Department/Program: Chemistry_____ Division:_____ Target Academic Year (AY): <u>2012-13</u>

ANNUAL PROGRAM REVIEW/UNIT PLAN

In the Table below, describe the "Actions" that your department plans to take during the 2012-13 academic year. These actions should be in response to the outcomes of your *Annual Program Review Update* and/or align with one or more of your *Program Review Goals, Objectives and/or Recommendations*. Further, each planned action must connect to one or more of the *Goals & Objectives* in the College's Strategic Plan. Lastly, all actions that require additional resources must contain a description and cost estimate. Once all actions and any corresponding resource needs have been identified, each action must be ranked in priority order by the department.

Strategic Goal / Objective	Program Review Goal / Objective	Action I.D.	Action(s)	Outcome(s)	Resource I.D. IT = Technology HR = Human Rec. FC = Facilities OT = Other	Budget Impact	Type OTO On-Going	Priority (i.e. *n* of $\sum n$)
5.1		CHM-1	find suitable adjunct faculty to teach recently expanded chemistry course offerings	continue to offer courses needed to meet demand, particularly the General Chemistry (CHM101-103) and "allied health" chemistry (CHM100, 116 & 117) sequences	N/A	N/A	On-Going	1

Department/Program: <u>Disability Resource Center</u> Division: <u>Student Services</u>   Academic Year (AY):<u>12/13</u>

ANNUAL PROGRAM REVIEW UPDATE - WORKSHEET

1. **Based on the data provided and other information, describe the current status of your Department/Program.**
   The DRC continues to explore opportunities of increasing its effectiveness in regards to providing effective and efficient services. Faculty and classified presence has been reduced and yet through creative efforts from faculty combined with General Fund support, DRC student numbers remain fairly constant. Student usage in the DRC is consistent with years where we had similar tutoring support and Alternate Media usage is very high.

2. **Please explain any significant changes in the Department/Program since the last Program Review.**
   The three significant changes since the last Program Review, which was completed during spring Quarter 2012, have been the addition of the DRC Lead Tutor position, the transferring of proctoring services to the Tutoring and Learning Center, and moving to a "Waitlist Model" for Learning Disabilities assessment.
   - The DRC Lead Tutor has provided the DRC faculty with minor clerical and alternate Media support as well as offering the welcoming frontline presence that has been lacking since the DRC Assistant position was vacated 2 years ago. Partially supporting this position with General Fund dollars has also allowed the DRC to retain and slightly increase its general tutoring services as well.
   - With limited staff and space in the DRC, test proctoring was moved to the TLC. This continues to be a work in progress and students and staff are adjusting.
   - An additional change of moving LD Assessment from a class to a waitlist has just begun and time will tell if our goals and expectations will be met.

3. **Please briefly explain any significant changes expected in the upcoming academic year.**
   No significant changes are expected at this time.

4. **Student Learning Outcomes (SLOs)**
   Have all course-level SLOs been identified and submitted to the SLO Committee? Y or N
   Have all program-level SLOs been identified and submitted to the SLO Committee? Y or N
   Have all course-level SLOs been mapped to program-level SLOs? Y or N

Department/Program: Green Sustainable Education__ Division:_____ Academic Year (AY): 2012-13___

ANNUAL PROGRAM REVIEW UPDATE - WORKSHEET

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

Currently, Green Sustainable Education (GSE), is the 44th largest program at LTCC (FTES 3.328). This program should have the ability to grow, but it has struggled somewhat to fill classes. The relative absence of construction courses at LTCC, results in a challenge marketing green tech GSE courses. The GSE Coordinator is building alliances with the South Tahoe Environmental Education Coalition and serving on the 2012 Earth Day Committee in an effort to spread the word about GSE.

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

GSE has never had a formal Program Review.

Since its inception in 2008, the GSE Coordinator position has been reduced to under 1 hour per week.

During AY 2010-2011, the LTCC Demonstration Garden was identified as a valuable teaching resource for GSE courses. GSE 106: Landscape Design and Sustainable Site Planning and GSE 111: Water Conservation were created to utilize the Demonstration Garden.

During summer of 2011, Shelly Thomsen, working on an internship from Yale, conducted a study of GSE and LTCC's environmental courses. She proposed creating an Environmental Studies AA and including GSE courses within that framework. A group of LTCC staff has met and discussed this proposal. The proposal is awaiting a funding source to carry it through the final stages of development and approval.

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

LTCC is exploring creating an Environmental Studies AA degree. It is likely that GSE courses would be included as a required or elective component to this new degree. Inclusion in an Environmental Studies AA could improve enrollment numbers in GSE courses. It is possible that GSE courses might require modification to be transferable. Additionally, it is possible that new GSE courses might be required to fulfill missing elements in the proposed Environmental Studies degree. A Sustainability course has been mentioned as potentially missing from current offerings.

