



## Annual Program Review for Addiction Studies

### Changes Based on SLOs

A number of changes have been made as per faculty feedback and examining the SLO assessments, including updated terminology, textbooks, and the addition of new required courses. For example, new terminology such as Substance Use Disorders has replaced Drug and Alcohol Addictions, etc. All courses as well as the certificate were recently updated through the curriculum committee.

### Appropriateness of SLOS

As mentioned above, various changes have been made recently as per instructor feedback, including adding a required Work Experience/Professional Internship component upon completion of the course sequence. No additional changes are proposed for the upcoming year.

### Student Enrollment and Success Trends

Enrollments have gone up in recent years and have settled back to where they were approximately 5 years ago (with a slight 5% increase over 4 years). Success rates dipped in 2016-17 from the previous year, which may be due to turnover in instructional faculty.

### PSS

80

### Equity Gap Trends and Plans

The majority of students are female (79%). Course success rates are consistent across demographics.

### Face-to-Face vs Distance Education Trends and Plans

Courses are evenly split between F2F and DE. Success rates are markedly high in F2F (96%) vs. DE (62%). We are looking into DE adjunct evaluations.

### Degree Sequence

The sequence is based upon state office feedback, and recently an Ethics course was added due to certification agency feedback. The program was recently revised and approved through curriculum committee.

### Conclusions and Program Improvements

The program appears to have decent interest, but recent feedback in the advisory committee highlight student concerns over textbook costs. Suggestions were also offered to connect with local high school populations to provide substance use counseling, along with expanded work experience offerings for students currently enrolled in the program.

### Staffing

staffing levels are adequate



## Annual Program Review for Allied Health

### Changes Based on SLOs

SLO assessments seem to suggest the instructors are generally satisfied w/the results. Any suggestions for changes come from external feedback (state and county certification and accrediting bodies).

### Appropriateness of SLOS

All SLOs were developed by adjunct faculty who are working professionals. All courses are taught by adjunct instructors. No current changes are being looked at this year, after EMT recently increased the required number of hours to 189 from a previous 165, as per state requirements. Phlebotomy was recently re-certified by the state agency after a lengthy correspondence.

### Student Enrollment and Success Trends

Demand remains strong for EMT, EMR, Phlebotomy, as well as MOA Administrative. Discussions to partner with Barton Health on a combined Certified Medical Assistant (CMA) program stalled last year due to staff turnover and a re-examination of priorities at Barton University. This remains a potential option going forward. Dental has gone dark this current year as the instructor at the high school stair stepped down her responsibilities, prior to full retirement this spring. EMR is now being offered through dual enrollment at the high school.

### PSS

80

### Equity Gap Trends and Plans

Student demographic data show strong participation and success by traditionally under-represented groups.

### Face-to-Face vs Distance Education Trends and Plans

The vast majority of Allied Health courses are and will continue to be F2F as they are hands-on workforce development courses with a high degree of technical skills.

### Degree Sequence

Employable skills certificates follow state and national requirements for entry into the field.

### Conclusions and Program Improvements

Programs appear to be strong, albeit Dental needs a new instructor forthwith. Discussions with the high school to fill the joint position have been ongoing. EMT recently implemented some changes to increase professionalism and to increase the students connections to the program and each other, including the introduction of a uniform and a required orientation, to mirror the requirements for the Fire Academy.

**Staffing**

Staffing levels are currently adequate. A Public Safety IA compensation level (\$20/hr, similar to the WLD AIARE IA compensation) has just been added to assist with recruiting more working professionals to come teach at the college. A large number of IAs are required for EMT.



## Annual Program Review for Anthropology

### Appropriateness of SLOS

The current Course and Program SLOs are measuring the right things. As always, the SLOs should continue to be monitored. All SLOs may be revisited once LTCC embarks on a guided pathways approach for students.

### Student Enrollment and Success Trends

Based on the analysis of current AUP data, male students have decreased by 4.8%, while female students have increased by 4.4%. Demographic data indicate that African-American students served by the program have decline by 1.8%, as have White students by 2.5%, while Asian and Latino students have increased by 0.1% and 4.2% respectively. Age data illustrates an 8.0% increase in the less than 25 population, a 1.2% increase in the 50 and older group, and a decline of 6.1% in the 25-49 group. Overall, these enrollment trends do not indicate immediate concerns in terms of current enrollment data. There was one transfer degree awarded in 2014-2015 (AA in Anthropology). In the last few years, the department began to offer an AAT degree in addition to the AA degree. Currently, there is no data available for the AAT. Degree awards for both the AA and AAT should continue to be monitored.

### PSS

80

### Equity Gap Trends and Plans

Based on the analysis of current success data, it was discovered that male success increased by 3.8% from the previous year, while female student success took a slight 0.2% decrease. African-American student success indicates a 62.5% drop, however, this data is skewed due to a very small population of n=2 students. Latino student success indicated a 17.4% dip, which could be explained by an increasing Latino population in ANT courses. Asian student success, which reflects a small sample size, indicated a 11.3% increase, while White students showed a small 2.8% increase. The less-than-25 population saw a slight success increase of 3.5%, while 25-49 indicated a 10.7% drop, and 50-plus showing a 41.7% decrease. The data for this last population may be skewed due to small size and an accompanying enrollment increase in this group. As always, diligence should be maintained in terms of student success. Overall, the college and community are experiencing a number of seismic shifts that could correlate with student success. One area to address is student success and technology as the program has been moving to more DE offerings.

### Face-to-Face vs Distance Education Trends and Plans

Overall, enrollments have been very healthy in Anthropology classes. Class cancellations have been minimal and no changes are warranted in terms of offerings. The trends from last year indicate a 14.8% increase in student success in F2F courses and a 7.5% decrease in their counterpart DE courses. Such trends should be monitored as needed. As mentioned previously, the Anthropology program has found an important niche in the online course offerings and thus the number of F2F offerings have decreased. At the same time, a healthy Physical Anthropology and Archaeology program (Melinda Button) has

prospered through numerous F2F offerings. Overall, there appears to be a healthy balance in terms of DE and F2F course offerings.

### **Degree Sequence**

The Anthropology program offers both an AA and an AAT degree. Based on review of course offerings, the sequences and curriculum patterns seem sound in terms of both degrees. One concern is the availability of courses needed to complete the degrees. ANT 101, ANT 102, ANT 103, and ANT 107 are offered in frequency and in modality (DE, F2F) to meet the current needs of students attempting to complete the degrees. However, courses that include ANT 105, ANT 106, ANT 108, and ANT 110 are often not offered in similar frequency. To help address this issue, the department developed a two-year schedule that should set a new standard in terms of more adequate offering of such degree-needed classes.

### **Conclusions and Program Improvements**

Based on the review of AUP data and SLO results, no immediate changes are recommended at this time. As mentioned earlier, the two-year schedule that was created should help address the issue of degree-related class offerings. As always, trends should be addressed and changes should be made as issues are identified.

### **Staffing**

Overall, staffing seems adequate at this time. However, it may be beneficial to create job ads for additional Anthropology instructors, especially for ANT 106 and ANT 110. Unlike Sociology, there is a dearth of qualified Anthropology instructors in both the DE and F2F modalities.



## Annual Program Review for Art

### Changes Based on SLOs

Overall, instructors were generally satisfied with SLOs and Student Mastery. Success and retention are, relatively speaking, high in F2F studio art courses. Technical demonstrations in studio art courses are necessary for student success. Developments have been made by faculty in using new technology to provide technical demonstrations to students – i.e. YouTube video produced by faculty that speeds up a watercolor painting demonstration. The art history textbook (used for ART101,102,103) was changed in Fall 2017, in response to faculty review and student comments. Addition of an office hour for adjunct faculty teaching art history, and offered immediately after the lecture has been successful.

### Appropriateness of SLOS

The Art Department Course and Program SLOs are adequately reflective of our department mission and provide the necessary information with which to assess student progress.

### Student Enrollment and Success Trends

The Art Department awarded a total of 6 degrees and certificates in 2016/17. This is half the number awarded in 2015/16. This does not necessarily indicate a downward trend so much as the randomness of student matriculation in any given year. Enrollment continues to be highest in beginning level studio courses. Advanced courses offered concurrently with beginning level courses is an effective way of continuing to offer advanced level sections despite lower numbers of students. Figure Painting, Portraiture, and Painting: Narrative & Symbolism is now offered every other year to help boost enrollment in those courses. The addition of international travel courses has helped with Art Department enrollment.

### PSS

84

### Equity Gap Trends and Plans

Roughly 66% of students are women and 33% are men. Almost 50% of students are under 25 years of age, with roughly 25% of students over 50 years of age. 72% of art students are white/non-Hispanic, with the next highest demographic being Hispanics at 16%. We feel that LTCC needs to do a better job of outreach to increase the percentage of Hispanics taking art courses.

### Face-to-Face vs Distance Education Trends and Plans

We offered no Distance Ed courses in 2016/17. The nature of studio art courses lends itself to the F2F experience. Distance Ed courses in art history would be the most likely area of expansion for the Art Department, and this is contingent upon faculty availability.

## **Degree Sequence**

Faculty are satisfied with the current degree sequence. Courses are offered in a way that students are able to complete the required courses in a timely manner. Course offerings are also contingent upon classroom availability, faculty availability, open-lab availability, and enrollment history.

## **Conclusions and Program Improvements**

Data shows that the Art Department FTES have declined by 38% in 4 years and 18% in the past year. The no-repeatability mandate has continued to negatively affect departmental enrollment. Facility issues are also a contributing factor. Studio art courses are facility-intensive and need to be maintained at a safe and effective level to promote enrollment, retention, and student safety and success. Lead faculty continue to work on new and innovative ideas for growth, including outreach and new technology, but it also requires the financial, marketing, and moral support of the administration and Board of Trustees to ensure its success. Refer to action plans in our AUP for specifics.

## **Staffing**

Faculty are partially satisfied with current staffing. Having both a full-time, 3-D Technician and a part-time, 2-D Technician is adequate to maintain classroom, departmental, and open-lab duties during daytime hours, but leaves evening and weekend open-lab hours unmanaged. In 2012, the Instructional Aide budget was cut by 30%, which has limited our ability to provide sufficient, supervised open-lab time in F101 and F104. Studio art courses are, by their very nature, facility-intensive. Especially in our sculpture, ceramics, and printmaking courses students need access to specific equipment in order to complete course projects. Without regularly scheduled open-lab hours, students cannot be successful. Due to the diverse, complex, technical, and in some cases dangerous nature of equipment and processes, we rely on Instructional Aides to provide supervision necessary for student success during open-lab hours.



## Annual Program Review for Biology

### Changes Based on SLOs

For the Anatomy and Physiology (A&P) series courses, as well as the Intro to A&P and Firefighter's A&P classes, the department purchased extra biological models. We wrote a LTCC Foundation Grant and were awarded \$5000 to augment our budget. We purchased enough arm, leg and head muscle models for there to be models at each of the four laboratory tables and an extra set of models to put on reserve in the library, for after-hours student use. These 3-dimensional models will help students visualize and learn the origin and insertion of the muscles.

We also requested more book resources to be placed on reserve in the library for A&P students to check out. Laboratory reference texts and study cards for students were bought to use while in the laboratory classes.

An A&P app, Essential Anatomy 5, was downloaded onto an iPad computer and is being used by the instructor to show 3-D pictures of the muscles during lectures. This allows for the isolation of the muscle and the ability to turn it around for viewing its origin and insertion locations. Students are not able to easily visualize the 3-dimensional origin and insertion by just looking at the figures in the textbook.

A new interactive TV was purchased by the EVS/ETS department and is located in the Science Gallery. We hope to load several A&P apps and links, bird calls and plant identification apps and mapping data for various biology instructor and student use during study sessions. Students will be able to navigate and search different websites. All the science disciplines will be able to suggest links specific to their field to supplement their courses. The interactive TV has already been successful as it stimulates students'™ curiosities, gives students the latest news about science, and fuels their desire to learn.

We are disappointed that some of the local areas on our campus used for place-based learning and field experiences in our courses have been removed or altered by tree removal and new construction.

We continue to purchase new DVDs to replace our outdated VHS collection. Some video resources are being housed in the library for student check out.

### Appropriateness of SLOS

We believe our SLOs adequately measure the parameters our department believes will help students be successful in the future.

### Student Enrollment and Success Trends

After a decline in enrollments in 2013-14 and 2014-15, the department experienced a rebound in enrollments in 2015-16. This increase brought our FTEs above the low in 2014-15, but we have not yet regained the enrollment numbers of 2013-14. The department again experienced a decline in enrollment in 2016-17. Over the five-year period, 2012-13 to 2016-17, the biology department has experienced a decline in FTEs of 34.6%. Over the one-year period, 2015-16 to 2016-17 the decline was 17.5%.

Our overall student success rate was 88.2% in 2016-17. Over the previous five-year period, the average student success percentage rates have consistently been in the high 80's to low 90's. For all years, female students have had a slightly higher rate of success than males. Female student success percentages have hovered in the low 90's, while male student success percentages have stayed in the 80's. The success gap between the sexes has averaged 5 percentage points, but in 2016-2017, the gap surged to 12 percentage points. This is an interesting phenomena, as we usually hear that females are not as assertive and successful in the sciences as males.

Most of our students receive Natural Science degrees; these are not partitioned out in our data by disciplinary emphasis (e.g. Biology vs. Chemistry vs Physics). In order to accurately analyze biology's contribution to the degree and certificates awarded at LTCC, that data must be partitioned out. However, some students may transfer to universities without obtaining a degree from LTCC, so they are not included in this data. We do not have a certificate program in Natural Science.

## **PSS**

80

### **Equity Gap Trends and Plans**

In Biology for 2016-2017, 65.1 % of our students were female, 34.5% were male. White non-Hispanics measured 56.6% of our students, while Hispanics measured 29.3%. For all years, female students have had a slightly higher rate of success than males. Female student success percentages have hovered in the low 90's, while male student success percentages have stayed in the 80's. The success gap between the sexes has averaged 5 percentage points, but in 2016-2017, the gap surged to 12 percentage points. This is an interesting phenomena, as we usually hear that females are not as assertive and successful in the sciences as males. A majority of our students continue to be under 25 years of age, around 60%, with another 35% between the ages of 25-49 years old. The remainder are aged 50 and over. These percentages have remained fairly steady across the past five years.

### **Face-to-Face vs Distance Education Trends and Plans**

All but one of our courses are purely face-to-face (F2F). We have one online (DE) class, our introductory plant and animal course Bio 111. Three other courses had applications submitted for them to be hybrid courses, but we are rescinding that request. We understand the need to offer F2F courses to be competitive with other colleges, but are worried about the loss of our F2F students and the loss of quality hands-on experiences our students receive in the laboratory setting and the personal attention our students receive from F2F instruction.

### **Degree Sequence**

There is a clear 2-year pathway to achieve a Natural Science degree. All the departments within the Natural Science and Math degrees coordinate course offerings to ensure a minimum of course conflicts, so that the vast majority of students have a clear pathway.

### **Conclusions and Program Improvements**

We are proposing the following changes: (1) increase student success rates with increased tutoring, (2) increase student access and enrollments with increased OER options, (3) increase college recruitment of

underrepresented groups. The biology department continues to improve in every aspect of the courses we offer. We have made great strides in converting a majority of our courses to OER's for textbook resources. However, students still require laboratory manuals. We would like to write laboratory manuals in-house to reduce the overall student-cost of courses. The biology department looks closely at our course offerings to ensure courses are appropriately timed, so there will be a minimum of scheduling conflicts with other science departments. The biology department focuses on students and their success. With this philosophy, we focus on students and enact changes as necessary to improve our students' success.

### **Staffing**

The department has experienced many staffing transitions. Our full time organismal biology faculty has been on reduced load and will hopefully return to full-time in fall 2018. We have had new A&P full-time faculty for two years. She is transitioning to take over all or some of the biology department chair duties, starting fall 2018. We are offering A&P lectures in a new timing sequence, offering both afternoon and evening laboratory classes with a common lecture in the middle, to capture greater student populations. This has been successful; we had 13 more students enrolled in A&P as compared last year. We may want to apply this teaching timetable to our major's biology series, as well.



