PEER REVIEW TEAM REPORT

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

This report represents the findings of the Peer Review Team that conducted a focused site visit to Lake Tahoe Community College September 30 - October 1, 2024. The Commission acted on the accredited status of the institution during its January 2025 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Eva Bagg, Ph.D.
Team Chair

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Lake Tahoe Community College
Peer Review Team Roster
TEAM ISER REVIEW

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Superintendent-President

Dr. Julius Sokenu, Vice Chair
Moorpark College
President

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Norco College
Professor, Library Services

Ms. Amanda Taintor
Reedley College
Faculty Coordinator, Instructional Design and Outcomes

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Vice President

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FOCUSED SITE VISIT

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Summary of Focused Site Visit

INSTITUTION: Lake Tahoe Community College

DATES OF VISIT: September 30 - October 1, 2024

TEAM CHAIR: Eva Bagg

This Peer Review Team Report is based on the formative and summative components of the comprehensive peer review process. In March 2024, the team conducted Team ISER Review (formative component) to identify where the college meets Standards and to identify areas of attention for the Focused Site Visit (summative component) by providing Core Inquiries that the team will pursue to validate compliance, improvement, or areas of excellence. The Core Inquiries are appended to this report.

A five-member peer review team conducted a Focused Site Visit to Lake Tahoe Community College on September 30 - October 1, 2024 for the purpose of completing its Peer Review Team Report and determination of whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations.

The team chair and vice chair held a pre-Focused Site Visit meeting with the college CEO on August 27, 2024 to discuss updates since the Team ISER Review and to plan for the Focused Site Visit. During the Focused Site Visit, team members met with approximately thirty faculty, administrators, classified staff and students in formal meetings, group interviews and individual interviews. Team members heard directly from two trustees from the College who participated in group interviews requested during the Focused Site Visit. The team held one open forum on October 1, which was well attended by 58 individuals, with representation from classified professionals, faculty and students who shared their thoughts with members of the Focused Site Visit team. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement. The team thanks the College staff for coordinating and hosting the Focused Site Visit meetings and interviews and ensuring a smooth and collegial process.

Major Findings and Recommendations of the
Peer Review Team Report

Commendations

Commendation 1: The team commends the College for its broad-based, comprehensive, and continuous engagement in strategic institutional planning and evidence-based annual evaluation, referred to as "progress updates," that demonstrates quantitative and qualitative progress on the achievement of its goals and the institution's effectiveness with resource generation and prioritized allocations. This process of integrated planning, resource allocation, and evaluation, with effective and systematic communication, appears to have undergirded the college's exceptional and ongoing momentum in securing resources and implementing programs and initiatives that have resulted in strong mission advancement. (I.B.9)

Recommendations

Recommendations to Meet Standards: None

Recommendations to Improve Quality: None

Introduction

Lake Tahoe Community College District is a single-college district situated within El Dorado County in the City of South Lake Tahoe. Located in the Sierra Nevada Mountains, the District is adjacent to Douglas County, Nevada, 60 miles from Reno, Nevada, and just over 100 miles northeast of Sacramento.

The College was established on lands that were the traditional homelands of the Washoe, whose existence in the Tahoe Basin is traced back about two thousand years. The College has made significant efforts to acknowledge and respect the sacred sites on the campus and, in 2023, the Board of Trustees approved a land acknowledgement of the Washoe Tribe with a commitment to steward and protect the cultural resources and ancestral grounds of the original inhabitants. Recently, the College has developed programs to provide special supports for students of the Washoe Tribe.

LTCC serves the town of South Lake Tahoe and was voter-approved in 1974, with its doors first opening in 1975 in a converted motel on Highway 50. The College moved to its current location in 1988 and is situated on 164 acres. By 2006, the campus included a library, classrooms, art labs, theater, child development center, technology wing, physical education building, and student center. Today, the College serves an average of 8,000 students annually, and recent enrollments have recently risen to the highest in the college's history. This year, LTCC is celebrating its 50th anniversary.

South Lake Tahoe is a resort town that significantly depends on hospitality and tourism, with many residents employed in recreation and service jobs who experience life there as what locals refer to as "poverty with a view." Census data shows the poverty rate of South Lake Tahoe residents at 12.8 percent. In addition to a seasonal tourism economy, there is a lack of affordable housing for residents.

LTCC plays a vital role in improving the socioeconomic conditions of the communities it serves. LTCC's Career and Technical Education (CTE) programs offer courses and workshops that help community members develop new skills, enhance their employability, and provide opportunities for career advancement and wage progression. Notably, LTCC is a member of South Bay JPA, a consortium of seven Northern California Community Colleges that offers programs in fire science, fire academy, criminal justice and emergency medical services. LTCC has an extensive Rising Scholars Program (RSP) that serves multiple youth and adult correctional facilities across the state. RSP enrollments have steadily increased since 2015.

LTCC also offers a number of not-for-credit programs, courses, and services. The CONNECT program provides the community opportunities in education, enrichment, and adventure for all ages. ADVANCE is a collaborative network of education and government agencies, local organizations, and employers serving the Lake Tahoe Basin and Alpine County. Its mission is to support and empower adults seeking to enhance educational, career, and civic opportunities.

These programs reinforce the College's effectiveness in serving the broad-based needs of the community.

Due, in part, to long-term consistency in Board membership and college presidency (current Superintendent-President Jeff DeFranco was hired in 2017 as the fifth permanent president during the college's 50 years of service), LTCC has a long list of significant accomplishments in terms of program development, facilities improvements and revenue generation that has supported numerous institutional achievements.

With the support of Measure F bond funds approved in 2014 by voters and the only bond program for the College, along with matching funds from the State of California and other partners, LTCC has improved its facilities through campus renovations and additions that have prioritized sustainability. In spring 2017, a philanthropic donation was received for the college to establish the Lisa Maloff University Center which provides access for students to obtain baccalaureate and graduate level degrees in the South Lake Tahoe region. The structure houses bachelor's degree programs provided by LTCC's four-year university partners and provides professional development space for LTCC employees and rental space for community groups.

The Mobility Hub project, completed in 2019, brings electric charging stations and increased bus traffic to campus through a partnership with Tahoe Transportation District. Two electric buses were added to the TTD fleet in 2021. The project won the Tahoe Chamber's Blue Ribbon Award in the Community Enrichment category which honors an exemplary business or infrastructure project that revitalizes or enhances the economy and community of the South Shore.

In 2018, the Coyote Legacy Plaza was created, featuring a bronze coyote statue, a public art effort to establish a unifying symbol for the school. The statue is situated near the newly renovated Coyote Soccer Field.

In 2021, LTCC opened the campus' newest building, the Early Learning Center which provides a permanent home for the Tahoe Parents Nursery School, a co-op preschool and a space for community youth education programs. Upgrades have been made to parking and signage and an outdoor space was established for the Child Development Center, including a playground shared with the Nursery School.

Also, in 2021, the College's Remodel for Efficiency project began and has improved about thirty percent of the original campus facilities, focusing on improving the experience of students, staff and faculty in and around the Science, Art, Student Services, and Information Technology departments.

In 2022, LTCC received $39.4 million in funding to construct a 100-bed on-campus housing facility to serve California residents who are low-income, full-time students. The college is on track to move students in no later than fall 2025 and has already hired a full-time director to oversee residential living on campus.

LTCC is unique because of its geographical isolation in the Sierra Nevada Mountains. It is the only public community college in the Tahoe Basin, which covers two states and five counties, and in 2018 launched the first bi-state Lake Tahoe College Promise program. The college also worked with the California Legislature to secure special approval to serve students from Nevada and other Western States, offering them reduced tuition and fees.

Educational attainment rates in South Lake Tahoe are lower than the rest of California, with 27.9 percent of adult residents possessing a bachelor's degree compared to 35.3 percent for the state average. According to the most recent Census data, South Lake Tahoe has experienced a demographic shift in recent decades with more than 81% of the population White alone, 28% Hispanic/Latinx, 6% Asian alone, 5% two or more races, 1% Black or African American alone, and less than 1% American Indian and Alaska Native alone, and less than 1% Native Hawaiian and Other Pacific Islander alone. .

Lake Tahoe Unified School District reports 45.5 percent of its students are Hispanic/LatinX. The LTCC student body for the 2021-22 academic year reported 42% White, 32% Hispanic/Latinx, 8% Asian, 7% Black or African American, 5% two or more races, 1% American Indian and Alaska Native, 1% Native Hawaiian and Other Pacific Islander.

In 2018-19, LTCC worked to become a federally recognized Hispanic Serving Institution and in 2021 was notably awarded a $4.8 million Title III HSI STEM grant. In 2023, the college was awarded a $2.9 million Title V Developing Hispanic Serving Institutions grant, which supports a growing array of programs designed to meet the needs of and improve outcomes for its increasingly diverse students.

In 2021, LTCC applied for several federal grants through the U.S. Department of Education that allowed the campus to expand services to area youth and traditionally underserved communities. The Institutional Resilience and Expanded Postsecondary Opportunity (IREPO) grant provided $1.4 million over two years to support LTCC in providing dual enrollment to students at South Tahoe High School, Mt. Tallac High School, and Nevada Union High School.

LTCC also renewed two federal TRIO grants, Educational Talent Search and Upward Bound which has supported having college staff physically located at South Tahoe Middle School and South Tahoe High School to support students completing high school and enrolling in college. In 2022, LTCC launched the Forestry Education and Job Placement program, just one year after the Caldor Fire which caused the evacuation of the entire LTCC service area. The program is designed to create the workforce needed for healthy and fire-resilient forest lands. In 2022-23, the college secured nearly $2 million in grants to support the program, including hiring a full-time director of fire, forestry, and public safety.

LTCC has also demonstrated extraordinary commitment to diversity and inclusion, with the Board adopting a goal "to serve as a leader in addressing issues of race and equity on campus and in the Lake Tahoe Community." In 2021, the college created a Diversity, Equity, and

Inclusion Task Force that has contributed to a number of successes, including recognition from the California Community Colleges Chancellor's Office as a Courageous Leader Campus for embracing the "Call to Action" to dismantle racism. The following year, LTCC was recognized as a leader in equitable placement for supporting Hispanic/LatinX student access to and success in completion of transfer-level English. In 2023, the college was awarded two competitive grants totaling $500,000 to improve equal employment opportunity practices on campus and to implement culturally responsive pedagogy and practices.

The Team observed through its ISER Review and during the Focused Site Visit numerous notable and effective practices, including:

- LTCC's effectiveness in promoting a college-going culture and building a bridge to higher education for the communities it serves. The team observed many innovative practices that respond to community needs in areas such as transportation, childcare, basic needs, mental health and intentional work in meeting the needs of the community's underserved populations.

- LTCC's partnerships with industry sectors, K12 districts, municipalities, and the local Washoe Tribe; these partnerships lead to career and career advancement pathways for students. Notably, the team learned about joint meetings of the boards of the Lake Tahoe Community College District and the Lake Tahoe Unified School District addressing disaggregated student achievement data in order to strengthen and improve success for dual enrollment students.

- The college's budget and budgeting process is concretely tied to the mission and goals of the institution, and allocations reflect investments that put students first.

- There is widespread leadership support of DEI initiatives. This includes the Board and Administration, along with faculty and professional staff, all committed to addressing and closing equity gaps. The team was impressed with the Cultural Fluency Teaching Academy, which includes principles around anti-racism and culturally responsive teaching.

- The team was impressed by the leadership of the Classified Senate, in particular, how it has embraced DEI as a component of classified evaluations.

- Not only is the college data-driven; it is driven to act on the data it shares widely and reflects upon deeply. This ethic permeates the institution and is influencing student outcomes, as is evidenced by the College's progress with closing equity gaps for LatinX students.

