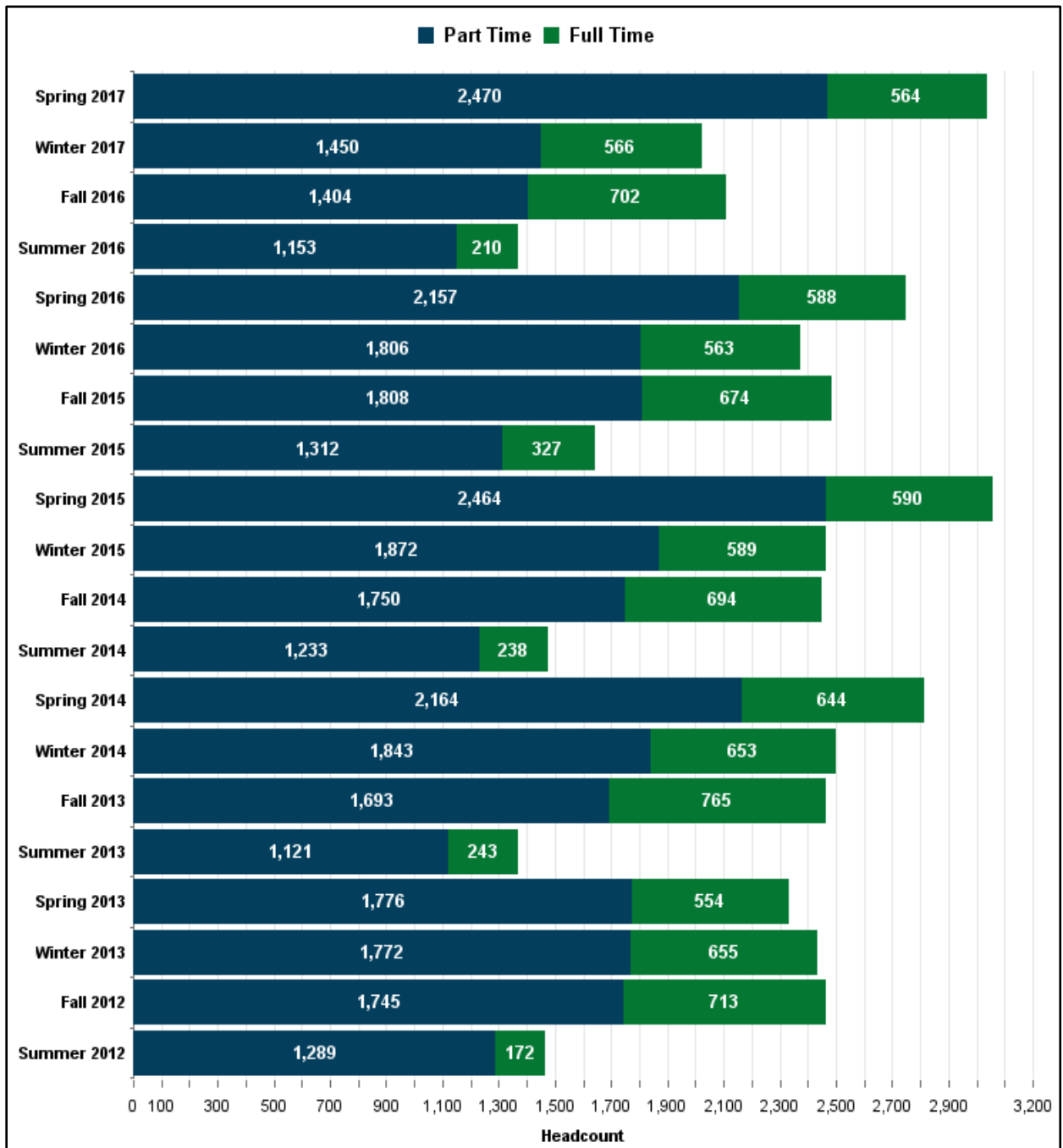
The table and chart below represent the educational goals reported by students, excluding those enrolled in both JPA and ISP

	2012-13	2013-14	2014-15	2015-16	2016-17
Transfer	25.9%	29.1%	30.4%	29.6%	29.3%
Personal Dev/Undecided	26.5%	27.0%	26.0%	26.7%	28.1%
Foundational Skill	10.2%	10.1%	13.7%	12.6%	12.8%
Job Skill	10.7%	11.4%	11.6%	11.2%	10.7%
Degree/Cert Only	7.2%	8.1%	7.4%	7.1%	7.0%
4-Year Student	5.4%	7.4%	8.1%	9.1%	10.3%
Other/Missing	14.1%	6.9%	2.9%	3.8%	1.9%

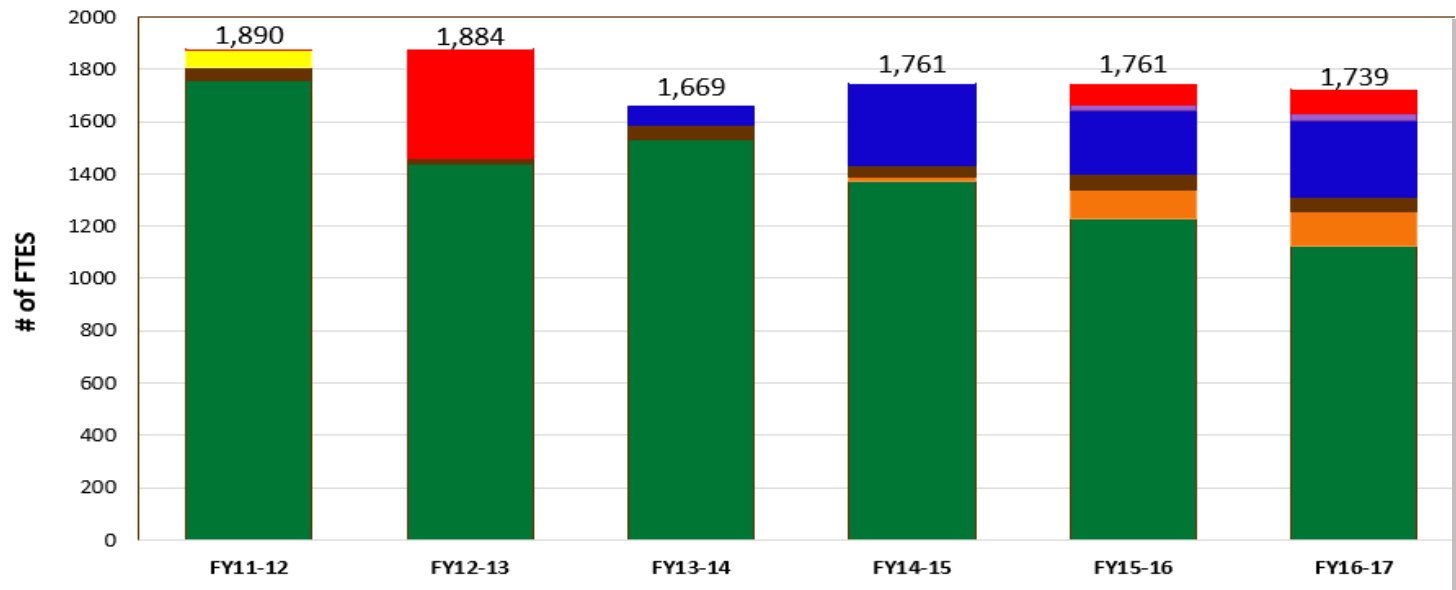


Full Time vs. Part Time

Students enrolled in 12 or more units in primary quarter (Fall, Winter, or Spring) at LTCC are considered full-time. Part-time enrollment is less than 12 units, but a minimum of 0.1 units. Students enrolled in Summer must take 6 or more units to be considered full time. Non-credit enrollments are not captured in the chart below.



**Funded Resident
FTES Comparison**
August 3, 2017



	FY11-12 (Actual)	FY12-13 (Actual)	FY13-14 (Actual)	FY14-15 (Actual)	FY15-16 (Actual)	FY16-17 (Actual)
Campus-Generated FTES	1,759	1,440	1,531	1,372	1,226	1,126
College F2F ¹	1,304	1,042	1,002	844	732	640
Distance Education	340	281	402	398	370	367
Intensive Spanish Summer Institute (ISSI)	35	31	28	33	33	31
Work Experience/Internship	8	5	4	13	35	23
Noncredit CDCP Noncredit	23	31	33	21	22	15
Noncredit	49	50	62	60	34	50
Incarcerated Students Program (ISP) ²	--	--	--	17	112	128
Instructional Service Agreements (ISA)	48	17	56	43	61	59
Municipal Fire/Culinary Jail/CAL FIRE	45	15	45	40	39	38
Culinary Jail	3	2	11	3	9	10
CAL FIRE	0	0	0	0	13	11
SBRPSTC Joint Powers Agreement (JPA) ³	--	--	72	314	240	288
Dual-Enrollment (HS and College)	--	--	--	--	24	32
Summer Swing ⁴	65	0	0	0	0	0
Stabilization or Other State Support ^{5,6}	6	420	0	0	82	89
Factored FTES ⁷	12	7	10	16	16	17
TOTAL (May be less than 1 FTES off due to rounding)	1,890	1,884	1,669	1,761	1,761	1,739

¹ Includes all remaining courses, outside those counted in the other categories

² ISP courses are taught by LTCC faculty (Includes Work Experience for ISP students)

³ South Bay Regional Public Safety Training Consortium Joint Powers Agreement

⁴ Summer Swing shifts FTES generated in Summer Quarter to the prior Fiscal Year

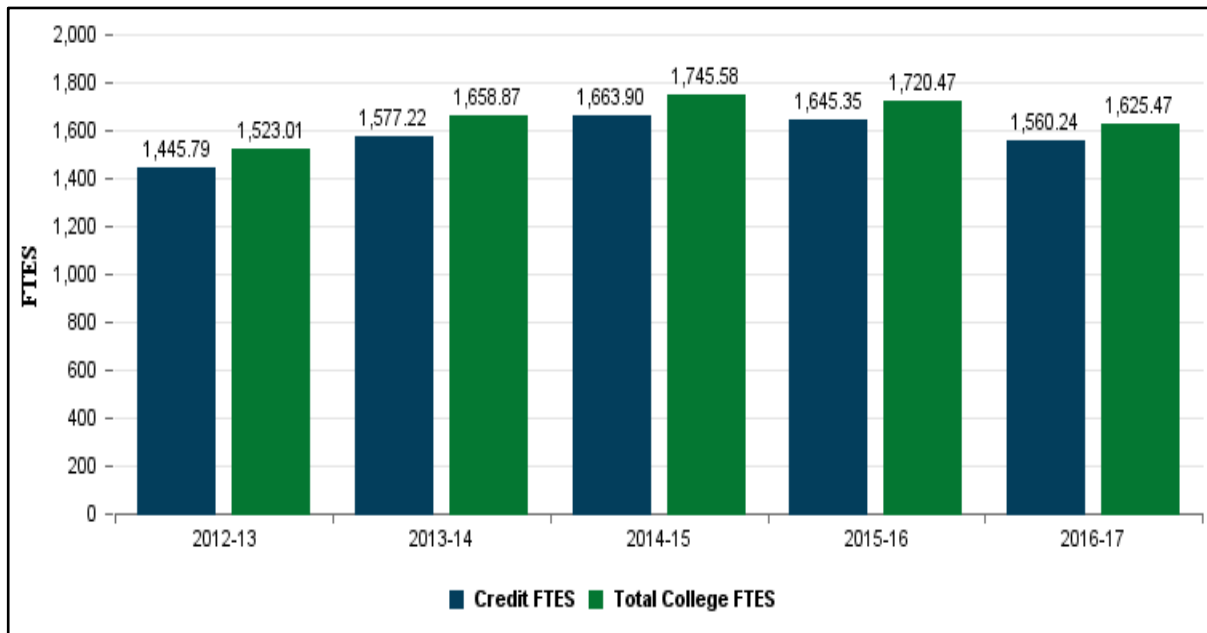
⁵ Stabilization provides one-time funding based on prior year FTES

⁶ LTCC received 89 FTES in FY16-17 due to cancellations resulting from severe weather

⁷ Factor amount is computed due to flex days

Full-Time Equivalent Students

The chart and table below present the annual unfactored full-time equivalent student (FTES) trends for the College overall. These numbers are disaggregated into credit, non-credit, and non-credit career development/college preparation (CDCP) categories.



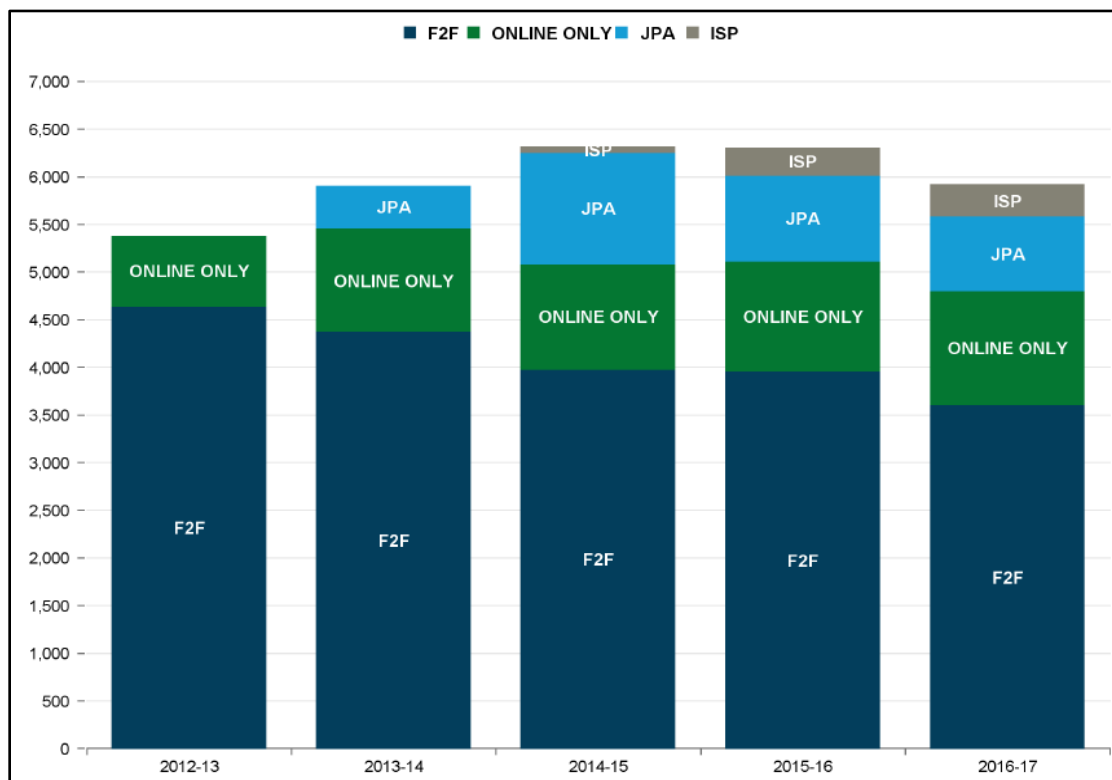
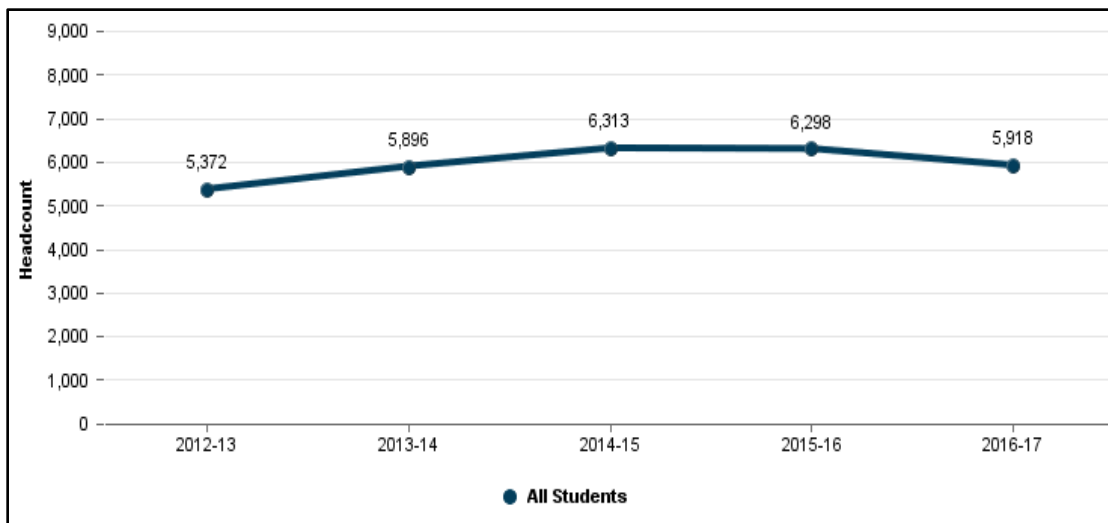
	2012-13	2013-14	2014-15	2015-16	2016-17
Credit FTES	1,445.79	1,577.22	1,663.90	1,645.35	1,560.24
Non Credit FTES	45.86	48.68	50.66	52.86	49.84
Non Credit CDCP FTES	31.35	32.98	31.02	22.26	15.38
Total FTES	1,523.01	1,658.87	1,745.58	1,720.47	1,625.47

Full-Time Equivalent Students by Department

Department	2012-13	2013-14	2014-15	2015-16	2016-17	5-Year Trend	5-Year Average
Anthropology	28.09	31.83	24.27	25.79	22.58		26.51
Art	85.46	78.00	68.15	62.30	54.18		69.62
Biology	83.05	75.70	62.37	65.76	54.28		68.23
Business	48.41	54.84	57.14	48.79	51.96		52.23
Chemistry	40.23	42.08	40.29	28.13	40.39		38.22
Communications	9.42	7.60	8.45	7.74	6.05		7.85
Computer & Information Scienc	13.58	12.99	16.89	9.80	6.94		12.04
Counseling	7.38	14.08	16.07	13.50	10.51		12.31
Criminal Justice	16.40	17.99	11.85	14.25	16.16		15.33
Culinary Arts	36.05	33.83	27.46	14.75	13.97		25.21
Culinary Jail	2.04	10.92	3.39	8.85	9.82		7.01
Digital Media Arts	15.20	8.40	8.40	8.59	5.25		9.17
Dual Enrollment	0.00	0.00	0.00	24.25	22.91		9.43
Early Childhood Education	31.94	29.62	33.72	30.92	24.20		30.08
Economics	13.68	20.01	14.49	14.67	13.60		15.29
Education	28.80	28.07	27.86	31.15	28.75		28.92
English	120.27	115.06	91.93	81.64	86.21		99.02
English As a Second Language	32.20	33.96	32.34	23.81	16.77		27.81
Environmental Science	0.98	1.69	0.00	2.93	4.44		2.01
Fire Science	29.20	36.48	30.83	35.48	24.70		31.34
Fire Science (In Service)	15.19	44.98	39.51	49.77	49.58		39.81
Fire Science (JPA)	0.00	72.29	314.35	239.99	288.03		182.93
General Studies	2.50	3.25	2.63	2.32	2.22		2.58
Geography	15.26	12.03	12.92	10.85	10.68		12.35
Geology	22.42	26.23	25.56	22.93	14.85		22.40
Green Sustainable Education	1.47	2.15	0.00	0.00	0.22		0.77
Health (Allied Health)	43.10	48.20	43.81	42.98	42.32		44.08
History	22.93	30.05	23.56	24.63	27.92		25.82
Humanities	12.00	12.98	9.96	6.31	6.05		9.46
Incarcerated Students Program	0.00	0.00	17.20	113.64	127.66		51.70
ISSI	31.09	27.60	33.13	33.13	30.84		31.16
Mathematics	135.01	138.06	124.87	111.87	109.79		123.92
Medical Office Assistant	22.40	11.38	15.40	7.47	10.34		13.40
Music	49.60	60.21	38.52	50.51	34.92		46.75
Philosophy	15.99	13.43	8.89	11.29	6.94		11.31
Physical Education - Fitness	98.55	122.70	114.66	96.18	66.23		99.66
Physical Education - Health	14.27	13.34	10.89	12.09	9.87		12.09
Physical Education - Theory	5.07	4.00	5.12	4.62	3.47		4.46
Physical Education Athletics	0.00	0.73	11.48	12.35	7.74		6.46
Physical Science	4.98	7.54	7.22	6.97	6.76		6.69
Physics	8.40	16.18	11.50	13.88	11.72		12.34
Political Science	17.33	23.03	19.56	15.56	12.71		17.64
Psychology	72.32	66.31	54.88	52.66	52.81		59.80
Real Estate	4.35	16.00	12.71	15.03	14.40		12.50
Religion	14.94	14.49	6.76	5.87	3.56		9.12
Sociology	22.04	20.60	19.74	18.41	13.96		18.95
Speech	20.81	21.92	18.53	18.61	11.87		18.35
Theatre Arts	29.08	18.15	21.17	14.16	11.68		18.85
Wilderness Studies	34.54	34.57	32.67	31.77	26.34		31.98
Work Experience/Internship	5.33	3.85	16.12	35.48	22.21		16.60
World Languages	66.75	90.89	73.07	73.81	74.10		75.72

Unduplicated Headcount Trends

The charts below represent the total headcount of individual students who took one or more classes at LTCC. The first chart demonstrates that the College enrolled over 300 fewer students in 2016-17 than in 2015-16. The second chart demonstrates the total number of students that enrolled in at least one face to face class (F2F), exclusively in online courses (Online Only), the South Bay Regional Public Safety Training Consortium (JPA), and through the Incarcerated Student Program (ISP).



* Online only students were enrolled exclusively in distance education classes during the academic year.

Student Success

This section shows successful course completion rates by academic year and department. Rates are presented separately for Distance Education (DE) courses, face-to-face (F2F) courses, and the College overall. Work Experience, Internship, ISSI, and JPA students are excluded.

Year	DE	F2F	Overall
2012-13	77%	84%	82%
2013-14	78%	84%	82%
2014-15	79%	84%	83%
2015-16	80%	83%	82%
2016-17	80%	82%	82%

* Unduplicated headcount

** 10 or fewer students

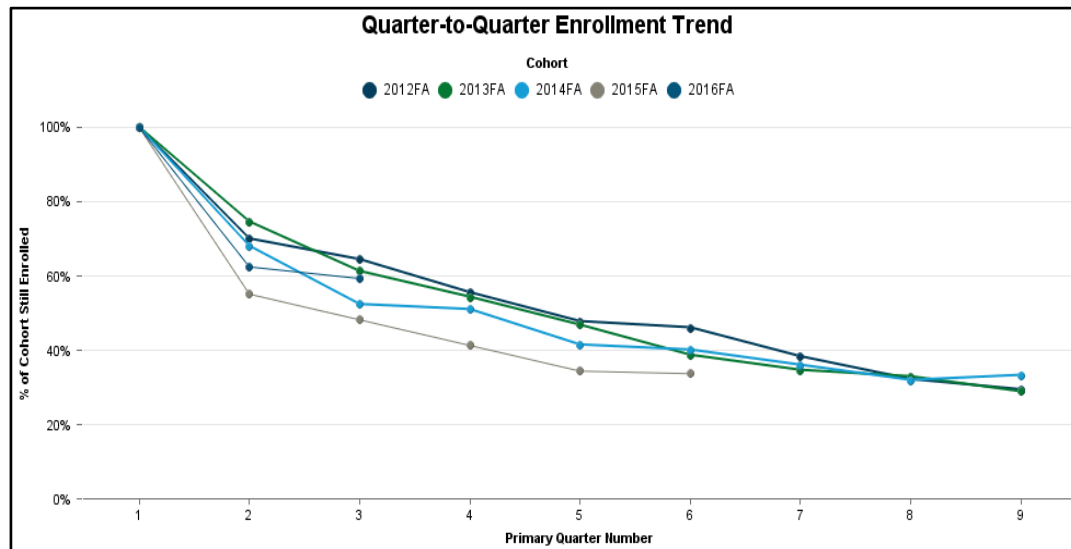
	2012-13			2013-14			2014-15			2015-16			2016-17		
	N*	DE	F2F	N*	DE	F2F	N*	DE	F2F	N*	DE	F2F	N*	DE	F2F
Female	2370	79%	85%	2354	78%	84%	2139	80%	86%	2095	82%	86%	2049	82%	85%
Male	1969	74%	82%	2040	77%	83%	1856	77%	82%	2137	78%	81%	1960	78%	80%
Gender Not Reported	18	100%	81%	19	58%	97%	26	83%	94%	67	69%	76%	57	75%	87%

	2012-13			2013-14			2014-15			2015-16			2016-17		
	N*	DE	F2F	N*	DE	F2F	N*	DE	F2F	N*	DE	F2F	N*	DE	F2F
African American	63	76%	60%	93	67%	65%	99	64%	58%	161	67%	63%	164	65%	55%
Asian	187	78%	83%	188	83%	89%	170	86%	86%	188	85%	84%	228	87%	77%
Hispanic	845	74%	79%	926	75%	79%	926	73%	82%	1099	76%	79%	1070	74%	79%
Native Amer/Alaska Native	29	81%	86%	31	67%	86%	16	67%	90%	21	62%	81%	25	69%	81%
Pacific Islander	**	100%	87%	**	100%	77%	**		100%	**	50%	56%	**	50%	55%
White Non-Hispanic	2970	79%	85%	2876	79%	86%	2529	82%	85%	2511	84%	87%	2280	84%	87%
Two or more races	182	63%	86%	235	72%	85%	210	75%	80%	248	75%	78%	239	78%	82%
Other Race				**	100%	100%	**	100%	85%	**	100%	82%	**	100%	91%
Race Not Reported	72	72%	89%	55	92%	91%	65	88%	89%	56	75%	85%	45	82%	84%

	2012-13			2013-14			2014-15			2015-16			2016-17		
	N*	Female	Male	N*	Female	Male	N*	Female	Male	N*	Female	Male	N*	Female	Male
African American	63	69%	68%	93	74%	60%	99	67%	57%	161	56%	66%	164	69%	54%
Asian	187	86%	77%	188	86%	88%	170	86%	87%	188	83%	85%	228	85%	78%
Hispanic	845	79%	76%	926	77%	79%	926	80%	78%	1099	80%	77%	1070	80%	75%
Native Amer/Alaska Native	29	88%	79%	31	83%	76%	16	90%	76%	21	88%	63%	25	72%	80%
Pacific Islander	**	95%	82%	**	86%	88%	**		100%	**	67%	53%	**	50%	60%
White Non-Hispanic	2970	86%	82%	2876	85%	83%	2529	86%	83%	2511	88%	85%	2280	87%	86%
Two or more races	182	80%	84%	235	78%	84%	210	81%	75%	248	79%	74%	239	82%	77%
Other Race				**	100%		**	100%	73%	**	33%	88%	**	86%	94%
Race Not Reported	72	84%	88%	55	92%	92%	65	86%	91%	56	88%	84%	45	86%	84%

First-Time, Degree-Seeking Student Persistence Trends (3 Years)

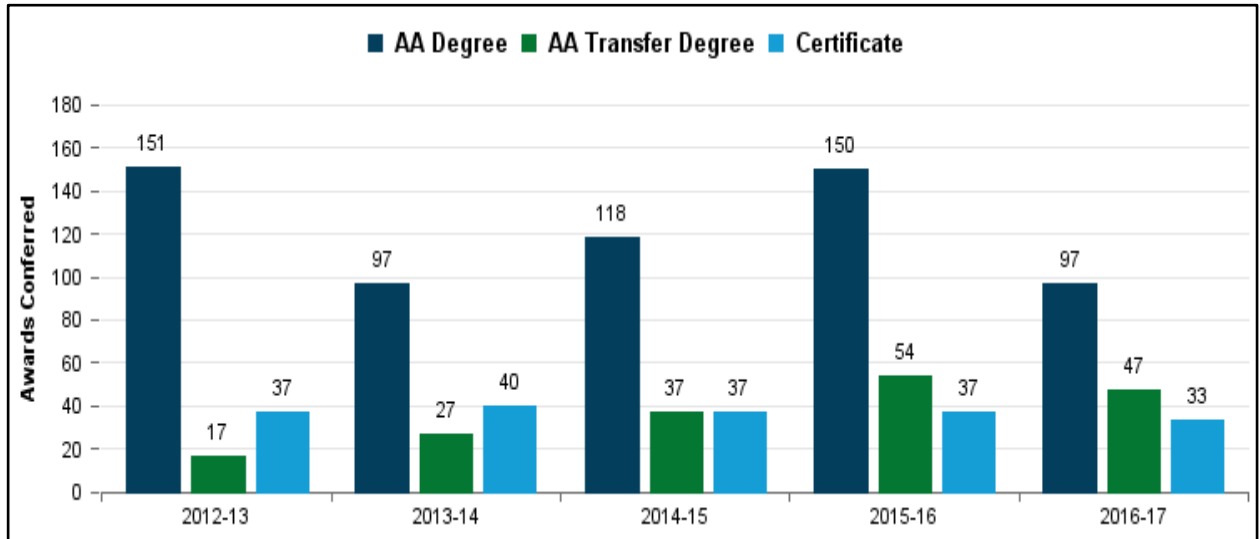
The chart and table below represents the quarterly persistence trends (Fall, Winter, and Spring only) of students who enrolled as first-time, full-time students at LTCC in a Fall term.



Cohort	Quarter 1		Quarter 2		Quarter 3		Quarter 4		Quarter 5		Quarter 6		Quarter 7		Quarter 8		Quarter 9	
2012FA	Fall 2012	100%	Winter 2013	70%	Spring 2013	64%	Fall 2013	56%	Winter 2014	48%	Spring 2014	46%	Fall 2014	38%	Winter 2015	32%	Spring 2015	29%
2013FA	Fall 2013	100%	Winter 2014	75%	Spring 2014	61%	Fall 2014	54%	Winter 2015	47%	Spring 2015	39%	Fall 2015	35%	Winter 2016	33%	Spring 2016	29%
2014FA	Fall 2014	100%	Winter 2015	68%	Spring 2015	52%	Fall 2015	51%	Winter 2016	41%	Spring 2016	40%	Fall 2016	36%	Winter 2017	32%	Spring 2017	33%
2015FA	Fall 2015	100%	Winter 2016	55%	Spring 2016	48%	Fall 2016	41%	Winter 2017	34%	Spring 2017	34%						
2016FA	Fall 2016	100%	Winter 2017	63%	Spring 2017	59%												

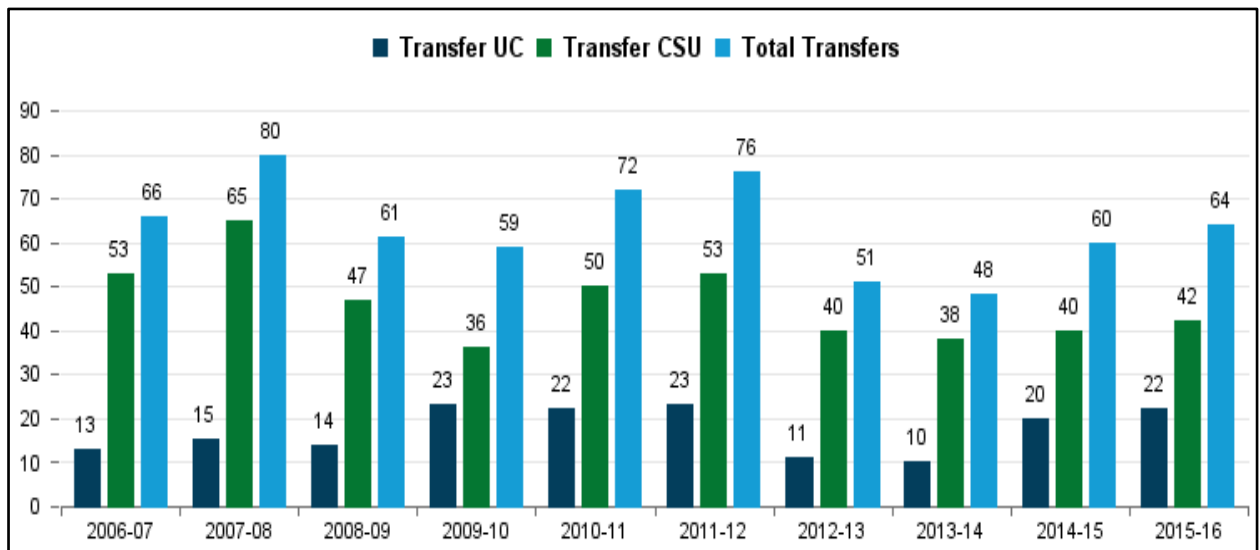
Student Achievement

The chart and table below represents the total number of degrees and California Community College Chancellor's Office approved certificates earned by students each year. Not included in this chart is the total number of short term, departmental certificates earned by students.



Student Transfer

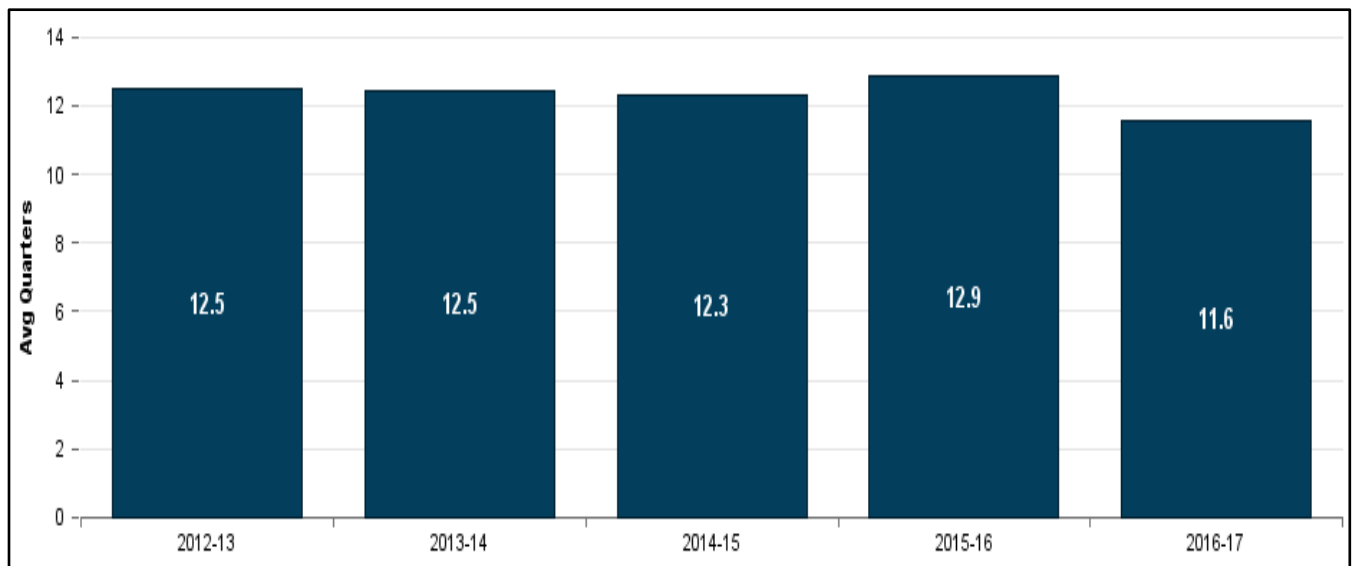
The chart and table below represent the number of students transferring to an institution within either the University of California (UC) or CSU systems. Additional students transfer to other Colleges, including Sierra Nevada College or the University of Reno, but those are not included in the totals below.



Time to Completion

The table and chart below show the average number of quarters enrolled at LTCC by students completing their *first* Associate degree. Any quarters enrolled in a dual/concurrent program are not included.

	2012-13		2013-14		2014-15		2015-16		2016-17	
	N	Avg Quarters to Completion	N	Avg Quarters to Completion	N	Avg Quarters to Completion	N	Avg Quarters to Completion	N	Avg Quarters to Completion
* 10 or fewer students										
Female	68	12.9	50	12.8	59	12.9	85	12.9	54	11.9
Male	51	12.0	42	12.0	59	11.7	67	12.8	55	11.3
African American			*	11.7					*	4.0
Asian	5	11.4	*	11.6	13	11.8	*	13.2	*	13.0
Hispanic	20	12.5	18	10.3	25	14.9	48	13.4	29	13.2
Native Amer/Alaska Native	*	5.0	*	19.5			*	10.3		
Pacific Islander	*	36.0								
White Non-Hispanic	81	12.2	59	13.3	73	11.4	85	12.7	71	10.3
Two or more races	*	13.3	*	8.7	*	12.6	*	11.9	*	21.3
Other									*	8.0
Unknown	*	13.0	*	8.5	*	15.0	*	13.8		
TOTAL:	119	12.5	92	12.5	118	12.3	152	12.9	109	11.6



Time to Completion by Major

The table below show the average number of quarters enrolled at LTCC by students completing their *first* Associate degree. Quarters enrolled in a HS dual program are not included.

	2012-13	2013-14	2014-15	2015-16	2016-17	TOTAL	
	Avg Quarters to Completion	Avg Quarters to Completion	Avg Quarters to Completion	Avg Quarters to Completion	Avg Quarters to Completion	N	Avg Quarters to Completion
<i>* 10 or fewer students</i>							
Addiction Studies	6.0		14.0		19.0	*	13.0
Administration of Justice		6.0	20.0	16.3	7.8	*	12.5
Anthropology	8.3	11.0				*	9.6
Art	9.5		10.3		12.0	*	10.6
Art New Media					12.0	*	12.0
Associate in Arts	11.0					*	11.0
Bus Administration AS-T	13.3	8.2	9.7	13.5	9.9	44	10.9
Business	14.3	15.6	25.0	16.6	15.0	26	17.3
Commercial Music			18.0	13.0		*	15.5
Computer & Info Sciences	14.6	17.4	18.0	12.0		12	15.5
Computer Applications	28.0	20.0				*	24.0
Criminal Justice	9.5	17.0	13.0	17.5		*	14.3
Culinary Arts	11.5	9.5	6.7	9.0		*	9.2
Early Childhood Education	10.7	13.0	25.5	22.3		*	17.9
English	18.0	10.0		19.0	7.3	*	13.6
Environmental Tech & Sustain					19.0	*	19.0
Fire Academy					6.0	*	6.0
Fire Officer				32.0		*	32.0
Fire Science	9.7	9.0	13.0	15.3	6.0	*	10.6
Firefighting & Emer Operations	13.3	10.0				*	11.7
Geography				25.0	15.0	*	20.0
Geology		11.0	12.0		17.0	*	13.3
Humanities				11.0		*	11.0
Kinesiology			8.5	14.3	10.5	*	11.1
Liberal Arts	11.8	11.2	11.8	11.7	12.7	188	11.9
Mathematics	13.8	12.0	12.0	13.9	14.5	27	13.2
Medical Office Assistant	13.6		18.6	14.0	16.5	18	15.7
Natural Science	12.7	14.8	12.1	11.9	12.1	55	12.7
PE and Health	17.5	28.5		10.0		*	18.7
Psychology	12.0	8.4	12.0	8.7	11.2	34	10.5
Social Science	10.3	10.5	9.0	9.9	7.8	48	9.5
Sociology		6.0		5.0	13.0	*	8.0
Spanish	17.3	11.5	19.0	17.7	11.5	14	15.4
Visual & Performing Arts	8.0	23.0	16.3			*	15.8
Wilderness Education	25.0	20.5	11.3	14.5	10.0	14	16.3

4-Year Transfers

Information about transfers to 4-year institutions are provided by the National Student Clearinghouse.

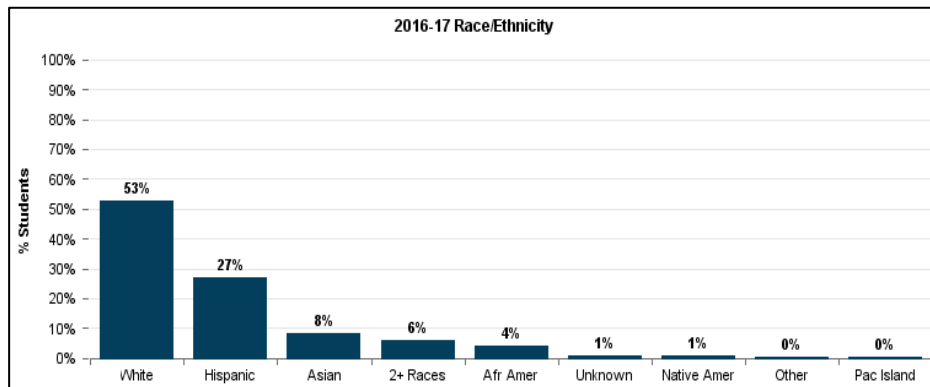
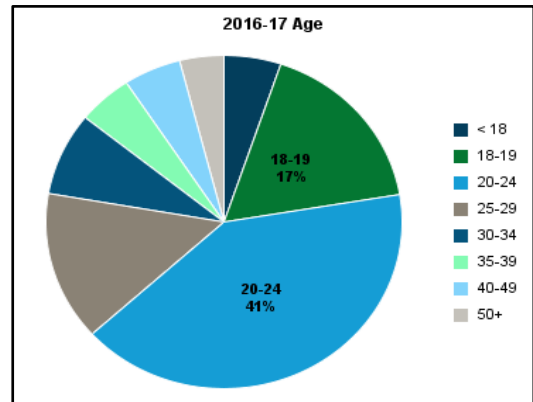
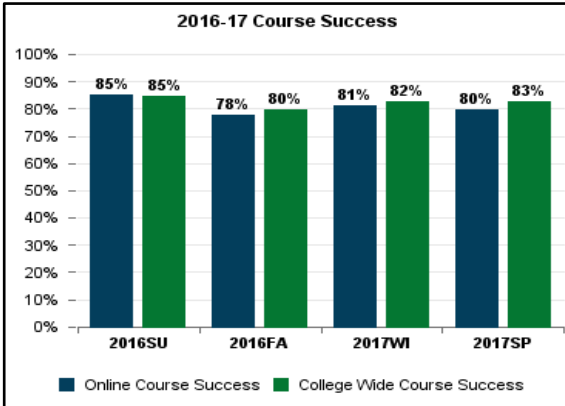
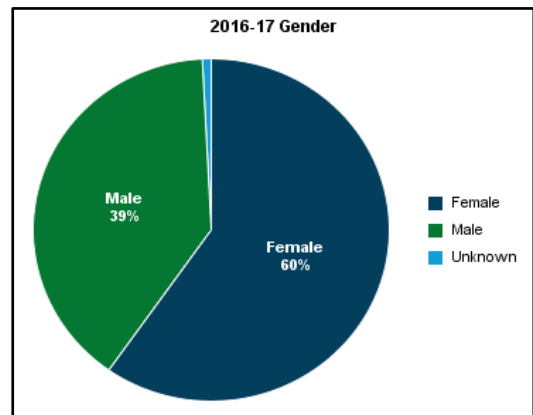
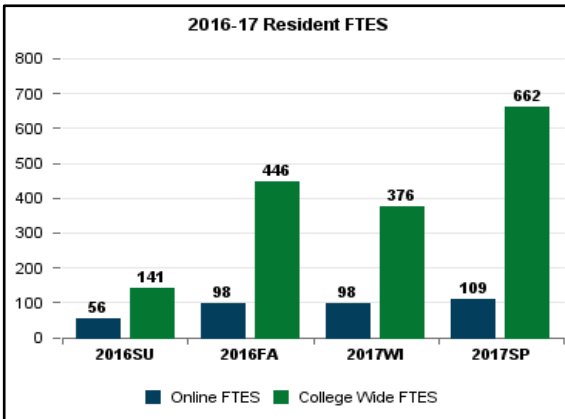
Group	N	Transferred To ANY 4-Year Institution Within One Year	Transferred To CALIFORNIA 4-Year Institution Within One Year	Transferred To OUT OF STATE 4-Year Institution Within One Year
LTCC students who completed 60+ units by the end of 2011-12, but did not return in 2012-13	576	21.7%	12.8%	8.9%
LTCC students who completed 60+ units by the end of 2012-13, but did not return in 2013-14	497	20.3%	10.1%	10.5%
LTCC students who completed 60+ units by the end of 2013-14, but did not return in 2014-15	546	18.9%	11.0%	8.1%
LTCC students who completed 60+ units by the end of 2014-15, but did not return in 2015-16	525	20.0%	11.2%	8.8%
LTCC students who completed 60+ units by the end of 2015-16, but did not return in 2016-17	501	21.2%	13.2%	8.0%



Special Programs

Online Education

The charts and tables below present data on students enrolled in online courses at LTCC. This includes demographic information and comparisons between online education and the College overall regarding FTES, course success, enrollment, and course offering data.



Online Education Enrollment and Course Offering Statistics

The table below presents trends comparing online and overall college rates regarding FTES and total sections offered.

Academic Year	Online Education FTES	Total College FTES	% Online Education FTES	Total Sections Offered	Online Education Sections Offered	% Online Education Sections
2012-13	314.28	1,523.01	20.6%	1128	170	15.1%
2013-14	402.48	1,658.87	24.3%	1242	216	17.4%
2014-15	385.69	1,745.58	22.1%	1260	226	17.9%
2015-16	393.89	1,720.47	22.9%	1350	221	16.4%
2016-17	361.02	1,625.47	22.2%	1143	217	19.0%

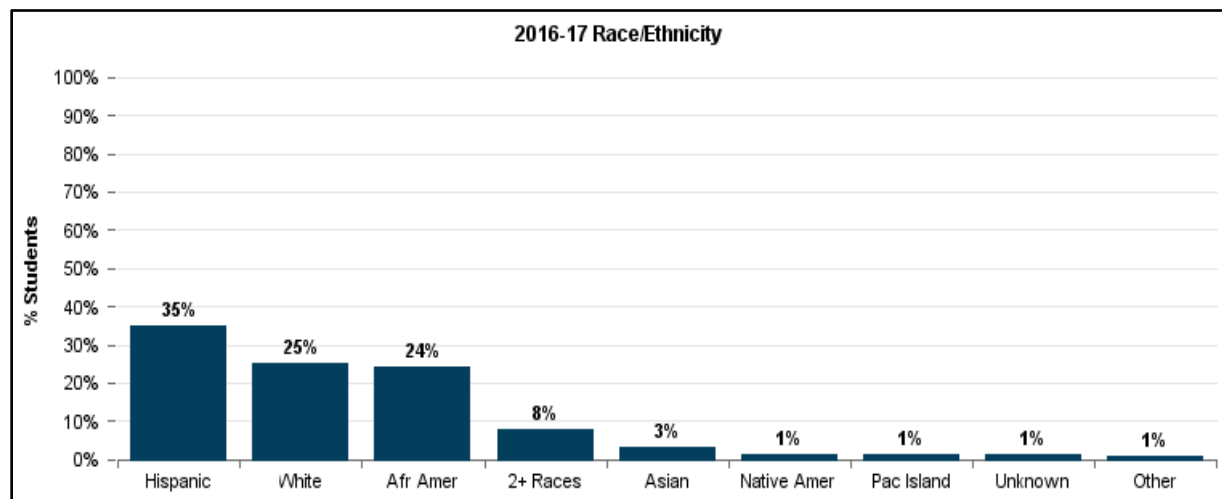
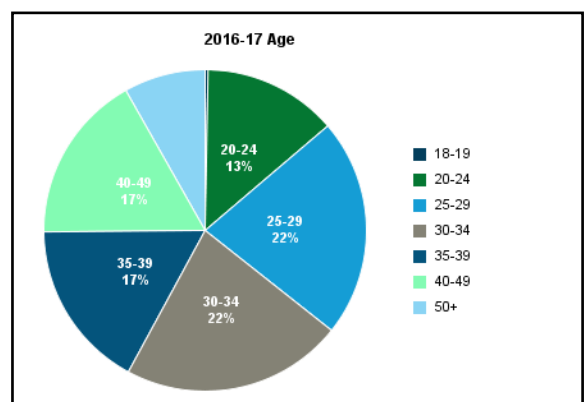
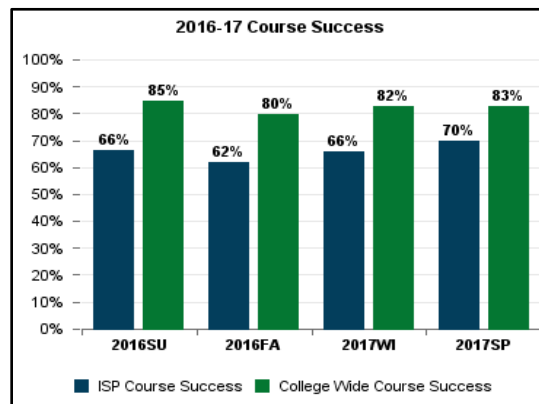
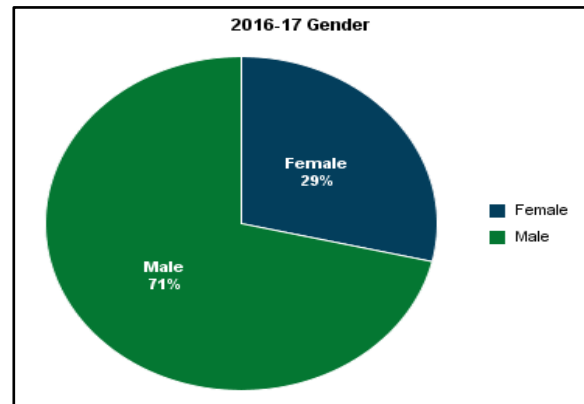
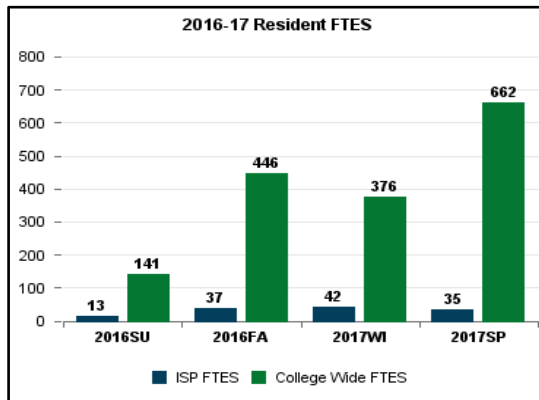
Online-Only Student Geographical Distribution

The table below demonstrates the county of primary residence reported by students who enrolled in only online courses in 2016-17.

ONLINE-ONLY STUDENTS		
County	State	% of Online Students
El Dorado	California	22.9%
Other Counties	California	12.4%
Los Angeles	California	11.5%
Riverside	California	6.0%
Alameda	California	5.1%
San Luis Obispo	California	5.0%
Sacramento	California	4.9%
Contra Costa	California	3.7%
Santa Clara	California	3.6%
San Diego	California	3.2%
Stanislaus	California	2.8%
Orange	California	2.3%
San Bernardino	California	2.2%
San Mateo	California	1.9%
Other Counties	Other	1.6%
San Joaquin	California	1.6%
Placer	California	1.5%
Marin	California	1.4%
Other Counties	Nevada	1.3%
Yolo	California	1.3%
Ventura	California	1.2%
Santa Barbara	California	1.0%
Solano	California	0.9%
Santa Cruz	California	0.7%
El Dorado	Nevada	0.1%

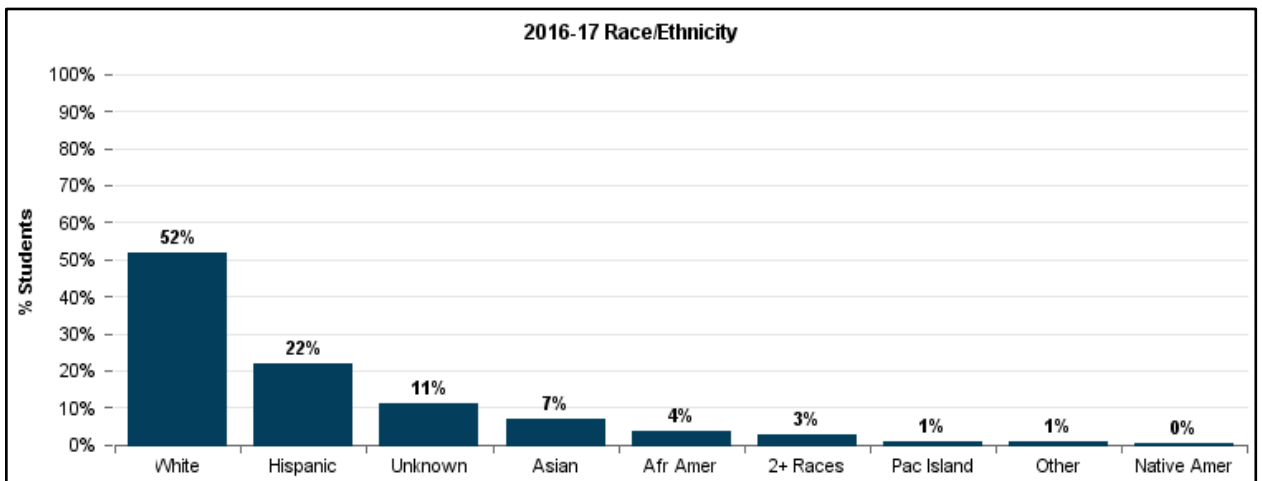
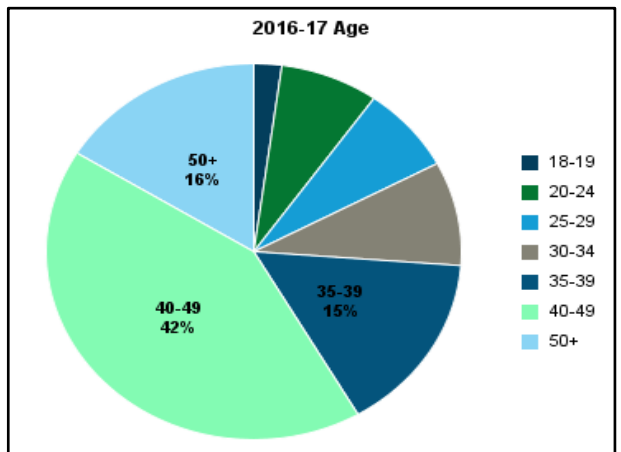
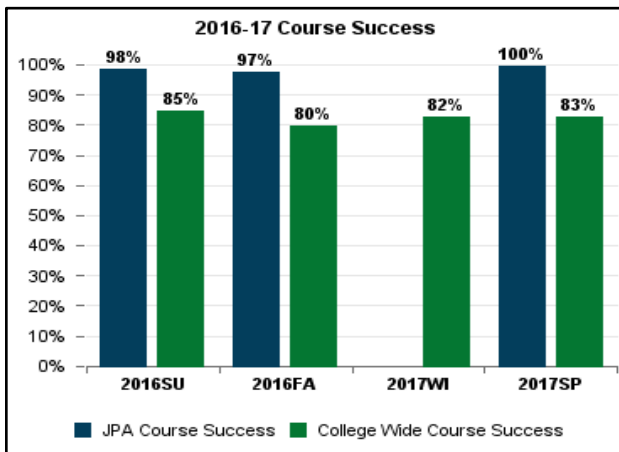
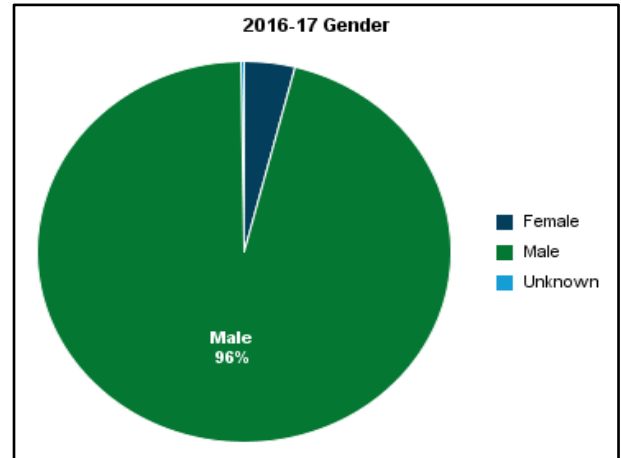
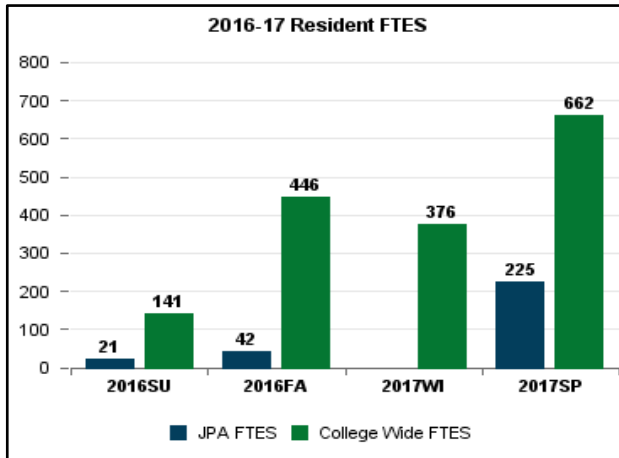
Incarcerated Students Program

The charts below present data regarding the students enrolled in the Incarcerated Student Program (ISP). This includes demographic information and comparisons between the ISP students and the overall College regarding FTES and course success.



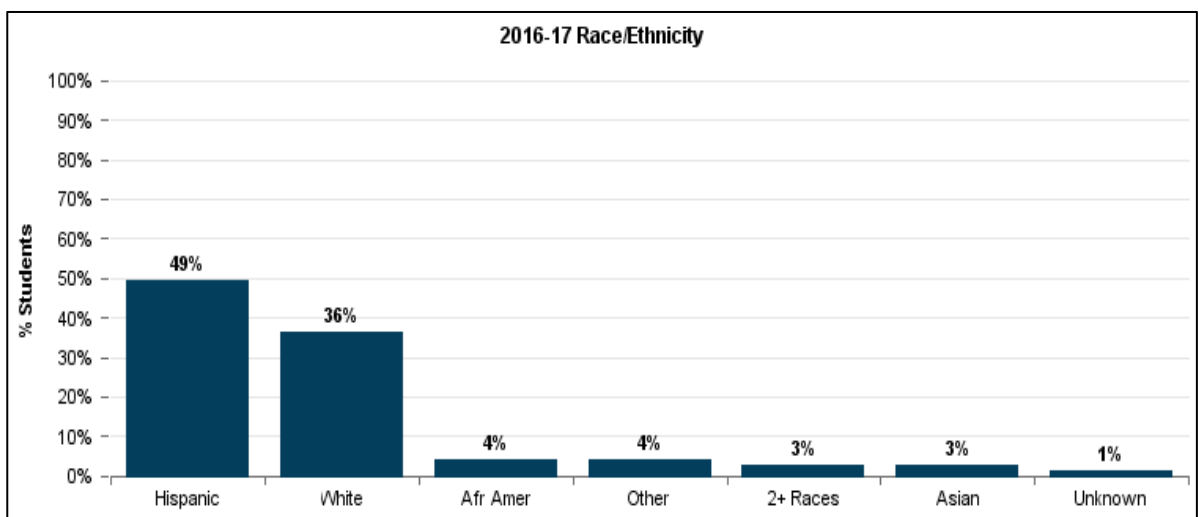
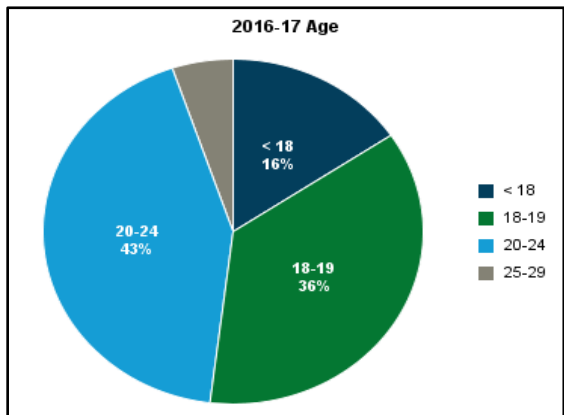
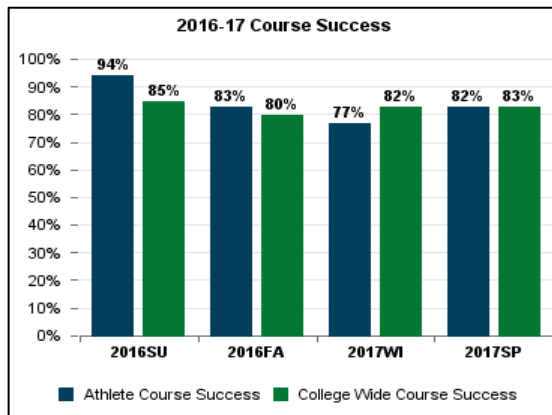
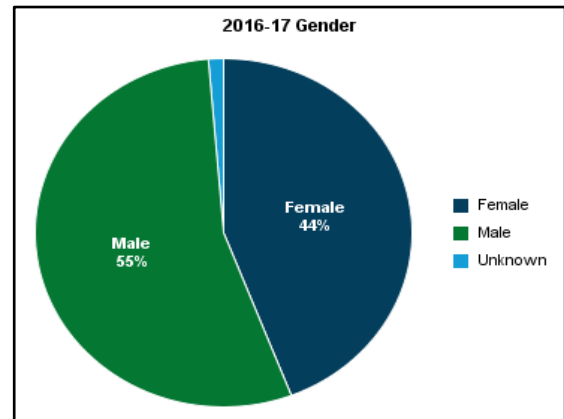
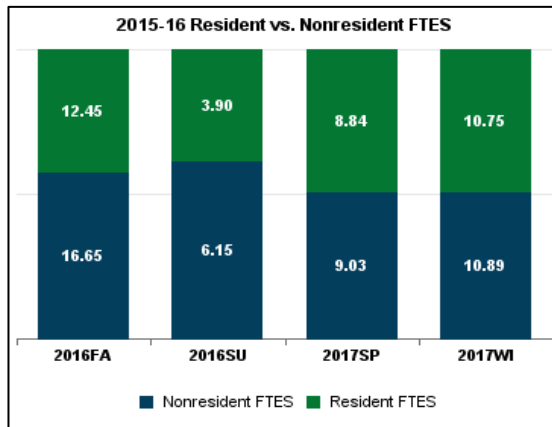
South Bay Regional Public Safety Training Consortium (JPA)

The charts below present data on students enrolled in the South Bay Regional Public Safety Training Consortium (JPA). This includes demographic information and comparisons between the JPA and the overall College regarding FTES and course success.



Student Athletes

The charts below present data regarding the student athletes enrolled in LTCC. This includes demographic information, a report showing resident versus non-resident FTES generated by student athletes, and comparisons between student athletes and the overall College regarding course success rates.

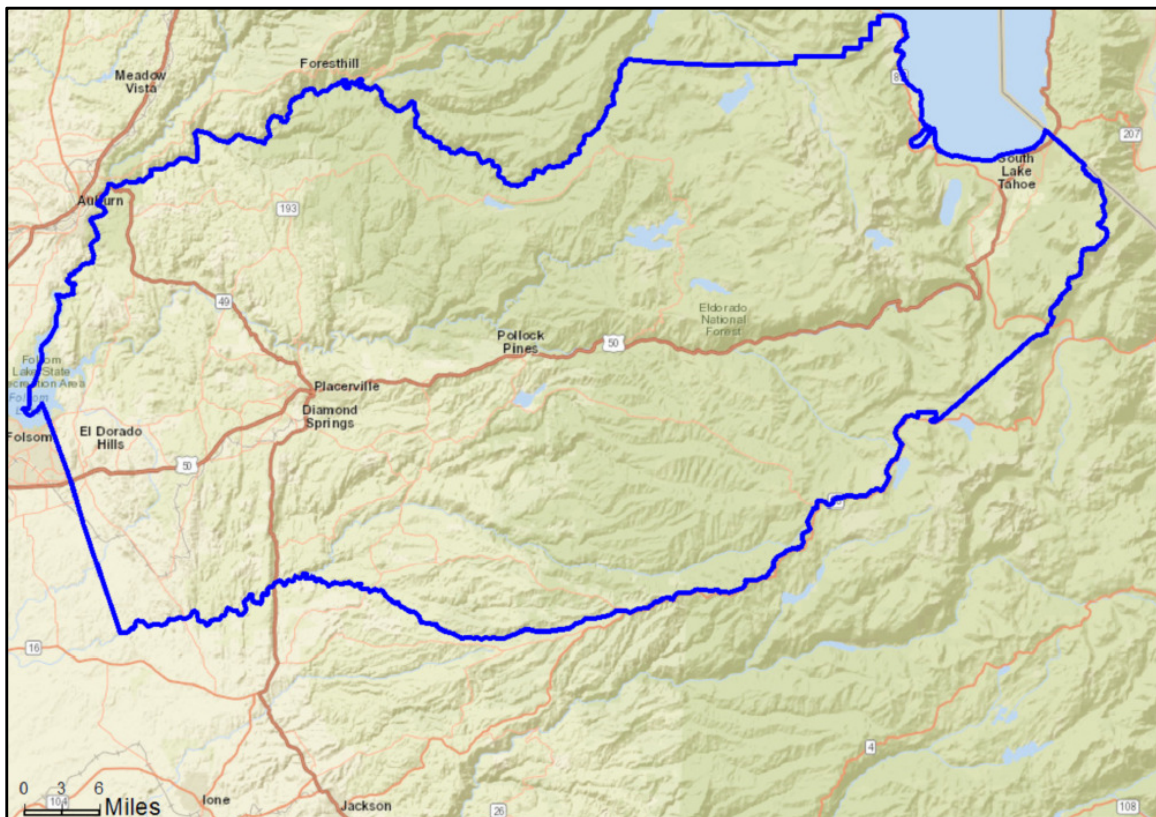




Description of Service Area

Description of Service Area

Lake Tahoe Community College 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 Mountain, South Lake Tahoe is 60 miles from Reno NV 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 largest and most popular ski resorts in the Western United States.



El Dorado County

Source: Environmental System Research Institute Site Map



The City of South Lake Tahoe collaborates with various forms of local, regional, and state governmental agencies. This includes El Dorado County, Douglas County, the California Tahoe Conservatory, and the states of California and Nevada. Educational services are established by Lake Tahoe Unified School District and consist of four elementary schools, one middle school, and one high school. Regarding public agency employment in the area, as of January 1, 2016, the Budgeted City full-time equivalent (FTE) employees was 185.35. Of this figure, 29 FTEs are designated to the Fire Department and 60.35 to the Police Department.

City of South Lake Tahoe 2016 Strategic Priorities

The City of South Lake Tahoe's Annual Business Plan provides the following as their *Strategic Priorities*:

- **Economic Development:** To stimulate economic recovery and vitality
- **Fiscal Sustainability:** To ensure the City is a wise steward of the public's resources and maintains long-term financial viability
- **Improve the Built Environment:** To improve the City's "First Impression" and ensure investment in community and tourist infrastructure
- **Partnership Development:** To build cooperative and reciprocal partnerships with local, regional, and federal public, nonprofit and private entities to enhance the vitality and quality of life of the City residents, businesses and guests.
- **Quality Core Services:** Maintain and improve upon the City's basic core services including but not limited to Police, Fire, Public Works and Recreation, and the administrative services in support of these services.

Source: City of South Lake Tahoe, CA Fiscal Year 2016-2017 Annual Budget

South Lake Tahoe Recreation and Tourism

The abundance of recreational opportunities in South Lake Tahoe are highly valued by residents and visitors. Not surprisingly, recreational services are major drivers of the local economy. The Tahoe Regional Planning Agency (TRPA) Bi-State Compact recognizes that “maintaining recreational values is critical to the social and economic health of the Region.” As such, these resources add to the quality of life in the South Lake Tahoe area. Tourism in South Lake Tahoe has great economic impact on the future growth for the area. To illustrate, in 2015, tourism brought in \$9.7 billion in State and Local tax revenue. In addition, there were 1.06 million jobs in tourism. Also, in 2015, South Lake Tahoe accounted for a significant amount of tourism revenue, which totaled \$121.2 billion.

South Lake Tahoe Key Developments

According to the *Visit Reno Tahoe* website, there are many new developments on the horizon for the area. Steve Teshara, Lake Tahoe South Shore Chamber of Commerce interim CEO, stated that “Economic conditions were more favorable in 2016. It was apparent that more people were interested in making investments throughout the South Shore.” Some of the new developments for 2016 included innovative co-working spaces, new luxury condos, revamped shopping hubs, and revamped hotels. While these efforts include a number of new housing projects, there is a significant dearth of low and affordable income housing options. In regards to transportation improvements, the Reno-Tahoe International Airport (Reno) recently completed a 17 month, \$26 million construction project. The Hyatt Regency Lake Tahoe – Resort Spa and Casino completed \$20 million in renovations. Also, the Heavenly Mountain Resort, begun \$30 million in improvements in 2011.

Source: Tahoe Daily Tribune, Visit Reno Tahoe

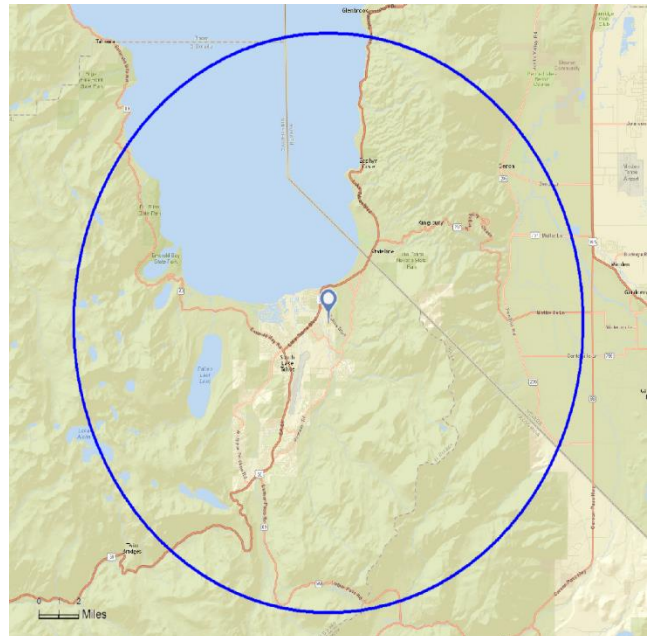


The Hyatt Regency Lake Tahoe – Resort Spa and Casino



Lake Tahoe Community College “Effective Service Area” (ESA)

The “Effective Service Area” (ESA) is the area that the College actually serves, i.e. where students who attend Lake Tahoe Community College reside. It reaches across geopolitical boundaries and has its own demographic and economic indicators. The ESA is defined as being within a 10-mile radius from the campus’ center point as this captures a significant portion of students who enroll in at least one face to face course at the College. This 10-mile area was used as a basis for gathering current economic and social data and trends projected out to the year 2021 for the *Educational Master Plan*. The map below illustrates the 10-mile ESA ring which encompasses the student enrollment zip codes.



Source: Environmental System Research Institute Site Map

Lake Tahoe ESA Demographic Profile

The 10-mile ESA with the College as the point of reference had a 2016 population of 40,321; that reflects an increase from 39,946 in 2010. The South Lake Tahoe ESA is projected to grow to 42,813 by 2021. These percentages represent a growth rate of 1.21%.

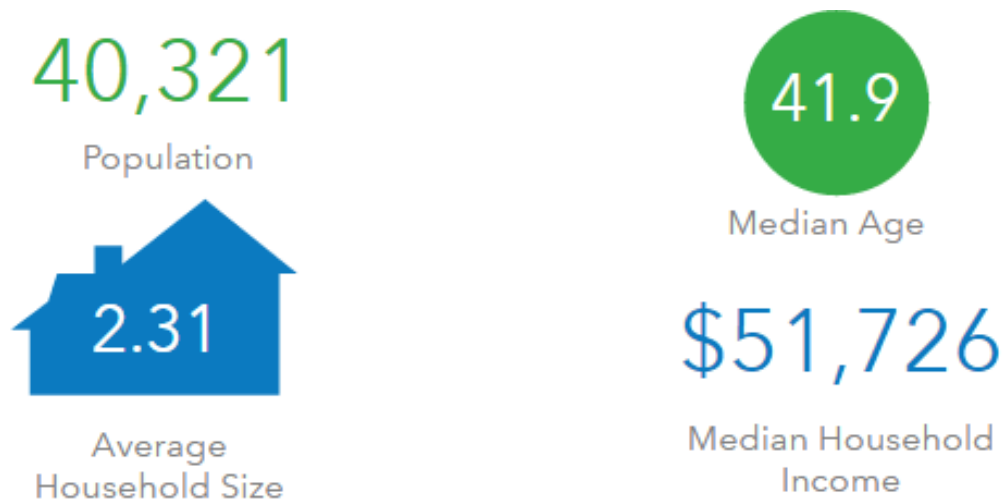
DEMOGRAPHIC PROFILE			
SOUTH LAKE TAHOE 10 MILE EFFECTIVE SERVICE AREA			
Summary	2010	2016	2021
Population	36,946	40,321	42,813
Households	15,833	17,278	18,338
Families	8,963	9,822	10,450
Average Household Size	2.30	2.31	2.31
Owner Occupied Housing Units	30.4%	29.5%	29.5%
Renter Occupied Housing Units	26.4%	27.3%	27.5%
Median Age	40.9	41.9	42.7
Trends: 2011-2016 Annual Rate	Area	State	National
Population	1.21%	0.87%	0.84%
Households	1.20%	0.79%	0.79%
Families	1.25%	0.79%	0.72%
Owner Households	1.12%	0.69%	0.73%
Median Household Income	0.70%	2.73%	1.89%

Source: Environmental System Research Institute; analysis MAAS Companies

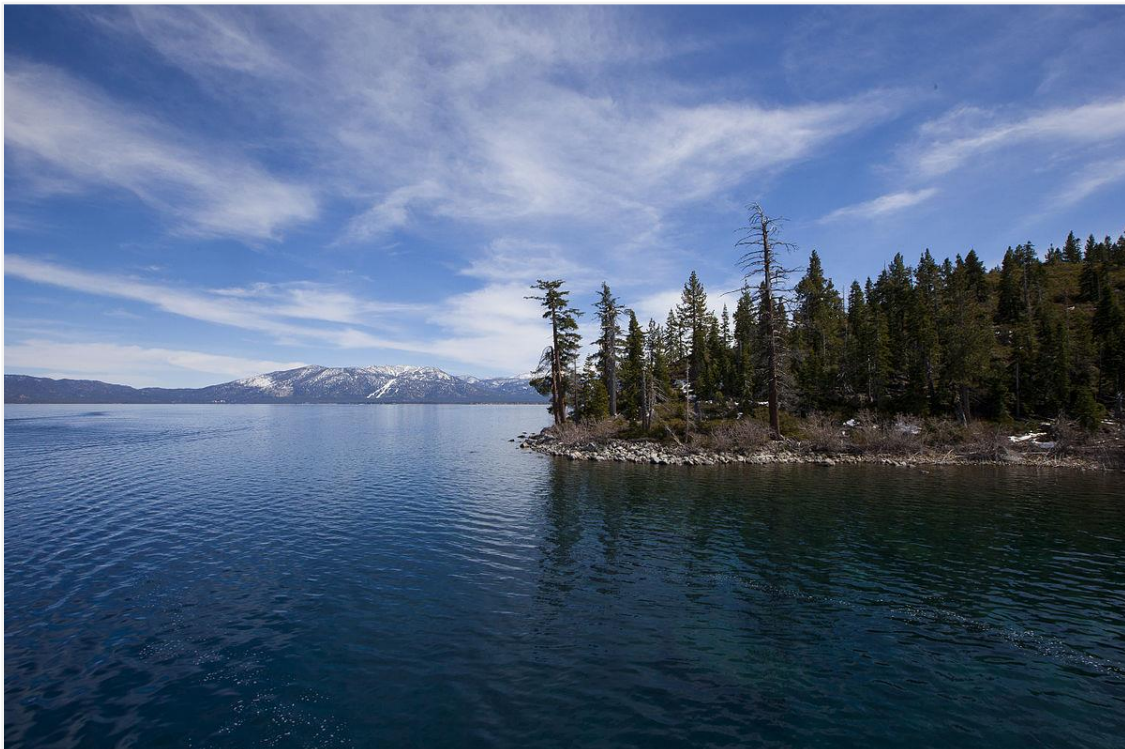
For 2016, the number of households increased from 15,833 in 2010 to 17,278 in 2016 and is expected to continue to grow to 18,338 in 2021. While the population continues to grow and the number of households increases, the average household size only changes from an average of 2.30 per household in 2010 to 2.31 in 2016.

For 2016, the ESA median household income annual rate of growth was 0.70%. This percentage is less than the state average of 2.73% and the national average of 1.89%. In actual dollars, the ESA's median household income will increase from \$51,726 for 2016 to \$53,551 by 2021. The per capita income, which is the amount of money that can be allocated after the essential cost of living is taken into account, will also increase from \$33,264 in 2016 to \$36,218 in 2021.

South Lake Tahoe ESA 2016 Key Demographic Quick Facts Infographic



Source: Environmental System Research Institute



Households by Income

For 2016, the South Lake Tahoe ESA household by income indicators shows the average household size of 2.31 earns less than \$49,999 or 48.3% of the total population. In real numbers, that is 8,329 of the 40,321 total population earning less than \$49,999 in 2016. These figures are anticipated to increase in 2021 to 8,688 of households and a slight reduction in the percentage rate of 47.4%. The ESA households by income earning over \$100,000 are currently 23% of the population; however, this is only 3,908 in actual numbers. The figure will increase to 27% or 4,947 of total population in 2021. The largest percentage of the households by income in 2016 is the \$50,000 - \$99,999 range with 28.8% or 4,968 individuals. In 2021 this will decrease to 25.6% or 4,704 of individuals earning from \$50,000 - \$99,999 in households by income.

INCOME PROFILE				
SOUTH LAKE TAHOE 10 MILE SERVICE AREA				
	2016		2021	
Households by Income	Number	Percent	Number	Percent
<\$15,000	2,061	11.9%	2,380	13.0%
\$15,000 - \$24,999	1,617	9.4%	1,502	8.2%
\$25,000 - \$34,999	1,892	11.0%	1,887	10.3%
\$35,000 - \$49,999	2,759	16.0%	2,919	15.9%
\$50,000 - \$74,999	3,072	17.8%	2,519	13.7%
\$75,000 - \$99,999	1,896	11.0%	2,185	11.9%
\$100,000 - \$149,999	2,096	12.1%	2,563	14.0%
\$150,000 - \$199,999	913	5.3%	1,225	6.7%
\$200,000+	971	5.6%	1,159	6.3%
Median Household		\$51,726		\$53,551
Average Household		\$76,468		\$83,458
Per Capita Income		\$33,264		\$36,218

Source: Environmental System Research Institute; analysis MAAS Companies

The Household by Income comparison table below reflects the South Lake Tahoe ESA percentage differences for El Dorado County:

Households By Income

The largest group: \$50,000 - \$74,999 (17.8%)

The smallest group: \$150,000 - \$199,999 (5.3%)

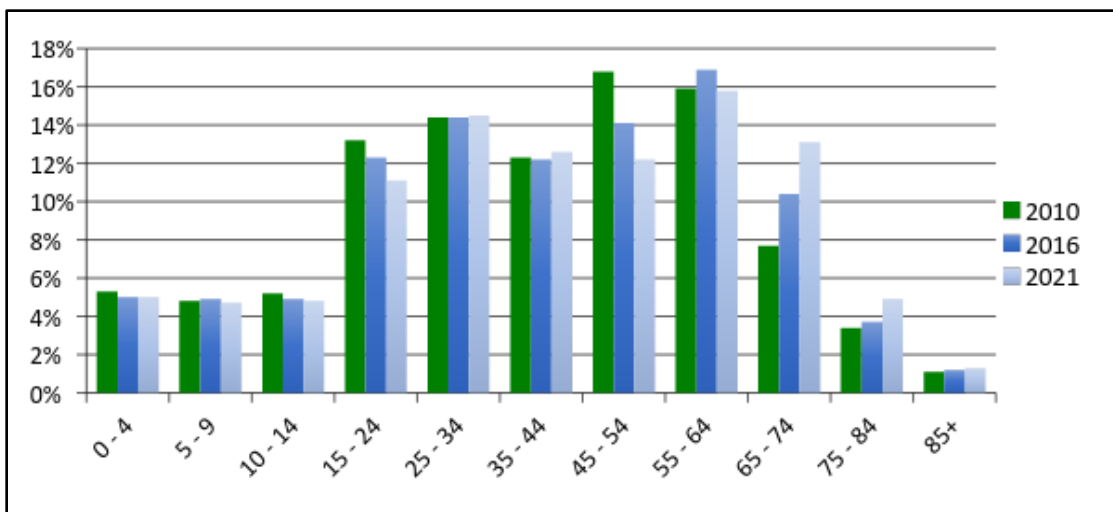
Indicator ▲	Value	Difference	
<\$15,000	11.9%	+4.2%	
\$15,000 - \$24,999	9.4%	+2.7%	
\$25,000 - \$34,999	11.0%	+3.2%	
\$35,000 - \$49,999	16.0%	+3.9%	
\$50,000 - \$74,999	17.8%	+0.1%	
\$75,000 - \$99,999	11.0%	-2.7%	
\$100,000 - \$149,999	12.1%	-4.8%	
\$150,000 - \$199,999	5.3%	-3.3%	
\$200,000+	5.6%	-3.3%	

Source: Environmental System Research Institute; analysis MAAS Companies

Population by Age

Analysis of the population by age is an important consideration for the future and pertinent to the planning and direction of the College. The results of the analysis are captured in the table below.

Age Segmentation: 2016 South Lake Tahoe 10 Mile ESA



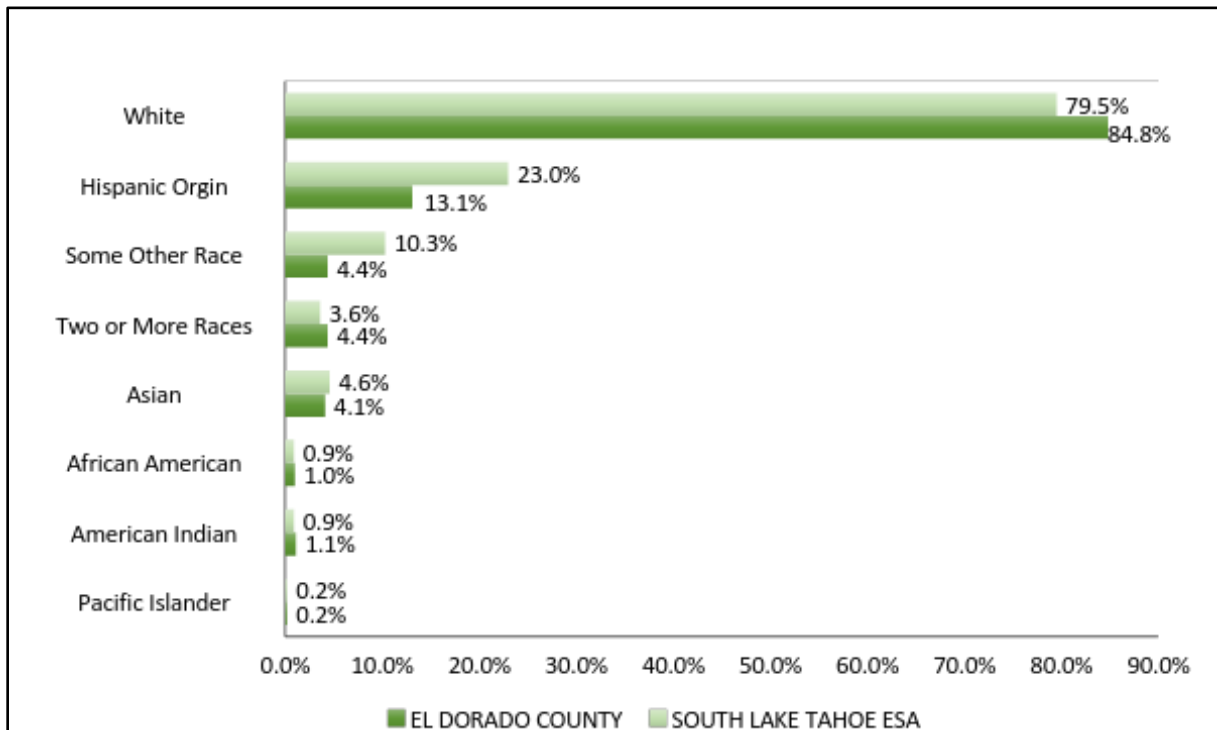
Source: Environmental System Research Institute; analysis MAAS Companies

The population within the ESA in 2016 demonstrates that the “up-and-coming” age group of 0 - 14 years who will become potential students for the College in the next decade is growing in actual numbers, but less in the percentage of the total population. For 2016, the group represented 14.8% of the population of 40,321 or 5,957 individuals. The number will grow to 6,218 in 2021 but will reduce slightly in actual percentage to 14.5% for the future population of 42,813. The “potential student” age group of 15 - 24 years will reduce both in actual numbers and percentage in the future. For 2016, at 4,963 or 12.3%, these figures will be 4,765 or 11.1% in 2021. The 45 - 64 age group is the largest in the population with 12,502 for 2016, and in 2021 that group maintains a large percentage of 28.9% with 12,355 individuals.

Race and Ethnicity

For 2016, the ESA White population was the largest segment of the population by a wide margin, and continues to increase in actual numbers but decrease in the percentage of the overall population.

Ethnicity Segmentation: 2016 South Lake Tahoe ESA *



Source: Environmental System Research Institute; analysis MAAS Companies

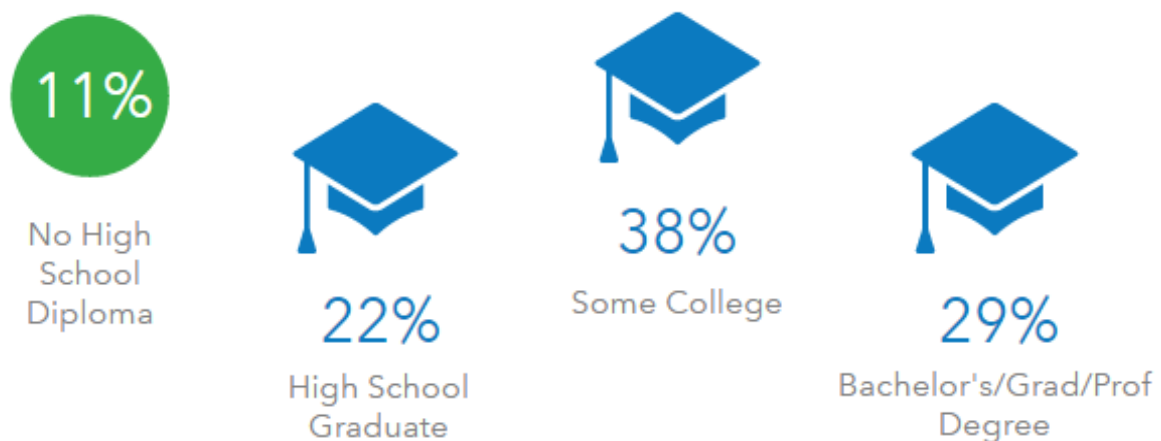
In 2010 the percentage the White population was 81.2% or 30,006. For 2016, the percentage was 79.5% or 32,044. This trend continues in 2021 with 77.9% or 33,361 of the population being White. Based on the 2016 figures, the Hispanic population was the second largest segment and continues to grow in actual numbers and percentages of the past, most recent and future population. The Hispanic population was at 7,978 or 21.6% in 2010. In 2016 the figures increased to 9,274 or 23%, and the Hispanic population is projected to be at 10,394 or 24.3% in 2021. The Asian population is the only other segment currently over 1% at 4.6% and is projected to increase to 5.2% in 2021.

*As stated by ESRI, Hispanic Origin may be of any race. Therefore, race and ethnicity percentages will total more than 100%

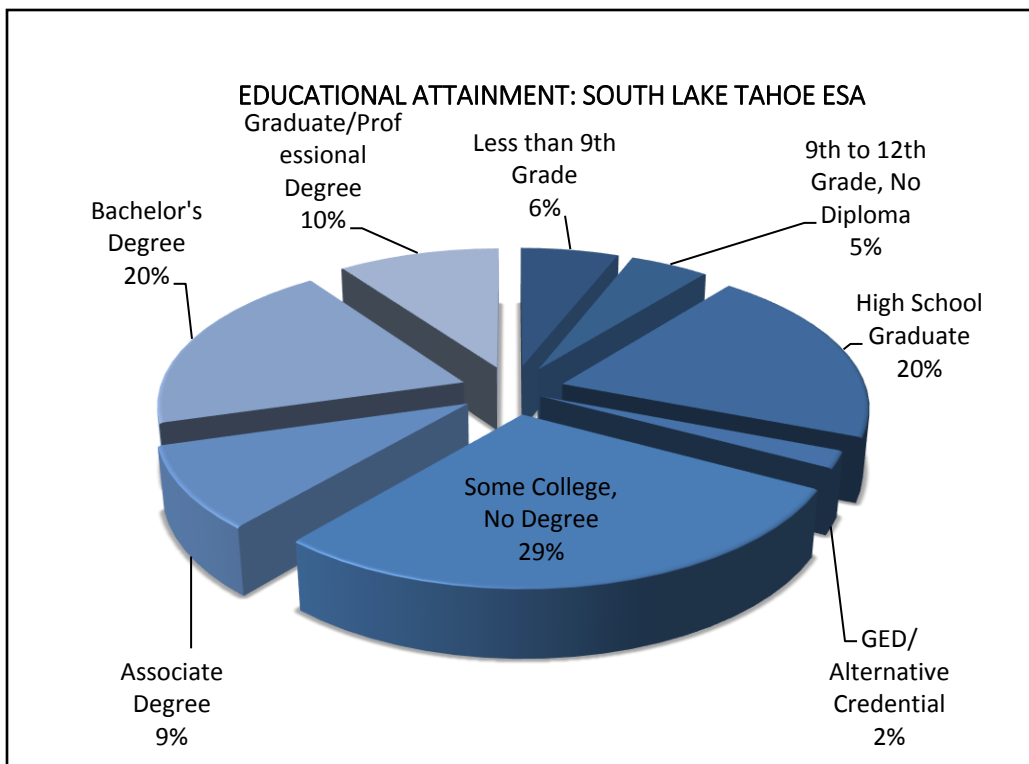
Source: Environmental System Research Institute; analysis MAAS Companies

Levels of Educational Attainment

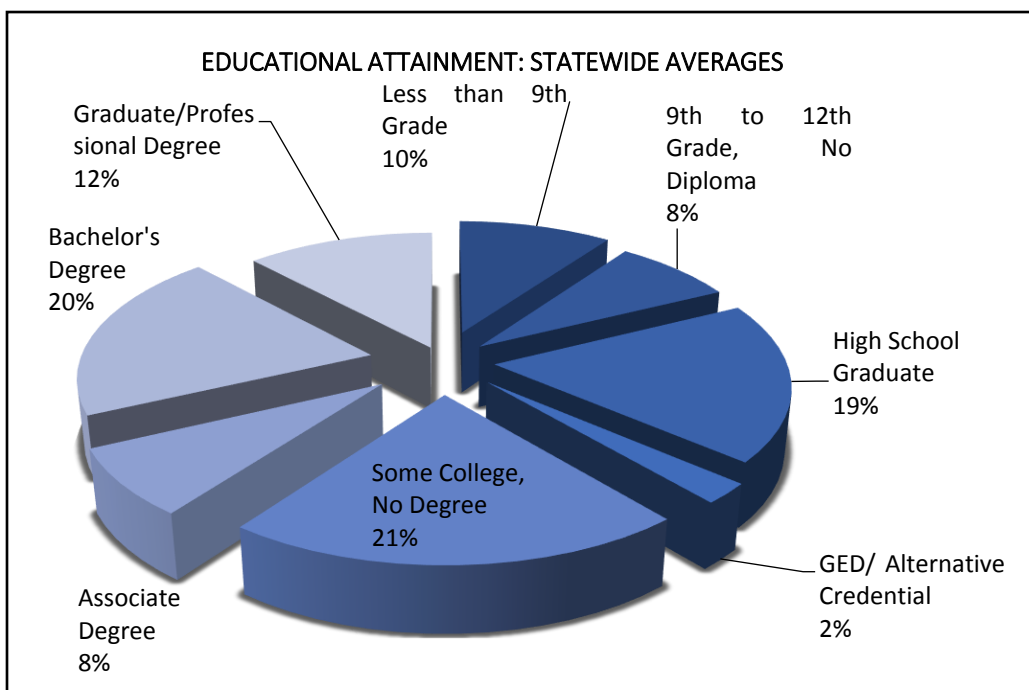
In the graphic below, the level of educational attainment within the College's ESA is compared with statewide averages for 2016.



Source: Environmental System Research Institute; analysis MAAS Companies



Source: Environmental System Research Institute; analysis MAAS Companies



Source: Environmental Systems Research Institute; analysis MAAS Companies, Inc.

Educational Attainment: 2016 South Lake Tahoe ESA and Statewide Comparison

The 2016 educational attainment level for individuals living within the South Lake Tahoe ESA reflects that 11% of the population had less than a *High School education and/or Diploma* and 20% had graduated from high school. For 2016, there was 29% of the individuals who had *Some College, No Degree*, and 9% had an *Associate Degree*, 20% had a *Bachelor's Degree* and 10% had a *Graduate of Professional Degree* for the same timeframe. Combining the percentages of individuals who had previous experience attending a college and achieving certain levels of success totaled 67.2% of the population within the ESA. Statewide calculations of the same categories of having college experience to obtain different levels of advancement and degrees totaled 6% less at 61% with the largest discrepancy in the area of *Some College/No degree* segment experience without obtaining a degree where the Statewide average is 21% and the same category for the South Lake Tahoe ESA is 29%.

LTCC Scorecard

	2011/12	2012/13	2013/14	2014/15	2015/16	Institution-Set Standard	Source	Links
Strategic Issue #1 - Student Access								
Early College Awareness, Preparation, and Readiness (Objectives 1.1, 1.2)								
STHS Capture Rates								
Enrolled at LTCC w/in 1 Year	N/A	40.9%	35.3%	28.2%	30.8%	50.0%	LTUSD/NSC	
Enrolled at LTCC w/in 2 Years	N/A	50.2%	43.1%	39.6%	TBD		LTUSD/NSC	
LTCC Enrollment								
% Representation of Latino Students Enrolled at LTCC (Fall)	19.9%	24.4%	27.1%	27.8%	29.8%	30.0%	LTCCReports	Equity
Start Right (Objectives 1.3, 1.4)								
First-Time, Full-Time Student Fall to Spring Retention Rates	67.0%	65.0%	62.0%	52.0%	49.0%	75.0%	LTCCReports	
First-Time, Full-Time Student Fall to Fall Retention Rates	52.0%	56.0%	54.0%	51.0%	43.0%	50.0%	LTCCReports	
Strategic Issue #2 - Student Learning, Success, and Achievement								
Clear Expecations and Strong Support (Objectives 2.1, 2.2)								
Student Success								
Face-to-face Success Rates	84.0%	84.0%	84.0%	84.0%	83.0%	75.1%	LTCCReports	
Distance Education Success Rates	76.0%	77.0%	78.0%	79.0%	80.0%	75.1%	LTCCReports	
Connections and Direction (Objectives 2.3, 2.4)								
Student Retention								
Retention from Beginning to End of Term	93.6%	95.2%	91.4%	92.6%	93.7%	90.0%	LTCCReports	
Foundational English to College Level English Progression Rate	34.0%	45.7%	41.4%	38.5%	45.9%		CCCS	IEPI, SSSP
Foundational Math to College Level Math Progression Rate	44.9%	52.5%	51.8%	45.4%	46.9%		CCCS	IEPI, SSSP
30 Units Completed	65.6%	72.2%	61.6%	60.3%	61.9%	> 75%	CCCS	
Clear and Effective Pathways Toward Completion (Objectives 2.5, 2.6)								
Student Achievement								
AD/AD-T Degrees Awarded	171	167	124	158	205	200	LTCCReports	ACCJC
CTE Certificates Awarded	38	37	40	37	37	60	LTCCReports	ACCJC
Overall Transfer Rates	125	101	103	105	106	165	NSC	ACCJC
Quality, Innovation, and Excellence in Teaching (Objectives 2.7, 2.8)								
Agreement that Technology Resources at LTCC are Sufficient to Meet Instructional Needs	N/A	38.1%	N/A	35.4%	N/A	75.0%	FSE - Q27	
Strategic Issue #3 - Community Engagement								
Heightened Community Awareness (Objectives 3.1, 3.2)								
Community Education (CONNECT)								
Number of Offerings	17	112	158	151	189		CONNECT	ACCJC
Number of Participants	582	1,850	1,803	2,153	1,936		CONNECT	ACCJC

LTCC Scorecard

	2011/12	2012/13	2013/14	2014/15	2015/16	Institution-Set Standard	Source	Links
Community Leadership and Partnership (Objectives 3.3, 3.4)								
Number of Consortia or Partnerships involving the College	N/A	N/A	N/A	N/A	5		S/P Office	ACCJC
Strategic Issue #4 - College Sustainability								
Fiscal Stability, Resilience, and Vitality (Objectives 4.1)								
Grant Dollars Brought in to LTCC	\$909,083	\$1,146,000	\$690,709	\$866,201	\$1,297,577	\$1,500,000	Fiscal	
Vibrant and Sustainable Learning Spaces (Objectives 4.2, 4.3, 4.4)								
Overall Electric Usage (Kilowatt Hours)	2,309,425	2,137,263	1,842,370	1,877,014	1,598,893	< 1,841,270	M&O	
Natural Gas Usage (Therms)	138,595	138,595	127,236	101,268	99,659	< 129,730	M&O	
Agreement that Technology Support Meets the Needs of the College and its Constituencies	N/A	50.0%	N/A	50.0%	N/A	75.0%	FSE - Q10	
A Dynamic Workforce (Objectives 4.5, 4.6, 4.7)								
Professional Development Expenses	\$35,000	\$20,000	\$20,000	\$27,500	\$53,000	\$35,000	Fiscal	
Agreement that LTCC Provides Personnel with Appropriate Opportunities for Continued Professional Development	N/A	71.4%	N/A	58.6%	N/A	75.0%	FSE - Q8	
Agreement that LTCC Policies for Participation in the Decision-Making Process are Effective	N/A	57.6%	N/A	49.8%	N/A	75.0%	FSE - Q15	
Rank Among the 8 Small Colleges in Faculty Compensation	6th	7th	7th	5th	2nd		HR	
Representation of Traditionally Underrepresented Populations in LTCC Staff, Faculty, and Administration	7.0%	12.0%	11.9%	12.8%	13.6%		HR	
California Community College Student Success Scorecard (CCCCSSS)								
Completion								
Overall	50.0%	44.3%	37.9%	40.8%	43.0%		CCCCSSS	
Prepared	71.4%	54.2%	55.7%	38.1%	63.2%		CCCCSSS	
Unprepared	46.1%	41.5%	31.6%	41.5%	36.1%	42.2%	CCCCSSS	IEPI
Persistence								
Overall	48.3%	58.5%	50.4%	56.0%	57.4%		CCCCSSS	
Prepared	42.9%	37.5%	49.2%	40.5%	63.2%		CCCCSSS	
Unprepared	49.3%	64.6%	50.9%	60.6%	55.4%		CCCCSSS	
30 Units								
Prepared	67.9%	70.8%	70.5%	50.0%	61.4%		CCCCSSS	
Unprepared	65.1%	72.6%	58.5%	63.4%	62.0%		CCCCSSS	
Remedial								
ESL	N/A	N/A	N/A	N/A	N/A		CCCCSSS	
Transfer Level Achievement								
English (1-Year)	67.3%	70.9%	70.9%	72.2%	64.7%		CCCCSSS	

LTCC Scorecard

	2011/12	2012/13	2013/14	2014/15	2015/16	Institution-Set Standard	Source	Links
English (2-Years)	78.0%	75.3%	76.7%	81.3%	78.4%		CCCSSS	
Math (1-Year)	17.3%	16.5%	13.4%	16.7%	10.8%		CCCSSS	
Math (2-Years)	24.4%	30.4%	30.2%	27.8%	25.2%		CCCSSS	
Career Technical Education								
CTE Completions	35.7%	36.7%	35.9%	37.8%	39.4%		CCCSSS	
Skills Builder	N/A	N/A	N/A	3.5%	13.3%		CCCSSS	
Career Development & College Preparation								
CDCP Participant Completions	0.6%	1.7%	0.0%	0.0%	N/A		CCCSSS	
Institutional Effectiveness Partnership Initiative (IEPI) Framework of Indicators								
Student Performance and Outcomes								
Successful Course Completions	75.8%	73.5%	72.9%	72.5%	74.2%	80.0%	Datamart	
Accreditation Status								
Current Status	FA-RA	FA-N	FA-N	FA-N	FA-N	FA-RA	ACCJC	
Date of Next Visit	Current	2017	2017	2017	2017	2017	ACCJC	
Fiscal Viability and Programmatic Compliance with Federal Guidelines								
Fund Balance	20.6%	14.6%	13.1%	12.5%	15.1%	15.0%	Fiscal	
Compliance with State/Federal Guidelines								
Audit Findings	4	1	2	0	2	0	Fiscal	



Locations

Lake Tahoe Community College District has one main facility. However, a limited number of classes are taught at the following locations.



South Tahoe High School: Dual Enrollment Courses

1735 Lake Tahoe Blvd.
South Lake Tahoe, CA 96150
(530) 541-4111
(530) 541-4157
<http://sths.ltusd.org>





**South Bay Regional Public Safety Training Consortium:
Public Safety Courses Coyote Valley Campus**

560 Bailey Ave.
San Jose, CA 95141
(408) 229-4299

<http://www.theacademy.ca.gov>





Family Resource Center: English as a Second Language Courses

3501-B Spruce Avenue
South Lake Tahoe, CA 96150

(530) 541-0740

(530) 542-0397 (fax)

<http://www.tahoefrc.org>





Tahoe Parents Nursery School: Parent Education Courses

1100 Lyons Avenue
South Lake Tahoe, CA 96150
(530) 541-8767

<http://www.tahoeparentsnurseryschool.com>





California Conservation Corps: Physical Education Courses

1949 Apache Ave.

South Lake Tahoe, CA 96150

(530) 577-0850

<http://www.ccc.ca.gov/locations/Tahoe/Pages/tahoe.aspx>



Seven California Department of Corrections and Rehabilitation Facilities: Incarcerated Student Program, Correspondence Education



**Folsom State Prison (FSP):
Folsom State Prison Minimum Support Facility (FSP-MSF)
Folsom State Prison – Men’s (FSP-M) and
Folsom State Prison -- Women’s (FSP-W)**

300 Prison Road
PO Box 910
Repres, CA 95671
(916) 985-2561

http://www.cdcr.ca.gov/Facilities_Locator/FSP.html





California State Prison – Sacramento (CSP-SAC)
California State Prison Minimum Support Facility (CSP-MSF)

PO Box 29001
100 Prison Road
Represa, CA 95671
(916) 985-8610

http://www.cdcr.ca.gov/Facilities_Locator/SAC.html





Growlersburg Conservation Camp #33

5440 Longview Lane
Georgetown, CA 95634
(530) 333-4244

http://www.cdcr.ca.gov/Conservation_Camps/Camps/Growlersburg/index.html





High Desert State Prison

475-750 Rice Canyon Rd.

PO Box 750

Susanville, CA 96127

(530) 251-5100

http://www.cdcr.ca.gov/Facilities_Locator/HDSP.html



Lake Tahoe Community College is located at One College Drive, just off Al Tahoe Blvd., between Highway 50 and Pioneer Trail.