## **Annual Program Review for Business**

### **Changes Based on SLOs**

The College is in-between software systems and has no way of pulling data to reflect on all three years. However, the department has discussed, on an ongoing basis, the varying degrees of student success with our course-level SLOs. An example of a change made based on anecdotal evidence is in the three-course accounting sequence Fortune 500 projects. The initial significant changes were made in 2016-17 where the various segments of the three projects were separated into their own singular assignments and spread out over multiple weeks in the second half of each course. Based on feedback and comments from the students last year, this year's weekly schedule of project segments was adjusted to allow for a more optimal pace for students to research, write, and submit their work. This year's results, for the first two accounting courses projects, generally appear to be of higher quality than the previous years results. Obviously, it is unwise to simply assume the improved quality is due to the change in the schedules as other factors certainly play into those results, including the cohort of students from one year to the next. However, it is important to note that the overall climate of the classroom environment was less stressful than in the previous year. To be clear, these comments reflect results from the three F2F classes for 2016-17 and the two classes from 2017-18. Additionally, in 2016-17, these projects were fully implemented for the online three-course sequence, which begins in the winter quarter and extends to the following academic year's fall quarter. Similar improvement was evident in the results from last year's cohort that ended this recent fall quarter. Departmental expectations are that this year's cohort, with the adjusted schedule for an optimal pace, will show improvements over the coming quarters. JET continues to review the overall effectiveness of the MyLab software from Pearson Publishing, including the use of the Custom Questions function, which allows for increased flexibility in how we assess our students' knowledge and understanding. This function allows the three-course accounting sequence projects to be offered to our online students in a consistent format. Finally, given the majority of our courses are offered solely online, JET has been using the Camtasia Studio software to enhance the online delivery of course material. This software serves as a vehicle for traditional lectures, case analyses, explanations/applications of EXCEL worksheets, and solutions for various problem-solving assignments. The feedback from students continues to be overwhelmingly positive and encourages JET faculty to explore potential additional applications of this software.

### **Appropriateness of SLOS**

JET faculty members regularly review the specific SLOs in the courses to not only ensure that students are mastering their understanding of the course, but to assess the relevance of these course-level SLOs

to their respective courses, the course content, and their mapping to the program-level SLOs. The department currently follows a two-year SLO assessment schedule, which allows the department to evaluate courses on a timelier basis. However, as noted above, the SLO assessment process is temporarily on hold until the new system is in place and operational.

### **Student Enrollment and Success Trends**

Over the five-year period, 2012-13 to 2016-17, LTCC experienced a decline in Total FTES of 25.7%. In that same period, the Business Department had a Total FTES increase of 7.3%. The College's downward trend is consistent across all data categories except for the DE (Distance Ed) Sections, DE FTES, and DE Duplicated Headcount, which all showed increases of 27.6%, 14.9%, and 24.4%, respectively. Conversely, the Business Department, with its increases across the board, showed decreases in F2F Sections, F2F FTES, and F2F Headcount of 35.3%, 40.8%, and 35.1%, respectively. Given the relatively small numbers in the department, these percentages can be misleading. However, one thing easily identifiable is JET's increasing reliance on offering and scheduling online courses. Clearly, our viability as a stand-alone department is primarily dependent on our continued utilization of the online teaching and learning environment. The course success data indicate an ongoing stability in JET's students' overall success. Over the five-year period, 2012-13 to 2016-17 and across most demographics, JET's success rates have been consistently in the 70-80% range. For example, the female/male success rates have been averaging around 75% for both genders, although for most years, female students have a slightly better rate of success than male students. Similarly, the comparison by modality yields equally consistent course success rates with a slightly better outcome for our F2F course offerings (average around 79%) vs. online (75%). With the introduction of the AS-T Degree in 2012-13, JET has seen an overall stabilization in the number of degrees and certificates offered during the five-year period. From a low of 17 degrees/certificates in 2012-13 to a high of 21 degrees/certificates in 2013-14, this reflects a five-year average of 18.8 degrees/certificates awarded annually. However, in the five years of offering the AS-T Degree, 61.4% of JET's awarded degrees (excluding certificates) are for the AS-T Degree. An interesting aside to this trend perspective is the second-tier degrees in accounting and finance. They are identified as such because these disciplines award the next highest number of degrees accounting with 17 and finance with 5 which when combined equal 22 degrees or 25.0% of all degrees awarded in the five-year period (again, excluding certificates). They are combined because of the Department's new degree concentration format includes an Accounting & Finance concentration. These trends bode well for the department moving forward.

**PSS**

80

### **Equity Gap Trends and Plans**

Over the five-year period, 2012-13 to 2016-17, the female-male ratio has remained relatively stable on average at 53.2% and 46.8%, respectively. The three major demographic groups identified in last year's

APR/AUP White Non-Hispanic, Hispanic, and Two or more races continue to be significant members within JET's student base with 56.2%, 26.2%, and 7.5%, respectively for 2016-17. Once again, the third one, Two or more races, is shared as evidence of the increasingly growing multiracial community and the desire for students to self-identify as such. A fourth group, Asian, has emerged as a more noteworthy member of JET with 6.3%, a 65.8% increase over the five years. However, caution is advised given the relatively small numbers of students represented by these percentages. As for the age categories, JET is seeing an increase in the < 25 age group (52.2% in 2012-13 to 55.3% in 2016-17) which is offset by a decline in the 50 + age category (down from 7.6% to 4.3%). The 25-49 category remained relatively flat for the five years (from 40.2% to 40.3%). The median age, youngest, and oldest categories remain the same over the five-year period. Turning to the success rates over the five-year period, the White Non-Hispanic group showed an increase from a 76.8% success rate in 2012-13 to 83.9% for 2016-17, which is slightly below the average for LTCC as a whole (84.7% - 87.9%) for the same period. The Hispanic group's success rates fair less than the overall college averages for the same group JET is between 63.3% and 68.2% whereas the college's rates range 78.1% to 78.6%. It should be noted that across all racial/ethnic demographic groups, JET students' success rates are lower than the rates for LTCC. It is extremely difficult to draw any reliable conclusions from this data or to infer any relevant factors contributing to these gaps. One thing that does stand out is the significant difference in the sheer number of students being measured. The success rates for LTCC are looking at 11,000-17,000 students per year whereas JET is reviewing data for 500-650 business students (3-4% of total). Given JET's substantially smaller population, these success rates are especially vulnerable to a few under-performing students. With that said, JET is more concerned with monitoring its own year-to-year success rates for the other demographic groups and utilizing the available resources such as Library & Learning Services, DRC, and Equity to help improve our students' overall success.

### **Face-to-Face vs Distance Education Trends and Plans**

The F2F Sections, for both the College and JET, continue to experience a steady downward trend from 2012-13 to 2016-17 with overall decreases 20.3% and 35.3%, respectively. These declines are offset, to some degree, by increases in the number of DE Sections for the College and JET for the same period of 27.6% and 52.9%, respectively. These five-year trends for the College and JET are similar for F2F vs. DE FTES with declines for F2F at 36.4% and 40.8% and increases for DE FTES of 14.9% and 58.1%, respectively. The comparison by modality yields equally consistent course success rates with a slightly better outcome for our F2F course offerings (average approximately 79.2%) vs. online (75.1%). The data also show that for the 2015-16 academic year, those percentages were quite close (78.0% vs. 76.8%) versus other years with significant separation, so there is some volatility in those rates. Retention rates for the two modalities for the 2016-17 academic year show that JET is performing quite well in comparison to the overall College rates. JET's F2F vs. DE retention rates are 95.3% and 87.2%, respectively; whereas LTCC overall retention rates are 94.3% and 88.7%, respectively. In comparing the 2016-17 academic year with the 2015-16 data, JET showed an improvement in its cancellation rates for both F2F and DE. For 2016-17, JET had a F2F cancellation rate of 26.7% (4 of 15 sections) as compared to last year's 35.7% (5 of 14 sections). JET's DE cancellation rate for 2016-17 was 3.7% (one of 27 sections) as compared to last year's 4.2% (one of 24 sections). Data was not available for the College's overall cancellation rates. Additionally, the comparison of JET's average class sizes for F2F (18.3) and DE (15.7) to the college as a whole (13.5 and 17.1, respectively) indicates the continued improvement in the

application of a college-wide flexible and responsive policy for determining cancellations of multiple sections and courses. It is important to note that, currently, JET serves roughly 2.5 times the number of students in its online courses than in its F2F courses. As noted earlier, JET is becoming increasingly dependent on online course offerings. Finally, there are a couple of interesting differences between the JET data and LTCC data worth noting. One, for the 2016-17 academic year, LTCC's productivity was 283.23 (a 1.1% decline from last year's 286.52) whereas JET was 307.47 (a slightly larger, 1.7% decline from 312.79). The department's productivity continues to outperform the College as a whole. Two, LTCC's percentage of full-time vs. part-time faculty for 2016-17 remained constant at 37% vs. 63%, respectively; whereas JET maintains an opposite balance with a 71% vs. 29% balance of full-time to part-time faculty, respectively. JET believes that having a higher profile of full-time faculty contributes to the overall performance of our enrollments and productivity, along with our success, retention, and cancellation rates.

### **Degree Sequence**

JET has developed an appropriate sequence of courses for students to properly complete the required certificate courses in a two-year period. Some of the courses are on an every-other-year schedule in order to develop a sufficient demand for them to meet enrollment requirements and run. Students are directed to take their remaining required courses, for either Business or GE, during the off-year of those other courses. If done properly in accordance with our two-year schedule, students can finish their certificate work in two years. However, it can be a challenge when a course is cancelled due to low enrollments even with a one-year hiatus. The discussion then is about the next step: keep the course on its current every-other-year schedule (meaning another two years) or trying it again the following year so that the current students needing the course will have a more reasonable wait for the next offering. JET has finally received approval of the revamping of its AA Degree Concentrations from the original seven (7) to a modified four (4) concentrations Accounting & Finance, General Business, Management, and Marketing. Furthermore, JET created certificates for these four concentrations in an attempt to cultivate potential students feeding from the certificates (less required units) to the degree concentrations. It was recognized that, for some students, the reverse might hold true, where in their efforts to achieve an AA degree in a specific concentration, they might also earn a certificate in that concentration. Finally, it should be noted that JET intends to monitor the degrees/certificates awarded, student success and retention rates, and course cancellation rates in the upcoming years to assess the overall effectiveness of this new format.

### **Conclusions and Program Improvements**

Due to its relatively small department size, it is extremely difficult to come to any definitive conclusions based on the data provided. However, JET does feel that once the recently acquired eLumen software is fully implemented, the department's program- and course-level SLO assessment data will support our current departmental structure regarding course offerings and the results of student success within those courses. Furthermore, the department engages in a philosophy of continuous improvement where every aspect of what courses we offer, when we offer them, how we offer them, and what is required of students is critically reviewed and analyzed with student success as the centerpiece of that analysis. This

philosophy drove past changes and it will continue to do be the driving force for all future changes and improvements.

### **Staffing**

Yes, at this time, staffing levels are adequate to fulfill the program's purpose. This is true even with one full-time faculty member temporarily reassigned to the DE Coordinator position. For the 2016-17 academic year, JET's FTEF was 0.80 for F2F and 2.15 for DE. Initially, overall FTEF projections for 2017-18 were at 1.20 for F2F and 2.58 for DE. These FTEF will change as courses are cancelled due to low enrollments. Additionally, it is important to remember that the projected FTEF figure includes ISP. The reassigned faculty member's teaching load is being covered by members of our adjunct faculty pool, including some overload by the full-time faculty.



## Annual Program Review for Chemistry

### Changes Based on SLOs

While there have been significant changes to instructional materials, these changes have been primarily as a result of instructor experience and student feedback (as opposed to SLO™s). The current full-time faculty member in this area has not been present long enough to see the effects of his changes measured in SLO data, and as such, he has been assessing the courses personally. This year, the CHM101,102,103 sequence has shifted to using an open-source textbook by OpenStax and Lab protocols that are either freely available or written by LTCC faculty, so the entire chemistry program is now zero-textbook-cost. This has not yet shown any measurable change in enrollment or student success.

### Appropriateness of SLOS

In the past year, the course SLO's were updated to reflect a more detailed view of each course, and to keep the courses compliant with C-ID course descriptors. At this point, the course SLO's are accurately describing the key skills and knowledge gained from each course, although whether these learning outcomes are properly measured is still to be determined.

### Student Enrollment and Success Trends

Initially, the data provided indicate that the low student enrollment of 2015-2016 (28.13FTES/1.33FTEF) is returning to more robust numbers in 2016-2017 (40.39FTES/1.56FTEF). However, the preliminary data collected by the FT faculty member in the area suggest that the chemistry department in 2017-2018 is again experiencing relatively low enrollment (proj. 26FTES/1.38FTEF). This could be due to a scheduling change which changed the term in which certain courses were offered, or it could be due to natural fluctuations in student needs and interest. The data for 2018-2019 will provide more information (by definition), and may precipitate a change in the courses offered at LTCC. This change may include not offering certain courses every year or adding additional STEM major courses at the expense of Allied-Health course that have become superfluous.

### PSS

90

### Equity Gap Trends and Plans

Based on the 2016-2017 data, all measured groups have relatively high success rates (>90%), and there is a small achievement gap between the groups with the highest success rates and those with the lowest success rate. Based on the available data, I believe that all groups are being served well, and time will tell whether changing to a ZTC program will have a measurable effect on the success rate of any specific groups. This will be difficult to measure, however, as I do not have access to any data regarding student socio-economic class (SEC), which should show whether reducing textbook cost has a direct effect on low-income students.

### **Face-to-Face vs Distance Education Trends and Plans**

The department does not offer any DE courses, so there is no comparison to be made in the Chemistry Department.

### **Degree Sequence**

The Chemistry Department schedules its courses adequately, so that a STEM or Allied Health student can complete the required chemistry courses in 1-2 years. This scheduling is done in conjunction with the rest of the Science and Math departments to ensure that required courses do not conflict.

### **Conclusions and Program Improvements**

As described above, the course offerings in the Chemistry Department may need to be reassessed based on the data from the 2018-2019 AY. In addition, the push toward Guided Pathways should allow ample opportunities to map out course scheduling to ensure students can take the courses they need in a reasonable amount of time.

### **Staffing**

No. Due to the difficulty attracting adjunct instructors who meet MQ's, the full-time faculty member has been significantly overloaded in every quarter since he was hired. For example, even with the help of the lab manager in teaching 9 units in the spring of 2017, the faculty member will have taught 66 units in the 2016-2017 academic year, not including the units assigned for department chair responsibilities. While this has been partially mitigated by the shift of the Introductory Chemistry sequence, there will still be a need for a consistent and qualified adjunct instructor, such as the lab manager. The possible FTEF in the department (without any department chair duties) ranges from 1.3-1.6 FTEF per year, with the predicted amount near 1.5 FTEF per year, but the department has consistently struggled to find adjunct applicants who minimum qualifications. It is the opinion of the faculty member that the lab manager job description be rewritten to include 3-9 units each quarter of lab instruction, and that the position be made full time.



## Annual Program Review for Communications

### Changes Based on SLOs

Communications is one of a number of programs within the Humanities that is relatively small, lacks a full-time faculty member, and offers few courses. The current SLOs in the discipline seem appropriate in terms of their measurement. However, as new instructors in the discipline are brought on to teach new sections, the SLOs should be assessed in terms of their value.

### Appropriateness of SLOS

Course and program SLOs appear to be measuring the correct things. The program needs to address declining enrollments in F2F and DE courses.

### Student Enrollment and Success Trends

The review of the current data for Communications enrollments illustrated the following trends: male students (up 4.8%), female students (down -9.7%), African-American students (up 1.8%), Asian students (down -4.0%), Latino students (up 1.8%), and White students (up 5.0%). In terms of age, less-than-25 students (down -13.1%), students age 25-49 (up 9.4%), and students 50 and older (up 3.5%). As is mentioned throughout this AUP, the program has experienced significant enrollment decline across all course sections.

### PSS

80

### Equity Gap Trends and Plans

A review of the current data packets for Communications illustrates the following trends in terms of student success: male students (up 4.1%), female students (down -3.9%), African-American students (up 16.7% and reflective of a small population), Asian students (no change), Latino students (down -8.7%), and White students (up 17.9%). In terms of age, less-than-25 students (down -5.5%), students age 25-49 (up 1.8%), and students 50 and older (up 100%, though a very small population). Some of these student success trends could be tied to the overall enrollment declines in the program. As always, the college should be diligent in terms of assessing the effectiveness of student learning in the program.

### Face-to-Face vs Distance Education Trends and Plans

Overall, Communications enrollments have declined -35.8% FTES (from 2012-2013 2016-2017) and -21.8% (2015-2016, 2016-2017). These are concerning trends in terms of enrollments. F2F enrollments have especially declined over these periods. In a typical year, the program offers 0-1 F2F courses as compared to 4-5 DE courses. The program should address this disparity in terms of course offerings and hire instructors and staff additional F2F courses.

### Degree Sequence

Communications does not offer a degree.

