

Lake Tahoe Community College

Accreditation Progress Report

September 2007



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STATEMENT ON REPORT PREPARATION

This Progress Report was prepared by a team comprised of the following individuals:

- Kurt Green, Student Learning Outcomes Coordinator
- Cynthea Preston, Dean of Instruction
- Susan Middleton, Dean of Student Services
- Lori Gaskin, Vice President, Academic Affairs and Student Services
- Chris Janzen, Vice President, Business Services

To ensure that the most current information was included in the report, preparation of the document occurred over the summer months following the end of the academic year 2006/07. In its draft form, the Progress Report was circulated college-wide for review and feedback in September 2007. The document was presented to the college's shared governance body, College Council, for review and recommendation to the Board of Trustees in late September. The Board of Trustees adopted this Progress Report on September 25, 2007.



Guy F. Lease, Ed.D.
Superintendent/President
Lake Tahoe Community College

RESPONSE TO TEAM RECOMMENDATIONS AND THE COMMISSION ACTION LETTER

At its meeting on June 7-9, 2006, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges took action to reaffirm accreditation for Lake Tahoe Community College with a requirement that the college complete a Progress Report. Specifically, the college was asked that the Progress Report focus on the following six recommendations identified by evaluation team during their visit in March 2006:

Recommendation 1:

In order for the college to achieve substantial compliance with Standard I, the college must begin developing and implementing student learning outcomes (SLOs) for all of its courses, programs, degrees, and certificates. The team recommends that the college adhere to the October 2005 Academic Senate Resolution that mandates responsibility for the development and oversight of SLOs to the Academic Senate for all instructional units of the campus. The team further recommends the college develop mechanisms for measuring student learning outcomes and demonstrate how it uses these findings to improve student learning (I.B; I.B.2, I.B.3).

Recommendation 2:

To obtain substantial compliance with Standard I, the visiting team recommends the institution revisit its established and published planning cycle and demonstrate the extent to which the planning process and cycle includes the establishment and measurement of SLOs and how these are linked to the mission statement, institutional research, planning, resource allocation and evaluation (I.A.4, I.B.1, I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, I.B.7).

Recommendation 3:

In order for the institution to demonstrate substantial compliance with Standard II, it is recommended the college develop SLOs and a systematic process for the assessment of those SLOs, at the course and program level, and use the outcomes of that process in course and program improvement. Furthermore, it is recommended greater emphasis be placed upon documenting dialogue taking place in all the other aspects of the campus and making it more readily accessible to internal and external constituencies (II.A.2.a, II.A.2.b, II.A.2.c, II.A.2.f, II.A.3, II.A.5, II.A.6).

Recommendation 4:

To ensure substantial compliance with Standard II, it is recommended Student Services develop and implement SLOs for all its component units, assess those measures, analyze the data, link the process to planning and budgeting, and use the results for continuous program improvement (II.B.4).

Recommendation 8:

To achieve substantial compliance with Standard III, it is recommended, as soon as fiscally reasonable, the college address the issue of restoring and maintaining the Self Insured Retention (SIR) fund to a prudent level and to increase and maintain the General Fund Reserve to at least a minimum level as prescribed by and consistent with Board policy (III.D.2.c).

Recommendation 9:

To achieve substantial compliance with Standard IV and to increase the effectiveness of the institution's commitment to college wide dialogue and consultation, the team recommends that an institutional commitment be established to the development of Student Learning Outcomes from the course level to the institutional level. The team recommends that the administration, as part of the institution's overall assessment of its own quality and effectiveness, provide the appropriate level of resources and support to accomplish this task in a timely manner (IV.A.2.b, IV.A.3, IV.B.1.b,c, IV.B.2.b).

The remainder of this report describes the progress the college has made in each of the aforementioned areas.

RESPONSE TO RECOMMENDATIONS #1, 3, and 9

Recommendation 1:

In order for the college to achieve substantial compliance with Standard I, the college must begin developing and implementing student learning outcomes (SLOs) for all of its courses, programs, degrees, and certificates. The team recommends that the college adhere to the October 2005 Academic Senate Resolution that mandates responsibility for the development and oversight of SLOs to the Academic Senate for all instructional units of the campus. The team further recommends the college develop mechanisms for measuring student learning outcomes and demonstrate how it uses these findings to improve student learning (I.B; I.B.2, I.B.3).

Recommendation 3:

In order for the institution to demonstrate substantial compliance with Standard II, it is recommended the college develop SLOs and a systematic process for the assessment of those SLOs, at the course and program level, and use the outcomes of that process in course and program improvement. Furthermore, it is recommended greater emphasis be placed upon documenting dialogue taking place in all the other aspects of the campus and making it more readily accessible to internal and external constituencies (II.A.2.a, II.A.2.b, II.A.2.c, II.A.2.f, II.A.3, II.A.5, II.A.6).

Recommendation 9:

To achieve substantial compliance with Standard IV and to increase the effectiveness of the institution's commitment to college wide dialogue and consultation, the team recommends that an institutional commitment be established to the development of Student Learning Outcomes from the course level to the institutional level. The team recommends that the administration, as part of the institution's overall assessment of its own quality and effectiveness, provide the appropriate level of resources and support to accomplish this task in a timely manner (IV.A.2.b, IV.A.3, IV.B.1.b,c, IV.B.2.b).

Given the interconnectedness of these three recommendations, the college has chosen to respond in a holistic manner to the foundational concept embodied in each of these recommendations – that being the development and implementation of student learning outcomes. The following discussion is an attempt to reflect the very concerted effort we, the entire Lake Tahoe Community College district, has made to genuinely address the recommendations proffered by the evaluation team with regard to SLOs. This response will follow a somewhat chronological approach in highlighting our efforts.

The Beginnings

The college began addressing the evaluation team recommendations in spring 2006 by interviewing faculty who indicated an interest in becoming the Academic Senate lead or coordinator of the SLO endeavor. As a result, a Student Learning Outcomes Coordinator position was established with this coordinator receiving load compensation (initially at 25% and now at 50% reassigned time) for leading the college's efforts in this area. Kurt Green, full-time faculty member in the English department, assumed the role of SLO Coordinator. The coordinator spent the summer months of 2006 in research, meetings,

and preparation for the upcoming academic year, 2006-07. The research has been published on the Lake Tahoe Community College Student Learning Outcomes website, <http://www.ltcconline.net/greenl/SLO/SLOIndex.htm> (see Appendix A) and was reviewed with the faculty during the 2006 Fall Convocation at a workshop lead by the coordinator regarding the faculty role of developing and overseeing student learning outcomes.

Throughout the 2006-07 academic year, the coordinator sought out and attended state-wide conferences and workshops aimed at strengthening his understanding of the process of developing, implementing, and assessing student learning outcomes.

Our Tasks

The coordinator shared with the faculty early in fall 2006 that he saw eight tasks before the faculty to complete within a “reasonable amount of time” as directed by the evaluation team’s recommendations to Lake Tahoe Community College.

1. Accept the responsibility of the oversight of SLOs for all instructional units of the campus including Student Services. (Recommendation 1 & 4)
2. Develop mechanisms for measuring outcomes on both the course and program level. (Recommendation 1)
3. Demonstrate the use of these findings to improve student learning. (Recommendation 1)
4. Demonstrate the extent to which the planning process and cycle includes the establishment and measurement of SLOs. (Recommendation 2 & 3)
5. Demonstrate how SLOs are linked to the Mission Statement, institutional research, planning, resource allocation and evaluation. (Recommendation 2)
6. Establish a systematic process for the assessment of SLOs. (Recommendation 3)
7. Establish a process of implementing the recommendations. (Recommendation 3)
8. Commit to the development of SLOs from the course level to the institutional level. (Recommendation 9)

The Academic Senate has taken the recommendations very seriously, and a tremendous amount of energy and resources have been focused on addressing student learning outcomes across campus.

Student Learning Outcomes Committee

The efforts of the Student Learning Outcomes Coordinator were supported by the Academic Senate’s action to establish a standing committee, the Student Learning Outcomes Committee. This committee met throughout the 2006-07 academic year, and its minutes can also be found on the SLO website. The committee members represent a broad spectrum of the faculty of Lake Tahoe Community College:

- Larry Green, full-time Mathematics faculty
- Steve Fernald, full-time Culinary Arts faculty
- Beachy Orr, full-time Biology faculty
- Jon Kingsbury, full-time Business faculty and Curriculum Committee Chair
- Rosie Hackett, Wilderness Studies Coordinator and adjunct faculty
- Kurt Green, full-time English faculty and SLO Coordinator
- Terry Livesay, classified staff support for the SLO and the Curriculum Committee

This committee developed the procedures and policies that directed the weekly review of course-level student learning outcomes and was committed to college-wide communication of its efforts. These efforts were realized through:

1. College-wide communication addressing best practices in writing SLOs (see Appendix B)
2. College-wide communication informing all constituencies of the status of our efforts in implementing SLOs (see Appendix B)
3. Publishing SLO guidelines and templates (see Appendix C and SLO website)
4. Reporting SLO progress to the Academic Senate at its bimonthly meetings
5. Publishing articles in the college's Monday Morning Memo (see Appendix B)
6. Presenting two Board of Trustees Reports on November 14, 2006 and May 22, 2007 (see Appendix C)
7. Conducting two Convocation Workshops: September 2006 and September 2007 (see Appendix D)
8. Attending regularly scheduled meetings with the Vice President, Academic Affairs and Student Services
9. Meeting with individual faculty
10. Creating an SLO website as a repository for our activities:
<http://www.ltcconline.net/greenl/SLO/SLOIndex.htm>

The committee also developed its SLO review process that it used to approve SLOs for 250 courses this year. The committee met weekly (minutes of the meetings are on the website) to review SLOs for courses that had been submitted for Title 5 review. A revision of the college's official Course Outline of Record includes a section for *Student Learning Outcomes* and a section for *Methods of Assessing Student Learning Outcomes* (MASLOs). The week before each SLO Committee meeting, a cover sheet with the course name and number and the two sections regarding SLOs are distributed to the members of the committee. The SLOs and the MASLOs are individually reviewed by the members using the templates and guidelines on writing SLOs (also located on the website) as the rubric. At the weekly meeting, each course is then reviewed by the committee and recommendations are made to either approve the course as is, approve it with minor word-smithing (done by the committee during the meeting), or return it to the initiator for revision. When a course is returned, a written explanation and suggestions for improvement accompany a hard copy of the outline. Opportunities to meet with the committee or with the SLO Coordinator are also arranged and encouraged. There is an

effort made by the committee to ensure the individuality of the instructor as well as to ensure academic freedom in the creation of these SLOs and MASLOs.

Three-Year Plan for Course-Level SLO Implementation

One of the first steps taken by the SLO Committee was to develop a three year plan for the completion of all course-level student learning outcomes. Phase I of the plan called for all current Title 5 updates to include both *Student Learning Outcomes* and *Methods of Assessing Student Learning Outcomes* (MASLOs) and to be reviewed and approved by the SLO Committee before the course could continue on through the Curriculum Committee review process. The subsequent years' reviews follow a condensing of the remaining courses into a two year time-frame (Phase II and Phase III).

<u>Phase I</u>	<u>Phase II</u>	<u>Phase III</u>
2006-2007	2007-2008	2008-2009
137 courses	321 courses	582 courses

Appendix E contains a detailed listing of all courses and the assigned timeline for developing course-level SLOs and MASLOs across this three-year phase-in period (2006-07; 2007-08; and 2008-09).

Phase I (2006-07) Progress in Developing Course SLOs

The Student Learning Outcomes Committee reviewed and approved 250 courses during the first year (2006-07) of the three-year SLO phased plan.

A recap of this achievement follows:

- In Phase I, 137 courses were scheduled for SLO and MASLO development. Eighty courses were SLO/MASLO-approved. Twenty-two courses had alternate plans approved either due to sabbatical leave or faculty illness. Nine courses were inactivated and twenty-six courses were not submitted.
- 81% of the courses due in Phase I were either approved, received an approved alternate plan, or were inactivated.
- 19% of courses were not submitted.

