

## LTCC APR/AUP Data 2016-2017

### Addiction Studies

<b>APR Data</b>	<b>Changes Based on SLOs</b>	Overall, instructors were generally satisfied with the SLOs and student mastery. Over the past few years, instructors felt outcomes could be improved by developing a new system of skills testing involving the use of different protocols. In addition, instructors worked to have adequate one-on-one instructional opportunities for students who did not perform well on initial quizzes. The most recent reports suggested instructor satisfaction with the changes.
	<b>Appropriateness of SLOs</b>	There is general agreement that the Course and Program SLOs are measuring the correct things. Budgets permitting, the purchase of 2-3 new AED's would improve performance, according to instructor feedback.
	<b>Student Enrollment and Success Trends</b>	While there have been relatively stable enrollments in Dental Assisting, the college has seen a decrease in EMT & Phlebotomy enrollments mirroring that of general college downward enrollment trends, and a precipitous drop in PT Aide enrollments (a 70+% decrease) reportedly due in part to instructor availability and the move by Barton to take over Nursing Assistant. These courses all demonstrate very high student success rates (90+%).
	<b>PSS</b>	90
	<b>Equity Gap Trends and Plans</b>	90% females in Dental Assisting; 73% males in EMT/EMR with 22% Hispanic; 75% females in Phlebotomy with 50% Hispanic; 75% females in PT Aide with 33% Hispanic. All groups are succeeding at very high rates. With the planned expansion of dual enrollment opportunities through South Tahoe High School, it is presumed that any equity gaps will be diminished.
	<b>F2F vs. DE Trends and Plans</b>	All courses are F2F in Dental Assisting, EMT/EMR, Phlebotomy, and PT Aide.
	<b>Degree Sequence</b>	According to instructors and the advisory committees, courses are sequenced appropriately and students are able to move through their course progressions relatively smoothly.
	<b>Conclusions and Program Improvements</b>	Student success data is strong; there is ample evidence that not only are students mastering their required learning outcomes, but also that they are being hired into their field of study.
	<b>Staffing</b>	Staffing is adequate; all courses are taught by adjunct faculty. One area of concern is with the one-year upcoming break from teaching Dental Assisting by our shared instructor with STHS. Enrollments could take a hit in this area for one year.

### Anthropology

<b>APR Data</b>	<b>Changes Based on SLOs</b>	Changes that took place included pedagogical and context ones. For example, SLO 4 in ANT 102, Cultural Anthropology, "Interpret important anthropological concepts and cases," was analyzed. In some cases, the concept of "cultural relativism" was not comprehended sufficiently. Instructors thus re-emphasized the concept in learning activities and assignments.
	<b>Appropriateness of SLOs</b>	At this time, the Course and Program SLOs are measuring the correct things.
	<b>Student Enrollment and Success Trends</b>	Given the enrollment changes at LTCC in general, ANT enrollments have remained steady. Distance education enrollments have increased, which also reflects the trends at LTCC. Student success seems consistent. As well, levels of productivity are good, especially given the program's low costs.
	<b>PSS</b>	80

	<b>Equity Gap Trends and Plans</b>	Latino enrollments have been strong in ANT courses. Asian American course success rates are not at the level of the other measured ethnic populations. Female and male success rates are very similar.
	<b>F2F vs. DE Trends and Plans</b>	Distance education courses in ANT have higher success rates than F2F, so this should be monitored in subsequent years.
	<b>Degree Sequence</b>	Yes, this is generally true. However, some of the less frequently offered courses, like ANT 110, could be a concern in terms of degree options. We should review other options to complete these degree segments.
	<b>Conclusions and Program Improvements</b>	Program and Course SLOs, curriculum mapping, and course sequencing are all representative of good departmental planning and operation. The number of AA degrees has decreased, so this would be interesting to analyze in future years.
	<b>Staffing</b>	Staffing levels, given the sharing of the one FTF in ANT and SOC, are not necessarily sufficient. Due to course offering requirements in ISP (SOC), there are additional drains on staffing. As well, it is a challenge to locate qualified ANT instructors. At this time, only one ANT instructor teaches for LTCC.
<b>AUP Data</b>	<b>Link to CPR</b>	Secure necessary technological resources for ANT classroom instruction.
	<b>Link to SLO or PLO Data</b>	PROGRAM SLO1, PROGRAM SLO6
	<b>Action</b>	Purchase "smart board" for classroom instruction.
	<b>Expected Outcome</b>	Increased student comprehension of course materials.
	<b>Resource Type</b>	Technology
	<b>Budget Impact</b>	4000
	<b>Duration</b>	One-Time
	<b>Rank</b>	
<b>AUP Data</b>	<b>Link to CPR</b>	Purchase instructional media for ANT classroom instruction.
	<b>Link to SLO or PLO Data</b>	PROGRAM SLO3, PROGRAM SLO5
	<b>Action</b>	Purchase media (DVDs) for classroom instruction.
	<b>Expected Outcome</b>	Increased student comprehension of course materials. Increased student engagement in courses.
	<b>Resource Type</b>	Instructional Supplies
	<b>Budget Impact</b>	500
	<b>Duration</b>	One-Time
	<b>Rank</b>	

**Art**

<p><b>APR Data</b></p>	<p><b>Changes Based on SLOs</b></p>	<p>The Studio Art AA-T degree was created and modifications for efficiency were made to local Art AA degree. Additionally, 6 new Art certificates were created and implemented in the 2015-16 academic year. Art 112 was deactivated because of lack of offering and non-transfer status. Art 201, Beginning Sculpture was changed to 2 courses, Art 201a and 201b, Mixed Media Sculpture I &amp; II to give more opportunities for students to focus of a broader spectrum of topic and techniques. ART221, a basic survey course in printmaking, was restructured into 6 sections that each address different printmaking techniques at both the beginning and advanced level. This sub-division of the survey course allows for more experimentation within each of the technical areas and addresses the repeatability issue by providing students with more course offerings. As a way to address both budget issues and enrollment issues, the figure drawing sequence was reduced. Currently we offer only ART213: Beginning Figure Drawing in the fall quarter, omitting the inclusion of the intermediate and advanced sections of that course. We then offer the beginning, intermediate, and advanced levels of that course in the winter quarter, hoping to capture enrollment from the previous quarter.</p>
	<p><b>Appropriateness of SLOs</b></p>	<p>We believe that the Art Department Course and Program SLOs are adequately reflective of our department mission and provide the necessary information with which to assess our progress.</p>
	<p><b>Student Enrollment and Success Trends</b></p>	<p>Successful completion of both the Art Degree and Art Certificates have increased by 50% since last year. 5 degrees and 4 Certificates were completed in the past year in comparison to the 2 Art Degrees and 2 Photography certificates in the previous year. These numbers represent a significant improvement over past years and indicate that the department is working toward a more efficient operational model for course offerings. The department is implementing a shift in emphasis to meet the needs and requests of the transfer student. FTES are 44% less than they were 4 years ago. However, they have stabilized in the past two years, which possibly indicates the new reality for our program under the "no repeatability" mandate. The number of sections being offered has been reduced. Distant Ed. courses have seen a greater reduction than F2F sections.</p>
	<p><b>PSS</b></p>	<p>77</p>
	<p><b>Equity Gap Trends and Plans</b></p>	<p>We serve almost 50% more female students than male students. We also serve an overwhelming amount of white, non-Hispanic students over any other ethnic group, which seems consistent with our community. Hispanic is the second highest ethnic group that we serve. Students who are in the 25 years and younger group represent the majority of our clientele by 43%. That number is closely followed by 36% of students in the 25-49 years of age group. Lastly, 21% of students that we serve are in the 50 years and older group. While our younger population has the majority, the data shows that our students are spread quite evenly across a wide age range. This seems consistent with art departments in general as compared to other academic programs. Factors contributing to this data reflect the universal appeal for arts education, specifically studio/activity courses, among a wide range of age groups. We don't feel that any action is required to address this data. Success rates are higher in the 50 years and older group, but only slightly. All age groups show a 77-80% success rate. In terms of retention, 70% of courses offered have an 80% or higher retention rate. This also reflects the nature of studio/activity art courses which draw an audience that has a relatively high motivation level upon entering a course.</p>

	<b>F2F vs. DE Trends and Plans</b>	We offer an overwhelming amount of F2F courses in relationship to DE offerings. Retention in our F2F courses is significantly greater than in our Distant Ed courses.
	<b>Degree Sequence</b>	Yes. The rationale is based on offering courses in such a way that students are able to complete the required courses in a timely fashion. Course offering is also contingent upon classroom availability, faculty availability, enrollment, and open-lab availability.
	<b>Conclusions and Program Improvements</b>	Data shows that the program has shrunk by nearly 50% over the past 4 years. We feel this is due primarily to the new "no repeatability" mandate and lack of affordable student housing in South Lake Tahoe. Facility issues are also a factor. Studio art courses are facility-intensive and need to be maintained at a safe and effective level to promote enrollment, retention, and student success. New and innovative ideas for enrollment growth need to be considered in order to continue to keep the Art Department vibrant and robust. While the lead faculty are the likely experts in generating ideas for growth, it requires the financial and moral support of the administration and Board of Trustees to ensure its success. Refer to the action plans in our AUP for specifics. .
	<b>Staffing</b>	Yes and No. With two studio classrooms available, and the need for open lab time, we are offering as many courses as we are able. Having a full time and part time lab technician during the day time hours is adequate to maintain the classroom, departmental, lab hours, and budgetary support the department requires to sustain with the current course offerings and enrollment numbers. However, the Art Dept. Instructional Aide budget was cut by 30% in 2012, since that time we are unable to provide observed open lab in F104 and F101 as much as students and faculty have requested. In art, especially in the 3D arts, open lab is the only location students are able to do homework and course projects outside of class. When doors are closed students can't do homework. Due to the diversity, complexity, technical nature, and in some cases danger of some of the tools, equipment, and processes, we are reliant on Instructional Aides to provide observation and assistance to students during open lab times outside of the 40hr work schedule of the full time 3D technician. These Instructional Aides are necessary to maintain observed lab times and assure safety and assistance is maintained and available to students at all scheduled open lab times. We are not able to maintain all open hours of F104 and F101 labs with paid Instructional Aides and have recently relied on 'volunteers' to fill in the gaps. As much as this is efficient and convenient, it is difficult to assure proper safety and security are maintained, as well as consistency has been difficult as volunteers cannot be heavily relied upon to be available and reliable. In many cases as a result, the labs doors are abruptly locked and students are not aware of lab hour changes and make special trips to the college unnecessarily. In some cases this has had an adverse effect on student's success and opinion of the reliability of the college and department to provide labs when they are schedules and required.
<b>AUP Data</b>	<b>Link to CPR</b>	CPR 2012 Section 4 a.,c.,d., e. f.; Recommendation #7
	<b>Link to SLO or PLO Data</b>	Program SLO 1
	<b>Action</b>	Replace lead Faculty, Bryan Yerian's office Laptop.
	<b>Expected Outcome</b>	Well-functioning laptop is necessary to conduct classroom and college business effectively.
	<b>Resource Type</b>	Technology
	<b>Budget Impact</b>	1500
	<b>Duration</b>	One-Time

	<b>Rank</b>	1
<b>AUP Data</b>	<b>Link to CPR</b>	2012, section 4 a.,b.,c. recommendation #1
	<b>Link to SLO or PLO Data</b>	
	<b>Action</b>	Art Studio Ventilation update, installation in F101, F104, and Photo darkroom lab.
	<b>Expected Outcome</b>	Provide proper facility that can maintain healthy working environment for classroom and lab projects, materials, and activities for faculty, staff, and students.
	<b>Resource Type</b>	
	<b>Budget Impact</b>	Facilities
	<b>Duration</b>	N/A
	<b>Rank</b>	One-Time
		2
<b>AUP Data</b>	<b>Link to CPR</b>	2012 Section 4.2a
	<b>Link to SLO or PLO Data</b>	All Program SLO's 1-7
	<b>Action</b>	Replace classroom tables and chairs in F101 and F104.
	<b>Expected Outcome</b>	Replacement of aging and poor condition classroom tables and chairs would help with student success in the classroom.
	<b>Resource Type</b>	Facilities
	<b>Budget Impact</b>	N/A
	<b>Duration</b>	One-Time
	<b>Rank</b>	3
<b>AUP Data</b>	<b>Link to CPR</b>	2012 section 4.2
	<b>Link to SLO or PLO Data</b>	
	<b>Action</b>	Combine 28hr/week technician position with some of the Haldan Gallery Instructional Aide hours and/or faculty release-time to create ONE full-time 2-D Art Technician/Gallery Manager position.
	<b>Expected Outcome</b>	Creates efficiency within the department and a cohesive connection between the department and gallery. Assure open labs are supervised during the 8am-5pm M-F time frame. Also keeps full-time faculty in classroom, rather than in management role.
	<b>Resource Type</b>	Personnel
	<b>Budget Impact</b>	\$15,000
	<b>Duration</b>	Recurring
	<b>Rank</b>	4
<b>AUP Data</b>	<b>Link to CPR</b>	2012 Section 4.2.a.b.c.
	<b>Link to SLO or PLO Data</b>	Have a knowledge of art materials and an applied experience in the technical means used to formulate and construct visual images.
	<b>Action</b>	Reinstate previously cut funding to Art Department Instructional Aide budget #2412.
	<b>Expected Outcome</b>	Facilitate observed assistance to 3D Art studios during all college open hours for course homework purposes. 2013-14 budget was reduced by \$716.00. This has negatively impacted our ability to offer supervised open lab time during open college hours that fall outside of 3D studio technician 40hr/week work schedule for

		students to complete course homework. #1 Student recommendation in 3D art courses student evaluations: "more availability to open lab".
	<b>Resource Type</b>	Personnel
	<b>Budget Impact</b>	\$716
	<b>Duration</b>	Recurring
	<b>Rank</b>	5
<b>AUP Data</b>	<b>Link to CPR</b>	2012 Section 4.a.b. Recommendation 1 and 2
	<b>Link to SLO or PLO Data</b>	â€¢ Apply the principles and concepts of design. â€¢ Have a knowledge of art materials and an applied experience in the technical means used to formulate and construct visual images.
	<b>Action</b>	Include funding in Art Budget for repairs and replacement of equipment to replace, update, and purchase equipment and provide funding for ongoing equipment repairs(i.e. electric kilns, kiln furniture, furnace refractory, kiln shelves, potter wheels, bench grinders, band saw, drill press, welders, ceramic shell slurry mixer, print making equipment, painting easels, etc.).
	<b>Expected Outcome</b>	Priority 1: Replace 12-15 cracked kiln shelves. Priority 2: Replace band saw. Priority 3: Replace 1 TIG welder. Priority 4: Replace 2 of 12 department potters wheels Priority 5: Replace 7 painting easels The Art studios main equipment in on average 20-30 years old and many are in ill operational condition and in need of replacements. Properly functioning and up to date equipment is crucial for student success and safety. Safety and student success are of utmost concern related to the use of the above problematic and heavily relied upon equipment.
	<b>Resource Type</b>	Facilities
	<b>Budget Impact</b>	10000
	<b>Rank</b>	6
<b>AUP Data</b>	<b>Link to CPR</b>	4.2a Recommendation #1
	<b>Link to SLO or PLO Data</b>	
	<b>Action</b>	Fix/replace electrical issues in F101 and F104 and install proper lighting in F104 foundry.
	<b>Expected Outcome</b>	As many courses are offered during night time hours this action would provide a safe classroom/lab environment where students can see what they are doing while using studio equipment, power tools, and taking courses at LTCC.
	<b>Resource Type</b>	Facilities
	<b>Budget Impact</b>	N/A
	<b>Rank</b>	7
<b>AUP Data</b>	<b>Link to CPR</b>	2012 Section 2.f. Recommendation #7
	<b>Link to SLO or PLO Data</b>	All program level SLO's
	<b>Action</b>	Purchase new Digital Projector for Art Faculty to use in F101 and F104.
	<b>Expected Outcome</b>	Currently faculty who teach courses in F101 and F104 share one digital projector. Over the past 9 years, the Art department has made a successful and conscious move away from 35mm slide projectors to digital presentations. Now as all faculty are using digital projectors as their main source for visual lectures the sharing of one projector has become problematic as course schedules change and overlap. We are

		continuously relying on media services to provide the second projector on a daily/weekly basis. With the purchase of another projector we can effectively assign a projector to each lab classroom. This will alleviate much time, stress, and scheduling issues that currently the technicians and faculty face each week to successfully present course material to their classes.
	<b>Resource Type</b>	Technology
	<b>Budget Impact</b>	2500
	<b>Duration</b>	One-Time
	<b>Rank</b>	8
<b>AUP Data</b>	<b>Link to CPR</b>	2012 Section 2 Recommendation #1 #3
	<b>Link to SLO or PLO Data</b>	
	<b>Action</b>	Enclose F104 foundry area and overhanging space on west side of F101/F104 studios including emergency exits from 2-D and 3-D studios. Cover Raku kilns and surrounding area of outdoor sculpture yard. Address snow load and snow accumulation at all F-wing exits.
	<b>Expected Outcome</b>	Outdoor temperature and snow accumulation are big health, safety and facility use concerns. During heavy snow months current outdoor lab areas are inaccessible to students. Raku kilns are being annually damaged by snow load. Students have to dig their way to the kilns to use them and learn the process, which is a requirement of the ceramics sequence curriculum. Exits, specifically emergency exits are blocked for months at a time during the winter due to snow off load from the roof. Electrical equipment such as the handsaw, sandblaster, bench sanders, spray booth are often times operated by students while the equipment and student are standing in puddles of water and snow. Due to the fact that the foundry lab has no windows the snow is able to accumulate and damage the metal surfaces of equipment. Temperatures of the foundry/kiln area is also problematic. During subfreezing temperatures it is difficult to teach and demonstrate outside and it is detrimental to the kilns functionality and hardware to be operated in temperatures below 45 degree as per experience and kiln manufactures recommendations. Theft has been an issue in the past due to the open un secure nature of the equipment stored in the foundry lab area.
	<b>Resource Type</b>	Facilities
	<b>Budget Impact</b>	N/A
	<b>Duration</b>	One-Time
	<b>Rank</b>	9
<b>AUP Data</b>	<b>Link to CPR</b>	2012 section 4.3
	<b>Link to SLO or PLO Data</b>	All program level SLO's
	<b>Action</b>	Provide ongoing funding for a visiting Artist series at LTCC.
	<b>Expected Outcome</b>	For 2016-17 academic year, Bryan Yerian applied and was awarded funding from the Foundation to support a visiting artist model platform. This has generated much community involvement and student success outside of the classroom environment. Tahoe is isolated in the art world. This will support course content by providing students an opportunity to experience artists' artwork, ways of making art, and the way they discuss their artwork. This will also assist with marketing the college and the Arts to the Tahoe community and abroad.
	<b>Resource Type</b>	Personnel

<b>Budget Impact</b>	\$1,800
<b>Duration</b>	Recurring
<b>Rank</b>	10

### Biology

<b>APR Data</b>	<b>Changes Based on SLOs</b>	The department has purchased extra biological models and equipment for laboratory use. We have increased place-based learning, taking advantage of our extraordinary natural environment. We have increased the number of field learning experiences offered in our courses. We have also purchased new DVDs to replace our outdated VHS collection. Some video resources are being housed in the library for student check out.
	<b>Appropriateness of SLOs</b>	We believe our SLOs adequately measure the parameters our department believes will help our students be successful in the future.
	<b>Student Enrollment and Success Trends</b>	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. Our student success has remained in the high 80s to low 90s %. 2015-16 reflected our highest student success rates at 89% for males and 94% for females. Most of our students receive Natural Science degrees; these are not partitioned out in our data by disciplinary emphasis (e.g. biology vs. Chemistry). However, some students may transfer to universities without obtaining a degree from LTCC. We do not have a certificate program in Natural Science.
	<b>PSS</b>	85
	<b>Equity Gap Trends and Plans</b>	60% of our students were female, 40% male. White non-Hispanics accounted for 61% of our students, while Hispanics were at 29%. We want our student population to reflect our town's population demographics. We would like LTCC to increase recruitment of underrepresented groups to the biology program.
	<b>F2F vs. DE Trends and Plans</b>	We have offered no DE classes.
	<b>Degree Sequence</b>	There is a clear 2 year pathway to achieve a Natural Science degree. All the departments within Natural Science and the Math Department coordinate course offerings to ensure a minimum of course conflicts, so that the vast majority of students have a clear pathway.
	<b>Conclusions and Program Improvements</b>	We are proposing the following changes: (1) increase student success rates with increased tutoring, (2) increase student access and enrollments with OER options, (3) increase college recruitment of underrepresented groups. One issue that is not addressed in this planning document is that we are very concerned with the transformations to the physical state of the campus. We rely heavily on our outdoor "natural lab" setting, and many areas of the campus are being developed. The college has to commit to maintaining environmental studies and field-based biology opportunities on campus if faculty are encouraged to develop these programs. If we have to travel off campus for these field experiences, we would probably need to increase lab courses to 4 hours per week to accommodate travel time. This would also have budgetary implications for extra travel and faculty time. We are officially requesting input into the planning processes so that we can inform the college of our use patterns in the outdoor spaces. Thanks!
	<b>Staffing</b>	The department is currently experiencing many staffing transitions. We are offering 2 sections of A&P lectures, afternoon and evening, to capture populations that would like to take A&P in the evening. If this is successful, this will account for more of our A&P faculty's load; we may need additional adjuncts for other anatomy

		courses. Our full time organismal biology faculty is on reduced load. It is unclear how long this will continue. There may be additional adjunct staffing implications.
AUP Data	Link to CPR	1. Increase rates of student success in biology courses.
	Link to SLO or PLO Data	Neither Program Level SLOs nor Course-level SLOs apply to the goal listed above, except that if students have greater success in the courses, they will have been successful at all three Biology Program-Level SLOs.
	Action	A. For challenging courses, (eg. Anatomy and Physiology series, the Biology Majors series, and Bio 110), we advocate implementation of a program to develop Student Teaching Assistants who have successfully completed the courses for which they will TA. These student TAs will be paid to attend classes and labs during the same quarter they will offer tutoring and mentoring services. Instructors will recruit successful former students who they feel will successfully serve as TAs and mentor current students. B. It would be helpful to have data on the numbers of biology students achieving A's, B's and C's each year; many biology students need to achieve grades of A or B in order to be accepted into advanced biology or premed programs. C. To accurately track our success as a department, and to identify areas where we need improvement, we would like to have data about our students beyond LTCC. (eg. % of students receiving 4-year and graduate degrees, successful employment, etc). We actually think this is necessary college-wide, and seems to be one of the most accurate ways to gauge success of our programs.
	Expected Outcome	Student Teaching Assistants will improve student success. Instructors will be able to identify, early in the term, students who need extra attention in order to succeed. Course completion rates and grades will improve. FTES will increase as students successfully navigate the Biology Department curriculum and complete prerequisites and course series.
	Resource Type	Personnel and Technology
	Budget Impact	\$9000. per academic year for Student TAs covering 9 of our most challenging courses. Would it be possible to use work-study students in this capacity? This would reduce budget implications. Unknown budgeting impacts for goals requesting data.
	Duration	Recurring
	Rank	1
AUP Data	Link to CPR	Allocate storage space for all equipment and supplies for the Environmental Studies programs, including Environmental Science and Environmental Technology and Sustainability programs.
	Link to SLO or PLO Data	Neither Program Level SLOs nor Course-level SLOs apply to the goal listed above. However, instructional efficiency would be improved because currently, the space in our prep/bio storage room is VERY overcrowded. The current storage area was planned to accommodate only a few biology courses 20 years ago, and the department now offers 20+ Biology courses, each needing its own specialized supplies and equipment. In addition, all the equipment and supplies for Environmental Science and Environmental Technology and Sustainability (EVS and ETS) have been stored in this facility.
	Action	The EVS/ETS programs are growing rapidly and have received multiple grants, enabling LTCC to purchase a LOT of new equipment. These programs need their own dedicated storage room. We will send pictures if you like. :)
	Expected Outcome	Instructional efficiency would be improved by separating storage for equipment/supplies of biology from EVS/ETS because currently, the space in our prep/bio storage room is VERY overcrowded.