- There is an organic and holistic approach to professional development that leads to implementation of best practices in instruction, student, and business support services.

- LTCC lives out its mission in many ways, which is especially demonstrated in the Rising Scholars Program which inspires life-changing educational opportunities for students. The library has even established a research hotline and database of articles for Rising Scholars.

Eligibility Requirements

1. Authority

The team confirmed that Lake Tahoe Community College (LTCC) is authorized to operate as a public post-secondary degree-granting educational institution. The College has been in continual operation since 1974 under the authority of the State of California. LTCC has been accredited continuously since its inception by Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC).

The College meets the Eligibility Requirement.

2. Operational Status

The team confirmed that LTCC served more than 9,000 students in 2022-2023. The college is operational and has students actively pursuing degrees and certificates.

The College meets the Eligibility Requirement.

3. Degrees

A considerable portion of the institution's educational programs result in degrees, and a substantial number of students are enrolled in them. As of fall 2023, the College provides 42 associate degrees (including 16 for transfer) and 53 Certificates of Achievement and Foundational Skills certificates across five Meta Majors. All degrees consist of a minimum of 90 quarter-term units.

The College meets the Eligibility Requirement.

4. Chief Executive Officer

The team confirmed that the College has a CEO that does not serve as the chair of the governing Board. Board policies ensure that the CEO has appropriate powers of authority delegated to him. The current Superintendent-President has served in this capacity since January 2017. Prior to that he served as the Vice President of Administrative Services from 2012-2017.

The College meets the Eligibility Requirement.

5. Financial Accountability

The team confirmed that the financial reports of the College are audited by a qualified audit firm, and the reports are presented regularly to the Governing Board. The College ensures compliance with Title IV regulations.

The College meets the Eligibility Requirement.

Checklist for Evaluating Compliance with
Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution's compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of a Peer Review Team Visit and Third Party Comment

Evaluation Items:

X	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive review visit.
X	The institution cooperates with the review team in any necessary follow-up related to the third party comment.
X	The institution demonstrates compliance with the Commission *Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions* as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
Lake Tahoe Community College has a link to third-party comments available on its accreditation website with an explanation on how to use it. The College has demonstrated compliance with Commission Policy on Rights and Responsibilities of the Commission and Member Institutions by providing a link for complaints against the institution and against ACCJC. Members of the Lake Tahoe administration, faculty and staff were cooperative with the review team.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

X	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. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	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. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	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. (Standard I.B.3, Standard I.B.9)
X	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. (Standard I.B.4)

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
Lake Tahoe Community College has defined institution-set standards and stretch goals relevant to the institution for course completion rates, degree, and certificate completion, and transfer. The college is forthcoming in providing information on its Scorecard regarding institutional performance and provided evidence that it is analyzing institutional performance data and taking steps for continuous improvement.

Credits, Program Length, and Tuition

Evaluation Items:

X	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
X	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). (Standard II.A.9)
X	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
X	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
X	The institution demonstrates compliance with the Commission *Policy on Credit Hour, Clock Hour, and Academic Year*.

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

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
Lake Tahoe Community College Board Policy 4020 outlines aligning and awarding of credit hours with established norms in higher education and the College's compliance with standard clock-hour conversions in awarding credit, adhering to requirements.

Transfer Policies

Evaluation Items:

X	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
X	Policies contain information about the criteria the institution uses to accept credits for transfer, and any types of institutions or sources from which the institution will not accept credits. (Standard II.A.10)
X	Transfer of credit policies identify a list of institutions with which it has established an articulation agreement.
X	Transfer of credit policies include written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning.
X	The institution complies with the Commission *Policy on Transfer of Credit*.

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(11).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
The College outlines transfer policies on the College website and in the College catalog. The policies are clear, and the college provides names of transfer institutions, including the appropriate pathways offered. Credit for prior learning policy is communicated through AP 4235, and the options are clearly delineated on the College website. Additionally, the College complies with the Commission Policy on Transfer of Credit. The College meets the requirement.

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
X	The institution demonstrates regular and substantive interaction between students and the instructor in at least two of the methods outlined in the Commission *Policy on Distance Education and Correspondence Education*.
X	The institution ensures, through the methods outlined in the Commission *Policy on Distance Education and Correspondence Education*, regular interaction between a student and an instructor or instructors prior to the student's completion of a course or competency.
X	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
X	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
For Correspondence Education:	
X	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
X	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
Overall:	
X	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
X	The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.

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

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the

	Institution does not meet the Commission's requirements.
	The college does not offer Distance Education or Correspondence Education.

Narrative:

The College has documented processes for verifying students enrolled in distance and correspondence education and meets all commission requirements. The College demonstrated regular and substantive interaction between students and instructors in at least two mechanisms within their distance education courses.

Student Complaints

Evaluation Items:

X	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.
X	The student complaint files for the previous seven years (since the last comprehensive review) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
X	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
X	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. (Standard I.C.1)
X	The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.

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

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
The College has documented the process for submitting student concerns in the catalog and online through a link that appears on every page on the College website. Student complaint files for the last seven years were available and demonstrate the College is following its complaint policies and processes. The names and contact information of external accreditors are posted online for the purpose of filing complaints. The College complies with Commission policies and meets the requirements for student complaints.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

X	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
X	The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment*, and *Policy on Representation of Accredited Status*.
X	The institution provides required information concerning its accredited status.(Standard I.C.12)

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

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
The College maintains an accurate and current accreditation website that is easily accessible from its home page. It provides information on its current accreditation status with ACCJC and program specific accreditation. Information regarding the college's academic programs and services is easily accessible for students and the public. Lake Tahoe Community College represents itself accurately on its website and in promotional material.

Title IV Compliance

Evaluation Items:

X	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 U.S. Department of Education (ED). (Standard III.D.15)
X	If applicable, the institution has addressed any issues raised by ED 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. (Standard III.D.15)
X	If applicable, the institution's student loan default rates are within the acceptable range defined by ED. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
X	If applicable, 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. (Standard III.D.16)
X	The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.

[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.]

Conclusion Check-Off:

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
The College meets all requirements of the Title IV Program. The College's student loan default rates, at zero for the previous three years, is within the acceptable range noted in federal guidelines. The institution has contractual relationships to offer and receive educational, library, and support services, all of which meet Commission Policy.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

The Board of Trustees of the Lake Tahoe Community College District (LTCCD) adopted its current mission in 2014, and it is reviewed annually as part of its annual review and update process. The mission describes the college's broad educational purpose, and LTCC uses data to determine if their mission is actively being accomplished. LTCC uses the mission, Vision, Beliefs and Board Goals, to guide decision-making, resource allocation, program development and services provided to students. The mission is posted on the LTCC website, student course schedule, the campus governance handbook, and the Annual Budget book.

Findings and Evidence:

The LTCC mission describes the College's broad purpose and was adopted by the Board of Trustees in Board Policy 1200 on June 24, 2014. The mission is reviewed annually through the program review process (IA.1 and IA.4). The College stated that the mission will undergo a full review as part of the 2024-26 Goal Cycle. In addition to a mission, the team was able to verify that LTCC adopted and published a vision and beliefs to help guide institutional decision-making and resource allocation. Based on a review of the College's Board Goals, the mission, vision and beliefs, the team verified that the mission informs the development of the institution's goals that are focused on student learning and achievement. (IA.3)

LTCC Institutional Effectiveness (IE) department has developed several dashboards and reports to assist the faculty, staff and administration of LTCC to determine if they are accomplishing their mission, vision, and beliefs and to help identify barriers students face in the completion of their educational goals (IA.2). The team was able to verify that the dashboards are kept current. The College presented information in the self-evaluation that demonstrates the College is engaging with outside resources such as the USC Race and Equity Center, HOTEP Consulting, LLC, and the UC Davis Wheelhouse to provide additional evaluation data and perspective on the College's mission in directing institutional priorities to meet the needs of its students.

The College provided sufficient evidence that the mission is broadly communicated on its website, in governance handbooks, Board Policy 1200, online course catalog, and in the Board Goals. (IA.4)

Conclusions:

The College meets the Standard.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

LTCC has a well-developed and documented participatory governance process that demonstrates ample opportunities for college constituents to participate in College decision-making and dialogue on equity, institutional set standards for student achievement, and continuous quality improvement. Through deliberate and sustained efforts identified and codified in the College's 2017 Quality Focus Essay, included in its ISER for that cycle, the College has made extraordinary strides during the current cycle to institutionalize and improve upon its integrated planning, evaluation, and resource allocation model. These strides have enabled the College to even more effectively identify and act upon priorities that align with the College's mission and goals.

Findings and Evidence:

The College cited many examples of opportunities for campus constituents to engage in dialogue on student outcomes and achievement, academic quality, and continuous student and institutional improvement. This work led to a significant shift for the College's Comprehensive Program Review process which moved from the discipline as the primary unit of review to Meta majors. This was done in an effort to promote more cross-discipline collaboration and to better understand how students enter, progress and complete degrees within the Meta majors. Starting at the top with the Board of Trustees, in 2020, the College added a goal focused explicitly on diversity, equity and inclusion, and shortly afterwards, the Superintendent-President established a Diversity, Equity and Inclusion Taskforce whose work led to significant College achievements. Two of these include receiving an EEOC Institutional Best Practices grant and a Culturally Responsive Pedagogy and Practices grant. The latter is supporting a Cultural Fluency Teaching Academy program for faculty. LTCC also provides professional development opportunities, has active participatory governance committees and Academic Senate. The team reviewed the agendas and meeting minutes available in Board Docs for various governance groups to verify the information. (IB.1)

LTCC has in place student learning outcomes for courses, programs, and the institution. Course student learning outcomes (CSLOs) are mapped to program (PSLOs) and institutional (ISLOs) student learning outcomes and are assessed on a cyclical basis. In addition to CSLOs, the college has developed and assesses outcomes for student service areas and administrative or operational departments and reviews the data during their comprehensive program review (CPR) process. The team verified this information through the review of a sample of CPR's

provided by the college. When the institutional self-evaluation was written, LTCC was still working on additional disaggregation processes of the assessment data. (IB.2 and ER11)

Through its annual goals, ACCJC annual reports, Student Equity and Achievement summary and its LTCC Scorecard, the College sets and tracks institutional set standards of student achievement. The team verified that all documents are available on the College's website. (IB.3 and ER11)

The College uses assessment data in the revision and development of curriculum. It also uses assessment results to develop meta majors as part of the College's Guided Pathways implementation. The College's Resource Allocation Request (RAR) process also requires the use of assessment data to inform funding requests. (IB.4)

The team was able to confirm that LTCC has in place an annual comprehensive program review process. The process was disrupted during COVID and the subsequent Caldor fire, but the team was able to verify that the cycle resumed in 2023. These two processes use student achievement and assessment data to evaluate the Colleges' goals and objectives. The Institutional Effectiveness department prepares disaggregated student success and achievement data to be used in the review process (IB.5). Through the annual and comprehensive program review process, the College identifies achievement gaps for subpopulations of students and uses the RAR process to request funding to address these gaps. LTCC has also leveraged grant funding from a federal Title III HSI STEM award to address strategies to improve student achievement for Hispanic/Latino students in the STEM fields. (IB.6)

The College has processes in place to review policies and practices across the campus. The LTCC Institutional Self-Evaluation report specifically refers to board policies and administrative procedures that are regularly reviewed and updated. The College also has a Governance Handbook that outlines the College's process for developing plans, initiatives, and the resource allocation that align with those. (IB.7)

The team confirmed LTCC publishes the results of its assessment and evaluation activities on the College website, dashboards produced by its Office of Institutional effectiveness, LTCC Fact Book, etc. LTCC also uses the Superintendent-President's Annual State of College address (SOCA) at convocation, which is live and is livestreamed over social media platforms to address assessment and evaluation and communicate broadly to the college constituents and the community LTCC serves. SOCA is used as an opportunity to address the strengths and weaknesses to a broad audience. (IB.8)

The LTCC Planning and Accountability Cycle is the primary process for the integration of program review, planning, and resource allocation decisions. The team was able to review the College's Educational Master Plan, Facilities Master Plan, Technology Master Plan, Student Equity Plan, EEO plan, and a Guided Pathways Scale of Adoption and Assessment plan. The goals within each of these plans are integrated into the Planning and Accountability cycle.

