

## ANNUAL PROGRAM REVIEW/UNIT PLANNING WORKSHEET

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**1. Based on the data provided and other information, what is the current status of your Department/Program?**

The Addiction Studies program continues to show steady enrollments, course completions, and degree/certificate completions. ADD is a small instructional program at LTCC (7.83 FTES) and an assessment of the 2008 program review final recommendations indicates that most of the goals were achieved by the end of the 2010-2011 academic year. There are no plans to move to a yearly offering of all courses due to a concern about “watering down” enrollments (Recommendation #1). Guest speakers and other “real life” connections to the curriculum continue to be added to courses (Recommendation #2). COU127 (Dual Disorders) was added to the degree and certificate (Recommendation #3). SLOs have been identified for all ADD courses and assessments have been completed on schedule (Recommendation #4). Mapping of SLOs still needs to occur. Opportunities for online instruction continue to be considered at the yearly advisory committee meeting (Recommendation #5). Regarding the monitoring of course enrollments (Recommendation #6), this is no longer an immediate concern for the program; enrollments have steadily increased over the past three years and classes have not been cancelled. Recommendation #7 dealt with the importance of offering Addiction Studies classes on the main college campus. This is now a moot point (i.e., classes are no longer offered at STHS).

**2. Please explain any significant changes in the Department/Program since the last program review.**

None.

**3. Please briefly explain any significant changes expected in the upcoming academic year.**

With the creation of the Community Education program, there is an opportunity to offer a number of community awareness workshops around the topic of addiction.

**4. Student Learning Outcomes (SLOs)**

Have all course-level SLOs been identified and submitted to the SLO Committee?  Y or N

Have all program-level SLOs been identified and submitted to the SLO Committee?  Y or N

Have all course-level SLOs been mapped to program-level SLOs? Y or  N

## CTE PROGRAM ADDENDUM

For all Career and Technical Education (CTE) Programs, please fill out the following worksheet as part of the required biennial review.

<p><b>1. Purpose of this Program</b></p> <p style="text-align: center;"> <span style="margin-right: 100px;">Significantly Changed Purpose in the Last Two Years</span> <span style="margin-right: 100px;">Minor Changes in Purpose in the Last Two Years</span> <span>No Changes in Purpose in the Last Two Years</span> </p> <p style="text-align: center;"> <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </p> <p style="text-align: center;">(Description, mission, target population, etc.)</p>
<p><b>2. Demand for this Program</b></p> <p style="text-align: center;"> <span style="margin-right: 100px;">High Demand</span> <span style="margin-right: 100px;">Adequate Demand for our students</span> <span>Low Demand</span> </p> <p style="text-align: center;"> <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </p> <p style="text-align: center;">(Labor market data, advisory input, etc.)</p>
<p><b>3. Quality of this Program</b></p> <p style="text-align: center;"> <span style="margin-right: 100px;">Highest Quality</span> <span style="margin-right: 100px;">Meets Student Needs</span> <span>Needs Significant Improvement</span> </p> <p style="text-align: center;"> <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </p> <p style="text-align: center;">(Core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, etc.)</p>
<p><b>4. External Issues</b></p> <p style="text-align: center;"> <span style="margin-right: 100px;">Benefits From and Contributes to External Issues</span> <span style="margin-right: 100px;">Complies with External Issues</span> <span>Not Consistent with External Issues</span> </p> <p style="text-align: center;"> <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </p> <p style="text-align: center;">(Legislation, CCCCO mandates, VTEA, Tech Prep, CalWORKs, WIA, BOG Career Ladders, etc.)</p>
<p><b>5. Cost of this Program</b></p> <p style="text-align: center;"> <span style="margin-right: 100px;">Income Exceeds Expenditures</span> <span style="margin-right: 100px;">Income Covers Expenditures</span> <span>Expenditures Exceed Income</span> </p> <p style="text-align: center;"> <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </p> <p style="text-align: center;">(Enrollment/FTEs generated &amp; in-kind contributions of time/resources minus salaries/equipment/supplies, etc)</p>
<p><b>6. Two-Year Plan</b></p> <p style="text-align: center;"> <span style="margin-right: 100px;">Significant Growth Anticipated</span> <span style="margin-right: 100px;">On Track for Next Two Years</span> <span>Need Significant Changes and/or Increased Resources to Continue</span> </p> <p style="text-align: center;"> <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </p> <p style="text-align: center;">(Recommendations, project future trends, personnel and equipment needs, etc.)</p>

**ANNUAL PROGRAM REVIEW/UNIT PLAN**

In the Table below identify the planned activities that support the program review goals and objectives of the department/program. Careful consideration should be given to budget impacts and departmental/program priority.

<b>Strategic Goal/Objective</b>	<b>Existing Program Review</b> Goal, Obj. and/or Recommendation	<b>Action I.D.</b>	<b>Action(s)</b>	<b>Outcome(s)</b>	<b>Resource I.D.</b> IT = Technology HR = Human Res FC = Facilities OT = Other	<b>Budget Impact</b>	<b>Type</b> OTO On-going	<b>Priority</b>
<b>5.1</b> (Clear & Effective Pathways toward Completion)	2D	ADD-1	Complete mapping of SLOs	Course and program SLOs mapped using acquired software package	N/A	N/A	N/A	1 of 2
<b>5.1</b> (Clear & Effective Pathways toward Completion)	NEW	ADD-2	Investigate feasibility of addiction-related workshops through Community Education. Refer qualified instructors from both law enforcement and addiction counseling.	Meet the continuing education needs of local healthcare and education professionals.  Provide essential information to parents and students.	N/A	N/A	N/A	2 of 2

TABLE 1

## ANNUAL PROGRAM REVIEW/UNIT PLANNING WORKSHEET

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**1. Based on the data provided and other information, what is the current status of your Department/Program?**

The Dental Assisting Program continues to show steady enrollments and course completions. This program is rather small in scope and is part of the Allied Health Department (50.28 FTES; 12<sup>th</sup> largest instructional program). An assessment of the 2010 program review goals and objectives indicates that most of the goals have been achieved by the end of the 2010-2011 academic year. Many of the goals are of an “ongoing nature” and will continue to be monitored each year. Considerable progress has been made on Objective 3A.2: Foster collaboration and alignment with local ROPs and regional Dental Assisting programs. We have a tentative agreement with LTUSD to allow the LTCC program consolidate with the STHS program in one modern facility.

**2. Please explain any significant changes in the Department/Program since the last program review.**

As mentioned in #1, progress has been made toward the consolidation of the secondary and postsecondary Dental Assisting programs. The articulation agreement with STHS was ratified by the Allied Health Advisory Committee at their November 2, 2011 meeting.

**3. Please briefly explain any significant changes expected in the upcoming academic year.**

The college’s Dental Assisting program will be completely moved over to STHS with an expected completion date of March 31, 2012.

**4. Student Learning Outcomes (SLOs)**

Have all course-level SLOs been identified and submitted to the SLO Committee?  Y or N

Have all program-level SLOs been identified and submitted to the SLO Committee? Y or N **N/A**

Have all course-level SLOs been mapped to program-level SLOs? Y or N **N/A**

## CTE PROGRAM ADDENDUM

For all Career and Technical Education (CTE) Programs, please fill out the following worksheet as part of the required biennial review.