Phase I (2006-07) Progress in Developing Course Level SLOs by Department

The following chart outlines each department's progress in developing course-level student learning outcomes during Phase I of the SLO initiative (2006-07):

Program Area		Due for Review	SLOs Completed To Date	Completion Date
ANT	10 courses	9 courses in 08-09	9	06-07
	1 new course		1	06-07
ART	77 courses	14 courses in 06-07	7	06-07
		39 courses in 07-08	15	06-07
		24 courses in 08-09	2	06-07
	3 new courses		3	06-07
BIO	18 courses	7 courses in 07-08	5	06-07
		11 courses in 08-09	6	06-07
BSN	33 courses	9 courses in 06-07	7	06-07
		10 courses in 07-08	0	
		14 courses in 08-09	1	06-07
	1 new course		1	06-07
CAO	60 courses	3 courses in 06-07	3	06-07
		41 courses in 07-08	4	06-07
		16 courses in 08-09	0	
	3 new courses		3	06-07
CHM	6 courses	5 courses in 06-07	0	
		0 courses in 07-08	0	
		1 course in 08-09	0	
CHN	2 courses	2 courses in 07-08	2	06-07
CIS	20 courses	1 course in 06-07	0	
		12 courses in 07-08	0	
		7 courses in 08-09	0	
CNT	2 courses	2 courses in 08-09	0	

Program Area	Due for Review	SLOs Completed To Date	Completion Date
COM 5 courses	1 course in 07-08 4 courses in 08-09	0 0	
COU 21 courses	5 courses in 06-07 16 courses in 08-09	3 0	06-07
CRJ 18 courses	6 courses in 06-07 4 courses in 07-08 8 courses in 08-09	6 0 0	06-07
CUL 29 courses	9 courses in 06-07 20 courses in 08-09	7 8	06-07 06-07
4 new courses		4	06-07
DAN 36 courses	14 courses in 06-07 3 courses in 07-08 19 courses 08-09	14 0 2	06-07 06-07
ECE 26 courses	8 courses in 06-07 6 courses in 07-08 12 courses in 08-09	2 0 0	06-07
ECO 2 courses	2 courses in 07-08	0	
EDU 6 courses	6 courses in 08-09	0	
ENG 43 courses	12 courses in 06-07 5 courses in 07-08 26 courses in 08-09	6 1 1	06-07 06-07 06-07
ESL 8 courses	8 courses in 08-09	0	

Program Area		Due for Review	SLOs Completed To Date	Completion Date
ETH	8 courses	8 courses in 08-09	0	
EVS	5 courses	5 courses in 08-09	1	06-07
FIR	17 courses	6 courses in 06-07	6	06-07
		3 courses in 07-08	0	
		8 courses in 08-09	1	06-07
FOR	2 courses	2 courses in 08-09	0	
FRE	12 courses	3 courses in 07-08	3	06-07
		9 courses in 08-09	0	
GEG	8 courses	1 course in 06-07	1	06-07
		3 courses in 07-08	3	06-07
		4 courses in 08-09	0	
GEL	12 courses	7 courses in 06-07	2	06-07
		5 courses in 08-09		
GER	9 courses	9 courses in 07-08	6	06-07
HEA	41 courses	1 course in 06-07	0	
		12 courses in 07-08	2	06-07
		28 courses in 08-09	2	06-07
HEC	14 courses	1 course in 07-08	0	
		13 courses in 08-09	6	06-07
HIS	7 courses	3 courses in 06-07	2	06-07
		4 courses in 08-09	1	06-07

Program Area	Due for Review	SLOs Completed To Date	Completion Date
HOR 2 courses	2 courses in 07-08	0	
HRM 2 courses	2 courses in 08-09	0	
HSP 3 courses	3 courses in 08-09	0	
HUM 7 courses	7 courses in 08-09	0	
INT 1 course	1 course in 07-08	0	
ITA 9 courses	9 courses in 08-09	0	
JPN 9 courses	9 courses in 07-08	9	06-07
LAT 3 courses	3 courses in 08-09	0	
MAT 28 courses	18 courses in 07-08	3	06-07
	10 08-09	0	
4 new courses		4	06-07
MOA 12 courses	1 course in 06-07	0	
	3 courses in 07-08	0	
	8 courses in 08-09	0	
MUS 59 courses	9 courses in 06-07	4	06-07
	17 courses in 07-08	0	
	26 courses in 08-09	0	
3 new courses		3	06-07

Program Area		Due for Review	SLOs Completed To Date	Completion Date
PED	93 courses	2 courses in 06-07	0	06-07
		51 courses in 07-08	0	
		40 courses in 08-09	0	
	5 new courses		5	
PEF	3 courses	3 courses in 06-07	2	06-07
	12 new courses		12	06-07
PHI	8 courses	1 course in 07-08	0	
		7 courses in 08-09	0	
PHS	4 courses	3 courses in 06-07	2	06-07
		1 course in 08-09	0	
PHY	8 courses	3 courses in 07-08	0	
		5 courses in 08-09	0	
PLS	3 courses	3 courses in 08-09	0	
POL	1 course	1 course in 08-09	0	
PSY	13 courses	2 courses in 06-07	2	06-07
		4 courses in 07-08	0	
		7 courses in 08-09	0	
REL	5 courses	5 courses in 08-09	0	
RES	8 courses	6 courses in 06-07	5	06-07
		2 courses in 08-09	0	
RUS	6 courses	6 courses in 07-08	6	06-07

Program Area		Due for Review	SLOs Completed To Date	Completion Date
SNL	12 courses	6 courses in 07-08	0	
		6 courses in 08-09	0	
SOC	8 courses	8 courses in 08-09	8	06-07
SPA	87 courses 3 new courses	1 courses in 06-07	0	
		86 courses in 08-09	19	06-07
			3	06-07
THE	49 courses	6 courses in 06-07	4	06-07
		26 courses in 07-08	1	06-07
		17 courses in 08-09	0	
WKX	2 courses	2 courses in 08-09	0	
WLD	29 courses 4 new courses	8 courses in 07-08	0	
		21 courses in 08-09	0	
			4	06-07

Phase I (2006-07) Progress in Developing Course Level SLOs for New Courses

One of the results of this SLO process has been to draw attention to LTCC's course offerings. Forty-three new courses were developed, reviewed, and received approval from the SLO Committee. These new courses are listed below:

New Courses Submitted for SLO/MASLO Review and Approval:

Course #	SLO Review & Approval
ANT 111	X
ART 139F	X
ART 139G	X
ART 139H	X
BSN 122	X
CAO 164A	X
CAO 164B	X
CAO 166	X
CUL 127	X
CUL 168	X
CUL 169	X
CUL 171	X
MAT 118	X
MAT 119	X
MAT 152AA	X
MAT 152BB	X
MUS 104	X
MUS 126D	X
MUS 126E	X
PED 117	X
PED 131HR	X
PED 205F	X
PED 205G	X
PED 220	X
PEF 111B	X
PEF 111C	X
PEF 115A	X
PEF 115B	X
PEF 115C	X
PEF 115D	X
PEF 117A	X
PEF 117B	X
PEF 119A	X
PEF 119B	X
PEF 119C	X
PEF 143B	X
SPA 210	X
SPA 211	X

SPA 212	X
WLD 171	X
WLD 172	X
WLD 173	X
WLD 174	X

Assessing Student Learning Outcomes

A draft student learning outcomes assessment plan was developed by the Student Learning Outcomes Committee during the winter quarter 2007 and presented to the Academic Senate for discussion. The Academic Senate approved the following assessment plan on April 27, 2007:

Student Learning Outcomes Assessment Plan

1. Faculty develops their own course-based Student Learning Outcomes and map assignments designed to assess specific, desired outcomes.
2. Choose a methodology and assess the SLO to corresponding aspects of one of the General Education Core Competencies or specific course SLOs.
3. Assess the assignment using a rubric that articulates specific standards and criteria.
4. If the assignment is a major exam or project, faculty instead look at specific groups of questions that address the SLO or core competency.
5. Faculty evaluate the results of the students' assessments, note what student needs and issues were revealed and how the assignment or teaching activities could be altered to improve student learning.
6. Faculty dialogue about their results in department meetings, sharing their assignments, their evaluation of their results, and their ideas for improvement, including what assistance the college could provide to improve student learning.
7. Findings are submitted to the institutional researcher who aggregates the data and reports institution-wide results in *Graphically Speaking*.
8. Department chairs record the issues and suggestions that arise during the discussion on the Assessment Analysis form, which is forwarded to the SLO Committee.
9. Faculty then generates the assignments that will be assessed in the next sequence, and the process continues.

Assessment activities for course-level student learning outcomes will begin during the 2007-08 academic year. The initial activity will be a workshop on assessment held during the 2007 Fall Convocation in September. This workshop will focus on the MASLOs or methods of assessing student learning outcomes that faculty have been developing as part of the student learning outcomes process implemented by the SLO Committee. Specifically, this workshop has been designed to provide an opportunity for individual faculty and small groups of faculty to develop appropriate assessment strategies and methodologies for their courses. Where and when appropriate, the assessment strategy

will include a “map” that corresponds to the General Education Core Competencies that have been adopted by the Academic Senate and the Board of Trustees (see discussion of the college’s *General Education Core Competencies* below).

During the first Academic Senate meeting of this academic year (2007-08), the SLO Committee will recommend establishing an additional Academic Senate standing committee, the SLO Assessment Committee, to complement the efforts of the SLO Committee. As its name implies, this new committee will focus on overseeing and guiding the efforts associated with the assessment of student learning outcomes and will work to compile and aggregate assessment data. This assessment data will become a part of the college’s long-established Program Planning (i.e., program review) process. This year, English is one of the programs undergoing program planning and intends on incorporating the assessment of student learning outcomes for its core curriculum as part of its review process.

Program Level Student Learning Outcomes

Over the past several years, departmental faculty have developed program-level student learning outcomes for each degree and certificate offered by the college. These program-level SLOs have been published in the college catalog. During the 2007-08 year, the SLO Committee will begin a formal review and approval each of the program-level SLOs.

In addition, as noted on page 22 of this Progress Report, Student Services has developed program-level SLOs for the following units:

- Counseling
- Financial Aid
- Career Services
- Disability Resource Center
- Work Experience/Internships
- Admissions and Records

The SLO Committee will also begin a formal review of these Student Services program-level SLOs in 2007-08.

General Education Core Competencies (Institutional-Level SLOs)

The Student Learning Outcomes Committee prepared a draft of institutional-level student learning outcomes during the winter quarter 2007. This document, entitled *General Education Core Competencies*, was presented to the Academic Senate for discussion. The Academic Senate approved these core competencies on March 16, 2007. The Board of Trustees approved these *General Education Core Competencies* on April 10, 2007. The adopted competency statement is as follows:

Lake Tahoe Community College General Education Core Competencies

I. Communication

Students will communicate effectively, which means the ability to:

- A. Read – Students will be able to comprehend and interpret various types of written information in (1) prose and in (2) documentation, such as manuals and graphs
- B. Write – Students demonstrate the ability to:
 - Communicate thoughts, ideas, information, and messages in writing
 - Compose and create documents, such as: letters, reports, memoranda, manuals and graphs with correct grammar, spelling, punctuation, and appropriate language, style, and format
 - Check, edit, and revise written work for correct information, appropriate emphasis, form, style, and grammar
- C. Listen – Students will be able to receive, attend to, interpret, and respond appropriately to (1) verbal and/or (2) non-verbal messages
- D. Speak and/or Converse – Students have the ability to:
 - Organize ideas and communicate verbal, or non-verbal messages appropriate to the audience and the situation
 - Participate in conversations, discussions, and group activities
 - Speak clearly and ask questions

II. Critical Thinking and Information Competency

Thinking critically is characterized by the ability to perform:

- A. Analysis – including:
 - Applying rules and principles to new situations
 - Discovering rules and applying them in the problem solving process
 - Using logic to draw conclusions from information given
 - Differentiating between facts, influences, assumptions, and conclusions
- B. Computation – demonstrated by an ability to:
 - Use basic numerical concepts, such as: whole numbers, percentages, estimates of math without a calculator
 - Use tables, graphs, charts, and diagrams to explain concepts or ideas
 - Use basic geometrical constructs, such as: lines, angles, shapes, and measurement.
- C. Research – demonstrate abilities to:
 - Collect information
 - Identify the need for data
 - Obtain data from various sources
 - Organize, process, and maintain records of the information collected
 - Analyze and evaluate the information for relevance and accuracy
 - Synthesize, evaluate, and communicate the results
 - Determine which technology resources will produce the desired results
 - Use current technology to acquire, organize, analyze, and communicate information

- D. Problem Solving – Students demonstrate the ability to:
- Recognize whether a problem exists
 - Identify components of the problem or issue
 - Create a plan of action to resolve the issue
 - Monitor, evaluate, and revise when necessary