4. **Student Learning Outcomes (SLOs)**
   Have all course-level SLOs been identified and submitted to the SLO Committee? **Y** or N
   Have all program-level SLOs been identified and submitted to the SLO Committee? Y or N
   Have all course-level SLOs been mapped to program-level SLOs? Y or N

Department/Program: Green Sustainable Education__ Division:_____ Academic Year (AY): 2012-13___

ANNUAL PROGRAM REVIEW UPDATE - WORKSHEET

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

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4. **Student Learning Outcomes (SLOs)**
    Have all course-level SLOs been identified and submitted to the SLO Committee? **Y** or N
    Have all program-level SLOs been identified and submitted to the SLO Committee? Y or N
    Have all course-level SLOs been mapped to program-level SLOs? Y or N

Department/Program:Tutoring and Learning CenterDivision:Humanities Academic Year (AY): 2012-13_____

ANNUAL PROGRAM REVIEW UPDATE - WORKSHEET

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

The online student survey conducted in October 2010, in which 473 students participated, indicates 82% of students who used the TLC agree that there are enough tutors to meet their needs and 97% agree that the TLC supported their development and success. (Standard II, Self Study) Currently, our usage is up in the Writing Center and the Math Success Center from the previous fall, and I hope to continue that trend.

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

Many changes! As of this fall, we no longer are the primary assessment center (we still administer the paper geometry test) with the D-Wing lab taken over those responsibilities. However, we are now the site of nearly all DRC testing. This has shifted our room usage as well, replacing the assessment space with a quiet testing area. In addition, the TLC is now used by Non-Credit ESL for its program Monday through Thursday after 6 PM. The Writing Center is now offering a by appointment option for students, as well as taking over the duties of online DE tutoring previously done by Diane Lewis. This training, in conjunction with CCC Confer, began the third week of the quarter and is ongoing. We also re-configured our space which resulted in a change in how and when students log in; we gained a spacious more casual study/computer area and downsized our group study rooms to one. The Library has a number of study rooms to accommodate those who need them. We also have more subject-area tutoring taking place in the TLC, and we are currently experimenting with by appointment study groups in math. Having English 151 Writing Improvement classes meet in the TLC has also been a positive step in increasing awareness of our tutoring and other resources among new and Basic Skills students.

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

I hope we will see continued growth in usage throughout the entire TLC. I plan to involve faculty more in our tutoring by scheduling study group tutoring sessions coinciding with specific coursework and classes. We have also begun to see faculty meeting in the TLC (the Senate has had meetings here, for one). I believe that encouraging faculty use will result in increased student use.

4. **Student Learning Outcomes (SLOs)**
    Have all course-level SLOs been identified and submitted to the SLO Committee? Yes
    Have all program-level SLOs been identified and submitted to the SLO Committee? Yes
    Have all course-level SLOs been mapped to program-level SLOs? Yes

Department/Program: __ _____MUSIC_____ Division: ____VAPA/HUM_____ Academic Year (AY): __2012-13___

In the Table below, describe the "Actions" that your department plans to take during the 2012-13 academic year. These actions should be in response to the outcomes of your *Annual Program Review Update* and/or align with one or more of your *Program Review Goals, Objectives and/or Recommendations*. Further, each planned action must connect to one or more of the *Goals & Objectives* in the College's Strategic Plan. Lastly, all actions that require additional resources must contain a description and cost estimate. Once all actions and any corresponding resource needs have been identified, each action must be ranked in priority order by the department.

Strategic Goal / Objective	Program Review Goal / Objective	Action I.D.	Action(s)	Outcome(s)	Resource I.D. IT = Technology HR = Human Rec. FC = Facilities OT = Other	Budget Impact	Type OTO On-Going	Priority (i.e. *n* of ∑*n*)
1.1, 5.1, 7.1, 9.1, 10.1	§B, 2a	MUS-1	Develop curriculum to expand Pro Tools offerings and certificates.	200-Level Pro Tools certification (Operator).	IT, HR, FC	N/A	OTO	1/3
1.1, 5.1, 7.1, 9.1, 10.1	§B, 2a	MUS-2	Identify funds for additional equipment to expand Pro Tools offerings and certificates.	200-Level Pro Tools certification (Operator).	IT, HR, FC	TBD	Ongoing	2/3
10.1	§B, 3a	MUS-3	Identify professional development funds for training Music faculty on Pro Tools.	Certified Pro Tools Instructors	HR, IT	TBD	Ongoing	3/3

Department/Program: Wilderness Education_____ Division_____Academic Year (AY):2012-13_____

ANNUAL PROGRAM REVIEW UPDATE - WORKSHEET

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

As of AY 2010-11, Wilderness Education was the 16th largest department by FTES at LTCC (33.665 FTES). This summer, just after AY 2010-11, LTCC awarded our first Chancellor's Office approved WLD certificate. We expect to see additional WLD AA's and Certificates in the coming year. During AY 2010-2011 WLD awarded 136 industry recognized American Institute for Avalanche Research and Education (AIARE) certificates.