Programmatic Accreditation



Addiction Studies California Consortium for Addiction Programs and Professionals

P.O Box 214127
2400 Marconi Avenue, Suite C
Sacramento, CA 95821
T (916) 338-9460
F (916) 33809468
www.ccapp.us



California Association of Alcohol and Drug Educators

5230 Clark Avenue, Suite 1
Lakewood, CA 90712
Phone: 707-722-2331
Fax: 562-275-3494
Federal Identification Number: 77-0045316
www.caade.org



State of California Health and Human Services Agency

California Department of Public Health
Radiologic Health Branch MS 7610
PO 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

Marla Rocha, RDA – Infection Control
2005 Evergreen Street, Suite 1550
Sacramento, CA 95815
(877) 729-7789 (Toll Free)
(916) 263-2300 (Direct)
(916) 263-2140 (Fax)
dentalboard@dca.ca.gov
<http://www.dbc.ca.gov/>



Emergency Medical Response

Janet A. Baker: Contact
American Red Cross / Training Specialist
Northeastern California & Northern Nevada Territory
1565 Exposition Blvd
Sacramento CA 95815
916-993-7064
916-993-7062 Cell
916-993-7093 fax
Janet.Baker@redcross.org
www.redcross.org



Emergency Medical Technician and Refresher

El Dorado County: Health and Human Services
Patty Perillo: Contact
3057 Briw Road, Suite A
Placerville, CA 95667
(530) 642-7300
FAX (530) 626-7734
3368 Lake Tahoe Boulevard, Suite 100
South Lake Tahoe, CA 96150
(530) 573-3200
FAX (530) 541-6736
<http://www.edcgov.us/EMS/>



Fire Academy/Fire Science California State Fire Marshal Department of Forestry and Fire Protection Office of the State Fire Marshal

P.O. Box 944246
Sacramento, CA 94244-0460
(916) 445-8200
Contact: Susan Pineau Ph. (916) 445-4758
Website: <http://osfm.fire.ca.gov/>



National Registry of EMTs

6610 Busch Blvd.

Rocco v. Morando Building

Columbus, Ohio 43229

(614) 888-4484

(614) 888-8920 (fax)

<http://www.nremt.org/>



Phlebotomy Training –

California Department of Public Health, CDPH

Julie Kline – Barton laboratory

Judy Schlosser, CT(ASCP)

Laboratory Field Services, CDH

850 Marina Bay Parkway, Building P, 1st Floor

Richmond, CA 94804

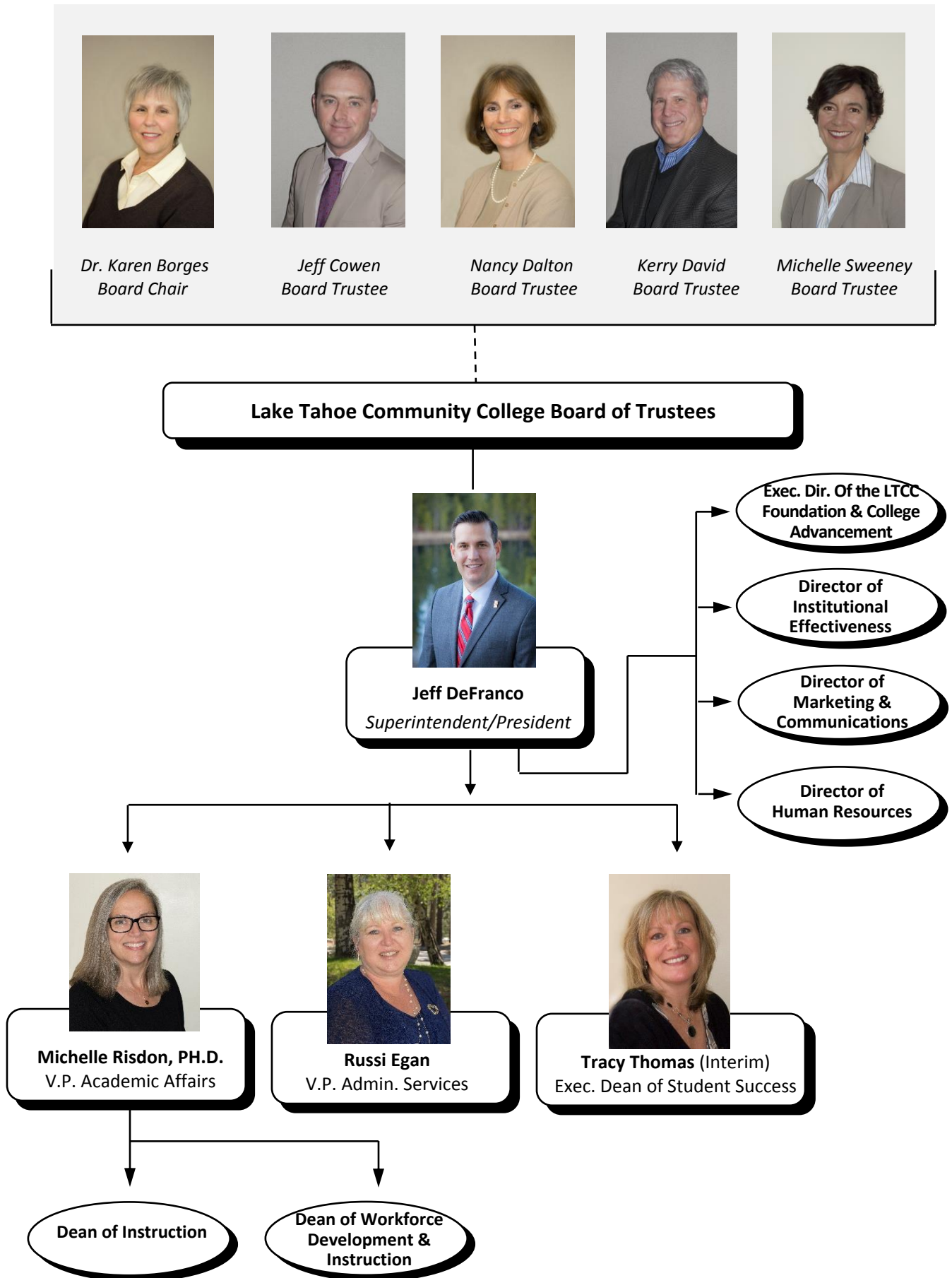
(510) 620-3800

(510) 620-3697 FAX

<https://cdph.ca.gov>

Lake Tahoe Community College

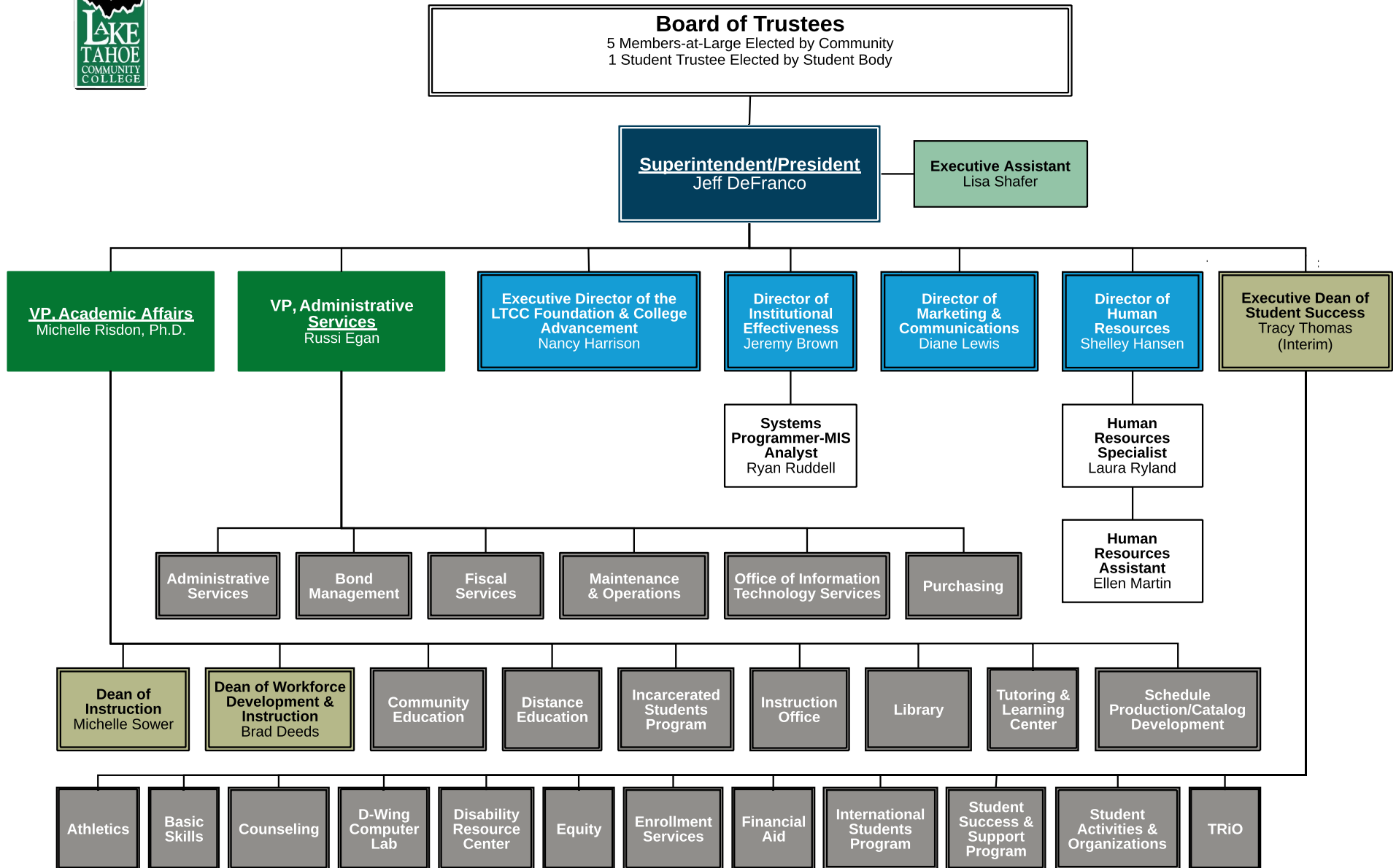
District Organizational Chart





Lake Tahoe Community College

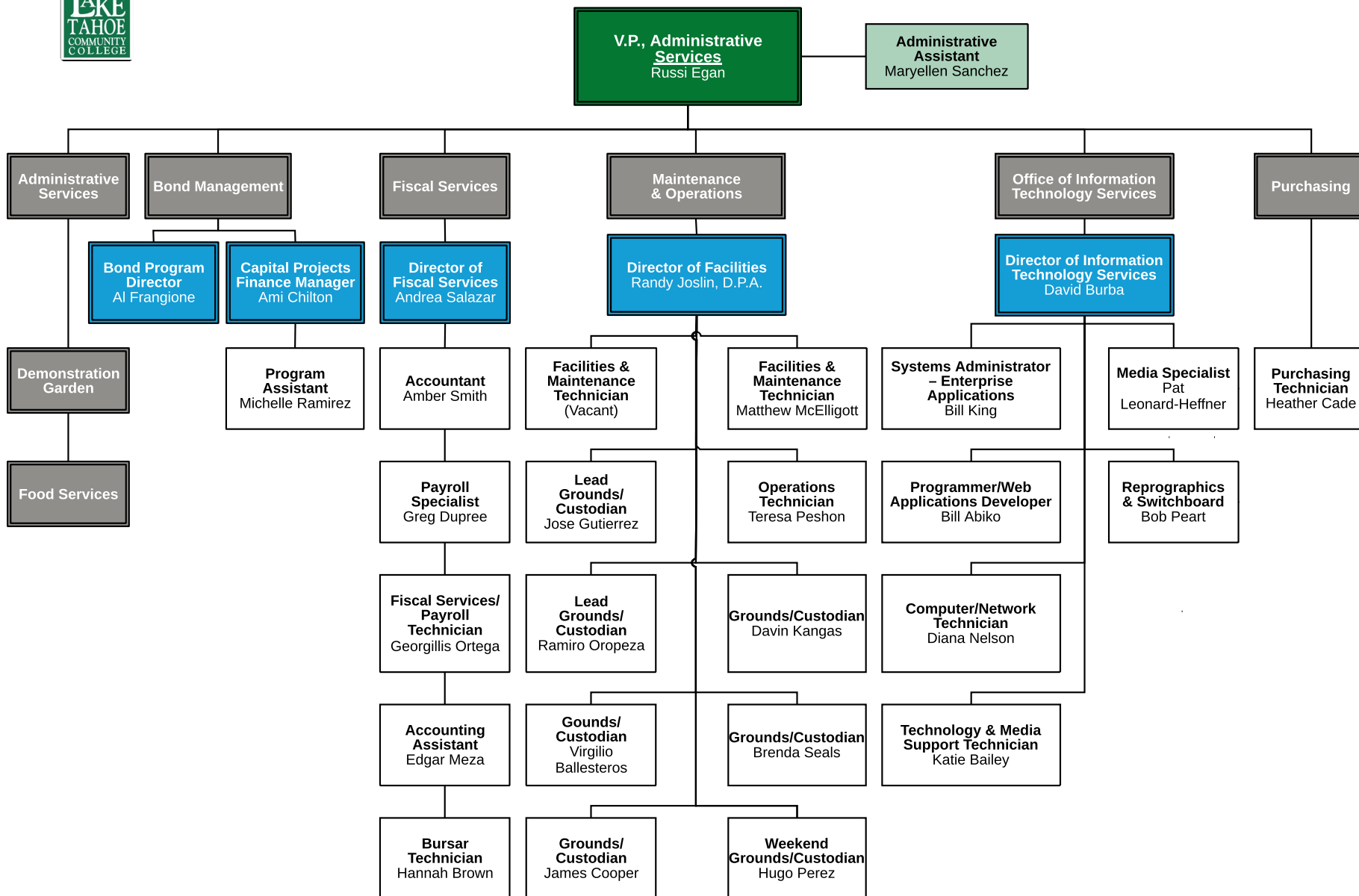
District Organizational Chart





Lake Tahoe Community College

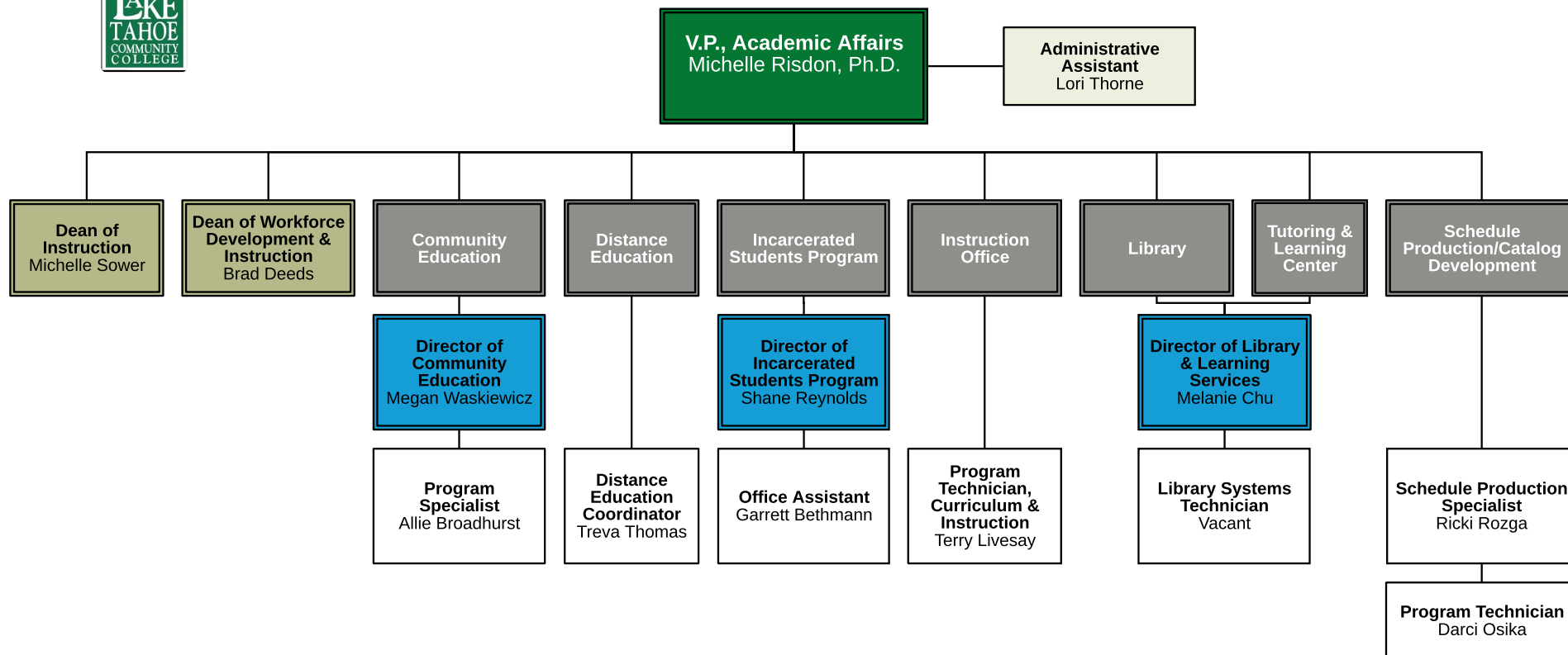
Administrative Services





Lake Tahoe Community College

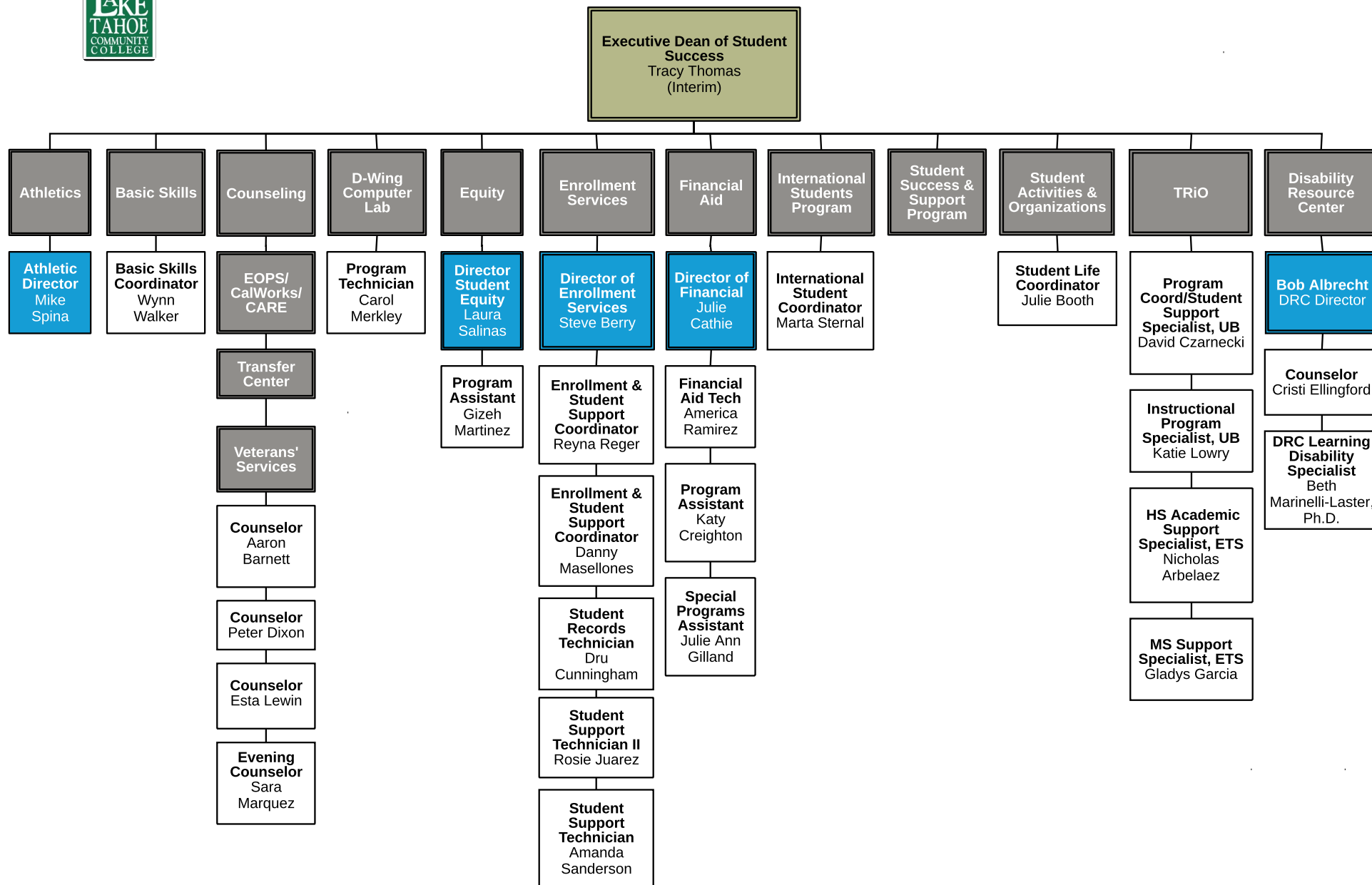
Academic Affairs





Lake Tahoe Community College

Student Services

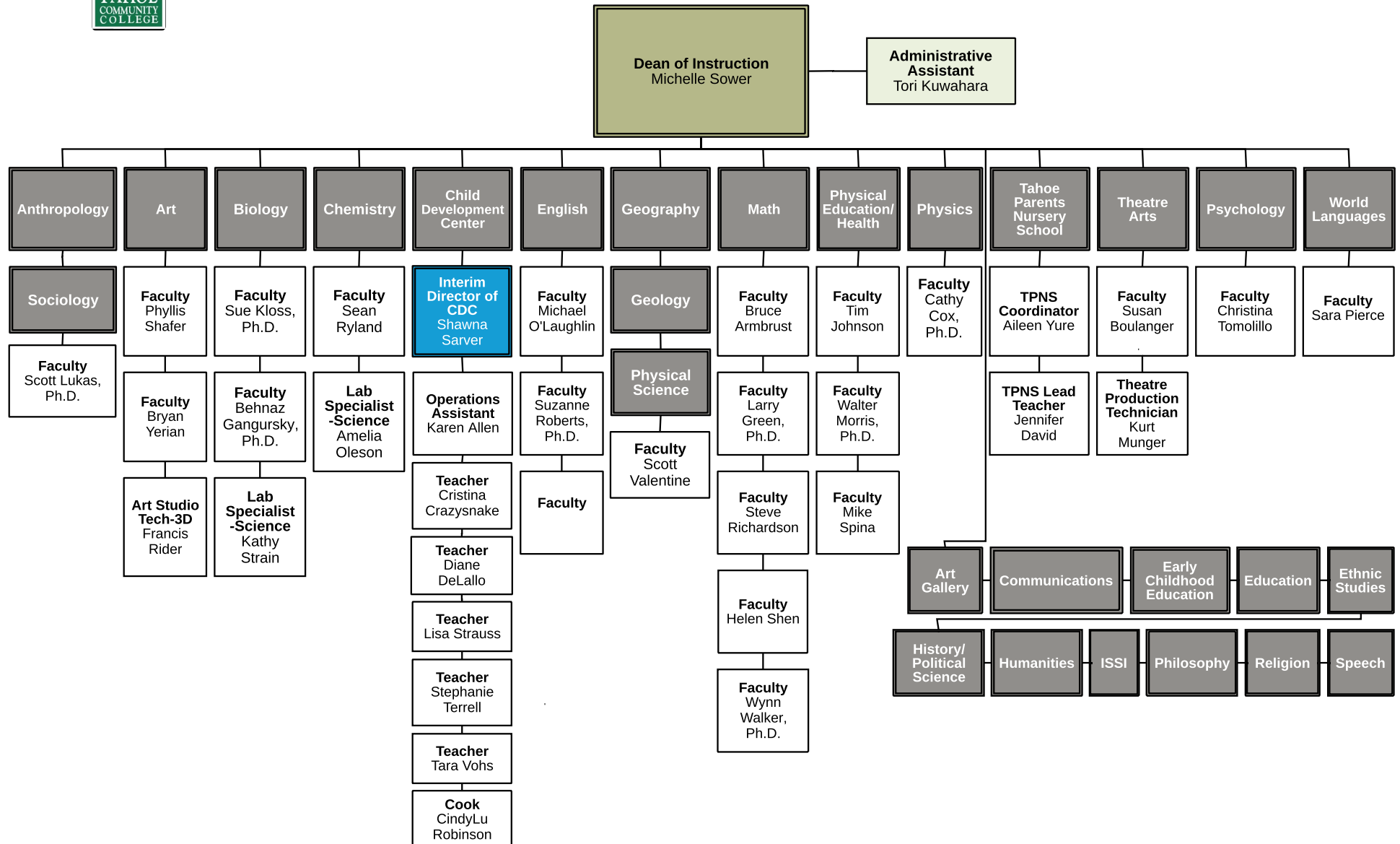




Lake Tahoe Community College

Academic Affairs

Instruction

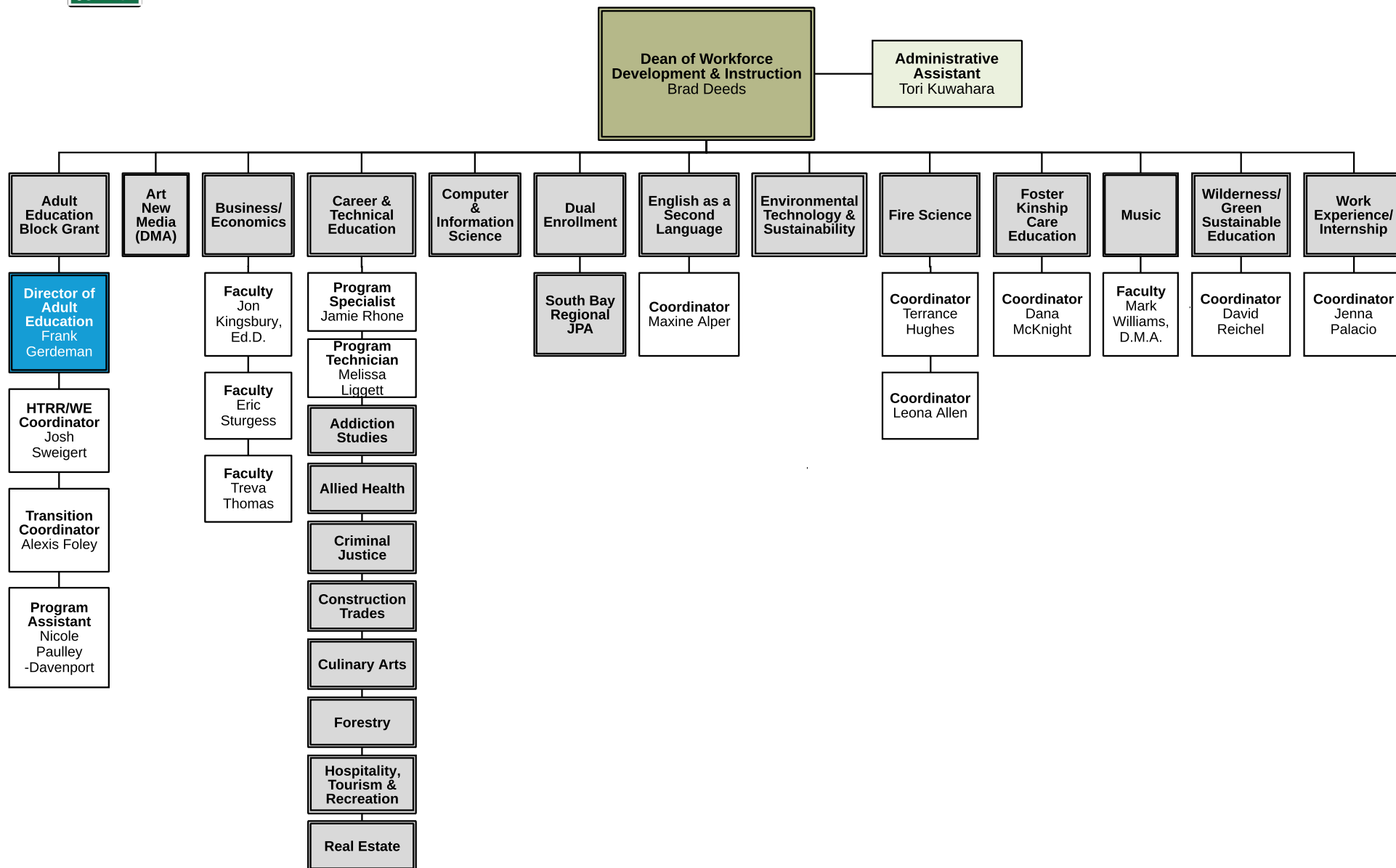




Lake Tahoe Community College

Academic Affairs

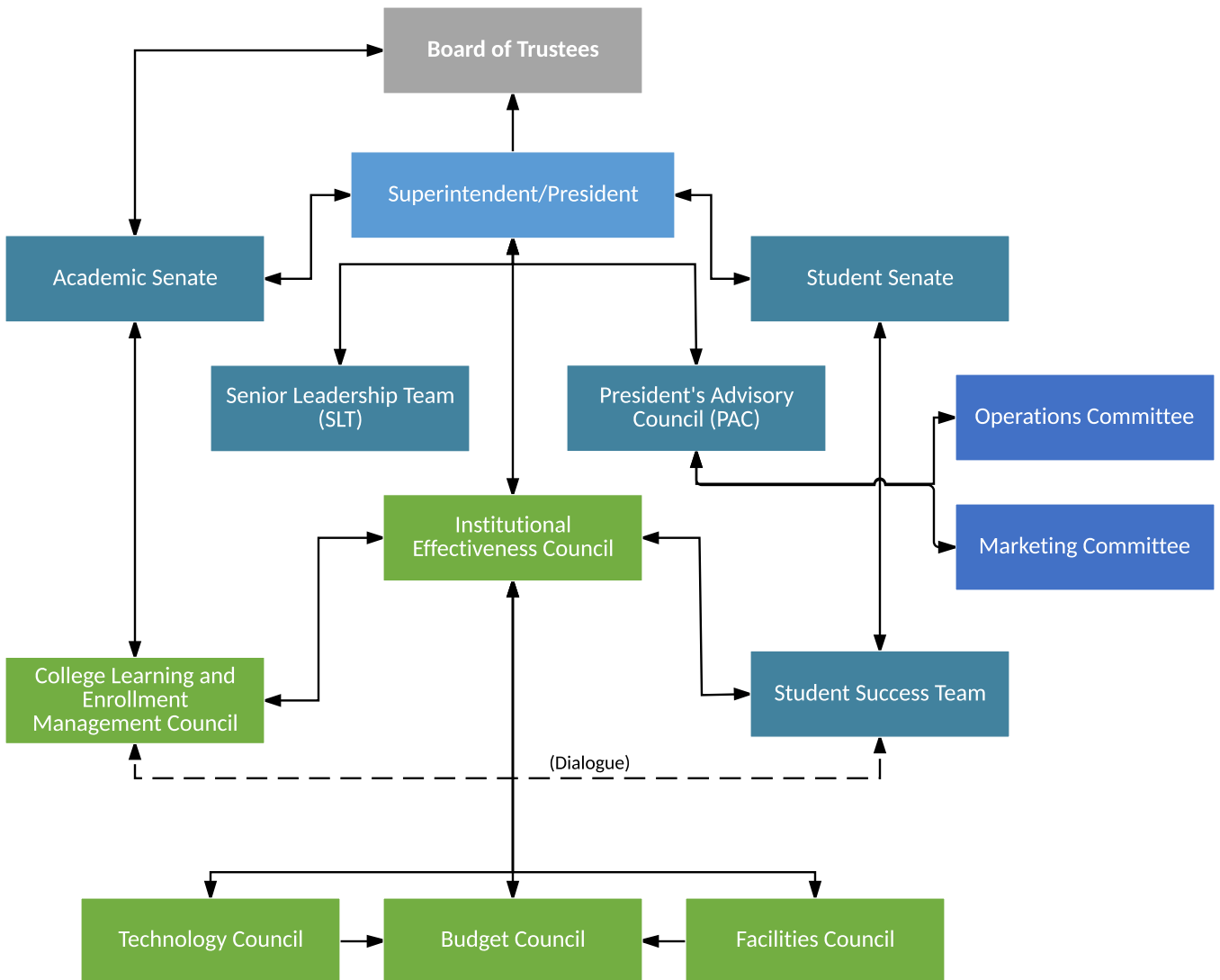
Workforce Development and Instruction





Lake Tahoe Community College

Governance





Organization of Self-Evaluation Process

The process of writing the Institutional Self-Evaluation Report (ISER) for the 2017 Accreditation visit included the following three phases:

Phase I

The first involved the identification of writing teams and development of a timeline, which was the responsibility of the Accreditation Oversight Committee formed by the Quad Chairs and the Institutional Effectiveness Council (IEC). This began with a small group representative of all college constituencies attending the December 2015 self-study workshop presented by the commission (ACCJC). As the College's governance structure had been developed with the accreditation standards in mind, the established councils were assigned their relative standard(s) or sub-standard(s). However, in order to encourage all college personnel to contribute and become engaged in the self-study process, presentations were made at various governance meetings following the self-study workshop, staff development retreats, and faculty convocation activities in late August and mid-September.

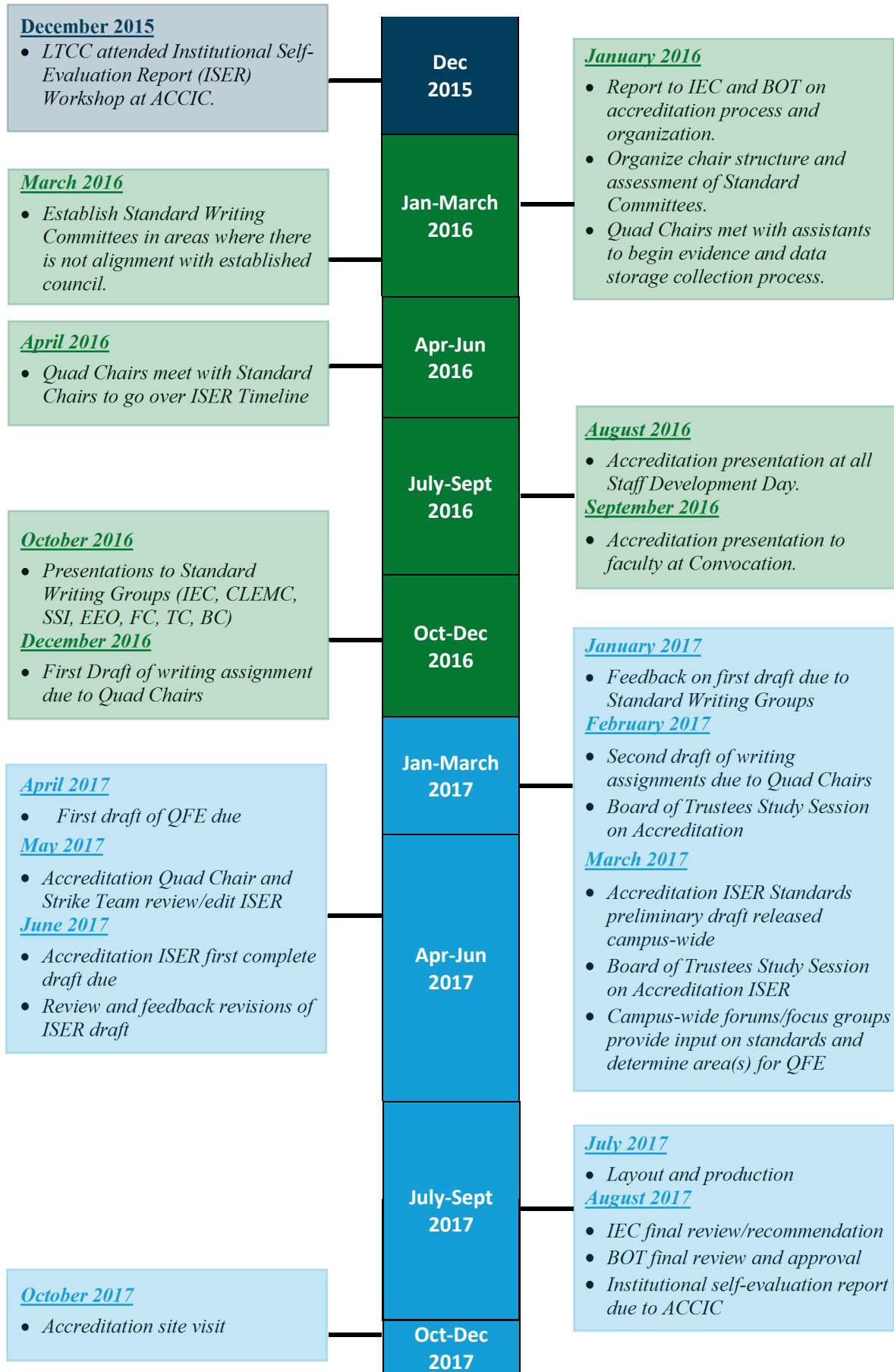
Phase II

The initial writing, or second phase of the overall process, occurred through the development of two drafts through the fall and winter terms, with feedback provided by the quad chair team to each council. This led to an initial full draft release to the campus on March 20, 2017. This draft informed presentations and discussions not only at multiple governance meetings but also at two campus-wide forums, which were used to help narrow the areas for improvement that would guide the [Quality Focus Essay \(QFE\)](#). The above is the [Accreditation Forum Summary](#).

Phase III

All of the feedback collected through the standard writing processes, campus forums, widely distributed drafts and surveys, etc., was used to guide the final writing team through the third and final phase. This group worked throughout the spring and early summer to produce a final draft of the ISER, including the QFE. Additionally, an evidence team was established to facilitate the collection, organization, and linking of evidence within the final report. All of this work led to the final document to be approved by the Institutional Effectiveness Council (IEC) and the LTCC Board of Trustees (BOT) on August 8, 2017.

ACCREDITATION TIMELINE





Accreditation Oversight Committee

Quad Chairs

- | | |
|-------------------|---|
| • Jeff DeFranco | Superintendent/President |
| • Michelle Risdon | Vice President, Academic Affairs |
| • Jeremy Brown | Director of Institutional Effectiveness |
| • Mark Williams | Academic Senate President |

Institutional Effectiveness Council

- | | |
|---|--------------------------|
| • Jon Kingsbury (Co-Facilitator) | Faculty |
| • Jeremy Brown (Co-Facilitator, Non-Voting) | Director |
| • Lisa Shafer (Staff Assistant) | Confidential Staff |
| • Maxine Alper (Member) | Adjunct Faculty |
| • Jeff DeFranco (Non-Voting) | Superintendent/President |
| • Al Fragione (Member) | Director |
| • Kris Gaffney (Member) | Student |
| • Belen Garza (Member) | Student |
| • Pat Leonard Heffner (Member) | Classified |
| • Tim Johnson (Member) | Faculty |
| • Kurt Munger (Member) | Classified |
| • Michelle Risdon (Member) | Administrator |
| • Maryellen Sanchez (Member) | Confidential Staff |
| • Mark Zacovic (Member) | Administrator |



Writing and Evidence Teams

Initial Writing Teams

- **Standard I & IV - Institutional Effectiveness Council**

Co-Facilitators: Jon Kingsbury (Faculty) and Jeremy Brown (Director)

- **Standard II A & B - College Learning and Enrollment Management Council**

Co-Facilitators: Michelle Risdon (Administrator) and Mark Williams (Faculty)

- **Standard II C - Student Success Team**

Facilitator: Sue Gochis (Administrator)

- **Standard III A - Equal Employment Opportunity Advisory Council**

Co-Facilitators: Shelley Hansen (Director) and Jeremy Brown (Director)

- **Standard III B – Facilities Council**

Co-Facilitators: Mark Zacovic (Administrator) and Lori Thorne (Confidential Staff)

- **Standard III C – Technology Council**

Co-Facilitators: Dave Burba (Director) and Larry Green (Faculty)

- **Standard III D – Budget Council**

Co-Facilitators: Mark Zacovic (Administrator) and Heather Cade (Classified Staff)

Final Writing Team

- | | |
|-------------------|--------------------------|
| • Jeremy Brown | Director |
| • Jeff DeFranco | Superintendent/President |
| • Sue Gochis | Administrator |
| • Shelley Hansen | Director |
| • Jon Kingsbury | Faculty |
| • Michelle Risdon | Administrator |
| • Michelle Sower | Administrator |
| • Lori Thorne | Confidential Staff |
| • Mark Williams | Faculty |
| • Mark Zacovic | Administrator |

Evidence Team

- | | |
|---------------------|--------------------|
| • Katie Bailey | Classified |
| • Jeni Chan | Classified |
| • Meredith Crosby | Classified |
| • Tori Kuwahara | Confidential Staff |
| • Laura Ryland | Confidential Staff |
| • Maryellen Sanchez | Confidential Staff |
| • Lisa Shafer | Confidential Staff |
| • Emma Sower | Classified |
| • Lori Thorne | Confidential Staff |



Eligibility Requirements

Certification of Continued College Compliance with Eligibility Requirements 1-5

Institutions applying for Reaffirmation of Accreditation are expected to include in their Institutional Self-Evaluation Report (ISER) information and relevant evidence demonstrating continued compliance with the Eligibility Requirements (ERs). Specifically, the College must address individually Eligibility Requirements 1, 2, 3, 4, and 5; the balance of the ERs are embedded in the narrative responses to the standards, as relevant.

As part of the self-evaluation process, the Lake Tahoe Community College Accreditation Oversight Committee has reviewed each of the Eligibility Requirements, examined the institution's practices, policies, and procedures and concludes that the institution has continually met and exceeds the expectations contained in the requirements for eligibility. Below is a summary of ERs 1 through 5, inclusive; the balance of the analysis is contained in the Evidence of Meeting the Standards sections, where appropriate.

1 Authority

Lake Tahoe Community College is a public, two-year, comprehensive community college operating as part of the California Community College System, duly authorized under the California Education Code, and the Administrative Code of Regulations. The California Community College Board of Governors is responsible for the quality of the community colleges and operates through a centralized Chancellor's Office. All degrees, certificates, and other awards granted by LTCC are approved by the College's Board of Trustees (BOT), and where relevant, through the system's Chancellor's Office.

Locally, the College operates as part of the Lake Tahoe Community College District created by the voters in 1974. LTCC was originally granted accreditation in January 1979 and has operated continuously without interruption since that time, undergoing multiple accreditation reviews by the ACCJC over the past 40 years, most recently in 2011. All relevant documents related to the existence of the District and the College are publicly displayed on the college webpage with originals available for public inspection.

Conclusion

The College complies and has continually complied with Eligibility Requirement 1, Authority. LTCC is authorized to operate as a post-secondary educational institution in California and to award degrees by the California Community College Chancellor's Office.

Evidence

- [Certificate of Incorporation](#)
- [ACCJC Certification](#)
- [California Chancellor's Office List of Member Colleges](#)

2 Operational Status

Since its inception in 1979, Lake Tahoe Community College has been in continuous, uninterrupted operation. The College has an average annual unduplicated student headcount of 5,300 and full time equivalent student (FTES) count of approximately 1,700. As a California Community College, LTCC serves multi-functions including:

- A. The first two years of a general education study (baccalaureate transfer pathway)
- B. Associate degrees as a terminal award, particularly in occupational and career technical education fields
- C. Workforce training to meet regional and state businesses and employer needs
- D. Basic skills and pre-collegiate course work to improve college readiness
- E. Non-credit and community education services.

College operations are robust and organized to best meet the college mission. Resources including human, physical, technological, and financial are purposed to meet institutional needs and maximize student success.

Conclusion

The College complies and has continually complied with Eligibility Requirement 2, Operational Status. LTCC operates as a duly-created post-secondary educational institution in California and serves the multiple functions of a two-year institution of higher education.

Evidence

- [College Catalog](#)
- [Class Schedule](#)
- See, Detailed Discussion, Instructional Programs, **Standard II.A**

3 Degrees

Lake Tahoe Community College awards 35 associate degrees and 32 certificates of achievement. In 2017, the college issued 145 awards to students. Associate degrees comprise two year courses of study. The College maintains a catalog detailing the graduation and certificate unit requirements, competencies, course pathways, and descriptions for all potential students. The college maintains a curriculum committee which creates and reviews all curriculum. The BOT approves all relevant programs of study which in turn are submitted to the state Chancellor's Office for inventory.

Conclusion

The College complies and has continually complied with Eligibility Requirement 3, Degrees. LTCC issues the associates degree as the principal award which is a two-year course of study. The college also awards certificates. All curriculum is created and approved through rigorous academic processes.

Evidence

- [College Catalog](#)
- [Class Schedule](#)
- See, Detailed Discussion, Instructional Programs, [Standard II.A](#)

4 Chief Executive Officer

The College has a chief executive officer (CEO), appointed by the Board with the exclusive and full-time responsibility to execute the board policies. The chief executive officer at Lake Tahoe Community College serves as both the College president and superintendent of the District. The current superintendent/president was appointed in December 2016, and started his tenure in January 2017; the Commission was notified of the leadership change. There are established board policies for the hiring and evaluation of the CEO. Delegation of authority to administer the board policies is likewise governed by established board policy.

Conclusion

The College complies and has continually complied with Eligibility Requirement 4, Chief Executive Officer. LTCC is authorized to operate as a post-secondary educational institution in California and to award degrees by the California Community College Chancellor's Office.

Evidence

- [CEO Job Description](#)
- [Board Policy 2431](#)
- Board Policy Manual 2011-2013 [1.05 A.2](#)
- See, Detailed Coverage contained in [Standard IV.B](#)

5 Financial Accountability

LTCC financial operations and systems are reviewed, both internally and externally, via independent audit performed by a certified public accountant. Generally accepted accounting principles are applied when completing the audit. Each year, the LTCC budget and audit reports are presented and reviewed by the BOT and appropriate actions are taken.

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 on June 30, 2016.

The College is also authorized to award financial aid under federal Title IV. The College is in compliance with the required components of the Title IV Program, and any and all findings from audits and program or other review activities by the USDE are duly conducted and maintained. All financial responsibility requirements, program record-keeping, etc., are appropriately stored and maintained. LTCC has the fiscal and administrative capacity to address issues in the future in a timely manner and to retain compliance with Title IV program requirements. Finally, while the College no longer offers student loans, previous student loan default rates are well within the acceptable range defined by the USDE.

Conclusion

The College complies and has continually complied with Eligibility Requirement 5, Financial Accountability. LTCC has independent audits conducted annually and shared with the BOT. Sufficient internal controls are in place to monitor financial and budgetary compliance and other accountability expectations.

Evidence

- [2016 Independent Financial Audit](#)
- [Title IV Authorization for Federal Aid](#)
- See, Detailed coverage, Financial Resources, [Standard III.D](#)
- See, Checklist for Evaluating Compliance with Federal Regulations and Commission Policies

Checklist for Evaluating Compliance with Federal Regulations and Commission Policies

The Lake Tahoe Community College Accreditation Oversight Committee reviewed the *Checklist for Evaluating Compliance with the Federal Regulations and Commission Policies*. After reviewing existing practices at the College, attendance at accreditation conference sessions, and discussions with other community colleges, LTCC accreditation leaders determined to provide a self-evaluation of the compliance efforts against the framework of the *Checklist*. In this light, LTCC migrated the checklist items to the ISER and created a matrix for easy review by the visiting team members. The matrix includes the reference to the standards, eligibility requirements, policies and any additional evidence as appropriate. In addition, the College self-evaluated its performance under each component. To this end, the College scored itself using a three-point rubric: “Meets,” “In Progress,” and “Does Not Meet” the compliance expectation.

A score of “Meets” indicates that LTCC practices address all the stated requirements of the checklist item. A score of “In Progress” indicates that LTCC practices substantially meet most of the compliance requirements and are well on the path to meeting the expectations fully. Finally, a score of “Does Not Meet” notes that the College is working on the requirement but that work remains to be done to meet the requirements. All matters that are in an “In Progress” and “Does Not Meet” status will be updated with the visiting team at the site visit and with the ACCJC shortly thereafter. LTCC’s status on each requirement from the *Checklist* is reported in the first column of each of the tables below. The second column of each table contains the description of requirements conveyed via the *Checklist*, followed by LTCC’s bulleted responses, summarizing the compliance status with each federal regulation and Commission policy as relevant.

Public Notification of an Evaluation Visit and Third-Party Comment [Regulation citation: 602.23(b)]	
LTCC Self-Assessment	Item One: <i>The Institution has made an appropriate and timely effort to solicit third party comment in advance of the comprehensive evaluation visit.</i>
Meets	<p><i>Analysis and Evaluation</i></p> <ul style="list-style-type: none">● Lake Tahoe Community College provided sufficient opportunity for the public to make third party comments about the upcoming self-evaluation visit in three venues: on the web, in writing, and orally at public meetings.● The public has been encouraged to deliver their comments according to ACCJC expectations for authentication.

	<p>Standards</p> <ul style="list-style-type: none"> • See Response to Standard I.C.5; I.C.12; I.C.13 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> • Eligibility Requirement 21 <p>Additional Evidence</p> <ul style="list-style-type: none"> • Evidence will be provided to the Commission and the visiting team should any third-party comments be received prior to time of the site visit.
LTCC Self-Assessment	Item Two: <i>The institution cooperates with the evaluation team in any necessary follow-up related to the third-party comment.</i>
Meets	<p><i>Analysis and Evaluation</i></p> <ul style="list-style-type: none"> • The College has not received any notification of any third-party comments up to the time of the publication of the self-evaluation report. Comments received after the publication date will be shared with the Commission and the visiting team.
	<p>Standards</p> <ul style="list-style-type: none"> • See Response to Standard I.C.5; I.C.12; I.C.13 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> • Eligibility Requirement 21 <p>Additional Evidence</p> <ul style="list-style-type: none"> • Evidence will be provided to the site team and the Commission should any third-party comments be received between the publication data of the Self Evaluation report and the time of the visit.

LTCC Self-Assessment	Item Three: <i>The Institution demonstrates compliance with the <u>Commission Policy on Rights and Responsibilities of the Commission and Member Institutions</u> as to third party comments.</i>
Meets	<p><i>Analysis and Evaluation</i></p> <ul style="list-style-type: none"> • LTCC has provided the due access to the college constituencies and to the community it serves so that third-party comment can be made to improve college operations. • The LTCC superintendent/president has communicated with the local business community, campus community, and public in ample time for adequate comment before the Commission deadline of receipt no later than five weeks before the scheduled Commission consideration or meeting.
	<p>Standards</p> <ul style="list-style-type: none"> • See Response to Standard I.C.5; I.C.12; I.C.13; IV.B.4; IV.B.6 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> • Eligibility Requirement 21 <p>Additional Evidence</p> <ul style="list-style-type: none"> • No third-party comments have been made to date. Evidence will be provided to the site team and the Commission in the event of any third-party comments.
Standards and Performance with Respect to Student Achievement [Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]	
LTCC Self-Assessment	Item One: <i>The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.</i>
Meets	<p><i>Analysis and Evaluation</i></p> <ul style="list-style-type: none"> • LTCC has established institution-set standards at the institutional level for planning and institutional improvement.

<p>Meets</p>	<p><i>Analysis and Evaluation (Continued)</i></p> <ul style="list-style-type: none"> • Successful Course Completion is one of the measures of analysis through the Institutional Effectiveness Partnership Initiative; other standards are established for the local functions of the College's mission • The institution-set standards were established as part of the College's participatory governance process and integrated into its planning processes <p>Standards</p> <ul style="list-style-type: none"> • See Response to Standard I.A.2; I.B.2; I.B.3; I.B.5 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> • Eligibility Requirement 11 <p>Additional Evidence</p> <ul style="list-style-type: none"> • LTCC Scorecard and Institution-Set Standards
<p>LTCC Self-Assessment</p>	<p>Item Two: <i>The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.</i></p>
<p>Meets</p>	<p><i>Analysis and Evaluation</i></p> <ul style="list-style-type: none"> • LTCC has extended the application of institution set standards of performance to include licensure pass rates, employment rates and graduation rates. • Goal setting is done in alignment with the statewide initiatives through the IEPI. • Institution-set standards for programs are now included in the annual program review.

Meets	<p>Standards</p> <ul style="list-style-type: none"> See Response to Standard I.B.2; I.B.3; II.A.1; II.A.13; II.A.14 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> Eligibility Requirement 11 <p>Additional Evidence</p> <ul style="list-style-type: none"> Student Enrollment, Demographic, and Achievement Trends LTCC Scorecard and Institution-Set Standards
LTCC Self-Assessment	<p>Item Three: <i>The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.</i></p>
	<p>Analysis and Evaluation</p> <ul style="list-style-type: none"> LTCC regularly evaluates progress on its mission and communicates the progress in a variety of campus venues including the institutional effectiveness committee and other participatory governance councils. Institution-Set Standards are also shared with the student services division to connect with other initiatives on the campus including the Equity Plan and the SSSP plan. Further, the student performance metrics are now included in program review templates.
	<p>Standards</p> <ul style="list-style-type: none"> See Response to Standard I.B.2; I.B.3; I.B.5; II.A.1 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> Eligibility Requirement 11 <p>Additional Evidence</p> <ul style="list-style-type: none"> Student Enrollment, Demographic, and Achievement Trends LTCC Scorecard and Institution-Set Standards

LTCC Self-Assessment	Item Four: <i>The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.</i>
Meets	<p><i>Analysis and Evaluation</i></p> <ul style="list-style-type: none"> • The College meets its institution-set standards for performance. • Effective the academic year of 2017-2018, analysis is beginning on the evaluation of institutional-set standards at the program level. • Program review is the engine for the analysis of standards for appropriate measures for improvement.
	<p>Standards</p> <ul style="list-style-type: none"> • See Response to Standard I.B.2; I.B.3; I.B.6; II.A.1 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> • Eligibility Requirement 11 <p>Additional Evidence</p> <ul style="list-style-type: none"> • LTCC Scorecard and Institution-Set Standards
<p align="center">Credits, Program Length, and Tuition [Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]</p>	
LTCC Self-Assessment	Item One: <i>Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).</i>
Meets	<p><i>Analysis and Evaluation</i></p> <ul style="list-style-type: none"> • LTCC conforms to a commonly accepted minimum program length for associate degrees approved by the regulations of the state of California. • Credit hour practices are enforced by the California Community Colleges Chancellor's Office and administered locally by the College's curriculum committee. • LTCC has established board policies and administrative procedures to determine a credit hour that generally meets commonly accepted academic expectations.

	<ul style="list-style-type: none"> • All programs and courses are approved by the academic senate and governing board. <p>Standards</p> <ul style="list-style-type: none"> • See Response to Standard II.A.1; II.A.5; II.A.6; II.A.9; II.A.10; II.A.11; II.A.12 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> • Eligibility Requirement 9, 10, 12 <p>Additional Evidence</p> <ul style="list-style-type: none"> • Board Policy 4020
LTCC Self-Assessment	<p>Item Two: <i>The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).</i></p>
Meets	<p><i>Analysis and Evaluation</i></p> <ul style="list-style-type: none"> • LTCC has established policies and procedures to determine a credit hour that generally meets commonly accepted academic learning at the postsecondary level. • All programs and courses are approved by the academic senate and governing board. • The College has an established curriculum committee that reviews the technical requirements and content in all new and existing courses and programs. <p>Standards</p> <ul style="list-style-type: none"> • See Response to Standard II.A.1; II.A.5, II.A.6, II.A.9, II.A.10, II.A.11, II.A.12 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> • Eligibility Requirement 9, 10, 11, 12 <p>Additional Evidence</p> <ul style="list-style-type: none"> • Not Applicable

LTCC Self-Assessment	Item Three: <i>Tuition is consistent across degree programs (or there is a rational basis for any program specific tuition).</i>
Meets	<p>Analysis and Evaluation</p> <ul style="list-style-type: none"> LTCC is an open admission two-year institution. Tuition is a uniform rate per unit with additional fees for labs that are appropriate and fair.
Meets	<p>Standards</p> <ul style="list-style-type: none"> See Response to Standard I.C.2; I.C.6 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> Eligibility Requirement 11 <p>Additional Evidence</p> <ul style="list-style-type: none"> LTCC Catalog; Board Policy 5010, 5020, 5055
LTCC Self-Assessment	Item Four: <i>Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.</i>
Meets	<p>Analysis and Evaluation</p> <p>The College does not offer clock hour based courses.</p> <p>Standards</p> <ul style="list-style-type: none"> See Response to Standard II.A.9 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> Not Applicable <p>Additional Evidence</p> <ul style="list-style-type: none"> Not Applicable

LTCC Self - Assessment	Item Five: <i>The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.</i>
Meets	<p>Analysis and Evaluation</p> <ul style="list-style-type: none"> LTCC has established policies and procedures to determine a credit hour that generally meets commonly accepted academic learning at the postsecondary level. All programs and courses are approved by the academic senate and governing board. The College has an established curriculum committee that reviews the technical requirements and content in all new and existing courses and programs.
	<p>Standards</p> <ul style="list-style-type: none"> See Response to Standard II.A.1, II.A.5, II.A.6, II.A.9, II.A.10, II.A.11, II.A.12 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> Eligibility Requirement 11 <p>Additional Evidence</p> <ul style="list-style-type: none"> Board Policy 4020
<p align="center">Transfer Policies</p> <p align="center">[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]</p>	
LTCC Self - Assessment	Item One: <i>Transfer policies are appropriately disclosed to students and to the public.</i>
Meets	<p>Analysis and Evaluation</p> <ul style="list-style-type: none"> Board policies on the transfer of credit are available in the catalog and college website. The evaluation process and the necessary forms for students to complete the process are included on the College website and are also available in person and follow statewide academic senate practices and state regulations.

	<p>Standards</p> <ul style="list-style-type: none"> • See Response to Standard I.C.2; II.A.1; II.A.10 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> • Eligibility Requirement 20 <p>Additional Evidence</p> <ul style="list-style-type: none"> • LTCC Catalog
LTCC Self-Assessment	<i>Item Two: Policies contain information about the criteria the institution uses to accept credits for transfer.</i>
Meets	<p><i>Analysis and Evaluation</i></p> <ul style="list-style-type: none"> • District policies of courses awarded as credit to satisfy degree requirements from an accredited institution by State of California the US Department of Education. • The college catalog specifies the practices and criteria for the transfer and award of credit between LTCC and other institutions of higher learning, define the guidelines for acceptance of degree-applicable coursework completed at other colleges and for military service transfer credit. • Board Policy establishes the criteria for acceptance of upper-division coursework to meet associate degree requirements and policy on the use of upper-division coursework to satisfy Transfer Curriculum (IGETC) or CSU GE. <p>Standards</p> <ul style="list-style-type: none"> • See Response to Standard I.C.2; II.A.1; II.A.5; II.A.10 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> • Eligibility Requirement 20 <p>Additional Evidence</p> <ul style="list-style-type: none"> • LTCC Catalog

LTCC Self-Assessment	<i>Item Three: The institution complies with the Commission Policy on Transfer of Credit.</i>
Meets	<p><i>Analysis and Evaluation</i></p> <ul style="list-style-type: none"> • To evaluate and grant transfer credit, college faculty, counselors, students, and staff use articulation practices established in the California community college system. • The California State Chancellor’s Office Course Identification Numbering System (C-ID) is used to articulate LTCC courses with the California State University system and streamline transfer between institutions. • College counselors and transcript evaluators use evaluation systems for coursework taken within institutions of higher education in the United States. <p><i>Standards</i></p> <ul style="list-style-type: none"> • See Response to Standard I.C.2; II.A.1; II.A.5; II.A.10 <p><i>Eligibility Requirements</i></p> <ul style="list-style-type: none"> • Eligibility Requirement 20 <p><i>Additional Evidence</i></p> <ul style="list-style-type: none"> • LTCC Catalog
<p>Distance Education and Correspondence Education [Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]</p>	
LTCC Self-Assessment	<i>Item One: The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.</i>
Meets	<p><i>Analysis and Evaluation</i></p> <ul style="list-style-type: none"> • The College has a Distance Learning program that has oversight by the instruction division. • Professional development is in place to teach students and faculty on how best to teach and learn in the virtual environment. • At LTCC, all class offerings, regardless of delivery mode, follow the same course outline of record (COR).

	<ul style="list-style-type: none"> ● Discipline faculty in academic programs complete program review, which includes success and enrollment metrics disaggregated for online as well as face to face modes of delivery. ● Statewide success and achievement in distance learning is also tracked by the college. <p>Standards</p> <ul style="list-style-type: none"> ● See Response to Standard II.A.1; II.A.2; II.A.7; II.B.1; II.C.1 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> ● Eligibility Requirement 9, 15, 17 <p>Additional Evidence</p> <ul style="list-style-type: none"> ● Substantive Changes for Distance Education ● Substantive Change for Distance Education Approval
LTCC Self-Assessment	<p><i>Item Two: There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed)</i></p>
Meets	<p><i>Analysis and Evaluation</i></p> <ul style="list-style-type: none"> ● At LTCC, all class offerings, regardless of delivery mode, follow the same course outline of record (COR). ● Discipline faculty in academic programs complete program review, which includes success and enrollment metrics disaggregated for online as well as face to face modes of delivery. ● Program review is the venue for dialogue about success in online courses takes place during faculty meetings and in discussions between faculty department leads and the deans and vice president of instruction. ● Student services departments include distance education offerings in program review with the delivery of online support as part of the discussions.

	<p>Standards</p> <ul style="list-style-type: none"> • See Response to Standard II.A.1; II.A.2; II.A.7; II.B.1; II.C.1 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> • Eligibility Requirement 9, 15, 17 <p>Additional Evidence</p> <ul style="list-style-type: none"> • Substantive Changes for Distance Education • Substantive Change for Distance Education Approval
LTCC Self-Assessment	<p>Item Three: <i>The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.</i></p>
Meets	<p><i>Analysis and Evaluation</i></p> <ul style="list-style-type: none"> • The College uses software and other internal practices (such as single sign-on) for online, hybrid, and web-enhanced classes. Platforms are established for communication, progress tracking, and evidence of stored information. <p>Standards</p> <ul style="list-style-type: none"> • See Response to Standard II.A.1; II.A.7; II.B.1; II.C.1; II.C.8 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> • Eligibility Requirement 9, 15, 17 <p>Additional Evidence</p> <ul style="list-style-type: none"> • Substantive Changes for Distance Education • Substantive Change for Distance Education Approval

LTCC Self-Assessment	<i>Item Four: The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.</i>
Meets	<p><i>Analysis and Evaluation</i></p> <ul style="list-style-type: none"> Distance Education resource needs are captured through program review, data analysis, and strategic planning. The College's infrastructure meets the needs of distance education and correspondence courses and program.
	<p>Standards</p> <ul style="list-style-type: none"> See Response to Standard II.A.1; II.A.7; II.B.1; II.C.1 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> Eligibility Requirement 9, 15, 17 <p>Additional Evidence</p> <ul style="list-style-type: none"> Substantive Changes for Distance Education Substantive Change for Distance Education Approval
LTCC Self-Assessment	<i>Item Five: The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.</i>
Meets	<p><i>Analysis and Evaluation</i></p> <ul style="list-style-type: none"> The College supports distance and correspondence instructional programs and support services including online, hybrid, and web-enhanced instruction for both credit and noncredit classes. The Deans and other administrators support professional development for the College's learning management system and platform to enhance online, hybrid, and on-campus instruction. At LTCC, all class offerings, regardless of delivery mode, follow the same course outline of record (COR).

	<p>Standards</p> <ul style="list-style-type: none"> • See Response to Standard II.A.1; II.A.7; II.B.1; II.C.1 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> • Eligibility Requirement 9, 15, 17 <p>Additional Evidence</p> <ul style="list-style-type: none"> • Substantive Changes for Distance Education • Substantive Change for Distance Education Approval
<p align="center">Student Complaints [Regulation citations: 602.16(a)(1)(ix); 668.43.]</p>	
LTCC Self-Assessment	<p>Item One: The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.</p>
Meets	<p><i>Analysis and Evaluation</i></p> <ul style="list-style-type: none"> • The language in the catalog describes the process for student grievances and directs a student to contact the college official(s) responsible for grievances appointed by the superintendent/president. • Included on this page is a link to the state Chancellor’s Office complaint notice and procedures Web page. • Student grievance practices are located on the college website and the LTCC catalog.
	<p>Standards</p> <ul style="list-style-type: none"> • See Response to Standard I.C.2; II.A.16; II.C.2; II.C.8 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> • Eligibility Requirement 21 <p>Additional Evidence</p> <ul style="list-style-type: none"> • LTCC Catalog

LTCC Self-Assessment	Item Two: The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedure
Meets	<p><i>Analysis and Evaluation</i></p> <ul style="list-style-type: none"> • The student complaint files for the previous six years (since the last comprehensive site visit) are available to the site team for review.
	<p>Standards</p> <ul style="list-style-type: none"> • Not Applicable <p>Eligibility Requirements</p> <ul style="list-style-type: none"> • Eligibility Requirement 21 <p>Additional Evidence</p> <ul style="list-style-type: none"> • LTCC Catalog
LTCC Self-Assessment	Item Three: The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
Meets	<p><i>Analysis and Evaluation</i></p> <ul style="list-style-type: none"> • The College is prepared for any inquiry that the team members may have about the complaint files, procedures, or policies.
	<p>Standards</p> <ul style="list-style-type: none"> • Not Applicable <p>Eligibility Requirements</p> <ul style="list-style-type: none"> • Eligibility Requirement 21

	<p>Additional Evidence</p> <ul style="list-style-type: none"> • Not Applicable
LTCC Self-Assessment	<p><i>Item Four: The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.</i></p>
Meets	<p>Analysis and Evaluation</p> <ul style="list-style-type: none"> • The College lists all of the required information from the ACCJC on the College's main accreditation page. • The College lists all the programmatic accreditors and licensing agencies that accredit, approve, or license the institution, and identifies a link for any student complaints.
	<p>Standards</p> <ul style="list-style-type: none"> • Not Applicable. <p>Eligibility Requirements</p> <ul style="list-style-type: none"> • Eligibility Requirement 21 <p>Additional Evidence</p> <ul style="list-style-type: none"> • LTCC Website on Accreditation • Board Policy 5500 • Administrative Procedure 5520 • LTCC Catalog, pp. 47-49
LTCC Self-Assessment	<p><i>Item Five: The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.</i></p>
Meets	<p>Analysis and Evaluation</p> <ul style="list-style-type: none"> • The student complaint process is established by the board policies and executed through administrative procedures on complaints and can be found in the college catalog. • The catalog describes the process for student grievances and directs a student to contact the college ombudsperson appointed by the superintendent/president.

	<ul style="list-style-type: none"> • The <i>Student Grievance</i> procedures on the college website also explain the process to resolve and initiate the grievance and other complaint processes. <p>Standards</p> <ul style="list-style-type: none"> • See Response to Standard I.C.2; IIA.16; II.C.2; II.C.8 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> • Eligibility Requirement 21 <p>Additional Evidence</p> <ul style="list-style-type: none"> • Not Applicable
<p align="center">Institutional Disclosure and Advertising and Recruitment Materials [Regulation citations: 602.16(a)(1))(vii); 668.6.]</p>	
<p>LTCC Self-Assessment</p>	<p>Item One: <i>The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.</i></p>
<p>Meets</p>	<p><i>Analysis and Evaluation</i></p> <ul style="list-style-type: none"> • Integrity is ensured through having multiple venues and systems of review on all literature disseminated about programs and services to the public. • The college catalog accurately provides the College’s contact information. These are also provided in the class schedule. The catalog also provides the College’s mission statement, purpose and objectives, and entrance requirements and procedures. • The catalog is revised and reissued regularly for currency and relevance. • Student recruitment is handled by college personnel and faculty who are well versed in the College admissions procedures and programs.

	<p>Standards</p> <ul style="list-style-type: none"> • See Response to Standard I.C.2; I.C.3; I.C.4; II.C.5 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> • Eligibility Requirement 21 <p>Additional Evidence</p> <ul style="list-style-type: none"> • LTCC Catalog
LTCC Self-Assessment	<p>Item Two: <i>The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.</i></p>
Meets	<p><i>Analysis and Evaluation</i></p> <ul style="list-style-type: none"> • Lake Tahoe Community College clearly and accurately publishes information in all publications and advertising in the catalog, on the web and in promotional literature. All documents and web pages are reviewed regularly for accuracy and completeness. • The use of the term “accredited” is used only in compliance with ACCJC Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status. <p>Standards</p> <ul style="list-style-type: none"> • See Response to Standard I.C.1; I.C.2; I.C.5; I.C.13 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> • Eligibility Requirement 21 <p>Additional Evidence</p> <ul style="list-style-type: none"> • Not Applicable

LTCC Self-Assessment	Item Three: <i>The institution provides required information concerning its accredited status as described above in the section on Student Complaints</i>
Meets	<p><i>Analysis and Evaluation</i></p> <ul style="list-style-type: none"> • The College lists all the required information from the ACCJC on the College's main accreditation page. • The College lists all the programmatic accreditors and organizations that accredit, approve or license the institution, and identifies a link for any student complaints. • The College lists the contact information for complaints to the California Community College Chancellor's Office.
	<p>Standards</p> <ul style="list-style-type: none"> • See Response to Standard I.C.12; I.C.13 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> • Eligibility Requirement 11 <p>Additional Evidence</p> <ul style="list-style-type: none"> • LTCC Catalog • LTCC Website on Accreditation

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.]	
LTCC Self-Assessment	Item One <i>The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.</i>
Meets	<p>Analysis and Evaluation</p> <ul style="list-style-type: none"> LTCC ensures compliance with Title IV responsibilities and expectations through an internal system of oversight and with several quality improvement strategies and professional development of financial aid staff. The Financial Aid Office staff conducts compliance requirement checks on an annual basis by following the US Department of Education's Federal Student Aid Self-Assessment guide. Financial Aid Office staff also attend regular conferences, workshops, on site and web training offered by the US Department and Professional Financial Aid Association to ensure the College complies with current Title IV financial aid regulations. The most recent audit of the LTCC programs was during the 2013-2014 award year. LTCC did have a site visit during the 2013-2014 audit cycle. The results were no findings and no recommended corrective action plans.
	<p>Standards</p> <ul style="list-style-type: none"> See Response to Standard II.B.1; II.C.2; II.C.8; III.D.10; III.D.15 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> Eligibility Requirement 5 <p>Additional Evidence</p> <ul style="list-style-type: none"> Not Applicable

LTCC Self-Assessment	Item Two: <i>The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements</i>
Meets	<p><i>Analysis and Evaluation</i></p> <ul style="list-style-type: none"> • No issues have been identified with the LTCC Financial Aid procedures and processes by the United States Department of Education.
	<p>Standards</p> <ul style="list-style-type: none"> • See Response to Standard III.D.10; III.D.15 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> • Eligibility Requirement 5 <p>Additional Evidence</p> <ul style="list-style-type: none"> • Not Applicable
LTCC Self-Assessment	Item Three: <i>The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range</i>
Meets	<p><i>Analysis and Evaluation</i></p> <ul style="list-style-type: none"> • Lake Tahoe Community College's default rates on student loans fall within the acceptable range under federal guidelines and parameters. • According to the Department of Education, institutions with a three-year cohort loan default rate of 30 percent or greater for three consecutive years may be subject to the loss of the Direct Loan Program and/or the Federal Pell Grant Program. Lake Tahoe Community College's three-year cohort default rates during the last published cohort years were under 26 percent. In 2013, cohort default rates (CDRs) were 15.6 percent; in 2012 the CDRs were 20.2 percent; in 2011 the CDRs were 25.2 percent. Cohort default rates of colleges may be queried from the US Department of Education's website.

	<p>Standards</p> <ul style="list-style-type: none"> • See Response to Standard III.D.10; III.D.15 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> • Eligibility Requirement 5 <p>Additional Evidence</p> <ul style="list-style-type: none"> • Not Applicable
LTCC Self-Assessment	<p>Item Four: <i>Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.</i></p>
Meets	<p><i>Analysis and Evaluation</i></p> <ul style="list-style-type: none"> • All contracts with outside companies, software providers and service providers are reviewed and approved by the governing board and all power of termination remains with the college as a condition of contract approval.
	<p>Standards</p> <ul style="list-style-type: none"> • See Response to Standard II.B.4; III.D.16 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> • Eligibility Requirement 5 <p>Additional Evidence</p> <ul style="list-style-type: none"> • Not Applicable

LTCC Self-Assessment	<i>Item Five: The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.</i>
Meets	<p>Analysis and Evaluation</p> <ul style="list-style-type: none"> • LTCC ensures compliance with Title IV responsibilities and expectations through systems and processes that execute the oversight directed by the governing board. • The Financial Aid Office staff conducts compliance reviews on an annual basis by following the US Department of Education’s Federal Student Aid Self-Assessment guide. Financial Aid Office staff also attend regular conferences, workshops, on site and web training offered by the US Department and Professional Financial Aid Association to ensure the College complies with current Title IV financial aid regulations. • The most recent audit of the LTCC programs took place June 30, 2016. The results were no findings and no recommended corrective action plans.
	<p>Standards</p> <ul style="list-style-type: none"> • See Response to Standard III.D.10; III.D.15; III.D.16 <p>Eligibility Requirements</p> <ul style="list-style-type: none"> • Eligibility Requirement 5 <p>Additional Evidence</p> <ul style="list-style-type: none"> • Not Applicable



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.

MISSION



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

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

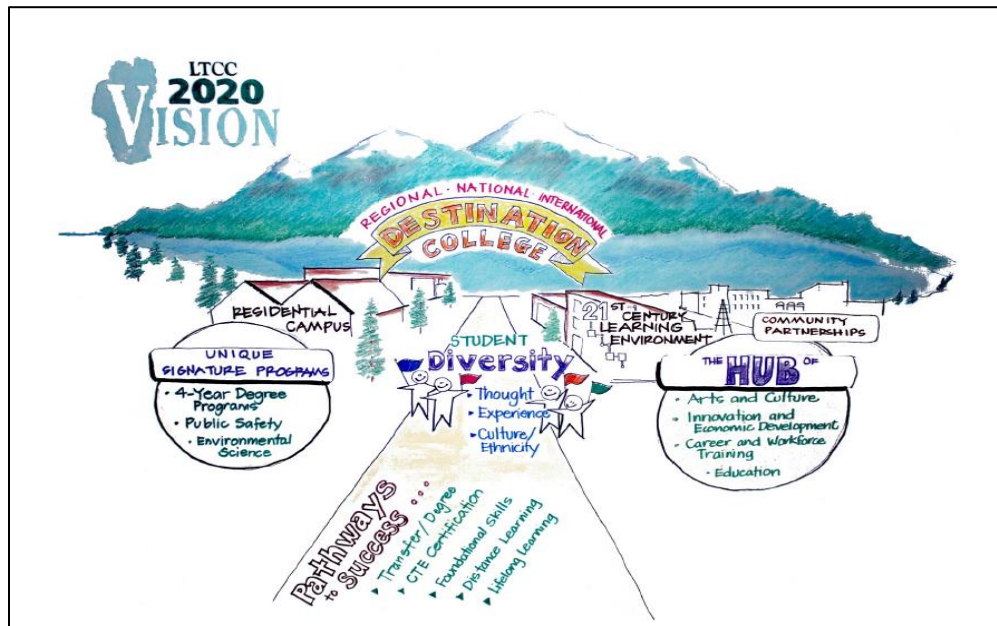
Institutional Purpose

The vision of LTCC is as follows:

California's premier destination community college

The mission of LTCC is as follows:

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



LTCC 2020 Vision developed in Fall 2013 with broad stakeholder input.

This mission clearly describes LTCC's broad educational purposes as serving its "local, regional and global communities," and "promoting comprehensive learning,¹ success,² and life-changing opportunities."³ The vision describes the desired future state of the College and provides a method to be vision centric in decisions about new initiatives ([I.A.1-2](#)).

Students Served

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



As a comprehensive community college, LTCC serves recent high school graduates, students returning to college to retool skills, nontraditional students entering college later in life, students transitioning to college-level work, and students pursuing career and technical fields and career advancement ([I.A.1-3, pp. 5, 9](#)).

Academic Programs

The mission notes the comprehensive nature of LTCC's academic programs. As part of the California Community College (CCC) system, LTCC's mission is aligned with the mission of the CCC, with transfer to four-year institutions as a primary function.⁴ The degrees, certificates, and other awards granted by LTCC are described in detail on the College website ([I.A.1-4](#)) and in the College catalog ([I.A.1-5](#)). These programs are traditional and appropriate for a two-year institution. The mission statement is the foundational element that drives program development and institutional planning to meet the educational needs of the community served by the College⁵ ([I.A.1-6](#)) ([I.A.1-7](#)) ([I.A.1-8](#)) ([I.A.1-9](#)).

¹ See ACCJC Glossary, Definition of Student Learning

² See ACCJC Glossary, Definition of Student Achievement

³ Eligibility Requirement 6, Mission, Identification of Intended Student Population, Compliant

⁴ California Education Code Section 66010.4(a)(1)

⁵ Eligibility Requirement 6, Mission, Appropriate to Higher Education and Constituency It Seeks to Serve, Compliant

Student Learning and Achievement

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

Analysis and Evaluation

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



Evidence List for I.A.1.

- I.A.1-1. [BP 1200 – District Mission](#)
- I.A.1-2. [Vision, Mission, Beliefs](#)
- I.A.1-3. ["Student Age," "Student Goals," Annual Fact Book, pp. 5, 9](#)
- I.A.1-4. [Degrees and Certificates](#)
- I.A.1-5. [College Catalog \(2016/17\)](#)
- I.A.1-6. [Strategic Plan \(2011-17\)](#)
- I.A.1-7. [Educational Master Plan \(2011-17\)](#)
- I.A.1-8. [Facilities Master Plan \(2014-20\)](#)
- I.A.1-9. [Technology Master Plan \(2012-17\)](#)



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

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

LTCC Mission and Strategic Goals

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

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

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

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

As part of its process to measure progress towards fulfilling the mission, LTCC has established institution-set standards at the institutional and program levels (see [Standard 1.B.3](#)).⁶ The analysis of progress towards meeting these standards informs the College process of evaluating institutional priorities and identifying plans for improvement. These institutional data are regularly reviewed by the governing board (see [Standard IV.C.8](#)).

The LTCC Scorecard was established to document outcomes relevant to the Strategic and EMP. This report includes the metrics from the CCCC Student Success Scorecard, the Institutional Effectiveness Partnership Initiative (IEPI) Framework of Indicators, and ACCJC required Institution Set Standards to present a more comprehensive review of the College's effectiveness ([I.A.2-6](#)) (see [Standard IV.C.8](#)).

⁶ See Checklist for Compliance with Federal Regulations and Related Commission Policies, Standards and Performance with Respect to Student Achievement

The LTCC Scorecard was established to document outcomes relevant to the *Strategic Plan* and *EMP*. This report includes the metrics from the California Community College Chancellor's Office (CCCCO) Student Success Scorecard, the Institutional Effectiveness Partnership Initiative (IEPI) Framework of Indicators, and Accrediting Commission for Community and Junior Colleges (ACCJC) required institution-set standards to present a more comprehensive review of the College's effectiveness. The Scorecard includes five years of trend data, where available, and any targets that have been set through the participatory governance process ([I.A.2-7](#)).



LTCC 2020 Vision Session (September 20, 2013)

Data Availability, Validity, and Use

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

The main office on campus that provides institutional data is the Office of Institutional Effectiveness (OIE). It is responsible for coordinating the process of identifying relevant indicators of department, program, and institutional performance. The OIE facilitates identification and collection of baseline data, definition of short- and long-term goals, and reporting of outcomes. This overall approach to maintaining accountability ensures that the College meets regional accreditation standards as well as both state and federal regulations. This promotes a culture of inquiry and thoughtful dialog regarding the College's progress toward fulfilling its mission. The OIE publishes the *LTCC Annual Fact Book* on the Institutional Effectiveness Research and Reports webpage, which makes the data available to the campus community and the public ([I.A.2-8](#)).



A full-time director of institutional effectiveness was hired in the fall of 2015. One function of this position is to ensure the availability of accurate data. To streamline the process of data collection, analysis, and validation, the OIE was expanded to include a full-time systems programmer/MIS analyst in winter 2016.

Additionally, the College joined Columbia College from the Yosemite Community College District (YCCD) in applying for and subsequently receiving a collaborative Title III Strengthening Institutions Grant to implement stronger data governance and reliability, support more effective use of data, and improve data-informed decision-making, including the development of shared data definitions. This grant will allow the OIE to hire a full-time research analyst and a part-time program assistant. Additionally, the grant supports the current process of adopting and implementing the eLumen integrated planning, program review, and student learning outcome assessment software ([I.A.2-9](#)).

Analysis and Evaluation

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



Through the implementation of the College's Title III grant, the OIE has begun making improvements on data access and accountability. This will be further enhanced through the provision of additional professional development for staff, faculty, and administration on data governance and the effective analysis and use of data to inform decision-making.



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





Evidence List for I.A.2.

I.A.2-1.	<i>EMP (2011-17)</i>
I.A.2-2.	<i>Strategic Plan (2011-17)</i>
I.A.2-3.	<i>FMP (2014-20)</i>
I.A.2-4.	<i>TMP (2012-17)</i>
I.A.2-5.	<i>Institutional Effectiveness: Program Review</i>
I.A.2-6.	<i>Institutional Effectiveness: Accountability</i>
I.A.2-7.	<i>LTCC Scorecard</i>
I.A.2-8.	<i>Annual Fact Book</i>
I.A.2-9.	<i>Title III Grant Narrative</i>



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

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

Programs and Services

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

- Developmental education classes are designed to ensure that students achieve basic foundational skills in English and mathematics, both of which are essential for students to succeed in the workforce and in higher education ([*I.A.3-1*](#)) ([*I.A.3-2*](#)).
- The College offers general education for students to develop critical thinking and communication skills, global awareness, personal responsibility, and professional development ([*I.A.3-3*](#)).
- The College offers lower division postsecondary education for students to achieve transfer to four-year postsecondary educational institutions and success in obtaining a baccalaureate degree ([*I.A.3-4*](#)).
- The College provides career and technical education programs to help students achieve employment and to enhance their skills for job advancement, to stimulate local

economic development, and to advance California's economic growth and global competitiveness ([I.A.3-5](#)). Additionally, the College is responsive to the needs of the local community by gathering input for its Career and Technical Education (CTE) planning and assessment processes from advisory committees that include members from the community and local businesses ([I.A.3-6](#)).

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

LTCC also serves its regional community through the California Nevada Interstate Attendance Agreement (CNIA). This reciprocity agreement established a program that allows California and Nevada residents to attend LTCC and Western Nevada College (WNC) at a discounted rate. It helps LTCC better serve the east shore of the Lake Tahoe Basin, even though it is outside of the College's designated service area ([I.A.3-7](#)).

Through its distance education program, international education program, and collegiate soccer program, LTCC also serves the global community ([I.A.3-8](#)) ([I.A.3-9](#)) ([I.A.3-10](#)) ([I.A.3-11](#)).

Institutional Planning and Decision-Making

The primacy of the mission in the College planning processes can be found in various planning documents, which intentionally contain the mission statement in their first pages to remind all planning groups of the purposes toward which the College works. The *EMP* provides a long-range vision to complement and give direction to other College integrated planning efforts and assure the linkage between the mission, vision, resource allocation, and continuous improvement.

Educational master planning, strategic planning, and program review processes all begin with a review of the mission of the College. This provides the standard by which the College measures its effectiveness in meeting students' evolving needs. The role of the mission is also detailed in the *Integrated Planning Guide*, where diagrams of the College's planning processes may be found ([I.A.3-12](#)) ([I.A.3-13, pg. 4](#)) ([I.A.3-14](#)) ([I.A.3-15](#)).

Additionally, the mission statement guides the decision-making of the College's administration and BOT. According to the Administrative Procedure (AP) 2410 for Board Policy (BP), "Board policies and administrative procedures will be regularly evaluated by the President, senior management, and the President's Advisory Council (PAC) to ensure . . . consistency with the institutional mission statement" ([I.A.3-16](#)).

Resource Allocation

Instructional programs examine trends in enrollment, assess course- and program-level outcomes and revise or supplement ongoing goals through the annual program review (APR) and annual unit planning (AUP) processes. The departments describe the actions they plan to undertake in the coming academic year, and each action must connect to one or more goals and objectives in the LTCC *Strategic Plan*. All actions that require additional resources must contain a cost estimate and narrative regarding the plan and how it impacts student learning and success. Once all actions and any corresponding resource needs have been identified, the department must rank each action in priority order ([I.A.3-17](#)).

All non-instructional programs have participated in a more informal but equally data-informed process of identifying strengths, challenges, opportunities, and action plans with the administrator over the area ([I.A.3-18](#)) ([I.A.3-19](#)) ([I.A.3-20](#)) ([I.A.3-21](#)) ([I.A.3-22](#)). This leads to budget and resource allocation requests that are reviewed through participatory governance systems alongside those identified by instructional programs through the APR and AUP processes.

Analysis and Evaluation

The College meets the standard. In alignment with its mission, the College offers programs and services that are typical of a comprehensive community college. To support these programs, data-informed decision-making practices are used to make short- and long-range plans, set goals, and provide resources that foster greater student learning and achievement.



While these practices have traditionally been more informal and ad hoc in the non-instructional areas, the goals described in the QFE under the theme of institutionalizing more effective integrated planning will lead to a more consistent and formal process. These more formal structures will strengthen the College's efforts to ensure student success through data-informed and mission-driven planning and decision-making.



Evidence List for I.A.3.

- I.A.3-1. [English Course Sequence](#)
- I.A.3-2. [Math Course Sequence](#)
- I.A.3-3. [Core Competencies](#)
- I.A.3-4. [General Education Transfer Patterns](#)
- I.A.3-5. [Career and Technical Education](#)
- I.A.3-6. [Advisory Committee Membership \(October 25, 2016\)](#)
- I.A.3-7. [California Nevada Interstate Attendance Agreement](#)
- I.A.3-8. [Online Learning](#)
- I.A.3-9. [International Students](#)
- I.A.3-10. [Men's Soccer](#)
- I.A.3-11. [Women's Soccer](#)
- I.A.3-12. [Integrated Planning Guide \(2013\)](#)
- I.A.3-13. [EMP, pg. 4 \(2011-17\)](#)
- I.A.3-14. [Strategic Plan \(2011-17\)](#)
- I.A.3-15. [Comprehensive Program Review \(CPR\) Template](#)
- I.A.3-16. [AP 2410 – Board Policies and Administrative Procedure](#)
- I.A.3-17. [Annual Program Review \(APR\) and Annual Unit Plan \(AUP\) Template](#)
- I.A.3-18. [PAC meeting packet\(reorg\) \(April 14, 2015\)](#)
- I.A.3-19. [BOT Meeting - Student Services Front Counter Alterations Project \(May 26, 2015\)](#)
- I.A.3-20. [BOT Meeting - E-103 Counseling Office Alterations \(May 26, 2015\)](#)
- I.A.3-21. [BOT Meeting - One Stop Staffing Report \(April 21, 2015\)](#)
- I.A.3-22. [BOT Meeting - District Staffing Structure \(May 12, 2015\)](#)



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

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

Publication of the Mission

The College's mission statement is published widely in numerous campus publications including: the College website ([I.A.4-1](#)), the College catalog ([I.A.4-2, pg. 2](#)), BP 1200 ([I.A.4-3](#)), the College budget ([I.A.4-4, cover, pg. 13](#)), the faculty handbook ([I.A.4-5, pg. 1](#)), the College's *Strategic Plan* ([I.A.4-6, pg. 3](#)), and its master plan for facilities ([I.A.4-7](#)).

The mission is also posted in key locations on the campus, including the boardroom and high-traffic open spaces ([I.A.4-8](#)) ([I.A.4-9](#)).⁷

Periodic Review, Revision, and Approval

BP 1200 contains the mission statement. It specifically states that "[t]he mission is evaluated and revised on a regular basis" ([I.A.4-3](#)). The responsibility for reviewing and updating the mission resides with the Institutional Effectiveness Council (IEC) and ultimately the BOT ([I.A.4-10, pg. 18](#)).

A 2020 Vision stakeholder engagement process in early fall 2013 informed a revision of mission statement. The 2020 Vision process brought together representative stakeholders from throughout the Lake Tahoe Basin to discuss the future of LTCC ([I.A.4-11](#)) ([I.A.4-12](#)). The final product defined key outcomes for the future of LTCC and was a primary driver of the development of the current LTCC vision and mission ([I.A.4-13](#)). The mission was last reviewed and updated during the 2013-14 AY by a subcommittee of the IEC. The subcommittee was comprised of three faculty, one classified, one administrator/director, one BOT, and one student member. There were two campus-wide surveys pertaining to the mission during the fall 2013 and winter 2014 quarters. Based on a discussion of the results from the initial survey, the subcommittee generated specific words, phrases, and values that would be used to develop a sample listing of mission statement drafts.

⁷ Eligibility Requirement 6, Mission, Board Approval and Public Posting, Compliant

The subcommittee met to review the drafts and to finalize a list of three proposed options for the mission statement. The second survey resulted in the selection of the current LTCC mission statement. It was approved for recommendation to the S/P by the participatory governance process of the College, which included the Senior Leadership Team (SLT) (5/20/14), the PAC (5/27/14), the IEC (6/19/14), and the Academic Senate (6/20/14). It was then recommended by the S/P for review and approved by the BOT (6/24/14) ([I.A.4-3](#)).

Within the *Integrated Planning Guide*, the mission is set to be reviewed annually by the IEC. In the 2014/15 and 2015/16 Academic Years, the mission was reviewed as part of the systematic review and update to the LTCC *Strategic Plan*. However, in the 2016/17 AY, the director of institutional effectiveness prepared the table below to assist the IEC in standardizing the method for annually evaluating how the mission meets the ACCJC requirements. This evaluation took place on May 4, 2017, and was approved by consensus ([I.A.4-14](#)).

Mapping of LTCC Mission to Standard I.A.1.		
<p>Lake Tahoe Community College serves its local, regional and global communities by promoting comprehensive learning, success, and life-changing opportunities. Through quality instruction and student support, our personalized approach to teaching and learning empowers students to achieve their educational and personal goals.</p>		
Standard I.A.1 Mission	Meets Standard	Does Not Meet Standard
1. Broad Educational Purpose	✓	
2. Intended Student Population	✓	
3. Types of Degrees and Credentials	✓	
4. Commitment to Student Learning & Achievement	✓	

Analysis and Evaluation

The College meets the standard. The LTCC mission was developed with input from a broad group of representative campus stakeholders. The mission is regularly reviewed through the participatory governance process. The College's mission statement is easily accessible and published widely in a variety of online and printed materials.



Evidence List for I.A.4.

- I.A.4-1. [Vision, Mission, Beliefs](#)
- I.A.4-2. [LTCC Catalog, pg. 2 \(2016/17\)](#)
- I.A.4-3. [BP 1200 –District Mission](#)
- I.A.4-4. [Annual Budget, cover, pg. 13 \(2016/17\)](#)
- I.A.4-5. [Faculty Handbook, pg. 1 \(2014/15, Rev. 2015\)](#)
- I.A.4-6. [Strategic Plan, pg. 3 \(2011-17\)](#)
- I.A.4-7. [Facilities Master Plan \(FMP\) \(2014-20\)](#)
- I.A.4-8. [One-Stop TV Mission/Vision](#)
- I.A.4-9. [Mission, Vision, Beliefs](#)
- I.A.4-10. [Governance Handbook, pg. 18 \(2017\)](#)
- I.A.4-11. [Lake Tahoe News 2020 Vision Process \(May 5, 2013\)](#)
- I.A.4-12. [South Tahoe Now 2020 Vision \(September 13, 2013\)](#)
- I.A.4-13. [2020 Vision Graphic Image](#)
- I.A.4-14. [IEC Meeting - Mission Review - Agenda/Minutes \(May 4, 2017\)](#)

ASSURING ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS



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

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

Opportunities for Dialog

LTCC is committed to the principles of participatory governance founded on consultation and collegiality. These principles guide the achievement of the College's mission and strategic goals by facilitating institutional participation in College decision-making as laid out in the College's *Governance Handbook* ([I.B.1-1, pg. 14](#)).

Effective participation requires thoughtful engagement and dialog between all stakeholder groups at the institution. As stated in the College's *Governance Handbook*:

It is a complex process of consultation that demands from the BOT, faculty,

administrators, classified staff, and students a respect for divergent opinions, a sense of mutual trust, and a willingness to work together for the good of the instructional enterprise. Participating effectively embraces the basic objective that all key parties of interest should participate in jointly developing recommendations for governing board action. It is with this in mind that Lake Tahoe Community College (LTCC) uses consensus decision-making as its model of participating effectively.

Consensus decision-making is designed to be a collaborative and cooperative process where participants contribute to a shared proposal that addresses the concerns of all group members. Furthermore, it recognizes the need for all members to provide, when possible, equal input into the process. The ethics of consensus decision-making encourage participants to place the good of the whole group above their own individual preferences ([I.B.1-1, pg. 14](#)).

In 2010, prior to the College's previous ACCJC Self-Study, governance roles in policies, planning, budget, and decision-making were identified as areas for improvement. The College Council at that time assessed the need for changes during 2010-11 and recommended a governance summit. Beginning in November 2011, a small governance planning committee made of college constituency leadership began planning the summit.

The new governance structure resulting from this summit was put into place with the newly formed Institutional Effectiveness Council overseeing its review for success and improvement. The structure consists of five core councils that include broad representation of students, staff, faculty, and administration. Three of these councils, Budget Council (BC), Facilities Council (FC), and Technology Council (TC), meet once each month during the primary terms of the academic year (fall, winter, and spring.) The other two councils, Institutional Effectiveness Council and College Learning and Enrollment Management Council (CLEMC), meet twice each month during the primary terms. The process of establishing this structure and all council roles, membership, and processes are detailed in the 2012 *Organization and Governance Handbook* ([I.B.1-2, pg. 5](#)).



Accreditation Brainstorming Session (2016)



Since the implementation of the governance structure in fall 2012, the Governance Council Self-Evaluation Survey (GCSES) was conducted in the spring of the three consecutive academic years (2012/13 to 2014/15). In the 2015/16 Academic Year, the results of these three surveys were shared with each council as part of an overall review and revision process. The changes that will be made because of these discussions have been

documented in a revised *Governance Handbook* scheduled for implementation in the fall of 2017 ([I.B.1-1, pg. 14](#)).

Student Outcomes⁸

Student learning and achievement is at the forefront of campus work and is discussed and assessed at all levels of the institution, from student services to classrooms and departments, faculty committees, college governance councils, and the Board. Student learning outcomes (SLOs) exist and are created, reviewed, and maintained through a faculty-driven process for every course and program. At the institutional level, in 2007 the Academic Senate, through a faculty-driven and collaborative process, developed and adopted Core Competencies or Institutional Learning Outcomes (ILOs) to which each student should be exposed and for which students should achieve a level of competency through their course and program studies. These Core Competencies (ILOs) also identify outcomes appropriate to the College's career and technical education courses and programs ([I.B.1-3, pg. 65](#)).

[Note: LTCC's ILOs are also referred to as "General Education Core Competencies." These are not specific to "general education" courses but are, in fact, the institutional outcomes to which all student service and instructional areas are aligned, including those leading to degrees and/or certificates.]

All SLOs for courses are tied to the Course Outline of Record (COR) and communicated to students through course syllabi. The College has for many years supported the reassigned time of a full-time faculty member (four units per quarter) to serve as the SLO coordinator who also oversees the SLO Assessment Committee (SLOAC). The committee reviews and offers feedback on course-level assessments completed each quarter ([I.B.1-4](#)).

Program level outcomes are included in the College catalog and are reviewed for their relevance and their connection to course-level SLOs at departmental, all-faculty, and SLO and Curriculum Committee meetings ([I.B.1-5](#)) ([I.B.1-6](#)) ([I.B.1-7](#)). Program-level outcome assessment results are included in the APR and the AUP processes for consideration and decision-making by faculty regarding improvement at the course and program levels. SLO assessment results are also considered and reflected upon through the comprehensive program review (CPR) process ([I.B.1-8](#)). All course and program review processes include consideration at the faculty level on student learning, including how results of assessments lead to resource requests, the implementation of ideas for improvement, and how student learning has been impacted by suggested improvements ([I.B.1-9](#)).

Dialog about student outcomes, including SLO participation and results as well as course success and student persistence, occurs within every council to some extent. However, this topic is a dominant focus of the Student Learning Outcomes Committee, Student Success Team (SST), CLEMC, and the Institutional Effectiveness Council (IEC). Additionally, the Board of Trustees (BOT) receives regular reports on relevant measures of student success ([I.B.1-10](#)).

⁸ Eligibility Requirement 11, Student Learning and Achievement, Compliant

Student Equity

The College has prioritized its focus on student equity for the last several years and continues to put equity questions at the forefront of student learning and support discussions. To assist with the development and implementation of the *Student Equity Plan* (SEP), a Student Equity Committee (SEC) was created that includes representation of campus stakeholder groups as well as community members. This group discusses issues that impact access, retention, and success for traditionally underserved and underrepresented groups. With the move to a more integrated approach to student success within the California Community College Chancellor's Office (Chancellor's Office), the SST was established to coordinate the work of the SEC as well as the work teams for the Basic Skills Initiative (BSI) and the Student Success and Support Program (SSSP) ([I.B.1-11](#)) ([I.B.1-12](#)) ([I.B.1-13](#)). Each group uses data to identify potential strategies for the alleviation of barriers for all underrepresented groups, but with a focus on students from Hispanic or Latino/a backgrounds, who the SEP identified as the target demographic within the College's region ([I.B.1-14](#)) ([I.B.1-15](#)).



Multiple speakers on equity issues have been brought to the campus and have addressed the entire community. These include Jeff Andrade-Duncan (on equity versus equality), Kimberly Papillon (on unintentional biases), Adrienne Foster (on equity in hiring), Anna Plemons (on stereotype threat), Vincent Tinto (on equity and student services), David Romero (spoken word artist), and LTCC's own faculty, Scott Lukas and Albert Ponce (on the political implications of [in]equity) ([I.B.1-16](#)) ([I.B.1-17](#)) ([I.B.1-18](#)) ([I.B.1-19](#)) ([I.B.1-20](#)).

The College hired an equity director in the fall of 2015 whose primary responsibilities are to oversee and implement the details of the *Student Equity Plan* (SEP), specifically around outreach to underrepresented groups, potential students, and their families. The Equity Office has also focused on providing support to students experiencing barriers to learning on campus and helping to create a sense of community and belonging. The Equity Office also focuses on providing financial assistance through such programs as the quarterly book lending program and conducting visits to four-year college campuses and introducing students to the idea of moving forward in their education. The College has also developed, over the last couple of years, a program to serve incarcerated students. While on-campus demographics at LTCC are identified by two main subgroups based on ethnicity (White/non-Hispanic and Hispanic/Latino), the Incarcerated Student Program (ISP) has allowed the institution to serve a broader demographic of students facing barriers to success overall but particularly from the educational perspective. The College serves approximately 250 students through this program and is committed to inmate education as an answer to the problems of crime, violence, and recidivism in California and nationally ([I.B.1-21](#)).

Academic Quality and Institutional Effectiveness

The participatory governance council with primary responsibility for academic quality (teaching and learning) at LTCC is the CLEMC. This group makes recommendations to both the Academic Senate and the IEC. As a result, the membership of this council includes greater representation of the faculty and the Academic Senate president serves as co-facilitator with the vice president of academic affairs. The IEC provides final review and recommendation on all issues that impact institutional quality and effectiveness. This includes planning, governance, goal setting, and all accreditation activities.

Academic quality is ensured at LTCC in a variety of ways. Annual program review (APR) and annual unit planning (AUP) is conducted by the faculty in instructional areas. These processes include reviewing data on student learning outcomes at the program level and reflecting on trends demonstrated by that data ([I.B.1-8](#)). These processes also require that observed needs or requests for resources address planned course and program improvements linked to student learning outcomes data. All student services areas also have service area outcomes that, through a relatively new process developed and implemented in the fall 2016 quarter, are now being assessed regularly, in particular using a locally-developed Student Experience Survey (SES) ([I.B.1-22](#)).

All program areas, instructional and non-instructional, conduct a comprehensive program review (CPR) on a six-year cycle. The College experienced a lack of continuity with the departure of one director of institutional research and planning and the hiring of a new director of institutional effectiveness approximately two years later. As a result, some areas had fallen behind in that six-year cycle. Throughout this time, data-informed decision-making and planning continued to occur through more informal systems and was reviewed and approved through the participatory governance systems. However, in the 2015/16 Academic Year, a calendar was established to align programs and departments as quickly as possible, while equitably allocating the planning over the six-year span. This schedule can be found on the college website ([I.B.1-23](#)).



The College, with the leadership of the new director, reviewed and revised both its APR/AUP and CPR processes in 2015/16. This included developing a new standard data packet for instructional programs and departments, which involves more disaggregation of data based on race/ethnicity, age, gender, and course delivery method. The implementation of eLumen for Integrated Program Planning will further enhance those efforts with initial adoption beginning in fall 2017. Additionally, as a full-implementation pilot College with the Online Education Initiative (OEI), the faculty through the Academic Senate processes decided to move completely to Canvas as its learning management system ([I.B.1-24](#)) ([I.B.1-25](#)).

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



Through the Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Team (PRT) process, the College received a grant of \$200,000 and a set of recommendations to improve integrated planning and enrollment management ([I.B.1-26](#)). Through this grant, MAAS, Inc. was contracted to assist the College with updating its *EMP*, using a more collaborative and data-informed process. This process is designed to ensure that the master planning vision is driven by program-level data and community workforce and environmental scans. The process is informed by and supports previous efforts to enhance the quality of the academic programs and the College's offerings through the following: a Cambridge West curriculum management study ([I.B.1-27](#)), a recruitment and marketing study by Ruffalo Noel-Levitz (which included student focus groups) ([I.B.1-28](#)), the input of the IEPI PRT, and revised enrollment management strategies designed to enhance the integrity of schedule and catalog ([I.B.1-29](#)) ([I.B.1-26](#)).

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

- The College has an active and engaged Curriculum Committee committed to consistency and quality that ensures, with the assistance of a detail-oriented curriculum technician and other support staff, regular review and updating of curriculum (though a five-year update cycle with comprehensive review by all relevant areas of campus, including the Disabilities Resource Center, the library, and the articulation and transfer coordinator, among others).
- The dean of instruction, the counseling division chair, and the vice president of academic affairs have participated in IEPI workshops on pathways creation. The institution is committed to creating clear pathways in all instructional programs for students to complete degrees and certificates within appropriate timelines as indicated in the QFE.
- The receipt of and utilization of a course-level Open Education Resources (OER) Grant and of a Zero-Textbook-Cost (ZTC) Degree Planning Grant supports the College's commitment to integrating regular pathways with OER pathways for ZTC degrees ([I.B.1-30](#)).

- The College has offered, through Community Education and, in another instance, through support from Basic Skills Initiative funding, ESL workshops and Basic Skills Boot Camps to help support students' movement into credit-bearing programs (as an example, one such program was offered in conjunction with the South Lake Tahoe Lodging Association ([I.B.1-31](#)). This also increases students' job skills so they can succeed in employment opportunities in the community. ADVANCE (the local name for the Lake Tahoe Adult Education Consortium (LTAEC) supported through the Adult Education Block Grant (AEBG) funding) has an important presence on campus and is integrated into the work of the College by supporting students, assessing labor market needs, and collaborating with the local Chambers of Commerce and the Tahoe Prosperity Center in joint efforts to assess and meet the local community's employment needs ([I.B.1-32](#)).



- The ISP has a notable focus on the quality of its coursework, engaging full-time faculty in the creation of correspondence courses and supporting faculty and students through a one-on-one enhanced pedagogical model, ensuring regular contact between instructors and students, regular support and feedback from counselors and administrative staff, regular audio/visual support course materials, and in-person tutoring ([I.B.1-21](#)).



- The College has a designated distance education coordinator, a full-time faculty member who receives 75% reassigned time to serve the distance education programs and support faculty in maintaining accessibility and regular and effective contact with the College for students, maintain cutting-edge online education technology, and preserve quality in LTCC's online offerings. This faculty member also receives 25% reassigned time to coordinate LTCC's participation in the Chancellor's Office Online Education Initiative (OEI): "a collaborative effort ... to ensure that significantly more students are able to complete their educational goals by increasing both access to and success in high-quality online courses" ([I.B.1-33](#)).



- The College is dedicated to the quality of all programs, regardless of modality. To ensure such quality, the faculty and student evaluation processes were updated in spring 2017 by the Distance Education Committee, and the revised evaluation rubric is recommended for use to ensure the quality of the programs is maintained. In distance education, the College’s focus is on accessibility and “regular effective contact.” This is maintained through distance education addenda that are established in accordance with these values ([I.B.1-34](#)).
- The College has been diligent and has embraced the development of and commitment to Course Identification Numbering System (C-ID) approved courses and the creation and offering of fourteen associate degrees for transfer to support both student success and academic quality ([I.B.1-35](#)) ([I.B.1-36](#)) ([I.B.1-37](#)).
- LTCC is working to bring bachelor’s degrees to campus and will have a University Center facility on campus in fall 2018 in order to provide place-bound students with quality options (through partnerships with public and private four-year institutions) to finish their two- and four-year degrees at a reasonable cost ([I.B.1-38](#)). LTCC is now offering two bachelor’s degrees on campus—one in global business management and the second in psychology—through a partnership with Sierra Nevada College, a private four-year institution located in Incline Village, NV, on the north shore of Lake Tahoe. LTCC is currently in conversations with other four-year degree granting institutions to bring additional programs to the University Center.

Analysis and Evaluation

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



While the participatory governance process at LTCC provides ample opportunity for dialog about student learning, direct evidence of student outcomes with regard to program and institution level competencies is an area for improvement. The College plans to provide training and support in the area of direct assessment at these levels, including the possible implementation of an ePortfolio or capstone experience system.



Evidence List for I.B.1.

- I.B.1-1. [Governance Handbook, pg. 14 \(June 27, 2017\)](#)
- I.B.1-2. [Organization and Governance Handbook, pg. 5](#)
- I.B.1-3. [Core Competencies, pg. 65, LTCC Catalog \(2017/18\)](#)
- I.B.1-4. [Student Learning Outcomes](#)
- I.B.1-5. [All Faculty Meeting \(May 13, 2016\)](#)
- I.B.1-6. [Curriculum Committee Packet \(May 5, 2017\)](#)
- I.B.1-7. [Art AA/Cert Changes Memo \(Program Level SLOs\) \(May 2, 2017\)](#)
- I.B.1-8. [APR/AUP Data \(Spring 2016\)](#)
- I.B.1-9. [CRJ CPR \(2015\)](#)
- I.B.1-10. [Board Study Session Scorecard Presentation \(May 23, 2017\)](#)
- I.B.1-11. [SST Minutes \(January 27, 2016\)](#)
- I.B.1-12. [SST Minutes \(March 14, 2017\)](#)
- I.B.1-13. [Integrated Planning Presentation to SST](#)
- I.B.1-14. [Student Equity Plan](#)
- I.B.1-15. [Draft Integrated Planning Form](#)
- I.B.1-16. [Jeff Andrade-Duncan All Campus E-mail \(May 8, 2015\)](#)
- I.B.1-17. [Convocation Agenda - Papillion \(September 17, 2015\)](#)
- I.B.1-18. [Foster, A. Training Invitation \(May 13, 2016\)](#)
- I.B.1-19. [Equity Training - Anna Plemons, PhD \(February 5, 2016\)](#)
- I.B.1-20. [Convocation Agenda - Vincent Tinto \(September 15, 2016\)](#)
- I.B.1-21. [Incarcerated Student Program Substantive Change](#)
- I.B.1-22. [BOT Meeting - Student Services Survey and Results \(November 8, 2016\)](#)
- I.B.1-23. [Institutional Effectiveness: Program Review](#)
- I.B.1-24. [Academic Senate Meeting – Canvas Conversion – 1st Read \(September 29, 2017\)](#)
- I.B.1-25. [Academic Senate Meeting Agenda – Canvas Conversion Approval \(October 16, 2015\)](#)
- I.B.1-26. [IEPI Grant and Plan \(Amended December 12, 2016\)](#)
- I.B.1-27. [Curriculum Output and Enrollment Management Study](#)
- I.B.1-28. [Ruffalo Noel-Levitz Executive Summary](#)
- I.B.1-29. [IEPI PRT Report](#)
- I.B.1-30. [Open Education Resources Grant](#)
- I.B.1-31. [Community Education Program for Hospitality Training for Spanish Speakers with the South Lake Tahoe Lodging Association BOT Approval \(April 21, 2015\)](#)
- I.B.1-32. [ADVANCE - Report to the BOT and Lake Tahoe Unified School District Board \(March 22, 2016\)](#)
- I.B.1-33. [MOU with Faculty Association: DE Coordinator Duties, Board of Trustees Approval \(June 23, 2016\)](#)
- I.B.1-34. [BSN 125 COR with DE addendum](#)
- I.B.1-35. [Transfer Degrees](#)
- I.B.1-36. [Evaluation Rubric](#)
- I.B.1-37. [Online Course Quality Guidelines](#)
- I.B.1-38. [BOT Meeting - University Center \(February 9, 2016\)](#)



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

LTCC has developed and regularly assesses student learning outcomes in all degree and certificate programs ([see Standard II.A.3](#)), student service areas, and learning support services.⁹

Academic Course and Program Learning Outcomes

Student learning outcomes (SLOs) have been developed for all courses and academic programs. Direct assessment occurs at the course level using appropriate methods of assessing student learning outcomes as selected by the faculty. The College adopted eLumen in 2016/17 and will begin implementation in fall 2017 to support assessment at the individual student level in a more streamlined and engaging way. Prior to this transition, TracDat was used to enter results aggregated at the course level, and these results were then mapped from the course to the program. For general education courses and others that are not part of a specific degree or certificate program, the mapping is from the course to the institutional outcomes.