## **Conclusions and Program Improvements**

Currently, there are no planned changes in terms of course SLOs. The program should review the current set of program-level SLOs. For example, the outcome, Apply critical thinking skills to major social, historical, political, and psychological issues, is not appropriate in terms of the program's emphases in mass media, broadcasting, and other communications issues. Overall, they are written at a much too general level and do not detail accurate program-level outcomes in Communications. As well, the program's web site should be corrected in terms of its description: Communication Studies focuses on verbal and nonverbal communications. The word Studies should be struck from this description. The program does not offer a degree and does not have sequenced courses.

## **Staffing**

As detailed throughout the AUP, Communications has experienced significant FTES decline, especially in the F2F modality. The college should consider the hiring of additional instructors so as to improve upon current FTES in the program. COM 122, 125, and 130 should be targeted for additional section offerings in future quarters.



## Annual Program Review for Computer & Information Science

### Changes Based on SLOs

The program is being completely re-designed. Web Development has been shrinking and becoming less relevant in the workforce. A new ITTP-cybersecurity specialist and forthcoming Business Information Worker (BIW) pathway are coming to the college, as per input from business and industry, advisory committees, and student feedback.

### Appropriateness of SLOS

See above.

### Student Enrollment and Success Trends

The current CIS program has seen substantial declines in student enrollments and completions. This has led to a complete program re-design, aligned to CA Community Colleges' Branded Pathways initiatives in ITTP-cyber and BIW.

### PSS

80

### Equity Gap Trends and Plans

There is an opportunity to recruit more traditionally under-represented populations into the programs. One strategy will be through potentially offering the new CIS coursework through dual enrollment at South Tahoe High School.

### Face-to-Face vs Distance Education Trends and Plans

Both F2F and DE offerings are shrinking in CIS, and course retention rates are low.

### Degree Sequence

A new ITTP-Cybersecurity specialist certificate and degree are in the works. The current Web Development certificate leads to low-wage, low-demand employment prospects for students.

### Conclusions and Program Improvements

Numerous stakeholders and staff have concluded that the program was not tenable going forward without a major overhaul.

### Staffing

All courses are currently taught by adjunct faculty, and expect to be so going forward, as more online courses are coming to the program.



## Annual Program Review for Criminal Justice

### Changes Based on SLOs

Criminal Justice is taught by adjunct faculty with extensive experience in the field. Two are full-time faculty members at Hartnell College, and thus they are involved in all curricular updates, course sequencing, textbook updates, etc. The program has seen increased interest recently due to external partnerships, a strong reputation, and the fact that we offer the entire certificate of achievement online.

### Appropriateness of SLOS

See above. We are confident SLOs are measuring what is required for working professionals to gain the skills needed to advance in the field.

### Student Enrollment and Success Trends

The college has seen increased interest in CRJ since an informal partnership was formed with the California Department of Corrections and Rehabilitation (CDCR) a week prior to spring quarter 2017. The program in 2016-17 saw a one-year increase in FTES of 13.4%, and the college has added 2-3 additional CRJ courses per quarter since Spring 2017.

### PSS

80

### Equity Gap Trends and Plans

There appear to be some achievement gaps when looking at the data. For example, while a high percentage of student report Hispanic/Latino/Latina heritage (36% is the lowest percentage over the last 5 years), those students are showing lower success rates (64% in 2016-17) than White and African-American students (85% and 88% respectively in the same year). The one-year data reflects a dip, however, so it could be a temporary anomaly. That said it is worth discussing with instructional faculty to get their feedback on what could be attributing to the difference.

### Face-to-Face vs Distance Education Trends and Plans

Exactly 50% of courses in 2016-17 were F2F, although online course offerings have increased significantly since Spring 2017. Retention rates are much higher in F2F classes (97%) vs. DE (83%), but success rates are only marginally higher for those same courses (79% vs. 74%). Enrollments were larger in the online courses, which is to be expected considering the number of working professionals across California looking to advance in their field through continuing study.

### Degree Sequence

Yes. The certificate and degree have been designed and refined by adjunct faculty who are full-time faculty at other California community colleges. As they make changes and updates at their home institution, they do the same at LTCC. There is an AA in Criminal Justice and an AAT in Administration of Justice, thus the latter aligns to transfer model curriculum in the field.

### **Conclusions and Program Improvements**

The program is strong and interest appears to be very strong. Zero online CRJ courses cancelled in 2016-17.

### **Staffing**

A call for more adjunct faculty was made last spring, and a couple of new adjunct faculty were hired. Staffing levels appear to be adequate, given the strength of the current instructional faculty and their ability to take on additional coursework through LTCC.



## Annual Program Review for Culinary Arts

### Changes Based on SLOs

The Culinary program is being completely redesigned to better align to national standards and to provide increased work-based learning opportunities. All curriculum is being currently examined and cross-walked to American Culinary Federation Standards.

### Appropriateness of SLOS

See above. The answer is "No," as far as providing students the opportunity to learn the skills to move from prep or line cook to Sous Chef. The new courses will be based upon a pre-apprenticeship and registered apprenticeship model, aligned to the ACF standards.

### Student Enrollment and Success Trends

The program has recently seen a precipitous decline. The loss of a full-time faculty member to retirement exacerbated the issue, and lack of meaningful career advancement opportunities has stymied the program's progress. The 4-year change in FTES is -61%.

### PSS

85

### Equity Gap Trends and Plans

More students of color and under-represented groups will be recruited through proposed dual enrollment and enhanced on-the-job training through the apprenticeship program. The largest population is currently white and female, 24 years and younger.

### Face-to-Face vs Distance Education Trends and Plans

All courses are F2F. Retention and success rates remain fairly high, while enrollments and interest has fallen off significantly.

### Degree Sequence

No. The entire program is being redesigned as a result.

### Conclusions and Program Improvements

See above.

### Staffing

A full-time faculty member at the Certified Culinary Educator (CCE) level may soon be required as the program is expected to grow significantly. A CCE advanced-degree culinary professional, with industry experience, is responsible for the development, implementation, administration, evaluation and maintenance of a culinary arts or foodservice management curriculum. In addition, a CCE demonstrates

the culinary competencies of a Certified Chef de Cuisine or Certified Working Pastry Chef during a Practical Exam.



## Annual Program Review for Dual Enrollment

### Changes Based on SLOs

There are currently 37 sections of dual enrollment being offered. The 3 sections of DMA have not changed, but in the last two years two courses have been added to connect with Sports Medicine 1 and 2 at STHS (Emergency Medical Responder and Care and Prevention of Athletic Injuries, respectively), as per input from adjunct faculty. Each year an additional section of the Get Focused, Stay Focused program has been added (currently in the junior year, with a 4th level to be added next fall). In the spring of 2018, a full-time dual enrollment/outreach coordinator has been added, which should assist substantially with communication and support for instructors at the high school, and will help with getting paperwork tracked down and processed through the college.

SLO assessments seem to suggest the instructors are satisfied with the results for DMA and the Sports Medicine-aligned courses.

### Appropriateness of SLOS

SLOs for Get Focused Stay Focused HTR courses were developed prior to launch 3+ years ago. The lead adjunct faculty has proposed the courses to be examined for possible re-sequencing or possibly being embedded into different classes at the high school, which might lead to better outcomes and buy-in from high school instructional staff. All courses are taught by adjunct instructors. We are asking instructors to provide feedback on this.

### Student Enrollment and Success Trends

FTES has steadily increased in the 3 years since dual enrollment has been introduced with STHS and LTCC:

2015-2016: 24

2016-2017: 32

2017-2018: 41 (projected)

Current 2017/18 Enrollments: 566. As enrollments have increased and success rates have been strong, the college and LTUSD are planning a strategic planning meeting to explore continued growth for dual enrollment. The partnership is still in the very early stages, and is poised for substantial expansion.

### PSS

90

### Equity Gap Trends and Plans

There are no noticeable achievement gaps or equity gaps. The data suggest the students enrolled in dual enrollment are more diverse than the overall college student population, thus providing the college with an opportunity to support more traditionally under-served populations.

### Face-to-Face vs Distance Education Trends and Plans

All dual enrollment courses are currently F2F.

### **Degree Sequence**

n/a

### **Conclusions and Program Improvements**

The dual enrollment program provides a tremendous opportunity to for students to explore interests, careers and majors as well as the opportunity to address skill and equity gaps. It can provide a smoother transition from high school to college, the motivation for students to persist and pursue a postsecondary credential or degree, and form a key component of Guided Pathways through college that can save students both time and money.

### **Staffing**

Considering all are taught by adjuncts, instructional staffing levels are currently appropriate, but I anticipate the need for an ongoing, permanent dual enrollment coordinator plus additional support staff in a future fully-staffed Dual Enrollment Office, a la Shasta College or others.



## Annual Program Review for Early Childhood Education

### Changes Based on SLOs

Other than minor adjustments in teaching strategies that typically occur in all courses, there are no significant SLO changes in the program. The following information from the previous AUP for ECE appears to apply to the current AUP: Not many changes have been made to the program based on the assessments except for providing more extensive details about specific assignments. Course sequences were changed but not necessarily because of SLO assessments. These were changed to reflect enrollment trends. The SLOs in ECE courses appear to be measuring the effectiveness of student learning in the program. As always, SLOs should be continue to be monitored in ECE.

### Appropriateness of SLOS

As noted in previous AUPs, ECE courses are aligned statewide with other community colleges through the CAP project. Thus, the current SLOs are in line with state-mandated regulatory requirements. They also appear to be assessing the correct areas in terms of student comprehension and classroom learning.

### Student Enrollment and Success Trends

A review of the current data packets for ECE illustrates the following enrollment trends: male students (up 4.8%), female students (down -9.7%), African-American students (up 1.8%), Asian students (down -4.0%), Latino students (up 1.8%), and White students (up 5.0%). In terms of age, less-than-25 students (down -13.1%), students age 25-49 (up 9.4%), and students 50 and older (up 3.5%). At this time, it is not possible to determine if these changes are program specific or related to other community- and college-wide trends in terms of demography. The college should continue to monitor other demographic changes that are noted in future AUPs. On a positive note, the slight increase in male student enrollments meets the stated goal from the last AUP in terms of increasing this population's presence in ECE.

### PSS

85

### Equity Gap Trends and Plans

A review of the current data packets for ECE illustrates the following trends in terms of student success: male students (up 4.1%), female students (down -3.9%), African-American students (up 16.7% and reflective of a small population), Asian students (no change), Latino students (down -8.7%), and White students (up 17.9%). In terms of age, less-than-25 students (down -5.5%), students age 25-49 (up 1.8%), and students 50 and older (up 100%, though a very small population). The decrease in the Latino success rates should be monitored, particularly if these rates increase in the future. As well, the connection of this data to a stated goal in the last AUP's Double the number of underrepresented students (males, non-English speaking, and displaced homemakers) participating in ECR program by Spring 2017 should be analyzed. At this time, there appears to be no way to measure data relative to the displaced homemaker population. As noted in the last AUP cycle, Student success and retention remain high

overall, surpassing the college overall, so there is confidence that the ECE program's overall approaches to monitoring and acting on student success are effective.

### **Face-to-Face vs Distance Education Trends and Plans**

As noted in 2016-2017 AUP data, Courses offered in the ECE department are fairly equally distributed between F2F and DE. This fact remains true in the current AUP year. The program should be commended for its diligence in terms of balancing the DE and F2F offerings in ECE. The population served by the program includes students who are either part-time or single parents (or both), and thus it is important to offer courses that meet these students' life needs in flexible senses. Course cancellations have been low due to effective scheduling approaches. The program and college should monitor this balance of offerings in the future. In Spring 2018, the program has course offerings of 57.5% in F2F and 42.5% in DE modalities. This is a very good balance of offerings.

### **Degree Sequence**

The ECE program offers a certificate, an AA degree, and an AsT degree. According to the last AUP, the program initiated a series of curricular scheduling changes that focuses on providing core course offerings that will better guarantee students' abilities to finishing their certificate and degree pathways. The success of these initiatives should be monitored over the next AUP cycle. As well, as the college moves towards a more robust guided pathways approach throughout the college and its programs, ECE should investigate whether or not a guided pathways approach may be of benefit to the program. Particularly with the breadth of course offerings and the variety of certificate and degree options, there is opportunity to investigate the program's mission and its connection to a guided pathways approach. One new course that may increase some of the opportunities of degree-seeking students in ECE is a planned PSY 109, Lifespan Development, course. This course is slated to begin in Spring 2019.

### **Conclusions and Program Improvements**

The ECE program continues to be a strong and viable program. Program and course SLO assessments are current and effective in terms of measurement. Courses are mapped to both PLOs and ILOs appropriately. Success rates and retention continue to be strong.

### **Staffing**

In terms of Spring 2018 scheduling, the ECE program has a cadre of qualified instructors for both the F2F and DE courses in the program. A goal of the 2016-2017 AUP was: The college may want to look into replacing the FT position in some way with possible reassigned time to direct the CDC and other child development programs such as TPNS. This appears to be a global goal that has budgetary implications. The college should continue to assess the viability of this full-time position in the future and include it in subsequent AUP goals if appropriate.



## Annual Program Review for Education

### Changes Based on SLOs

The Education course offerings are primarily in the tutoring-related courses, especially those in Mathematics and GED preparation. As a result, the SLOs are often related to students' success in courses in which they needed supplemental assistance. While it is challenging to measure SLO success in these longitudinal senses, the college should continue to monitor course offerings and SLO assessment results. As is the case with many programs that lack a full-time faculty presence, the Education program experiences challenges.

### Appropriateness of SLOS

The SLOs for Education courses appear to be measuring the appropriate things. As always, they should be monitored in the future.

### Student Enrollment and Success Trends

In terms of the review of demographic data in EDU, the following changes from the 1016-2017 AUP were noted: male students (down -6.5%), female students (up 6.5%), African-American students (no change), Asian students (up 2.7%), Latino students (up 0.6%), and White students (down -0.6%). In terms of age, less-than-25 students (up 1.9%), students age 25-49 (down -1.5%), and students 50 and older (up 0.5%). The data indicate overall positive enrollment trends with small increases in most of the measured populations. The college should continue to monitor the enrollment data of Education. It should be noted that while these year-to-year enrollments changes suggest a positive trend, the numbers in EDU course enrollments have been historically quite low. Thus, the relative increase of enrollments in the mentioned demographic populations are reflective of shifts occurring within already low student populations. Overall, EDU struggles in terms of its enrollments. Since 2011, the highest enrollment in an EDU (100, 110, 110M) course has been 8 students, with most courses averaging between 3 and 5 students. These are challenging numbers in terms of program sustenance.

### PSS

80

### Equity Gap Trends and Plans

A review of the current data packets for EDU illustrates the following trends in terms of student success: male students (no change), female students (no change), African-American students (no change), Asian students (data unavailable), Latino students (no change), and White students (data unavailable). In terms of age, less-than-25 students (no change), students age 25-49 (no change), and students 50 and older (no change). In reviewing this success data, three concerns should be acknowledged. First, in some demographic areas, data were unavailable. Second, the data that were available reflected as no change as the success rates tracked from 2015-2016 to 2016-2017 were all indicated as 100% success. Third, the program has relatively low enrollments. As an example, in 2016-2017, F2F unduplicated headcount measured at only 36 students, with generated total FTES of 3.10. It is clear that the Education program is a low-enrollment-producing program.

### **Face-to-Face vs Distance Education Trends and Plans**

Currently, courses within Education are only offered in the F2F modality. This is likely due to the fact that many, if not most, of the Education offerings are supervisory tutoring courses. A review of Education offerings indicates that EDU 100, Introduction to Elementary Classroom Teaching, was low enrolled with only 4 students in Fall 2017. Similarly, EDU 110 (Tutoring Methods) and EDU 110M (Math Tutoring) have experienced cancellations. Enrollments for both courses have averaged around 3-5 students. It is clear that EDU courses are underperforming in terms of enrollments.

### **Degree Sequence**

There are no sequenced courses to address. The Education program does not offer a degree nor do its courses connect to other degree pathways. Of note is that the program recently created a new EDU 100 course (Introduction to Elementary Classroom Teaching). This course was designed to meet local training needs. At this time, it is a low-enrolled course.

### **Conclusions and Program Improvements**

The courses offered in Education are often self-paced, so there are some challenges that have been identified in the 2016-2017 AUP relative to tracking SLOs. Overall, the EDU program appears to be on track in terms of SLOs. Again, it should be noted that the program has relatively low enrollments at Lake Tahoe Community College.

### **Staffing**

Staffing appears to be adequate for these courses in Education. DRC and other offices should be consulted to determine the quality of staffing in Education. Changes should be made as identified and needed in the program. With the development of the new EDU 100 course, staffing should be assessed in this new curricular area. As mentioned earlier, the EDU appears to struggle with enrollments in all of its curricular offerings. The costs of the program should be assessed and a consideration of how well the program is meeting the educational missions of the college should be determined.