Notably, the 2022-25 Student Equity and Achievement Plan includes data on key student achievement metrics for the college's disproportionately impacted students based on ethnicity, gender, low income, first generation, part-time, older students (23 years and older), veteran, foster youth, member of the college's Equity Program and Promise program. Program review is used by departments and programs, and most recently by Meta majors, to analyze data and look for improvement points. LTCC uses its participatory governance committees as the avenue for collaboration and dialogue on how the institution is meeting its mission, vision, and beliefs. The team was able to review meeting agendas and minutes for participatory governance committees that are available on BoardDocs. All Comprehensive Program Reviews and data dashboards are available on the College's website. The team observed the quality of each of its major institutional planning documents and the Planning and Accountability process that undergirds them, but the team was mostly impressed by the extent to which these plans "live" throughout the organization as resources that facilitate shared understanding of the institution's mission and direction and that propel extraordinary momentum for new goal and initiative implementation as well as continuous improvement. And these improvements have been centered on removing barriers and providing supports for specific disproportionately impacted student groups. (IB.9 and ER 19)

Conclusions:

The College exceeds the Standard.

Commendation 1: The team commends the College for its broad-based, comprehensive, and continuous engagement in strategic institutional planning and evidence-based annual evaluation, referred to as "progress updates," that demonstrates quantitative and qualitative progress on the achievement of its goals and the institution's effectiveness with resource generation and prioritized allocations. This process of integrated planning, resource allocation, and evaluation, with effective and systematic communication, appears to have undergirded the College's exceptional and ongoing momentum in securing resources and implementing programs and initiatives that have resulted in strong mission advancement. (I.B.9)

I.C. Institutional Integrity

General Observations:

Lake Tahoe Community College has a well-developed College website that provides students and the community with current information. The website makes available information about the College in general, courses and programs offered, resources available to students, (including financial resources), and provides a link to its accreditation status on the home page. The online catalog is updated quarterly, and the Office of Institutional Effectiveness provides dashboards and reports on student learning and achievement. Additionally, Lake Tahoe

Community College has clear and published policies and procedures on professional ethics, academic freedom, and honesty. Lake Tahoe Community College demonstrates honesty and integrity in its internal and external relationships. It is clear that LTCC is focused on providing students with a high-quality academic environment, and LTCC is responsive to student needs.

Findings and Evidence:

The Team reviewed the LTCC Institutional Effectiveness data website and found that LTCC provides a variety of public facing information on the College including a Fact sheet, LTCC Scorecard which is updated annually, and Enrollment, Success/Retention, and Degrees awarded dashboards which can be disaggregated on student demographics. (IC.1 and ER 20)

LTCC has a digital catalog available on its website that is searchable and contains all the information required in Eligibility Requirement 20. The catalog is updated quarterly and as needed. The College's curriculum committee, Divisions, and departments participate in keeping the catalog current. (IC.2 and ER20)

LTCC provided evidence that they offer public reports of student achievement data and are actively involved in the assessment of student learning outcomes. Their website provides multiple years of student achievement data and annual reports of student learning outcomes. (IC.3 and ER 19)

The LTCC website provides descriptions and course requirements for every degree and certificate program offered. The college also offers program mapper software which provides students with information about salary, growth, careers, learning outcomes and a path to completion. (IC.4)

LTCC has a Board Policy in place (BP2410) that outlines the review of Board Policies and Administrative procedures on a regular basis. The college does not address any other specific publications in this standard, but information provided in other areas of the self-study outlines the review of the college catalog and governance materials. (IC.5)

LTCC's College catalog and website provide current information to students on the total cost of education at LTCC including tuition, fees and other possible expenses for resident and nonresident students. The Financial Aid website provides information on various grants, loans, and scholarship opportunities. (IC.6)

The team reviewed LTCC's student conduct policy that is available on the website, in Board Policy 5500, course syllabi, and in the College catalog. LTCC faculty maintain their own expectations for academic honesty and integrity encapsulated in administrative procedures (AP 3051) and are also described in the Institutional Code of Ethics.   The Institutional Code of ethics also applies to managers and staff (AP 3050 and AP 3052. (IC.10)

LTCC has its certification of accreditation from ACCJC on its website and provides information regarding its accreditation on the College website. The LTCC website also provides links to all relevant communication from ACCJC, substantive change reports, and annual reports. (IC.12 and ER21)

In addition to ACCJC, LTCC provided evidence of their accreditation status with the Lake Tahoe Basin Fire Academy and California Association of Drug/Alcohol Educators (CAADE). The College also provided evidence of an ongoing positive relationship with the Dental Board and the El Dorado County EMT services. Additionally, their continued work in the California Department of Corrections and Rehabilitation demonstrates that they maintain honesty and integrity with external agencies. (IC.13 and ER 21)

The team was provided sufficient evidence to verify that LTCC does not generate financial returns for investors or any other outside agencies or programs. LTCC provided Board Policies that address this standard. (IC.14)

Conclusions:

The College meets the Standard.   LTCC includes an improvement plan to develop a process to ensure regular review and updating of its website for students and the public to have access to current information.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

Lake Tahoe Community College offers instructional programs consistent with the College's mission and aligned with Board Policy 4020. Courses are offered in various modalities including correspondence courses through the Rising Scholars Program. The college prides itself on regular and effective outcomes assessment through a robust program review process and groups assessments by discipline and by Meta majors.

Through Board Policy 4020, educational offerings must align with community and student needs and the job market, in accordance with the College's mission. This policy facilitates the continuous review and updating of courses through a rigorous Program Review process, including annual assessments for disciplines and five-year cycles for meta-major programs. Program details are available through eLumen and the course catalogue. This systematic approach not only ensures curriculum relevance and responsiveness to market demands but also validates the College's success in enabling students to achieve their educational goals, including degree and certificate attainment. Through comprehensive program reviews, the institution demonstrates its commitment to maintaining educational excellence and aligning outcomes with its mission. Additionally, faculty involvement in curriculum development is emphasized, ensuring ongoing evaluation and enhancement of curriculum quality. The College provides various support services tailored to diverse student needs, utilizing data dashboards to inform program development and evaluation. Furthermore, the College has established clear procedures for awarding credit for prior learning, ensuring transparency and consistency in evaluation methods. The integration of student learning outcomes into programs and courses, along with regular assessments, underscores the institution's commitment to continuous improvement and accountability in education. Through these comprehensive policies and practices, the College strives to uphold the highest standards of educational quality and effectiveness.

Findings and Evidence:

Board Policy 4020 mandates alignment of educational offerings with the community's and student's needs, and the job market, in harmony with the College's mission. This policy guides the continuous review and update of courses through an extensive Program Review process, with annual assessments for disciplines and five-year cycles for meta-major programs. Program descriptions are accessible through eLumen and the course catalogue. This systematic

approach not only ensures curriculum relevance and responsiveness to market demands but also substantiates the College's success in enabling students to achieve their educational objectives, including the attainment of degrees and certificates. Through this integrated program review, the institution demonstrates its commitment to maintaining educational excellence and aligning its outcomes with its mission. (II.A.1 ER 9 and ER 11)

Board Policy 4020 emphasizes faculty involvement in curriculum development, as detailed additionally in the Curriculum Handbook, ensuring faculty play a role in evaluating and enhancing curriculum through the program review process. This process assesses various aspects of the curriculum, including sequencing, offerings, and program success, to ensure courses meet standards of relevancy, appropriateness, and current educational outcomes. The College has instituted a policy where resource requests proceed only with an approved program review, emphasizing the importance of systematic evaluation for both instructional and non-instructional programs. These evaluations on institutional effectiveness, accessible via the College's website, include an analysis of student achievement and outcomes at both discipline and meta-major levels. All academic programs undergo a Comprehensive Program Review (CPR) every five years as part of their meta-major. (II.A.2)

The curriculum creation process ensures outcomes are established for all courses, programs, certificates, and degrees, with these outcomes accessible in eLumen. This structured approach mandates faculty assess student learning outcomes on a scheduled rotating basis, employing outcome mapping for comprehensive program assessments. The inclusion of learning outcomes in all syllabi is compulsory. The College also enforces the use of Canvas shells for every class, standardizing this platform as the official means for syllabus distribution. II.A.3

No precollegiate courses are offered. The College offers noncredit support courses. (II.A.4)

Board Policy 4020 delineates the process for reviewing the curriculum's quality, ensuring its alignment with the standards of American higher education through defined policies and procedures. This policy specifies the necessary measures to ensure the curriculum's breadth, depth, and rigor, thus upholding the integrity and comprehensiveness of the educational offerings. Additionally, the College catalog specifies the degree requirements, setting the benchmark at 90 quarter units. (II.A.5, ER 12)

In the development of academic schedules, a multitude of data points are analyzed to meet students' needs. The objective is to facilitate the completion of degrees within a two-year timeframe, employing a variety of scheduling modalities to accommodate diverse student preferences and requirements. To support this complex scheduling analysis, dashboards have been implemented, providing a tool that enables an examination of scheduling efficacy. This analytical approach is applied not only at the individual course level but also extends to meta-major program reviews, where time-to-completion rates are scrutinized. Such comprehensive analysis ensures that academic scheduling is both strategic and student-centered, aiming to optimize pathways for degree completion and enhance overall educational outcomes. (II.A.6 ER 9)

The College offers a variety of supports tailored to the specific needs of diverse student subpopulations, utilizing data dashboards to facilitate faculty and administrative efforts in developing educational modalities. This approach ensures all course offerings are rigorously evaluated by modality through a comprehensive curriculum approval process, incorporating specific addenda for both distance education and correspondence courses. As part of the ongoing program review cycle, programs systematically assess data related to delivery modes, allowing departments to refine and enhance delivery modalities to meet student needs. Additionally, the College provides a broad spectrum of support and tutoring services across multiple modalities and methods to accommodate different learning preferences. Online tutoring is facilitated through Canvas and Cranium Café. (II.A.7)

The College has established multiple methods to award credit for prior learning, ensuring these policies are clearly outlined and accessible in various locations to facilitate student awareness. Standardized evaluation methods are both published and consistently applied. (II.A.8)

Student learning outcomes are mapped to both programs and courses, undergoing thorough assessments within a three-year cycle. Board Policy 4020 details the college's approach to aligning and awarding of credit hours with established norms in higher education. The analysis of student learning outcomes is integrated into the program review cycle, allowing for reflective and data-driven adjustments to curriculum and teaching methodologies. BP 4020 describes the College's compliance with standard clock-hour conversions in awarding credit, demonstrating its adherence to regulatory requirements and commitment to transparency and accountability in the educational process. (II.A.9 ER 10)

The College has established and documented transfer agreements and policies, ensuring a clear and transparent framework for students to transfer their coursework. Integral to this process is the regular review of these transfer policies through the curriculum review process, which guarantees that all agreements remain current, relevant, and in alignment with standards of higher education. (II.A.10 ER 10)

The College has developed Institutional Learning Outcomes (ILOs) for each required category, ensuring a framework for evaluating the educational achievements of its students. Through a detailed process of mapping and outcome assessment, the college commits to the regular evaluation of these outcomes, emphasizing a culture of continuous improvement and accountability. By integrating outcome assessments into the program review cycle, the College fosters an environment where assessment data informs programmatic decisions, leading to improvements that enhance the overall quality of education. (II.A.11)

The College has established a clearly defined, faculty-driven process for curriculum development and review. GE philosophy is clearly printed and available in BP 4025. (II.A.12 ER 12)

Programs are intentionally created around a discipline-specific core and assessed around student learning outcomes. (II.A.13)

The College actively engages in regular meetings with advisory committees, consisting of the workforce dean and discipline faculty, to ensure that curriculum and program development are closely aligned with industry standards and workforce needs. Faculty expertise is systematically matched with the minimum qualifications required for each discipline, ensuring that the curriculum remains relevant and rigorous. Student achievement is meticulously assessed throughout the program review cycle, with valuable input from industry representatives via advisory committees informing necessary adjustments to the curriculum. The College's website provides accessible employment data and a clear pathway to program completion through the integration of a program mapper tool. (II.A.14)

Board Policy 4021 delineates a clear procedure for the elimination of courses, incorporating a "greenlighting" process as described in the faculty handbook to safeguard students' ability to graduate even when certain courses are slated for elimination. This process is designed to minimize disruptions to students' educational pathways, ensuring that alternatives or substitutions are readily available and communicated. The College catalog outlines students' rights to adhere to the requirements of previous catalogs. Course substitutions are made available to students to ensure that their academic progress remains uninterrupted. (II.A.15)

Through the faculty evaluation process, courses are reviewed, incorporating specific criteria into the overarching program review process. The Comprehensive Program Review (CPR) process serves as a mechanism into broader institutional planning efforts. Changes and enhancements to programs, informed by these evaluations, are documented within program review reports. (II.A.16)

Conclusions:

The College meets the Standard.