During summer 2011, the WLD coordinator produced a risk management plan and will implement it during AY 2011-2012. The plan formalized trainings and certificates required to instruct for WLD. Maintaining this plan requires tracking wilderness medicine certificates and technical certificates (AIARE, American Mountain Guides Association [AMGA]) of all instructors. In order to communicate the details and expectations of the risk management plan, quarterly WLD staff trainings have been instituted.

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

Since the last review the WLD Coordinator position has been reduced to ten hours a week. For the size and complexity of this program ten hours a week is inadequate and requires the WLD coordinator to "donate" time to the college on a regular basis.

During 2009-10 the WLD AA and Certificate were approved by the Chancellor's Office. During summer 2011, the first Chancellor's Office approved WLD Certificate was awarded.

The creation of the previously mentioned risk management plan is an important step towards running a professionally sound and sustainable program. This plan will require ongoing maintenance.

Many of the technology and equipment purchases used to launch WLD program came from one-time awards from the LTCC Foundation. As this equipment ages and requires replacement a more sustainable replacement model needs to be developed.

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

The Lake Tahoe Basin Management Unit (LTBMU) is moving towards a higher level of supervision of activities on Forest Service lands. While it is difficult to say when this will occur, LTCC will likely be expected to meet the requirements of a special use permit to continue operating on Forest Service lands as a result of increased regulation.

It is the Coordinator's recommendation that additional resources be devoted to pursuing access in neighboring forest service lands (Eldorado National Forest, and Humbolt-Toiyabe National Forest).

Department/Program: Wilderness Education_____ Division_____Academic Year (AY):2012-13_____
Significant technology and equipment expenditures are required to replace aging/obsolete technology. Additional investments in specific equipment (sea kayaks, splitboards) would allow for increased course offerings.

For AY 2011-2012, WLD 116: Mountain Weather was introduced as a core course in the WLD AA and Certificate. This has been enthusiastically received based on enrollment numbers.

The delivery models for WLD 128B: AIARE Level 1 and WLD 128C: AIARE Level 2 have been adjusted to fully comply with AIARE requirements.

The meeting time requirement of WLD 107B: Wilderness First Responder is in the process of being changed in order to fully comply with industry standards.

4. **Student Learning Outcomes (SLOs)**
   Have all course-level SLOs been identified and submitted to the SLO Committee? **Y** or N
   Have all program-level SLOs been identified and submitted to the SLO Committee? Y or N
   Have all course-level SLOs been mapped to program-level SLOs? Y or N

ANNUAL PROGRAM REVIEW/UNIT PLAN

In the Table below, describe the "Actions" that your department plans to take during the 2012-13 academic year. These actions should be in response to the outcomes of your *Annual Program Review Update* and/or align with one or more of your *Program Review Goals, Objectives and/or Recommendations*. Further, each planned action must connect to one or more of the *Goals & Objectives* in the College's Strategic Plan. Lastly, all actions that require additional resources must contain a description and cost estimate. Once all actions and any corresponding resource needs have been identified, each action must be ranked in priority order by the department.

Strategic Goal / Objective	Program Review Goal/Objective	Action I.D.	Action(s)	Outcome(s)	Resource I.D. IT = Technology HR = Human Rec. FC = Facilities OT = Other	Budget Impact	Type OTO On-Going	Priority (i.e. *n* of $\sum n$)
5.1	2.e	WLD-1	Complete the course-to-program mapping of SLOs.	-All course-level SLOs in the department are mapped to program-level SLOs. -SLO mapping submitted to the SLO Committee	OT	N/A	N/A	5 of 6
3.1	2.a 2.b	WLD-2	Continue to purchase instructional materials and supplies for our department. Total adjuncts for year: 11!	Continue to offer excellent instruction for student success.	OT	$700.00	On-going	4 of 6

Strategic Goal / Objective	Program Review Goal / Objective	Action I.D.	Action(s)	Outcome(s)	Resource I.D. IT = Technology HR = Human Rec. FC = Facilities OT = Other	Budget Impact	Type OTO On-Going	Priority (i.e. *n* of $\sum_n$)
5.1	1.b 1.c 7.a – 7.f	WLD-3	Revive the study abroad program and the partnership with Spanish language schools.	-Students will be able to enhance their language skills and connect with Spanish-speaking peoples. -The study abroad experience will apply to the AA degree in Spanish. -Students would receive a diverse study experience	OT	N/A The instructor would do the ground work	On-going	3 of 6
9.1	2.b 2.g	WLD-4	Purchase a color printer for our office use.	Create colored overhead transparencies for instruction. Using color with vocabulary and grammar instruction enhances learning. Create our own overheads for classes and the department.	IT	$200.00	OTO	1 of 6
9.1	2.b 2.g	WLD-5	Purchase color ink cartridges	Create colored overhead transparencies	IT	$300	On-going	2 of 6
6.1	8.a	WLD -6	Create, support and maintain a new club at LTCC – the ASL (American Sign Language) club	Increase the presence and visibility of college, foster student interaction outside of campus.	OT	Stipend as advisor for club	On-going	6 of 6