	<b>Resource Type</b>	Facilities
	<b>Budget Impact</b>	Free if you can find space! But we would be happy with a closet!
	<b>Duration</b>	One-Time
	<b>Rank</b>	2
<b>AUP Data</b>	<b>Link to CPR</b>	Create an OER (Online Educational Resource) pathway that is free of cost to students, in biology.
	<b>Link to SLO or PLO Data</b>	Neither Program Level SLOs nor Course-level SLOs apply to the goal listed above, except that the college may attract students who previously could not afford to attend because of the high cost of books. As new students complete courses with OERs, students will have been successful at all three Biology Program-Level SLOs.
	<b>Action</b>	Research and diagram a pathway, through the Natural Science major with an emphasis in Biology, which features free OER resources. These OER resources must uphold our rigorous academic standards. These will need to be monitored and updated periodically. We feel confident we can find OERs for many of our major and non-major courses. However, we will need to create laboratory OER materials for almost all of our classes. We will customize the laboratory exercises we will create to take advantage of our current laboratory supplies, specimens, and equipment. This will enable our biology courses to be truly cost-free to students, as we can produce the materials and handouts in house. We anticipate that this will require faculty release time estimated at 2 units per course. The laboratory exercises will be tested, and may require periodic revisions.
	<b>Expected Outcome</b>	Free OERs will increase numbers of students who are able to attend LTCC (adding FTES), and achieve an AA degree in Natural Science, by increasing access for students who have limited financial resources.
	<b>Resource Type</b>	Personnel
	<b>Budget Impact</b>	2 units of full time faculty release time per course converted from traditional texts and manuals to OER materials.
	<b>Duration</b>	Recurring
	<b>Rank</b>	3

### Business

<b>APR Data</b>	<b>Changes Based on SLOs</b>	An example of a change made based on SLO assessment results is in BSN 101A: Business Law: Introduction to Law and Business Transactions where SLO5 "Describe the various agency relationships" appeared to be more challenging for the students than originally thought. It was recommended that this material be introduced earlier in the quarter to allow students additional opportunity to grasp and apply the concepts. Another example applies to BSN 107: Business Law: Introduction to the Legal Environment of Business where the assessment results for SLO1 "Evaluate fundamental legal arguments presented by both the plaintiff and defendant as they relate to negotiable instruments" indicated that the level of understanding was not satisfactory. It was recommended that additional case write-ups be presented for discussion and analysis. Students would then be given additional time to get a thorough understanding of how to do these case write-ups. As reported in our previous APR, the Business Department (JET) implemented several course-level changes in our curriculum. It should be noted that with those changes now in place and based on last year's SLOs, there have been some additional fine tuning done in the current year. For example, the Fortune 500 project-based assignment that covers all three accounting courses is now fully online so that the format is consistent from a face-to-face offering to an online offering. Also, the schedule for each of the three projects has been modified to provide students with optimal time to cover the
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		<p>specific requirements of each project. What was previously schedule with a one-time deadline is now broken up and spread out over several weeks of the quarter. Given the results from this change in both the Fall 2016 and Winter 2017 quarters, overall student success has improved. JET continues to review the overall effectiveness of the MyLab software from Pearson Publishing. In addition to the homework, quiz, and exam materials provided by the company, we are also introducing the "Custom Question" function which will allow for increased flexibility in how we assess our student's knowledge and understanding. It is with this function that we are able to offer the three accounting-course projects online as mentioned above. 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, explanations/applications of EXCEL worksheets, and solutions for various problem-solving assignments. The feedback from students has been overwhelmingly positive and the department is exploring additional opportunities for its use.</p>
	<p><b>Appropriateness of SLOs</b></p>	<p>The department faculty members regularly review the specific SLOs in their courses to not only ensure that students are mastering their understanding of the course content, 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. This biennial assessment schedule ensures more substantial assessment data which will allow for a more accurate evaluation of course-level and program-level SLOs. A change to our current course-level SLOs includes the removal of SLO4 "Analyze key advantages and disadvantages of teams in the business environment" from BSN 100: Introduction to Business. It was determined that this particular SLO measures a topic that is not relevant for this introductory course based on its official Course Outline of Record.</p>
	<p><b>Student Enrollment and Success Trends</b></p>	<p>Over the five-year period, 2011-12 to 2015-16, LTCC experienced a decline in FTES of 29.3%. In that same period, the Business Department had an FTES decrease of 34.2%. These trends in FTES align with similar declining trends in the number of sections "total (-38.5%), F2F (-67.9%), and online (-4.2%)" offered by the department. Given the relatively small numbers in the department, these percentages can be misleading. However, one thing can be easily identified and that 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, 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 (more on this later). Similarly, the comparison by modality yields equally consistent course success rates with a slightly better outcome for our F2F course offerings (average around 78%) vs. online (75%). With the introduction of the AS-T Degree in 2012-13, JET has seen an overall increase in the number of degrees and certificates offered during the five-year period. From a low of 11 degrees/certificates in 2012-13 to a high of 19 degrees/certificates in both 2013-14 and 2015-16, this reflects a five-year increase of approximately 73%. Again, given the small numbers, these percentages can be misleading. However, in the four years of offering the AS-T Degree, 60.9% 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</p>

	with 19 and finance with 5 “which when combined equal 24 degrees or 30.0% of all degrees awarded in the five-year period (again, excluding certificates). They are combined because of the new degree concentration format includes an Accounting & Finance concentration. These trends bode well for the department moving forward.
<b>PSS</b>	75
<b>Equity Gap Trends and Plans</b>	<p>First a brief review of the data is warranted. During the five-year period, three major demographic groups emerge within JET's student base “White Non-Hispanic (55.8%). Hispanic (26.2%), and Two or more races (7.0%). The third one is shared as evidence of the increasingly growing multiracial community. As for the age categories, JET is seeing an increase in the age group (48.5% in 2011-12 to 56.1% in 2015-16) which is offset by declines in the other two age categories “ 25-49 (down from 41.7% to 38.1% over the same period) and 50 + (down from 9.8% to 5.8%). The resulting median age for the department is 24 (down from 25). As for success rates over the five-year period, the White Non-Hispanic group has been relatively consistent with rates between 75.3% and 81.9% which are slightly below the average for LTCC as a whole (84.4% - 87.7%). The Hispanic group’s success rates fair less than the overall college averages for the same group “JET is between 63.3% and 73.3% whereas the college’s rates range 77.9% to 80.7%. It should be noted that across all racial/ethnic demographic groups, JET student’s 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 approximately 14,000-17,000 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 its own year-to-year rates and the need to monitor the Hispanic group’s declining rates (from a high of 73.3% to a current 65.5%). Given this trend, JET needs to be more sensitive to the work and family demands of our Hispanic student community. The Equity Initiative is a resource that JET should connect its Hispanic students to on a regular basis to help them manage their time more effectively.</p>
<b>F2F vs. DE Trends and Plans</b>	<p>The first thing that stands out is the actual enrollment numbers for both modalities. The F2F course offerings declined from a high of 366 (2011-12) to a current 132 (2015-16) or a drop of 64%. The year-to-year trend has been consistently downward as well. During the same period, DE enrollment increased from 339 to 379 or 11.8%. However, its year-to-year enrollment trend has a bit more volatility with a high of 454 (2014-15) and a low of 255 (2012-13). JET sees this volatility as a potential to recapture some of its lost enrollments going forward whereas the F2F numbers seem to be in a steady decline. As stated earlier, during the five-year period, the comparison by modality yields equally consistent course success rates with a slightly better outcome for our F2F course offerings (average around 78%) vs. online (75%). The data also show that for the 2015-16 academic year, those percentages were quite closer (78.0% vs. 76.8%). It will be interesting to see if this trend continues as the 2016-17 academic year finishes up with the spring quarter. Retention rates for the two modalities for 2015-16 academic year are close with F2F at 88.0% and DE at 84.2% which compare less favorably to LTCC’s 94.0% and 88.5%, respectively. In 2015-16 academic year, JET had a F2F cancellation rate of 35.7% (5 of 14 sections) and only 4.2% (one of 24 sections) for its DE offerings (data was not available for LTCC). Additionally, the comparison of JET’s average class sizes for F2F (14.7) and DE (16.5) to the college as a whole (13.8 and 17.5, respectively) indicates the use of a</p>

		college-wide flexible and responsive policy for determining cancellations of multiple sections and courses in general. It is important to note that, currently, JET serves roughly three times the number of students in its online course offerings 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 2015-16 academic year, LTCC's productivity was 286.52 whereas JET was 312.79. And two, LTCC's percentage of full-time vs. part-time faculty was 37% vs. 63%, respectively. With JET, it is more than flipped, with a 74% vs. 26% balance of full-time to part-time faculty, respectively. The department does feel that this balance must have some positive impact on our enrollments, productivity, and success, retention, and cancellation rates.
	<b>Degree Sequence</b>	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 run. Students are directed to take the remaining required courses 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.
	<b>Conclusions and Program Improvements</b>	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 its program- and course-level SLO assessment data does 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 course we offer, when we offer it, how we offer it, and what is required of students is critically reviewed and analyzed with student success as the center piece of that analysis. This philosophy has driven past changes and will continue to do be the driving force for all future changes and improvements.
	<b>Staffing</b>	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 2015-16 academic year, JET's FTEF is 2.58 (F2F = 1.86 and DE = 1.86) and is projected at 3.44 for the 2016-17 academic year. 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 other full-time department faculty.
<b>AUP Data</b>	<b>Link to CPR</b>	Analyze enrollment management and scheduling issues and implement strategies to reduce cancellation rates and increase the probability of students being able to take all required courses in a two-year plan.
	<b>Link to SLO or PLO Data</b>	Cancellation rates; Degree and certificate completion rates.
	<b>Action</b>	Work with the Dean of CTE and Instruction to coordinate efforts with the college-wide general enrollment management initiatives. Assess cancellation rates, and degree and certificate completion rates.
	<b>Expected Outcome</b>	Reduce course cancellation rates and increase degree and certificate completion rates.
	<b>Resource Type</b>	N/A
	<b>Budget Impact</b>	N/A
	<b>Duration</b>	Recurring
	<b>Rank</b>	1

AUP Data	Link to CPR	Continue to assess the viability of offering online / correspondence pathways for students to complete Business Degree Concentrations, Certificates of Achievement, and Short-Term Departmental Certificates.
	Link to SLO or PLO Data	Degree and certificate awards
	Action	Survey Business Advisory committee and other industry experts regarding emerging trends and training needs. Research online degree and certificate offerings at other community colleges. Develop degree and certificate curriculum for Incarcerated Student Program (ISP). Develop marketing and outreach initiatives to ensure healthy enrollments
	Expected Outcome	Expand student enrollment, increase completion rates, and meet employment demands. Will need to hire additional adjunct faculty to teach Business courses.
	Resource Type	Personnel
	Budget Impact	16800
	Duration	Recurring
	Rank	2
AUP Data	Link to CPR	Develop new Certificates of Achievement and Short-Term Departmental Certificates requiring new course development (for example: payroll technician/specialist, business information worker, and certified financial planner).
	Link to SLO or PLO Data	New degree and certificate awards.
	Action	Survey Business Advisory committee and other industry experts regarding emerging trends and training needs. Research degree and certificate offerings at other community colleges. Ongoing research of Bureau of Labor Statistics (BLS.org). Develop marketing and outreach initiatives to ensure healthy enrollments.
	Expected Outcome	Expand student enrollment, increase completion rates, and meet employment demands. Will need to hire additional adjunct faculty to teach Business courses.
	Resource Type	Personnel
	Budget Impact	\$16800
	Duration	Recurring
	Rank	3
AUP Data	Link to CPR	Develop outreach efforts with high school using FBLT students and faculty.
	Link to SLO or PLO Data	Expand student enrollment.
	Action	Connect high school students with the college via the LTCC club events on campus (Fall BBQ, Winterfest and the Spring Fling/Senior Day). Provide incoming high school seniors the opportunity to earn scholarships to LTCC via donations received at the LTCC Community Games and other fundraising activities. Conduct outreach initiatives to the high school.
	Expected Outcome	Apply classroom experience through active involvement in campus and community efforts for the FBLT students.
	Resource Type	N/A
	Budget Impact	N/A
	Duration	Recurring
	Rank	4
AUP Data	Link to CPR	Enhance the connection of the FBLT student club with the Business Department program, the campus, and the local business communities.
	Link to SLO or PLO Data	

	<b>Action</b>	Continue to strengthen community relationships at the annual LTCC Community Games. (Developed and sponsored by FBLT). Implement business round-tables at the college by inviting local business to participate in Q&A sessions. Collaborate with the Tahoe Chamber to sponsor the Entrepreneurs Assembly non-profit program which educates and facilitates entrepreneurs in creating and growing their businesses.
	<b>Expected Outcome</b>	Apply classroom experience through active involvement in campus and community efforts.
	<b>Resource Type</b>	N/A
	<b>Budget Impact</b>	N/A
	<b>Duration</b>	Recurring
	<b>Rank</b>	5
<b>AUP Data</b>	<b>Link to CPR</b>	
	<b>Link to SLO or PLO Data</b>	Headcount in Business: hospitality management courses, certificate and degree completion rates.
	<b>Action</b>	Work with the Dean of CTE and Instruction to coordinate efforts with the LTAEC. Continue to research and create a certificate in Hospitality Management and submit to the Curriculum Committee for approval to be included in the 2016-2017 catalog. An A.A. Hospitality Management degree will be researched and created to be included in the 2017-2018 catalog. Meet with the Business Advisory group to get feedback and input from community and industry members.
	<b>Expected Outcome</b>	Expand student enrollment, increase completion rates, and meet employment demands.
	<b>Resource Type</b>	Personnel
	<b>Budget Impact</b>	\$16,800
	<b>Duration</b>	Recurring
	<b>Rank</b>	6

### Chemistry

<b>APR Data</b>	<b>Changes Based on SLOs</b>	Based on the SLO data collected by the instructor in the last assessment cycle, the courses were restructured to emphasize the most relevant SLO's and so the students knew in advance what the most important learning objectives were in each unit of study. This involved a constant push to re-emphasize the most important objectives by the instructor and the distribution of old test material to show the students the types of problems considered most important. In addition, the timing of the Introduction to Chemistry sequence (CHM100, CHM116, and CHM117) has been shifted to allow for all students to take CHM100 at the same time, regardless of track or major. This will allow for a more cohesive approach to CHM100, and will allow for more accurate planning of course offerings.
	<b>Appropriateness of SLOs</b>	Previous recommendations by the faculty member were implemented in the past year, resulting more specific course SLO's, which can then be mapped to the broad program SLO's. These changes are not reflected in this report, as data is not yet available, but moving forward, the course and program SLO's will provide useful and meaningful data.
	<b>Student Enrollment and Success Trends</b>	The data from 2015-2016 regarding student enrollment shows a drastic drop in student enrollment and FTES, but this should be regarded as an outlier, as the data collected by the faculty member for 2016-2017 shows a return to 2014-2015 numbers. Using the current numbers for student enrollment in the Spring quarter, the department can expect approximately 38 FTES for 2016-2017, which is more than a 25% increase over the 2015-2016 numbers, and matches the data from the previous years. Student diversity continues to increase, as the enrollment of Latino/a students increased from 21% in 2014-2015 to 27% in 2015-2016, and the

		faculty member expects this trend to continue. Overall, the program shows robust enrollment and FTES, as well as healthy student success trends.
	<b>PSS</b>	90
	<b>Equity Gap Trends and Plans</b>	The achievement gap between Latino/a students and other students shrunk in the past year, and the faculty member expects this trend to continue. Switching to Open Educational Resources has helped by removing the cost barrier for traditionally underrepresented minorities, and this trend should continue.
	<b>F2F vs. DE Trends and Plans</b>	The department does not offer DE courses.
	<b>Degree Sequence</b>	A certificate or Associate's Degree in chemistry does not provide an adequate background for students to begin a career, so the focus in the department is to enable science students to transfer to 4-year programs. To that end, the science and math departments work very hard to schedule courses such that students can take all the courses required to transfer in the shortest period of time possible. To ensure students can continue their studies in the sciences, we only offer courses that are uniform across the state in terms of material and course outcomes.
	<b>Conclusions and Program Improvements</b>	Changing instructional materials to Open Educational Resources would make a marked difference in the number of students who can afford to take chemistry courses, and should improve student success figures.
	<b>Staffing</b>	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. This is not sustainable, and will be mitigated by the shift of the Introductory Chemistry sequence, but there will still be a need for a consistent and qualified adjunct instructor, such as the lab manager. The possible number of units offered in the department (without any department chair duties) ranges from 51-78 workload hours per year, with the predicted amount near 70 workload hours per year. 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.
<b>AUP Data</b>	<b>Link to CPR</b>	None available.
	<b>Link to SLO or PLO Data</b>	
	<b>Action</b>	Rewriting the lab manager job description to be a full-time position, which will include 3-9 units of laboratory instruction each quarter, and filling the position. This would require a budget increase of ~10 hours/week and benefits for a total of approximately \$12,000+\$18,456 annually.
	<b>Expected Outcome</b>	A consistent presence in the preparation and instruction of labs will improve the quality of instruction for students by allowing for the year-long planning of instructional duties. In addition, having a full-time lab manager/instructor will allow for the development and improvement of instructional materials, as the primary faculty member can work with the lab manager to adapt existing lab protocols and write new protocols that can be used as open educational resources, which will allow the chemistry department to participate in the "Zero Textbook Cost" pathways.
	<b>Resource Type</b>	Personnel
	<b>Budget Impact</b>	\$12,000+\$18,456
	<b>Duration</b>	Recurring
	<b>Rank</b>	

**Communications**

<b>APR Data</b>	<b>Changes Based on SLOs</b>	It appears that some changes have been made with regards to presentation of concepts and content. From reading the results, it looks like improved PowerPoints were presented that gave students more pertinent information about new media related to the modules and discussions in class. More discussions have been added that allow the instructor to assess student learning via discussion posts and essays.
	<b>Appropriateness of SLOs</b>	It appears that course and program SLO's are measuring the "right" things. Since all COM courses are taught Distance Ed by adjunct instructors, I assume they are good. If not, they will can be changed through the curriculum process. I have reached out to the instructor of record and asked him to review
	<b>Student Enrollment and Success Trends</b>	COM doesn't appear to be a huge FTE generator, but some courses are part of the LTCC and IGETC General Education pattern. Enrollments in these courses appear to be relatively small but stable. In the AY 201516, there were no F2F courses offered. There is no degree offered in COM. Success rates are above average at 84.5% and retention is fairly high at 93.3%. Average class size hovers around16.8, which is not a bad class size. It appears that the department is holding steady in its current form.
	<b>PSS</b>	90
	<b>Equity Gap Trends and Plans</b>	The demographics show a disproportionate number of White Non-Hispanics in relation to any other demographic group. This group averages 67 students across a five-year period, while Hispanics averaged 21 students during the same time period. Success rates among the two groups however, are very similar and don't necessarily reflect an achievement gap; the gap is more in student enrollments. I believe this disparity mirrors the college as a whole.
	<b>F2F vs. DE Trends and Plans</b>	The trend that is most obvious is the move toward distance education courses exclusively. During the AY 2015-16 COM courses were only offered via distance ed. LTCC only has 3 COM courses on the books and only one of those runs successfully (COM 122).
	<b>Degree Sequence</b>	N/A
	<b>Conclusions and Program Improvements</b>	I believe the course data is sound. Courses are assessed and mapped to program outcomes and assessments and data show strong success and retention rates. The only concern is that all courses are taught via distance education by adjunct instructors who live out of the area.
	<b>Staffing</b>	It appears that staffing levels are adequate to fulfill the purpose of this program. As mentioned earlier, all instructors in this area are part-time. There is no full-time faculty presence in this area.
<b>AUP Data</b>	<b>Link to CPR</b>	Offer effective instruction by providing excellent faculty support and training
	<b>Link to SLO or PLO Data</b>	Providing high quality instruction and up-to-date information
	<b>Action</b>	Offer support and training opportunities to adjunct instructors in order to enhance quality in online learning and maintain currency in the field.
	<b>Expected Outcome</b>	High quality instruction by faculty that are trained in Canvas that provide the most up-to-date information in their field.
	<b>Resource Type</b>	Personnel
	<b>Budget Impact</b>	\$500
	<b>Duration</b>	One-Time
<b>Rank</b>		

**Computer Information & Science**

<b>APR Data</b>	<b>Changes Based on SLOs</b>	A review of the SLO assessment results seem to suggest instructors are moderately satisfied with the results, with some exceptions. Adjunct faculty have requested a full revamp of the CIS program going forward, as this is an area that is evolving quickly, and more than one adjunct faculty have suggested the CIS courses have not up to this point evolved along with the industry.
	<b>Appropriateness of SLOs</b>	I do not believe that this program is altogether relevant and aligned to the current field of Computer Information Sciences, as per input from faculty, local industry, and the recent advisory committee. A full redesign of the program is planned for the upcoming year, including the launch of a cyber-security program following by tech entrepreneur.
	<b>Student Enrollment and Success Trends</b>	The data suggest a program in decline in both enrollments and degrees/certificates awarded. The advisory committee agreed that a full redesign of CIS is in order.
	<b>PSS</b>	80
	<b>Equity Gap Trends and Plans</b>	Females are currently 35% of the students enrolled in CIS. This is higher than the national average for women actually working in the Tech Field (<20%), but it still represents an area to address. Efforts are being made to align with North Far North regional resources to launch a Girls Who Code initiative with South Tahoe High School (STHS) this summer or fall, plus discussions have taken place to spur a Kids Who Code program with the Lake Tahoe Unified School District in the kindergarten and elementary school levels. Hispanic/Latino/a students appear to be slightly underrepresented (24%). Efforts to offer CIS/Cyber Security in the future with STHS as dual enrollment could help increase participation.
	<b>F2F vs. DE Trends and Plans</b>	Course success rates are very high for the program (95%). All programs are currently offered via DE.
	<b>Degree Sequence</b>	A full redesign of the program is planned for Summer 2017, to be paid for with Strong Workforce Program (SWP) funds.
	<b>Conclusions and Program Improvements</b>	See above. The data suggest we have engaged students who are succeeded at high rate, but in low numbers.
	<b>Staffing</b>	All courses are taught by adjunct instructors. Some SWP funds can be used to offset increased adjunct loads with the expected launch of cyber security programs in the future.
<b>AUP Data</b>	<b>Link to CPR</b>	2. Ensure that the curriculum meets the needs of students and potential employers and has the appropriate balance of both theory and practice.
	<b>Link to SLO or PLO Data</b>	The upcoming program redesign will address and align appropriate SLOs to ensure effective teaching and learning opportunities along with career pathways for students in the tech field.
	<b>Action</b>	Utilize Strong Workforce Program (SWP) funds to hire a consultant to redesign the CIS program with the goal of at least 2 course being offered in the 2017/18 academic year in Cyber Security and utilizing CyberPatriot.
	<b>Expected Outcome</b>	More and better CTE, increased enrollments and completions, increased employment and earnings in field of study.
	<b>Resource Type</b>	SWP Funds
	<b>Budget Impact</b>	Zero to fund 11; all categorical
	<b>Duration</b>	Recurring
	<b>Rank</b>	