II.B. Library and Learning Support Services

General Observations:

Lake Tahoe Community College provides library and learning support services sufficient in quantity, currency, depth, and variety to support the learning needs of students taking classes at the main campus, online, and through the Rising Scholars program offsite. Expert librarians and support services professionals working in coordination with discipline faculty use established policies, processes, and plans to guide the selection and maintenance of educational equipment and materials. A regular self-evaluation process and assessment of service area outcomes inform improvements that prioritize students' learning needs and contribute to student success. The library secures, maintains, evaluates, and documents formal

agreements with statewide agencies and consortia. Learning support services evaluates the use of outside services contracted by the College to support online tutoring and research.

Findings and Evidence:

Lake Tahoe Community College supports student learning and achievement by providing library and learning support services for students attending classes on the main campus, offsite through the Rising Scholars Program, and through distance education. Physical and online library collections are sufficient in quantity and variety to support educational needs. Academic support services including tutoring are offered in-person through the library or online through Cranium Café or NetTutor in Canvas. The Team was impressed with the library's resourcefulness in fostering partnerships across the institution to provide students with the materials and services they need to be successful. The expansion of support services for distance education students and the addition of tutoring and research support for Rising Scholars students is evidence of this culture of collaboration. (IIB.1; ER17)

The College relies on the expertise of faculty, including librarians, and other learning support services professionals to select and maintain educational equipment and materials to support student learning in alignment with the College mission. A Collection Development Policy guides both the selection and withdrawal of educational materials based on the teaching, learning, and research needs at the College. Library and learning support services identifies technology needs through its program review process and a Technology Refresh Plan included in the Comprehensive Technology Plan, currently in development, supports technology replacement. The Foundation and Student Success Grant funds also support the purchase of new educational equipment to support tutoring at the College. (IIB.2)

The College evaluates library and learning support services including its practices and policies to make improvements and address the dynamic needs of students. Library and learning support services has a plan for the systematic and comprehensive assessment of identified student learning outcomes and service area outcomes. The Team found evidence that library and learning support services gather feedback on how well they are meeting students' needs and use those assessment results to inform improvements to services, learning spaces, and resources. (IIB.3)

The College documents formal statewide agreements for library and learning support services including the library services platform and library databases and evaluates contracts at the time of subscription or renewal. The College evaluates agreements with outside providers for contracted services used for online tutoring using student usage and success data. The library relies on memorandum of understanding with partner institutions for sharing resources and services through interlibrary loan. (IIB.4, ER 17)

Conclusions:
The College meets the Standard.

II.C. Student Support Services

General Observations:

Lake Tahoe Community College demonstrates a strong commitment to providing comprehensive student support services that align with its mission and promote student success. The college employs a robust system of evaluation and assessment for its services, including regular faculty evaluations, student surveys, and program reviews. LTCC offers a wide range of support services, such as tutoring, mental health resources, and counseling, through various modalities to accommodate diverse student needs, including specialized programs for incarcerated students. Co-curricular programs are carefully monitored and aligned with institutional policies. The College maintains a strong focus on continuous improvement, as evidenced by its use of data dashboards, equity audits, and guided self-placement processes. Counseling services are regularly evaluated and enhanced through ongoing training and mentorship. LTCC also demonstrates a commitment to student privacy and data security through clear policies on information release and secure digital storage of documents. Overall, the College's approach to student support services reflects a dedication to accessibility, effectiveness, and ongoing enhancement to meet evolving student needs.

Findings and Evidence:

Faculty evaluations are conducted following guidelines in the evaluation process, which includes student surveys as a component for assessing program effectiveness. The intervals for these evaluations are clearly defined within the faculty contract, ensuring a structured and consistent approach to faculty assessment. Student feedback is gathered through a variety of methods, including surveys, interviews, and student reports. Within the scope of the program review process, student services undergo regular evaluations to verify their alignment with the College's overarching mission. Faculty undergo evaluations as outlined in the evaluation process. Additionally, student surveys are used to evaluate programs. Faculty contract outlines intervals of evaluation. Multiple means of data disaggregation are used. Student feedback is gathered in multiple venues, including surveys, interviews, and student reports. Through the program view process, student services regularly evaluated mission alignment. (II.C.1)

The College employs a multifaceted approach to the assessment and evaluation of student support services. Based on the insights from these evaluations, the College proactively documents and implements improvements across its student support services. This ongoing cycle of evaluation and enhancement underscores the institution's dedication to optimizing student experiences and outcomes, reflecting a commitment to continual service improvement informed by direct feedback and assessment results, as highlighted in the accreditation standard. (II.C.2)

The College offers a comprehensive range of services, including tutoring, mental health, and counseling, through various modalities to ensure broad and effective support for all students. Recognizing the unique challenges faced by incarcerated students, the College has also established a specialized program specifically tailored to meet the needs of this population. This program provides incarcerated students with access to essential services. (II.C.3 ER 15)

Co-curricular programs are aligned with policies and are outlined in Administrative Procedures (APs), Board Policies (BPs), and guidelines in other relevant materials. The College employs a systematic approach to ensure compliance and alignment with these standards, including the use of surveys and a detailed review of policies by the board. The College reviews programs and their adherence to the standards set forth by the California Community College Athletic Association, as articulated in BP 5700. This comprehensive monitoring and review process underscores the College's commitment to upholding the highest standards of integrity across all co-curricular programs, ensuring they are conducted in accordance with established policies. (II.C.4)

Counselors at the College receive ongoing training and mentorship and engage in regular meetings. To evaluate the effectiveness of these services, student surveys are administered through Cranium Café, offering a direct channel for feedback on the counseling services provided. The overarching goal of the faculty evaluation process, including that for counselors, is to enhance the quality of services offered to students. The training provided to counselors is monitored, remains relevant, effective, and aligned with the College's commitment to delivering exceptional support services. (II.C.5)

Multiple data dashboards are utilized to provide information that programs can utilize to evaluate practices. Admissions is part of an equity audit as an example of the evaluation and improvement of processes. Other instructional and administrative areas participate in continuous quality improvement by the program review process. The program review process stands as a mechanism by which programs undertake self-evaluation, further contributing to the ongoing enhancement of program quality and relevance. This process involves extensive evaluation linking data to improvements. The College uses guided self-placement. (II.C.6 ER 16)

The College employs a guided self-placement approach. (II.C.7)
All documents within the college are stored securely in a digital format, ensuring the safety and confidentiality of information. The college maintains clear policies and practices regarding the release of student information, which are readily accessible and posted in multiple locations. (II.C.8)

Conclusions:

The College meets the Standard.

Standard III

Resources

III.A. Human Resources

General Observations:

Lake Tahoe Community College (LTCC) upholds comprehensive standards that align with its mission, emphasizing the integrity and quality of its programs and services.

The College has detailed and transparent hiring practices, and it is actively engaged in fostering a diverse and qualified faculty and staff. There is a clear commitment to professional development, with systems in place for regular evaluation and improvement of these programs.

LTCC also maintains robust policies for ethical conduct, with clear consequences for violations, reinforcing a culture of integrity. The College seems to be proactive in its efforts to support and integrate part-time faculty and to ensure employment equity and diversity in line with its mission.

Overall, LTCC demonstrates a strong infrastructure for human resources management, with ongoing initiatives to enhance diversity, equity, inclusion, and accessibility (DEIA). However, it is also preparing to address compliance with DEIA Title V regulations, particularly within its evaluation processes, to further align with evolving educational standards and principles.

Findings and Evidence:

Lake Tahoe Community College's (LTCC) approach to ensuring the qualifications of its administrators, faculty, and staff, aligning with the rubric's requirements. The institution's hiring criteria, qualifications, and procedures are clearly and publicly stated, with comprehensive documentation available through job announcements and policy manuals, ensuring transparency and alignment with institutional needs.

LTCC broadcasts open positions through various platforms, including its website in multiple languages and on diverse job boards, ensuring a wide and diverse applicant pool. The College's hiring procedures, as described in the Board Policy Manual, ensure uniform application of criteria and EEO compliance, aiming for a fair and inclusive hiring process.

The hiring processes, including the development of job descriptions and the evaluation of candidates, are directly related to the institutional mission and goals, ensuring that personnel are equipped to contribute effectively to the College's objectives.

Detailed descriptions of the recruitment and selection processes for administrators and full-time faculty emphasize the involvement of various stakeholders and adherence to minimum qualifications and criteria that reflect the needs of the institution and its student population. Job descriptions and announcements accurately reflect the duties, responsibilities, and authority of positions, ensuring candidates understand their roles and expectations

The process for hiring part-time faculty and classified staff includes steps to ensure candidates meet minimum qualifications or equivalency, with specific efforts to enhance diversity and inclusivity in recruitment.

The detailed final selection process, including reference checks and probationary periods, ensures that hires are well-qualified and aligned with the College's standards and mission. LTCC employs a rigorous process to ensure that all administrators, faculty, and staff are qualified through education, training, and experience, addressing the rubric's core requirement.

LTCC's practices for hiring administrators, faculty, and staff align with the rubric's requirements for ensuring the integrity and quality of its programs and services. The College's approach ensures transparency, inclusivity, and alignment with its mission, effectively meeting the standard set by the rubric. (III.A.1)

LTCC's approach to ensure faculty qualifications emphasize the recruitment and evaluation processes that align with the standard's requirements. The College requires that faculty possess expertise in the subject matter, requisite skills, and meet or exceed minimum qualifications for their discipline. The process involves a review by administrators and stakeholders to ensure alignment with program needs.

The qualifications for faculty positions are thoroughly reviewed before job announcements are posted, and the Board approves certifications of equivalency, ensuring compliance with established standards.

Instead of traditional job descriptions, LTCC uses job announcements and the hiring process to define the roles and responsibilities of faculty, including the development, review, and updating of course outlines and student learning outcomes. The approach of using job announcements and the hiring process to define faculty responsibilities, rather than static job descriptions, allows for flexibility and ensures that faculty roles are aligned with the College's mission and the evolving needs of educational programs.

The recruitment process includes criteria for faculty involvement in curriculum development and the assessment of student learning outcomes, with preferred qualifications highlighting innovative teaching practices and sensitivity to diverse student backgrounds.