The College has established an SLO assessment cycle that requires regularly scheduled courses to be assessed once every three years and off-cycle courses to be assessed every time they are offered. This allows for regular evaluation of course and program effectiveness, as these results are reviewed and analyzed by faculty and administration annually as part of the APR/AUP process and with participatory governance review every six years through the CPR process. This timeline ensures that faculty engage in dialog that leads to continuous improvement of all instructional programs.

In spring 2015, as part of the annual report to the ACCJC ([I.B.2-1](#)), the College identified that this cycle was not being followed as expected. With a participation rate of approximately 22%, the College was placed on enhanced monitoring and began working on solutions. In fall 2015, the vice president of academic affairs worked with the faculty SLO coordinator and the recently hired director of institutional effectiveness to create a plan and respond to the letter from the ACCJC ([I.B.2-2](#)). By the next year, the College had moved to a participation rate of approximately 41% and in spring 2017 the report will show a participation rate of approximately 61% ([I.B.2-3](#)). While this is still not at the level the College would expect, the overall rates are impacted significantly by courses that have not been inactivated, despite not having been offered in many years, as well as courses that are offered every two or three years but were offered prior to the spring 2015 discovery.

⁹ See Checklist for Compliance with Federal Regulations and Related Commission Policies, Standards and Performance with Respect to Student Achievement

The College has been making notable progress on the regular and ongoing assessment of student learning outcomes and on enhancing the integrity of the published catalog by reviewing and deactivating many courses that are not offered on a regular cycle. The College showed a significant increase in assessment completion of course-level SLO assessments from 70% in fall 2015 quarter to more than 95% completion in fall 2016 quarter. Additionally, an improved APR process that enhances reflection and closes the loop on programmatic changes based on assessment data has led to more engaged discussion around teaching and improvements leading to increased student learning ([I.B.2-4](#)).

Student Service Area Outcomes

Each of the thirteen student service areas have identified relevant service area outcomes. These were recently assessed through the LTCC SES, first developed and implemented in spring 2016 ([I.B.2-5](#)). This will be an annual survey which measures students' awareness, participation, and satisfaction with each student service area as well as several administrative and operational units. Additionally, the survey provides a direct assessment of student perceptions regarding their growth in the four Core Competencies or Institutional Learning Outcome (ILO) areas.

Analysis and Evaluation

The College meets the standard. Student learning outcomes have been developed and assessed for all academic programs and student support services. Although the College has not always followed the three-year assessment cycle for all courses, significant improvements in this area have occurred over the last two years.



Additional improvements will occur as part of the QFE project regarding institutionalizing more effective integrated planning as well as the current implementation of the eLumen curriculum, assessment, program review, and planning software. Learning outcomes for student service and learning support areas have been directly assessed through the SES implemented in spring 2016.



Evidence List for I.B.2.

- I.B.2-1. [ACCJC Annual Report \(Spring 2015\)](#)
- I.B.2-2. [Response Letter \(October 2015\)](#)
- I.B.2-3. [ACCJC Annual Report \(2017\)](#)
- I.B.2-4. [BOT Meeting - ACCJC Annual Report \(April 12, 2016\)](#)
- I.B.2-5. [Student Experience Survey Final Summary Report to the BOT, \(November 8, 2016\)](#)



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

The College regularly sets and evaluates institutional goals related to the LTCC mission in alignment with the *Strategic Plan* and various statewide initiatives and publishes the results in the LTCC Scorecard. As stated above in Standard I.A.2, the LTCC Scorecard includes the metrics from the Chancellor's Office Student Success Scorecard, the Institutional Effectiveness Partnership Initiative (IEPI) Framework of Indicators, and ACCJC-required institution-set standards to present a more comprehensive review of the College's effectiveness. All results are published widely and reviewed annually through the participatory governance system ([I.B.3-1](#)) ([I.B.3-2](#)) ([I.B.3-3](#)) ([I.B.3-4](#)).

LTCC Scorecard

The College is tracking specific elements of student achievement and has identified the expected measure of performance within each element. One such measure is student course success rates, for which LTCC has established an institution-set standard (ISS) of 80%.¹⁰ This standard, as with all ISSs, was set through careful review and analysis of past data trends and collegial dialog within the participatory governance councils.

Additionally, academic department-level standards in this area were set by subject matter experts through the 2016-17 APR process. In addition to department-level course success rates, ISSs have been set for licensure passage and employment rates where appropriate in accordance with ACCJC requirements. Through the process of collecting, reviewing, and analyzing data from disparate sources for these two indicators, the decision was made to set the standard as the five-year average when available. These data are utilized for ACCJC reporting in programs with ten or more completers. However, this is inconsistent from year to year given the small number of completers in each Career Technical Education program and the limited availability of data regarding job placement outcomes.

Other measures of student achievement that are relevant to the College mission (including, for example, high school capture rates, success rates for students in foundational skills courses, and the number of degrees and certificates awarded) have been determined and ISSs have been set for many of these, as indicated on the LTCC Scorecard ([I.B.3-5](#)).¹¹

The ISSs for departments and across the institution are relevant to guide self-evaluation as well as institutional improvement. The defined elements and expected performance levels are appropriate within higher education ([I.B.3-2](#)) ([I.B.3-3](#)) ([I.B.3-4](#)) ([I.B.3-5](#)). The results are reported regularly across the campus and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its

¹⁰ Eligibility Requirement 11, Student Learning and Achievement, Compliant

¹¹ See Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Standards and Performance with Respect to Student Achievement

mission, determine needed changes, allocate resources, and make improvements ([I.B.3-6](#)). For example, because of its ongoing analysis and annual review of postsecondary enrollment trends, the College identified that its enrollment target from the local feeder high school district had not been met ([I.B.3-7](#)) ([I.B.3-8](#)). This led to an expansion of Dual-Enrollment Program offerings and a focus on engaging high school students through outreach events and activities led by Equity and Student Life ([I.B.3-9](#)) ([I.B.3-10](#)).

Additionally, ISS data was showing low success rates and potential achievement gaps in English and mathematics foundational skills courses for students from traditionally underrepresented groups. The analysis of this data led to department and institution-wide discussions evaluating varied approaches to improve completion rates for underprepared students. The College, as a result, has embraced strategies in English instruction identified by the California Acceleration Project (CAP), such as limiting the pathway to only one precollegiate-level English course with enhanced student support. English and math “boot camps” and the application of the Multiple Measures Assessment Project (MMAP) placement model for assessment and placement also have been implemented as improvement strategies. The data appear to be demonstrating stronger success rates for underprepared students due to these efforts ([I.B.3-11](#)).

The institution analyzes its performance through the identified ISSs and other measures of student achievement and operational performance, and takes timely appropriate action in areas where performance is not at the expected level. This is reviewed annually as part of the participatory governance process of reviewing the Chancellor’s Office Student Success Scorecard and the required metrics for other statewide initiatives, all of which are sections within the overall LTCC Scorecard ([I.B.3-3](#)) ([I.B.3-4](#)) ([I.B.3-5](#)).

Statewide Initiatives

In addition to locally identified measures of student and institutional performance, the College is required to review and analyze data and set targets for indicators as part of several statewide initiatives. For example, the Institutional Effectiveness Partnership Initiative (IEPI) has established a Framework of Indicators that require both short- and long-term goals ([I.B.3-2](#)). The goal setting for this and other statewide initiatives occurs through careful analysis and dialog amongst relevant stakeholder groups, committees, and participatory governance councils, and then a recommendation is brought from the IEC by the Superintendent/President (S/P) to the BOT for approval.

As part of the 2016/17 IEPI goal-setting process, a new method for establishing short- and long-range goals was piloted ([I.B.3-3](#)). This will be reviewed and evaluated prior to the next strategic planning session in winter 2018, which may lead to updates and revisions of measures to be included on the updated LTCC Scorecard, which includes five years of trend data where available. Once new or revised measures are identified, the College will set new standards and goals, including long-range or “stretch” goals.

Analysis and Evaluation

The College meets the standard. As part of the ongoing evaluation process for the College, and in accordance with accreditation requirements and statewide initiatives, a series of key performance indicators with institution-set standards have been identified. These standards were established through the participatory governance process and are based on trends in available data and effective practices in the field. The data and goals are published widely and reviewed annually as part of the LTCC Scorecard. For example, the Scorecard data are published on the College's Institutional Effectiveness website and are presented annually for review, discussion, and decision-making to the IEC and to the BOT.



The QFE action project on improved integrated planning will include a revision of standard- and goal- setting strategies regarding the ISSs. Better integration of institutional planning will also guide the College in its establishment of targets that, given resultant data and analysis, might trigger the need for further institutional action.



Additionally, the College's discussions around improvements to integrated planning and the inclusion of accreditation processes in these efforts have led to the decision to include the director of institutional effectiveness as a co-accreditation liaison officer during this cycle of accreditation. Moving forward, in alignment with the approach of many colleges in California and across the nation, LTCC's director of institutional effectiveness will serve as the College's accreditation liaison officer, particularly given that role's focus on comprehensive and data-informed decision-making, goal setting, and evaluation/assessment at the institutional level.



Evidence List for I.B.3.

- I.B.3-1. [Accountability](#)
- I.B.3-2. [BOT Meeting - IEPI Indicators Presentation \(May 23, 2017\)](#)
- I.B.3-3. [BOT Meeting - Scorecard Study Session Minutes \(May 23, 2017\)](#)
- I.B.3-4. [IEC Meeting - Scorecard Presentation Minutes \(May 18, 2017\)](#)
- I.B.3-5. [LTCC Scorecard](#)
- I.B.3-6. [BOT ACCJC Annual Report Agenda Item \(April 11, 2017\)](#)
- I.B.3-7. [BOT Meeting - Postsecondary Enrollment Trends \(March 28, 2017\)](#)
- I.B.3-8. [LTCC/LTUSD Joint Board Meeting \(March 28, 2017\)](#)
- I.B.3-9. [Dual Enrollment Offerings](#)
- I.B.3-10. [Dual Enrollment Events](#)
- I.B.3-11. [Basic Skills Committee Minutes \(May 24, 2017\)](#)



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

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

Use of Assessment Data

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



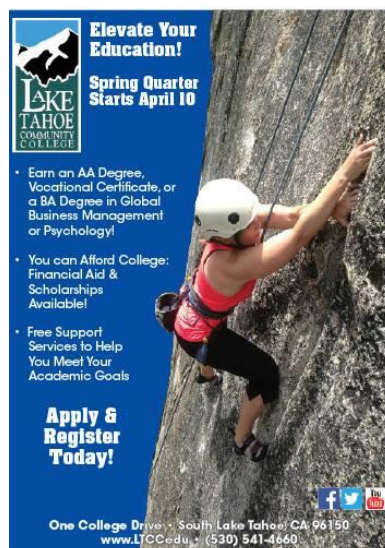
The general template for SLO assessment has been revised over the last two years to make the process more meaningful and more engaging for faculty ([I.B.4-1](#)). The most recent change to the

template was to establish student level SLO assessment practices, allowing the faculty to review disaggregated student outcomes. With the full implementation of SLO assessment and program review in eLumen (anticipated to begin implementation in fall 2017), the analysis of disaggregated data will be more streamlined and effective.

Additionally, student self-reported perceptions of growth regarding the four Core Competencies or Institutional Learning Outcomes (ILOs) are collected as part of the LTCC SES, implemented in spring 2016 ([I.B.4-2](#)). The data from this survey were shared with the Senior Leadership Team (SLT), the BOT as well as various instructional and student service areas ([I.B.4-3](#)) ([I.B.4-4](#)). A formal report on Core Competency (ILO) achievement will be presented and discussed through the participatory governance process in fall 2017, using data collected in the spring 2017 SES.

Institutional Support for Student Learning and Achievement

All assessment data, including results of the SES, align with the budgeting and resource allocation cycle through program review processes and participatory governance review. This alignment provides allows for a seamless connection between assessment and achievement data, plans to improve student learning and success, and institutional support for these endeavors. For example, in the 2016/17 academic year, the SLT only distributed additional funding for instructional supplies to those programs that had (1) requested the supplies and (2) demonstrated sufficient alignment to SLO results and potential positive impact on student learning and achievement ([I.B.4-5](#)) ([I.B.4-6](#)).



Analysis and Evaluation

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



Although the College meets the standard, there is need to strengthen the alignment between institutional assessment, program review, planning, and resource allocation.

The strengthening of the alignments has been identified as the first project of the QFE. Also, as noted above in I.B.3, the move in the next accreditation cycle to the appointment of the director of institutional effectiveness as the accreditation liaison officer will further enhance the institution's ability to strengthen the integration and alignment of these processes and to include the processes associated with accreditation in this plan.



Evidence List for I.B.4.

- I.B.4-1. [SLO Template](#)
- I.B.4-2. [Student Experience Survey Summary](#)
- I.B.4-3. [SLT Minutes \(formerly PC\) \(November 1, 2016\)](#)
- I.B.4-4. [BOT Meeting - SES Presentation \(November 8, 2016\)](#)
- I.B.4-5. [Instructional Equipment Request Review in SLT \(formerly PC\)](#)
- I.B.4-6. [AUP Results \(Spring 2017\)](#)



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

The College regularly reviews its progress in achieving the mission through program review that includes analysis and consideration of data relevant to student learning and achievement, resulting in a series of program and institutional goals and objectives.¹²

¹² See Checklist for Compliance with Federal Regulations and Related Commission Policies, Standards and Performance with Respect to Student Achievement

Program Review



All programs and departments (instructional, student support, and administrative) will complete a CPR over the six years from 2015/16 to 2020/21, which reestablishes the six-year CPR calendar ([I.B.5-1](#)). The CPR process for non-instructional departments consists of a thorough review of program or department effectiveness, impact on the broader campus community, staffing, and budget. This includes a discussion of strengths, weaknesses, opportunities, and threats. Ultimately, the CPR leads to a series of action plans with goals and objectives that are specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) ([I.B.5-2](#)) ([I.B.5-3](#)).

In addition to the CPR, the instructional programs participate in APR/AUP processes, which include a review of the goals and objectives set by the most recent CPR. All action plans identified in the AUP will demonstrate alignment to existing program-level goals as well as those set by the institution, particularly through strategic planning ([I.B.5-4](#)).

The APR/AUP and CPR both present aggregated and disaggregated data on student learning and achievement. The data is reviewed and analyzed to identify potential learning gaps. The written narrative response to the trends in the data provides context through which program-specific goals for improving student learning and achievement are established by the faculty and administrators over the program or department ([I.B.5-5](#)) ([I.B.5-6](#)).

Institutional Goals and Objectives

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

Analysis and Evaluation

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



In developing more formal processes and timelines for program review, especially in non-instructional areas, the College has identified that this additional improvement is needed in this area.



The QFE action project regarding institutionalizing more effective integrated planning highlights the need for more alignment in these processes and clear communication of outcomes. The plan to shift the accreditation liaison officer responsibilities to the director of institutional effectiveness in the next accreditation cycle

(following this cycle's reliance on that director for leadership and guidance in consistent and reliable assessment of broad institutional data) will further support the alignment of institutional processes and communication.



Evidence List for I.B.5.

- I.B.5-1. [IEC Meeting - Comprehensive Program Review \(CPR\) Schedule \(May18, 2017\)](#)
- I.B.5-2. [BSN CPR Goals](#)
- I.B.5-3. [ESL CPR Goals](#)
- I.B.5-4. [LTCC APR/AUP Data \(2016/17\)](#)
- I.B.5-5. [Sample Program Review Data Packet \(MAT\)](#)
- I.B.5-6. [College-Wide APR Data](#)



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

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

Individual Student Learning Outcome Data

While the College previously has not collected student learning outcome data at the student level, and therefore could not examine disaggregated results to identify achievement gaps, a plan is in place to make this possible with the implementation of eLumen in fall 2017 ([I.B.6-1](#)).

In preparation for this shift in faculty assessment practices, the SLO coordinator and the director of institutional effectiveness developed a template to allow course rosters to be distributed to faculty that will allow them to assess each student on each SLO for the course, as required. This has been favorably received by some faculty as a way of better assessing student performance and as a more streamlined approach to the SLO process ([I.B.6-2](#)). Efforts to collect student learning outcome data that can be disaggregated by student demographics, course characteristics, or other methods represent emerging and innovative

practices in the field as detailed in the ACCJC white paper “Institutional and Team Guidance for ACCJC Standard I.B.6” ([I.B.6-3](#)). However, LTCC is well positioned to fully embrace this practice with the pending transition to eLumen and with the preliminary success at adopting student-level outcomes assessment practices.

Additionally, the use of LTCC’s local SES allows for the collection of data regarding student perceptions of personal growth in the areas described by the Core Competencies (ILOs). These data were first collected in spring 2016 and shared with relevant councils and departments. With the implementation of eLumen in fall 2017 the results will be shared more broadly, disaggregated for comparison and analysis, and more formally utilized for institutional review of student learning and achievement.¹³

Disaggregated Student Achievement Data

Instructional program review data packets include disaggregated data on student course success rates by age, gender, race/ethnicity, and course delivery method. However, additional disaggregated data for the overall College is reported in the *Annual Fact Book* ([I.B.6-4](#)).

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

Student Equity Plan

Disaggregated student achievement data was particularly relevant for the development of the *Student Equity Plan* (SEP) ([I.B.6-5](#)). Reports were created to reveal any potential disproportionate impact among a broad range of student groups assessing access, retention, and success. Through this process, statistically significant achievement gaps for Hispanic or Latino/a students were identified, and so this population was chosen as the primary focus of student equity efforts.¹⁴



¹³ See ACCJC White Paper, I.B.3 and I.B.6

¹⁴ See Checklist for Compliance with Federal Regulations and Related Commission Policies, Standards and Performance with Respect to Student Achievement

Analysis and Evaluation



The College meets the standard. Student achievement data is regularly disaggregated by course subject, modality, program, and a wide variety of student demographics. Additionally, the College is currently implementing the eLumen integrated planning software to allow for disaggregated student learning outcomes in accordance with the emerging practice in the field. Through the program review processes at the College, this data informs institutional planning and resource allocation to better support student learning and achievement.



The connection between these processes will be further strengthened through the institutionalization of more effective integrated planning as part of the QFE.



Evidence List for I.B.6.

- I.B.6-1. [BOT Meeting - eLumen Contract Approval \(October 11, 2016\)](#)
- I.B.6-2. [SLO Template](#)
- I.B.6-3. [Institutional and Team Guidance for ACCJC Standard I.B.6](#)
- I.B.6-4. [Annual Factbook](#)
- I.B.6-5. [Student Equity Plan](#)



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

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

Board Policy (BP) and Administrative Procedure (AP)



The College is currently in the process of adopting the BP and AP format provided by the Community College League of California (CCLC). This has led to a comprehensive review of these documents through the participatory governance structure. As part of this transition, each new or revised BP and AP is vetted and ultimately endorsed by the relevant councils and then a schedule for review within five years, or earlier where required, is established as outlined in BP and AP 2410 ([I.B.7-1](#)) ([I.B.7-2](#)) ([I.B.7-3](#)).

The ongoing process of tracking the development, adoption, and review of BP and AP is coordinated by the executive assistant to the S/P. A shared tracking sheet is available to all College personnel involved in the development and approval of policy and procedure ([I.B.7-4](#)).

Analysis and Evaluation

The College meets the standard. The process of moving to the CCLC policies and procedures has led to the College adopting a schedule for policy review. These are reviewed through the participatory governance process, and policies are approved through the BOT. (See [standard I.B.1 for discussion of the College's process for review of governance policies, practices, and the Governance Handbook.](#))



Evidence List for I.B.7.

- I.B.7-1. [BP 2410 – Board Policy and Administrative Procedure](#)
- I.B.7-2. [AP 2410 – Board Policy and Administrative Procedure](#)
- I.B.7-3. [BP Approval/Tracking](#)
- I.B.7-4. [BP/AP Tracking Screenshot](#)





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

Through the participatory governance processes and other methods of communication, LTCC distributes the findings of all assessment and evaluation activities and encourages dialog regarding institutional strengths and weaknesses in order to develop a shared understanding of the vision and priorities of the College.

Participatory Governance

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

Communication Methods

In addition to discussion occurring through the participatory governance structure, the College employs a variety of communication methods to provide updates on results of assessment or evaluation activities as well as major events or important updates. This includes the publication of the *Annual Fact Book*, the increased use of social media to engage various stakeholder groups, the summer 2016 launch of an improved website for more streamlined navigation, and the spring 2017 launch of a new mobile app for student engagement that can also support engagement of staff and faculty who choose to download the Coyote Corner app ([I.B.8-1](#)) ([I.B.8-2](#)) ([I.B.8-3](#)) ([I.B.8-4](#)).



Additionally, special review forums have been utilized several times over the past few years to invite large groups of people to an overview of research and evaluation activities conducted by the College or by a third-party vendor. One example includes the Residential Living Feasibility Study, which was presented to invited guests in advance of final Board review ([I.B.8-5](#)) ([I.B.8-6](#)) ([I.B.8-7](#)) ([I.B.8-8](#)) ([I.B.8-9](#)) ([I.B.8-10](#)). A second example is the strategic planning sessions that are open to all College students, staff, faculty, administration, and the Board members. The most recent forum, held in spring 2016, included broad participation, which allowed for stronger, more robust discussion ([I.B.8-11](#)) ([I.B.8-12](#)) ([I.B.8-13](#)). Finally, S/P Jeff DeFranco sends periodic and timely e-mails to the campus community during

the primary academic terms that provide important updates and includes results of assessment and evaluation activities where appropriate.

Analysis and Evaluation

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



The Quality Focus Essay action project regarding institutionalizing more effective integrated planning practices will include a more transparent and consistent communication plan for the outcome of assessment, program review, planning, and resource allocation processes. Currently, the participatory governance process provides a forum for stakeholder engagement in the review of outcomes, but often the end user is unaware of his or her direct role in informing institutional decisions.



Evidence List for I.B.8.

- I.B.8-1. [*Annual Fact Book*](#)
- I.B.8-2. [LTCC Twitter Page](#)
- I.B.8-3. [Website Home Page](#)
- I.B.8-4. [Coyote Corner App Launches](#)
- I.B.8-5. [Residential Living Study Kick-Off - Calendar Screenshot](#)
- I.B.8-6. [Student Survey Memo](#)
- I.B.8-7. [Focus Group Memo](#)
- I.B.8-8. [Student Survey E-mail](#)
- I.B.8-9. [Residential Living Study Timeline](#)
- I.B.8-10. [Residential Living Feasibility Board Study Session \(December 13, 2016\)](#)
- I.B.8-11. [All-Campus E-mail - Murillo \(January 28, 2016\)](#)
- I.B.8-12. [All-Campus E-mail - Shafer \(February 4, 2016\)](#)
- I.B.8-13. [Strategic Planning Agenda \(February 5, 2016\)](#)



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

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

Systematic Evaluation

As outlined in the *Integrated Planning Guide* ([I.B.9-1](#)), the College engages in a systematic and continuous process of evaluation regarding institutional planning, governance, and overall effectiveness, utilizing a range of methods.

The LTCC Scorecard ([I.B.9-2](#)) provides objective data relevant to measure student success and institutional effectiveness and is directly related to the LTCC *Strategic Plan* ([I.B.9-3](#)). This is annually reviewed through the participatory governance process by the campus community and the BOT.¹⁵

Institutional surveys of students, staff, faculty, and administration were developed to collect constituent feedback on all aspects of institutional effectiveness. These surveys are administered on a regular cycle as outlined in the *Integrated Planning Guide* ([I.B.9-1](#)).

- Student Experience Survey (SES) ([I.B.9-4](#))
- Faculty/Staff Experience Survey (FSES) ([I.B.9-5](#))
- Governance Council Self-Evaluation Survey (GCSES) ([I.B.9-6](#))

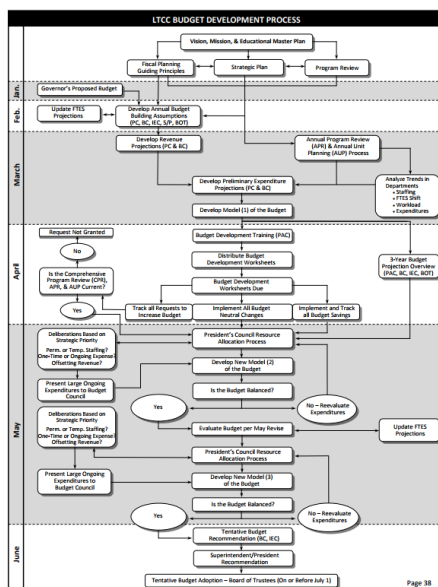
The results of these surveys are reported to all appropriate groups on campus and published to the website ([I.B.9-7](#)). Any revisions to these surveys are coordinated by the director of institutional effectiveness with guidance from relevant participatory governance councils and are approved by the IEC. In the 2015/16 academic year, this process led to an update to the GCSES to encourage greater participation by streamlining the end-user experience and shortening the survey ([I.B.9-8](#)) ([I.B.9-9](#)).

¹⁵ Eligibility Requirement 19, Institutional Planning and Evaluation, Compliant

Program Review and Integrated Planning

Instructional programs and departments at LTCC perform both annual and comprehensive (six-year) program reviews, each with identified goals or unit plans. Administrative and student service areas also participate in the comprehensive (six-year) program review cycle ([I.B.9-10](#)). Given the small size of the College and the number of single-person departments, the non-instructional program reviews occasionally occurred through an informal process of discussing strengths, areas for improvement, and needed resources with the administrator over the area. However, all departments are now on a deliberate six-year schedule and much progress has been made over the last two years ([I.B.9-11](#)). The results of each of these program reviews provide context and core data for the development of institutional plans like the *EMP*.

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



Resource Allocation

The budget development flowchart ([I.B.9-12](#)) is designed so that APR/AUP results can appropriately inform resource allocation. Requests for additional funding must be tied in some way to student learning and achievement (see [Standard I.B.4](#)). These requests are then prioritized and evaluated prior to decisions regarding funding, made through the participatory governance process. Additionally, CPR data is used to identify outstanding resource needs wherever necessary, including all non-instructional programs, which do not currently participate in the APR/AUP process.

Analysis and Evaluation

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



While the College meets the standard, the area of integrated planning has been identified as a project within the QFE, particularly with regard to the institutionalization of effective practices. This is based on the need for more formal structures and timelines, particularly with regard to non-instructional program review. Moving forward, the College will integrate its ongoing evaluation processes with the additional need to evaluate progress on QFE action projects. The eLumen program review and planning system will further support this comprehensive approach to evaluation of College processes.



Evidence List for I.B.9.

- I.B.9-1. [*Integrated Planning Guide*](#)
- I.B.9-2. [*LTCC Scorecard*](#)
- I.B.9-3. [*LTCC Strategic Plan*](#)
- I.B.9-4. [*Student Experience Survey \(SES\)*](#)
- I.B.9-5. [*Faculty/Staff Experience Survey \(FSES\)*](#)
- I.B.9-6. [*Governance Council Self-Evaluation Survey \(GCSES\)*](#)
- I.B.9-7. [*Research and Reports*](#)
- I.B.9-8. [*IEC Minutes Survey Discussion \(May 4, 2017\)*](#)
- I.B.9-9. [*IEC Meeting Packet – Survey Results \(Report\) and Change Discussion \(Action\) \(April 21, 2016\)*](#)
- I.B.9-10. [*Comprehensive Program Reviews*](#)
- I.B.9-11. [*IEC Meeting - Comprehensive Program Review \(CPR\) Schedule \(May 18, 2017\)*](#)
- I.B.9-12. [*LTCC Budget Development Process*](#)



2017 Fire Academy Graduates

INSTITUTIONAL INTEGRITY



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

The institution assures the clarity, accuracy, and integrity of information it provides to the public about the institution and its purpose. The information is shared in a variety of media with the public and prospective students. Unit leaders and program directors assure that the information provided to the public is accurate, current and relevant.¹⁶

Mission Statement

The College mission statement is widely published in a variety of print and online materials, including the catalog, all institutional plans, Board agenda packets, and the annual budget book, to name a few ([I.C.1-1](#)) ([I.C.1-2, pg. 3](#)) ([I.C.1-3](#)) ([I.C.1-4](#)). Additionally, the College mission statement is clearly articulated on the “About” section of the website ([I.C.1-5](#)).

Learning Outcomes

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

Proposed changes to course-level SLOs are reviewed by the vice president of academic affairs, the faculty SLO coordinator, and the director of institutional effectiveness for clarity and alignment with SLO best practices.

Program-level outcomes are available on the College website and within the College catalog ([I.C.1-6](#)) ([I.C.1-7](#)). These outcomes are also evaluated as part of the program review process through their alignment with course-level outcome assessment.

¹⁶ Eligibility Requirement 20, Integrity in Communications to the Public, Compliant; See Checklist for Evaluation Compliance with Federal Regulations and Related Commission Policies, Institutional Disclosure and Advertising and Recruitment Materials

Educational Programs

The wide variety of education programs available to students at LTCC are clearly articulated in both the College catalog and on the College website. This includes a brief description of the program, the required coursework, and total unit load. For some Career and Technical Education (CTE) programs, the gainful employment reporting requirements also include the publication of indicators such as total cost of enrollment, time to completion, average completion rate, and employment or placement post-graduation. This information can be found on each program's webpage for which it is required ([I.C.1-8](#)).

Student Support Services

Details about the student support service program areas are clearly articulated on the website, and they are highlighted during the new student orientations ([I.C.1-9](#)). However, students reported on the spring 2016 Student Experience Survey (SES) that they were unfamiliar with specific key areas. The Financial Aid Office was one area that received low awareness marks. Students are often eligible for the Board of Governors (BOG) Fee Waiver, which may leave them with little need for additional traditional financial aid. As a result, fewer students are completing the Free Application for Federal Student Assistance (FAFSA) which is required for all financial aid considerations. The College has identified a plan of action that includes more frequent financial aid orientations and more frequent push notifications to students through the new Coyote Corner mobile app.



Accreditation Status

The College's current accreditation status is provided to the public on its website, along with an image of its accreditation certificate ([I.C.1-10](#)). The current status is also published in the College catalog ([I.C.1-11](#)).

Analysis and Evaluation

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



College leadership became more aware, through this accreditation cycle, of the essential role of the director of institutional effectiveness in LTCC's self-evaluation (as mentioned above in I.B.3, I.B.4, and I.B.5). The awareness of the centrality of this position will lead to the accreditation liaison officer responsibilities being shifted to that position in the next accreditation cycle. This director has served, for all intents and purposes, as the co-accreditation liaison officer through this current accreditation cycle. As the need for valid data, accurate assessment, and clear communication of institutional information becomes ever more essential, the position lends itself to the role of accreditation liaison officer and will serve in that role moving forward.



Evidence List for I.C.1.

- I.C.1-1. [Mission Statement – LTCC Catalog](#)
- I.C.1-2. [Strategic Planning, pg 3](#)
- I.C.1-3. [BoardDocs Landing Page](#)
- I.C.1-4. [Annual Budget \(2016/17\)](#)
- I.C.1-5. [About Vision, Mission, Beliefs](#)
- I.C.1-6. [Academic Programs](#)
- I.C.1-7. [Degrees and Certificates](#)
- I.C.1-8. [Career and Technical Education](#)
- I.C.1-9. [Campus Resources](#)
- I.C.1-10. [Accreditation](#)
- I.C.1-11. [LTCC Catalog – Accreditation Notice](#)



LTCC 2020 Registration



LTCC New Student Orientation



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

The institution’s catalog provides precise, accurate, and current information for students and prospective students.¹⁷

The *LTCC Catalog* is published annually by the Office of Instruction; the current version covers the 2017-18 academic year ([I.C.2-1](#)). It is available primarily in electronic form on the College website, but hard copies may also be requested ([I.C.2-2](#)).

The catalog provides general information, accreditation status, academic requirements, policies, and procedures as well as information about student support programs, requirements, and services. It lists all of the departments, staff, and faculty of the College as well as the current and following academic year’s calendars. The catalog serves as the most complete and organized source of information about the College and its programs. Beginning in fall 2017, sections of the catalog are also provided in Spanish.

CATALOG REQUIREMENTS	Page(s)
1. General Information	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	1
Educational Mission	2
Representation of Accredited Status with ACCJC, and with Programmatic Accreditors If Any	1
Course, Program, and Degree Offerings	59-243
Student Learning Outcomes for Programs and Degrees	61-112
Academic Calendar and Program Length	i
Academic Freedom Statement	1
Available Student Financial Aid	14
Available Learning Resources	15-18
Names and Degrees of Administrators and Faculty	6, 246-7
Names of Governing Board Members	7

¹⁷ Eligibility Requirement 20, Catalog Available in Online Form for Prospective Students. Compliant; See Checklist for Evaluation Compliance with Federal Regulations and Related Commission Policies, Institutional Disclosure and Advertising and Recruitment Materials

2. Requirements	
Admissions	10-12
Student Tuition, Fees, and Other Financial Obligations ¹⁸	13
Degrees, Certificates, Graduation and Transfer	45-55
3. Major Policies and Procedures Affecting Students	
Academic Regulations, including Academic Honesty	34
Nondiscrimination	12
Acceptance and Transfer of Credits ¹⁹	49
Transcripts	33
Grievance and Complaint Procedures ²⁰	42
Sexual Harassment	40
Refund of Fees	13
4. Locations or Publications Where Other Policies May Be Found	
College Website (LTCC.edu), Board Docs	

Analysis and Evaluation

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



Evidence List for I.C.2.

- I.C.2-1. [LTCC Catalog \(2017/18\)](#)
I.C.2-2. [LTCC Website Catalog](#)

¹⁸ See Checklist for Compliance with Federal Regulations and Related Commission Policies, Credits, Program Length, and Tuition

¹⁹ See Checklist for Compliance with Federal Regulations and Related Commission Policies, Transfer Policies

²⁰ See Checklist for Compliance with Federal Regulations and Related Commission Policies, Student Complaints



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

The institution communicates matters of academic quality to the public.²¹

Student Learning Assessment

The LTCC Core Competencies (ILOs) and all program learning outcomes (PLOs) are published in the catalog and on the college website ([I.C.3-1](#)). Currently the Core Competencies (ILOs) are assessed indirectly through the SES and the results are shared through the participatory governance process and are published on the Office of Institutional Effectiveness' website ([I.C.3-2](#)) ([I.C.3-3](#)). The PLOs are assessed through course-level SLO assessment that is mapped to the PLOs, and summary data is reviewed and shared through the program review process.

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



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

Student Achievement Evaluation

Data on student achievement is collected, analyzed, and reported in many ways, including in both the *APRA* and the *Comprehensive Program Review*. However, the primary sources of public information regarding student achievement data are the *LTCC Annual Fact Book* and the LTCC Scorecard, both of which are available on the Office of Institutional Effectiveness webpage ([I.C.3-3](#)) ([I.C.3-4](#)) ([I.C.3-5](#)) ([I.C.3-6](#)).

²¹ Eligibility Requirement 19, Communication, Compliant; See Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Institutional Disclosure and Advertising and Recruitment Materials

Documentation and Communication

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

The “Accountability” section of the Office of Institutional Effectiveness webpage includes direct links to the websites of relevant external agencies as well as annual summary reports for LTCC ([I.C.3-6](#)). This includes the LTCC Scorecard, which highlights the key performance indicators for the College as well as any institution-set standards.

The “Research and Reports” section of the Office of Institutional Effectiveness webpage also makes available internal reports and presentations that have been prepared for various campus groups and the Board of Trustees (BOT) ([I.C.3-3](#)). This includes the *LTCC Annual Fact Book*, which provides standard information on student demographics, progress, and success.

Analysis and Evaluation

The College meets the standard. LTCC communicates matters of academic quality to the public through a variety of documents and reports located on the Office of Institutional Effectiveness pages of the College website. This includes both the *Annual Fact Book* and the LTCC Scorecard, which directly assesses the College’s effectiveness at meeting the goals of the *Strategic Plan* and fulfilling its mission. The College also provides information regarding student success and academic achievement via board meetings, community meetings, and other public forums. The Student Success Scorecard is also available on the Chancellor’s Office website and available for comparison purposes with other districts and colleges ([I.C.3-7](#)).



Evidence List for I.C.3.

- I.C.3-1. [Core Competencies – LTCC Catalog](#)
- I.C.3-2. [BOT Meeting - SES Presentation \(November 8, 2016\)](#)
- I.C.3-3. [Research and Reports](#)
- I.C.3-4. [Annual Fact Book](#)
- I.C.3-5. [LTCC Scorecard](#)
- I.C.3-6. [Accountability](#)
- I.C.3-7. [Student Success Scorecard – Chancellor’s Office](#)



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

In the course outlines of record (CORs), on the academic program pages of the College website, and in the College catalog, the College describes certificate and degree programs in terms of their purpose, content, course requirements, and expected program-level learning outcomes.

All requirements for graduation and/or transfer are specifically and clearly articulated in the catalog, which, as previously stated, is available on the College website and in hard copy upon request.²²

Additionally, all Career and Technical Education (CTE) programs have pathways flyers listed in the CTE section of the College website that outline specific requirements for each, as well as other relevant information that a current or prospective student may need to know ([I.C.4-1](#)) ([I.C.4-2](#)) ([I.C.4-3](#)) ([I.C.4-4](#)).

Analysis and Evaluation

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



Evidence List for I.C.4.

- I.C.4-1. [Pathways – Addiction Studies](#)
- I.C.4-2. [Pathways – Computer and Information Sciences](#)
- I.C.4-3. [Pathways – Culinary Arts](#)
- I.C.4-4. [Pathways – Fire Academy](#)

²² See Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Institutional Disclosure and Advertising and Recruitment Materials



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

Regular and effective review of College policies and procedures is built into the current process of transitioning to the CCLC approved framework for Board Policy (BP) and Administrative Procedure (AP). Once a new or revised policy and/or procedure is approved, it is uploaded to the BoardDocs public website and a date for the next review is identified. As outlined in BP/AP 2410, all policies are reviewed at least every 5 years, unless changes in statute or regulations necessitate an earlier review and update ([I.C.5-1](#)) ([I.C.5-2](#)). This process is managed by the Office of the Superintendent/President (S/P) ([I.C.5-3](#)).

Additionally, those policies and procedures that are printed in the College catalog are reviewed annually in preparation for the publication of the new catalog. The review committee consists of department heads, administrators, and other key personnel involved in managing and administering those procedures. Throughout the year, the catalog information is continually reviewed ([I.C.5-4](#)) ([I.C.5-5](#)) and a working addendum is updated quarterly and is available on the College website. The publication of the catalog occurs every May.²³

Analysis and Evaluation



The College meets the standard. As part of the College's move to the CCLC-approved BP and AP formats, all policies and procedures are scheduled for regular review and update. These are vetted through the participatory governance process and, once approved, posted publicly on the BoardDocs public website. Upon publication, the policies and procedures are placed on a review cycle, where each is to be reviewed at least every five years.



Evidence List for I.C.5.

- I.C.5-1. [BP 2410 – Board Policy and Administrative Procedure](#)
- I.C.5-2. [AP 2410 – Board Policy and Administrative Procedure](#)
- I.C.5-3. [Board of Trustees Retreat \(August 19, 2016\)](#)
- I.C.5-4. [Proof Sheet \(2016\)](#)
- I.C.5-5. [Catalog Proof E-mail \(March 21, 2017\)](#)

²³ See Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Standards and Performance with Respect to Public Notification of an Evaluation Visit and Third-Party Comment; Institutional Disclosure and Advertising and Recruitment Material



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

The College's *Financial Aid Handbook* and the College catalog both list data on the total cost of education at LTCC ([I.C.6-1, pg. 10](#)). The financial aid director, counselors, and staff regularly encourage students to review sources of financial support that may be available to them on [icanaffordcollege.com](#) within financial aid advising sessions ([I.C.6-2](#)). Additionally, the website includes a link to a net price calculator to allow students to select personal characteristics and circumstances that may impact their own costs ([I.C.6-3](#)).

The webpages for all CTE programs that require gainful employment reporting include information on the total cost of books, tuition, and fees as well as the average time to completion, which could impact the total cost ([I.C.6-4](#)).

There is a special section of the College website which addresses the cost of attendance for international students, as their costs are different from the domestic student population ([I.C.6-5](#)).

Textbook and other required costs are available to students when registering for courses in the student registration portal, Passport, through a link to the College bookstore's website ([I.C.6-6](#)). This gives the students an opportunity to research textbook options. In addition, to save money, students may rent books at the bookstore and online through the bookstore's webpages.

Analysis and Evaluation

The College meets the standard. LTCC provides comprehensive information regarding fees and textbook costs to all students through the website and the student registration portal.²⁴ Links to the bookstore also provide detailed information and options to rent or purchase books and materials.



²⁴ See Checklist for Compliance with Federal Regulations and Related Commission Policies, Credits, Program Length, and Tuition



Evidence List for I.C.6.

- I.C.6-1. [*Financial Aid Handbook*, pg. 10](#)
- I.C.6-2. icanaffordcollege.com
- I.C.6-3. [Net Price Calculator](#)
- I.C.6-4. [Addiction Studies LTCC.edu](http://AddictionStudies.LTCC.edu)
- I.C.6-5. [International Students](#)
- I.C.6-6. [Bookstore “find a book”](#)



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

The College has recently reviewed and revised the BP on academic freedom and academic responsibility as part of the transition to the CCLC format ([I.C.7-1](#)). The revised policy, BP 4030 – Academic Freedom, clearly articulates the College’s recognition of the rights of faculty to “teach, conduct research, and communicate their knowledge to the academic community openly, honestly, and without interference.” This statement is published in the catalog ([I.C.7-2](#)).

The Faculty Senate and the Curriculum Committee assume the leadership role in ensuring academic freedom in the educational process, with full support of the BOT and the administration.²⁵

Analysis and Evaluation

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

²⁵ Eligibility Requirement 13, Academic Freedom, Compliant



Evidence List for I.C.7.

- I.C.7-1. [BP 4030 – Academic Freedom](#)
I.C.7-2. [Academic Freedom](#)



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

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

The primary policy regarding student behavior is the Student Code of Conduct ([I.C.8-1](#)). This comprehensive policy details expected behaviors of students and is presented to all new students in the Student Handbook distributed at all student orientations, as a link on the website, in the College catalog, and on course syllabi (addressing academic dishonesty in particular) ([I.C.8-2](#)) ([I.C.8-3](#)) ([I.C.8-4, pg. 36](#)) ([I.C.8-5](#)) ([I.C.8-6](#)) ([I.C.8-7](#)).

Student Discipline AP/BP 5520 outlines the steps involved in the disciplinary process ([I.C.8-8](#)) ([I.C.8-9](#)). This policy is shared generally on the website and in the College catalog; however, it is also given specifically to any student who has reached suspension or expulsion levels at the institution.

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

The BOT has in place board policies regarding both Conflicts of Interest and a Code of Ethics and Standards of Practice ([I.C.8-10](#)) ([I.C.8-11](#)). Additionally, BP# 3050 outlines an Institutional Code of Ethics that is further detailed with regard to expectations and consequences for administrators (AP 3050), faculty (AP 3051), and classified employees (AP 3052) ([I.C.8-12](#)) ([I.C.8-13](#)) ([I.C.8-14](#)) ([I.C.8-15](#)).

Analysis and Evaluation

The College meets the standard. The College has several policies and procedures that emphasize ethics and appropriate behavior for students, staff, faculty, and administration. The consequences of violating any of these policies are clearly stated and published on the College's website, the student handbooks, the employee handbook, and within BP and AP.



Evidence List for I.C.8.

- I.C.8-1. [BP 5500 – Standards of Student Conduct](#)
- I.C.8-2. [Student Handbook](#)
- I.C.8-3. [Online Orientation](#)
- I.C.8-4. [Student Conduct, LTCC Catalog, pg. 36](#)
- I.C.8-5. [Fire Academy Handbook](#)
- I.C.8-6. [HEA 140A Syllabus](#)
- I.C.8-7. [MAT 118 Syllabus](#)
- I.C.8-8. [BP 5520 – Student Discipline](#)
- I.C.8-9. [AP 5520 – Student Discipline](#)
- I.C.8-10. [BP 2710 – Conflict of Interest](#)
- I.C.8-11. [BP 2715 – Code of Ethics/Standards of Practice](#)
- I.C.8-12. [BP 3050 – Institutional Code of Ethics](#)
- I.C.8-13. [AP 3050 – Institutional Code of Ethics – Administration](#)
- I.C.8-14. [AP 3051 – Institutional Code of Ethics – Faculty](#)
- I.C.8-15. [AP 3052 – Institutional Code of Ethics – Classified Employees](#)



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

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

The LTCC's Academic Senate's Faculty Code of Ethics, is modeled after the American Association of University Professors' Statement of Professional Ethics and provides further expectations related to the objective and communicates the following:

- Responsibility to seek and state the truth
- Obligation to the free pursuit of learning
- Commitment to collegial conduct
- Dedication to teaching and scholarship ([I.C.9-2, pg. 23, 29](#))

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

Faculty evaluation is another process that is used to evaluate and support faculty in teaching course content fairly and objectively. It also helps distinguish between personal conviction and professionally accepted views. Review of course syllabi in the faculty evaluation process verifies that course syllabi reflect appropriate content. All full-time faculty syllabi are reviewed as part of the comprehensive evaluation process. Part-time faculty syllabi are requested and reviewed by the Instruction Office each quarter as part of the adjunct orientation process and the "welcome to the quarter" process ([I.C.9-3](#)).

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

Analysis and Evaluation

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



Evidence List for I.C.9.

- I.C.9-1. [BP 4030 - Academic Freedom](#)
- I.C.9-2. [Faculty Code of Ethics, Faculty Handbook, pg. 23, 29 \(2014/15\)](#)
- I.C.9-3. [Adjunct Welcome Letter](#)



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

The College only requires specific codes of conduct for students who participate in athletics or enroll in specialized CTE programs (e.g., Fire Academy, Addiction Studies). For these students, the specific expectations are detailed in a code of conduct that the student must sign ([I.C.10-1](#)) ([I.C.10-2](#)).

Analysis and Evaluation

The College meets the standard.



Fire Academy Final Class, 2017



Evidence List for I.C.10.

- I.C.10-1. [Student Athlete Code of Conduct Form](#)
- I.C.10-2. [Fire Academy Code of Conduct Form](#)



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

LTCC does not operate in foreign locations.



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

LTCC complies with all Commission policies, Eligibility Requirements, Standards, guidelines, and requirements.

The College exhibits honesty and integrity in its relationships with the Accreditation Commission and submits annual and midterm reports in a timely manner. It communicates its accreditation status to the public through the College website ([I.C.12-1](#)) ([I.C.12-2](#)) and catalog ([I.C.12-3](#)) using the language recommended by the ACCJC.²⁶



2017 Commencement Administrative Team



Class of 2017 Graduates with President DeFranco and Commencement Speaker, Olympic Gold Medalist, Jamie Anderson

²⁶ Eligibility Requirement 21, Integrity with the Commission, Compliant; See Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Standards and Performance with Respect to Public Notification of an Evaluation Visit and Third-Party Comment; Institutional Disclosure and Advertising and Recruitment Material

Analysis and Evaluation

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



As part of the self-evaluation process and in alignment with many institutions across California and the nation, college staff have determined that the processes associated with accreditation need to be institutionalized and integrated into the College's day-to-day work more effectively and efficiently. The 2012 restructuring of the governance and institutional councils has been an essential step toward this integration. Moving forward into the next cycle of accreditation assessment and continuous improvement, the College's director of institutional effectiveness will move from a co-officer role to serving as the primary accreditation liaison officer.



Evidence List for I.C.12.

- I.C.12-1. [Accreditation](#)
- I.C.12-2. [Accredited Status on Website](#)
- I.C.12-3. [LTCC Catalog \(Accredited Status\)](#)



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

LTCC maintains honest and effective relationships with all external agencies. College staff responsible for responding to external surveys or requests do so in a timely manner so as to meet all deadlines and comply with state and federal regulations. The College clearly articulates a consistent message about its accreditation status with the ACCJC and other agencies ([I.C.13-1](#)) ([I.C.13-2](#)) ([I.C.13-3](#)) ([I.C.13-4](#)) ([I.C.13-5](#)) ([I.C.13-6](#)).²⁷

²⁷ Eligibility Requirement 21, Integrity with External Agencies, Compliant; See Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Standards and Performance with Respect to Public Notification of an Evaluation Visit and Third-Party Comment; Institutional Disclosure and Advertising and Recruitment Material

Analysis and Evaluation

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



Evidence List for I.C.13.

- I.C.13-1. [CA HHSA Radiologic Health Branch](#)
- I.C.13-2. [CAADE Approval Addiction Studies](#)
- I.C.13-3. [CA-SFT Approval – LTBFA](#)
- I.C.13-4. [CCAPP – Addiction Studies](#)
- I.C.13-5. [CDPH – LFS Approval](#)
- I.C.13-6. [El Dorado County EMS/EMT](#)



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

The institution's commitments to high-quality education, student achievement, and student learning supersede all other objectives. As a core aspect of the College's mission statement, these efforts are regularly evaluated through a variety of methods, including program review and student learning outcomes assessment. The mission drives all College priorities through planning, goal setting, and resource allocation processes ([I.C.14-1](#)) ([I.C.14-2](#)).

In addition, the College functions as a public agency and part of the California community college system and as such has no investors or external parties of interest or related or parent organization. The annual budget reports support transparency in financial resource allocation and that the institution does not generate financial returns for investors ([I.C.14-3](#)).

LTCC's commitment to high-quality education, student achievement, and student learning are also supported by the LTCC Foundation (a chartered nonprofit 4.03.b organization.) The Foundation, under the auspices of a volunteer board of directors, fund-raises for scholarships, programs, instructional equipment, employee development, and campus improvement, with the overall mission of advancing the quality of the College's academic endeavors. This revenue generation directly benefits the educational programs and mission of the College ([I.C.14-4](#)).

Analysis and Evaluation

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



Evidence List for I.C.14.

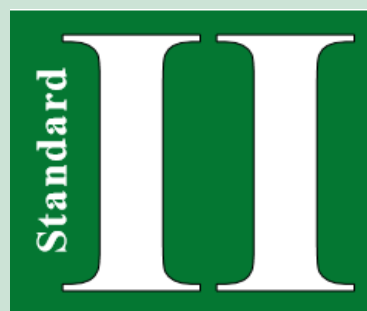
- I.C.14-1. [Integrated Planning Guide](#)
- I.C.14-2. [Budget Development Flowchart](#)
- I.C.14-3. [Annual Budget Report \(2016/17\)](#)
- I.C.14-4. [LTCC Foundation Report](#)



Aaron Barnett Provides Counseling Services to LTCC Student



LTUSD Superintendent, former City of South Lake Tahoe Mayor, and LTCC Faculty attend 2020 Vision Session



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 learning support services offered in the name of the institution.

INSTRUCTIONAL PROGRAMS



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

All of LTCC's instructional programs (degrees and certificates) are offered in fields of study consistent with the College's mission and with established higher education standards in relevant fields. Programs are in alignment with the College's mission and lead to student attainment of appropriate and mission-relevant outcomes.¹ The outcomes are developed and considered by faculty experts and the Curriculum Committee and published in the catalog on the College's website.

Public safety courses offered through the South Bay Regional Public Safety Consortium (JPA) adhere to the Course Outline of Records (CORs), developed through the regular curriculum process at the College. These include an array of fire science courses. The public safety partnership is addressed in detail in a 2017-approved substantive change proposal ([II.A.1-1](#)).

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

The Associates in Arts for Transfer (AA-T) in sociology was selected as the program offered through the Incarcerated Student Program (ISP) and through a pilot proposal that was discussed extensively and approved through the participatory governance structure. This program was selected due to the breadth of intellectual inquiry it affords students and to fill a content gap and the need for transfer degrees offered to incarcerated students. Other colleges serving the incarcerated population at the time the decision was made were offering other subject degrees (humanities, for example) and associate of arts degrees, but the College made the decision to focus on providing a transfer-degree option for the students. This process is described in detail in the substantive change proposal ([II.A.1-4](#)).

The College offers to students three general education (GE) patterns that are in alignment with

¹ See Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Credits, Program Length and Tuition

four-year colleges and universities: the local LTCC GE pattern, the California State University (CSU) pattern, and the Intersegmental General Education Transfer Curriculum (IGETC) pattern. These patterns are reviewed and monitored by the Curriculum Committee, discipline faculty, and the College's articulation officer, who also works with the counselors to ensure the quality and consistency of LTCC's AA-Ts and Course Identification Numbering (C-ID) approvals ([II.A.1-5, pp. 55-57](#)).²

Mission Appropriate

Lake Tahoe Community College's mission is to serve "its local, regional, and global communities by promoting comprehensive learning, success, and life-changing opportunities. Through quality instruction and student support, our personalized approach to teaching and learning empowers students to achieve their educational and personal goals" ([II.A.1-6](#)) (see [Standard I.A.1](#)). The courses and programs at the College are aligned with the LTCC mission and typical and appropriate for postsecondary two-year institutions in California and across the country.³

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



All of LTCC's course and program offerings align with the stated mission of the institution (see [Standard I.A.3](#)). The College offers an aligned general education curriculum for transfer to four-year institutions. Importantly, the LTCC general education courses are part of accepted pathways to the California State University (CSU Breadth) and the University of California (IGETC). Private universities typically accept LTCC courses for credit. Continuing to develop the general education components as essential parts of pathways at the College will be part of the Quality Focus Essay action plan on student success.

² See Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Standards and Performance with Respect to Student Achievement

³ Eligibility Requirement 11, Student Learning and Achievement, Compliant; See Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

Career and technical fields offered at LTCC have programmatic accreditor or workplace expectations, which are identified through the use of advisory committees. These advisory committees include essential instructional and administrative college employees and a broad representation of community and industry partners. The committees are active and lively, and they demonstrate a healthy and productive relationship between the College and its local and regional partners. These committees are also essential for the review of labor market data and curriculum development and alignment with industry standards ([II.A.1-9](#)) ([II.A.1-10](#)).

Precollegiate curriculum in mathematics and English is developed, reviewed, updated, and maintained by discipline faculty and through the regular Curriculum Committee process. LTCC is a CAP school in English and has made notable efforts and improvements to reducing the time to completion for foundational skills students in these areas. Department faculty and the foundation skills work team—which includes student services, equity, counseling, disability resource, instructional, and administrative staff—collaborate and work diligently to ensure that precollegiate offerings in English and mathematics are fully supporting students in their preparation for and transition to college-level courses in these areas.

Appropriate to Higher Education Standards

All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are appropriate to higher education.⁴

LTCC is part of the California Community College system, which provides a well-established scheme of curriculum submission, review, and approval. The task of curriculum development resides with the LTCC Curriculum Committee, which is a subcommittee of the college's Academic Senate. This committee is cochaired by a rotating faculty chair and the vice president of academic affairs. Faculty, including at least one part-time faculty member, serve staggered three-year terms to provide consistency and expertise in the process. Committee membership includes one instructional dean, the articulation officer, four full-time faculty members, one part-time faculty member, and five nonvoting and ex-officio members (the vice president of academic affairs, one student, the director of the library, the director of enrollment services, and the director of the Disability Resource Center (DRC)). The College's Curriculum Committee assesses courses and programs for currency and appropriateness within higher education ([II.A.1-11, pp. 3-5](#)).

The College's student learning outcomes coordinator (a full-time faculty member), the director of institutional effectiveness, the vice president of academic affairs, and the Student Learning Outcomes (SLOs) Assessment Committee help faculty examine learning at the course, program, and general education/institutional levels to identify teaching and learning strategies and curriculum innovations for improvement.

⁴ See Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Distance Education and Correspondence Education

Lake Tahoe Community College complies with California Education Code Title 5, Section § 55063, Minimum Requirements for the Associate Degree ([II.A.1-12](#)). Additional evidence is found in Administrative Procedure 4025: “Philosophy and Criteria for Associate Degree and General Education” ([II.A.1-13](#)). The philosophy and criteria regarding general education references the policy of the Board of Governors that general education should lead to better self-understanding and introduce students to the variety of means through which people comprehend the world. Further, Administrative Policy 4025 complies with the State of California Title 5, Section § 55002, Standards and Criteria for Courses ([II.A.1-14](#)). Standards for learning and achievement in courses and programs are reviewed by faculty and approved by the governing board.⁵

Student Attainment

Finally, all instructional programs, regardless of location or means of delivery, including distance education and correspondence education, culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.⁶

LTCC assesses student progress through completion of degrees and certificates, employment, and transfer to four-year institutions. The College uses the California Community Colleges Chancellor’s Office Scorecard and Institutional Effectiveness Partnership Initiative (IEPI) metrics on completion and persistence as guides to college-wide improvement efforts. Faculty review program and college-level data in the annual program review (APR) and comprehensive program review (CPR) processes to identify ways to improve student learning and success and to identify resource allocation needs. In this way, LTCC faculty and academic leadership regularly evaluate student progress and outcomes and use results for course and program improvements for all locations and means of delivery.

LTCC’s unique location near the Nevada border and within the confines of the Lake Tahoe Basin creates certain challenges and opportunities in terms of tracking students in the region. For example, students may live just a few miles from the campus but still be “out-of-state” due to the proximity of the state line. And while the College is committed to serving these students as part of the community, there have been state-determined policies regarding education in both California and Nevada that have necessarily shaped college policies. In 2016, after many years of collaboration and cooperation between California and Nevada, the College was able to put into place the California and Nevada Interstate Attendance Agreement (CNIAA) that established LTCC as a more affordable option for local students who are Nevada residents ([II.A.1-15](#)).

⁵ Eligibility Requirement 11, Student Learning and Achievement, Compliant; See Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

⁶ See Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Standards and Performance with Respect to Student Achievement

Additionally, as a result of ongoing efforts and collaboration between our Nevada stakeholders and our partners in adult education, Nevada educators, and basin-wide groups such as the Tahoe Prosperity Center, LTCC has improved data gathering and sharing capabilities across state lines, thus enabling the College to better serve students seeking degree and Career and Technical Education (CTE) pathways. The College is hopeful that these efforts will provide the ability to track students more appropriately in terms of transfer and employment choices.

Analysis and Evaluation

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



The College's plan to improve student success and achievement includes an action project on clarifying pathways as defined in the Quality Focus Essay (QFE). Through the activities associated with this plan, the College will focus on defining pathways at LTCC and establishing focused educational support and guidance on successful student completion. Some of the goals associated with this project will be to streamline degree and general education offerings and guarantee that students can complete their educational goals in the time that best fits their needs while maintaining alignment with the comprehensive nature of the College's mission.



Counseling...



Instruction...



Graduation!



Evidence List for II.A.1.

- II.A.1-1. [*Substantive Change Proposal South Bay Regional Public Safety Training Consortium* \(January 6, 2017\)](#)
- II.A.1-2. [DE Substantive Change](#)
- II.A.1-3. [DE Substantive Change Approval Letter](#)
- II.A.1-4. [Substantive Change Proposal Incarcerated Student Program](#) (March 7, 2017)
- II.A.1-5. [LTCC Catalog, pp. 55-57](#) (2016/17)
- II.A.1-6. [Vision, Mission, Beliefs](#)
- II.A.1-7. [BP 4020 – Program, Curriculum, and Course Development](#)
- II.A.1-8. [AP 4020 – Program, Curriculum, and Course Development](#)
- II.A.1-9. [List of Advisory Committees and Link to Online Agendas and Minutes](#)
- II.A.1-10. [AP 4102 – Career and Technical Education Programs](#)
- II.A.1-11. [LTCC Curriculum Committee Handbook](#) (2014/15), pp. 3-5
- II.A.1-12. [5 CCR § 55063, Minimum Requirements for the Associate Degree](#)
- II.A.1-13. [AP 4025 – Philosophy and Criteria for Associate Degree and General Education](#)
- II.A.1-14. [5 CCR § 55002, Standards and Criteria for Courses](#)
- II.A.1-15. [BP 5021 – California and Nevada Interstate Attendance Agreement](#)



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

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

Following review by discipline faculty and a series of other college staff ([II.A.2-1](#)), the College's Curriculum Committee reviews all Course Outlines of Record (CORs), which contain details on content; lay out student learning outcomes, methods of instruction, and methods of

assessing student learning outcomes; and are reviewed regularly by faculty and departments, in accordance with Title 5 requirements. Each COR also articulates specific course objectives, outside assignments, writing assignments, and ways in which critical thinking is required in the course ([II.A.2-2](#)).

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

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



LTCC Science Faculty

LTCC is unique among California community colleges in that it also guarantees a regular, noncompetitive professional development leave (sabbatical) program to full-time faculty. As outlined in the collective bargaining agreement, full-time faculty are awarded one quarter of paid sabbatical after the completion of eighteen quarters of teaching. Projects are developed and approved in a cooperative process between faculty and administration. Faculty are required to submit a clear plan for how the projects they develop will result in improvements to teaching and learning and how they will report their findings and the results of their work and the work's contribution to the College. Faculty report to the BOT following sabbatical projects and are required to work a minimum of six subsequent quarters following their leave ([II.A.2-6](#)).

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

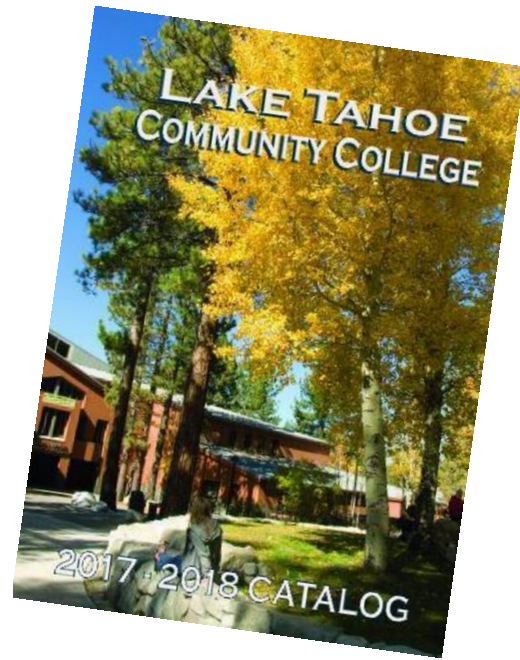
LTCC fosters additional faculty dialog about teaching methods and pedagogies through the program review process, where professional development needs are identified, prioritized, and funded. Student success is reviewed in the program review process with data disaggregated to maximize equitable outcomes. Assessments of student learning outcomes are used to make changes and improvements (the requirement to consider improvements is built into the assessments themselves--and the assessment template currently being used--with specific questions) ([II.A.2-7](#)). Examples of how this process encourages the consideration and discussion of student learning can be found in the APR/AUP summary document ([II.A.2-8](#)).

At the program level, data are considered as part of the *Annual Program Review/Annual Unit Plan* (APR/AUP) and *Comprehensive Program Review* (CPR) documents. These planning documents and processes are regularly evaluated and improved to create opportunities for more effective and meaningful consideration of assessments ([II.A.2-9](#)). These documents and processes, particularly for resource allocation requests, also require links to the *Strategic Plan* goals and objectives ([II.A.2-10](#)). The College has implemented an instructional equipment process (when specific equipment funds are available) that requires SLO assessment data to request resource allocation. CPRs use all data collected from the program analysis (e.g., demographics, disaggregated data, SLO assessments, and budgeting) to inform program improvement, and changes for improvement are made based on this data ([II.A.2-11](#)).



In the course of 2016-17, an Institutional Effectiveness Partnership Initiative (IEPI) grant brought a Partnership Resource Team (PRT) to LTCC to assist in the implementation of enrollment management, scheduling, and degree pathways analyses and improvements. Part of the impetus for reaching out for assistance through IEPI funding was the regular assessment of course and program offerings through program review. Those reviews were demonstrating that course offerings and the two-year projected plan for scheduling needed fine tuning due to ongoing low enrollments in too many course offerings resulting in high cancellations.

These observations directed the College to examine best practices in enrollment management and, in addition, encouraged the faculty to take a hard look at active courses in their areas that had not been offered regularly and consistently ([II.A.2-12](#)) ([II.A.2-13](#)) ([II.A.2-14](#)). As a result, approximately 160 courses have been inactivated or deleted in the last three years, thus enhancing the integrity of the catalog and ensuring the ability of students to complete their goals. This move toward streamlining the curriculum is an essential precursor to and part of the action project on student success pathways identified in the QFE.



As a result of ongoing reflective work around distance education, in addition to the addenda described above, the College is committed to quality and ongoing improvement in its online courses. In 2014, a broadly representative group met to discuss and develop a vision for the College's distance education offerings. This group was designed to revisit and modernize the program review that had been completed in 2010 and had a focused "charrette" around the alignment and future of online learning in relationship to the vision, mission, beliefs of the College ([II.A.2-15](#)) ([II.A.2-16](#)).

That discussion supported the College in its identification of a distance education coordinator (0.75 of a full-time faculty member) and led the Distance Education Work Team to develop online hiring criteria and to adopt an evaluation rubric, which the College has been using informally ([II.A.2-17](#)) ([II.A.2-18](#)). The distance education coordinator became the College's liaison to the Online Education Initiative (OEI) in 2015-16 (0.25 load). As one of three full-launch pilot colleges to bring courses to the OEI live in spring 2017 (Math 201: Statistics and CRJ 101: Introduction to Criminal Justice), LTCC has been able to benefit from the OEI resources available, from online counseling and tutoring to instructional design and evaluation.

Ensuring Academic and Professional Standards

The College offers instruction in a variety of delivery modes (face to face, online, hybrid, and correspondence) through varied teaching methodologies (lecture, active learning, flipped classrooms, and online-enhanced instruction). The delivery mode of courses is determined by the faculty member proposing the course, with guidance from the instructional deans and the vice president of academic affairs. Courses must also go through the Curriculum Committee and adhere to the guidelines laid out on the COR, which includes faculty-approved methods of assessing student learning outcomes and articulates the methods of instruction. Distance education courses must all have a curriculum-approved addendum outlining accessibility compliance; methods of instruction; and regular, substantive, and effective contact ([II.A.2-19](#)).⁷



In 2016-17, the modified Distance Education Work Team (now called the Committee on Online Learning, or COOL), with the Academic Senate support, developed guidelines for quality online courses using the Online Education Initiative's Course Design Rubric. The next steps for the 2017-2018 Academic Year will be to develop a process, using the OEI rubric, where faculty complete self-evaluations of courses, receive support and training from the DE coordinator, and complete a follow-up peer review for assessing the quality course design elements. A schedule, similar to the SLO assessment cycle, will be put into place to review all online courses offered through the College ([II.A.2-20](#)) ([II.A.2-21](#)).

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

Students' achievement of learning outcomes are addressed in the annual program review (APR) process. The APR form asks:

1. Based on course SLO assessment results in the previous three-year cycle, what changes have faculty and/or staff made to the courses or the program that were implemented? Describe the changes to each course or to the program that were made based on SLO assessments (e.g., textbook or assignment changes, course sequence changes, change in teaching strategies, and equipment or material purchases).
2. To what degree do you believe that your course and program SLOs are measuring the "right" things? Describe the changes, if any, you want to make to them this year.

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

⁷ See Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Distance Education and Correspondence Education

Evaluation and Improvement to Support Student Success

Faculty have primary responsibility over the delivery modes and methods of instruction. In consultation with the appropriate instructional dean and the vice president of academic affairs, faculty propose, create, evaluate, and modify courses. All courses and course modifications must be approved through the Curriculum Committee process, where data about the history of the course and the perceived demand are provided. As part of the program review processes, faculty consider curriculum and the results of course and program student learning outcomes.

All CORs follow the curriculum development process, which includes Chancellor's Office approval where required. (See [Standard II.A.14](#) for additional approval processes related to Career and Technical Education courses and programs.) Curriculum is reviewed and updated every six years, in accordance with Title 5, and 99 courses have received approval for C-ID numbers, with more having been submitted that are awaiting approval. New faculty are provided access to the official course outlines, a process that happens through initial communication with the instructional deans and through the regular online orientation for part-time faculty (required once a year) ([II.A.2-22](#)). All CORs include the approved student learning outcomes and methods of assessing student learning outcomes.



*Student-Vet Car Awarding Ceremony
(May 26, 2017)*

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

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

Learning-focused committee work, particularly in governance groups like the College Learning and Enrollment Management Council (CLEMC), the Foundational Skills Work Team, and the Student Success Team, highlights the integration of student success support and instruction to

assure the college is working cohesively to support student learning and achievement ([II.A.2-23](#)). The College's progress toward these ends is considered in program review, which includes a review of labor market data, passage rates, and job placement results for CTE programs and the consideration of the Scorecard and institution-set standards reviewed by the Board ([II.A.2-24](#)) ([II.A.2-25](#)) ([II.A.2-26](#)).

Analysis and Evaluation

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



The College continues to work toward 100% assessment of all course- and program-level outcomes and has made notable progress in this area in the last several years by, above all, a focus on the process being meaningful to faculty and essential to improvements and resource allocation. LTCC's decision to move to eLumen was driven by ongoing assessment of this process and the identified need for more useful and relevant data from student learning outcomes assessment overall. This move will support the integration of institutional planning, program review, and ongoing evaluation as discussed in the QFE action project on integrated planning. Improved access to student learning data will also assist in the creation of appropriate and timely student success pathways as described in the second action project within the QFE.



2017 Distinguished Faculty Awards



Evidence List for II.A.2.

- II.A.2-1. [Sign-Off Sheet for Curriculum](#)
- II.A.2-2. [Official Course Outline for SOC 101: Introduction to Sociology](#)
- II.A.2-3. [Convocation Agendas \(2015, 2016\)](#)
- II.A.2-4. [All-Faculty Agendas](#)
- II.A.2-5. [Flex report](#)
- II.A.2-6. [Agreement between the LTCC District Board of Trustees and the LTCC Faculty Association CCA/CTA/NEA \(2016-19\)](#)
- II.A.2-7. [SLO Template](#)
- II.A.2-8. [APR/AUP Summary Report](#)
- II.A.2-9. [Specific Action Plans and Reassessment of Changes](#)
- II.A.2-10. [Strategic Plan](#)
- II.A.2-11. [Business, Wilderness, Math APR/CPR](#)
- II.A.2-12. [LTCC Curriculum Output and Enrollment Management Study](#)
- II.A.2-13. [IEPI Grant](#)
- II.A.2-14. [IEPI Plan](#)
- II.A.2-15. [2010 DE Program Review](#)
- II.A.2-16. [Charette Notes](#)
- II.A.2-17. [Online Hiring Criteria](#)
- II.A.2-18. [Evaluation Rubric](#)
- II.A.2-19. [Sample DE Addendum BSN-125](#)
- II.A.2-20. [Online Quality Control Guidelines](#)
- II.A.2-21. [Academic Senate Minutes on Quality Control for DE \(Spring 2017\)](#)
- II.A.2-22. [Screenshot of the Online Adjunct Orientation](#)
- II.A.2-23. [Foundation Skills, SST: Agendas and Minutes](#)
- II.A.2-24. [BOT Meeting - LTCC Scorecard \(May 23, 2017\)](#)
- II.A.2-25. [BOT Meeting - ACCJC Annual Report \(April 11, 2017\)](#)
- II.A.2-26. [EMSI Dataset \(July 2017\)](#)



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

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



All active courses at the College have SLOs, and all course-level SLOs are scheduled to be assessed once every three years ([II.A.3-1](#)). The institution has come together to revisit the SLOs and assessment cycles and over the last couple of quarters has moved closer to attaining 100% assessment of course-level SLOs. Faculty department leads, in conjunction with the SLO coordinator, have conducted notable outreach to faculty in the departments to revisit the SLO assessment process, to improve and enhance the process to ensure it is meaningful and authentic, and to move to a process that allows for more thoughtful consideration of disaggregated outcomes (see [Standard I.B.2 and I.B.4](#)). The institution has a process for reviewing and updating SLOs and has also reviewed and updated the *Annual Program Review* to encourage meaningful responses to that process as well ([II.A.3-2](#)).

Student Learning Outcomes, CORs, and Syllabi

The established institutional procedure for identifying learning outcomes for courses is as follows: Faculty create student learning outcomes (SLOs) and methods of assessing student learning outcomes (MASLOs) for their respective courses. They map the course-level SLOs to the program-level outcomes, which in turn are mapped to the institution's Core Competencies or Institutional Learning Outcomes (ILOs). The SLOs for courses that are not tied to a program are mapped directly to the Core Competencies (ILOs). SLOs are submitted through the institution's Curriculum Management System (CMS) as part of the COR and to the SLO Review Committee ([II.A.3-3](#)).

The SLO Review Committee consists of the director of institutional effectiveness, the vice president of academic affairs, and the SLO coordinator. SLOs are reviewed using the SMART (Specific, Measurable, Attainable, Realistic, and Timely) rubric. If a SLO for a course is returned to the initiator, a written explanation with suggestions for improvement accompanies a

copy of the outline. The committee makes the effort to ensure the academic freedom of individual instructors in approving SLOs. As a result of these efforts, the College has developed SLOs for all of its courses ([II.A.3-4](#)).

SLOs for programs, certificates, and degrees are also submitted to the SLO Review Committee for approval at the time of creation or revision of each program, certificate, or degree. These learning outcomes are printed in the College catalog and are also listed under each program, certificate, or degree on the College website. As a result of these efforts, the College has developed learning outcomes for all of its programs, certificates, and degrees ([II.A.3-5, pp. 61-112](#)) ([II.A.3-6](#)).



Mark Williams, President
2017 Academic Senate

The institution has officially approved current course outlines that include SLOs. After the SLOs have been approved by the SLO Review Committee, the course outline must be approved by the Curriculum Committee (with a sequence of signatures included from such areas and individuals as the Disabilities Resource Center (DRC), the library, the articulation and transfer officer, and the instructional deans), the superintendent/president, the BOT, and the California Community College Chancellor's Office.

Students are made aware of SLOs through the incorporation and review of stated SLOs on all course syllabi distributed to the students on the first day of class. ([II.A.3-7](#)) The required elements of course syllabi may be found in the *Faculty Handbook* ([II.A.3-8, pg. 46](#)). The Instruction Office collects syllabi from instructors each quarter to ensure that the SLOs are included and that they are accurately reflecting those SLOs listed on the CORs.

Assessment of Learning Outcomes

Course level SLOs are assessed regularly using the rubric established in the *Student Learning Outcome & Assessment Process Guide: Manual and Forms* (2013) ([II.A.3-9](#)). The schedule for SLO assessment is distributed quarterly by the SLO coordinator with the goal of having every SLO assessed at least once in a three-year cycle. SLOs for courses that are not offered within the three-year cycle are, according to a 2016-17 update of the process, assessed when they are offered. The college has been using TracDat software for the purpose of storing, scheduling, and warehousing data for SLO assessments and mapping but is migrating to eLumen, as TracDat was found to be limiting in terms of the goals the institution has for tracking and using SLO assessment data ([II.A.3-10](#)). According to the current process and system, after the SLO assessments have been submitted through TracDat, they are reviewed by the SLO/Assessment Committee, which provides feedback to the faculty ([II.A.3-11](#)).

The SLO/Assessment Committee is a standing committee of the Academic Senate and consists of faculty members and the SLO coordinator (a full-time faculty member who receives

reassigned time for this responsibility). The committee's report is included as a standing agenda item for all Academic Senate meetings. Workshops on SLO development and assessment have been offered consistently at convocation since 2006 ([II.A.3-12](#)). The SLO Committee established and disseminated SLO development guidelines and templates and created an SLO website as a repository of information and resources ([II.A.3-13](#)). The templates have been updated regularly in conjunction with the move to an updated version of TracDat and the anticipated move to eLumen. Progress reports are presented each year to the BOT as part of the annual report presentation ([II.A.3-14](#)).

Program, certificate, and degree learning outcomes assessment results are reviewed during the AUP and APR process and every six years during the CPR process. CPRs are reviewed by the CLEMC, Senior Leadership Team (SLT), and Institutional Effectiveness Council (IEC) before being forwarded to the BOT for final review and approval ([II.A.3-15](#)). APRs, AUPs, and CPRs all require the consideration of outcomes assessment data and the integration of these results with any resource requests. The budget requests that emerge from these planning processes are also tied to specific strategic goals of the institution ([II.A.3-16](#)). Each of these processes also requires specific reflection on the results of previous improvement efforts.

Course- and program-level improvements are initiated through and result from SLO assessment, and as all of the courses cycle through assessment, evaluation and improvements are ongoing. As an example, the College, with specific input from the Academic Senate, established a comprehensive process for identifying instructional equipment needs across campus. That process required applications to tie requests to the results of specific SLO assessments with a plan addressing how the awarding of additional instructional equipment funds from the state would assist in the improvement of outcomes ([II.A.3-17](#)) ([II.A.3-18](#)) ([II.A.3-19](#)) ([II.A.3-20](#)). A similar process, incorporating the ties to SLO assessments and the AUP process, was implemented for instructional supplies ([II.A.3-21](#)).

Analysis and Evaluation

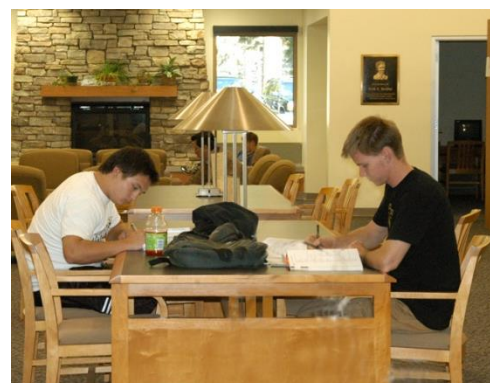


The College meets the standard. All courses, programs, and degrees have identified student learning outcomes, and there is an institutional process for the assessment of these outcomes. The College has met some challenges to achieving 100% assessments over a regular three-year period. One of these challenges is that through the process of the annual report to ACCJC, the College became aware that a number of courses were falling outside of the three-year cycle ([II.A.3-22, pg. 8](#)). The process was adapted to include SLO assessment for each course for which the offering schedule falls outside of the regular cycle. Additionally, a directed approach was implemented by the deans, the vice president of academic affairs, the director of institutional effectiveness, and the SLO coordinator to identify and work directly with full-time and part-time faculty who were struggling to complete assessments within the cycle.

These efforts began in earnest in 2014-15 and continued through 2015-16. The goals were to complete 100% of scheduled assessments each subsequent quarter, thereby raising the overall percentage to 100% over the next full assessment cycle. The overall percentage of completed SLO assessments increased after the first year by 20% and is currently at 61% ([II.A.3-23](#)) ([II.A.3-24](#)) ([II.A.3-25](#)). That being said, the completion rate in winter 2017 was 95%, so there is great improvement in the quarterly assessments completion. The overall rate is held back by the number of courses included in the denominator of “active courses.” Through continuing and intensive attention to quarterly assessments, removing more courses from “active status” if they have not been offered regularly, and addressing the assessment of courses that fall outside of the three-year cycle, the College plans to achieve as close to 100% overall assessments as possible by the end of the 2017-18 Academic Year.



The College has also made the decision to move to eLumen for the scheduling and tracking of SLO assessments. It was determined that the difficulties around communication and reporting in TracDat was an impediment to full implementation and effective use of SLO assessments. The integration of eLumen, it is anticipated, will allow the College to communicate more effectively and directly with instructors whose assessments are coming due, will prioritize the disaggregation of the SLO results, and will facilitate the reporting and use of student learning outcomes assessments for continuous improvement. The new format will also allow for student-level SLO assessment data ([II.A.3-26](#)). Additionally, as the College plans to employ eLumen for both curriculum management and program planning, the integration of all of these systems will enhance their overall clarity and effectiveness. The ongoing work in this area specifically is included in the Quality Focus Essay as a priority for the College moving forward.





Evidence List for II.A.3.

- II.A.3-1. [Assessment Calendar](#)
- II.A.3-2. [CLEMC Minutes Addressing Revision of APR Documents](#)
- II.A.3-3. [Samples of CORs Containing SLOs](#)
- II.A.3-4. [CMS](#)
- II.A.3-5. [LTCC Catalog, pp. 61-112 \(2016/17\)](#)
- II.A.3-6. [Academic Programs](#)
- II.A.3-7. [Sample Syllabi with SLOs Included](#)
- II.A.3-8. [Faculty Handbook, pg. 46 \(2014/15\)](#)
- II.A.3-9. [Student Learning Outcome & Assessment Process Guide: Manual and Forms \(2013\)](#)
- II.A.3-10. [Assessment Data for English 101](#)
- II.A.3-11. [Sample Feedback from SLO Assessment Committee](#)
- II.A.3-12. [LTCC Convocation Week Agenda \(2014\)](#)
- II.A.3-13. [LTCC SLO Assessment Google Website](#)
- II.A.3-14. [Board Minutes Demonstrating Progress Report on SLOs to Board of Trustees](#)
- II.A.3-15. [Program Review](#)
- II.A.3-16. [APR/AUP and CPR Examples of Sections Including SLO](#)
[Assessment Results and Budget Requests Tied to These](#)
- II.A.3-17. [Academic Senate Agenda \(February 5, 2016\)](#)
- II.A.3-18. [Academic Senate Minutes \(February 19, 2016\)](#)
- II.A.3-19. [Budget Council on Instructional Equipment \(February 24, 2016\)](#)
- II.A.3-20. [Instructional Equipment Process](#)
- II.A.3-21. [Budget Council on Instructional Supplies \(February 1, 2017\)](#)
- II.A.3-22. [Annual Report Response Final, pg. 8 \(October 2015\)](#)
- II.A.3-23. [Annual Report to the ACCJC \(2017\)](#)
- II.A.3-24. [Annual Report to the ACCJC \(2016\)](#)
- II.A.3-25. [Annual Report to the ACCJC \(2015\)](#)
- II.A.3-26. [Sample SLO assessment results](#)



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

Lake Tahoe Community College offers precollegiate level courses in math and English and noncredit courses in English as a second language (ESL) that are distinguishable from college-level courses and provides students with the support necessary to advance and succeed in a college-level curriculum.

LTCC's processes use established and well-recognized criteria for determining the credit type, delivery mode, and location of its courses and programs. The College communicates the academic requirements to current and prospective students by the use of clear and consistent course numbering in the College catalog and by providing clear pathways through precollegiate-to transfer-level coursework ([II.A.4-1, pp. 158-186](#)).

The College's policies around precollegiate coursework can be found in Board Policy and Administrative Procedure 4222 (Remedial Coursework) and in the College catalog ([II.A.4-2](#)) ([II.A.4-3, pp. 47, 48, 114](#)).

Precollegiate Courses

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

The precollegiate-level curriculum aligns with the college-level curriculum to minimize hurdles to degree completion and develop and reinforce clear and efficient pathways for students. For instance, in 2012, the College moved to a model of acceleration in its English foundational skills courses. As a result, where reading and writing courses used to exist at two levels below the transferable English 101, now students who are placed below transfer must only complete one course, English 152, which is offered in conjunction with an accompanying optional support course, English 158. Additionally, a multiple measures approach to assessment and placement has been put in place ([II.A.4-4](#)).

During 2013/14, the English Department lead faculty member (who at the time was also serving as Academic Senate president) and four other faculty members (both full-time and part-time) attended the CAP trainings. The Foundational Skills Work Team (which has a full-time faculty member assigned at 25% as coordinator) was engaged to help support these efforts, and the

College assigned a faculty member as acceleration coordinator (compensated by a stipend) to oversee the training and tracking related to these acceleration efforts.

Additionally, LTCC has also been making strides in supporting students to reduce the length of time spent in foundational skills mathematics courses. Multiple measures assessments (a method whose goals and advantages were further defined for the faculty and the campus as a whole in a visit by John Hetts in May 2017) are being applied to math placements. Several math “boot camps” have been offered in the summer, resulting, as reported by the mathematics faculty leading the program, in higher placement levels for many of the participants. And one faculty member recently created a streamlined course, MAT 110: College Algebra for STEM as a six-quarter-unit course to correspond to the C-ID: MATH 151: College Algebra for STEM, thereby offering students the opportunity to complete their college math requirement in one quarter rather than the current two quarters it requires.

The College still has many precollegiate levels of mathematics, which remains a challenge to many students, and many strategies are being employed (e.g., enhanced tutoring, a self-paced refresher course, multiple measures placement, and a revised replacement policy for students with a demonstrated learning disability in mathematics) to reduce the length of time to completion ([II.A.4-5](#)) ([II.A.4-6](#)) ([II.A.4-7](#)).

Student Support

The College supports students in nontransferable, precollegiate curriculum in the following ways:

- Since 2016, precollegiate English courses are capped at a 25 to 1 student-instructor ratio, and math courses are capped at a 25 to 1 or a 30 to 1 student-instructor ratio. The average class size for all foundational skills courses over the last three years has, however, been 14. The *Annual Fact Book* lays out overall average class size trends for comparison, which for all classes over the last three years has been 15 ([II.A.4-8](#)) ([II.A.4-9](#)).
- The Tutoring & Learning Center focuses resources on providing English tutors in the Writing Center and math tutors in the Math Success Center. These tutors serve foundational skills students and find support from the Foundational Skills Work Team coordinator, a full-time faculty member who also dedicates office hours to the tutoring center ([II.A.4-10](#)) ([II.A.4-11](#)).
- The College’s allocation of basic skills funds directly supports the integration of tutoring, counseling, and instruction to provide a wraparound experience for students in foundational skills courses. Students in foundational skills are encouraged to follow a prescriptive comprehensive educational plan (CEP) that provides immediate progression from one quarter to the next. Additionally, for several years, we have had a Basic Skills Work Team lead by a 0.25 full-time faculty member as a basic skills coordinator.
- In the last few years, several key foundational math and English instructors, as well as

counselors, have attended trainings through the CAP. This has led the College to revisit the sequencing of foundational courses that minimize entry and exit points for students. The College now offers only one level below-transfer English class, which incorporates instruction of critical reading and writing skills. Foundational English students are encouraged to take supplemental grammar and writing courses that promote English reading and writing skills (e.g., English 158 now as well as 156A and 156B). The English Department has also had several workshops and information meetings around acceleration, is hiring a new full-time faculty member with attention to acceleration, and has had individual faculty members working on a repository of acceleration tools and materials.

- Counselors and foundational math instructors often encourage foundational math students to take an amplified version of the course, which meets more frequently during the week, and which awards more credit. Math instructors often dedicate their office hours to tutoring in the Tutoring & Learning Center. Counselors and instructors present lessons on time management, test taking, note taking, and more, in all sections of basic arithmetic.
- Certificates of achievement and short-term departmental certificates are designed to lead students into a transcribed certificate and/or degree pathway, and the College is collaborating with ADVANCE (the Lake Tahoe Adult Education Consortium) on these efforts as well as in the discussions about possibly moving some of the lowest math courses into a noncredit model focusing on career development and college preparation funding. These efforts at streamlining the paths through precollegiate- to transfer-level coursework and the potential for stackable certificates (starting with adult education offerings and aligning these with for-credit curriculum) dovetail with the College's plans for exploring, defining, and offering more streamlined pathways for student success and completion.

Analysis and Evaluation

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



LTCC is a California Acceleration Project (CAP) school in English and offers one level-below college-level English course with an additional student support course option. English and math “boot camps” have greatly increased students’ ability to assess into higher-level courses. And the College has moved to a Multiple Methods Assessment and Placement model, using high school grade point averages, students’ grades in their most recent math or English course, and assessment scores for placement. Initial data is

demonstrating higher success/achievement rates for students who place directly into higher courses, particularly in English. A policy on math substitutions was implemented in 2016-17, focusing on college success for students with a demonstrated math-related learning disability.



The College’s efforts to streamline students’ pathways through precollegiate- to transfer-level coursework has been and will continue to be an important part of its proposed QFE action plan to create stronger pathways to student success and completion.



Evidence List for II.A.4.

- II.A.4-1. [LTCC Catalog, pp. 158, 186 \(2016/17\)](#)
- II.A.4-2. [AP 4222 - Remedial Coursework](#)
- II.A.4-3. [LTCC Catalog, pp. 47, 48, 114](#)
- II.A.4-4. [Achievement Gaps Closed in English Due to Acceleration](#)
- II.A.4-5. [DRC Policy on Math Substitutions](#)
- II.A.4-6. [IEPI Indicators Report to Board](#)
- II.A.4-7. [LTCC Scorecard and the Chancellor’s Office Scorecard Data Report to Board](#)
- II.A.4-8. [Average Class Size Data](#)
- II.A.4-9. [Average Class Size Data for Basic Skills Courses](#)
- II.A.4-10. [IEPI Indicators Report to Board](#)
- II.A.4-11. [LTCC Scorecard and the Chancellor’s Office Scorecard Data Report to Board](#)



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

LTCC's programs (defined as a sequence of classes leading to a degree or certificate) meet the standards of higher education.⁸ All degrees require a minimum of 90 quarter units and 27 quarter units for certificates of achievement ([II.A.5-1, pp. 47, 96](#)). LTCC also has a system of board policies and administrative procedures (AP) that set the direction and implementation of College practices. Board Policy and Administrative Procedure 4025—titled “Philosophy and Criteria for Associate Degree and General Education”—establishes the College’s curricular alignment with practices in higher education, particularly around the inclusion of general education breadth in degrees ([II.A.5-2](#)) ([II.A.5-3](#)). Board Policy and Administrative Procedure 4020—titled “Program and Curriculum Development”—articulates the College’s curriculum review process ([II.A.5-4](#)) ([II.A.5-5](#)).

LTCC’s articulation officer, in conjunction with counseling faculty and the vice president of academic affairs, ensures that length, breadth, depth, and rigor of coursework is in alignment with other institutions of higher education. The College’s policy on articulation can be found in Board Policy and Administrative Procedure 4050 (“Articulation”) ([II.A.5-6](#)) ([II.A.5-7](#)). In addition, the College has created fourteen associate of arts for transfer degrees and obtained C-ID approval for all necessary courses within those degrees ([II.A.5-8](#)). This ensures that students are receiving degrees and transfer preparation that follows the appropriate requirements in terms of length, breadth, depth, rigor, course sequencing, and synthesis of learning. Currently, the College has 99 courses approved for C-ID numbers and others that are under review ([II.A.5-9](#)).

Programs Appropriate to Higher Education

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

- Degrees and programs are approved in accordance with the Chancellor’s Office guidelines, and modifications are submitted for approval as required.
- The College supports an active Curriculum Committee that is comprised of faculty, including the articulation officer and transfer coordinator, counselors, the librarian, and a part-time faculty member; the vice president of academic affairs; the director of the DRC; and, when appropriate, the Distance Education Work Team.

⁸ See Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Credits, Program Length and Tuition

- The institution adheres to BP 5140 Disabled Student Programs and Services in serving students with disabilities in their pursuit of degrees, certificates, transfer, and other educational goals ([II.A.5-10](#)).
- The College strives to maintain a projected two-year schedule of courses that is accessible to students on the College's website. While the institution has relied on a locally produced Curriculum Management System for this function, eLumen is being implemented, and the College's goal is to build out the student planning and degree audit components of the Colleague student information system (SIS) to further support these efforts. The College currently uses degree audit to assist students in the timely completion of their goals ([II.A.5-11](#)).
- All CTE programs advertise and distribute course sequencing guides to current and prospective students ([II.A.5-12](#)) ([II.A.5-13](#)). These program completion guides have provided inspiration to the College and are a unique model that the College will consider as it moves forward in defining pathways for student success and as identified in the QFE second action project on guided pathways.
- All CTE programs have advisory committees that meet at least annually or in accordance with outside regulations, and include faculty, staff, students, stakeholders, and community professionals ([II.A.5-14](#)) ([II.A.5-15](#)).

Ensure Minimum Degree Requirements

- The College is on a quarter system that mirrors many of the institutions to which our students most frequently transfer.
- The College requires a minimum of 18 units in a major or area of emphasis with a minimum total of 90 quarter units for an associate of arts degree. These requirements comply with Title 5 Section 55063 of the California Code of Regulations ([II.A.5-16](#)). The College also has a "multiple degree" policy that requires students to complete at least 16 additional degree-applicable quarter units beyond the number required for prior degrees. This equates to a minimum of 90 units for the first degree, 106 for the second degree, and an additional 16 units for each subsequent degree. Multiple degrees may not be earned in the same major area of study as any previous or concurrent degree. Exceptions to this limitation may be allowed for transfer degrees ([II.A.5-17, pp. 48, 59](#)).
- The College has not, to date, offered baccalaureate degrees.

The general education curriculum at LTCC is aligned with the University of California and California State University expectations. Private colleges in California and Nevada routinely accept the course and program curriculum for transfer to these institutions as well.⁹

⁹ Eligibility Requirement 12, General Education, Compliance; See Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Transfer Policies

Analysis and Evaluation

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



The College does not offer any bachelor's degrees at this time, but LTCC has partnered with Sierra Nevada College (SNC) to help students transition from LTCC courses and programs to bachelor's degrees in global business leadership, psychology, and, in the future, ski resort management without having to leave South Lake Tahoe. More partnerships will be formed when a University Center is completed (which will break ground in June 2017 with a completion target date of fall 2018). The partnerships with four-year institutions are essential to place-bound students who desire to complete advanced higher education goals. As the College continues to develop such partnerships, it becomes even more essential that clear pathways through LTCC's courses and programs be developed as described in the QFE action project on pathways.



Evidence List for II.A.5.

- II.A.5.1. ["Graduation Requirements," LTCC Catalog, pp. 47, 96 \(2016/17\)](#)
- II.A.5-2. [BP 4025 – Philosophy Criteria for Associate Degree and General Education](#)
- II.A.5-3. [AP 4025 – Philosophy Criteria for Associate Degree and General Education](#)
- II.A.5-4. [BP 4020 – Program, Curriculum, and Course Development](#)
- II.A.5-5. [AP 4020 – Program, Curriculum, and Course Development](#)
- II.A.5-6. [BP 4050 – Articulation](#)
- II.A.5-7. [AP 4050 – Articulation](#)
- II.A.5-8. [Associate Transfer Degrees - LTCC Catalog](#)
- II.A.5-9. [List of C-ID Approved Courses](#)
- II.A.5-10. [BP 5140 – Disabled Student Programs and Services](#)
- II.A.5-11. [Sample Degree Audit for Student Planning](#)
- II.A.5-12. [Examples of CTE Pathways Flyers](#)
- II.A.5-13. [Advisory Committee Lists](#)
- II.A.5-14. [Advisory Committee Member List, Board of Trustees](#)
- II.A.5-15. [Samples of Advisory Committee Agendas and Minutes](#)
- II.A.5-16. [Title 5 Section 55063](#)
- II.A.5-17. ["Multiple Majors/Degrees," LTCC Catalog, pp. 48, 59 \(2016/17\)](#)



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

Lake Tahoe Community College uses a variety of methods to assist in the scheduling process and allows students to complete certificate and degree program within a consistent and acceptable time period. Course offerings, certificates, and degrees are published in the catalog and can be accessed via the LTCC website. LTCC develops class schedules based on the programs offered, which are consistent with the mission, and upon student needs and requirements. The goal of the efforts is to afford students the greatest flexibility to complete programs within a reasonable period of time. Courses and programs, thus, are of sufficient length and rigor for content and for the awarding of associate's degrees and certificates of achievement and competency.¹⁰

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



Efforts to improve scheduling practices to support student achievement have been prioritized through a Curriculum Output and Enrollment Management Study ([II.A.6-1](#)), the engagement of a recruitment and retention specialist through Ruffalo Noel-Levitz ([II.A.6-2](#)), and resources from an IEPI grant highlighting best practices in enrollment management ([II.A.6-3](#)), educational master planning ([II.A.6-4](#)), and scheduling output. Additionally, enrollment management, including a focus on scheduling and time to completion, has been elevated at the College to the CLEMC ([II.A.6-5](#)).

Scheduling of Courses and Completion

Tools used for scheduling efficiency include Daily Enrollment Reports ([II.A.6-6](#)), Waitlist Reports ([II.A.6-7](#)), Cancellation Impact Reports ([II.A.6-8](#)), and Drop Reports ([II.A.6-9](#)). Course History Reports ([II.A.6-10](#)), Overall Cancellation Reports ([II.A.6-11](#)), and Time Block Reports

¹⁰ Eligibility Requirement 9, Educational Programs, Compliance; See Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Credits, Program Length and Tuition

([II.A.6-12](#)) also assist in creating an effective and reliable schedule. These reports are used to assess student demand and to ensure students have ample opportunity to meet degree completion requirements. Students are required to complete educational plans with a counselor to ensure their degree and/or certificate completion path ([II.A.6-13](#)). The Lake Tahoe Community College website provides information to students on the courses they need to take on campus or online to complete degrees or certificates.

The Career and Technical Education (CTE) Department has developed flyers ([II.A.6-14](#)) ([II.A.6-15](#)) ([II.A.6-16](#)) for pathways to completion in degrees and certificates. As mentioned above, these course maps have inspired the College to work on creating similar flyers for other departmental areas and to explore the ideas of guided pathways more deeply ([II.A.6-17](#)). Other programs have created strong two-year pathways, and the College is working on a number of “pathways”-related strategies to help improve student completion:



- Enrollment management
- Guaranteed core courses for successful degree completion opportunities
- Analysis of general education patterns and offerings
- Zero Textbook Cost degree and Open Education Resources pathways ([II.A.6-18](#)) ([II.A.6-19](#))
- One-on-one counseling in creating student education plans and circling back if there is a challenge
- A thoughtful course substitution petition process involving the vice president of academic affairs, the transfer and articulation counselor, the director of enrollment services, and the staff member responsible for degree audit
- Clear policies on articulation and the awarding of credit for experiential learning ([II.A.6-20](#)) ([II.A.6-21](#))

Scheduling and planning of course offerings, degrees, and certificate information are prepared and initiated by department chairs and deans ([II.A.6-22](#)). All curriculum is reviewed by administration, the Curriculum Committee, and has final approval by the BOT ([II.A.6-23](#)). Programs are reviewed at the state level and are added to the catalog and schedule ([II.A.6-24](#), pp. 48-111).

Associate degrees are awarded at 90 successfully completed credit units ([II.A.6-25](#), pp. 65-74). Departmental comprehensive six-year ([II.A.6-26](#)) and annual program reviews ([II.A.6-27](#)) are evaluated through committees, the Academic Senate, and the BOT before final approval. Annual and comprehensive program reviews include a review of curriculum and course offerings as well as consideration of student success and achievement data. In programs that have seen declines in face-to-face enrollments, expansion into online offerings has been made thoughtfully in the interest of supporting student completion.

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

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

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

Analysis and Evaluation

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

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

The decision to make determinations about cancellations earlier than previous practice emerged as cancellation rates rose and the College saw unsustainable workload increases around building and then cancelling sections four times a year (for four quarters). Additionally, student and counseling feedback clearly articulated the challenges students were facing in terms of their schedules due to cancellations ([II.A.6-28](#)) ([II.A.6-29, pg. 5](#)). Students receiving financial aid and veterans, for example, were particularly impacted by late cancellations due to the requirement

that they maintain twelve units per quarter.

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



The College is continuing to work on examining and streamlining its course offerings in alignment with clearer program pathways and two-year projected schedules. Given recent declines in face-to-face enrollments, more attention is being given to maintaining a balance between face-to-face and online offerings for student completion, and the College will more regularly track time to completion in order to assess the effectiveness of these efforts. Awareness of and focus on such efforts has also been the primary impetus for the identification of pathways work as part of the QFE action plan for the next five years.



2017 President's Honor Roll



Evidence List for II.A.6.

- II.A.6-1. [Cambridge West Curriculum Output and Enrollment Management Study](#)
- II.A.6-2. [Ruffalo Noel-Levitz Executive Summary on Recruitment and Retention Observations](#)
- II.A.6-3. [IEPI Grant Information](#)
- II.A.6-4. [Education Master Plan](#)
- II.A.6-5. [CLEMC Minutes for Discussions on Enrollment Management and Scheduling](#)
- II.A.6-6. [Daily Enrollment Reports](#)
- II.A.6-7. [Waitlist Reports](#)
- II.A.6-8. [Cancellation Impacts Reports](#)
- II.A.6-9. [Drop Reports](#)
- II.A.6-10. [Course History Reports](#)
- II.A.6-11. [Overall Cancellation Reports](#)
- II.A.6-12. [Time Block Reports](#)
- II.A.6-13. [Sample Student Educational Plan](#)
- II.A.6-14. [Short-Term Bookkeeper Certificate](#)
- II.A.6-15. [Business Pathways to Completion](#)
- II.A.6-16. [BSN Stairways to Success Flyer](#)
- II.A.6-17. [Pathway Samples from Spanish, Psychology, and Mathematics](#)
- II.A.6-18. [ZTC Grant](#)
- II.A.6-19. [OER-798 Grant](#)
- II.A.6-20. [Policy on Awarding Credit for Prior Experiential Learning](#)
- II.A.6-21. [Veterans' Policy and Catalog Pages](#)
- II.A.6-22. [Schedule Planning Documents](#)
- II.A.6-23. [Curriculum Approval by Board of Trustees](#)
- II.A.6-24. [LTCC Catalog \(2016-17\), pp. 48-111](#)
- II.A.6-25. [Sample AA-Ts and Curriculum Committee Handbook, pp. 65-74.](#)
- II.A.6-26. [Sample CPR Wilderness Studies](#)
- II.A.6-27. [AUP/APR Summary](#)
- II.A.6-28. [Curriculum Output and Enrollment Management Study, Cambridge West \(2015\)](#)
- II.A.6-29. [Ruffalo Noel-Levitz Executive Summary on Recruitment and Retention Observations, pg. 5](#)



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

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

Through equity funding, the College hired a full-time director of equity and a part-time equity assistant to coordinate outreach and support efforts targeting the Hispanic/Latino population, the largest traditionally underserved and underrepresented group in our community and on our campus ([II.A.7-1](#)) ([II.A.7-2](#)) ([II.A.7-3](#)). Equity, access, and success have been elevated at the College and have been fully integrated into all conversations about student success as well as enrollment management ([II.A.7-4](#)).

The College is also working closely with ADVANCE, the Lake Tahoe Adult Education Consortium, in collaborative efforts to address the workforce, language, and educational needs of low-income, second-language learners and first-generation students in our region ([II.A.7-5](#)). One goal of this collaboration is to streamline a seamless process for students to move into credit-bearing programs where appropriate and relevant. By the spring of 2017, 44% of ADVANCE clients who had completed an industry-specific boot camp or earned a high school credential had also registered for at least one credit-bearing course at LTCC ([II.A.7-6](#)).

Delivery Modes

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

- Meeting the needs of part-time students in a resort community with 24-hour and seasonal hospitality industries. Students find it hard to meet traditional hours during peak seasonal periods when many of them are working in resort-related fields (e.g., hospitality, tourism, and retail).
- The College, as a result, offers courses in a variety of modalities to accommodate the varying student schedules, including late-start courses and courses outside of the traditional quarter (e.g., weekends and short-term programming).
- The College offers noncredit options in ESL ([II.A.7-7](#)) ([II.A.7-8](#)), including off campus at the Family Resource Center, in order to meet transportation needs of our local

community, needs that are frequently impacted by limited public transportation opportunities and weather events.


- Faculty, more and more, adjust curriculum structures to more easily articulate with transfer and C-ID requirements. For example, year-long series courses might be adapted to meet more frequently for more units during two quarters to ensure ease of transition to semester schools (examples include two recent courses for “heritage speakers” and College Algebra for STEM) ([II.A.7-9](#)).
- Acceleration efforts have been implemented to assist students in their success and completion goals by supporting their success in moving through the foundational skills courses in English and mathematics.
- The DRC has a “math substitution policy” to address the needs of students with specific learning disabilities ([II.A.7-10](#)).

Teaching Methodologies

- Teaching methodologies for both face-to-face and distance education courses commonly include lecture, Socratic method, small group discussions, activities and group work, labs, flipped classrooms, acceleration, and regular effective contact for online courses.¹¹
- Teaching methodologies are selected by faculty teaching the course. Some faculty have created hybrid courses and “flipped” courses to address the specific needs of students in their fields.
- Discussions about the relationship between teaching methodologies and student performance, particularly around equity, access, and success (meeting the students where they are) have been the topic of all-faculty and all-campus meetings. Vincent Tinto, Kimberly Papillon, Anna Plemons, Albert Ponce and Scott Lukas, Adrienne Foster, and Jeff Andrade-Duncan have presented to the campus community and faculty on issues of inherent bias, equity in hiring, stereotype threat, the social and political impacts of equity versus equality, and equity in supporting student success ([II.A.7-11](#)) ([II.A.7-12](#)) ([II.A.7-13](#)). The College has organized a number of all-faculty meetings designed to address teaching and learning, including sharing rubrics and teaching strategies.
- Departments also meet together to assess the teaching and learning approaches and collaborate toward improvement. Instructional equipment and supplies monies are distributed according to needs identified through SLO assessments.
- Professional development monies support teaching and learning activities and growth, and professional development leave programs support the enhancement and sharing of faculty growth and learning in these areas as well ([II.A.7-14](#)). One example is the support of faculty and staff to attend the National Conference on Race & Ethnicity in American Higher Education (NCORE) ([II.A.7-15](#)). As noted in the 2011 Self Study, the College

¹¹ See Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Distance Education and Correspondence Education

has been sending small teams to attend NCORE regularly. Most recently, in 2017, the College sent the equity director and program assistant, along with a student representative and the director of human resources (HR) to attend the conference. Additionally, faculty and staff have been tracking the College's eligibility to become a Hispanic-serving institution and have attended events in preparation for that eventuality with the intent to better serve our community of students.