III. Global Awareness

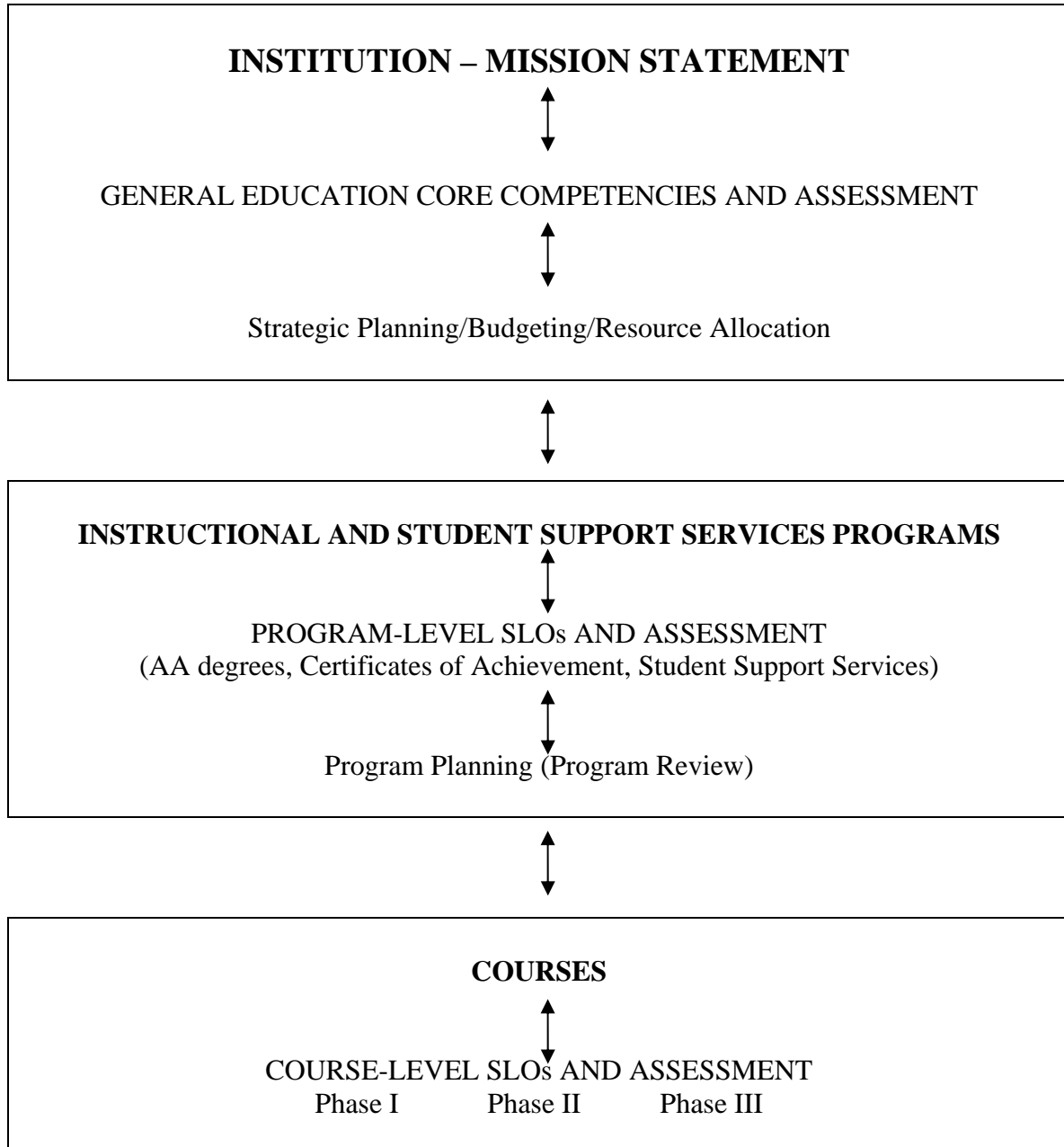
Students will demonstrate a measurable understanding and appreciation of the world including its:

- A. Scientific complexities – Students demonstrate an understanding of:
- The scientific method
 - How experiments work
 - The major differences between social, natural, and physical sciences
- B. Social diversity and civics
- Interface with people from a variety of backgrounds
 - Understand different cultural beliefs and behaviors
 - Recognize important social and political issues in their own community
- C. Artistic variety – Students have been exposed to:
- The visual and performing arts, including: drawing, painting, sculpture, photography, digital media, music, theatre and/or dance of multiple cultures
 - Analytical techniques for understanding artist meaning, and they have
 - Hands-on experience with creative endeavors

IV. Personal Responsibility and Professional Development

- A. Self-Management and Self-Awareness – The student is able to:
- Accurately assess his/her own knowledge, skills, and abilities
 - Motivate self and sets realistic goals
 - Accept that taking feedback well is important to success
 - Respond appropriately to challenging situations
- B. Social and Physical Wellness – Students make an appropriate effort to:
- Manage personal health and well being
 - Demonstrate appropriate social skills in group settings
- C. Workplace Skills – Students understand the importance of:
- Being dependable, reliable, and accountable
 - Maintaining a professional attitude

Student Learning Outcomes Flowchart



RESPONSE TO RECOMMENDATION #2

Recommendation 2:

To obtain substantial compliance with Standard I, the visiting team recommends the institution revisit its established and published planning cycle and demonstrate the extent to which the planning process and cycle includes the establishment and measurement of SLOs and how these are linked to the mission statement, institutional research, planning, resource allocation and evaluation (I.A.4, I.B.1, I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, I.B.7).

The college has made substantial progress in the process of implementing student learning outcomes and linking their establishment and measurement to key components of the college planning cycle. The planning and goal setting process for SLOs and the link to campus-wide planning and resource allocation and evaluation began with the 2006-2007 Strategic Plan. The college hired an expert in the field of Appreciative Inquiry to lead the institution with the development of the strategic plan. This process of planning is a different model than the college has used in the past for strategic planning and one that incorporates the entire college community. Several campus-wide sessions were held to develop institutional priorities for the next five years. That strategic plan development is in process and the results of this planning will show a link to the larger cycle of SLOs, measurement of SLOs, the mission statement, institutional research, planning, resource allocation, and evaluation. This effort continues to be of a high priority for the college.

Additionally, the college integrates student learning and long-range planning through the program review process (called program planning at LTCC). As part of this intensive evaluative and planning process, each program area is asked to analyze and assess student learning. Outcomes of this program planning process are then linked via the study's recommendations, plans of actions, and assessments to broader institutional planning, budget development, and resource allocation processes.

The college has chosen to principally focus the initial implementation of student learning outcomes at the program and course level. The outcome of this process, in conjunction with a new and different strategic plan and the recent adoption of institutional-level *General Education Core Competencies* will serve as the foundation for assessing student learning and for incorporating student learning outcomes into every phase of the planning and evaluation process.

The college values and acknowledges the necessity of integration with SLOs and all planning processes and cycles. With the integration of the entire campus, and starting at the course level, it will take some time to establish, integrate, and measure these processes. With the establishment, implementation, and measurement of the three year SLO completion cycle and the development of the new strategic plan, goal setting and planning will result in links to the mission statement, institutional research, planning, resource allocation, and evaluation.

RESPONSE TO RECOMMENDATION #4

Recommendation 4:

To ensure substantial compliance with Standard II, it is recommended Student Services develop and implement SLOs for all its component units, assess those measures, analyze the data, link the process to planning and budgeting, and use the results for continuous program improvement (II.B.4).

The Student Services programs have been involved in campus-wide trainings conducted by the college and program-specific trainings attended by appropriate program staff on the identification and measurement of student learning outcomes. A timeline for determining the SLOs in the various programs has been developed. During the 2006-07 academic year, the following programs were selected to establish their SLOs:

- Counseling
- Financial Aid
- Career Services
- Disability Resource Center
- Work Experience/Internships
- Admissions and Records

Each program had several meetings throughout the year to discuss the outcomes they wanted for students as a result of the services they are providing. In addition, they discussed the methods of assessment they would use to measure their effectiveness in achieving their stated student learning outcomes. Each area established both SLOs and methods of assessment. Those have been submitted to the college Student Learning Outcome Committee for review.

During 2007-08, the EOPS/CARE program, Transfer Services, Learning Support Complex, and Orientation will undergo the process of identifying student learning outcomes. That will conclude the establishment of student learning outcomes for the programs that have currently been identified within Student Services for the development of student learning outcomes. Utilizing the same process, student learning outcomes will be established for new programs on an ongoing basis as deemed appropriate.

RESPONSE TO RECOMMENDATION #8

Recommendation 8:

To achieve substantial compliance with Standard III, it is recommended, as soon as fiscally reasonable, the college address the issue of restoring and maintaining the Self Insured Retention (SIR) fund to a prudent level and to increase and maintain the General Fund Reserve to at least a minimum level as prescribed by and consistent with Board policy (III.D.2.c).

As a result of declining enrollment in academic years 2003-04, 2004-05, and 2005-06 the Board of Trustees approved the use of reserve funds to replace lost revenues rather than require personnel layoffs and the reduction of instructional and support services to our students. This was intended to be a temporary measure as faculty and staff positions were slowly reduced through natural attrition. In the 2005-06 fiscal year, funds were identified to restore the General Fund Contingency Reserve to 5% prior to the accreditation team's visit to the campus. At the March 28, 2006 meeting, the Board of Trustees adopted Resolution Number 24-2005/06 (see Appendix F) to restore the general fund contingency reserve to 5% as prescribed by Board policy 7.02.E.1.b.

The contingency reserve has since been maintained at a minimum of 5% and additional reserves have been established separate from the contingency reserve to mitigate the fiscal impact of any continuing decline in enrollment. In 2006-07 the college saw an increase in Full-time Equivalent Students of almost 7% over the previous year, reversing the decline trend for the first time in three academic years. The Board of Trustees has determined to maintain the contingency reserves at a minimum of 5%, maintain the additional reserve for declining enrollment, and consider increasing the contingency reserve in light of the limited actual dollars in a small college budget for this purpose.

The Self Insured Retention (SIR) has been historically maintained by the Board of Trustees at \$50,000 each fiscal year. This amount is reasonably sufficient to pay for any necessary insurance policy deductibles and other liability- or property-related expenses not directly covered under the District's insurance policies. During the difficult fiscal years of 2004-05 and 2005-06, the District budget did not appropriate funds to maintain the SIR at the \$50,000 level and the account decreased to approximately \$28,000. At the March 28, 2006 meeting, the Board of Trustees adopted Resolution Number 24-2005/06 (see Appendix F) to restore the SIR to the \$50,000 level. The adopted budget for fiscal year 2006-07 maintained the account at the \$50,000 level. The approved tentative budget and proposed final budget for fiscal year 2007-08 (which is expected to be approved in September 2007) continues the practice of funding the account at \$50,000.

APPENDIX A

SLO Webpage Index

<http://www.ltcconline.net/greenl/SLO/SLOIndex.htm>

Student Learning Outcomes

- [Schedule of courses that need SLOs](#)
- [SLO Committee Meeting Schedule](#)
- [SLO Progress and Due Dates](#)
- [Minutes of the SLO Committee Meetings](#)
- [Examples of SLOs and Methods of Assessing SLOs \(MASLOs\)](#)
- Information Related to Accreditation
- [SLO Links](#)

This site has had **3556493** visitors since February 26, 2001

APPENDIX B

Campus Communication

From: Gaskin, Lori - VP Academics
Sent: Thursday, March 23, 2006 7:55 AM
To: LTCC Faculty
Cc: Lukas, Scott - Faculty; Rosner, Diane - Dean of Instruction; Preston, Cynthia - Dean of Instruction; Middleton, Susan - Student Serv
Subject: Joint Appeal to You from Scott and Lori
Importance: High

Dear Faculty,

As you know, we received a total of 8 recommendations from the accreditation visiting team. Six of these recommendations had to do with student learning outcomes. The team was clearly sending us a message that we need to take this requirement very seriously and make significant progress in this area. Given the team's almost singular focus on student learning outcomes, it is likely that they will recommend to the Accrediting Commission a follow-up visit (perhaps in 12 - 18 months) to assess our progress in meeting these recommendations.

The Senate officers met with Guy and Lori yesterday to discuss the team visit and the recommendations. Developing, implementing, and measuring student learning outcomes (and then improving the learning experience for students based upon the assessment of student achievement of those outcomes) will require a formalized, structured, and coordinated effort - and that effort needs to start immediately. The faculty affirmed its primacy in the student learning outcomes effort through an October 28th Academic Senate resolution and we want to honor that role. Toward this goal, we are proposing the following:

- Create a **Student Learning Outcomes Coordinator** position - The person filling this position would be a full-time faculty member with 25% reassigned time. The Coordinator would assume responsibility for becoming the local "expert" on student learning outcomes. She/he would (1) become knowledgeable on best practices across the state; (2) be responsible for structuring and coordinating our SLO program; (3) assist departments in developing, implementing, and measuring SLOs; and (4) serve as the liaison between the Academic Senate, the departments, and the administration. The Coordinator would begin this spring quarter and would report to Lori. We would also be interested in providing some level of remuneration during this summer to assist the Coordinator in coming up to speed on SLOs.

So - here's a great opportunity: Does the SLO Coordinator sound like an interesting role to any of you? If so, please let Scott and Lori know as soon as possible so that we can get a sense of who might be interested.

- We thought it would be good to devote the Wednesday morning (3 hours) of Convocation week in September to an SLO refresher presentation (incorporating hands-on practice writing SLOs for your courses). We would expect the SLO Coordinator to work with the SLO Committee of the Academic Senate to present this session.
- One other point, as you begin to think about your flex plan for next year - consider using that time to develop and implement SLOs for your department. It would certainly be an appropriate

and timely project.

Please let us know if you have an interest in being considered for the SLO Coordinator. It's an important role and one that will have a lasting impact on the college and our students.

Scott and Lori

Gaskin,Lori - VP Academics

From: Gaskin,Lori - VP Academics
Sent: Tuesday, June 20, 2006 7:41 PM
To: LTCC Faculty; LTCC Adjunct Faculty
Cc: Preston,Cynthia - Dean of Instruction; Rosner,Diane - Dean of Instruction; Middleton,Susan - Student Serv
Subject: SLO Coordinator

Dear Faculty,

I am happy to announce that Kurt Green will be serving as our SLO Coordinator as we strive to meet the expectations of the Accrediting Commission and address the 6 recommendations we were given relative to developing SLOs across campus. I know all of us are looking forward to working with Kurt as he leads this important effort.