**Counseling**

<b>APR Data</b>	<b>Changes Based on SLOs</b>	Counseling SLO#2 "As a result of counseling services, matriculating students will identify the requirements needed for them to reach their educational goal." Changes: All matriculates must complete GPS requirements and meet with a counselor to create either an abbreviated or comprehensive educational plan. Counselors are now providing outreach to students who, after 2 quarters, still only have an abbreviated plan. Furthermore, enrollment services and counselors review the MIS data points before submission, to assure accurate data.
	<b>Appropriateness of SLOs</b>	The five counseling SLOs are pertinent to the intent of the state's SSSP guidelines, and reflect desired outcomes as a result of best counseling practices. No changes are needed.
	<b>Student Enrollment and Success Trends</b>	The necessity of providing equal access to counseling services for distance education students has not gone unnoticed. The department has spent considerable time and effort to train all counselors on Cranium Cafe, which is an interface for online students and counselors. With the additional of ISP students, we've had to dedicate specific counselors to address their needs, via correspondence. International students continue to be a challenge for the department, mostly because math remediation is not transferable, which makes it difficult to attain their degree in 2 years.
	<b>PSS</b>	80
	<b>Equity Gap Trends and Plans</b>	Course success for males lags behind females, and has never been addressed. The college should investigate this gap.
	<b>F2F vs. DE Trends and Plans</b>	Success for DE students lags behind face-to-face students. With the implementation of Cranium Cafe, the department now offers more comprehensive counseling services to DE students. However, the department needs to provide better outreach to DE students.
	<b>Degree Sequence</b>	N/A
	<b>Conclusions and Program Improvements</b>	Delivery of counseling services at LTCC has changed in the last few years, from an almost exclusive face-to-face model, to our current DE, correspondence, and face-to-face model. In order to fully document the delivery of services, and to provide the most comprehensive services possible, we will be changing student appointments from 30 minutes to 60 minutes, beginning spring quarter.
<b>Staffing</b>	Counseling is adequately staffed.	
<b>AUP Data</b>	<b>Link to CPR</b>	#5 To refine and improve the SSSP/GPS systems to serve more students.
	<b>Link to SLO or PLO Data</b>	
	<b>Action</b>	Counseling office hours have been extended until 8:00 pm, M-Th.
	<b>Expected Outcome</b>	It is expected that more students will have CEPs (comprehensive educational plans) due to the outreach and extended office hours. CEPs are essential roadmaps for students that outline courses for several terms, and which guide them through a prescribed course of study that expedites completion of their academic goals. By providing outreach in the evenings, more students will switch from AEDs (abbreviated ed plans) to CEPs.
	<b>Resource Type</b>	Personnel
	<b>Budget Impact</b>	0
	<b>Duration</b>	Recurring
	<b>Rank</b>	

<b>AUP Data</b>	<b>Link to CPR</b>	# To improve the accuracy of MIS reporting as it relates to SSSP/GPS.
	<b>Link to SLO or PLO Data</b>	
	<b>Action</b>	Student appointments will be extended to 60 mins, to allow for consistent and accurate MIS reporting.
	<b>Expected Outcome</b>	With more time to define and report students' educational goals, academic programs, and to create CEPs, data will more accurately reflect student progression.
	<b>Resource Type</b>	Personnel
	<b>Budget Impact</b>	0
	<b>Duration</b>	Recurring
	<b>Rank</b>	

### Criminal Justice

<b>APR Data</b>	<b>Changes Based on SLOs</b>	The SLO assessment results suggest the instructors are satisfied with the results. One suggested revision for SLO 3 in CRJ 101 that the area covered in CRJ 112 should be aimed at competent evidence presentation vs. investigating and appraising a simulated crime scene.
	<b>Appropriateness of SLOs</b>	SLOs were developed by adjunct CRJ faculty at LTCC who are full-time CRJ faculty at other California Community Colleges. They have not suggested any changes beyond what was listed in the section above. Faculty are satisfied with student learning outcomes for these courses.
	<b>Student Enrollment and Success Trends</b>	2015-16 showed a strong one-year rebound in enrollments from a low point in 2014-15 (increase in FTES of 20% and nearly identical duplicated headcount to the 2011-12 data, which is typically viewed as a high-water mark for college enrollments). The numbers for certificates and degrees awarded are strong (7 degrees awarded in 2015-16 vs. 5 in 2012-13, 6 certificates earned in 2015-16 vs. 4 in 2012-13). These data indicate that the program is robust and would suggest a solid group of adjunct faculty.
	<b>PSS</b>	85
	<b>Equity Gap Trends and Plans</b>	Distance Education offerings began in the last 3 years, and numbers remain strong. An equal reduction in the number of F2F students was seen in the same time period, so it is reasonable to assume that the college has seen a consistent number of CRJ students over the last 5 years, but with the offering of DE courses, students have selected to attend online (vs. the DE students representing a new cohort of students coming to the college).
	<b>F2F vs. DE Trends and Plans</b>	Success for DE students lags behind face-to face students. With the implementation of Cranium Cafe, the department now offers more comprehensive counseling services to DE students. However, the department needs to provide better outreach to DE students.
	<b>Degree Sequence</b>	Program completion and certificate/degree award data suggest that students are able to get in and through to completion in a timely manner and that courses are sequenced in an appropriate manner. CTE staff at the college work with faculty to schedule courses over the academic year that will enable students to enroll in the courses necessary to successfully complete the program.
	<b>Conclusions and Program Improvements</b>	Conclusions can be drawn that the program is very solid and meeting the needs of the students who are enrolling. For an adjunct-faculty-led program, the certificate and degree award numbers are very solid.
	<b>Staffing</b>	Considering all courses are currently taught by adjunct faculty, teaching loads are currently adequate. Plans are in the works to dramatically increase the number of course offerings due to heightened visibility and demand from a recent partnership with the California Department of Corrections and Rehabilitation (CDCR). The college

		has recently hired one new adjunct instructor and has put out a recruitment for more instructors through Human Resources.
<b>AUP Data</b>	<b>Link to CPR</b>	Strategic Goal 9.2 Diversify & Enhance Revenue streams CPR Goal 2: Provide High-quality core transfer-level CRJ courses that will adequately prepare students who are interested in continuing their education at a four-year college or university.
	<b>Link to SLO or PLO Data</b>	Providing excellent teaching and learning opportunities for individuals interested in pursuing career pathways in the field of Criminal Justice, specifically for CDCR employees.
	<b>Action</b>	Hire more adjunct faculty to meet growing CRJ demand from CDCR collaboration
	<b>Expected Outcome</b>	Increased enrollments, course completions and certificate & degree awards.
	<b>Resource Type</b>	Personnel
	<b>Budget Impact</b>	TBA; potential increase of up to 1.0 FTEF
	<b>Duration</b>	Recurring
	<b>Rank</b>	

### Culinary Arts

<b>APR Data</b>	<b>Changes Based on SLOs</b>	SLO assessments seem to suggest the instructors are satisfied with the results, other than for students who have prematurely dropped. There was one issue with a cohort of California Conservation Corps students who were pulled out of the area to assist with a natural disaster, but that was not to do with incorrect SLOs or instruction. There are no suggestions for improvement.
	<b>Appropriateness of SLOs</b>	SLOs were developed during the now-retired full-time faculty member's tenure. All courses are currently taught by adjunct instructors. Plans are in the works to expand culinary programming to emphasize a workforce component, at which point SLOs might be modified accordingly.
	<b>Student Enrollment and Success Trends</b>	2015-16 showed a strong one-year rebound in enrollments from a low point in 2014-15 (increase in FTES of 20% and nearly identical duplicated headcount to the 2011-12 data, which is typically viewed as a high-water mark for college enrollments). The numbers for certificates and degrees awarded are strong (7 degrees awarded in 2015-16 vs. 5 in 2012-13, 6 certificates earned in 2015-16 vs. 4 in 2012-13). These data indicate that the program is robust and would suggest a solid group of adjunct faculty.
	<b>PSS</b>	85
	<b>Equity Gap Trends and Plans</b>	There are no noticeable equity gaps in the culinary program's student success numbers. Enrollment figures show approximately 30% Hispanic/Latino/a, which mirrors the demographics of the community if not the local high school, which is higher. Plans for strengthening partnerships with South Tahoe High School could help attract more students of diverse cultural and economic backgrounds to the program.
	<b>F2F vs. DE Trends and Plans</b>	All culinary courses at LTCC are F2F.
	<b>Degree Sequence</b>	Plans are underway to re-examine and re-design the Culinary program to meet American Culinary Federation (ACF) standards. Special emphasis will be placed on the "modularization" of courses (allowing students to take short-term intensive classes that will stack and result in industry-recognized credentials as well as college certificates and degrees). Scheduling will be examined so that appropriate sequencing and pathways to completion are in place for students to enter and complete the program in an efficient manner.

	<b>Conclusions and Program Improvements</b>	See above; the data seem to suggest, along with extensive input from industry partners in the Tahoe basin, that the program has some strong assets (top-quality teaching kitchen, dedicated, skilled instructional faculty) that can be leveraged in the program re-design to assess and improve student outcomes and employer engagement.
	<b>Staffing</b>	A culinary tech position is necessary to ensure proper oversight and supervision of the facility and program. There are potential opportunities to align with the Advance network personnel and possibly consider a joint Hospitality Management/Culinary position in the future
<b>AUP Data</b>	<b>Link to CPR</b>	4. Determine labor market needs relevant to Culinary Arts program's curriculum and develop coursework and certificates as necessary and feasible.
	<b>Link to SLO or PLO Data</b>	Program SLO1: Identify and demonstrate key workplace skill competencies in order to strengthen career marketability and labor value.
	<b>Action</b>	Hire consultant to redesign CUL program to incorporate the Advance Culinary Boot Camp into CUL 102, aligned to American Culinary Federation standards with the input of key local industry stakeholders in the Advance HTR workgroup.
	<b>Expected Outcome</b>	Better employability and earnings data for program participants, increased employer engagement, increased enrollments and degrees/certificates.
	<b>Resource Type</b>	SWP Funds
	<b>Budget Impact</b>	None, too general to fund
	<b>Duration</b>	Recurring
	<b>Rank</b>	

#### Dance

<b>APR Data</b>	<b>Changes Based on SLOs</b>	After reviewing the data and competing the CPR in Dance during the AY 15-16, it was decided to inactivate the program. Factors included lack of qualified instructors, course cancellation rates, and declining enrollments.
	<b>Appropriateness of SLOs</b>	N/A
	<b>Student Enrollment and Success Trends</b>	N/A
	<b>PSS</b>	
	<b>Equity Gap Trends and Plans</b>	N/A
	<b>F2F vs. DE Trends and Plans</b>	N/A
	<b>Degree Sequence</b>	Program inactivated in 15-16 academic year.
	<b>Conclusions and Program Improvements</b>	Department/courses inactivated
	<b>Staffing</b>	N/A
<b>AUP Data</b>	<b>Link to CPR</b>	Inactivate program
	<b>Link to SLO or PLO Data</b>	N/A
	<b>Action</b>	Inactivate courses in Dance department through CMS
	<b>Expected Outcome</b>	Catalog cleaned up and accurately reflects courses being offered.
	<b>Resource Type</b>	N/A
	<b>Budget Impact</b>	N/A
	<b>Duration</b>	One-Time
	<b>Rank</b>	

**Digital Media Arts**

<b>APR Data</b>	<b>Changes Based on SLOs</b>	
	<b>Appropriateness of SLOs</b>	
	<b>Student Enrollment and Success Trends</b>	
	<b>PSS</b>	
	<b>Equity Gap Trends and Plans</b>	
	<b>F2F vs. DE Trends and Plans</b>	
	<b>Degree Sequence</b>	
	<b>Conclusions and Program Improvements</b>	
<b>Staffing</b>		

**Early Childhood Education**

<b>APR Data</b>	<b>Changes Based on SLOs</b>	SLO assessment results for ECE are complete and reflective. 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.
	<b>Appropriateness of SLOs</b>	All ECE courses are aligned statewide with other community colleges through the CAP project. As such, all course and program SLO's are vetted through the State and approved by an ECE recommending body. They are measuring the "right" things.
	<b>Student Enrollment and Success Trends</b>	There appears to be a slight decline in enrollments, but none that are out of the norm for the rest of the college. This dip could be attributed to the loss of FT faculty presence in the ECE department in 2015-16. Total FTE's fell from 23.8 to 21.8; a 10.9% decrease during this time period. The district may want to consider bringing that position back in some form. The ECE department works closely with the child development center, the loss of FT presence has also had an impact on the CDC. Student success and retention remain high overall, surpassing the college overall. The awarding of degrees and/or certificates remain stable (average 4 year). There has been one AS-T degree awarded since the development of that degree. Anecdotally speaking, a large proportion of ECE students don't move forward to a 4-year degree but rather get their AA or a certificate that allows them to get a job.
	<b>PSS</b>	90
	<b>Equity Gap Trends and Plans</b>	Demographics for this group are what one might expect. Females make up the majority of students with a wide discrepancy between male and female students (87.62% to 9.48% respectively). Hispanics and White Non-Hispanics make up the majority of students with the number of Hispanics students rising from 24.2% in 2011-12 to 44.00% in 2015-16; it would appear that outreach efforts to recruit underrepresented students are working. Students fall equally into 2 age groups <25 and 25-49. This suggests that not only traditional students are being served, but that re-entry students are being served as well. Success rates remain high; higher than overall college rates and class sizes are consistent with college-wide class sizes. One area that needs addressing is the low number of males in the ECE program. The ECE program may want to reach out to the Equity office to see if outreach can be conducted for this group.
	<b>F2F vs. DE Trends and Plans</b>	Courses offered in the ECE department are fairly equally distributed between F2F and DE. Success rates, enrollments, retention are also fairly equally distributed. A large number of ECE students currently work full or

		part time and often are single parents. DE course offerings tend to be more flexible and cater to these students. Cancellation rates remain low, due to the tightness of the schedule and the course sequencing.
	<b>Degree Sequence</b>	The ECE department offers a certificate, an AA degree, and an AS-T degree. With the decline in enrollments, it was hard to guarantee courses that were necessary for students to complete in one year. In response to this, the course sequence was changed to reflect a 2-year program rather than a 1-year sequence in the 2015-16 Academic year. By offering "core" courses every other year basis, we can now "guarantee" courses even when they seem to be low enrolled. This ensures that students will be able to get the classes they need to graduate within 2 years. Changes were approved by the Advisory Committee in 2015. As a result, we hope to see stronger numbers in the core classes.
	<b>Conclusions and Program Improvements</b>	The ECE program continues to be a strong CTE program. Program and course SLO assessment are current, useful, and thoughtful. Courses are mapped to PLO's and ILO's appropriately. Course sequencing has been analyzed and adapted to meet the changing needs of students and the college. Success rates and retention seem high relative to the overall college data. Based on the last CPR completed by the department (2013), most, if not all, goals and objectives have been met.
	<b>Staffing</b>	At this time, the ECE department is staffed fully by adjunct instructors, with all DE offerings being taught by out of the area instructors. While the overall quality is good, it is hard to monitor and improve with all adjuncts. Additionally, since the Child Development Center is so closely aligned with the ECE department in terms of student placements, teaching and learning, and the use of the CDC as a practicum lab, the loss of a full-time faculty presence has had an impact on the CDC and its close ties to the college. 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.
<b>AUP Data</b>	<b>Link to CPR</b>	N/A New goal based on loss of FT faculty
	<b>Link to SLO or PLO Data</b>	All PLO's and SLO's will be connected to this goal
	<b>Action</b>	Investigate the possibility of reinstating a FT faculty presence in the ECE /CDC departments. Maintain high quality CDC facilities and instruction to provide a professional teaching and learning environment for both staff and students.
	<b>Expected Outcome</b>	Alignment of ECE program goals with an campus practicum/lab. Stronger collaboration with the teaching/learning facility.
	<b>Resource Type</b>	Personnel
	<b>Budget Impact</b>	60000
	<b>Duration</b>	Recurring
	<b>Rank</b>	1
<b>AUP Data</b>	<b>Link to CPR</b>	Double the number of underrepresented students (males, non-English speaking, and displaced homemakers) participating in ECR program by Spring 2017.
	<b>Link to SLO or PLO Data</b>	Provide a high quality ECE experience for all students
	<b>Action</b>	Enlist the help of the Equity department with outreach efforts to help attract underrepresented population, specifically males.
	<b>Expected Outcome</b>	Enroll more underrepresented students in the ECE program.
	<b>Resource Type</b>	N/A
	<b>Budget Impact</b>	N/A

	<b>Duration</b>	Recurring
	<b>Rank</b>	2
<b>AUP Data</b>	<b>Link to CPR</b>	N/A new goal To provide effective instruction by providing excellent faculty support and training
	<b>Link to SLO or PLO Data</b>	Provide high quality instruction and up-to-date information in all modalities
	<b>Action</b>	Provide and support participation in professional development activities such as the Excellence in Online Teaching Workshops (OETW) to adjunct instructors, enabling them to achieve tier 2 status as well as enhancing their teaching.
	<b>Expected Outcome</b>	High quality instruction by faculty that are trained in Canvas that provide the most up-to-date information in their field. Improved and enhanced teaching by participation in the ETW
	<b>Resource Type</b>	Personnel
	<b>Budget Impact</b>	1000
	<b>Duration</b>	One-Time
	<b>Rank</b>	3

### Economics

<b>APR Data</b>	<b>Changes Based on SLOs</b>	We now offer the macroeconomics and microeconomics courses textbooks from the same publisher. This allows us to use an online lab that is consistent with the math lab and business labs. The labs offer a more interactive learning experience and I believe provides a better opportunity for comprehension. The sequencing of the courses seems to work well. We offer three online courses and one F2F course in one academic year. At this point this seems to fulfill student needs.
	<b>Appropriateness of SLOs</b>	The course SLOs are appropriate. The emphasis is on critical thinking and identifying and applying fundamental economic concepts. The methodologies used in the classroom are providing an opportunity for comprehension based on the SLO measurements over time. No changes will be made for this year.
	<b>Student Enrollment and Success Trends</b>	Over the last 3-year cycle the macroeconomics and microeconomics courses have averaged 94% success rate in the F2F modality. In distance education the average is 81%. In the 2013-2014 cycle there was a large spike in enrollments (152% from 2012-2013) because of our online offerings in both courses. Since that time we are averaging 162 students per cycle or 40 students per class, per quarter.
	<b>PSS</b>	85
	<b>Equity Gap Trends and Plans</b>	There are slightly more males than females enrolled in the both economics courses (55% male vs. 45% female) over the last three cycles. The Hispanic enrollments have remained steady at approx. 21% compared to approx. 57% White, Non-Hispanic. At this point no changes will be made.
	<b>F2F vs. DE Trends and Plans</b>	Enrollments in DE per course continues to be much larger than in the F2F modality. The average over the 3-year cycle is approx.162 compared to 47 respectively. However we offer three DE and one F2F course per cycle in each of the courses. The online modality provides more access to students that desire the flexibility due to work or life constraints. We do however want to capture those students who prefer a F2F delivery so the one F2F offering for both courses seems to meet that need.
	<b>Degree Sequence</b>	No certificates or degrees are offered in Economics
	<b>Conclusions and Program Improvements</b>	At this point no changes will be made for the upcoming academic year. We will continue to monitor student progress via SLO analysis and general anecdotal student feedback.
	<b>Staffing</b>	Staffing levels are appropriate. We have a strong teacher who teaches our online micro course and another who teaches our micro F2F.

**Education**

<b>APR Data</b>	<b>Changes Based on SLOs</b>	This is hard to quantify as these courses are tutoring courses designed for students needing extra tutoring for Math as well as GED prep. SLO's have to do with passing the course they were needing supplemental help in. All courses are non-credit.
	<b>Appropriateness of SLOs</b>	Course and program SLO's seem appropriate
	<b>Student Enrollment and Success Trends</b>	Again, hard to quantify as these three courses are self-paced, supplemental courses designed to give students supplemental tutoring.
	<b>PSS</b>	95
	<b>Equity Gap Trends and Plans</b>	See above answer.
	<b>F2F vs. DE Trends and Plans</b>	No DE offerings.
	<b>Degree Sequence</b>	N/A
	<b>Conclusions and Program Improvements</b>	N/A All tutoring courses.
	<b>Staffing</b>	Staffing seems appropriate-the question is, do we have enough tutors to meet student need? This may be more appropriately answered by counseling or DRC staff.