<p><b>1. Purpose of this Program</b></p> <p style="text-align: center;">                 Significantly Changed Purpose in the Last Two Years                      Minor Changes in Purpose in the Last Two Years                      No Changes in Purpose in the Last Two Years             </p> <p style="text-align: center;"> <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </p> <p style="text-align: center;">(Description, mission, target population, etc.)</p>
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**Reports Directly**

Department/Program: Dental Assisting Division: To VPAA/SS Academic Year (AY): 2011-2012

**ANNUAL PROGRAM REVIEW/UNIT PLAN**

In the Table below identify the planned activities that support the program review goals and objectives of the department/program. Careful consideration should be given to budget impacts and departmental/program priority.

<b>Strategic Goal/Objective</b>	<b>Existing Program Review</b> Goal, Obj. and/or Recommendation	<b>Action I.D.</b>	<b>Action(s)</b>	<b>Outcome(s)</b>	<b>Resource I.D.</b> IT = Technology HR = Human Res FC = Facilities OT = Other	<b>Budget Impact</b>	<b>Type</b> OTO On-going	<b>Priority</b>
<b>7.1 &amp; 7.2</b> (Community Leadership & Partnership)	3A.2	DEN-1	Work with STHS administration and faculty to facilitate the smooth transition of the LTCC Dental Assisting program over to the CTE facility at the high school.  Oversee installation of x-ray and other associated equipment.  Recertify the program with the State of California.	All three Dental Assisting courses are offered at STHS; crowding in G6 classroom is alleviated.	FC (installation of equipment and other enhancement)  HR (stipend for recertifying equipment and coordinating move)	Approx. \$4,000 (pending quote); funding in Folsom Lake SB-70 grant  \$1,000 (SB-70 funding)	OTO (and possible on-going if LTUSD requires facility fees)	1 of 1

TABLE 1

**ANNUAL PROGRAM REVIEW UPDATE - WORKSHEET****1. Based on the data provided and other information, describe the current status of your Department/Program.**

The Business Department has maintained consistent levels of FTES over the past three years. The DE (Distance Education) component of our overall FTES has become an increasingly larger percentage. The Successful Course Completion (SCC) rate for our face-to-face classes has been declining over the past few years prompting a need for further discussion at the departmental level. On the other hand, the Department's SCC rate for its DE courses has been improving which merits continued monitoring along with an analysis to identify critical success factors. Those factors may then be viewed for possible application to our face-to-face courses.

**2. Please explain any significant changes in the Department/Program since the last Program Review.**

The most significant change in the Business Department was the addition of Treva Thomas as a third full-time faculty member in 2010-11. With this change, the Department has had an opportunity to revisit and assess our course offerings, two-year plan schedules, teaching modalities, and major/concentration requirements. Based on that assessment, we made numerous changes to our program curriculum and course requirements along with transitioning some face-to-face courses to either an online or hybrid format. Additionally, the Department has updated the official Outline of Record for many existing courses while also creating some new courses. We have reviewed and modified our two-year plan to better align our sequential courses with our stand alone courses to ensure more logical and effective quarter-to-quarter course offerings for our students. Finally, we have reviewed and updated specific course requirements for our major, certificates, and concentrations to better align those requirements with the needs of the community.

**3. Please briefly explain any significant changes expected in the upcoming academic year.**

The Department needs to monitor and assess the recent changes mentioned above in #2 to our program's curriculum and course requirements to ensure a proper alignment with the Department's goals and objectives. This would be followed by a similar assessment of the Department's goals and objectives as they align to the College's strategic goals and objectives.

**4. Student Learning Outcomes (SLOs)**

Have all course-level SLOs been identified and submitted to the SLO Committee? **Y** or N

Have all program-level SLOs been identified and submitted to the SLO Committee? **Y** or N

Have all course-level SLOs been mapped to program-level SLOs? Y or N **Not sure.**

We need to review our mapping of course-level SLOs to our program-level SLOs to ensure that we are 100% complete.

**ANNUAL PROGRAM REVIEW UPDATE - WORKSHEET**

**1. Based on the data provided and other information, describe the current status of your Department/Program.**

Enrollment in Computer Applications (CAO) courses has declined as fewer courses are being offered.

The CAO department has been reduced to 1.25 full time faculty.

There is an ongoing problem of finding qualified adjunct faculty to teach CAO courses.

**2. Please explain any significant changes in the Department/Program since the last Program Review.**

The Office Technology courses within the CAO department have been deleted.

The Office Technology A.A. degree and certificate have been deleted.

The full time CAO faculty member who taught Office Technology courses has moved to the Business department.

As a result of the potential (as of June 2010) move, no CAO adjunct faculty could be hired for Fall Quarter 2010.

The CAO department was not permitted to offer new Special Topics courses during AY 2008-2009, AY 2009-2010, and AY 2010-11.

**3. Please briefly explain any significant changes expected in the upcoming academic year.**

The CAO curriculum and certificate will be updated.

Special Topics courses in new computer topics will be researched and developed.

**4. Student Learning Outcomes (SLOs)**

Have all course-level SLOs been identified and submitted to the SLO Committee? Y

Have all program-level SLOs been identified and submitted to the SLO Committee? Y

Have all course-level SLOs been mapped to program-level SLOs? N



**ANNUAL PROGRAM REVIEW UPDATE - WORKSHEET**

**1. Based on the data provided and other information, describe the current status of your Department/Program.**

For the period 2005-2010, the number of chemistry courses, sections and overall enrollment roughly doubled. Since 2010, the number of courses and sections has remained roughly constant. For 2010-2011, the two major chemistry sequences featured generally full enrollment with approximately 40-50 students in each lecture and approximately 20 students enrolled in each lab section.

The one, full-time instructor was out on sabbatical projects in the fall of 2011, and enrollment dropped substantially. The reason for this is unclear, but this is likely an anomaly that does not accurately reflect the current status of the chemistry program.

**2. Please explain any significant changes in the Department/Program since the last Program Review.**  
No significant changes have occurred since the January 2010 Program Review.

**3. Please briefly explain any significant changes expected in the upcoming academic year.**  
No changes are anticipated. In terms of courses offered and associated expenses, 2011-2012 will essentially be a repeat of 2010-2011.

**4. Student Learning Outcomes (SLOs)**

Have all course-level SLOs been identified and submitted to the SLO Committee? Yes.

Have all program-level SLOs been identified and submitted to the SLO Committee? Yes.

Have all course-level SLOs been mapped to program-level SLOs? No.

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## ANNUAL PROGRAM REVIEW/UNIT PLANNING WORKSHEET

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**1. Based on the data provided and other information, what is the current status of your Department/Program?**

Criminal Justice continues to show steady enrollments, course completions, and certificate/degree awards. It is a medium-sized instructional program at LTCC (15.92 FTES). An assessment of the 2008 program review final recommendations indicates that most of the goals were achieved by the end of the 2010-2011 academic year. Degree and completion rates picked up in 2010-2011 (3 AA degrees awarded), but there is still room for improvement and completions will continue to be monitored (Recommendation #1). SLOs have been identified for all CRJ courses and assessments have been completed on schedule (Recommendation #2). Mapping of SLOs still needs to occur. There are no plans to move to a yearly offering of all courses due to a concern about “watering down” enrollments (Recommendation #3). Opportunities for online instruction continue to be considered at the yearly advisory committee meeting (Recommendation #4). The CRJ Advisory Committee firmly believes that the nature of the curriculum necessitates face-to-face instruction in order to infuse all classes with a wide variety of guest speakers and on-campus interactive exercises. Recommendation #5 dealt with the importance of offering CRJ classes on the main college campus. This is now a moot point (i.e., classes are no longer offered at STHS).