Lori

Gaskin,Lori - VP Academics

From: Green,Kurt - Instructor
Sent: Friday, November 03, 2006 12:37 PM
To: LTCC Faculty; LTCC Counselors; LTCC Administrators; LTCC Adjunct Faculty
Importance: High

Hello All:

It seems that there are a few concerns out there regarding the creation, submission, and evaluation of the course level SLOs that many of you are working on. Hopefully, I can clarify some of the issues, but before I attempt to do so, let me encourage you to continually raise your concerns. The committee is in the midst of creating the process, so your input is very helpful to us. As you can see on the course outline of record form, there is a new heading for Student Learning Outcomes. Unfortunately, the Methods of Evaluation heading has not been changed yet, but as you write your SLOs, address this section with the new heading in mind - Methods of Assessing Student Learning Outcomes. Part of the process of rewriting student objectives to Student Learning Outcomes is rethinking your methods of evaluation. As a committee, we will be reviewing both the Student Learning Outcomes and your Methods of Assessing those outcomes. Approaching this process as a whole rather than addressing its parts is designed to help focus reflection on what you do and what you expect your students to be able to do after completing your courses. On the website is an excellent resource for this activity, "The Outcomes Primer." I also have templates that can lead you through the process, and we hope to have these available on the website soon. Once you submit your course revision/updates, the SLO committee will review and evaluate your SLOs and Assessment strategies. If the committee believes the submission needs additional development in either area, we will return the curriculum to you with suggestions for revision. I'd like to think that this process can be completed **without** the faculty having to make a presentation to the committee. If, for some reason, consensus between the committee and the faculty member can't be reached, then I can foresee a possible meeting, but the goal of the committee is to support the faculty member's content expertise while helping them frame the SLOs in an appropriate fashion. Once submitted and accepted by the SLO committee, the curriculum is forwarded to the dean, then through the other constituents and avenues of the approval process. All courses submitted as of November 2, 2006 have been made into packets for the SLO committee's review which will begin on November 6. We hope to complete the process for those courses on that day, but if not, the committee has scheduled another meeting for November 13. It is my expectation that our review process for the courses submitted will be completed no later than that date.

If you have any other questions or concerns, please email me. Thanks,
Kurt

Monday Morning

Memo

Lake Tahoe Community College

November 6, 2006

Update on Online Courses At LTCC

Also Known As

"E-Learning Explodes At LTCC"!

by Diane Rosner

I recently had the pleasure of talking with a student who spoke of the liberating experience she is now having as a result of the ability to take one of our LTCC online courses. She is a working single mom with a very tight schedule who is managing to focus on her degree requirements and live her busy life at the same time—no easy task! She also shared her excitement with the flexibility the virtual classroom provides her. For this student, online courses are a natural fit.

The number of students who study online is increasing at a far greater rate than the growth rate of the overall college student population. According to the *U.S. News and World Report Special Annual Guide*, October 2006, today there are three million students who are "e-learning" and pursuing online degrees with colleges across America. Visualize a classroom that can hold over three million students!

Those skeptical of the growth in online enrollment, rest assured that our Curriculum Committee and Deans of Instruction have gone through a rigorous process with our online teaching faculty to ensure online course offerings meet the same requirements as traditional college classes. The majority of our online teaching faculty hold a Certificates of Completion in the ETUDES online training offered by Foothill College.

The online course offerings at LTCC have entered the mainstream, and there is a great diversity of online and hybrid courses. We have gone from

offering just a few online courses a few quarters ago, to 18 online and five hybrid courses for fall 2006 with a total of about 400 students enrolled! Additionally, online course offerings will likely grow as more of our full-time and adjunct faculty try teaching online classes.

Entering the digital era has also changed the way the LTCC infrastructure functions in order to adapt to our "virtual" students and instructors! At the beginning of the quarter, technical support is provided to students via our "help desk" to ensure students don't end up in cyber-space!

As we move through this exciting time at our college, we must acquire feedback from online students just as we do from our traditional students. We strive to offer the most enriching "e-learning" experiences to our students and are committed to thorough online teaching faculty evaluations.

It is truly an exciting time for the college with many fascinating, new courses offered online. Kudos to all of you for helping LTCC go virtual! See you online ☺

✱ Student Learning Outcomes ✱

(Part One of a Two-Part Article)

by Kurt Green

Welcome to the world of student learning outcomes! The first thing I've learned from this undertaking is that student learning outcomes are here to stay, no matter what we think or feel about them. The following is a brief explanation of the responsibilities and tasks that the faculty and administration are undertaking in response to the recent accreditation visit and the subsequent citations the college received. As you'll see, we are making "progress in moving the institution forward in the area of establishing student learning outcomes at the course and program level." As a result of that visit, the Accrediting Commission has asked that a progress report be submitted by October 15, 2007. Along with that report, there

will also be a follow-up visit conducted by the Commission in the fall of 2007. Since student learning outcomes were of great concern to the Commission, I think we can expect that they will focus much of their attention on our progress in this area. The following excerpts are from the Accrediting Commission report. I have italicized words for emphasis.

Accrediting Commission for Community and Junior Colleges Reaffirmation Report

Recommendation 1: In order for the college to achieve substantial compliance with Standard I, the college must *begin developing and implementing student learning outcomes (SLOs) for all its courses, programs, degrees and certificates*. The team recommends the college *adhere to the October 2005 Academic Senate Resolution that mandates responsibility for the development and oversight of SLOs to the Academic Senate for all instructional units of the campus*. The team further recommends the college *develop mechanisms for measuring student learning outcomes and demonstrate how it uses these findings to improve student learning*.

Recommendation 2: To obtain substantial compliance with Standard I, the visiting team recommends the institution revisit its established and published planning cycle and *demonstrate the extent to which the planning process and cycle includes the establishment and measurement of SLOs and how these are linked to the mission statement, institutional research, planning, resource allocation and evaluation*.

Recommendation 3: In order for the institution to demonstrate substantial compliance with Standard II, it is recommended the college *develop SLOs and a systematic process for the assessment of those SLOs, at the course and program level, and use the outcomes of that process in course and program improvement*. Furthermore, it is recommended greater emphasis be placed upon documenting dialogue taking place regarding all other aspects of the campus and making that dialogue more readily accessible to internal and external constituencies.


Recommendation 4: To ensure substantial compliance with Standard II, it is recommended *Student Services develop and*

implement SLOs for all its component units, assess those measures, analyze the data, link the process to planning and budgeting, and use the results for continuous program improvement.

Recommendation 9: To achieve substantial compliance with Standard IV and to increase effectiveness of the institution's commitment to college-wide dialogue and consultation, the team recommends an *institutional commitment be established to the development of student learning outcomes from the course level to the institutional level*. The team recommends that the administration, as part of the institution's overall assessment of its own quality and effectiveness, provide an appropriate level of resources and support to accomplish this task in a timely manner.


The Commission notes, with concern, that Lake Tahoe Community College has made little progress in moving the institution forward in the area of establishing student learning outcomes at the course and program levels. This concern is validated by the team's observation of an almost complete absence of institutional activity that defines student learning outcomes and that develops authentic assessments of learning. Assessment also needs to become part of program review, planning, and resource allocation processes at LTCC.

(Next week you will learn what we are doing to address these concerns.)



Free Flu Shots!

Thursday, November 9
10:00-11:00 a.m.
LTCC Human Resources Office
Please R.S.V.P. Susan Walter, extension
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Calendar of Events

November 9-11	<i>A Midsummer Night's Dream</i> , 8:00 p.m., Duke Theatre
November 10	Veteran's Day Holiday--College Closed
November 14	LTCCD Board of Trustees Meeting 7:00 p.m., L104
November 16-18	<i>A Midsummer Night's Dream</i> , 8:00 p.m. Duke Theatre
November 17	A.W.A.R.E. presents Dr. Alan Goldhamer, 6:30 p.m., Kokanee Café
November 19	<i>A Midsummer Night's Dream</i> , 2:00 p.m. Duke Theatre
November 23-26	Thanksgiving Holiday--College Closed
November 28	LTCCD Board of Trustees Meeting 7:00 p.m., L104
November 28	Ann Ronald, Reading and Booksigning, 8:00 p.m. Creekside Room
December 12	LTCCD Board of Trustees Meeting 7:00 p.m., L104
December 18-January 1	College Closed

Monday Morning

Memo

Lake Tahoe Community College

November 13, 2006

* Student Learning Outcomes *

(Part Two of a Two-Part Article)

by Kurt Green

In order to address SLO concerns, a committee was appointed by the Academic Senate. This committee's charge is to provide direction and support. The focus of this support directly addresses the Commission's various concerns and are listed here. The SLO Committee will:

1. accept the responsibility of the oversight of SLOs for all campus instructional units including Student Services (Recommendations 1 and 4)
2. develop mechanisms for measuring SLOs at both the course and program levels (Recommendation 1)
3. demonstrate the use of these findings to improve student learning (Recommendation 1)
4. demonstrate the extent to which the planning process and cycle includes the establishment and measurement of SLOs (Recommendations 2 and 3)
5. demonstrate how SLOs are linked to the mission statement, institutional research, planning, resource allocation and evaluation (Recommendation 2)
6. establish a systematic process to assess SLOs (Recommendation 3)
7. establish a process of implementing the recommendations (Recommendation 3), and
8. commit to the development of SLOs from the course level to the institutional level (Recommendation 9).

Addressing These Concerns

The SLO Committee met the first time on October 2, 2006, and we have been meeting every other week since. Thus far, we have accomplished a number of goals. One of our first goals was to set up a college website to support student learning outcomes. Thanks to **Larry Green** we have a site that has background information, links to resources and documentation of the committee's work. Also on this website is the comprehensive three year timeline for the completion of all course level SLOs. Minutes of our meetings and copies of presentations made to other college groups can be found there. To access this site, simply go to the college's homepage, click on faculty and staff, and then click on the student learning outcomes link. We began this year with 166 courses scheduled to go through the current review and recommendation process, and we anticipate that our review

of them will be complete within two weeks. Once the course reviews are complete, the committee will begin work on the most difficult aspect of incorporating SLOs--the assessment process. It is during this evaluation process, the effectiveness of the SLOs and appropriate course adaptations will be made by the committee. Program level SLO reviews will begin next year when the evaluation cycle begins.

As you can see, we still have much to do, but the committee has accomplished tremendous strides in the few weeks we have been meeting. I especially want to thank the committee for all its work and effort. **Larry Green, Beachy Orr, Jon Kingsbury, Rosie Hackett and Steve Fernald** are great!

NOVEMBER IS CAREER AWARENESS MONTH by Esta Lewin

Why don't most students think about their future career goals earlier in their college experience? It is because, they don't need to. They have a comfortable social role, and that role is "student." Many students, who have not given much thought to their career goals, panic when they approach graduation, because their student role is about to end. Being without a role is usually disorienting and uncomfortable. Typically, this is the time students seek career counseling. A common age for young people to experience stress (because of a lack of career direction), is near age 25. They've worked in dead-end jobs, they've tried school, and if they still don't know where they are going, they become distressed. Students would be well-advised to begin contemplating their upcoming adult workforce role BEFORE panic sets in. During Career Awareness Month, college faculty and staff can help students focus attention on life beyond school.

Faculty: During the month of November, please take five minutes to share with your students your own career journey. Some suggested points to share with your students are:

- What was your college major?
- How did you choose your career field?
- What careers relate to your discipline?

Gaskin,Lori - VP Academics

From: Green,Kurt - Instructor

Sent: Monday, November 13, 2006 11:14 AM

To: LTCC Faculty; LTCC Administrators; LTCC Counselors; LTCC Adjunct Faculty

Hello all:

Here is your weekly update from the SLO committee. First of all, we want to thank everyone who has submitted curriculum for their patience as we review the course level SLOs. We anticipate finishing the first wave of approximately 38 courses today at our meeting. The committee has decided to meet weekly for the rest of this quarter in order to make sure the courses you've submitted reach the Curriculum Committee in a timely fashion. Courses that meet the committee's standards will be sent on to the dean; those that need revision will be returned with suggestions to the instructor. Of particular concern to the committee is the absence of Methods of Assessing Student Learning Outcomes in your submissions. You must address in your course outlines how you are going to assess your new SLOs. If you're having trouble with this part, we have information available on the website, and there will be copies of the workbook that was provided during Fall Convocation in the TRLC for your use. If you have any questions, don't hesitate to email me.

Kurt

Gaskin, Lori - VP Academics

From: Green, Kurt - Instructor

Sent: Thursday, November 16, 2006 1:17 PM

To: LTCC Faculty; LTCC Counselors; LTCC Administrators; LTCC Adjunct Faculty; Livesay, Terry - Instruction Office Assistant

SLO Update:

The committee has finished its initial review of the 38 courses some of you have recently submitted; the course outlines and our comments have been returned to the initiators. If you have any questions about our comments or the direction that you need to go, don't hesitate to get back to me. We are hoping that the revisions can be completed as soon as possible so that the courses can continue through the approval process. As we reviewed the submissions, we became aware of a couple of areas that we wanted to focus your attention on. First, remember that your Outcomes are going to be reviewed by your department within the next year or so, and that means that the students' ability to achieve them will be assessed. Some of the course outlines contained over 12 SLOs which, in reality, is way too many. Try to consolidate your Outcomes into 3-5 broad-based statements. For help on this, you can refer to the website and the document on writing SLOs, specifically the section comparing objectives and outcomes. As you are thinking about what your students are going to be able to do upon completion of your course, write out the methods you will be using to assess your students' achievement. These methods of assessing SLOs should be listed on the course outline under that heading. There should be a correlation between the SLOs and the methods of assessing the SLOs. Some have gone as far as to create rubrics to guide in the assessment process, and that information will be especially helpful as we move from writing SLOs to the next step of the process, assessing their effectiveness. We also found that some sequential courses had the exact same SLOs for each course; those need to be revised to demonstrate the uniqueness of each level of the sequence. There will certainly be some overlapping, but there also needs to be some obvious differences between a 101 and 103 course taught within the sequence. And finally, avoid unnecessary repetition of words or phrases. Also on the website are lists and documents that can help you word-smith your SLOs and assessment methods. Once again, the committee thanks you all for your patience and hard work on these.