- SLO assessment processes utilize numerous assessment methods (MASLOs), including exams, labs, quizzes, and essays. The Curriculum Committee reviews the CORs to ensure the consistency and relevance of MASLOs.
- Teaching methodologies are discussed in the Excellence in Teaching Workshop (ETW) and Advanced Excellence in Teaching Workshop (AETW), as well as the Online Excellence in Teaching Workshop (OETW), offered to part-time faculty and taught by full-time faculty. All full-time faculty will go through the ETW workshop during the fall 2017 convocation. These professional development opportunities ensure the quality of instruction by part-time faculty as well, helping in the professional development of the faculty toward higher compensation tiers ([II.A.7-16](#)).
-  Teaching effectiveness is evaluated through course evaluations. The campus has also adopted an informal rubric for assessing quality and is working with the Committee on Online Learning (COOL) and through the faculty association regarding departmental faculty leads' efforts to enhance the campus's quality assessment and quality control of distance education courses. Course completion, success rates, retention, and persistence are considered for all modalities.
- The Committee on Online Learning (COOL) and the DE coordinator (100% of a faculty load, including coordinating Online Education Initiative efforts) assess online addenda for appropriateness of accessibility and regular and effective contact. The DE coordinator serves as support for online instruction. All online faculty are required to complete online Canvas training ([II.A.7-17](#)). An all-faculty meeting in winter 2017 was conducted on the evaluation process and how to write effective evaluations, including for distance education instructors. Correspondence courses follow CORs and are created and assessed by faculty members. A "quality control" process is currently being perfected that will involve faculty leads and instructors of individual distance education and correspondence courses.

Learning Support Services

Wraparound support services to ensure student access and success are offered in a variety of venues and modalities:

- Services are offered through the DRC, the Veterans Resource Center, TRiO, Equity, Extended Opportunities Programs and Services (EOPS), ADVANCE (Adult Education), International Students Program, Incarcerated Student Program, HOPE, ESL, tutoring services, and the Child Development Center (CDC), among others ([II.A.7-18](#)).
- The Student Services brochure is made available to students to assist in educating them about instructional and other support services ([II.A.7-19](#)).
- For online students, the College provides access to NetTutor, Cranium Cafe (for online counseling), and Skype, e-mail, and phone (for counseling and library research assistance).
- All courses include multiple ways of assessing student learning (these are listed on each COR and are addressed on course syllabi) ([II.A.7-20](#)).
- Distance education addenda address teaching methodologies in DE, and the online rubric for assessment is used in the evaluation process, DE Addenda, DE Rubric for Quality Instruction ([II.A.7-21](#)) ([II.A.7-22](#)).
- All students are directed to complete an online learning needs assessment and Canvas trainings ([II.A.7-23](#)).
- Through the DE coordinator and her active participation in the OEI consortium, LTCC students have access to online support services in counseling and tutoring, and the College is engaged in educating students about these possibilities.
- The faculty who have taken a lead to help LTCC become one of the first to have a course live on the OEI exchange have been leaders on our campus and statewide in online curriculum and support development.
- The Curriculum Committee approves all DE addenda required and reviewed by the Committee on Online Learning to ensure and articulate the commitment to a varied approach to online learning, regular and effective/substantive contact, and accessibility.
- The institution conducts SLOs assessments on all courses across all modalities. The



APR/AUP and CPR processes ask for reflection on student learning and outcomes assessment. We have also included a provision in our evaluation process that ensures faculty are evaluated in all modalities in which they teach.

- Courses in DE/CE include multiple ways of assessing student learning, including a phone-in requirement for Spanish online and correspondence courses, where a student's oral acumen and learning is assessed.
- The distance education coordinator is a resource for online instructors in course design and the assessment of teaching methodologies, including the use of innovative technology. She also provides regular workshops and tutorials for instructors migrating to Canvas, incorporating new methodologies and instructional technology, and maintains the LTCC Canvas User Group's website for instructor collaboration ([II.A.7-24](#)).
- Correspondence courses supplement coursework with audio/visual material created and compiled in alignment with individual courses in an effort to enhance what LTCC refers to as its "enhanced one-on-one pedagogical model" for correspondence. Some of those materials are also used for online and even face-to-face courses ([II.A.7-25](#)) ([II.A.7-26](#)).

Analysis and Evaluation

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



As the College moves forward with the QFE action plan regarding stronger student success pathways, the need to ensure effective wrap-around student support services for all course and program delivery modalities will be central. The executive dean of student success and relevant faculty and staff will be instrumental in ensuring these aspects are considered throughout.





Evidence List for II.A.7.

- II.A.7-1. [Student Outreach and Equity Director Job Description](#)
- II.A.7-2. [Board Approval Director of Equity Hire](#)
- II.A.7-3. [Board Approval Equity Program Assistant](#)
- II.A.7-4. [Convocation Agenda and Equity Handouts \(2015\)](#)
- II.A.7-5. [Avanzar \(Advance\) Workshop Schedule in Spanish](#)
- II.A.7-6. [Advance Horizons Newsletter \(April 2017\)](#)
- II.A.7-7. [ESL Course Offerings](#)
- II.A.7-8. [ESL Spanish–English Flyer](#)
- II.A.7-9. [MAT-110 and SPA-220A Course Outlines](#)
- II.A.7-10. [BP 5141 – Math Substitution for Students with Disabilities as an Academic Accommodation](#)
- II.A.7-11. [Convocation Agenda and Equity Handouts \(2015\)](#)
- II.A.7-12. [All Campus Training Day and Jeff Duncan Andrade, Ph.D., Bio](#)
- II.A.7-13. [Convocation Agenda and Vincent Tinto Biography \(2016\)](#)
- II.A.7-14. [Professional Development Request List](#)
- II.A.7-15. [NCORE Website \(2017\)](#)
- II.A.7-16. [ETW Agenda \(Spring 2017\)](#)
- II.A.7-17. [Canvas Certification Training](#)
- II.A.7-18. [Campus Resources LTCC Website](#)
- II.A.7-19. [Student Services Brochure](#)
- II.A.7-20. [ECE 100 and ENG 101 Syllabi](#)
- II.A.7-21. [Online Addendum](#)
- II.A.7-22. [Rubric for Quality Online Instruction](#)
- II.A.7-23. [Student Online Assessment](#)
- II.A.7-24. [Canvas User’s Group](#)
- II.A.7-25. [The Definition of “Enhanced One-on-One”](#)
- II.A.7-26. [List of Courses that Use DVDs](#)





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

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

Department-Wide Course and/or Program Examinations

The College uses department-wide course and/or program examinations on a limited basis. Such examinations have been used in the past primarily in the assessment process and for the consideration of petitions to waive prerequisites. Students can achieve credit through a “credit by examination” process for certain courses ([II.A.8-1, pp. 12, 32, 52-53](#)) ([II.A.8-2](#)) ([II.A.8-3](#)). Additionally, the College has a clear process for the awarding of “credit by examination” credits from Advanced Placement (AP), College Level Examination Program (CLEP), and International Baccalaureate (IB) examinations, refined in the 2016-17 Academic Year and in alignment with the Chancellor’s Office memo from March 30, 2017, which responded to Assembly Bill 1985: Advanced Placement Credit (2016, Williams) ([II.A.8-4](#)).

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

The courses and examinations included in the “credit by examination” process are determined through a review process involving discipline faculty and specifically the faculty who teach the courses most regularly. The challenge exams are developed to align with and assess the student learning outcomes as listed on the course outlines of record ([II.A.8-5](#)).

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

Other departments have followed the same process of working from the COR to create and review challenge exams. The exams are graded by faculty qualified to teach in the subject using the same grading policy that would be applied if the student enrolled in the course. All exams are conducted in full compliance with the standards for alternate methods of awarding credit listed in Title 5 Regulations, §55050 ([II.A.8-6](#)) ([II.A.8-7](#)).

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

In the spring of 2016, through the Curriculum Committee and the Academic Senate, and with the support of the vice president of academic affairs, the faculty did a full review of “credit by examination” courses and the associated exams. At that time, the “credit by examination” process was also reviewed. As a result, several areas decided to remove examination options in part due to data that demonstrated that examinations for those courses were rarely, if ever, requested and in part as a result of the consideration of the current appropriateness of such examinations in the discipline. Currently, the courses for which students can obtain credit by examination are Art 101, 102, 103, and 146; Business 190; Criminal Justice 101 and 110; English 101; Early Childhood Education 101; Health 140A; all Math with the exception of 187B and 187; and Spanish 101, 102, and 103.

The Academic Senate also guided the College and the faculty to make determinations and set procedures around the offering of summer and off-site examinations. Each department makes the determination it feels is most appropriate to the subject and timeline of courses about whether or not and when to offer examinations as part of the “credit by examination” process. The Anthropology, Business, and Music Departments decided to remove examination options upon recommendation from the discipline faculty. Language about the “credit by examination” procedures is made available in the *LTCC Catalog* and quarterly schedules ([II.A.8-9](#)).

Processes for Reducing Test Bias and Enhancing Reliability

The College is a priority implementation school for the Common Assessment Initiative (CAI) tool, but continues to use the Mathematics Diagnostic Testing Project (MDTP) as a Chancellor’s Office approved assessment for mathematics. Because MDTP does not assess for geometry proficiency, the Mathematics Department had provided a previous and comprehensive final exam to measure proficiency in geometry and to assist in placement. The use of this test was discontinued during the 2015-16 Academic Year because it was not approved as an assessment tool through the Chancellor’s Office.

The College now uses the Multiple Measures Assessment Process (MMAP) (SAT and ACT scores, high school and mathematics grade point average, and performance in mathematics courses taken at other colleges) to place students in the appropriate mathematics level around geometry ([II.A.8-10](#)). MMAP is also used to assess students into the appropriate English

courses, due to Compass no longer being a Chancellor's Office approved assessment tool. In May 2017, the College brought John Hetts, senior director of data science at Educational Results Partnership, to campus through foundational skills funding (BSI) to discuss multiple measures and the impact they have on placements and student success.

The College recognizes that a variety of experiential learning is available to students. In the fall of 2016, LTCC began reviewing a more complete process of assessing and assigning credit for experiential learning through military experience. The College awards up to four units of credit in the "Lifelong Understanding and Self-Development" area of the LTCC general education pattern or in degree-applicable elective credit to veterans who have an honorable discharge (as certified on their DD214). Veterans who plan to graduate using the CSU-GE pattern or to complete the CSU-GE pattern for transfer are granted four quarter units of credit in Area E of the pattern. This policy is listed in the College catalog ([II.A.8-11, pg. 11, 16, 29, 33](#)) ([II.A.8-12, pg. 18](#)).

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

Some LTCC CTE programs, specifically in the fire and allied health areas, do prepare students for external industry qualifying examinations for licensure or certification, but these examinations are not conducted as part of the coursework. Additionally, some of public safety and allied health programs have licensure and certification in specific areas listed as prerequisites; however, these examinations are not given as part of the course or program work at LTCC.

Two exceptions are "HEA 106: Emergency Medical Responder" and "PET 106: First Aid and CPR." HEA 106 "meets or exceeds the Emergency Medical Services Educational Standards for Emergency Medical Responders. ... Successful students ... receive two certification cards: American Red Cross Emergency Medical Responder and American Red Cross CPR/AED for Professional Rescuers and Health Care Providers" ([II.A.8-13, pg. 115](#)). "American Red Cross First Aid, cardiopulmonary resuscitation (CPR), and automatic external defibrillator (AED) certification will be issued upon successful completion of course requirements" for PET 106 ([II.A.8-14, pg. 211](#)).

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

Analysis and Evaluation

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



Evidence List for II.A.8.

- II.A.8-1. [LTCC Catalog, pp. 12, 32, 52-53 \(2016/17\)](#)
- II.A.8-2. [BP 4235 - Credit by Examination](#)
- II.A.8-3. [AP 4235 - Credit by Examination](#)
- II.A.8-4. [Memo from the Chancellor's Office \(June 16, 2017\)](#)
- II.A.8-5. [English 101 Challenge Exam \(2017\)](#)
- II.A.8-6. [5 CCR § 55050. Credit by Examination](#)
- II.A.8-7. [Challenge Exam from Curriculum Committee Handbook](#)
- II.A.8-8. [Challenge Exam Removal Memo- Anthropology](#)
- II.A.8-9. [Credit by Exam Language from Schedule](#)
- II.A.8-10. [Counselor Guide to Multiple Measures](#)
- II.A.8-11. [LTCC Catalog, pg. 11, 16, 29, 33 \(2016/17\)](#)
- II.A.8-12. [LTCC Catalog, pg. 18 \(2016/17\)](#)
- II.A.8-13. [LTCC Catalog, pg. 115 \(2016/17\)](#)
- II.A.8-14. [LTCC Catalog, pg. 211 \(2016/17\)](#)



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

Lake Tahoe Community College awards course credit, degrees, and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education, including Title 5 regulations. The institution awards academic credits based on generally accepted practices for degree granting institutions of higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes ([II.A.9-1](#)) ([II.A.9-2, pg. 48](#)) ([II.A.9-3](#)). One unit of credit is awarded for every 33 to 36 hours of student work within the framework in which the course content is delivered. Standards for units and unit codes are described in the *Curriculum Committee Handbook* ([II.A.9-4](#)).

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

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

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

Awarding of Credit

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

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

Lake Tahoe Community College uses the California Community Colleges Chancellor's Office Hours and Units Calculation document in scheduling and in computing full-time equivalent students (FTES). The College uses the "class hour" (sometimes referred to as a "contact hour" or "Student Contact Hour") as the basic unit of attendance and adheres to the guidelines offered in the California Community College Chancellor's Office Student Attendance Accounting Manual for "Calculating Class Hours (Student Contact Hours)" ([II.A.9-10](#)) ([II.A.9-11](#)).

Student learning and achievement expectations are contained in the CORs, which are reviewed in a timely manner by the College's Curriculum Committee.¹²



LTCC Grad-Mom Maureen Jones' Inspiration to Succeed!

Analysis and Evaluation

The College meets the standard. LTCC awards credit for courses as well as degrees and certificates in accordance with Title 5 and Chancellor's Office guidelines for hours to units calculations and minimum requirements for the conferring of degrees. Additionally, the College requires for all associate of arts and associate of arts for transfer degrees a breadth of general

¹² Eligibility Requirement 10, Academic Credit, Compliant; See Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Credits, Program Length, and Tuition

education courses. All courses and programs have clearly identified student learning outcomes, which provide the framework for student learning and achievement. Furthermore, the College has established Core Competencies (ILOs) for students in all areas of study. The awarding of credit based on student learning is established through the identification of student learning outcomes and the methods of assessing student learning outcomes on each COR. Grading standards and their relationship to the awarding of credit are laid out clearly in College policies and listed on the website in the College catalog.



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



Evidence List for II.A.9.

- II.A.9-1. [AP 3225 – Institutional Effectiveness](#)
- II.A.9-2. [“Competency Statement,” *LTCC Catalog*, pg. 48 \(2016/17\)](#)
- II.A.9-3. [Instructional Student Learning Outcomes & Assessment Process Guide, Manual and Forms \(2013\)](#)
- II.A.9-4. [Curriculum Committee Handbook](#)
- II.A.9-5. [FIR-170A Course Outline](#)
- II.A.9-6. [Course Assessment Results](#)
- II.A.9-7. [Link to Curriculum Committee Information](#)
- II.A.9-8. [5 CCR § 55063. Minimum Requirements for the Associate Degree](#)
- II.A.9-9. [AP 4025 – Philosophy and Criteria for Associate Degree and General Education](#)
- II.A.9-10. [Calculating Class Hours \(Student Contact Hours\)](#)
- II.A.9-11. [Student Attendance Accounting Manual \(SAAM\)](#)



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

Lake Tahoe Community College has established policies for the equitable transfer of credit between institutions. In order to maintain the quality and integrity of its academic programs, credits transferred to the College are accepted only upon careful evaluation of official transcripts from regionally accredited institutions, and the College has developed articulation agreements as appropriate. All of the institution's programs have student learning outcomes that are appropriate and listed in the College catalog. Credit requirements for degrees and certificates as well as course articulation are communicated to students on the College website and in the College catalog.¹³

Transferring Credits

The One-Stop Enrollment Services Center is responsible for implementing the policy for transfer of credits and uses clearly defined procedures in the evaluation of previous lower-division coursework. Evaluation is based on objective criteria such as, but not limited to, catalog descriptions of course content, learning outcomes listed in the course syllabus, and prerequisite appraisal to determine course level. Faculty within the discipline are consulted for expertise in determining course equivalencies based on stated learning outcomes as well as appropriateness of the course to fulfillment of the student's major requirements. Transfer credit accepted from sending institutions is recorded to the student's transcript. The process complies with §34 CFR part 668.43 (11) of federal requirements ([II.A.10-1](#)). Policies and procedures for transferring credit to the College are published in the catalog and other applicable publications. Students are encouraged to meet with a counselor for guidance on transferring credit and assistance in developing an educational plan incorporating credit earned at other institutions. (See additional information in [Standard II.A.8](#) on "credit by examination" policies and [Standard II.A.5](#) on C-ID approvals.)

¹³ Eligibility Requirement 10, Academic Credit, Compliant; See Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Credits, Program Length and Tuition; Transfer Policies

Articulation Agreements

In addition to many articulation agreements included in ASSIST.org, the College seeks and maintains articulation agreements with other institutions where there is a pattern of enrollment, especially with institutions in Nevada ([II.A.10-2](#)) ([II.A.10-3](#)). As is stated in the *LTCC Catalog*, “If transferring to another institution is part of a student’s educational goal, counselors can help students keep up to date with the complex array of transfer requirements. To ensure transfer admission, particularly into competitive majors, students should see a counselor to develop an educational plan that includes transfer prerequisites. The Transfer Center also has resources for students to use, access to over 18,000 college catalogs online, and articulation agreement information with California universities and the University of Nevada, Reno. Counselors can also assist with CSU, UC, and UNR applications.”

LTCC has policies and procedures to which it adheres in the awarding of credit for prior military experience (see [Standard II.A.8](#), the AP on Articulation, the catalog page on “credit for prior experience,” and the section above in which we describe that topic) and, in conjunction with its fourteen associate of arts for transfer degrees, has obtained C-ID approval for 99 courses. The College has identified a clear matrix for the awarding of “credit by examination” for Advanced Placement, College Level Examination Program, and International Baccalaureate exams. Other situations that raise the issue of the awarding of credit for prior educational or experiential learning are considered by the articulation officer, the counseling faculty lead, the discipline faculty, the dean of instruction, and the vice president of academic affairs.

For example, this level of collaborative and expert consideration and decision-making was recently evidenced as part of a partnership LTCC has begun with the California Department of Corrections and Rehabilitation (CDCR) to provide and potentially broaden online educational opportunities for CDCR staff. In careful collaboration with LTCC faculty in the discipline of Criminal and Administration of Justice (CRJ), along with counseling, articulation, enrollment services, and administrative staff, the College was able to establish a pathway through which graduates of the CDCR’s Basic Correctional Officer Academy may be awarded “credit for prior experiential learning.” CRJ faculty in the area created a detailed “crosswalk” aligning the academy curriculum to the LTCC criminal justice curriculum and student learning outcomes based on the COR ([II.A.10-4](#)).

The College also works very closely with the Lake Tahoe Unified School District regarding any articulation agreements and concurrent or dual-enrollment opportunities. In addition to the “Get Focused, Stay Focused” sections of HTR 131 and 141 College and Career Readiness ten-year planning courses offered to all South Tahoe High School (STHS) freshmen and sophomores (five and one units, respectively), LTCC is starting to add select Career and Technical Education courses through the Dual-Enrollment Program. In the spring quarter of 2017, HEA 106: Emergency Medical Responder was offered through dual enrollment to STHS students. Sixty-nine students completed the four-unit course at no cost and received their certification in emergency medical responder and CPR for the professional rescuer.

Analysis and Evaluation

The College meets the standard. LTCC prides itself on being able to help students one on one to facilitate their transfer of credits both into (as a student coming to the College) and out of the institution (as transfer students), with an ongoing goal of removing educational barriers. The College has appropriate and clearly stated policies and procedures to which it adheres in the consideration and awarding of credit. These policies and procedures address all manner of articulation and transfer of credit, from AP examinations to prior military experience to concurrent enrollment.



Student Registers for Success

The College does not have a plethora of four-year or other community college institutions nearby, which minimizes the establishment of patterns of student enrollment between LTCC and other colleges; therefore, the awarding of credit is determined typically through a more personalized approach with students. Nevertheless, within that individualized process, petition for the awarding of credit policies are followed consistently and fairly and the alignment of credit-receiving work with LTCC curriculum and competencies is prioritized.



Ensuring the seamless transfer of credits and courses for students moving on to other institutions of higher learning is central to the QFE action plan around pathways for student success. The clearer LTCC can be about the requirements for its courses and programs and the more support services it can offer students around planning, the more the institution can assist students in achieving their educational goals.



Evidence List for II.A.10.

- II.A.10-1. [§34 CFR Part 668.43 \(11\) of Federal Requirements](#)
- II.A.10-2. [BP 4050 – Articulation](#)
- II.A.10-3. [AP 4050 – Articulation](#)
- II.A.10-4. [CDCR FAQ Webpage](#)



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

An educational program is defined in Title 5, Section 55000(g), as “an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.” LTCC identifies its programs according to this definition. All of LTCC’s programs have student learning outcomes that have been developed by the discipline faculty and are published in the catalog and online.¹⁴ All program-level outcomes also identify specific competencies related to communication, information literacy, quantitative and critical thinking skills, and an awareness and engagement with ethics and diversity.

Core Competencies

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

The Core Competencies (ILOs) are published in the College catalog and on the College’s website ([II.A.11-1, pg. 58](#)) and include:

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

¹⁴ See Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Credits, Program Length and Tuition

- Global Awareness
 - Scientific Complexity
 - Social Diversity and Civics
 - Artistic Variety
- Personal Responsibility and Professional Development
 - Self-Management and Self-Awareness
 - Social and Physical Wellness
 - Workplace Skills

Program Learning Outcomes

All programs have established student learning outcomes (SLOs) ([II.A.11-2, pp. 61-112](#)). The discipline faculty have created these program-specific outcomes based on their expertise and understanding of the requirements of the fields for which the programs are preparing students, aligning them, where appropriate, with the Core Competencies (ILOs) ([II.A.11-3](#)). All courses have established SLOs that are kept and maintained in the CORs. The course-level outcomes for courses included in a program are linked (mapped) to the established program learning outcomes. If a course is not included in a program (is a stand-alone course), that course's outcomes are tied directly to the Core Competencies (ILOs). This mapping process ensures that as faculty develop and review the outcomes at the program level, these outcomes have incorporated the institutional values established in the Core Competencies (ILOs).

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

All of LTCC's degrees include a general education (GE) requirement (local AA degrees allow for the use of the LTCC patterns, AAs for transfer require the CSU or IGETC pattern). Students are required to take a balance of classes across GE patterns, and all areas and courses included in these patterns fulfill at least one aspect of the Core Competencies (ILOs) established by the College. Career and Technical Education programs also map all course-level SLOs to program-level SLOs to the Core Competencies (ILOs). An example that demonstrates the College's correlations of certificates to the Core Competencies (ILOs) can be seen in the layout of the medical office assistant (MOA) certificates ([II.A.11-4](#)) ([II.A.11-5](#)) ([II.A.11-6](#)) ([II.A.11-7](#)) ([II.A.11-8](#)) ([II.A.11-9](#)) ([II.A.11-10](#)).

Analysis and Evaluation

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



LTCC currently assesses the Core Competencies (ILOs) through the aggregate data gleaned from course-level to program-level SLO assessments. The institution has identified the need to conduct more direct assessment of learning outcomes at both the program and institutional levels and is considering such assessment tools as e-portfolios to assist in this effort.



As student learning is core to overall institutional effectiveness, disaggregated outcomes data at the program and institution levels can provide essential information for evidence-based decision-making. Therefore, results of direct assessment at this level will better support the QFE driven exploration of student success pathways and more effective integrated planning.



Evidence List for II.A.11.

- II.A.11-1. “General Education Core Competencies,” [*LTCC Catalog*, pg. 58 \(2016/17\)](#)
- II.A.11-2. [*LTCC Catalog*, pp. 61-112 \(2016/17\)](#)
- II.A.11-3. [Examples of Program-Level Mapping](#)
- II.A.11-4. [GE Patterns](#)
- II.A.11-5. [Examples of Program Learning Outcomes from APRs](#)
- II.A.11-6. [Example of Academic Senate Minutes](#)
- II.A.11-7. [The Agenda for the All-Faculty Meetings](#)
- II.A.11-8. [BP 4025 - Philosophy Criteria for Associate Degree and General Education](#)
- II.A.11-9. [AP 4025 - Philosophy Criteria for Associate Degree and General Education](#)
- II.A.11-10. [Medical Office Assistant Core Competencies Map](#)



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

All of LTCC's degree programs (including Career and Technical Education degree programs) require general education components, and the College has established policies articulating a general education philosophy. This philosophy outlines the general education values of the institution. Faculty, departmentally and through the work of the faculty-led Curriculum Committee, determine the appropriateness of course inclusions in the general education pattern. All course-level student learning outcomes include components of the general education outcomes or competencies.¹⁵

General Education Competencies

LTCC students are awarded degrees upon completion of general education credits in addition to major areas of emphasis program requirements. Board Policy and Administrative Policy 4025 provide the underlying philosophy and criteria for associate degrees and general education ([II.A.12-1](#)) ([II.A.12-2](#)). The institution defines and incorporates into all of its degree programs a substantial component (between 42 and 46 quarter units, depending on possible overlap) of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes an introduction to some of the major areas of knowledge. General education courses are designed to instill better self-understanding as well as the capacity to adapt, respond, and grow in a changing world, and they are selected to ensure students achieve comprehensive learning outcomes in the degree program.

The philosophy concerning general education at LTCC is designed to create three distinct pathways: (1) University of California, (2) California State University, and (3) locally defined general education pathway for associate's degree completion.¹⁶ Students fulfilling the College's general education requirements must complete seven areas of study, whose learning outcomes

¹⁵ See Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Credits, Program Length and Tuition

¹⁶ Eligibility Requirement 12, General Education, Compliant

are linked to the four Core Competencies (ILOs) ([II.A.12-3, pg. 58](#)).

Lake Tahoe Community College has adopted a statement of philosophy regarding the general education requirement for associate degrees conferred by the College's *Curriculum Committee Handbook* ([II.A.12-4, pp. 66-69](#)):

The general education requirements for the Associate degree at Lake Tahoe Community College are intended to provide a broad yet integrated introduction to the skills, knowledge, and insights that are the foundation of a college education. By exposing students to different areas of study, we, as a college, seek through our general education requirements offerings to foster a critical awareness of the variety which people comprehend the past, present, and future. These requirements reflect the conviction of the College that those who receive their degree must possess certain basic principles, concepts, and methodologies both unique to and shared by the various disciplines. The general education experience enables students to use this knowledge when evaluating and appreciating the physical environments, the arts, the culture, and the pluralistic society in which they live. Through this broad spectrum of study, students discover the interdisciplinary nature of knowledge. Further, since learning is a lifelong process, general education should lead to better self-understanding and the capacity to adapt, respond, and grow in a changing world. Finally, general education instills in students the skills of logical thought and reasoning, clear and precise expression, intellectual inquiry, and critical analysis.

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

Central to an Associate Degree, General education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, General Education should lead to better understanding ([II.A.12-5](#)) ([II.A.12-6](#)) ([II.A.12-7](#)).

Faculty Expertise

The expertise of the college faculty is engaged in determining the appropriateness of courses for inclusion in the general education pattern, as faculty are central to the establishment of SLOs and have primary and direct involvement in and oversight of the Curriculum Committee. The Curriculum Committee decides on the inclusion of courses in the College's general education pattern. This committee examines the course outline, including stated learning



Frida Kahlo Art Class

outcomes, and then consults the Transfer Center, the articulation officer, the College's general education philosophy as published in the College catalog, and the general education criteria established by major receiving institutions to determine if the course should be included in the general education pattern.

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

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

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

Area 3: Fine Arts and Humanities: A minimum of eight quarter units in the fine arts and humanities

Area 4: Social Sciences: A minimum of eight quarter units in the social sciences to include both social science and US studies

Area 5: Physical and Biological Sciences: A minimum of nine quarter units in physical and biological sciences with some participation in laboratory activity

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

Area 7: Cultural Pluralism: A minimum of four quarter units in cultural pluralism

The Curriculum Committee, during the 2016-17 Academic Year, is concentrating significant efforts on the review of the LTCC general education pattern in terms of the number of units required and the courses included as options ([II.A.12-8, pg. 55](#)).

Analysis and Evaluation

The College meets the standard. All of LTCC's associate of arts and associate of arts for transfer degree programs require a defined number of general education courses (in alignment with the LTCC GE, CSU, and IGETC patterns). The College has clear and documented policies

regarding general education requirements and articulating a philosophy that includes the general education values of the institution. Faculty, counseling staff, and the faculty-led Curriculum Committee determine the appropriateness of course inclusions in the general education pattern, and course-level student learning outcomes include components of the Core Competencies (ILOs). The College relies on the expertise of faculty through course development and the Curriculum Committee to determine the appropriateness of courses for inclusion in the general education curriculum ([II.A.12-9](#)). SLOs are examined for each course submitted for inclusion.



Evidence List for II.A.12.

- II.A.12-1. [BP 4025 – Philosophy and Criteria for Associate Degree and General Education](#)
- II.A.12-2. [AP 4025 – Philosophy and Criteria for Associate Degree and General Education](#)
- II.A.12-3. [“Core Competencies,” *LTCC Catalog*, pg. 58 \(2016/17\)](#)
- II.A.12-4. [LTCC Curriculum Committee Handbook, pp. 66-69](#)
- II.A.12-5. [5 CCR § 55061. Philosophy and Criteria for Associate Degree and General Education](#)
- II.A.12-6. [Credit Requirements and Course Transferability Info from Website](#)
- II.A.12-7. [Credit Requirements and Course Transferability Info from Catalog](#)
- II.A.12-8. [“Associate Degree General Education Curriculum,” *LTCC Catalog*, pg. 55 \(2016/17\)](#)
- II.A.12-9. [Curriculum Committee Minutes and Agendas](#)





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

In addition to the general education requirements noted above, all degree programs offered by the College are designed to include focused study in at least one area of inquiry or in an established interdisciplinary core, and the courses included in those core elements of programs are determined based on outcomes and competencies appropriate to the field of study. LTCC students earn associate of arts degrees in specific majors of study with identified outcomes, and certificates with outcomes established by experts in the field (both faculty and often industry partners participating in advisory committees) lead to employability and workplace relevance. The College also offers fourteen associate of arts for transfer (AA-T) degrees facilitating transfer to the California State University system ([II.A.13-1](#)).

Programmatic Core and Competencies

As specified by the following language in California Education Code, a minimum of “27 quarter units of study must be taken in a single discipline or related disciplines . . . or in an area of emphasis involving lower division coursework which prepares students for a field of study or for a specific major at the University of California or the California State University” ([II.A.13-2](#)). All degree programs at LTCC have such core major requirements, and these requirements are tied directly to program-level outcomes ([II.A.13-3, pp. 69-125](#)).

The College also offers several interdisciplinary programs, degrees, and certificates. Some examples of these include liberal arts with an emphasis in arts and humanities, math and sciences, or social sciences; humanities; and natural sciences. All of these interdisciplinary areas have identified and require a core of courses that lead to the learning outcomes for the program, degree, or certificate. These core requirements were developed through the appropriate curriculum processes and approvals ([II.A.13-4](#)) ([II.A.13-5](#)) ([II.A.13-6, pp. 80, 88](#)). These curricular processes are faculty-led and involve input from a broad representation of college constituencies to ensure their appropriateness, their attention to currency in the field, and articulation/transferability.

The College offers twenty-one associate of arts (AA) degrees, nine associate of arts for transfer (AA-T) degrees, and five associate of science for transfer (AS-T) degrees ([II.A.13-7, pg. 46](#)). To receive an AA degree from the College, students must earn a minimum of 90 quarter units, which must include general education, a major, and electives. Students must have a cumulative grade point average (GPA) of 2.0 (C) and have completed one of the general education patterns: LTCC GE, CSU GE, or IGETC. For the AA-T or AS-T degree, students must choose from the CSU GE or IGETC general education patterns ([II.A.13-8, pg. 55](#)) ([II.A.13-9, pg. 56](#)) ([II.A.13-10, pg. 57](#)).

Students must also have a major; each major requirement must be completed with a “C” or better, or “P” if taken on a pass/no pass basis. Elective units must be taken to contribute to the 90 quarter units. A minimum of eighteen quarter units applied toward the degree must be taken at the College. Non-degree applicable courses and basic skills courses do not count toward the 90-quarter unit requirement for the degree ([II.A.13-11, pg. 47](#)) ([II.A.13-12, pp. 52-64](#)).

All degrees at the College have program level outcomes (PLOs) composed of courses that have course-level student learning outcomes (SLOs). These are listed as part of the program description in the College catalog and on the College website. Faculty determine which courses have content that meet each of the PLOs and also the amount of focused study in each program, based on outcomes that demonstrate mastery of competencies, theories, and practices within the field of study. The SLOs are then linked or mapped to the PLOs using TracDat software. The SLOs for all courses (whether stand-alone or through their inclusion in degrees and certificates) fulfill some aspect of the College’s Core Competencies (ILOs) in Communication, Critical Thinking and Informational Competency, Global Awareness, and Personal Responsibility and Professional Development ([II.A.13-13](#)) ([II.A.13-14](#)) ([II.A.13-15](#)). The College is moving to eLumen for the storage, tracking, and reporting of all student learning outcomes, at the course, program, and institutional level.

Program learning outcomes are used in the development and revision of degrees to determine the appropriate placement and content of courses in the degree core. All courses included in the degree are appropriate to the discipline, degree level, and common standards in higher education. The degrees must pass peer review by the Curriculum Committee and be approved by the Chancellor’s Office ([II.A.13-16, pp. 58, 61-95](#)) ([II.A.13-17](#)).

Analysis and Evaluation

The College meets the standard. Its degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. To receive an associate’s degree, students have to earn at least 90 quarter units, which must include general education, a major, and electives. Interdisciplinary programs, such as liberal arts, also require a core of courses that lead to the learning outcomes for that program. The courses included in the core are chosen based on outcomes and competencies appropriate to the field of study. Faculty determine which courses have content that meet each of the PLOs. They also determine the amount of focused study in each program based on outcomes that demonstrate mastery of competencies, theories, and practices within the field of study. Finally, all of the SLOs fulfill some aspect of the College’s Core Competencies (ILOs): Communication, Critical Thinking and Informational Competency, Global Awareness, and Personal Responsibility and Professional Development.¹⁷

¹⁷ Eligibility Requirement 11, Student Learning and Achievement, Compliant; See Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Title IV Compliance, Financial Aid



Evidence List for II.A.13.

- II.A.13-1. [LTCC Associate Transfer Degrees](#)
- II.A.13-2. [Title 5, §55063\(a\)\(1\)](#)
- II.A.13-3. [LTCC Catalog, pp. 69-125 \(2016/17\)](#)
- II.A.13-4. [BP 4020 – Program, Curriculum, and Course Development](#)
- II.A.13-5. [AP 4020 – Program, Curriculum, and Course Development](#)
- II.A.13-6. [“Humanities,” “Natural Sciences,” LTCC Catalog, pp. 80, 88 \(2016/17\)](#)
- II.A.13-7. [“Degrees Requirements,” LTCC Catalog, pg. 46 \(2016/17\)](#)
- II.A.13-8. [“Associate Degree General Education Curriculum,” LTCC Catalog, pg. 55 \(2016/17\)](#)
- II.A.13-9. [“California State University General Education Curriculum,” LTCC Catalog, pg. 56 \(2016/17\)](#)
- II.A.13-10. [“Intersegmental General Education Transfer Curriculum \(IGETC\) for Transfer to CSU and UC,” LTCC Catalog, pg. 57 \(2016/17\)](#)
- II.A.13-11. [LTCC Catalog, pg. 47 \(2016/17\)](#)
- II.A.13-12. [“Degree Requirements,” LTCC Catalog, pp. 52-64](#)
- II.A.13-13. [BP 4025 – Philosophy and Criteria for Associate Degree and General Education](#)
- II.A.13-14. [AP 4025 – Philosophy and Criteria for Associate Degree and General Education](#)
- II.A.13-15. [Curriculum Committee Handbook Sections on GE](#)
- II.A.13-16. [LTCC Catalog, pp. 58, 61-95 \(2016/17\)](#)
- II.A.13-17. [Curriculum Committee Handbook Sections on Process](#)



Equity Team with Presenter David Romero



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

LTCC graduates receiving degrees and certificates in the area of Career and Technical Education meet employment standards and are prepared for external licensure and certification.¹⁸

Demonstrating Technical and Professional Competencies

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

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

Advisory committees for each CTE program meet at least annually, or in accordance with outside regulations, and comprehensively examine the program, including student learning outcomes assessments, core indicators such as student persistence and achievement, licensure, employment and earnings, and demonstrated effectiveness in meeting regional hiring and employer needs. Advisory committees are comprised of industry experts, other local educators, LTCC faculty, staff, and students to ensure that students are being adequately prepared for current workforce demands ([II.A.14-3](#)) ([II.A.14-4](#)) ([II.A.14-5](#)).

Preparing for Licensure and Certification

The College examines technical and professional competencies according to the California Education Code (Section 78016) requirement for biennial review of Career and Technical Education programs ([II.A.14-6](#)). All CTE programs follow this review cycle in alignment with state requirements and outside agency accreditation and oversight. Additionally, curriculum and

¹⁸ See Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Standards and Performance with Respect to Student Achievement

programs that prepare students for external licensure and industry certification are developed in compliance with the competencies required for success in exam passage rates and employment. As with all LTCC instructional programs, CTE programs also complete an annual review, which considers successful course completion rates, progress on assessing SLOs, the ability of the program to meet the professional competencies required by employers, and the use of such analysis in making notable and measurable improvements to the courses and programs ([II.A.14-7](#)) ([II.A.14-8](#)).

Some core indicator data reported on CTE programs through the Chancellor's Office (e.g., employment, earnings, job placement, and employed in field of study) does not always adequately capture the full picture of LTCC students and CTE program results, particularly due to the College's proximity to the Nevada state line. While California data is valuable and is regularly shared with the CTE advisory committees, faculty, students, and interested stakeholders, it leaves gaps around what happens to LTCC CTE students who seek opportunities across the state line or in self-employment situations. Many faculty, staff, and students regularly commute across the state line for work and school in both directions. In partnership with the Lake Tahoe Adult Education Consortium, also known as ADVANCE, the College has been able to participate in an agreement with Economic Modeling Specialists International (EMSI) to gather that data across certain zip codes not previously available ([II.A.14-9](#)). Additionally, the College is a participant in the CTE Outcomes Survey (CTEOS) through the Chancellor's Office and Santa Rosa College ([II.A.14-10](#)) ([II.A.14-11](#)). The data received as part of the CTEOS, EMSI, and locally generated surveys designed for outreach to LTCC graduates has helped the College obtain a richer data set on employment and postgraduation and program exit activities and success ([II.A.14-12](#)) ([II.A.14-13](#)).



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

Analysis and Evaluation

The College meets the standard. Graduates receiving degrees and certificates in the area of Career and Technical Education (CTE) meet employment standards. All CTE courses, degrees, and certificates identify student learning outcomes based on established industry standards, expectations for workplace skills, and technical and professional competencies required for

successful employment in the field. Graduates are also prepared for external licensure and certification. Curriculum and programs that prepare students for external licensure and industry certification are developed in accordance with the competencies required for successful passage of exams and future employment.



Evidence List for II.A.14.

- II.A.14-1. [CTE Degree and Certificate Requirements](#)
- II.A.14-2. [LTCC Catalog: Samples of Degree and Certificate SLOs](#)
- II.A.14-3. [Advisory Committee Membership](#)
- II.A.14-4. [Sample Agendas/Minutes](#)
- II.A.14-5. [AP 4102 - Career and Technical Education Programs](#)
- II.A.14-6. [California Education Code \(Section 78016\)](#)
- II.A.14-7. [Business CPR \(2015\)](#)
- II.A.14-8. [Business APR/AUP Data \(2016/2017\)](#)
- II.A.14-10. [CTEOS Results \(2016\)](#)
- II.A.14-11. [ACCJC Response Letter](#)
- II.A.14-12. [Data Sets from the Center for Excellence at Los Rios Community College](#)
- II.A.14-13. [Surveys Conducted over the Last Two Years](#)
- II.A.14-14. [CTE Data from the Last Two Annual Reports](#)



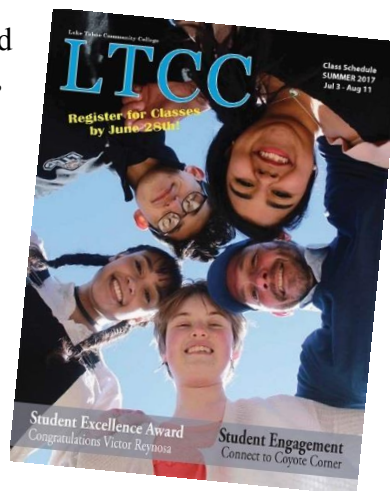
II.A.15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

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

Significant Changes to Program Degrees or Certificates

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

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



Program Vitality Assessment Process

If a program's continued viability comes into question, a Program Vitality Assessment, or PVA, is initiated. This process is outlined in BP/AP 4021 ([II.A.15-1](#)) ([II.A.15-2](#)). This policy addresses the program's institutional effectiveness and considers demand, resources, external factors, among other factors.

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

When it becomes necessary to eliminate a program or substantially change program requirements, the College minimizes impact to students currently progressing toward program completion. Processes have been designed to allow for appropriate substitution, waivers, and exceptions while maintaining sufficient scrutiny to ensure the academic integrity of the degrees

and certificates awarded by the College ([II.A.15-3](#)) ([II.A.15-4](#)). This balanced approach meets the standard while minimizing the disruption to students as a result of programmatic changes.

Analysis and Evaluation

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



The College's efforts in this area are also leading to a deeper look at degree and certificate offerings. LTCC is committed to student completion of degree and certificate goals as well as to remaining a comprehensive community college.

However, with declining enrollments, there may be programs that are not sustainable, in addition to programs that are newly desired. A more complete exploration of potential and no-longer-viable programs is a driving force in the further examination of student success and completion in the action project.



Evidence List for II.A.15.

- II.A.15-1. [BP 4021 - Program Vitality and Discontinuance](#)
- II.A.15-2. [AP 4021 - Program Vitality and Discontinuance](#)
- II.A.15-3. [Petitioning Substitutions, Petitioning Prerequisites, Equating Courses](#)
- II.A.15-4. [Sample Degree Audit and Educational Planning](#)



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

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

Evaluating and Improving Quality and Currency

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

Career and Technical Education programs are reviewed annually and presented to advisory committee members for consideration (see [Standard II.A.14](#)), ([II.A.16-3](#)). The College's Community Education program (CONNECT) does an annual report to the BOT that includes annual revenue and expense numbers, a review of SMART goals, highlights and challenges, and goals for the upcoming year ([II.A.16-4](#)). In addition, CONNECT conducts workshop-level evaluations for all of its offerings and is further developing outcomes in alignment with Association of Community and Continuing Education guidelines.

The College's programs are reviewed regardless of delivery mode or location. Courses are considered as part of the program of which they are a part, and the Distance Education Program also completes its own comprehensive program review (with the next CPR scheduled for 2017-18) ([II.A.16-5](#)).

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

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

Faculty members have a regular cycle of evaluation that includes peer, administrator, and student observation and feedback and is designed, in part, to ensure the quality and rigor of instructional programs ([II.A.16-6](#)).¹⁸ When faculty desire or are in need of support for instructional improvement, they have access to multiple venues for professional development, including but not limited to Excellence in Teaching Workshops (for both face-to-face and online instructors), professional development funding, and (for full-time instructors) a guaranteed professional development leave program (sabbatical). These programs are designed to support improvements in teaching and learning and lead to significant contributions to faculty excellence in the classroom.

Analysis and Evaluation

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



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

This rubric, "Online Course Quality Guidelines," based on the OEI rubric used for inclusion in the state's online exchange, is being used first by faculty to self-assess the effectiveness of their own online courses ([II.A.16-7](#)) ([II.A.16-8](#)). Beginning in the fall of 2017, it will be used by a group of faculty reviewers as part of a comprehensive assessment of all online courses and programs. As a full-launch OEI college, LTCC has had the benefit of instructional design assistance through the OEI, which has allowed for additional assurance and development of quality in online instruction.

¹⁸ See Checklist for Evaluating Compliance with Federal Regulation and Related Commission Policies, Student Complaints



Evidence List for II.A.16.

- II.A.16-1. [Comprehensive Program Reviews](#)
- II.A.16-2. [Annual Program Review \(APR\) and Annual Unit Plan \(AUP\)](#)
- II.A.16-3. [LTCC Board of Trustees, Review and Accept \(April 25, 2017\)](#)
[Comprehensive Program Review—Wilderness Education.](#)
- II.A.16-4. [Connect Program Overview, \(September 27, 2016\)](#)
- II.A.16-5. [Comprehensive Program Review—Distance Education](#)
- II.A.16-6. [Faculty Association Collective Bargaining Agreement: Evaluation Procedures](#)
- II.A.16-7. [Academic Senate Agenda \(May 19, 2017\)](#)
- II.A.16-8. [Online Course Quality Guidelines](#)



Dental Students Practice Learned Techniques

LIBRARY AND LEARNING SUPPORT SERVICE



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

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

Library Resources

Lake Tahoe Community College supports student learning and achievement to online and face-to-face students through the Roberta Mason Library on campus, a 15,000 sq. ft. facility that provides a physical library collection, extensive electronic database access, computer and printer access, as well as substantial digital access to reference and research librarian assistance and materials that support student learning and instructional programs at all levels. The library services, resources, and technology are sufficient to meet student needs and aligned with the courses and programs.¹⁹

¹⁹ Eligibility Requirement 17, Information and Learning Support Services, Compliant

According to Title 5 regulations (§58724), the collection size is appropriate for the College's student headcount ([II.B.1-1](#)) ([II.B.1-2](#)) ([II.B.1-3](#)). The LTCC library supports the College's mission, goals, and purpose communicated to the college community. All campus locations/all types of students/all college instructional programs are equally supported by library services and accessibility. Serving incarcerated students with library research tools is still an ongoing subject of debate at the state level. LTCC provides books for all the incarcerated students the college serves as well as all learning support materials.

The library's on-campus paper collection consists of texts in many different areas. The library has as its primary mission to support the academic programs of the College. But LTCC is also a small college in an alpine town and, as such, serves the community as a cultural hub as well. The collection the library sustains serves that function. The collection provides variety and depth of information. Available items include the following: children's books (this area was recently weeded to focus on award-winning books to support the Early Childhood Education program as well as the community through STEM, classic, and culturally relevant titles); paperback fiction (fiction is also included in the stacks as well); juvenile books (easy readers); books in Spanish; DVDs (educational as well as entertainment); Lake Tahoe local collection; paper periodicals and newspapers; reserve textbooks (in house and overnight, also includes specialized kits to support geology, anthropology, and other subjects); general academic stacks (subjects A-Z); and a new book area. The library also houses a collection of local documents, maps, and rare books that do not circulate.

The library maintains a lending library of 1,200 reserve textbooks and course materials that students can use in the library and, when available, overnight or for weekend use. A quarterly lending library has greatly benefited low-income students who often do not have money to purchase texts for their courses. In recent years, the library has strengthened partnerships with student support programs such as EOPS, Veterans Services, the Incarcerated Student Program, Student Equity, and the CTE programs to provide additional books for the quarterly lending library for students in those programs. These programs, in conjunction with library staff and faculty, collaborate with instructional faculty each quarter to develop the list of quarterly textbooks needed ([II.B.1-4](#)).

The library also offers a comprehensive list of subscription electronic databases, which are available 24/7 both on and off campus for currently enrolled students and employees ([II.B.1-5](#)). All of the subscription databases offer accessibility to students with disabilities, and the EBSCO database offers Lexile levels for faculty and students use. With financial support from the LTCC Foundation, the library was able to acquire access to a new e-book collection that focuses on the current subject matter of community college curriculum. The entire collection is reviewed and updated regularly to maintain credibility and have up-to-date information available for students. The entire collection (electronic as well as paper) is varied and meets the needs of students of all levels.

Additional Library Resources

In addition to a robust collection, both physical and electronic, supporting academic programs, students, and the community, the library also offers Internet access on twenty-one computers (both PCs and Macs), with Microsoft Suite loaded for student and community use. Students have access to a scanner, headphones, printing, and other supplies to support learning and instruction. Additionally, students are able to check out calculators for quarterly use, and the library provides access and support to students needing textbooks through a reserve textbooks program ([II.B.1-6](#)).

The library supports student learning and collaboration through eight quiet study desk areas where students can use their personal laptops (each station offers plugs for electricity). Group study rooms are also available for groups of two or more for collaborative study purposes ([II.B.1-7](#)). A smart cart is available for student use in group study rooms, which enables students to study with the use of technology if needed. The group study rooms are also used by tutors working with students. They have the use of a whiteboard to lay out their work on and work together.

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



Roberta Mason Library

Library Staffing

The College has had consistent, highly qualified library staff historically, with a full-time librarian, one full-time library technician, and part-time library clerks and student workers. Staffing, however, has been a recent challenge to the institution. In January 2016, the College's full-time librarian (a ten-year employee) left on a leave that, in the end, constituted a full calendar year. The College was able to serve student and instructional needs during that time

through a combination of highly qualified, long-term library staff and part-time librarians who met minimum qualifications. In winter 2017, after the full-time librarian's ultimate retirement, the College took a fresh look at the existing job description for the director of library and media services position, reflecting on the services the library provides and strategizing about ways to improve service to students. Data from several sources was collected in this analysis and feasibility process, including satisfaction surveys, the annual Student Experience Survey (SES), and comprehensive program reviews for related noninstructional programs offering learning support services.



This analysis demonstrated a desire for and potential to provide additional hours on the weekend for the library and summer hours for other learning support services, in particular those offered through the Tutoring & Learning Center (described below). The college administration conducted student and staff interviews to gather input and feedback involving the idea of merging these two centers of support services into one central location, essentially surrounding the library space with additional learning support. College support for this idea has been very positive, and all constituent groups as well as the Measure F Citizen's Oversight Committee have contributed to and reviewed the proposed plan ([II.B.1-8](#)) ([II.B.1-9](#)) ([II.B.1-10](#)) ([II.B.1-11](#)) ([II.B.1-12](#)) ([II.B.1-13](#)).

As a result of these efforts, the director of library services position was reconfigured in a comprehensive way, becoming the director of library and learning services ([II.B.1-14](#)). The position was opened in the spring of 2017 and will be hired for a summer start date. This faculty member will also be involved in facilities modifications combining services over the summer ([II.B-1-8](#)). This full-time faculty member will serve as a traditional library director, but will also take on expanded duties in the areas of tutoring and learning services, supporting both face-to-face and online students. They will also oversee the quarterly textbook lending library and will play a role in the College's open educational resources (OER) initiative. The College is confident that the expanded role for the library director will result in improved service for students.

The Tutoring & Learning Center

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

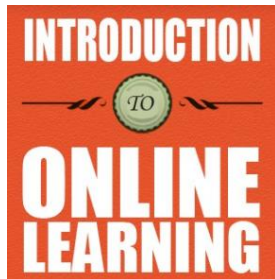
including free tutoring in a variety of other academic subjects, one-on-one writing assistance, computer access and free printing, exam proctoring, and group study room access.

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



The integration of the TLC with the library will allow the college to be more efficient in staffing, hours of operation, and computer availability for students. The integration plan to combine TLC resources with library resources will make possible up to twenty additional computer stations inside the library. Another benefit is that students participating in tutoring sessions will now have access to reference materials and resources in the library, which will enhance their experience. In the current model, students in the TLC cannot access the library reference textbooks and/or any related resources easily because the TLC is located in a separate building on campus. A final consideration was to improve the safety and security of the spaces, primarily for evening hours when there are fewer employees working. The combination will allow these two services to be monitored in one location.

Support for Online Students²⁰



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

All LTCC students have 24-hour access to online library services ([II.B.1-15](#)). These services include access to electronic databases, e-book collections, thousands of scholarly journals, articles, maps, statistical data, images, and videos on a variety of academic subjects. With initial support from the LTCC Foundation, the College's e-book collection recently grew to over 212,000 titles on a variety of subjects, including fiction and nonfiction works for adults and young adults. Online, e-mail, and telephone research assistance is provided by the library staff. In fact, that assistance is often provided outside of regular hours to accommodate the reference assistance needs of distance education students and other student who have scheduling challenges that make it difficult for them to meet with a librarian during library hours.

²⁰ See Checklist for Evaluation Compliance with Federal Regulations and Related Commission Policies, Distance Education and Correspondence Education

During the period that the previous full-time librarian was on leave and during her subsequent absence, the College engaged six part-time librarians who embraced a student-focused approach to reference and research assistance. More recently, three of those part-time librarians have guided the college through an updating of processes for conducting reference appointments as well as classroom visits for the instruction of information literacy. They have, additionally, updated the faculty survey requesting information about faculty library needs ([II.B.1-16](#)) ([II.B.1-17](#)) ([II.B.1-18](#)) ([II.B.1-19](#)).

LTCC has been a pilot program in the Online Education Initiative (OEI) for the past three years. Through the participation in this program, the college has been able to increase the number of quality online support services available to students. Prior to OEI, the college struggled to afford the technology for the delivery of such services. OEI has enabled the college to rapidly implement several amazing online support services for students. A detailed description of these support services is provided in [Standard II.C.3](#), but include NetTutor ([II.B.1-20](#)), Proctorio ([II.B.1-21](#)), the Quest for Online Success course ([II.B.1-22](#)), online readiness tutorials ([II.B.1-23](#)), online orientations ([II.B.1-24](#)), Cranium Cafe counseling ([II.B.1-25](#)), PowToons instructional videos ([II.B.1-26](#)) ([II.B.1-27](#)), and the Coyote Corner app ([II.B.1-28](#)) ([II.B.1-29](#)). All of these tools provide quality learning support to LTCC online education students; however, face-to-face students can also access most of the online support services.

Support for Correspondence Students

Despite great success and growth in online and face-to-face learning support services, and despite its ability to offer a depth of support on many levels, the College has faced some challenges in offering certain support tools to students in the correspondence courses provided through the Incarcerated Student Program (ISP). ISP began in 2015 and is an integral part of the institution, serving over 250 students per year. As the program has evolved, the need for more learning support services has become evident.

Tutoring services are provided on-site to the students in the program by full- and part-time faculty. This service is expensive and time-consuming, but the benefits far outweigh the burden of cost. In addition to tutoring services, the ISP students have access to an array of counseling services at LTCC. An LTCC counselor is available to respond to student questions related to advising, transfer, and general college information.

Due to the distance of the facilities from LTCC, face-to-face services are limited; however, the ISP has an effective system in place to provide services through “enhanced one-on-one” correspondence. That system is working well, although the timeliness of responses is a challenge. All ISP students receive free textbook access, which is provided through a loaner library system. This is an incredible service as instructors have confidence that 100% of their students have the book required for the class. Additionally, many of the ISP facilities receive book donations from the LTCC library for their on-site libraries. To expand the delivery of learning support services in the prisons, the ISP is investigating possibilities for the approval of the students’ use of Chromebooks on a closed loop server. If this is approved, the delivery of

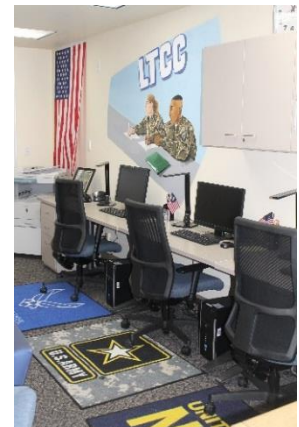
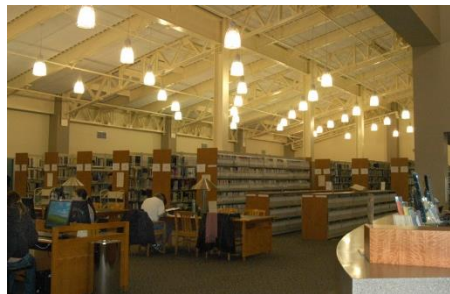
learning support services, particularly for research purposes, can be exponentially enhanced.

ISP library services challenges are not unique to LTCC. The director of the ISP reports that library directors across the state have recently formed a committee that is authorized by the Council of Chief Librarians (CCL) to make recommendations for improving library access and research skills to California Community College incarcerated students. Because college instructors typically avoid assigning library research to incarcerated students, due to many restrictions faced by these students, this statewide group, “College Librarians Serving Incarcerated Students,” will help those teaching incarcerated students with practical steps and pedagogy for implementation in California prisons ([II.B.1-30](#)). The group determined that the current approach to library curriculum taught in the CDCR is unsatisfactory for the college level.

For example, the statewide group stated that having the librarians fill inmates’ research requests (which is, it appears, what some colleges currently do) does not teach the essential skill of how to do college research. This committee will encourage instructors to pursue the instruction of “information literacy,” and LTCC is entirely supportive of this approach, as it mirrors the on-campus focus on this core competency. The CCL plans to collaborate to train faculty on incorporating best research practices appropriate for college classes at CDCR facilities. The goal is to instruct students on how to discern good sources from bad in order to be information savvy. The librarians’ committee plans to provide a hands-on tool kit matched to statewide college curriculum requirements to ensure exposure to information literacy concepts as well as materials that enhance subject area understanding.

Computer Labs and Learning Technology

In addition to free computer access in the TLC and the library facility, the College also has a designated Student Lab and Assessment Center. Computers in this classroom, available during open lab hours, have all of the necessary software to support any class offered by the College. The center also provides free printing, scanner access, and computer and software assistance provided by instructional aides. There are two other computer classrooms



available to instructors for enhancement of courses that integrate technology with lecture. The college recently enhanced campus coverage for Wi-Fi as well as cell phones through the bond projects. This has allowed students to use their laptops and phones for schoolwork on campus more broadly.

In the student services area, there are dedicated computers for financial aid, transfer, career exploration, and CCCApply. These computers are monitored by student aides who can assist the students with the various software and navigation.

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

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

Research Assistance and Information Literacy Instruction

LTCC is committed to fostering learning and success through supporting the instructional programs, college-wide learning efforts, and improving information literacy ([II.B.1-31](#)).

Research assistance and information literacy activities are provided for both face-to-face and distance education students and faculty ([II.B.1-17](#)). Librarians provide one-on-one reference desk help as well as in-class instruction addressing general library and information competency education. They also collaborate with faculty individually to provide relevant and homework-specific guidance for students related to current courses.

The librarian and library support staff offer in-depth training in the use of library resources: navigating the library's webpage to understand the scope of library services; using the library's

WorldCat (OCLC) catalog ([II.B.1-32](#)) to search for resources; using library digital resources such as databases and e-books; using style guides to adhere to various standards such as MLA and APA; demonstrating options for essay types such as argument, persuasion, compare-and-contrast papers; properly citing materials in papers, and the use of online citation machines to facilitate proper citation standards; and placing requests for interlibrary loans of physical materials as well as database articles outside of the College's library holdings. These trainings are offered in-class, on a one-on-one basis with students in person, as well as through other means such as phone and email, which help serve online students more effectively ([II.B.1-33](#)) ([II.B.1-34](#)). Appointments for these research consultations can be made in advance or are available on an as-available, walk-in, call-in basis ([II.B.1-35](#)).

Student Support Services



While the Roberta Mason Library and TLC provide extensive services and space for promoting student achievement, the College has many other areas on campus that provide additional programs and personnel for assisting students. The College offers a full-service bookstore, California Work Opportunities and Responsibility to Kids (CalWORKs), Cooperative Agencies Resources for Education (CARE), career services, student clubs and organizations, counseling (personal and academic), disability resources, Extended Opportunities Programs and Services (EOPS), the Equity Program, financial aid, transfer services, and veterans services through the new Veterans Center. All of these programs and services provide support for students in achieving their academic goals. (See [Standard II.C.1 for a full description of the College's support services.](#))²¹

One additional support service available to students is in CTE areas (culinary, fire, wilderness education, et al.). Students participating in the wilderness education program are provided low-cost rental access to equipment needed for avalanche training and snowsports courses. Fire Academy cadets have access to required, costly self-contained breathing apparatus units. And with the College's participation as fiscal agent and governing board member in the Lake Tahoe Adult Education Consortium (funded through the California Adult Education Block Grant), LTCC students and community members are able to participate in culinary and guest services boot camps at no cost, additional career and education planning, and high school equivalency training and testing, and they gain support from and connections to workforce and community resource partners.

²¹ See Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Title IV Compliance

Analysis and Evaluation

The College meets the standard. Lake Tahoe Community College provides comprehensive library and other related instructional support services in support of its programs, courses, and student learning. Despite recent staffing challenges in the library, the College has also been able to provide the personnel required to provide these services effectively and consistently. Learning support services are designed to meet the needs of all students, regardless of location or modality, including online, correspondence, and face-to-face students. Student-focused resources include a rich collection for a comprehensive college of LTCC's size (accessible online), a Tutoring & Learning Center providing extensive and adaptable subject-based assistance, computer labs with materials and online tools available, and face-to-face and online/at-distance library research assistance and information literacy instruction. The support services available at LTCC serve the College's mission and values by providing resources necessary for students to be successful in preparing for college-level work and completing transfer and workforce-related programs ([II.B.1-36](#)).



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





Evidence List for II.B.1.

- II.B.1-1. [Title 5 Regulations \(§58724\)](#)
- II.B.1-2. [IPEDS Academic Library Data \(2016/17\)](#)
- II.B.1-3. [Library Circulation Data](#)
- II.B.1-4. [Book Lending Program Documentation](#)
- II.B.1-5. [Research Databases](#)
- II.B.1-6. [Library Reserve Policy](#)
- II.B.1-7. [Data from the Use of the Quiet Study Rooms](#)
- II.B.1-8. [Board of Trustees Discussion on Library-Tutoring Learning Center](#)
- II.B.1-9. [Academic Senate Discussion on Library-Tutoring Learning Center](#)
- II.B.1-10. [President's Advisory Council Discussion on Library-Tutoring Learning Center](#)
- II.B.1-11. [Facilities Council Discussion on Library-Tutoring Learning Center](#)
- II.B.1-12. [Student Senate Discussion on Library-Tutoring Learning Center](#)
- II.B.1-13. [Institutional Effectiveness Council Discussion on Library-Tutoring Learning Center](#)
- II.B.1-14. [Director of Library and Learning Services Job Posting](#)
- II.B.1-15. [Roberta Mason Library](#)
- II.B.1-16. [Library Survey \(2017\)](#)
- II.B.1-17. [Research Assistance](#)
- II.B.1-18. [Research Appointment Guidelines](#)
- II.B.1-19. [LTCC Library Curriculum Template](#)
- II.B.1-20. [NetTutor Screenshot](#)
- II.B.1-21. [Proctorio Screenshot](#)
- II.B.1-22. [Quest for Online Success Screenshot](#)
- II.B.1-23. [Online Readiness Tutorials Screenshot](#)
- II.B.1-24. [Online Orientations Screenshot](#)
- II.B.1-25. [Cranium Cafe Counseling Screenshot](#)
- II.B.1-26. [PowToons Instructional Videos](#)
- II.B.1-27. [Guidebook Tour App](#)
- II.B.1-28. [Coyote Corner App](#)
- II.B.1-29. [Coyote Corner App Announcement on Website](#)
- II.B.1-30. [Council of Chief Librarians Newsletter](#)
- II.B.1-31. [Board Policy/Administrative Procedure 4040](#)
- II.B.1-32. [WorldCat \(OCLC\) Catalog](#)
- II.B.1-33. [LTCC Library Database Handout](#)
- II.B.1-34. [Sample Astronomy Class Handout](#)
- II.B.1-35. [Research Consultations for Winter \(2017\)](#)
- II.B.1-36. [Student Experience Survey \(2016\)](#)



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

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

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

Because we are a small college, the LTCC library faculty and staff are able to reach out to faculty individually to collaborate on ensuring that library resources are current and represent sufficient depth and variety to meeting the instructional needs of the institution. The library staff solicit the cooperation and participation of subject-area faculty when conducting weeding activities in the library. Additionally, questions specific to the library have been included in the Faculty and Staff Experience Survey conducted every other year to gather data on the instruction-related needs met by the library and learning services areas ([II.B.2-1](#)) ([II.B.2-2](#)) ([II.B.2-3](#)).

The library offers over 44,000 physical titles that have been specifically purchased to support LTCC curricula in service of the LTCC mission (see [Standard I.A.2](#)). In addition, the library has been able to take advantage (in collaboration with the LTCC Foundation) of access to over 200,000 e-books available digitally ([II.B.2-4](#)) ([II.B.2-5](#)). Selection of materials is coordinated with faculty and department directives as well as fully trained librarians with degrees in MLS and MLIS in collaboration with library staff and student suggestions. Collection development routing catalogs are sent to staff for their input as to what books that they might like to add to our library collection ([II.B.2-6](#)). These are sent out to instructors for their input on books that they might like to have ordered. This helps to keep the library's collection up to date with what students need to be successful.

The collection is always in a process of updating to support the needs of the institution. For example, more than 200,000 e-book titles have recently been subscribed to on an annual basis. This list of titles is overseen by the California Community College Library Consortium and is continually updated to serve the education needs and uphold the high educational standards of all participating colleges. The e-book collections are selected specifically to support academic and community college subject areas.

For student textbooks, the LTCC bookstore collaborates with the faculty and the instruction office to ensure that appropriate quantities of textbooks are available each quarter for student access ([II.B.2-7](#)). The librarian works with the Instruction Office regarding new/deleted classes to know which subject areas need research and instructional materials purchased or updated. Specifically, the librarian's review and approval signature is required on every piece of curriculum that moves through the Curriculum Committee ([II.B.2-8](#)). This process was implemented to ensure that the librarian could assess the research and resource needs related to the curriculum (every COR includes current and/or seminal recommended texts). The same is true for the director of the Disabilities Resource Center (DRC), who provides expert input into the educational and materials needs and selection based on an accessibility perspective. Because this director has also provided oversight to the TLC in recent years, he has been able to assess and address the correspondence between tutoring and instructional needs.

The librarian also participates in one or more of the participatory governance committees at LTCC. Committee involvement allows the librarian to learn about current and future student needs as they are discussed in the various groups. The librarian has partnered with the director of student equity to purchase books for the lending library and to purchase other materials for student use in the library ([II.B.2-9](#)). Furthermore, the librarian has served on the College Learning Council, the Budget Council (BC), and has been an active participant in both the development of Open Education Resources and student services for distance education.

In terms of educational equipment and materials beyond those provided through tutoring and library and learning services, the College relies on the expertise of faculty to drive the acquisition of technology-based instructional materials. For example, the distance education coordinator, a full-time faculty member, has worked closely with the Online Education Initiative (including its technical assistance team) and the Information Technology Services and Enrollment Services Departments at LTCC to ensure that the College is able to implement, maintain, and support student learning in distance education. The DE coordinator is also an ex officio member of the Technology Council (TC), which also has two additional faculty members appointed. This council provides essential guidance to the institution about instructional equipment needs ([II.B.2-10](#)).



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

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

Analysis and Evaluation

The College meets the standard. The library materials are developed, maintained, weeded, and enhanced with the guidance of qualified librarians and consultation with subject-matter expert faculty. Faculty, including the distance education coordinator, also serve on the TC, providing input into instructional equipment needs. Evaluation and assessment of educational equipment and education occurs through program review processes and biannual survey analysis.



Evidence List for II.B.2.

- II.B.2-1. [E-mail Discussing Weeding of Materials](#)
- II.B.2-2. [Sample of Library Purchases](#)
- II.B.2-3. [Faculty Staff Engagement Survey for Library](#)
- II.B.2-4. [E-books on Library Website](#)
- II.B.2-5. [Application to the Foundation for E-book Support](#)
- II.B.2-6. [Collection Development Routing Catalogs](#)
- II.B.2-7. [LTCC Bookstore Book List](#)
- II.B.2-8. [Curriculum Signature Page](#)
- II.B.2-9. [Winter Quarterly Textbook Statistics \(2017\)](#)
- II.B.2-10. [Technology Council from Governance Handbook \(2017/18\)](#)



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

The College has processes in place for evaluating its library and other student support services to ensure they meet known student needs, that student learning outcomes are being met, and that continuous evaluations and evidence are used to identify areas of improvement. The College has implemented several evaluative measures to determine if it is meeting the instructional support needs of the students. All support services at the college are part of a comprehensive program review process, and each area has defined service area outcomes ([II.B.3-1](#)) ([II.B.3-2](#)).

Library Evaluation

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

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

The LTCC library develops competencies, skills, and knowledge in information literacy by students who attend the college. At LTCC, knowledge and competencies are assessed through measurable learning outcomes in the library as well as in their role in supporting college-wide learning efforts at the institutional, program, degree, and course levels ([II.B.3-4](#)).

In addition to learning, the LTCC library examines its role in supporting student achievement at recognized points of completion, including successful course completion, certificates and degrees, licensure examination passage, postprogram employment, and other similar measures. With the onboarding of a new director of library and learning services, the library will conduct a strengths, weaknesses, opportunities, and threat analysis in summer 2017 that examines its role in supporting the mission and its success in providing student learning support. A comprehensive program review will be conducted in the summer and fall of 2017 when the new director of library and learning services is engaged and on campus.

The library also reviews and assesses a variety of data points as reported on the Library Data Survey Report submitted annually to the Chancellor's Office, including a variety of usage and circulation data points ([II.B.3.5](#)) ([II.B.3.6](#)).

Student Experience Survey (SES)

The TLC monitors usage of the tutoring and the proctoring services and collects individual feedback from student participants. The library and TLC also incorporate the results of the annual LTCC Student Experience Survey (SES) for feedback and improvement initiatives. The 2016 SES indicated that students are satisfied with the library, the support technology, and the TLC services on campus as evidenced in the referenced table with over 88% of the respondents reporting positive feedback responses in these three areas ([II.B.3-7](#)).

Another part of the SES evaluates the student's knowledge of the learning support services, their use of the services, and their satisfaction with the services. Results from the 2016 SES indicated that an average of 88% of the students are aware of the services, 63% use the services, and 93% of those who use the services are satisfied with them ([II.B.3-7](#)).

The data from the SES indicates that the College could do a better job with marketing and advertising services to students, as the knowledge and usage numbers have room for improvement. Information about the assessment and evaluation process for all other student support programs at the college is addressed in [Standard II.C](#).

Other Evaluation Tools

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




This assessment module was for many years offered through Etudes, the College's online course and learning management system. It is currently being reviewed, rewritten, and converted to a Canvas-based module, as the College moves entirely to that learning management system. With the retirement of the last full-time librarian, new part-time faculty have assessed the IRIS modules and are working on updating the instructional elements of that program as the assessment moves to Canvas ([II.B.3-8](#)).

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

The library staff consult regularly with individual students (and with library patrons as a whole through a library survey) to ensure that the materials necessary for their success are readily available ([II.B.3-9](#)). Items not currently held in our system are considered for purchase and or made available via interlibrary loans when possible ([II.B.3-10](#)). The librarian and library staff maintain communications with all academic departments to ensure that the materials pertinent to course offerings are up to date and reserve textbooks are current and appropriate ([II.B.3-11](#)).

Student Learning Outcomes and Service Area Outcomes

Learning support programs have each identified student learning outcomes (SLOs) and/or service area outcomes (SAOs) to assess student learning. The library has identified three learning outcomes, which are posted on its website ([II.B.3-12](#)). The library SLOs are shown below:

-  **Program SLO #1** Students will learn to use the LTCC library's online subscription databases, which are today's core academic research tool. Measurement of success: annual usage of EBSCO's online databases will increase at least 5% from the same quarter in the year ([II.B.3-13](#)).
-  **Program SLO #2** At least 80% of all students will express satisfaction with library services overall. Measurement of success: library user surveys ([II.B.3-7](#)).
-  **Program SLO #3** After receiving formal library instruction, ENG 103 students will demonstrate information fluency. Measurement of success: at least 90% ENG 103 students will pass information literacy assessments ([II.B.3-4](#)) ([II.B.3-14](#)).

Annual usage of the EBSCO online databases has shown the following increases: 20% increase from 2012/13 to 2013/14; 75% increase from 2013/14 to 2014/15; and 21% increase from 2014/15 to 2015/16. These significant increases show great progress in the overall use of online databases at the LTCC library ([II.B.3-13](#)).

The library data collected in 2016 addressing SLO #2 indicates that 86% of respondents are aware of library and media services with 68% usage and 94% satisfaction. In another question, 83% of respondents to the SES expressed that library services met their needs ([II.B.3-7](#)). These are excellent numbers, exceeding the satisfaction goals for the program.

Informal surveys are also conducting in the library, giving patrons (students and community members alike) the opportunity to provide suggestions for improvement. In the sample attached, a number of issues are raised that the library is addressing or has already addressed, including establishing a designated study room with technological resources for students with disabilities and limiting group study rooms to student groups, which has notably increased use. The combining of the library with tutoring and learning support services will also allow for extended hours, a more student-friendly environment, and more outreach and education about services available ([II.B.3-15](#)).

In terms of faculty and staff respondents to the Faculty Staff Engagement Survey in 2015, 59% agreed or strongly agreed that the library services were meeting instructional needs; however, only 15% of respondents disagreed or strongly disagreed that the library services were sufficient, with an additional 25.8% indicating they had no bases for opinion ([II.B.3-16](#)). These results indicate that there is strong need and potential for outreach to and collaboration with faculty and staff, which will be a primary goal of the new director of library and learning support services slated to be hired in summer 2017.

Of the students registered in English 103: Critical Thinking and Writing the Research Paper; who took the information literacy assessment, the library did not meet its expectations. The following data shows the percentages of student enrolled who completed the assessment: 49% in spring 2015, 37% in fall 2015, 29% in winter 2016, and 44% in spring 2016.

These lower numbers are likely impacted by the absence of LTCC's library director during this period. Some of the English instructors continued to implement the assessment, but the library outreach was lacking. Of those students who did take the information literacy assessment at the time the reports were run, the following positive data on their success and understanding of the information was gathered: in the spring of 2015, students had an average score of 81%; in the fall of 2015, the average score was 84%; in the winter 2016, 87% was the average score; and in the spring 2016, students completed the assessment with an average score of 82% ([II.B.3-14](#)).

In terms of other student support areas, the TLC has identified two service area outcomes:

Program SAO #1

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

Program SAO #2

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

The 2016 SES results indicate great success in SAO #1 with 91% of the students reporting satisfaction with the TLC ([II.B.3-7](#)). In the TLC's program SAO #2, the results also support the conclusion that the learning support programs have had a positive impact on student growth and development ([II.B.3-7](#)).

One of the institutional learning outcomes is that students will "Demonstrate growth in Critical Thinking and Information Competency." In the 2016 Student Experience Survey, students were asked the following: "Please identify how much you believe you have grown as a result of your time at LTCC in the following areas." Results indicate that 88% of the students had some growth in critical thinking and information competency. Furthermore, 56% reported "a lot" or "a great deal" of growth. This is encouraging and demonstrates that students feel the library has been effective in assisting with the institutional goal of information literacy ([II.B.3-7](#)).

Analysis and Evaluation

The College meets the standard. LTCC evaluates its library and other student support services through established program review processes and regularly administered student, faculty, and staff experience surveys as well as general library patron surveys. Satisfaction with support services and the extent to which those services meet the needs of students, faculty, staff, and community members. The assessment of student learning and service area outcomes are collected and used to make improvements. For example, the TLC program review indicated that weekend and summer hours were a goal emerging from assessments, which led, in part, to the conceptualization of combining the TLC and library into Library and Learning Services. Additional goals of improved communication and outreach about available services have also been identified through these process, and the intent is to meet these improvement goals through combining resources as well. The library has already begun addressing these improvement goals through its involvement in the College's efforts at identifying and implementing Open Education Resources ([II.B.3-17](#)).



*Instructor Bruce Armbrust and Students
Watching the 2014 Eclipse*



Evidence List for II.B.3.

- II.B.3-1. [Library Comprehensive Program Review](#)
- II.B.3-2. [Library Annual Unit Plan \(2013/14\)](#)
- II.B.3-3. [Library Survey](#)
- II.B.3-4. [Information Literacy](#)
- II.B.3-5. [IPEDS 2015-2016](#)
- II.B.3-6. [IPEDS 2016-2017](#)
- II.B.3-7. [SES \(2016\)](#)
- II.B.3-8. [Information Literacy](#)
- II.B.3-9. [Desk Tracker Bar Graph](#)
- II.B.3-10. [InterLibrary Loan Instructions](#)
- II.B.3-11. [E-mails to Faculty Regarding Weeding and Purchases](#)
- II.B.3-12. [Library Website \(SLO\)](#)
- II.B.3-13. [EBSCO Usage Summary](#)
- II.B.3-14. [Information Literacy Results \(Fall 2015 - Spring 2016\)](#)
- II.B.3-15. [Student Suggestions - Library \(October 2016\)](#)
- II.B.3-16. [Faculty and Staff Survey \(2015\)](#)
- II.B.3-17. [OER-798 Grant: Campus Plan](#)



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

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

Consistency and Collaboration

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

Evaluation Criteria

Collaboration with other institutions or other sources for library and learning support services are evaluated for quality assurance, including services that are formalized through contractual agreements (ER 17). The institution gathers information to assess whether the services are being used and are effective.²²

LTCC has a formal agreement with the Community College Library Consortium for purchasing online information resources, which provides the College with the consortium's benefit of reduced pricing ([II.B.4-1](#)). Contractual arrangements are strictly maintained, whether it is for use of databases and/or for adhering to all copyright regulations for materials received for the reserve textbook program and other uses. The library, with financial support from the LTCC Foundation and other grant funding, recently updated its reserve textbook and ebook collection ([II.B.4-2](#)) ([II.B.4-3](#)). Library staff work with each database and the College's catalog database provider closely and regularly to ensure that all of the systems are running as they should.

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

Additionally, the library is able to direct students to services provided through the College's relationship with the Online Education Initiative. This partnership is overseen by the vice president of academic affairs and the distance education coordinator and offers students access to resources such as NetTutor, Proctorio, and Cranium Cafe with support from other departments on campus, such as Student Services, for example.

Interlibrary Loans

The library's interlibrary loan program makes readily available materials, in physical or digital formats (articles), outside of our immediate system and available through cooperative

²² See Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Title IV Compliance

arrangements with thousands of other library systems throughout the United States. The library has documented requests from students who request books through other libraries both public and academic, and these statistics on interlibrary loans are compiled on a regular basis. Interlibrary loans are free of charge to students, faculty, and the public ([II.B.4-4](#)).

Security and Maintenance

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

All services provided through contractual relationships with outside vendors or providers are reviewed and monitored by the institution with full supervision and oversight retained by Lake Tahoe Community College staff, faculty, and administration.²³

Analysis and Evaluation

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



Evidence List for II.B.4.

- II.B.4-1. [Community College Library Consortium Agreement](#)
- II.B.4-2. [Quarterly Textbook Lending Program](#)
- II.B.4-3. [Ebooks available](#)
- II.B.4-4. [Sample Interlibrary Loan Report](#)

²³ Eligibility Requirement 17, Information and Learning Support Services, Compliant

STUDENT SUPPORT SERVICE



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

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

Regular Evaluations of Student Support Services

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

Comprehensive Program Review

All support programs participate in the noninstructional program review cycle and rotate in a six-year comprehensive program review process ([II.C.1-1](#)). For example, the Counseling and Advising Program and Student Activities and Organizations both completed a comprehensive program review (CPR) as per the schedule in 2016-2017 ([II.C.1-2](#)) ([II.C.1-3](#)). An average of three noninstructional student support programs complete a CPR each year. The CPRs are developed by the individual program personnel and the respective administrator and serve as a valuable tool for analyzing program effectiveness. The CPRs are reviewed by various college governance groups and culminate in a presentation to the BOT. The information gathered through the CPR process serves as a general framework for budget allocation and strategic plan goal development, and it also provides a check for the program success in meeting student needs as well as aligning with the mission of the College. In addition to the CPR system, the college also administers an annual student survey to regularly evaluate the quality of the

instructional and support programs. Student services are aligned with identified student needs and designed to facilitate student success along the college pathway to degree, certificate, or transfer.²⁴

Annual Student Surveys



The LTCC Student Experience Survey (SES) is one of the primary data collection instruments the college uses to assess student academic and personal growth and to measure the effectiveness, usage, perceived value, and impact of support services and programs provided at the institution (II.C.1-4). The locally developed SES was created in 2015 and implemented in 2016 through a collaborative effort between Student Services, the Instruction Office, and the Office of

Institutional Effectiveness as a replacement for the Community College Survey of Student Engagement (CCSSE). The CCSSE was used previously, and while it did provide the college with a large quantity of data to use in evaluating service program effectiveness, the rising cost of the CCSSE, coupled with the CCSSE's lack of specificity needed to truly assess LTCC programs and services, led to the College's development of an in-house instrument.

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

As an additional example, in the spring of 2017, the Student Senate leadership identified a challenge with finding an appropriate time to hold meetings and events that would allow for broad student participation. The College had identified a set "college hour" across which no single section courses were to be scheduled; however, scheduling conflicts were still proving to be a challenge. These challenges led the Student Senate president to present the concerns to the Academic Senate and Institutional Effectiveness Council. As a result, a number of questions

²⁴ Eligibility Requirement 15, Student Support Services, Compliant

regarding student engagement, course scheduling, and the college hour were added to the SES, and the results will be reviewed and used for future adjustments to scheduling practices to support greater student engagement ([II.C.1-5](#)).

The process for SES administration and utilization is to update the instrument each winter, administer it in late spring, and then use the data as part of determining process improvement projects. The 2016 SES indicates that students are happy with the depth, breadth, variety, and accessibility of the support services at LTCC ([II.C.1-6](#)).

Advisory Committees

Advisory committees—which involve students, staff, faculty, and community members—are also an effective tool used by many of the support programs to obtain detailed feedback about student outcomes and program effectiveness. These committees meet at least annually to discuss program services, accomplishments, new initiatives, and program evaluations. Advisory committees also provide an opportunity to explore partnership projects within the community ([II.C.1-7](#)) ([II.C.1-8](#)).

Personnel Evaluations

Permanent program director and program staff evaluations, which rotate on a three-year cycle, provide unique insight and information about the effectiveness of student service programs as they relate to program personnel. These evaluations are reviewed by the executive dean of student success for any program-related feedback that can be used for program improvements or new initiatives (see [Standard III.A.5](#)).

Student Focus Groups

Because LTCC is small, its size allows for many interactive opportunities for students to engage in the campus community and provide direct feedback. Student focus groups are often used by the College in assessing the quality of services and programs. These occur in both formal and informal settings. Focus groups also provide direction and feedback when the College is exploring new programs. For example, student focus groups were a large part of a housing feasibility study that was completed in 2016, and they were also utilized during the athletic program study ([II.C.1-9](#)). They were also part of a recruitment and retention assessment completed by Ruffalo Noel-Levitz. Most recently, the new LTCC superintendent/president conducted a student focus group on the strengths and weaknesses of the College. Student focus groups provide valuable and relevant information to the College about the programs and services provided ([II.C.1-10](#)).

Initiatives and Grants

LTCC is continually exploring opportunities for securing additional resources for serving students and has been successful in many recent grant awards. TRiO grants ([II.C.1-11](#)) ([II.C.1-12](#)), Adult Education ([II.C.1-13](#)), Online Education Initiative ([II.C.1-14](#)), Open Educational Resources ([II.C.1-15](#)), Student Success and Support Programs ([II.C.1-16](#)), and Student Equity ([II.C.1-17](#)) are some of the additional revenue streams that have helped to improve support services to students. All of these programs and initiatives require annual evaluation processes for effectiveness and relevance.



Supporting Students and Enhancing Services Regardless of Means of Delivery

LTCC has expanded course delivery and student services options to include online, correspondence, and off-site locations in recent years.²⁵ This has created a need to implement assessments of the services provided to these students as well. Students enrolled in all learning platforms are invited and encouraged to provide feedback about service programs at the College, including face-to-face, correspondence, and online students. Online students comprise approximately 30% of the College's total enrollment, so the College has increased efforts to capture feedback from those students.

For example, the Student Experience Survey (SES) is completed through a link in an e-invite and is also presented to face-to-face students in the Student Commons and in various classrooms through the use of handheld electronic tablets. To increase student participation for future SESs, enhanced marketing and incentive strategies will be enacted. A modified, paper-based version is currently provided to the students in the Incarcerated Student Program (ISP) due to inmate restrictions on technology use ([II.C.1-18](#)).

While the SES is certainly an extremely valuable instrument in collecting student feedback, there are many other ways in which the College assesses student services programs. Many of the support programs at LTCC conduct an individualized program analysis using smaller surveys and by conducting student focus groups. For example, the ISP has developed a program-specific assessment process due to the unique nature of the student population and students' lack of access to technology. This process involves the collection of feedback on all areas of the ISP, including instruction, student learning outcomes, and student services. All distance and correspondence education courses are part of the regular course evaluation process coordinated by the Instruction Office. The ISP staff also host several student feedback sessions during their quarterly visits where students are encouraged to submit suggestions for improvement. This format has resulted in meaningful face-to-face dialog, and because student

²⁵ See Checklist for Evaluating Compliance with Federal regulations and Related Commission Policies, Distance Education and Correspondence Education

participation in these forums has increased each term, the ISP program will continue this practice ([II.C.1-19](#)).

Another method of capturing student feedback for evaluation of programs is completed through general communication procedures. The executive dean of student success often sends communications ([II.C.1-20](#)) out to all students to request feedback about services and programs at the College. This information is then distributed to the individual programs for follow-up. Published email and phone information is available on the website for every program to allow for ongoing direct feedback. Information gathered from the various systems is then disaggregated based on student platform experiences. This information is useful in determining specific changes needed in the various service delivery methods.

Supporting Learning to Enhance the College's Mission

In an effort to increase the ability of student services programs to support learning and enhance the mission of the College, SES results related to student services are integrated into a college-wide review. The results of the SES are reviewed by individual program personnel with their respective area or department, all applicable program-specific work teams, and the LTCC Student Success Team to establish short- and long-term strategies. Additionally, the results are included in the *Comprehensive Program Reviews*, which are reviewed by a variety of individuals, teams, and various College councils. This includes the respective advisory committee, the Institutional Effectiveness Committee, the Academic and Student Senate, and the Senior Leadership Team. This process culminates in a presentation to the BOT. Individual programs use the CPRs to plan and develop program goals and improvement initiatives, as well as to plan for budget and personnel needs.



A portion of the Student Services area section of the 2016 Action Plan Summary Sheet (based on SES results) is provided below:

2016 SES Action Plan Summary Sheet (Student Services Area)

Area Assessed	Summary of Results	Actions
Student Services	<p>Student services programs were divided into two areas. The Auxiliary Student Services (CDC, bookstore, library, and online support) scored an average of 54% in student satisfaction; however, a large number of students responded “no opinion” in these areas which would indicate they were not “dissatisfied” with the services but merely had “no opinion” about them. An average of 89% of the students reported satisfaction with the Integrated Student Services areas. The integrated areas were also evaluated on student awareness, usage, and impact toward personal growth. Results indicate a definite lack of awareness of several services available, but of those students who used the services, 89% reported satisfaction with the service as well as an 89% average who reported that the service had a positive impact on their personal development.</p>	<p>The College will increase marketing efforts for both Auxiliary and Integrated Student Services available to students at orientation, on the website, and in new student communications.</p> <p>The College will examine the feasibility of purchasing a student notification mobile app.</p> <p>The College will continue to assess the individual service areas for program improvement.</p> <p>The College will expand support services in the evenings as well as continue to develop online services for distance students.</p>

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

The Foundational Skills Work Team includes faculty and staff who work on projects to improve curriculum, instruction, student services, and program practices in the areas of basic skills math,

English, and English as a second language ([II.C.1-21](#)). The GPS Team is the localized brand name for the statewide Student Success and Support Program (SSSP), and this group evaluates and develops student services in the areas of orientation, assessment, educational planning, and follow-up services for at-risk students ([II.C.1-22](#)). The Student Equity Team focuses on initiatives designed to close achievement gaps in access and success for underrepresented student groups at the College ([II.C.1-23](#)).

All three of these work teams meet monthly and are charged with using student achievement data to analyze the effectiveness of the related support programs to continually improve processes and services. The Student Success Team (SST) was created in 2015-16 to assess all of the student success efforts of LTCC and to integrate the services and funding of the three individual work teams as well as other support programs. The coordination of the individual work groups through the SST monthly meetings has been helpful in developing more efficient and integrated use of resources and in avoiding any duplication of services in supporting student achievement ([II.C.1-24](#)). In the spring of 2017, the membership and responsibilities of each of these groups was evaluated and revisions were suggested in line with the statewide move to an integrated plan covering the three categorical funding areas (Basic Skills, SSSP, and Equity). This new structure will go into effect in fall 2017 ([II.C.1-25](#)).

Analysis and Evaluation

The College meets the standard. Lake Tahoe Community College regularly evaluates the quality of its student support services through a variety of measures. These practices are designed to provide authentic and relevant information for each program as they enhance the accomplishment of the mission of the College and support student success. Through the Student Experience Survey, the Student Success Team, student focus groups, personnel evaluations, the comprehensive program review process, and various other program assessment activities, the College gathers relevant and meaningful data to make informed decisions. These processes drive the goals and activities for the support programs as well as the strategic planning for the student services division as a whole.



The results of ongoing evaluations regarding student service areas will be used to inform the College's efforts to implement more deliberate student success pathways as identified in the QFE. For example, the gap between student satisfaction with the auxiliary student services (59%) as opposed to the integrated student services (89%), as reported in the 2016 Student Experience Survey report, indicates a need for improvement in “wraparound” services provided to support students toward achieving their educational goals.



Evidence List for II.C.1.

- II.C.1-1. [*Comprehensive Program Reviews*](#)
- II.C.1-2. [*Counseling and Advising Comprehensive Program Review*](#)
- II.C.1-3. [*Activities and Organizations Comprehensive Program Review*](#)
- II.C.1-4. [*Student Experience Survey \(2016\)*](#)
- II.C.1-5. [*IEC Meeting - College Hour Presentation*](#)
- II.C.1-6. [*2016 Student Experience Survey Summary Report*](#)
- II.C.1-7. [*Transfer Center Advisory Committee Minutes \(December 12, 2016\)*](#)
- II.C.1-8. [*EOPS, CARE, CalWorks Advisory Committee Minutes \(December 6, 2016\)*](#)
- II.C.1-9. [*Student Housing Feasibility Study \(December 2016\)*](#)
- II.C.1-10. [*Student Focus Group Participants*](#)
- II.C.1-11. [*TRio Upward Bound*](#)
- II.C.1-12. [*TRiO Educational Talent Search*](#)
- II.C.1-13. [*Adult Education \(ADVANCE\)*](#)
- II.C.1-14. [*Online Education Initiative*](#)
- II.C.1-15. [*Open Educational Resources*](#)
- II.C.1-16. [*Student Success and Support Programs*](#)
- II.C.1-17. [*Student Equity*](#)
- II.C.1-18. [*ISP Student Experience Survey*](#)
- II.C.1-19. [*ISP Student Feedback*](#)
- II.C.1-20. [*Executive Dean of Student Success Communication*](#)
- II.C.1-21. [*Basic Skills Committee Meeting Minutes \(November 14, 2012\)*](#)
- II.C.1-22. [*SSSP Agenda \(November 11, 2013\)*](#)
- II.C.1-23. [*Equity Meeting Agenda \(June 7, 2016\)*](#)
- II.C.1-24. [*Student Success Team Meeting Minutes \(November 16, 2016\)*](#)
- II.C.1-25. [*Student Governance Handbook*](#)



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

LTCC has identified service area outcomes (SAOs) for all student support programs and services to assess the programs as well as to gather information, which is used for continuous improvement plans.

Identifying and Assessing Support Outcomes

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

Using Data to Continuously Improve Services

SAO results are used for program analysis and the identification of areas for improvement or modification. The annual Student Experience Survey (SES) and other methods gather data to assess student competency achieved for each SAO. SAO data is also utilized in the comprehensive program review (CPR) process for noninstructional programs. For example, in the CPR for counseling and advising, SAO data was used as a major component in the program results section ([II.C.2-2](#)). These results assist the College in navigating possible program changes and/or enhancements and drive new initiatives for the programs in budget allocations and staffing prioritization.

One example of how feedback regarding support programs is used to improve services was the proposal for creation of a One-Stop Enrollment Services Center in 2014. The One-Stop's opening was a direct result of feedback obtained through the continuous improvement process. This information was collected through the student feedback cards made available in the counseling and enrollment services offices. Additionally, students were able to provide feedback via e-mail links on the website for both areas as well as through the SES. Using this feedback, it was discovered that many students were dissatisfied with and had a lack

of knowledge of the enrollment process. At that time, students were required to contact multiple offices to visit with counselors, financial aid, enrollment services, scholarships, and special programs. The time spent waiting in line, as well as the lack of consistency in the information stream, led to increased complaints from students. Student complaints are handled in various ways. Informal and formal grievance procedures are outlined in the catalog ([II.C.2-3, pp. 48-49](#)) and may include face-to-face meetings with students, satisfaction surveys, feedback cards, and submissions to departmental e-mails. Discrimination and harassment complaint procedures are outlined in board policy ([II.C.2-4](#)) ([II.C.2-5](#)).²⁶

In 2015, LTCC opened the physical and virtual One-Stop Enrollment Services Center to allow students to visit only one location for all their enrollment needs ([II.C.2-6](#)). This change has significantly reduced complaints in the Student Services areas and serves as a testament to the effectiveness of the continual improvement process. It also led to the College's combining of some existing personnel resources to expand hours and services to students.

Another example of how feedback is used to improve campus student support was the proposal for the creation of two new student services positions to serve evening students. Initial feedback results indicated that many of the evening students had little to no knowledge or use of many of the student services available to them. This information helped identify a need for support services to be available in the evenings, and this has led to prioritization of the hiring of an evening counselor and One-Stop employee. The evening counselor was hired part-time temporary on January 3, 2017, and full-time temporary on July 1, 2017, and the One-Stop employee was hired part-time temporary on February 2, 2017. Ongoing analysis of this change will be conducted through the continual process improvement model using SAO and other data.

Another way that the College measures student learning in support services is through the comments of students, which are collected in a variety of ways. Students at LTCC have multiple opportunities to provide direct feedback to staff and faculty, through surveys, face-to-face interactions, focus groups, and by serving on school governance committees. As an example, the "college hour" issue that was described above was first introduced during an Institutional Effectiveness Committee meeting, when the student representative (the Student Senate president) gave a heartfelt presentation for a recommitment of the school to "college hour." The student presented several arguments for the value of student organizations to a comprehensive college experience, and how clubs and organizations provide students with meaningful learning experiences outside of the classroom. His impassioned speech created positive progress toward the reinstatement of the college hour as well as the inclusion of related questions on the SES. This is just one example of how student feedback is used in a process for continuous improvement at the College as it relates to student growth and learning ([II.C.2-7](#)).

²⁶ See Checklist for Evaluating Compliance with Federal Regulation and Related Commission Policies, Student Complaints; Title IV Compliance

Analysis and Evaluation

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



Evidence List for II.C.1.

- II.C.2-1. [Complete Listing of Program SAOs](#)
- II.C.2-2. [SAO Data for Counseling and Advising CPR](#)
- II.C.2-3. [LTCC Catalog, pp. 48-49 \(2017/18\)](#)
- II.C.2-4. [BP 3435 - Discrimination and Harassment Complaints and Investigations](#)
- II.C.2-5. [AP 3435 - Discrimination and Harassment Complaints and Investigations](#)
- II.C.2-6. [One-Stop Center](#)
- II.C.2-7. [IEC Meeting - College Hour Presentation \(February 9, 2017\)](#)





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

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

Equity

With the addition of the Student Equity Program and the hiring of staff to provide oversight, guidance, and outreach, the prioritization of equity and access for all students has been integrated into all areas of College operations. Outreach efforts have included bilingual staff visits to the high school to visit with students; increased print marketing materials; establishment of the Guidance and Planning for Success (GPS) program; multiple presentations at community and college fair events to promote the College; activation of Google Translate for the website; translation of admissions, schedule pages, and other documents into Spanish; the creation of a *Bienvenidos* section for the website; the revitalization of the HOPE club (Hispanos Orgullosos Preperándose para la Excelencia); and community-based cultural events ([II.C.3-1](#)). LTCC has a Board-approved equity plan, and disability resources maximize student access to services, curriculum, and facilities for all students ([II.C.3-2](#)).²⁷

To further develop a campus climate of inclusion, the College invested in several professional development speakers to address staff and faculty on the issues of inclusion and equity for the past four years at convocation. Speakers such as Jeff Duncan Andrade, Vincent Tinto, and Kimberly Papillon have presented to all LTCC employees, and follow-up workshops and discussions have ensued. Additionally, the College reviews disaggregated data to identify and address disproportionate impact at the program and institutional levels. These qualitative and quantitative efforts and activities demonstrate the commitment of LTCC to the area of equity ([II.C.3-3](#)) ([II.C.3-4](#)) ([II.C.3-5](#)) ([II.C.3-6](#)).

²⁷ Eligibility Requirement 15, Student Support Services, Compliant

Disability Services

The College has also committed to providing an improved and equitable experience for students with disabilities. New ADA compliant signage is forthcoming to the institution as a result of the Measure F Bond funds. The signage is scheduled for installation in the summer of 2017. The Disability Resource Center (DRC) provides information about disability services to all LTCC students via communication on the website, in classroom presentations, in print materials, and through a statement in course syllabi. Services such as extended time on tests, reduced noise testing environments, specialized counseling for students, and learning disability testing are just some of the many ways that the College supports students with disabilities ([II.C.3-7](#)).

Distance Education

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

Much of the successful launch of services in this area was due to LTCC's participation as a full-launch pilot school for the Online Education Initiative (OEI). LTCC was able to make rapid progress in online support services as a result of this association and participation with OEI due to the availability of financial, technical, and HR in the project. In 2010, the College had limited provisions and services for students not attending classes on the LTCC physical campus. As of 2017, the College offers several virtual and interactive support systems for distance education students ([II.C.3-8](#)).

Online education support has been a focal point for LTCC in the past four years, and due to technology advances, it is an ongoing process as well.

To assist students interested in taking online courses, the College has implemented a readiness assessment so that students can determine if online instruction is appropriate for them. The Quest for Online Success course was developed by the Online Education Initiative (OEI). Students are provided access to "self-enroll" in the course, which uses an assessment tool called SmarterMeasure. SmarterMeasure assesses a student's readiness to be an online learner and then provides additional tutorials to help the student become better prepared for successful participation in the online environment. Students access this assessment tool via their online course. There are also online readiness tutorials available to all students on the website ([II.C.3-9](#)).

Another virtual service in assisting students for online course preparation is the Canvas Student Orientation. In 2015, the College made a decision to adopt Canvas as the online delivery system for all online courses at LTCC. Prior to this, despite a primary focus on the use of Etudes,

courses were being taught in a variety of other platforms as well, and this caused some confusion for students taking multiple courses. While the consistency of a single platform provides clarity for students, this change prompted some adjustments for both students and faculty in navigation of the new system. To assist with this, distance education students are placed in a self-paced, online orientation to Canvas. Students access the orientation via their Canvas dashboard ([II.C.3-10](#)).

Counseling for distance education students has been an issue for LTCC in the past. The implementation in 2016-17 of Cranium Cafe, an online counseling platform, has provided a much needed service to students ([II.C.3-11](#)). Prior to implementation, distance education students could only schedule a Skype session with a counselor or communicate via email or phone.

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

Access to tutoring has been another long-time need for LTCC distance education students. In response to this, the College implemented NetTutor by Link-Systems International, Inc. This system provides access to tutoring in multiple subjects 24 hours a day, seven days a week. Students can now access free online tutoring for any LTCC online course ([II.C.3-12](#)).

In an effort to improve student support in the registration process, the College purchased a license to create PowToons for the website. This has allowed enrollment services personnel to create short animated instructional videos for use by students in the application and enrollment processes ([II.C.3-13](#)).

Ongoing efforts to further develop online education support services continue. Projects that have been completed include the addition of the Guidebook Tour app ([II.C.3-14](#)) and the Coyote Corner mobile app ([II.C.3-15](#)). A general LTCC mobile app for greater access to the student portal with the use of cell phones should be completed very soon. Another project that is currently being implemented is Proctoria, an online proctoring software. This is a new technology which allows the student to take exams without having to visit campus. The College is also in preliminary



discussions with the OEI group regarding a memorandum of understanding (MOU) to provide proctoring consistency and partnership across the system.

English as a Second Language

The LTCC English as a Second Language (ESL) program (which is all noncredit) has expanded efforts to provide support services to students. Evening counseling, specialized orientations, and support workshops have been offered to ESL students in the past two years. Additionally, the ESL staff are improving the assessment and placement process for ESL students through the implementation of more accurate multiple measures use and qualitative and quantitative data collection. With the focus on equity and the hiring of a director of equity, the College was also able to serve this population with student services during the evening hours when most ESL courses are offered.

Proposed implementation for ESL (non-credit) onboarding beginning Fall 2017: In order to begin transitioning to a more robust onboarding and support process for English language learners (ELLs), Advance (the Adult Education network) will work with the ESL department to establish processes and protocols for potential ESL students. Prior to the start of Fall quarter, Advance staff will begin to deliver a three-part Registration, Assessment, and Pathways Planning workshop (RAP session) to connect potential students to the support services offered through Advance, conduct initial assessments in English language proficiency, and create individual plans for “best fit” services, including ESL courses at LTCC. Those students interested in the latter would be referred to the ESL office for specific course registration and expectations. Those unable to enroll in ESL courses (due to scheduling, etc.) would be connected to a variety of other services, including access to an online, self-paced English program (Burlington English) in a variety of formats. These include supported lab offerings, individual access at various locations in the community, and individual access at home ([II.C.3-16](#)) ([II.C.3-17](#)) ([II.C-18](#)) ([II.C.3-19](#)).

During the Fall pilot, Advance would include three, three-day sessions in the weeks leading up to the close of registration. After that, Advance will continue to offer one, three-day session per month until the beginning of the winter quarter which would see the return of the three, three-day sessions. The ongoing sessions, as well as the increased number prior to a quarter’s start will allow students to be better prepared (especially with planning) for attending and successfully completing their coursework.

Evening and Summer Students



In the past, evening student services were not available, and summer services were limited due to funding limitations. The arrival of Student Success and Support Program (SSSP) funding has allowed LTCC to provide evening and summer counseling hours, additional student ambassador support, and some Saturday support services to students. Efforts to continue growth in this area are ongoing but have been greatly enhanced with the hiring of a counselor to serve primarily in the evening, allowing for extended One-Stop

hours. The College's plans to combine tutoring and learning services with the library in the summer of 2017 will also allow for extended student support services hours.

Assuring Appropriate, Reliable, and Comprehensive Services

Support services are offered in a variety of platforms. All programs listed are now accessible to face-to-face students and online students. The Incarcerated Student Program is the only program at the college currently utilizing the correspondence delivery method, and as the program continues to evolve, the service delivery methods are also evolving. Counseling services are provided to students through counseling contact forms ([II.C.3-20](#)). The students submit requests for assistance through these forms and the service programs respond. LTCC counselors also make occasional on-site visits to the facilities.

To increase awareness and accessibility of support services to all students, the college adopted the Coyote Corner mobile app in December of 2016. This app provides improved significant contact with LTCC students. The app includes access to resource information, event notifications, specialized announcements for enrollment services, and community information, and future phases will include connection to student portal system information ([II.C.3-21](#)). Additionally, the College strives to ensure that services are available to students online through a variety of methods ([II.C.3-22](#)).

Analysis and Evaluation

The College meets the standard. LTCC assesses student needs for services regardless of location or mode of delivery and allocates resources to provide for those services. The College has made great strides in recent years to expand services to distance education students. Through the participation in the Online Education Initiative, the College has been able to implement and enhance multiple online support services for students. While online support is not comparable to face-to-face support, the College continues to develop and enhance services due to technology advances and state-funded initiatives. The allocated resources for all student support services are adequate to meet the needs of the students.





Evidence List for II.C.3.

- II.C.3-1. [Equity Program](#)
- II.C.3-2. [Equity Plan \(2015/16\)](#)
- II.C.3-3. [Jeff Andrade-Duncan – All Campus Training Day Information](#)
- II.C.3-4. [Convocation Agenda – Vincent Tinto \(2016\)](#)
- II.C.3-5. [Convocation Agenda – Kimberly Papillon \(2015\)](#)
- II.C.3-6. [Campus-Wide Disaggregated Data](#)
- II.C.3-7. [Disability Resource Center, LTCC.edu](#)
- II.C.3-8. [Online Learning, LTCC.edu](#)
- II.C.3-9. [Online Readiness Tools on the Website](#)
- II.C.3-10. [Online Canvas Orientation](#)
- II.C.3-11. [Cranium Cafe](#)
- II.C.3-12. [NetTutor](#)
- II.C.3-13. [Samples of PowToons](#)
- II.C.3-14. [Guidebook Tour App](#)
- II.C.3-15. [Coyote Corner App](#)
- II.C.3-16. [Advance Flyers in Spanish](#)
- II.C.3-17. [Advance Office Hours Library-FRC](#)
- II.C.3-18. [Burlington English Lab Schedule](#)
- II.C.3-19. [ESL Flyer in English–Spanish](#)
- II.C.3-20. [ISP Counseling Contact Form](#)
- II.C.3-21. [Coyote Corner App, LTCC.edu](#)
- II.C.3-22. [Delivery Method of Student Services as of 2016](#)





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

In accordance with its vision of being California's premier destination community college, LTCC has committed to providing vibrant and meaningful co-curricular opportunities for students.

Co-Curricular and Athletics Programs

The College offers *eighteen* different student organizations and clubs spanning a variety of interests, both educational and social for students. These groups include: Ally Club: Friends of Ally LGBTQ Support, Alpha Gamma Sigma Academic Honor Society, Art Club, Badminton Club, Circle K: Kiwanis Service Organization, Filipino Club, Future Business Leaders of Tahoe, Geology Club, HOPE: Hispanos Orgullosos Preperándose para la Excelencia, Intercollegiate Athletics–Soccer, International Club, Math Club, Science Club, Soccer Club, Student Ambassadors, Student Senate, Table Tennis Club, and Volleyball Club ([II.C.4-1](#)) ([II.C.4-2](#)). Extracurricular activities provide opportunities for personal and professional development and include such events as guest speakers, competitions, fundraising, and social engagements.