**2. Please explain any significant changes in the Department/Program since the last program review.**

SB1440 mandates the creation of an AS-Transfer degree for Criminal Justice. This provides an opportunity to restructure the existing AA degree and certificate of achievement.

With the creation of the Community Education program, there is an opportunity to revisit POST certified courses in order to meet a local and regional need for continuing education.

Community partnerships are critical to the success of CTE programs such as Criminal Justice and there has been a significant “change in command” with our partnering law enforcement agencies since the program review was conducted in 2008. Specifically, El Dorado County has a newly elected Sheriff and the South Lake Tahoe Police Department has hired a new Chief of Police.

**3. Please briefly explain any significant changes expected in the upcoming academic year.**

The current CRJ degree and certificate are being restructured to meet the requirements put forth in SB1440. This will necessitate inactivating one CRJ course (CRJ109) and offering two as electives (CRJ107 and CRJ113).

We will recruit a qualified (and certified) POST instructor to investigate the feasibility of offering POST courses through Community Education.

4. **Student Learning Outcomes (SLOs)**

Have all course-level SLOs been identified and submitted to the SLO Committee?  Y or N

Have all program-level SLOs been identified and submitted to the SLO Committee?  Y or N

Have all course-level SLOs been mapped to program-level SLOs? Y or  N

## CTE PROGRAM ADDENDUM

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**ANNUAL PROGRAM REVIEW/UNIT PLAN**

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<b>5.1</b> (Clear & Effective Pathways toward Completion)	NEW	CRJ-1	Develop a Criminal Justice AS-T degree that meets the requirements of SB1440. Develop corresponding new certificate of achievement. Obtain Curriculum Committee approval. Submit Chancellor's Office approval packet. Revise existing CRJ AA degree to mirror the major requirements found in the AS-T	AS degree, Certificate of achievement  Meet the needs of students seeking entry level employment in an related career or transfer to a 4-year university  Restructured AA degree and certificate of achievement	N/A	N/A	N/A	1 of 3
<b>5.1</b> (Clear & Effective Pathways toward Completion)	NEW	CRJ-2	Investigate feasibility of offering POST certified courses through Community Education. Recruit qualified instructor who is willing to take on POST certification and reporting requirements.	Meet the continuing education needs of locally and regionally employed law enforcement professionals.  Enhance local economy as visitors from out of the area attend training.	HR	Possible stipend for feasibility research and launch of new program (est. at \$1,000)	OTO	2 of 3

Department/Program: Criminal Justice      Division: Reports directly  
To VPAA/SS      Academic Year (AY): 2011-2012

<b>5.1</b> (Clear & Effective Pathways toward Completion)	2	CRJ-3	Complete mapping of SLOs	Course and program SLOs mapped using acquired software package	N/A	N/A	N/A	3 of 3
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TABLE 1

**ANNUAL PROGRAM REVIEW UPDATE - WORKSHEET**

**1. Based on the data provided and other information, describe the current status of your Department/Program.**

Since 2009, there has been very little change in FTES and student completion rates for the Earth Science Department. Adjunct scheduling, hiring and retention is still a problem and can be mainly attributed to budget fluctuations and course offerings. Natural Science major completion rates are still being investigated.

**2. Please explain any significant changes in the Department/Program since the last Program Review.**

Software was purchased and installed in D-123 to upgrade our outdated version of ARCVIEW, Geographic Information System (GIS), for GEG 134 and GEG135 courses.

The aforementioned GIS courses were also recently approved for cross listing in CIS and GEG. This change helps market to a wider student audience but its main purpose is to assist in hiring Adjunct Faculty qualified to teach these advanced computer courses.

**3. Please briefly explain any significant changes expected in the upcoming academic year.**

GEG 134 and GEG 135 will be cross listed with CIS and a slight decrease in GEG FTES could be expected.

Ongoing licensing fees for the GIS software will need to be included in future budgets.

Ongoing maintenance for the LTCC Weather Station will need to be included in future budgets.

Fulltime faculty member Scott Valentine will be on PDL in AY 2012.

**4. Student Learning Outcomes (SLOs)**

Have all course-level SLOs been identified and submitted to the SLO Committee? Y or N

Have all program-level SLOs been identified and submitted to the SLO Committee? Y or N

Have all course-level SLOs been mapped to program-level SLOs? Y or N

**ANNUAL PROGRAM REVIEW/UNIT PLANNING WORKSHEET**

**1. Based on the data provided and other information, what is the current status of your Department/Program?**

The Emergency Medical Technician (EMT) program continues to show very strong enrollments and course completions. This program is rather small in scope and is part of the Allied Health Department (50.28 FTES; 12<sup>th</sup> largest instructional program). The Emergency Medical Technician (EMT) program is extremely popular with students who are interested in short-term training that culminates in an industry recognized certificate. The classes often fill within a few days of open registration.

Since 2006-2007, students completing the EMT course (HEA141) with a grade of “B” or better are eligible to take the National Registry Exam of EMTs. Student pass rates on this certification exam (cumulative pass rate within six attempts) are presented below:

Academic Year	Pass Rate
2009-2010	84%
2008-2009	93%
2007-2008	91%
2006-2007	89%

An assessment of the 2009 program goals and objectives indicates that all of the goals have been achieved by the end of the 2010-2011 academic year. SLO assessment is on schedule (Objective 2C.1). Since Emergency Medical Technician (EMT) is a single course “program,” mapping of SLOs is not a relevant future goal. Objective 3A related to assessing workforce training needs and ensuring that certification requirements are met. These goals will continue in the future.

**2. Please explain any significant changes in the Department/Program since the last program review.**

An advanced crisis manikin was purchased through SB-70 funding in 2010-2011 and is already enhancing the EMT curriculum.

**3. Please briefly explain any significant changes expected in the upcoming academic year.**

None.

**4. Student Learning Outcomes (SLOs)**

Have all course-level SLOs been identified and submitted to the SLO Committee?  Y or N

Have all program-level SLOs been identified and submitted to the SLO Committee? Y or N **(N/A)**

Have all course-level SLOs been mapped to program-level SLOs? Y or N **(N/A)**



## CTE PROGRAM ADDENDUM

For all Career and Technical Education (CTE) Programs, please fill out the following worksheet as part of the required biennial review.