**English**

<b>APR Data</b>	<b>Changes Based on SLOs</b>	This is an individual view point since I'm (O'Laughlin) the only active full-time member of the English department at this point (Winter Quarter 2017). In all my years of teaching, I have always been the instructor that changes approaches from quarter to quarter. One of the things I've learned, though, is that because a given approach doesn't work in one class of students doesn't mean it won't work in another. So I learned a long time ago not to alter approaches too much by buying into the idea that an approach is unsuccessful. One area of the SLOs where students are often challenged is in the area of critiquing student work (English 101 and 103 in my courses). 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 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 C-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. I also believe this has made the reading much less of a challenge to students than it was before. Another approach I'm planning for the spring is to try to shift my grading system from an A-B-C-D-F pattern to the SLO pattern of 4-3-2-1-0. I find 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 6-5-4-3-2-1, and they do seem to like this level of assessment better.
	<b>Appropriateness of SLOs</b>	I'm not recommending any department-wide changes at this time, mainly because I'm the only full-time faculty in English at present. Suzanne Roberts will return next quarter and we're getting a new full-time instructor in the fall of 2017. So far, I believe we are measuring the right things. Our SLOs connect clearly to our curriculum outlines. It will be beneficial to get a new full-time instructor into our department to add perspective. Having said this, 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.
<b>Student Enrollment and Success Trends</b>	Over the past five years, we've continued to see declining enrollment. Only two AAs in English have been earned, one in 2013-2014 and one in 2015-2016. However, success has remained relatively steady over the five-year period.
<b>PSS</b>	80
<b>Equity Gap Trends and Plans</b>	Of the individual ethnicities called out in the data, the only IDENTIFIED (in CAPS because underlining is not available) group that did not show an increase in success over the last two measured years was the Hispanic demographic, although the difference wasn't much. Language and correctness and clarity in writing is often the skill that holds this group 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. A particular weakness is that peer editing appears difficult.
<b>F2F vs. DE Trends and Plans</b>	Enrollment is declining in F2F courses but relatively steady in DE courses. Cancellation of classes is higher in F2F. Retention is almost the same at 88.4 and 89.5. Success rates are very similar. Cancellations should drop as we're now offering fewer sections and more sections we are offering are opening as BLIND sections (they will open when other sections are filled). 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."
<b>Degree Sequence</b>	With the compression of courses in English due to declining enrollments, we have this year implemented a schedule that guarantees a student pursuing a degree in English can go through in two years. However, if this is to work, some upper level courses need to be held even with very small enrollments. We should also implement a system where instructors should be compensated for individual instruction if a student needs a course to graduate in the spring quarter of that year. Students need to take 102, a sequence of literature survey courses (Masterpieces, British Literature, or American Literature), a Creative Writing course, and two additional lit courses of their choice (our offerings usually center on film or poetry).
<b>Conclusions and Program Improvements</b>	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. But the results (as indicated by our two majors over the past five years) are dismal. Within the classes themselves, ignoring the issue of English major, I believe 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. One change that will be positive is getting a new full-time instructor. We need to be able to offer continuity to students who discover that a given instructor matches up with their learning style. The more styles we can get into the department, the more likely it is that more students will stick with us.
<b>Staffing</b>	Hmmm. Very interesting question. Depends. We have felt for years that we are understaffed in full-timers (We've been asking for a new one for at least six years!). We will be at three full-timers next year (down from a peak of six). This is a step in the right direction. But are we staffed adequately? We actually do have plenty of (as of recently) adjunct instructors. We just hired three new ones in the Winter 2017 quarter. Over the past two years, we've added at least three others. 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 (soon to be 5.0 for English and 2.5 to the new full-time Foundational Instructor. Suzanne Roberts is almost always overloaded in terms of units. The Incarcerated Student Program has also taken me (O'Laughlin) out of F2F classes, but I would put that in the same category as online instruction. However, our full-time instructors are not presently teaching in the distance education mode.
<b>AUP Data</b>	<b>Link to CPR</b>	Goal 1: "An English fund in order to buy textbooks so that we can offer books on reserve in the library for all our classes. This is an equity issue, as many students can't afford the textbooks, at least not at the beginning of the quarter before their financial aid arrives." This plan addresses this issue in a different way (see Action), but should achieve the same end. Strategic Issue #1; Goal 1
	<b>Link to SLO or PLO Data</b>	Students lacking access to textbooks and materials in the early part of quarter often undermine their ability to succeed in the course. Providing easier access paths to texts and materials should improve the student learning outcomes success rates.
	<b>Action</b>	The English Department is presently establishing English 101 as part of the path to an AA degree (not specifically in English) whereby students will have access to course texts without cost. The Online Educational Initiative is providing this path. This quarter, I selected several textbooks on the OER site to use in future 101s. These free access texts offer guidance just as hard copy textbooks do in the areas of all English 101 substance and content. They link to readings in such publications as The New Yorker and The New York Times (to mention only two of many, many sources). They also guide students through the process of writing from a number of patterns of development. I will be using these online free texts this upcoming quarter (spring 2017) as a supplement to several other (cheaper) required books.
	<b>Expected Outcome</b>	This would improve the success of students by simply giving them immediate access to their textbooks. It's not anticipated that it will necessarily improve instruction, but it should not hurt it either. This generation of students is also very comfortable using online materials for their classes.
	<b>Resource Type</b>	N/A
	<b>Budget Impact</b>	0
	<b>Duration</b>	Recurring
	<b>Rank</b>	1
<b>AUP Data</b>	<b>Link to CPR</b>	Goal 3: The state now mandates multiple measures in assessing students into English classes, and this would include an essay component. We will need funding in order to pay trained essay evaluators. I chose the two categories above in Strategic Goals because they seemed somewhat related to assessment and placement.
	<b>Link to SLO or PLO Data</b>	It can only help to more accurately place students into the right first English course when they arrive as new students, whether that's an English 152 or an English 101 course.
	<b>Action</b>	I have volunteered to read the assessment placement essays this upcoming Fall quarter.
	<b>Expected Outcome</b>	The quality of instruction can only be effective if students placed into our 101 courses are truly ready for that level of rigor described in the course outline. Having a written sample to assess and having a long-term instructor at LTCC directing that process will be a positive action. Below, I'm marking NONE as the Resource Request type, but that's just for this year since I've volunteered for it. Once I know what that workload looks like, I will be able to come up with a budgetary amount that it would take to fulfill this task (for the future).
	<b>Resource Type</b>	N/A
	<b>Budget Impact</b>	N/A
	<b>Duration</b>	Recurring
	<b>Rank</b>	2

<b>AUP Data</b>	<b>Link to CPR</b>	CPR Objective 4 of 4 Analyze the viability of the English degree and the sequencing of course offerings in order to provide students with a clear two-year completion path. The details of this plan address improved scheduling for all students, not just English majors. It links to Strategic Issue 2, Goal 5.
	<b>Link to SLO or PLO Data</b>	It is meant to provide better scheduling choices for students.
	<b>Action</b>	We should balance our multi-section offerings based on reaching as many students as possible at varying days and times. With a four section course, for example, we should offer two each on MW and TTh. On each of these days, one course should be offered in the morning and one in the afternoon (or evening on one of the two sets of days). Another aspect of course offerings should be a discussion of not allowing soccer students to register into Tuesday/Thursday courses in the fall quarter. These are game days, and soccer students miss well more than half the classes in these time blocks. It makes it very difficult, if not impossible, for them to succeed. The department should also make an effort to create more online offerings in courses that have not yet been created for online instruction. This might alleviate the problem of cancelling underenrolled F2F classes.
	<b>Expected Outcome</b>	Offering a wider variety of times and days it is hoped would improve numbers a bit. It doesn't relate to quality of instruction. It relates to quality of offering.
	<b>Resource Type</b>	N/A
	<b>Budget Impact</b>	0
	<b>Duration</b>	Recurring
	<b>Rank</b>	3

**English as a Second Language**

<b>APR Data</b>	<b>Changes Based on SLOs</b>	
	<b>Appropriateness of SLOs</b>	
	<b>Student Enrollment and Success Trends</b>	ESL - There has been a decline in enrollment and FTES generated. We believe that this is a result of several factors; increase in jobs due to weather, the political climate and fewer Latinos moving into the area. HSE - Having ADVANCE on campus and the HSE tests here has facilitated students taking the HSE test and passing. Several student have passed the HSE in Spanish and one has passed in English. This is for the course success data below: Our data is at 0%. I would like to see at least a 20% increase in positive attendance hours.
	<b>PSS</b>	50
	<b>Equity Gap Trends and Plans</b>	We are surveying the students to see if transportation and childcare are obstacles to student success. We know that the bus schedule and cost are problems for many students. We continue to see work hours affecting student attendance. I have put in curriculum for shorter classes to allow more flexibility for students. We are exploring a hybrid model for ESL; part F2F and part online lab. We continue to look for off campus sites to make it easier for students to attend classes. Having the classes on campus in the TLC is great for the students as many of them are nervous to navigate the campus. It is a central location, easy to find and easily accessible to One Stop, the ESL office, the Commons and other campus areas. Also, it is convenient to have the ESL office close to One Stop as they often bring students over to the ESL office.
	<b>F2F vs. DE Trends and Plans</b>	The ESL and HSE programs do not offer DE courses.
	<b>Degree Sequence</b>	We do offer an ESL Certificate. One of the requirements is an ESL Computer class. Unfortunately the students did not have the minimum computer skills necessary to

		be successful. We have addressed this by partnering with ADVANCE and enrolling students in the ADVANCE Burlington English online program. This helps with all the modalities of learning English as well as increasing their computer skills. I am confident that this will help provide the necessary computer skills. In addition, we added in a higher level Pronunciation course that will increase their skills in listening and speaking.
	<b>Conclusions and Program Improvements</b>	The SLO data I received on the online form was incomplete. I was surprised by the low percentages of students achieving "Mastery" and "Some Understanding" as it does not seem to coincide with the numbers I see on the course SLOs assessments.
	<b>Staffing</b>	All of the staff in the ESL/HSE department are part-time. I believe the staffing is just adequate. As the part-time coordinator of the program (15 hours per week), I feel I am always running and sometimes behind but everything does get done. The increase in hours from 5 to 15 for the part-time program technician has helped me and the program tremendously. We also are able to have a work-study student for ESL.
<b>AUP Data</b>	<b>Link to CPR</b>	1. a. Establish and revise courses which will address academic needs of our second language learners. 1. b. Establish learning environments which will meet student needs and improve the retention and persistence rates of students in the ESL program.
	<b>Link to SLO or PLO Data</b>	Program SLO #1
	<b>Action</b>	<ul style="list-style-type: none"> <li>- Revise Citizenship class</li> <li>- Offer Spanish citizenship class</li> <li>- Develop new curriculum for 36 hour grammar class</li> <li>- Work with ADVANCE Burlington English to enhance English and computer skills</li> <li>- Continue to follow the acceleration model with certain courses</li> <li>- Continue to have the ESL program easily accessible to students in place such as the TLC</li> <li>- Continue to partner with off campus locations for classes to facilitate student access</li> <li>- Explore providing childcare</li> <li>- Continue working with bus service to increase access to LTCC</li> </ul>
	<b>Expected Outcome</b>	<ul style="list-style-type: none"> <li>- Increased student success</li> <li>- Assist students to achieve academic goals</li> <li>- Increased student attendance</li> <li>- Increased student enrollment</li> </ul>
	<b>Resource Type</b>	Facilities
	<b>Budget Impact</b>	N/A
	<b>Duration</b>	Recurring
	<b>Rank</b>	
<b>AUP Data</b>	<b>Link to CPR</b>	2. a. Implement competency and skill-based assessment systems which will insure accurate placement of non-credit ESL students. 2. b. Provide classes at different hours to accommodate work schedules. 2 .c. Explore providing childcare for students. 2. d. Have ESL courses in locations easily accessible to students by public transportation and walking.
	<b>Link to SLO or PLO Data</b>	Program SLO #1 Program SLO #2
	<b>Action</b>	<ul style="list-style-type: none"> <li>- Continue to revise and expand online student orientation</li> <li>- Provide hard copy of orientation</li> <li>- Continue to have the ESL program easily accessible to students in place such as the TLC</li> <li>- Continue to partner with off campus locations for classes to facilitate student access</li> <li>- Explore providing childcare</li> <li>- Continue working with bus service to increase access to LTCC</li> </ul>
	<b>Expected Outcome</b>	<ul style="list-style-type: none"> <li>- Increased student success</li> <li>- Increased student access</li> <li>- Increased enrollment</li> </ul>
	<b>Resource Type</b>	Personnel
	<b>Budget Impact</b>	N/A
	<b>Duration</b>	Recurring
	<b>Rank</b>	

<b>AUP Data</b>	<b>Link to CPR</b>	3. a. Provide a computer lab for student use at the Family Resource Center 3. b. Provide adequate staff development activities for adjunct faculty to enhance their teaching techniques and provide excellence in teaching.
	<b>Link to SLO or PLO Data</b>	Program SLO #1 Program SLO #2
	<b>Action</b>	
	<b>Expected Outcome</b>	- Prepare students for success in classes - Increased opportunities for work
	<b>Resource Type</b>	Technology
	<b>Budget Impact</b>	N/A
	<b>Duration</b>	
	<b>Rank</b>	

### **Environmental Technology and Sustainability**

<b>APR Data</b>	<b>Changes Based on SLOs</b>	We have no SLO data for Environmental Science.
	<b>Appropriateness of SLOs</b>	We have no change recommendations.
	<b>Student Enrollment and Success Trends</b>	This is a new program; we are in our second year of offering an ETS (Environmental Technology and Sustainability) AA degree and/or certificate. We have four new EVS (Environmental Science) course offerings associated with this program. Prior to 2015, we had only one EVS course averaging 18 students per year. In 2015, the first year of the ETS programs, we had 42 students in all course sections. This year, we will surpass that number. We are also in the process of creating three new EVS courses to be rolled out in Fall 2017. These courses reflect a new partnership between LTCC and Lake Tahoe Unified School District (LTUSD). We will be offering courses that will bring hand-on laboratory training to K-12 teachers covering topics in Science, Technology, Engineering, Arts, and Math (STEM/STEAM). This training will help K-12 teachers implement the newly required CA Next Generation Science Standards. We will start the program at Lake Tahoe Environmental Magnet School in Fall 2017 and plan to move it to other elementary schools and the middle and high school in subsequent years.
	<b>PSS</b>	80
	<b>Equity Gap Trends and Plans</b>	Most of our data precedes the ETS program. We only have one year of ETS data, 2015-2016, so trends are difficult to determine at this point. Males predominate at 54% of students, compared to females at 43%. White non-Hispanics dominate at 71%. Hispanic students are second highest at 20%. We would like the college to recruit students into this new ETS program that better reflect our town's demographic makeup.
	<b>F2F vs. DE Trends and Plans</b>	We have no DE offerings.
	<b>Degree Sequence</b>	Yes, our ETS required courses are scheduled in a sequence which permits students to complete the program in a timely manner. The ETS AA degree can be completed in two years, and the ETS certificate can be completed in one year. In addition, some Natural Science degree students may also attain a second degree in ETS with the addition of only four courses.
	<b>Conclusions and Program Improvements</b>	We have no SLO data; our program is new. This will be a more relevant question in our next planning cycle.
	<b>Staffing</b>	There are no full-time faculty or department chair hours associated with this program. All instructors are adjunct faculty. This program needs dedicated faculty

		<p>hours to realize its full potential. A department chair would: write a Comprehensive Program Review for EVS/ETS, develop a budget, coordinate with the environmental organizations in our community for internships and information on job-related skills that could be part of our program, perform Title V and curriculum updates, submit APRs and AUPs, arrange course schedule production, coordinate department SLOs, hire and manage adjuncts, calculate course loads, chair the EVS advisory committee meetings, etc. We recommend 2 department chair hours for this position annually. There is a science specialist newly assigned to support the EVS program at 20% time. This person currently acts as department chair, performing all department chair duties. Classified duties associated with this position include arranging and organizing all of the field laboratories, maintaining equipment, orders supplies, etc.</p>
<b>AUP Data</b>	<b>Link to CPR</b>	<p>Create a Comprehensive Program Plan for the Environmental Technology and Sustainability program. Currently we have four course offerings. We are writing curricula for three additional courses to be offered in 2016-2017. We are partnering with Lake Tahoe Unified School District to offer Science, Technology, Engineering, Math (STEM) / Science, Technology, Engineering, Art, Math (STEAM) teacher trainings. We will be training K-6th grade teachers using hands-on interactive laboratories to address CA's Next Generation Science Standards. Teachers will then take the skills they learn into their own classrooms and teach them to their students. The first year will be a pilot program at Lake Tahoe Environmental Magnet School. In subsequent years, it will move to each elementary school and then to South Tahoe Middle School and on to South Tahoe High School.</p>
	<b>Link to SLO or PLO Data</b>	<p>We currently have no course-level SLO data.</p>
	<b>Action</b>	<p>Create a Comprehensive Program Plan for the Environmental Science/Environmental Technology and Sustainability program.</p>
	<b>Expected Outcome</b>	<p>The ETS program is expanding. We need a Comprehensive Program Plan to adequately identify our goals and objectives.</p>
	<b>Resource Type</b>	<p>Personnel</p>
	<b>Budget Impact</b>	<p>None if there is a department chair</p>
	<b>Duration</b>	<p>One-Time</p>
	<b>Rank</b>	<p>1</p>
<b>AUP Data</b>	<b>Link to CPR</b>	<p>Create a dedicated Environmental Science/Environmental Technology and Sustainability storage space. We have been fortunate to have received some monies for equipment over the past few years from the CA North Region Deputy Sector Navigator for Agriculture, Water, and Environmental Technologies. However, having purchased the equipment, there is no place to store it. It is impossible to set up the equipment, consequently, much of it is still in boxes. We received another grant this year, and more supplies will be arriving in the next couple months. We would like to be able to incorporate the new supplies and equipment into our courses as soon as possible!</p>
	<b>Link to SLO or PLO Data</b>	<p>We currently have no course SLO data.</p>
	<b>Action</b>	<p>Create, shuffle, or rearrange spaces, such that a small area can be used to store environmental technology and sustainability program equipment.</p>
	<b>Expected Outcome</b>	<p>We would like to open and use the great equipment we have received. It will enhance our courses and give our students the hands-on skills employers are looking for.</p>
	<b>Resource Type</b>	<p>Facilities</p>
	<b>Budget Impact</b>	<p>Unknown</p>
	<b>Duration</b>	<p>One-Time</p>
	<b>Rank</b>	<p>2</p>

<b>AUP Data</b>	<b>Link to CPR</b>	Create a department chair position for the Environmental Technology and Sustainability department. We recommend 2 faculty units per year for this position.
	<b>Link to SLO or PLO Data</b>	We have no course-level SLO data. We do know the department is growing.
	<b>Action</b>	Create a department chair position for the Environmental Technology and Sustainability department.
	<b>Expected Outcome</b>	This program needs dedicated faculty hours to realize its full potential. A department chair would: write a Comprehensive Program Review for EVS/ETS, develop a budget, coordinate with the environmental organizations in our community for internships and information on job-related skills that could be part of our program, perform Title V and curriculum updates, submit APRs and AUPs, arrange course schedule production, coordinate department SLOs, hire and manage adjuncts, calculate course loads, chair the EVS advisory committee meetings, etc. Having a dedicated department chair to oversee the EVS/ETS program will continue the upward trajectory of student enrollment. A department chair would have the time and resources to interact with and market to the community and identify community partners. Student recruitment from South Tahoe High School's Generation Green program would increase FTES and boost diversity in the program. We recommend 2 department chair hours for this position annually.
	<b>Resource Type</b>	Personnel
	<b>Budget Impact</b>	1100
	<b>Duration</b>	Recurring
	<b>Rank</b>	3

#### Ethnic Studies

<b>APR Data</b>	<b>Changes Based on SLOs</b>	Data is limited in this area due to the lack of a PT or FT faculty member. This position was split between History, Political Science, and Ethnic Studies starting in 2013-14. The faculty member with primary responsibility for growing and maintaining this program resigned from his position June 2016.
	<b>Appropriateness of SLOs</b>	Data is too limited to give any meaningful interpretation.
	<b>Student Enrollment and Success Trends</b>	No degree or certificate associated with these courses. Trends show a decline in enrollments. With no FT faculty presence I would expect the trend to continue.
	<b>PSS</b>	80
	<b>Equity Gap Trends and Plans</b>	The only course offered in this area for the past three years was in Mexican-American Culture and History. The majority of students enrolled identified with Hispanic demographic. Success rates were relatively similar between the two highest ethnic demographics until 15-16 where there was a distinct gap between the two. Hispanics succeeded at an 88.9% success rate. White Non-Hispanic registered a 50% success rate. It has to be noted that the enrollment numbers for 15-16 were 11 students.
	<b>F2F vs. DE Trends and Plans</b>	No DE offerings
	<b>Degree Sequence</b>	N/A
	<b>Conclusions and Program Improvements</b>	Not enough data.
<b>Staffing</b>	There are no staffing levels in this program. This program is being reviewed to see if it is sustainable.	

**Fire Science**

<b>APR Data</b>	<b>Changes Based on SLOs</b>	SLO assessments seem to suggest the instructors are generally satisfied with the results and that students are prepared for their required internships (paid or unpaid) with agencies prior to capstone testing. Students are continually being hired by local municipal agencies, CAL Fire and US Forest Service wildland firefighting crews. Some suggestions for improvement include more hands-on opportunities to drill on the required exercises.
	<b>Appropriateness of SLOs</b>	Course and program SLOs are appropriate, however Fire Science certificate program tracks have been redesigned at the state. In addition, Fire Academy hours are being increased this year in order to meet the new State Fire Marshal's Office standards. More emphasis will be placed on drilling of core exercises (pulling hoses, throwing ladders, etc.) to meet the more rigorous capstone testing requirements at the state.
	<b>Student Enrollment and Success Trends</b>	The Fire Science program has seen an overall decline in enrollments, mirroring the overall trends at the college. However, one-year increases have been seen in FTES (+37%) and duplicated headcount (+27%). Course success rates are very high, as individuals enrolled in Fire Science courses are typically high-motivated individuals employed in and looking to advance in their field of study.
	<b>PSS</b>	90
	<b>Equity Gap Trends and Plans</b>	Demographics for Hispanic/Latino/a are at 35%, exceeding the college's target and roughly mirroring the demographics of the community at large. The overwhelming majority (90%) of students are males. Efforts can be made to reach out to local high schools with positive female role models successfully employed in the fire industry.
	<b>F2F vs. DE Trends and Plans</b>	The majority of courses are offered F2F with very high success rates (98%). Two courses were offered via Distance Education, one with 100% success and the other at a 71.4% course completion rate. Fir 102 will be examined as to the reasons for the level of attrition experienced.
	<b>Degree Sequence</b>	Courses and course sequences are set at the state level. Student success rates indicate that sequencing is appropriate, but local fire chiefs are being consulted on how to potentially grow the enrollment numbers and if they feel the program is laid out in a way that allows students to complete the program in a timely manner. The recent advisory committee found a very high level of engagement in and support for the Fire Science and Academy program.
	<b>Conclusions and Program Improvements</b>	After examining the above, the program appears to be on solid footing. The main hurdle this year has been on lack of engagement with and then abrupt resignation of the full-time faculty member assigned to oversee the program. Local personnel have stepped up in the spring to keep the program running, and plans are to continue the recently renewed momentum.
	<b>Staffing</b>	With the loss of the full-time faculty member, additional hours are being added to the coordinator/academy adjunct leads to cover the void. The college does not expect to go back through the FHP for a full-time faculty member for Fire at present.
<b>AUP Data</b>	<b>Link to CPR</b>	1. Provide the foundation required for entrance into a fire service career or for transfer to a four-year college or university.
	<b>Link to SLO or PLO Data</b>	Identify and demonstrate key workplace skill competencies in order to strengthen career marketability and labor value
	<b>Action</b>	Increase the adjunct workload for the 'coordinator' position (currently L. Allen) and adjunct lead (T. Hughes) to maintain oversight and supervision of the Fire program to meet state fire marshal's office standards and requirements for both Fire Science and Fire Academy programs.
	<b>Expected Outcome</b>	To maintain strong student success and course completion rates for Fire program, to continue to receive support from and engagement with local fire agencies (municipal, CALFire & USFS wildland).
	<b>Resource Type</b>	Personnel

<b>Budget Impact</b>	additional 0.25 FTEF
<b>Duration</b>	Recurring
<b>Rank</b>	

**Fitness Education Center**

<b>APR Data</b>	<b>Changes Based on SLOs</b>	We have not made substantive changes to the Fitness Education Center courses in based on SLO assessment results. This is because we still have a relatively small pool of assessment data to date and our assessment results indicate that the programs are effective.
	<b>Appropriateness of SLOs</b>	I believe that they are working. No changes are recommended at this point.
	<b>Student Enrollment and Success Trends</b>	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 for classes at the college is somewhere between a big hassle and prohibitively difficult for periodic or part-time prospective students. We also recently undercut enrollment with poorly marked, convoluted, and treacherous access to the Physical Education Building during construction and renovation. This prolonged and continued drop in campus-wide and Fitness Education Center course enrollment is a serious threat to the on-going 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 remained roughly steady from 2011-2012 to 2014-2015. It dropped about 11% from roughly 82% to approximately 71% from 2014-15 to 2015-16. While this drop could be due to random fluctuation, it is also possible that it is attributable to the increase in hours required to achieve a passing grade that was put into effect just prior to the 2015-2016 academic year.
	<b>PSS</b>	67
	<b>Equity Gap Trends and Plans</b>	The percentage of Hispanic participants in our program has been fairly consistent over the five year span and it mirrors that of the college at large. 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 a little over 5% on average. This is inexplicable to me in light of the fact that the success rates of these two cohorts were similar in the previous 4-year span. I will seek guidance from my Dean on what measures, if any, should be undertaken to address this gap.
	<b>F2F vs. DE Trends and Plans</b>	We do not offer DE courses in the Fitness Education Center.
	<b>Degree Sequence</b>	This is not applicable to the FEC.
	<b>Conclusions and Program Improvements</b>	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 very good.