The emphasis on innovative teaching practices and understanding the diverse backgrounds of community college students addresses the standard's requirements for teaching skills and potential contributions to the institution's mission.

LTCC's practice of ensuring faculty qualifications and defining their roles in curriculum development and assessment of learning effectively meets the criteria set forth in the standard. The College's approach ensures that faculty are qualified and that their responsibilities align with maintaining academic quality and institutional effectiveness.
(III.A.2)

The College ensures that administrators and staff meet or exceed the necessary qualifications, emphasizing the importance of further training to enhance institutional effectiveness and academic quality.

Clear statements of minimum and preferred qualifications in job descriptions, compliance with legal requirements, and the involvement of various stakeholders in creating and reviewing job descriptions reflect a structured and comprehensive approach to ensuring candidates' suitability for their roles. Reference to the "Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook" underscores adherence to established benchmarks for qualifications, enhancing credibility and ensuring a standardized measure of competence.

Detailed descriptions of administrators' roles in institutional effectiveness and academic quality, including the emphasis on outcomes and data, collaboration with faculty, and engagement in processes such as curriculum review and program evaluation, illustrate a proactive and results-oriented approach.

The emphasis on administrators' engagement with faculty, responsibility for outcomes, and commitment to professional development further validates the institution's compliance with the rubric's criteria for maintaining academic quality.

The provision of evidence through policy manuals, job descriptions, and strategic goals substantiates LTCC's claims and practices, offering concrete proof of meeting the standard. (III.A.3)

All degrees claimed by applicants are thoroughly authenticated before employment, ensuring they are from accredited institutions. Human Resources staff verify that degrees meet the qualifications required for the position and are from accredited institutions.

The College's hiring practices require that degrees be from accredited institutions or have established equivalence for foreign degrees. The detailed process for authenticating degrees and establishing equivalency for non-U.S. degrees ensures compliance with the standard.

For degrees from foreign institutions, candidates must provide validation from a recognized evaluation service. The College has established processes for determining equivalency through the Academic Senate Equivalency Committee, which involves consulting discipline experts and is subject to appeal. Documents supporting the processes for foreign transcript validation and the Equivalency Committee's manual are mentioned, providing a basis for these practices.

The screening committees provide an additional layer of review on candidates' qualifications, ensuring thorough consideration and adherence to standards. This process allows for the consideration of work experience and credentials, particularly in career and technical education. The procedures include mechanisms for appeals and regular reviews, indicating a dynamic and responsive system for ensuring compliance with accreditation standards and equivalency determinations.

The involvement of Human Resources and the Academic Senate Equivalency Committee in this process underscores a rigorous and comprehensive approach to verifying educational qualifications.

Overall, the ISER demonstrates that the College has implemented robust procedures to ensure that all faculty, administrators, and other employees meet the educational qualifications as outlined in the standard, including the accreditation of institutions and the recognition of equivalent degrees from non-U.S. institutions. (III.A.4)

The ISER describes Lake Tahoe Community College's (LTCC) approach to evaluating its personnel, covering faculty, part-time faculty, classified staff, confidential employees, and administrators. The ISER outlines specific processes and criteria for evaluations, including performance of duties, participation in institutional responsibilities, and DEIA principles, ensuring evaluations are aligned with the institution's goals and values. Actions following evaluations, such as development plans, goal setting, and performance reviews, are formalized through collective bargaining agreements, administrative regulations, and employment contracts.

Evaluations are scheduled at regular intervals as per administrative regulations and collective bargaining agreements for all employee groups (Faculty, Part-time Faculty, Classified Staff, Confidential Employees, and Administrators). The detailed descriptions of the evaluation processes for different employee constituencies show a systematic approach to evaluations, with stated intervals and clear criteria.

The processes for following up on evaluations, including the development of action plans and adjustments to teaching practices or service delivery, are formal, documented, and aimed at enhancing institutional effectiveness and quality.

The evaluation processes include mechanisms for self-assessment, peer and administrative review, student evaluations, and specific criteria for online teaching and specialized programs, aimed at assessing effectiveness and fostering improvement.

The inclusion of professional development goals, remediation plans, and encouragement to employ DEIA and anti-racist principles in teaching and service reflects an institutional commitment to improvement and development.

The College has established and implemented comprehensive evaluation processes for all personnel, with clear, written criteria that assess performance and encourage professional growth. The actions taken following evaluations are formal, timely, and documented, ensuring accountability and alignment with the institution's strategic goals and commitment to diversity, equity, inclusion, and accessibility. Moving forward, LTCC's plans to finalize revisions to the faculty evaluation processes and forms with a focus on DEIA concepts will further strengthen its evaluation system, ensuring ongoing compliance with the rubric and enhancing institutional effectiveness. (III.A.5)

Standard III.A.6 is no longer applicable.

The ISER provided outlines Lake Tahoe Community College's (LTCC) strategies and practices around faculty hiring, faculty-to-part-time ratios, compliance with state mandates such as the Faculty Obligation Number (FON), the 75:25 ratio, and the 50 percent law, along with faculty responsibilities and professional development opportunities.

LTCC's adherence to the FON, efforts toward the 75:25 ratio, and compliance with the 50 percent law are detailed, indicating a commitment to maintaining a qualified faculty body and financial investment in instruction.

The process of hiring and prioritizing faculty positions through the FHP process and the role of governance councils in these decisions are outlined, showing an institutional commitment to quality education and faculty involvement in institutional planning.

The ISER provides comprehensive details on faculty hiring practices, qualifications, ratios, and compliance with various regulations. The report highlights elements critical to maintaining high instructional quality and faculty qualifications that demonstrate a strong framework for supporting quality instruction and faculty development. (III.A.7)

New part-time faculty hires receive onboarding assistance from the Human Resources department and the Instruction Office, which orients them to the College and its culture (IIIA8-01). This directly addresses the standard's requirement for orientation, demonstrating that the institution has a structured process to familiarize new part-time faculty with their roles and the institutional environment.

Part-time faculty are the primary responsibility of the department's academic dean, supplemented by training and guidance from full-time faculty and department leads. This structure ensures that part-time faculty have clear supervision and support channels.

A formative evaluation process negotiated into the collective bargaining agreement, aimed at improving the quality of instruction. This satisfies the requirement for an evaluation mechanism that encourages professional growth.

Part-time faculty have access to professional development opportunities, including tiered compensation for completing certain requirements and the ability to apply for funding through the Academic Senate for external professional development activities.

The College invites part-time faculty to participate in professional development activities, department meetings, and serve on important committees and workgroups, thereby facilitating their integration into the broader life of the institution. This fulfills the rubric's requirement for integration opportunities, ensuring part-time faculty are not isolated from the institutional community.

Based on the evidence provided in the ISER, the College meets the rubric's standards for the employment of part-time and adjunct faculty. It has established comprehensive policies and practices for orientation, oversight, evaluation, professional development, and integration of part-time faculty into the institution's life. Each aspect of the rubric is addressed with specific programs, positions, and policies, supported by documentation in the evidence list, demonstrating a strong commitment to the effective engagement and support of part-time faculty. (III.A.8)

The ISER presents a table showing the Full-Time Equivalent (FTE) staff counts over a five-year period, indicating an increase in the number of classified and confidential positions.

The trend for Directors and Contract Directors is different in that the number of Directors decreased (13.82 to 5.00) but the number of Contract Directors increased (2.00 to 16.00). This growth, particularly noted in the areas of Forestry, Dual Enrollment, TRO, and the Hispanic Serving Institutions Grant, suggests an expanding workforce aimed at supporting various institutional operations.

Qualifications of staff are referenced to specific directorial positions related to Forestry, Fire, Public Safety, TRiO, and the Hispanic Serving Institution implies that these roles are filled by individuals with specialized knowledge and skills relevant to their respective areas. This inference aligns with the requirement for staff to possess appropriate qualifications to support the institution's operations effectively.

Based on the evidence provided, the College appears to meet the Standard outlined in the standard (ER 8). The documented increase in staff numbers across various constituencies and the introduction of specialized director roles suggest that the institution has taken meaningful

steps to ensure a workforce that is both sufficient in number and appropriately qualified. These measures support the effective operation of the institution across its educational, technological, physical, and administrative domains. The ISER, through its evidence list and the improvements mentioned in staff diversity and specialized positions, supports the conclusion that the College fulfills the rubric's requirements. (III.A.9)

The ISER details the administrative structure of LTCC, listing key positions that include a superintendent-president, vice presidents of academic affairs, student services, and administrative services, as well as deans of instruction and workforce development and instruction.

The addition of a senior director of government relations and grant development, along with a chief of staff for strategic initiatives, indicates a strategic approach to expanding administrative capabilities to meet the institution's needs. This suggests that LTCC maintains a sufficient number of administrators to support its operations effectively.

The ISER outlines various professional development opportunities that administrators have pursued, including participation in the National Conference of Race and Ethnicity (NCORE), ADMIN 101, 201, and Great Deans programs, among others. Such initiatives demonstrate the institution's commitment to enhancing administrative expertise and ensuring that administrators are well-prepared to lead. The text further notes that all administrators possess extensive experience and education relevant to their roles, with backgrounds that include leadership positions within academia and beyond. This supports the standard's requirement for administrators to have appropriate preparation and expertise.

The narrative highlights the alignment of administrative efforts with the college's mission and vision, emphasizing mission-driven leadership and the pursuit of professional development to support the institution's goals. The diversity initiatives and recruitment strategies for key positions reflect a conscious effort to align administrative staffing with the broader objectives of serving and reflecting the community.

The ISER also addresses the institution's goals regarding continuity and expertise in its administrative team, noting efforts to maintain a balanced gender diversity within the team and acknowledging the need to improve ethnic diversity to better reflect the community. The establishment of new roles and the strategic filling of these positions underscore LTCC's commitment to ensuring continuity in leadership and administrative effectiveness.

The institution has demonstrated a sufficient number of administrators with the appropriate preparation and expertise necessary for effective leadership and service delivery in support of its mission and purposes. Through a combination of strategic staffing, professional development, and alignment with institutional goals, LTCC has shown a commitment to maintaining an administrative structure capable of supporting its educational environment. The evidence list further substantiates the college's efforts in meeting these criteria, indicating a

comprehensive approach to developing and sustaining a qualified administrative team. (III.A.10) (ER 8)

LTCC has established detailed personnel policies and procedures, documented in the College's Board Policy Manual, the Faculty Association Agreement, and the Classified Employees Union Agreement. These documents are reviewed annually and updated as necessary, with changes made available on the College website.

The administration of HR policies and procedures at LTCC involves the director of human resources, the superintendent-president, and the administrative team to ensure consistent interpretation and application. The presence of an Equal Employment Opportunity (EEO) monitor on hiring panels and the practice of interest-based bargaining and problem-solving further underscore the institution's commitment to fairness, equitability, and consistency.

Updates to employment agreements and board policy are readily available to employees and potential employees via the College's website, facilitating easy access and review. Additionally, the practice of providing orientations for new hires, where the Board Policy Manual and union agreements are discussed and made accessible, ensures that personnel policies are not only available but also actively communicated to the staff.

Based on the evidence provided, LTCC meets the standard set by the rubric. The College has established and published comprehensive personnel policies and procedures that are accessible for review. These policies are administered in a manner that is both fair and equitable, with mechanisms in place to ensure consistent application across the institution. The inclusion of ongoing reviews and updates to these policies, along with efforts to improve the onboarding process and expand mentorship opportunities, indicates a proactive approach to maintaining and enhancing the fairness and effectiveness of its personnel practices. The evidence listed supports the conclusion that LTCC adheres to the rubric's criteria, demonstrating a commitment to transparent, equitable, and accessible HR practices. (III.A.11)

The College has established an EEO advisory committee to review and recommend policies and procedures, including the EEO Plan, which supports diversity. Approval and revision of the EEO Plan align with Title 5 regulations, ensuring a framework for addressing equity and diversity within recruitment and broader institutional practices.