<p><b>1. Purpose of this Program</b></p> <p style="text-align: center;"> <span style="margin-right: 100px;">Significantly Changed Purpose in the Last Two Years</span> <span style="margin-right: 100px;">Minor Changes in Purpose in the Last Two Years</span> <span>No Changes in Purpose in the Last Two Years</span> </p> <p style="text-align: center;"> <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </p> <p style="text-align: center;">(Description, mission, target population, etc.)</p>
<p><b>2. Demand for this Program</b></p> <p style="text-align: center;"> <span style="margin-right: 100px;">High Demand</span> <span style="margin-right: 100px;">Adequate Demand for our students</span> <span>Low Demand</span> </p> <p style="text-align: center;"> <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </p> <p style="text-align: center;">(Labor market data, advisory input, etc.)</p>
<p><b>3. Quality of this Program</b></p> <p style="text-align: center;"> <span style="margin-right: 100px;">Highest Quality</span> <span style="margin-right: 100px;">Meets Student Needs</span> <span>Needs Significant Improvement</span> </p> <p style="text-align: center;"> <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </p> <p style="text-align: center;">(Core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, etc.)</p>
<p><b>4. External Issues</b></p> <p style="text-align: center;"> <span style="margin-right: 100px;">Benefits From and Contributes to External Issues</span> <span style="margin-right: 100px;">Complies with External Issues</span> <span>Not Consistent with External Issues</span> </p> <p style="text-align: center;"> <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </p> <p style="text-align: center;">(Legislation, CCCCO mandates, VTEA, Tech Prep, CalWORKs, WIA, BOG Career Ladders, etc.)</p>
<p><b>5. Cost of this Program</b></p> <p style="text-align: center;"> <span style="margin-right: 100px;">Income Exceeds Expenditures</span> <span style="margin-right: 100px;">Income Covers Expenditures</span> <span>Expenditures Exceed Income</span> </p> <p style="text-align: center;"> <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </p> <p style="text-align: center;">(Enrollment/FTEs generated &amp; in-kind contributions of time/resources minus salaries/equipment/supplies, etc)</p>
<p><b>6. Two-Year Plan</b></p> <p style="text-align: center;"> <span style="margin-right: 100px;">Significant Growth Anticipated</span> <span style="margin-right: 100px;">On Track for Next Two Years</span> <span>Need Significant Changes and/or Increased Resources to Continue</span> </p> <p style="text-align: center;"> <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </p> <p style="text-align: center;">(Recommendations, project future trends, personnel and equipment needs, etc.)</p>

**Reports Directly**

Department/Program: EMT

Division: To VPAA/SS Academic Year (AY): 2011-2012

**ANNUAL PROGRAM REVIEW/UNIT PLAN**

In the Table below identify the planned activities that support the program review goals and objectives of the department/program. Careful consideration should be given to budget impacts and departmental/program priority.

<b>Strategic Goal/Objective</b>	<b>Existing Program Review</b> Goal, Obj. and/or Recommendation	<b>Action I.D.</b>	<b>Action(s)</b>	<b>Outcome(s)</b>	<b>Resource I.D.</b> IT = Technology HR = Human Res FC = Facilities OT = Other	<b>Budget Impact</b>	<b>Type</b> OTO On-going	<b>Priority</b>
<b>5.1</b> (Clear & Effective Pathways toward Completion)	3A-1	EMT-1	Continue monitoring curriculum to ensure it meets certification and local workforce training requirements.	Program is recertified by El Dorado County EMS.	N/A	N/A	N/A	1 of 1

TABLE 1

**ANNUAL PROGRAM REVIEW UPDATE - WORKSHEET**

**1. Based on the data provided and other information, describe the current status of your Department/Program.**

Admissions & Records is currently serving its mission and moving forward towards meeting the goals identified in the last comprehensive program review (2009).

**2. Please explain any significant changes in the Department/Program since the last Program Review.**

The changes to the department are substantial due to impacts from the ERP implementation and legislative mandates. Some key aspects include:

- Facilities: The Admissions & Records Office was remodeled which completed Goal #7.
- Staffing: Two positions have been partially reassigned to the ERP and there are multiple interim assignments.
- Prospective Student Recruitment: Certain support functions related to prospective students were consolidated in 2009-2010 and moved into Admissions & Records. This work is currently being handled through temporary staffing pending determination of future needs related to Colleague prospect tracking and the direction of enrollment management.
- International Students: With the closure of the International Education Office, support for international students returned to Admissions & Records. While the volume of international students is minimal, this change resulted in additional workload to maintain the infrastructure. There is potential for future growth in this area.
- Technology: Admissions & Records continues to convert archived student records to digital format working towards Goal #9. The staff is also heavily involved in the Datatel implementation which relates to Goal #1, #2, #5, and #8.
- Miscellaneous: Community Education registration is transitioning out of Admissions & Records. The linkage of financial aid to student billing in Colleague will require different student account management in the future.

**3. Please briefly explain any significant changes expected in the upcoming academic year.**

Comprehensive changes are expected to business processes in 2012 as a new student information system is launched. The staffing configuration will need to be assessed and realigned with these new processes. It is expected that there will be additional changes related to Title 5 revisions related to repeatability/withdrawal, legislation mandating e-transcripts, and the Student Success Task Force recommendations.

**4. Student Learning Outcomes (SLOs)**

Have all course-level SLOs been identified and submitted to the SLO Committee? Y or N  
Not applicable

Have all program-level SLOs been identified and submitted to the SLO Committee? Y or N  
Yes, the original SLO's were developed for Admissions & Records in 2006. However, revisions may be submitted in the near future in order to promote continuous improvement and align SLO's with current initiatives.

Have all course-level SLOs been mapped to program-level SLOs? Y or N  
Not applicable

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## ANNUAL PROGRAM REVIEW/UNIT PLANNING WORKSHEET

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**1. Based on the data provided and other information, what is the current status of your Department/Program?**

Fire Science continues to show strong enrollments, course completions, and certificate/degree awards. It is the fifth largest instructional program at LTCC (85.105 FTES), and the largest program without a full-time faculty presence. An assessment of the 2009 program review final recommendations indicates that most of the goals have been achieved by the end of the 2010-2011 academic year. Additional emphasis in 2011-2012 needs to be placed on recruiting women and diverse students into the program. EMT certification is no longer being considered as a prerequisite for the Fire Academy courses because it was determined that the knowledge, skills, and abilities obtained through successful completion of the EMT program are NOT required in order to be successful in the Fire Academy. In other words, they are two separate skill sets.

Additional findings include:

- The development of the Firefighter I certificate of achievement has definitely bolstered student achievement statistics. (Strategic Issue #2, Goal 5, Objective 5.1: Offer programs and courses at the **right times, in the right sequences**, and through the most effective modalities to facilitate students' timely completion of their educational and professional goals.)
- There is a considerable opportunity for the development of courses to be developed in the distance education mode. (Strategic Issue #2, Goal 5, Objective 5.1: Offer programs and courses at the right times, in the right sequences, and through the **most effective modalities** to facilitate students' timely completion of their educational and professional goals.)

**2. Please explain any significant changes in the Department/Program since the last program review.**

The Fire Academy has increased the enrollment limit from 25 students to 35 students, thereby allowing students more access to this highly demanded CTE program.

The number of agencies served through instructional services agreements has decreased from five to four, yet overall enrollments and FTES generated have remained constant.

A community classroom has been established at Lake Valley Fire Protection District (Station 7). This is helping students to have further access to contemporary workforce preparation training. It is also alleviating scheduling challenges on the main campus.

There has been a significant "change in command" with our partnering fire agencies. Three out of four of the participating fire agencies are now under new Chiefs. The college continues to gauge commitment and support from our partners in order to efficiently and effectively offer the Fire Academy program.

**3. Please briefly explain any significant changes expected in the upcoming academic year.**

An additional instructional services agreement is being added for Alpine County Fire/Rescue. These 33 additional students are expected to add approximately 16 FTES to 2011-2012.