Results from the Student Experience Survey (SES) indicate that a high number of students are pleased with the club offerings and activities on campus with an 88% satisfaction rate ([II.C.4-3](#)). In an effort to coordinate campus events even further, the College created the Inter-Club Board (ICB) in 2015. The ICB is a student-lead board comprised of one representative from each club and was created to develop a more comprehensive and collaborative event planning structure for student clubs.

In 2013, the College approved the establishment of men's and women's intercollegiate soccer programs, and in 2014, the first teams were created ([II.C.4-4](#)). This addition of intercollegiate athletics has provided students with another opportunity for involvement and engagement at the school. It has also created an atmosphere of school spirit that did not exist before. The College continues to explore possible growth in both athletics as well as student organizations to continue to meet the changing needs of students.

Integrity

Student involvement opportunities have been organized into two divisions at the College based on their requirements for membership and supervisor responsibilities. All clubs, the Student Ambassadors, and the Student Senate are housed under the student life coordinator position. This position, created in 2016, ensures compliance and ethics in operations as well as improvement in the coordination with facilities and the educational calendar. The athletic director, in conjunction with the executive dean of student success, has oversight of the Intercollegiate Athletic Program. The College provides trainings to advisors and club sponsors, coaches, and other involved parties who interact with student groups. With the addition of new Equity funding, the College has ensured that all opportunities for engagement are accessible to all students and that operations are all viewed with an equity lense.

For clubs, the *Student Club & Activities Handbook* is reviewed, updated, and published each year by the student life coordinator. This handbook provides forms, process, policy, and other general guidance for students and their advisors ([II.C.4-5](#)). Club advisors also attend two trainings each year to review procedures for fiscal and general club management practices, and the responsibilities of club advisors are addressed in the faculty collective bargaining agreement ([II.C.4-6](#)).

Student Senate is a highly organized and participatory student organization that promotes leadership and governance roles for participants. Student Senate follows all Brown Act requirements, and the advisors are trained in all aspects of student government ([II.C.4-7](#)). Through the Student Senate organization, 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 senators also have an opportunity to attend the state General Assembly meetings.

Student ambassadors are a highly selective group of student leaders who perform various tasks for the College, including orientations, Passport workshops, and general college assistance. They receive ongoing training throughout the year covering a variety of college duties and a special orientation training manual at the beginning of the year ([II.C.4-8](#)). The division of Clubs and Organizations, Student Senate, and student ambassadors undergo a comprehensive program review (CPR) through the College CPR process. The most recent CPR for this area was in the spring of 2017 ([II.C.4-9](#)).

The Athletic Program began in 2014 and adheres to strict regulations and guidelines. The soccer program at LTCC is a member of the Golden Valley Conference (GVC), which operates within the California Community College Athletic Association (CCCAA) ([II.C.4-2](#)). Both the league and the state have extensive requirements and guidelines for participation in the sport ([II.C.4-10](#)) ([II.C.4-11](#)). One of the CCCAA requirements is that any personnel associated with the program must complete and pass an annual exam concerning the rules and regulations of the athletic programs. LTCC has also adopted local policy and procedure to further determine appropriate operations ([II.C.4-12](#)) ([II.C.4-13](#)). Participation in the College athletic program is a privilege, and student athletes are subject to an additional code of conduct to be a member of the team. Each

student signs a behavioral contract acknowledging they are aware of the additional requirements for participation, which are both academic as well as conduct related ([II.C.4-14](#)). The program operates fiscally and ethically responsibly and is also subject to annual college audits. As a requirement of both the College and the CCCAA requirements, the athletic program undergoes a CPR process every six years ([II.C.4-15](#)).

Finances

All extracurricular activities are conducted with sound educational policy and standards of integrity, and the institution retains control over these programs, including their finances. Finances for all student extracurricular activities are managed through the College fiscal operations policies and procedures, and oversight is provided by the director of fiscal services. Each club maintains an account through the Fiscal Department; however, all expenses or revenue transactions are fully accounted through the Fiscal Department regulations ([II.C.4-16](#)).



Hispanos Orgullosos Preperándose Para La Excelencia (HOPE) Club

Analysis and Evaluation

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



Badminton Club



International Club



Future Business Leaders of Tahoe



Evidence List for II.C.4.

- II.C.4-1. [Clubs and Organizations](#)
- II.C.4-2. [Athletics, LTCC.edu](#)
- II.C.4-3. [Student Experience Survey \(2016\)](#)
- II.C.4-4. [BOT Meeting - Soccer Proposal Approval \(June 25, 2013\)](#)
- II.C.4-5. [Student Club Activities Handbook](#)
- II.C.4-6. [Faculty Association Collective Bargaining Agreement](#)
- II.C.4-7. [Student Senate Agendas and Bylaws](#)
- II.C.4-8. [Student Ambassador Training Materials](#)
- II.C.4-9. [Activities and Organizations Comprehensive Program Review](#)
- II.C.4-10. [Athletics Director, LTCC.edu](#)
- II.C.4-11. [California Community College Athletic Association-Golden Valley Conference Website](#)
- II.C.4-12. [BP 5700 – Intercollegiate Athletics](#)
- II.C.4-13. [AP 5700 – Intercollegiate Athletics](#)
- II.C.4-14. [Acknowledgment Form](#)
- II.C.4-15. [Program Review](#)
- II.C.4-16. [Evidence of Fiscal Regulation and Responsibility](#)



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

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

Advising and Student Support

Lake Tahoe Community College has committed significant resources to support students with timely, useful, and accurate academic advising. The College has always provided high quality

advising services to students; however, the increase in SSSP funding provided by the state in 2012 allowed the College to advance to a much more involved and intense level of advising as well as expand the hours of availability to students. This includes the recently approved full-time, nontenure-track faculty counselor position hired to provide evening counseling and enrollment services support ([II.C.5-1](#)).

All advising duties at the College are facilitated by the faculty counselors on staff. Lake Tahoe Community College has three part-time and four full-time counselors who provide advising services for all students. The full-time counselors have over sixty combined years of experience in counseling and advising. Because the College is a quarter-system school, there is an additional layer of difficulty in advising. LTCC is only one of three colleges of the 113 in California that operate in the quarter system. This poses additional challenges in the transfer and articulation process. Counselors are vital in assisting students in navigating these issues.

The advising model at LTCC operates on both a drop-in and appointment model. Students are able to schedule an appointment, send e-mails, make phone calls, and create online appointments through Cranium Cafe. LTCC is one of the smallest community colleges in California, which allows for a more personal interaction with a counselor. The student to counselor ratio, according to the 2017 Student Success Scorecard, is 376:1 ([II.C.5-2](#)), which is far lower than the 615:1 state average. Being at a small school, counselors also have a variety of program coordination duties, which impacts that ratio in practice. Additionally, the wait time for a counselor during peak registration times is very low compared to other colleges; LTCC's average wait time is thirty minutes compared to two to three days at larger colleges.

With the new Guidance and Planning for Success (GPS) program, all matriculating students complete an Abbreviated Educational Plan in their first quarter and a Comprehensive Educational Plan by their third quarter with an LTCC counselor. These educational plans provide the students with a road map for goal completion. The completed plans are delivered to the students electronically and are also on file in the counseling office for future reference ([II.C.5-3](#)) ([II.C.5-4](#)).

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

Another measurement for Counseling and Advising program effectiveness is the use of the service area outcomes (SAOs). Student Services recently revised the previous student learning

outcomes to align more consistently with accreditation language. Because this change was so recent, the outcomes were referred to as SLOs in the most recent program review.

The table below was included in the document and is evidence that the counseling program is serving students effectively in the areas of general advising and transfer services, but it also identified the need for improvement in actual goal attainment in each of the outcomes. Using the program review data is helpful in assessing the program and for determining process improvement priorities. The Comprehensive Program Review for this area addresses each SLO and the results as well as the plans of action for improvement ([II.C.5-5](#)).

Student Learning Outcome Results for Counseling and Advising

SLO	Measured By	Goal	Result
#1. As a result of using counseling services, students will demonstrate the ability to access support services at the College.	LTCC Student Experience Survey results	An overall average of 90% of the students who complete the survey will indicate a knowledge of student service programs available to them for support.	On average, the percent of students indicating some knowledge of each program was 81%.
#2. As a result of counseling services, matriculating students will identify the requirements needed for them to reach their educational goal	Capture rate of new students from fall 2015 quarter who have an educational plan on file by the end of the winter quarter 2016	An overall average of 80% or more of new matriculating students from fall 2015 will have an Abbreviated or Comprehensive Educational Plan on file by spring 2016.	Approximately 35% of fall 2015 matriculating students had an educational plan on file by spring 2016.
#3. As a result of utilizing transfer services, students will demonstrate that their transfer information needs were met.	A student response of “met” or “exceeded” their needs on the Student Experience Survey	An overall average of 90% of the students will indicate a positive response.	Approximately 82% indicated a positive response.

Preparation

For graduation assistance, flyers are posted notifying student of the deadline to apply to graduate ([II.C.5-6](#)). Counselors assist the students with the submission of the paperwork and are active in the graduation process.

Another method of providing students with proper information about programs and degrees is the access to the College catalog.²⁸ Each year, the College catalog is updated, and a current PDF copy is posted on the website so that students can access all of the program requirements and prerequisite information ([II.C.5-7](#)). A few pages of the 2017-18 *LTCC Catalog* have been translated into Spanish, and more are continually being created as part of the Equity Program initiative ([II.C.5-8](#)).

Orienting New Students

New student orientations are 2.5-hour-long workshops and are mandatory for all new matriculating students ([II.C.5-9](#)). Within an orientation workshop, new students are introduced to a counselor and are provided with extensive written materials regarding programs, pathways, majors, and support services. The orientation program has been able to improve significantly due to the SSSP funding provided by the state. Orientations are now using current technology for demonstrations, but also include personal tours, direct interaction with the counseling staff and ambassadors, and additional resource information about the community and College support services.

SSSP funds have also enabled the College to improve the online orientation course and information. Another improvement is the addition of an online tour app, which gives a very detailed and personal virtual tour of the campus to any interested student ([II.C.5-10](#)).

Orientations have been increased to include noncredit programs and off-site programs (for example, the Incarcerated Student Program). In addition to regular orientations, the College also provides secondary orientations for international students, athletes, the Fire Academy, and EOPS students due to the specific nature of their programs. These supplemental orientations have been invaluable in providing students their program requirements as well as acclimating them to the campus culture. Orientation schedules are published in the quarterly schedule and available online for students ([II.C.5-11](#)).

Transfer

With approximately 30% of the student body in 2015-16 indicating an educational goal of transfer, quality transfer services and clear and effective transfer policies have been a top priority for the College ([II.C.5-12](#)) ([II.C.5-13](#)). Counselors provide several workshops each year regarding transfer to both the UCs and the CSUs ([II.C.5-14](#)). LTCC also hosts a large

²⁸ See Checklist for Compliance with Federal Regulations and Related Commission Policies, Institutional Disclosure and Advertising and Recruitment Materials

transfer fair each year, which over thirty colleges and universities attend ([II.C.5-15](#)). Students engage with college representatives for prospective schools without having to leave campus. The College also sponsors one college visit each quarter for students who have transportation and other logistical issues that make visits to other campuses to explore transfer options a challenge ([II.C.5-16](#)). These sponsored transfer trips have opened the doors for transfer a little wider for many students, including first-generation college students.

All LTCC counselors are trained in using ASSIST when working with transfer students. According to the “ASSIST” page found on *CCC Transfer Counselor Website*, “ASSIST is the official repository of articulation for California’s public colleges and universities and provides the most accurate and up-to-date information about student transfer in California” ([II.C.5-17](#)). Agreements among each of California’s community colleges and the CSUs and UCs can be found on the ASSIST website, and counselors use the system and train students how to use the system as well.

The College recognizes that students have the opportunity to earn credits from a variety of institutions during the educational process and has established mechanisms for the equitable transfer of credit. In order to maintain the quality and integrity of its academic programs, credits transferred to the College are accepted only upon careful evaluation of official transcripts from regionally accredited institutions ([see Standard II.A.10](#)).

The One-Stop Enrollment Services Center is responsible for implementing the policy for transfer of credits and uses clearly defined procedures in the evaluation of previous lower-division coursework. Evaluation is based on objective criteria such as, but not limited to, catalog descriptions of course content, learning outcomes listed in the course syllabus, and prerequisite appraisal to determine course level. Faculty within the discipline are consulted for expertise in determining course equivalencies based on stated learning outcomes as well as appropriateness of the course to fulfillment of the student’s major requirements. Transfer credit accepted from sending institutions is recorded to the student’s transcript. The process complies with §34 CFR part 668.43(11) of federal requirements ([II.C.5-18](#)). Policies and procedures for



transferring credit to the College are published in the catalog and other applicable publications ([II.C.5-19](#)). Students are encouraged to meet with a counselor for guidance on transferring credit and assistance in developing an educational plan incorporating credit earned at other institutions. All admissions policies are reviewed for relevance and appropriateness, including all impacted programs.²⁹

²⁹ Eligibility Requirement 16, Admissions, Compliant

Analysis and Evaluation

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



Evidence List for II.C.5.

- II.C.5-1. [Board of Trustees Hiring of the Full-Time Nontenure-Track Counselor](#)
- II.C.5-2. [Student-to-Counselor Ratio at LTCC vs. Statewide](#)
- II.C.5-3. [Abbreviated Educational Plan](#)
- II.C.5-4. [Comprehensive Educational Plan](#)
- II.C.5-5. [Counseling and Advising CPR](#)
- II.C.5-6. [Graduation Communication](#)
- II.C.5-7. [Current College Catalog, *LTCC.edu*](#)
- II.C.5-8. [*LTCC Catalog* \(Translated Pages\) \(2016/17\)](#)
- II.C.5-9. [New Student Orientation, *LTCC.edu*](#)
- II.C.5-10. [Online Tour App, *LTCC.edu*](#)
- II.C.5-11. [Orientation Information \(Fall 2017\)](#)
- II.C.5-12. [BP 5120 – Transfer Center](#)
- II.C.5-13. [AP 5120 - Transfer Center](#)
- II.C.5-14. [Transfer Center Advisory Committee Minutes Discussing Workshops](#)
- II.C.5-15. [Transfer Day Flyer](#)
- II.C.5-16. [Transfer Trip Flyers](#)
- II.C.5-17. [ASSIST Link](#)
- II.C.5-18. [§34 CFR Part 668.43\(11\) of Federal Requirements](#)
- II.C.5-19. [Catalog Transferring Credit \(2017/18\)](#)



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

LTCC has adopted and adheres to admissions policies consistent with its mission that specify the qualifications and pathways of students appropriate for its programs.³⁰

Admission Policies

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

The District shall admit any California resident possessing a high school diploma, GED, California High School Proficiency Certificate, or equivalent. Persons 18 years of age or older who are legal residents of the District, who have not, graduated from high school and who can benefit from the community college experience are eligible for admission. The District may admit as a special part-time or as a special full-time student, persons who are concurrently enrolled in a K-12 district, for the purpose of enrollment in advanced scholastic or vocational coursework. The District may admit international applicants who meet established international admission criteria and intend to seek an F-1 student visa ([II.C.6-1](#)).

Further, LTCC AP 5010 articulates the admissions procedures adhered to by the enrollment services staff ([II.C.6-2](#)). Admission procedures are clearly delineated in the College catalog and on the College website. As stated on the College website and in the College catalog, admission is open to anyone who is at least eighteen years of age, is a high school graduate, or has the equivalent of a high school diploma ([II.C.6-3](#)) ([II.C.6-4](#)). Admission is also open to most high school students under the special admission provisions. Detailed instructions for special admission students are clearly outlined on the institution's website ([II.C.6-5](#)).

Admission Requirements

All prospective students for credit and noncredit programs must file an application for admission with the Enrollment Services Office ([II.C.6-2](#)). For general credit programs, the applicant must submit an online application via the Open CCCApply system. Alternate

³⁰ Eligibility Requirement 16, Admissions, Compliant

applications are required for prospective international students, incarcerated students, and applicants applying solely for noncredit programs. All applications must be certified under penalty of perjury by the applicant.

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

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

- Out-of-state applicants (nonresidents) over the age of eighteen who possess a high school diploma, GED, or the equivalent.
- International applicants who meet established international admission criteria in accordance with criteria defined in on the website ([II.C.6-7](#)).
- Other persons who are over the age of eighteen years and who, in the judgment of the District, are capable of profiting from the instruction offered; however, such persons will be admitted as provisional students, and will be required to comply with the District's regulations regarding scholastic achievement and other standards to be met by provisional or probationary students as a condition to being readmitted in any subsequent quarter ([II.C.6-2](#)).

Special Admission

The District may admit high school or other students who are enrolled in a K-12 district subject to procedures defined in AP 5011 ([II.C.6-8](#)). Admission of K-12 students is exclusively for advanced scholastic or vocational work. Individuals who are under age eighteen, do not possess a high school diploma, and are not enrolled in a K-12 district may apply for special admission by meeting the requirements set by Enrollment Services and the College.



"Seas the Day!" a fun, informative day for seniors.

Provisional Admission

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

Pathways

Lake Tahoe Community College defines and advises students on pathways to complete degrees, certificate, and transfer goals as evidenced by Board Policy 5050—Student Success and Support Program (SSSP) ([II.C.6-9](#)). However, the recommendations from the national and statewide movement toward guided pathways will be considered as part of the Quality Focus Essay project.

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

GPS component mandates:

- A. Orientation services
- B. Assessment prior to course registration
- C. Counseling and educational planning
- D. Intervention and follow-up services for students defined as “at risk”
- E. Additional academic support services

As part of the GPS process, students meet with a counselor for educational planning. During this meeting, the counselor completes the appropriate educational plan document ([II.C.6-10](#)) ([II.C.6-11](#)). This is a manual process and student files are maintained and reviewed each time a student meets with a counselor. The College is moving toward using Colleague’s degree audit system to allow for an automated process that is updated each time a student completes a term.

Exemption Criteria

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

1. Special admit students (high school concurrent enrollment)
2. Students only taking fire in-service training
3. Incarcerated students (not CPS mandated but receive all GPS services)
4. Students only taking courses for licensure or certification for employment purposes
5. Students who already have an AA or higher

Students who do not meet exemptions may qualify for individual exemption of GPS services based on additional circumstances. Students who completed services at another college and students who have taken prerequisite courses may be individually exempted from required services at LTCC. A GPS program petition form is available in Enrollment Services and cases will be reviewed by the executive dean of student success ([II.C.6-12](#)). Students may appeal the dean’s decision by submitting their petition to the Student Affairs Committee for a final review and decision.

Information about the Guidance and Planning for Success (GPS) program is available in the *LTCC Catalog* and on the LTCC website ([II.C.6-13](#)). Prospective students who have completed an admissions application are e-mailed information about this program.

To ensure all new students participate in Guidance and Planning for Success activities, a hold is placed on each student account preventing registration until each GPS requirement is met. GPS services are available in online and face-to-face formats. (Most online and other appropriate assessments from other colleges are accepted). This flexibility provides students with multiple options for completing their requirements.

Analysis and Evaluation

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



In order to improve student awareness of, and successful progression through, clear educational pathways, the College will examine current trends and best practices with regard to guided pathways. This has been identified as an area for improvement and is one project identified in the QFE, including deliberate expansion of wrap-around services to improve student outcomes both in and out of the classroom.



Evidence List for II.C.6.

- II.C.6-1. [BP 5010 – Admissions](#)
- II.C.6-2. [AP 5010 – Admissions](#)
- II.C.6-3. [Admissions Information](#)
- II.C.6-4. [Admission Procedure, *LTCC Catalog*, pg. 10 \(2017/18\)](#)
- II.C.6-5. [Special Admissions Procedures](#)
- II.C.6-6. [Title 5, Section 54300](#)
- II.C.6-7. [International Student webpage](#)
- II.C.6-8. [AP 5011 – Admission and Concurrent Enrollment of High School and Other Young Students](#)
- II.C.6-9. [BP 5050 – Student Success and Support Program \(SSSP\)](#)
- II.C.6-10. [Example of Comprehensive Educational Plan](#)
- II.C.6-11. [Example of Abbreviated Educational Plan](#)
- II.C.6-12. [GPS Appeal](#)
- II.C.6-13. [LTCC Website](#)



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

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

Admission Placement

LTCC is an open-access institution and has adopted many practices to improve admissions access for students. In 2012, the college implemented CCCApply, which is the statewide electronic application system. CCCApply is monitored by the CCCApply Statewide Committee, which ensures that the application remains current with Chancellor's Office mandates as well as addressing language barriers and other hurdles for students. Having a professional, effective, free, and functional application system monitored by a consistent body has improved the College's ability to provide this front-end quality service to all interested students.

The help desk for the system works very well and is timely in responses. Previously, the staff at LTCC was tasked with providing assistance to students in the application process. As a small school, limited staff hours often do not align with the student needs. The availability of the help desk feature is a great service for students. The College recently adopted Google Translate for its website, and this has enabled nonnative speakers to access admissions information as well.

CCCApply has not only been helpful from the student user perspective, but also internally to LTCC as the College now has reliable data about the applicants. The data collected for the College from CCCApply provides robust demographic and student goal/degree intentions, which is helpful in many other areas of the College.

Evaluating Placement Instruments and Practices

Because the College uses only Chancellor's Office approved assessment practices and instruments, there is an inherent understanding that LTCC complies with all requirements. Additionally, the College will be moving toward the statewide common assessment when it is released. LTCC will be one of the first schools scheduled for implementation when the system is ready for the next phase.

LTCC has used the Chancellor's Office approved instruments for assessment in the areas of English, mathematics, and English as a second language (ESL). The College uses the Mathematics Diagnostic Testing Product (MDTP) instrument for math and the Combined English Language Skills Assessment (CELSA) for ESL placement ([II.C.7-1](#)) ([II.C.7-2](#)). The College uses multiple measures for math placements and recently piloted the use of the Multiple Measures Assessment Project (MMAP) placement model for English placement due to the loss of the Compass program and the delay in the statewide Common Assessment Initiative implementation. Compass had been the instrument used for English placement since 2009.

In the fall of 2016, counselors were trained on the use of the MMAP model for appropriate English placement, and the results of the pilot placements will be analyzed to determine if this method should continue to be used for English placement. Math and ESL will also explore the adoption of the use of MMAP for the future. In spring 2017, John Hetts from the MMAP was brought to the College to present to faculty and staff about the data behind and possibilities for further MMAP adoption. At this time, LTCC also uses ACCUPLACER by The College Board (another Chancellor's Office approved instrument) for English placement for special cases where MMAP cannot be used ([II.C.7-3](#)). For example, the use of high school English transcripts is not recommended for students who have been out of high school for ten or more years. The ACCUPLACER instrument provides a method for assessment in these cases. The placement processes are monitored and evaluated by the student services and counseling staff in consultation with faculty in the respective areas.

The assessment practices are in compliance with Title 5 regulations as well as board policy ([II.C.7-4](#)) ([II.C.7-5](#)). All new students, except those who are exempt from enrollment requirements or who meet other criteria, are required to assess prior to enrollment as a condition of registration.



*Equity Director and
Program Specialist*

Validating Effectiveness and Minimizing Bias

The College uses demographic information to assess the validity and bias of its admissions information. The access goal for the College is to replicate local community demographics. There is ongoing debate about the exact percentage of Latino/Hispanic community members (some numbers indicate 27%, some 32%, and some even higher). The College is aware that it does not yet mirror those estimates consistently. As a result, the College has initiated several activities designed to increase access for those individuals, and Latino/Hispanic representation at the College has been increasing. The LTCC Scorecard from May 2017 shows an increase over the last five years of almost 10% (from 19.9% in 2011-12 to 29.8% in 2015-16). The College has set 30% as its target goal ([II.C.7-6](#)). Outreach activities as well as the implementation of the CCCApply document are helping increasing access for students.

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

Accommodations for students in the DRC as well as for students in the Incarcerated Student Program (ISP) are provided as needed to better serve students who may encounter difficulties in the admissions and assessment processes. The ISP currently uses a paper-based assessment because of the logistical issues associated with technology and the acquisition of high school transcripts. Assessments can often be a hurdle to these particular students and their enrollment due to the time and effort required for completion.

LTCC has expanded the Student Lab and Assessment Center hours to accommodate the varying needs of students. The College also accepts other college assessment scores for placement provided they are on the Chancellor's Office approved list of instruments. The College is looking forward to the adoption of the state's Common Assessment as the global instrument

used by California Community Colleges in all three areas. This type of consistency will be an advantage to the students as well as the assessment staff and also assist with the bias factor, similar to the use of CCCApply, which has almost 100% adoption statewide and allows students to move seamlessly in the state of California with the application process.

Due to the small size of Lake Tahoe Community College, the student-to-counselor ratio is lower than the state average (376:1 compared to 615:1) ([IL.C.7-7](#)). This allows for personalization of the counseling and assessment experience, therefore improving effectiveness and reducing bias. LTCC counselors are able to connect more deeply with each student during appointments, and the inclusion of multiple measures has improved their ability to correctly place students. High school grades are now utilized in the placement process. This helps avoid bias in the process against students who are not effective test takers or who have been away from academics for a few years.

One example of how multiple measures is creating more effective placement is the story of “Jenny” (a returning student and single mother of three who scheduled a placement appointment with a counselor). Through the interview process of collecting recent employment history and conducting an analysis of high school grades and SAT scores, the counselor was able to place Jenny into college-level English without requiring the ACCUPLACER. This allowed her to begin her college career in a college-level course, thus avoiding unnecessary basic skills courses, a two-hour assessment testing process, and the cost of courses that would not count toward graduation. This student’s progress was followed for the next few quarters. She passed the primary college-level course with a B and then took an advanced English course and completed that with an A. In the past, students such as these were required to take the ACCUPLACER and typically did not score well due to lack of recent academic preparation and lack of time to completely prepare and focus on the assessment. Jenny is example of how multiple measures is increasing effectiveness and minimizing bias in the assessment process.

Analysis and Evaluation



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



Evidence List for II.C.7.

- II.C.7-1. [Math and English Assessments](#)
- II.C.7-2. [English as a Second Language Comprehensive Program Review](#)
- II.C.7-3. [Counselor Guide to Using Multiple Measures](#)
- II.C.7-4. [BP 5050 – Student Success and Support Program \(SSSP\) – Guidance and Planning for Success \(GPS\) Program](#)
- II.C.7-5. [AP 5050 – Student Success and Support Program \(SSSP\) – Guidance and Planning for Success \(GPS\) Program](#)
- II.C.7-6. [LTCC Scorecard \(2017\)](#)
- II.C.7-7. [Student-to-Counselor Ratio at LTCC vs. Statewide](#)



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

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

Maintenance of Student Records

The institution has an established process to maintain student records permanently, securely, and confidentially, with a provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows its established policies for release of student records.³¹

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 through a secured remote access system. To ensure these records are secure and confidential, Colleague, Laserfiche, and remote access are

³¹ See Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Student Complaints, Title IV Compliance

only granted to enrollment services personnel approved by the executive dean of student success, based on employee role, to ensure that employees have access only to data necessary for performing their job duties and responsibilities.

The LTCC systems administrator, with oversight from the requesting area administrator, acts as “gatekeeper” for this process by reviewing each request and maintaining accurate records of permissions granted. Requests that are questionable are given to the director of IT, who works with the requesting administrator to revise the access request to fit the employee’s role ([II.C.8-1](#)) ([II.C.8-2](#)) ([II.C.8-3](#)). Completed access forms are retained on the SharePoint server.



Office of Information Technology Services (OITS)

To back up secure, permanent records, LTCC maintains duplicate electronic copies of all student records both in a *secure on-site* database and in a *secure off-site* database. The off-site secure database is located at Capitol Data Services in Rancho Cordova, California, approximately 100 miles from the Lake Tahoe Community College campus. Each backup database is updated nightly. In addition, records prior to fall quarter 1987 are also maintained as paper copies in locked storage on the LTCC campus ([II.C.8-4](#)) ([II.C.8-5](#)) ([II.C.8-6](#)).³²

Release of Records

Finally, the One-Stop Enrollment Services Center holds primary responsibility for assembling and maintaining student records per Board Policy and Administrative Procedure 5040 ([II.C.8-7](#)) ([II.C.8-8](#)). Further, Board Regulation §3.22 states the College will have policies and procedures in place complying with the Family Educational Rights and Privacy Act (FERPA) ([II.C.8-5](#)). As a means of providing guidance for securing confidential student records, the institution publishes and follows established processes for release of student records. These procedures are published in the College catalog ([II.C.8-9, pg. 38](#)). Under the section, “FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA),” LTCC has designated the following items as directory information and may be released without prior student consent:

- Student name
- Major field of study
- Dates of attendance
- Degrees, awards, and honors received
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Most recent previous school attended

³² See the Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Distance Education and Correspondence Education

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

- Mailing address, phone number, and official college e-mail address—may be released to facilitate communication from College departments or the Lake Tahoe Community College Foundation
- Date of birth—may be released to educational institutions and official agencies as necessary for matching student records
- Residence address, mailing address, phone number, and date of birth—may be released at the discretion of the vice president of academic affairs to assist local law enforcement
- Likenesses (such as photographs or videos)—may be released for use in publications, web content, marketing campaigns, and press releases initiated or approved by Lake Tahoe Community College
- Student employment records—may be released by HR or Financial Aid to verify employment of current and former students to potential employers, landlords, and companies providing credit

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

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

Presently and formerly enrolled students may inspect and review their education records following completion and filing of a request form with the One-Stop Enrollment Services Center. All attempts to provide records will be made immediately, but in no instance will the waiting period be more than fifteen (15) working days. As of the time of this report, the attached chart documents the most recent FERPA training dates for enrollment services staff ([II.C.8-10](#)).

To facilitate understanding of FERPA requirements, enrollment services staff are required to undergo FERPA training upon employment through ltcc.keenan.safecolleges.com ([II.C.8-11](#)). This training continues to be available to all enrollment services staff through Keenan as continued professional development.

Analysis and Evaluation:

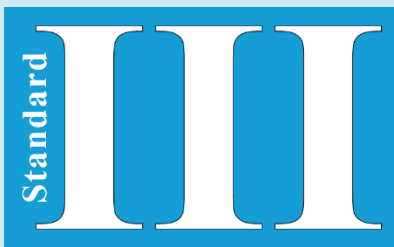
The College meets the standard. Lake Tahoe Community College has a commitment to securing the confidentiality and security of all student records. Personnel involved in accessing student records are trained in FERPA requirements and the importance of student record sensitivity. Storage for student records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



Evidence List for II.C.8.

- II.C.8-1. [New Employee Setup Form](#)
- II.C.8-2. [Technology Access Termination Form](#)
- II.C.8-3. [Technology Access Modification Form](#)
- II.C.8-4. [BP Manual Section 7.35 – Records Retention](#)
- II.C.8-5. [BP Manual Section 3.22 – Family Educational Rights and Privacy Act \(FERPA\)](#)
- II.C.8-6. [Integral Networks Agreement for Off-Site Secure Database](#)
- II.C.8-7. [BP 5040 – Student Records, Directory Information, and Privacy](#)
- II.C.8-8. [AP 5040 – Student Records, Directory Information, and Privacy](#)
- II.C.8-9. [“Family Educational Rights and Privacy Act \(FERPA\),” *LTCC Catalog*, pg. 38 \(2016/17\)](#)
- II.C.8-10. [FERPA Training Dates for Enrollment Services Staff](#)
- II.C.8-11. ltcc.keenan.safecolleges.com





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, allocations 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).

HUMAN RESOURCES



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

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

General Hiring Processes and Procedures

An important part of LTCC's search process is to broadcast the availability of open positions widely. A number of vehicles are employed in this regard. The College website posts information on available positions including the announcement, the complete job description, and the hiring timeline. In addition, the College posts job availability information on a number of search engines, including CommunityCollegeJobs.com ([III.A.1-1](#)), InsideHigherEd.com ([III.A.1-2](#)), Indeed.com ([III.A.1-3](#)), the California Community College Jobs Registry ([III.A.1-4](#)), HigherEdJobs.com ([III.A.1-5](#)), and social media ([III.A.1-6](#)). When indicated, the director of human resources seeks input from the hiring manager and others on additional sources for job postings.

Hiring procedures are prescribed in chapters 4 ([III.A.1-7](#)) and 5 ([III.A.1-8](#)) of the *Board Policy Manual*. The HR assures that hiring procedures are applied uniformly by following a comprehensive and consistent hiring process. Furthermore, the director of human resources provides equal employment opportunity (EEO) training to all involved in hiring decisions and monitors each hiring process for EEO compliance ([III.A.1-9](#)). 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 ([III.A.1-10](#)). 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). The HR qualifies administrative applicants based on a set of minimum qualifications and other criteria listed on the job description and announcement. Administrative job postings are reviewed and approved by the superintendent/president prior to recruitment ([III.A.1-11](#)) ([III.A.1-12](#)). The same online job boards as previously noted are utilized for administrative positions. These are supplemented by advertising with professional organizations as appropriate.

Full-Time Faculty Hiring

The procedures outlining the employment of full-time academic personnel are contained in the *Board Policy Manual*, Regulation 4.01 A.1 ([III.A.1-13](#)) and are titled “A Model for Contract Faculty Hiring Procedures.” Faculty play an important role in the hiring of their full-time peers. Selection committees for tenure-track faculty positions are comprised of at least four faculty members (appointed by the Academic Senate president after consultation with the faculty in the discipline), the area administrator, an EEO monitor (nonvoting), one classified employee, and one student (nonvoting). Additionally, the participation of a part-time faculty member is allowed and strongly encouraged.



*Employee Excellence Award Winner,
Laura Ryland (Winter 2015/16)*

Faculty job openings are reviewed and agreed upon by the superintendent/president, the hiring administrator, and pertinent full-time faculty prior to recruitment. The HR qualifies full-time faculty applicants based on criteria listed in the Chancellor’s Office publication “Minimum Qualifications for Faculty and Administrators in California Community Colleges,” briefly known as the *Minimum Qualifications Handbook* ([III.A.1-14](#)). An important part of faculty hiring is the development of an annual faculty hiring prioritization recommendation. 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.

The EEO officer/director of human resources will review the applicant pool to determine if the pool is adequately diverse in accordance with the *Lake Tahoe Community College District Equal Employment Opportunity Plan* ([III.A.1-15](#)) and will consult with the hiring administrator

regarding the adequacy of the pool. The EEO officer may then approve the pool or recommend to the superintendent/president that the search be extended or the pool rejected. If the pool is rejected, the recruitment process may begin anew with a reevaluation of the job announcement and advertisement plan to attract a more richly diverse and adequate pool.

Once a pool has been accepted, 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 selects those 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 and experience ([III.A.1-16](#)).

Once reviewed and recommended by the screening committee, the top candidates are invited to the College for an interview, teaching/counseling demonstration, and skills assessment test when applicable. The College is successfully employing Skype technology to allow candidates who live at a distance to be interviewed without traveling to LTCC for a face-to-face initial interview ([III.A.1-17](#)). Once the screening committee concludes initial interviews, finalists are recommended to the superintendent/president for a second interview. LTCC requires the second interview to be in-person and provides the applicant with a stipend to assist with the expense of traveling to the College ([III.A.1-18](#)). The second interview may include tours of campus and meetings with faculty, staff, and students ([III.A.1-19](#)).

It is a priority of LTCC to attract, recruit, and retain faculty who relate well with a diverse student population in a small college environment and who employ a variety of modern-day modalities in their teaching, in addition to being experts in the subject area. Interviews for full-time faculty allow at least forty-minutes for in-depth questioning. The interview questions are designed to focus on the candidate's experience and philosophy concerning teaching/counseling to diverse student populations, and to entail other bona fide occupational qualifications (BFOQs).

In addition, the faculty hiring policy states 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, the LTCC will include a teaching or counseling role-play demonstration in its faculty hiring process ([III.A.1-20](#)). LTCC also assesses the levels of experience and expertise candidates possess regarding distance education and the corresponding platforms. 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 statewide academic senate of the California Community Colleges¹ ([III.A.1-21](#)).

¹ Eligibility Requirement 14, Faculty, Compliant

Part-Time Faculty Hiring

Openings for part-time faculty are generally advertised on the College website, CommunityCollegeJobs.com, and InsideHigherEd.com. When an application is submitted to the HR, the director of human resources determines if the candidate 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 Handbook* are forwarded to the Faculty Equivalency Committee to make a determination.

The Faculty Equivalency Committee was created in 2009, in a joint effort by the Academic Senate and the administration, to assist in the evaluation of applicants for part-time faculty positions. Through a comprehensive review of the candidates' coursework, work experience, and/or eminence, the Faculty Equivalency Committee determines the equivalency of prospective candidates who do not possess the specific minimum qualifications outlined in the *Minimum Qualifications Handbook*. The College's equivalency process was approved by the Governing Board and has been incorporated into the *Board Policy Manual* ([III.A.1-22](#)) as well as into the College Academic Senate Faculty Equivalency Committee manual ([III.A.1-23](#)).


An equivalency form is required to be completed by each applicant who does not meet the minimum qualifications as laid out in the *Minimum Qualifications Handbook* ([III.A.1-24](#)). 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 ([III.A.1-25](#)).

Classified Hiring

The hiring of classified personnel also is guided by board policy. According to Board Policy 5.03.B, classified position postings are to include the job description, which has been reviewed and approved by the hiring manager, the director of human resources, the superintendent/president, and the Board of Trustees (BOT). The applicant must, at a minimum, meet the listed competency standards, including experience, education, and a valid assessment of qualifications and skills ([III.A.1-26](#)).

With the exception of board policy, no specific written hiring policy for classified staff is in place; the hiring of classified employees is primarily based on state best practice methods, which include a multistep process to promote diversity. The screening committee for classified positions includes a minimum of 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 appointed by the Academic Senate president. Faculty occasionally decline inclusion on a classified hiring panel if the position is deemed removed from faculty purview. The length of the interview is determined by the director of human resources in consultation with the hiring manager. A writing sample and/or skills test is strongly encouraged for each process to verify such skills of the applicants ([III.A.1-27](#)).

Final Selection and Review

 **LAKE TAHOE COMMUNITY COLLEGE DISTRICT**
JOB ANNOUNCEMENT

ADJUNCT FACULTY. (Hired on a temporary, quarter by quarter basis depending on enrollment and class scheduling. Part-time faculty positions do not exceed 60% of a full-time load.)

APPLICATION PROCEDURE: Bring the following application materials to Human Resources:

1. Cover Letter indicating your area(s) of interest
2. District Application Form (attached)
3. Current Resume
4. College Transcripts (copies acceptable)
5. Applicant Information Card (optional)

REQUIREMENTS: All instructors must meet state adopted minimum qualifications or the locally established equivalencies. For disciplines in which a master's degree is available, minimum qualifications generally are possession of a master's degree in the area, OR possession of a bachelor's degree in the area and a master's degree in a related area, OR possession of a valid California Community College credential; OR the equivalent. For disciplines in which a master's degree is not available the minimum qualifications generally are possession of a bachelor's degree and two years of experience and any appropriate licenses or certifications; OR possession of an associate degree and six years of experience and any appropriate licenses or certifications; OR possession of a valid California Community College Credential; OR the equivalent. Equivalencies are determined on a case by case basis as applications are received. If you have any questions regarding requirements, please call the Human Resources Office.

EMPLOYMENT PROCEDURE: Applications are reviewed as they are received by appropriate faculty and administrators. Applicants will be invited to oral interviews as needed. All applications will be kept on file for a minimum of one year and will be considered for any appropriate vacancies.

SALARY: \$522.00 per lecture unit per quarter; \$443.75 per lab unit per quarter. Wages are generally paid once per month, on the tenth of the month following the month worked.

ADDITIONAL INFORMATION:

Human Resources
Lake Tahoe Community College District
One College Drive, South Lake Tahoe CA 96150-4524
(530) 541-4660 Ext. 226
FAX: (530) 541-8611

LAKE TAHOE COMMUNITY COLLEGE IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER.

SPECIAL ACCOMMODATIONS
If you are in need of special services or facilities due to a disability in order to apply or interview for this opening, please call personnel services at 541-4660, ext. 226.

NOTE: All persons hired by Lake Tahoe Community College District are required to prove employment eligibility in compliance with The Immigration Reform and Control Act of 1986, and have a current tuberculosis clearance PRIOR TO BEGINNING WORK.

Revised: July 2014

Faculty, administrative, and classified finalists are not hired until reference checks are completed to verify a candidate's work history and qualifications. These are typically conducted by the direct supervisor of the position. Once the references are completed successfully, and placement on the salary schedule is determined, the action to hire the employee is placed on the upcoming BOT meeting agenda for approval. Candidates are clearly reminded that until the Board takes action, the hiring process 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 ultimately dismissed if they do not improve ([III.A.1-28](#)).

In nearly all cases, hiring processes have yielded highly qualified employees. This is noted by the high student ratings of faculty and the number of full-time faculty who are awarded tenure ([III.A.1-29](#)). In addition, relatively few classified employees are released during their probationary periods.

The HR staff consistently reviews and modifies processes and screening procedures. The ability to review an applicant's writing sample or skills test immediately preceding the interview is one such example. Screening committee members may now make comments on the sample and/or test when the interview of the applicant is fresh in their mind ([III.A.1-30](#)). Comments from applicants are also solicited as a way to assess and improve hiring processes as well.

Analysis and Evaluation

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



Evidence List for III.A.1.

- III.A.1-1. [CommunityCollegeJobs.com Job Posting Example \(May 3, 2017\)](#)
- III.A.1-2. [InsideHigherEd.com Job Posting Example](#)
- III.A.1-3. [Indeed.com Job Posting Example](#)
- III.A.1-4. [CCC Job Bank Registry Job Posting Example](#)
- III.A.1-5. [HigherEdJobs.com Job Posting Example](#)
- III.A.1-6. [Social Media Job Posting Example](#)
- III.A.1-7. [Chapter 4 - Board Policy Manual](#)
- III.A.1-8. [Chapter 5 - Board Policy Manual](#)
- III.A.1-9. [EEO Training Presentation](#)
- III.A.1-10. [Board Policy Manual, Chapter 4, Regulation 4.01 A.2](#)
- III.A.1-11. [Administrative Job Postings: Superintendent/President \(October 4, 2016\)](#)
- III.A.1-12. [Administrative Job Postings: Vice President of Administrative Services \(February 6, 2017\)](#)
- III.A.1-13. [Board Policy Manual, Chapter 4, Regulation 4.01 A.1 \(#1 and #2\)](#)
- III.A.1-14. [Minimum Qualifications Handbook \(2016\)](#)
- III.A.1-15. [LTCC District EEO Plan \(March 9, 2016\) Section 11, Review of Initial and Qualified Applicant Pools, pg. 11](#)
- III.A.1-16. [English Faculty Screening Rubric and Screening Criteria](#)
- III.A.1-17. [Skype Interview E-mail Confirmation](#)
- III.A.1-18. [Travel Stipend](#)
- III.A.1-19. [Second Interview Schedule](#)
- III.A.1-20. [Faculty Interview Schedule](#)
- III.A.1-21. [Board Policy Manual, Chapter 4, Regulation 4.01 A](#)
- III.A.1-22. [Board Policy Manual, Chapter 4, Regulation 4.01 A.1](#)
- III.A.1-23. [Academic Senate Equivalency Committee Manual \(April 2009\)](#)
- III.A.1-24. [Equivalency Form](#)
- III.A.1-25. [Transcript Validation from State-Recognized Evaluation Service](#)
- III.A.1-26. [Board Policy Manual, Chapter 5, Regulation 5.03.B](#)
- III.A.1-27. [Writing Sample](#)
- III.A.1-28. [Evaluations - Faculty, Administrator, Director/Confidential, and Classified \(September 29, 2016\)](#)
- III.A.1-29. [Tenure -Track Example](#)
- III.A.1-30. [Writing Sample with Screening Committee Member Notes](#)



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

The faculty at LTCC are highly qualified and have a high level of expertise and experience in each of the roles for which they are hired, by which they are valued, and upon which they are evaluated.²

Faculty Qualifications

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

The *Board Policy Manual* (4.01 A) states:

Faculty hiring procedures will be established to provide for a college faculty of highly qualified people who are expert in their subject areas, who are skilled in teaching and serving the needs of a varied student population, who can foster overall college effectiveness, and who are sensitive to, and themselves represent, the racial and cultural diversity of the District community ([III.A.2-1](#)).

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" ([III.A.2-2](#)) in order to advance to an interview for the open position.

The *Board Policy Manual* (4.01 F) states:

All candidates for academic positions must hold valid credentials authorizing service or meet State-adopted discipline minimum qualifications or District-adopted equivalencies in the area for which they are being considered ([III.A.2-3](#)).

Prior to posting the position for recruitment, the hiring administrator and superintendent/president review the job announcement for accuracy and to ensure that the qualifications reflect the program needs of the position. In some cases, these qualifications may

² Eligibility Requirement, Faculty, Compliant

be higher than those required by the *Minimum Qualifications Handbook*. The BOT approves all certifications of equivalency ([III.A.2-4](#)).

Faculty Job Descriptions

Faculty at the College do not have job descriptions; instead, the College utilizes job announcements and the hiring process to ensure the selection and hire of qualified faculty who understand the parameters and professional requirements of the position. Board policy also states the professional responsibilities for faculty members ([III.A.2-5](#)). The duties required of full-time faculty are outlined in the faculty collective bargaining agreement ([III.A.2-6](#)). Faculty qualifications in job announcements include knowledge of the subject matter through minimum and preferred qualifications and requisite skills for services to be performed. Each job announcement includes required subject-matter job knowledge and related skills for the position to be filled ([III.A.2-7](#)). The hiring process includes verification of experience, skills, and potential to contribute to the mission of the College through screening, initial interviews, final interviews, and reference checking.

The faculty hiring prioritization (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 hiring in terms of the proposed positions to be filled. Discipline faculty are also essential to the development of faculty position job announcements. For example, the most recent English position and the library and learning services director position were developed in conjunction with faculty experts who helped shape the focus and requirements for these positions ([III.A.2-8](#)). The library position, because it included a new integration of the Tutoring & Learning Center duties and to ensure that instructional and student services needs were addressed in the job announcement, was developed through focused discussion with and input from a library expert consultant (in the absence of a full-time library faculty member); the director of the Disability Resource Center; mathematics and English faculty tied to Foundational Skills, the Math Success Center, and the Writing Center; the Academic Senate president; the executive dean of student success; and the superintendent/president ([III.A.2-9, pg. 4](#)).



*Employee Excellence Award Winner, Karen Allen
(Fall 2016/17)*

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 an interest to incorporate technology in the learning process. A “demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students” is also required ([III.A.2-10](#)).

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 as well as the assessment of student learning outcomes.



Evidence List for III.A.2.

- III.A.2-1. [BP Manual, Section 4.01 A – Employment of Academic Personnel](#)
- III.A.2-2. [Minimum Qualifications Handbook](#)
- III.A.2-3. [BP Manual, Section 4.01 F – Employment of Academic Personnel](#)
- III.A.2-4. [Board of Trustees Equivalency Approval \(May 9, 2017\)](#)
- III.A.2-5. [BP Manual, Sections 4.07 to 4.11 - Instructional Faculty Duties and Responsibilities](#)
- III.A.2-6. [Agreement between the LTCC District Board of Trustees and the LTCC Faculty Association CCA/CTA/NEA, Article 5 \(2016-2019\)](#)
- III.A.2-7. [Director of Library and Learning Services Job Announcement \(May 1, 2017\)](#)
- III.A.2-8. [FHP Process from Senate English Position \(February 14, 2017\)](#)
- III.A.2-9. [Senate Meeting for Library and Learning Services Position, pg. 4 \(February 24, 2017\)](#)
- III.A.2-10. [Chemistry Faculty Job Announcement \(February 12, 2015\)](#)





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

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

Assessment of Qualifications of Administrators and Employees

Administrators and other employees responsible for educational programs and services meet or exceed the necessary qualifications for the position and are encouraged to expand those qualifications through further training focused on institutional effectiveness and academic quality ([III.A.3-1](#)) ([III.A.3-2](#)).

Minimum qualifications for all administrators and other employees are clearly stated in job descriptions and job announcements, and the educational and experiential requirements are in compliance with law and regulation ([III.A.3-3](#)). Preferred qualifications of knowledge and abilities for educational and classified administrators are determined based on the needs, goals, and priorities of the area and institution. They are determined with the intent of sustaining and/or improving the institution's effectiveness and the quality of its programs. Substantial changes to existing administrator job descriptions and new job descriptions are approved by the hiring administrator and the BOT. The College has a cadre of faculty coordinators who are responsible for a group of selected programs. Faculty coordinator job descriptions are created with input from faculty discipline experts, the faculty association, the appropriate administrator, and the superintendent/president ([III.A.3-4](#)).

Screening committees evaluate each applicant's qualifications to perform duties stated in the job description and announcement during the paper screening process and further assess during the initial interview processes ([III.A.3-5](#)).

Administrators and other employees responsible for educational programs and services meet or exceed the necessary qualifications as demonstrated in [Eligibility Requirement 14](#). The College reviews job descriptions and announcements to ensure stated qualifications prior to posting and screens employees prior to interview to ensure that only highly qualified employees are interviewed, forwarded for a final interview, 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 LTCC that included defining more clearly the responsibilities that administrators have for institutional effectiveness. Job descriptions for all administrative positions mandate that administrators understand and know how to produce outcomes and data that move the College forward. LTCC's mission and goals provide for the use of this data ([III.A.3-6](#)). The *Educational Master Plan* lays out the responsibilities for student success, and goals pertaining to student success and institutional effectiveness are established for the administrative team and individual administrators through the evaluation process in alignment with priorities established by the BOT ([III.A.3-7](#)) ([III.A.3-8](#)) ([III.A.3-9](#)) ([III.A.3-10](#)).

Administrators' Sustaining of Academic Quality

At LTCC, administrators and faculty have a united voice in the high prioritization of academic quality and its connection to student success. The Curriculum Committee, for example, ensures the curriculum for each course is relevant, current, and meets regulations. Periodic culling of the curriculum has become a standard procedure, as the College promotes and maintains relevancy. The faculty and the administration are clear on Title 5 and the 10+3 delineation of authority and responsibility for curriculum and instruction. Administrators provide support to faculty in the program review process (including a focus on the review of student success and outcomes assessment) and through 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 for III.A.3.

- III.A.3-1. [BP Manual, Section 4.07 A.8 – Instructional Faculty Duties and Responsibilities](#)
- III.A.3-2. [Agreement between the LTCC District Board of Trustees and the LTCC Faculty Association CCA/CTA/NEA \(2016-2019\), Article 10.11](#)
- III.A.3-3. [Dean of Workforce Development and Instruction Job Announcement \(May 18, 2016\)](#)
- III.A.3-4. [Distance Education Coordinator Job Description \(June 23, 2015\)](#)
- III.A.3-5. [Vice President of Academic Affairs Screening Rubric \(March 28, 2017\)](#)
- III.A.3-6. [Mission, LTCC.edu](#)
- III.A.3-7. [LTCC Educational Master Plan, pp. 18-20 \(2011-2017\)](#)
- III.A.3-8. [Board of Trustees Goals \(2016/2017\)](#)
- III.A.3-9. [SLT \(formerly PC\) Team Goals](#)
- III.A.3-10. [Superintendent/President Program Review \(June 2016\)](#)



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

All degrees 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 minimum qualifications for each position and that the degrees have been granted by accredited institutions. The College requires that job finalists provide an official transcript from the granting institution. For a faculty applicant whose degree is from a foreign institution, the College requires the candidate to acquire validation from a state-recognized evaluation service at the time of application ([III.A.4-1](#)). Human resources staff work in collaboration with the Academic Senate Equivalency Committee to ensure equivalency per the requirements of Board Policy 7120. The Academic Senate and the BOT 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 consultation with discipline experts, and conveys its decisions to the

HR. There is also a process for appeals to the Academic Senate executive team. The process is regularly reviewed and is scheduled to be updated by fall 2017 once again following growing discussions at the state level around equivalencies, particularly in meeting career and technical educational and instructional needs ([III.A.4-2](#)) ([III.A.4-3](#)).

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 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, when appropriate, by the Academic Senate Equivalency Committee and forwarded to screening committees for additional consideration of qualifications.



Evidence List for III.A.4.

- III.A.4-1. [Transcript Validation from State-Recognized Evaluation Service \(May 11, 2010\)](#)
- III.A.4-2. [BP 7120 – Recruitment and Hiring](#)
- III.A.4-3. [Academic Senate Equivalency Committee Manual \(April 2009\)](#)





III.A.5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

For all employee classes, the College has regularly scheduled evaluations that are codified in administrative regulations and in the collective bargaining agreements for the faculty and for the classified staff.

Faculty Evaluation Process

The process for tenure review and tenured faculty evaluation procedures are clearly outlined in Board Policy 4.04 A.1 and in Appendix 5 of the agreement between the BOT of the Lake Tahoe Community College District and the Lake Tahoe Community College Faculty Association ([III.A.5-1](#)) ([III.A.5-2](#)). Tenure-track faculty are evaluated annually for their first four years through what is described in the above referenced documents as the comprehensive evaluation process. Once tenure has been granted, faculty are evaluated every three years, with the evaluation process alternating between the comprehensive and what is referred to in the Faculty Association Agreement as the focused evaluation process. For both the comprehensive and focused evaluation processes, the full-time faculty evaluation team consists of one administrator and one faculty peer, recommended by the faculty being evaluated in agreement with the evaluating administrator ([III.A.5-3](#)).

The components of the comprehensive evaluation process include an in-depth self-assessment, classroom observations, a review of syllabi, course outlines, and tests/exams/quizzes from the class being observed, student evaluations, and an evaluator discussion with students in the classroom. As part of the self-evaluation process, faculty describe their contributions/impact on student learning outcomes, set professional development goals, and assess progress toward the achievement of these goals. A faculty member can receive either a “meets or exceeds expectations” or a “does not meet expectations” rating. Full-time faculty receiving a “does not meet expectations” rating must complete a remediation plan developed in conjunction with the department chair, supervising dean, and the faculty member, and an additional evaluation may be scheduled ([III.A.5-4](#)).

The focused evaluation follows the same general pattern as the comprehensive evaluation, except that the forms used to document the various evaluation components require slightly less information. Born out of institutional effectiveness efforts, the focused evaluation process was intended to streamline existing processes and ensure their effectiveness in resulting in

improved teaching and professional contributions. The Faculty Association and the College piloted a new set of comprehensive and focused evaluation forms in the 2016-17 Academic Year. These forms will be evaluated and readdressed in negotiations to assess their efficiency and outcomes. Additionally, an all-faculty meeting in which faculty reviewed, discussed, and defined the philosophy around evaluations, their goals, and their effectiveness in moving toward continuous improvement was held in 2016-17. This process resulted in yet even further improvements to the evaluation process ([III.A.5-5](#)).

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 his or her ongoing improvement efforts. During the comprehensive and focused evaluation periods, student evaluations are solicited in all courses the faculty member is teaching ([III.A.5-6](#)).

Part-Time Faculty Evaluation Process

Part-time faculty are evaluated during the first quarter teaching assignment. Subsequent evaluations take place at least once every nine quarters. Evaluations include observation and a written assessment by a full-time faculty member, 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. The Academic Senate adopted informal guidelines for the evaluation of teaching and, in 2017, adopted 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 ([III.A.5-7](#)) ([III.A.5-8](#)) ([III.A.5-9](#)).



FY2015/16 Employee Excellence Award Winners

Classified Staff Evaluation Process

Regular classified employees including directors and confidentials are evaluated by their supervisor three times (i.e., at three, six, and ten months) during the twelve-month probationary period. During each classified employee's formal evaluation, both the performance related to established responsibilities and goals and the identification of future goals are reviewed. If an

employee does not meet performance expectations during the probationary period, he or she is coached on strategies for improvement. Should this intervention prove ineffective, the individual is released from probationary employment ([III.A.5-10](#)) ([III.A.5-11](#)) ([III.A.5-12](#)).

Upon successful completion of the probationary period, the now-permanent employee receives a formal evaluation every two years on their work anniversary. This allows both the employee and supervisor to more effectively align individual employee goals with departmental and institutional goals for the coming year. Both the self-assessment and the supervisor-completed classified staff evaluation forms include training and development components to recommend opportunities intended to enhance job skills and performance ([III.A.5-13](#)) ([III.A.5-14](#)). Permanent classified employees who are not performing as required are evaluated more frequently and given written action plans for improvement. Actions that can be taken following evaluation are documented in the agreement between the BOT of the Lake Tahoe Community College District and the Lake Tahoe Community College Classified Employees Union. Timelines for actions suggested in the evaluations are established by the supervisors of classified employees ([III.A.5-15](#)).

Classified directors and confidentials are piloting a separate evaluation form from the classified staff; however, these employees follow the same evaluation timeline ([III.A.5-16](#)).

Administrative Employee Evaluation Process

Administrators are evaluated annually through a comprehensive process that includes faculty and classified staff input solicited through a survey instrument. Each year the employee and the supervising administrator meet to establish the employee's performance objectives for the upcoming academic year. These written performance objectives are based on the duties set forth in the *Board Policy Manual* and other criteria mutually agreed upon by the two parties. No later than June of each year, the supervising administrator evaluates the employee's performance based on these duties and performance objectives. Actions that can be taken following administrator reviews are contained in the *Board Policy Manual*, Regulation 4.25 ([III.A.5-17](#)).

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 ([III.A.5-18](#)).

The institution requires systematic evaluation of all employees to ensure faculty, administrators, classified directors and confidentials, and classified staff are effective in

fulfilling their assigned responsibilities and, as such, assist the College in achieving its strategic goals and ensure institutional effectiveness.

Analysis and Evaluation

The College meets the standard. For all employee classes, the College has regularly scheduled evaluations that are codified in administrative regulations and in the collective bargaining agreements for the faculty and for the classified staff.



Moving forward, the College plans to finalize revisions to both the faculty and classified directors/confidentials evaluation processes and forms. These are currently in a pilot phase and additional areas for improvement have been identified.



Evidence List for III.A.5.

- III.A.5-1. [BP Manual, Section 4.04 A.1 – Status of Contract Academic Personnel](#)
- III.A.5-2. [Agreement between the LTCC District Board of Trustees and the LTCC Faculty Association CCA/CTA/NEA \(2016-2019\) Appendix 5 \(September 29, 2016\)](#)
- III.A.5-3. [Agreement between the LTCC District Board of Trustees and the LTCC Faculty Association CCA/CTA/NEA \(2016-2019\) Appendix 5 Evaluation Team \(September 29, 2016\)](#)
- III.A.5-4. [Comprehensive Faculty Evaluation \(December 5, 2016\)](#)
- III.A.5-5. [Focused Faculty Evaluation \(March 8, 2017\)](#)
- III.A.5-6. [Student Evaluations of Faculty](#)
- III.A.5-7. [Part-Time Faculty Evaluation \(November 10, 2016\)](#)
- III.A.5-8. [Informal Rubric for Evaluating Instructors \(April, 2013\)](#)
- III.A.5-9. [Online Course Quality Guidelines](#)
- III.A.5-10. [Classified Staff 3 Month Evaluation \(August 26, 2016\)](#)
- III.A.5-11. [Classified Staff 6 Month Evaluation \(May 27, 2016\)](#)
- III.A.5-12. [Classified Staff 10 Month Evaluation \(May 24, 2017\)](#)
- III.A.5-13. [Self-Assessment](#)
- III.A.5-14. [Classified Staff Evaluation \(February 9, 2017\)](#)
- III.A.5-15. [Agreement between the Board of Trustees of the Lake Tahoe Community College District and the Lake Tahoe Community College Classified Employees Union \(October 12, 2016\)](#)
- III.A.5-16. [Classified Directors and Confidential Evaluation](#)
- III.A.5-17. [Board Policy Manual, Section 4.25 – Evaluation of Administrative Personnel](#)
- III.A.5-18. [Superintendent/President Employment Agreement \(December 6, 2016\)](#)



III.A.6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Student learning at LTCC is enhanced by the requirement of stated learning outcomes for each course offered at the College. Faculty are full participants in the process as guided by the administrators and supported by the classified staff. Evaluations of personnel directly involved in student learning address student learning and respond to goals based on the assessment of student learning and service area outcomes.

Evaluations for Faculty

The College systematically evaluates its faculty and others directly responsible for student progress toward achieving stated student learning outcomes (SLOs). All full-time faculty hold the responsibility for developing curriculum and programs and establishing degree standards. Select faculty have the responsibility for conducting comprehensive program reviews, which include the consideration of assessment outcomes for SLOs and PLOs ([III.A.6-1](#)). Another method by which programs (and the faculty and staff within them) are evaluated with respect to student learning outcomes is through the College's annual program review and annual unit planning ([III.A.6-2](#)). These processes include consideration of how, specifically, the results of student learning assessment have led to resource requests and improvements.

Faculty focus on SLOs as a component of their evaluation is included in the full-time Faculty Association agreement as part of the self-assessment required by faculty. These evaluations are meant primarily to encourage improvement. Appendix 5 of the District/Faculty Association collective bargaining agreement states, "The process developed by the College is to aid the institution and its faculty in maintaining and improving the quality of instruction" ([III.A.6-3](#)).

Part of the evaluation process for faculty also includes the consideration of course materials, including syllabi, which are assessed for the inclusion of current course-level SLOs. Participation in the assessment of student learning is included in the professional requirements of all faculty, part-time and full-time. The deans of instruction, in conjunction with the director of institutional effectiveness, the SLO coordinator, and the lead discipline faculty, work to oversee the cycle of SLO assessments and the participation in and completion of SLO assessments by faculty. The SLO coordinator works with the Instruction Office and the SLO Assessment Committee to review the effectiveness of SLO assessments and provide feedback to faculty. And administrators review SLO assessment outcomes in the processing of APR/AUP reports for planning and resource allocation in addition to supporting continuous improvement of courses and programs ([III.A.6-4](#)) ([III.A.6-5](#)) ([III.A.6-6](#)).

Several sections of the part-time faculty evaluation assess the employee's use of learning outcomes by using a rating regarding course objectives. The amount of involvement by part-time faculty in processes such as program review varies from discipline to discipline. In cases where there are no full-time faculty, part-time faculty may assist the appropriate administrator in writing the program review. However, part-time faculty are trained in and complete the SLO assessments for courses they teach on the appropriate cycle ([III.A.6-7](#)).

Evaluations for Administrators



Administrative evaluations have more open-ended formats based on the previous year's goals and expectations. Within that process, student learning outcome assessments are captured. As noted above, the administrators are also involved in decision-making using student learning outcomes assessments to facilitate continuous improvement ([III.A.6-8](#)). This is specifically highlighted as one of the main goals for each administrator as set by the superintendent/president and the BOT, and performance towards meeting these goals is a primary focus of administrator evaluations ([III.A.6-9](#)).

Analysis and Evaluation

The College meets the standard. Student learning is enhanced by the requirement of stated learning outcomes for each course. Faculty are full participants in this process, as guided by the administrators and supported by the classified staff.



While the College meets the standard, there is room for ongoing improvement in evaluating all personnel directly responsible for student learning in terms of how each uses outcome results for continuous improvement. The College will continue to work with bargaining and meet and confer units to further develop criteria by which each stakeholder group can be assessed more effectively in this regard.



Evidence List for III.A.6.

- III.A.6-1. [Comprehensive Program Reviews, LTCC.edu](#)
- III.A.6-2. [Annual Program Review and Annual Unit Plan](#)
- III.A.6-3. [Agreement between the LTCC District Board of Trustees and the LTCC Faculty Association CCA/CTA/NEA, Appendix 5 \(2016-2019\)](#)
- III.A.6-4. [SLO Syllabus Example \(April 11, 2017\)](#)
- III.A.6-5. [SLO Feedback Example \(2017\)](#)
- III.A.6-6. [Assessment Schedule E-mail Example](#)
- III.A.6-7. [SLO Training Video](#)
- III.A.6-8. [BP Manual, Section 4.25 – Evaluation of Administrative Personnel](#)
- III.A.6-9. [Administrator Goals \(2016/17\)](#)



III.A.7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

LTCC actively uses the faculty numbers trifecta utilized throughout the state—the faculty obligation number (FON), the 75:25 ratio, and the 50% law—to determine that it fulfills the requirements of this standard. The institution meets and exceeds the FON and is attentive to and meets the 50% requirement. While it is unlikely that a small college such as ours will be able to achieve the 75:25 goal, the focus is on high quality instruction and professional support to ensure that 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. The College reported 34.5 full-time faculty actual on the 2016 Full-Time Faculty Obligation Report to the Chancellor's Office: 13.9 FTEF over the obligation.

At the beginning of fall 2016, the College employed 150 total faculty, including 32 full-time faculty and 118 part-time faculty. Faculty hiring practices support the LTCC institutional

mission seeking equilibrium in the balance between full- and part-time assignments. Additionally, the College has worked to bring its compensation for faculty into more of a competitive alignment with other colleges its size.

Of the full-time faculty, thirty-one hold a master’s degree in accordance with the minimum qualifications of their position and eleven have earned a doctoral degree. Additionally, in fall 2016, the District engaged 53.44 FTEF credit and noncredit part-time faculty who meet qualifications as laid out in the College’s guidelines document developed in accordance with the Chancellor’s Office Minimum Qualifications Disciplines List ([III.A.7-1](#)).

The Academic Senate utilizes a faculty hiring prioritization process for the hiring and replacement of full-time faculty positions. Each academic year, the Academic Senate establishes a subcommittee to review detailed and data-informed requests for full-time faculty positions ([III.A.7-2](#)). The Academic Senate then recommends a prioritized list to the administration, which then establishes a list of prioritized positions ([III.A.7-3](#)). 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 IEC.

75:25 Ratio and LTCC

For an institution the size of LTCC, it is unlikely that the College will ever have 75% of its courses taught by full-time faculty with the remaining 25% 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. At LTCC, in 2016/17, approximately 36% of classes are taught by full-time faculty and 64% by part-time faculty. Some individual departments come much closer to the goal.

	2012/13	2013/14	2014/15	2015/16	2016/17
Part-Time Faculty	63%	59%	61%	63%	64%
Full-Time Faculty	37%	41%	39%	37%	36%

The 50% Law

There are many statutes and regulations that affect the fiscal operation of California community colleges. A well-known and often debated one is the “50% law.” Since 1961 this statute (Education Code §84362) requires “there shall be expended each fiscal year for payment of

salaries of classroom instructors by a community college district, 50 percent of the district's current expense of education (CEE).”

Unlike the 75/25 ratio, which is a recommendation, the 50% law is a regulation and colleges are required to meet it. In cases such as LTCC's, where meeting this requirement is sometimes unattainable, the District must file for an exemption from the 50% law with the Chancellor's Office and provide great budgetary detail supporting why the College was unable to meet the law. The Academic Senate is required to be a signatory on the request and has the option to be in favor or not in favor with the request. In any case, it is important that there is great transparency and full disclosure when calculating the 50% law numbers and when reporting the same. The Chancellor's Office reviews the exemption request and makes a recommendation to the Board of Governors for the California Community Colleges, which, in most cases, grants the exemption. The exemption is good for one year only. By the time the exemption is granted, the District is well into the subsequent academic year and careful attention must be given to the current year's percentages.

	2011/12 Actuals	2012/13 Actuals	2013/14 Actuals	2014/15 Actuals	2015/16 Projected
Total Instructional Costs	5,496,136	5,251,456	5,385,119	5,843,162	6,141,922
Total Current Expense of Education (CEE)	11,253,477	10,380,165	10,527,325	11,175,353	12,057,139
Percent of CEE	48.84%	50.59%	51.15%	52.29%	50.94%

Again, this is a law that small colleges have great difficulty in satisfying year after year. LTCC has been between 50.59% and 52.29% over the last four years. The College did file for an exemption in 2011/12 ([III.A.7-4](#)) but since that time has been able to meet or exceed the 50% threshold due to conscientious spending practices, improved data usage, and increases to faculty compensation.

Faculty Contractual Obligation

In addition to hiring practices that ensure a sufficient number of qualified faculty, work assignments and professional development are ways that LTCC is able to keep quality faculty in roles that accentuate and foster their expertise. In order for 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 remains the

exclusive responsibility of discipline faculty.³ Part-time faculty have the opportunity to apply for and receive compensation for office hours, including those teaching in foundational skills areas. They are also compensated through stipends for serving in participatory governance roles. 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 have been thoughtfully considered in conjunction with the faculty prioritization process, comprehensive program review, annual program review and annual unit planning, as well as other governance and planning processes.



Evidence List for III.A.7.

- III.A.7-1. [*Minimum Qualifications Handbook \(2016\)*](#)
- III.A.7-2. [*Faculty Hiring Prioritization Form \(2017/2018\)*](#)
- III.A.7-3. [*Faculty Hiring Prioritization List \(February 14, 2017\)*](#)
- III.A.7-4. [*50% Exemption Packet \(December 12, 2017\)*](#)



III.A.8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

LTCC would not be able to fulfill its mission without the cadre of highly qualified part-time faculty it employs. 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.

³ Eligibility Requirement 14, Faculty, Compliant

Employment Policies and Practices

The District has employment policies and practices that provide for the orientation of part-time faculty. New hires receive onboarding assistance from the Office of Human Resources and the Instruction Office, which orient them to the College and its culture. New part-time faculty are also assigned and compensated for completing an online orientation module prior to working at the College. During the new employee orientation, part-time faculty are introduced to various processes associated with human resources, payroll, and student services,



which provides the tools needed for successful employment at the College. New employees complete a new hire packet of materials. In addition, the distance education coordinator provides assistance for new online part-time faculty. Online part-time faculty are also paid a stipend to take a Canvas training course so the employee can teach on the College's distance education learning platform ([III.A.8-1](#)) ([III.A.8.-2](#)).

The District 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 when appropriate. The College employs one vice president of academic affairs and two instructional deans who provide support, guidance, and information to part-time faculty.

The job description for the instructional deans defines and describes the responsibility for the oversight of part-time faculty ([III.A.8-3](#)) and includes the statement that the dean is "responsible for the administration of assigned instructional and support programs and areas." The executive dean of student success, with support from the academic deans and vice president, has instituted an annual orientation dinner for part-time faculty to come together, meet one another, and learn and ask questions about the institution. This is not limited to new part-time faculty, but offers effective orientation ([III.A.8-4](#)).

The District has employment policies and practices that provide for the evaluation of part-time faculty. Evaluation processes for part-time faculty have been negotiated into the collective bargaining agreement. Evaluations are meant primarily to encourage improvement in the quality of instruction and are formative in nature. Appendix 5 of the Faculty Association collective bargaining agreement states, "The process developed by the College is to aid the institution and its faculty in maintaining and improving the quality of instruction" ([III.A.8-5](#)).

The District 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 ([III.A.8-6](#)).

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 via conferences and/or trainings ([III.A.8-7](#)).

Integration Opportunities

All employees, including part-time faculty, are invited to attend all College professional development offerings advertised via e-mail. In the 2015-16 Academic Year, the District offered a multitude of professional development activities, including an all-faculty day and two days of professional development activities known as convocation, open to all employees. Additionally, the College invites part-time faculty to its “all staff day,” usually held in late August or early September. Part-time faculty are also often invited to attend regular department meetings.

In addition to the invitation to “all staff day,” department meetings, and retreats, the institution provides other opportunities for integration of part-time faculty into the life of the institution. Part-time faculty are integrated via inclusion on 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 Faculty Association. Part-time faculty are encouraged to be advisors for student clubs through the Student Activities Office ([III.A.8-8](#)). Additionally, part-time faculty participate on hiring committees for both faculty and nonteaching positions, and, once they have attained the associate 02 level, they may participate in the evaluation of certain peers.



Adjunct Faculty Conference

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 for III.A.8.

- III.A.8-1. [Adjunct Orientation \(2016/2017\)](#)
- III.A.8-2. [Agreement between the LTCC District Board of Trustees and the LTCC Faculty Association CCA/CTA/NEA, Article 7.5 \(2016-2019\)](#)
- III.A.8-3. [Dean of Instruction Job Description \(January, 2016\)](#)
- III.A.8-4. [Adjunct Orientation PowerPoint \(Winter, 2017\)](#)
- III.A.8-5. [Agreement between the LTCC District Board of Trustees and the LTCC Faculty Association CCA/CTA/NEA, Appendix 5 \(2016-2019\)](#)
- III.A.8-6. [Agreement between the LTCC District Board of Trustees and the LTCC Faculty Association CCA/CTA/NEA, Article 6.4 \(2016-2019\)](#)
- III.A.8-7. [Faculty Professional Development Procedure Manual \(February, 2013\)](#)
- III.A.8-8. [Academic Senate Members \(2016/17\)](#)





III.A.9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

The operation of a comprehensive community college like LTCC, 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.

LTCC Staffing by the Numbers

As of spring 2017, the employee counts for LTCC by category were the following:

Position Type	April 2017 Count
Administrative	6
Full-Time Faculty	32
Director	16
Confidential	5
Classified	59
Part-Time Faculty	136
Short-Term Temporary Staff	97
Student Worker	11

Classified Staffing

The College's classified staffing levels, including confidential employees, are maintained in a capacity to serve students. In Fiscal Year (FY) 2014/15, the District employed approximately 54.93 full-time equivalent (FTE) permanent classified employees. In FY 2015/16, the District employed 55.61 FTE permanent classified staff and 60.05 FTE permanent classified staff in the fall of 2016 ([III.A.9-1](#)). Staff hirings are appropriate for the size and diversity of the College.⁴

⁴ Eligibility Requirement 14, Administrative Capacity, Compliant

Classified Directors

Classified directors at the College had an FTE of 8.82 in FY 2014/15 and rose to 12.82 FTE in FY 2015/16. The College then started fall quarter of 2016 with 15.52 FTE permanent classified directors. One explanation for this consistent and relatively substantial increase has been the integration into the College of a number of new grants and programs, including the Incarcerated Student Program, the Adult Education Program, and the additional staff needs generated by the successful campaign for a general obligation bond.

Staffing Trends

The majority of growth in FTE permanent staffing is in the restricted and auxiliary areas. Full-time equivalent permanent staffing in the restricted and auxiliary areas increased by almost 10 FTE from FY 2015/16 to FY 2016/17, while in the same years, staff in more general areas decreased. Notable additions of FTE staffing between FY 2015/16 to FY 2016/17 include adult education (3.7 FTE, director and classified) and the general obligation bond (2.67 FTE, director and classified). In past years, funds received for the Student Success and Support Program (SSSP) and the Student Equity Program have been responsible for FTE increases in the restricted general fund ([III.A.9-2](#)).

While evidence reveals an increase in staffing over the past years and the College continues to add staff to its ranks, improvements can be made in the clarity of the processes for staff prioritization in order to demonstrate that they lead to institutional effectiveness.

Analysis and Evaluation

The College meets the standard. LTCC requires numerous qualified employees who are valued for the crucial role they play in the educational, technological, physical, and administrative successes of the College.



The College will include, as part of the work on the Quality Focus Essay (QFE) action plan regarding more effective integrated planning, more consistent noninstructional program reviews. This increased consistency will allow for ongoing, data-informed, and clarified processes to identify needs with regard to staffing.



Evidence List for III.A.9.

- III.A.9-1. [Annual Budget Book, Section 10 \(FY 2016/17\)](#)
- III.A.9-2. [Annual Budget Book, Section 10 \(FY 2016/17\)](#)



III.A.10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

LTCC is fortunate to have an administrative staff that has the breadth and depth of experience required for a comprehensive community college. The mission and vision of the College guide the administrators in their important work.

Mission-Driven Leadership

The District supports appropriate preparation and training to enhance administrator expertise 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 ([III.A.10-1](#)).

Classified leaders, managers, faculty, and administrators have also participated in the Asilomar Women's Leadership Skills Seminar, the Association of California Community College Administrators' (ACCCA) ADMIN 101, 201, and Great Deans programs ([III.A.10-2](#)). Administrative hires are appropriate for the size and diversity of the College.⁵

Continuity of Leadership

In 2013/14, the College employed six permanent administrators:

- a superintendent/president,
- a vice president of academic affairs and student services,
- a vice president of administrative services,
- a dean of instruction,
- a dean of career and technical education and instruction, and
- a dean of student services.

Academic Year 2014/15 saw the College moving to five administrators with the vice president of academic affairs and student services resigning, a dean of instruction retiring, and an English instructor/Academic Senate President moving to an interim dean position.

⁵ Eligibility Requirement 14, Administrative Capacity, Compliant

The College moved back to six administrators in 2015/16:

- a superintendent/president,
- an interim vice president of academic affairs (the interim dean of instruction moved to this role),
- a vice president of administrative services,
- a new dean of instruction,
- a dean of career and technical education and instruction, and
- an executive dean of student success (the dean of student services was reclassified as this role).

As of fall 2016, the College employed five permanent administrators and one interim administrator, which reflected the dean of career and technical education and instruction retiring and a new dean of workforce development and instruction being hired ([III.A.10-3](#)) ([III.A.10-4](#)).

In the spring of 2016, the College's superintendent/president announced her resignation. The Office of Human Resources then began a recruitment starting in summer 2016. The College BOT hired Community College Search Services to assist in the recruitment for the next superintendent/president. Recruitment opened in August 2016, and after scrutinizing over forty applications, the BOT selected a new superintendent/president at the December 6, 2016, board meeting ([III.A.10-5](#)).



Jeff DeFranco was selected as the 5th Superintendent/President for LTCC

As of fall of 2017, the administrative structure is as follows:

- a superintendent/president,
- a vice president of academic affairs,
- a vice president of administrative services,
- an interim executive dean of student success,
- a dean of instruction, and
- a dean of workforce development and instruction

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 two men and four women; however, the ethnicity of the administration does not reflect the diversity of the Lake Tahoe community, which is 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 in the institution achieve 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 for III.A.10.

- III.A.10-1. [Professional Development Offerings](#)
- III.A.10-2. [Asilomar Attendee List \(2008-2017\)](#)
- III.A.10-3. [Annual Budget Book, Section 10, pg 114. \(FY 2016/17\)](#)
- III.A.10-4. [LTCC Board of Trustees Minutes \(August 2, 2016\)](#)
- III.A.10-5. [LTCC Board of Trustees Minutes \(December 6, 2016\)](#)



III.A.11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

The institution has established and adheres to fair and equitable written personnel policies and procedures that are available for information and review. The culture of LTCC is imbued with thorough, complete, and widely broadcast personnel policies and procedures.

Availability of HR Policies and Procedures

Detailed personnel policies and procedures are set forth in the College's *Board Policy Manual*, the Faculty Association Agreement, and the Classified Employees Union Agreement. These employment agreements are reviewed annually and updated when changes occur. Updates are made available to employees and potential employees via the College website. Board policy is reviewed on a regular schedule and is updated as needed ([III.A.11-1](#)) ([III.A.11-2](#)) ([III.A.11-3](#)).

Administration of HR Policies and Procedures

The director of human resources, working in collaboration with the superintendent/president and the administrative team, is responsible for ensuring consistent interpretation and application of HR policies. This involves consultation with managers and employees. Since the College practices interest-based bargaining and problem-solving in labor negotiations, open dialog 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, and administrator hiring

panels to ensure consistent and fair application of personnel policies and hiring practices ([III.A.11-4](#)). 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 to new employees has been in place for many years. The human resources director or representative meets with all permanent hires for a new hire orientation, discusses the *Board Policy Manual* and union agreements, and provides access to this manual on the College website. Full-time and part-time faculty are provided handbooks by the instructional dean. New full-time faculty are also provided a faculty mentor as described in Standard I. Employees are given additional policies, including policies on unlawful discrimination and sexual harassment and the process for informal and formal complaints ([III.A.11-5](#)).



The College uses Keenan's SafeColleges 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 regular 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.

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 (BP), 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 BP and administrative procedure (AP) 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 for III.A.11.

- III.A.11-1. [Policies - BoardDocs](#)
- III.A.11-2. [Agreement between the LTCC District Board of Trustees and the LTCC Faculty Association CCA/CTA/NEA \(2016-2019\)](#)
- III.A.11-3. [Agreement between the LTCC District Board of Trustees and the LTCC Classified Bargaining Unit CCA/CTA/NEA \(2013/14\)](#)
- III.A.11-4. [EEO Monitor Checklist](#)
- III.A.11-5. [LTCC Unlawful Discrimination and Complaint Resolution Procedures \(2003-04\)](#)



III.A.12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

LTCC's core belief that "diversity enriches" is not simply lip service. Emanating from the mission of the College, the value to LTCC of a diverse staff is supported by policy and practice that sets the College above the rest.

Policy and Practices

The College demonstrates an understanding and concern for issues of equity and diversity through its policies and practices 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. The issue of diversity in the community and how that translates into diversity in the College are components of the *Educational Master Plan* ([III.A.12-1](#)). A core belief of the College stated in the College catalog is that diversity enriches the learning community ([III.A.12-2](#)).

The College adheres to a number of policies and practices that demonstrate a commitment to issues of equity and diversity. The *Board Policy Manual* (4.01a), for example, states that the College will actively recruit to obtain the services of the most qualified personnel who are skilled in both teaching and serving the needs of our diverse student population, and who are sensitive to, and represent, the racial and cultural diversity of the College ([III.A.12-3](#)). This

policy benefits all College constituents by supporting diversity in staff and students and ensuring the College's integrity in its relationships with all stakeholders. In addition, *Board Policy Manual* (4.38) ensures that all faculty and classified job announcements include a statement of support of equal employment opportunity ([III.A.12-4](#)).

The College's Equal Employment Opportunity (EEO) Plan addresses methods for diversifying the workforce. The EEO Plan includes a requirement that all individuals serving on selection committees receive training in the importance of a diverse workforce, state and federal laws associated with EEO compliance, implicit bias awareness, and EEO best practices ([III.A.12-5](#)).



The District's participatory governance EEO Committee is tasked with reviewing and recommending policies and procedures, including the EEO Plan, and trainings that support diversity. The committee shall be composed of but not limited to two (2) faculty members appointed by the Academic Senate President, two (2) classified members

appointed by the Classified Employees Union, two (2) directors, one (1) confidential, two (2) community members, one (1) board member appointed by the BOT, and the EEO officer ([III.A.12-6](#)).

As part of College recruitment processes, the EEO officer meets with each screening committee on campus prior to contributing to the recruitment process, and an EEO monitor is assigned to each committee to ensure fair practices throughout the selection process. Candidates are screened for sensitivity toward persons of diverse backgrounds and, particularly, students (Board Policy 4.01.A.1). In addition, screening committee members are encouraged to take implicit bias tests via Project Implicit ([III.A.12-7](#)) to discover their own implicit biases and potential screening barriers ([III.A.12-8](#)).

Examples of Support

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. In March 2016, the College sent four staff members to the NCORE diversity seminar in San Francisco. Those attending the training collaborated on a presentation of key findings to the College's Equity Committee. The College sent another four employees to NCORE in Fort Worth, Texas, in spring 2017 ([III.A.12-9](#)).

In addition, the College holds many events during the year to promote awareness and enhance a better understanding of diversity issues. Theatre productions, art shows, and author presentations (i.e., the Writers' Series) are designed for students and community members. Faculty and staff are strongly encouraged to participate in these events. And these efforts are not simply recent. The Writers' Series first speaker in 2000 was Luis Rodriguez, poet and author. Many poets and writers with diverse backgrounds and perspectives have come to the College to engage faculty, staff, and students over the years ([III.A.12-10](#)).

The College has been raising awareness of issues around equity and identity for quite some time. For instance, in 2010, *The Laramie Project* was produced by the Theatre Arts Department, followed by the production entitled *The Laramie Project: Ten Years Later* and a facilitated discussion of the issues of discrimination and violence and community around the story of Matthew Shepard. Both are examples of productions focused on issues related to diversity, cultivating an attitude of not merely tolerance, but of acceptance and an emphasis on the essential values of diversity on the campus and in the community. The College has continued to make equity a focus and has done this over the last few years more deliberately. Speakers focusing on equity, stereotype threat, income inequalities, disproportionate impacts of our systems of incarceration, and inherent bias; even the efforts the College is pursuing in Open Education Resources, foundational skills acceleration, and multiple measures in assessment and placement all reflect the values the College places on diversity and equity in terms of access and success for students and staff alike. And these are only a few examples of the College's focus on events that promote diversity ([III.A.12-11](#)).

Funded Activities in Support of Diversity

The College also reimburses employees and provides some release time for job-related classes. Per Board Policy 5.06.O, Spanish language classes are considered job related for any position on campus and are included in this professional development program. The popular Intensive Summer Spanish Institute (ISSI), for over twenty years and for almost five hundred participants each year, also provides a celebration of Hispanic culture with many guest speakers. Faculty and staff are encouraged to attend these special programs ([III.A.12-12](#)).

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 new funding allocation model for EEO funding ([III.A.12-13](#)) ([III.A.12-14](#)). The multiple method allocation model was developed in 2015-2016 by the Chancellor's Office's longstanding EEO and Diversity Advisory Task Force and the Legal Division Office.

Under the multiple method allocation 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 ([III.A.12-15](#)). To receive funding, districts are also required to meet a minimum of five of the remaining eight multiple methods, which include:

1. Board policies and adopted resolutions
2. Incentives for hard-to-hire areas/disciplines
3. Focused outreach and publications
4. Procedures for addressing diversity throughout hiring steps and levels
5. Consistent and ongoing training for hiring committees
6. Professional development focused on diversity
7. Diversity incorporated into criteria for employee evaluation and tenure review
8. Grow-Your-Own programs

During the 2015-16 Academic Year, initial reports were submitted by fifty-five separate California community college districts. From these reports, the Chancellor's Office EEO and Diversity Advisory Task Force created an *EEO and Diversity Best Practices Handbook* ([III.A.12-16](#)). Lake Tahoe Community College District submitted an initial report, which was board approved on June 14, 2016, and is listed in the handbook as one of the top three in three separate multiple methods categories and the top twelve in one other ([III.A.12-17](#)). The District is also mentioned as a specific example under multiple method #3 for its work with Skype interviewing ([III.A.12-18](#)).

Lake Tahoe Community College submitted its second report on May 23, 2017, meeting eight of the nine multiple methods during the 2016-17 Academic Year ([III.A.12-19](#)) ([III.A.12-20](#)). In meeting multiple method #8, the District held its first career summit on June 23, 2017, to provide an opportunity for students and community members to enhance career-seeking skills, such as resume writing and interviewing ([III.A.12-21](#)). This summit was focused on providing equity and to inform students and community members of best practices in applying for jobs, particularly at Lake Tahoe Community College.

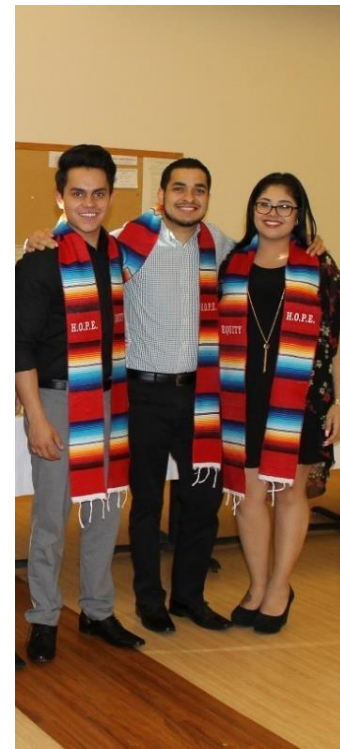


Our Record

The College regularly examines its employment record in order to ensure consistency with the mission. Faculty who are able to effectively meet the needs of students are purposefully sought. For example, faculty dedicated to instruction in foundational skills English and mathematics have been hired to support the College's mission to provide developmental education to improve student success. Additionally, faculty with diverse educational backgrounds and experiences are recruited to fill vacancies as they emerge in order to

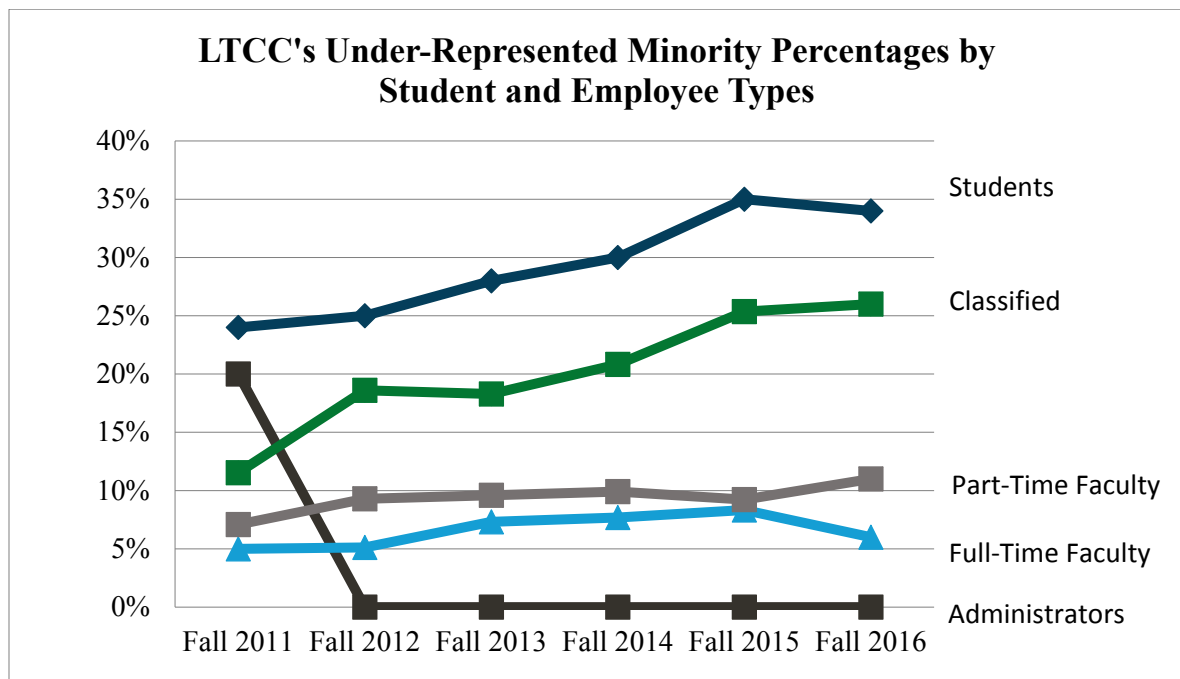
complement existing faculty and address the emerging needs of community college students ([III.A.12-22](#)).

To better meet the needs of a student body that increasingly reflects the community, the College has concentrated efforts in diversifying its applicant pools. Following a deeper investigation into the issues of equity around hiring by the human resources director and a meaningful presentation on campus by Adrienne Foster about diversity in hiring, the College deliberately began diversifying the outreach efforts in hiring by using, for example, different arenas for advertising jobs. More cosmetic but important cultural efforts have also been made to increase the campus's cultural competency to support the mission of the College by creating a welcoming environment for students and community members. Colorful banners welcoming visitors to campus in a dozen languages, for instance, line College Drive. Even small efforts such as these will assist in connecting students to programs that support their achievement of educational, professional, and personal goals ([III.A.12-23](#)).



LTCC Honors H.O.P.E. Students

The overall diversity of classified staff increased 4% (from 21% to 25%) between fall 2014 and fall 2015.



From fall 2011 to fall 2015, underrepresented minorities among staff rose from just under 25% to 35%. Classified staff, which includes confidential employees as well as directors, rose steadily, with student percentages being around 12% rising to 25% from fall 2011 to fall 2015 (as displayed in the graph). Although rising slightly from 5% to about 8% for full-time and about 8% to about 9% for part-time, faculty is an area with which the District will need to focus efforts to increase its diversity. Due to the small number of administrators, losing the only underrepresented minority in fall 2012 caused administrator percentages to plunge and remain at 0% from fall 2012 to fall 2015. In the event there is an administrator recruitment, LTCC will concentrate its efforts in obtaining a diverse pool of applicants in order to increase diversity for its administrators.

There is a strong female representation in terms of employee gender diversity analysis, with classified employees being steadily over 60% from fall 2011 to fall 2015. Part-time faculty show the same trends as classified, with strong female representation only going as low as 55% in fall 2013. Full-time faculty show little variance with gender diversity, with a slight decline in female representation from 52% to 50% between 2011 and 2015. Administrators reflect the strongest female representation, moving from 60% up to 83% from fall 2011 to fall 2015.

Analysis and Evaluation

The College meets the standard. One of its core beliefs is that “diversity enriches.” Emanating from the mission of the College, the value of its diverse staff is supported by its policies and practices. Faculty who are able to effectively meet the needs of students are purposefully sought. The College also has concentrated efforts in diversifying its student applicant pools. Equity in student success and achievement is regularly discussed as part of program review and in strategic planning.



Evidence List for III.A.12.

- III.A.12-1. [Educational Master Plan \(2011-2017\)](#)
- III.A.12-2. [LTCC Catalog, p. 4](#)
- III.A.12-3. [Board Policy Manual, Section 4.01 A – A Model for Contract Faculty Hiring Procedures](#)
- III.A.12-4. [Board Policy Manual Section 4.38 – Equal Employment Opportunity](#)
- III.A.12-5. [EEO Plan: Screening Committee Training](#)
- III.A.12-6. [EEO Plan: Advisory Committee Makeup](#)
- III.A.12-7. [Project Implicit Bias Test](#)
- III.A.12-8. [Board Policy Manual Section 4.01.A.1 – A Model for Contract Faculty Hiring Procedures](#)
- III.A.12-9. [Equity Committee Minutes \(June 7, 2016\)](#)
- III.A.12-10. [Writers’ Series](#)
- III.A.12-11. [Samples of Events](#)
- III.A.12-12. [Board Policy Manual Section 5.06.O – Professional Growth](#)
- III.A.12-13. [California Education Code 87107](#)
- III.A.12-14. [Board of Governors Standing Order 374](#)
- III.A.12-15. [Chancellor’s Office Memo re: EEO Fund \(January 23, 2017\)](#)
- III.A.12-16. [2016 EEO and Diversity Best Practices Handbook](#)
- III.A.12-17. [2016 EEO and Diversity Best Practices Handbook p. 10](#)
- III.A.12-18. [2016 EEO and Diversity Best Practices Handbook p. 15](#)
- III.A.12-19. [EEO Plan Update \(April 25, 2017\)](#)
- III.A.12-20. [Equal Employment Opportunity Fund Multiple Method Allocation Model Certification Form \(2016/17\)](#)
- III.A.12-21. [Career Summit Flyer and Agenda \(June 23, 2017\)](#)
- III.A.12-22. [Affirmative Action Recruiting E-mail \(October 31, 2015\)](#)
- III.A.12-23. [Educational Master Plan – Student Access, p. 5 \(2011-2017\)](#)



III.A.13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

The institution has developed board policies that ensure ethical practices for all employees. These policies are readily available to all personnel. Board policies, collective bargaining agreements, and the education code also address consequences for violations of local policies.

Our Professional Code of Ethics

A comprehensive written code of professional ethics has been published in the current *Board Policy Manual* and the *Faculty Handbook*, and it applies to all College personnel, including the BOT, administrators, classified staff, and faculty ([III.A.13-1](#)) ([III.A.13-2](#)).

Where It Is Written

A code of ethics for the BOT is published in Board Policy 2715 ([III.A.13-3](#)), including procedures to address the conduct of a trustee who violates any element of the code of ethics. The administrators' code of ethics is contained in Board Policy 3050 ([III.A.13-1](#)). The Classified Employees Union (CEU) code of ethics was developed and agreed upon by the CEU and has been published in Board Policy 3050 ([III.A.13-1](#)). This code of ethics is also included in the CEU Agreement.

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 *Full-Time Faculty Handbook* ([III.A.13-4](#)).

In addition, confidentiality agreements signed by screening committee members and the oath of office delivered during new hire orientation reinforce the District's expectation of ethical behavior. Faculty in certain disciplines are governed by their professional organizations' ethical codes ([III.A.13-5](#)) ([III.A.13-6](#)).

Each of the employee-related policies, related procedures, and collective bargaining agreements are readily available in electronic format and on the College's website. Employees are made aware of these policies during the initial employee orientation. All managers and other supervisors are required to participate in harassment training, maintaining the requirements of Board Policy 3435 ([III.A.13-7](#)). Additionally, all newly hired employees are required to receive mandated reporter training. The District also provides access to Family Educational Rights and Privacy Act (FERPA) and Title IX training for all staff ([III.A.13-8](#)).

The Office of Human Resources continually reviews and proposes changes to human resources board policies via the participatory governance process and through collective bargaining, as applicable ([III.A.13-9](#)).

Consequences for Violations

From the day of hire and ongoing with annual trainings, the evidence shows that the institution upholds a written code of professional ethics for all of its personnel, including consequences for violation ([III.A.13-1](#)).

Analysis and Evaluation

The College meets the standard. The institution has developed board policies that are readily available and ensure ethical practices for all employees. Board policies, collective bargaining agreements, and the education code also address consequences for violations of local policies.



Evidence List for III.A.13.

- III.A.13-1. [BP 3050 - Institutional Code of Ethics](#)
- III.A.13-2. [Faculty Handbook Code of Ethics](#)
- III.A.13-3. [BP 2715 – Code of Ethics/Standards of Practice](#)
- III.A.13-4. [Faculty Handbook, Code of Ethics \(2014/15\)](#)
- III.A.13-5. [Confidentiality Agreement for Hiring Committees](#)
- III.A.13-6. [District Oath for New Hires](#)
- III.A.13-7. [Board Policy 3435 - Discrimination and Harassment Complaints and Investigations \(May 24, 2016\)](#)
- III.A.13-8. [Mandatory Reporter Training](#)
- III.A.13-9. [Board Policy 7160 - Professional Development](#)



III.A.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Professional development has played an important role at LTCC since the College's inception. The fast-changing world of higher education, the advancement of learning theory, and the advent of technology all mandate that the College provide time and resources for full participation in professional development for all classifications of employees.

The Plan

The District provides robust professional development offerings for all personnel consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs and evaluates those offerings annually.

The College provides personnel—including full-time faculty, part-time faculty, classified staff, administration, and the Board—with opportunities for continued professional development consistent with its mission and reinforced through the *Educational Master Plan*, *Strategic Plan*, and program review processes. The College is committed to the sustainability of its human resources through regular investment in their professional development and through supporting learning and growth opportunities that enhance the skills and competencies of all faculty and staff ([III.A.14-1](#)).



Full-Time Faculty

Full-time faculty are provided a paid professional development leave (PDL) for one quarter, after the completion of each eighteen quarters of continuous service. During this sabbatical, individuals are required to complete a self-designed project, which is approved by the supervising administrator, the vice president of academic affairs, the

superintendent/president, and BOT. Faculty who take PDL are required to teach for six subsequent quarters to reinvest the results of the PDL for the College's improvement, with the ultimate goal of enhancing student learning. In the event that a faculty member leaves before the end of those six quarters, per article 10.11 of the Faculty Association Agreement, he/she is required to pay back the funding received for the project. In addition, upon the faculty member's return from PDL, the faculty member prepares a written summary of the PDL project and makes a report in-person to the Governing Board. The faculty also are asked to provide summaries of their time spent to peers during, for example, all-faculty meetings or convocation ([III.A.14-2](#)).

Full-time faculty members are required to participate in both faculty-designed professional growth activities as part of group flex requirements that are conducted on a yearly basis during convocation as well as individual flex projects, approved by the supervising administrator, on an annual basis, which allow for professional growth and development in areas of interest ([III.A.14-3](#)). Funds are available to support professional literature and memberships in professional organizations in various academic departments.

The College also encourages and supports full-time faculty to continue their education with salary advancement opportunities for attaining additional education. Per the Faculty Association Agreement (article 6.3), full-time faculty members may advance by accumulating the required number of units or degree as listed on a column of the full-time faculty salary schedule. Salary advancement is based on the completion of units that are applicable toward the completion of the appropriate degree, completion of coursework, or completion of continuing education units ([III.A.14-4](#)).

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. Through this program, a committee of faculty evaluates and recommends individual requests for professional development for both their full- and part-time peers as well as provides guidance and funding for more collaborative, faculty-driven professional development projects ([III.A.14-5](#)).

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. The College offers work space to part-time faculty in the Part-Time Faculty Office. Additionally, the College provides part-time faculty who teach online via the Canvas learning platform with mandatory Canvas training. All part-time faculty who teach online receive ongoing support through the services of a distance education coordinator and self-service resources accessible via the Passport Portal ([III.A.14-6](#)).

The College also sponsors an Associates Program, which provides a salary incentive to part-time faculty who meet the following criteria:

- Completion of twenty-four units teaching at the College
- Completion of any of the following at the College:
 - The in-person Excellence in Teaching Workshop (ETW), a sixteen-hour program focused on the improvement of teaching with a special emphasis on foundational skills pedagogy
 - The Online Excellence in Teaching Workshop (OETW)
 - The Foundational Skills Apprenticeship Program
 - The twenty-four-hour Instructional Skills Workshop (ISW)
 - The eight-hour Advanced Teaching Workshop (ATW)
- Completion of the Excellence in Teaching Observation Form
- An informal classroom evaluation by one of the deans or another College administrator ([III.A.14-7](#))

In 2015, the College added a second level to its Associates Program (associate 02), which provides for additional salary incentives to part-time faculty who meet additional criteria:

- Completion of all the criteria for associate faculty
- Completion of twelve additional units of teaching at the College following their advancement to associate status with a total of thirty-six units taught overall
- Completion of the Advanced Excellence in Teaching Workshop (AETW) ([III.A.14-8](#))

Classified Staff

The College demonstrates a commitment to professional development for classified staff members. Examples of professional development opportunities include the College's assigning an employee to take a College class related to his/her duties; an employee requesting to take a class related to his/her duties; an employee requesting to take a class at another institution related to his/her duties; and an employee requesting to take a Spanish class, which would augment the ability to accomplish his/her duties. These requests must be approved by the supervisor and are subject to available funds. The Classified Employees Union Agreement outlines how this program is funded and how employee hours are adjusted, including paid release time, for professional development opportunities. In addition, classified staff are included in training during fall convocation when deemed appropriate and when schedules permit ([III.A.14-9](#)).



2016 Staff Training Day

The College also supports classified staff professional development by providing funding to classified staff, confidential staff, and classified directors for travel to and participate in professional conferences. The Faculty Professional Development Committee distributes

professional development funds on a competitive basis to staff members. This committee receives requests, evaluates, and approves such professional development for peers as well as provides funding for professional development projects ([III.A.14-10](#)).

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 BOT. The College also supports professional development through institutional memberships and participation in statewide meetings or organizations such as the Association of Chief Business Officers, Association of Chief Human Resources Officers, Chief Instructional Officers, and Chief Student Services Officers. These development opportunities are supported as the budget permits ([III.A.14-11](#)).

The College leadership team closed the College for a day in 2014/15 and in 2015/16 to provide a professional development training day for classified, confidential, and classified director employees. In 2015/16, the leadership team closed the College again for a day to conduct professional development campus-wide. Faculty, staff, directors, and administrators participated in professional development together, focusing on student success initiatives in support of the College's mission. In fall of 2016/17, the classified employees, confidential employees, and directors participated in two days of training focused on increasing communication through "critical conversations." Faculty participate in a separate training day focusing on issues of teaching and learning as well as building a community of practice ([III.A.14-12](#)).

Analysis and Evaluation

The College meets the standard. Professional development has played an important role at LTCC since the College's inception. The College invests in its employees. The College provides all of its personnel with opportunities for continued professional development consistent with its mission and reinforced through the *Educational Master Plan*, *Strategic Plan*, 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.

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, and Dual-Enrollment Program training. Being somewhat removed from many of the trainings around the state, given LTCC's location, the College does a remarkable job at providing local, state, regional, and even farther flung opportunities to faculty, staff, administrators, Board members, and even students for professional development.



Evidence List for III.A.14.

- III.A.14-1. [Convocation 2016 Schedule \(September 15-16, 2017\)](#)
- III.A.14-2. [Agreement between the LTCC District Board of Trustees and the LTCC Faculty Association CCA/CTA/NEA, Article 10.11 \(2016-2019\)](#)
- III.A.14-3. [Agreement between the LTCC District Board of Trustees and the LTCC Faculty Association CCA/CTA/NEA, Appendix 5.I.C.3 \(2016-2019\)](#)
- III.A.14-4. [Agreement between the LTCC District Board of Trustees and the LTCC Faculty Association CCA/CTA/NEA, Article 6.3 \(2016-2019\)](#)
- III.A.14-5. [Faculty Professional Development Manual](#)
- III.A.14-6. [Online Instructor Resources](#)
- III.A.14-7. [Agreement between the LTCC District Board of Trustees and the LTCC Faculty Association CCA/CTA/NEA, Article 6.4.1 \(2016-2019\)](#)
- III.A.14-8. [Agreement between the LTCC District Board of Trustees and the LTCC Faculty Association CCA/CTA/NEA, Article 6.4.1 \(2016-2019\)](#)
- III.A.14-9. [Agreement between the LTCC District Board of Trustees and the LTCC Classified Bargaining Unit CCA/CTA/NEA, Article 16 \(2013/14\)](#)
- III.A.14-10. [Agreement between the LTCC District Board of Trustees and the LTCC Classified Bargaining Unit CCA/CTA/NEA, Article 16.5 \(2013/14\)](#)
- III.A.14-11. [Board Policy Manual, Chapter 4, Article 4.18](#)
- III.A.14-12. [Convocation Agenda \(September 15-16, 2017\)](#)





III.A.15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

LTCC's practice in handling employee records and in guarding employee confidentiality goes beyond the letter of the law. The College's policies provide mandated disclosure to an employee of his/her own records. The District makes provisions for the security and confidentiality of personnel records and for employee access via its HR physical space, policies, and procedures.

Procedures and Practices

Personnel record policies are clearly stated in the Faculty Association Agreement and in the Classified Employees Union Agreement. The Faculty Association Agreement (article 16) outlines a faculty member's rights to review his/her personnel file, and the Classified Employees Union Agreement (article 20) summarizes this right for classified employees ([III.A.15-1](#)) ([III.A.15-2](#)).