Implementation of training for screening committees and the assignment of EEO monitors to ensure fair practices in recruitment. Funded activities to support diversity, including attendance at NCORE, partnership with the USC Race and Equity Center, and professional development initiatives focused on equity. The institution supports professional development related to diversity, including language classes deemed job-related for any campus position and special programs celebrating Hispanic/Latinx culture.

The College conducts regular examinations of its employment record to ensure alignment with its mission, focusing on recruiting faculty who meet the diverse needs of the student

population. Annual monitoring of the workforce composition and applicant pools to evaluate progress in implementing the EEO Plan and to identify any underrepresentation.

Utilization of the multiple method allocation model for EEO funding, which requires operational EEO Advisory Committees, EEO Plans, and submission of expenditure/performance reports, demonstrating a commitment to ongoing assessment and improvement in employment equity and diversity.

The College meets the standard's requirements through its comprehensive and multifaceted approach to supporting diversity among its personnel. By establishing clear policies, dedicating resources to professional development and equity initiatives, and implementing regular assessments of its efforts, the institution demonstrates a strong commitment to employment equity and diversity. This commitment is not only in line with its mission but also reflects a proactive stance towards creating an inclusive and supportive environment for all personnel. The evidence provided supports a positive evaluation against the rubric, showing that the College effectively creates, maintains, and assesses programs and practices for supporting its diverse personnel. (III.A.12)

The ISER confirms that a comprehensive written code of professional ethics is published in the current board policy and in the Faculty Handbook, covering all college personnel, including the Board, administrators, confidential and classified staff, and faculty.

Specific references are made to the locations where these codes of ethics can be found, such as Board Policy (BP) 2715 for the Board, BP 3050 for administrators, Administrative Procedure (AP) 3052 for confidential and classified staff, and BP 3051 for faculty, modeled after the AAUP Statement on Professional Ethics. In addition, these documents are available in electronic format on the College's website, ensuring accessibility for all staff.

The report also outlines that consequences for violations of these ethics codes are addressed within board policies, collective bargaining agreements, and the education code. It mentions grievance and disciplinary articles in faculty and CEU bargaining agreements and administrator contracts that include "for cause termination language" for supervisory employees, directly addressing the rubric's requirement for consequences in cases of violation.

Based on the provided evidence, the College meets the standard. It has developed a comprehensive and accessible written code of professional ethics applicable to all its personnel. Furthermore, the institution has established clear consequences for violations of this code, as detailed in various board policies, collective bargaining agreements, and the education code. This approach ensures that ethical practices are not only articulated but are also enforceable, fostering an environment of accountability and integrity. The evidence list provided supports a robust framework for upholding professional ethics across the institution, demonstrating a commitment to ethical standards. (III.A.13)

These College has initiatives that demonstrate a comprehensive approach to professional development, aligning with the institution's mission and the evolving needs in pedagogy, technology, and learning.

As documented in the ISER, the institution offers full-time faculty paid professional development leave (PDL) and requires a self-designed project to enhance student learning, alongside faculty-designed professional growth activities. Full time faculty members are required to participate in faculty designed professional growth activities as part of group flex requirements that are conducted on a yearly basis. The College also encourages and supports full-time faculty to continue their education with salary advancement opportunities for attaining additional education.

Part-Time faculty have specific professional development opportunities, including access to funding for conference attendance and other activities, supported by a director of online learning. The College also sponsors an Associates and an Associate 02 Program, which provide a salary incentive to part-time faculty.

Professional development for Administrators includes travel and conference funds with the provision of sixty days of leave after five continuous years in an administrative position.

Professional development is encouraged for classified and confidential staff through tuition reimbursement, professional development funds, and specialized training days like the Coyote Team Building day.

These initiatives demonstrate a comprehensive approach to professional development, aligning with the institution's mission and the evolving needs in pedagogy, technology, and learning.

Based on the provided evidence, the College meets the rubric's requirement for planning and providing opportunities for continued professional development across all categories of personnel, consistent with its mission and evolving needs. However, while there is an indication that professional development programs are evaluated regularly, the lack of detailed evidence on the systematic evaluation process and the use of results for improvement suggests that more information might be needed to fully satisfy the second part of the rubric. (III.A.14)

The College's HR department maintains official personnel files, ensuring their security by locking the files in cabinets and the office when not staffed. Archived files are scanned into a secure electronic file, and physical copies awaiting scanning are stored in a secured on-campus warehouse area. A secure lock box for file cabinet keys and the use of PeopleAdmin for employment data security are mentioned, indicating robust security measures.

Access to personnel files is restricted to authorized personnel only, maintaining the confidentiality of these records. HR staff are required to undergo HR-specific training regarding personnel confidentiality and must sign a confidentiality statement specific to their duties.

A log sheet system is in place to track file access, ensuring that files are accessed only for proper administration or supervision purposes and potentially allowing employees to view their own records as permitted.

Based on the provided evidence, the College meets the standard outlined in the rubric. It has implemented comprehensive policies and procedures to secure and maintain the confidentiality of personnel records. Furthermore, the institution has established a system that likely facilitates employee access to their own records, in line with legal requirements, although specific details on how employees request access or the process for reviewing their records were not elaborated upon.

The evidence listed (IIIA15-01 to IIIA15-03) supports the institution's commitment to upholding the security, confidentiality, and accessibility of personnel records, indicating a structured approach to managing these sensitive documents. To fully satisfy the rubric, it would be beneficial to explicitly state the process for employees to access their records, ensuring transparency and compliance with legal standards. (III.A.15)

Conclusions:

The College meets the Standard.

III.B. Physical Resources

General Observations:

The institution manages physical resources intentionally to ensure safe and sufficient facilities and practices. The college aligns physical resources with its educational mission and programs and services offered. Facilities planning efforts include long-range planning with considerations of total cost of ownership of physical resources.

Findings and Evidence:

The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services.

The College sites the 2021-2027 Facilities Master Plan as evidence of assessment of current conditions of facilities as well as a long-range need analysis to ensure sufficient physical resources. Included in the 2021-2027 Facilities Master Plan, the College assures safety of aging buildings as evidenced by the Remodel for Efficiency and Science Modernization. The college has demonstrated measures to assure access, safety, security, and a healthy learning and

working environment. Access considerations are evidenced by a Americans with Disability Act (ADA) Transition Plan. Safety is evidenced by security guards and the new hire of a full-time director of safety and security. The college uses the Maxient application which allows personnel and students the ability to report safety and facility related concerns. Additionally, being mindful of the effects of fires within the college community and environment, the College implemented air quality sensors and clear instructions on how the college handles air quality assessments and decisions that are accessible on the college website. (III.B.1)

LTCC 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. The College's efforts are evidenced in the EMP which assists in the creation of the 5-Year Capital Outlay Plan (5YCOP), the 7-Year FMP, and the 12-Year (2023-35) Campus Master Site Plan (CMSP). Included within the EMP and FMP are the college's mission statement and strategic goals which notes the programs and services and values of the College. Additionally, the college has adopted an ADA Transition plan to assist in effective facilities utilization. (III.B.2)

LTCC plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account to assure the feasibility and effectiveness of physical resources in support institutional programs and services. The college demonstrates this assessment through the use of a Space Inventory Report, RFE, Resource Allocation Request process, and Insurance inspections. Moreover, the college has dedicated restricted reserve replacement accountings to ensure funding for equipment that reach end of life. (III.B.3)

The College's long-range capital plans support institutional improvement goals and reflect projections of total cost of ownership of new facilities and equipment. Planning is evidenced by Measure F Bond Issuances, Capital Outlay plans, and FMP. Additionally, the college leverages available State initiatives to support facilities projects including student housing. (III.B.4)

Conclusions:

The College meets the Standard.

III.C. Technology Resources

General Observations:

General observations about Lake Tahoe Community College (LTCC) regarding technology resources indicate that the institution is committed to providing appropriate and adequate technology services, professional support, facilities, hardware, and software. This commitment

supports the college's management, operational functions, academic programs, teaching, learning, and support services.

LTCC endeavors to ensure effective foundational technology needs are met, promoting student success and institutional effectiveness. The ISER details various technology users and their support requirements, emphasizing the College's efforts in troubleshooting, integration, training, and cybersecurity. There's a clear focus on maintaining a robust infrastructure, including high-bandwidth, redundant platforms, and updated technology in classrooms and operational systems, reflecting areas of excellence.

At the time of the Focused Site Visit, the team confirmed that the College had developed and approved a Comprehensive Technology Plan.

Findings and Evidence:

Lake Tahoe Community College (LTCC) provides robust technological support to enhance academic and operational efficiency, ensuring student success. Through the SchoolDude system, LTCC offers comprehensive technological assistance across various areas, including system troubleshooting and cybersecurity. The Office of Information Technology Services (OITS), along with other departments, provides essential training and support.

LTCC's technology infrastructure features high reliability and redundancy, with recent upgrades to support continuous operation and secure data management through the Ellucian Colleague SIS system. The College maintains many workstations and virtual machines, equipped with necessary software and network components to support faculty, staff, and students.

Faculty and staff have access to dedicated workspaces and technology resources, including computers and communication tools, to facilitate efficient work and teaching environments. Smart classroom technology and support structures, including peer training and specialized support staff, highlight LTCC's commitment to leveraging technology for teaching and learning, aligning with the goals of the Technology Master Plan (TMP) to equip faculty for effective education delivery.

The ISER provides substantial evidence that LTCC fulfills the requirements of the standard through its strategic approach to technology integration, support, and continuous improvement, ensuring that its technology services and resources effectively support its broader institutional goals and functions. (III.C.1)

The Office of Information Technology Services (OITS) at Lake Tahoe Community College (LTCC) is committed to maintaining a robust and secure technological infrastructure by proactively replacing systems that reach their end of life, ensuring ongoing support and security updates are in place. This practice supports the College's mission and the needs of its end-users,

including students, faculty, and staff. The OITS conducts monthly reviews with relevant departments to assess and ensure the adequacy of technology.

LTCC updates its systems and software in alignment with the Technology Management Plan (TMP), incorporating feedback from user requests and findings within the TMP. Despite challenges in sticking to the proposed three-year update cycle, the college prioritizes the effective utilization of resources to provide new and re-allocated computers for educational and operational purposes.

The process for suggesting new technology implementations or system replacements involves input from faculty and staff through formal processes such as APR/RAR and CPR, as well as participatory governance councils. The Technology Council plays a crucial role as the primary governance group discussing technology-related institutional priorities and collaborating with the Institutional Effectiveness Committee (IEC) to review and update the TMP. The team confirmed that a revised Comprehensive Technology Plan, previously known as the TMP, was reviewed and finalized in spring 2024.

In response to the pandemic, LTCC identified the need for additional improvements to support online education, leading to the implementation of a new virtual workspace to accommodate the increased demand from staff and faculty in serving students more effectively. Additionally, the College enhanced student support by providing Chromebooks and Hotspots through a lending library (IIIC2-02), further demonstrating LTCC's commitment to adapting its technological resources to meet evolving educational needs.

Through its systematic and proactive approach to managing and enhancing its technological resources to support its comprehensive mission, operations, programs, and services. The specific examples of system replacements, funding allocations, and pandemic-related technological enhancements provide concrete evidence of LTCC's commitment to maintaining a robust and responsive technological environment. The inclusion of a Technology Refresh Plan within the broader Comprehensive Technology Plan underscores the institution's forward-looking approach to technology management. (III.C.2)

Lake Tahoe Community College (LTCC) ensures the safety, security, and reliable access to its technology resources across all its courses, programs, and services. This is facilitated by utilizing a unified technology infrastructure across the college's single site, with security measures extending to offsite locations through virtualized desktops via Citrix remote desktop access, secured by unique logins for each employee. LTCC employs a single sign-on system for user authentication, requiring complex passwords, and protects its network with a Meraki firewall that offers advanced threat detection and prevention, alongside Deep Instinct software for servers and workstations, and Microsoft Defender for its Office 365 email system.