Kurt

Gaskin, Lori - VP Academics

From: Green, Kurt - Instructor

Sent: Thursday, December 07, 2006 10:13 AM

To: LTCC Adjunct Faculty; LTCC Faculty; LTCC Counselors; LTCC Administrators; O'Connor, Sue - ISSI Director; Tait, Janice - World Languages Department; Livesay, Terry - Instruction Office Assistant

Hello and goodbye all:

I know as everyone is getting ready for the winter break that SLOs are at the forefront of thoughts...shame on you.

But, for any that are going to be working on them over the break, let me remind you that there are a number of helpful resources on the SLO website. Since we expect quite a rush of submissions, the committee will be meeting weekly throughout the winter quarter to ensure that your curriculum gets passed on as quickly as possible. To that end, let me remind you that are working on your SLOs that if you have over 5 outcomes, you probably have too many. See if you can condense them into 3 or 4 overarching statements since eventually you and your department will be responsible for assessing the effectiveness of the SLOs that you have developed.

My approach has been to think about what I want my students to be able to "DO" as a result of taking a specific course (the SLO), and then I come up with methods of assessing that outcome (both qualitative and quantitative). For example, for my ENG 102, I came up with the following SLO. "Write an evidence-based literary analysis demonstrating interpretive skills, logical reasoning, and argumentative strategies." My methods of assessing this include "Compose and revise three 750-1000 word essays," "Produce five, one-page response/reflection papers," and "Student evaluations of the learning process." As you can see, there does not have to be a one to one correspondence between the SLO and the MASLO (method of assessing student learning outcomes). Some of the MASLOs will probably be more specific than others ("Participate in small group discussions of current social and political issues, connect these issues to satirists and essayists of the past, and present conclusions to the class" compared to "Tests on each genre"), but that is up to you. Obviously, I have a rubric for evaluating both of these MASLOs, but that rubric does not have to be included in the course modification.

If you are having difficulty with this process, the committee encourages you to come to one of our meetings, and we'll work with you. We will be meeting on Wednesdays from 1:30-2:30, so please feel free to attend. Email me or Terry Livesay for the location.

OK, enough of this. Have a great holiday break.

Kurt

Gaskin,Lori - VP Academics

From: Green,Kurt - Instructor
Sent: Monday, January 29, 2007 2:07 PM
To: LTCC Adjunct Faculty; LTCC Administrators; LTCC Counselors; LTCC Faculty
Cc: Livesay,Terry - Instruction Office Assistant
Subject: SLO Update

Hello Everyone:

I know you've been anxiously awaiting an update on our SLO progress, so here it is. For this academic year, 133 courses were due for their Title V updates, and as of today, only 27 courses have been submitted and gone through SLO review. If my math is correct, that means that 106 courses that are due for Title V updates have not been submitted yet. The committee has reviewed 22 new courses, and it has also reviewed 42 courses that were not due for their Title V updates until next year. If you're wondering if you are due to submit any courses, there is a document on our website called Student Learning Outcomes Course Level Progress that you can check in the next day or so (I just sent it to Larry to put on the site). Let me encourage you to get these courses to us as soon as possible so we can finish up this first stage of review. At the first meeting in April, the committee will also be bringing to senate an Assessment Proposal for the senate's review, discussion, and adoption. We have been gathering information about SLOs and Assessment from all over the state, and as soon as we sift through these documents and adapt what we can use, we'll be recommending to the senate an assessment approach that we believe will be appropriate to our college. If you're having trouble writing your SLOs or even getting started, let us know so we can provide you some support. We know how hard everyone is working, so if you have a timeline issue, let me know so we can work with you. Thanks,
Kurt

Gaskin,Lori - VP Academics

From: Green,Kurt - Instructor

Sent: Friday, February 23, 2007 12:18 PM

To: LTCC Adjunct Faculty; LTCC Administrators; LTCC Counselors; LTCC Faculty; Livesay,Terry - Instruction Office Assistant

Subject: SLO Update

First of all, we want to thank those who have gotten their Title V revisions and SLOs to us. As the academic year draws to an end (yes, there is light at the end of the tunnel!), and as we anticipate an on-rush of submissions, we'd like to encourage you to edit and proofread your work as it will help speed up the review process. And, you needn't wait until you've finished all of the courses you need to revise before submitting them. We will be updating the list of courses we've reviewed at the end of each month, so you can track the progress of your submissions on our website. We are compiling quite a bank of resources and examples, so if you find yourself in need of any type of support, please don't hesitate to contact me. Our meeting schedule will be different for the spring, and we'll be notifying everyone of the change after our next meeting.

IMPORTANT

The committee will be bringing a resolution to the next senate meeting regarding our recommendation for the assessment phase of Student Learning Outcomes

March 19, 2007 Monday Morning Memo

He felt there are potential market development opportunities the college should study to determine what holds the greatest potential for enrollment growth in our future including:

- California high school students
- Out-of-state (non-Nevada) high school students
- California or out-of-state transfer students
- Online learners in California outside the service area

He also suggested the college may want to find answers to a number of market development research questions:

- Will significant numbers of students in California consider LTCC over their local options because of access to the recreational opportunities available in Lake Tahoe?
- Will out-of-state students choose to attend a California "community college" or any two-year school because of access to the recreational opportunities available in Lake Tahoe?
- Will significant numbers of parents and/or students consider a college without a first-year on-campus residential experience?
- Is there demand in California for online courses taught on the quarter system?

Finally, he suggested that ultimately LTCC should select no more than two to three major strategies from the preceding list of possibilities. The selected strategies should have the greatest potential to achieve the college's stated goal of enrollment stabilization and modest incremental growth.

As you can see, our Enrollment Development Committee has much work to do, many questions to answer and many solutions to consider before developing a recommended Enrollment Development Plan for the college. Their work is critical to the future of this college and we will ensure that periodic reports are forthcoming from the committee chair, **Susan Middleton**, to keep the campus community informed of our progress on this important endeavor.

Dr. Crockett left us with the following quote to help us put into perspective the potential of not planning now for our enrollment recovery:

"The nicest thing about not planning is that failure comes as a complete surprise and is not preceded by a period of worry and depression."

John Preston
Boston College



* Student Learning Outcomes Update

by Kurt Green

As most of you remember, the first SLO update I wrote listed the Accrediting Commission's concerns regarding Student Learning Outcomes at LTCC and some of the steps faculty need to take to address those concerns. Establishing an SLO Committee was our first step, and I want to thank those who volunteered: **Steve Fernald, Beachy Orr, Larry Green, Jon Kingsbury, Rosie Hackett** and especially the person who keeps us organized and provides incredible support, **Terry Livesay**. This committee has met weekly for five months, and we anticipate this schedule will continue through this academic year. While the committee's initial focus was to review course level SLOs submitted by faculty, our understanding of the institutional role of SLOs has grown and so has our undertaking. The committee currently has a resolution before the Academic Senate establishing core competencies for our General Education Program. These competencies are crucial to one of the committee's future endeavors--assessment. Not only must we have Student Learning Outcomes for all instructional and student support areas of this institution, we must also assess the relevancy and effectiveness of these outcomes. In order to do this, the committee must develop an assessment plan. We have been reviewing other institutions' plans and are currently drafting a plan addressing the unique specifics of LTCC. We envision the process of assessment, analysis and evaluation of SLOs as ongoing and one which we hope to begin either this summer or next fall. I am currently working on the Annual Report Update on Student Learning Outcomes we recently received from the Accrediting Commission, and while some of our data is very scant, I believe the Commission will be able to see our commitment to and implementation of many 2002 standards. Finally, let me thank those who submitted their Phase I SLOs and encourage those who have yet to finish to get them to us by the April 24 deadline. Current information regarding SLOs, deadlines, examples and resources can be found on our website.

Remodel Project Bid Package Headed to Board of Trustees

by Chris Janzen

After numerous delays due to architectural and planning reasons, the bid package for the Learning Support Center remodel project is expected to be presented to the Board of Trustees at its March 27 meeting. Approval by the Board will allow the Business Office to release the bid package for bids with a projected date of early May for presenting the lowest qualified bidder to the Board for awarding a demolition and construction contract.

Gaskin, Lori - VP Academics

From: Green, Kurt - Instructor

Sent: Tuesday, April 17, 2007 3:43 PM

To: LTCC Adjunct Faculty; LTCC Counselors; LTCC Faculty; LTCC Administrators

Hello all:

I know many of you are busily working your SLOs, and while there is quite a bit of information on our website about writing SLOs, many of you still have questions on how to write them, so...this attachment is guaranteed to help you produce great SLOs and reduce your anxiety about them at the same time. The deadline for submission is fast approaching, so for those of you who tend to procrastinate (like me!), I hope this helps. I am also having hard copies of this attachment made, and they will be available in reprographics by Wednesday, April 18.

Kurt

Writing Student Learning Outcomes

Student Learning Outcomes

Write 1 sentence that describes a major piece of knowledge, skill, ability, or attitude that students can demonstrate (DO) by the end of the course. Don't think about content or coverage – consider what students should be able to DO with what they've learned by the end of the quarter. How will they demonstrate this? What can they produce to show faculty that they have learned to apply their new knowledge? Describe the broadest goals for the class, ones that require **higher-level** thinking abilities. Require students to **synthesize** many discreet skills or areas of content. Ask them to **produce** something – papers, projects, portfolios, demonstrations, performances, art works, exams, etc. – that **applies** what they have learned.

1.

2.

3.

MASLOs (Methods of assessing Student Learning Outcomes)

Major assignment, project, or test used to demonstrate or apply outcome. These do not have to have a one – to – one corresponding relationship with the SLOs.

1.

2.

3.

4.

Gaskin, Lori - VP Academics

From: Gaskin, Lori - VP Academics
Sent: Tuesday, April 17, 2007 5:02 PM
To: All LTCC email recipients
Subject: LTCC's General Education Core Competencies

Dear All,

Over the course of this academic year, the faculty, administrators, and staff have been focused on the recommendations we received from our comprehensive accreditation visit in March 2006. Much progress has been made on the development of student learning outcomes (SLOs). The SLO Committee of the Academic Senate, led by our SLO Coordinator, Kurt Green, has developed a three-year phase-in plan for the implementation of course level SLOs and assessment methods for those SLOs.

In addition to these course level SLOs, institutional outcomes should be clearly articulated so as to form the overarching foundation for the instruction and support services that we provide as a college. Toward that goal, the SLO Committee, SLO Coordinator, and Academic Senate have been working to develop these foundational SLOs. These institutional outcomes are presented to you in the attachment as **LTCC's General Education Core Competencies**. There are four general competencies:

- Communication
- Critical Thinking and Information Competency
- Global Awareness
- Personal Responsibility and Professional Development

Each of these core areas incorporates specific outcomes in support of student achievement of the competencies. At last Tuesday's Board meeting, these core competencies were officially adopted by the Board of Trustees.

I encourage you to review these institutional outcomes and gain a sense of the fundamental goals we as an institution seek to impart to our students.

Lori



General Education
Core Compete...

Monday Morning Memo

Lake Tahoe Community College

June 11, 2007

✕ SLO Update ✕

by Kurt Green

Well, we made it through our first year of working on our Student Learning Outcomes, and I want to commend the SLO committee on a job well done. As of today, the committee has approved a total of 233 course level SLOs! Phase I of this three-year process proved to be very successful as 81 percent of the 138 courses up for review were either approved or developed alternate plans for future approval. But this was only one part of our endeavor. The committee also developed LTCC's Core Competencies that were adopted by both the Academic Senate and the Board of Trustees. These competencies are crucial to the next step in Student Learning Outcomes assessment. The committee also developed an assessment plan that the Senate reviewed and approved. These two documents will be used to direct our future assessment efforts that will begin in 2007-2008. One of our next tasks is to focus on program-level Student Learning Outcomes, and there will be much effort directed toward this next year. The committee plans to review and update our catalog listings and review and approve program level SLOs. To this end, during fall convocation, there will be an assessment workshop to familiarize us with this process. As you can see, we've had a very full year, and next year seems it will be just as demanding. In fact, the committee will be splitting into two groups next year. One group will continue focusing on completing Phase II of our course level SLOs; the other group will begin the assessment cycle for the SLOs that were approved this year. If you find yourself wanting to get involved in this endeavor, please contact me. We've made a fine beginning, but we have years of work ahead of us.

Cramming in the Library

Late Night Hours

by Lisa Foley

This month the library will cater to students who love to "burn the midnight oil" cramming and jamming for final exams. Please alert students that the library will have *extended hours open until 10:00 p.m. on Monday and Tuesday, June 18 and 19.*

We noticed during the afternoon of the first day of winter finals week every seat was taken even though we had recently tripled our square footage, and as **Chris Janzen** remarked, "*The place was hoppin'!*"

As you may have noticed, many of our students are procrastinators who like to sleep in even during finals crunch. While our library opens at 8:00 a.m., the room doesn't fill up until much later. Until we can persuade students to rise and shine early like roosters, we must accommodate our night owls.