Maintenance of Records

The HR maintains the official personnel file for each employee. The files are maintained in an office that is locked when not staffed. In addition, personnel files 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 ([III.A.15-3](#)).

Security provisions are also being assessed, designed, and tested with the addition of a secure lock box for file cabinet keys and the pending implementation of a talent management system, HireTouch, to ensure that employment data is stored securely.

Employee Access

Department staff ensures maintenance of a log sheet for the purpose of tracking who has taken a file from the office, on which date, and when it is returned. These log sheets verify that only permissible personnel have viewed the file and that the review was for proper administration of the College's affairs or supervision of the employee ([III.A.15-4](#)). 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 ([III.A.15-5](#)).

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 for III.A.15.

- III.A.15-1. [Agreement between the LTCC District Board of Trustees and the LTCC Faculty Association CCA/CTA/NEA \(2016/19\), Article 16,](#)
- III.A.15-2. [Agreement between the LTCC District Board of Trustees and the LTCC Classified Bargaining Unit CCA/CTA/NEA \(2013/14\), Article 20, \(October 12, 2016\)](#)
- III.A.15-3. [BP 3310 – Records Retention and Destruction](#)
- III.A.15-4. [Human Resource File Log](#)
- III.A.15-5. [Confidentiality Statement](#)



LTCC Observes Denim Day

PHYSICAL RESOURCES



III.B.1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Consistent with LTCC's vision to be "California's premier destination community college," LTCC is mindful of its responsibility to create and maintain a campus environment that is welcoming and protective of its students and employees.

Our Campus

From its humble 1974 beginnings in a rented motel on Highway 50, the LTCC campus is now a vibrant, modern, comprehensive community college. Permanently relocated in 1988 on 164 acres of forest land in the center of the city of South Lake Tahoe, the campus is comprised of seven buildings totaling 164,000 square feet of space. The buildings are the Main Building, the Physical Education (PE) Building, the Child Development Center, and four modular classroom buildings. By far the largest, the Main Building houses classrooms, laboratories, faculty offices, administrative offices, the One-Stop Enrollment Services Center, the library, the board room, the theater, a student center with culinary arts teaching space, an art gallery, the tutoring center, and the Veterans Resource Center.

Adjacent to the PE Building are three soccer fields that are maintained by the College on behalf of a Community Play Consortium (CPC) Joint Powers Agreement (JPA) ([III.B.1-1](#)) that has been formed to oversee and coordinate use of the fields. One of the fields built by the College is a near-maximum Fédération Internationale de Football Association (FIFA) regulation-size field, with state-of-the-art synthetic turf using a 100% natural and organic infill product made of coconut husks and cork. This field supports the College's women's and men's soccer athletic programs, as well as community soccer team activities.

The College is a source of pride for our students and for the members of our community. The College does not operate any centers, but it does offer classes at South Lake Tahoe Middle School and South Tahoe High School ([III.B.1-2](#)) and at variety of off-campus locations that include Barton Memorial Hospital ([III.B.1-3](#)), the Lake Valley ([III.B.1-4](#)) and Tahoe Douglas ([III.B.1-5](#)) Fire Protection Districts, the El Dorado County Jail ([III.B.1-6](#)), seven (7) different prisons under the purview of four (4) separate agreements ([III.B.1-7](#)), as well as the California Conservation Corps, Family Resource Center, and local golf courses, volleyball and tennis courts, and ski resorts ([III.B.1-8](#)). As public sites, each of these locations meets Americans with Disabilities Act (ADA) standards, allowing full access for our students. The College relies

on instructors and staff at each location to report maintenance and safety concerns. The contractual agreements with each of the off-site locations specify maintenance and safety requirements for the instructional program and for insurance requirements.

Additionally, the College operates the Tahoe Parents Nursery School (TPNS) in 1,700 square feet of rented space located at the former Al Tahoe Elementary School, approximately one mile from the main campus. This cooperative preschool program requires parents to attend parenting classes through the College ([III.B.1-9](#)).

A small section of the College property is leased to the US Forest Service on a long-term lease, where it built and now operates its administrative center for the Tahoe Basin ([III.B.1-10](#)). The College is also home to the Lake Tahoe Demonstration Garden, featuring native plants with an emphasis on wise use of water and best management practices ([III.B.1-11](#)).

[Our Challenges](#)

The physical challenges our campus faces include offering a full complement of college courses for a diverse student body and for a diverse set of program offerings. The harsh winter weather presents its special challenges with snow removal and extreme wear on the exteriors of our buildings and on campus roadways and parking areas. Managing 164 acres of forest that include an environmentally sensitive stream zone, many adjacent neighbors, hiking and cross-country skiing trails, and abounding wildlife make LTCC a very special place.

As required by law, the campus has been designed and continues to be built for compliance with the Americans with Disabilities Act (ADA). The College is in the final approval stages of an extensive ADA Transition Plan that spans into at least the next decade. Significant improvements that have been made for access include, for example, handicapped parking spots that are heated to eliminate snow accumulation and handicapped parking spaces that abut heated pathways leading into the College. A goal of the College is to relocate the Disability Resource Center from the second floor to the first floor to improve access.

[Our Processes](#)

The facilities, equipment, land, and other assets of the College have been developed to support student learning programs and to maximize institutional effectiveness. In the last decade, the emphasis has been on improving existing facilities to better serve students and the community. Planning for all physical resources emanates from program review, is carried forward into master planning, and is executed via participatory governance processes to support goals identified in strategic planning.

The College's *Facilities Master Plan* (FMP) ([III.B.1-12](#)) and the *Five-Year Capital Outlay Plan* (SYCOP) 2019-23 ([III.B.1-13](#)) are the documents that guide the College in its physical growth and development. On deck is a University Center, funded by a generous local donor. Underway are numerous campus upgrades and improvements funded primarily from the

proceeds of a \$55,000,000 local bond (Measure F) approved by the voters in November 2014 ([III.B.1-14](#)).

From a participatory governance point of view, there is an active and involved Facilities Council ([III.B.1-15](#)) that makes recommendations to the Institutional Effectiveness Council ([III.B.1-16](#)). The Facilities Council meets once a month and is well-populated with a broad selection of members of all constituency groups.

The Distance Education and Correspondence Education (DE/CE) programs are also concerned with matters of access and evaluation and are considered in the College's *Educational Master Plan*. LTCC submitted Substantive Change Proposals to the ACCJC, in 2010 for distance education and in 2017 for the Incarcerated Student Program, a premier CE program at LTCC. Both proposals were approved. Both programs participate in the six-year comprehensive program review (CPR) cycle and an essential part of those reviews address the access and the evaluation of needs for DE/CE. A full-time faculty member serves as the College's full-time distance education coordinator, and the College employs a full-time director of the Incarcerated Student Program, each charged with the responsibility to manage their respective programs.

For day-to-day maintenance and custodial concerns, the College uses an electronic work order submittal system, SchoolDude, that is available to all College employees ([III.B.1-17](#)). This system allows the Maintenance and Operations (M&O) Department to prioritize and dispatch work orders in an efficient and timely manner. The College participates in all state and Chancellor's Office scheduled maintenance, energy, and capital outlay programs for which it qualifies.

Our Results

The Maintenance and Operations (M&O) Department is responsible for the operation and maintenance of campus facilities and grounds. The department provides operational support and services for an educational environment that supports student learning. The director of facilities heads the department and reports to the vice president of administrative services. Working in close coordination with the bond program director, the director of facilities participates in all phases of planning and oversight of construction/renovation projects. The director also provides oversight of maintenance projects and general facilities maintenance, custodial services, grounds maintenance, and operational support for events. Additionally, the director serves as the College safety officer, and coordinates with the



College's insurance carrier to perform periodic site inspections for quality and safety assurance.

LTCC is in a pilot program through the Statewide Association of Community Colleges (SWACC) JPA, where a certified safety specialist spends one day a month on campus, identifying safety concerns, developing risk improvement action plans, and training employees ([III.B.1-18](#)). One of the College's science laboratory technicians plays an important role in overseeing safety for all of the instructional program laboratories. She and the director of facilities work closely together on the Injury and Illness Prevention Program (IIPP) and all of its associated programs, including those regarding blood-borne pathogens, chemical hygiene, and infectious disease ([III.B.1-19](#)).

LTCC does not have its own police or security force. Security is the responsibility of all employees, and employees are instructed to call 9-1-1 in any type of emergency. The College is primarily in the jurisdiction of the city of South Lake Tahoe (SLT) Police Department ([III.B.1-20](#)), and secondarily the El Dorado County Sheriff's Department ([III.B.1-21](#)), whose headquarters is one-quarter mile from the campus. When the College is closed, most campus buildings are alarmed. Alarms ring to an alarm monitoring contractor, who in turn notifies the South Lake Tahoe Police Department (SLT-PD). The alarms are both intrusion and motion detectors designed in a multizone, redundant system. Our evening custodians are our de facto security team in the evenings, and after the College is locked up for the night, there is a contract security patrol that makes regular rounds.

During the work day, the LTCC bond program director is paid a stipend to be the College's head of security ([III.B.1-22](#)). He is available most days by phone and by text in the event of a situation requiring a security presence. He has an extensive background in law enforcement and is the College liaison to the local police and fire agencies. In addition, he oversees the College's Emergency Management Plan ([III.B.1-23](#)) and conducts trainings for employees.

The College is perennially busy with maintenance and construction projects to improve safety and accessibility and to assure a healthful learning and working environment on campus. A descriptive list of recent projects is below:

- Maintenance and construction actions that the College recently has performed to improve safety and accessibility include the following:
 - Performed a condition assessment and subsequent grinding of concrete walkways on campus to remove trip hazards and improve campus safety.
 - Performed a variety of tree trimming and removal operations, in consultation with certified arborists, which have improved the safety of the campus and the health of remaining trees and foliage.
 - Installed improved exterior pedestrian walkways in the main parking lot, PE Building, and L-Wing areas, a major portion of which are heated. Once fully

implemented, this will greatly increase the safety of campus pedestrian traffic in colder weather.

- Performed regular periodic testing of fire alarm and suppression systems, fire extinguishers, and water backflow devices in order to ensure safety of campus occupants. The College is also in the process of installing freeze-proof enclosures on all campus backflow devices to ensure the reliable supply of water to fire suppression and domestic water systems in extreme cold conditions.
- Replaced all light fixtures in campus parking lots and on all campus roadways and walkways with modern LED fixtures. This effort not only reduced energy consumption; more importantly, these much brighter and more reliable fixtures have significantly increased campus safety during hours of darkness. Proposition 39 has provided the majority of the funding for this project.
- Replaced carpeting and flooring in many high traffic areas of the Main Building. The old flooring was failing and unsafe in many areas that are now much safer for campus occupants.
- Constructed a cohesive “One-Stop Enrollment Services Center” by reconfiguration and remodel of the previous “Admissions and Records” and “Student Services” areas. This significant upgrade improved access to and efficiency of services for students served by these functional areas.
- Renovated an existing space to become the Veterans Resource Center (VRC), a facility that allows the College to increase its effectiveness in serving our veteran community.
- Upgraded and expanded the security alarm system. This 2013 project replaced numerous security alarm system panels and expanded the system to cover some areas not previously secured with this system. These upgrades also included implementation of the use of key fobs for controlled electronic access to the main building entrance used during off hours and days. Additionally, overall security was increased through the implementation of passwords for individuals in lieu of the previous system, which only used a single password for all alarm zones. Taken together, these actions serve to improve the security and secure access to campus facilities.
- Implemented a Snow and Ice Management Plan to establish procedure and protocol for snow and ice events on campus. This plan prioritizes snow and ice removal to ensure access to campus and has improved the efficiency and effectiveness of snow and ice management procedures, which has resulted in improved safety for campus occupants and visitors ([III.B.1-24](#)).
- A recently developed Americans with Disabilities Act (ADA) Transition Plan is in the final approval stages. The goal of this plan is to illustrate how to make the necessary modifications to facilities in order to provide accessible campus services, programs, and activities. The plan is scheduled for final approval in the fall of 2017. Some elements identified in the plan have already been addressed in the installation of new ADA-compliant walkways and the replacement and

improvement of existing walkways in the recent main parking lot and soccer field projects.

- The College is planning for campus improvements that will move it toward greater pedestrian, nonmotorized vehicle, public transportation, and private vehicle flow with a master plan for improved access. Analysis performed to inform this planning includes comprehensive traffic analysis, topographical analysis, and architectural study of proposed nonmotorized vehicle pathways. Elements of this planning include the Greenway Bike Trail and a Bicycle Transit Center to improve bicycle access to the campus and to connect the campus to the greater South Lake Tahoe community, a Pathway Master Plan to improve pedestrian access (e.g., parking lot) to and throughout the campus, and improved exterior wayfinding signage. Some of these planned elements have already been implemented, such as the improved walkways in and around the main parking lot, the majority of which are heated.
- The College is improving interior wayfinding signage in campus facilities. Final product selection occurred, and implementation has begun in the campus commons area in the Main Building. Other areas will be implemented as part of future projects within each area.
- Actions that the College has taken to assure a healthful learning and working environment on campus include the following:
 - Implemented a locally developed Custodial Standards in 2014 that serves as the guiding document by which these services are provided ([III.B.1-25](#)). These standards have improved the quality and consistency of custodial services.
 - Assessed siding conditions on campus buildings ([III.B.1-26](#)), followed by a subsequent project that replaced significant amounts of compromised siding. This increased both the security of the building envelope and the health of the interior building environment.
 - Formally closed out three Division of the State Architect (DSA) projects ([III.B.1-27](#)) that had been occupied, but not officially closed, thus ensuring compliance with Field Act requirements of campus facilities.
 - Implemented a major update to the annual Injury and Illness Prevention Program (IIPP) ([III.B.1-28](#)) that updated training requirements for all staff and faculty to align with current requirements. This plan also included a new and more streamlined Incident/Hazard/Exposure Report form ([III.B.1-29](#)) to better track issues. The safety programs for students and employees is the purview of the Facilities Council. The director of facilities and the science laboratory technician jointly facilitate training programs, coordinated with the HR.
 - Implemented a new Emergency Management Plan in 2015 ([III.B.1-23](#)) that improved response procedures for all types of emergency incidents. This detailed plan prescribes personnel and assignments, training, drills, and equipment necessary for the appropriate response to emergency incidents. Implementation of the plan also included the development and posting of new,

more accurate evacuation maps ([III.B.1-30](#)) across the entire campus. In conjunction with the implementation of this new plan was a wide selection of new equipment used for incident response. This equipment included new backpacks for emergency response kits, first aid kits, new radios, flashlights, and a variety of other items. This plan, developed from the ground up, and the new equipment that accompanied it, has served to greatly enhance the safety and security of campus occupants during emergency incidents.

- In 2015, LTCC implemented an emergency notification system, LTCC Alert, through the RAVE Mobile Safety Platform ([III.B.1-31](#)). This system provides notification via text message, e-mail, voice call, and social media to nearly all campus occupants during an emergency incident.
- A newly installed campus-wide telephone system ([III.B.1-32](#)) allows simultaneous voice notification to all College desktop telephones. This feature significantly enhances communications and safety during emergency incidents.
- Worked in partnership with outside experts and our insurance provider to perform indoor air quality testing as needed to ensure occupant safety ([III.B.1-33](#)).
- As members of the Statewide Association of Community Colleges (SWACC) JPA for property and liability insurance, the College is subject to regular inspections for health and safety ([III.B.1-18](#)).
- Performed all annual and regular inspections of our infrastructure systems, including fire extinguishers, backflow prevention devices, fire alarms, exhaust hoods, elevator, and fire sprinklers. All certifications ([III.B.1-34](#)) are maintained in the M&O Department office and in the office of the vice president of administrative services.
- The College improved upon maintenance services by reorganizing existing M&O positions to add an additional facilities maintenance technician to its staff.



Distance Education Accessibility

As a full-launch pilot school with the Online Education Initiative (OEI), the College has adopted the Canvas learning management system (LMS) for all online courses. Canvas provides an Online Accessibility Resource guide ([III.B.1-35](#)) to assist faculty in creating accessible online materials. This resource guide provides quick start documents for the basics of creating accessible materials as well as a series of webinars and short courses on various tools and techniques to improve overall functionality and accessibility.

In addition to the standard resources available within Canvas, through participation in the OEI the College is piloting the use of Ally ([III.B.1-36](#)), an accessibility evaluation software. This

program automatically checks course for accessibility issues and suggests alternative formats, provides instructor feedback, and allows the College to produce an institutional report.

Website Accessibility

For the LTCC website, the College uses OmniUpdate (OU), a web content management system (CMS). This CMS allows website editors to easily update their pages and make content accessible to visitors. OU runs an accessibility check before pages are published to the site by scanning the page for HTML issues that conflict with industry standards. The tool produces a comprehensive report to show potential problems and provide suggestions or recommendations for improvement ([III.B.1-37](#)).

Analysis and Evaluation

The College meets the standard. As California’s “premier destination community college,” LTCC is very mindful of its responsibility in creating and maintaining a campus environment that is welcoming and protective of its students and employees. Using coordinated planning, assessment, inspection, and action, the College maintains a safe and healthy environment for work, learning, and student success.





Evidence List for III.B.1.

- III.B.1-1. [Community Play Consortium \(CPC\) Joint Powers Agreement \(JPA\) \(November 10, 2015\)](#)
- III.B.1-2. [UB TRiO MOU LTCC LTUSD 2017 \(November, 2016\)](#)
- III.B.1-3. [BOT Meeting - Barton Agreement for Phlebotomy Externship \(June 23, 2015\)](#)
- III.B.1-4. [Lake Valley Fire Protection District \(2016/17\)](#)
- III.B.1-5. [Tahoe Douglas Fire Protection District \(2016/17\)](#)
- III.B.1-6. [El Dorado County Jail Culinary MOU \(November 12, 2013\)](#)
- III.B.1-7. [Folsom State Prison FMF Instructional Agreement \(March 23, 2015\); Folsom State Prison FWF Instructional Agreement \(March 26, 2015\); High Desert State Prison \(2015\); CDCR Growlersberg Conservation Camp Agreement \(September 19, 2016\)](#)
- III.B.1-8. [California Conservation Corps, Family Resource Center, and Local Golf Courses, Volleyball and Tennis Courts, Ski Resorts, etc.](#)
- III.B.1-9. [Tahoe Parents Nursery School \(TPNS\) MOU with LTUSD](#)
- III.B.1-10. [Forest Service Lease Agreement \(2017/2018\)](#)
- III.B.1-11. [Demonstration Garden](#)
- III.B.1-12. [Facilities Master Plan \(FMP\)](#)
- III.B.1-13. [Five-Year Capital Outlay Plan \(2019-2023\)](#)
- III.B.1-14. [Measure F General Obligation Bond Abbreviated Language](#)
- III.B.1-15. [Facilities Council](#)
- III.B.1-16. [Institutional Effectiveness Council](#)
- III.B.1-17. [Sample SchoolDude Work Orders](#)
- III.B.1-18. [SWACC Property & Liability Inspection \(June 17, 2016\)](#)
- III.B.1-19. [Injury and Illness Prevention Program \(IIPP\) \(2017/18\)](#)
- III.B.1-20. [City of South Lake Tahoe Police Department](#)
- III.B.1-21. [El Dorado County Sheriff's Department](#)
- III.B.1-22. [Head of Security Stipend](#)
- III.B.1-23. [Emergency Management Plan \(2017\)](#)
- III.B.1-24. [Snow and Ice Management Plan](#)
- III.B.1-25. [Custodial Standards](#)
- III.B.1-26. [Exterior Siding Assessment](#)
- III.B.1-27. [DSA Closeouts: Phase II South Culinary and PE Buildings, CDC Building, and Alterations to Fine Arts Building](#)
- III.B.1-28. [Injury and Illness Prevention Program \(IIPP\)](#)
- III.B.1-29. [Incident/Hazard/Exposure Report Form](#)
- III.B.1-30. [Evacuation Map\(s\)](#)
- III.B.1-31. [LTCC Alert System](#)
- III.B.1-32. [BOT Meeting - Gaynor Telesystems \(April 9, 2013\)](#)
- III.B.1-33. [Air Quality for Occupant Safety](#)

- III.B.1-34. [Maintenance Certifications: Fire Extinguishers, Backflow Prevention Devices, Fire Alarms, Exhaust Hoods, Elevator, and Fire Sprinklers](#)
- III.B.1-35. [Canvas Online Accessibility Resource Guide](#)
- III.B.1-36. [Ally Overview \(YouTube Video\)](#)
- III.B.1-37. [OmniUpdate Accessibility Check Information Sheet](#)



III.B.2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Planning and program review are the two drivers of the development and improvement of our campus and of the acquisition and upkeep of our assets.

Planning and Program Review

Physical resource and capital asset needs are identified through program and departmental planning. Departmental program reviews, which are conducted in a six-year cycle, serve initially to identify facilities and equipment needs. Identified long-range goals and resource needs are then incorporated into the *Educational Master Plan* (EMP) ([III.B.2-1](#)), which in turn is used to inform comprehensive facilities and technology master plans.

These plans provide a guiding framework for resource allocation decisions at the College. On a more ad hoc basis, facilities issues come up at meetings of the participatory governance councils, including the Technology Council, Facilities Council, and Budget Council, which all make recommendations to the Institutional Effectiveness Council (IEC). Some of these issues are more routine maintenance issues, while others can be safety concerns, facility modification recommendations, or capital outlay projects. Depending on the nature of the issue, the College is able to address the concern and introduce possible solutions through the governance process to ensure that there is agreement of the need to address the concern, and that resources are identified to initiate the solution. Some concerns are able to be handled posthaste, while others may be more complicated and require more in-depth consideration.

Campus Utilization

Beyond the College's core mission as an institution of higher education focused on student success, our campus is a hub for community events ([III.B.2-2](#)) in every season of the year. Lake Tahoe Community College welcomes visitors of every age and interest. The schedule of campus events may be viewed on the College website ([III.B.2.3](#)).



The College is fortunate to have classrooms for general and specific use, labs to support technology instruction, science courses, physical education, and fine arts. Each of our full-time faculty is allocated an office, usually shared with another faculty member. Each faculty member is provided a personal computer as well as access to a networked printer and landline telephone.

Nearly every classified workstation is equipped with a computer, direct access to a printer and a photocopier, and a landline telephone. Special program space has been designed to be user-friendly and inviting to students. The College is developing plans to move several student-centric departments front and center in the Main Building's commons area and plans, for example, to move the Disability Resource Center (DRC) to a ground-floor location.

The grounds of the College are well-used by students and community members. LTCC encourages the faculty to use our unique campus setting, including the surrounding forest and stream environments, for activities aligned with the curriculum. The design of the College and the grounds allows for gathering space year-round, a feature enhanced by new plaza areas that were completed in summer 2017. Numerous hiking, cross-country skiing, and mountain biking trails and paths crisscross the campus.

The Lake Tahoe Demonstration Garden occupies a couple of acres of the campus, northwest of the Main Building. The College has hosted this garden for several decades. The garden features alpine plant displays, resting areas, and water conservation and environmentally waterwise ideas for local residents and visitors. The garden is the venue for numerous receptions and fundraising events in the spring and summer that support the College and other community causes. Trout Creek traverses the western boundary of the campus for nearly a mile; it is home to fish and beavers and attracts and nourishes insects, birds, and other local wildlife.

Quality Programming

The EMP and the *Facilities Master Plan* (FMP) ([III.B.2-4](#)) provide direction for development of the *Five-Year Capital Outlay Plan* (SYCOP) ([III.B.2-5](#)). This plan documents planned facilities needs and is updated annually for approval by the Board of Trustees (BOT) and

submission to the California Community College Chancellor's Office (CCCCO) as a comprehensive list of construction projects. These plans are integral to the budgeting process and are used in the prioritization of addressing facilities needs as funding becomes available. Additionally, the College maintains an up-to-date *Campus Master Site Plan* (CMSP) ([III.B.2-6](#)) that portrays the future look of the campus. This plan lists proposed new facilities as identified in the FMP. The Facilities Council is the initial recommending body for facilities-related projects within the participatory governance structure of the College.

The College participates in the Chancellor's Office Scheduled Maintenance and Special Repairs Program (SMSRP) and updates this plan annually. The SMSRP ([III.B.2-7](#)) plan lists projects based on critical needs, periodic facilities assessments, and the ability of the College to meet matching fund requirements. Additionally, the annual Space Inventory Report ([III.B.2-8](#)) submitted to the Chancellor's Office ensures the accuracy of the reported utilization of campus facilities and the data used in the allocation of state funding for facilities projects. The College also conducts an annual survey of offices to ensure that data on office assignment and room usage is current and space is being used efficiently per the priorities of the College.

All facilities at the College have been and are constructed in compliance with Division of the State Architect (DSA) requirements. The DSA ([III.B.2-9](#)) reviews projects for compliance with structural, fire and life-safety, and accessibility requirements prior to construction. Architects serving the College must be appropriately licensed and experienced in community college design and construction, and are selected by a committee that includes appropriate representation from all constituent groups at the College: students, faculty, classified staff, administrators, and BOT members. The College employs a full-time bond project manager who oversees and coordinates construction and improvement projects on campus. All phases of DSA construction projects are monitored and inspected by an inspector who is certified and approved by the DSA to ensure compliance with applicable building codes and quality of construction. The College is current on the closeout of all completed projects with DSA.

The College implemented SchoolDude ([III.B.2-10](#)), a maintenance work order software system, in 2014. This system is available to users across the College and allows for users to track work-order status. The M&O Department uses the software to track work orders for unscheduled maintenance, custodial, and operations requests ([III.B.2-11](#)). The program also allows the department to assign specific work orders to individual staff members and allows for better documentation of details than the previously utilized systems. The department has an inventory of all mechanical equipment ([III.B.2-12](#)) and is working toward using that data to implement a comprehensive preventive maintenance (PM) program utilizing the SchoolDude program.

The College is aware that SchoolDude generally is being underutilized by employees wishing to report concerns and is looking into ways of orienting and training more employees in its use. The College believes that a more wide-scale adoption of SchoolDude will bring greater efficiencies to the heavily burdened Maintenance and Operations (M&O) Department.

The College maintains reserves in a capital outlay fund ([III.B.2-13](#)) for repair and replacement of large equipment. Items valued at \$500 and greater are tagged for inventory purposes and

maintained on a physical inventory list by the M&O Department. In addition, a listing of Capital Assets Workbook ([III.B.2-14](#)) items valued at \$5,000 or more is retained by the director of fiscal services for annual audit purposes.

The voters of the District approved Measure F, a Proposition 39 general obligation bond, in November 2014. This \$55 million program has funded, and continues to fund, projects that improve the learning environment and support services for students and staff. Planning for Measure F projects is rooted in master plans and focused on achieving strategic goals of the College. A Bond Project Schedule (BPS) ([III.B.2-15](#)) was developed and is maintained to serve as the overarching guide to projected project costs, timing, and duration. The Citizens' Oversight Committee (COC) ([III.B.2-16](#)) oversees bond expenditures.

The College has completed numerous projects necessitated by changes in instructional needs, new programs, or community needs. A number of areas have been repurposed, remodeled, and/or reconfigured in order to accommodate new and growing programs. These areas include the Incarcerated Student Program (ISP) area, a dedicated classroom and other areas for community education activities, a digital media arts lab in the F Wing, the ADVANCE program, the commons area, areas of the PE Building and soccer field for the soccer program, the Veterans Resource Center (VRC), an Institutional Effectiveness Program office, and the consolidation of the Learning Resources Center and the Tutoring & Learning Center into a single location in the College library.



LTCC's Retrofit MAC Lab

In spring of 2017, the College negotiated the exchange of an unbuildable section of land (twenty-eight acres), through which Trout Creek runs, for adjacent land owned by the California Tahoe Conservancy (CTC). The College retains use of the property for educational purposes. The land acquired by the College in this agreement will enable the District to construct its part of the Greenway Bike Trail, which will improve the nonvehicular connection of the campus to other areas of the local community. The College's participation as a partner in this project has helped the city of South Lake Tahoe to qualify for a \$2,000,000+ matching funds grant to improve the bike trail. The bike trail will serve students and the general public coming and going from the College toward the Meyers area.

The College has planned a Remodel for Efficiency (RFE) project. This project is designed to increase our efficiency in the utilization of existing space. The project has been submitted for state funding. It is included in the *Five-Year Capital Outlay Plan* (5YCOP) ([III.B.2-5](#)) and is

programmed for funding from the Measure F bond. Specifically, this project will modernize student services areas, science labs, and a number of classroom and offices spaces. A major benefit of this project will allow the science labs to offer state-of-the-art instruction and meet rigorous and enhanced safety standards.

Analysis and Evaluation

The College meets the standard. Planning and program review are the two drivers of the development and improvement of our campus and of the acquisition and upkeep of our assets. The College utilizes a variety of systems, programs, and master planning documents to plan, maintain, and remodel campus facilities to assure the most effective utilization of its space.



As described in the Quality Focus Essay (QFE) action plan regarding more effective integrated planning, there is a need, particularly with noninstructional areas, to more consistently and directly align planning, program review, and evaluation practices at the College. This work will allow assessment results to inform ongoing program review, which will then provide more current data for long-range, integrated planning.



Evidence List for III.B.2.

- III.B.2-1. [Educational Master Plan \(EMP\)](#)
- III.B.2-2. [Community Events](#)
- III.B.2-3. [LTCC Calendar](#)
- III.B.2-4. [Facilities Master Plan \(FMP\)](#)
- III.B.2-5. [Five-Year Capital Outlay Plan \(5YCOP\)](#)
- III.B.2-6. [Campus Master Site Plan \(CMSP\)](#)
- III.B.2-7. [Scheduled Maintenance and Special Repairs Program](#)
- III.B.2-8. [Space Inventory Report 17 \(2016/17\)](#)
- III.B.2-9. [Division of the State Architect](#)
- III.B.2-10. [SchoolDude](#)
- III.B.2-11. [Sample SchoolDude Work Orders](#)
- III.B.2-12. [Mechanical Equipment Inventory](#)
- III.B.2-13. [Capital Outlay Fund 41: Reserves](#)
- III.B.2-14. [Capital Assets Workbook](#)
- III.B.2-15. [Bond Project Schedule \(BPS\)](#)
- III.B.2-16. [Citizens' Oversight Committee \(COC\)](#)



III.B.3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

In support of the mission and to offer the highest level of instruction and student services support, LTCC operates efficiently, using its resources effectively.

Effective Physical Resources

It is the College's intent that all facilities are clean, comfortable, safe, suitable, and in good repair. The College regularly evaluates the effectiveness of its physical resources in supporting its programs and services. The Space Inventory Report ([III.B.3-1](#)) provides space utilization data and is assessed annually through submittal to the Chancellor's Office Fusion

Program, and program review allows instructional areas to identify physical resource needs on an annual basis. Additionally, a survey of office occupancy is completed annually to assess the efficient and most appropriate use of office, lab, and classroom space across campus.

In spring 2017, the superintendent/president convened a meeting called "2017: A Space Odyssey" to discuss campus-wide space needs and develop a prioritization and funding plan for the next two to three years. Campus stakeholders, including college administrators, directors, and area occupants, participated in this meeting. One outcome of this meeting was the proposed combination of the Tutoring & Learning Center in the library facility ([III.B.3-2](#)). This proposal received approval from the BOT on April 25, 2017, and work is scheduled to be completed in the summer of 2017.

Equipment needs and condition are assessed regularly through institutional and departmental processes, with resources allocated as necessary, and as available, to meet changing instructional and operational needs. For several large-ticket items, such as the College vehicle, trucks, and truck-mounted snow removal equipment, the College has established restricted reserve replacement accounts in order to have funding on hand when the equipment reaches the end of its useful life. The College's plan for technology upgrades and improvements is detailed in [Standard III.C.2](#).



The College uses an event management system (EMS) ([III.B.3-3](#)) to efficiently schedule classrooms and College facilities. Users across the campus can view the room use schedule and to make requests for future needs, while the “master” schedule is controlled by the Instruction Office schedulers. The EMS program provides improved facility tracking, greater capacity for space utilization reporting, integration with the Student Information System (SIS), and automation of room scheduling tasks, while greatly improving the ability of the Instruction Office to refine its allocation of resources.

The director of facilities recently developed a comprehensive building condition inspection program ([III.B.3-4](#)), on which he is training his maintenance staff. This program is an ongoing monthly inspection and condition report that will allow better prioritization of maintenance projects and, it is hoped, give the department timely notice of conditions that require attention.

Support of Instruction

While the assignment of faculty office space is static, the assignment of classrooms and laboratories to the highest and best use is dynamic and changes each quarter. The instructional deans, working in concert with the VP of academic affairs, the department chairs, and the schedulers, solve the jigsaw puzzle of room scheduling with great skill. Equipment needs for instruction are addressed in comprehensive program reviews (CPR), annual unit planning, and through the process of resource allocation.

The College has included an important project in the bond program that will update all of the classrooms on campus both physically and technologically. This 2018 Classroom Upgrades and Enhancements Project ([III.B.3-5](#)) ([III.B.3-6](#)) will establish a classroom prototype that will be installed in the three most frequently used classrooms, which will incorporate modern technology and modernized classroom furnishings in an effort to improve the learning experience of students. The second phase will be to allow as many faculty as possible to teach in these new classrooms so the faculty can evaluate the effectiveness of the improvements and then settle on standards that will then be incorporated into all of the classrooms on campus. The addition of four classrooms in the University Center that is under construction, and the design of those four teaching spaces, will provide additional data that will be very useful in establishing LTCC’s new classroom standards.

Support of Student Services

Student services sponsors many special events and activities for students, and College-sponsored events have priority on the calendar. Students enjoy using the theater, the gym, the commons, the library, and the student center as much as they enjoy time outside of the College on the soccer field, in the Demonstration Garden, and (in the future) on the new student plaza. In summer 2015, the College combined all student services (counseling, financial aid, and admissions and records) into a “One-Stop Enrollment Services Center” in an effort to streamline, consolidate, and simplify access for students. This improvement has been well-received by students.

Evaluation of Resources



Assessments and evaluations for safety are performed in coordination with the Statewide Association of Community Colleges (SWACC) JPA management firm, Keenan & Associates. These include annual SWACC inspections of overall campus safety, trip and fall assessments of campus walkways and walking surfaces, and playground safety and Child Development Center (CDC) assessments. Additionally, the

workers' compensation program is administered through Keenan & Associates and the College is a member of the Protected Insurance Program for Schools (PIPS) JPA ([III.B.3-7](#)). The workers' compensation program is administered by the HR Department. Risk management suggestions for enhancing employee safety are given high priority in the resource allocation process. The risk management program is handled across a variety of College departments (including M&O, bond, and technology) and is coordinated through the office of the vice president of administrative services.

Additional data regarding safety and facility condition is generated through the College's Incident/Hazardous Condition/BBP Exposure Report Form ([III.B.3-8](#)). Employees, students, and visitors submit these forms to the Administrative Services Office where the data is compiled, and if repair work is warranted, the request is routed to the appropriate department for attention.



The College conducts a variety of evaluations and assessments of facilities and grounds in coordination with public safety agencies and subject matter experts that include certified engineers, architects, and certified arborists. These assessments are used to better inform decisions on prioritizing where to expend funds for improvements, from initial surveys of needs to initial design planning and project completion. These assessments have included facilities condition assessments ([III.B.3-9](#)) ([III.B.3-10](#)) ([III.B.3-11](#)), an

assessment of all heating, ventilation, and air conditioning (HVAC) equipment ([III.B.3-12](#)), a gymnasium floor assessment ([III.B.3-13](#)), a parking assessment ([III.B.3-14](#)), and an assessment of all campus roofing ([III.B.3-15](#)). In addition, an assessment of concrete walkways and trip hazards ([III.B.3-16](#)), and internal assessment and analysis for our ADA Transition Plan (2016) has been completed. Another assessment, currently in draft form, includes an Environmental

Impact Report/Environmental Impact Statement ([III.B.3-17](#)), which will insure compliance with environmental laws and regulations for completion of current projects and for future project planning.

The College has conducted an assessment of the condition and functionality of all mechanical, electrical, and plumbing (MEP) systems in order to inform decisions on areas for improvement and to ensure appropriate design of future projects. While some assessments of electrical systems remain incomplete, the mechanical and plumbing assessments are complete. These assessments are also being used to develop a comprehensive preventive maintenance (PM) program that is incorporated into the SchoolDude program. The PM program guides the College to schedule and perform regular maintenance that will help extend the useful life of College facilities. Due to extreme winter temperatures, the College is always at risk of frozen pipes that lead eventually to water damage. Winter temperatures also present challenges to keeping the interior of the buildings at comfortable temperatures. At thirty years of age, the main college buildings are beginning to show their age, and that presents an additional layer of scheduled maintenance issues with which the College has to deal.

The College implemented SchoolDude ([III.B.3-18](#)), a cloud-based work order management system, in 2014. This program allows the College to focus on providing the best and most appropriate student learning environment, and to ensure efficient management of available resources. All work orders ([III.B.3-19](#)) for unscheduled maintenance, custodial, or operational needs are submitted by users across the campus, and instantaneous updates to work-order status are available. Work-order data from the program is used to inform future capital project proposals.

Prioritization and approval of physical resource projects occur through the established participatory governance process ([III.B.3-20](#)). This process involves the Senior Leadership Team (SLT) (formerly the President's Council [PC]), Facilities Council (FC), Technology Council (TC), the Institutional Effectiveness Council (IEC), the President's Advisory Council (PAC), the Budget Council (BC), and the BOT. Additionally, the COC is informed about any projects funded by the bond.

Analysis and Evaluation

The College meets the standard. To be able to offer the highest level of support for instruction and students, LTCC is mandated to be efficient and to effectively use each of every one of its resources. The College utilizes a number of survey and inspection processes to assess and evaluate its effective use of facilities, and it seeks input from users to help prioritize upgrade and improvement projects across campus.



Measure F Summer 2016 Projects



Evidence List for III.B.3.

- III.B.3-1. [Space Inventory Report \(2016/17\)](#)
- III.B.3-2. [“2017: A Space Odyssey” – Tutoring & Learning Center & Library Plan](#)
- III.B.3-3. [Events Management System \(EMS\) Agreement](#)
- III.B.3-4. [Comprehensive Building Inspection](#)
- III.B.3-5. [BOT Meeting - Measure F Fund Project – Classroom Upgrades \(June 9, 2015\)](#)
- III.B.3-6. [BOT Meeting - Measure F Fund Project – Classroom Upgrades \(October 11, 2016\)](#)
- III.B.3-7. [Protected Insurance Program for Schools \(PIPS\)](#)
- III.B.3-8. [Incident/Hazardous Condition/BBP Exposure Report Form](#)
- III.B.3-9. [Fusion Assessment 2011](#)
- III.B.3-10. [Facilities Needs Ten-Year Plan \(May 28, 2013\)](#)
- III.B.3-11. [Fusion Notes 2015](#)
- III.B.3-12. [HVAC Assessment](#)
- III.B.3-13. [Gym Floor Assessment](#)
- III.B.3-14. [Parking Assessment](#)
- III.B.3-15. [Roof Assessment](#)
- III.B.3-16. [Concrete Assessment](#)
- III.B.3-17. [Environmental Impact Report/Environmental Impact Statement \(DRAFT\)](#)
- III.B.3-18. [SchoolDude](#)
- III.B.3-19. [Sample SchoolDude Work Orders](#)
- III.B.3-20. [Governance Handbook \(2017/18\)](#)



III.B.4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Total cost of ownership (TCO) is a concept and a reality that has long been on LTCC’s radar, particularly as it relates to planning for major capital projects.

Long-Range Capital Planning

LTCC's approach to long-range capital planning mirrors what is standard in California's Community Colleges. The process involves several distinct reports and each has a participatory governance component.

The foundation of community college long-range capital planning is the Chancellor's Office's *Five-Year Capital Outlay Plan* (5YCOP) ([III.B.4-1](#)). This plan identifies the College's next five years of capital projects, the estimated cost, the proposed timeline, the state's funding priority and approval, and the estimated cost. The state and the College use this plan to look ahead for major expenditures and anticipated future space needs. Even projects that will be 100% funded by local contributions are included.

The life cycle of the *Five-Year Capital Outlay Plan* (5YCOP) ([III.B.4-1](#)) begins with the College's *Educational Master Plan* (EMP), from which the *Facilities Master Plan* (FMP) emanates. College input into these plans include the full complement of participatory governance councils ([III.B.4-2](#)), including the Facilities Council (FC), the Institutional Effectiveness Council (IEC), the Budget Council (BC), and the Technology Council (TC). The collective conversation that occurs around capital outlay planning produces a recommendation to the superintendent/president that leads to a recommendation to the BOT.

Total Cost of Ownership and LTCC

The forward-focused and fiscally responsible approach to capital project planning that total cost of ownership (TCO) provides allows the College to make realistic assumptions about financial impact. A recent example for LTCC is the Residential Living Feasibility Study ([III.B.4-3](#)) that includes "down-to-the-dollar" forecasts of needs for long-term maintenance and cleaning of the facilities, cost projections for labor and ancillary costs to be borne by the College, periodic capital improvements, and equipment replacement, all of which leads to a cost-recovery model that represents the TCO of this project. Similar projections were also made for the maintenance and equipment requirements for the new soccer field.

Other projects that reflect the College's focus on TCO are the heated walkways that were installed as part of the main parking lot and the soccer field projects in Fiscal Year 2016-17. By improving pedestrian safety during inclement weather, these walkways significantly reduce the liability borne by the College. While operation of the heating elements will increase gas utility costs, these heated walkways will decrease the amount of labor and material needed to maintain the walkways during inclement weather, increase environmental benefits by using less ice-melt chemicals, and enhance the overall access to the College by students, staff, and visitors. Projected, current, and completed project information ([III.B.4-4](#)) is posted to the College website.

Future Projects and Planning

The vision for the College, as published in the *Strategic Plan* ([III.B.4-5](#)), drives other projects that will allow us to better serve our students and enhance their learning experiences. These projects include a newly reconstructed soccer field complex; the incorporation of hardscape surfaces for student relaxation and activity spaces; and the completion of the Residential Living Feasibility Study ([III.B.4-3](#)), which seeks to determine the practical and financial viability of constructing living quarters on campus for students.

The College is constructing a University Center that is scheduled to open for the fall 2018 quarter. Prior to design development, the College researched similar facilities across the state and sent teams to assess the functionality, design, and business models of those facilities. The gathered research data directly informed the design of the LTCC facility. The College has already funded 50% of the anticipated deferred maintenance costs in a reserve fund for this project, with the remaining 50% to be fully funded by fall 2018.

Bond Project Planning

The College developed a Bond Project Schedule (BPS) ([III.B.4-6](#)) that reflected Measure F bond projects to be completed under Series A, the first issuance of funds. The BPS is updated regularly through coordination with the Facilities Council (FC) ([III.B.4-7](#)), the BOT ([III.B.4-8](#)), and the Citizens' Oversight Committee (COC) ([III.B.4-9](#)). The COC is charged to provide oversight of Measure F funds expended for bond projects. To provide transparency to the taxpayers of the District, the COC publishes an annual report ([III.B.4-10](#)) on Measure F bond program activities and expenditures that is presented to the BOT and is made available to the community at large.

Analysis and Evaluation

The College meets the standard. Total cost of ownership (TCO) is a concept and a reality that has long been on LTCC's radar. The planning for capital projects does indeed consider the ongoing costs an individual project will have on the College in the future. The vision for the College, as published in the *Strategic Plan*, drives other projects that will allow us to better serve our students and enhance their learning experience.



LTCC's Future Lisa Maloff University Center



Evidence List for III.B.4.

- III.B.4-1. [*Five-Year Capital Outlay Plan \(SYCOP\)*](#)
- III.B.4-2. [*Governance Handbook \(2017/18\)*](#)
- III.B.4-3. [*Residential Living Feasibility Study*](#)
- III.B.4-4. [*Projected, Current, and Completed Project Information*](#)
- III.B.4-5. [*Strategic Plan*](#)
- III.B.4-6. [*Bond Project Schedule \(BPS\)*](#)
- III.B.4-7. [*Facilities Council \(FC\) – BPS*](#)
- III.B.4-8. [*Board of Trustees \(BOT\) – BPS*](#)
- III.B.4-9. [*Citizens' Oversight Committee \(COC\) – BPS*](#)
- III.B.4-10. [*Measure F Annual Report \(2016\)*](#)

TECHNOLOGY RESOURCES



III.C.1. Technology services, professional support, facilities, hardware and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Lake Tahoe Community College strives to provide sufficient technology systems and support for all academic, student service, and operational departments. The College ensures effective foundational needs are met to promote student success and institutional effectiveness.

Technical and Professional Support

The Office of Information Technology Services (OITS) consists of six full-time staff, including the director, a systems administrator for enterprise applications, a programmer and web-applications developer, a media specialist, a reprographics technician, a computer and network technician, and a technology and media support technician ([III.C.1-1](#)).

The College's many technology users require different types of support depending on the nature of their work. 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 e-mail, remote desktop, and phone systems.
- Training and assistance with smart room technology or traditional office productivity software.
- Student focused college technology services, including the SIS Portal (Passport) used for e-mail, registration, and billing.

These support and training needs, as well as many more, are provided by staff in the OITS and other departments ([III.C.1-1](#)).

The College employs a programmer who maintains the SIS, troubleshoots problems that users report, and provides help to users. The integrations are mostly automated, but they can occasionally fail. When they do, the programmer works with the staff to identify and fix the problem ([III.C.1-2](#)).

Additionally, the College is in the process of developing an *Office of Information Technology Catalog of Services*. When completed, this document will identify the majority of technology resources and support available on campus. Resources listed include a point of contact for each technology related service area ([III.C.1-3](#)).

Foundational Technologies

The College uses backbone and core technologies that provide high-bandwidth, redundant platforms upon which all other services are built. In the last two years, through projects funded by the Measure F bond program, the College upgraded its primary Internet connection from 42.5 Mbps to 1000 Mbps, replaced nearly all of its network switches, added fiber and CAT 6 cabling, and replaced its firewall ([III.C.1-4](#)).

In 2014, the College replaced its aged Nortel phone system with a new ShoreTel Voice over Internet Protocol (VoIP) system ([III.C.1-5](#)). At the same time, the College upgraded its on-campus datacenter, added cooling and battery backups, replaced its discrete physical servers with modular blade servers connected to a storage area network (SAN), and licensed VMWare to create a datacenter of virtual machines ([III.C.1-6](#)). The College also leased virtual machines at an offsite datacenter, moved all of its mission-critical functions there, and then began replicating data between datacenters every night ([III.C.1-7](#)).

The College has implemented the Ellucian Colleague SIS, which collects detailed information on students, courses, and programs of study ([III.C.1-8](#)). The information from the SIS is synced

every morning with the Business Objects operational data store (ODS) for use in web intelligence reporting (LTCC Reports) ([III.C.1-9](#)). This reporting system is configured with hundreds of reports that provide campus stakeholders detailed information on instructors, students, and programs ([III.C.1-10](#)).

To support timely and effective communication, the College has implemented three resources. First, through the Colleague SIS communications module, the student service departments regularly distribute targeted e-mails informing students of important dates and deadlines ([III.C.1-11](#)). Second, the College has purchased and deployed a branded mobile app through OOHLALA Mobile. The Coyote Corner app allows students to participate in a wide variety of experiences designed to promote and enhance student engagement, including learning about and registering for campus events, joining and communicating with clubs and organizations, and posting pictures and messages to a campus social feed. Additionally, the app allows College personnel with administrator privileges to send targeted push notifications to reach out to students to schedule counseling appointments, complete financial forms, or register for classes ([III.C.1-12](#)). Finally, to support emergency alerts via phone call, text message, and/or e-mail, the College has adopted the LTCC Alert system using the Rave platform ([III.C.1-13](#)).

Hardware and Software

The District has approximately 550 faculty, staff, and student lab workstations. There are 77 owned virtual machines on-campus and 24 leased virtual machines off-campus. The College's infrastructure includes fixed network cabling (copper and fiber), network switches, firewall, servers, SANs and a blade server, a remote access system, a wireless network system, the SIS, a reporting system, workstation operating systems, a distance education system, and Microsoft Office Suite and Adobe Suite software.

The College employs technologies that provide those who manage the institution with the information they need to make smart decisions and with the software needed to work productively. Every employee is provided a workstation with hardware appropriate to the tasks performed. Centrally authenticated login accounts ensure that staff have access to the files that each requires. The College uses Quintessential School Systems (QSS) software licensed by El Dorado County for budgeting and payroll, recently upgraded to support purchasing and receiving ([III.C.1-14](#)).



At LTCC, every full-time staff member and administrator is provided a dedicated office space with a computer appropriate to their position. Most have dual monitors, and many have access to a laser printer in their workspace. In addition, the College provides a telephone instrument with a full complement of features. Every employee has a unique e-mail address. Exceptions to these provisions are employees who do not work at a fixed workstation, such as custodians and maintenance workers, who have shared access to computers and telephones in their work areas.



Full-time faculty members are assigned an office, usually shared with one other faculty member. Each faculty member is provided a desktop or laptop computer for their 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 reprographics center provides print and copy services for faculty instructional needs. All of the District's site-licensed software is available to faculty, and the District licenses some software exclusively for faculty.

With approval from the superintendent/president, the College provides certain employees with an annual allowance for cell phone use. Administrators and operational staff who have the need to be in consistent, off-hours communication with the College are amongst those considered for this allowance ([III.C.1-15](#)).

The high-speed, high-volume Konica Minolta Bizhub Press 1052 photocopier located in the reprographics area provides all employees and departments with high-quality, fully featured photocopying services. There are satellite photocopiers located throughout the College for individual on-demand copying ([III.C.1-16](#)).

The College also provides a number of spaces with up-to-date computers, both PC and Mac, for instructional use and general student or community member access. This includes the following:

- Six instructional labs with between fourteen and twenty computers (D-120, D-121, D-123, D-125, F-125, and G-1-A)
- Disability Resource Center with nine workstations
- Library with twenty-five workstations
- One-Stop Enrollment Services Center/Commons area with eight workstations
- Tutoring & Learning Center with seventeen workstations
- Veterans Resource Center with three workstations
- Math Success Center with twenty workstations

Academic Programs and Teaching & Learning

The College employs and embraces technologies that provide faculty members with the tools they need to ensure student success. Nearly every teaching space has smart classroom technology to allow for multimedia presentations, and the *Technology Master Plan* calls for even more sophisticated upgrades and replacements for technology in classrooms in the coming years ([III.C.1-17](#)).



The College offers an extensive selection of online classes. LTCC was an early adopter of the Canvas Learning Management System (LMS) as a full-launch pilot school for the California Community College Technology Center's Online Education Initiative (OEI) ([III.C.1-18, pg. 22](#)). As part of this program, LTCC was one of the first colleges to go live with a course in the OEI Course Exchange and is one of eight institutions piloting the additional slate of online learning student and faculty support services ([III.C.1-19](#)).

The College provides faculty and staff with remote access to its systems. Support for these users is provided by the College's full-time computer technician and online through a network consultant contracted by the College. The computer technician also provides users with help for the College's e-mail and phone systems ([III.C.1-20](#)). Additionally, the College identified a need to provide faculty training with regard to submitting grades through the gradebook function of the SIS, and a designated faculty member was engaged to provide this training and create support materials ([III.C.1-21](#)) ([III.C.1-22](#)).

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. ([III.C.1-23](#)) During the evening, the College's computer and networking technician is available to provide technology support ([III.C.1-20](#)).

The College's IT Department provides limited help to faculty and staff in software unrelated to the SIS system. IT Department staff offer occasional one-off help, and the College has occasionally offered faculty-led classes to staff who use the Microsoft Office Suite software. However, the College would like to provide more in the way of technology training. The College is aware that its training may be inadequate for some software packages used by faculty and staff. However, the College currently supports access to certain specialized software programs including the Statistical Package for the Social Sciences (SPSS) ([III.C.1-24](#)), Geographic Information Systems (GIS) software ([III.C.1-25](#)), Pro Tools commercial music applications ([III.C.1-26](#)), and Camtasia ([III.C.1-27](#)) and VoiceThread for online course design ([III.C.1-28](#)).

Students use the College's registration and billing system through its internal portal site, Passport. The College employs student ambassadors to guide and help answer questions for their fellow students both in person outside the One-Stop Enrollment Services Center and over the telephone. ([III.C.1-29](#)) Students are issued an LTCC e-mail address upon enrolling and are required to use it to receive communications from College personnel. The College's programmer and web applications developer is available to help students with any problems related to e-mail ([III.C.1-30](#)).



Students have access to multiple print kiosks located on campus in the library, Tutoring & Learning Center (TLC), computer labs, and elsewhere. Support is available in each of these locations through a mix of classified employees, faculty, and student workers during all open hours. Most of these locations have free printing up to a set number of pages, and the library allows for larger print requests at a reasonable cost ([III.C.1-31](#)).

Analysis and Evaluation

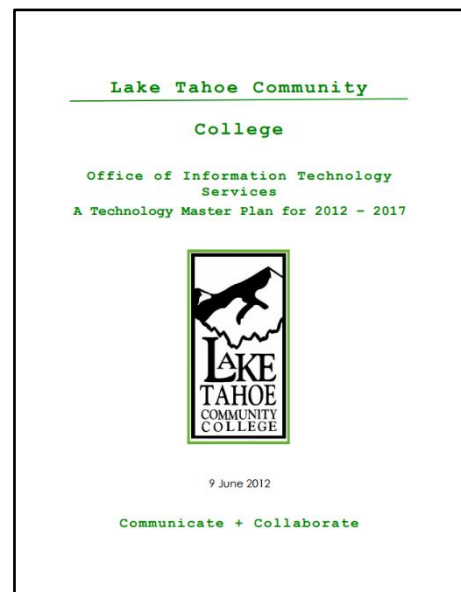
The College meets the standard. Technology is appropriate and adequate. LTCC is committed to providing students, faculty, and staff with the technology necessary for their success. The College continually improves its infrastructure. Its foundational technology meets the College's needs, and its software systems are current. Given the fast-changing nature of technology, LTCC is also aware of the need to be nimble and responsive to technology innovation. It has plans and resources in place to address such changes in the near future, including funding for technology enhancements through the Measure F bond program.



While the College meets the standard and provides the appropriate and adequate technology to meet the mission and support student learning and success, there is room for improvement in the area of ongoing training and professional development. As is true for all colleges, it is vital that LTCC maintains currency in the face of rapid change in operational and educational technologies.



Additionally, this will need to be an area for consideration as the College moves forward with the Quality Focus Essay (QFE) action project regarding more effective integrated planning and moves to revise the *Technology Master Plan* in 2018.





Evidence List for III.C.1.

III.C.1-1.	<u>Technology and Support Services Positions and Job Descriptions</u>
III.C.1-2.	<u>Systems Administrator - Enterprise Applications Job Description</u>
III.C.1-3.	<u>OIT Catalog of Services (DRAFT)</u>
III.C.1-4.	<u>LTCC Internet Connection Statistics</u>
III.C.1-5.	<u>ShoreTel VoIP Guide</u>
III.C.1-6.	<u>Virtual Machine Server (Screenshot)</u>
III.C.1-7.	<u>Contract with Integral Networks (iNet)</u>
III.C.1-8.	<u>Ellucian Colleague SIS Website</u>
III.C.1-9.	<u>LTCC Reports User Guide</u>
III.C.1-10.	<u>LTCC Reports (Screenshot)</u>
III.C.1-11.	<u>Correspondence Tracking Report</u>
III.C.1-12.	<u>Coyote Corner App</u>
III.C.1-13.	<u>LTCC Alert Webpage</u>
III.C.1-14.	<u>Quintessential School System (QSS) Contract (2016/17)</u>
III.C.1-15.	<u>Cell Phone Allowance Application</u>
III.C.1-16.	<u>Konica Minolta Maintenance Agreement</u>
III.C.1-17.	<u>Technology Master Plan</u>
III.C.1-18.	<u>LTCC Schedule of Courses, pg. 22 (Fall 2017)</u>
III.C.1-19.	<u>Distance Education Website</u>
III.C.1-20.	<u>Computer/Network Technician Job Description</u>
III.C.1-21.	<u>Welcome Email with Gradebook Information</u>
III.C.1-22.	<u>Gradebook Assistance Page in Passport</u>
III.C.1-23.	<u>Media Specialist Job Description</u>
III.C.1-20.	<u>Computer/Network Technician Job Description</u>
III.C.1-24.	<u>Statistical Package for the Social Sciences (SPSS) Contract</u>
III.C.1-25.	<u>Geographic Information Systems (GIS) Contract</u>
III.C.1-26.	<u>Pro Tools Purchase Order (2016/17)</u>
III.C.1-27.	<u>Camtasia Invoice (2016/17)</u>
III.C.1-28.	<u>VoiceThread Contract</u>
III.C.1-29.	<u>Student Ambassador Job Description</u>
III.C.1-30.	<u>Programmer/Web Applications Developer Job Description</u>
III.C.1-31.	<u>Library Print Kiosk</u>



III.C.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

LTTC has systems in place to identify technology hardware and software that needs updating or replacing in order to ensure high quality technological infrastructure and support the day-to-day operations of the College as it works to serve students according to its mission.

Planning

The College regularly updates its systems and software based on the findings of its *Technology Master Plan* and on user requests, a process that is detailed in the *Technology Master Plan* ([III.C.2-1](#)). The plan includes a Technology Refresh Plan that indicates computers should be on a three year refresh cycle ([III.C.2-2](#)). 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, the College focuses on the highest and best use of available resources. For example, in 2016-17, the College spent approximately \$178,000.00 on new or replacement computers, printers, and related technology ([III.C.2-3](#)).

Additional suggestions for new technology implementations or replacements to existing systems come from faculty and staff formally through the comprehensive program review and annual program review/annual unit planning processes, and the College's participatory governance councils. The Technology Council (TC) serves as the primary governance group to discuss institutional priorities around technology and work with the Institutional Effectiveness Council (IEC) to review and update the *Technology Master Plan* as needed.

In the recent review of the participatory governance structure, the College identified a need to align the work of the TC with the larger projects and priorities at the College that are addressed through the Facilities Council (FC) and the Budget Council (BC). To ensure this institutional focus and alignment, the vice-president of administrative services was appointed as the standing co-facilitator of the TC and additional ex-officio appointments (i.e. the distance education coordinator) and non-voting guests (i.e. the bond program director and director of institutional effectiveness) are now included in the membership ([III.C.2-4](#)).

Feedback is also gathered informally through ad hoc requests and survey responses by students, staff, faculty, and administration, considered in the context of larger budgetary priorities. One example of a formal process through which departments were able to request technology support is demonstrated in requests made for instructional equipment (see [Standard II.A.3](#)) ([III.C.2-5](#)) ([III.C.2-6](#)) ([III.C.2-7](#)).

In the Faculty/Staff Experience Survey (FSES), college personnel are asked to indicate their level of agreement with four statements regarding technology on campus. The responses provided in the survey administered in Spring of 2017 are:

	Disagree or Strongly Disagree	Neither Agree nor Disagree	Agree or Strongly Agree
There are sufficient opportunities to contribute to planning for technology needs at LTCC.	29%	26%	45%
LTCC assures that technology support meets the operational needs of the college and its constituencies.	38%	24%	38%
Technology resources at LTCC meet instructional needs.	43%	19%	38%
LTCC provides sufficient technology resources to support the integrity and quality of its programs and services.	46%	21%	33%

In the Student Experience Survey (SES), students are also asked to indicate their level of agreement with statements regarding technology on campus. The responses provided in the survey that was also administered in Spring of 2017 are:

	Disagree or Strongly Disagree	Neither Agree nor Disagree	Agree or Strongly Agree
Computer labs are adequate and accessible.	10%	21%	69%
Classrooms/labs are sufficiently equipped with technology for learning.	15%	16%	69%
Online registration is easy to use.	17%	11%	72%

Taken together, these results clearly demonstrate that there is room for improvement in the technology and support services available to the campus community. These issues will be summarized in the survey report when that is complete and presented as possible action projects to the TC, in addition to being addressed through the process of revising the *Technology Master Plan*. And while the students expressed a higher level of agreement with statements related to technology resources, the comments in both surveys pointed to concerns

with adequate wireless coverage and cellular reception, both of which are currently scheduled for improvement through the Measure F bond program.

There are, in fact, a number of Board approved timelines and budgets for Bond Technology and Safety projects for 2015/18 ([III.C.2-8](#)) ([III.C.2-9](#)). Additional projects will likely be identified throughout the life of the bond. In addition to these projects, modernization projects are planned that also incorporate classroom technology upgrades. For instance, in 2018 the College will be modernizing three classrooms which will include technology upgrades (in addition to carpet, paint, etc.) The total budget for these three classrooms is \$689,500 (see [Standard III.B.3](#)) ([III.C.2-10](#)).



2017 LTCC Foundation Board Retreat

Analysis and Evaluation

The College meets the standard. LTCC regularly updates its systems, software, and hardware based on the findings of its *Technology Master Plan*, through participatory governance processes, and based on user requests. A Technology Refresh Plan is included as part of the broader-reaching *Technology Master Plan*, which will be revised by 2018. Technology needs are identified and addressed through comprehensive and annual programming as well as all larger institutional plans, such as the *Strategic Plan* and the *Educational Master Plan*. Bi-annual faculty and staff surveys and annual student engagement surveys provide additional data for informing continuous improvement of institutional technology. Additionally, the Measure F bond program includes technology modernization projects and budgetary resources approved and overseen by both the BOT and the Citizens Oversight Committee.



The QFE action project on integrated planning will further support the identification of technology needs through more consistent noninstructional program review and unit planning. As needs are more consistently identified, they will better inform resource allocation and institutional planning. Technology will be an essential and vital element of the plans for improvement in this area of the QFE project.



Evidence List for III.C.2.

- III.C.2-1. [*Technology Master Plan*](#)
- III.C.2-2. [*Refresh Plan from the Technology Master Plan*](#)
- III.C.2-3. [*Computer Software and Hardware Purchasing Budget \(2016/17\)*](#)
- III.C.2-4. [*Governance Handbook*](#)
- III.C.2-5. [*Academic Senate Meeting Minutes*](#)
- III.C.2-6. [*Budget Council Minutes*](#)
- III.C.2-7. [*Instructional Equipment Application and Requests Results*](#)
- III.C.2-8. [*Bond Project Budgets \(2015-2018\)*](#)
- III.C.2-9. [*Bond Project Timelines \(2015-2018\)*](#)
- III.C.2-10. [*Bond Project Update with Classroom Modernization Scope and Budget*](#)



III.C.3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Technology resources allow reliable access, safety, and security everywhere the College offers its courses, programs, and services. For LTCC, this is simplified because the District 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 remote desktop access that LTCC personnel use while on campus ([III.C.3-1](#)). These are secured through the unique college login and password provided to each employee.

The College authenticates and authorizes faculty and students through its single sign-on system. That system resides on-campus and requires that users enter complex passwords. The District has layered systems in place to protect its 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 Webroot Antivirus software that is continuously updated. The District is adding cutting-edge endpoint protection that detects malware by its behavior, and restores to its prior state any machine that becomes infected. The District's email system runs on Microsoft's Exchange Online platform and uses Microsoft's advanced spam filter. Protections will soon be enhanced by adding endpoint protection from SentinelOne, which is already licensed ([III.C.3-2](#)).

Distance education participants have the same reliability due to the College's use of off-site, multiredundant computing resources. The College's online Canvas programs and applications are hosted by a third-party vendor, Instructure, Inc., under a contract written by the California Community College OEI. ([III.C.3-3](#)) It is Instructure's responsibility to secure those servers and protect them from viruses.

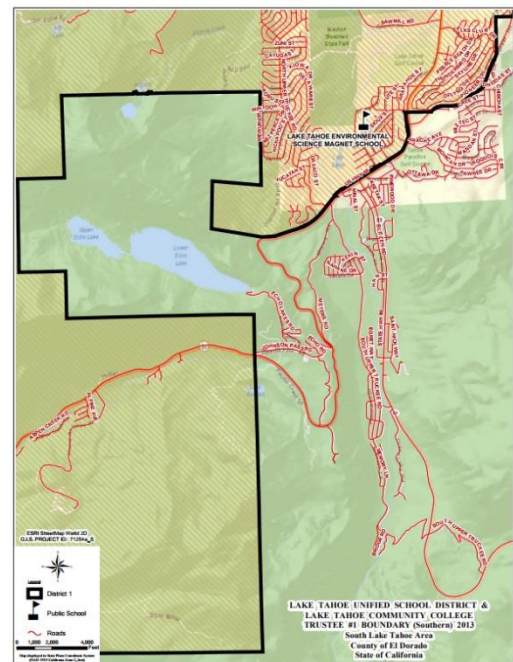
Analysis and Evaluation

The College meets the standard. LTCC 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 to the appropriate College personnel (see [Standard III.C.4](#)).



Evidence List for III.C.3.

- III.C.3-1. [iNet Contract](#)
- III.C.3-2. [SentinelOne Contract](#)
- III.C.3-3. [BOT Meeting - Canvas Contract Approval \(December 8, 2015\)](#)



LTCC Trustee Area Map



III.C.4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Tapping the resources of LTCC's technology infrastructure requires orientation and training for staff in a comprehensive and consistent manner. Faculty and staff are provided opportunities to access technology training in a variety of ways, including access to support staff for one-on-one assistance as needed. Students are also afforded access to training and support for technology, particularly concerning college student support systems and online learning.

Evaluation of Training and Usage

The College provides technology instruction and support to staff and faculty in multiple ways. Much of the instruction is self-generated through an extensive in-house documentation library that captures what the College does and how it does it ([III.C.4-1](#)). The College provides opportunities for faculty and staff to attend technology conferences and learn in third-party classes, and provides subscriptions to online technology and software training ([III.C.4-2](#)) ([III.C.4-3](#)). Some faculty use their professional development leave to explore technology themes.



In the time since the initial implementation of the Colleague SIS, a number of college staff have provided training as new employees are hired or people transfer from one department to another. However, it became apparent that a more deliberate plan for professional development and ongoing training in this area was needed. In order to meet current needs, consultants from the SIS parent company, Ellucian, and third party providers have been hired to provide troubleshooting support and staff training ([III.C.4-4](#)) ([III.C.4-5](#)).

The College has recently adopted a new content management system (CMS), OmniUpdate, for its website management. This transition has required each department (including instructional areas) to identify a website contributor to receive training and serve as the departmental point of contact for maintaining the accuracy and currency of information presented. Initial trainings were provided in-person with hands on experience in one of the College's computer labs. Ongoing training is largely provided through pre-recorded guides and walkthroughs for various features ([III.C.4-6](#)) ([III.C.4-7](#)) ([III.C.4-8](#)) ([III.C.4-9](#)).

The College has devoted notable resources to Distance Education by selecting a full-time faculty member to serve as Distance Education Coordinator. The faculty member in this role provides instructional design, accessibility, regular and substantial contact, and Canvas support and training to faculty teaching online. She also provides group and one-on-one training to faculty using Canvas in hybrid, flipped, and web-enhanced courses. Such trainings include topics from building online courses to best practices to the use of Camtasia and VoiceThread, among other topics. Because the DE Coordinator has also been at the forefront of the College's involvement in the OEI, she has been instrumental in supporting faculty throughout the process of OEI course approval for participating in the exchange.

Since it began offering courses online, initially through Etudes and now in Canvas, the College has provided workshops for students to assist and prepare them for online learning. With Etudes, the College offered several open access, face-to-face workshops every quarter to help students access and be successful in the online learning environment. Now, with its participation in the OEI, LTCC is able to provide through the consortium a variety of online resources for students interested in online learning ([III.C.4-10](#)) ([III.C.4-11, pp. 22-23](#)). These resources help students assess their readiness for taking courses online, introduce them to online learning, and provide access to an online Canvas orientation.

The College offers additional technology training to students through its Computer Applications (CAO) and Computer Information Sciences (CIS) department curriculum. The Tutoring & Learning Center, the library, and the computer labs also provide opportunities for students to learn about technology, and the College employs student ambassadors to assist fellow students with any questions regarding online registration, billing, email access, and other questions they might have about technology or online learning.

Analysis and Evaluation

The College meets the standard. The College provides technology instruction and support to staff and faculty in several ways, provides opportunities for attending technology conferences and to learn in third-party classes, and provides 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 a full-time DE Coordinator 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 for III.C.4.

- III.C.4-1. [*Procedure Manual Reprographics*](#)
- III.C.4-2. [*Technology Council Travel Forms and Itineraries*](#)
- III.C.4-3. [*AppDev Purchase Order \(2015/16\)*](#)
- III.C.4-4. [*Purchase Orders for Ellucian Consulting \(2013-2017\)*](#)
- III.C.4-5. [*Ferelli Consulting Invoices*](#)
- III.C.4-6. [*OmniUpdate Recorded Training: Calendar*](#)
- III.C.4-7. [*OmniUpdate Recorded Training: Basic User*](#)
- III.C.4-8. [*OmniUpdate Recorded Training: Administrator Functions*](#)
- III.C.4-9. [*OmniUpdate Recorded Training: Live Delivery Platform*](#)
- III.C.4-10. [*Online Learning Website*](#)
- III.C.4-11. [*Fall Schedule, pp. 22-23.*](#)



III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning process.

LTCC has several policies that encompass the use of technology in teaching and learning.

Mission-Driven Policy

Access to LTCC's Colleague SIS system can be requested through the new employee onboarding form. Direct requests to the Office of Information Technology Services are routed back through the employee's supervisor or another appropriate administrator for approval. The College's BP and AP 5040 guide the District on Student Records, Directory Information, and Privacy ([III.C.5-1](#)) ([III.C.5-2](#)). Administrative Procedure 4105 articulates the College's processes regarding privacy and Distance Education ([III.C.5-3](#)). Current Board Policy Regulation 7.21 on Student and Public Technology Use is posted to the College's website ([III.C.5-4](#)) ([III.C.5-5](#)). And the College's "Acceptable Use Policy" is included in the Employee and Faculty Handbooks, which faculty and staff are required to review and acknowledge ([III.C.5-6](#)).

Analysis and Evaluation

The College meets the 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.



Evidence List for III.C.5.

- III.C.5-1. [BP 5040 – Student Records, Directory Information, and Privacy](#)
- III.C.5-2. [AP 5040 – Student Records, Directory Information, and Privacy](#)
- III.C.5-3. [AP 4105 – Distance Education](#)
- III.C.5-4. [Website Page with Student and Public Technology Use Board Policy Regulation 7.21](#)
- III.C.5-5. [BP 7.21- Telephone Service](#)
- III.C.5-6. [Faculty Handbook - Acceptable Use Policy, pg. 29-33](#)



FINANCIAL RESOURCES



III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

As student learning and student support are at the core of LTCC's mission, planning and funding to achieve student success are the highest of priorities in the budgeting process.

Prioritization of the Instructional and Student Services Programs

LTCC maintains financial resources that are sufficient to support and sustain student learning programs as well as support the development, maintenance, and enhancement of programs and services, all while ensuring the long-term fiscal stability of the College. This is demonstrated by a balanced budget, increased efforts around transparency, minimal audit findings that are nonfiscal in nature, and adequate reserve levels ([III.D.1-1](#)) ([III.D.1-2](#)).⁶

In May of 2013, LTCC implemented an eighteen-month fiscal stability plan to reinvigorate the College while stabilizing finances ([III.D.1-3](#)). At that time, challenges included increased accountability, regulations, funding restrictions, and loss of local enrollment. The outcome of that plan included a new vision for LTCC; strategic budget reductions and cost containment strategies to support effective and efficient programs and services; new revenue generation through grants and entrepreneurial efforts that align with the *Strategic Plan*; passage of Measure F in 2014, a \$55 million general obligation bond; and stronger community support. Due in part to the actions implemented by the fiscal stability plan, LTCC had a balanced budget in Fiscal Year (FY) 2014/15 and FY 2015/16 after years of deficit spending and declining reserve levels ([III.D.1-4](#)).

With the goal of diversifying enrollments to address local declines, in the past few years, LTCC has developed new programs to support learning and student success as well as increase enrollment. All new programs are vetted through the participatory governance process before inception, and status reports are presented to the BOT in each of the first three years of the program to demonstrate achievement and effectiveness. These programs serve participating students with high quality educational opportunities. They also contribute to the College's ability to sustain a balanced, comprehensive, and effective set of programs institution-wide.

⁶ Eligibility Requirement 18, Financial Resources, Compliant

New programs include the following:

- Incarcerated Student Program (ISP), which includes partnerships with multiple correctional facilities (four facilities in Folsom, one in High Desert, and one in Growlersburg)
- Student Equity Program and the Student Success and Support Program through categorical program funding from the state
- Dual-Enrollment Program, in conjunction with Lake Tahoe Unified School District
- Athletics, including men's and women's soccer
- International Education Program
- Advance Adult Education Program, through Adult Education Block Grant funding, which has led to a partnership with the Lake Tahoe Adult Education Consortium

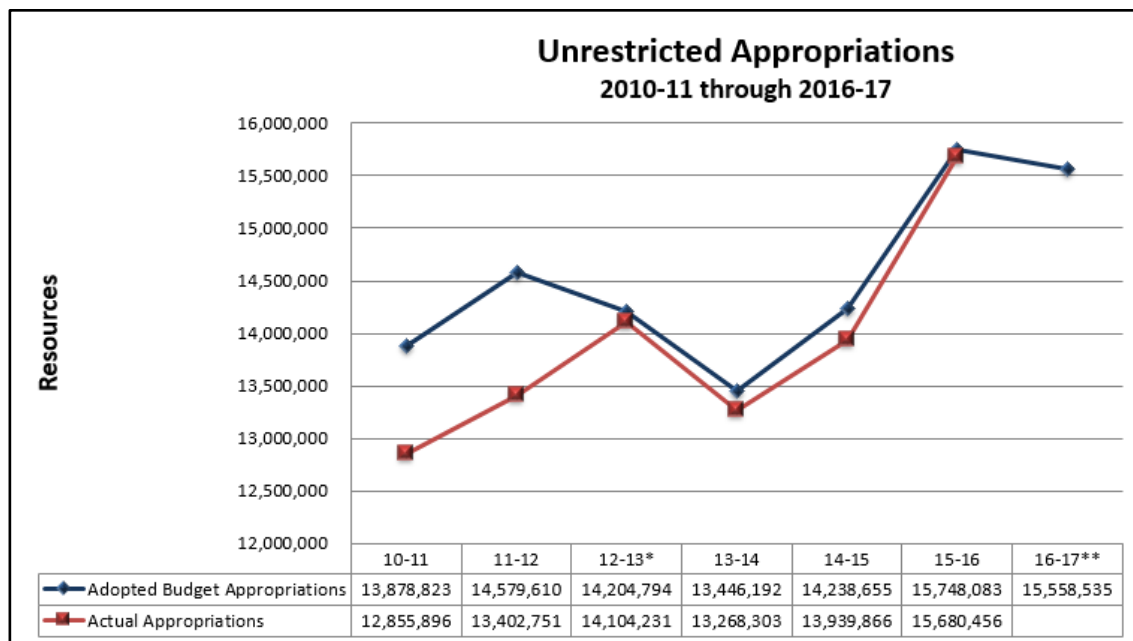
A recent Title III grant is designed to promote institutional effectiveness through better use of data. In addition, a Student Success Team (SST) combining existing work teams on basic skills, SSSP, and equity was formed in spring 2016 to avoid redundancy in the services offered and to braid resources.

Integrity and Stability

A college-wide effort to increase the transparency and integrity surrounding financial affairs has helped shape the financial success of LTCC. Planning and managing financial affairs is processed through participatory governance councils. LTCC has adopted several revised budgets midyear in an effort to address significant budget deficits and to gather input through a facilitative process to achieve a balanced budget by year-end. All changes to the adopted budget that cross major object codes are presented to the Board of Trustees quarterly for review and approval ([III.D.1-5](#)) ([III.D.1-6](#)). LTCC has had minimal audit findings, predominantly nonfiscal in nature, in the past few years' audit findings ([III.D.1-7](#)).

Stewards of Financial Resources

LTCC continues to see a decline in on-campus enrollment, which is a direct threat to apportionment funding from the state. Continued efforts to diversify enrollment streams, provide outreach to the community, and support the students already enrolled are a top priority for staff. With direction from the Board of Trustees, LTCC maintains an unrestricted general fund reserve of close to 15% of appropriations, which is the upper limit for reserves as described in Board Policy 6305 – Reserves ([III.D.1-2](#)), and well above the 5% minimum required by the Chancellor's Office ([III.D.1-1](#)) ([III.D.1-8](#)) ([III.D.1-9](#)). The LTCC Budget Council (BC) has a breadth of representation from various campus stakeholder groups that recommend key elements of the budget for each fiscal year. The budget development process ([III.D.1-10](#)) outlines the steps taken to review requests through the lenses of the College's vision, mission, beliefs, and strategic priorities, particularly around student access and success.



* FY12-13 adopted budget includes a one-time retirement incentive transfer in the amount of \$439,848.

** FY16-17 is budget only.

The graph above is an overview of historical LTCC unrestricted appropriations (FY10-11 through FY16-17) and illustrates the difference between the organization's budgeted appropriations versus the actual appropriations. Historically, LTCC often had a notable discrepancy, occasionally over \$1 million, between budgeted and actual appropriations. Staff has worked diligently to become more transparent and precise in developing budget projections.

Analysis and Evaluation

The College meets the standard. Student learning and support are at the core of LTCC's mission, planning, and funding. Student success is the primary guiding priority in the College's mission-driven budgeting process. LTCC maintains financial resources that are sufficient to support and sustain student learning programs as well as support the development, maintenance, and enhancement of programs and services, all while ensuring the long-term fiscal stability of the College. A college-wide effort to increase the transparency and integrity surrounding financial affairs has helped shape the financial success of LTCC.



Evidence List for III.D.1.

- III.D.1-1. [Budgets and Audit Reports](#)
- III.D.1-2. [BP 6305 – Reserves](#)
- III.D.1-3. [Presentation of Fiscal Stability Plan \(May 28, 2013\)](#)
- III.D.1-4. [Budget Actuals](#)
- III.D.1-5. [Budget Adjustments](#)
- III.D.1-6. [Intrabudget Transfers](#)
- III.D.1-7. [Audit Findings](#)
- III.D.1-8. [Budget Building Assumptions](#)
- III.D.1-9. [Resource Allocation Guiding Principles](#)
- III.D.1-10. [Budget Development Process Flowchart](#)



III.D.2. The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

LTCC engages in noteworthy vision- and mission-driven planning and budgeting processes.

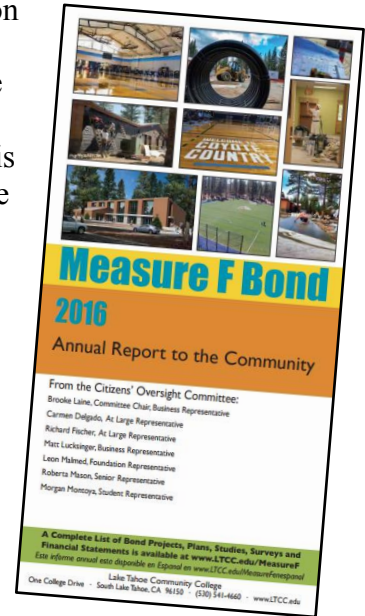
Vision and Mission Driven

LTCC’s vision, mission, beliefs ([III.D.2-1](#)), and *Educational Master Plan* ([III.D.2-2](#)) are the foundation for financial planning, including the annual budget development process ([III.D.2-3](#)) and long-term planning. As part of the 2013 fiscal stability plan ([III.D.2-4](#)), the vision and mission statements were recreated through a facilitated process in 2014 (see [Standard I.A](#)) ([III.D.2-5](#)). The mission was approved by the Board of Trustees on June 24, 2014 ([III.D.2-6](#)). This process provided a new direction for the college as “California’s premier destination community college.” LTCC has prioritized resources toward programs that support this vision, including athletics ([III.D.2-7](#)), international education ([III.D.2-8](#)), and the Residential Living Feasibility Study ([III.D.2-9](#)), and has continued to deploy targeted marketing and outreach.

Capital Investments

Perhaps the most significant resource for the new vision and mission was the passing of Measure F ([III.D.2-10](#)), a \$55 million general obligation bond approved by voters in November of 2014. Measure F is crucial to the long-term financial stability of LTCC. In alignment with the *Facilities Master Plan* ([III.D.2-11](#)), Measure F is providing and will continue to provide funding to repair and replace the buildings and infrastructure already in existence, as well as build new facilities and upgrade outdated technology to help move LTCC into the future. Needed repairs and maintenance to facilities and infrastructure and the modernization of technology provided by Measure F have helped to reduce general fund operating costs.

Operating costs have been reduced further, as the bond has allowed preexisting debt from the construction of the library to be retired, eliminating an annual payment of about \$140,000 from the general fund ([III.D.2-12](#)). Natural gas usage declined by 30% in FY 2015/16 compared to FY 2014/15 due to installation of high-efficiency boilers. A Proposition 39 energy efficiency project has lowered electrical consumption due to the replacement of all exterior lighting poles with LED fixtures.



Transparency

A college-wide effort to increase the transparency and integrity surrounding financial affairs has helped shape the financial stability of LTCC. New board policies and corresponding administrative procedures have been adopted to ensure sound financial practices and financial stability. Board Policy 6200 – Budget Preparation ([III.D.2-13](#)), Board Policy 6305 – Reserves ([III.D.2-14](#)), and Board Policy 6340 – Contracts ([III.D.2-15](#)) have been established in the past few years. Throughout the budget process, from development to management, the College uses three-year budget summaries for all funds that allow users to see the trends of revenues, expenditures, ending balances, and contingency percentages. These pages of summary data are among the most used documents that help track and understand the budget ([III.D.2-16](#)) ([III.D.2-17](#)) ([III.D.2-18](#)).

These policies and the resulting practices have allowed LTCC to stabilize finances and increase the unrestricted ending fund balance reserve from a low of 10.29% in the FY 2014/15 adopted budget to 14.38% in FY 2015/16 actuals. Board Policy 6305 – Reserves ([III.D.2-14](#)) states that the annual budgeted reserve for contingencies will be no less than ten percent (10%), and no more than fifteen percent (15%), of the unrestricted general fund total appropriations.

Financial Information Dissemination

LTCC communicates appropriate financial information throughout campus as necessary. In times of impending budget deficits ([III.D.2-19](#) FY 2013/14) ([III.D.2-20](#) FY 2014/15), midyear budget revisions have gone through the governance councils and have been adopted by the Board of Trustees. Budgets are monitored throughout the year by budget managers. If budgetary concerns arise, the College seeks immediate solutions, as opposed to addressing these issues at or near year-end, and thus avoids a year-end surprise of deficit spending. The Audit Committee, a subcommittee of the Board of Trustees, meets quarterly to review quarterly financial statements ([III.D.2-21](#)), annual financial statements ([III.D.2-22](#)), and the audit report ([III.D.2-23](#)).



Financial Planning Linked to Institutional Planning

In years of surplus, faculty members have been able to request funds to improve the classroom learning experience. Guidelines are established annually in the budget building assumptions to prioritize allocation of surplus funds at the end of the year. In addition, one-time instructional equipment funds provide much needed resources for classrooms. Year-end surpluses have also been allocated to other postemployment benefits (OPEB) funding. In the spring of 2016, LTCC facilitated an internal instructional equipment grant process ([III.D.2-24](#)) for academic departments. The FY 2015/16 Instructional Equipment Grant required a strong tie to strategic goals, student learning outcomes (SLOs), and alignment with annual unit plans.



One way for LTCC to enhance the link between plans and actions is to review existing programs to assess the strength of the connection to institutional planning. The purchase of eLumen ([III.D.2-25](#)) software in fall 2016 with implementation scheduled for fall 2017 will allow LTCC to provide a more accurate way to assess program needs and outcomes and better tie resources to outcomes. eLumen may also be used to create a crosswalk among resources, expenditures, strategic goals, and desired outcomes.

Analysis and Evaluation

The College meets the standard. LTCC maintains a focus on mission-driven planning and budgeting. LTCC's vision, mission, and *Educational Master Plan* are the foundation for financial planning, including the annual budget development process and long-term planning. Enhanced transparency in all things financial has helped anchor the financial stability of LTCC.



The Quality Focus Essay project regarding institutionalizing more effective integrated planning will further strengthen the alignment between the College vision, mission, beliefs throughout all aspects of assessment or evaluation, program review, planning, and resource allocation. This will include a stronger focus on broad communication throughout the processes, particularly with regard to the outcome of program review and planning activities and how they align with budgeting decisions.



Evidence List for III.D.2.

- III.D.2-1. [LTCC Vision and Mission](#)
- III.D.2-2. [Educational Master Plan](#)
- III.D.2-3. [Budget Development Process](#)
- III.D.2-4. [Fiscal Stability Plan \(2013\)](#)
- III.D.2-5. [Board of Trustees Approval of Vision \(June 24, 2014\)](#)
- III.D.2-6. [Board of Trustees Approval of Mission \(June 24, 2014\)](#)
- III.D.2-7. [Athletics](#)
- III.D.2-8. [International Education](#)
- III.D.2-9. [Residential Living Feasibility Study](#)
- III.D.2-10. [Measure F](#)
- III.D.2-11. [Facilities Master Plan](#)
- III.D.2-12. [COC Packet, p. 16 \(March 1, 2016\)](#)
- III.D.2-13. [BP 6200 – Budget Preparation](#)
- III.D.2-14. [BP 6305 – Reserves](#)
- III.D.2-15. [BP 6340 – Contracts](#)
- III.D.2-16. [Unrestricted Fund 11 Three-Year Summary](#)
- III.D.2-17. [Restricted Fund 12 Three-Year Summary](#)
- III.D.2-18. [Auxiliary Funds 29-79 Three-Year Summary](#)
- III.D.2-19. [Midyear Budget Adjustments \(FY 2013/14\)](#)
- III.D.2-20. [Midyear Budget Adjustments \(FY 2014/15\)](#)
- III.D.2-21. [Audit Committee Quarterly Financial Statements](#)
- III.D.2-22. [Audit Committee Annual Financial Statements](#)
- III.D.2-23. [Audit Committee Audit Report](#)
- III.D.2-24. [Internal Instructional Equipment Grant Process](#)
- III.D.2-25. [eLumen](#)



III.D.3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

At LTCC, board policy, the budget development process, planning, and participatory governance all align to provide a successful, healthy, and accepted method of resource allocation.

Policy

As outlined in Board Policy 6200 – Budget Preparation ([III.D.3-1](#)) and the corresponding Administrative Procedure 6200 ([III.D.3-2](#)), LTCC has a detailed and transparent budget development process. The process reflects the vision and mission and adheres to the *Educational Master Plan* and to the *Strategic Plan*. Guidance comes from annual program review and annual unit planning processes. The process requires input from administration, budget managers, and faculty, and is supported through participatory governance councils. There is a system of checks and balances in the budget development process to ensure that a balanced budget that meets the needs of the institution is adopted each year. The Budget Council, a broadly representative participatory governance group, reviews the tentative budget, including specific budget items, regularly throughout the development process ([III.D.3-3](#)).

Planning

The budget development process is influenced by the “Resource Allocation Guiding Principles” ([III.D.3-4](#)), which are a set of essential values to guide financial decision-making. In addition, each year the Budget Council creates “Budget Building Assumptions” ([III.D.3-5](#)), which are reviewed by the participatory governance councils and recommended to the superintendent/president, who, in turn, recommends adoption of the assumptions by the Board of Trustees. The assumptions, built upon the guiding principles, focus the budget development process and assist the College in meeting the goals and challenges of that year.



The principles and assumptions provide direction to all constituencies when producing the annual budget. Each year a budget approval calendar ([III.D.3-6](#)) and budget process calendar ([III.D.3-7](#)) are distributed to inform staff of the timeline of budget development. The budget approval calendar highlights legal requirements as mandated by state law. The budget process calendar provides more detail to employees, including specialized training dates for faculty and staff, due dates, and other pertinent information. For a detailed outline of the budget development process, please refer to the budget development process flowchart ([III.D.3-8](#)).

Participation

The Budget Council is made up of representative stakeholders from across campus ([III.D.3-9](#)) and has one of the more rigorous participation schedules with twice-per-month meetings in spring and a special meeting in August to recommend the final budget for adoption ([III.D.3-10](#)).

Specialized trainings for faculty and staff who are budget managers include an overview of the District budget, year-over-year changes, three-year projections, control mechanisms, spending limits and restrictions, and support channels ([III.D.3-11](#)). There are trainings for users of the financial system, including how to create purchase orders, how to use QSS, and how to prepare budget transfers. New staff participate in an onboarding process, updated in spring 2016, that encourages new staff to pursue training in necessary fiscal-related functions such as credit card reconciliation, purchase requisitions, travel/conference forms, and budget reports ([III.D.3-12](#)) ([III.D.3-13](#)).



Analysis and Evaluation

The College meets the 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 the College's instructional programs.



Evidence List for III.D.3.

- III.D.3-1. [BP 6200 – Budget Preparation](#)
- III.D.3-2. [AP 6200 – Budget Preparation](#)
- III.D.3-3. [Budget Council Minutes - ISP Budget \(May 27, 2015\)](#)
- III.D.3-4. [Resource Allocation Guiding Principles](#)
- III.D.3-5. [Final Budget Building Assumptions \(2017/18\)](#)
- III.D.3-6. [Budget Approval Calendar](#)
- III.D.3-7. [Budget Process Calendar](#)
- III.D.3-8. [Budget Development Process Flowchart](#)
- III.D.3-9. [Governance Handbook](#)
- III.D.3-10. [BC Schedule \(2016/17\)](#)
- III.D.3-11. [Budget Training Workshop Presentation](#)
- III.D.3-12. [New Hire Onboarding Spreadsheet](#)
- III.D.3-13. [New Employee Hiring Form/HR](#)



III.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Institutional planning at LTCC incorporates realistic financial projections, bolstered by college-wide support. With an annual budget as diminutive as LTCC's, many are aware of its finer points, and that keeps the process transparent.

Financial Resource Availability

LTCC's annual and ongoing assessment of financial resources is fairly standard and straightforward. Historically, the College is conservative with its revenue projections and is very accurate with its expenditure projections, including, for example, FTEF projections based on scheduling ([III.D.4-1](#)). The annual budget development cycle begins in January of each year with the release of the governor's budget proposal and revenue projection that estimates base apportionment amounts, the COLA, and funded enrollment growth for the system, among other revenue expectations. The College's internal, initial budget development process always assumes the base expenditure level to be the current level with a few exceptions in regard to fixed operational costs.

The increases in operational costs include step and column movement on the salary schedules, escalation of utilities, rents, insurance, and contracts, in addition to any wage and salary increases due to collective bargaining. While lower than most community colleges in California, still LTCC spends approximately 80% of its annual budget on salaries and benefits. As time progresses, the estimates come into better focus. In May, the governor releases the “May Revision” of his January budget, which incorporates information and data that has developed in the preceding five months. The College carefully considers these adjustments as it develops the tentative budget. It looks strategically at the College’s enrollment trend data and juxtaposes it with potential gains through growth revenue. The College also methodically analyses its course cancellation rates, making sure that it is using College resources to their best advantage.

Future year budget projections are considered carefully in the negotiations process. Also, the College is vigilant about ensuring that categorical funds are self-balancing, that is, expenditures will total current year revenue. Equally as important to the College is restricting the use of one-time revenue for one-time expenditures. The College has a number of special funds that are used for expensive equipment replacement, OPEB, and STRS and PERS increases. Recently, through the use of these funds, the College was able to acquire a second college vehicle and a large multipurpose vehicle that will be used for mowing grass, blowing snow, and forklift operations.

Development of Financial Resources

LTCC works hard at developing financial resources outside of the state’s funding formula. The College is active in the grant application process whenever a well-suited grant opportunity is identified. The LTCC Foundation is constantly on the hunt for donations for student scholarships, book scholarships, endowment funding, and other opportunities to solicit community support.

The vice president of academic affairs and the deans are deeply involved in the work of fine-tuning and updating college curriculum to sustain and grow enrollment. Distance education, the Incarcerated Student Program, and the College’s membership in the Public Safety JPA are all examples of recent efforts on behalf of the College to grow enrollment that will result in additional revenues for the College. The scrutiny the course schedule undergoes in the enrollment management process also contributes to the efficient use of our resources. The College participates in a number of partnerships in support of its instructional program, which also positively impact the College’s bottom line.

Partnerships

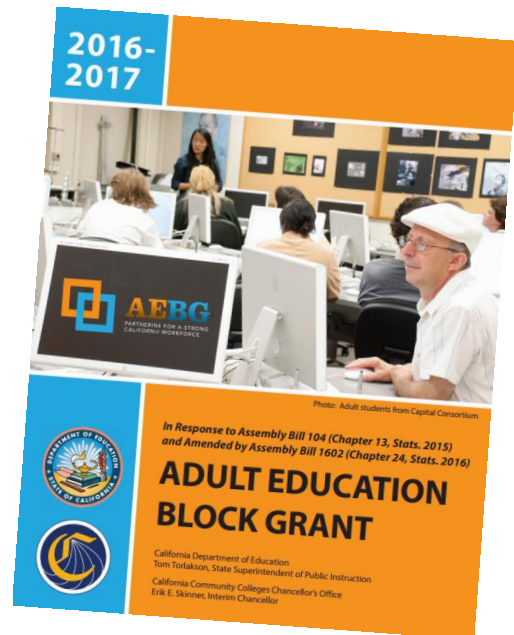
New partnerships are constantly sought to help increase enrollment and to boost the financial position of the College, and LTCC has been particularly successful doing so. A recent partnership, which provides an additional 250 to 300 full-time equivalent students (FTES), with the South Bay Regional Public Safety Training Consortium Joint Powers Authority

(SBRPSTC JPA) ([III.D.4-2](#)). In addition to meeting an unmet training need for public safety agencies, it brings additional FTES to LTCC with a direct cost that is only 60% of the revenue earned. This program has helped to stabilize the College's financial position.

LTCC has created instructional service agreements (ISAs) ([III.D.4-3](#)) with local agencies to provide educational opportunities to local groups. LTCC's partners include the California Department of Forestry and Fire Protection (CAL FIRE) agency, a fire academy, and a culinary program for inmates of the local county jail. LTCC has also entered into a dual-enrollment partnership with Lake Tahoe Unified School District ([III.D.4-4](#)) that allows high school students to earn college credit from LTCC while taking courses at the high school.

Through the Adult Education Block Grant ([III.D.4-5](#)), the Advance program through the Lake Tahoe Adult Education Consortium is another partnership with Lake Tahoe Unified School District, the El Dorado County Office of Education, and local businesses. Advance offers programs to improve career and college readiness, complete high school equivalency, and provide apprenticeships and career pathways.

LTCC collaborated with Columbia College in the Yosemite Community College District (CCD) to write a cooperative federal Title III grant application ([III.D.4-6](#)) to improve institutional effectiveness using improved data collection and analysis. The Title III grant was awarded in FY 2015/16 and brings LTCC annual funding for five years ([III.D.4-7](#)).



Expenditure Requirements

LTCC plans for required expenditures as step one in the budget building process. The Resource Allocation Guiding Principles (RAGPs) ([III.D.4-8](#)) call for LTCC to plan and budget for state requirements and contractual obligations as part of its annual budget process. The RAGPs also call for LTCC to have a systematic process for funding future liabilities. The College's budget building process is designed so as to be as accurate and realistic as possible in projecting annual increases to operational costs, like utilities and contract cost escalations. The College's position control system allows near instantaneous data for step and column increases and negotiated salary adjustments. This aids the College greatly in having realistic expenditure expectations each year.

Beyond that, LTCC staff have made a concerted effort over the past few years to right-size consistently over-budgeted areas within the annual budget ([III.D.4-9](#)). The College identified a realistic course cancellation rate to build into the adopted budget. Historical analysis and

discussion among stakeholders during the budget building process, and vetted through participatory governance in fall 2014, determined that a 10% course cancellation rate is realistic and should be built into the budget when budgeting faculty costs.

Analysis and Evaluation

The College meets the standard. In its budgetary process, LTCC employs planning that reflects realistic assessments of financial resource availability and resource allocation. LTCC budgets, including budget versus actuals graphs and detailed revenue charts, are readily available on the College website.



Evidence List for III.D.4.

- III.D.4-1. [Full-Time Equivalent Faculty \(FTEF\) Projection Aid](#)
- III.D.4-2. [South Bay Regional Public Safety Training Consortium Joint Powers Authority](#)
- III.D.4-3. [Instructional Service Agreements \(ISAs\)](#)
- III.D.4-4. [LTCC Dual-Enrollment Partnership with Lake Tahoe Unified School District](#)
- III.D.4-5. [Adult Education Block Grant](#)
- III.D.4-6. [Title III Grant \(LTCC/Columbia College\)](#)
- III.D.4-7. [Title III Budget Summary](#)
- III.D.4-8. [Resource Allocation Guiding Principles](#)
- III.D.4-9. [Adopted Budget \(2016/17\)](#)



III.D.5. To assure financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

As financial integrity is an absolute at LTCC, an array of financial management practices are employed to ensure our systems are secure and that data provided by the Fiscal Services Department is accurate and useful.

Internal Controls

LTCC began using Quintessential School System's (QSS) position control system in FY 2014/15. Position control allows the HR, the Payroll Department, and budget developers to track each employee, the assigned duty, and the cost to each department and the institution overall ([III.D.5-1](#)). With a majority of the unrestricted general fund allocated to salaries and benefits (76.62%, excluding other outgo), accurate budgeting is imperative. Position control eliminates duplication of salaries in the budget that would lead to unexpected surplus at the end of the year.

Revenue Summary Table	FY15/16 Actuals	FY16/17 Budget
Total Computational Revenue	13,551,891	13,712,839
Federal Revenue	46,788	45,988
State Revenue*	392,088	428,032
Local Revenue*	921,023	799,046
Other Financing Sources	100,293	104,474
One-Time Revenues & PY Adjustments	996,170	168,156
State On Behalf Payments (Pass Through)	299,281	300,000
TOTAL REVENUE	16,307,534	15,558,535

* Excludes TCR Components

Additionally, controls have been put into place so that one employee is responsible for initial employee record setup, while another employee is responsible for setting up the new employee's initial placement on the salary schedule. To increase separation of duties, a bursar technician ([III.D.5-2](#)) position has been added to process student accounts in enrollment services with fiscal services validating the numbers, therefore separating the receipt of revenue and payment duties. Multiple years of audits with no findings validate that LTCC has a sound internal controls structure. The internal controls are evaluated periodically by fiscal leadership in addition to annual tests performed by the external auditor.

Timely and Dependable Information

LTCC staff provide timely and dependable information to inform leadership of board decisions. Notably, a three-year projection model is consistently updated to provide a

projection of current year expenses along with three future fiscal years of revenue and expense projections ([III.D.5-3](#)). The projection tool accounts for changing FTES and revenue, negotiated salary increases and step advancements, pension costs increases, inflationary and contractual increases, etc. The three-year projection is presented to the Board of Trustees, campus leadership, and various governance groups after the release of the governor's proposed budget in January, and then it is updated after the "May Revision" of the governor's budget is made public.

To assist budget managers in efficient allocation of resources, a computation allocation request (CAR) form was built using data from position control ([III.D.5-4](#)). The CAR allows budget managers to project salary and total compensation for employees based on the contractual salary for the fiscal year. Budget managers can change full-time equivalency (FTE) and salary allocations and can project changes to different program budgets. This tool has proven to be very helpful to categorical program managers with restricted budgets and to higher level administrators to track employee costs across various programs during the budget development process.

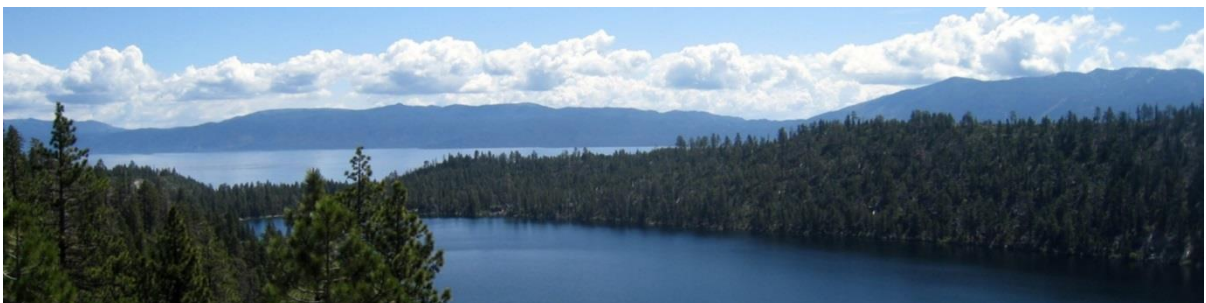
[Analysis and Evaluation](#)

The College meets the standard. Financial integrity is closely-held value at LTCC, and, as such, the College's financial management practices are designed to ensure secure systems and provide accurate and relevant data.



Evidence List for III.D.5.

- III.D.5-1. [Position Control Example](#)
- III.D.5-2. [Bursar Technician Job Description](#)
- III.D.5-3. [Three-Year Projection Tool](#)
- III.D.5-4. [Computation Allocation Request form \(CAR\)](#)





III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

One of LTCC's distinguishing cultural features is the confidence that all constituencies have in the reliability and accuracy of financial reporting.

Credible and Accurate Financial Documents

LTCC was awarded the Distinguished Budget Presentation Award by the Government Finance Officers Association (GFOA) for its FY 2015/16 and FY 2016/17 adopted budget books, each of which can be located on the college website under Fiscal Services ([III.D.6-1](#)). The GFOA represents over 18,000 public finance officials from federal, state/provincial, and local government agencies throughout the United States and Canada. LTCC was one of only two community colleges in California to receive this award in FY 2015/16. To receive this award, LTCC's budget document met program criteria established by the GFOA as a policy document, an operations guide, a financial plan, and a communications device.

In addition, LTCC has had relatively clean annual audit reports, including no findings for the FY 2014/15 audit, and only minor, nonfinancial findings in the FY 2013/14 and FY 2015/16 audits (see [Standard III.D.7](#)), which are located on the fiscal services webpage ([III.D.6-1](#)). One factor that has helped to achieve clean audits is the detailed study and presentation of quarterly CCFS-311 reports (CCFS 311Q) ([III.D.6-2](#)).



LTCC has taken steps to improve the alignment between student learning outcome (SLO) assessments ([III.D.6-3](#)), annual program reviews (APR) and annual unit plans (AUP) ([III.D.6-4](#)), and six-year comprehensive program reviews (CPR) ([III.D.6-5](#)). The results of these evaluations influence the allocation of resources in the budget development process. Requests for increased funding for services or materials that align with the actions or goals within the requesting department's SLO assessments, APR/AUP reports, or CPRs are considered and approved based on available funds and college-wide prioritization. LTCC has purchased eLumen software ([III.D.6-6](#)), which will allow staff to easily review requests identified in these processes, identify those that are funded, and track the impact to student success or other valuable District priorities.

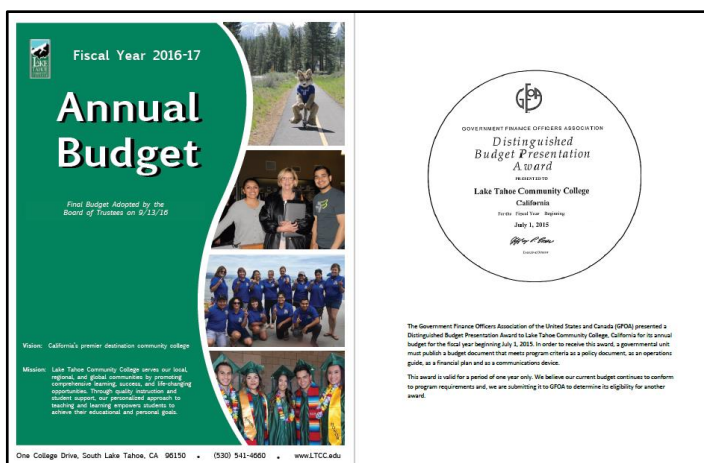
Internal instructional equipment allocations ([III.D.6-7](#)) allow the purchase of equipment for classroom use when funding is not available in the department's budget. LTCC also collaborates with the LTCC Foundation to offer student success grants ([III.D.6-8](#)) to faculty and staff. These grants provide funds for miscellaneous expenditures, such as biology field trips to marine reserves and classroom equipment.

Beginning in FY 2012/13, extensive work has been done to address the coding and transparency of the budget. FY 2012/13 ([III.D.6-9](#)) was the first year that the unrestricted and restricted general funds were separated in the budget, allowing for transparency and segregation of the respective revenues and expenditures. This allowed for more specific identification of funds with restricted uses and identified funds that are available for allocation.

The Board of Trustees adopted revised budgets midyear in FY 2013/14 ([III.D.6-10](#)) and FY 2014/15 ([III.D.6-11](#)) in attempt to balance planned expenditures with significant changes in revenue. This real-time reporting of budget position helps avoid year-end budget deficit. Position control was implemented in FY 2014/15 to budget salaries and benefits more precisely. Also in FY 2014/15, a course cancellation factor was built into the budget at the time of development and has helped reduce unanticipated end-of-year surpluses. Beginning in FY 2015/16, part-time faculty salaries were budgeted on a full-time equivalent faculty (FTEF) basis using position control. This allowed academic administrators to identify the amount of FTEF needed in each program based on the schedule so the deans could accurately budget for the year. There has been an ongoing effort since FY 2014/15 to increase the amount of detail included in budget line items. This allows budget managers, and other interested parties, to identify what was budgeted and what was spent, and initiate reallocations, if necessary.



Administrative/Fiscal Services



Analysis and Evaluation

The College meets the standard. LTCC's award-winning financial budget documents have a high degree of credibility and accuracy and demonstrate institutional support for student learning programs and services.



Evidence List for III.D.1.

- III.D.6-1. [Fiscal Services Webpage: GFOA Award\(s\) and Adopted Budgets](#)
- III.D.6-2. [CCFS 311Q Presentation](#)
- III.D.6-3. [Student Learning Outcome \(SLO\)](#)
- III.D.6-4. [Annual Unit Plans \(AUP\)/Annual Program Reviews \(APR\)](#)
- III.D.6-5. [Comprehensive Program Reviews \(CPR\)](#)
- III.D.6-6. [eLumen Software](#)
- III.D.6-7. [Instructional Equipment Grants](#)
- III.D.6-8. [Foundation Student Success Grants Overview](#)
- III.D.6-9. [Adopted Budget Book \(2012/13\)](#)
- III.D.6-10. [Revised Midyear Budget \(2013/14\)](#)
- III.D.6-11. [Midyear Budget Adjustments \(2014/15\)](#)



III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

LTCC has an excellent record of clean audits and works closely in partnership with the external auditors to fine-tune and adjust its practices to conform with all local, state, and federal requirements.