For Distance Education (DE), LTCC maintains reliability by using offsite, multi-redundant computing resources, with Canvas hosted by Instructure, Inc., ensuring server security and virus protection under a contract from the California Community College Online Education Initiative

(OEI) (IIIC3-03). To further safeguard its technology resources, LTCC conducts annual security assessments, bi-annual penetration testing, and continuous vulnerability scanning, ensuring the integrity and protection of its technology infrastructure across all locations where its offerings are implemented.

LTCC has established and maintained technology resources that assure reliable access, safety, and security across all locations where it offers courses, programs, and services, thereby meeting the specified standard. The college's strategic approach to technology security, combined with ongoing assessments and external vendor support for DE platforms, ensures a comprehensive coverage of safety and security measures consistent with the standard's requirements. (III.C.3)

Lake Tahoe Community College (LTCC) emphasizes the importance of comprehensive orientation and training on its technology infrastructure for faculty, staff, and students. The college offers a variety of training opportunities, including one-on-one support from staff, self-paced tutorials, and specific training programs to meet the different needs of its campus users. Despite the absence of a single access point for technology training, LTCC provides a broad spectrum of tutorials, showcasing its commitment to adapt to evolving technology. Examples of this commitment include updated technology training pages by the faculty chair of teaching and Learning, Keenan Safe College training for cybersecurity awareness, and the development of a computer readiness course funded by the faculty chair.

The recent opening of the new Technology Wing enhances access to the Office of Information Technology Services (OITS), facilitating direct assistance from help desk employees for students, staff, and faculty. OITS offers cybersecurity training in both group and individual settings and has developed resources like a webpage for students to assess their readiness for online instruction, and a video introduction to Canvas, which is critical as all classes now have a Canvas shell to distribute academic information and enhance learning.

LTCC has also invested in Distance Education (DE) by creating positions such as Faculty Chair(s) of Teaching and Learning, who support instructional design, accessibility, and Canvas training, and a Director of Online Learning, focusing on improving online courses and ensuring they meet technology, tool, template, and accessibility standards set by the Chancellor's Office. Additionally, the Vision Resource Center provides valuable information for aligning services with the goals of the California Community Colleges Chancellor's Office, including courses on teaching and program services.

The ISER provides a comprehensive range of evidence listed, including cybersecurity training, online readiness resources, and the Vision Resource Center, supports the conclusion that LTCC has implemented a robust framework for technology instruction and support. This framework aligns with the standard's requirements by ensuring that faculty, staff, students, and administrators have the necessary support to effectively utilize technology in alignment with the institution's programs, services, and operational needs. (III.C.4)

Lake Tahoe Community College (LTCC) has established policies guiding technology use primarily focused on legal compliance, but it actively enhances student learning by mandating a Canvas shell for every course, as detailed in the 2022-25 Faculty Contract. This approach aims to standardize technology use, ensuring all students have access to course materials, campus resources, and instructor information, regardless of teaching modality.

Courses with online components must have a Distance Education Addendum, addressing technology use, accessibility, and interaction guidelines. LTCC supports faculty in this initiative through designated roles and quarterly Canvas shell reviews, emphasizing its commitment to improving student learning outcomes through accessible technology for all course formats.

LTCC's policies, procedures, and practices align with the standard's requirements, ensuring that technology is used effectively and appropriately in support of its educational mission and objectives. (III.C.5)

Conclusions:

The College meets the Standard.

III.D. Financial Resources

General Observations:

LTCC management of financial resources demonstrates adherence to the standards. The College uses; Board Policies, Administrative Procedures, Budget Principles, and a resource allocation process that ensures financial resources support the goals and objectives of programs and services. Financial stability is evident by mindful reserves and clean audits. Short and long-term considerations of financial resources are accounted for by dedicated reserves.

Findings and Evidence:

LTCC maintains financial resources that are sufficient to support and sustain student learning programs and services, and to improve institutional effectiveness. This is demonstrated by a balanced budget, diversification of financial resources, minimal audit findings that are nonfiscal in nature, and consistent and ongoing adequate reserve levels. LTCC receives resources to support the development, maintenance, allocation and reallocation, and enhancement of programs and services. The Schedule of Expenditures of Federal Awards (SEFA) and Schedule of Expenditures of State Awards (SESA) are supplemental information components of the annual LTCC audit. The college is intentional when seeking additional funding outside of state allocations to support new programs and services. The College annually reviews program

expenditures and reallocates funds based on need, while maintaining reserves to support financial stability. (III.D.1) (ER 18)

LTCC's Vision, Mission, Beliefs, and Goals are considered for financial planning, including the annual budget development process and long-term planning. LTCC's mission and Goals are provided as reference for the budget development process, beginning with the RAR.

The College has policies and procedures in place approved by the Board to ensure sound financial practices and financial stability. Policies are consistently reviewed and updated to support the mission and Goals. Prior to Board approval, policies are presented to governance councils to ensure input from all levels of LTCC. The College's financial information is also routinely presented to various governance councils throughout the year as evidenced by Budget Council and Board Meeting agendas. (III.D.2)

LTCC clearly defines and follows the guidelines and processes for financial planning and budget development. As outlined in BP 6200 and the corresponding AP 6200, LTCC has a detailed and transparent budget development process. The APR and RAR processes allow budget managers an opportunity to have input for the next year's budget. The budget process requires input from administration, budget managers, and faculty, and is supported through participatory governance councils. Specifically, the Budget Council, a representative participatory governance group, reviews the budget including specific budget items throughout the development process (III.D.3)

LTCC institutional planning reflets a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. Resource and expenditure requirements assessment is evidenced by a Three-Year Unrestricted Budget Summary. Development of financial resources and partnerships are fostered through investments in grant seeking support which has yielded additional grant awards such as a HSI STEM grant and a Forestry Program. (III.D.4)

The College disseminates dependable and timely information for sound financial decision making in quarterly financial statements that are presented to the Board and Audit Committee at regular business meetings. Financial internal controls are audited annually by independent auditors and are consistently found to have no material weaknesses. The institution regularly evaluates financial management practices and uses the results to improve internal control systems by regularly updating board policies including BPs and APs regarding bids and contracts. (III.D.5)

Audit reports consistently show no findings and confirm adherence to appropriate allocation and use of financial resources while supporting student learning programs and services. The College sites the use of SCFF score card, Vision of Success metrics, and SEA plan data that demonstrates financial resources support student learning programs and services. (III.D.6)

LTCC has not had an audit finding since 2019. Audit reports are discussed with all appropriate parties and if findings are present then solutions are determined to prevent similar findings from occurring in the future. To ensure appropriate communications, findings are presented to the Board as well as governance councils. Financial and internal control systems are evaluated in an annual audit. Annual audit reports are posted on the website. An annual audit report is presented by the external auditor to include a formal briefing to both the Audit Committee and the Board. (III.D.7 and III.D.8)

The College practices financially stable budgeting and risk management strategies. The College uses both General Fund reserves and Retiree Benefit Fund reserves as contingency plans to meet financial emergencies and unforeseen occurrences. (III.D.9)

LTCC 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. The College achieves this through external audits that comment on adherence to all regulatory organizations and requirements. (III.D.10)

The College sets assumptions, forecasts, plans, and takes action to anticipate and mitigate challenges and ensure financial solvency. LTCC uses Resource Allocation Guiding Principles and a balanced budget as evidence of fiscal management and financial solvency. Long-term OPEB liabilities are funded and assessed by actuarial study reports. General obligation bonds are planned for by capital construction funds are secured and paid by local resident property taxes. LTCC a fund balance and positive cash flow and does not own any locally incurred debt. (III.D.11,III.D.12, andIII.D.13)

LTCC resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source. The College utilizes a donor intent form for Foundation donations and included as part of the LTCC Foundation budget report and audit, which has no findings. Bond funds are also included as part of the annual audit process. (III.D.14)

The College completes the annual Accrediting Commission for Community and Junior Colleges (ACCJC) fiscal report which monitors student loan default rates. LTCC maintains compliance with all federal requirements and takes immediate action to rectify any deficiencies in the student loan process that may be identified by the federal government or external auditors. As stated in the 2018/19 Audit Findings, the College has implemented practices outlined in the Management's Response and Corrective Action Plan. (III.D.15)

LTCC maintains contractual agreements with external entities that are consistent with the mission and Goals of the institution. BP 6340 and APs 6340, 6350, 6365, and 6370 govern contractual agreements. (III.D.16)

Conclusions:

The College meets the Standard.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

Lake Tahoe Community College has approved Board Policies and Administrative Procedures in place that establish administrator, faculty, classified staff, and student participation in decision making processes. Board Policy (BP) 2510 and Administrative Procedures (AP) 2510 delineate the participation of faculty, staff, students, and administration in local decision making.

The Governance Handbook describes the governance and decision-making structures and processes for meaningful collaboration and engagement. In addition to the established governance process, innovative ideas are presented through comprehensive program review, an annual Planning and Accountability Cycle, and Foundation Student Success Grants.

The participatory councils at the College include the Institutional Effectiveness Council, College Learning and Enrollment Management Council, Budget Council, Technology Council, and Facilities Council. Composed of constituency representatives from across the College, these councils serve an advisory role. Recommending bodies to the Superintendent-President outside of the participatory governance structure include the Senior Leadership team, the President's Advisory Council, the Academic Senate, the Student Senate, and the Student Success Team.

The Academic Senate is the College's main governance body for faculty on academic and professional matters. BP 2510 also establishes that the Board works closely with the Academic Senate on curriculum change and approval. The College ensures timely decision-making through its governance structure and facilitates communication through the use of BoardDocs, email, town halls, social media, press releases, and the website.

Findings and Evidence:

Lake Tahoe Community College encourages innovation through formal and informal mechanisms to allow administrators, faculty, staff, and students to collaborate, discuss, plan, and implement changes and improvements. The Team found that the College's participatory practices related to diversity, equity, and inclusion have resulted in recommendations that have been codified in the Superintendent/President Board of Trustees Goals 2021-2023 and updated in the Lake Tahoe Community College Strategic Goals 2024-2026. These practices have led to initiatives and deeper inquiry including a Hate and Bias Incident Reporting system and an independent equity audit. (IVA.1)

Participatory governance includes all stakeholders, and the Governance Handbook 2017-2018 describes how constituencies exercise their voice in institutional policies and planning. The Governance Handbook is grounded in BP 2510 which authorizes and delineates how students, the Academic Senate, staff, administrators, directors, and supervisory employees participate in decision-making processes at the College. (IVA.2)

Administrators and faculty at Lake Tahoe Community College have substantive and defined roles in institutional governance and exercise their voice in policies, planning, and budget. BP 2510 defines the roles and responsibilities of administrators and faculty in the College's system of shared governance. Faculty participate in discussions about policies, planning, and budget through the comprehensive program review, annual program review, and resources annual review. Administrators review goals, strategies and outcomes at an annual Senior Leadership Team Retreat, and then bring updates, insights, and proposed next steps to the Board of Trustees at the annual Board Retreat. (IVA.3)

BP 2510 defines Academic Senate's role in curriculum and student learning programs and services and BP/AP 4020 establishes well-defined structures for curriculum development and student learning programs and services. The Curriculum Committee is responsible for program development and approval, course revisions, and course/program deletions. The College Learning and Enrollment Management Council coordinates quality learning and enrollment management. (IVA.4)

BP 2200, BP 2105, and the Governance Handbook ensures the consideration of relevant perspectives, aligns decision-making with expertise and responsibility, and ensures timely action. (IV.A.5)

Meeting agenda, minutes, and documents are made accessible via a Board Docs website and the president provides updates to governance committees. Email and town halls are used to communicate information internally and press releases, social media, and the website are used to communicate more broadly with the community. (IV.A.6)

Board policies are regularly reviewed and updated and the Planning and Accountability Cycle, annual Goals, and Progress Updates provide information on continuous improvement. (IV.A.7)

Conclusions:

The College meets the Standard.