	<b>Staffing</b>	Staffing levels are now 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.
<b>AUP Data</b>	<b>Link to CPR</b>	(6.1 Provide up to date instructional materials, equipment, methods, and curriculum in order to promote student learning and success.) Purchase exercise equipment, as indicated in the action item below, to maintain and/or replace exercise equipment in the FEC consistent with recommendations delineated in the last CPR and in the last AUP/APR.
	<b>Link to SLO or PLO Data</b>	Program SLO 3: develop cardiovascular conditioning, muscle strength or endurance through physical conditioning.
	<b>Action</b>	Need to maintain and/or replace exercise equipment in the FEC as indicated in the last CPR and in the last AUP/APR. We requested \$16,000 to work towards replacing our old treadmills (\$6700 each), elliptical cross trainers (\$6100 each) and exercise bikes (\$3200 each). My Dean was provided an inventory of the FEC cardiovascular conditioning equipment. The list indicated the purchase date and information about the expected life span of the equipment. In short, as indicated in the last APR/AUP, we have many expensive pieces of equipment that have already lasted longer than expected. In addition to taking action as indicated above, I also recommend that we purchase two recumbent bicycles to replace or obsolete and no longer operational equipment in the FEC. If purchased, this will enable us to hand down" tow recumbent bikes to the PEF 550 (Fit for Life) courses. The approximate cost for this expenditure is \$6400.
	<b>Expected Outcome</b>	This will enable us to continue to meet the instructional and fitness promotion needs of our students, student-athletes, Community Education, and employee participants.
	<b>Resource Type</b>	Instructional Equipment
	<b>Budget Impact</b>	Variable
	<b>Duration</b>	Recurring
	<b>Rank</b>	

### Geography

<b>APR Data</b>	<b>Changes Based on SLOs</b>	Courses have been modified to enhance student learning. Audio/visual materials, lab activities, and delivery methods have all been modified as a result of student feedback. This happens on a quarterly basis (with or without actual SLO data). Grant funding and programs funds have been used to purchase equipment needed to augment newly created courses and course degrees (ETS).
	<b>Appropriateness of SLOs</b>	SLO's are adequate. I actually like my program level SLOs. Why couldn't I use those for every single one of my courses? Program Level SLO averages were not calculated correctly. ; Just for future reference.
	<b>Student Enrollment and Success Trends</b>	FTE increases and decreases are likely 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 are marketed appropriately.
	<b>PSS</b>	80
	<b>Equity Gap Trends and Plans</b>	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. I would guess that older students are taking classes for fun, and are less concerned about completion. I would also guess that a younger, more immature student does not value education the way an older student would (the completion rate for

		students under 25 might be a function of powder days). Early intervention might help the younger student persist when they find college to be more rigorous than high school.
	<b>F2F vs. DE Trends and Plans</b>	DE enrollments are high due to the ability to pool students statewide and flexible course hours 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 few we have will likely 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.
	<b>Degree Sequence</b>	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.
	<b>Conclusions and Program Improvements</b>	I actually like my program level SLO's. Why couldn't I use those for every single one of my courses? To improve communication, future course offerings are provided to LTCC counselors every year 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.
	<b>Staffing</b>	Staffing levels are currently appropriate to fulfill the purpose of the program. Greater consistency and reduction of personnel turnover could help increase course enrollment in DE offerings.
<b>AUP Data</b>	<b>Link to CPR</b>	Funding is needed to support the ongoing need for course supplies and to maintain a safe learning environment for students and instructors.
	<b>Link to SLO or PLO Data</b>	Program funding is needed to support the ongoing needs of the department. Program support allows students to be able to: 1. Apply the scientific method to analyze science-related organisms, structures, processes and issues on a local, regional, national and/or global level. 2. Illustrate and convey how the particulate nature of matter corresponds to the microscopic and macroscopic properties of substances. 3. Dissect, model, and communicate the complexity of the natural environment into its component interconnected systems.
	<b>Action</b>	Maintain \$300 in the geography supply budget to support ongoing lab needs.
	<b>Expected Outcome</b>	Expected outcomes: To enhances the quality of a student's educational experience, To diversify teaching methods, To improve course accessibility, To improve student learning, To improve student retention, To improve student success, And to help achieve LTCC's Vision, Mission, and Core Beliefs
	<b>Resource Type</b>	Instructional Supplies
	<b>Budget Impact</b>	300
	<b>Duration</b>	Recurring
	<b>Rank</b>	
<b>AUP Data</b>	<b>Link to CPR</b>	Funding is needed to support evolving technological needs to provide a high quality education and to enhance student accesses to course materials.
	<b>Link to SLO or PLO Data</b>	Program funding is needed to support the ongoing needs of the department. Program support allows students to be able to: 1. Apply the scientific method to analyze science-related organisms, structures, processes and issues on a local, regional, national and/or global level. 2. Illustrate and convey how the particulate nature of matter corresponds to the microscopic and macroscopic properties of substances. 3. Dissect, model, and communicate the complexity of the natural environment into its component interconnected systems.

<b>Action</b>	Support future IT budgetary needs. Approximately \$6000. Software, hardware, and IT support is needed to convert GIS courses to hybrid and online modalities.
<b>Expected Outcome</b>	Expected outcomes: To enhances the quality of a student's educational experience, To diversify teaching methods, To improve course accessibility, To improve course enrollments, To improve student learning, To improve student retention, To improve student success, And to help achieve LTCC's Vision, Mission, and Core Beliefs
<b>Resource Type</b>	Technology
<b>Budget Impact</b>	6000
<b>Duration</b>	One-Time
<b>Rank</b>	

### Geology

<b>APR Data</b>	<b>Changes Based on SLOs</b>	Courses have been modified to enhance student learning. Audio/visual materials, lab activities, and delivery methods have all been modified as a result of student feedback. This happens on a quarterly basis (with or without actual SLO data). Grant funding and programs funds have been used to purchase equipment needed to augment newly created courses and course degrees (ETS).
	<b>Appropriateness of SLOs</b>	SLO's are adequate.
	<b>Student Enrollment and Success Trends</b>	FTE increases and decreases are likely 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 are marketed appropriately.
	<b>PSS</b>	80
	<b>Equity Gap Trends and Plans</b>	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. I would guess that older students are taking classes for fun, and are less concerned about completion. I would also guess that a younger, more immature student does not value education the way an older student would (the completion rate for students under 25 might be a function of powder days). Early intervention might help the younger student persist when they find college to be more rigorous than high school.
	<b>F2F vs. DE Trends and Plans</b>	DE enrollments are high due to accessibility, the ability to pool students statewide, and the flexible course hours 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 few we have will likely 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.
	<b>Degree Sequence</b>	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.
	<b>Conclusions and Program Improvements</b>	I actually like my program level SLO's. Why couldn't I use those for every single one of my courses? To improve communication, my future course schedule is provided to LTCC counselors every year 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.
	<b>Staffing</b>	Staffing levels are currently appropriate to fulfill the purpose of the program. Greater consistency and reduction of personnel turn over could help increase course enrollment in DE offerings.
<b>AUP Data</b>	<b>Link to CPR</b>	Funding is needed to support the ongoing need for course supplies and to maintain a safe learning environment for students and instructors.
	<b>Link to SLO or PLO Data</b>	A proper lab supply budget is needed for students to be able to: 1. Apply the scientific method to analyze science-related organisms, structures, processes and issues on a local, regional, national and/or global level. 2. Illustrate and convey how the particulate nature of matter corresponds to the microscopic and macroscopic properties of substances. 3. Dissect, model, and communicate the complexity of the natural environment into its component interconnected systems.
	<b>Action</b>	Increase the geology supply budget from \$350 to \$400 to support ongoing lab needs for geology and oceanography courses. GEL 114 is a lab-based geology course that was added to the course catalog this year. With any new lab course, there will be additional costs associated with purchasing and maintaining lab supplies.
	<b>Expected Outcome</b>	Expected outcomes: To enhances the quality of a student's educational experience To diversify teaching methods To improve course accessibility To improve student learning To improve student retention To improve student success To helps achieve LTCC's Vision, Mission, and Core Beliefs
	<b>Resource Type</b>	Instructional Supplies
	<b>Budget Impact</b>	400
	<b>Duration</b>	Recurring
	<b>Rank</b>	
<b>AUP Data</b>	<b>Link to CPR</b>	Field funding is needed because diverse teaching methods improve student learning, and because field-based programs enhance the quality of a student's educational experience.
	<b>Link to SLO or PLO Data</b>	Program funding is needed to support the ongoing needs of the department. Program support allows students to: 1. Apply the scientific method to analyze science-related organisms, structures, processes and issues on a local, regional, national and/or global level. 2. Illustrate and convey how the particulate nature of matter corresponds to the microscopic and macroscopic properties of substances. 3. Dissect, model, and communicate the complexity of the natural environment into its component interconnected systems.
	<b>Action</b>	Increase the geology field course budget from \$1200 to \$1500 to keep up with the increasing costs associated with travel, lodging, entrance fees, and tours.
	<b>Expected Outcome</b>	Expected outcomes: To enhances the quality of a student's educational experience To diversify teaching methods To improve course accessibility To improve student learning To improve student retention To improve student success To help achieve LTCC's Vision, Mission, and Core Beliefs
	<b>Resource Type</b>	Field Course Fund
	<b>Budget Impact</b>	1500
	<b>Duration</b>	Recurring
	<b>Rank</b>	

### **Green Sustainable Energy**

<b>APR Data</b>	<b>Changes Based on SLOs</b>	
	<b>Appropriateness of SLOs</b>	In general, I think the SLOs are measuring the "right" things.

	<b>Student Enrollment and Success Trends</b>	GSE continues to struggle mightily to attract students. If this is not altered, GSE will cease to be viable.
	<b>PSS</b>	80
	<b>Equity Gap Trends and Plans</b>	The percentage of female and Hispanic students are low. With only a couple classes running, this is a very small sample size but targeted outreach marketing would be helpful.
	<b>F2F vs. DE Trends and Plans</b>	No DE.
	<b>Degree Sequence</b>	N/A
	<b>Conclusions and Program Improvements</b>	Avoiding class cancellations would be the biggest step GSE could take to improve student success. The challenge is that courses are cancelling due to very low enrollment, so more students need to be motivated to enroll.
	<b>Staffing</b>	Yes, with so few courses it is currently possible to find adequate staff.
<b>AUP Data</b>	<b>Link to CPR</b>	Increase support of this program.
	<b>Link to SLO or PLO Data</b>	
	<b>Action</b>	Increase enrollment, improved class sequencing/scheduling.
	<b>Expected Outcome</b>	Improved viability of GSE.
	<b>Resource Type</b>	Personnel
	<b>Budget Impact</b>	N/A
	<b>Duration</b>	Recurring
	<b>Rank</b>	

### History

<b>APR Data</b>	<b>Changes Based on SLOs</b>	Most SLO assessments reported over the past 3 years show satisfaction with results. I don't see any major changes with regards to course assignments, textbooks, course sequence changes, etc.
	<b>Appropriateness of SLOs</b>	Since the FT faculty member in this area resigned at the end of AY 2015-16, any changes made to Course and Program SLO's would have to be identified by adjunct faculty and modified through the curriculum process. Given that these were submitted prior to faculty resignation, I wouldn't imagine that they need to be changed any time before the next Title 5 update.
	<b>Student Enrollment and Success Trends</b>	The biggest trend is with regards to the increase in the number of DE offerings with the corresponding decrease in F2F offerings. As with a number of programs, DE offerings are more popular with students than the F2F. From 14-15 to present, there has been a 24.3% decrease in F2f FTE's with DE FTE's increasing from 14.05 to 17.43. This is a trend we are seeing within the college overall. No History degree is offered.
	<b>PSS</b>	80
	<b>Equity Gap Trends and Plans</b>	There doesn't seem to be significant gaps in achievement, but in terms of enrollment numbers, there is a race, ethnic gap. This gap appears to mirror the college as a whole; with White, Non-Hispanic students representing a larger number of students. In terms of age the largest demographic is within the Age <25 which demonstrates that most History courses are taken by students within that traditional age range.
	<b>F2F vs. DE Trends and Plans</b>	In terms of success rates, both modalities hover around the 73%-75% success rate with retention rates also being comparable. It appears that more DE courses were canceled but I think that was because more were offered.
	<b>Degree Sequence</b>	N/A

	<b>Conclusions and Program Improvements</b>	I believe the course data is sound. Courses are assessed and mapped to program outcomes. As in other areas in the Humanities (REL, PHI), we are looking at tightening up the schedule and cleaning up the catalog to more accurately reflect what is being offered. Another concern is that all of these course are taught by adjuncts and most are out of the area. Student success rates are solid as are retention rates. Courses are offered in the most effective sequence possible with fewer offerings and more students. We are taking a look at the course offerings and trying to schedule more efficiently and effectively.
	<b>Staffing</b>	There could be an argument for a FT faculty in History as it is an important part of the GE pattern and numbers seem solid. Right now, we are managing with a well-qualified and highly engaged PT faculty, but as with any program, a FT presence would be valuable.
<b>AUP Data</b>	<b>Link to CPR</b>	The two goals from the most recent CPR have been completed. History is up for a CPR this year and so new goals will be added. Among them the need for highly qualified instructors that are trained in Canvas to either teach fully online or to supplement the F2F offerings, and provide the most up-to-date information in their field. Another goal would be to investigate the possibility of hiring a FT faculty member in History/Political Science.
	<b>Link to SLO or PLO Data</b>	High quality instruction
	<b>Action</b>	Provide and support participation in professional development activities such as the Excellence in Online Teaching Workshops (OETW) to adjunct instructors, enabling them to achieve tier 2 status as well as enhancing their teaching.
	<b>Expected Outcome</b>	High quality instruction by faculty that are trained in Canvas that provide the most up-to-date information in their field.
	<b>Resource Type</b>	Personnel
	<b>Budget Impact</b>	500
	<b>Duration</b>	One-Time
	<b>Rank</b>	
<b>AUP Data</b>	<b>Link to CPR</b>	The two goals from the most recent CPR have been completed. History is up for a CPR this year and so new goals will be added. Among them the need for highly qualified instructors that are trained in Canvas to either teach fully online or to supplement the F2F offerings, and provide the most up-to-date information in their field. Another goal would be to investigate the possibility of hiring a FT faculty member in History/Political Science.
	<b>Link to SLO or PLO Data</b>	Consistency and quality within the department. High quality instruction provided to students.
	<b>Action</b>	Hire a full-time faculty member to oversee the History and Political Science areas.
	<b>Expected Outcome</b>	High quality instruction by a consistent FT presence.
	<b>Resource Type</b>	Personnel
	<b>Budget Impact</b>	60000
	<b>Duration</b>	Recurring
	<b>Rank</b>	

### Humanities

<b>APR Data</b>	<b>Changes Based on SLOs</b>	SLO Assessment results indicate an overall satisfaction with student achievement. There didn't seem too many surprises for the instructor. When the instructor wasn't thrilled with the results, it appears that they changed the timeline of the assignment by offering it later in the quarter or gave clearer instructions and/or provided examples (e.g. students did not do as well as I had expected on this discussion assignment. Students had a tendency to misunderstand online discussion, writing in
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		an informal or stream of consciousness way. I have provided examples of high scoring responses...)
	<b>Appropriateness of SLOs</b>	As these courses are taught exclusively by adjunct instructors, the Course and Program SLO's appear to be relevant. If changes are warranted, they would be identified by the adjunct and brought forward through the Title 5 Update and the curriculum process.
	<b>Student Enrollment and Success Trends</b>	The last Humanities degree was awarded in 2011-12. Enrollments in this area are certainly in decline dropping from 158 students in 2011-12 to 54 in 2015-16; a decline of 62.8% over 4-year period. The reasons for this could be varied. Certainly the college is declining in enrollment overall and the Humanities are no exception. Another variable is that the total number of course offerings has dropped from 8 sections to 5 in the same 4-year period. There have been no face-to-face offerings since 2011-12. Success rates in Humanities for 15-16 was 68.5%; a bit below LTCC's overall success rates, but the total enrollment numbers per class are so low (average 2.7 at end of term) that this data may not be as useful as it could be. Data suggests that we look at course offerings in this area with an eye to inactivating some of those that have not been offered successfully on a regular basis.
	<b>PSS</b>	75
	<b>Equity Gap Trends and Plans</b>	Demographic data doesn't give a clear picture of any one demographic being more successful than another. Success rates seem to be all over the place! The exception is that women tend to outperform men in terms of course success rates (75.32% to 68.2%). This data appears to be the only consistent gap within all demographic groups.
	<b>F2F vs. DE Trends and Plans</b>	Since AY 2011-12 all HUM courses have been offered exclusively in via distance education so there is no comparison between the different modalities. Success rates in DE average 71.7% in the last 5 years.
	<b>Degree Sequence</b>	We do offer a degree in Humanities but only 1 degree has been awarded in the last 5 years. This fact is prompting discussion about discontinuing the Humanities degree. After looking at the Liberal Studies degree, it seems as if students wishing a degree in Humanities could in fact get a similar degree and/or experience by getting a Liberal Studies degree with an emphasis in Humanities. As is the case in Religion, we are looking at cleaning up and tightening up the course offerings to more accurately reflect what courses are actually being offered successfully.
	<b>Conclusions and Program Improvements</b>	I believe the course data is sound. Courses are assessed and mapped to program outcomes. The problem is an over scheduling of certain courses and an overabundance of courses in this General Education area. As in other areas in the Humanities (REL, PHI), we are looking at tightening up the schedule and cleaning up the catalog to more accurately reflect what is being offered. Another concern is that all of these course are taught via distance education by adjunct instructors who live out of the area.
	<b>Staffing</b>	It appears that staffing levels are adequate to fulfill the purpose of this program. As mentioned earlier, all instructors in this area are part-time. There is no full-time faculty presence in this area.
<b>AUP Data</b>	<b>Link to CPR</b>	Provide an effective education for transfer students and student with special needs
	<b>Link to SLO or PLO Data</b>	Develop effective transfer skills including major preparation and general education course completion
	<b>Action</b>	Tighten schedule of offerings and offer and guarantee a select number of courses that enable students to use the Humanities as a means of completing GE courses. Inactivate selected courses that have not been offered or have not run successfully in the past five years.

	<b>Expected Outcome</b>	The catalog will accurately reflect course offerings making it easier for students to choose a pathway for GE courses. By limiting the number of GE courses in area 3.B., it is hoped that students will filter into other courses.
	<b>Resource Type</b>	N/A
	<b>Budget Impact</b>	N/A
	<b>Duration</b>	N/A
	<b>Rank</b>	
<b>AUP Data</b>	<b>Link to CPR</b>	Offer effective instruction by providing excellent faculty support and training
	<b>Link to SLO or PLO Data</b>	provide high quality instruction and up-to-date information
	<b>Action</b>	Provide and support participation in professional development activities such as the Excellence in Online Teaching Workshops (OETW) to adjunct instructors, enabling them to achieve tier 2 status as well as enhancing their teaching.
	<b>Expected Outcome</b>	Enhancing and increasing quality in all courses leads to better success all around. By offering opportunities to enhance teaching strategies for part-time instructors we are in effect, supporting students.
	<b>Resource Type</b>	Personnel
	<b>Budget Impact</b>	60000
	<b>Duration</b>	Recurring
	<b>Rank</b>	

#### Incarcerated Students Program

<b>APR Data</b>	<b>Changes Based on SLOs</b>	<p>A. No official SLO data has been collected for the Incarcerated Student Program (ISP). There has been significant change the program implementation from the staff in the program One of the most significant changes to the program was changing what we offered to students in their first sequence. Initially, each student was enrolled in English 191, English 152, Math 187 A/B and Counseling 100. However, we began to understand that course loads two focuses of Math and English have some of the lowest success rates of our program. Combining that information with the fact the first sequence is the heaviest course load offered during our program, to student's just entering college nonetheless, we gave students three different options of course loads for their first sequence. They could take all classes or take a Math-focused load or an English-focused load. We believe with more options the students will take a course load that they are more comfortable with, therefore increasing their chances of success. We do not have any data from 2016-2017 to compare success rates in those classes. -We made changes to Math 187's midterms and finals. Initially, the course author had included questions and processes on the midterm and final exams that was not covered in the material for Math 187. After it was pointed out by both students and instructors, we changed the exams to reflect the information that was provided in the course. -One of the biggest areas of feedback for the students was receiving timely feedback from instructors. To improve on this process, the ISP team implemented a 12-step tracking system on the outside of each student's return envelopes. Those 12-points on each envelope capture the date of every change of hands during the grading process, starting when the student first receives the work until when the graded work returns to them. It will give students a clear and transparent record of how quickly their work traveled through our program and it will also allow the program a record of instructor turnaround time and indicate areas of improvement. -The second biggest area of feedback was the inability to gain milestones. This did not warrant a change in our program, but rather a change in California Department of Corrections and Rehabilitation's (CDCR) operations that needed to be addressed. A processed</p>
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	<p>milestone reduces the student’s sentence by one week. The Mile Stone Completion Memorandum (MOU) sent out by the Office of Correctional Education stated that quarter system classes need to be 5 units or more to become milestone eligible. Our program has 6 courses that are milestone eligible. This significantly decreased our enrollments at Level 1 and Level 2 facilities, where a large portion of students dropping out of the program cited this MOU as their reason. While this is Office of Correctional Education ruling, it is not completely out of our control. For one year LTCC Administration and I have been in contact with OCE advocating a reword to the MOU. The alteration will take effect in April before our winter quarter grades have been posted. Our students will now to be able to stack units in increments of 5 to gain milestones. If a student successfully completes 13 units, they will now receive 2 milestones.</p>
<b>Appropriateness of SLOs</b>	N/A
<b>Student Enrollment and Success Trends</b>	<p>We understand that Math and English, two foundational areas of education, have some of the lowest success rates of our program. This is especially true for our entry level courses in those subjects. For 2015-2016, English 152’s success rate was 48.5%, English 191’s was 63.6%, Math 187A’s was 72.1% and Math 187B was 48.8%. Talking with students we learned most students feel confident about either Math or English, but rarely do they feel confident in both areas. The implication is that students taking both Math and English courses, especially entry level courses, do not have as high of a success rate. We tried to address this by offering students Math-focused or English-focused options in enrollment. This trend is not portrayed in the data necessarily, but we have noticed students become more dissatisfied in quarters that our program is not able to make site visits as scheduled. For example, severe weather conditions in winter quarter impeded our visitations in comparison to other quarters, especially at our Folsom locations. Visitation and teacher contact is what sets us apart from other programs, so students were not only unable to receive necessary tutoring but they could not raise issues about their experiences through the quarter. Furthermore, our lack of presence at Folsom locations created disenchantment among students about the program and their investment in the program wavered. The weather also affected our turnaround time for graded work because of work being sent to off-campus instructors, which in turn increased student dissatisfaction.</p>
<b>PSS</b>	68
<b>Equity Gap Trends and Plans</b>	<p>In this department’s infancy, the performance/program standard should reflect the state average for correspondence courses with inmate populations. As of 3.31.17 the state-wide average success rate is 66.8%. However, the data collected on this only dates back to Spring16. The data is located on the CCCC website has started tracking this information but will take a coordinated effort from the state level in capturing data for this population. Please click here. Our success rate is 65.8 and I would like to see it in the low around 68%-70%.</p>
<b>F2F vs. DE Trends and Plans</b>	<p>In this department’s infancy, the performance/program standard should reflect the state average for correspondence courses with inmate populations. As of 3.31.17 the state-wide average success rate is 66.8%. However, the data collected on this only dates back to Spring16. The data is located on the CCCC website has started tracking this information but will take a coordinated effort from the state level in capturing data for this population. Please click here. Our success rate is 65.8 and I would like to see it in the low around 68%-70%.</p>
<b>Degree Sequence</b>	Yes, ISP has one AAT track in sociology. It’s a fixed track.