## Annual Program Review for English

### Changes Based on SLOs

Last year, key changes were made to textbooks, teaching strategies, and lower-cost materials for the classroom. These changes need time to generate results. Some of what is reported here was reported last year: One of the things we've learned is that because a given approach doesn't work in one class of students doesn't mean it won't work in another. An SLO would have to result in long-term failure to warrant change. One area of the SLOs where students are often challenged is in the area of critiquing student work (English 101 and 103). However, they often write in evaluations that this is the part of a course they gain the most from in terms of new knowledge and skill. I've (O'Laughlin) increased this aspect in both my 101 and 103 courses but the increase in number of students in the course (20 to 25) has made it more challenging to discuss all student work in class as thoroughly as I would like. Another change I've made is the transfer of fiction readings to non-fiction readings. This was directed by the state CA-ID descriptors for English 101. At first, this change looked like it might need to eliminate the need for the "literary terms" part of our 101 SLOs. But those terms have become the "patterns of development (description, narration, exemplification, comparison-contrast, cause-effect, argument). This has, in one way, shifted focus on the terms more into the areas of writing than reading. Last year, I shifted my grading system from an ABCF pattern to the SLO pattern of 40. Before that I found that more and more of my energy is wasted on determining if a paper is a 91 or an 88, for example. In my attempts to find better ways of assessing, I've shared old ACT essays with my students that have been scored 1, and they do seem to like this level of assessment better. As of this year (2018), I've abandoned the SLO grading method as it did not translate accurately into an overall grade for the course. The major change I've made this year to teaching strategies is to present the first part of the course as a credit-no credit achievement. In this way, lower scores are not as discouraging to those students that may be struggling. This gives them feedback on what they will need to pay particular attention to when the work begins to get "graded" (around the fifth week of the quarter). I should add there's never been a quarter when I haven't changed how I conduct my class, usually in the areas of both assignments and how they are assessed. This is always going on among all instructors at the course level.

### Appropriateness of SLOS

I believe we are measuring the right things. Our SLOs connect clearly to our curriculum outlines. We now have a new full-time instructor in the English department and this will add a new perspective for the future.

### Student Enrollment and Success Trends

Over the past five years, we've continued to see declining enrollment. Only two AAs in English were earned from 2013-2016. However, we had 3 earned last year (2016-2017). Success has remained relatively steady over the five year period. For the first time in many years, I am teaching a 200 level course, and I discovered there are six students in that course that claimed their favorite subject is English. Several of them are pursuing the English major. We'll see if this results in further increased degrees for our program.

**PSS**

80

### **Equity Gap Trends and Plans**

Of the individual ethnicities called out in the data, the difference in success rates was very slightly down over the past year. Language and correctness and clarity in writing is often the skill that holds students back from achieving higher scores on written assignments. Raising the level of importance of achievement in non-writing areas could contribute to an increase in success. For example, objective/recognition assessment or full crediting for classroom activities not based in writing but in critical thinking could be a method used. As mentioned in a previous question, the introduction of credit-no credit assessment early in a quarter might help address this gap.

### **Face-to-Face vs Distance Education Trends and Plans**

Enrollment is slightly up in F2F courses and in DE courses (F2F 53.98 to 58.65 and DE 26.45 to 27.23). Cancellation of classes is higher in F2F (DE had 0% cancellation in 2016-2017). Retention in F2F and DE is almost the same over the past two years at 91.3% (88.4 previous year) and 89.4% (89.5 previous year) respectively. Success rates are very similar. As reported last year, cancellations should drop as we're now offering fewer sections and more sections were are offering are opening as BLIND sections (they will open when other sections are filled). This has worked out very well this year in cutting down on cancelled sections of courses. However, this can't be applied to single section courses required for upper level courses in the English major. I don't actually see any "trends."

### **Degree Sequence**

This year, we have implemented a new two-year plan with a guaranteed pathway to completing the major in two years. Although last year we reported that doing this might require that we let certain courses go with very small numbers, this year, the 206 course had over twenty students enrolled. We're hoping this is the result of not offering more than two 200 level courses per quarter, and always in two different categories required to fulfill the major. Hopefully, these higher numbers will create a trend.

### **Conclusions and Program Improvements**

Within our department, historically, there have been two modes of thought: 1) we must find ways to grow our English major; 2) The school is just too small to make this possible. When we were a larger department, we had a number of advocates (instructors) for the major. These instructors shared with their students the path to achieve an English major. We are showing some improvement in producing degrees as indicated by an earlier statement. However, within the classes themselves, ignoring the issue of English major, we're on the right path. If we were a larger school, we could probably create all sorts of changes to grow and create, but given we are small and what we are tasked to do, we're succeeding.

### **Staffing**

Last year, I reported that the English department has been understaffed for years in the area of full-timers. This past year, we did add a full-time position in English. But now, we are losing another with Suzanne Roberts' planned resignation at the end of the academic year. Since our numbers are still in a

shrinking mode, we realize there's little chance of having her replaced any time soon, so next year, we'll be back where we were during the preceding years. We have had a satisfactory adjunct pool of instructors, but we're now having some trouble scheduling instructors for the future since we've gone to more blind sections and fewer sections overall. Adjuncts no longer have a choice of time blocks or days to teach, and it can be harder to get an adjunct instructor to commit to the school for only one possible class (if the section is blind). We've hired new instructors over the past year. So although our adjunct staff is strong in terms of numbers, it is not overloaded with experience. There is very little reassigned time in our department other than that for department chair: 7.5 units per year. The Incarcerated Student Program has also taken me (O'Laughlin) out of one F2F class per quarter, but I would put that in the same category as online instruction. Students are still being served; it's just a different demographic of student.



## Annual Program Review for English As a Second Language

### Changes Based on SLOs

Based on SLO assessment results, the ESL program has added in several new courses; ESL Conversation, ESL Writing and higher level ESL Pronunciation. In addition, instructors are adding in more "free-flowing" conversation instead of scripted conversations. This allows the students to engage in conversations that are realistic.

### Appropriateness of SLOS

I am satisfied with the SLOs.

### Student Enrollment and Success Trends

We have seen a drop in enrollment. We believe that some of the reasons are; a change in the political scene, deportations, people moving out of the area and fewer Latinos moving into the area.. We are working on more outreach and looking at expanding the International Education program.

We have not awarded any ESL certificates, as students struggle to reach the level required in the computer class. We are partnering with ADVANCE to offer online computer tutoring to help students with their English level and also to assist in computer keyboard familiarity.

### PSS

1

### Equity Gap Trends and Plans

Our students struggle with finding time to attend classes. Many students have families and are working several jobs to cover living expenses. We are surveying students to see if childcare is a need. Having free bus service has been a great help for the ESL students. I schedule classes at different times and on different days to accommodate the students' schedules. Also, we have several courses of 3 hours a week to allow for flexibility of study. Students who are undocumented find it difficult to continue their studies as attending the credit course is cost prohibitive. I would like to see all people who live in California be able to receive in- state tuition. Having an accessible and central location on campus, such as the former TLC, is very helpful for the students. It is then easy for students to access the One Stop, the ESL office, the Commons and other campus areas.

### Face-to-Face vs Distance Education Trends and Plans

Not applicable.

### Degree Sequence

We have not awarded any ESL certificates, as students struggle to reach the level required in the computer class. We are partnering with ADVANCE to offer online computer tutoring to help students with their English level and also to assist in computer keyboard familiarity. I plan on offering the computer class in the next year and a half.

### **Conclusions and Program Improvements**

As stated, I believe that the Course SLOs accurately measure the course content.

We make changes to the curriculum offerings and course sequencing based on assessments and surveys.

We still struggle with retention and continue to meet with students, staff and community members to address this.

### **Staffing**

Everyone who works in the ESL/HSE program is part time. Yes, staffing levels are adequate. At this time the 15 hour per week Program Technician is covered through monies through SSI.



## Annual Program Review for Environmental Technology and Sustainability

### Changes Based on SLOs

The Environmental Science Department (EVS) has undergone a dramatic expansion over the past three years. The new Environmental Technology and Sustainability (ETS) AA degree and certificate program were added under the EVS department in 2015-2016. Four new core courses were added in 2015-2016, and one was removed. The former EVS 101: Introduction to Environmental Science was split into two courses, EVS 102: Environmental Science, System Dynamics and EVS 103: Environmental Science, Human Impacts.

The new ETS AA degree and certificate programs have an internship component. There is now a greater collaboration with the community (e.g. state and local agencies, non-profits, and private businesses) to find and fill internship positions. There is also a clear path from the local high school's environmental science classes and Green Team club to LTCC's EVS/ETS programs.

Three additional EVS courses were added in 2017-2018, in partnership with the Lake Tahoe Unified School District. These special topic courses are being piloted at a local K-5th grade elementary school, the Lake Tahoe Environmental Magnet School, and are designed to teach the teachers about the newly implemented Next Generation Science Standards (NGSS) and STEM/STEAM (science, technology, engineering, arts, and math) teaching techniques. It is hoped that this collaboration with LTUSD will continue and expand in 2018-2019 to include STEM/STEAM instruction for elementary teachers from the other three local schools and to students in our own Early Childhood Education (ECE) program.

All of the EVS courses have been switched over this past year to Online Educational Resource (OER) courses. There are Zero Textbook Cost (ZTC) pathways in the EVS/ETS programs. There are still reference textbooks in use, but are supplied to the students during class time and are on reserve in the library.

EVS 101 was taught in a "flipped" model since there was an excess of material to cover, but since being divided into two courses, EVS 102 and EVS 103 have gone back to a regular classroom setting. We still incorporate "place-based" learning into all our courses and travel within our local community for hands-on and field experiences.

We have been very fortunate to have received grant monies in two different years from the CA North Region Deputy Sector Navigator for Agriculture, Water & Environmental Technologies. We received a total of \$35,000 for equipment and \$5,000 for marketing materials. For marketing purposes, we produced a brochure, a "pathways to completion" course flyer, submitted newspaper articles, appeared on local television programs, created a video for the college website, and created ETS steering committee.

As EVS/ETS is a new department, with only adjunct instructors, there had been no assigned space specifically for EVS equipment. With so much equipment coming into the biology department, there was no storage room. Fortunately, we have been able to take over a portion of the vacuum pump room off of the science gallery area to store our field material and science kits. This is probably not a permanent storage solution, but we are appreciative for what we have.

With some of the equipment funds, we purchased an impressive 74-inch InFocus LED, high definition television, located in the Science Gallery. The interactive TV is currently loaded with programs such as Google Earth, our local weather station, and LiDAR (light detection and ranging) data from around the lake. We are building a list of what programs we would like to feature on the TV for ETS faculty and student use. Other LTCC departments are eager to use the TV too, and are envisioning 3-dimensional anatomy and physiology displays and 3-dimensional chemical structure renderings.

### **Appropriateness of SLOS**

The current SLO's are very new and so far seem to be measuring the "right" things. As our program grows and expands, we may have to revisit the SLO's and make adjustments. We do not recommend any changes to the SLO's this year.

### **Student Enrollment and Success Trends**

We only see data for the most recent two years, since the creation of the new ETS AA degree and certificate program. The previous data, from before the ETS AA degree and certificate programs were created, when we only had one environmental science course, EVS101, is not present.

FTES increased almost 52% from 2015-16 to 2016-17. All our courses are F2F. We had our first graduates from the new ETS program. In 2016-17, there were 2 AA degrees with a Biological Resources emphasis, 1 AA degree with a Physical Resources emphasis, and one certificate awarded with a Physical Resources emphasis. Our four core courses have increased in student numbers, so that should translate into more degrees and certificates awarded.

### **PSS**

80

### **Equity Gap Trends and Plans**

The program has had more male students enrolled than female students for both years.

Females were significantly more successful than males in 2015-16 (94% vs. 77%), but the rate of success evened out in 2016-17 (about 84% for both groups). White Non-Hispanic enrollment is almost double that of other racial groups (28:12 and 42:21) in both years measured. A majority of the students are under 25 years of age, followed by students between the ages of 25 and 49. Students success rates are highest, though, in students over age 50, followed by those aged 25-49 and then by students under age 25.

### **Face-to-Face vs Distance Education Trends and Plans**

The EVS/ETS programs are currently only taught F2F. That may need to change in the future to increase LTCC FTES numbers. However, with the emphasis we place on "place-based" learning in our own amazing backyard environment, it is hard to imagine DE offerings being as educational and rewarding as the F2F courses we currently offer.

## **Degree Sequence**

The EVS/ETS AA degree and Certificate programs are offered in a sequence such that students can take the four core classes within one academic year. This enables students applying for the ETS Certificate to be able to complete the program in one year and those students applying for the ETS AA degree to finish all classes within two years. The four core classes are always offered within the same year, every year. Students then need to take additional courses in their emphasis and work internship hours to complete the program.

## **Conclusions and Program Improvements**

As this is a relatively new program, we are still in the assessment phase. So far, we are pleased with our SLO data, our course sequencing, student success rates, and degrees/certificates awarded. We hope our upward trends continue.

## **Staffing**

Our staffing levels have not been adequate these past three years. There are some extenuating circumstances, however. There were only 4 faculty who met minimum qualifications to teach EVS courses, Kathy Strain, Sue Kloss, Kim Gorman, and Madelyn Rios. We had a few applicants that did not meet minimum qualifications. We had four new EVS core courses that were developed for the start of the new ETS program in 2015-2016. Some of the courses were to be taught by Kim Gorman and Madelyn Rios. Unfortunately, our Biology faculty, Sue Kloss, was in a car accident and has been on reduced load ever since. In fact, she missed much of the 2015-2016 school year and has taken several quarters off completely. Our two EVS adjuncts, Kim Gorman and Madelyn Rios were reassigned to cover Sue Kloss's load, leaving EVS courses without an instructor. We also have three new EVS courses, started in 2017-18, in partnership with our local K-12 school district, teaching their teachers how to teach STEM classes as directed by the new Next Generation Science Standards, that are further taxing our adjunct load. All our adjuncts have been overloaded during the past 3 years with either biology or EVS classes.

In addition, there is no full-time faculty in the EVS department. All faculty department duties are being done by the EVS science specialist, who is 20% EVS and 80% biology, in charge of the science laboratory and laboratory set-ups. The faculty association is in the process of assigning and reassigning department lead units for all LTCC and will be assigning some to the EVS/ETS department, per current faculty president Cathy Cox.



## Annual Program Review for Fire Science

### Changes Based on SLOs

SLO assessments seem to suggest the instructors are satisfied with the results. There are no current suggestions for improvement, other than continued new course offerings through the college's partnership with the South Bay Regional Public Safety Training Center.

### Appropriateness of SLOS

SLOs were examined during the previous full-time faculty member's brief tenure in order to comply with new CA State Fire Marshal requirements and standards. All courses are currently taught by adjunct instructors. If they feel they need to change, the administration will support their efforts as we move forward with increased public safety offerings.

### Student Enrollment and Success Trends

Fire Science enrollments and FTES have increased steadily over the last 5 years (duplicated headcount is up 32% in the interval). Course retention and success rates are consistently high. The program is strong and growing.

### PSS

85

### Equity Gap Trends and Plans

The Fire courses are predominately populated by white male students, tracking the overall demographics of the field. The numbers of Hispanic/Latino/Latina track the college's percentages the mid-20's%, but lag the overall community numbers. Efforts are underway to attract more under-represented populations through outreach to the high school and through Generation Green, etc.

### Face-to-Face vs Distance Education Trends and Plans

The vast majority of courses are offered F2F. DE retention and success are lower than the F2F, which may be explained by the strong cohorts formed in the F2F courses. The N is very small though, so it could be one (1) student not completing the course that brings the numbers down.

### Degree Sequence

The numbers for certificates are strong, degrees less so, which can be explained by the fact that an associate's degree is not required to get into the field. (It can be more important for individuals wishing to move higher in the ranks. The tracks were recently updated by the State Fire Marshal's Office, but they appear to be offered and sequenced in an appropriate manner.

### Conclusions and Program Improvements

We will continue to dialogue with our partner programs through participation in the annual Fire Summit and to communicate and work with local agencies. We are fairly well-connected with City of South Lake,

Tahoe Douglas, Lake Valley, CALFire and the US Forest Service, and try to respond to our instructors' suggestions to improve outcomes, as they are working professionals in the field.

**Staffing**

Staffing levels are currently adequate, as we added Administrative and Training Coordinator(s) hours last year and into the next, supported through Strong Workforce Funds. We have just added a Public Safety IA designation at \$20/hr, in line with the AIARE IA compensation, to attract and retain more working firefighters and to provide commensurate compensation with training and experience.



## Annual Program Review for Fitness Education Center

### Changes Based on SLOs

We have not made substantive changes to the Fitness Education Center courses in based on SLO assessment results over the past year. A This is because we still have a relatively small pool of assessment data

### Appropriateness of SLOS

I believe that the course and program SLOs are still measuring the correct things. Although no changes are planned to existing courses, we will be expanding our menu of courses to better meet some under served segments of the community in the near future.