A subcommittee of the Fire Science Advisory Committee will be convened in 2011-2012 to craft a formal Vision for the Lake Tahoe Basin Fire Academy. Issues to be addressed include:

- Where are we now?
- Where do we want to be in 3-5 years?
- What is the clearly agreed upon purpose of the academy?
- What is the ongoing viability/sustainability of the academy?
- What is the commitment to required resources (facilities, equipment, instructional costs/personnel) for each of the partners?

Distance education is increasing in popularity, especially for incumbent workers who seek promotion within the fire service. There is a need for online/hybrid offerings in Fire Officer coursework and a plan that would allow students to complete a certificate (and possibly an AS degree) in two years.

**4. Student Learning Outcomes (SLOs)**

Have all course-level SLOs been identified and submitted to the SLO Committee?  Y or N

Have all program-level SLOs been identified and submitted to the SLO Committee?  Y or N

Have all course-level SLOs been mapped to program-level SLOs? Y or  N

## CTE PROGRAM ADDENDUM

For all Career and Technical Education (CTE) Programs, please fill out the following worksheet as part of the required biennial review.

<p><b>1. Purpose of this Program</b></p> <p style="text-align: center;"> <span style="margin-right: 100px;">Significantly Changed Purpose in the Last Two Years</span> <span style="margin-right: 100px;">Minor Changes in Purpose in the Last Two Years</span> <span>No Changes in Purpose in the Last Two Years</span> </p> <p style="text-align: center;"> <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </p> <p style="text-align: center;">(Description, mission, target population, etc.)</p>
<p><b>2. Demand for this Program</b></p> <p style="text-align: center;"> <span style="margin-right: 100px;">High Demand</span> <span style="margin-right: 100px;">Adequate Demand for our students</span> <span>Low Demand</span> </p> <p style="text-align: center;"> <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </p> <p style="text-align: center;">(Labor market data, advisory input, etc.)</p>
<p><b>3. Quality of this Program</b></p> <p style="text-align: center;"> <span style="margin-right: 100px;">Highest Quality</span> <span style="margin-right: 100px;">Meets Student Needs</span> <span>Needs Significant Improvement</span> </p> <p style="text-align: center;"> <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </p> <p style="text-align: center;">(Core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, etc.)</p>
<p><b>4. External Issues</b></p> <p style="text-align: center;"> <span style="margin-right: 100px;">Benefits From and Contributes to External Issues</span> <span style="margin-right: 100px;">Complies with External Issues</span> <span>Not Consistent with External Issues</span> </p> <p style="text-align: center;"> <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </p> <p style="text-align: center;">(Legislation, CCCCO mandates, VTEA, Tech Prep, CalWORKs, WIA, BOG Career Ladders, etc.)</p>
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<p><b>6. Two-Year Plan</b></p> <p style="text-align: center;"> <span style="margin-right: 100px;">Significant Growth Anticipated</span> <span style="margin-right: 100px;">On Track for Next Two Years</span> <span>Need Significant Changes and/or Increased Resources to Continue</span> </p> <p style="text-align: center;"> <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </p> <p style="text-align: center;">(Recommendations, project future trends, personnel and equipment needs, etc.)</p>

**Reports Directly**

Department/Program: Fire Science

Division: To VPAA/SS Academic Year (AY): 2011-2012

**ANNUAL PROGRAM REVIEW/UNIT PLAN**

In the Table below identify the planned activities that support the program review goals and objectives of the department/program. Careful consideration should be given to budget impacts and departmental/program priority.

<b>Strategic Goal/Objective</b>	<b>Program Review Goal/Objective</b>	<b>Action I.D.</b>	<b>Category I.D.</b>	<b>Action(s)</b>	<b>Outcome(s)</b>	<b>Budget Impact</b>	<b>Priority</b>	<b>Type</b>
<b>5.1</b> (Clear & Effective Pathways toward Completion: Offer programs and courses at the right times... to facilitate students' timely completion of their educational and professional goals)	NEW	FIR-1	HR (stipend for consultant)	Develop a Fire Officer certificate of achievement and AS degree in 2011-2012. Obtain Curriculum Committee approval. Submit Chancellor's Office approval packet.	AS degree Certificate of achievement  Meet the needs of currently employed firefighters seeking promotion to Fire Officer	Additional adjuncts (33.75 units over two year period; estimated at addtl \$8,500/yr)	1 of 4	On-going
<b>7.1</b> (Community Leadership & Partnership: Develop and maintain strategic relationships throughout the community in order to strengthen local and regional economic development initiatives)	NEW	FIR-2	OT (depending on outcome of Vision, could involve FC and HR)	Convene subcommittee to draft a formalized Vision for the Lake Tahoe Basin Fire Academy. Ratify partner commitments and develop a 3-5 year plan that addresses the ongoing viability and sustainability of the academy.	Common understanding and agreement among community partners. Blueprint for future program development initiatives.	None for committee work. The outcome of the Vision may require funding for enhanced facilities, props, and equipment.	2 of 4	One-time (and possible on-going)
<b>1.2</b> (Early College Awareness, Preparation, and Readiness: Focus and sustain outreach and recruitment efforts involving underrepresented and underserved groups.	6	FIR-3	HR (additional hours for existing personnel)	Conduct outreach activities to women in selected PE classes. Ensure ESL students have access to marketing materials. Presentations to AVID classes and women's sports teams at STHS.	More women and other underrepresented students in Fire Academy and Fire Science programs.	Possible increase to Coordinator hours (20hrs/year; \$743)	3 of 4	On-going

**Reports Directly**

Department/Program: Fire Science

Division: To VPAA/SS Academic Year (AY): 2011-2012

<p><b>5.1</b> (Clear &amp; Effective Pathways toward Completion: Offer programs and courses at the right times... to facilitate students' timely completion of their educational and professional goals)</p>	6	FIR-4	OT	Complete course-to-program mapping of SLOs	<p>All course-level SLOs in the department are mapped to program-level SLO</p> <p>SLO mapping submitted to SLO Committee</p>	None	4 of 4	N/A
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TABLE 1



**ANNUAL PROGRAM REVIEW UPDATE - WORKSHEET**

**1. Based on the data provided and other information, describe the current status of your Department/Program.**

Overall status: Satisfactory+

The Library & Media Services department is running smoothly in general thanks to stable, experienced staff. Despite large budget reductions in database funding and instructional media, the library is adequately, but not generously, meeting instructional demand, in part by using creative, cost-free approaches, e.g., free trial subscriptions, informal begging for ILL loans, and online swap sites. This year saw progress in establishing a replacement cycle for media equipment, namely LCD projectors, but there is a pressing need to immediately establish a replacement cycle for the PC's attached to these very same projectors for all classroom instructor stations. These PC's are over 4 years old and are woefully slowing down and impairing classroom instruction.

**2. Please explain any significant changes in the Department/Program since the last Program Review.**

This year we are using an existing classified library tech, who had been grandfathered in as adjunct, to do instructional backfill for the library director while she is gone on sabbatical during Winter Quarter. This could be described as training enhancement for this long-term employee who will continue to have this added knowledge when she returns to her fulltime classified status. On the immediate horizon (January 2012, perhaps) a more cost-effective, statewide purchase of online databases will be established which should begin to guarantee more stable subscription database offerings, though it will limit local choice. We will experience some loss of control in database selection in exchange for getting more for our money as a state college library system.