	<b>Conclusions and Program Improvements</b>	a. Program or Course SLO assessment data: N/A b. Curriculum mapping: There is one track for students to complete. c. Analysis of course sequencing: I would like to work with the Counseling staff to look at the sequencing to make sure it yields the best completion and success rates. d. Student success data such as retention, success rates, degrees. We are doing pretty well with our retentions rates at a 96%. I would like to take a step back a look at our success rates now that we are 2 years in the program offering educational opportunities to the incarcerated.
	<b>Staffing</b>	No, staffing levels are inadequate. We have two office assistants who work 28-hour weeks, a new clerk that works 28-hour a week and one student worker at 12 hours a week. With this staffing package we are barely able to meet the needs of our day-to-day operations like processing mail, getting work to students, answering teacher questions and problem solving responding to student issues. Furthermore, one of our office assistants (whose role is more closely aligned with a program specialist or coordinator) is out of the office 40-50% of the time on site visits, meaning our day-to-day operations suffer and student correspondence really decreases, which is an important part of operation. Our staffing package as is does not allow for innovation, modernization of the program, which is critical if the program wants to grow and set an example state-wide in incarcerated student programs. I believe with a 40-hour employee, we could increase our program's quality and innovation. I hope administration takes the time to objectively evaluate the staffing package.
<b>AUP Data</b>	<b>Link to CPR</b>	ISP has not received a CPR
	<b>Link to SLO or PLO Data</b>	
	<b>Action</b>	
	<b>Expected Outcome</b>	We have a window to take on a new location, but without full time office support we cannot accomplish any future growth. If we had the money for a full-time employee, we could expand at three of our current location and offer better support for our students. If we are able to gain fulltime staff member we will be able to pursue grants to bridge the gap in teleology for our students opening up the ability to eliminate the distance of traveling.
	<b>Resource Type</b>	Personnel
	<b>Budget Impact</b>	40000
	<b>Duration</b>	Recurring
	<b>Rank</b>	
<b>AUP Data</b>	<b>Link to CPR</b>	ISP has not participated in a CPR
	<b>Link to SLO or PLO Data</b>	
	<b>Action</b>	
	<b>Expected Outcome</b>	
	<b>Resource Type</b>	Technology
	<b>Budget Impact</b>	\$0
	<b>Duration</b>	Recurring
	<b>Rank</b>	

**Intensive Spanish Summer Institute**

<b>APR Data</b>	<b>Changes Based on SLOs</b>	
	<b>Appropriateness of SLOs</b>	

	<b>Student Enrollment and Success Trends</b>	The trends indicated by data provided and by student evaluations and surveys indicate the following: a consistent level of enrollment of students and FTES (30-34 except in 2013-14 - 28FTES) high number of students over 50 - 80%-90% a high rate of success for all students - low of 77%. Most 85%-95
	<b>PSS</b>	80
	<b>Equity Gap Trends and Plans</b>	No gaps indicated by data.
	<b>F2F vs. DE Trends and Plans</b>	N/A
	<b>Degree Sequence</b>	N/A
	<b>Conclusions and Program Improvements</b>	Avoiding class cancellations would be the biggest step GSE could take to improve student success. The challenge is that courses are cancelling due to very low enrollment, so more students need to be motivated to enroll.
	<b>Staffing</b>	Yes, with so few courses it is currently possible to find adequate staff.
<b>AUP Data</b>	<b>Link to CPR</b>	1.2 5.1 6.1 6.2 10.1 11.1
	<b>Link to SLO or PLO Data</b>	Quality instructors including travel stipend incentive New courses to meet the needs of students for student success
	<b>Action</b>	1. Develop new breakout sessions, mini courses and core courses. 2. Restore travel stipend to out-of-area instructors to employ and retain quality instructors
	<b>Expected Outcome</b>	1. Increased instructional opportunities for students to learn language and culture. 2. Faculty support, employment of highest quality instructors and those with specialized skills. 3. Student retention and continued capacity enrollment
	<b>Resource Type</b>	Fiscal
	<b>Budget Impact</b>	Approx \$2500
	<b>Duration</b>	Recurring
	<b>Rank</b>	1
<b>AUP Data</b>	<b>Link to CPR</b>	1.1 1.2
	<b>Link to SLO or PLO Data</b>	1. Quality instructors increase opportunity for student success
	<b>Action</b>	1. Outreach to native Spanish speakers as employees and students at ISSI 2. Diversify marketing strategies
	<b>Expected Outcome</b>	1. Employment of native Spanish speakers as instructors and part-time non-academic employees will increase the interaction of students with native Spanish speakers which will increase use of and understanding of Spanish language and cultures.
	<b>Resource Type</b>	Personnel
	<b>Budget Impact</b>	N/A
	<b>Duration</b>	Recurring
	<b>Rank</b>	2

### Mathematics

<b>APR Data</b>	<b>Changes Based on SLOs</b>	As course SLOs assessed about as expected, no particular changes to the courses or program were implemented.
	<b>Appropriateness of SLOs</b>	The Course and Program SLOs are measuring the "right" things.

<b>Student Enrollment and Success Trends</b>	Enrollments, after declining for several quarters, seem to have more or less stabilized. Student success and degrees awarded are as expected. No particular implications on the math program are noted.
<b>PSS</b>	70
<b>Equity Gap Trends and Plans</b>	Always a gender gap in mathematics, but it is unclear what course of action to take in order to address this.
<b>F2F vs. DE Trends and Plans</b>	No.
<b>Degree Sequence</b>	Yes. The rationale is to offer courses in succession based on the chain of prerequisites.
<b>Conclusions and Program Improvements</b>	Our courses are fine.
<b>Staffing</b>	Adjuncts are difficult to find. Increasingly full-time faculty in the department take on duties outside of the department reducing the number of units of math they are able/willing to teach for the department.

**Music**

<b>APR Data</b>	<b>Changes Based on SLOs</b>	I was unfortunately unable to access the data in TracDat describing the recommendations and changes based on the SLO assessment results. The report also did not include the full assessment narrative. Anecdotally changes in courses have been minor, such as test question changes, or assignment changes. I do believe a budget request was made in the SLO assessment for MUS 133B for piano benches, which the institution was able to fulfill. Previously piano students had been using the computer chairs in F125 which was not satisfactory for correct elbow alignment for playing the piano. The majority of narratives recommend no changes.
	<b>Appropriateness of SLOs</b>	For the most part I believe the Course and Program SLOs are measuring the right things. Last year some slight changes were made for the SLOs in the MUS 141A, B, C: College Chorus series to more accurately reflect the course content. I do not anticipate making any further changes this year.
	<b>Student Enrollment and Success Trends</b>	The increase in FTES from 38.52 in 14-15 to 50.51 in 15-16 is encouraging. The difficulty is discovering a trend and any implications when FTES is fluctuating up and down around 30%. Music has typically had high success rates in the 80-90th percentile. DE's rates are not as high but have been improving which is also encouraging. I had hoped to see more degrees and certificates awarded in Commercial Music. There have been 2 degrees and 2 certificates awarded in the last two years and 4 degrees in VAPA/Music emphasis. The latter were most likely students finishing the degree because they knew it was being discontinued.
	<b>PSS</b>	90
	<b>Equity Gap Trends and Plans</b>	Most of the ethnic data has remained fairly constant over the last five years. There has been roughly a 5% increase in the number of Hispanic students taking Music classes in each of the last two years. I have noticed that anecdotally in my classes, but was not aware of the actual data until now. Whether that can be attributed to the increased outreach efforts by our institution to attract students from that demographic and to become an HSI, I am not sure. The success rate of that demographic in 15-16 was 90.7% which is in line with the department average, so there does not appear to be an equity gap there. The success rate of the African-American demographic in 15-16 was 75%. While not as high, it only reflects 8 enrollments which may not be enough to be statistically significant. Retention rates in Music are high as well with an average of 91.9%. From this data I am unable to

		identify any achievement or equity gaps. The Department will continue its efforts to provide quality instruction to all LTCC students.
	<b>F2F vs. DE Trends and Plans</b>	The data show DE offerings to have an average enrollment of 25.7 which is more than double F2F enrollments at 12.3. I have to assume this is from the increasing popularity of DE classes. As described above, success rates in DE are lower than F2F, but still at 83.6% vs. 93.6%. This may partially be attributed to the fact that the courses that are offered in the online modality are typically music history classes which traditionally are more academically difficult than performance and ensemble classes. This may also explain the higher retention rates in F2F (95.5%) vs. DE (88.3%). The cancellation rate for F2F with 41 sections offered was 12.2%, DE with 7 sections offered was 0%. Lower enrollments in F2F due to repeatability, and the fact that the majority of the F2F offerings are electives and the DE offerings may be used for the GE pattern, may explain the higher cancellation rate.
	<b>Degree Sequence</b>	Students are able to complete the Commercial Music degree in two years following the prescribed pathway. An adjustment has been made to the MUS 111, 112, 113 (Music Theory) sequence in that it will only be offered every other year due to low enrollment, but that should have no effect on students being able to complete their degree in the time allotted.
	<b>Conclusions and Program Improvements</b>	In general, the program is healthy and is returning to its previous enrollment levels. The ISP classes in Music brought in approximately 12 FTES in 15-16 which would bring total MUS FTES to about 62. There is still a need for Curriculum mapping of SLOs to occur for the Commercial Music program from the course to the program level. This should occur when the institution switches over from TracDat to eLumen. Music has cleaned up its GE offerings and due to low enrollments has moved from offering the Music Theory sequence (MUS111, 112, & 113) every year to every other year. This change should help department productivity.
	<b>Staffing</b>	If FTES stabilizes in the next few years at 65-70 FTES that could reasonably justify a request for an additional full-time faculty member. Currently Music's needs are adequately met with its present staff.
<b>AUP Data</b>	<b>Link to CPR</b>	CPR 1/3 Expand the Commercial Music program. CPR 2/3 Strengthen the agreements and association with the high school.
	<b>Link to SLO or PLO Data</b>	Program SLO4 Demonstrate appropriate technical and musical skills in their major instrument.
	<b>Action</b>	Re-establish expanded course offerings of 200-level Pro Tools classes, and Basic Recording and Mixing class sequence.
	<b>Expected Outcome</b>	1. Establish clear pathways for students. 2. Increase number of Pro Tools certificates. 3. Increase number of Commercial Music degrees and certificates.
	<b>Resource Type</b>	Personnel
	<b>Budget Impact</b>	2750
	<b>Duration</b>	One-Time
	<b>Rank</b>	
<b>AUP Data</b>	<b>Link to CPR</b>	CPR Objective 3/3 Complete F125 remodel, maintain equipment, and analyze further remodeling possibilities to create a small recording studio and editing suite.
	<b>Link to SLO or PLO Data</b>	Program SLO4 Demonstrate appropriate technical and musical skills in their major instrument.
	<b>Action</b>	Purchase additional Mac keyboards for computers in F125; additional headphones for computer stations, additional stereo to 1/4 inch jacks, additional MIDI interfaces.
	<b>Expected Outcome</b>	1. Increase in student satisfaction with improved instructional quality. 2. Increase number of Commercial Music degrees and certificates.
	<b>Resource Type</b>	Instructional Supplies
	<b>Budget Impact</b>	1000
	<b>Duration</b>	One-Time

Rank	
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**Philosophy**

<b>APR Data</b>	<b>Changes Based on SLOs</b>	Instructors report overall satisfaction with assessment results. Of note, is the change in instruction for PHI 104, SLO 4. In 2011-12, the instructor was not satisfied with the outcomes, leading to a change in the assignment; essentially making one paper into 2. Conclusions made during the next assessment cycle 2015-16, indicate the instructor was pleased with the results. This is a direct result of an instructor looking at assessment results and making changes to better assess the SLO.
	<b>Appropriateness of SLOs</b>	All PHI courses are taught by adjunct instructors so I assume the SLO's and PLO's are correct and are appropriate to the courses. If changes need to be made, they are brought forward by the adjunct to the Dean and appropriate changes are made and approved by the SLO committee. Changes are then made in the COR, the syllabus, and approved by curriculum committee.
	<b>Student Enrollment and Success Trends</b>	Philosophy is not a degree or certificate program. Courses are standalone courses that fulfill the GE requirement. All PHI courses are taught by part-time instructors via distance education. Enrollment in these courses has held relatively stable over the past five years. This could be attributed in part to the fact that the courses are scheduled very lean. In the AY 2015-16 only 3 PHI courses were offered. Average enrollment in these courses was 14 with an 84% retention rate and 6.85 success rate.
	<b>PSS</b>	80
	<b>Equity Gap Trends and Plans</b>	In terms of enrollment, there has been movement towards closing the gap in terms of underrepresented groups. For example in 2011-12 there were 30 students who identified as being Hispanic while 131 identified as White Non-Hispanic. In 2015-16 the numbers were 30 and 62 respectively. This illustrates that the numbers of students enrolling in PHI courses were more evenly represented as enrollments in the White Hispanic group dropped considerably (131 to 62). Perhaps a more disturbing trend in achievement gaps was identified during this period. In 2011-12 students who identified as Hispanic had higher success rates than their White Non-Hispanic counterparts showing an 80% success rate while White Non-Hispanic showed 68.7% success rate. However in 2015-16 these numbers flipped with the Hispanic success rate holding 53% while the White Non-Hispanic success rate was 85.5%. So it would appear that even though Hispanic enrollments are holding steady, the success rates are dropping. This change could be attributed to the modality in which these courses are offered. PHI courses are taught exclusively via distance education and have been since 2012-2013, but the trend is continuing, so this data is a bit confusing. It would be interesting to find out what other variables might be in play here. Is it an instructor change? Course content? This bears looking into in a more detailed way. Having courses taught strictly online by adjuncts that live out of the area is tricky when it comes to interpreting what is happening. More conversation with the adjunct may be appropriate. In terms of age, the largest group has identified as being <25. This "traditional" age group data indicates that many of these students are taking these courses as a way to fulfill their GE requirement.
	<b>F2F vs. DE Trends and Plans</b>	Since 2011-12 all PHI courses have been offered exclusively via distance education. Success rates remain fairly consistent across academic years and seem to fall within the overall college range.
	<b>Degree Sequence</b>	N/A

	<b>Conclusions and Program Improvements</b>	I believe the course data is sound. Courses are assessed and mapped to program outcomes. The problem is an over scheduling of certain courses and an overabundance of courses in this General Education area. As in other areas in the Humanities (REL, HUM), we are looking at tightening up the schedule and cleaning up the catalog to more accurately reflect what is being offered. Another concern is that all of these course are taught via distance education by adjunct instructors who live out of the area.
	<b>Staffing</b>	It appears that staffing levels are adequate to fulfill the purpose of this program. As mentioned earlier, all instructors in this area are part-time. There is no full-time faculty presence in this area.
<b>AUP Data</b>	<b>Link to CPR</b>	Provide an effective education for transfer students
	<b>Link to SLO or PLO Data</b>	Develop effective transfer skills including major preparation and general education course completion.
	<b>Action</b>	Tighten schedule of offerings and offer and guarantee a select number of courses that enable students to use courses in PHI as a means of completing GE courses. Inactivate selected courses that have not been offered or have not run successfully in the past five years.
	<b>Expected Outcome</b>	A tighter, leaner schedule that offers an appropriate number of PHI courses available to students allowing them to complete Gen Ed requirements in a timely manner.
	<b>Resource Type</b>	N/A
	<b>Budget Impact</b>	N/A
	<b>Duration</b>	N/A
	<b>Rank</b>	1
<b>AUP Data</b>	<b>Link to CPR</b>	Offer effective instruction by providing excellent faculty support and training
	<b>Link to SLO or PLO Data</b>	Providing high quality instruction and up-to-date information
	<b>Action</b>	Provide and support participation in professional development activities such as the Excellence in Online Teaching Workshops (OETW) to adjunct instructors, enabling them to achieve tier 2 status as well as enhancing their teaching.
	<b>Expected Outcome</b>	High quality instruction by faculty that are trained in Canvas that provide the most up-to-date information in their field using best practices in teaching.
	<b>Resource Type</b>	Personnel
	<b>Budget Impact</b>	500
	<b>Duration</b>	One-Time
	<b>Rank</b>	2

### Photography

<b>APR Data</b>	<b>Changes Based on SLOs</b>	The only changes that were made in the curriculum have to do with the structure of the mandatory courses for the Photo certificate. In the past, we required the students to take Black & White Photo 1, 2 and 3. We have found it harder to enroll enough students in the more advanced Black & White Photo classes and offer the entire sequence. Our solution has been to offer Photo 2 and Photo 3 every 2 years, rotating the 2 classes. In addition, we have removed the Photo 3 class from the required column for the Photo certificate, and put it in the optional column.
	<b>Appropriateness of SLOs</b>	I think our Course SLO's are measuring the "right" things. I do not think our Program SLO's are measuring the right things for Photography, especially Art Program SLO 3 and SLO 4.

	<b>Student Enrollment and Success Trends</b>	Enrollments have gone down college-wide. The Photography program has also experienced lower enrollment. But as enrollments have dropped, more students are working towards the Photography Certificate of Achievement, and have been awarded our Photo Certificates. They are also more successful, with higher retention levels. These trends will continue as long as the enrollments levels do not drop any further.
	<b>PSS</b>	
	<b>Equity Gap Trends and Plans</b>	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, after starting at 66.7% in 2011-12. The success rate has remained high overall, across the program.
	<b>F2F vs. DE Trends and Plans</b>	F2F classes have always been more successful because there is immediate feedback and interaction regarding the images being created.
	<b>Degree Sequence</b>	Yes, the required courses are scheduled in an appropriate sequence so that students can complete the program in the prescribed program length. The sequence is arranged in a logical order to allow the students to build upon a solid foundation. There is also enough freedom to allow the students to jump into the program whenever a course that interests them is offered.
	<b>Conclusions and Program Improvements</b>	Program SLO's need to be changed to properly align with the Photography program. The non-digital Photography classes and the digital Photography classes should be combined for data capture and analysis. The way the classes are split up now is not accurate for an overall 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 is currently combined with DMA. It should be combined and compared with the other Photography classes, since it is not the only digital photo class.
	<b>Staffing</b>	Yes.
<b>AUP Data</b>	<b>Link to CPR</b>	1. To offer an effective photography/ digital arts curriculum at LTCC. 2. To promote and support quality photography/ digital arts instruction by all faculty and staff in the Photography/ Digital Arts program. 3. To promote and support an excellent traditional photography darkroom facility (G1) for continued instruction in the traditional photographic processes. 4. To promote and support an excellent Digital Photography/ Digital Arts lab (G2A) with the latest technology and equipment, as well as updated software for teaching our digital courses. 5. Provide continued support of the annual Student Art Show as well as other Art exhibits that showcase the photographs and digital art created by students in the Photography/ Digital Arts Program. 6. Provide support to the new LTCC Haldan Art Gallery for showcasing professional photographic and digital art for LTCC students as well as the Lake Tahoe community.
	<b>Link to SLO or PLO Data</b>	SLO 1: Create photographic art by applying the traditional black and white photographic process and present the final images in a portfolio. SLO 2: Develop a comprehensive understanding of light and light sensitive materials during the lab process. SLO 3: Appraise and analyze two-dimensional photographs. SLO 4: Identify master photographers and their work.
	<b>Action</b>	Purchase 15 new computers for G2A. The Mac computers in that room are the oldest on campus, and can no longer accept the latest updates. Purchase 1 new Mac computer for G1. Also came from the oldest batch on campus.
	<b>Expected Outcome</b>	Students will be able to work with the latest technology in relation to Digital Photography and Digital Art.
	<b>Resource Type</b>	Instructional Supplies
	<b>Budget Impact</b>	\$50,000
	<b>Duration</b>	One-Time

Rank	
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**Physical Education**

APR Data	Changes Based on SLOs	
		<p>I. Physical Education Fitness (PEF): The template for when courses are assessed has been changed and managed differently. The template is sent to the full-time and adjunct faculty. From the department, we do communicate with the adjunct faculty if they do have a class on the list. The percentages for assessment completion we believe has gone up with the new process. We assessed 74 classes. In summary, expectations were met, instructors were satisfied with their assessment methods and outcomes, instructors saw improvement in performance tests, areas of improvement noted and strategies were identified. These were specific per class and instructor (i.e. add more time at the end of class for flexibility, continue in-depth discussion, and give weekly verbal quizzes). No changes were made to course SLO's. Changes that have been made are related to scheduling of times, days, and numbers of courses. This is an ongoing process to understand the climate in which we now find ourselves. Equipment for PEF classes are getting old. Assessment of equipment needs are on-going.</p> <p>II. Physical Education Health (PEH): The template for when courses are assessed has been changed and managed differently. The template is sent to the full-time and adjunct faculty. From the department we do communicate with the adjunct faculty if they do have a class on the list. The percentages for assessment completion we believe has gone up with the new process. 4 classes were assessed. With respect to PEH program SLO's, no changes were made. Four classes were assessed, PEH 100,101,102, and 143. With respect to the classes, expectations were met for all classes and SLO's. Specific comments per class or changes to be made are as follows: PEH 100: SLO 1 - cover less of the text, be go greater in depth. PEH 101: a few students exceeded the expectations in SLO1-4. PEH 102: SLO 2 - some students had trouble writing down the concepts, so will explore why. SLO4 - need to stress the importance of thoroughness. Summary: there does not appear to be any course assessment that specifically stands out as problematic. The only comment was that for PEH 102 was that students had to drop due to job or moving.</p> <p>III. Physical Education Theory (PET): The template for when courses are assessed has been changed and managed differently. The template is sent to the full-time and adjunct faculty. From the department we do communicate with the adjunct faculty if they do have a class on the list. The percentages for assessment completion we believe has gone up with the new process. 5 classes were assessed. With respect to PEH program SLO's, no changes were made. Five courses were assessed: PET 100, 101, 102A, 103, 104. With respect to the classes, expectations were met for all classes and SLO's. Specific comments per class or changes to be made are as follows: PET 101 SLO 2 - hopes and dreams were not met for student learning - exploring possibilities to increase the commitment and effort of my students. PET - had some learning disability students but strategies appeared appropriate PET 102A - There was a no-understanding of a student, but the reason is they basically did not come back to class but did not drop within the appropriate date. Was not able to connect with student. SLO 3 - % was not as high as would have liked. Material was all there, study guides were given, experiential experience was provided - did they just not study thinking that recall was going to happen? Will make sure in the future, a pre-quiz questioning will take place. PET 104 - assessment tools were appropriate. Summary: there does not appear to be any course assessment that specifically stands out as problematic except for committing and completing the class, but sometimes it is out of the instructor's hands.</p> <p>IV. Physical Education Athletics (PEA): There is assessment data for only 2 complete years (14-15 and 15-16). It is difficult/impossible to determine patterns or trends.</p>