### Student Enrollment and Success Trends

Our enrollment is continuing to trend down sharply, consistent with, but at a greater rate than, the college wide drop. Our larger magnitude of decline is likely attributable to the stricter repeatability rules that have been in effect during this time frame. The adverse impact of restricted repeatability has likely compounded since restrictions were enacted. In addition, scores of prospective students over the past four years have indicated that they encountered difficulties navigating the registration process. This has contributed to the widespread perception that signing up of classes at the college is somewhere between a big hassle and prohibitively difficult for periodic or part-time prospective students. In addition, while our tuition has inched up, the cost of access to local private and sector fitness centers has remained flat or in some cases, decline. The prolonged and continued drop in campus-wide and Fitness Education Center course enrollment is a serious threat to the ongoing success and fiscal viability of the program. While the facility also serves employee users, and generates apportionment revenue from Physical Education Athletics and from Community Education participants the primary revenue source is positive attendance based apportionment from the instructional arena. Our student success rate dropped from approximately 71% in 2015-16 to 65% in 2016-2017. This drop year over year drop could be due to random fluctuation.

### PSS

65

### Equity Gap Trends and Plans

The percentage of Hispanic participants in our program increased in 2016-2017 to 32.5% as compared to averages ranging from 20% to 26% over the previous four years. The previous four-year average is consistent with that of the college as a whole while our most recent year is somewhat higher. The two demographic groups with enough participants to make a potentially meaningful comparison regarding success rates are white/non-Hispanic and Hispanic during the period in question, the successful passing rate for the white non-Hispanic group exceeded that of the Hispanic group by about 11% on average.

This is inexplicable to me. I will seek guidance from my Dean on what measures, if any, should be undertaken to address this gap.

**Face-to-Face vs Distance Education Trends and Plans**

We do not offer DE course in the Fitness Education Center.

**Degree Sequence**

This is not applicable to the Fitness Education Center.

**Conclusions and Program Improvements**

Although of course it would be great to have even higher success rates, in light of the fact that fitness center participants in general have notoriously low adherence rates, I believe ours is still satisfactory

**Staffing**

Staffing levels are still at the minimum to maintain faculty level line of sight instruction in order to qualify for apportionment. In light of our enrollment levels, they are adequate.



## Annual Program Review for Geography

### Changes Based on SLOs

Courses are continually modified to enhance student learning. Audio/visual materials, lab activities, and delivery methods are regularly modified as a result of student feedback. This happens on a quarterly basis (with or without actual SLO data). Programs funds are used to purchase supplies and equipment to enhance student learning.

### Appropriateness of SLOS

SLO's were adequate, but in reality, I was tired of them. They were narrow and did not allow an instructor the flexibility to test on a variety of topics to inform their practice. New SLO™s were created this year. I hope that they will afford an instructor greater flexibility when assessing student learning.

### Student Enrollment and Success Trends

Due to the small size of the department, an overall change in a few students is not statistically significant. In general, trends have remained the same (more or less flat). Any FTE increases or decrease can be linked to Statewide trends or linked to the number of courses being offered in any given quarter (sometimes a function of staffing and not necessarily correlated to other factors). The Natural Science AA, Geology AS-T, Geography AA-T, and the new Environmental Technology and Sustainability degree and new Elementary Teacher degree could help increase student interest in these courses if the degrees were marketed appropriately.

### PSS

80

### Equity Gap Trends and Plans

The success of Hispanic students is roughly 75% versus 85% for non-Hispanic students. I don't know what is contributing to this achievement gap, but I would be curious to see how the gap in scientific disciplines compares to that of non-science disciplines at LTCC. I also see greater student success in the 25-50 age category. It is possible that a younger, more immature student does not value education the same way that an older student does (i.e. the completion rate for students under 25 might be a function of powder days). Early intervention might help younger students persist, but success in higher education might just be a matter of timing (age). I would also guess that the lower success rates for 50 and older students, are because they are taking classes for fun, and are less concerned about completion.

### Face-to-Face vs Distance Education Trends and Plans

DE enrollments are high due to the ability to pool students from all over the state. Flexible course hours in DE allow students to attend school when it is most convenient for them. Some DE courses see higher enrollments due to the fact that there are a limited number of approved online lab courses. Some lab courses are difficult to offer in an online setting, so the online labs we do have are more likely to see high enrollments. However, DE retention and success rates are lower than face-to-face course offerings

for reasons that are obvious to students and instructors alike. Students learn better and are more successful in a face-to-face environment.

### **Degree Sequence**

Degree options are offered both online and face to face (alternating day and night) throughout the year to give students opportunities to complete their degree requirements in a timely manner. There is never a quarter where students could not fulfill an Area 5 GE requirement. The courses in this discipline can be used to fulfill degree requirements, but many of them are not mandatory. The GIS certificate is offered in a logical progression for certificate completion.

### **Conclusions and Program Improvements**

Future course offerings (beyond the 2-year plan) are provided to LTCC counselors to assist in student planning. This information needs to reach students in order for students to achieve their academic goals in a reasonable amount of time. For the future, it would be helpful to know when my courses conflict with other similarly offered GE courses in the same time block (or even the same day or quarter) to reduce competition for the same student's interest.

GIS was offered as a 50% Hybrid course in 2018 (the class time went from a 4-hour time block to a two-hour time block) and the enrollment nearly doubled. I wonder what would happen if it was offered 100% online? Technological support and funding is necessary to make this possible.

### **Staffing**

Staffing levels are currently appropriate to fulfill the purpose of the program. However, I am interested in trying to grow our offerings in GIS (i.e. advanced courses offered in a condensed format or as a short weekend-style course) and develop a more robust GIS certificate program. This is totality dependent upon our technological ability to offering some of these classes in a hybrid or online format.



## Annual Program Review for Geology

### Changes Based on SLOs

Courses are continually modified to enhance student learning. Audio/visual materials, lab activities, and delivery methods are regularly modified as a result of student feedback. This happens on a quarterly basis (with or without actual SLO data). Programs funds are used to purchase supplies and support field excursions to enhance student learning.

### Appropriateness of SLOS

SLO's were adequate, but in reality, I was tired of them. They were narrow and did not allow an instructor the flexibility to test on a variety of topics to inform their practice. New SLO™s were created this year. I hope that they will afford an instructor greater flexibility when assessing student learning.

### Student Enrollment and Success Trends

Due to the small size of the department, an overall change in a few students is not statistically significant. Taking that into consideration, trends have remained the same (more or less flat). Any FTE increases or decrease can be linked to Statewide trends or linked to the number of courses being offered in any given quarter (this could sometimes be a function of staffing, and not necessarily correlated to other factors). The Natural Science AA, Geology AS-T, Geography AA-T, the Environmental Technology and Sustainability degree, and the new Elementary Teacher degree could help increase student interest in these courses if the degrees were marketed appropriately.

### PSS

80

### Equity Gap Trends and Plans

The success of Hispanic students is roughly 75% versus 85% for non-Hispanic students. I can only speculate on the factors contributing to this achievement gap, but I would be curious to see how the gap in scientific disciplines compares to that of non-science disciplines at LTCC. I also see greater student success in the 25-50 age category. It is possible that a younger, more immature student does not value education the same way that an older student does (i.e. the completion rate for students under 25 might be a function of powder days). Early intervention might help younger students persist, but their success in higher education might just be a matter of maturity. I would also guess that the lower success rates for 50 and older students, are because they are taking classes for fun, and are less concerned about completion.

### Face-to-Face vs Distance Education Trends and Plans

DE enrollments are high due to the ability to pool students from all over the state. Flexible course hours in DE allow students to attend school when it is most convenient for them. Some DE courses see higher enrollments due to the fact that there are a limited number of approved online lab courses. Some lab courses are difficult to offer in an online setting, so the online labs we do have are more likely to see high enrollments. However, DE retention and success rates are lower than face-to-face course offerings

for reasons that are obvious to students and instructors alike. Students learn better and are more successful in a face-to-face environment.

### **Degree Sequence**

Degree options are offered both online and face to face (alternating day and night) throughout the year to give students opportunities to complete their degree requirements in a timely manner. There is never a quarter where students cannot not fulfill an Area 5 GE requirement. The courses in this discipline can be used to fulfill degree requirements, but many of them are simply electives.

### **Conclusions and Program Improvements**

Future course offerings (beyond the 2-year plan) are provided to LTCC counselors to assist in student planning. This information needs to reach students in order for students to achieve their academic goals in a reasonable amount of time. For the future, it would be helpful to know when my courses conflict with other similarly offered GE courses in the same time block (or even the same day or quarter) to reduce competition for the same student's interest.

### **Staffing**

Staffing levels are currently appropriate to fulfill the purpose of the program.

Staffing levels are currently appropriate to fulfill the purpose of the program. The workload in the Physical Science Department is currently split between the Earth Science Department and the Physics Department. This makes budgeting, scheduling, interpreting student data, and writing these reports difficult. We need to investigate a way to make this easier.



## Annual Program Review for Humanities

### Changes Based on SLOs

As is the case with some of the other programs that lack a full-time faculty presence, Humanities courses have been offered in a typical pattern, and, almost exclusively, in the DE modality. At this time, changes have not been made to textbooks. As trends continue to be noted, appropriate changes in teaching strategies should be considered.

### Appropriateness of SLOS

The current SLOs in Humanities appear to be measuring the correct things. As always, SLO results should be monitored and adjustments to pedagogy, classroom materials, and readings should be made as necessary.

### Student Enrollment and Success Trends

The current-year data for Humanities indicates the following trends in terms of student enrollment: male students (down -0.7%), female students (up 0.7%), African-American students (up 3.1%), Asian students (up 6.0%), Latino students (down -10.6%), and White students (down -0.3%). In terms of age, less-than-25 students (up 4.6%), students age 25-49 (down -7.5%), and students 50 and older (up 2.9%). As noted in this AUP document, Humanities has experienced FTES declines in both F2F and DE modalities, so some of the trends reflected in the demographic enrollment data may be connected to other issues. The decline in Latino enrollments should be monitored in the future.

### PSS

80

### Equity Gap Trends and Plans

A review of the current data packets for Humanities illustrates the following trends in terms of student success: male students (down -0.7%), female students (down -5.0%), African-American students (down -100.0% and reflective of a small population), Asian students (up 50.0% and reflecting a small population), Latino students (down -3.1%), and White students (down -1.3%). In terms of age, less-than-25 students (down --0.2%), students age 25-49 (no change noted) and students 50 and older (no change noted). The overall trend of student success in the Humanities is heading downward, and the college should investigate the nature of this trend. As noted throughout this AUP, the college should determine the role of the Humanities in terms of the larger missions of Lake Tahoe Community College.

### Face-to-Face vs Distance Education Trends and Plans

As noted in the previous AUP, Humanities courses are offered, nearly exclusively, in the DE modality. In 2018, HUM 107A, Spanish Life and Culture, was deactivated. HUM 101, 102, 103 follow a quasi sequence in that the first course relates to the ancient world and the last one to the modern world, thus, there is some need to sequence the courses when they are offered. The suggestion is to offer HUM 101 in Fall, 102 in Winter, and 103 in Spring. HUM 105, Mythology, was taught by a previous instructor at the college who has retired. It is a course that could likely be considered for deactivation. It should be

noted that it would not be possible to inactivate HUM 101, 102, or 103 without inactivating the others. They are all requirements for the LTCC and CSU GE breadth requirements, as well as the Humanities degree.

### **Degree Sequence**

The college does offer a degree in the Humanities. However, as noted in the last AUP, only 1 such degree has been awarded in the last 6 years. The required courses for the Humanities degree include a series of History and Humanities courses that include HUM 101, 102, and 103. Courses in Humanities do not follow a sequence, although, at least informally, HUM 101, 102, and 103 suggest a temporal sequence moving from the ancient to modern world. Typically, HUM 101 should be offered prior to 102 in a given year.

### **Conclusions and Program Improvements**

As noted in this AUP, the college should consider the big picture in terms of both the Humanities degree and the course offerings in the program. Some trends to note include a decline in curricular offerings (with the 2018 inactivation of HUM 107A), the exclusivity of DE offerings of HUM 101, 102, 103, and 105, and a lack of definition of the direction of the Humanities in terms of the missions of LTCC.

### **Staffing**

Teaching loads appear to be adequate. In 2018, HUM 107A, Spanish Life and Culture, was inactivated. The trend in Humanities, as is noted in other programs like Religion and Philosophy, is a decline in curricular offerings. A question to address in terms of Humanities is what mission the program serves in terms of its courses. At this time, HUM 101, 102, 103, and 105 fulfill requirements for LTCC and CSU GE patterns, so there is clearly a need for these course offerings. At the same time, these courses do not attract substantial enrollments, so the vitality of such courses in terms of more macro LTCC missions is questionable. With the development of the three-year course plan, it is suggested that HUM 101, 102, and 103 be offered in a Fall, Winter, Spring schedule, and that HUM 105 be offered in winter of each academic year.



## Annual Program Review for ISSI

### Changes Based on SLOs

For each core grammar course (16), each section of core grammar course (approximately 22), each mini-course (approximately 20-24) each year, the SLO results indicated a very high rate of mastery for students. In order to improve SLO results, directors and staff have developed and added 4 additional grammar levels and several mini-courses, purchased supportive materials (videos, supplemental practice materials), and developed new materials. ISSI has worked in partnership with Central Oregon Community College to revise the ISSI curriculum booklets (textbook) to make them more student-friendly and we are currently developing an improved placement tool for students.

### Appropriateness of SLOS

Program SLOs are appropriate for ISSI, measuring acquisition of Spanish at the appropriate level and cultural knowledge and awareness.

### Student Enrollment and Success Trends

The ISSI enrollment has decreased slightly over the last 3 years . Duplicated headcount dropped from 1,355 -1,151. FTES decreased from 33.13-30.84. We believe the decreasing trend is due to the need for additional and appropriate courses at the Intermediate and High Intermediate levels so that the student will have the tools and skills for success at the advanced levels. additional levels were added in 2016 and 2017. In addition, more mini-courses in grammar meeting the need for a focused on difficult grammar structures, may increase FTES. Some additional grammar mini-courses are being added in 2018.

Student success remains high at 90% or above except in the "unknown" category. ISSI is not a pathway for most students for degrees or certificates.

### PSS

90

### Equity Gap Trends and Plans

Because the ISSI target group is students who are learning Spanish for academics, work, or lifelong learning, the enrollment of groups other than white non-Hispanic is relatively low. However it is an ISSI goal to reach out to the local Hispanic students at STHS in order to increase this number of students attending. In persistence and success, all identified groups were reached a high level of persistence or success.

### Face-to-Face vs Distance Education Trends and Plans

NA. ISSI does not offer DE courses. However, this idea is under discussion.

### Degree Sequence

ISSI courses can be applied to the certificate or degree in Spanish. All ISSI core grammar courses are offered each year.

## **Conclusions and Program Improvements**

Program or Course SLO assessment data indicates student success. ISSI strives to always improve strategies, materials, and instruction.

Curriculum mapping is will be reviewed for changes, improvements.

Analysis of course sequencing: additional levels will be added where appropriate.

Student success data indicates program, instructional, student success. ISSI will continue to analyze data to improve rates.

## **Staffing**

Staffing levels are adequate. ISSI always seeks new employees to offer new cultural breakout sessions and mini-courses. ISSI seeks employees in all areas, faculty and staff, particularly those who are bilingual and bicultural with degrees and experience teaching the Spanish language and culture. ISSI employs new staff each year as needed. During enrollment periods, new sections are added to accommodate as many students as possible.



## Annual Program Review for Mathematics

### **Changes Based on SLOs**

No changes made.

### **Appropriateness of SLOS**

Course and program SLOs are measuring the 'right' things.

### **Student Enrollment and Success Trends**

Enrollments continue to decrease. The implications of this are to schedule fewer sections, requiring fewer instructors.

### **PSS**

70

### **Equity Gap Trends and Plans**

Standard gender gap as in most/all STEM fields.

### **Face-to-Face vs Distance Education Trends and Plans**

No.

### **Degree Sequence**

Yes. The sequence of scheduling conforms to the sequence of courses as defined by prerequisites.

### **Conclusions and Program Improvements**

None.

### **Staffing**

Yes.



## Annual Program Review for Music

### Changes Based on SLOs

After glancing through the assessments for which I had templates (101, 104B, 104E, 123, 130A-B, 133A, 135, 136, 141A-B, 181, 248A-B), there have been few to no changes made to the courses or the program. There have been some course inactivations based on enrollment data, not SLO data, particularly in the GE pattern. A repeated theme was that instructors were going to continue to emphasize the importance of outside practice in the performance classes and last quarter, the instructor for MUS 135 requested \$300 in order to purchase an acoustic guitar that could be lent out to students.