In order to help students remember that we are offering extra cramming hours, we will offer a door prize to the 500th person who enters the library on Monday, June 18 and Tuesday, June 19. On each of those two days, we will also offer a grand prize for the 1,000th person to enter the library. You don't have to be a student to win!

Furthermore, we will break our "NO FOOD" rules both of these days. We will be serving free coffee and snacks to boost energy and caffeine levels thus maximizing late night studying potential.

Calendar of Events

June 13	Bradley Saul: Vegan Nutrition for Sports, 6:30 p.m., Student Center
June 14-16	A Comedy Tonight! Four Short Plays, 8:00 p.m., Duke Theatre
June 15	End of Year Celebration, 12:00-2:00 p.m., Main Parking Lot
June 17	A Comedy Tonight! Four Short Plays, 2:00 p.m., Duke Theatre
June 22	LTCC Award Ceremony, 1:00 p.m., Duke Theatre

APPENDIX C

**Report by SLO Coordinator
to
Board of Trustees
May 22, 2007**

Student Learning Outcomes

2006 - 2007

Board of Trustees Report
May 22, 2007

Student Learning Outcomes Committee

- Larry Green
- Steve Fernald
- Beachy Orr
- Jon Kingsbury
- Rosie Hackett
- Terry Livesay

Goals and Accomplishments

- Established a 3-year course level SLO plan
 - Phase I (2006-2007) 137 courses
 - Phase II (2007-2008) 321 courses
 - Phase III (2008-2009) 583 courses

Phase I Results

- 137 courses due for Title V review
- 78 courses have been approved
- 22 courses have alternate plans
- 9 courses were inactivated
- 28 courses not submitted
- 80% of courses approved or have alternate plans
- 20% returned or not submitted

Course Level SLOs

- As of May 22, 2007, 214 courses have been approved
- 32 new courses have been approved

Program Level SLOs

- 2007-2008 the committee will begin reviewing Program Level SLOs
 - Review and update catalog listings
 - Review and approve program SLOs
 - 5 programs have submitted SLOs

Assessing SLOs

- The committee developed Core Competencies that were adopted by the Academic Senate and the Board of Trustees
- The committee developed an Assessment Plan that was adopted by the Academic Senate
- The committee plans to initiate assessing course level SLOs in 2007-2008

SLOs and MASLOs

- Student Learning Outcomes
 - Write an evidence-based literary analysis demonstrating interpretive skills, logical reasoning, and argumentative strategies
 - Define and explain the major elements of the three literary genres
 - Analyze and evaluate assigned and researched texts.

- Methods of Assessing SLOs
 - Compose and revise essays
 - Produce 5 one-page response papers
 - Participate in small group discussions
 - Tests on each genre
 - Content quizzes on specific readings
 - Student evaluations of the learning process

SLO Resources

- Web site
- Handouts on writing SLOs
- Materials from other colleges
- SLO Coordinators forum
- Workshops and Conferences
- Emails and articles in the Monday Morning Memo

Future Goals

- Convocation Workshop on Assessment
- Initiate Assessment Process (2007-2008)
- Initiate Phase II of Course Level SLOs
- Develop an SLO Assessment Committee
- Assess Program Level SLOs
- Develop an SLO Assessment Report

APPENDIX D

Fall 2006 and Fall 2007 Convocation Agendas

Lake Tahoe Community College CONVOCAATION WEEK

September 12 - 15, 2006

Tuesday, September 12

- 5:00pm - 6:15pm Adjunct Faculty Barbecue (Patio outside Creekside Café)
- 6:30pm - 8:00pm Adjunct Faculty Convocation (Student Center)

Wednesday, September 13 - All Group Flex Day

- 8:00am - 9:00am Welcome Back Continental Breakfast (Kokanee Café)
- 9:00am - 12:00 pm Flex Day Workshop: Student Learning Outcomes (Kokanee Café)
Presented by Kurt Green, Student Learning Outcomes Coordinator, and the Student Learning Outcomes Committee
- 12:00pm - 1:00pm Lunch (on your own)
- 1:00pm - 4:00pm Departmental or Interdepartmental Meetings
If an evening time block is more convenient for adjunct faculty participation, you may schedule your meeting during a three-hour time period on Wednesday or Thursday evening.

Thursday, September 14

- 8:00am - 8:30am Coffee/Pastry (Duke Theatre Foyer)
- 8:30am - 10:00am Updates and Introductions
- 10:00am - 10:45am Tour of New Library
- 10:45am - 11:00am Break
- 11:00am - 5:00pm Forging Our Future: Climate, Culture, and Issues
Lunch will be provided. (Duke Theatre)
- 6:00pm Library Grand Opening

Friday, September 15

- 9:00am - 12:00pm Online Teaching & Learning
This presentation will cover many aspects of online teaching and learning. Vivian Sinou, Dean of Learning Technology and Innovations at Foothill College (and a former faculty member at LTCC), will share with us her ideas, teaching tips, and successes with the Etudes online learning environment. We will visit an Etudes class to view best teaching practices. (Student Center)

Lake Tahoe Community College

CONVOCATION WEEK

September 12 - 14, 2007

Wednesday, September 12 - All Group Flex Day

8:00am - 9:00am

Welcome Back Continental Breakfast (Kokanee Café)

9:00am - 12:00 pm

Flex Day Workshop: Student Learning Outcomes Assessment
(Kokanee Café)

Presented by:

Kurt Green, Student Learning Outcomes Coordinator

Student Learning Outcomes Committee

As a part of this year's convocation activities, we will once again be focusing on Student Learning Outcomes during our 3 hour flex workshop. After a brief review of what we accomplished last year, we will split up into two groups, one focusing on writing SLOs and the other on assessing SLOs. In preparation, there will be a handout that you will be receiving prior to convocation that we would like you to read. Last year the committee reviewed 250 courses; this year we're scheduled to review over 300. In addition, this is the year we are to begin assessing course and program level SLOs, so we'll be discussing what that means to us.

12:00pm - 1:00pm

Lunch (on your own)

1:00pm - 4:00pm

Departmental or Interdepartmental Meetings

If an evening time block is more convenient for adjunct faculty participation, you may schedule your meeting during a three-hour time period on Wednesday evening.

Thursday, September 13

8:00am - 8:30am

Continental Breakfast (Duke Theatre Foyer)

8:30am - 10:15am

Updates and Introductions

10:15am - 10:30am

Break

10:30am - 12:00pm

Shared Governance Revisited

Presented by:

Mark Wade Lieu, President, Academic Senate for Community Colleges

Scott Lay, President/Chief Executive Officer for Community College League of California

12:00pm - 1:30pm

Lunch (on your own)

APPENDIX E

**Timeline
for
Development and Implementation
of
Course-Level Student Learning Outcomes**

2006-07

2007-08

2008-09

Following is the timeframe the college has adopted for developing course level SLOs and accompanying MASLOs across the three-year phase-in period (2006-07; 2007-08; and 2008-09).

Phase I	Phase II	Phase III
2006-2007	2007-2008	2008-2009
137 courses	321 courses	582 courses

Phase I: 2006-07

Development of course-level SLOs and accompanying MASLOs for the following courses in 2006-07:

Phase I 2006-2007 COURSE TITLE & NUMBER	SLO REVIEW & APPROVAL	APPROVED ALTERNATE PLAN	INACTIVATED COURSE	NOT COMPLETE
ART 119	X			
ART 139A	X			
ART 141 The History of Photography				X
ART 142	X			
ART 143	X			
ART 145A Landscape Photography				X
ART 145B Landscape Photography				X
ART 209	X			
ART 225 Photography as Drawing, Painting				X
ART 242	X			
ART 244 Color Photography I				X
ART 245 Color Photography II				X
ART 247 Color Photography III				X
ART 253	X			
BSN 100	X			
BSN 118	X			
BSN 125	X			
BSN 135	X			
BSN 160	X			
BSN 161	X			
BSN 162	X			
BSN 260 How to Start a Small Business				X
BSN 261 Small Business Planning				X
CAO 110	X			
CAO 121	X			
CAO 122	X			
CHM 101		X		
CHM 102		X		
CHM 103		X		
CHM 201		X		
CHM 202		X		
CIS 134 Intro to Computer Aided Design				X
COU 102	X			

Phase I 2006-2007 COURSE TITLE & NUMBER	SLO REVIEW & APPROVAL	APPROVED ALTERNATE PLAN	INACTIVATED COURSE	NOT COMPLETE
COU 103 College Life and Planning				X
COU 109	X			
COU 134 Addictiion Studies Fieldwork				X
COU 154	X			
CRJ 101	X			
CRJ 102	X			
CRJ 103	X			
CRJ 104	X			
CRJ 105	X			
CRJ 107	X			
CUL 101	X			
CUL 103	X			
CUL 110		X		
CUL 123		X		
CUL 134		X		
CUL 155		X		
CUL 201		X		
CUL 205		X		
CUL 210		X		
DAN 102A	X			
DAN 102B	X			
DAN 102C	X			
DAN 103A	X			
DAN 103B	X			
DAN 103C	X			
DAN 104A	X			
DAN 104B	X			
DAN 105A	X			
DAN 105B	X			
DAN 106	X			
DAN 110A	X			
DAN 116A	X			
DAN 116B	X			
ECE 100 Health, Safety, and Nutrition				X
ECE 101	X			
ECE 102	X			
ECE 109 Children's Literature				X
ECE 186			X	
ECE 187A			X	
ECE 187B			X	
ECE 202 Practicum in Early Childhood				X
ENG 107 Cross-Cultural Literature				X
ENG 108 Women in Literature				X
ENG 109	X			
ENG 113 Shakespeare				X
ENG 151R	X			
ENG 205	X			
ENG 208A	X			
ENG 208B Creative Writing				X
ENG 208C Creative Writing II				X
ENG 209	X			
ENG 211	X			

Phase I 2006-2007 COURSE TITLE & NUMBER	SLO REVIEW & APPROVAL	APPROVED ALTERNATE PLAN	INACTIVATED COURSE	NOT COMPLETE
ENG 218 Literature into Film				X
FIR 158	X			
FIR 180A	X			
FIR 180B	X			
FIR 180C	X			
FIR 180D	X			
FIR 180E	X			
GEG 105	X			
GEL 101	X			
GEL 102	X			
GEL 103		X		
GEL 104		X		
GEL 105		X		
GEL 106		X		
GEL 109		X		
HEA 124 Automated External Defibrillator				X
HIS 112	X			
HIS 113	X			
HIS 119			X	
MOA 238 Beginning Medical Terminology				X
MUS 118A		X		
MUS 120		X		
MUS 125B	X			
MUS 132		X		
MUS 138		X		
MUS 139		X		
MUS 149	X			
MUS 209	X			
MUS 210	X			
PED 120A			X	
PED 120B			X	
PEF 101J	X			
PEF 104C Powerkickbox				X
PEF 113A	X			
PHS 111 Astronomy				X
PHS 114A	X			
PHS 114B	X			
PSY 102	X			
PSY 114	X			
RES 152	X			
RES 153	X			
RES 154	X			
RES 155	X			
RES 160	X			
RES 180			X	
SPA 199			X	
THE 103			X	
THE 105	X			
THE 106A	X			
THE 106B	X			
THE 106C	X			
THE 108 Improvisational Theater				X

Phase I 2006-2007				
COURSE TITLE & NUMBER	SLO REVIEW & APPROVAL	APPROVED ALTERNATE PLAN	INACTIVATED COURSE	NOT COMPLETE
TOTAL FOR PHASE I: 137 courses	80	22	9	26

Phase II: 2007-08

Development of course-level SLOs and accompanying MASLOs for the following courses in 2007-08:

Phase II 2007-2008 COURSE TITLE & NUMBER	SLO REVIEW & APPROVAL	APPROVED ALTERNATE PLAN	INACTIVATED COURSE	NOT COMPLETE
ART 101	X			
ART 102	X			
ART 103	X			
ART 104	X			
ART 105	X			
ART 106				X
ART 107	X			
ART 111	X			
ART 112	X			
ART 113				X
ART 115	X			
ART 116				X
ART 117	X			
ART 118	X			
ART 120				X
ART 122	X			
ART 128				X
ART 147				X
ART 210				X
ART 211	X			
ART 212	X			
ART 213				X
ART 214				X
ART 215	X			
ART 216				X
ART 217				X
ART 218				X
ART 219				X
ART 220				X
ART 221				X
ART 223				X
ART 224				X
ART 228				X
ART 229				X
ART 230A				X
ART 233				X
ART 235				X
ART 236				X
ART 238				X
BIO 120	X			
BIO 121	X			
BIO 149	X			
BIO 201				X
BIO 204	X			