**3. Please briefly explain any significant changes expected in the upcoming academic year.**

The state college library system is preparing to undertake a far more ambitious cost-saving purchase for ILS infrastructure, meaning that we would give up our investment in our Voyager/ex-Libris software for a maintenance-free replacement. This move impacts our need to spend money on new Unix servers, for example, or hiring consultants for required software upgrades.

Now that ESL students are primarily based on campus, the library has the opportunity to develop good working relationships with this community. The library director is developing ESL library-related curriculum for a range of levels and adding instructionally appropriate materials to the collection, e.g., ESL easy readers. Outreach to Spanish speakers will be augmented. Additionally, library instructional outreach to Basic Skills English classes is planned.

**4. Student Learning Outcomes (SLOs)**

Have all course-level SLOs been identified and submitted to the SLO Committee? **N/A**

Have all program-level SLOs been identified and submitted to the SLO Committee? **Yes, Jan 2011**

Have all course-level SLOs been mapped to program-level SLOs? **N/A**

## ANNUAL PROGRAM REVIEW/UNIT PLANNING WORKSHEET

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**1. Based on the data provided and other information, what is the current status of your Department/Program?**

The Medical Office Assistant program continues to show steady enrollments and course completions. Degree and certificate completion rates picked up in 2010-2011 (3 AA degrees awarded in MOA-Clinical), but there is still room for improvement and completions will continue to be monitored (Objective 2F). MOA is a medium-sized instructional program at LTCC (17.18 FTES) and an assessment of the 2009 program review final recommendations indicates that most of the goals were achieved by the end of the 2010-2011 academic year. SLOs have been identified for all MOA courses and assessments have been completed on schedule (Objective 2D). Mapping of SLOs still needs to occur. Regarding the development of Career Pathways (Objective 3A), the Physical Therapy Aide program was developed in 2010-2011 and will officially launch in the winter (2102) quarter.

**2. Please explain any significant changes in the Department/Program since the last program review.**

South Tahoe High School has been funded for their Sports Medicine grant. Construction on the CTE facility begins next year. This will present opportunities for the solidification of the PT Aide program of study with the secondary level and possibly lead to the development of other Allied Health programs with facility needs.

**3. Please briefly explain any significant changes expected in the upcoming academic year.**

Successful launching of the PT Aide program and mapping of course level SLOs to the MOA program will take place in 2011-2012.

**4. Student Learning Outcomes (SLOs)**

Have all course-level SLOs been identified and submitted to the SLO Committee?  Y or N

Have all program-level SLOs been identified and submitted to the SLO Committee?  Y or N

Have all course-level SLOs been mapped to program-level SLOs? Y or  N

## CTE PROGRAM ADDENDUM

For all Career and Technical Education (CTE) Programs, please fill out the following worksheet as part of the required biennial review.

<p><b>1. Purpose of this Program</b></p> <p style="text-align: center;">             Significantly Changed Purpose in the Last Two Years                  Minor Changes in Purpose in the Last Two Years                  No Changes in Purpose in the Last Two Years         </p> <p style="text-align: center;"> <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </p> <p style="text-align: center;">(Description, mission, target population, etc.)</p>
<p><b>2. Demand for this Program</b></p> <p style="text-align: center;">             High Demand      Adequate Demand for our students      Low Demand         </p> <p style="text-align: center;"> <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </p> <p style="text-align: center;">(Labor market data, advisory input, etc.)</p>
<p><b>3. Quality of this Program</b></p> <p style="text-align: center;">             Highest Quality      Meets Student Needs      Needs Significant Improvement         </p> <p style="text-align: center;"> <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </p> <p style="text-align: center;">(Core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, etc.)</p>
<p><b>4. External Issues</b></p> <p style="text-align: center;">             Benefits From and Contributes to External Issues      Complies with External Issues      Not Consistent with External Issues         </p> <p style="text-align: center;"> <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </p> <p style="text-align: center;">(Legislation, CCCCO mandates, VTEA, Tech Prep, CalWORKs, WIA, BOG Career Ladders, etc.)</p>
<p><b>5. Cost of this Program</b></p> <p style="text-align: center;">             Income Exceeds Expenditures      Income Covers Expenditures      Expenditures Exceed Income         </p> <p style="text-align: center;"> <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </p> <p style="text-align: center;">(Enrollment/FTEs generated &amp; in-kind contributions of time/resources minus salaries/equipment/supplies, etc)</p>
<p><b>6. Two-Year Plan</b></p> <p style="text-align: center;">             Significant Growth Anticipated      On Track for Next Two Years      Need Significant Changes and/or Increased Resources to Continue         </p> <p style="text-align: center;"> <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </p> <p style="text-align: center;">(Recommendations, project future trends, personnel and equipment needs, etc.)</p>

**ANNUAL PROGRAM REVIEW/UNIT PLAN**

In the Table below identify the planned activities that support the program review goals and objectives of the department/program. Careful consideration should be given to budget impacts and departmental/program priority.

<b>Strategic Goal/Objective</b>	<b>Existing Program Review</b> Goal, Obj. and/or Recommendation	<b>Action I.D.</b>	<b>Action(s)</b>	<b>Outcome(s)</b>	<b>Resource I.D.</b> IT = Technology HR = Human Res FC = Facilities OT = Other	<b>Budget Impact</b>	<b>Type</b> OTO On-going	<b>Priority</b>
<b>5.1</b> (Clear & Effective Pathways toward Completion)	2F(1-4)	MOA-1	Continue to monitor MOA degree and certificate completions.	Students are able to complete course sequences in two years.	N/A	N/A	N/A	1 of 2
<b>5.1</b> (Clear & Effective Pathways toward Completion)	2D	MOA-2	Complete mapping of SLOs	Course and program SLOs mapped using acquired software package	N/A	N/A	N/A	2 of 2

TABLE 1

**ANNUAL PROGRAM REVIEW UPDATE - WORKSHEET**

**1. Based on the data provided and other information, describe the current status of your Department/Program.**

The current status could best be described as a holding pattern until the issue of stable funding is resolved. We are looking at the possibilities of growth in the Digital Media area, e.g., Pro Tools certification, and Commercial Music program, as well as partnering with Theatre Arts to create a Musical Theatre A.A. Music still ranks in the top 10 in FTES, has an 89% course completion rate in face to face classes (70% in DE), and maintains a high level of community personal enrichment participation.

**2. Please explain any significant changes in the Department/Program since the last Program Review.**

Many of the goals and objectives in the last program review could not be attempted without funding. We also have lost several adjunct faculty due to cuts and have been offering less courses with the adjuncts we still have. Because of the lack of funding we had been unable to upgrade the computers in the MIDI lab, so with a request and recommendation from Craig Brinkman they were removed to be used for Terminal Server. Music remains a one-full-time-faculty program after the retirement in 2006 of the other full-time faculty member.

**3. Please briefly explain any significant changes expected in the upcoming academic year.**

Since being informed by administration that we need to grow by 10%, we have added five additional courses for Winter Quarter 2012 and anticipate doing the same for Spring. Meetings are occurring to develop pathways in the Digital Media area mentioned in #1 above and the goal is to be offering a Pro Tools 101 course perhaps as early as Summer 2012. An entire sequence of courses leading to certification is being developed.