### Appropriateness of SLOS

All of the assessment reports agreed that the course and program SLOs were measuring the "right" things and were fine as they were.

### Student Enrollment and Success Trends

FTES in Music has fluctuated. From 2012-13 to 2016-17, the numbers have been as follows: 47, 60, 39, 51, 35. If the current academic year follows that trend, we would see an increase. I am unable to explain the reason for the fluctuations. Success rates are fairly stable at an average of 89.7% over the last five years. The number of degrees/certificates is typically one or two each year, so it is surprising that there were 5 in 2014-15. It may be that due to the VAPA/Music AA being discontinued, there were several students in the pipeline that had a higher motivation to complete the degree that year.

I am concerned about enrollment in the performance classes as there seem to have been more cancellations in those classes during the current year. At the same time DE enrollment remains strong. My concern is that the program does not become a program that just offers GE courses.

### PSS

90

### Equity Gap Trends and Plans

Unless I am misreading the data, I do not see any gaps relating to equity. Across the different demographics when there is a large enough sample size, the success rates are close to the 89.7% average. The enrollment is also fairly steady across the demographics, though I notice in 2016-17, for the first time females outnumbered males slightly. Hispanic numbers have risen from 18% to as high as 28% and in 2016-17 were in line with the college numbers at 24.5%. Department retention is at 93%, but the data was not broken down by demographics.

### Face-to-Face vs Distance Education Trends and Plans

DE enrollments have tended to be more stable than F2F with the FTES for the last five years as follows: 14, 20, 13, 15, 14. I am pleased to see the DE success rates have gradually risen from 74% to 87.9% which is fairly close to the department average. Retention rates for DE are 88.7% which is fairly close to the rate for F2F at 93.1%. Cancellation rates are higher for F2F at 19.4%. to DE's 12.5%. I am unsure if

the data is correct, however, because the DE chart did not show MUS104B which is taught both F2F and in DE. Overall the numbers appear to be in line with the college averages.

### **Degree Sequence**

The rationale for the sequence of courses for the Commercial Music degree or certificate is based on the student being able to complete it in two years. A two year pathway has been submitted to the area dean and recently a three year plan of course offerings was also submitted.

### **Conclusions and Program Improvements**

The trend I am most concerned with is the enrollment decline in performance type classes. I am looking at simplifying the performance curriculum to eliminate the Beginning/Intermediate type of sequencing and going to a generic Class Guitar, Class Piano, Class Voice, Class Drumset type of model. In addition to making it less complicated for students, it would also simplify scheduling. Recently I have often had to reschedule an Intermediate section when the Beginning section did not make. I have submitted examples of other colleges and UCs/CSUs that do this to the VPAA. At this time I do not have any idea whether such a change would increase enrollment. More marketing may be needed.

### **Staffing**

Staffing levels are currently adequate to meet the department's needs, though one adjunct with some health issues may be difficult to replace. I am working on some alternate possibilities if the adjunct is no longer able to teach for us.



## Annual Program Review for Philosophy

### Changes Based on SLOs

In 2017, a series of course inactivations PHI 103A, 103B, 210, and 218 in the program was initiated. Similar to the other programs in the Humanities without a full-time faculty member, Philosophy has struggled. The program is impacted by a lack of F2F enrollments, course cancellations, and significant enrollment decline. Course SLOs that remain, including those for PHI 101, 104, and 205 are appropriate in terms of their measurements. The bigger issue in Philosophy relates to this noted trend in course and overall program decline.

### Appropriateness of SLOS

SLOs for the active courses 101, 104, and 205 are appropriate in terms of their measurements. There are no scheduled changes for the SLOs.

### Student Enrollment and Success Trends

The most current data packets for Philosophy indicate the following demographic enrollment changes from the previous data year: Male students (down -7.3%), female students (up, 7.3%), African-American students (down -0.8%), Asian students (increased by 5.0%), Latino students (decreased by -1.5%), and White students (decrease by -2.6%). Age-related data indicated a 3.6% increase in the less-than-25 group, a -5.7% decrease in the 25-49 group, and an increase of 2.1% in the 50 and older category. Overall, demographic and enrollment trends should be monitored in the future. As well, it should be noted that there are notable shifts in the Philosophy program, including course inactivations of PHI 103A, 103B, 210, and 218, as well as connected enrollment declines, particularly in the F2F modality.

### PSS

80

### Equity Gap Trends and Plans

The review of the current data packet for Philosophy also illustrates the changing state of the program in 2017-2018. In terms of demographic data of student success, the following areas are of note: Male student success and female student success both increased by 1.2% and 7.1% respectively. African-American student success was down at -75%, but it should be noted that this is reflective of a small sample population. Asian student success (19%) and Latino student success (26.7%) saw increases in this data year. Age-related data indicated a student success increase in the less-than-25 population (of 10.5%), while decreases were noted in both the 25-49 (down -11.2%) and 50-plus (-33.3%, and of small size population) sectors. Student success issues should be monitored, especially as they may connect to the seismic changes in the program, including the inactivations of four courses.

### Face-to-Face vs Distance Education Trends and Plans

From the last data year, DE enrollments increased by 4.5%. The Philosophy Program has very few F2F offerings. It would be useful to assess whether or not all student populations are being served given that the program's courses are only offered in the DE modality.

**Degree Sequence**

Courses in Philosophy are included as options within the Humanities degree. The transfer issues associated with the inactivations of PHI 103A, 103B, 210, and 218 have been considered. At this time, there are no concerns relative to the Philosophy courses that are a part of the Humanities degree.

**Conclusions and Program Improvements**

As noted throughout this AUP, the Philosophy program has undergone significant changes. At this time, SLOs for the active courses are appropriate. There are no course sequences in Philosophy.

**Staffing**

As mentioned throughout this AUP, the Philosophy program has undergone significant transformation at Lake Tahoe Community College. There is a qualified cadre of part-time faculty who are able to teach the Philosophy courses that remain in the program. Again, the courses that are taught are in the DE format, so it may be wise to assess whether all student populations are being served by the DE-only offerings in Philosophy. If it is determined that more F2F courses should be taught within the program, it would be prudent to seek out more F2F instructors through Human Resources.



## Annual Program Review for Photography

### Changes Based on SLOs

To my knowledge, there were no changes to the curriculum. But there have been changes to the scheduling. We have tried to schedule less sections to reduce the number of cancellations.

In addition, we have re-evaluated the sequencing of the classes to make sure there is a logical order to the course offerings.

### Appropriateness of SLOS

The course SLO's are measuring the right things for the photo classes. I do not agree that the Program Learning Outcomes for Art are a good measurement for the Photography courses.

We will be increasing the MASLO's for each class offering.

### Student Enrollment and Success Trends

The data shows that student success has increased in all Photography classes, both Non- digital, as well as Digital, during the past 5 years. In addition, Productivity has increased, with retention percentages at 94% for Face-to-Face, and 88% for Distance Ed.

In addition, we have had a number of students complete the photo certificates.

### PSS

85

### Equity Gap Trends and Plans

Enrollments have dropped across all areas, including gender, ethnic groups, and age groups. Two or more races have improved their success rate at 100% this year. The success rate has remained high overall, across the program.

### Face-to-Face vs Distance Education Trends and Plans

Success rates and retention are higher for the distance ed. classes, in comparison with last year. However, F2F classes are more successful because there is immediate interaction among all of the students and instructors while the students are creating images. In addition, students do gain a lot of knowledge regarding visual literacy during class critiques.

### Degree Sequence

Yes, the required classes are scheduled in an appropriate sequence, so that students can complete the program within the time frame of 2 - 3 years. The sequence is arranged in a logical order to allow the students to build upon a solid foundation. There is enough freedom that allows students to jump into the program whenever a course that interests them is offered.

## **Conclusions and Program Improvements**

Art Program SLO's need to be changed to properly align with the Photography program. The non-digital Photography classes and the Digital Photo classes should be combined for data capture and analysis. The way the classes are split up now is not accurate for how the classes are taught, and does not show an accurate analysis of the program. The Photography Program uses Digital Technology in all classes except Black & White Photo 1, Photo 2, and Photo 3. Art 146 and 148 are currently combined with DMA. They should be combined and compared with the other Photography classes, since they are not the only Digital Photo Class!

## **Staffing**

Yes. Because the Photo Program is taught 100% by Adjunct Faculty , we have the flexibility of reducing or increasing faculty as student enrollment goes up and down.



## Annual Program Review for Physical Education

### Changes Based on SLOs

Last years APR, the department did an extensive look at SLO's Therefore, we will not be looking at the previous 3 year cycle because we believe we looked at that or even 4 years. When trying to get this data, I was sent to web site but was not able to access Fall 2016, Winter 2017, Spring 2017. I brought this up with admin and Natalie. They searched out why and due to a cross over of computer programing systems, we could not access this. I was given a hard copy to go off of and given Spring 2016 - 1 class; Spring 2015 - 1 class; Fall w217 - 14 classes; and Winter 2017 - 1 class. The data about these are below. Most classes were assessed at a 3 and 4 (strong to complete understanding). Instructors mentioned they believe the SLO's are appropriate and they will continue to keep the present assessment methods. Many were happy with the outcomes and mentioned they will continue to work to improve student participation and learning. There were 5 classes that I noticed that did not have a rating scale of the students to the SLO objective. Since I did not fill these out is this an error or did the instructors actually not complete the form. I will check with these specific instructors. I will also be connecting with all adjuncts to make sure they complete the forms appropriately and give some feedback in the narrative section. In the past, most of our instructors do good job on this. In summary, I feel there were a lot more classes that were assessed in our department. But as mentioned, the data was not there as it was in last years APR. Maybe we need some additional help in the office to pull this data. On that note, I was not able to access or given the information on PET, PEA, or PEH. I can do this at a later date if need be.

### Appropriateness of SLOS

According to the SLO's written and from the previous years extensive review, we believe we have appropriate SLO's and are also measuring the "right" things. The only changes I believe I would like to do relate to curriculum modifications and additional class. At that time, I then can make changes were appropriate.

### Student Enrollment and Success Trends

I. Physical Education Fitness (PEF): Last APR (2017), we looked at a 4year trend. This year we wanted to analyze what happened in a 1 year trend from 2015-16 to 2016-17. We only have F2F classes; no DE. FTES: 79.33 to 54.10, a drop of 31.8%, the trend is still downward; Duplicated headcount: 1399 to 1060, a drop of 24.7%, the trend is still downward; Enrollment: down from 905 to 559; Sections: a drop from 150-92. This is a 38.7% change. The trend looks downward. However, this is due to the department not offering as many classes. We are pairing down our offerings. We do not have the demand as before due to F2F student drop on campus and the state repeatability laws. We are being pro-active in trying to assess what we can and can not offer. As a side note, we did have a cancellation rate of 37.4%. Should this mean we reduce even more classes? Sometimes a class goes one quarter but not another. There may not be a specific answer. However, we are still making adjustments to the amount of sections and names of classes that we offer; Success: Overall 86.8%, this is down 2.5%, would like it to remain closer to 90%, Some of this data is due to Pass/No Pass with some students receiving No Pass. Also, this is due to a couple of classes that seemed to be outliers and not typical. Retention: 92.8%, this is down a percentage or two. Would like it to be 100% but that may not be realistic, but closer to 95%

would be better. I still think this is okay; FTEF: With a drop in our section offerings, this would also result in a drop in FTEF. We are at 3.12. The FTEF is made up of 48% Full Time and 52% Part Time Faculty members. II. Physical Education Health (PEH):

We have at present 3 F2F and 2 DE classes; FTES: 12.09% to 9.87; a drop of 18.4%, we did reduce our sections by 1 F2F, so this may account for the drop in total numbers; F2F: 4.62 to 3.38, as mentioned we reduce our offerings by 1 class. Offered 3; DE: We had a big jump a year or two ago due to one of our faculty members taking on DE courses. Out offerings remained the same (at 3). However, our FTES dropped from 7.47 to 6.49. This just means not as many people signed up on-line; Duplicated Headcount: 163 to 128, a drop of 21.5%. We reduced our class offerings by 1 and enrollment was down a little also in F2F and DE classes; F2F: 70 to 48, a drop of 31.4%; DE: 93 to 80, and drop of 14%; Enrollment went down in both F2F and DE; Success: Overall 84% F2F = 84.8% and DE = 83.1%; both went up slightly; Retention: Overall 92.3%, F2F = 95.8%, DE = 88.8%, DE was down by 5% or more; FTEF: 0.25 (full-time faculty equivalent); down due to not offering a F2F class. Of this, 80% was Full-Time and 20% Part-Time Faculty. III. Physical Education Theory (PET): There are no DE classes, only F2F; FTES: 3.47%, a drop of 25%. This is primarily due to the Personal Trainer class size dropping, cancellations, and combing two classes into one; Duplicated headcount: 79 to 46. This is a drop of 41.8%; Enrollment: from 75 to 43. A continued downward trend; Sections: 6 to 4. We combined two classes into one; Cancellation: 33%. We had both our winter class offerings cancelled; Success: 90.7%; Retention: 93.5%; FTEF: 0.33 (full-time faculty equivalent). Of this, 100% is Full-Time faculty; IV Physical Education Athletics (PEA). Overall, student enrollment in PEA is significantly down in 2016-2017 from the previous year. This is a result of the men's team recruiting and bringing too many student-athletes during the 2015-2016 academic year. Now that those student-athletes are moving on, the PEA numbers are back to normal levels for both men and women. The trend continues to be extremely high success rates for all courses.

## **PSS**

86

### **Equity Gap Trends and Plans**

I. Physical Education Fitness (PEF): Both Male and Female Numbers have gone down. This is not surprising since overall college F2F has gone down. We have a 38% male and 60.8% Female student population. Our split last year was closer in %. Our two largest groups are still White (64%) and Hispanic (23%). However, in all demographics we have a reduction in numbers. Once again, this is due to overall college F2F drop and repeatability.

In each age category, we still see a reduction in numbers. Interesting enough, 42% of our population is 50+ (this is due to our successful Fit for Life "adult wellness class). We also see a reduction in African American by 11 students. The median age has gone up from 44 to 77. Again, the adult wellness would help skew these numbers up. Male and female success rates have remained stable at around 87%. African American and Asian success rates have gone up significantly, white Hispanic and white are down a little. Overall, success rates for age categories remain stable at around 87-89%. II. Physical Education Health (PEH): The student ratio of male to female is still pretty close to 40-60 split. There was an increase in African American and Asian students, yet a drop Hispanic and White students. Under 25 remained stable, yet a drop 25-49 age group (56-40). Median age has remained constant, 21-23. Both male and

female success rates have had a slight uptick (79.2% and 86.85). A big jump in African American success rates (33-85.7%), Asian remains at 100%, and Hispanic and White remain at 84%. Age groupings: the under 25 went up from 77-84%; with 25-49 going down a little to 82%, and the above 50 at 100% (only 2 people). Distant Ed and F2F compatible for success rates up a little to 83-85%. There are No Degrees in Health now. Just AA in Kinesiology – See PET Theory. III. Physical Education Theory (PET): The student ratio of male to female remains about 40-60% split. A little down in male and up in female. African American same, a drop in Asian, a 10% increase in Hispanic, with White down 10%. Age population trending up in under 25 with a 7% increase. Median age is constant at 21-23. Male and female success rates are stable at 88% and 92%. We have low numbers in AA and Asia (2 and 1 respectfully). AA was 0% so something must have happened in their lives. Asian at 100%. Hispanic was up 25% to 100%. White remained stable at 95%. Age success rates 90-92%. Remain stable. Degrees: Within the PET curriculum we have a Personal Training Certification and AA-Kinesiology Transfer degree. We had one student complete the Personal Training Cert and 3 students complete all the requirements for the AA-Kinesiology transfer degree. Please note: the department is going off-line or going dark for the upcoming year in the Personal Training Certification classes. We will try a two – year sequence and see if enrollment trends will be different. For the AA- Kinesiology transfer program, our department teaches two classes, Kinesiology and CPR-AED-First Aid. Over the last couple of years, the Kinesiology class has averaged 15-20 students. The CPR has averaged 7-10 students. Some our Kinesiology students have their EMT which is a higher level and therefore, do not need to take the CPR class. IV. Physical Education Athletics (PET): Currently, athletics consists of just a men's and a women's soccer team. Typically, the men's team carries more student-athletes on the roster. That translates into more males than females in the PEA classes. In 2016-2017, success rates were 100% for all demographic groups. At this point, there are no noticeable achievement or equity gaps. There are no plans for changes.