IV.B. Chief Executive Officer

<u>General Observations:</u>

The Lake Tahoe Community College Chief Executive Officer (CEO) has full authority from the Board of Trustees and has primary responsibility for all aspects and the quality of the institution. The CEO long-standing tenure in the college and his demonstrated commitment to the internal and external community is an asset for the institution.

<u>Findings and Evidence:</u>

The LTCC CEO has overall responsibility to the Board for all aspects of leadership planning, funding, staffing, facilities and educational programs and services of the College. BP 2430 delegates responsibilities to enact Board adopted policies to the superintendent-president. The president demonstrates effective leadership through participation in the institution's participatory governance processes and participates in the President Advisory Committee PAC) and leads SLT, an advisory meeting with the faculty and student senates. The President is committed to and focuses on broad and deep communication with campus and community constituency members. The CEO provides oversight for hiring in relation to the growing needs of the college and resulting in data driven expansion in faculty, managers, and classified professionals in critical areas. (IV.B.1)

The superintendent-president demonstrates effective leadership and plans, oversees, and evaluates the administrative structure which is appropriate to the purpose, size, and complexity of the institution. Evaluation of the structure occurs through consultation with SLT and participatory governance councils and committees. As appropriate, the president delegates authority to administrators in line with their responsibilities and Board policy and procedures (IV.B.2).

The College has established policies and procedures that guide the president to improve the teaching and learning environment. The president leads LTCC, guided by the mission, vision, and values of the College, and is responsible for the attainment of institutional performance standards for student achievement. The superintendent-president ensures evaluation and planning at LTCC is guided by the College's participatory governance structure and follows a plan for integrated planning with the goal of a comprehensive, systematic, and integrated system of planning that sets values, goals and priorities and institutional performance standards for student achievement. The superintendent-president establishes procedures to evaluate institutional planning and implementation efforts to achieve the mission of the institution. This evaluation relies on high quality research and analysis of external and internal conditions. (I.B.3)

The superintendent-president at LTCC holds the primary leadership role for accreditation at the College by ensuring compliance with Accreditation Standards, eligibility requirements, and

commission policies. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements. Accreditation work is detailed in AP 3200. (I.B.4)

The superintendent-president is committed to and assures that the College is apprised of and is implementing the most current local, regional, state, and federal regulations. The superintendent/president is guided in his oversight of any adaptations the current policy and implementations of new initiatives by BP and AP. BP 2430 authorizes the superintendent/ president with the responsibility to develop administrative procedures for implementation of board policy. The president demonstrates effective leadership in fiscal matters and works closely with all relevant constituent groups and the Board to ensure that the College is operating in compliance with state and federal laws, with fiscal responsibility, and in adherence to the College's mission. (I.B.5)

The LTCC superintendent-president is committed to and focused on communicating effectively with the communities served by the institution. Prioritized are effectively sharing information across the LTCC campus and across the Tahoe Basin, and its several counties in California and Nevada, to better serve the District and its constituents. As part of the communication strategy, the president is very involved in community activities and leverages community meetings with service groups such as Soroptimist and Rotary, presents to local regulatory groups such as the Tahoe Regional Planning Association and the Tahoe Chamber, and participates in state-level advocacy by testifying at the state legislature.

Conclusions:

The College meets the Standard.

IV.C. Governing Board

General Observations:

The LTCC District is governed by a five-member Board who are elected by the voters of the District by trustee areas. BP 2200 grants the Board the authority over and responsibilities for policies to assure the academic quality, integrity and effectiveness of student learning programs and services and the fiscal stability of the college. This includes establishing policies that define the institutional mission and setting prudent, ethical, and legal standards for college operations to monitor institutional performance and educational quality.

Findings and Evidence:

LTCC Board policies outline the scope of the Board's authority and responsibilities. Board Policies and Board Rules outline Board membership, the duties and responsibilities of the

Board, which include the Board's role in monitoring fiscal health, institutional performance, integrity, and educational quality of student learning programs and services, as well as the Board's committee structure. (IV.C.1, ER 7)

The LTCC Board acts as a collective entity, and each business matter for review or action by the Board is considered in full and openly discussed at board meetings. The Board frequently votes in a unanimous fashion. On the occasion when there has been a vote which has not been unanimous, board members have continued to act in support of the decision. (IV.C.2)

The Board has clearly defined policies and procedures for the selection and evaluation of the superintendent-president, as outlined in Education Code Section 70902 and Board Policy 2431 and adheres to them. The Board conducts an annual evaluation of the superintendent-president, including quarterly closed sessions for updates on progress toward the annual goals established by the Board. The Board's evaluation of the superintendent-president is conducted using the Association of Community College Trustees (ACCT) College President Evaluation Tool, which includes a standard set of questions based on national best practices, and the evaluation includes a question evaluating the president's performance on each of the institutional goals (IV.C.3)

The LTCC Board is an independent, policy-making body that reflects the public interest in the institution's educational quality. The Board advocates for and defends the institution and protects it from undue influence or political pressure by following BP 2715. (IV.C.4, ER 7)

Board Policy 2200 defines the LTCC Board's role and responsibilities for establishing policies that are consistent with the mission, ensuring educational quality, integrity, and continuous improvement. BP 2200 states that the Board is committed to fulfilling its responsibilities to representing the public interest; establishing policies that define the institutional mission and set prudent, ethical, and legal standards for college operations; hiring and evaluating the superintendent-president; and delegating power and authority to the superintendent-president to effectively lead the District. The LTCC board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability. (IV.C.5)

The Board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures on the website The Board publishes all their policies and procedures for public review online on the LTCC webpage and on the public-facing pages of BoardDocs (IV.C.6).

The LTCC Board consistently acts in accordance with all BPs and APs and regularly reviews how effective they are in fulfilling the mission. The board regularly assesses its policies and bylaws for effectiveness, consistent with the process outlined in BP/AP 2410. The Board hired a policy assistant to assist the Board in regularly assessing the institution's policies and procedures for their effectiveness in fulfilling the District's mission and revising them as necessary. (IV.C.7)

The Board regularly reviews progress on institutional plans and receives updates on key indicators of student success. The Board and superintendent-president report on progress and outcomes toward LTCC goals each year. LTCC's planning and accountability cycle outlines existing processes in the planning cycle of the superintendent-president and Board. Approved Board goals include key indicators for student learning and achievement and institutional plans for improving academic quality. (IV.C.8)

The Board has an ongoing training program for board development, including new member orientation. BP 2740 outlines the ongoing training and education of the Board with participation in study sessions, reading materials, conferences, and other related activities. All new board members attend the CCLC conflict of interest training. The LTCC Board participated in the Vision for Success fellowship program by the Aspen Institute College Excellence Program. The board policy provides for continuity of board membership with staggering terms. Student trustees receive training provided by the superintendent-president's office upon assumption of office. (IV.C.9)

LTCC Board policies and/or bylaws clearly establish a process for board evaluation and is outlined in BP 2745. The LTCC Board evaluates and asses its performance and effectiveness in promoting and sustaining academic quality with the annual progress updates in alignment with established institutional goals and priorities. The evaluation documents are presented for public dissemination, review, and discussion. (IV.C.10)

The Board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The LTCC Board has clearly defined BPs and APs addressing conflict of interest (BP 2710/ AP 2710/AP 2712), code of ethics and standards of practice (BP 2715). These policies and procedures are carefully followed and reinforced by all members of the Board. The Board takes its duties seriously and respects administrators, staff, and faculty while performing their duties. Through the completion of Form 700, 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. (IV.C.11, ER 7)

The Board delegates full responsibility and authority to the superintendent/president (CEO) to implement and administer board policies without board interference and holds the superintendent/president accountable for the operation of LTCC. BP 2430 delegates authority to the superintendent-president for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. (IV.C.12)

The LTCC Board is informed of Accreditation Eligibility Requirements, Standards, and Commission policies through ongoing reports on status from the Chancellor's Office, the superintendent/ president and through the LTCC ALOs. The Board receives regular updates on the accreditation process and is trained on and involved in the ISER and related reports and updates. (IV.C.13)

Conclusions:

The College meets the Standard.

IV.D. Multi-College Districts or Systems

Not applicable. This is a single college district.

Quality Focus Essay

Lake Tahoe Community College's two Quality Focused projects are well-conceived and align with the College's commitment to improve student outcomes by using culturally responsive pedagogy. The action projects center equity and result from recommendations made by LTCC's Diversity, Equity and Inclusion Taskforce after a rigorous review of data as well as feedback from consultants who conducted an equity audit.

The first action project establishes a 9-month immersive Cultural Fluency Teaching Academy during which faculty will explore and implement alternative forms of grading and assessment, receive data coaching, acquire skills to design inclusive syllabi, decolonize the curriculum, and apply trauma informed pedagogy. The second project aims to embed principles of DEI in curriculum review and faculty onboarding and evaluations. The overlapping projects are rooted in literature and each project has a logic model that maps outputs, short-term outcomes and timelines for project monitoring and evaluation. The action projects demonstrate LTCC's laser focus on reducing and ultimately closing achievement gaps for Latinx and other historically marginalized groups of students. The measurable outcomes expected from these two projects have been integrated into the college's planning processes and should advance the college's objective of being an antiracist institution with an inclusive campus culture.

Appendix A: Core Inquiries

CORE INQUIRIES

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

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

Eva Bagg, Ph.D.
Team Chair

Contents

Lake Tahoe Community College

Peer Review Team Roster

Team ISER Review
March 20, 2024

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

Summary of Team ISER Review

INSTITUTION: Lake Tahoe Community College

DATE OF TEAM ISER REVIEW: March 20, 2024

TEAM CHAIR: Dr. Eva Bagg

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

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

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

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

Core Inquiries

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

Core Inquiry 1:

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

Standards or Policies:

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

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

Description:

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

Evidence review included:

- Connecting pipelines to the institution – Child Development Center, Social Justice in the community.
- Housing (resource allocation)
    - Perseverance toward goal; the College saw housing as a true need and had adversity with initial efforts to secure resources but continued until successful.

- The College is working toward offering of bachelor-degree programming; currently provides the Lisa Maloff University Center on campus with access to 4-year BA programs
- Social Justice and anti-racism
  - Open to external audit and made changes based on audit
  - Embedded in everything the College does
  - *"Efforts to validate locations of all indigenous sites, document the historical relevance to the tribe, create comprehensive plans that will properly preserve the spaces, and provide culturally accurate historical signage are underway."*
  - "Human Library"- partnered with Lake Tahoe Pride
  - Promoting a college-going culture among disproportionately impacted populations
  - Civic engagement
- Not for credit CONNECT and ADVANCE programs
- Rising Scholars
  - Access to resources
  - Growth of programs
  - Number of facilities served (10)
- Complete curriculum overhaul
- Specialized tutoring available (math and English)
- Professional development for adjunct faculty
- Community oriented
- Hub for community
  - Land acknowledgement
  - Intensive Spanish Summer Institute
  - CalFire
  - Early Literacy
  - Childcare Center
- Credit for Prior Learning
  - Multiple means of displaying knowledge as representation of commitment to community

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

Topics of discussion during interviews:

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

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

Request for Additional Information/Evidence:

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

Request for Observations/Interviews:

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