**4. Student Learning Outcomes (SLOs)**

Have all course-level SLOs been identified and submitted to the SLO Committee? **Yes**  
Have all program-level SLOs been identified and submitted to the SLO Committee? **Yes**  
Have all course-level SLOs been mapped to program-level SLOs? **Yes**

SLO assessment also has been progressing according to the submitted schedule.

**ANNUAL PROGRAM REVIEW/UNIT PLANNING WORKSHEET**

**1. Based on the data provided and other information, what is the current status of your Department/Program?**

The Phlebotomy program continues to show strong enrollments and course completions. This program is rather small in scope and is part of the Allied Health Department (50.28 FTES; 12<sup>th</sup> largest instructional program). The Phlebotomy program is extremely popular with students who are interested in short-term training that culminates in an industry recognized certificate. The classes often fill within an hour or two of open registration.

Students who pass HEA144A and HEA144B with grades of “B” or better are eligible to take the national phlebotomy certification exam. Students in the program take the exam on the last day of class and voluntarily report their results to the program director. Student pass rates since the program’s inception are found in the chart below:

Academic Year	Pass Rate
2010-2011	100%
2009-2010	100%
2008-2009	92%
2007-2008	100%

An assessment of the 2009 program goals and objectives indicates that all of the goals have been achieved by the end of the 2010-2011 academic year. SLO assessment is on schedule (Objective 2C.1). Since Phlebotomy is a two-course “program,” mapping of SLOs is not a relevant future goal. Objective 3A related to assessing workforce training needs and ensuring that certification requirements are met. These goals will continue in the future.

**2. Please explain any significant changes in the Department/Program since the last program review.**

An additional offering of the program is being added in 2011-2012 to address student demand and local employer needs.

**3. Please briefly explain any significant changes expected in the upcoming academic year.**

None.

**4. Student Learning Outcomes (SLOs)**

Have all course-level SLOs been identified and submitted to the SLO Committee? (Y) or N

Have all program-level SLOs been identified and submitted to the SLO Committee? Y or N (N/A)

Have all course-level SLOs been mapped to program-level SLOs? Y or N (N/A)

## CTE PROGRAM ADDENDUM

For all Career and Technical Education (CTE) Programs, please fill out the following worksheet as part of the required biennial review.

<p><b>1. Purpose of this Program</b></p> <p style="text-align: center;"> <span style="margin-right: 150px;">Significantly Changed Purpose in the Last Two Years</span> <span style="margin-right: 150px;">Minor Changes in Purpose in the Last Two Years</span> <span>No Changes in Purpose in the Last Two Years</span> </p> <p style="text-align: center;"> <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </p> <p style="text-align: center;">(Description, mission, target population, etc.)</p>
<p><b>2. Demand for this Program</b></p> <p style="text-align: center;"> <span style="margin-right: 150px;">High Demand</span> <span style="margin-right: 150px;">Adequate Demand for our students</span> <span>Low Demand</span> </p> <p style="text-align: center;"> <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </p> <p style="text-align: center;">(Labor market data, advisory input, etc.)</p>
<p><b>3. Quality of this Program</b></p> <p style="text-align: center;"> <span style="margin-right: 150px;">Highest Quality</span> <span style="margin-right: 150px;">Meets Student Needs</span> <span>Needs Significant Improvement</span> </p> <p style="text-align: center;"> <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </p> <p style="text-align: center;">(Core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, etc.)</p>
<p><b>4. External Issues</b></p> <p style="text-align: center;"> <span style="margin-right: 150px;">Benefits From and Contributes to External Issues</span> <span style="margin-right: 150px;">Complies with External Issues</span> <span>Not Consistent with External Issues</span> </p> <p style="text-align: center;"> <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </p> <p style="text-align: center;">(Legislation, CCCCO mandates, VTEA, Tech Prep, CalWORKs, WIA, BOG Career Ladders, etc.)</p>
<p><b>5. Cost of this Program</b></p> <p style="text-align: center;"> <span style="margin-right: 150px;">Income Exceeds Expenditures</span> <span style="margin-right: 150px;">Income Covers Expenditures</span> <span>Expenditures Exceed Income</span> </p> <p style="text-align: center;"> <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </p> <p style="text-align: center;">(Enrollment/FTEs generated &amp; in-kind contributions of time/resources minus salaries/equipment/supplies, etc)</p>
<p><b>6. Two-Year Plan</b></p> <p style="text-align: center;"> <span style="margin-right: 150px;">Significant Growth Anticipated</span> <span style="margin-right: 150px;">On Track for Next Two Years</span> <span>Need Significant Changes and/or Increased Resources to Continue</span> </p> <p style="text-align: center;"> <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </p> <p style="text-align: center;">(Recommendations, project future trends, personnel and equipment needs, etc.)</p>

**Reports Directly**

Department/Program: Phlebotomy Division: To VPAA/SS Academic Year (AY): 2011-2012

**ANNUAL PROGRAM REVIEW/UNIT PLAN**

In the Table below identify the planned activities that support the program review goals and objectives of the department/program. Careful consideration should be given to budget impacts and departmental/program priority.

<b><u>Strategic Goal/Objective</u></b>	<b><u>Existing Program Review</u></b> Goal, Obj. and/or Recommendation	<b><u>Action I.D.</u></b>	<b><u>Action(s)</u></b>	<b><u>Outcome(s)</u></b>	<b><u>Resource I.D.</u></b> IT = Technology HR = Human Res FC = Facilities OT = Other	<b><u>Budget Impact</u></b>	<b><u>Type</u></b> OTO On-going	<b><u>Priority</u></b>
<b>5.1</b> (Clear & Effective Pathways toward Completion)	3A-1	PHL-1	Continue monitoring curriculum to ensure it meets certification and local workforce training requirements.	Program is recertified by the Department of Public Health.	N/A	N/A	N/A	1 of 1

TABLE 1



**ANNUAL PROGRAM REVIEW UPDATE - WORKSHEET**

**1. Based on the data provided and other information, describe the current status of your Department/Program.**

Although student enrollment in physics courses has increased slightly in recent years, enrollment in physics courses remains low, with approximately 10 FTES in 2010/2011 for the physics department. This does not reflect a new course (Phs 102) that has been added to the department's offerings. It is unclear from the information provided whether this data includes the Astronomy course (Phs 111) offered once yearly.

With the addition of one course, (Phs 102), FTEF has increased to 1.25.

**2. Please explain any significant changes in the Department/Program since the last Program Review.**

A laboratory based introductory course, for students majoring in non-science fields, was developed and implemented. The course will be offered spring quarter, 2011.

The department offers two physics sequences. The calculus based physics sequence (Physics 107, 108, 207, 208) intended to prepare students for transfer to programs in engineering, physics, chemistry, biology. The second sequence (Physics 104, 105, 106) is intended for students transferring to programs in biology, geology and pre-health sciences. Due to changing requirement for articulation to CSU's and UC's, the later sequence was modified from an algebra based physics curriculum to a trigonometry based physics curriculum.

**3. Please briefly explain any significant changes expected in the upcoming academic year.**

No significant changes are anticipated for the upcoming year. However, discussions are ongoing between physics faculty and administration to consider a new format for instruction for physics courses. Numerous small colleges would participate. Lectures would be delivered by a single physics faculty at LTCC, in a webinar format using technology such as CCCconfer. Face to face laboratories would be implemented on-site at each participating college.