### **Face-to-Face vs Distance Education Trends and Plans**

I. Physical Education Fitness (PEF): This is only F2F. As mentioned above, the trend in enrollment is down due to overall college F2F down and also state regulations on repeatability. We have a higher cancellation rate than we want. We have been looking at numbers of sections and also types of courses to schedule and have made changes. We still want to provide opportunities for our students rather than decimate all classes. Also, it is not know when a class makes one quarter and then not another. We continue to analyze this. Our overall success and retention rates don't appear to have a major change. Of course, if you look at a course on its own, there may be noticeable changes. This information will be shared with the instructor.

II. Physical Education Health (PEH): We offered 3 F2f and 3 DE courses. There has been an enrollment drop, however, we did offer one less F2F class than in the past. This may be a result. Our success and retention rates are close to or above 90% and remaining stable. One of the classes that relates to our Personal Training Certification class was cancelled due to low enrollment. That is address below. We will maintain our current F2F and DE offerings.

III. Physical Education Theory (PET): Note: Most of the classes in this area related to our Personal Trainer Certification program and AA-Kinesiology Transfer degree program. The biggest note here is a downward trend in student enrollment in our Personal Trainer Certification which has also resulted in cancelled classes. Our success and retention rates are 90% and above. We are making a change in the

PT Cert program and only offering it every other year. We will see if this can make a change in student enrollment numbers. The two Kinesiology Transfer classes enrollment remain high with 95-100% in success and retention rates. These two classes will remain being offered once a year in different quarters. We had 3 people receiving the AA-Kinesiology.

IV. Physical Education Athletics (PEA):PEA does not have DE offerings. Therefore, no trends between F2F and DE can be reported.

### **Degree Sequence**

Personal Trainer Certification: We believe our sequencing and scheduling is appropriate to complete the program. The major problem we are facing, as mentioned in previous sections, is a downward trend in student enrollment numbers. In communication with our department faculty and the administration, we will be going on a 2 year cycle program. The hope is that by offering the classes every other year, we will see our enrollment numbers tick upward. We also offer an AA-Kinesiology Transfer degree program. We had 3 students complete this program. The two classes our department offers, Kinesiology and CPR, AED, First Aid have been consistent with 15-20 and 7-10 students enrolled. These are good numbers despite only 3 students getting their AA. It shows a lot of interest in the subject. We will continue to offer these classes one time a year. PE- Athletics: There are no degrees, nor certificates associated with this program.

### **Conclusions and Program Improvements**

We have made a number of observations and conclusions in the previous sections for PEF, PEH, and PET classes. We have provided PEA data, but they have their own Program Review with their Director and Student Services Dean. The Department is taking the data and making changes where and when it is needed along with communication with their Dean. We believe we are meeting students needs in our PEH area. In our PET designated area, we hope the change by offering the Personal Training Cert every other year will reap rewards as in student numbers. However, we do not know and will find out. Our Kinesiology classes seem strong. No major changes, except the Kinesiology class will now be offered in the fall and not winter quarter. Program SLO's and mapping was accomplished in prior years.

### **Staffing**

Staffing levels: We lost a full time assistant a couple of years ago. This position was reduced to a temporary part-time position. Last year we asked for the position to be re-instated to a full-time position. It is still at a part-time temporary. If administration still believe it should be part-time, we continue to recommend (same as last year), that the position be moved to a permanent part-time position. The department needs a more complete presence year round to support students, program and faculty leads in athletics, FEC and PEH/PEF/PET programs.



## Annual Program Review for Physical Science

### Changes Based on SLOs

Courses are continually modified to enhance student learning. Audio/visual materials, lab activities, and delivery methods are regularly modified as a result of student feedback. This happens on a quarterly basis (with or without actual SLO data). Programs funds are used to purchase supplies and support field excursions to enhance student learning.

### Appropriateness of SLOS

SLO's were adequate, but in reality, I was tired of them. They were narrow and did not allow an instructor the flexibility to test on a variety of topics to inform their practice. New SLO™s were created this year. I hope that they will afford an instructor greater flexibility when assessing student learning.

### Student Enrollment and Success Trends

Due to the small size of the department, an overall change in a few students is not statistically significant. Taking that into consideration, trends have remained the same (more or less flat). Any FTE increases or decrease can be linked to Statewide trends or linked to the number of courses being offered in any given quarter (this could sometimes be a function of staffing, and not necessarily correlated to other factors). The Natural Science AA, Geology AS-T, Geography AA-T, the Environmental Technology and Sustainability degree, and the new Elementary Teacher degree could help increase student interest in these courses if the degrees were marketed appropriately.

### PSS

80

### Equity Gap Trends and Plans

The success of Hispanic students is roughly 75% versus 85% for non-Hispanic students. I can only speculate on the factors contributing to this achievement gap, but I would be curious to see how the gap in scientific disciplines compares to that of non-science disciplines at LTCC. I also see greater student success in the 25-50 age category. It is possible that a younger, more immature student does not value education the same way that an older student does (i.e. the completion rate for students under 25 might be a function of powder days). Early intervention might help younger students persist, but their success in higher education might just be a matter of maturity. I would also guess that the lower success rates for 50 and older students, are because they are taking classes for fun, and are less concerned about completion.

### Face-to-Face vs Distance Education Trends and Plans

Astronomy and Oceanography are not offered online and these are some of the higher enrolled courses taught by our Physics instructor and Earth Science instructor. The popularity/success of these courses is likely due to student interest in the subject matter.

## **Degree Sequence**

Degree options are offered both online and face to face (alternating day and night) throughout the year to give students opportunities to complete their degree requirements in a timely manner. There is never a quarter where students cannot not fulfill an Area 5 GE requirement. The courses in this discipline can be used to fulfill degree requirements, but many of them are simply electives.

## **Conclusions and Program Improvements**

Future course offerings (beyond the 2-year plan) are provided to LTCC counselors to assist in student planning. This information needs to reach students in order for students to achieve their academic goals in a reasonable amount of time. For the future, it would be helpful to know when my courses conflict with other similarly offered GE courses in the same time block (or even the same day or quarter) to reduce competition for the same student's interest.

## **Staffing**

Staffing levels are currently appropriate to fulfill the purpose of the program. The workload in the Physical Science Department is currently split between the Earth Science Department and the Physics Department. This makes budgeting, scheduling, interpreting student data, and writing these reports difficult. We need to investigate a way to make this easier.



## Annual Program Review for Physics

### Changes Based on SLOs

#### Appropriateness of SLOS

#### Student Enrollment and Success Trends

While on-campus, face to face enrollments have declined in the past 5 years, enrollments in both Physics and Physical Sciences have remained fairly steady, increasing slightly in 2013-2014. Student success rates in physics are remarkably strong, 100% for women and 90.7% for men. Success rates are lower for physical science - 76.9%. This is not unexpected, however. The physics courses have prerequisites that students must successfully complete prior to taking physics, while the physical science course has no prerequisite. I believe this accounts for the lower success rate for this course.

#### PSS

95

#### Equity Gap Trends and Plans

Enrollments in physics and physical science courses are predominately white, however the demographics in these courses roughly correspond with the overall demographics of the college. Success rates are slightly lower for Hispanic than white students. I have talked with students about acquiring a Spanish textbook and they unanimously prefer to use the English version. We currently employ Spanish speaking tutors in math and physics.

#### Face-to-Face vs Distance Education Trends and Plans

Only face to face courses are considered in this report.

#### Degree Sequence

The Associates of Arts in Natural Science degree is offered in this area. The courses are scheduled by the science and math division faculty to ensure that required courses are offered every year and that required courses do not overlap with other required courses.

#### Conclusions and Program Improvements

Student success is very high in the physics area. Most students successfully transfer to a 4 year institution. Not all students apply for the AA degree before transferring. I encourage the students to get the degree; some incentive from the college may help improve the number of degrees awarded by the department.

#### Staffing

Yes, I currently have adequate staff to cover all courses.



## Annual Program Review for Political Science

### Changes Based on SLOs

The course SLOs in Political Science were developed by the previous full-time faculty member in the area. They reflect a strong foundation in terms of assessment of student learning in Political Science. Typically, courses in the discipline are taught by part-time instructors in the DE format. In 2018, Lake Tahoe Community College is hiring a new full-time faculty member in History and Political Science. After this hire is completed, this new full-time instructor should assess the SLOs in both Political Science and History to determine their effectiveness. As well, textbooks, pedagogical issues, and any needed material purchased should also be assessed. While there has been significant decline in the program that coincided with the departure of the full-time faculty member, it is likely that courses (especially F2F) will rebound with the new hire.

### Appropriateness of SLOS

The course and program SLOs appear to be measuring the appropriate things. The new full-time hire should evaluate the program and course SLOs upon hire.

### Student Enrollment and Success Trends

A review of the enrollment trends in Political Science noted the following demographic shifts: male students (down -6.5%), female students (up 6.5%), African-American students (up 0.8%), Asian students (down -1.4%), Latino students (down -3.0%), and White students (up 2.4%). In terms of age, less-than-25 students (up 2.9%), students age 25-49 (down -3.6%), and students 50 and older (up 0.8%). There are no concerning trends in terms of this data, particularly as the program has experienced notable decline, especially in the F2F modalities of Political Science classes. There are no enrollment trends that connect to the Social Science degree. When the full-time hire in Political Science is completed, the new faculty member should continue to address enrollment trends.

### PSS

80

### Equity Gap Trends and Plans

A review of the current data packets for Political Science illustrates the following trends in terms of student success: male students (down -7.1%), female students (up 11.4%), African-American students (down -60.0% and reflective of a small population), Asian students (up 2.2%), Latino students (up 10.7%), and White students (up 0.6%). In terms of age, less-than-25 students (up 2.0%), students age 25-49 (up 5.0%), and students 50 and older (no change). While there are no immediate concerns with student success trends, such trends should be reviewed by the new full-time hire in Political Science.

### Face-to-Face vs Distance Education Trends and Plans

Because of the GE€-related courses in Political Science, enrollment trends have been generally positive, as have course cancellation rates. As noted earlier, the enrollments in F2F Political Science courses are

down 5.9%. This is connected to the loss of the full-time faculty member in the department. With the hire of a new full-time faculty member in Political Science in 2018, it is likely that this trend will change.

### **Degree Sequence**

Lake Tahoe Community College does not offer a degree or certificate in Political Science. Courses in the discipline fulfill some requirements in the Social Science degree. There are no degree-related issues in Political Science. There are no sequenced courses in the discipline. Currently, there are four courses offered—POL 101, 107, 204, and 206. In terms of current issues, the program could evaluate whether courses in Foreign Policy, California Government, and Terrorism might have merit as new courses in the program. Such evaluation should occur with the new full-time hire in Political Science.

### **Conclusions and Program Improvements**

Based on current courses taught by part-time faculty in Political Science, there are no recommended changes in terms of SLOs and student learning. Once the new full-time hire is made, this individual should assess the state of SLO assessments and student learning.

### **Staffing**

In the last year, staffing has been a concern due to the departure of the full-time faculty member in Political Science. There has been a significant challenge in terms of the offering of F2F courses in the department. The new full-time hire will certainly help in terms of these concerns.



## Annual Program Review for Psychology

### Changes Based on SLOs

We as a department have been researching low to no cost courses for the students. A few of the textbooks have been selected as OER and we hope this helps to facilitate a less stressful educational environment and promotes student learning.

### Appropriateness of SLOS

The Course SLOS for the psychology department are up for review. As soon as the new system for organizing and tracking Sloes and assessments is up and running we will move ahead and review the existing sloes for relevancy.

### Student Enrollment and Success Trends

We have experienced declined in the total FTES in the last 4 years but in the last year there has been a .3% increase. This increase is nothing significant but at least shows that the decline in enrollment has possibly subsided for the time being. F2F FTES is still falling at 27.1% and distance ED has buffered that effect with a 16.3% increase in this last year. This change in FTES will have some serious implications for our F2F students. An automatic adjustment that is often made to such changes in FTES, is a reduction in F2F offerings and an increase to Dist Ed offerings. This could decrease F2F FTES all on its own and we should tread lightly around making decisions that can speed up or contribute to the loss of F2F enrollments. Degrees awarded has stayed fairly consistent.

### PSS

80

### Equity Gap Trends and Plans

In the last year African Amer. success rates were at 73.3% and Native Amer. were at 70%. It's always hard to get a good reliable statistics with such low sample sizes and although the success rates need to be followed I don't see a serious need to address it at this time. My hope is that through the years these percentages (from low sample sizes) should be high at times as well as low. For instance the success rates of Native Amer. has been as low as 30% and as high as 100% success. Another instance worth noting is that when we had a larger sample size of African Amer. n=31 there was a success rate of 80.6%.

### Face-to-Face vs Distance Education Trends and Plans

Cancel rates are higher for dist Ed and enrollments have increased with Dist. Ed but have decreased with F2F. Pretty standard findings at this time.

### Degree Sequence

Students have no problems getting the psychology courses they need to graduate and/or transfer in a 2 year period. We offer a variety of classes through the academic year in both f2f and dist. Ed formats. Courses that are not offered have been deactivated or will be deactivated.

## **Conclusions and Program Improvements**

We understand that financial barriers can decrease students educational success rates. We believe moving toward a fully OER degree will improve student retention and completion.

## **Staffing**

The full time instructors are consistently over loaded throughout the year. The courses are covered and the students have their needs met. However, with such high teaching loads it does make it extremely difficult and burdensome to engage in other college activities such as hiring committees and/or attending workshops. We are always actively in the process of recruiting high quality instructors to take on some of the workload.



## Annual Program Review for Real Estate

### Changes Based on SLOs

SLO assessments seem to suggest adjunct faculty are basically satisfied with the program, which is highly prescribed at the state level.

### Appropriateness of SLOS

SLOs have been developed and refined by adjunct faculty, all of whom are working professionals. No current changes are proposed.

### Student Enrollment and Success Trends

The 4-year change in FTES is +230%. The program saw explosive growth between 2012-13 and 2013-14, and has remained essentially steady since then. This is typical when the real estate market is booming, as it has been for the last 5+ years. When the market takes a downturn, the college expects to see a natural commensurate dip in interest in the field.

### PSS

80

### Equity Gap Trends and Plans

The student population is predominately female, and the median age is 30. This tracks general market trends for professionals in the field. Increases have been seen recently with the Hispanic/Latino/Latina student population, which now tracks overall college numbers.

### Face-to-Face vs Distance Education Trends and Plans

All courses are taught online. Retention rates are fairly high (90%), and success rates are fairly low (72%). Some of this can be attributed to recent turnover and uneven performance by adjunct faculty, two of which have not been recently invited back to teach, and some of it can be the subject matter itself, which is fairly standardized.

### Degree Sequence

This employable skills certificate helps students to prepare for the California Salesperson licensing exam. Minimum requirements to apply for the Salesperson Examination are: (1) age 18 or older and (2) evidence of successful completion of twelve quarter units of college level courses in California Real Estate Principles, Real Estate Practice, and one elective. The courses are in line with state professional guidelines, and appear to be offered in the correct sequence to allow a student to obtain it in a reasonable time period. Student interest remains strong.

### Conclusions and Program Improvements

The program appears to be fairly healthy after some recent instructor challenges. Changes will be dictated by changes in the professional field and from the state.

**Staffing**

All courses are taught by adjunct faculty, and staffing levels appears adequate.



## Annual Program Review for Religion

### Changes Based on SLOs

Currently, only a few Religion courses sections are offered at LTCC. In 2018, a series of course inactivations took place—REL 101, 102, 104, and 105. With these curriculum changes, REL 103, World Religions, is the only active Religion course at the college. REL 107, The Principle Teachings of Buddhism, is the only other course in the catalog. However, it is only offered once every two years, so it is not a core class in the program. The SLOs for this course are appropriate.

### Appropriateness of SLOS

The SLOs for the courses 103 and 107 are appropriate given the contexts of the courses.

### Student Enrollment and Success Trends

Religion, as many of the Humanities programs that lack a full-time faculty member, has experienced severe enrollment declines over the past five years. Current data indicates a 76.2% decline in Total FTES over the last four years and a 39.4% decline in the same measure since 2015-2016. It should be noted that the overwhelming scale of this enrollment decline in religion impacts the foundations of this program. Thus, this enrollment decline should be considered as a primary issue in terms of this AUP. Specific enrollment data also speak of this issue of decline. Male student enrollment has seen a small increase of 3.8%, while female student enrollment is down 0.9%. African-American and Asian student enrollments increased by 2.3% and 5.6% respectively, while declines of White (-8.5%) and Latino (-0.1%) students were noted in the data.