Phase II 2007-2008 COURSE TITLE & NUMBER	SLO REVIEW & APPROVAL	APPROVED ALTERNATE PLAN	INACTIVATED COURSE	NOT COMPLETE
BIO 205	X			
BIO 212				X
BSN 104				X
BSN 105				X
BSN 120				X
BSN 128				X
BSN 150				X
BSN 163				X
BSN 164				X
BSN 251				X
BSN 270				X
BSN 271				X
CAO 134				X
CAO 150A				X
CAO 150B				X
CAO 151				X
CAO 154				X
CAO 155				X
CAO 156				X
CAO 157				X
CAO 164	X			
CAO 165A	X			
CAO 166A	X			
CAO 166B	X			
CAO 173A				X
CAO 173B				X
CAO 174A				X
CAO 174B				X
CAO 174C				X
CAO 174 D				X
CAO 175A				X
CAO 175B				X
CAO 175C				X
CAO 175D				X
CAO 176A				X
CAO 176B				X
CAO 176C				X
CAO 177A				X
CAO 177B				X
CAO 177C				X
CAO 178A				X
CAO 178B				X
CAO 178C				X
CAO 180				X
CAO 181A				X
CAO 181B				X
CAO 181C				X
CAO 182A				X
CAO 182B				X
CAO 182C				X
CAO 184				X
CAO 185				X

Phase II 2007-2008 COURSE TITLE & NUMBER	SLO REVIEW & APPROVAL	APPROVED ALTERNATE PLAN	INACTIVATED COURSE	NOT COMPLETE
CAO 190				X
CHN 151	X			
CHN 152	X			
CIS 100				X
CIS 113				X
CIS 120A				X
CIS 120B				X
CIS 120C				X
CIS 121A				X
CIS 121B				X
CIS 150				X
CIS 151				X
CIS 160				X
CIS 170				X
CIS 220				X
COM 113				X
CRJ 108				X
CRJ 109				X
CRJ 110				X
CRJ 113				X
DAN 101				X
DAN 108				X
DAN 110B				X
ECE 101				X
ECE 128				X
ECE 160B				X
ECE 161A				X
ECE 161B				X
ECE 204				X
ECO 101				X
ECO 102				X
ENG 102	X			
ENG 156A				X
ENG 156B				X
ENG 172				X
ENG 221				X
FIR 152				X
FIR 154				X
FIR 160				X
FRE 201	X			
FRE 202	X			
FRE 203	X			
GEG 113	X			
GEG 134	X			
GEG 135	X			
GER 101				X
GER 102				X
GER 103				X
GER 151	X			
GER 152	X			
GER 153	X			
GER 251	X			

Phase II 2007-2008 COURSE TITLE & NUMBER	SLO REVIEW & APPROVAL	APPROVED ALTERNATE PLAN	INACTIVATED COURSE	NOT COMPLETE
GER 252	X			
GER 253	X			
HEA 101	X			
HEA 104				X
HEA 105				X
HEA 106				X
HEA 107				X
HEA 108				X
HEA 110A	X			
HEA 112				X
HEA 113				X
HEA 148				X
HEA 155				X
HEA 180				X
HEC 105				X
HOR 101				X
HOR 108				X
INT 101				X
JPN 101	X			
JPN 102	X			
JPN 103	X			
JPN 151	X			
JPN 152	X			
JPN 153	X			
JPN 201	X			
JPN 202	X			
JPN 203	X			
MAT 103A				X
MAT 103B				X
MAT 104				X
MAT 105				X
MAT 106				X
MAT 107				X
MAT 115	X			
MAT 116	X			
MAT 117	X			
MAT 152A				X
MAT 152B				X
MAT 153				X
MAT 187A				X
MAT 187B				X
MAT 201				X
MAT 202				X
MAT 203				X
MAT 204				X
MOA 228				X
MOA 229				X
MOA 234				X
MUS 123				X
MUS 124				X
MUS 125A				X
MUS 130A				X

Phase II 2007-2008 COURSE TITLE & NUMBER	SLO REVIEW & APPROVAL	APPROVED ALTERNATE PLAN	INACTIVATED COURSE	NOT COMPLETE
MUS 135				X
MUS 136				X
MUS 137				X
MUS 146				X
MUS 147				X
MUS 182				X
MUS 183				X
MUS 201				X
MUS 202				X
MUS 203				X
MUS 245				X
MUS 246				X
MUS 247				X
PED 100C				X
PED 102A				X
PED 102B				X
PED 102C				X
PED 102D				X
PED 102E				X
PED 105				X
PED 106A				X
PED 106B				X
PED 107				X
PED 109A				X
PED 109B				X
PED 110				X
PED 112A				X
PED 112B				X
PED 114A				X
PED 114B				X
PED 114C				X
PED 115A				X
PED 115B				X
PED 115C				X
PED 115D				X
PED 118A				X
PED 118B				X
PED 120D				X
PED 126D				X
PED 127A				X
PED 127B				X
PED 128A				X
PED 128B				X
PED 128C				X
PED 135A				X
PED 135B				X
PED 136A				X
PED 136B				X
PED 136D				X
PED 147				X
PED 148A				X
PED 148B				X

Phase II 2007-2008 COURSE TITLE & NUMBER	SLO REVIEW & APPROVAL	APPROVED ALTERNATE PLAN	INACTIVATED COURSE	NOT COMPLETE
PED 148C				X
PED 200				X
PED 208				X
PED 221A				X
PED 221B				X
PED 223A				X
PED 223B				X
PED 225				X
PED 242C				X
PED 244				X
PED 245				X
PED 248A				X
PHI 218				X
PHY 105				X
PHY 106				X
PHY 149				X
PSY 106				X
PSY 107				X
PSY 210				X
PSY 211				X
RUS 101	X			
RUS 102	X			
RUS 103	X			
RUS 151	X			
RUS 152	X			
RUS 153	X			
SNL 101				X
SNL 102				X
SNL 103				X
SNL 201				X
SNL 202				X
SNL 203				X
SPE 101				X
SPE 102				X
SPE 104				X
THE 109				X
THE 110	X			
THE 111A				X
THE 111B				X
THE 111C				X
THE 111D				X
THE 111E				X
THE 111F				X
THE 111G				X
THE 111H				X
THE 111I				X
THE 111J				X
THE 111K				X
THE 111L				X
THE 111M				X
THE 111N				X
THE 111O				X

Phase II 2007-2008		SLO	APPROVED	INACTIVATED	NOT
COURSE TITLE & NUMBER		REVIEW & APPROVAL	ALTERNATE PLAN	COURSE	COMPLETE
THE 111P					X
THE 111Q					X
THE 111R					X
THE 111S					X
THE 112A					X
THE 112B					X
THE 114					X
THE 126					X
THE 208					X
WLD 112B					X
WLD 115					X
WLD 122A					X
WLD 122B					X
WLD 127A					X
WLD 128S					X
WLD 128T					X
WLD 146A					X
TOTAL FOR PHASE II: 321 courses	60	0	0	0	261

Phase III: 2008-09

Development of course-level SLOs and accompanying MASLOs for the following courses in 2008-09:

Phase III 2008-2009 COURSE TITLE & NUMBER	SLO/MASLO REVIEW & APPROVAL	APPROVED ALTERNATE PLAN	INACTIVATED COURSE	NOT COMPLETE
ANT 101	X			
ANT 102	X			
ANT 103	X			
ANT 104	X			
ANT 105	X			
ANT 106	X			
ANT 107	X			
ANT 108	X			
ANT 109				X
ANT 110	X			
ART 114	X			
ART 135A				X
ART 135B				X
ART 135C				X
ART 139C				X
ART 139D	X			
ART 139E				X
ART 146				X
ART 206A				X
ART 206B				X
ART 206C				X
ART 206D				X
ART 207A				X
ART 207B				X
ART 207C				X
ART 207D				X
ART 208A				X
ART 208B				X
ART 208C				X
ART 208D				X
ART 234				X
ART 237				X
ART 239				X
ART 248				X
BIO 101	X			
BIO 102	X			
BIO 103	X			
BIO 110	X			
BIO 111				X
BIO 115				X
BIO 116				X
BIO 140				X
BIO 148				X
BIO 203	X			

Phase III 2008-2009 COURSE TITLE & NUMBER	SLO/MASLO REVIEW & APPROVAL	APPROVED ALTERNATE PLAN	INACTIVATED COURSE	NOT COMPLETE
BIO 210	X			
BSN 110A				X
BSN 110B				X
BSN 110C				X
BSN 111				X
BSN 115				X
BSN 117	X			
BSN 121				X
BSN 132				X
BSN 133				X
BSN 155A				X
BSN 155B				X
BSN 170				X
BSN 190				X
BSN 215				X
CAO 132				X
CAO 133				X
CAO 152A				X
CAO 152B				X
CAO 153				X
CAO 192A				X
CAO 192B				X
CAO 192C				X
CAO 192D				X
CAO 192E				X
CAO 192F				X
CAO 192G				X
CAO 192H				X
CAO 192J				X
CAO 192K				X
CAO 199A				X
CHM 114				X
CIS 112				X
CIS 122				X
CIS 123				X
CIS 132				X
CIS 133				X
CIS 221				X
CIS 222				X
CNT 132				X
CNT 133				X
COM 103				X
COM 122				X
COM 132				X
COM 133				X
COU 101				X
COU 111				X
COU 120				X
COU 121				X
COU 122				X
COU 123				X
COU 124				X

Phase III 2008-2009 COURSE TITLE & NUMBER	SLO./MASLO REVIEW & APPROVAL	APPROVED ALTERNATE PLAN	INACTIVATED COURSE	NOT COMPLETE
COU 125				X
COU 126				X
COU 132				X
COU 170				X
COU 171				X
COU 182A				X
COU 182B				X
COU 188				X
COU 193				X
CRJ 112				X
CRJ 132				X
CRJ 133				X
CRJ 160A				X
CRJ 160B				X
CRJ 170				X
CRJ 171				X
CRJ 180				X
CUL 102	X			
CUL 104	X			
CUL 106	X			
CUL 114				X
CUL 125	X			
CUL 128	X			
CUL 132				X
CUL 133				X
CUL 161				X
CUL 162				X
CUL 163	X			
CUL 164				X
CUL 165				X
CUL 166				X
CUL 167				X
CUL 202	X			
CUL 204				X
CUL 206				X
CUL 208				X
CUL 226	X			
DAN 102D				X
DAN 105D				X
DAN 107A				X
DAN 107B				X
DAN 109A				X
DAN 109B				X
DAN 111				X
DAN 112				X
DAN 113				X
DAN 114A	X			
DAN 114B	X			
DAN 115				X
DAN 117				X
DAN 118A				X
DAN 118B				X

Phase III 2008-2009 COURSE TITLE & NUMBER	SLO/MASLO REVIEW & APPROVAL	APPROVED ALTERNATE PLAN	INACTIVATED COURSE	NOT COMPLETE
DAN 119				X
DAN 120				X
DAN 141				X
DAN 142				X
ECE 110				X
ECE 120				X
ECE 121				X
ECE 125				X
ECE 127				X
ECE 129				X
ECE 132				X
ECE 133				X
ECE 134				X
ECE 144				X
ECE 160A				X
ECE 203				X
EDU 110				X
EDU 110M				X
EDU 132				X
EDU 133				X
EDU 500				X
EDU 551				X
ENG 101				X
ENG 103				X
ENG 151W	X			
ENG 152				X
ENG 160				X
ENG 179				X
ENG 180				X
ENG 184				X
ENG 185				X
ENG 196				X
ENG 200				X
ENG 201				X
ENG 202				X
ENG 207				X
ENG 212				X
ENG 213				X
ENG 214				X
ENG 218				X
ENG 219A				X
ENG 219B				X
ENG 219C				X
ENG 219D				X
ENG 219E				X
ENG 219F				X
ENG 219G				X
ENG 219H				X
ESL 280				X
ESL 281				X
ESL 551				X
ESL 552				X

Phase III 2008-2009 COURSE TITLE & NUMBER	SLO/MASLO REVIEW & APPROVAL	APPROVED ALTERNATE PLAN	INACTIVATED COURSE	NOT COMPLETE
ESL 553				X
ESL 554				X
ESL 555				X
ESL 556				X
ETH 100				X
ETH 201				X
ETH 202A				X
ETH 202B				X
ETH 202C				X
ETH 203A				X
ETH 203B				X
ETH 203C				X
EVS 101	X			
EVS 132				X
EVS 133				X
EVS 141				X
EVS 151				X
FIR 132				X
FIR 133				X
FIR 151				X
FIR 153				X
FIR 162				X
FIR 167	X			
FIR 180F				X
FIR 180G				X
FOR 132				X
FOR 133				X
FRE 101				X
FRE 102				X
FRE 103				X
FRE 151				X
FRE 152				X
FRE 153				X
FRE 251				X
FRE 252				X
FRE 253				X
GEG 101				X
GEG 102				X
GEG 103				X
GEG 107				X
GEL 107				X
GEL 108				X
GEL 110				X
GEL 111				X
GEL 140				X
GES 142				X
GES 179				X
GES 180				X
GES 182A				X
GES 182B				X
GES 184				X
GES 185				X