**4. Student Learning Outcomes (SLOs)**

Have all course-level SLOs been identified and submitted to the SLO Committee? Yes  
Have all program-level SLOs been identified and submitted to the SLO Committee? No  
Have all course-level SLOs been mapped to program-level SLOs? No

**ANNUAL PROGRAM REVIEW UPDATE - WORKSHEET**

**1. Based on the data provided and other information, describe the current status of your Department/Program.**

The Psychology department has seen consistent growth over the past five academic years in terms of both FTES and enrollments. The number of FTES has almost doubled from 41.362 in 2006-07 to 75.309 in 2010-11. This has occurred through careful enrollment management, active promotion of student progression from introduction to higher level courses, and careful evaluation of adjunct instructors to ensure quality instruction. The Psychology Department has also seen substantial growth in DE offerings and generated the highest amount of FTES in DE of any department at LTCC in 2010-11.

**2. Please explain any significant changes in the Department/Program since the last Program Review.**

Since the last program the Psychology Department has continued steady growth in FTES, primarily through the addition of DE classes. The Psychology Department also added a .41 FTE faculty position that is split with the Disability Resource Center on campus. This proportion of load was dedicated to that position due to cuts in categorical funding for DSPS programs in the state. This move is expected to be temporary until additional resources are returned to support the position full-time in the DRC.

**3. Please briefly explain any significant changes expected in the upcoming academic year.**

It is expected that there will be no significant changes in the Psychology Department in the upcoming academic year.

**4. Student Learning Outcomes (SLOs)**

Have all course-level SLOs been identified and submitted to the SLO Committee? Y

Have all program-level SLOs been identified and submitted to the SLO Committee? Y

Have all course-level SLOs been mapped to program-level SLOs? Y

**ANNUAL PROGRAM REVIEW (APR) - WORKSHEET**

**Instructions:** Evaluate the Annual Program Review (APR) packet provided by the OIRP that includes your Program Level Student Learning Outcomes (SLOs) assessments and answer the following questions. Remember, no single piece of information is meant to be used in isolation. Each piece of information may generate a process of inquiry that will lead to the incorporation of other information to form a complete picture, or even the desire for more information that is not currently provided.

**PROGRAM STUDENT LEARNING OUTCOMES (SLO) ASSESSMENT**

**Review the aggregated Program SLO assessment data.**

1. What was the average percentage of students who achieved:

	<u>Mastery</u>	<u>Some Understanding</u>	<u>No Understanding</u>
<b>Program SLO 1</b>			
<b>Program SLO 2</b>			
<b>Program SLO 3</b>			
<b>Program SLO 4</b>			
<b>Program SLO 5</b>			

What do these results mean to you?

**N/A to all SLO assessment questions: None due in 2011-2012**

2. Are you satisfied/dissatisfied with the assessment results associated with each Program SLO?
3. What conclusions do you draw from these results?

**Now review the Course SLO assessment data provided for each Program SLO.**

4. Does any particular course assessment stand out? Why?
5. What conclusions do you draw from these results?

6. To what degree are your Program SLOs measuring the “right” things? Describe the changes, if any, you want to make to them this year?

The current Program SLOs measure learning, insights and competencies correctly and I do not recommend changing them.

7. Considering the results of your Program SLOs, what actions are you going to take for AY 2012-13?

I am going to set up a quarterly tracking mechanism for SLO performance analysis to be completed during the time grading occurs.

At previous assessment (2010-11), a high level of success rate was achieved across several quarters on each of the 3 SLOs.

One identified program improvement area is in ‘student feedback’ from instructor to Intern student at the end of the quarter. There is a need to provide each student with constructive feedback to help them with career paths.

8. Status of Student Learning Outcomes (SLOs) for your department/program:

Have all course-level SLOs been identified and submitted to the SLO Committee? **YES** or N

Have all program-level SLOs been identified and submitted to the SLO Committee? **YES** or N

Have all course-level SLOs been mapped to program-level SLOs? **YES** or N

Have all program-level SLOs been mapped to Institutional level SLOs (i.e., the Core Competencies)? **YES** or N

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ANNUAL PROGRAM REVIEW

1. Based on the data provided, and other information, describe the current status of your Department/Program.

There is a declining enrollment trend which can be attributed to two main things: a poor economy; lack of internal marketing of the program.

The completion rate is increasing which reflects good communication and tracking of student performance.

2. Please explain any significant changes in the Department/Program over the past year.

There has been a change in personnel to include a 3<sup>rd</sup> administrative assistant in 3 month period. This has required the need for additional training time and has slowed the department down from marketing and outreach needs. At the same time, there has been an increase in reporting needs which has taken additional administrative attention.

3. Please briefly explain any significant changes expected in the upcoming academic year.

No significant changes are expected although we will be implementing some improvements as mentioned primarily in the areas of increasing student interaction (instructor to intern); marketing outreach to students internally at LTCC; implementing a quarterly SLO tracking system. There is also going to be an office location move which we will reflect across department communication materials.

ANNUAL PROGRAM REVIEW UPDATE - WORKSHEET**1. Based on the data provided and other information, describe the current status of your Department/Program.**

- Dropped 11 FTES over the last two years
- Increased DE FTES (31% of Spanish course offerings are online)
- Maintained amount of Spanish degrees and certificates
- Student success rate maintained
- Continue to support adjunct instructors

**2. Please explain any significant changes in the Department/Program since the last Program Review.**

- Began to offer distance education courses for SPA 101 and 102.
- Barclay (DE) and Pierce (Assessment Coordinator) had release time duties. (Impact on FTF in the classroom)
- International Education was cut – no study abroad programs.
- Vocational SPA courses were not offered – cut back to “meat and potatoes” classes
- Created new SLOS for program, department, and courses – for ALL courses
- Department color printer was taken away. No longer able to create colored overhead transparencies.
- Created new courses for our conversational offerings; they are now transferable.
- Challenge exams are no longer offered for Intermediate Spanish: SPA 201, 202, 203.
- Designated Room A251 at the official World Languages Classroom.

**3. Please briefly explain any significant changes expected in the upcoming academic year.**

- Try to grow FTES to catch back up to previous enrollments by diversification and increasing of course offerings.
- Offer SPA 103 online for the first time
- Request a color printer for department use  
(When Nancy first began to work at LTCC, she was asked by Computer Services what needs the department had in terms of technology support for instruction. She stated the case of needing a color printer in order to create overhead transparencies. This case still remains a **high priority**. For some reason a year ago our printer was taken away with no one consulting us. The use of color for language instruction greatly enhances student learning. Our department creates overhead transparencies for daily instructional use. Without a color printer in the office we have lost the ability to offer this important learning experience for students. Bottom-line: students lose out! )
- Support for online instruction: software, trainings, conference attendance
- Maintain FrontPage or other software for web page creation
- Apply for a new club on campus (ASL club). We would ask for the VP of Instruction to support Karla Johnston as the advisor (even though she is not a full-time employee of the college)

**4. Student Learning Outcomes (SLOs)**

Have all course-level SLOs been identified and submitted to the SLO Committee? **Y** or N

**YES!**

Have all program-level SLOs been identified and submitted to the SLO Committee? **Y** or N

**YES!**

Have all course-level SLOs been mapped to program-level SLOs? Y or **N**

**NO** – need to complete course level mapping. We have started; they are in progress.