### PSS

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### Equity Gap Trends and Plans

Student success data indicated declines in most demographic areas: Male students (-1.8%), female students (-17.1%), African-American (no change), Asian (-33.3%, reflecting a small sample size), Latino (-21.4%), White (-10.6%), population less than 25 years of age (-10.5%), and students 50 and older (-100%, though a very small population). The only demographic sector of growth was students ages 25-49, which increased by a moderate 3.0%. Clearly, these data indicate wide-scale decline in enrollments that is, no doubt, connected to the Religion program's status as a non-full-time faculty department. As well, in 2018, inactivations of 4 courses—REL 101, 102, 104, and 105—are further signs of the program's lack of vitality. In future years, the data will likely continue to reflect these downward enrollment trends. Many of the demographic data may be attributed to the major changes noted in terms of course inactivations and the overall decline in program FTES. Any achievement gaps that may be noted in the remaining course offering should be monitored into the future.

### Face-to-Face vs Distance Education Trends and Plans

As stated previously, due to the foundational changes in the program, data on both F2F and DE offerings in Religion reflect rapid enrollment loss. The last data year indicates a -11.9% decline in DE enrollments

and a substantial -84.6% decline in F2F courses. With the scheduled course inactivations of 2018, it is likely that REL will become a one-course program. At this time, only REL 103, World Religions, is a viable course. Typically, it is offered in the DE modality. REL 107 is offered only once every two years. Lake Tahoe Community College should address whether it is reasonable to maintain a Religion program designation in the catalog given the minor status of its curriculum.

### **Degree Sequence**

Courses in the Religion program are offered as options in the Humanities degree. Due to the low number of course offerings, currently there are no issues associated with REL courses as they relate to the Humanities degree.

### **Conclusions and Program Improvements**

As stated previously, the demographic and student success data indicate the sweeping changes that are taking place within the Religion program. They are not indicative of concerns relative to student success, SLOs, or other areas. Instead, they illustrate the rapid changes that have taken place within REL over the last few years.

### **Staffing**

Due to the minor status of REL courses, there are no anticipated staffing changes or associated requests in Religion. Again, it may be prudent to consider the long-term viability of Religion as a program that has only one course that is offered.



## Annual Program Review for Sociology

### Changes Based on SLOs

Overall, the review of course SLO assessment results have been generally positive. As is typical, SLO assessment results are reviewed and necessary steps are taken in cases in which student success seem to be a concern. One interesting textbook change is taking place with the adoption of an OpenStax textbook for Sociology 101, Introduction to Sociology. The adoption of this text is the result of research related to the OER grant at LTCC. As this new textbook is phased in the SOC 101 class (likely in Summer 2018), it will be important to maintain a focus on student success in terms of the students' comprehension of course topics.

### Appropriateness of SLOS

The SLOs do appear to be measuring the right things. As mentioned previously, it will be important to assess SLOs given a planned change in the textbook for Sociology 101, Introduction to Sociology.

### Student Enrollment and Success Trends

The review of current enrollments in Sociology indicate the following trends: male students (down -8.2%), female students (up 8.7%), African-American students (up 0.1%), Asian students (up 4.7%), Latino students (down -6.2%), and White students (down -2.7%). In terms of age, less-than-25 students (up 0.1%), students age 25-49 (down -1.0%), and students 50 and older (up 1.0%). There are no immediate concerns with these data, but future trends should be analyzed. As well, it is important to note that data from ISP are not included in the departmental data packets. Thus, the program serves additional populations beyond those in F2F and DE modalities at the college. It is likely that some of the enrollment and student success data are thus a bit skewed due to the lack of ISP data in the departmental analyses.

### PSS

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### Equity Gap Trends and Plans

A review of the current data packets for Sociology illustrates the following trends in terms of student success: male students (down -3.8%), female students (down -3.8%), African-American students (up 37.1% and reflective of a small population), Asian students (up 2.8%), Latino students (down -1.0%), and White students (down -14.2%). In terms of age, less-than-25 students (down -2.3%), students age 25-49 (down -5.0%), and students 50 and older (down -6.7, though a very small population). There are no immediate concerns in terms of student success data, but, as always, there should be continual focus on student success trends and program adaptations should occur as necessary. As noted above, data from ISP are not included in the departmental data packets. Thus, the student success results would look a bit different if the ISP information was folded in with the F2F and DE modalities at LTCC.

### Face-to-Face vs Distance Education Trends and Plans

Overall, the enrollment trends in Sociology have been healthy. The AUP data packet for Sociology does not include the ISP FTES. In 2016-2017, Sociology courses in ISP generated an additional 11.11 FTES (SOC

101, SOC 103, and SOC 106). Sociology offerings in the DE modality have been healthy. The program may consider offering additional courses in the F2F modality. As well, as LTCC moves towards a guided pathways approach, it may be appropriate to consider changes in the patterns of course offerings. It should be noted that beginning in 2018, the department began to offer an additional section of SOC 101, Introduction to Sociology, as a blind or ghost section. This was a response to student demand. Particularly when SOC 101 is offered in the DE modality, significant student interest in the class has resulted. The effectiveness of this additional section should be monitored in the future.

### **Degree Sequence**

The Sociology program offers an AAT degree. In 2015-2016, 4 such degrees were awarded. The department does not offer sequenced courses. SOC 101, SOC 103, and SOC 106 are offered in sufficient frequency to meet student needs and demands. SOC 104, SOC 107, SOC 111, and SOC 114 are not offered frequently enough. The program should investigate strategies to increase the course offerings in these areas. While DE remains a possibility for such courses, the program should also consider offering such classes in the F2F modality. Additionally, due to the staffing needs in ISP, the program should consider hiring additional part-time instructors to better keep up with student needs, particularly in the courses beyond SOC 101.

### **Conclusions and Program Improvements**

As mentioned previously, enrollment and student success trends should be monitored. Recently, a three-year plan for Sociology was produced. The curriculum offerings were streamlined and more attention was placed on the order of courses offered, staffing needs, and other areas. The program is in great shape, overall, at the college.

### **Staffing**

As mentioned above, staffing needs should be addressed as the program considers: 1. ISP needs and 2. Sociology courses that include SOC 104, SOC 107, SOC 111, and SOC 114. The program should hire 1-2 additional instructors so as to better keep up with the needs in these two areas.



## Annual Program Review for Speech

### Changes Based on SLOs

SLO assessments have been positive. Other than everyday pedagogical shifts that are common to all classes, there have not been significant changes to classroom strategies. A more global concern is the decline in enrollments in both F2F and DE Speech courses.

### Appropriateness of SLOS

Course and program SLOs appear to be measuring the correct things. The program needs to address declining enrollments in F2F and DE courses.

### Student Enrollment and Success Trends

A review of the current data packets for Speech illustrates the following trends in terms of enrollments: male students (up 4.2%), female students (down -3.2%), African-American students (up 1.9% and reflective of a small population), Asian students (up 2.7%), Latino students (down -2.8%), and White students (down -0.4%). In terms of age, less-than-25 students (up 4.3%), students age 25-49 (down -2.7%), and students 50 and older (down -1/6%). A review of F2F and DE offerings in Speech for 2016-2017 indicates that F2F enrollments have been positive in SPE 101 and SPE 104. Some concern may be found in the enrollments for SPE 102 in the DE format. Enrollments of 12 students in the current data year suggest some cause for concern. Such trends should be monitored in the future. The college could consider offering SPE 102 in the F2F format to possibly address the enrollment issues in the DE modality.

### PSS

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### Equity Gap Trends and Plans

A review of the student success patterns in SPE discovered the following results: male students (down -7.1%), female students (down -10.0%), African-American students (down -10.0%), Asian students (up 14.3%), Latino students (down -8.9%), and White students (down -11.0%). In terms of age, less-than-25 students (down -9.6%), students age 25-49 (down -7.9%), and students 50 and older (up 5.0%). Speech has experienced some downward movement in terms of enrollments, so the student success data may be impacted by this overall enrollment trend. Regardless, the college should be mindful of these student success trends and adapt teaching and learning strategies as necessary.

### Face-to-Face vs Distance Education Trends and Plans

Overall, enrollments in Speech have been in decline. Over a four-year period since 2012, total FTES have declined -43.0%. DE FTES have declined even more significantly at -82.6% in the last data year. These enrollment decline trends are significant, and the college should investigate strategies for increasing both F2F and DE FTES. DE, in particular, should be targeted for FTES growth. If these trends continue beyond this AUP year, Lake Tahoe Community College should critically address strategies for rebounding enrollments.

**Degree Sequence**

Speech does not have a degree.

**Conclusions and Program Improvements**

SLOs in SPE are appropriate in terms of their measurement. The program does not offer a degree and does not have sequenced courses.

**Staffing**

Currently, there is a small cadre of SPE faculty who teach part-time at Lake Tahoe Community College. As with other programs that lack a full-time faculty member, responsibility for the program is left to the instructional dean in the area. The college may wish to consider the hiring of 1-2 additional SPE faculty, particularly in the DE format as enrollments within this modality have been in decline.



## Annual Program Review for Theatre Arts

### Changes Based on SLOs

SLO assessments have remained consistent in terms of their results. As mentioned in this AUP, the Theatre Arts program is undergoing significant transition. The main staffing change was the resignation of the full-time faculty member in the program. Certain courses, such as the film sequence and basic or introductory acting classes, continue to be offered, but in a very limited sense. Moving forward, it is imaginable that once the direction of Theatre Arts is determined, specific changes to staffing, scheduling, curricular offerings, equipment and space will likely take place.

### Appropriateness of SLOS

According to the 2016-2017 AUP, the SLOs in Theatre Arts are effective in measuring the appropriate areas. Overall, SLOs in Theatre Arts have been focused on the appropriate areas of measurement in terms of student success. Given the significant changes in the program, it will be important to monitor SLOs and their connected areas. Moving forward, the accuracy of SLOs should be assessed, especially as the program roles and missions may be redefined in the coming years.

### Student Enrollment and Success Trends

The data for Theatre Arts reflect the following demographic changes since the previous year: male students (up 1.5%), female students (down -1.5%), African-American students (up 1.0%), Asian students (up 0.5%), Latino students (down -9.4%), and White students (up 8.6%). In terms of age, less-than-25 students (down -18.2%), students age 25-49 (up 8.9%), and students 50 and older (up 9.3%). While these data trends should be analyzed, a bigger issue is the status of Theatre Arts. Since the previous AUP, significant changes have occurred within the program. The program has previously been subject to a vitality assessment. Additionally, the full-time faculty member in the program resigned. Lastly, there is a Theatre Task Force that has been tasked with assessing the roles of Theatre Arts at Lake Tahoe Community College. As the program moves forward, the nature of its curricular offerings, staffing, and its connection to the college and the community should be analyzed in a critical and pragmatic sense. Like Culinary Arts, the Theatre Arts program is at a significant crossroads.

### PSS

80

### Equity Gap Trends and Plans

A review of the current data packets for Theatre Arts illustrates the following trends in terms of student success: male students (up 6.5%), female students (down -5.1%), African-American students (-100.0% and reflective of a small population), Asian students (no change), Latino students (down -10.0%), and White students (up 6.2%). In terms of age, less-than-25 students (down -1.1%), students age 25-49 (down -4.9%), and students 50 and older (down -6.7%). In a typical AUP data year, analysis of these trends would be important. At this particular time, due to the wide-scale changes that have taken place within the program, a much more holistic assessment of student success should be undertaken. At the most basic level, the college needs to determine the roles of Theatre Arts. Once those roles and the

overall direction of the program have been determined, then it will be possible to focus on forward-looking measures in terms of analyzing student success in the program.

### **Face-to-Face vs Distance Education Trends and Plans**

Traditionally, Theatre Arts has struggled in terms of enrollments. As mentioned throughout this document, the Theatre Arts at LTCC is a program in great transition. The resignation of the full-time faculty member in the program, the program vitality program, and the appointment of a Theatre Task Force are all significant events in the course of the program. Prior to the determination of curricular offerings, it will be important for the college to: 1. Assess the recommendations of the Theatre Task Force. The Community Benefit model, as addressed on the first page of the Theatre Task Force report, is a clear focus for the future of the program at Lake Tahoe Community College. Partnerships that have ranged from TEDx programming, film festivals, leadership events, among others, have illustrated the possibilities of hybrid programs that help utilize the large theatre and its associated facilities, equipment, and technology. As is the case with Culinary Arts, the college has invested substantial funds in terms of the development and maintenance of the program and its facilities and equipment. Thus, it may not be viable to see the program disappear completely. At the same time, it would be detrimental, financially, to allow the program to follow some of the patterns of the past. The Community Benefit model offers some true potentials to move Theatre Arts in new and more sustainable directions. 2. Determine the nature of the credit program at the college. As the Theatre Task Force has identified quite accurately, there are challenges in terms of the curricular offerings (enrollment decline is a concern). As well, there are questions about the nature of spring productions. Additionally, there are concerns about the production being a traditional, full-scale production. Instead, a one-act play model<sup>€</sup> which has proven to be popular in local and regional theatre settings outside of the college<sup>€</sup> has been suggested. Clearly, these are creative and out-of-the-box ideas that should be ruminated on in the future. As well, in addition to the Theatre Task Force<sup>™</sup>s findings, additional constituents, college and/or community partners should be engaged in terms of additional ideas, solutions, and new directions. As an example, the college<sup>™</sup>s full-time faculty member in Music has traditionally had a clear connection to Theatre Arts, particularly in terms of musical productions in the theatre.

### **Degree Sequence**

Theatre Arts fulfills a significant component in the Humanities degree (1. Art & Humanities Emphasis). It should be noted that the Humanities degree has not been particularly popular.

### **Conclusions and Program Improvements**

As far as a general direction forward in terms of course offerings, the following patterns may be warranted until the macro-level decisions about the program are explored in more depth: Introduction to Theatre (THE 101) should be offered in the online (DE) format. The Acting (THE 105s) and improvisation (THE 108s) courses should likely be offered in Spring, perhaps to coincide with possible productions.

The film sequence, which is distinct from the THE 105s and 108s (due to their not being tied to productions), should be offered in either F2F or DE with a fall, winter, and spring sequence. Other

courses, such as the stagecraft, design, and technical courses, could be evaluated for offerings in spring that could, again, coincide with the productions in the theatre.

### **Staffing**

As mentioned previously, in 2017, the full-time faculty member in Theatre Arts resigned. Combined with the revitalization program and the establishment of the Theatre Task Force, the program has experienced significant changes. Due to these changes, it is challenging to assess the adequacy of staffing in the program. In 2018, a new part-time instructor in Theatre Arts was hired. This instructor assists in the offering of some of the introductory acting and improvisation courses. As stated above, the college could determine staffing, in the short term, with the following suggested offerings: Introduction to Theatre (THE 101) should be offered in the online (DE) format. The Acting (THE 105s) and improvisation (THE 108s) courses should likely be offered in Spring, perhaps to coincide with possible productions.



## Annual Program Review for World Languages

### Changes Based on SLOs

The World Languages program faculty remain committed to adjusting pedagogical strategies in order to meet students in the best ways possible. For example, an OER textbook was adopted for the Spanish face-to-face courses and multiple resources have been augmented for this course after the first quarter (in reaction to student learning) in order to ensure that students had the sufficient resources coupled with the instruction to be successful.

Also, with regard to the communicative aspect of the online courses have continued to be one of the most difficult aspects, apps like Marco Polo have been utilized to increase the spoken pathways in these online courses.

### Appropriateness of SLOS

The SLOs, both course and program, measure student learning for the program adequately.

### Student Enrollment and Success Trends

The WL department remains very strong. 74.10 FTES plus 8.45 ISP FTES. The department has done so by offering less sections with higher numbers. The demographics have remained similar to years past. The success rates for the varying demographics of students in the WL department do not show a large equity gap. Additionally, there is an inverse relationship between the success rates of online courses and face-to-face. The online are higher (89.8%) compared to 87.2%. Both are very high.

The implications of the trends are the following: the WL department needs another full-time faculty member to continue and even increase this quality increase.  $1.41 + 2.41 = 3.82$  full-time faculty.

### PSS

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### Equity Gap Trends and Plans

There are no obvious gaps. Our department remains committed to helping serve all students, but most importantly, students from more sensitive sub-populations.

### Face-to-Face vs Distance Education Trends and Plans

Cancellations were non-existent for DE courses in 2016-17 and face-to-face were minimal. The department will continue to focus on strategic offerings to minimize these cancellations. With that said, the WL department remains committed to offering more than Spanish and true to the comprehensive nature that the department advertises.

### Degree Sequence

Yes, over the past two years, the Spanish courses of the degree have been offered with more frequency in more modalities. In 2017-18, two additional courses will be offered online for the elective credits. Students have many options to complete on time.

## **Conclusions and Program Improvements**

We are doing great! :)

### **Staffing**

No, a new Spanish full-time faculty is needed to help not only with the teaching loads in WL, but to help