Phase III 2008-2009 COURSE TITLE & NUMBER	SLO/MASLO REVIEW & APPROVAL	APPROVED ALTERNATE PLAN	INACTIVATED COURSE	NOT COMPLETE
GES 186				X
GES 188				X
GES 193				X
GES 196				X
GES 199A				X
GES 551				X
HEA 110B	X			
HES 110C				X
HEA 110D				X
HEA 110E	X			
HEA 110F				X
HEA 116				X
HEA 121				X
HEA 123				X
HEA 126				X
HEA 127				X
HEA 128				X
HEA 132				X
HEA 133				X
HEA 141				X
HEA 143				X
HEA 144				X
HEA 145				X
HEA 146				X
HEA 149				X
HEA 181A				X
HEA 181B				X
HEA 181C				X
HEA 182A				X
HEA 182B				X
HEA 182C				X
HEA 183				X
HEA 184				X
HEA 185				X
HEC 101A	X			
HEC 101B	X			
HEC 101C	X			
HEC 102				X
HEC 103				X
HEC 104				X
HEC 120				X
HEC 181A				X
HEC 181B				X
HEC 181C				X
HEC 183	X			
HEC 185A	X			
HEC 185B	X			
HIS 109				X
HIS 110				X
HIS 111	X			
HIS 120				X
HRM 132				X

Phase III 2008-2009 COURSE TITLE & NUMBER	SLO/MASLO REVIEW & APPROVAL	APPROVED ALTERNATE PLAN	INACTIVATED COURSE	NOT COMPLETE
HRM 133				X
HSP 180A				X
HSP 180B				X
HSP 180C				X
HUM 101				X
HUM 102				X
HUM 103				X
HUM 105				X
HUM 107A				X
HUM 107B				X
HUM 107C				X
ITA 101				X
ITA 102				X
ITA 103				X
ITA 151				X
ITA 152				X
ITA 153				X
ITA 251				X
ITA 252				X
ITA 253				X
LAT 101				X
LAT 102				X
LAT 103				X
MAT 102				X
MAT 154				X
MAT 155A				X
MAT 155G				X
MAT 157				X
MAT 183				X
MAT 184				X
MAT 185				X
MAT 186				X
MAT 188				X
MOA 132				X
MOA 133				X
MOA 230				X
MOA 235				X
MOA 236				X
MOA 237				X
MOA 239				X
MOA 240				X
MUS 101				X
MUS 102				X
MUS 103				X
MUS 104A				X
MUS 104B				X
MUS 111				X
MUS 112				X
MUS 113				X
MUS 118B				X
MUS 126A				X
MUS 126B				X

Phase III 2008-2009				
COURSE TITLE & NUMBER	SLO/MASLO REVIEW & APPROVAL	APPROVED ALTERNATE PLAN	INACTIVATED COURSE	NOT COMPLETE
MUS 126C				X
MUS 127A				X
MUS 127B				X
MUS 128A				X
MUS 129A				X
MUS 129B				X
MUS 130B				X
MUS 130C				X
MUS 141A				X
MUS 141B				X
MUS 141C				X
MUS 148				X
MUS 180				X
MUS 181				X
MUS 248				X
PED 100E				X
PED 100F				X
PED 112D				X
PED 116				X
PED 120E				X
PED 120F				X
PED 126A				X
PED 126B				X
PED 126C				X
PED 136E				X
PED 145A				X
PED 145B				X
PED 145C				X
PED 145D				X
PED 145E				X
PED 146A				X
PED 146B				X
PED 146C				X
PED 146D				X
PED 146E				X
PED 204				X
PED 205A				X
PED 205B				X
PED 205C				X
PED 211				X
PED 215				X
PED 216				X
PED 217				X
PED 218A				X
PED 218B				X
PED 219A				X
PED 219B				X
PED 223C				X
PED 224A				X
PED 224B				X
PED 224C				X
PED 224D				X

Phase III 2008-2009 COURSE TITLE & NUMBER	SLO/MASLO REVIEW & APPROVAL	APPROVED ALTERNATE PLAN	INACTIVATED COURSE	NOT COMPLETE
PED 226A				X
PED 226B				X
PED 248C				X
PHI 101				X
PHI 102				X
PHI 103A				X
PHI 103B				X
PHI 104				X
PHI 205				X
PHI 210				X
PHS 140				X
PHY 104				X
PHY 107				X
PHY 108				X
PHY 207				X
PHY 208				X
PLS 151				X
PLS 152				X
PLS 153				X
POL 101				X
PSY 101				X
PSY 103				X
PSY 104				X
PSY 108				X
PSY 111				X
PSY 113				X
PSY 202				X
REL 101				X
REL 102				X
REL 103				X
REL 104				X
REL 105				X
RES 132				X
RES 133				X
SNL 106				X
SNL 108				X
SNL 155A				X
SNL 170				X
SNL 171				X
SNL 172				X
SOC 101	X			
SOC 102	X			
SOC 103	X			
SOC 104	X			
SOC 106	X			
SOC 107	X			
SOC 109	X			
SOC 114	X			
SPA 101	X			
SPA 102	X			
SPA 103	X			
SPA 105	X			

Phase III 2008-2009 COURSE TITLE & NUMBER	SLO/MASLO REVIEW & APPROVAL	APPROVED ALTERNATE PLAN	INACTIVATED COURSE	NOT COMPLETE
SPA 110				X
SPA 120A				X
SPA 121A				X
SPA 121D				X
SPA 122A				X
SPA 122D				X
SPA 123A				X
SPA 123D				X
SPA 124A				X
SPA 124D				X
SPA 125A				X
SPA 151	X			
SPA 152	X			
SPA 153	X			
SPA 154A				X
SPA 154B				X
SPA 154C				X
SPA 154D				X
SPA 154E				X
SPA 154F				X
SPA 154G				X
SPA 154H				X
SPA 154J				X
SPA 154K				X
SPA 154L				X
SPA 154M				X
SPA 154N				X
SPA 155				X
SPA 156A				X
SPA 156B				X
SPA 156C				X
SPA 156D				X
SPA 156E				X
SPA 156F				X
SPA 156G				X
SPA 157A	X			
SPA 157B	X			
SPA 157C	X			
SPA 157D	X			
SPA 157E	X			
SPA 157F	X			
SPA 157G	X			
SPA 157H	X			
SPA 157J	X			
SPA 160A				X
SPA 160B				X
SPA 160C				X
SPA 160D				X
SPA 160E				X
SPA 160F				X
SPA 160G				X
SPA 160H				X

Phase III 2008-2009 COURSE TITLE & NUMBER	SLO/MASLO REVIEW & APPROVAL	APPROVED ALTERNATE PLAN	INACTIVATED COURSE	NOT COMPLETE
SPA 170A				X
SPA 170B				X
SPA 170C				X
SPA 171A				X
SPA 171B				X
SPA 171C				X
SPA 172A				X
SPA 172B				X
SPA 172C				X
SPA 180A				X
SPA 180B				X
SPA 181A				X
SPA 181D				X
SPA 182				X
SPA 183A				X
SPA 184A				X
SPA 185A				X
SPA 186A				X
SPA 192A				X
SPA 192B				X
SPA 193A				X
SPA 193B				X
SPA 195A				X
SPA 195D				X
SPA 201	X			
SPA 202	X			
SPA 203	X			
SPA 210				X
SPA 211				X
SPA 212				X
THE 104A				X
THE 112C				X
THE 118				X
THE 122				X
THE 127				X
THE 128A				X
THE 128B				X
THE 128C				X
THE 128D				X
THE 129				X
THE 130				X
THE 132				X
THE 133				X
THE 228A				X
THE 228B				X
THE 228C				X
THE 228D				X
WKX 101				X
WKX 102				X
WLD 101				X
WLD 104				X
WLD 107A				X

Phase III 2008-2009				
COURSE TITLE & NUMBER	SLO/MASLO REVIEW & APPROVAL	APPROVED ALTERNATE PLAN	INACTIVATED COURSE	NOT COMPLETE
WLD 107B				X
WLD 110A				X
WLD 112A				X
WLD 114B				X
WLD 117A				X
WLD 117B				X
WLD 118A				X
WLD 118B				X
WLD 121				X
WLD 124A				X
WLD 124B				X
WLD 125A				X
WLD 126A				X
WLD 128B				X
WLD 128R				X
WLD 133				X
WLD 134				X
WLD 140A				X
TOTAL FOR PHASE III: 582 courses	67	0	0	515

APPENDIX F

**Board of Trustees
Resolution Number 24 – 2005/06
Increase of the Adopted Budget
March 28, 2006**

LAKE TAHOE COMMUNITY COLLEGE DISTRICT

Board of Trustees

DATE: March 28, 2006

TO: Board of Trustees

FR: Superintendent/President

RE: Consideration of Adoption of Resolution Number 24--2005/06, Increase of the Adopted Budget

The following item is presented as an increase to the 2005/06 Adopted Budget:

One-Time Revenue Adjustments: As previously noted in comments at past Board meetings, the District has received several one-time only funds, which should in turn be appropriated for one-time only expenditures. The source of the funding includes:

State apportionment for Library maintenance and operations	\$195,371
Adjustment to the 2004/05 general apportionment	68,634
Prior year mandated cost claims	49,280
Reduce 2005/06 lottery revenue due to declining enrollment	<u>-18,768</u>
	\$294,517

It is proposed the new funds be used as follows:

Restore Self-Insurance Reserve to \$50,000	\$ 29,594
Provide additional funds for GASB 45 actuarial study	7,000
Website redesign contract	20,000
Library signage & library move contract	22,000
Increase/restore contingency reserve to 5%	123,000
Library M&O costs (June labor, supplies & equipment)	<u>15,000</u>
	\$216,594

The remainder of the new funds will be placed in the contingency reserve. Additional expenses are anticipated for airport advertising, overtime related to the holiday web-registration system problems, and a General Fund transfer to Food Services. These items will be brought forward at a later date when specific amounts are known. *Increase to General Fund: \$294,517 Increase to Self-Insurance Fund: \$29,594*

Foundation Donation: The Foundation has received a donation in the amount of \$2,075 specifically designated for the environmental sciences. The Science Department has identified a need for binoculars, field guides and a camera consistent with the purpose of these funds. The purchase of this equipment will be completed within the General Fund. *Increase to General Fund: \$2,075*

Board Financial Assistance Program (BFAP): The final allocation of BFAP funding includes \$15,374 of unrecognized revenue. Consistent with the BFAP funding guidelines, it is proposed the funds be used to cover salaries for classified staff in the Financial Aid Office and Computer Services Department to recognize increased workload relative to Board of Governor fee waivers (\$10,223), staff travel to financial aid workshops (\$500), outside printing of student handbooks and financial aid print ads (\$2,317), and targeted outreach activities relative to financial aid programs (\$2,334). *Increase to General Fund: \$15,374*

Workforce Investment Act (WIA) Grants: In anticipation of a funding loss, the Board was presented in November 2005 with recommended reductions to the WIA grants. The final allocations received in January 2006 included an additional \$5,749 reduction in program funding. The program director recommends that the additional reduction be absorbed in the hourly, classified category (\$4,974 + benefits) and the remainder be cut from the instructional supply account. The program anticipates being able to provide the same level of services by using Non-Credit Matriculation funds. The decrease will be recognized by transferring WIA appropriations to a reserve account. *General Fund: net \$0*

These items were reviewed and recommended for approval by College Council on March 15, 2006. Approval of this recommendation will increase the General Fund Budget to \$14,056,558 and the Self-Insurance Fund to \$156,649.

Recommendation

It is recommended the Board adopt Resolution Number 24 —2005/06, Increase of the Adopted Budget, as presented.

LAKE TAHOE COMMUNITY COLLEGE DISTRICT

RESOLUTION OF THE BOARD OF TRUSTEES

Resolution Number 24--2005/06

WHEREAS there are necessary expenditures in excess of amounts budgeted for 2005/2006, and also increases in anticipated revenues for the same year,

BE IT RESOLVED that the Board of Trustees of the Lake Tahoe Community College District, at a regular meeting held on March 28, 2006, in the City of South Lake Tahoe, and in accordance with the provisions of California Code of Regulations, Title 5, §58308, directs the Adopted Budget be increased as follows:

<u>Expenditure Description</u>	<u>Fund-Object-Program</u>	<u>Amount</u>
Academic Salaries – WIA	10-1000-70xx	\$ -197.00
Classified Salaries – various	10-2000-various	4,743.00
Employee Benefits – various	10-3000-various	4,104.00
Supplies – WIA	10-4000-70xx	-1,401.00
Contracts, Operating – various	10-5000-various	51,368.00
Equipment – various	10-6000-various	17,083.00
Transfers-Out, Interfund	10-7310-6772	29,594.00
Reserves, Contingency	10-7903-7900	206,672.00
Reserves, Self-insurance	61-7910-7900	29,594.00

Total Increase-----> \$ 341,560.00

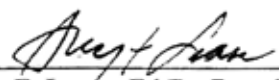
<u>Income Description</u>	<u>Fund-Object</u>	<u>Amount</u>
General Apportionment, M&O	10-8611 (00)	\$ 195,371.00
General Apportionment, Prior Year	10-8611 (99)	68,634.00
Board Fin. Assist. Program	10-8627	15,374.00
Lottery Revenue	10-8681	-18,768.00
Mandated Cost Claims	10-8682	49,280.00
Transfers-In, Other	10-8983	2,075.00
Transfer-In, Interfund	61-8981	29,594.00

Total Increase-----> \$ 341,560.00

Total Revised General Fund Budget: \$14,056,558

Total Revised Self-Insurance Fund Budget: \$156,649

Dated this 28th day of March, 2006, by order of the Board of Trustees.


Guy F. Lease, Ed.D., Board Secretary

Posted by: _____
LTCCD