The External Audit

LTCC has had minimal audit findings in the past few years, including zero findings in the FY 2014/15 audit. In FY 2015/16, the College had only two minor program compliance findings. The identified findings were primarily nonfinancial in nature. Responses to the findings address the issues at hand detailing the cause of the finding and provide detailed corrective actions to be implemented immediately. Annual audit reports are posted on the College website ([III.D.7-1](#)). An annual audit report is presented by the external auditor to include a formal briefing to both the Audit Committee ([III.D.7-2](#)) and Board of Trustees ([III.D.7.3](#)) prior to December 31 each year.

Communication of Findings

Findings and the associated responses are communicated initially to the Board of Trustees and the audit subcommittee from the superintendent/president. Once the Board accepts the audit reports, there is wide distribution of the findings to the Senior Leadership Team (previously called the President's Council), President's Advisory Council, Budget Council ([III.D.7-4](#)), the IEC, and the public at large via the college website. Annual LTCC audit reports from FY 2011/12 are available on the college website ([III.D.7-1](#)) for public review, and previous years' audits are always available for reference in the Fiscal Services Office.

Additionally, the audit results are sent by the external auditor to the State Controller's Office, California Department of Education, El Dorado County Office of Education, and Accrediting Commission for Community and Junior Colleges.

Analysis and Evaluation

The College meets the standard. LTCC has an excellent record of clean audits. The College works in close partnership with external auditors to ensure that its practices conform with all local, state, and federal requirements. The status of the audits is well-known throughout the College, as results are presented to the Board of Trustees and the Audit Committee and are available to the campus community and the public. Audit results are also communicated consistently and accurately to appropriate oversight agencies.



Evidence List for III.D.7.

- III.D.7-1. [Fiscal Services Webpage: Audits](#)
- III.D.7-2. [Audit Committee \(December 13, 2016\)](#)
- III.D.7-3. [Board of Trustees \(December 13, 2016\)](#)
- III.D.7-4. [Budget Council \(February 1, 2017\)](#)



III.D.8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Continuous quality improvement is a hallmark of the financial workings of the College. As a high priority throughout the institution, LTCC is always looking for and is open to suggestions for doing things better.

Internal Controls are Effective and Evaluated Periodically

LTCC has updated financial and internal control systems over the past few years to improve effectiveness and create separation of duties to provide additional checks and balances. An internal review is conducted by the director of fiscal services on a regular basis in the areas of accounts payable, payroll and absence tracking, journal entries, and budget transfers. Systems that have been updated in the past few years include payroll, purchasing, credit card reconciliations, conference and travel forms, billing, and cash handling and deposits. These efforts were made to enhance the effectiveness of the institution and to avoid the stigma of “We have always done it this way.” Some of these changes were reactive to changes in regulations, software, or other factors. Others were proactive with the idea of improving and streamlining for effectiveness. The electronic purchase requisition form ([III.D.8-1](#)) and the credit card reconciliation form ([III.D.8-2](#)) are two examples of the latter.

In FY 2014/15, LTCC began using position control for the budgeting of employees. In FY 2015/16, position control was linked to payroll. This allowed for a more automated payroll system for permanent employees. Salaries and benefits are charged to proper budget codes based on each employee's assignment. The responsibility for the processes of hiring and terminating employees was also moved to human resources, and any employee reassignments are inputted by HR and are automatically updated in payroll. All of these updates reduced the amount of internal paperwork and provided a more accurate and streamlined payroll process.

Other college processes related to internal control are evaluated periodically for improvement and efficiency by the College's Operations Committee. This committee is made up of administrators, directors, and classified staff from most instructional, student service, and operational departments on campus. An example of a process that has been reviewed by the College Operations Committee is the outsourcing of financial aid disbursement with BankMobile ([III.D.8-3](#)), formerly HigherOne.



The outsourcing of financial aid is such that the District provides an electronic file for processing to a third-party provider, which offers students the option of direct deposit as opposed to a physical check, reducing the possibility of lost checks and the need to reissue checks. Additionally, the implementation of the College's electronic purchase requisition has resulted in less paperwork and more efficient and timely processing of purchase orders. The personnel contract log improvements for processing part-time faculty payroll allow for a more automated stream of accounting for units taught. The correct budget codes are based on an integration between Colleague and the District's reporting system and ultimately result in timely and accurate pay to the part-time faculty.

The annual audit process provides a venue for outside assessment and evaluation of fiscal processes. It is a comprehensive three-step process to include a preliminary audit, focused on controls; an audit of the Enrollment Services Office and the Financial Aid Office; and a third step of a final financial audit. Any recommendations from the auditor's management letter are addressed in the following fiscal year ([III.D.8-4](#)).

Analysis and Evaluation

The College meets the standard. Continuous quality improvement is a hallmark of the financial workings of the College. As a high priority throughout the institution, LTCC is always looking to streamline processes and increase efficiencies. By utilizing internal reviews and external audits, LTCC's current policies and procedures are assessed on a regular basis with the outcome of these processes generating continuous process improvement for the overall good of the District.



Evidence List for III.D.8.

- III.D.8-1. [Electronic Purchase Requisition](#)
- III.D.8-2. [Credit Card Reconciliation Form](#)
- III.D.8-3. [BankMobile](#)
- III.D.8-4. [Auditor Management Letter \(December 6, 2016\)](#)



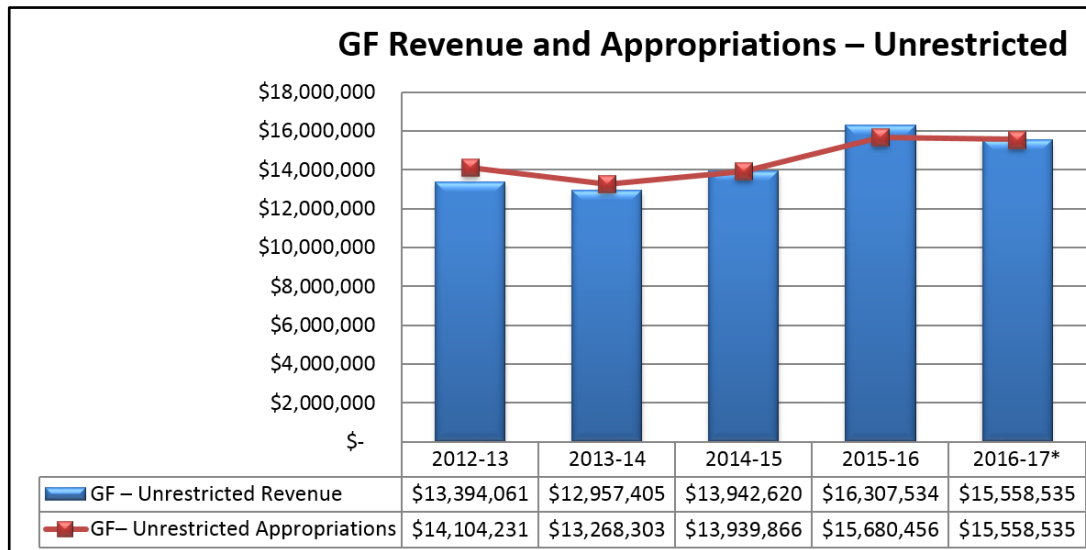
III.D.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Exemplary practices in financial stability and risk management are used at LTCC. The College is vigilant in maintaining its fiscal vitality and viability.

Ongoing Projections and Continual Monitoring

LTCC fiscal services staff complete periodic cash flow analysis. Additionally, a few weeks into each academic quarter, past the census date, an enrollment projection team comes together to review the most up-to-date enrollment data and formulate an updated projection ([III.D.9-1](#)). Estimated revenues are revised based on this ongoing enrollment projection. In the spring of each year, updated expenditure estimates are completed to better project the anticipated ending fund balance for the unrestricted general fund and identify potential carryover amounts for categorical programs.

LTCC maintains a sophisticated three-year projection model that is consistently updated to see the impact on current revenue and expenditure changes on the current year and multiple years into the future. College constituencies have made it a habit to ask to see the three-year projections in the context of budget discussions. See the “Timely and Dependable Information” narrative in [Standard III.D.5](#) for more information about ongoing projections and continual monitoring.



**The numbers from FY12-13 through FY15-16 are audited actuals and FY16-17 is budgeted.*

Reserves for Stability

LTCC maintains reserves in several areas to maintain financial stability in times of uncertainty. Board Policy 6305 – Reserves ([III.D.9-2](#)) was adopted on January 27, 2015, and states that in the annual budget there will be a reserve for contingencies intended to protect the District's financial security when anticipated revenues are not realized and/or unanticipated expenses are encountered during the fiscal year. The annual budgeted reserve for contingencies will be no less than ten percent (10%), and no more than fifteen percent (15%), based on total appropriations.

The precise budgeting efforts mentioned in previous sections have helped to stabilize reserve levels, including those between budgeted and actuals in a given fiscal year. For instance, prior to these efforts at precision, in FY 2011/12, the budgeted reserve for contingencies was 9.22%, while the actual reserve at year-end was 20.62%. Due to consecutive years of planned deficit spending to bring down reserve levels and invest in future-forward programs, the ending fund balance decreased to a low of \$1.74 million or 12.52% of expenditures in FY 2014/15. Strong fiscal management practices have built up the budgeted reserve for contingencies back up to \$2.0 million, with an additional reserve of \$250,000 for the California State Teachers' Retirement System (CalSTRS)/California Public Employees' Retirement System (CalPERS) rate increases. The total reserves in the unrestricted general fund in the FY 2016/17 adopted budget are 14.58% of planned appropriations/expenditures.

Other reserves LTCC maintains include a self-insurance reserve of \$80,000 to protect in case of litigation; a \$20,000 reserve for the Child Development Center; \$164,000 in reserves in the Capital Outlay Projects fund; a \$250,000 retiree benefits reserve; an incrementally funded required \$200,000 reserve in the University Center fund as stipulated in the donation agreement; and various reserves totaling \$149,588 in the restricted general fund ([III.D.9-3](#)). The information noted above is based on the FY 2016/17 adopted budget.



Risk Management Practices

In addition to sufficient and dedicated reserves to address issues of risk, the College employs a number of practices to mitigate risk. LTCC participates in the Statewide Association of Community Colleges (SWACC) JPA for property and liability insurance ([III.D.9-4](#)). By participating in a broad pool, the potential direct impact of risks to LTCC is limited. The self-insurance reserve has accreted annually since FY 2011/12 to create a reserve against unforeseen litigation or claims. LTCC has undertaken multiple education and training campaigns to limit risk, such as slip/fall due to snow and ice ([III.D.9-5](#)) and staff trainings on safety issues ([III.D.9-6](#)). The College works closely with legal counsel and follows human resource policies and procedures to limit employment liability risk.

The College carries accident insurance for all students and for all student athletes ([III.D.9-7](#)). At a low cost to the student of \$3 per quarter, this coverage provides a level of protection beyond what the student's primary medical insurance may cover ([III.D.9-8](#)). Students may be exempt from the fee if they are on financial aid or rely on prayer for healing. This program is administered by the HR Department with support from the Administrative Services Office.

The capital outlay fund also has a reserve for unforeseen building failures. With the availability of general obligation bond funds, LTCC has been able to be more proactive in addressing potential failures that could have led to large unplanned expenses. The replacement of the main campus's aging boilers is one example of proactive response by the College. ([III.D.9-9](#)) The Measure F bond program budget also contains a line-item building systems contingency to consideration of any major building and infrastructure failures.

Planning for Pension Contribution Increases

The STRS/PERS rate increase reserve was established in FY 2015/16 to help mitigate the impact to the general fund from employer contribution rate increases for the two pension funds ([III.D.9-10](#)). Both STRS and PERS are scheduled to increase employer contribution rates through FY 2020/21. Analysis of LTCC projected salary schedules through FY 2020/21 demonstrates the need for additional funding to offset the increases in PERS and STRS.

LTCC Projected Total Contribution					
Fiscal Year	STRS * Contribution	PERS ** Contribution	Total Contribution	Annual Increase	Increase from FY 2013/14
2013-14	\$326,619	\$288,092	\$614,711		
2014-15	\$332,651	\$311,240	\$643,891	\$29,180	\$29,180
2015-16	\$402,189	\$339,132	\$741,321	\$97,430	\$126,610
2016-17	\$408,806	\$412,071	\$820,877	\$79,556	\$206,166
2017-18	\$482,523	\$507,807	\$990,331	\$169,454	\$375,620
2018-19	\$560,172	\$574,012	\$1,134,185	\$143,854	\$519,474
2019-20	\$641,919	\$647,085	\$1,289,005	\$154,820	\$674,294
2020-21	\$695,875	\$683,907	\$1,379,783	\$90,778	\$765,072

* LTCC contribution projections are based on budgeted FY 2016/17 unrestricted general fund STRS contribution, assuming the cost impact of the annual 2.9% step and column increase in salary. Any changes to salary will increase LTCC's contribution.

** LTCC contribution projections are based on budgeted FY 2016/17 unrestricted general fund PERS contribution, assuming the cost impact of the annual 3.1% step and column increase in salary. Any changes to salary will impact LTCC's contribution.

Other Postemployment Benefit (OPEB) Costs

The most recent other postemployment benefits (OPEB) actuarial report to the Board of Trustees was presented on June 9, 2015 ([III.D.9-11](#)). As of March 2015, the actuarial accrued liability (AAL) was \$1,455,404. FY 2015/16 actuals show \$513,669 in the OPEB fund, divided between reserves and the irrevocable trust. This leaves a remaining unamortized balance of the initial unfunded AAL of \$941,735. The OPEB trust had zero funding at the end of FY 2012/13 and is now approximately 35% funded ([III.D.9-12](#)). An updated OPEB actuarial report was commissioned in summer 2017. The adopted budget for FY 2017/18 included a place-holding \$10,000 contribution to the STRS/PERS reserve fund in an effort to keep the need for funding this reserve in the public eye. The STRS/PERS reserve of \$250,000 is held in Fund 69.

Analysis and Evaluation

The College meets the standard. Exemplary practices in risk management and financial stability are in play at LTCC. 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 for III.D.8.

- III.D.9-1. [Enrollment Projection Handout](#)
- III.D.9-2. [Board Policy 6305 – Reserves](#)
- III.D.9-3. [Financial Statements](#)
- III.D.9-4. [SWACC Participation \(2017/18\)](#)
- III.D.9-5. [Snow & Ice Flyers](#)
- III.D.9-6. [M&O Safety Trainings](#)
- III.D.9-7. [Explanation of Student Insurance Coverage](#)
- III.D.9-8. [LTCC Catalog - Health Fee Explanation \(2017/18\)](#)
- III.D.9-9. [Main Building Boiler Project Completion Notice \(February 9, 2016\)](#)
- III.D.9-10. [White Paper – CalSTRS/CalPERS](#)
- III.D.9-11. [Other Postemployment Benefits \(OPEB\) Actuarial Report \(March 2015\)](#)
- III.D.9-12. [Investment Report](#)



III.D.10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Even as a small college, LTCC is required to maintain the financial integrity of all of its programs in support of student learning and student services.

Oversight of Resources and Investments

The El Dorado County treasurer holds the majority of the College's cash and invests the funds in short-term securities according to the El Dorado County Investment Policy ([III.D.10-1](#)). The College has the ability to access the cash held with the county treasurer and the funds in the investment accounts. Funds are also retained in the Local Agency Investment Fund (LAIF) ([III.D.10-2](#)), which is a program that offers local agencies the opportunity to participate in a major portfolio in which hundreds of millions of combined dollars are invested, using the investment expertise of the State Treasurer's Office at no cost to the District. The College has the ability to access the funds in the investment accounts.

In addition, monies received that are to be used for long-term projects and/or initiatives as well as any endowments have been invested into more appropriate strategies to include certificates of deposit and money market accounts. Investment reports are provided to the Board's Audit Committee ([III.D.10-3](#)) and to the full Board of Trustees ([III.D.10-4](#)) on a quarterly basis. LTCC has a thorough contracts policy and the Purchasing Office monitors contracts from procurement to closeout and makes sure the insurance requirements are satisfied by both parties.



Ensuring Appropriate Use of Grant and Categorical Funds

LTCC has employed several practices to ensure effective oversight of finances. An analyst ([III.D.10-5](#)) position was created, in part to serve as a liaison between student services and fiscal services. The analyst oversees the expenditure of categorical and grant funds, ensuring all expenditures are allowable per each programs regulation (SSSP, SEP, BSI, TRiO). The analyst also assists with quarterly, midyear, and annual fiscal reporting for categorical programs and works with directors to ensure that the following reports are accurate and timely: Vocational and Technical Education Act (VTEA) ([III.D.10-6](#)); CTE ([III.D.10-7](#)); Board Financial Assistance Program (BFAP) ([III.D.10-8](#)); Disabled Student Programs and Services (DSPS) ([III.D.10-9](#)); Extended Opportunity Programs and Services (EOPS)/Cooperative

Agencies Resources for Education (CARE) ([III.D.10-10](#)); California Work Opportunities and Responsibility to Kids (CalWORKs)/Temporary Assistance for Needy Families (TANF) ([III.D.10-11](#)); SSSP/Credit ([III.D.10-12](#)); SSSP/Noncredit ([III.D.10-13](#)); SEP ([III.D.10-14](#)); Basic Skills ([III.D.10-15](#)); and TRiO ([III.D.10-16](#)). The analyst reports to the executive dean of student success and works with various program directors to braid resources to provide more services to students than any of the programs could provide independently.

Foundation Fiscal Management

The vice president of administrative services serves as the treasurer on the LTCC Foundation Board and provides oversight of the Foundation's finances. In addition, 40% of staff members in the Fiscal Services Department are authorized to serve as accountants for the LTCC Foundation ([III.D.10-17](#)). Financial reports developed by District staff and reviewed by the director of fiscal services, executive director of college advancement, and the vice president of administrative services are provided to the LTCC Foundation Board on a quarterly basis ([III.D.10-18](#)). Coordination between District Foundation staff and Fiscal Services Department staff ensures investments and expenditures that are in alignment with donor intent and Foundation Board approvals. The LTCC Foundation is subject to its own financial audit each year.

Oversight of Financial Aid

The director of financial aid is responsible for the oversight of financial aid programs at LTCC. This oversight includes establishing and implementing the overall philosophy, goals, budget, and operating policies and procedures for the Financial Aid Office. The director of financial aid reports disbursement of grant funds to students through the Common Origination and Disbursement website (Federal Pell Grant) ([III.D.10-19](#)), the California Student Aid Commission via WebGrants (Cal Grant) ([III.D.10-20](#)), and Student Services Automated Reporting for Community Colleges (SSARCC) for the Full-Time Student Success Grant ([III.D.10-21](#)).

Reconciliation of all financial aid funds is completed after each transmittal to students ([III.D.10-22](#)) and finalized after the end of each school year, in coordination with the Office of Fiscal Services and prior to submission of the Fiscal Operations Report and Application to Participate (FISAP) ([III.D.10-23](#)) at the end of September each year. The director of financial aid works closely with the director of fiscal services and with the executive dean of student success in the development and preparation of financial aid reports. This cooperative partnership provides the necessary and recommended redundancy in the financial aid area.⁷

⁷ See the Checklist for Compliance with Federal Regulations and Related Commission Policies, Title IV Compliance


The Measure F Bond Program

To comply with the requirements of Measure F, LTCC created the Citizens' Oversight Committee (COC) ([III.D.10-24](#)). The COC is responsible for overseeing the proper expenditure of bond funds and for informing the public concerning the expenditure of the bond proceeds. Members are appointed by Lake Tahoe Community College's Board of Trustees ([III.D.10-25](#)), and they represent various sectors of the community, including business owners, seniors, taxpayer groups, students, and the College Foundation Board. There are also at-large members. The COC is a requirement for schools and colleges with bonds governed by California Proposition 39 ([III.D.10-26](#)). The COC's quarterly meetings and activities are conducted pursuant to the Brown Act ([III.D.10-27](#)). The COC issues an annual report each year ([III.D.10-28](#)); all meetings are open to the public and observers are welcome.

Analysis and Evaluation

The College meets the standard. LTCC has implemented strategies to ensure the fiscal integrity of all academic and student support programs and services. This includes appropriate staffing to maintain accountability of categorical funding expenditures and financial aid reporting. Additional oversight measures are also in place for the LTCC Foundation and the use of Measure F Bond funds.

Citizens' Oversight Committee Letter from the Committee Chair



It is the Citizens' Oversight Committee's (COC) pleasure to present this second annual report to our community and to the Board of Trustees of the Lake Tahoe Community College District (LTCC). The Measure F Bond Citizens' Oversight Committee was established in compliance with the California Education Code Section 15278 and Proposition 39 after the \$55 million bond proposal was successfully passed in November 2014.

This report describes the various projects that were started in 2016 and also highlights projects slated to begin in 2017. The committee participated in a comprehensive tour of the construction sites in Fall 2016. We affirmed the completion of several of the projects and were impressed by the progress being made on others.

The committee's responsibilities also include reviewing current financial reports, as well as updated expenditure summaries and updates on all bond-funded projects.

It is our opinion, based on the COC's oversight activities and a review of the independent financial and performance audits, that the District is in compliance with the requirements of Article XIII A, Section 1(b)(3) of the California Constitution. With the presentation of this report, the members of the COC can assure voters that bond expenditures have been properly made for projects that are consistent with those identified in the bond measure. We hope that you find this annual report informative and comprehensive.


Brooke Laine
Brooke Laine, Chairperson

2016 Projects

- Siding Replacement Phase 2**
Replaced weather-buckled siding on the Fine Arts building, Child Development Center, Main Building, and Student Center.
- Gymnasium Renovation**
One of LTCC's most heavily used facilities received new flooring, bleachers, wall finishes, new scoreboards, and electrical upgrades.
- Soccer Field Renovation**
New sustainable synthetic turf with environmentally friendly "Corconat" (cork with coconut fibers) infill, new bleachers, fencing, pathways, goals, scoreboard, team benches.
- Residential Living Feasibility Study**
This study is the first step in bringing dormitory living to campus, which aligns with the college's vision to become California's premier destination community college. The study confirmed the viability of bringing a residential living project to campus.
- Energy Management Systems Phase 3**
Installation of energy management systems in Fine Arts building, main building boiler, new South Mechanical building, and capacity for future construction projects.

Upcoming Projects for 2017

Lisa Maloff University Center




Stand-alone center to house offices and classrooms, allowing bachelor's degree options to come to the South Shore community building. Costs will be covered by a generous private donation. Bond funding will cover costs of additional site work such as adjacent parking and connector pathways.

Wireless System Upgrade Phase 2

Additional wireless access points added to improve WiFi reception, upgrades also made to cellular connectivity in particular areas on campus.

Continuing Projects

Main Parking Lot Renovation & Student Plaza Construction



New bike trail, heated pedestrian walkway for improved building access, new asphalt, curbs and sidewalks, underground irrigation piping and electrical and technology conduits installed. Student Plaza will provide additional outdoor student space and improve campus life. Projects to be completed in 2017.

Main Building Commons

This is the next phase in a multi-stage project, which this year will bring new furniture and wall finishes to the first floor area of the Commons, along with upgrades to technology including video displays for information sharing. New carpet was installed in 2016.

South Mechanical Building Phase 2

New stand-alone boiler plant to provide hydronic snow melting of pathways in the main parking lot, in front of Physical Education building, and library.

ADA Transition Plan

An assessment was conducted, recommendations made and a plan is being developed to meet the latest Americans with Disabilities Act requirements, maintaining the college's compliance.

Environmental Impact Report

The college will complete its environmental impact report and study, which supports the entire build-out of the master planned projects for the bond program. The study looks at all environmental impacts on the campus, addressing any environmental-related concerns.

Independent Auditor's Report

Under the provisions of California's Constitution as amended by Prop 39, the Measure F Bond Program must undergo annual audits by an independent auditing firm. Lake Tahoe Community College used the certified public accountant firm of Bureau, Time, Day & Co., LLP to perform the required financial and performance audits.

The auditor's Financial Audit Report stated, "In our opinion, the financial statements referred to previously present fairly in all material respects, the financial position of the Measure F General Obligation Bonds of the Lake Tahoe Community College District as of June 30, 2016, and the results of its operations for the period then ended in conformity with accounting principles generally accepted in the United States of America."

The auditor's Performance Audit Report stated, "The results of our tests indicated that the District Measure F Building Fund expended Proposition 39 General Obligation Bond funds only for the specific project approved by the voters, in accordance with Proposition 39 and outlined in Article XIII A, Section 1(b)(3)(C) of the California Constitution." Full financial and performance audit reports can be found at www.LTCC.edu/MeasureF.

Financial Overview Fiscal Year 2015/16

Total Series A Funds with Interest	• Revenues:
\$19,063,939	\$18,000,000 Bond Proceeds - Series A Issuance
	\$38,567 Interest Income
	\$5,372 Energy Refunds
	\$19,063,939 Total Revenue
Spent in 2016/17: \$645,355	• Expenditures:
	\$2,688,730 Capital Outlay Expenses
	\$605,671 Services and other operating costs (includes cost of Series A issuances, legal services, audit services, and master planning efforts)
	\$130,392 Salaries/Benefits (non-administrative only)
	(Bond funding provides for several positions responsible for strictly bond-related work)
	\$1,691 Supplies
	\$1,274,385 Transfers out - (prior year account established for library construction debt repayment as directed by Measure F Bond language)
	\$4,691,069 Total Expenditures
	• Balances:
	\$14,372,870 New Changes in Fund Balances
	(\$445,359) Beginning Fund Balance - July 1, 2015
	FY 2015 expenditures incurred prior to bond sale
Balance Remaining: \$13,727,511	\$13,727,511 Ending Fund Balance - June 30, 2016

Role of the Citizens' Oversight Committee (COC)

The COC is responsible for ensuring the proper expenditure of bond funding and informing the public concerning the expenditure of bond proceeds. Members are appointed by LTCC's Board of Trustees, and they represent various sectors of the community including businesses, a senior citizens organization, taxpayers, students, and an advisory body or Foundation of the college. The COC is a requirement for schools and colleges with bonds governed by California Prop 39. The COC's activities are conducted pursuant to the Brown Act. All meetings are open to the public, and observers are welcome.

For more information about or to apply for the Citizens' Oversight Committee, contact the Superintendent/President's Office at (530) 541-4660 ext. 210. The COC is currently recruiting for both an at-large representative and a taxpayer association representative to join the committee.

For more information about the Measure F bond, please visit www.LTCC.edu/MeasureF.



Evidence List for III.D.10.

- III.D.10-1. [El Dorado County Investment Policy](#)
- III.D.10-2. [Local Agency Investment Fund \(LAIF\)](#)
- III.D.10-3. [Audit Committee – Quarterly Investment Report \(May 9, 2017\)](#)
- III.D.10-4. [Board of Trustees – Quarterly Investment Report \(May 9, 2017\)](#)
- III.D.10-5. [Analyst](#)
- III.D.10-6. [VTEA](#)
- III.D.10-7. [CTE](#)
- III.D.10-8. [BFAP](#)
- III.D.10-9. [DSPS](#)
- III.D.10-10. [EOPS/CARE](#)
- III.D.10-11. [CalWORKs/TANF](#)
- III.D.10-12. [SSSP/Credit](#)
- III.D.10-13. [SSSP/Noncredit](#)
- III.D.10-14. [Student Equity](#)
- III.D.10-15. [Basic Skills](#)
- III.D.10-16. [TRiO](#)
- III.D.10-17. [Ortega Position Control](#)
- III.D.10-18. [Quarterly Foundation Financials](#)
- III.D.10-19. [Common Origination and Disbursement](#)
- III.D.10-20. [California Student Aid Commission via WebGrants](#)
- III.D.10-21. [Student Services Automated Reporting for Community Colleges \(SSARCC\)](#)
- III.D.10-22. [Financial Aid Transmittal](#)
- III.D.10-23. [Fiscal Operations Report and Application to Participate \(FISAP\)](#)
- III.D.10-24. [Citizens' Oversight Committee](#)
- III.D.10-25. [Board of Trustees – COC Membership](#)
- III.D.10-26. [California Proposition 39](#)
- III.D.10-27. [Brown Act](#)
- III.D.10-28. [Measure F Bond Annual Report \(2016\)](#)



III.D.11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Small colleges such as LTCC must be conservative in their approach to the overall financial condition of the institution. Minor changes in condition are magnified in the realm of small colleges, and LTCC is no different.

Financial Planning

Each year in the budget development process, long-term plans and strategies are considered when planning for the budget. The *Strategic Plan* ([III.D.11-1](#)) and Resource Allocation Guiding Principles (RAGPs) ([III.D.11-2](#)) provide long-term guidance to the annual budget building assumptions and to the APR and AUP processes. These processes allow LTCC to identify areas to address in the budgeting process. As new programs are considered for LTCC, the budgets and stated outcomes are brought through the governance process for consideration. The short-term and long-term outcomes and costs are considered as part of this process ([III.D.11-3](#)).

For the first three years of the program, a report on the program's status is provided to the Board of Trustees each fall ([III.D.11-4](#)). Prior to negotiating any employment contracts, the long-term cost of the proposed option are projected to see the total costs for the coming three years and sometimes beyond. These costs consider any impact to total compensation to get the full picture of the costs prior to any decisions being made.

Long-Range Financial Stability

LTCC has developed a sophisticated tool that provides a three-year projection of unrestricted revenues and expenditures. This tool allows staff to change assumptions such as FTES levels or projected raises for a bargaining group and also projects how the change would affect revenues and expenditures over the next three years. In this model, changes to FTES not only impact apportionment and lottery revenues, but also project student materials costs. Understanding and knowing future impact provides guidance for the part-time faculty budgeting process as well. Projected changes to salaries, such as a raise for a bargaining group, take into consideration future step and column increases as well as projected benefit contribution increases and the increases to the STRS and PERS employee contribution rates ([III.D.11-5](#)).

The three-year projection model along with the long-term analysis of STRS and PERS contribution rates gave LTCC the necessary foresight to set aside surplus one-time funds from FY 2015/16 to create a STRS and PERS reserve to help mitigate increases in future years. The most recent projection estimated the total annual contribution for STRS and PERS in FY 2020/21 to be more than double the FY 2013/14 amount. The STRS and PERS reserve will not cover the whole of these increases, but it will lessen the impact to the budget. An in-house STRS and PERS white paper was developed in 2014 to explain and to predict the impact of increasing pension costs to LTCC ([III.D.11-6](#)). This white paper has been updated annually and shared with key decision-making and participatory governance groups including the Board of Trustees ([III.D.11-7](#)) and the Budget Council ([III.D.11-8](#)).

Resources for Payment of Liabilities and Future Obligations

LTCC annually assesses and allocates resources for the repayment of locally incurred debt. LTCC was paying approximately \$140,000 annually from the unrestricted general fund to repay a lease revenue bond that was used to build the Roberta Mason Library. The Board of Trustees approved that retirement of existing debt language be included in the Bond Project Schedule (BPS), and passed Resolution No. 20 (2014/15), which incorporated the supplemental language into the Measure F ballot language on June 23, 2015 ([III.D.11-9](#)). Upon receipt of Series A of the Measure F funds, the balance of the library lease revenue bonds was paid off. This allowed that remaining balance to then be paid at the lower bond interest rate and freed up approximately \$140,000 annually from the operating budget for other uses.

Beginning in FY 2014/15, LTCC has been active in allocating resources to the other postemployment benefits (OPEB) trust. There were zero reserves allocated toward the liability through FY 2012/13. As of FY 2015/16 actuals, the trust was just over 35% funded at \$513,669. The balance of the trust in spring of 2017 was \$554,775.

LTCC has taken active steps to reduce liability, especially those associated with retirement incentives. In 2012/13, LTCC was in the process of making STRS payments over a seven-year period for past approved retirement incentives. Using reserve funds, LTCC completely paid off the outstanding STRS+2 retirement incentive liability. Furthermore, in FY 2015/16, LTCC allocated one-time funds toward multiple STRS+2 payments as part of a faculty retirement incentive, eliminating incentive costs payments from the general fund (Fund 11) and reducing future salary costs.

Analysis and Evaluation

The College meets the standard. Small colleges such as LTCC must be conservative in their approach to the overall financial condition of the institution. Minor adjustments can have a large impact on a small college due to economies of scale. LTCC sets assumptions, forecasts, plans, and takes action to anticipate and mitigate such impacts.



Evidence List for III.D.11.

- III.D.11-1. [Strategic Plan](#)
- III.D.11-2. [Resource Allocation Guiding Principles](#)
- III.D.11-3. [Dual-Enrollment Proposal to Budget Council](#)
- III.D.11-4. [Board of Trustees ISP Update Presentation](#)
- III.D.11-5. [Three -Year Projection Tool](#)
- III.D.11-6. [STRS/PERS White Paper](#)
- III.D.11-7. [Board of Trustees Approval of White Paper Agenda Item](#)
- III.D.11-8. [Budget Council Approval of White Paper Agenda Item](#)
- III.D.11-9. [Board of Trustees Approval of Debt Retirement](#)





III.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine OPEB is current and prepared as required by appropriate accounting standards.

LTCC operates with the intention of fulfilling all of its commitments for future liabilities and obligations. The College's financial and budgeting practices reflect this priority.

Future Liabilities and Obligations

Beginning in FY 2014/15, LTCC established an irrevocable trust to supplement the payment of other postemployment benefits (OPEB). The trust will help to reduce the unfunded liability of obligations incurred to support current and future retiree health benefits ([III.D.12-1](#)). The District contributes to this fund annually, as resources allow. For FY 2017/18, the contribution is \$10,000 that was established as a "placeholder" in the line item to keep the College focused on the ongoing need to contribute to the fund.

OPEB Actuarial Review and Compliance

The most recent OPEB actuarial plan was received in March 2015, and the actuarial accrued liability (AAL) was \$1,455,404. There were zero reserves allocated toward the liability through FY 2012/13. As of FY 2015/16 actuals, the trust was just over 35% funded (\$513,669) in an irrevocable trust ([III.D.12-2](#)). This leaves an unfunded balance of the initial AAL of \$941,735. A new actuarial plan will be produced in summer 2017 as required by GASB standards 43 and 45. LTCC has made significant progress toward addressing OPEB in recent years and continues to prioritize reduction of this liability moving forward.



**LAKE TAHOE COMMUNITY COLLEGE
SCHEDULE OF OTHER POSTEMPLOYMENT
BENEFITS (OPEB) FUNDING PROGRESS
FOR THE YEAR ENDED JUNE 30, 2016**

Actuarial Valuation Date	Actuarial Value of Assets (a)	Actuarial Accrued Liability (AAL) – Method Used (b)	Unfunded AAL (UAAL) (b – a)	Funded Ratio (a / b)	Covered Payroll (c)	UAAL as a Percentage of Covered Payroll [(b – a) / c]
February 1, 2010		\$2,324,309	\$2,324,309	0%	\$6,281,082	37%
January 1, 2013		\$1,500,188	\$1,500,188	0%	\$6,174,828	24%
March 1, 2015	\$184,238	\$1,455,404	\$1,271,166	13%	\$5,477,550	23%

The most current OPEB portfolio valuation is \$557,496 as of 6/30/17 ([III.D.12-2](#))

Compensated Absences

The institution accounts for the liability of compensated absences and overload banking by faculty as part of its year-end fiscal processes. The primary compensated balances are vacation and banked overload. Overload is defined as those units for which full-time faculty exceed the annual load of forty-eight units, or lower if on an approved Reduced Work Program (RWP). Those units which exceed the forty-eight or RWP units can either be paid out on a quarterly basis or carried forward to the following quarter. At the fourth quarter of the fiscal year, only five units can be carried forward to the new fiscal year and the remaining amount must be paid out based on the most current part-time rate for the faculty's respective tier. The units carried forward have a liability created based on the carry forward units and the most current part-time rate for the faculty's respective tier. This liability is not formally recorded into the financial system, but rather is an audit adjusting entry.

At the end of the fiscal year, the vacation liability is calculated by multiplying the balance of vacation hours accrued by employee through June 30, by the most current hourly rate of the respective employee. As with overload, this liability is not formally recorded into the financial system, but rather is an audit adjusting entry. In addition, this liability is limited in such that only permanent employees accrue vacation. These individuals are held to a twenty-four-month-

maximum accrual. Once that threshold is reached, no further vacation hours can be earned until such time the balance is depleted.

LTCC is in full compliance with regards to the actuarial plan as required. A contract ([III.D.12-3](#)) has been approved for the next actuarial plan for the year ending June 30, 2017, under GASB 74-75.

Analysis and Evaluation

The College meets the standard. LTCC operates with the intention of fulfilling all of its commitments for future liabilities and obligations. The College's financial and budgeting practices reflect this priority and address liabilities in planning processes, dedicated reserves, and appropriate audit adjusting entries.



Evidence List for III.D.12.

- III.D.12-1. [Other Postemployment Benefits \(OPEB\) Trust](#)
- III.D.12-2. [OPEB Investment Report](#)
- III.D.12-3. [Actuarial Contract](#)





III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

LTCC annually assesses and allocates resources for the repayment of any locally incurred debt, if required. Debt payments are obligations that are prioritized first as part of the annual budget process.

Repayment of Debt

The borrowing strategy of the College, since its inception, has always been conservative, and borrowing has not been utilized often. In 2006, LTCC incurred \$1,810,000 of local debt with a lease revenue bond to complete the construction and the furnishing of the library. The annual lease payment was approximately \$140,000 for twenty years.

In 2014, when the Board of Trustees approved placing the Measure F bond on the ballot, the ballot language was drafted to allow the retirement of debt as an authorized expenditure of bond funds. Measure F passed in fall of 2014, and once the first series of bonds was sold, \$1,414,075 of bond proceeds were used to retire the local lease revenue bond. The College essentially refinanced the local debt at the lower interest rate of Measure F and relieved the general fund of the \$140,000 annual payment.

In regard to Measure F, in November 2014, LTCC went before voters to seek approval of the \$55,000,000 bond. The election was conducted under Proposition 39, chaptered as the “Strict Accountability in Local School Construction Bonds Act of 2000,” in Section 15264 of the Education Code of the state (commonly known as “Prop. 39”). Measure F passed with 57.8% of the vote, and the District began the planned construction and improvement program in earnest.

The first sale of bonds occurred in August 2015 in the amount of \$19,000,000. Series A proceeds are scheduled to fund projects through 2018. The District completed the first Measure F projects during the summer of 2015 and expended bond funds totaling \$4,691,070 through June 30, 2016. Exactly \$9,497,866 was budgeted for expenditure during 2016/17. The next sale of bonds is slated to occur in late 2018 ([III.D.13-1](#)).

While it is the property taxpayers of the District who are assessed the additional levy to pay for Measure F, the District’s responsibility in regard to paying for Measure F is to advise and inform the El Dorado County tax collector of the payment amounts. The taxes are calculated and collected, and the bond payments are made by the county tax collector. The District is not involved in the receipt or payment of any tax dollars, and therefore there is no obligation on the general fund in regard to repayment of this locally incurred debt.

Analysis and Evaluation

The College meets the standard. Annual assessment and allocation of resources for the repayment of any locally incurred debt is a budget priority. The District takes its obligations in regards to locally incurred debt very seriously and addresses any such debt instruments responsibly and accurately.



Evidence List for III.D.13.

III.D.13-1. Board of Trustees Approval of Bond Project Schedule Including Debt Retirement





III.D.14. All financial resources, including short- and long-term debt instruments (such as bond and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Integrity is the hallmark of LTCC's financial management and use of any debt instruments. LTCC has many transparent processes in place to ensure funds are used in alignment with their intended purpose.

The Bond

LTCC goes to great lengths to ensure all funding sources are used properly and in a manner consistent with the intended purpose of the funding source. The Measure F General Obligation Bond is also covered under this standard. Every project was designed with the vision and mission of LTCC in mind. The Series A Bond Project Schedule ([III.D.14-1](#)) lists each bond project with the corresponding exact ballot language that supports the project. This process was created by LTCC and has received very positive reviews from the District's bond legal counsel and members of the Citizens' Oversight Committee (COC) ([III.D.14-2](#)). The COC was formed as a requirement of Measure F to monitor and ensure that funds are used and accounted for in accordance with the ballot language.

Grants

LTCC has received and is the administrator for a variety of state, federal, and local foundation grants ([III.D.14-3](#)). The LTCC fiscal services staff provides oversight of expenditures to ensure alignment with the intended grant purpose and allowable expenditures. Grant staff attend trainings and conferences about grant management to become educated on the requirements of the grant. LTCC does not allow its small size or its rural location to preclude our staff from grant training and interacting professionally with grant recipient peers.

The majority of the College's grants are administered under the executive dean of student success. The dean has been staffed with a budget analyst who provides additional support to the grant managers to ensure all of the grant requirements for expenditure and payment are followed. It is truly a partnership among the persons on campus who oversee and manage the grants program. Working together, LTCC has established an excellent track record in its grant programs to the great benefit of our students.

All staff working under the Adult Education Block Grant (AEBG) participate in ongoing professional development and in local, regional, and statewide trainings on an array of grant-related topics. During FY 2016/17, training included the annual AEBG Summit held in November 2016 in Sacramento ([III.D.14-5](#)), the California Adult Education Administrators

Association (CAEAA) annual meeting in February 2017 in Long Beach, the California Council for Adult Education (CCAEE) annual conference held in May 2017 in Long Beach, as well as a variety of regional convenings ([III.D.14-6](#)). In addition, staff participate in weekly technical assistance webinars provided by the AEBG office and the Technical Assistance Project (TAP) ([III.D.14-4](#)). AEBG-funded staff also attended several national events, including the National College Transition Network (NCTN) annual conference in November 2016 in Warwick, RI; the Apprenticeship Forward conference held in May 2017 in Washington, DC; and the Workforce Innovation and Opportunity Act (WIOA) National Convening held in May 2017 in San Diego, CA.

All staff working under the TRiO Upward Bound grant participate in ongoing training and professional development to ensure our students receive top-level professional services. In addition to TRiO-specific trainings, Upward Bound staff receive continuing education training to ensure that the grants are offering growth opportunities and exemplary student services for our eligible students. A sample of these training opportunities is the following: UC Counselors Conference held in Davis, CA, in 2015, 2016, and 2017 ([III.D.14-7](#)); Wilderness First Responder held in Idyllwild, CA, and in Tahoe City, CA, in 2013 and 2016 ([III.D.14-8](#)); Alert Lockdown Information Counter Evacuation (ALICE) Campus Safety held at LTCC in 2017 ([III.D.14-9](#)); TRiO Professional Development held in Oregon in 2016 ([III.D.14-10](#)); Association for Equality and Excellence in Education (AEEE) TRiO Conference held in San Juan, PR, in 2014 ([III.D.14-11](#)); SSS Proposal Writing Workshop also held in San Juan, PR, in 2014; and the Association for Tutoring Profession (ATP) Tutor Development Conference held in San Francisco, CA, in 2015 ([III.D.14-12](#)).



TRiO Upward Bound Staff

Foundation and Fundraising

The Lake Tahoe Community College Foundation (LTCC Foundation) is the primary source of fundraising for the District. The Foundation provides scholarships to students, supports faculty-led projects, leads capital campaigns, provides funds for student textbooks, helps fund the construction and subsequent operation of the Halden Art Gallery, and supports other district projects. Many of the donors to the Foundation earmark their contributions for specific purposes. In 2016, the LTCC Foundation provided 122 scholarship awards totaling \$105,343 to ninety-four unduplicated recipients. In 2017, the LTCC Foundation gave 113 scholarship awards totaling \$103,410 to eighty-seven unduplicated recipients.

The Foundation operates under the guidance of a volunteer board of directors. It undergoes annual audits to ensure funds are used as directed by the donors and are accounted for properly. In 2016/17, LTCC Foundation staff reached out to long-time donors to ensure their intents were documented and accurate ([III.D.14-13](#)). At the June 28, 2017, meeting, the Board discussed the need for a donor-intent agreement and a donation fee structure. A Board task force will be established to define the elements of the agreement along with any fees associated with donations. Board members were asked to join the task force to help staff put together a proposed agreement and fee structure that will be brought back to the full Board of Trustees for discussion and then approval ([III.D.14-14](#)).

By design, the District's vice president of administrative services serves as the treasurer of the Foundation, and the superintendent/president is a member of the Foundation Board and serves on the Foundation Board's Executive Committee ([III.D.14-15](#)). The LTCC Foundation operates as a component unit of the District with significant oversight in its daily operations. All Foundation staff are District employees and are bound to District policies and procedures (see [Standard III.D.10](#)).

In a significant and historic gesture, in 2015, a \$5.8 million donation from a generous local philanthropist was made to LTCC to fund the construction of a University Center on campus. The donation contract, as approved by the Board of Trustees on the advice of legal counsel and the grantor's trust, outlines requirements and stipulations that must be met in order for the College to receive the donation. The proceeds of the grant are segregated in a specific fund (Fund 44) and are not commingled with the District or Foundation funds. Groundbreaking for the University Center took place in June of 2017 ([III.D.14-16](#)), and the project is fast-tracked to be completed in fall 2018. LTCC is identifying four-year institutions as potential partners to utilize the University Center and provide continued access to four-year degrees to the South Lake Tahoe community.

Analysis and Evaluation

The College meets the standard. Integrity is the hallmark of LTCC's financial management and debt responsibilities. LTCC is an active grant recipient and raiser of funds in support of our students. The College insists on robust and periodic reports on all grant and bond activities. The College provides necessary oversight through the Citizens' Oversight Committee (COC), the Board of Trustees, the LTCC Foundation Board, and the College governance structure through bond annual reports ([III.D.14-17](#)) ([III.D.14-18](#)). The College has rigorous processes in place to ensure that grant and donor guidelines are followed in any expenditures and necessary reports are completed in a timely fashion.



Evidence List for III.D.14.

- III.D.14-1. [Series A BPS](#)
- III.D.14-2. [Citizens' Oversight Committee](#)
- III.D.14-3. [LTCC Grants Graph](#)
- III.D.14-4. <http://aebg.cccco.edu/Events/AEBG-Webinars>
- III.D.14-5. <http://aebg.cccco.edu/Events/2016-AEBG-Annual-Summit>
- III.D.14-6. <http://aebg.cccco.edu/Events/2017-AEBG-Regional-Training>
- III.D.14-7. <http://admission.universityofcalifornia.edu/counselors/news-events/conferences/>
- III.D.14-8. <https://www.nols.edu/en/coursefinder/courses/wilderness-first-responder-WFR/>
- III.D.14-9. <https://www.alicetraining.com/>
- III.D.14-10. <http://www.oregon-trio.org/or-trio-prof-dev.html>
- III.D.14-11. <http://www.aeee.org/>
- III.D.14-12. <https://www.myatp.org/>
- III.D.14-13. [LTCC Scholarship Contract](#)
- III.D.14-14. [LTCC Foundation Board of Directors Agenda \(June 28, 2017\)](#)
- III.D.14-15. [Foundation Org Chart](#)
- III.D.14-16. [UC Groundbreaking \(June 21, 2017\)](#)
- III.D.14-17. [Bond Annual Report \(2015\)](#)
- III.D.14-18. [Bond Annual Report \(2016\)](#)



III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

LTCC offers students an appropriate financial aid program that complies fully with all legal requirements while not offering student loans.⁸

Program Participation

Since July 1, 2010, when the government eliminated the Federal Family Education Loan (FFEL) Program, LTCC has not participated in any student loan programs. As such, the College has a very low loan default rate. Prior borrowers who enter repayment status can still affect LTCC's default rate. However, any potential negative consequences to the institution, due to default rates being too high, may be dealt with through appeal to the federal government. Such an appeal would likely be approved based on the low percentage of LTCC students who applied for student loans prior to July 1, 2010.

Compliance

Other federal requirements related to Title IV programs are monitored to ensure compliance through tools such as the state listserv for financial aid administrators, annual trainings provided by the Chancellor's Office (including federal updates from the Department of Education), communications from the California Community Colleges Student Financial Aid Administrators Association (CCCSFAAA), and notices and professional communications posted on Information for Financial Aid Professionals (IFAP.ed.gov). When LTCC is notified of any deficiencies, the institution prioritizes finding and implementing solutions in a timely manner. In addition, the financial aid program is audited annually as part of the District's comprehensive external audit ([III.D.15-1](#)).

Rate History

LTCC's most recent three-year official cohort loan default information is as follows:

- 2013—15.6% of 64 borrowers
- 2012—20.2% of 84 borrowers
- 2011—25.2% of 91 borrowers

⁸ See Checklist for Compliance with Federal Regulations and Related Commission Policies, Title IV Compliance

Analysis and Evaluation

The College meets the standard. LTCC's student loan default rate is within an acceptable range, and the College has not offered a student loan program since 2010.



Evidence List for III.D.1.

III.D.15-1. [Auditor's Report on Financial Aid \(2015/16\)](#)



III.D.16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Contracts with external groups and organizations are a necessity in allowing LTCC to fulfill its academic and student-centered mission.⁹

Policy Guidelines

LTCC has board policies that guide the District in the area of contracts. Board Policy 6340 – Contracts ([III.D.16-1](#)), and the corresponding Administrative Procedure 6340 (AP 6340) – Bids and Contracts ([III.D.16-2](#)), AP 6350 – Contracts – Construction ([III.D.16-3](#)), AP 6365 – Accessibility of Information Technology ([III.D.16-4](#)), and AP 6370 – Contracts – Personal Services ([III.D.16-5](#)) guide all contractual agreements at LTCC. The policy and procedures align District policy with state law, including public contract codes, offering guarantees and protections to the District and its partners ([III.D.16-6](#)) ([III.D.16-7](#)) ([III.D.16-8](#)).

⁹ See Checklist for Compliance with Federal Regulations and Related Commission Policies, Title IV Compliance

Contract Review

LTCC has a number of instructional service agreements (ISAs) with outside agencies. The Incarcerated Student Program (ISP) provides education to inmates at six state prison facilities. LTCC has an ISA with CAL FIRE that aligns with the offerings in the fire science academic area, which includes a degree in fire science, fire officer for those wishing to advance their careers, and the Lake Tahoe Basin Fire Academy.

Another major ISA is with the South Bay Regional Public Safety Training Consortium Joint Powers Authority (SBRPSTC JPA), which generates additional FTES for LTCC by providing ongoing training to public safety agencies throughout Northern California. An LTCC representative serves on the SBRPSTC JPA board to ensure that the educational values of LTCC and of the JPA remain aligned and that top-quality education is offered to the students.

The District utilizes the services of its attorney to assist in drafting contractual language and to provide a legal review of documents when necessary.

Analysis and Evaluation

The College meets the standard. All contractual agreements with outside entities meet the letter of the law, do not disadvantage the District, and are in support of student success.



Evidence List for III.D.16.

- III.D.16-1. [BP 6340 – Contracts](#)
- III.D.16-2. [AP 6340 – Bids and Contracts](#)
- III.D.16-3. [AP 6350 – Contracts – Construction](#)
- III.D.16-4. [AP 6365 – Accessibility of Information Technology](#)
- III.D.16-5. [AP 6370 – Contracts – Personal Services](#)
- III.D.16-6. [Public Contract Codes: 20651, 20651.5, 20652, 20653](#)
- III.D.16-7. [Public Contract Codes: 12100](#)
- III.D.16-8. [Public Contract Codes: 3400 \(c\)](#)



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.

DECISION-MAKING ROLES AND PROCESS



IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

To encourage innovation that leads to institutional excellence, the College's leaders support students, faculty, staff, and managers/administrators in taking initiative for effecting continuous improvement using systematic participatory processes.

Creating and Encouraging Innovation

LTCC provides key venues for the incubation and support of innovation and creativity. A culture of innovation at the College is supported and ideas are vetted and improved upon through stakeholder input and the participatory governance process. The College also uses a comprehensive program review (CPR) process where faculty, student support professionals, and administrative unit leaders reflect on practice and make improvements to practice or repurpose or request new resources (see [Standard 1.B.5](#)).



While instructional areas have fairly consistently adhered to the six-year timeline for CPRs, noninstructional areas have used a more informal process for identifying needs. However, a new six-year cycle was developed and implemented beginning in 2015/16. Program reviews offer faculty and other professionals the space to dialog about pedagogies, methods, and practices in light of evidence gathered about their disciplines and units.

Program review data, documents, and goals are presented to a variety of governance councils, including the College Learning and Enrollment Management Council (CLEMC), President's Advisory Council (PAC), Academic Senate, Senior Leadership Team (SLT), Institutional Effectiveness Council (IEC), and Board of Trustees (BOT), thus facilitating institutional dialog about student learning and creative and effective continuous improvement ([IV.A.1-1](#)). In this way, innovations are prioritized through the College's governance and planning processes, where faculty, staff, administration, and students contribute to the

prioritization of funding in alignment with the strategic directives of the College and value derived from new thinking and new programming.

Innovations can take the form of changes to practice, modifications to curriculum, and improvements to teaching and learning. For example, faculty professional development leave and funding are described in the *Faculty Handbook* and the Faculty Association Collective Bargaining Agreement. The College supports faculty development through a designated budget supporting specific faculty initiatives in a faculty-driven application process, through a guaranteed formal professional development leave (sabbatical) program, and through a number of other areas on campus (including, for example, support for attending conferences such as the Curriculum Institute and the National Conference on Race and Ethnicity) ([IV.A.1-2, pg. 38](#)) ([IV.A.1-3](#)).

Additionally, the Academic Senate, in collaboration with the administration, developed a program vitality assessment (PVA) process to address possible program-level challenges facing certain academic programs. This process led to the development of the board policy and administrative procedure for program vitality and discontinuance (BP/AP 4021) ([IV.A.1-4](#)) ([IV.A.1-5](#)). A recent PVA for the Theatre Department resulted in a program discontinuance recommendation. Given the high-profile nature of this program within the community, the College was flexible in its implementation of the discontinuance by allowing for a community-based local task force to explore possible resolutions to this problem ([IV.A.1-6](#)) ([IV.A.1-7](#)) ([IV.A.1-8](#)). The initial PVA, BP/AP 4021, and the task force recommendations were brought through the participatory governance process. Task force recommendations (reached after twelve weeks of regular meetings) were presented to the Academic Senate and Board of Trustees ([IV.A.1-9](#)) ([IV.A.1-10](#)).

Leaders encourage and foster innovation in the classroom and beyond by examining the program reviews and unit plans and either dedicating new funds to support the College's efforts or repurposing existing resources to better meet the emerging needs of students. For example, with the sudden retirement of key library personnel, a revised and expanded full-time tenure-track director of library and learning services faculty member position was approved by the Board of Trustees ([IV.A.1-11](#)). This change was vetted through a rich discussion on the overall effectiveness of the College's current facilities for learning services in relation to the library. Various constituent groups, including the Academic Senate ([IV.A.1-12](#)), the Facilities Council ([IV.A.1-13](#)), the Institutional Effectiveness Council ([IV.A.1-14](#)), and an ad hoc group of faculty representatives ([IV.A.1-15](#)) participated in the process of providing feedback on the facility and staffing functions in a consolidated library and learning center. As part of the planning conversation, the consolidation of tutoring and learning services with the library was recommended to the Board of Trustees ([IV.A.1-16](#)). In this way, LTCC has established systems and participative processes for effective planning and implementation for program and institutional improvement.

Initiatives and Grant-Funded Projects

In addition to program review, LTCC has a number of initiatives and grant-funded projects that link innovation to specifically identified needs of students.

Prior to the development and implementation of the faculty hiring prioritization (FHP) process in the fall of 2011, LTCC had a relatively reactive faculty hiring process with minimal alignment to the strategic directives of the College, which resulted in limited assurances of effective budget and program planning. The administration and Board responded to faculty hiring requests based on individual department needs due to faculty retirements, departures, or program growth. There was little formal process in place for the administration to plan in an effective manner due to the inherent urgency of such requests. Given the lack of standardized process, there were challenges to posting faculty openings in a timely manner in relation to the normal annual faculty hiring cycle. The process that emerged from the identification of a need for a more consistent and data-informed process now includes reliable and relevant data identifying needs and tying these needs to student learning and strategic planning efforts ([IV.A.1-17, pg. 33](#)) ([IV.A.1-18](#)).

An example of a more recent initiative was the creation of the Incarcerated Student Program (ISP), which was started in 2015 to serve inmates of California correctional facilities. Higher education provides inmates with a pathway to a more productive future and greater likelihood of postrelease employment. Incarcerated students are able to achieve their associate's degree through one-on-one enhanced instruction facilitated through the community college. The goal of the ISP is for the College to meet educational needs of the students while providing a college experience that nurtures knowledge, skills, and tools that students will use throughout the rest of their lives ([IV.A.1-19](#)) ([IV.A.1-20](#)). The process for proposing, developing, implementing, and institutionalizing this program was highly participatory, including all governance groups on campus over several years, including the Board.

In order to foster innovation, the LTCC Foundation has also begun offering Student Success Grants catered to Lake Tahoe Community College departments and full- and part-time faculty and staff whose proposed projects enhance student learning. These grants are intended to support student access, retention, and successful course completion. Funds are available for the purchase of educational materials, to fund field trips or other events that budgets cannot accommodate, and to otherwise support student learning. The selection committee seeks to provide grants to applicants whose projects are



2017 LTCC Foundation Board of Directors

relevant and effective, and projects that provide the most impact to student success. The selection committee requires applicants to link requests to measurable outcomes, the number and characteristics of students who will benefit, and a plan for reporting back to the community the results of the grant support ([IV.A.1-21](#)) ([IV.A.1-22](#)) ([IV.A.1-23](#)).

Other creative innovations are supported through grant funding from the state and other agencies. An example of a larger grant-funded project is Advance, a network of educational institutions, community-service and government agencies, and industry partners funded through the state's Adult Education Block Grant (AEBG). LTCC is one of four "governing" members (with Lake Tahoe Unified School District, El Dorado County Office of Education, and Alpine County Office of Education filling the other seats) of the Lake Tahoe Adult Education Consortium (LTAEC) and serves as the consortium's fiscal agent. While these resources are new to the Tahoe Basin community, they represent a redirection of funds and efforts at the state level to better support adults in gaining and/or improving their careers, increasing education access and attainment, and meeting their personal goals. A team focusing on Hospitality, Tourism, Recreation, and Retail (HTRR) is the first industry-oriented workgroup developed from this grant, and through dialog and partnerships established through this group the LTAEC focused initially on a culinary curriculum driven by local industry partners. In its first year of implementation, Advance has developed culinary boot camps that were held in October and November of 2016 with more than twenty students participating. This program appears to be growing in popularity and is also beginning to demonstrate notable success in helping students achieve their goals for workplace advancement and employment. A guest service boot camp is currently being designed along similar lines ([IV.A.1-24](#)) ([IV.A.1-25](#)) ([IV.A.1-26](#)).

Using Systematic Participative Processes

As stated in the *Lake Tahoe Community College District Governance Handbook* (*Governance Handbook*), Lake Tahoe Community College (LTCC) is committed to the spirit and practice of inclusive and comprehensive consultation in college decision-making ([IV.A.1-27, pg. 4](#)). All campus constituencies have the opportunity to participate in governance processes as reflected in Board Policy 2510 – Participation in Local Decision-Making ([IV.A.1-28](#)).

The governance structure at LTCC includes an Institutional Effectiveness Council (IEC), College Learning and Enrollment Management Council (CLEMC), Budget Council, Technology Council, and Facilities Council. Each council has a designated role and membership made up of the college constituencies as noted in BP 2510. The Academic Senate appropriately deals with academic and professional matters (as noted in Title 5, Sections 53200-53206, and [Standard IV.A.3](#)), appointment of faculty to committees, and the prioritization and processes for hiring faculty.

The governance structure and process has been evaluated twice since implementation and allows for innovative and excellent practice. The governance council process is defined in the

Governance Handbook ([IV.A.1-29, pp. 12-15](#)) and uses a consensus decision-making model. The commitment of the College includes the following:

- All employees should have a clear understanding of their roles and responsibilities in college decision-making processes.
- All employees should have opportunities to participate meaningfully in college governance.
- Information should be shared openly and in a timely manner with constituencies.
- The use of a “first reading” and “second reading” is considered best practice and will be utilized across governance groups.
- The college decision-making processes should undergo regular review and assessment by all constituencies to ensure continuing effectiveness and improvement ([IV.A.1-30, pg. 12](#)).

The rules of procedure for conduct of meetings are spelled out in the *Governance Handbook* ([IV.A.1-29, pp. 12-15](#)). The LTCC participatory governance process is designed to facilitate a smooth pathway to final decisions.

Analysis and Evaluation



The College meets the standard. Lake Tahoe Community College has developed and implemented governance practices, board policies and procedures, and systematic participatory processes that encourage students, faculty, staff, and managers/administrators to take the initiative to improve the efficiencies of programs, services, and institutional practices. First, in response to the need to diversify our revenue streams, the College developed and implemented the Incarcerated Student Program (ISP) to provide credit-based courses to inmates of California correctional facilities. Second, with its focus on program-level efficiencies and challenges, the Academic Senate, working with the administration, developed a program vitality assessment (PVA) process, which subsequently led to board policy and administrative procedure for program vitality and discontinuance (BP/AP 4021). Finally, on a systematic level, the College has developed and implemented a comprehensive participatory governance process using a consensus-based decision-making model. This system assures an effective and comprehensive process that empowers members of all constituencies to engage in activities to improve the practices, programs, and services in which they are involved.



Evidence List for IV.A.1.

- IV.A.1-1. [Comprehensive Program Reviews](#)
- IV.A.1-2. [PDL – LTCC Faculty Handbook, pg. 38 \(2015\)](#)
- IV.A.1-3. [Agreement between the LTCCD Board of Trustees and the LTCC Faculty Association CCA/CTA/NEA, pp. 52-57 \(September 29, 2016\)](#)
- IV.A.1-4. [BP 4021 – Program Vitality and Discontinuance](#)
- IV.A.1-5. [AP 4021 – Program Vitality and Discontinuance](#)
- IV.A.1-6. [Theater PVA Public Hearing Board Meeting \(November 29, 2016\)](#)
- IV.A.1-7. [Task Force – Local News Article \(January 1, 2017\)](#)
- IV.A.1-8. [Task Force – Local News Article \(2017\)](#)
- IV.A.1-9. [BOT Meeting - Theater Task Force Recommendations \(June 27, 2017\)](#)
- IV.A.1-10. [Academic Senate Meeting - Agenda Item \(June 21, 2017\)](#)
- IV.A.1-11. [BOT Meeting - Agenda Item 11.4 \(February 14, 2017\)](#)
- IV.A.1-12. [Senate Minutes on Library Presentation](#)
- IV.A.1-13. [FC Agenda Item](#)
- IV.A.1-14. [IEC Agenda Item](#)
- IV.A.1-15. [Meeting Invite](#)
- IV.A.1-16. [BOT Meeting Report – Library and Learning Services Update, Item 4.2. \(April 25, 2017\)](#)
- IV.A.1-17. [Governance Handbook, pg. 33 \(June 27, 2017\)](#)
- IV.A.1-18. [Faculty Position Request](#)
- IV.A.1-19. [BOT Meeting - Action Item 9.6 \(November 11, 2014\)](#)
- IV.A.1-20. [Substantive Change Proposal – Incarcerated Student Program](#)
- IV.A.1-21. [LTCC Foundation Meeting - Student Success Grants \(August 17, 2016\)](#)
- IV.A.1-22. [All Campus E-mail - Student Success Grants \(September 16, 2016\)](#)
- IV.A.1-23. [Student Success Grant Campus Presentation](#)
- IV.A.1-24. [BOT Meeting - Action Item 10.2 \(September 22, 2015\)](#)
- IV.A.1-25. [LTAEC Governance Report and Annual Plan](#)
- IV.A.1-26. [Advance](#)
- IV.A.1-27. [Governance Handbook, pg. 4 \(June 27, 2017\)](#)
- IV.A.1-28. [BOT Meeting BP 2510 – Participation in Local Decision-Making](#)
- IV.A.1-29. [Governance Handbook: Participatory Governance Roles and Processes, pp. 12-15 \(June 27, 2017\)](#)
- IV.A.1-30. [Governance Handbook, pg. 12 \(June 27, 2017\)](#)



IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

LTCC has a series of board policies and administrative procedures that foster participation in the decision-making process by all constituent groups. The collegial culture that exists at LTCC is based on a partnership in which faculty, staff, administration, and students participate in making decisions. This partnership amongst decision groups flourishes when each group understands its own role and respects the roles of other constituent groups.

Policy-Driven Decision-Making

Members of the district community—administrators, faculty, staff, and students—have the authority and responsibility to make recommendations in matters appropriate in scope to their roles at the College. The level of involvement and the process for decision-making depends on the type of issue facing the College. The College’s policies and procedures detail participation in decision-making processes and specify how individuals bring forward ideas and how they work together.

The seminal policy covering decision-making at the College identifies the Board of Trustees as the ultimate decision-making body. However, the policy tasks the Board with ensuring that the appropriate members of the District participate in developing recommended policies for board action. Except in unforeseeable situations, the Board is directed not to take any action until appropriate constituent voice has been heard on the issues ([IV.A.2-1](#)).

Manner and Method

The LTCC participatory governance structure and procedures were designed and developed under the philosophy of inclusive and comprehensive consultation in decision-making. This inclusive philosophy combines the legal authority mandated by state laws with the authority derived from the knowledge and experience of the various members of the college community, including administrators, faculty, staff, and students. In order for this inclusive and comprehensive consultation in decision-making to be effective, all participants must feel that their voices are being heard in the decision-making process.

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



The policy on governance is executed through an administrative procedure that directs the College to create a *Governance Handbook* describing the governance and decision-making structures and processes by which the District ensures that there are opportunities for meaningful collaboration and engagement ([IV.A.2-2](#)). The District reviewed the governance process and revised the *Organization and Governance Handbook* and *Governance Bylaws Handbook* in Academic Year 2016-2017. Combining the 2012 *Organization and Governance Handbook* and the 2012 *Governance Bylaws Handbook* resulted in the consolidation of the two documents into the newly approved *Governance Handbook* ([IV.A.2-3](#)) ([IV.A.2-4](#)) ([IV.A.2-5](#)).

Implementing Policies for Participation in Decision-Making

The governance councils were established with the intent of ensuring all constituencies had appropriate voices in the local decision-making processes. BP 2510 and the *Governance Handbook* provide direction on the purpose, composition, responsibilities, meetings/agendas, rules, and recommendations ([IV.A.2-1](#)) ([IV.A.2-3](#)).

In the fall of 2011, the Academic Senate charged its officers with the responsibility of drafting a model for establishing a faculty hiring prioritization (FHP) process that embraces the College's culture of data-informed decision-making. The resulting application process that includes both quantitative and qualitative data has been in use every year since its inception. In this time, there was a minor agreed-upon procedural change to enhance its overall effectiveness (it went from a numeric ranking system to a "tiered approach," which allows for more flexibility in the decision-making process), along with a shift in the timeline to allow the administration to provide a more effective response to the Academic Senate's recommendations. This change in the timeline allows LTCC to be more effective in aligning the College's faculty position postings to the normal annual faculty hiring cycle.

In four of the five years of its implementation, the superintendent/president and the Board have agreed with the Academic Senate's faculty hiring recommendations either fully or partially. The one exception was due to extreme budget restraints, which was explained in the required written response provided by the superintendent/president to the Academic Senate ([IV.A.2-6](#)).

Provisions for Student Participation

Within the institutional policies and procedures, there are multiple avenues available to students to initiate and participate in matters which concern them. These include but are not limited to the Institutional Effectiveness Council (IEC), College Learning and Enrollment Management Council (CLEMC), Budget Council (BC), Technology Council (TC), Facilities Council (FC), and Student Senate. The membership composition table details the designated student seats for each council, and the implementation of the consensus decision-making model encourages student participation.

Student-driven initiatives are possible within these institutional policies and procedures as well. For example, in February of 2017, the president of the Student Senate, on behalf of the Student Senate, began a campus-wide discussion around the current use of the "college hour" and possible changes to make the hour more effective in encouraging student participation in campus-generated student events and designated student clubs. Initial discussions were scheduled with the IEC and the Academic Senate. During those discussions, it was recommended that CLEMC and administration look into possible changes in the class scheduling time-block format to allow for a dedicated weekly hour with no classes scheduled so that students would be encouraged to engage in campus activities ([IV.A.2-7](#)) ([IV.A.2-8](#)).

Student participation as noted in Title 5, Section 51023.7, and as outlined in Board Policy 2510 includes input on the following subjects:

1. Grading policies
2. Codes of student conduct
3. Academic disciplinary policies
4. Curriculum development
5. Courses or programs that should be initiated or discontinued
6. Processes for institutional planning and budget development
7. Standards and policies regarding student preparation and success
8. Student services planning and development
9. Student fees within the authority of the District to adopt
10. Any other District policy, procedure, or related matter that the Board determines will have a significant effect on students ([IV.A.2-1](#)) ([IV.A.2-9](#))

Bringing Forward Ideas and Working Together

As an example of working together, the development and implementation of the program vitality assessment (PVA) process was initiated collaboratively between the Academic Senate and the administration. The impetus for the PVA process was a need for a college-wide procedure for a comprehensive and objective assessment of identified academic programs facing program-level challenges. A board policy and administrative procedure for program vitality and discontinuance (BP/AP 4021) was subsequently developed and approved by the Board ([IV.A.2-10](#)).

A recent example of the application of the policy is found in the PVA of the Theatre Department, which resulted in a recommendation to discontinue the program. As a result of the PVA recommendation, and in conjunction with the high level of community interest, the College was responsive and willing to adjust the discontinuance timeline so that a community-based local task force could be created to explore possible resolutions to this problem during the 2016-2017 Academic Year. It should be noted that the initial PVA, the BP/AP 4021, and the task force recommendations were all vetted properly through the participatory governance process ([IV.A.2-11](#)).



Analysis and Evaluation

The College meets the standard. The institution has in place system-wide policies and procedures that encourage and empower members of all constituent groups, including administrators, faculty, staff, and students, to actively and collaboratively participate in decision-making processes. Initially, at the broadest level, BP 2510 identifies the Board as the ultimate decision-making body at the College. However,

it also notes that the Board is responsible for ensuring that appropriate constituents participate in the development of recommendations presented to the Board. Thus, it is evident that the College does have policies and procedures in place that enable members of the College community to participate in relevant decision-making processes.



Evidence List for IV.A.2.

- IV.A.2-1. [BP 2510 – Participation in Local Decision-Making](#)
- IV.A.2-2. [AP 2510 – Participation in Local Decision-Making](#)
- IV.A.2-3. [Governance Handbook \(June 27, 2017\)](#)
- IV.A.2-4. [Organization and Governance Handbook \(June 14, 2012\)](#)
- IV.A.2-5. [Governance Bylaws Handbook \(June 14, 2012\)](#)
- IV.A.2-6. [Superintendent/President FHP Response](#)
- IV.A.2-7. [Institutional Effectiveness Council - Report Item 2.01 \(February 9, 2017\)](#)
- IV.A.2-8. [Academic Senate - Agenda Item VI.C \(February 24, 2017\)](#)
- IV.A.2-9. [5 CCR § 51023.7, Students](#)
- IV.A.2-10. [BP 4021 – Program Vitality and Discontinuance](#)
- IV.A.2-11. [BOT Meeting - Action Item 7.5 \(January 17, 2017\)](#)



IV.A.3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Lake Tahoe Community College administrators and faculty have a substantive and clearly defined role in the governance of the Institution and exercise a substantial voice in institutional policies, planning, and budget.

Roles of Administrators and Faculty in Institutional Governance

The substantive roles of administrators and faculty in the participatory governance of the College, particularly in the areas of institutional policies, planning, and budget, are clearly defined in its policies and procedures. Specifically, BP 2510 reflects the various roles of administrators and faculty within the College's councils as outlined in the *Governance Handbook* ([IV.A.3-1](#)) ([IV.A.3-2](#)).

The governance structure at LTCC includes the Institutional Effectiveness Council (IEC), College Learning and Enrollment Management Council (CLEMC), Budget Council (BC), Technology Council (TC), and Facilities Council (FC). Each council has a designated role

and membership made up of the college constituencies as noted in BP 2510 ([IV.A.3-1](#)). The *Governance Handbook* details the constituency membership in these five major councils for administrators and faculty, along with staff and students ([IV.A.3-2](#)).

A detailed breakdown of each council’s voting membership is as follows (some voting members are *ex officio*):

Council	Administrators/ Management/Directors	Faculty	Staff	Students
IEC	4	3	3	1
CLEMC	4	4	2	1
Budget	4	3	3	1
Technology	4	3	3	1
Facilities	4	3	3	1

As part of the College’s ongoing assessment of its institutional effectiveness, the director of institutional effectiveness administers surveys to the five councils every two years, which include an evaluation of the composition of their membership, schedule of meetings, and council responsibilities ([IV.A.3-3](#)).

Exercising a Voice in Policies, Planning, and Budget

Faculty department chairs, co chairs, or leads are responsible for the initial input of their respective department or program budgets. Subsequent discussions with their deans ensure that the budget formulation and finalization process allows for both administrators and faculty to have an important voice in budgeting for their area. As department/program budgets advance upward through the various levels and are aggregated to establish the overall institutional budget, managers and deans work collaboratively with upper-level administrators to ensure that the College’s limited resources are effectively allocated.

Faculty exercise a significant voice in the College’s policies through the recommendations of the Academic Senate and the designated faculty role in the various councils and committees within the participatory governance process. Examples of implementing such a prominent voice in policy and planning development and implementation are the faculty hiring prioritization (FHP), program vitality assessment (PVA), and Incarcerated Student Program (ISP) processes ([IV.A.3-4](#)) ([IV.A.3-5](#)) ([IV.A.3-6](#)).

The following “tracking table,” developed and implemented by the administration, is used to ensure that all BP/AP items are properly vetted through the various councils and other governance bodies. This particular example is from the Board of Trustees meeting on December 13, 2016, where “Board Policy and Administrative Procedure 6620 – Naming

Opportunities Are Suggested as Good Practice” was presented for its first reading ([IV.A.3-7](#)).

Draft Policy Review	PAC	Academic Senate	IEC	Governance Councils	BOT
First	11/8/2016	12/2/2016	11/17/2016	11/9/2016	12/13/2016
Second			12/8/2016	12/7/2016	

It should be noted that other governance councils are included, along with the Facilities Council, if the BP/AP is relevant to their area of responsibility.

Analysis and Evaluation

The College meets the standard. The College’s policies and procedures distinctly outline the roles and responsibilities of both administrators and faculty to ensure that they are able to actively engage in the various policy, planning, and budget functions in institutional governance. More specifically, BP 2510 details the role and responsibilities of each of the five major councils in the College’s overall participatory governance process. The *Governance Handbook* details the constituency membership, including administrators and faculty, of each of those councils.



The institutional effectiveness of the College’s governance structure and process is assessed on an ongoing basis through surveys administered by the director of institutional effectiveness to these five councils. Additionally, the budget development process, from the individual department/program level to the overall institutional level, engages faculty and administrators from relevant areas to participate in building the budgets. Clearly, the College’s policy and procedures provide both administrators and faculty with the structure and venues to effectively exercise their role in institutional policies, planning, and budgets.



Evidence List for IV.A.3.

- IV.A.3-1. [BP 2510 – Participation in Local Decision-Making](#)
- IV.A.3-2. [Organization and Governance Handbook \(June 27, 2017\)](#)
- IV.A.3-3. [IEC Meeting - Institutional Effectiveness Surveys \(May 4, 2017\)](#)
- IV.A.3-4. [Governance Handbook \(June 27, 2017\)](#)
- IV.A.3-5. [BP 4021 – Program Vitality and Discontinuance](#)
- IV.A.3-6. [BOT Meeting - Action Item 9.6 \(November 11, 2014\)](#)
- IV.A.3-7. [BOT Meeting - Policy and Procedure 9.8. AP 6620 – Naming Opportunities \(December 13, 2016\)](#)



IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Through policy, procedures, and well-defined structures, faculty and academic administrators are responsible for recommendations regarding curriculum, academic programs and student services through their participation in the curriculum process.

Responsibilities of Faculty and Administrators Regarding Curriculum

Faculty responsibilities with regard to curriculum are detailed in the “10+3” of academic and professional matters and in Board Policy 4020 which states, “The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Superintendent/President shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance.

Furthermore, these procedures shall include:

- appropriate involvement of the faculty and Academic Senate in all processes;
- regular review and justification of programs and course descriptions;
- opportunities for training for persons involved in aspects of curriculum development.
- Consideration of job market and other related information for vocational and occupational programs.

All new programs and courses, and program deletions are approved by the Board. The Board delegates the authority for all other curricular actions to the superintendent/president, including program and course modifications. Decisions made by the superintendent/president and Board pertaining to curriculum shall take into consideration the recommendations of the College Curriculum Committee and the vice president of academic affairs ([IV.A.4-1](#)).

Curricular matters are the primary responsibility of the faculty through the College Curriculum Committee, which is attended by faculty, administrators, and staff to ensure the accuracy of information. Faculty and academic administrators participate in curriculum review and implement programs as outlined in the *Curriculum Handbook* wherein policies and procedures are clearly delineated, detailing the roles and responsibilities of committee ([IV.A.4-2](#)).

In addition to LTCC BP 4020, key policies governing the committee include: BP/AP 4021 - Program Discontinuance ([IV.A.4.3](#)) ([IV.A.4-4](#)) and BP/AP 4025 - Philosophy for Associate Degree and General Education ([IV.A.4-5](#)) ([IV.A.4-6](#)).

Responsibilities Regarding Student Learning Programs and Services

Through the College's policies and procedures, specific members of the academic administration and faculty—including the student learning outcomes (SLO) coordinator, the vice president of academic affairs, the director of institutional effectiveness, and the SLO Assessment Committee—are charged with the responsibility of developing recommendations regarding the improvement of student learning. Their purpose is to help faculty evaluate student learning at the course, program, and institutional levels where possible changes to enhance teaching and learning strategies and general curriculum innovations are identified as recommendations for improving programs and services ([IV.A.4-7](#)) ([IV.A.4-8](#)).



Analysis and Evaluation

The College meets the standard. Through the College's institutional policy and procedures, including clearly outlined roles and responsibilities, faculty and academic administrators are assigned duties for developing recommendations about curriculum and student learning programs and services.



Evidence List for IV.A.4.

- IV.A.4-1. [BP 4020 – Program, Curriculum, and Course Development](#)
- IV.A.4-2. [Curriculum Committee Handbook](#)
- IV.A.4-3. [BP 4021 – Program Vitality and Discontinuance](#)
- IV.A.4-4. [AP 4021 – Program Vitality and Discontinuance](#)
- IV.A.4-5. [BP 4025 – Philosophy for Associate Degree and General Education](#)
- IV.A.4-6. [AP 4025 – Philosophy for Associate Degree and General Education](#)
- IV.A.4-7. [Academic Senate Meeting - Agenda Item V.A \(April 10, 2015\)](#)
- IV.A.4-8. [Academic Senate Meeting - Minutes \(April 10, 2015\)](#)



IV.A.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

The institution, through its Board of Trustees and institutional governance structure, ensures appropriate considerations of relevant perspectives, aligns decision-making with expertise and responsibility, and acts in a timely manner.

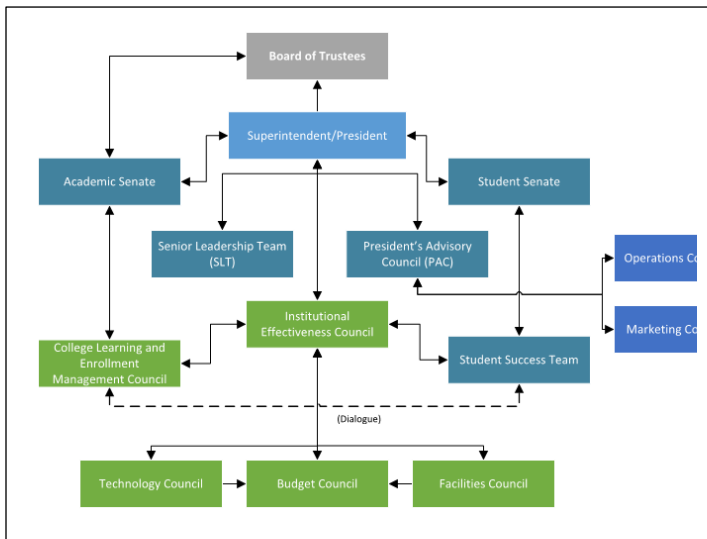
Ensuring Appropriate Consideration of Relevant Perspectives

Relevant perspectives and expertise for decision-making occurs through the membership within each participatory governance councils. The councils provide recommendations that feed through the Institutional Effectiveness Council (IEC) before moving from the superintendent/president to the Board of Trustees. ([IV.A.5-1](#)).

Each constituent group—administrators/directors, faculty, staff, and students—have policies and procedures that document their specific and appropriate roles and responsibilities within the institutional participatory governance process. The various groups collaborate effectively within that governance structure to identify needed changes to institutional plans and policies, including curriculum on behalf of institutional improvements.

Ensuring Decision-Making Is Aligned with Expertise and Responsibility

The *Governance Handbook* provides a detailed discussion of the consensus decision-making process that is employed by all councils/committees within the participatory governance structure ([IV.A.5-2, pg. 14](#)). The handbook also describes the governance relationships between the Board of Trustees, the five councils (IEC, CLEMC, Budget, Facilities, and Technology), and the Academic Senate. There is also a section related to other governance bodies, including the Senior Leadership Team (SLT) (formerly known as President’s Council [PC]), President’s Advisory Council, and Student Senate.



The Organizational Governance Chart ([IV.A.5-3](#)) details the process for vetting policies and procedures through the College’s participatory governance structure. It encompasses all functional aspects of the College’s operations. The College has developed structures of communication and engagement that establishes the value of diverse perspectives and demonstrates that consideration of diverse perspectives leads to setting institutional priorities and timely action. Faculty, staff, and students provide essential information and feedback about

institutional efforts to achieve goals and improve learning. And governance meetings are scheduled to provide the opportunity to reflect on and respond to the work being done across campus in alignment with other councils ([IV.A.5-4](#)).

Institutional effectiveness and governance flows from the college vision, mission, beliefs, and 2011-17 *Educational Master Plan* and *Strategic Plan* ([IV.A.5-5](#)) ([IV.A.5-6](#)) ([IV.A.5-7](#)). Timely action on institutional plans is facilitated through alignment of the councils for smooth transitions from one council to the next. If special meetings are required, the councils are usually accommodating. Program reviews that feed into the institutional planning and reflect the strategic initiatives and goals of the College provide for timely action on curricular changes and policy revisions/development.

Analysis and Evaluation

The College meets the standard. The governance structure is designed to ensure that members of all college constituency groups are encouraged to provide their perspectives on topics that are relevant to their areas of proficiency. The *Governance Handbook* clearly identifies the roles and responsibilities within the institutional governance structure of various councils/committees and their respective members. The structure of the Board and institutional governance processes enables individuals to provide relevant and diverse perspectives that allow for effective and appropriate decision-making that addresses potential changes in curriculum and institutional policies and plans.



The existing governance structure and process that emanates from the College's vision, mission, beliefs, and *Strategic Plan* supports the alignment with the *Educational Master Plan* (EMP), *Technology Master Plan* (TMP), and *Facilities Master Plan* (FMP) that will be institutionalized in a more effective manner through the work associated with the Quality Focus Essay action plan on integrated planning.



Evidence List for IV.A.5.

- IV.A.5-1. [*Organization and Governance Handbook* \(June 2017-18\)](#)
- IV.A.5-2. [*Organization and Governance Handbook*, pg. 14 \(June 27, 2017\)](#)
- IV.A.5-3. [Governance Organizational Chart](#)
- IV.A.5-4. [Governance Groups – Master Calendar](#)
- IV.A.5-5. [Vision, Mission, Beliefs](#)
- IV.A.5-6. [Educational Master Plan](#)
- IV.A.5-7. [Strategic Plan](#)



IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

The institution communicates the decision-making process and the results of decisions across the institution in a variety of ways and across all constituencies.

Documenting Decisions and Decision-Making Processes

Initially, decisions are the result of issues being discussed at council/committee level. If the discussion of an agenda item evolves into the need for a decision to be made, that proposed decision is then forwarded, as needed, to the next level in the participatory governance process. This communication continues until the decision has been vetted by all relevant councils, including the Academic Senate and Board of Trustees.



During Academic Year 2011/12, LTCC began ensuring increased transparency for decision-making through the use of BoardDocs. All college councils were moved to the transparent BoardDocs management system in the summer of 2016 to facilitate the documentation and communication of decision-making and recommendations for the entire College ([IV.A.6-1](#)).

Communicating Decisions and Decision-Making Processes

College-wide e-mails are sent when a college council is scheduled to meet ([IV.A.6-2](#)). The College has moved much of its content to an open website and uses the Internal portal less to facilitate more open and transparent communication. The College also implemented a new content management system to ensure more effective communications as well as established a full time director of marketing and communications ([IV.A.6-3](#)).

Important news and decisions are communicated via all-campus e-mails. For example, when executive-level positions are filled, notices are sent to all employees ([IV.A.6-4](#)). All employees are sent invitations for grand openings of new facilities, special employee events, and when there is an opportunity to participate in institutional committees and/or taskforces ([IV.A. 6-5](#)) ([IV.A. 6-6](#)) ([IV.A 6-7](#)).

Additionally, the meetings for the Board of Trustees, along with those for the Institutional Effectiveness Council (IEC), are recorded by podcast, which are made available through the college website for members of the College and the community ([IV.A.6-8](#)).

Analysis and Evaluation

The College meets the standard. The institution has college-wide processes in place to ensure that discussions and decisions made by the Board and the five major councils are properly documented and communicated to its constituents. The College uses Microsoft Outlook e-mails for scheduling meetings and disseminating full agendas for the Board and the five major councils and has implemented the BoardDocs management system, which increases the openness and clarity of the process for documenting and communicating discussions and decision-making. A new content management system, under the responsibility of the director of marketing and communications, establishes an improved level of communication. The College has developed and implemented effective processes for properly documenting and communicating decision-making, along with relevant discussions, to the College constituencies.



Evidence List for IV.A.6.

- IV.A.6-1. [BoardDocs – Landing Page](#)
- IV.A.6-2. [IEC Meeting - All-Campus Communication](#)
- IV.A.6-3. [Public Information Officer](#)
- IV.A.6-4. [Vice President Announcement Email \(May 18, 2017\)](#)
- IV.A.6-5. [University Center Groundbreaking Event - Invitation Email \(June 18, 2017\)](#)
- IV.A.6-6. [Welcome Back BBQ Flyer \(Convocation 2016\)](#)
- IV.A.6-7. [Latino Affairs Committee and Updates Email \(October 26, 2015\)](#)
- IV.A.6-8. [Audio Recordings](#)



Accreditation Forum



IV.A.7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

The Institution's leadership roles, governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. Results are widely communicated and are used as a basis for improvement.

Evaluating Leadership Roles

The College regularly evaluates leadership roles and its governance and decision-making policies, procedures, and processes. It widely communicates the evaluation results and uses them for improvement. The Institutional Effectiveness Council (IEC) conducts a self-evaluation process every other year as part of its regular spring agenda to ensure integrity and effectiveness ([IV.A.7-1](#)).

Evaluating Governance and Decision-Making Policies, Procedures, and Processes

The director of institutional effectiveness administers the Governance Council Self-Evaluation Survey (GCSES) to the five councils—IEC, CLEMC, Budget, Facilities, and Technology—to evaluate the experiences of each group's members within the College's current participatory governance and consensus decision-making processes. The results are summarized and prepared for dissemination to the college community where feedback is generated to identify possible changes to improve the overall effectiveness of the governance process ([IV.A.7-2](#)).



Part of the process of developing the new governance structure in 2012 was to ensure the College was evaluating its processes and using the results to improve practices, policies, and procedures. The *Organization and Governance Handbook* provides the structure for the College's decision-making processes. When the IEC conducts its annual evaluation, the discussion reflects on changes that need to be made in the processes or policies ([IV.A.7-3](#)).

Communicating and Using Results of Evaluations for Improvement



The College conducts a Faculty/Staff Experience Survey (FSES) every other year and uses these evaluations for improvement. One area that came up in the FSES and the IEC evaluations in 2015 was a need for increased communication on

campus about the governance processes, as there were new employees who were unaware of the processes ([IV.A.7-4](#)). One solution was the expanded use of BoardDocs for more open and consistent communication of the work of the participatory governance councils and the Board of Trustees.

Analysis and Evaluation

The College meets the standard. The College, through its participatory governance structure, has developed and implemented a system for regularly evaluating the institution's governance and decision-making policies, procedures, and practices, along with relevant leadership roles, in order to assure its overall integrity and effectiveness. Additionally, this evaluation system is designed to widely communicate the results and to apply them where appropriate for improvement. This systematic and institutionalized process provides an ongoing evaluation of the overall governance structure and its integrity and effectiveness.



Evidence List for IV.A.7.

- IV.A.7-1. [IEC Meeting - Self-Evaluation Review \(May 7, 2015\)](#)
- IV.A.7-2. [IEC Meeting - Governance Council Minutes - Self-Evaluation Survey \(April 21, 2016\)](#)
- IV.A.7-3. [Governance Handbook \(June 27, 2017\)](#)
- IV.A.7-4. [IEC Meeting - FSES Survey 2015 \(March 3, 2016\)](#)



CHIEF EXECUTIVE OFFICER



IV.B.1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

The superintendent/president at LTCC holds primary responsibility for the quality of the institution and provides effective leadership to all areas of the institution.

Primary Responsibility

As a single college district, LTCC delegates the primary responsibility for the quality of the institution to the superintendent/president who also oversees district functions. The roles and duties of the superintendent/president are outlined in a series of approved board policies ([IV.B.1-1](#)) and executed under a set of administrative procedures established through the College's governance systems and operational procedures ([IV.B.1-2](#)).

The Board has assigned full-time responsibility for the College and authority to administer board policies to the superintendent/president (see [Standard IV.C.11](#)).¹ This structure clearly separates the roles of the Board as an oversight and policy-making body and the superintendent/president as the chief executive officer of the institution. In this way, the superintendent/president executes board policy and direction through a system of administrative procedures and college practices, described in a detailed *Governance Handbook* designed to improve decision-making ([IV.B.1-3](#)) (see [Standard IV.A.5](#)). Similar to board policies and administrative procedures, the *Governance Handbook* is reviewed periodically for currency and accuracy ([IV.B.1-4](#)) ([IV.B. 1-5](#)) ([IV.B.1-6](#)) ([IV.B.1-7](#)).

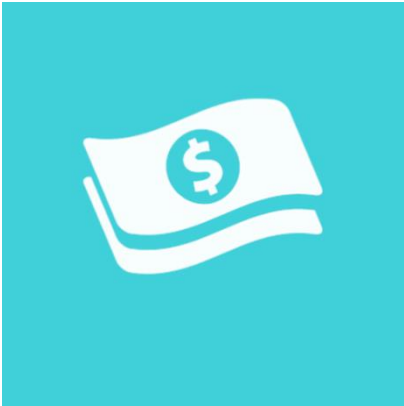
The superintendent/president administers the board policies and takes action on all Board of Trustees decisions consistent with the duties of the position and as appropriate given the Board's criteria in hiring the superintendent/president ([IV.B.1-8](#)) ([IV.B. 1-9](#)). LTCC has a participatory governance model where all relevant college matters come as recommendations to the superintendent/president for consideration. Based on a review of the evidence and supporting materials, the superintendent/president either presents as submitted, modifies, or amends the recommendations to the Board of Trustees for review and approval ([IV.B.1-10](#)) ([IV.B. 1-11](#)) ([IV.B.1-12](#)).

¹ Eligibility Requirement 4, Chief Executive Officer, Compliant

Planning, Organizing, and Budgeting

The role of the superintendent/president then is twofold: (1) front-end involvement and guidance for initial efforts of decision-making and (2) tail-end involvement, reflecting on recommendations in an empirical, transparent, and reflective way. For instance, the development of the annual budget arises out of the College's Budget Council, proceeds to the Institutional Effectiveness Council for review, and then moves to the superintendent/president for final approval.

The superintendent/president, however, is involved in all stages of the process, due to the gravity and complexity of building the institution's budget. The Senior Leadership Team (formerly the President's Council) offers direction to the vice president of administrative services who serves as the co-facilitator of the Budget Council, providing parameters for approval. In this way, the process is seamless and assures a smooth transition to the Board of Trustees for review and approval.



The process for approving and amending recommendations to the superintendent/president is largely topic-dependent. When there are disagreements or modifications, rationale for the superintendent/president's actions is provided to constituent groups through the governance process. For example, with the budget, the organization might bring suggestions back to the Budget Council before final submission. Moreover, on the faculty hiring prioritization, faculty provide their prioritization list, but leadership factors in additional considerations when making final hiring decisions and communicates those factors in a timely manner to the Academic Senate ([IV.B.1-13](#)). The

superintendent/president is also aware of and works closely with the Academic Senate to ensure the appropriate recommending power of the faculty in academic and professional matters.

LTCC makes a practice of engaging in dialog about the meaning of the recommendations, but also connecting back with the constituent groups with changes or modifications. Pro forma recommendations are handled in a more straightforward manner. In all, accountability for the superintendent/president decision-making is maintained. The superintendent/president regularly communicates institutional and core personal values in communications to the field during the primary academic terms on varied topics of importance, including accreditation and faculty hiring. This communication is then posted on the superintendent/president's webpage where it is available to the general public ([IV.B.1-14](#)).

One of these values, "Leaders Develop Leaders," speaks to the superintendent/president's prioritization and support of professional development opportunities for personnel at all levels of the organization. This focus on professional development and even "succession planning" has been in place at least during the tenure of the College's last

superintendent/president, Dr. Murillo, if not prior, and it continues to be an ongoing focus of the current leadership ([IV.B.1-15](#)).

When the College rationalizes a change to existing practices or the institution of a new initiative, the superintendent/president prioritizes tying the action to appropriate data or a relevant research-based practice. One example can be seen throughout the development of the College's Incarcerated Student Program. When the program first came into being, the superintendent/president led the leadership team in the analysis of similar programs statewide and nationally as well as reviewing with the campus groups and the Board data regarding prison education and its impacts on recidivism. As the program continues to evolve, the superintendent/president regularly interacts with the College's director of institutional effectiveness for data on success rates, FTE trends, and student demographics to use the data to measure some of the quantifiable achievements of the program. These results are regularly communicated to the governance groups on campus and to the Board ([IV.B. 1-16](#)) ([IV.B. 1-17](#)) ([IV.B. 1-18](#)).

Assessing Institutional Effectiveness

Through planning retreats, collegial consultation, setting a vision and revised mission, and regular updates of the 2011-17 *Strategic Plan*, the superintendent/president has facilitated a process that stays focused on the values, goals, and priorities of the institution. In the fall of 2013, a 2020 Vision process was conducted to gather broad-based stakeholder input on the future of the College. The resulting product ([IV.B.1-19](#)), based on wide and varied input, led to the refinement of the College's vision statement in the spring of 2014 ([IV.B. 1-20](#)) ([IV.B.1-21](#)). LTCC early on developed an internal scorecard, and the organization has steadily evolved the LTCC Scorecard as priorities have been added to the College ([IV.B. 1-22](#)).

The College has continued to refine its research through maintained data integrity and an evolving fact book. Resource planning is aligned to educational planning and student achievement and learning through the resource allocation process each spring ([IV.B.1-23](#)). The Senior Leadership Team (formerly the President's Council) reviews recommendations in alignment with the changing needs of the institution and annual resource requests.

Institution-set standards have been established and are reported annually to the Board of Trustees as part of the review of the LTCC Scorecard ([IV.B.1-24](#)). Though this process the Board and college leadership reflect on areas that require additional resources and improvements. The most recent effort was the prioritization of meeting the needs of unprepared college students. The College recognizes that helping the 77% of students who are unprepared for college will have a significant impact on LTCC and the community. Another area identified for improvement through the reflective process is the high school capture rate for South Tahoe High School. The College has identified this as an urgent priority to ensure LTCC is serving the community and has set a goal of enrolling at least 50% of high school graduates from Lake Tahoe Unified School District within one-year of

graduation. A goal for enrollment within two-years of graduation will be considered during the next review of the *Strategic Plan* and LTCC Scorecard ([IV.B.1-22](#)).

Analysis and Evaluation

The College meets the standard. LTCC has a duly appointed superintendent/president who is designated by the Board of Trustees. In addition, the superintendent/president's full-time responsibility is to LTCC, and, as such, the superintendent/president is delegated the authority to administer board policies and direct implementation of the administrative procedures. Moreover, the superintendent/president has responsibility for the academic quality and effectiveness of the institution. Equally important, the superintendent/president provides the leadership necessary to set strategic priorities and support student learning and achievement embraced by the mission. The superintendent/president recognizes the roles of the college constituencies, particularly the role of faculty in academic and professional matters. The superintendent/president is ultimately responsible for the essential decisions of the College, taking appropriate counsel and advice from the participatory governance and planning bodies at the College.



2017-18 Student Trustee Morgan Montoya is sworn in by Board Chair Karen Borges.



Superintendent/President Jeff DeFranco with former Superintendent/Presidents Dr. James Duke and Dr. Guy Lease.



Evidence List for IV.B.1.

- IV.B.1-1. [BP 2430 – Delegation of Authority to the Superintendent/President](#)
- IV.B.1-2. [AP 2430 – Delegation of Authority to the Superintendent/President.](#)
- IV.B.1-3. [Governance Handbook \(June 27, 2017\)](#)
- IV.B.1-4. [Governance Handbook Review – Budget Council](#)
- IV.B.1-5. [Governance Handbook Review – Facilities Council](#)
- IV.B.1-6. [Governance Handbook Review – CLEMC](#)
- IV.B.1-7. [Governance Handbook Review – IEC](#)
- IV.B. 1-8. [BP 2431 - Chief Executive Officer Selection](#)
- IV.B. 1-9. [AP 2431 - Chief Executive Officer Hiring Procedures](#)
- IV.B.1-10. [Board Policy Review – Board Retreat \(August 19, 2016\)](#)
- IV.B.1-11. [BOT Meeting - First Reading – BP 2510 \(November 8, 2016\)](#)
- IV.B.1-12. [BOT Meeting – BP 2510 Approval \(December 13, 2016\)](#)
- IV.B.1-13. [Academic Senate Meeting - Superintendent/President Response to the FHP \(March 3, 2016\)](#)
- IV.B.1-14. [President’s Office, *LTCC.edu*](#)
- IV.B.1-15. [Seven Core Values Handout](#)
- IV.B. 1-16. [IEC Meeting Minutes - ISP Presentation \(March 3, 2016\)](#)
- IV.B. 1-17. [BOT Meeting - Study Session Item 5.1 ISP Presentation \(February 23, 2016\)](#)
- IV.B. 1-18. [Substantive Change Proposal - Incarcerated Student Program](#)
- IV.B.1-19. [2020 Vision Graphic Imagery](#)
- IV.B. 1-20. [2020 Attendee List](#)
- IV.B.1-21. [BOT Meeting - Action Item 11.3. Approval of Vision Statement \(June 24, 2014\)](#)
- IV.B. 1-22. [LTCC Scorecard](#)
- IV.B.1-23. [Budget Preparation Policy Flowchart](#)
- IV.B.1-24. [BOT Meeting - Action Item 6.4.Scorecards \(Mary 24, 2015\)](#)



IV.B.2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

The superintendent/president effectively plans an administrative structure, organized and staffed, to reflect the unique mission and vision of LTCC. In the role as the primary lead of the institution, the superintendent/president is empowered to hire and assign job duties and responsibilities ([IV.B.2-1](#)) ([IV.B.2-2](#)).

Under Board Policy 5.05 A. (and proposed in new Board Policy 7110 – Delegation of Authority, Human Resources), the superintendent/president assigns job responsibilities and performs other personnel actions to ensure that LTCC employs and maintains qualified and competent administrators, faculty, and staff ([IV.B.2-3](#)). The superintendent/president oversees an executive team consisting of a vice president of academic affairs, executive dean of student services, and vice president of administrative affairs. The current organizational chart and managerial functions clearly set forth the authority of each executive and manager at the College ([IV.B.2-4](#)).

The organizational chart is reviewed and revised depending on current and emerging needs of the College, based on the vision and mission, and presented to the Board of Trustees. Whenever alterations to the organizational structure are made, the changes are effectively communicated to the College as a whole through the existing participatory governance structure ([IV.B.2-5](#)).

Given the need and the ability for LTCC to respond nimbly to a variety of changes at the local and state level, it is essential that the superintendent/president play a lead role in planning, overseeing, and evaluating the administrative structure. This leadership also ensures the College is meeting its vision and mission and that the structure is appropriate to the College's size and the complexity. LTCC has been evolving over the last five-plus years due to significant changes in the community; California State regulations that have impacted enrollments; and the focus on student access, equity, and completion.

Since 2011, there have been multiple changes in the administrative structure in an attempt to be responsive to changes in the external environment, the needs of the institution, and most importantly its students. Additionally, several grants and programs have been added to the College since 2011, requiring increased oversight by managers.

For instance, formerly, LTCC's vice president of academic affairs also oversaw student services; however, the College now has divided those responsibilities between a vice president of academic affairs and an executive dean of student success. That change was driven by two factors. The first took into account the skill set of our current administrators.

The second was the fact that the Student Services Department has experienced exponential growth during the past four years due to new state initiatives. These include the Student Success and Support Program (SSSP), Basic Skills Initiative, Student Equity Program funds, and other student service-focused programs. In addition, as the state and the California Community College (CCC) system drive initiatives, the College attempted to align staffing and organizational structure to match LTCC's trajectory in alignment with the direction of the CCC system and the related personnel needed to fulfill present and future initiatives.

Administrator job descriptions have been revised appropriately as positions have been vacated, reorganized, and refilled. An example of this can be found in a little more detail regarding the reorganization described above, when the executive dean of student success took on the increased complex tasks of overseeing student services. Enrollment services were combined with student services to create the One-Stop Enrollment Services Center with a focus on creating a seamless experience for students ([IV.B.2-5](#)). Resources were aligned to make facility modifications to support the student needs that were aligned with the strategic direction of the department ([IV.B.2-6](#)).



Another example can be found in the creation of a director of institutional effectiveness position, established in 2015 following the departure prior to that date of a director of institutional research and planning. The reimagining of this position was conducted in alignment with the shift to a higher level view of the institution focused on student success and achievement and to ensure an emphasis on data-informed decisions and institutional effectiveness. LTCC also received a data-focused Title III grant in fall 2016 to further support these decision-making improvements and richer integrated planning moving forward ([IV.B.2-7](#)) ([IV.B.2-8](#)).

In addition to the leadership provided at the administrative levels of the College discussed above, the superintendent/president also meets twice monthly with the President's Advisory Council, which includes the executive management team, instructional deans, and all classified directors. The superintendent/president facilitates discussions among all of these college leaders, reviews changes to board policies and administrative procedures, and guides the institution in looking toward future initiatives and institutional goals.

Administrators participate in the Senior Leadership Team and the President's Advisory Council as well. They also regularly attend Academic Senate meetings and report on relevant items. The Senior Leadership Team provides consultation to the superintendent/president on college decisions in addition to the regular governance councils ([IV.B.2-9](#)) ([IV.B.2-10](#)). Board agendas, personnel issues, projects, and proposals for new programs or services are reviewed and discussed in these meetings before moving forward to the governance process and the Board of Trustees, as appropriate.



The superintendent/president evaluates administrators on an annual basis per Board Policy and Administrative Procedure 4.25 ([IV.B.2-11](#)). The superintendent/president also appropriately delegates to administrators and others in a manner that is consistent with their responsibility.

Analysis and Evaluation

The College meets the standard. The superintendent/president builds, oversees, and evaluates the administrative structure of LTCC to maximize the efficiency and productivity at the institution. The College recognizes its relatively small size and remote location and acts nimbly to assign the wide span of responsibilities to upper and middle management, as appropriate, given the complexity of tasks. Planning and budgeting are a particular focus of the superintendent/president, given the size and intricacies of decision-making. Historically, the superintendent/president has periodically evaluated the LTCC administrative structure to be agile in maintaining the quality of the College. Most importantly, the superintendent/president communicates the decisions about structure to the college community in a timely manner and provides appropriate rationale for such changes and improvements.



Evidence List for IV.B.2.

- IV.B.2-1. [BP 2430 – Delegation of Authority to the Superintendent/President](#)
- IV.B.2-2. [AP 2430 – Delegation of Authority to the Superintendent/President](#)
- IV.B.2-3. [BOT Meeting – First Read: BP 7110 – Delegation of Authority, Human Resources \(includes existing policy 5.05 A.\)](#)
- IV.B.2-4. [LTCC Organizational Charts \(2017/18\)](#)
- IV.B.2-5. [Institutional Effectiveness Council - Executive Dean/One Stop Reorganization \(April 16, 2015\)](#)
- IV.B.2-6. [BOT Meeting - Action Item 11.5. Consideration of Approval of Addendum to the Master Agreement with AP Architects, Action Item 11.5 \(February 24, 2015\)](#)
- IV.B.2-7. [Title III Cooperative Grant – Organizational Chart \(2016-2021\)](#)
- IV.B.2-8. [Title III Grant Application](#)
- IV.B.2-9. [Senior Leadership Team Agendas and Minutes \(formerly known as President’s Council or PC\)](#)
- IV.B.2-10. [PAC Agendas and Minutes](#)
- IV.B.2-11. [BP and Regulation 4.25](#)



IV.B.3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring the college sets institutional performance standards for student achievement;
- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and achievement; and
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Collegial Processes

The superintendent/president has established collegial processes to set values, goals, and the College's priorities through his engagement in the College's participatory governance process. An example of the superintendent/president's guiding institutional improvement at LTCC is evidenced in the revising and rebuilding of the governance structure in 2011-12. The result of extensive review, dialog, and planning was a set of revised policies and a new governance structure that has been implemented and evaluated since the fall of 2012 ([IV.B.3-1](#)). The structure was built on the collegial principles of consensus decision-making outlined in the 2012 *Organization and Governance Handbook* and *Governance Bylaws* as carried forward in the 2017 *Governance Handbook*, approved by the Board of Trustees at the June 27, 2017 meeting ([IV.B.3-2](#)) ([IV.B.3-3](#)) ([IV.B. 3-4](#)).