		<p>Another year of data is needed before any real analysis can be completed. Additionally, success rates are extremely high for the athletics classes (approx. 99%). No changes courses/program have been made based on SLO assessments.</p>
	<p><b>Appropriateness of SLOs</b></p>	<p>I. Physical Education Fitness (PEF): After analyzing the Program level SLO's for Fitness, I believe we are measuring the "right" things and will not be making any changes at the present time. There was no mention of any changes needed for course SLO's. I believe our mapping of course SLO to Program SLO's was corrected (action from last APR). II. Physical Education Health (PEH): After analyzing the Program level SLO's for Health, I believe we are measuring the "right" things and will not be making any changes at the present time. There was no mention of any changes needed for course SLO's. I believe our mapping of course SLO to Program SLO's was corrected (action from last APR). III. Physical Education Theory (PET): After analyzing the Program level SLO's for Theory, I believe we are measuring the "right" things and will not be making any changes at the present time. There was no mention of any changes needed for course SLO's. I believe our mapping of course SLO to Program SLO's was corrected (action from last APR). IV. Physical Education Athletics (PEA): Currently, there are no program SLOs for Athletics. For the course level SLOs, I believe we are measuring the "right" things and will not be making any changes at the present time.</p>
	<p><b>Student Enrollment and Success Trends</b></p>	<p>I. Physical Education Fitness (PEF): - We only have F2F classes; no DE. - FTES: 147-79.33; a drop of 46%; the last year change dropped 9.3% - Duplicated headcount: 2695 - 1399; a drop of 48.1%; last I year drop of 6.2% - Success: Overall 89.3% This has increase 4% over the last 4 years. - Retention: 95.3% - FTEF: 4.31 (full-time faculty equivalent) - implication: a major drop in enrollment of students which is due to repeatability but also overall student enrollment drop in the college. This will affect F2F classes like in this area. Our success and retention rates look good. We would like over 90% on success, but this statistic primarily relates to individuals dropping out which many times relates to moving or something happening in students' lives. II. Physical Education Health (PEH): - We have at present 3 F2F and 2 DE classes - FTES: 18.32% to 12.09%; a drop of 35%; however the last year change has gone up 11% - F2F: 18.32 to 4.6; a drop of 74.8%; last year change a drop of 42.5% -DE: 1st year was 2.85; 2nd year increase to 7.47; an increase of 162.5% - Duplicated Headcount: 232 to 163; a drop of 29.7% - F2F: 232 to 70; a drop of 69.8% - DE: 1st year - 34; 2nd year - 93; and increase of 173.5% - Success: Overall 83%; F2f = 82.4% ( up 7.1% from 4 years ago) and DE = 82% - Retention: Overall 96.4%; F2F = 97.1%; DE = 95.7% - FTEF: 0.61 (full-time faculty equivalent) - implication: a major drop in student enrollment. We used to have multiple sections per quarter of the GE nutrition course. We are only running 1 F2F class. We moved one F2F to on-line and it has been successful in enrollment. Our Health and Wellness F2F class was not going, so we moved it to DE and it has been successful. Again, total college FTES is down which impacts enrollments in these GE type classes. III. Physical Education Theory (PET): - There are no DE classes, only F2F - FTES: Averaging a high of 5, 2 to a low of 3.49; a change of 32.6%. Trending stable - Duplicated headcount: Averaging a high of 99 to a low of 63; a change of 32.6%. Trending up - Success: Overall 89.3% - Retention: 94.9% - FTEF: 0.46 (full-time faculty equivalent) - implication: Our Kinesiology and CPR/First Aid classes are going well in enrollment, success, and retention. 7 students have been awarded the transfer degree. The drop in FTES is due to the lower enrollment for the Personal Training Certification. Strategies for increasing enrollment in this certification have been attempted and are still on-going. Per our department CPR (2013), we did reach out to all the Sports Medicine students up at the high school. We will be advertising in health clubs and maybe even newspapers or TV. Discussion is taking place on whether we offer the</p>

	<p>certification every other year, offer the classes over a 2 year plan, or keep every year. IV. Physical Education Athletics (PEA): There are assessment data for only 2 complete years (14-15 and 15-16). It is difficult/impossible to determine patterns or trends. Another year of data is needed before any real analysis can be completed. Success rates are extremely high for the athletics classes (approx. 99%). There are no certificates or degrees in this area.</p>
<b>PSS</b>	88
<b>Equity Gap Trends and Plans</b>	<p>I. Physical Education Fitness (PEF): - The trend has % of male student numbers increasing and female student numbers decreasing. It is actually getting closer to a 50-50 split compared to a 40-60 split 5 years ago. - The only glaring change is that "white" students has gone down, with only a slight increase in African American and Hispanic. - We have seen a decrease in percentage of 25-45 yo (13%) and an increase in over 50 yo (11%). This last category is probably due to our older adult Fit for Life classes. - the median age has gone up by 10 years - male and female success rates have gone up (5&amp;3%) to 89% - Hispanic success rates have gone up 10.1% - under 25 yo success rates have gone up from 82% to 91.4% (increase of 9.4%) - overall success rates have gone from 85.3% to 89.3% (increase of 4%) II. Physical Education Health (PEH): - the student ratio of male to female is still pretty close to 40-60 split - there has been a drop in Asian students, a rise in Hispanic students of 7.4%; 8% drop in "white" - 25-49 yo group has gone up 10.5% - median age has remained constant, 21-23 - both male and female success rates have gone up (11.1% and 5.8%) - success rate of African American has fluctuated, Hispanic (up 10.7%); "white" (up 10.3%) - age groupings for success have all improved (4-13%) - Distant Ed and F2F compatible for success rates - overall success rates for F2F have gone up close to 8% III. Physical Education Theory (PET): - the student ratio of male to female is relative similar with a couple % change only - African American same, Asian up 4.4%, Hispanic up 8.6%, white down about 8% - age population roughly the same in all categories. - median age is constant at 22 - male success rate is up 35%; female is down 3.4% - success in Asian and African American remain constant, Hispanic has fluctuated between 33 and 75%; white has fluctuated between 82 and 93.6% - last year was at 93.6% - age &lt; 25 is up 11.3%; 25-49 is up 2.4%. - Overall success has gone up 9.4% IV. Physical Education Athletics (PEA): 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. Success rates are so high with little range for all demographic groups. At this point, there are no noticeable achievement or equity gaps. There are no plans for changes.</p>
<b>F2F vs. DE Trends and Plans</b>	<p>I. Physical Education Fitness (PEF): This category does not have DE offerings, therefore, no trends between F2F and DE can be reported. 19.4% of our classes in 2015-16 were cancelled. Scheduling and multiple sections of classes have been adjusted, addressed, and changed. This is a result of repeatability laws and overall college F2F down. II. Physical Education Health (PEH): - Total FTES in F2F has gone down. This is due to a reduction in Nutrition sections per quarter from 3-1 and Health and Wellness and Stress Reduction-Meditation classes not making. Total Headcount in F2F will also be down due to the above reasons. -Total FTES in DE has shown an increase. This is due to adding Nutrition on-line classes in 3 quarters and also adding Health and Wellness course on-line. - Retention rates for F2F and DE are compatible at 97, 95% - Success rates for F2F and DE are compatible at 82% III. Physical Education Theory (PET): This category does not have DE offerings, therefore, no trends between F2F and DE can be reported. No cancellation of theory classes happened in the last year. Enrollment, success, and retention data has</p>

	<p>already been addressed. IV. Physical Education Athletics (PEA): This category does not have DE offerings, therefore, no trends between F2F and DE can be reported.</p>
<p><b>Degree Sequence</b></p>	<p>Health: We usually award only a couple of students each year in this degree program (4 in the last couple of years). With the low volume of students declaring this degree, we discontinued it. Exercise Science Degree: This was our departmental degree a couple of years ago prior to changing over to the Kinesiology transfer degree. Our classes in this area followed our Personal Training cert classes. Over the last three years before Kinesiology we awarded 5 students. This may appear low, but many students went through the classes for a number of different reasons, not just a part of a degree path. Kinesiology AA Transfer Degree: - This degree program has only been in existence two years. Prior to the departmental change to this degree, we offered an AA in Exercise Science and Health. In the last 5 years, 7 students have declared an Exercise Science degree and 4 students have declared a Health degree. Last year, 2015-16, we had 5 students declare the Kinesiology degree. Additional information: The last three class (1x/year) we averaged 15-17 students. Last year we had close to 20. Many who thought they wanted to go into Kinesiology have chosen a different major. - Programming sequence: within the PEH department, we offer two courses in the transfer degree, Kinesiology and First Aid/CPR. The Kinesiology class is offered in the winter and First Aid/CPR is offered in the Spring. This sequence of winter-spring may be assessed in future years. At present, it is working well. - We offer the classes once a year. This allows the students to complete this part to their degree either their first or second year in college. We will maintain the offerings in this way. Personal Training: Short-Term Certificate - This short term certificate program is designed to be accomplished within one year. We feel that the students would prefer to "knock" it out rather than drag it out over two years. We also want to recognize the individual who may not be here for two years or only wants this program. Therefore, complete the certificate in a one year sequencing program. The other problem with dragging it out is that they will lose continuity in content and thought. - We offer two lecture based classes per quarter. We also have designed it as such that sequencing is appropriate with respect to content and progression over the quarters. - We are making a change and combining two classes into one. We will assess if this was appropriate and successful. - We will acknowledge that the numbers in student attendance has gone down. Also, two classes were cancelled this quarter. We believe the drop in F2F enrollment as a college has hurt this program. There are a good percentage of soccer student-athletes enrolled in the Kinesiology program and we are hoping we can show the advantage of completing this program as helping in their education and career. - We have talked about making the program every other year or even 1 class per quarter for two years. At present, we want to provide the students with the program as is next year. Discussions will continue. - Marketing: we have gone up to the high school and marketed the Kinesiology, Personal Training, and Therapy Aid classes. In addition, we will be attempting to market in Facebook or newspaper or health clubs.</p>
<p><b>Conclusions and Program Improvements</b></p>	<p>I. Physical Education Fitness (PEF): Curriculum mapping has been accomplished. Program and Course SLO's are appropriate. The % of assessments of PEF classes has gone up. This is a result of a difference of process and also connecting with the Adjuncts. With respect to course offerings and cancellations, there has been a concerted effort to reduce numbers of offerings, only offering one section versus multiple sections, changes in times for classes, not offering some classes anymore, and not offering multiple classes at the same time where other classes are taking place in a different facility. The big concern is the drop in FTES in this area. We are down 46% in FTES. Repeatability is a major contributing factor, but is not the only</p>

		<p>factor. We believe the overall drop of 29.3% in college FTES is also a major contributor. We believe our numbers will go up with we pursue a college wide charge of increasing our F2F students. Our overall success rates have gone up 4% to 89.3%. This is above the college target point of 80%. There has been a noticeable increase in success by 10% in the under 25 age group. The success rates in male students has also increased by 5%. Our overall retention rate is 95.3% which is very good. II. Physical Education Health (PEH): Overall, FTES is down, but these classes tend to be general ed classes. With the overall college wide FTES down, it would also show up here. Overall success rate and retention rate have remained the same over the years. The success rate mirrors the college average and our retention rate is higher than the college average. Our F2F and DE mirror each other. We have added DE classes in this area to support student learning. We believe our offerings and sequencing are appropriate at this time. III. Physical Education Theory (PET): The classes in this area are from the Kinesiology Transfer program and our Personal Training Certification program. The Cert program numbers have been going down. The Kinesiology classes have remained strong. Our success and retention rates are appropriate at this time. Overall success rates have gone up 9%. The male population has gone up 34%. We believe our sequencing of classes are appropriate, but will be looking at the Cert program more carefully, Marketing of this program has taken place at the high school, but we will be doing more with this. IV. Physical Education Athletics (PEA): At least 1 more year of data is necessary before trends/patterns can be identified. Also, there are no program SLOs for PEA. Consequently, mapping cannot be completed. Student success is very high across all demographic groups. Course sequencing seems to be working well. Creating program SLOs must be a priority. Then, mapping must be completed.</p>
	<b>Staffing</b>	<p>The staffing levels for the department are not appropriate. The department used to have a full-time assistant. When that individual resigned, this position was reduced to a temporary part-time position. The department still believes we should have retained a full-time position. However, it appears administration wants to keep this position as part-time. If that is the case, we are recommending that we move it from a part-time temporary position (which doesn't even allow a complete department presence year round) 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.</p>
<b>AUP Data</b>	<b>Link to CPR</b>	CPR -PEH (2013): First Objective - Kinesiology program development
	<b>Link to SLO or PLO Data</b>	First Aid/CPR/AED: This class is a part of the Kinesiology AA transfer degree program. It is a required course. It meets the program and departmental SLO's.
	<b>Action</b>	First Aid/CPR/AED equipment purchase: (1) Supplies: 3x3 gauze, gauze rolls, alcohol wipes, triangular bandages, face masks, cpr lung plastics, tourniquet, epi pen trainers, non-latex gloves, etc.
	<b>Expected Outcome</b>	We have not purchased this equipment before. When I was on sabbatical, Isaiah (from the high school) taught it and I think he just used his supplies up there. In order to teach the course, we need supplies that meet all first aid, cpr, and aed requirements. American Red Cross is specific on practice and testing and all supplies are need to meet that requirement, but do the hands-on nature of the course, students will only have appropriate success when they have and use the supplies. Also, instruction for success needs these supplies. Just demonstrating in person or on video will not provide appropriate instruction and student success.
	<b>Resource Type</b>	Instructional supplies
	<b>Budget Impact</b>	250
	<b>Duration</b>	Recurring

	<b>Rank</b>	1
<b>AUP Data</b>	<b>Link to CPR</b>	CPR - PEH 2013: Facility/program/course exercise training equipment
	<b>Link to SLO or PLO Data</b>	For appropriate course level learning outcomes, appropriate equipment is needed. The equipment is getting old and not working appropriately. For the Fit for Life class, we have been asking for 2 recumbent bikes for the last couple of years. We have been denied this proposal. Our proposal is to buy 2 new recumbent bikes for the FEC and we would recycle those bicycle to the Fit for Life class. As a side note, the Fit for Life class fundraises through the Foundation. Over the years, we have bought equipment from that account ourselves. Examples: we have bought our own hand weights, ankle weights, and clock. Last year we purchased our own rower. This year, PE used some of its funds along with the Foundation fund to purchase a new upright bike. We are in desperate need for these two pieces of equipment.
	<b>Action</b>	Purchase 2 new recumbent bikes for FEC, and utilize the older recumbent bikes for the Fit for Life Older adult wellness class.
	<b>Expected Outcome</b>	Many students have trouble with their lumbar areas and these recumbent bikes allow to maintain their exercise program with reduced stress on that area. Also, these bikes also allow for a different type of program training (like a Tour de France - climbing hills etc). Student Success for this class is health and these bikes provide for training and change of instruction.
	<b>Resource Type</b>	Instructional Supplies
	<b>Budget Impact</b>	\$4,000-\$5,000
	<b>Duration</b>	One-Time
	<b>Rank</b>	2
<b>AUP Data</b>	<b>Link to CPR</b>	CPR - PEH 2013 - Facility/program/class exercise training equipment
	<b>Link to SLO or PLO Data</b>	For appropriate course level learning outcomes, appropriate equipment is needed. An arm ergometer provides students that may have special needs for upper body training. To help them be successful for areas of their health, this piece of equipment will be valuable.
	<b>Action</b>	Purchase of Arm Ergometer. We used to have this equipment, but I believe it was lost due to Snow Globe and all the equipment that is moved around. Many students have shoulder issues, or leg issues, etc and this equipment provides for an upper body training program.
	<b>Expected Outcome</b>	Many students have upper body conditioning challenges. Student Success for this class is health and these arm ergometer will provide for additional instruction and training.
	<b>Resource Type</b>	Instructional Supplies
	<b>Budget Impact</b>	500
	<b>Duration</b>	One-Time
	<b>Rank</b>	3
<b>AUP Data</b>	<b>Link to CPR</b>	CPR - PEH (2013) - There is no CPR from our plan 3 years ago that deals with this action item. When the CPR was written, our department maintained a full time assistant. That individual resigned and the position was replaced with a part-time temp position. This position was moved to a temporary part-time position. The department wants this position at a permanent part-time.
	<b>Link to SLO or PLO Data</b>	Our Department house a number of programs: Fitness Education Center, Fitness, Health, Theory, and Athletics. Each of these areas have multiple student learning outcome factors either in course or the program level. To write every course and program level here to make the connection, is un-wielding and not appropriate. This position has a hand in all of these areas to support our students, 3 facilities, adjunct faculty, and full-time "lead" type faculty members.

	<b>Action</b>	PEH - Permanent Part-time Assistance position
	<b>Expected Outcome</b>	Administration wants the department to give them all the points that are relevant to this specific outcome. I am not going to write all the related bullet points in this box because we will be meeting with admin early in the spring quarter.
	<b>Resource Type</b>	Personnel
	<b>Budget Impact</b>	28.5 hrs/week for the year
	<b>Duration</b>	Recurring
	<b>Rank</b>	4
<b>AUP Data</b>	<b>Link to CPR</b>	CPR -PEH (2013): First Objective - Kinesiology program development.
	<b>Link to SLO or PLO Data</b>	First Aid/CPR/AED: This class is a part of the Kinesiology AA transfer degree program. It is a required course. It meets the program and departmental SLO's.
	<b>Action</b>	First Aid/CPR/AED equipment purchase: (1) Adult Mannequin's: x8, one-time (2) Child Mannequin's: x8, one-time (3) AED Trainers: x8, one-time (4) Pocket masks: x8, one-time
	<b>Expected Outcome</b>	We have not purchased this equipment before. When I was on sabbatical, Isaiah (from the high school) taught it and I think he just used his supplies up there. In order to teach the course, we need supplies that meet all cpr, and aed requirements. This includes adult and child mannequins and AED trainers. I think 8 will be sufficient. American Red Cross is specific on practice and testing and all equipment are need to meet that requirement. Do to the hands-on nature of the course, students will only have appropriate success when they have and use these pieces of equipment.. Also, instruction for success needs these pieces of equipment. Just demonstrating in person or on video will not provide appropriate instruction and student success. It may be pointed out why not use the EMT equipment. Those classes meet all day and to share equipment may be problematic. I would like our department to have our own dedicated equipment so that our offerings and scheduling can be appropriate to our department and not be hinged on EMT courses or availability.
	<b>Resource Type</b>	Instructional Supplies
	<b>Budget Impact</b>	2250
	<b>Duration</b>	One-Time
	<b>Rank</b>	5
<b>AUP Data</b>	<b>Link to CPR</b>	CPR - PEH (2013): Facility spaces have always been a part of our CPR. G3 has always been on the radar in our APR-AUP process over the last couple of years.
	<b>Link to SLO or PLO Data</b>	G3 upgrade - maintenance, repairs, and retrofit (refinish floor) Physical space is important for course and program student learning. Learning outcomes through the educational process may be affected. More importantly the issue of safety and cleanliness bring in a health risk which we should address.
	<b>Action</b>	Water fountain - \$1000-2000 lighting (dimmer) - \$1000-1500 floor refinsh - ? Cabinetry, blinds, speakers - \$1000?
	<b>Expected Outcome</b>	From a master plan idea, what is the plan for the portables? Should we invest in some upgrades for this learning space? This action item is to provide for dialogue specifically to G3
	<b>Resource Type</b>	Facilities
	<b>Budget Impact</b>	\$4,000-\$5,000
	<b>Duration</b>	One-Time
	<b>Rank</b>	6

**Physical Science**

<b>APR Data</b>	<b>Changes Based on SLOs</b>	Courses have been modified to enhance student learning. Audio/visual materials, lab activities, and delivery methods have all been modified as a result of student feedback. This happens on a quarterly basis (with or without actual SLO data). Grant funding and programs funds have been used to purchase equipment needed to augment newly created courses and course degrees (ETS).
	<b>Appropriateness of SLOs</b>	SLO's are adequate. Program Level SLO averages were not calculated correctly. †Just for future reference.
	<b>Student Enrollment and Success Trends</b>	FTE increases and decreases are likely linked to the number of courses being offered in any given quarter (sometimes a function of staffing) and not necessarily correlated to other factors.
	<b>PSS</b>	80
	<b>Equity Gap Trends and Plans</b>	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. I would guess that older students are taking classes for fun, and are less concerned about completion. I would also guess that a younger, more immature student does not value education the way an older student would (the completion rate for students under 25 might be a function of powder days). Early intervention might help the younger student persist when they find college to be more rigorous than high school.
	<b>F2F vs. DE Trends and Plans</b>	These courses are not offered online and they (Astronomy and Oceanography) 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.
	<b>Degree Sequence</b>	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 they are not mandatory.
	<b>Conclusions and Program Improvements</b>	I actually like my program level SLO's. Why couldn't I use those for every single one of my courses? To improve communication, future course offerings are provided to LTCC counselors every year 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.
	<b>Staffing</b>	Staffing levels are currently appropriate to fulfill the purpose of the program. The work load of the Physical Science Department is currently split between the Earth Science Department and the Physics Department. This makes budgeting of supplies and personnel, scheduling courses, interpreting student data, and writing these reports difficult. We need to investigate a way to make this easier.
<b>AUP Data</b>	<b>Link to CPR</b>	Funding is needed to support the ongoing need for course supplies and to maintain a safe learning environment for students and instructors.
	<b>Link to SLO or PLO Data</b>	Program funding is needed to support the ongoing needs of the department. Program support allows students to be able to: 1. Apply the scientific method to analyze science-related organisms, structures, processes and issues on a local, regional, national and/or global level. 2. Illustrate and convey how the particulate nature of matter corresponds to the microscopic and macroscopic properties of substances. 3. Dissect, model, and communicate the complexity of the natural environment into its component interconnected systems.

	<b>Action</b>	Since this department is managed by the Earth Science and Physics instructors, the course supply budget for PHS is being accounted for in those two departments. It is also important to note that the supply budgets in Geology and Physics do not accurately reflect the FTES that were acquired in PHS courses. Instructors have asked to increase the Geology Department supply budget and the Physics Department supply budget to support ongoing lab needs for oceanography and astronomy courses. Refer to the AUP in Geology and the AUP in Physics.
	<b>Expected Outcome</b>	Expected outcomes for accommodating these requests: To enhances the quality of a student's educational experience, To diversify teaching methods, To improve course accessibility, To improve course enrollments, To improve student learning, To improve student retention, To improve student success, And to help achieve LTCC's Vision, Mission, and Core Beliefs
	<b>Resource Type</b>	Instructional Supplies
	<b>Budget Impact</b>	400
	<b>Duration</b>	Recurring
	<b>Rank</b>	

### Physics

<b>APR Data</b>	<b>Changes Based on SLOs</b>	The SLO assessments for the previous 3 year cycle indicate that students are succeeding at an acceptable rate. Students in these courses are generally very motivated. The success rate for these courses are very high. I did change on an OEI textbook, but the decision was based saving students money on textbooks, not on SLOs
	<b>Appropriateness of SLOs</b>	The Program SLOs for the sciences are geared toward biology and are not particularly relevant for the physical sciences. I focus primarily on the course SLOs
	<b>Student Enrollment and Success Trends</b>	Enrollments are holding steady, I see no drop in enrollment in physics courses, although enrollment in the college has decreased substantially. Student success in Physics courses is very high, greater than 92% for all courses and 100% in many. Close to 100% of the students in these courses transfer to a 4-year institution upon completion of these courses. I do notice a slightly lower success rate among Hispanic population which is troubling to me. It is slight, but noteworthy. I have asked students if a Spanish textbook would be beneficial to them, and they have said no - they do not want a Spanish version of the text.
	<b>PSS</b>	96
	<b>Equity Gap Trends and Plans</b>	As mentioned, there is a slightly lower success rate among Hispanic students in physics. Although many Hispanic students are tremendously successful in physics courses, the data shows a lower success rate overall for Hispanics. I wondered if this was due to language barriers, but I spoke with numerous Hispanic students who were struggling with the material, and they did not perceive language as an issue and did not want me to order Spanish versions of the textbook.
	<b>F2F vs. DE Trends and Plans</b>	No DE offerings at this time.
	<b>Degree Sequence</b>	The Science and Math departments work extensively to schedule courses so that they are available to all students - without overlap, so that students can complete the degree in a timely manner. It is important for the counselors to understand that students need to get started right away in their math and science courses.
	<b>Conclusions and Program Improvements</b>	In Physics, and science in general, success rates are high, courses are well scheduled for student completion, and transfer rates are high.
	<b>Staffing</b>	Yes, I teach most Physics courses and require minimal adjunct staff.