Institutional Performance Standards

The superintendent/president directed the Office of Institutional Research and Planning (now established as the Office of Institutional Effectiveness) and the Institutional Effectiveness Council (IEC) to develop institution-set standards (ISSs) to measure program and institutional performance. These standards were based on analyses of prior institutional performance and collegial dialog within the participatory governance councils. These institutional efforts resulted in, as an example, the LTCC Scorecard ([IV.B.3-5](#)) (see [Standard I.B.3](#)).

Research and Analysis

Board Policy 3250 – Institutional Planning states that “[t]he Superintendent/President shall ensure that the District has and implements a broad-based comprehensive, systematic, and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research” ([IV.B.3-6](#)). In 2015, the College hired a director of institutional effectiveness who reports directly to the superintendent/president to provide high-quality research and analysis that supports the College’s planning efforts ([IV.B.3-7](#)).

Integrated Planning and Improving Learning

The college mission and the *Educational Master Plan* (EMP) are the main drivers of the integrated planning process ([IV.B.3-8](#)) ([IV.B.3-9](#)). The superintendent/president is actively involved in the College’s planning processes as well as resource allocation based on priorities and goals developed through those processes. Comprehensive and annual program review and annual unit planning provide opportunities for departments to reflect on and discuss student learning, success, and achievement and identify resource needs.



These processes link resource allocation requests to strategic issues and goals and provide for reflection on how such requests address programmatic recommendations. This alignment will be further strengthened through the more consistent and formal coordination of program review in noninstructional areas. The Budget Council ensures that available resources are matched with needs and priorities arising through the planning processes and makes recommendations to the IEC and the superintendent/president ([IV.B.3-10](#)).

At the direction of the superintendent/president, all major planning documents are regularly updated and revised. The updated *Strategic Plan* was approved on July 28, 2016 ([IV.B.3-11](#)). The *Facilities Master Plan* is due to be updated in 2020, and the *Technology Master Plan* in 2018 ([IV.B.3-12](#)) ([IV.B.3-13](#)). Student access, success, and achievement guide the priorities in each of these plans and in the institution as a whole and are elevated consistently by the superintendent/president in the pursuit of college initiatives.

Statewide initiatives and federal grants including TRiO and Title III are established, implemented, evaluated, and improved following existing planning operations. These programs, as with all college initiatives, are driven by the goal of helping students set and achieve their goals.

Likewise, the recently approved Measure F general obligation bond prioritizes the improvement of facilities to augment student learning. The superintendent/president is engaged with and ensures that these programs, among many others, follow the tenet that “the core purpose of a community college is to serve students, and as such we will hold students at the heart of all decisions” ([IV.B.3-14](#)).

Evaluating Planning

The IEC is charged with ensuring that institution-set standards are established and that the College's planning processes are regularly evaluated for institutional effectiveness. Under the guidance of the superintendent/president, the Board of Trustees has developed board policies pertaining to institutional effectiveness and accreditation ([IV.B.3-15](#)) ([IV.B.3-16](#)).

Analysis and Evaluation

The College meets the standard. The superintendent/president guides the evaluation of effectiveness and improvement to the teaching and learning taking place at the institution through existing board policies, administrative procedures, and college practices. The superintendent/president oversees a clear and participatory governance and planning structure that considers outcomes regarding student learning into program review. A director of institutional effectiveness reports directly to the superintendent/president and provides key research and evaluation findings for institutional improvement. Importantly, the superintendent/president oversees the institution's vision, mission, beliefs highlighting student learning and achievement as a priority and placing, at its heart, maximizing student learning and achievement. Institution set-standards, the California Student Success Scorecard, and Institutional Effectiveness Partnership Initiative (IEPI) Framework of Indicators inform progress on the strategic plan and thus the allocation of resources to meet student needs. Finally, the superintendent/president oversees all educational planning and assures that planning and decision-making are integrated with resource allocation.





Evidence List for IV.B.3.

- IV.B.3-1. [BOT Meeting - Agenda Item VIII.A.2. LTCC Governance Bylaws \(June 26, 2012\)](#)
- IV.B.3-2. [Organizational and Governance Handbook \(June 14, 2012\)](#)
- IV.B.3-3. [Governance Bylaws Handbook \(June 14, 2012\)](#)
- IV.B.3-4. [Governance Handbook \(June 27, 2017\)](#)
- IV.B.3-5. [LTCC Scorecard](#)
- IV.B.3-6. [BP 3250 – Institutional Planning](#)
- IV.B.3-7. [BOT Meeting - Action Item 11.6. Consideration of Approval of Reorganization of the District Staffing Structure \(May 12, 2015\)](#)
- IV.B.3-8. [Vision, Mission, Beliefs](#)
- IV.B.3-9. [Educational Master Plan \(EMP\) \(2011-17\)](#)
- IV.B.3-10. [Budget Council, Governance Handbook \(June 27, 2017\)](#)
- IV.B.3-11. [Strategic Plan \(2011-17\)](#)
- IV.B.3-12. [Facilities Master Plan \(2014-20\)](#)
- IV.B.3-13. [Technology Master Plan \(2012-17\)](#)
- IV.B.3-14. [Seven Core Values Handout](#)
- IV.B.3-15. [BP 3225 – Institutional Effectiveness](#)
- IV.B.3-16. [BP 3220 – Accreditation](#)



IV.B.4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

The superintendent/president at LTCC holds the principal leadership role for accreditation at the College by adhering to and ensuring compliance with accreditation standards and board policy ([IV.B.4-1](#)) ([IV.B.4-2](#)). Specifically, the Board directs the superintendent/president to ensure the District complies with the accreditation process and standards of the Accrediting Commission for Community and Junior Colleges (ACCJC) and the requirements of specialized accreditation agencies representing other College programs.

The superintendent/president is to keep the Board informed of the institutional and programmatic accreditation statuses and ensure that the Board is involved in any accreditation processes in which their participation is required. The Board approves the College's substantive change proposals ([IV.B.4-3](#)) ([IV.B.4-4](#)). The Board also receives an update on LTCC's annual report to ACCJC ([IV.B.4-5](#)) ([IV.B.4-6](#)). In addition, the superintendent/president is charged with providing the Board a summary of any accreditation report as well as any recommendations and/or actions taken as a result ([IV.B.4-1](#)).

The College further has established procedures to address accreditation in its operations and functions, including the:

- development of a self-evaluation report and any other materials necessary to support accreditation or reaffirmation of accreditation;
- establishment of an accreditation liaison officer (ALO), appointed by the college president, who is responsible for coordinating all necessary activities for accreditation;
- creation of a College Accreditation Oversight Committee consisting of:
 - a superintendent/president,
 - an accreditation liaison officer,
 - the Academic Senate president or designee
 - the director of institutional effectiveness, and
 - the Institutional Effectiveness Council (IEC)
- involvement of the appropriate constituencies in the accreditation process; and
- review of all reports submitted to the Commission ([IV.B.4-1](#)).



While the superintendent/president pays close attention to accreditation issues and has assumed the role as college leader, the role of ALO is currently delegated to the vice president of academic affairs. As the process of composing the Institutional Self-Evaluation Report (ISER) evolved, it became clear that an intensified focus on data-informed reporting and the broad perspective of institutional effectiveness was drawing the director of institutional effectiveness into the process more than in the past (even to the level of acting in the capacity of “co-ALO”). With the ongoing need for such comprehensive perspective, and in an effort to regularize and institutionalize accreditation, the College has determined that following the conclusion of this cycle of accreditation, the director of institutional effectiveness will assume the role of ALO.

Throughout the process, the superintendent/president kept up-to-date with the accreditation writing and evidence teams and the Oversight Committee for the ISER. Prior to his moving into the role of superintendent/president, he led the Facilities Council and the Budget Council in a process of brainstorming responses to the relevant accreditation standards.

Additionally, as superintendent/president, he participated in and led group discussions in two accreditation forums and led the Board of Trustees through brainstorming, analysis, and evaluation of key standards regarding their role and function. And last, the superintendent/president was engaged in the final stages of production and completion of the

document. The ALO, the director of institutional effectiveness, and the superintendent/president worked closely with the leadership teams from each of the constituent groups to ensure that faculty, classified staff, administration, and students were aware of the accreditation activities and had a voice in the production of all documents and reports.²

The College is kept informed on accreditation and issues of concern. The faculty, staff, administrators, and Board have a commitment to ensuring continuous improvement and a quality education through compliance with the Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Accreditation is also a regular discussion topic at the Institutional Effectiveness Council (IEC) meetings ([IV.B.4-7](#)). Additionally, the relatively new governance structure at the College was developed in alignment with the main areas of focus within the accreditation standards.

In April 2016, the Board of Trustees was provided an overview of its role in the self-evaluation process ([IV.B.4-5](#)). On February 28, 2017, the Board had a study session to gather input on Standard IVC and to receive an update on the accreditation process ([IV.B.4-8](#)). On March 28, 2017, the Board participated in a study session to review and provide feedback from a board-level perspective on the ISER ([IV.B.4-9](#)).

In March 2017, the superintendent/president published a communication to campus highlighting the key milestones in our ISER and updating staff and faculty on LTCC's progress ([IV.B.4-10](#)). It also expressed appreciation to those individuals who had been involved and shared upcoming opportunities to learn more. LTCC hosted forums on March 23 and 24 where the organization obtained additional feedback on the ISER from staff and faculty ([IV.B.4-7](#)).



The superintendent/president has discussed with the LTCC Foundation Board that the organization is undergoing this self-reflection in an effort to communicate the importance of accreditation to the broader community ([IV.B.4-11](#)). The superintendent/president has also been speaking to diverse groups, asking them what they think LTCC's priorities should be for the future. The superintendent/president will be compiling and sharing that feedback and sharing it with campus and community stakeholders. At these meetings, the superintendent/president consistently shares that ensuring the reaffirmation of the College's accreditation is at the center of the College's current priorities.

² See Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Standards are Performed with Respect to Public Notification of an Evaluation Visit and Third-Party Comment

The superintendent/president ensures accreditation reporting is in compliance and completed in a timely manner. If there are issues, the superintendent/president ensures attention is focused on resolving the issues. An example of this is in spring 2015, when it was determined that the College was not in compliance with previously reported information regarding student learning outcome assessments. The College reported the accurate numbers to the Commission and has been working diligently to correct the situation ([IV.B.4-12](#)) ([IV.B.4-13](#)) ([IV.B.4-14](#)) ([IV.B.4-15](#)).

The superintendent/president ensures that accreditation is squarely in the focus of the institution through continuous improvement practices and by encouraging participation of faculty and administrators on teams to learn about accreditation. As an example, the ALO and the director of institutional effectiveness attended the first ACCJC Conference in April 2017. The College has organized itself to clearly focus on the roles of faculty, staff, administrators, and the Board, developing a strong commitment to assuring compliance with accreditation requirements. The College's participatory governance councils were developed in alignment with the accreditation standards, so each council can play an ongoing role in monitoring and supporting achievement of the standards.

Analysis and Evaluation

The College meets the standard. The superintendent/president administers the College's accreditation Board Policy (BP) 3200 to build a structure, process, and timeline for the production of the self-evaluation report, the annual reports, substantive changes, and all requirements for programmatic accreditors. All reports submitted to the ACCJC and other programmatic accreditors have been accurate, complete, and timely. The superintendents/presidents at LTCC have served on many comprehensive accreditation visiting teams and even led site visits.



Evidence List for IV.B.4.

- IV.B.4-1. [BP 3200 – Accreditation](#)
- IV.B.4-2. [AP 3200 – Accreditation](#)
- IV.B.4-3. [BOT Meeting - Substantive Change Proposal – Incarcerated Student Pilot Program, Action Item 3.1 \(February 28, 2017\)](#)
- IV.B.4-4. [BOT Meeting - Action Item 7.1. Substantive Change Proposal – South Bay Regional Public Safety Training Consortium \(January 17, 2017\)](#)
- IV.B.4-5. [BOT Meeting - Report Item 4.3. Report on the ACCJC Annual Report and Annual Fiscal Report \(April 12, 2016\)](#)

- IV.B.4-6. [BOT Meeting - Report Item 5.4. Report on the ACCJC Annual Report and Annual Fiscal Report \(April 11, 2017\)](#)
- IV.B.4-7. [Institutional Effectiveness Council Accreditation Self-Study Forum: Agenda Item 2.01 \(March 23, 2017\)](#)
- IV.B.4-8. [BOT Study Session - Work Session Item 5.1. Accreditation Standard IV \(February 28, 2017\)](#)
- IV.B.4-9. [BOT Meeting - Report 2.1. ISER Study Session \(March 28, 2017\)](#)
- IV.B.4-10. [E-mail - Superintendent/President to LTCC-All \(March 24, 2017\)](#)
- IV.B.4-11. [LTCC Foundation Board Meeting Minutes - Agenda Item 5.A. \(January 13, 2017\)](#)
- IV.B.4-12. [ACCJC Annual Report 2015](#)
- IV.B.4-13. [ACCJC Annual Report 2014](#)
- IV.B.4-14. [ACCJC Annual Report 2016](#)
- IV.B.4-15. [BOT Meeting - Report and Discussion Item 7.1. Response to the ACCJC Letter of Request for Additional Information \(October 27, 2015\)](#)



IV.B.5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures

Mission Consistent

The superintendent/president keeps apprised of and regularly communicates statutory and compliance expectations to the Board of Trustees as well as to college constituencies to provide for informed decision-making at all levels ([IV.B.5-1](#)). Board policy amendments or augmentations, often reflecting important legislative and other governmental or policy changes, are completed through a systematic process of adoption, review, and implementation ([IV.B.5-2](#)). In all instances, the implementation of new policies and initiatives at the College are measured against the yardstick of how the actions help the College better meet its mission and move closer to achieving its stated vision ([IV.B.5-3](#)).

Board Policy 2410 directs the superintendent/president to ensure the implementation of statutes, regulations, and board policies through the development of specific administrative procedures ([IV.B.5-4](#)). In turn, AP 2410 directs the superintendent/president, and the administrative team, to ensure compliance with state and federal laws, alignment with the college mission, and adherence to the accreditation standards to ensure the quality of the College ([IV.B.5-5](#)). The superintendent/president also produces a regular communication to staff and faculty and monthly public reports to the Board of Trustees that address key college issues, including legal and policy updates ([IV.B.5-6](#)).

State Laws and Regulations

California State laws, regulation expectations, and updates are shared with relevant college groups and the Board of Trustees itself in a variety of venues and settings, particularly when addressing funding allocations. For example, Student Success and Support Program (SSSP) efforts, formerly referred to as matriculation, resulted in a formal plan with earmarked funding. This funding addresses issues in such areas as orientation, assessment and placement, and counseling ([IV.B.5-7](#)).

A similar plan was created to improve equitable outcomes for traditionally underserved students, with a focus on first-generation, Hispanic/Latino students in significant success measures such as course completion, basic skills improvement, and transfer and degree completion ([IV.B.5-8](#)). Creation of the action projects, the establishment of measures, and allocation of funds on these plans take place as part of the governance process ([IV.B.5-9](#)). Progress on both the SSSP and the *Student Equity Plan* is shared with the Board and college groups through formal presentation and on the College's website ([IV.B.5-10](#)) ([IV.B.5-11](#)) ([IV.B.5-12](#)) ([IV.B.5-13](#)).

Other statewide initiatives are similarly reported to the college community. For instance, progress on the Institutional Effectiveness Partnership Initiative (IEPI) Framework of Indicators, student success, and financial and quality measures are reported as markers of progress on fulfilling the mission ([IV.B.5-14](#)). The California Student Success Scorecard, which tracks progress on state-identified measures of mission functions (e.g., transfers and degree completion), is also annually shared with the Board and community and is used to assess institutional effectiveness.

Federal Laws, Regulations, and Accreditation

In addition to state law changes, the superintendent/president ensures that federal law changes and expectations are identified and communicated to the college community. For example, changes in disabilities requirements and protections are handled by the College's Disabled Student Programs and Services (DSPS) Department ([IV.B.5-15](#)). Changes in employment practices and discrimination coverage in the workplace are directed to the College's Human Resources Department ([IV.B.5-16](#)).

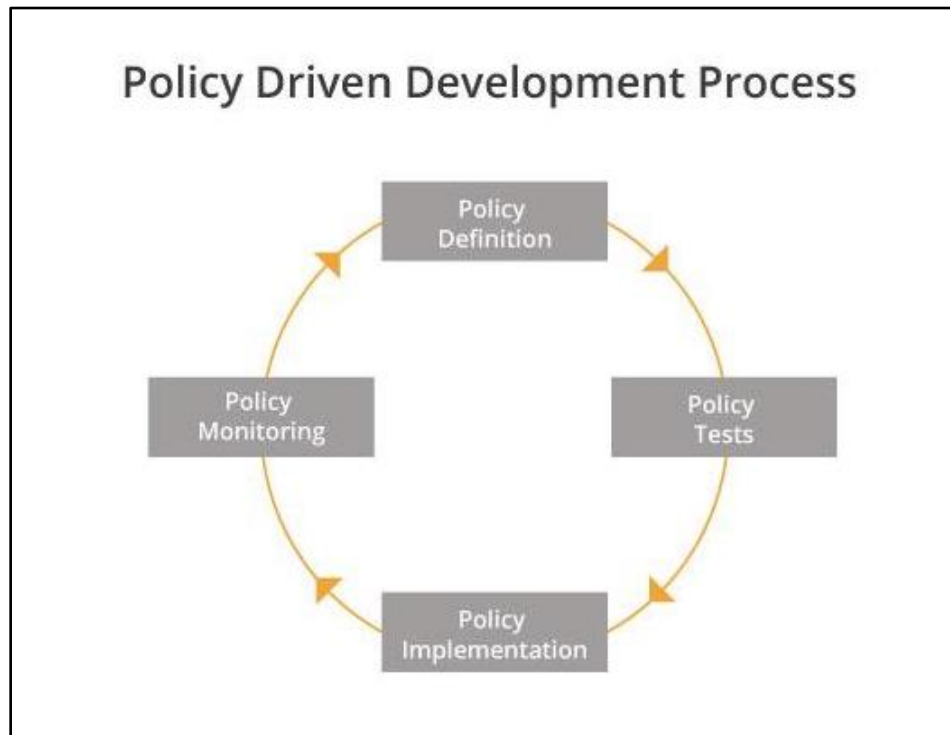
Federal expectations about Title IV are administered by the College's Financial Aid Office ([IV.B.5-17](#)) ([IV.B. 5-18](#)), student complaints via the executive dean of student services and the Enrollment Services Department ([IV.B.5-19](#)), and public notices are issued by the Public Information Office ([IV.B.5-20](#)). Transfer policies are administered by the academic affairs and student services divisions, and institution-set standards for performance are monitored by the College's director of institutional effectiveness and the Institutional Effectiveness Council ([IV.B.5-21](#)) ([IV.B. 5-22](#)) ([IV.B. 5-23](#)) ([IV.B 5-24](#)).

Board Policies

Board policy review takes place through the use and local adaptation of the Policy and Procedure Service provided through the Community College League of California (CCLC). Professional development regarding policy changes and implementation takes place for both the superintendent/president and the Board ([IV.B.5-25](#)). Moreover, the superintendent/president updates the Board of Trustees on key legal and policy changes through regular monthly reports at business meetings ([IV.B.5-6](#)), at the annual board retreat ([IV.B.5-26](#)), and through attendance at professional conferences ([IV.B.5-27](#)).

Analysis and Evaluation

The College meets the standard. The superintendent/president implements and oversees compliance on all state and federal regulations, accreditation expectations, and local governmental issues to the Board of Trustees and to the College as a whole. Policy-driven, regulatory, and compliance demands are delegated to the appropriate administrator or manager for execution and follow-up with the superintendent/president. Critically, the College has an established planning and governance structure to assure that the practices and policies align with the mission statement and the College's strategic goals. The administrative procedures are established through college participatory governance review, many of which address legal and regulatory requirements.





Evidence List for IV.B.5.

- IV.B.5-1. [BOT Meeting - Discussion Items 5.2 Student Data and Enrollment Trends \(August 21, 2014\)](#)
- IV.B.5-2. [BOT Meeting - Policy and Procedures Item 7.1. Policies and Procedures Associated with Accreditation Standards \(December 8, 2015\)](#)
- IV.B.5-3. [LTCC Scorecard](#)
- IV.B.5-4. [BP 2410 – Board Policy and Administrative Procedure](#)
- IV.B.5-5. [AP 2410 – Board Policies and Administrative Procedures](#)
- IV.B.5-6. [BOT Meeting - Report Item 5.2 Superintendent/President Report \(May 9, 2016\)](#)
- IV.B.5-7. [SSSP Plan](#)
- IV.B.5-8. [Student Equity Plan \(November 10, 2015\)](#)
- IV.B.5-9. [BOT Meeting - Action Item 11.2. Consideration of Approval of Fund 12 Restricted Midyear Budget Revisions \(February 14, 2017\)](#)
- IV.B.5-10. [BOT Meeting - Study Session Item 8.2. Student Support Services Program Update \(October 25, 2016\)](#)
- IV.B.5-11. [BOT Meeting - Action Item 9.1. Consideration of Approval of the Budget Adjustments for the New Student Equity Program \(November 11, 2014\)](#)
- IV.B.5-12. [Equity](#)
- IV.B.5-13. [Guidance and Planning for Success \(GPS\)](#)
- IV.B.5-14. [BOT Meeting - Study Session Item 4.1. Institutional Effectiveness Partnership Initiative Framework Indicators \(May 23, 2017\)](#)
- IV.B.5-15. [BP 5140 - Disabled Student Programs and Services](#)
- IV.B.5-16. [AP 3410 - Nondiscrimination - Education Programs and Employment](#)
- IV.B.5-17. [BP 5130 - Financial Aid](#)
- IV.B.5-18. [AP 5130 - Financial Aid](#)
- IV.B.5-19. [BP 5500 - Standards of Student Conduct](#)
- IV.B.5-20. [Job Description – Director, Marketing and Communications](#)
- IV.B.5-21. [BP 5120 - Transfer Center](#)
- IV.B.5-22. [AP 5120 - Transfer Center](#)
- IV.B. 5-23. [IEC Meeting - Agenda Item IV.B. CTE Institutional Set Standards \(March 17, 2016\)](#)
- IV.B. 5-24. [BOT Meeting - Action Item 8.1 Consideration of Approval of Career and Technical Education \(CTE\) Institution Set Standards \(March 22, 2016\)](#)
- IV.B. 5-25. [Community College League of California -Legislative Conference Recap \(2017\)](#)
- IV.B. 5-26. [BOT Retreat Agenda \(August 19, 2016\)](#)
- IV.B. 5-27. [Policy and Procedure Workshop Invitation Email \(with confirmed attendees\)](#)



IV.B.6. The CEO works and communicates effectively with the communities served by the institution.

The superintendent/president communicates regularly with community organizations and works with other educational institutions, governmental organizations, nonprofits, and businesses.

Community Engagement

The community, civic leaders, and the public at-large are informed of the ongoing and emerging events and issues at LTCC and willingly share the College's role as a conscientious community partner ([IV.B.6-1](#)). Participation on service, business, philanthropic, and government entities is viewed as an important avenue for superintendent/president involvement in the community service area as well neighboring areas, including nearby urban centers in Nevada.

The superintendent/president reaches out to educational districts and institutions that may serve as a funnel to the College or that receive LTCC students as they matriculate to other advanced degrees ([IV.B.6-2](#)) ([IV.B.6-3](#)) ([IV.B.6-4](#)) ([IV.B. 6-5](#)) ([IV.B. 6-6](#)). In addition, the superintendent/president has met multiple times with partner community colleges in California and northern Nevada to share information on content, resources, and residential living ([IV.B.6-7](#)) ([IV.B.6-8](#)).

The superintendent/president reaches out to local businesses through membership in the South Lake Tahoe Chamber of Commerce and the CEO Roundtable, in addition to joint study sessions with the Lake Tahoe Unified School District Board of Trustees and redevelopment agency groups ([IV.B.6-9](#)) ([IV.B.6-10](#)) ([IV.B.6-11](#)).

Outreach to local governments takes place with periodic meetings with leaders from El Dorado County and the city of South Lake Tahoe city manager and mayor ([IV.B.6-12](#)). Civic outreach also takes place in such areas as the Community Play Consortium and the South Shore Greenway Trail ([IV.B.6-13](#)) ([IV.B. 6-14](#)). The pathway for communication between the College and the community is reciprocal, flowing back to the College. An example of this is increased use of college facilities by organizations and community groups that feel welcome on the campus.

Analysis and Evaluation

The College meets the standard. The superintendent/president uses a variety of methods to communicate to the community, including established and emerging social media as well as

traditional print methods. The superintendent/president also meets face-to-face with community, government, and business leaders to discuss college matters. The superintendent/president is present at college committee and council meetings, and conducts college forums to learn about issues from constituent groups as well as to update the college community. Additionally, the superintendent/president is involved in benevolent and philanthropic organizations to represent the institution as a conscientious community partner.³



Evidence List for IV.B.6.

- IV.B.6-1. [CEO Luncheons List](#)
- IV.B.6-2. [Sierra Nevada College President Meeting Agendas](#)
- IV.B.6-3. [Sacramento State University President and Provost Meeting Materials](#)
- IV.B. 6-4. [UC Davis/LTCC Partnership Proposal](#)
- IV.B. 6-5. [UC Davis Collaboration Meeting Email](#)
- IV. B. 6-6. [Area 1 CEOs Meeting with CSU, Chico President Email](#)
- IV.B. 6-7. [Invitation to WNC - Equity Training Email](#)
- IV.B. 6-8. [WNC LTCC Collaboration Email](#)
- IV.B.6-9. [Memberships: SLT Chamber of Commerce](#)
- IV.B.6-10. [Joint Meeting of LTCCD – Board of Trustees and LTUSD – Board of Education \(March 28, 2017\)](#)
- IV.B.6-11. [Redevelopment Agency Groups](#)
- IV.B. 6-12. [Establishing Regular Meetings with City Manager Email](#)
- IV.B.6-13. [Community Play Consortium Agenda \(December 15, 2015\)](#)
- IV.B. 6-14. [Greenway Trail Meeting Email Invitation](#)



³ See Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Standards are Performed with Respect to Public Notification of an Evaluation Visit and Third-Party Comment

GOVERNING BOARD



IV.C.1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

The Lake Tahoe Community College (LTCC) Board of Trustees is comprised of members elected by voters in an approved district that is part of the California Community College system. The Board is responsible for representing the public interest in establishing policies for the direction of the institution.

Authority and Responsibility

The College is governed by the Board of Trustees (BOT), comprised of five elected citizen officials who represent designated districts within the College's assigned service area as identified by the California Community College system.⁴ As required by California Education Code, the LTCC BOT has adopted a set of policies that detail accreditation expectations as well as delineate expectations for ensuring academic quality, fiscal stability, and institutional effectiveness ([IV.C.1-1](#)). The board policies are publicly posted on the college website and reviewed regularly for currency, accuracy, and relevance ([IV.C.1-2](#)).

The BOT's authority and responsibilities are outlined within Board Policy (BP) 2200, Board Duties and Responsibilities, and include oversight of establishing policies, assuring the fiscal health and stability of the College, monitoring institutional performance and quality, and representing the public interest ([IV.C.1-3](#)). Additional governing policies include the delegation of duties to the superintendent/president ([IV.C.1-4](#)), conduct of board elections ([IV.C.1-5](#)), decorum at meetings ([IV.C.1-6](#)), code of ethics for evaluating actions ([IV.C.1-7](#)), and the identification and handling of conflicts of interest ([IV.C.1-8](#)). In this way, the Board aligns its duties and responsibilities to the institutional mission, accreditation standards, and federal and state regulations to set prudent, ethical, and legal standards for the performance and operations of the College.

⁴ Eligibility Requirement 7, Governing Board, Compliant

Board members are elected to four-year terms in an even year election. In addition to the five voting board members, the BOT includes a student trustee elected by the student body ([IV.C.1-9](#)). The student trustee is identified each year as the Board encourages student participation and advice on key issues at the College. For most of the year, the Board meets twice a month. The first meeting is typically a business meeting, and the second meeting is usually a dedicated study session to provide the Board with appropriate opportunities for in-depth examination of pertinent issues ([IV.C.1-10](#)).

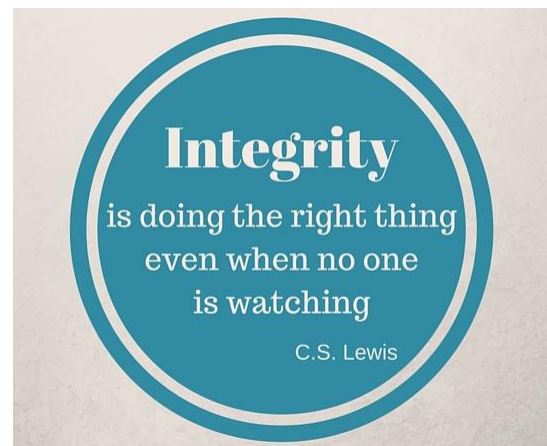
Academic Quality and Effectiveness of Student Learning and Support Programs and Services

To ensure the academic quality of the institution, the Board receives updates and reviews progress in a number of key areas. These include the California Community College Chancellor's Office (CCCCO) Student Success Scorecard, the LTCC Scorecard, and the Institutional Effectiveness Partnership Initiative Framework of Indicators ([IV.C.1-11](#)) ([IV.C.1-12](#)). The Board also receives updates on accreditation reports ([IV.C.1-13](#)), substantive change proposals ([IV.C.1-14](#)) ([IV.C.1-15](#)), the *Strategic Plan* ([IV.C.1-16](#)), and the *Educational Master Plan* ([IV.C.1-17](#)).

Additionally, in an effort to review the effectiveness of the programs and services provided by the College, the Board reviews professional development leave reports ([IV.C.1-18](#)), Student Success and Support Program (SSSP) and Equity Plan reports ([IV.C.1-19](#)) ([IV.C.1-20](#)), and research and planning project presentations ([IV.C.1-21](#)) ([III.C.1-22](#)) ([III.C.1-23](#)). Any new program evaluations, or those proposed for revitalization, modification, or discontinuance are also presented for review ([IV.C.1-24](#)).

Integrity

In the area of institutional integrity, the Board examines its internal practices and processes through guidelines established by a code of ethics and policy on conflict of interest ([IV.C.1-7](#)) ([IV.C.1-8](#)). The Board receives performance reports from the various divisions of the College and delegates to the superintendent/president the authority to administer policies, set procedures, and report back to the Board on the status of the institution ([IV.C.1-4](#)).



Financial Stability of the Institution

To steward the financial integrity and stability of the institution, the Board receives and reviews quarterly financial statements and reports from the College's vice president of administrative services ([III.C.1-25](#)). College leaders provide updates on important matters of internal stability and long-term fiscal viability such as quarterly enrollment trends ([IV.C.1-26](#)) and construction procurement ([IV.C.1-27](#)).

Independent and external audits are performed to ensure that the College's internal controls, processes, guidelines, and policies are adequate, effective, and in compliance with generally accepted standards for higher education. Results of these audits are presented to the Board's Audit Committee ([III.C.1-28](#)). The Board also receives budget presentations and three-year forecasts ([IV.C.1-29](#)) and provides feedback and final approval for facilities/bond project plans and schedules ([IV.C.1-30](#)).

Analysis and Evaluation

The College meets the standard. The LTCC Board of Trustees is a voter-approved body of five voting members, representing established districts, and one student non-voting member. The body has in place and must follow regulatory and statutory requirements for election, reelection, and conduct at the public meetings. The Board has the authority to represent the public interest and establish policies for the direction of the institution. The Board of Trustees accepts ultimate responsibility for ensuring that the quality and financial integrity of the institution is sound. The membership is sufficient in number and remains an independent policy-making body, with conflict of interest, code of ethics, and other policies that assure the integrity of the Board and the institution.



Evidence List for IV.C.1.

- IV.C.1-1. [California Education Code, Section 70902](#)
- IV.C.1-2. [BP 2410 -- Board Policy and Administrative Procedure](#)
- IV.C.1-3. [BP 2200 – Board Duties and Responsibilities](#)
- IV.C.1-4. [BP 2430 – Delegation of Authority to the Superintendent/President](#)
- IV.C.1-5. [BP 2100 – Board Elections](#)
- IV.C.1-6. [BP 2355 – Decorum](#)
- IV.C.1-7. [BP 2715 – Code of Ethics/Standards of Practice](#)
- IV.C.1-8. [BP 2710 – Conflict of Interest](#)
- IV.C.1-9. [BP 2105 – Election of Student Member](#)
- IV.C.1-10. [BOT Meeting - Calendar for Academic Year 2017-2018 \(June 13, 2017\)](#)

- IV.C.1-11. [BOT Meeting - Study Session Item 4.2 LTCC Scorecard and Chancellor's Office Scorecard \(May 23, 2017\)](#)
- IV.C.1-12. [BOT Meeting - Action Item 7.8 Consideration of Approval of Institutional Effectiveness Partnership Initiative \(IEPI\) Indicators and Goals for 2016/17 \(June 14, 2016\).](#)
- IV.C.1-13. [BOT Meeting - Report 5.4. Superintendent/President Report \(March 14, 2017\).](#)
- IV.C.1-14. [BOT Meeting - Action Item 3.1. Substantive Change Proposal – Incarcerated Student Pilot Program \(February 28, 2017\)](#)
- IV.C.1-15. [BOT Meeting - Action Item 7.1. Substantive Change Proposal – South Bay Regional Public Safety Training Consortium \(January 17, 2017\)](#)
- IV.C.1-16. [BOT Meeting - Action Item 9.7. Consideration of Approval of Board of Trustee Goals for 2016-2017 \(September 13, 2016\)](#)
- IV.C.1-17. [BOT Meeting - Report Item 5.5. Educational Master Plan Update \(May 9, 2017\)](#)
- IV.C.1-18. [BOT Meeting - Report 5.2. Professional Development Leave – Beth Marinelli-Laster \(January 26, 2016\)](#)
- IV.C.1-19. [BOT Meeting - Study Session Item 8.2. Student Support Services Program Update \(October 25, 2016\)](#)
- IV.C.1-20. [BOT Meeting - Study Session Item 8.3. Student Equity Program Update \(October 25, 2016\)](#)
- IV.C.1-21. [BOT Meeting - Study Session Item 2.1. Residential Living Feasibility Study Presentation \(December 13, 2016\)](#)
- IV.C.1-22. [BOT Meeting - Report Item 4.2. Student Experience Survey Final Summary Report \(November 8, 2016\)](#)
- IV.C.1-23. [BOT Meeting - Study Session Item 5.5. Capture Rates - South Tahoe High School to Lake Tahoe Community College \(March 22, 2016\)](#)
- IV.C.1-24. [BOT Meeting - Report Item 4.1. Program Vitality Assessment – Theatre Arts Program \(November 29, 2017\)](#)
- IV.C.1-25. [BOT Meeting - Audit Committee, Report Item 2.1. Quarterly Financial Status Report \(CCFS-311Q\) and Financial Statements for the Quarter Ended March 31, 2017 \(Q3\) \(May 9, 2017\)](#)
- IV.C.1-26. [BOT Meeting - Study Session Item 3.2. Enrollment Management \(February 14, 2017\)](#)
- IV.C.1-27. [BOT Meeting - Report Item 6.3. Introduction to Lease-Leaseback Construction Delivery Method \(February 14, 2017\)](#)
- IV.C.1-28. [BOT Meeting - Audit Committee Report Item 2.1. 2015/16 Audit Report \(December 13, 2016\)](#)
- IV.C.1-29. [BOT Meeting - Action Item 3.2. Consideration of Approval of Fund 12 Restricted Midyear Budget Revisions \(February 28, 2017\)](#)
- IV.C.1-30. [BOT Meeting - Action Item 8.3. Consideration of Approval of the Addendum to the Master Agreement with AP Architects \(January 24, 2017\)](#)



IV.C.2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Each business matter for review or action by the Board of Trustees is considered in full and openly discussed at board meetings. Matters that are confidential are discussed in closed session, with reports out to the public regarding any actions taken ([IV.C.2-1](#)). Votes take place and decisions are made in public, and most voting matters are resolved unanimously. In those instances when a board member holds unique and individual perspectives, viewpoints are shared and votes are taken in the normal course of action. After a decision is made, the Board moves forward as a collective entity on all related actions ([IV.C.2-2](#)).

Acting Collectively, Divergent Voices

The Board assures that topics discussed are addressed using existing policies and practices such as proper decorum ([IV.C.2-3](#)). As a result, members engage in debate professionally with respect and civility. The Board of Trustees also complies with state laws regarding discussion of topics outside of open forums, and meetings are publicly announced and open to all in accordance with the Brown Act ([IV.C.2-4](#)).

The Board of Trustees participates in effective trustee training workshops and holds periodic retreats to build relationships and a collective spirit. The Board evaluates its performance annually ([IV.C.2-5](#)). In the most recent evaluation, the constituency groups and the Board rated itself with high marks in the area of fostering a college culture aimed at improving student learning, success, and achievement ([IV.C.2-6, pg. 9](#)).

Periodically, the Board utilizes surveys to collect feedback from stakeholders in the community. For example, in its last self-evaluation, the Board had some discussion regarding how the meetings are conducted and the appropriate time for discussions due to some disagreement with the evaluation. The Board evaluation process demonstrates the willingness of the Board to facilitate honest discussions leading to board effectiveness and the ability to focus on educational programs and students ([IV.C.2-7, pg. 16](#)).

Analysis and Evaluation

The College meets the standard. Adopted board policies provide a system and framework for collective decision-making that effectively guides board processes of open discussions, voting, and actions. Board members freely engage in debate and present multiple, and sometimes divergent perspectives on issues facing the College. Nevertheless, the Board comes to collective decisions on all matters and supports those decisions once reached. There is no recent history where the Board has struggled with this expectation.



Evidence List for IV.C.2.

- IV.C.2-1. [BOT Meeting - Regular Business Meeting Item 3.1. Announcement of Reportable Actions Taken by Board of Trustees in Closed Session \(July 18, 2017\)](#)
- IV.C.2-2. [BP 2200 – Board Duties and Responsibilities](#)
- IV.C.2-3. [BP 2355 – Decorum](#)
- IV.C.2-4. [Email Announcement of Board of Trustees Meeting Exhibiting Brown Act Compliance](#)
- IV.C.2-5. [BOT Study Session - Item 2.2. Board Evaluation \(November 22, 2016\)](#)
- IV.C.2-6. [BOT Meeting - Progress Toward Goals Evaluation Results, pg. 9 \(2015-16\)](#)
- IV.C.2-7. [BOT Meeting - Progress Toward Goals Evaluation Results, pg. 16 \(2015-16\)](#)



IV.C.3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

The LTCC Board of Trustees has established clear set policies and procedures for selecting and evaluating the superintendent/president at the institution.

Superintendent/President Selection

In accordance with California Title 5 regulations, Board Policy 2431 highlights the steps for selecting the superintendent/president in case of a vacancy, including the establishment and review of the search process ([IV.C.3-1](#)) ([IV.C.3-2](#)). The Board adheres to this policy, as is evidenced by the recent recruitment and selection of the College's current superintendent/president in the fall of 2016.

In preparation for this recruitment, the Board reexamined its policies and procedures outlined in Administrative Procedure 2431, regarding advertising strategies and the multistep processes in screening for qualified candidates ([IV.C.3-3](#)). They also reviewed the hiring criteria for the position in order to update job duties and align with current equal employment opportunity standards. The Board then approved the job description ([IV.C.3-4](#)) and revised the participatory governance-based screening committee ([IV.C.3-5](#)). The College successfully selected a new superintendent/president in December of 2016.

Superintendent/President Evaluation

The Board of Trustees uses an established process of systematically evaluating the performance of the superintendent/president ([IV.C.3-6](#)). The Board of Trustees conducts annual evaluations of the superintendent/president, along with quarterly updates on progress toward the annual goals established by the Board ([IV.C.3-7](#)).

The superintendent/president evaluation cycle begins on or before October 1 of each year, at which time the Board meets with the superintendent/president to establish performance objectives for the academic year ([IV.C.3-8](#)). These objectives are discussed and recorded in closed session and are based on the duties set forth in the *Board Policy Manual*, as well as any other criteria mutually agreed upon by both parties. Quarterly updates on progress toward meeting the goals are reviewed during closed session, evaluated for relevancy, and updated as needed ([IV.C.3-9](#)). The Board then evaluates the performance of the superintendent/president no later than August 31 for the previous academic year ([IV.C.3-10](#)). The evaluation is based on the administrator's duties and performance objectives.

Analysis and Evaluation

The College meets the standard. The LTCC Board of Trustees has developed board policy that establishes a system for the recruitment and selection of the superintendent/president. This was recently updated, and the College in 2016 completed a successful selection of a new superintendent/president. A deliberate and consistent process for Board evaluation of the superintendent/president is also used by the College.



Evidence List for IV.C.3.

- IV.C.3-1. [BP 2431 – Selection of a CEO](#)
- IV.C.3-2. [5 CCR § 53000. Scope and Intent](#)
- IV.C.3-3. [BOT Retreat - Item 3.9 Process for Appointing the Administrator and the Two Community Representatives for the Hiring of the Superintendent/President \(August 19, 2016\)](#)
- IV.C.3-4. [Job Description: Superintendent/President](#)
- IV.C.3-5. [BOT Special Meeting - Action Item 3.1.Consideration of Suspending Administrative Procedure 2431 – Chief Executive Officer \(CEO\) Hiring Procedures to Add Additional Members to CEO Screening Committee \(September 20, 2016\)](#)
- IV.C.3-6. [Superintendent/President Contract \(December 6, 2016\)](#)
- IV.C.3-7. [BOT Closed Session - Item 2.1 Superintendent/President – Public Employee Performance Evaluation \(Government Code 54957\) \(January 24, 2017\).](#)
- IV.C.3-8. [BOT Meeting - Report Item 7.4. Superintendent/President - Review and Accept Comprehensive Program Review - President's Office \(December 13, 2016\)](#)
- IV.C.3-9. [BOT Meeting - Recessed to Closed Session Item 2.1. Superintendent/President - Public Employee Performance Evaluation \(Government Code 54957\) \(January 24, 2017\)](#)
- IV.C.3-10. [BOT Retreat - Recess to Closed Session Item 4.3. Evaluation of the Superintendent/President \(Government Code Section 54957\) \(August 19, 2016\)](#)



IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

The LTCC Board of Trustees is selected by the voters and is an independent policy-making body with oversight of college operations. The Board, in the execution of its duties as an independent body, may adopt such policies as are authorized by law or determined by the Board as necessary for the efficient operation of the District.

Board Operations

There is an established procedure on manner and requirements for candidacy and qualification. Members serve four-year terms with elections staggered so that only one-half of the Board of Trustees are up for election at any given time ([IV.C.4-1](#)). Additionally, the Student Senate elects a student trustee who has advisory privileges and serves a one-year term. The student trustee may make, and second, motions and provide advisory feedback ([IV.C.4-2](#)) ([IV.C.4-3](#)).

The Board is the ultimate decision-maker in areas designated by state and federal laws and regulations ([IV.C.4-4](#)). The Board's enumerated powers are outlined in board policy and include representing the public interest; establishing policies that define the institutional mission and set prudent, ethical, and legal standards for college operations; and hiring and evaluating the superintendent/president. The Board has hired a superintendent/president and delegated responsibility for administering board policies, ensuring fiscal stability, monitoring institutional performance and educational quality, and advocating for the District ([IV.C.4-5](#)) ([IV.C.4-6](#)).⁵

Policy-Making Body



The Board is in the process of updating its policies in alignment with the format and in consideration of the language supported by the Community College League of California (CCLC). Many of the policies are adapted to meet local needs while also meeting the requirements of California Education Code and California Code of Regulations. As stated in BP 2430, the superintendent/president holds "...the executive responsibility for administering the policies adopted by the board and executing all decisions of the board requiring administrative actions" ([IV.C.4-5](#)).

Board policies provide general guidance of what should happen, while the administrative procedures detail the processes that should be followed ([IV.C.4-7](#)). A strong example of this

⁵ Eligibility Requirement 7, Governing Board, Compliant

can be found in Board Policy 6340 – Contracts, which delegates the authority to award contracts that meet certain restrictions and thresholds to the superintendent/president and the chief business officer ([IV.C.4-8](#)). Administrative Procedures 6340, 6350, 6365, and 6370 provide specific direction to staff on the bidding procedure and awarding of contracts, construction contracts, accessibility of information technology, and personal service contracts ([IV.C.4-9](#)) ([IV.C.4-10](#)) ([IV.C.4-11](#)) ([IV.C.4-12](#)).

In order to maintain focus on its role as a policy-making body, many items that need board approval are approved as consent items. The consent agenda gives the Board the opportunity to review items for consent ahead of the meeting, ask questions to the superintendent/president, and approve the full list with one vote to save time and avoid over regulation. Items approved via the consent agenda include ratification of fees, monthly payroll, and declaration of surplus property ([IV.C.4-13](#)) ([IV.C.4-14](#)) ([IV.C.4-15](#)).

The hiring of staff has been delegated to the superintendent/president with ratification by the Board. The superintendent/president can make an offer of employment and the Board ratifies via the consent agenda ([IV.C.4-16](#)). Also, all curriculum modifications, which used to come to the Board as action items, are no longer reviewed by the Board when changed; only new courses and programs and removal of programs are reviewed and acted on by the Board ([IV.C.4-17](#)).



Analysis and Evaluation

The College meets the standard. The Board is an independent policy-making body and represents the public through the manner in which they are elected. A student trustee participates on the Board in an advisory capacity. Board member conduct is regulated by board policies and procedures that establish ways to protect the College from undue influence or political pressure and to promote efficiency and effectiveness.

Public interest in the quality of education and college operations is provided through public comment at board meetings and through the Board's consistent adherence to open meeting laws and principles.



Evidence List for IV.C.4.

- IV.C.4-1. [BP 2100 – Board Elections](#)
- IV.C.4-2. [BP 2015 – Student Member](#)
- IV.C.4-3. [BP 2105 – Election of Student Member](#)
- IV.C.4-4. [BP 2510 – Participation in Local Decision-Making](#)
- IV.C.4-5. [BP 2430 – Delegation of Authority to the Superintendent/President](#)
- IV.C.4-6. [BP 2200 – Board Duties and Responsibilities](#)
- IV.C.4-7. [BP 2410 – Board Policy and Administrative Procedure](#)
- IV.C.4-8. [BP 6340 – Contracts](#)
- IV.C.4-9. [AP 6340 – Bids and Contracts](#)
- IV.C.4-10. [AP 6350 – Contracts – Construction](#)
- IV.C.4-11. [AP 6365 – Accessibility of Information Technology](#)
- IV.C.4-12. [AP 6370 – Contracts – Personal Services](#)
- IV.C.4-13. [BOT Meeting - Consent Agenda Item 10.1. Ratification of Fees \(February 14, 2017\)](#)
- IV.C.4-14. [BOT Meeting - Consent Agenda Item 7.5. Ratification of Monthly Payroll \(July 18, 2017\)](#)
- IV.C.4-15. [BOT Meeting - Consent Agenda Item 6.1 Declaration of Surplus Property \(January 17, 2017\)](#)
- IV.C.4-16. [BOT Meeting - Consent Agenda Item 7.16. Ratification of Personnel Action Item \(July 18, 2017\)](#)
- IV.C.4-17. [BP 4020 – Program, Curriculum, and Course Development](#)





IV.C.5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

All policies of the 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.

Consistency with the Mission

Board Policy 2200 covers the Board duties and responsibilities. It specifically 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
- 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 ([IV.C.5-1](#))

The mission itself is set forth in Board Policy 1200 – District Mission ([IV.C.5-2](#)) (see [Standard I.A.1](#)). The Board has approved policies, institutional goals, and other formal statements that describe Board of Trustees expectations for quality, integrity, and improvement of student learning programs and services for students, the college, and the community ([IV.C.5-3](#)) ([IV.C.5-4](#)) ([IV.C.5-5](#)). Additionally, the Board ensures the mission is at the heart of the planning process. The Board regularly reviews the College's *Strategic Plan*, which includes a review of the mission, to ensure proper alignment with these policies ([IV.C.5-6](#)).

To help in its work, LTCC subscribes to the Community College League of California's (CCLC) Board Policy and Administrative Procedure Service. 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 ([IV.C.5-7](#)).

Analysis and Evaluation

The College meets the standard. Board policies are developed consistent with the mission. The superintendent/president and staff advise the Board on all legal, financial, and educational issues. The Board ultimately exercises authority to provide oversight for all college operations, especially educational quality, legal matters, and financial integrity and stability.



Evidence List for IV.C.5.

- IV.C.5-1. [BP 2200 – Board Duties and Responsibilities](#)
- IV.C.5-2. [BP 1200 – District Mission](#)
- IV.C.5-3. [BOT Meeting - Resolution for Action Item 5.1. S/P - Consideration of Approval of Resolution Number 8 - 2016/17 In Support of Undocumented Students and Diversity, and Affirming the Privacy of Student Records \(February 14, 2017\)](#)
- IV.C.5-4. [BOT Meeting - New Business - Action Item 4.1. Resolution 5 - 2016/2017 in Honor of Nancy Zarenda's Support of the Lake Tahoe Community College Intensive Spanish Summer Institute \(October 25, 2016\)](#)
- IV.C.5-5. [BOT Meeting - New Business - Action Item 10.6. The College Promise Resolution \(February 9, 2016\)](#)
- IV.C.5-6. [BOT Meeting - Study Session Item 7.1. Strategic Plan \(May 24, 2016\)](#)
- IV.C.5-7. [CCLC Screenshot](#)



IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures

The Board of Trustees publishes all of their policies and procedures for public review online ([IV.C.6-1](#)) ([IV.C.6-2](#)). Chapter 2 of the policy series covers all of the policies and administrative procedures that address the Board's size ([IV.C.6-3](#)), duties and responsibilities ([IV.C.6-4](#)), structure ([IV.C.6-3](#)), and operating procedures ([IV.C.6-5](#)).

Analysis and Evaluation

The College meets the standard. The Board publishes its policies and procedures online using BoardDocs. The stated policies that specify the Board's size, duties and responsibilities, structure, and operating procedures are contained in chapter 2 of the policy series.



Evidence List for IV.C.6.

- IV.C.6-1. [BoardDocs Webpage](#)
- IV.C.6-2. [BOT Webpage](#)
- IV.C.6-3. [BP 2010 – Board Membership](#)
- IV.C.6-4. [BP 2200 – Board Duties and Responsibilities](#)
- IV.C.6-5. [BP 2410 – Board Policy and Administrative Procedure](#)





IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

The LTCC Board of Trustees consistently acts in accordance with all board policies and administrative procedures and regularly reviews how effective they are in fulfilling the mission.

Consistency and Effectiveness of Board Policy and Conduct

Board policies provide a clear framework for all of the Board's activity. Specifically Board Policy 2410 and Administrative Procedure 2410 describe the process by which the Board accomplishes its work ([IV.C.7-1](#)) ([IV.C.7-2](#)). In addition to the creation and implementation of board policies for performance of its responsibilities, the LTCC Board also has established a timeline for review of the policies for currency, relevance, and purpose at least every five years ([see Standard I.B.7](#)).

The Board also has a system for implementation and creation of new policies based on changes to federal and state law, as well as changes to accreditation expectations. These procedures are outlined in AP 2410:

All board policies and administrative procedures will be reviewed, at a minimum, on a five-year cycle. Changes in statute and regulation may prompt additional review and revision. Additionally, any recognized employee or student group may submit a request to route or re-route any new or existing board policy or administrative procedure to the executive assistant to the Superintendent/President. Board-member requests are submitted directly to the Superintendent/President ([IV.C.7-2](#)).

Analysis and Evaluation

The College meets the standard. The Board consistently acts in accordance with all policies and procedures. Board policy review is conducted on a regular cycle every five years or more often as needed.



Evidence List for IV.C.7.

- IV.C.7-1. [BP 2410 – Board Policy and Administrative Procedure](#)
IV.C.7-2. [AP 2410 – Board Policy and Administrative Procedure](#)



IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Student learning and achievement are at the heart of the LTCC mission. The Board regularly reviews progress on institutional plans and receives updates on key indicators of student success.

Institutional Plans for Improving Academic Quality

Two of the institutional plans for improving academic quality are the *Educational Master Plan* and the *Strategic Plan* ([IV.C.8-1](#)) ([IV.C.8-2](#)). The *Educational Master Plan* identifies the four overarching strategic issues within the *Strategic Plan*, and progress regarding the strategic goals for each are reviewed annually by the Board of Trustees as part of the LTCC Scorecard review study session ([IV.C.8-3](#)).



In 2015/16 the District was awarded a \$200,000 grant through the Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Team (PRT) process. Enrollment management, educational master planning, and the integration of data in planning were identified as key areas for support. With the resources provided by this grant, MAAS Companies was hired to work with college personnel to integrate existing datasets and program review and planning goals into a revised *Educational Master Plan*. Its most recent update to the Board of Trustees occurred at the May 9, 2017, meeting ([IV.C.8-4](#)).

The *Strategic Plan* was most recently updated in May 2016. The goals were realigned to a more student-centered focus. Strategic issues 1 and 2 focus on student access, success, learning, equity, and achievement ([IV.C.8-5](#)). Once the new *Educational Master Plan* is completed in fall 2017, the College will embark on an integrated planning cycle beginning with a review of the college vision, mission, beliefs and culminating in a *Comprehensive Master Plan*, which will bring together all of the major planning efforts at the College.

Reviewing Student Learning Indicators

LTCC's performance on key indicators under the state of California's accountability system, including the Chancellor's Office Student Success Scorecard, is also examined each year ([IV.C.8-3](#)). Similarly, the Board reviews progress on the state's IEPI Framework of Indicators. For accreditation purposes, the Board of Trustees reviews the institution-set standards and annual report data before submission to the Accrediting Commission for Community and Junior Colleges (ACCJC) ([IV.C.8-6](#)). The Board of Trustees has also committed to a focus on reviewing the LTCC Scorecard data as it aligns with the *Strategic Plan*, as mentioned above.

Analysis and Evaluation

The College meets the standard. The Board regularly reviews key indicators of student success as well as institutional plans for improving academic quality. The Board reviews and receives updates annually on the *Strategic Plan*, which derives from the College's *Educational Master Plan*. The Board also reviews progress on the state of California's Student Success Scorecard as well as the LTCC Scorecard that has been developed locally.



Evidence List for IV.C.8.

- IV.C.8-1. [Educational Master Plan \(2011-17\)](#)
- IV.C.8-2. [Strategic Plan \(2011-17\)](#)
- IV.C.8-3. [BOT Meeting - Study Session Item 4.2. LTCC Scorecard and Chancellor's Office Scorecard \(May 23, 2017\)](#)
- IV.C.8-4. [BOT Meeting - Report Item 5.5. Educational Master Plan Update \(May 9, 2017\)](#)
- IV.C.8-5. [BOT Meeting - Study Session item 7.1. Strategic Plan \(May 24, 2016\)](#)
- IV.C.8-6. [BOT Meeting - Study Session Item 4.1 Institutional Effectiveness Partnership Initiative \(IEPI\) Indicators and LTCC Scorecard Indicators Updates - Brown \(May 17, 2017\)](#)



IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Ongoing and systematic professional development is at the core of improved learning for individual board members and the Board as a collective body. Board membership continuity and overlapping member terms are provided for in board policy and in the implementation of that policy.

Orientation and Training

Orientation and training for new and existing board members are prioritized in Board Policy 2740 – Education. Orientations take place for potential board members that are running for a position, and more substantial orientations to the institution are provided for newly elected board members in the form of one-on-one meetings with key staff ([IV.C.9-1](#)) ([IV.C.9-2](#)) ([IV.C.9-3](#)) ([IV.C.9-4](#)) ([IV.C. 9-5](#)) ([IV.C. 9-6](#)) ([IV.C.9-7](#)).

Ongoing training includes study sessions on assigned dates where staff and external experts offer in-depth presentations and activities on important topics to keep the Board current on important areas of college programs, services, system funding and revenue, and accreditation. Furthermore, each year the Board conducts an annual retreat where goals are set and reviewed and areas of professional development are identified. In addition to the activities noted, board members attend state and national conferences geared towards trustees, to learn effective and promising practices for board operations ([IV.C.9-8](#)).

Membership Continuity

In order to maintain continuity of board membership, the Board has staggered terms of office. Board Policy 2100 – Board Elections states that:

The term of office of each trustee shall be four years, commencing on the date of the first Board meeting in December following the general election in November. Elections shall be held every two years, in even numbered years. Terms of trustees are staggered so that, as nearly as practical, one half of the trustees shall be elected at each trustee election ([IV.C.9-9](#)).

Analysis and Evaluation

The College meets the standard. The LTCC Board of Trustees has an orientation program for new members as well as ongoing training for existing members' professional development. 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. Finally, board policy provides for continuity of board membership with staggered terms.



While board member training is provided by the College, it has become apparent that the Student Trustee could benefit from a more intentional onboarding and mentorship plan. The most recent student trustee identified this as an area for improvement, noting that he did not feel fully confident in his role and ability to truly represent the student voice until well into his one-year term of service.



Evidence List for IV.C.9.

- IV.C.9-1. [BP and Regulation - § 1.07 Orientation for New Board Members](#)
- IV.C.9-2. [BOT - Candidate Information Workshop \(September 15, 2016\)](#)
- IV.C.9-3. [BOT - New Board Member Orientation - Facilities](#)
- IV.C.9-4. [BOT - New Board Member Orientation - Student Services](#)
- IV.C.9-5. [BOT - New Board Member Orientation - Governance](#)
- IV.C.9-6. [BOT - New Board Member Orientation - Budget](#)
- IV.C.9-7. [BOT - New Board Member Orientation - Budget](#)
- IV.C.9-8. [BOT - New Trustee Orientation and Trainings \(August 19, 2016\)](#)
- IV.C.9-9. [BP 2100 – Board Elections](#)





IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Prioritizing continuous improvement, academic quality, and institutional effectiveness are part of a mindset held by the LTCC Board of Trustees. Self-evaluation of practices and performance is a key component to maintaining and enhancing these values.

Board Evaluation Processes

The process for Board evaluation is described in Board Policy 2745 – Board Self-Evaluation. The goal of the self-evaluation process is to identify strengths and areas of opportunity for improvement ([IV.C.10-1](#)).

To this end, the Board of Trustees annually evaluates and assesses its performance against Board Goals developed in alignment with established institutional goals and priorities, including those identified by the *Strategic Plan* ([IV.C.10-2](#)). Occasionally, the Board also uses a self-assessment survey, administered to board members and staff who regularly attend board meetings. The instrument incorporates the criteria contained in board policies regarding board operations, as well as criteria defining board effectiveness by recognized trustee organizations for higher education ([IV.C.10-3](#)). The results are discussed at Board study sessions and published in BoardDocs ([IV.C.10-4](#)) ([IV.C.10-5](#)).

In some circumstances, such as the Measure F bond campaign in 2014, a survey is administered to the community and the College. Results from the community and college responses are compiled into a report and provided to the Board president to present at the annual Board retreat, where further discussion takes place ([IV.C.10-6](#)).

Analysis and Evaluation

The College meets the standard. The process for evaluation of the Board is described in Board Policy 2745. The methods and instruments used evaluate board effectiveness determined by recognized trustee organizations. Results of the evaluations are publicized and used to improve board performance, academic quality, and institutional effectiveness.



Evidence List for IV.C.10.

- IV.C.10-1. [BP 2745 – Board Self-Evaluation](#)
- IV.C.10-2. [Board Goals \(2016/17\)](#)
- IV.C.10-3. [BOT Meeting - Progress Toward Goals Evaluation Results \(2015-16\)](#)
- IV.C.10-4. [BOT Meeting - Study Session: Item 13.1. Board Evaluation \(November 8, 2016\)](#)
- IV.C.10-5. [BOT Meeting - Study Session: Item 2.2. Board Evaluation \(November 22, 2016\)](#)
- IV.C.10-6. [Bond Survey Results](#)



IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

LTCC has established board policies for conflict of interest, BP 2710 – Conflict of Interest, and a code of ethics for performance, BP 2715 – Code of Ethics/Standards of Practice. Further, it has developed administrative procedures for conflict of interest, AP 2710 – Conflict of Interest, and a conflict of interest code, AP 2712 – Conflict of Interest Code.

Code of Ethics and Conflict of Interest

The relevant policies and procedures are posted and made available to the public through BoardDocs ([IV.C.11-1](#)) ([IV.C.11-2](#)) ([IV.C.11-3](#)) ([IV.C.11-4](#)). In addition to these policies

and procedures, the District provides all board candidates with an orientation that includes all of the detailed training and materials regarding appropriate board behavior necessary for new board members ([IV.C.11-5](#)). When potential conflicts of interest or ethics matters arise, the Board consults with the superintendent/president and/or district legal counsel for advice.

Disclosing Interests and Impartiality

Each year, board members file a Statement of Economic Interests (Form 700), from the California Fair Political Practices Commission, with El Dorado County as a public statement for review ([IV.C.11-6](#)).

When a conflict or the appearance of a conflict arises, the board members recuse themselves, or are asked to recuse themselves, by the board president ([IV.C.11-7](#)). A review of the Board's actions over the past accreditation cycle reveals no violations of these board policies regarding improper behavior.⁶

Analysis and Evaluation

The College meets the standard. The Lake Tahoe Community College District Board of Trustees adheres to an established code of ethics, a conflict of interest policy, and all relevant statutory law as to the conduct, notice, and reporting of meeting actions and information. During this evaluation period, there have been no violations of these board policies and administrative procedures.



Evidence List for IV.C.11.

- IV.C.11-1. [BP 2710 – Conflict of Interest](#)
- IV.C.11-2. [BP 2715 – Code of Ethics/Standards of Practice](#)
- IV.C.11-3. [AP 2710 – Conflict of Interest](#)
- IV.C.11-4. [AP 2712 – Conflict of Interest Code](#)
- IV.C.11-5. [Orientation Materials](#)
- IV.C.11-6. [Board Form 700](#)
- IV.C.11-7. [BOT Minutes - Example of Recusal, pg. 7 \(3-8-16\)](#)

⁶ Eligibility Requirement 7, Governing Board, Compliant



IV.C.12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

As discussed more fully in ([Standard IV.B.1](#)), the superintendent/president has the primary responsibility for the academic quality and effectiveness of the College. This authority is granted by the Board pursuant to Board Policy 2430 – Delegation of Authority to the Superintendent/President ([IV.C.12-1](#)).

The superintendent/president is also responsible for administering all board policies through a system of administrative procedures and internal practices ([IV.C.12-2](#)). For example, through Administrative Procedure 6100 – Delegation of Authority – Business and Fiscal Affairs, the superintendent/president delegates authority to supervise budget preparation and management; oversee fiscal management of the District; and contract, purchase, sell, lease, or license real and personal property, to the vice president of administrative services ([IV.C.12-3](#)).

The LTCC Board of Trustees, in partnership with the superintendent/president, sets annual performance goals as a basis for evaluation (see [Standard IV.C.3](#)) ([IV.C.12-4](#)) ([IV.C. 12-5](#)). The duties identified in board policies, and as incorporated in the job responsibilities, guide the development of the goals and evaluation of progress. The superintendent/president works with the Board to make clear the difference between the Board’s role as an oversight and policy-making body and the role of the superintendent/president.

Analysis and Evaluation

The College meets the 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 operations of the institution.



Evidence List for IV.C.12.

- IV.C.12-1. [BP 2430 – Delegation of Authority to the Superintendent/President](#)
- IV.C.12-2. [AP 2430 – Delegation of Authority to the Superintendent/President](#)
- IV.C.12-3. [AP 6100 – Delegation of Authority - Business and Fiscal Affairs](#)
- IV.C.12-4. [BOT Meeting - Annual Performance Goals \(September 13, 2016\)](#)
- IV.C.12-5. [Administrator Goals](#)



IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel.

The LTCC Board of Trustees is informed and regularly updated about all issues surrounding the accreditation process. The Board also participates in evaluating its own responsibilities in the process through various activities, including retreats and study sessions.

Staying Informed on Accreditation Issues

The LTCC Board of Trustees is apprised of, and regularly updated on, accreditation issues such as Eligibility Requirements, Accreditation Standards, and Commission policies, both on a regional and national basis, as well as accreditation efforts taking place at the College ([IV.C.13-1](#)).

Helping the College Improve and Excel

Board Policy 3200 and its corresponding Administrative Procedure 3200 outline the responsibilities of the Board and the superintendent/president regarding the accreditation process ([IV.C.13-2](#)) ([IV.C.13-3](#)). Each year, the Board reviews the annual report and the annual fiscal report delivered to the ACCJC ([IV.C.13-4](#)). In addition, the Board reviewed the College's substantive change proposals for the South Bay Regional Public Safety Training Consortium ([IV.C.13-5](#)) and the Incarcerated Student Program, which were both approved by the ACCJC in early 2017 ([IV.C.13-6](#)).

Evaluating Roles and Functions

For the current accreditation self-evaluation cycle, the Board of Trustees was apprised of the kick-off activities for the writing of the report itself in April of 2016 ([IV.C.13-7](#)) following a January 2016 report on the process and organization of accreditation ([IV.C.13-8](#)). A study session was conducted on February 28, 2017, covering the Board's role in the accreditation process and its responsibilities under the standards, particularly Standard IV.C ([IV.C.13-9](#)). On March 28, 2017, the Board received a working draft of the report for consideration and input ([IV.C.13-10](#)). The Board received the report again in June of 2017 ([IV.C.13-11](#).) for an additional read and is scheduled to approve the report on August 8, 2017. Importantly, the Board considered the action projects under the Quality Focus Essay within each of these reports and study sessions as they will establish key institutional priorities for the next two to five years.

Analysis and Evaluation

The College meets the standard. The Board of Trustees stays informed and updated about all issues surrounding the accreditation process. Board members discuss accreditation issues at their meetings and retreats and receive regular updates from staff regarding the process. Through various activities, such as the September 24, 2015 retreat, the January 26, 2016 overview, and the study sessions on February 28, 2017, and March 28, 2017, the Board also evaluates its own responsibilities in the accreditation process.



Evidence List for IV.C.13.

- IV.C.13-1. [BOT Meeting - Retreat: Item 5.2. Board Policies Related to Accreditation \(September 24, 2015\).](#)
- IV.C.13-2. [BP 3200 – Accreditation](#)
- IV.C.13-3. [AP 3200 – Accreditation](#)
- IV.C.13-4. [BOT Meeting - Report Item 5.4 Report on the Accreditation Commission for Community and Junior Colleges Annual Report and Annual Fiscal Report \(April 11, 2017\)](#)
- IV.C.13-5. [BOT Meeting - Action Item 7.1 Accrediting Commission for Community and Junior Colleges - Substantive Change Proposal - South Bay Regional Public Safety Training Consortium \(January 17, 2017\)](#)
- IV.C.13-6. [BOT Meeting - Action Item 3.1 Accrediting Commission for Community and Junior Colleges - Substantive Change Proposal - Incarcerated Student Pilot Program \(February 28, 2017\)](#)
- IV.C.13-7. [BOT Meeting - Report Item 4.3 \(April 12, 2016\)](#)
- IV.C.13-8. [BOT Meeting - Study Session: Item 5.4. Accreditation Process and Organization \(January 26, 2016\)](#)
- IV.C.13-9. [BOT Meeting - Study Session: Item 5.1. Accreditation Standard IV \(February 28, 2017\)](#)
- IV.C.13-10. [BOT Meeting - Study Session: Item 2.1. Institutional Self-Evaluation Report \(ISER\) \(March 28, 2017\)](#)
- IV.C.13-11. [BOT Meeting - Study Session: Item 4.5. Institutional Evaluation Report and Quality Focus Essay \(June 2017\)](#)



Changes and Plans

LAKE TAHOE COMMUNITY COLLEGE				
Changes and Plans Arising Out of the Self-Evaluation Process				
Changes Implemented During the Self-Evaluation Process				
Change, Improvement and Innovation	Standard	College Leads	Completion Date	Outcome
Expansion of the Institutional Effectiveness Office	I.A.2, IV.B.2	S/P, DIE	Fall 2016	Increased bandwidth to provide more accurate and credible evidence for decision-making and reporting.
IEPI Site Visit Team	I.B.1, II.A.2, II.A.6, IV.C.8	S/P, VPAA, EDSS, DIE	Spring 2017	Peer-facilitation on improved educational master planning and enrollment management strategies.
Update of the Governance Handbook	I.B.1, IV.A.2, IV.A.7	DIE, IEC	Spring 2017	Memorialization of updated improvements to practices and policies in the governance structure.
Improved SLO Assessment and Program Review Processes and Templates	I.B.1, II.A.3,	VPAA, DIE, SLO Coordinator, CLEMC	Spring 2016	Developed more data-informed, engaging annual program review and SLO assessment processes for instructional programs.
Improved SLO Tracking System	I.B.2, I.B.4, I.B.6, II.A.3,	VPAA, EDSS, DIE	Fall 2017 and ongoing	Increased access and use of student learning findings.
Created Co-Accreditation Liaison Officers (ALO)	I.B.3, I.C.1, I.C.12, IV.B.4	DIE, VPAA, S/P	Summer 2017	Co-ALOs worked together on the current ISER and moving forward the role will transition to the Director of Institutional Effectiveness to enhance institutional capacity for ongoing accreditation efforts.

Change, Improvement and Innovation	Standard	College Leads	Completion Date	Outcome
Coordination of Program Review Cycle for All Divisions of the College	I.B.5, I.B.9, IV.A.1, IV.B.3	SLT, DIE	Spring 2017 and Ongoing	Implemented a program review cycle that ensures more timely and regular evaluation of all program units, particularly administrative units.
Update of Board Policies and Administrative Procedures	I.B.7, I.C.5, III.A.11, IV.C.4,	SLT, PAC	Fall 2015 and Ongoing	Complete review and update to College policies and procedures for currency and relevance.
Improved Documentation and Communication of College Decision-Making	I.B.8, I.C.3, III.D.2, III.D.6, IV.A.6, IV.A.7,	SLT, IEC, Academic Senate	Spring 2016 and Ongoing	Improved dissemination of College information and access to decision-making at the College, closer alignment between planning documents and resource allocations, and expanded use of BoardDocs for greater transparency.
Revised Full-time Faculty Evaluation Process and Forms	III.A.5	VPAA, Faculty Association	Fall 2016 and Ongoing	A revised full-time faculty evaluation process was created and includes consideration of faculty engagement in continued improvement around student learning.

LAKE TAHOE COMMUNITY COLLEGE				
Changes and Plans Arising Out of the Self-Evaluation Process				
Future Changes Planned As a Result of the Self-Evaluation Process				
Change, Improvement and Innovation	Standard	College Leads	Timeline	Anticipate Outcome
Professional Development on Data Governance and Effective Use for Decision-Making	I.A.2	DIE	Winter 2018	Data governance and validation processes developed and faculty, staff, and administration trained on data use.
Improved Dialogue Opportunities about Student Learning	I.B.1, II.A.3, II.A.9, II.A.11,	VPAA, EDSS, DIE, Academic Senate	Fall 2018	Develop a system of more direct assessment of program and institutional outcomes and expand the use of learning findings for improved decision-making and resource allocations.
Fold Evaluation of QFE into Regular Evaluation of the Institutional Planning Documents	I.B.9	DIE, IEC	Spring 2018	Coordinated planning for, and evaluation of improvement and innovation related to the QFE into existing operations.
Enhanced Quality Control Rubric for Distance Education	II.A.2, II.A.7, II.A.16,	VPAA, Distance Education Coordinator, CLEMC, COOL, Academic Senate	Summer 2017 and Ongoing	Develop and implement a new rubric to evaluate and enhance online course quality.
Merged Library and Learning Services	II.B.1, II.C.3,	VPAA, SLT, Director of Library and Learning Services, S/P	Fall 2017	With the hiring of the full-time Director of Library and Learning Services, the new department will allow for extended hours and more integrated learning support.

Change, Improvement and Innovation	Standard	College Leads	Timeline	Anticipate Outcome
Evaluate Institutional Assessment and Placement Practices	II.C.7	DIE, EDSS	Fall 2017 and Ongoing	Outcomes related to student assessment and placement using the MMAP model will be evaluated and revisions will be considered.
Finalize Pilot Evaluation Forms and Processes	III.A.5, III.A.6	S/P, VPAA, DHR, FA, and C/D Meet and Confer	Spring 2018	A revised set of forms and processes for both faculty and classified directors/confidentials will be developed for implementation in 2018/19. The final product will include evaluation regarding use of outcomes results for continuous improvement where appropriate.
Develop Technology Training and Professional Development Goals within a Revised Technology Master Plan	III.C.1, III.C.4	VPAS, SLT, IEC, TC,	Fall 2018	The College will consider training and professional development in the development of a revised Technology Master Plan and set goals accordingly.
Establish Plan for Onboarding and Mentoring Student Trustee	IV.C.9	S/P, BOT	Spring 2018	The College will develop a program of onboarding, mentoring, and providing continued training and development for the Student Trustee as a key student leader on campus.



Quality Focus Essay

Introduction

As Lake Tahoe Community College (LTCC) conducted its self-evaluation, the Accreditation Oversight Committee took this opportunity to reflect upon its strengths with regard to the four overarching accreditation standards. The College's commitment to student learning and achievement emerged as its greatest strength. It was through this lens that the College focused on the standards and relevant data to identify how it could more effectively support students as they pursue and achieve their educational goals.

Identification of the Projects

The Quad Chairs and the Institutional Effectiveness Council (IEC) reviewed trends from the College's institutional data, the accreditation forums, and other selected data, along with ongoing findings emerging from the participatory governance councils working on the self-evaluation.

After extensive consideration and dialog, including in-depth discussions with the Academic Senate and other governance groups, and guided by the accreditation forums, two related topics were selected for the College's action projects. Both support student learning, success, and completion, and each will support and inform the other.

Action Project #1



The first action project is to institutionalize and improve upon the College's integrated planning, evaluation, and resource allocation model to make it more effective, and to support the strategies needed to undertake the significant work of the second action project on building guided pathways.

Integrated planning, evaluation, and resource allocation has long been a fixture in institutions of higher education. Philip Stack and Andrew Leitch (2011) define integrated planning as “the process whereby all planning and budgeting activities throughout every level of the organization are effectively linked, coordinated, and driven by the institution’s vision, mission, and academic priorities” (p. 18). They emphasize the importance of academic priorities in the planning process. The benefits of integrated planning and budgeting are that:

The institution will become far more strategic in identifying and acting on academic priorities. The entire institution will understand the organizational vision and be aligned in ways to realize that vision. Further, the process will aid in making difficult resource allocation decisions and will result in enhanced accountability.

(Stack & Leitch, 2011, p. 30)

LTCC has an established integrated planning, evaluation, and resource allocation process. The decision to institutionalize and improve it was determined by the IEC, the Budget Council, and the Accreditation Quad Chairs. This action was also strongly reinforced by the accreditation forums held in March 2017.

One of the findings emerging from the forums was the need for better understanding and communication of the processes and outcomes of the College’s integrated planning, evaluation, and resource allocation processes. College personnel indicated that they understood the unit-level planning in which they engaged, but they were less sure about what happened once their plans were submitted and decisions were made regarding resource allocation relative to their programs and departments. Together, they described the need for an overarching communications plan that would cover the comprehensive integrated planning, evaluation, and resource allocation processes. This communications plan would provide details and a timeline, including the councils and committees and their specific roles in these processes and the criteria for decision-making regarding resource allocation, and it would culminate with communication of final outcomes and decisions. In short, they asked to close the loop on the annual and comprehensive processes.

To understand the current processes fully, the IEC (which is tasked with assuring the process) reviewed the current integrated planning, evaluation, and resource allocation process and found that there were areas where it could more effectively and systematically communicate the status and outcomes. The model itself is soundly based on standards of

higher education planning and priorities; however, as with all systems, it can improve. The IEC will undertake a review, evaluation, and revision of the process to make it more effective and better meet the needs of the College.

By improving integrated planning, evaluation, and resource allocation, the College will also be better positioned to support the planning and budget needs associated with the second action project, building a guided pathways model. It will improve the process overall for the campus and thereby provide a framework for more effectively supporting and improving student learning and success.

Stack and Leitch (2011) note that comprehensive integrated planning and budgeting enables the college to more clearly articulate its priorities, and communicate “how and where [it] will allocate resources in support of those priorities, and define how [it] will measure implementation success” (p. 30). The process can lead to better relations with all college stakeholders. It is transparent, inclusive, and healthy for the organization. Stack and Leitch (2011) advise, “It is not the plan itself that matters most; it is the process” (p. 30). And as a point of validation, it is consistent with practices suggested by college participants in the forums.

This action project is primarily consistent with Accrediting Commission for Community and Junior Colleges (ACCJC) [Standard I.B.9](#), which states that: “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.” To meet this standard more effectively, the College has begun the process of developing a more formal process and timeline for program review, particularly for noninstructional programs. Additional linkages between the ACCJC accreditation standards and action plan one are identified in the following table:

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



The second action project is building a model of “guided pathways to access, success, and completion.”

A guided pathway is defined by the Community College Research Center and American Association of Community Colleges (AACC) as “an *integrated, institution-wide* approach to student success based on intentionally designed, clear, coherent and structured educational

experiences, informed by available evidence, that guide each student effectively and efficiently from her/his point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market” (AACC, 2015, p. 1). ACCJC’s *Guide to Evaluating & Improving Institutions* (January 2017) cites pathways and practices within guided pathways models in multiple sections of Standard II.A, B, and C, in the “Evaluation Criteria” sections.

Selection of this project emerged from institutional data regarding who the College’s students are, their educational intentions, and their levels of achievement. According to the [LTCC Annual Fact Book](#), approximately 46% of all students indicated that their educational goal was to earn a certificate or degree or to transfer to a four-year institution. Another 12% of the students were working on foundational skills to become college ready, while the rest were working on personal development or job skills, or they were undecided as to their educational goals.

Longitudinal data reflect that over the past five years the College has become increasingly diverse. Approximately half of the College’s credit students are under the age of 30, while three in ten are between the ages of 30 to 49, and two in ten are age 50 or older. Student race/ethnicity reflects a diverse group of students, with 59% white, non-Hispanic; 25% Hispanic; 4% Asian; 4% African American; and 5% indicating two or more races. One in three are first-generation college students. Nearly eight in ten students attend part-time, most while working, as indicated by the [LTCC Annual Fact Book](#). The College supports a diverse student body, which can impact persistence, success, and completion in a myriad of ways (Bailey, Jaggars, & Jenkins, 2015), increasing the importance and benefit of a more structured and supportive pathway.

Successful course completion rates for the past five years have hovered at the low-eightieth percentile at the aggregate level, which is good, with face-to-face modalities having somewhat higher outcomes than online. However, when the data are disaggregated by ethnicity and gender, there are significant outliers, which are being addressed via integrated plans for basic skills, equity, and student success, and support services. Guided pathways would provide necessary added structure for these efforts.

The College also reviewed data that targets institutional performance related to the student experience. Over the past six years, the College’s credit FTES dropped by 12%. Concurrent with this drop, a progressively larger number of class sections have been cancelled. Of those sections that were run, class sizes dropped dramatically for face-to-face sections while

remaining stable for online, distance education sections. The data make it clear that the College is trying to adjust to and predict its students' needs. However, enrollment trends indicate that the schedule needs better alignment with student course needs by quarter and year of the program, by the preferred modality in which students need their courses, and by the days and times that face-to-face classes could be optimally filled. A guided pathways model contains strategies to address these challenges.

Some faculty and staff participating in the accreditation forums in March 2017 indicated that the College needs to create a pathways model of some kind for students. They cited the need to (1) improve outreach and onboarding of new students, beginning with the application process and continuing through to advising and the creation of a student education plan; (2) provide students with more structure and scheduling predictability in terms of required and recommended course offerings within the programs of study; and (3) strengthen academic and student support services to mediate problems that may arise along the way of the student's journey.

It was in light of these data and the growing research supporting the use of more structured guided pathways (AACC, 2015; AAC&U, n.d.; Bailey, Jaggars, & Jenkins, 2015; California Guided Pathways, 2015; Completion by Design, 2010; Jenkins, Lahr, & Fink, 2017; McClenney, 2016; O'Banion, 2013) that the College decided to pursue the building of a guided pathways model consistent with its culture, students, and size. In terms of validation for choosing to build a guided pathways model, this project is aligned with the greater guided pathways effort moving forward within the state (California Guided Pathways, 2015) and the California Community Colleges Chancellor's Office's recent actions in support of all California community colleges building such pathways (E. Oakley, e-mail correspondence, April 27, 2017, and May 16, 2017).

The alignment between the accreditation standards and the activities of the second action plan is detailed in the following table.

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

Goals and Outcomes



Institutionalizing a More Effective Integrated Planning, Evaluation, and Resource Allocation Process

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

- **Goal 2:** Using an inquiry-based learning organization approach, the team will research various integrated planning, evaluation, and resource allocation models and create an archive of effective practices that would best meet the College's needs.
- **Goal 3:** Based upon the findings of the evaluation and the review of effective integrated planning, evaluation, and resource allocation models, the team will revise the existing integrated planning model with beta testing of practices.
- **Goal 4:** The team will deploy the revised system, assess for effectiveness in a manner consistent with continuous quality improvement, and ultimately institutionalize the new process.



Building a Model of Guided Pathways to Access, Success, and Completion

- **Goal 1:** Using multiple measures, including existing and new qualitative and quantitative data, establish effectiveness and efficiency of current processes.
- **Goal 2:** Using an inquiry-based learning organization approach, the pathways team(s) will develop effective culture-centric strategies to implement the component's role in the pathway.
- **Goal 3:** The team(s) will create the systems, processes, and tools necessary to implement the strategies designed.
- **Goal 4:** The team(s) will deploy the systems, processes, and tools designed; evaluate effectiveness; make adjustments; and move forward in a manner leading to continuous quality improvement and ultimately the institutionalization of the practices.

Implementation Plan



Institutionalizing a More Effective Integrated Planning, Evaluation, and Resource Allocation Process

The implementation plan for making the College's integrated planning, evaluation, and resource allocation process more effective is somewhat simple, as there is already a model in place. The work will be to improve upon it in terms of flow, content, purpose, and communication.

David Hollowell, Michael Middaugh, and Elizabeth Sibolski (2006) provide a summary of ideas and suggestions for developing, implementing, and improving upon integrated planning processes. They advise being systematic, assuring that the mission is foundational to all plans, and remembering that academic planning should drive all other plans at the College. They also advise paying special attention to identifying and leveraging appropriate linkage points between the integrated plans, evaluations, and resource allocation processes, so that they can interact synergistically as a system. Timing is critical in achieving this interaction, and a clear understanding of which plans, outcomes, and budgeting decisions go where (and when) in the system is essential.

In Year One, the team will evaluate its integrated planning, evaluation, and resource allocation model, including all processes, linkages, timelines, and communications strategies to identify where there are opportunities for improvement. This will include survey and focus group assessment of college stakeholders as end users, and communicating with other colleges of similar size and resources regarding their processes, attending professional development such as those offered by the Society for College and University Planning, and researching effective practices within the literature. At the end of this year, the team will present a proposal for moving forward.

In Year Two, the team will make the identified revisions to the integrated planning, evaluation, and resource allocation model, creating timelines, documents, rubrics, and processes as appropriate. This will occur with broad communication and collaboration with College stakeholders and will be beta tested during the year.

In Year Three, the team will implement the changes to the integrated planning, evaluation, and resource allocation model and assess it at each point of linkage. Changes will be made to processes as indicated from assessment.

In Year Four, the revised process will be fully implemented.

In Year Five, the revised integrated planning, evaluation, and resource allocation process will be fully institutionalized.

In terms of implications for more effectively implementing change, similar strategies to those

listed in the second action project regarding guided pathways will be applied here.

Implementation Plan



Building a Model of Guided Pathways to Access, Success, and Completion

The implementation plan is based upon four components common to all guided pathways models (AACC, 2015; AAC&U, n.d.; Bailey, Jaggars, & Jenkins, 2015; California Guided Pathways, 2015; Center for Community College Student Engagement, 2012, 2013, 2014; Completion by Design, 2016; Jenkins, Lahr, & Fink, 2017; O'Banion, 2013), including the following:

- 1** ***Creating clear, educationally coherent program maps to employment and further education is the critical first step*** in establishing a guided pathways model, as students need to know what to take once they have identified their focus of study. Program maps are created by backward design, with faculty looking at where they want the student to be in terms of learning outcomes at completion of the program of study and then mapping backward to the beginning from there. Program maps lay out the critical courses that students should be taking by semester or quarter term, beginning with the first term and aligning the map with the number of terms needed to complete the certificate or degree. There should be a full-time and part-time option in terms of the maps, and it should be informed for both face-to-face and online delivery modalities.

When working with community college students, it is not uncommon for some of them to be unsure about what they want to study or to change their minds more than once. To accommodate this the concept of “meta-majors” has emerged, allowing for students who know the general area in which they want to major but not the specific major (Bailey, Jaggars, & Jenkins, 2015). Colleges addressing this have come up with curricular pathways for individual majors and for meta-majors for those still undecided on the specific major. Meta-majors are at a more global level than the major itself, but they maintain the core courses for all majors within the area of study. Eventually the student will need to declare a major program of study, but by using the meta-major in

the meantime, the student can stay on track and avoid taking unnecessary courses.

Building program maps requires the collaboration of faculty with other members of the campus community, including student services and advising faculty and staff for content and implementation as well as the institutional effectiveness, enrollment services, and information technology (IT) departments.

- 2 ***Helping students to get on a path***, which includes the full entry process of mandatory orientation, assessment/placement testing, career exploration, choosing a major, and creating a student education (degree) plan. For California community colleges, this component is already in motion due to the Student Success Act of 2012, which requires mandatory orientation, assessment/placement testing, career exploration, choosing a major, and creating a student education plan. To underscore its importance, the state placed performance funding with the creation of the abbreviated and comprehensive student education plans to incentivize the practice. At LTCC this process is known as Guidance and Planning for Success (GPS). Existing practices will be reviewed against other models to identify potential areas for improvement.

This work will require the collaboration of student services faculty and staff, institutional effectiveness, enrollment services, instructional faculty, and IT.

- 3 ***Keeping students on the path***, including practices such as monitoring individual student success in courses within the quarter, intervening via an early alert type of system, and advising students of available resources, which may include academic support programs such as tutoring and learning centers, and the wide spectrum of student services, which may include financial aid, counseling, health services, disability support programs, and similar services. It can also include joint monitoring of progress by the student and the institution to assure the student is staying on track, taking the appropriate courses, making progress consistent with the student's education plan, and achieving expected milestones, by term. The College provides feedback to students regarding their progress, including their meeting of map-related milestones, meaning that the student receives feedback not just for missing milestones, but for meeting them as well.

Another consideration of this component includes evaluating the course schedule to assure courses are offered in such a way as to enable students to take them when they need them, to be able to plan and adjust their lives regarding school from one term to

the next with a sense of reasonable expectation that the courses will be available, and to complete their programs on time.

As with the previous components, implementing this component will require collaboration of instructional faculty and student services faculty and staff, institutional effectiveness, enrollment services, and IT.

- 4 ***Ensuring that students are learning along their path***, which is faculty-driven, and includes strategies such as developing program learning outcomes (PLOs) aligned with the requirements for success in further education and/or employment, assessing them, and acting upon the assessment findings. It also includes mapping all course student learning outcomes (SLOs), which are similarly assessed and acted upon, to the appropriate program outcomes for a holistic assessment of the program. In addition, all of the models call for professional development focusing on teaching and learning strategies that are proven effective, specifically infusing strategies for student engagement and other practices emanating from research.

Instructional faculty are responsible for assuring that learning outcomes are appropriate for transfer and/or employment; teaching and learning strategies are also the focus, expertise, and responsibility of faculty.

Context for Implementation of Guided Pathways

There is not a one-size-fits-all approach to creating a guided pathways model. Every institution is different, as the culture, size, location, programs of study, and student body vary from college to college (Bergquist, 1992; Kezar & Eckel, 2002; Kuh & Whitt, 1988; Tierney, 1988, 2008). A change as transformational in nature as guided pathways will need to be informed by research and purposefully implemented by the institution. Mary Harill, Julia A. Lawton, and Jo-Carol Fabianke (2015), veterans of Achieving the Dream's Completion Initiative, found that initiatives such as these should be carefully planned, inclusive of stakeholders, and adequately funded in terms of personnel, including workload and associated resources. They found that colleges were more likely to succeed when they employed practices that encouraged faculty and staff to lead the change initiatives, used clear and regular communication, and tied initiative strategies to themes within the college's strategic goals. Of key importance, the authors advise initiative leaders to ensure that faculty

and staff know how the initiative connects to their work and why it is important to their students. And they stress the importance of creating collaboration between departments, as they often exist in silos, and this can limit the ability to create and implement sustainable interventions.

By definition, transformational change efforts have a beginning, middle, and end (Beer, Eisenstat, & Spector, 1990; Kotter, 1995; Schein, 2004). They begin with the realization that there is a problem, an urgency, something that just doesn't work anymore, and that is the point where exploration, planning, and the building of teams begins. That is the work of Year One. There are many ways to approach this, but the College will define its approach over the course of the first year.

David A. Garvin, Amy C. Edmondson, and Francesca Gino (2008) studied a sequential framework for change with the concept of a "learning organization," that excels at "creating, acquiring, and transferring knowledge" (p. 110), because to change, the organization must be able to learn, and to truly engage in this pursuit, it must occur in a risk-free environment that is inclusive of all stakeholders. It is this learning process that will predominate in Year One.

Collaboration is an essential component of the learning organization; without it, change efforts are likely to fail. Adrianna K. Kezar and Jaime Lester (2009) found that collaboration must be facilitated, taught, and managed to be effective. Edgar H. Schein's (2013) concept of humble inquiry provides a framework for respectful collaboration in any setting. Ultimately, collaborative work requires people to change the way they do things, and that's not easy. Shared learning of what collaboration is, its challenges, and how it can benefit individuals and the institution is essential. Consideration of this will be included in Year One, with learning opportunities provided for all stakeholders.

Several of the guided pathways models include "tool kits" and planning and implementation guidelines and support materials (AACC, 2015; Community College Research Center, 2015; Completion by Design, 2016). They will be useful for exploring and evaluating various processes during Year One. Visiting one or more of the 23 California community colleges that have already begun implementation of guided pathways will also be beneficial, as well as participation in professional development.

Year Two entails the actual planning and creating of the strategies, services, and deliverables decided upon in Year One.

Year Three is initial implementation, which will be assessed and improved.

Year Four is full-scale implementation.

Year Five is institutionalization of the processes. At this point, the guided pathways model is mature, established, and functioning.

The Community College Research Center created a “Timeline for Planning and Implementation” (2015, p. 4), which will be modified for use with this project:

Timeline for Planning and Implementation of Guided Pathways

Year	Process	Tasks
1	Engagement/high-level planning	<ul style="list-style-type: none"> * Make the case for change using student data and experience * Broadly engage faculty and staff in scrutinizing current practices and planning large-scale reform. * Communicate vision and goals for change.
2	Laying groundwork for implementation	<ul style="list-style-type: none"> * Create program maps. * Plan redesign of intake systems. * Plan reorganization of advising to support timely entry and completion. * Plan upgrade of student information system to support progress monitoring and enable early alerts. * Continue broad communication and engagement. * Train advisors and faculty for Year Three implementation.
3	Initial scale implementation	<ul style="list-style-type: none"> * Begin large-scale implementation of redesigned pathways, reorganized intake system, and student e-advising system. * Provide training to support initial implementation. * Conduct a formative evaluation of initial implementation. * Continue broad communication and engagement.
4	Improved scale implementation	<ul style="list-style-type: none"> * Refine and expand large-scale implementation. * Continue training, communication, and engagement. * Continue formative assessment.
5	Continuous improvement	<ul style="list-style-type: none"> * Institutionalize structures and processes for formative evaluation and improvement.

Implementation and Assessment Timeline with Parties Responsible

Action Project #1



Institutionalizing a More Effective Integrated Planning, Evaluation, and Resource Allocation Process

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

Year	Activity	I/FA/SA*	Responsible Party
5	Integrated planning model is deployed for its year of institutionalization.	I	IEC and SLT
5	Institutional Effectiveness conducts year-end assessment of process and provides to IEC for any changes.	FA	Director of institutional effectiveness
5	Institutional Effectiveness conducts final summative assessment of the new model.	SA	Director of institutional effectiveness

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



Building a Model of Guided Pathways to Access, Success, and Completion

Year	Activity	I/FA/SA*	Responsible Party
1	Form teams and begin the work of exploration and learning about the four component parts of the guided pathways model and how they could be implemented at the College.	I	Senior Leadership Team (SLT), College Learning and Enrollment Management Council (CLEMC), and Student Success Team (SST)
1	Each team creates a summary of the practices and processes selected for the best fit for the College.	I, FA	Team chair(s)
1	Institutional Effectiveness creates a data set to track the outcomes of an effective guided pathways model, at each step of the pathway, including retention, persistence, completion, and time to completion, plus qualitative measures of student support and engagement. Data collection begins with Year One.	FA	Director of institutional effectiveness
2	Institutional Effectiveness supports evaluation efforts of those teams, building and testing pathways, and collects annual data for input into the longitudinal data set.	FA	Director of institutional effectiveness

Year	Activity	I/FA/SA*	Responsible Party
3	Teams deploy guided pathways components for fall term, with strong communication and marketing effort to inform students, faculty, staff, and the community of the guided pathways implementation.	I	Team chairs and Director of marketing and communications
3	Institutional Effectiveness tracks evaluation of deployment and implementation of the four components of the pathway, providing actionable feedback to the teams.	FA	Director of institutional effectiveness and SLT
3	Each team meets to review data and feedback on deployment and make appropriate corrections throughout the year.	I, FA	Team chairs, CLEMC, and SST
3	Institutional Effectiveness collects annual data for input into the longitudinal data set.	FA	Director of institutional effectiveness
4	Teams continue with second year of implementation and continue monitoring the effectiveness of systems.	I, FA	Team chairs and SLT
4	Institutional Effectiveness collects annual data for input into the longitudinal data set.	FA	Director of institutional effectiveness
4	At the end of spring term, teams meet to review evaluations for the two years of implementation, make adjustments as needed, and move forward with the year of institutionalization of the pathways model.	FA	Team chairs and SLT
5	Guided pathways continue into their third year of operation.	I	SLT
5	Institutional Effectiveness collects annual data for input into the longitudinal data set.	FA, SA	Director of institutional effectiveness
5	Teams review the summative outcomes of the three years of implementation of the pathways model to determine success of the initiative and any needed next steps as it is institutionalized.	I, FA, SA	Team chairs, CLEMC, and SLT

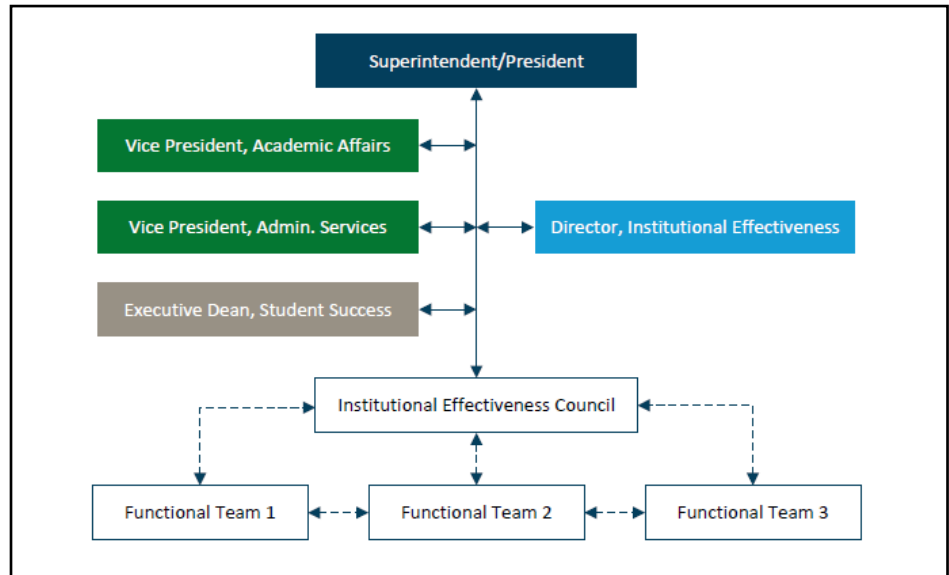
**I = Implementation; FA = Formative Assessment; SA = Summative Assessment*

Proposed Organizational Charts

Action Project #1



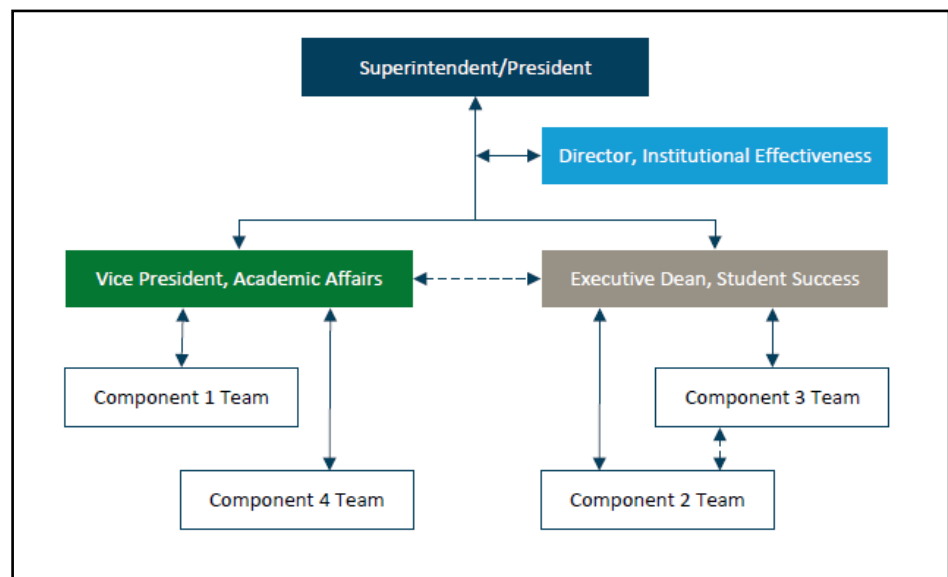
Institutionalizing a More Effective Integrated Planning, Evaluation, and Resource Allocation Process



Action Project #2



Building a Model of Guided Pathways to Access, Success, and Completion



Resources

Resources needed for the two projects will be identified during Years One and Two. Neither project is expected to add significant long-term costs to the college budget; needed funds could be leveraged from student-success-related funds and existing institutional grants. Additional funds are to be made available through the Chancellor's Office for the purpose of building guided pathways. The biggest short-term costs will be associated with professional development and release time.

There will be IT costs associated with implementing both projects; however, upgrades in hardware and software are currently underway and will be evaluated for meeting project needs. In terms of research capacity, additional research staff and a data portal have already been approved to support the College's growing culture of inquiry.

Assessment Plan for Evaluating Effectiveness

The assessment plan for effective integrated planning, evaluation, and resource allocation includes a comprehensive evaluation of the existing model and its processes prior to design of the change. Formative assessment will be conducted at the end of each year following implementation, followed by summative assessment at the end of five years, when the process is institutionalized. Criteria for formative assessment will include effectiveness and efficiency measures related to the process, focus group assessment of affected committees, and a campus-wide stakeholder satisfaction survey and forum.

The assessment plan for guided pathways includes formative assessment at each stage of implementation over the five-year period, with final summative assessment coming in Year Five. Assessments include both quantitative and qualitative data. The plan includes development of an appropriate data set, including success, retention, persistence, and completion-related indicators to track selected outcomes before, during, and after the initiative's implementation. These data will continue to be monitored as part of the College's on-going self-assessment.

See Appendices for More Information

- [See Student Demographic, Enrollment, and Achievement Trends](#)
- [Accreditation Forum Summary](#)
- [Literature Review](#)

Quality Focus Essay References

- Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges. (2017). *Guide to evaluating and improving institutions*. Retrieved from <http://accjc.org/wp-content/uploads/Guide-to-Evaluating-and-Improving-Institutions.pdf>
- American Association of Colleges and Universities (AAC&U). (n.d.). *Guided learning pathways*. Washington, DC: Author. Retrieved from <https://www.aacu.org/toolkit/guided-learning-pathways>
- American Association of Community Colleges (AACC). (2015). *Movement toward pathways*. Washington, DC: Author. Retrieved from <http://www.aacc.nche.edu/Resources/aaccprograms/pathways/Pages/ProjectInformation.aspx>
- Bailey, T. R., Jaggars, S. S., & Jenkins, D. (2015). *Redesigning America's community colleges: A clearer path to student success*. Cambridge, MA: Harvard University Press.
- Beer, M., Eisenstat, R., & Spector, B. (1990). Why change programs don't produce change. *Harvard Business Review*, 68(6), 158-166. Retrieved from Business Source Premier.
- Bergquist, W. H. (1992). *The four cultures of the academy: Insights and strategies for improving leadership in collegiate organizations*. San Francisco: Jossey-Bass.
- California Guided Pathways. (2015). *What is the "California Guided Pathways Model?"* Retrieved from <https://static1.squarespace.com/static/5834c1702e69cfabd9617089/t/584088d15016e1380c9b0837/1480624337586/CAPathways+Model+Description.pdf>
- Center for Community College Student Engagement. (2012). *A matter of degrees: Promising practices for community college student success (a first look)*. Austin, TX: The University of Texas at Austin, Community College Leadership Program. Retrieved from https://www.ccsse.org/docs/Matter_of_Degrees.pdf
- Center for Community College Student Engagement. (2013). *A matter of degrees: Engaging practices, engaging students (high-impact practices for community college student engagement)*. Austin, TX: The University of Texas at Austin, Community College

- Leadership Program. Retrieved from
https://www.ccsse.org/docs/Matter_of_Degrees_2.pdf
- Center for Community College Student Engagement. (2014). *A matter of degrees: Practices to pathways (high-impact practices for community college student success)*. Austin, TX: The University of Texas at Austin, Program in Higher Education Leadership. Retrieved from https://www.ccsse.org/docs/Matter_of_Degrees_3.pdf
- Community College Research Center. (2015). *Implementing guided pathways: Tips and tools*. New York: Author. Retrieved from
<https://ccrc.tc.columbia.edu/media/k2/attachments/Implementing-Guided-Pathways-Tips-Tools.pdf>
- Completion by Design. (2010). *Concept paper*. Bill and Melinda Gates Foundation. Retrieved from http://www.completionbydesign.org/sites/default/files/site-uploads/main-site/pdf/cbd_concept_paper.pdf
- Completion by Design. (2016). *Building guided pathways: Practical lessons from Completion by Design Colleges*. Bill and Melinda Gates Foundation. Retrieved from <http://www.completionbydesign.org/knowledge-center/resource/building-guided-pathways-practical-lessons-from-completion-by-design-colleges>
- Garvin, D. A., Edmondson, A. C., & Gino, F. (2008). Is yours a learning organization? *Harvard Business Review*, 85(3), 109-116.
- Harrill, M., Lawton, J. A., & Fabianke, J. C. (2015). Faculty and staff engagement: A core component of student success. *Peer Review*, 17(4), 11-14. Retrieved from <https://www.aacu.org/peerreview/2015/fall/harrill>
- Hollowell, D., Middaugh M., & Sibolski, E. (2006). *Integrating higher education planning and assessment: A practical guide*. Ann Arbor: Society for College and University Planning.
- Jenkins, D., Lahr, H., & Fink, J. (2017). *Implementing guided pathways: Early insights from the AACC Guided Pathways Colleges*. New York: Community College Research Center. Retrieved from
<https://ccrc.tc.columbia.edu/media/k2/attachments/implementing-guided-pathways-aacc.pdf>. For executive summary, go to
<https://ccrc.tc.columbia.edu/media/k2/attachments/implementing-guided-pathways-aacc-summary.pdf>

- Kezar, A. J., & Eckel, P. D. (2002). The effect of institutional culture on change strategies in higher education. *Journal of Higher Education*, 73(4), 435-460.
- Kezar, A. J., & Lester, J. (2009). *Organizing higher education for collaboration: A guide for campus leaders*. San Francisco: Jossey-Bass.
- Kotter, J. P. (1995). Leading change: Why transformational efforts fail. *Harvard Business Review*, 73(2), 59-67.
- Kuh, G. D., & Whitt, E. J. (1988). *The invisible tapestry: Culture in American colleges and universities*. ASHE-EPIC Higher Education Report No. 1. Washington, D.C.: Association for the Study of Higher Education.
- McClenney, K. (2016, April 11). Finding the path to student success: It's the next level of community college work. *Community College Week*. Retrieved from <http://ccweek.com/article-5145-finding-the-path-to-student-success.html>
- O'Banion, T. (2013). *Access, success, and completion: A primer for community college faculty, administrators, staff and trustees*. Chandler, AZ: League for Innovation in the Community College.
- Schein, E. H. (2004). *Organizational culture and leadership* (3rd ed.). San Francisco: Jossey-Bass.
- Schein, E. H. (2013). *Humble inquiry*. San Francisco: Berrett-Koehler.
- Stack, P., & Leitch, A. (2011). Integrated budgeting and planning. In C. Rylee (Ed.), *Integrated resource and budget planning at colleges and universities* (pp. 17-31). Ann Arbor: Society for College and University Planning.
- Tierney, W. G. (1988). Organizational culture in higher education: Defining the essentials. *Journal of Higher Education*, 59(1), 2-21.
- Tierney, W. G. (2008). *The impact of culture on organizational decision making*. Sterling, VA: Stylus.



"California's Premier Destination Community College"



Lake Tahoe Community College

One College Drive
South Lake Tahoe, CA 96150
(530) 541-4660
www.ltcc.edu



<https://twitter.com/LakeTahoeCC>



https://instagram.com/laketahoe_community_college



www.facebook.com/LakeTahoeCC



<https://www.youtube.com/user/LakeTahoeCommCollege>