<b>AUP Data</b>	<b>Link to CPR</b>	In my most recent comprehensive program review (and every subsequent annual program review), I have noted the need for laboratory equipment. My goal was to first increase the existing laboratory equipment so that there were 5 apparatus for each experiment (enough to accommodate 10 to 15 students). Then to add additional experiments to the curriculum. Using my extremely limited budget, and with help from one-time grants and budget requests, I have made progress toward that goal. I have an on-going list of equipment needs, and the list is getting shorter! My budget for instructional supplies (4310) and non-instructional supplies (4550) totals \$900.00. Unfortunately, I have purchased many of the items that can be accommodated within this budget. The apparatus I now need (some to bring existing experiments up to 5 apparatus, and some to add new experiments) cost more than \$900.00. I can't even buy one apparatus each year and wait 5 years to acquire enough - I can't even afford a single apparatus. My request for this year would be to purchase 5 "Coulomb's Law" apparatus, at \$1,389 each. Total cost \$6945 plus tax (Approx. \$7500).
	<b>Link to SLO or PLO Data</b>	Program level SLO3 (Apply the scientific method to analyze science-related organisms, structures, processes, and issues on a local, regional, national, and global level.) relates directly to the lab experience - students must have interesting and engaging laboratory experiences for a complete understanding of science principles. Many of the course level SLOs in physics relate directly to the laboratory experience. For example, every physics course includes the SLO "Interpret multiple-representations of the same concept (for example, words, equations, graphs, diagrams)." and this SLO is always assessed using a laboratory experiment.
	<b>Action</b>	My action is to request funding to purchase 5 "Coulomb's Law" apparatus. \$1,389 each. Total cost \$6945 plus tax (Approx. \$7500)
	<b>Expected Outcome</b>	This purchase will add a much needed experiment to the curriculum. The current laboratory curriculum is lacking in the area of static electric fields, and this experiment would be very beneficial to the students understanding of this concept.
	<b>Resource Type</b>	Instructional Supplies
	<b>Budget Impact</b>	\$7,500
	<b>Duration</b>	One-Time
	<b>Rank</b>	

### Political Science

<b>APR Data</b>	<b>Changes Based on SLOs</b>	SLO assessments seem to suggest that the instructors are satisfied with the results. There are no suggestions for improvement to stated needed changes to SLO's.
	<b>Appropriateness of SLOs</b>	The SLO's were developed by the FT faculty member prior to his resignation in AY 2015-16. Consequently all POL courses are taught by adjunct instructors. I would assume they are measuring the "right" thing as they were developed by the expert. If adjunct instructors feel the need to change, these changes will be made in consultation with adjuncts and be processed by the SLO and curriculum committee.
	<b>Student Enrollment and Success Trends</b>	There are no degrees or certificates in this area. Enrollments in the lower division courses, specifically in the General Ed pattern remain strong, as I would have expected given it is a required course. All higher level courses offered were canceled due to low enrollment. Enrollment is strong within the "traditional" student age range <25 which again leads to the belief that most students take POL SCI courses to fulfill a requirement, not because they are looking to get a degree.
	<b>PSS</b>	80
	<b>Equity Gap Trends and Plans</b>	No noticeable achievement or equity gaps in persistence and/or success rates.

<b>F2F vs. DE Trends and Plans</b>	There has been a noticeable shift from F2F offerings to DE. As with the rest of the college, success rates are lower in DE than in F2F (79% and 82% respectively.)
<b>Degree Sequence</b>	N/A
<b>Conclusions and Program Improvements</b>	I believe the course data is sound. Courses are assessed and mapped to program outcomes. One concern is that all of these course are taught by adjunct instructors, so there is no real full-time presence. Outcomes are solid and reflect positive success and retention rates. Courses are primarily used for General Ed patterns and so sequencing is not an issue
<b>Staffing</b>	At this time, the teaching load seems sufficient. We have a very strong F2F and DE adjunct pool right now in this area. If we choose to grow this area, I would anticipate that we might want to investigate the possibility of a FT instructor in this area.

### Psychology

<b>APR Data</b>	<b>Changes Based on SLOs</b>	The Data provided was incomplete and therefore I do not have the specifics, however, we have made changes to textbooks, assignments, and teaching strategies for a number of courses based off the SLO assessment outcomes.
	<b>Appropriateness of SLOs</b>	The Department as a whole reviews each course slow and approves them or tweaks them on a yearly bases. The SLOs for the psychology department are up to date and we believe they are effective at measuring student success. No changes at this time.
	<b>Student Enrollment and Success Trends</b>	It appears as the number of sections decrease so does the FTES. Overall we have had some significant decreases in FTEs with most of the decrease coming from F2F courses. With the correlation between sections and FTEs drops, one could conclude we need to offer more sections to increase FTEs. This will be difficult to do with such a small adjunct pool. The psychology degrees awarded seem to be fairly stable. Success rates are looking really good and are consistent across f2f and Distance ED with the exception of one course. We have implemented a change in regard to that one course and hope to see an improvement in success rates.
	<b>PSS</b>	75
	<b>Equity Gap Trends and Plans</b>	Our lowest success rate comes from the African American population. This data is from a small sample size and it is difficult to make statistical assumptions from such a small sample. Regardless, the success rate of all populations should be monitored closely.
	<b>F2F vs. DE Trends and Plans</b>	DE and F2F seem to be fairly consistent across most variables with the exception of cancellations. There is a higher rate of cancellations among the F2F course offerings which is consistent campus wide. Due to our small rural location this will no doubt be on going.
	<b>Degree Sequence</b>	Yes students have no problem reaching their degree goals on the psychology side. We offer a number of required and elective courses throughout the year in both the F2F and DE modalities. One course that could trip students up would be the required psy 211 course but since we offer it once a year and only in the spring we have had no issues. Moving it to once a year could cause serious issues because students could potentially miss their opportunity to take it and be delayed another year.
	<b>Conclusions and Program Improvements</b>	We have seen a drop in FTES. We need to really think about how we can attract students into the program and retain them. I think staffing may be in issue. As our adjunct pool declines our number of sections decline which is correlated with the FTES decline. Adjunct recruitment will be an ongoing process.
	<b>Staffing</b>	Difficult to say. Generally speaking I believe the number of people on staff is efficient but the popularity of the staff needs to be considered. We need to work on building our own reputations up in order to get healthy numbers in our courses. Students

		need to feel we our energetic, fresh, and up to date on the material. Training and recruitment's will be an ongoing process.
<b>AUP Data</b>	<b>Link to CPR</b>	Maintain up to date current teaching trends and beyond
	<b>Link to SLO or PLO Data</b>	Growing DE population
	<b>Action</b>	Acquire Technology to enhance the DE learning experience. A studio to record short lectures would be a great benefit to the students.
	<b>Expected Outcome</b>	Improve success rates and student engagement in the online environment. This Resource request type would include Facilities and Technology.
	<b>Resource Type</b>	Facilities and Technology
	<b>Budget Impact</b>	\$4,000?
	<b>Duration</b>	One-Time
	<b>Rank</b>	1
<b>AUP Data</b>	<b>Link to CPR</b>	Adjunct recruitment
	<b>Link to SLO or PLO Data</b>	Connected to all
	<b>Action</b>	Recruit qualified adjuncts.
	<b>Expected Outcome</b>	Filling on campus staffing needs.
	<b>Resource Type</b>	Personnel
	<b>Budget Impact</b>	N/A
	<b>Duration</b>	Recurring
	<b>Rank</b>	2

#### Real Estate

<b>APR Data</b>	<b>Changes Based on SLOs</b>	The SLO assessments suggest the instructors are satisfied with the results. There are no suggested revisions.
	<b>Appropriateness of SLOs</b>	Adjunct faculty input suggest that both course and program SLOs are measuring the correct things. No changes are planned in the upcoming year.
	<b>Student Enrollment and Success Trends</b>	The data suggest student interest in the RES program is strong and growing (37.4% FTES increase over 4 years). Student success scores are lower than the average, however, which both suggest that the course work is rigorous and the need for high-quality instructors is crucial.
	<b>PSS</b>	80
	<b>Equity Gap Trends and Plans</b>	Females are succeeding at a higher rate than males (76% vs. 66%), and students over 50 are succeeding at the highest rate (88.5%). The demographics show 65% female. 26.9% of students are Hispanic/Latino/a, which roughly match the community demographics, but represent an opportunity to grow with a larger cohort of students coming out of our feeder high schools. The median age is 30, slightly higher than other programs at the college.
	<b>F2F vs. DE Trends and Plans</b>	All courses are offered via Distance Education. We recently made some adjunct instructor changes after receiving student feedback, so the hope is that student retention and success rates will increase going forward.
	<b>Degree Sequence</b>	The real estate certificate and AA degree were inactivated in 2002-03 based on the advice of the advisory committee, as the consensus is that students are primarily interested in pursuing stand-alone courses to obtain their real estate salesperson or broker's license.

<b>Conclusions and Program Improvements</b>	The courses as offered seem to be popular and appropriate. Continued efforts will be made in recruiting and retaining high quality online adjunct faculty.
<b>Staffing</b>	Staffing levels are adequate.

### Religion

<b>APR Data</b>	<b>Changes Based on SLOs</b>	SLO's appear to be measured to a large degree by discussion and/or reflection questions that students are required to respond to. Changes have been made with regards to the questions asked-students were asked to think more deeply about religion. Some outside activities were offered, such as visiting a religious service that was previously unknown to the student. This allowed students to experience something different and to critically analyze differences.
	<b>Appropriateness of SLOs</b>	I would have to refer to the adjunct faculty in this area to fully answer this question. During Title 5 updates, these will be assessed for appropriateness. If needed, changes will be made at that time.
	<b>Student Enrollment and Success Trends</b>	These courses are not part of a degree; most REL courses are used to meet the GE requirement rather than application to a degree. There has been a significant decline in enrollments over the past 3 years, but this is in part due to a decrease in the number of courses offered as the college is working towards a tighter, leaner schedule. There has been movement to inactivate several of the REL courses that have not been offered for a while. It is thought that if we limit the number of courses being offered, we may be able to offer those that are left more successfully. Student remains high (above 85%) in all REL courses.
	<b>PSS</b>	80
	<b>Equity Gap Trends and Plans</b>	There doesn't appear to be any significant gaps with regards to demographics. Interestingly, the most successful demographic appears to be within the ages 50+ group. Since the numbers are so low in this area, it is difficult to make any real conclusions regarding data. For example, within the Native American/Alaska Native demographic the data shows 100% success rate-looks good. But when you look deeper, you realize the data reflects one person. Of special note though, is the high numbers of White Non-Hispanic demographic in comparison to other ethnic groups?
	<b>F2F vs. DE Trends and Plans</b>	The most glaring trend is the move toward Distance Ed offerings within this department. The courses in this department are taught exclusively by adjunct instructors. Most courses are taught online since it has been difficult to find qualified adjunct instructors in the area. However, we were able to find a face-to-face instructor for REL 107. It was taught in a face-to-face format during the Spring 2017 quarter with decent numbers and fairly high success rates (84.6%). Additionally, REL is now being taught in the ISP program, so I would expect an uptick in enrollments when this gets going. As stated earlier, LTCC is moving towards tightening up the course offerings, especially with regards to GE offerings. We are hopeful that we will see lower cancellation rates as a result of more thoughtful and careful scheduling.
	<b>Degree Sequence</b>	N/A
	<b>Conclusions and Program Improvements</b>	SLO assessment data linked to PLO's and ILO's look good. The courses in this area do not lead to a degree or certificate, but are used to fulfill a GE requirement and serve as one path in which students can obtain a degree in Humanities and/or Liberal Studies. In discussion with counselors and administrators, we are looking at trimming the breadth of courses in this area by inactivating 4 classes (Old Testament, New Testament, Introduction to Religious Studies, and Eastern Religious Studies).
	<b>Staffing</b>	All courses are taught by adjunct instructors so staffing is adequate.

<b>AUP Data</b>	<b>Link to CPR</b>	Tighten up course offerings in the area by inactivating courses that are no longer viable.
	<b>Link to SLO or PLO Data</b>	The recommendations do not support any course-level or program level learning outcomes per se, but rather a connection to enrollment management strategies the college is committed to. Specifically offering a tight, lean, thoughtful schedule that meets student needs and desires to compete a degree or course of study within 2 years.
	<b>Action</b>	Inactivate 4 courses in the area in order to tighten up the course offerings and allow the student a clearer GE pathway.
	<b>Expected Outcome</b>	Students will have a clearer pathway to GE with the inactivation of courses. Offering fewer choices but committing to those courses we do offer.
	<b>Resource Type</b>	N/A
	<b>Budget Impact</b>	N/A
	<b>Duration</b>	N/A
	<b>Rank</b>	1
<b>AUP Data</b>	<b>Link to CPR</b>	1) Support faculty in training in best practices for online learning by providing a stipend for transition to Canvas and participation in the OETW.
	<b>Link to SLO or PLO Data</b>	The recommendations do not support any course-level or program level learning outcomes per se, but rather a connection to enrollment management strategies the college is committed to. Specifically offering a tight, lean, thoughtful schedule that meets student needs and desires to compete a degree or course of study within 2 years.
	<b>Action</b>	Offer and provide professional development opportunities to adjunct instructors in the area.
	<b>Expected Outcome</b>	Quality of instruction will be enhanced and improved by the participation of faculty in the professional development offerings-specifically the OETW.
	<b>Resource Type</b>	Personnel
	<b>Budget Impact</b>	500
	<b>Duration</b>	One-Time
	<b>Rank</b>	2

**Sociology**

<b>APR Data</b>	<b>Changes Based on SLOs</b>	Changes have taken place at the level of reworking course content and delivery. For example, SLO 2 in SOC 101 ("Apply the major sociological theories to current selected case studies") was analyzed in a number of cases. In one case, conflict theory was not comprehended at a sufficient level, and instruction was adapted to increase student success.
	<b>Appropriateness of SLOs</b>	At this time, the Course and Program SLOs are measuring the correct things.
	<b>Student Enrollment and Success Trends</b>	Given the enrollment contexts at LTCC in general, SOC enrollments have remained consistent. Distance education enrollments have increased, which also reflects the trends at LTCC. Student success seems consistent. As well, levels of productivity are good, especially given the program's low costs. One note: in terms of the number of sections offered and other measures of the program's success, it should be noted that SOC has a strong presence in the ISP program. In fact, the degree offered in ISP is a Sociology degree. Thus, a number of sections are offered in ISP, which directly competes with enrollments and offerings in non-ISP SOC courses.
	<b>PSS</b>	80
	<b>Equity Gap Trends and Plans</b>	Latino enrollments have been steady in SOC courses. African American course success rates are not at the level of the other measured ethnic populations. Female

		and male success rates are very similar, though females have a somewhat higher level of success.
	<b>F2F vs. DE Trends and Plans</b>	F2F courses in SOC have higher success rates than distance education courses, so this should be analyzed in subsequent years.
	<b>Degree Sequence</b>	Degree course offerings seem adequate, though some courses (SOC 107 and SOC 114), are offered less frequently than other courses. It should be noted that the department recently created an AST degree in Sociology.
	<b>Conclusions and Program Improvements</b>	Program and Course SLOs, curriculum mapping, and course sequencing are all representative of good departmental planning and operation. The number of AA degrees has increased, so this is a positive development.
	<b>Staffing</b>	Staffing levels, given the sharing of the one FTF in SOC and ANT, are not necessarily sufficient. Due to course offering requirements in ISP (SOC), there are additional drains on staffing. As well, it is a challenge to locate qualified SOC instructors. It should be noted that there are available qualified SOC instructors for the distance education modality.
<b>AUP Data</b>	<b>Link to CPR</b>	Secure necessary technological resources for SOC classroom instruction.
	<b>Link to SLO or PLO Data</b>	SLO 2, Comprehend the major theoretical approaches of sociology, including conflict, functionalist, symbolic interactionist, and feminist versions.
	<b>Action</b>	Purchase a smart board for classroom instruction. Note: the budget impact is 0 below since this will be shared with ANT.
	<b>Expected Outcome</b>	Increased student comprehension of course materials.
	<b>Resource Type</b>	Technology
	<b>Budget Impact</b>	0
	<b>Duration</b>	One-Time
	<b>Rank</b>	
<b>AUP Data</b>	<b>Link to CPR</b>	Purchase instructional media for SOC classroom instruction.
	<b>Link to SLO or PLO Data</b>	SLO 4, Consider and apply methods of sociological critical thinking, including principles of the sociological imagination.
	<b>Action</b>	Purchase DVDs for SOC instruction.
	<b>Expected Outcome</b>	Increased student comprehension of course materials. Increased student engagement in courses.
	<b>Resource Type</b>	Technology
	<b>Budget Impact</b>	500
	<b>Duration</b>	One-Time
	<b>Rank</b>	

### Speech

<b>APR Data</b>	<b>Changes Based on SLOs</b>	It appears that faculty are satisfied with results of SLO assessments. Instructors believe that assignments that address the course SLO'S are appropriate for the content. Although assessments for SP 104 wasn't assessed authentically as all answers were exactly the same. It is necessary to train the instructor on how to assess courses in a meaningful manner.
	<b>Appropriateness of SLOs</b>	Assessments results reflect that they using assignments that are appropriate to measuring the "right" thing. If changes need to be made, they are brought forward by the adjunct/faculty to the Dean and appropriate changes are made and approved by the SLO committee. Changes are then made in the COR, the syllabus, and approved by curriculum committee.

<b>Student Enrollment and Success Trends</b>	There is no degree or certificate associated with SP courses, although the 3 courses that are offered are all part of the LTCC, CSU, and IGETC General Education patterns. In terms of Success Rates, F2F speech course success rates are higher in comparison to LTCC's success rates (86.4% to 93.4%). However, in DE they fall below LTCC (80.2% to 78.3%). This trend might indicate either that students in DE courses are not as prepared or that the instructor is not. Either way, we may need additional training and support for both the student and the instructor. Additionally, instructors in this area have suggested increasing the advisory from ENG 152 to ENG101. Doing so may increase the student's readiness for this class and have the intended effect of increasing success rates.								
<b>PSS</b>	85								
<b>Equity Gap Trends and Plans</b>	Demographics in the SPE department seem to mirror the college as a whole, with the White Non-Hispanic demographic exceeding in numbers more than any other demographic group. It appears that outreach to underrepresented groups may be in order. In terms of age of student, it appears that these courses are truly serving the more "traditional" student (<25) which suggests these students are using these courses to fulfill the GE requirement. Success rats seem to be fairly evenly distributed. I don't see any real gap in terms of achievement except for numbers of students in underrepresented categories, most notably Hispanic.								
<b>F2F vs. DE Trends and Plans</b>	F2F and DE courses have similar success rates although DE success rates are a little lower, which mirrors LTCC as a whole. The core SPE courses, SPE101: Public Speaking and SPE104: Speech Communication have been offered over a wide range of days and times. This schedule has proven to offer maximum flexibility to meet the diverse needs of our students. In terms of course cancellations, we did have to cancel a section or 2 of SPE101. This has led to conversations with the counselors to see if we could reduce the number of sections offered to prevent this from happening. Or even perhaps scheduling one sections as a blind section that opens only when the first section is full. We are finding that this is a way of managing enrollments and increasing efficiency by having larger classes. We are also investigating the possibility of offering these courses through DE. Currently it is not possible because of the requirement to speak in from of a live audience. Working with the counselors and other colleges, we hope to be able to do this soon. ISP has managed a way to do it by bringing the instructor into the facilities so we may be able to modify other classes to meet this requirement.								
<b>Degree Sequence</b>	N/A								
<b>Conclusions and Program Improvements</b>	I believe that this area is pretty sound. There are only 3 courses that need to be scheduled and they are scheduled in a thoughtful manner taking into consideration the needs of the students and their schedules. Additionally, a FT faculty member has been assigned to this area and has already made suggestions to improve the department; specifically making ENG 101 an advisory instead of ENG 152.								
<b>Staffing</b>	It appears that staffing levels are appropriate to fulfill the purpose of this program. One full-time faculty member has been reassigned .25% of her load.								
<b>AUP Data</b>	<table border="1"> <tr> <td data-bbox="272 1591 483 1654"><b>Link to CPR</b></td> <td data-bbox="492 1591 1430 1654">Offer effective instruction by providing excellent faculty support and training.</td> </tr> <tr> <td data-bbox="272 1654 483 1717"><b>Link to SLO or PLO Data</b></td> <td data-bbox="492 1654 1430 1717">Providing high quality instruction and up-to-date information</td> </tr> <tr> <td data-bbox="272 1717 483 1822"><b>Action</b></td> <td data-bbox="492 1717 1430 1822">Provide and support participation in professional development activities such as the Excellence in Online Teaching Workshops (OETW) to instructors, enabling them to enhance their teaching.</td> </tr> <tr> <td data-bbox="272 1822 483 1887"><b>Expected Outcome</b></td> <td data-bbox="492 1822 1430 1887">High quality instruction by faculty that are trained in Canvas that provide the most up-to-date information in their field.</td> </tr> </table>	<b>Link to CPR</b>	Offer effective instruction by providing excellent faculty support and training.	<b>Link to SLO or PLO Data</b>	Providing high quality instruction and up-to-date information	<b>Action</b>	Provide and support participation in professional development activities such as the Excellence in Online Teaching Workshops (OETW) to instructors, enabling them to enhance their teaching.	<b>Expected Outcome</b>	High quality instruction by faculty that are trained in Canvas that provide the most up-to-date information in their field.
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<b>Expected Outcome</b>	High quality instruction by faculty that are trained in Canvas that provide the most up-to-date information in their field.								

<b>Resource Type</b>	Personnel
<b>Budget Impact</b>	\$500
<b>Duration</b>	One-Time
<b>Rank</b>	

**Theater**

<b>APR Data</b>	<b>Changes Based on SLOs</b>	-I am satisfied with the courses and the success rate in the classes. While there have been minor adjustments, as there always are, the overall courses are effective. -The program has been undergoing a Program Vitality Assessment. As part of the recommendations for this, I could not teach an overload and some courses normally taught by adjuncts were not offered for fear of cancellation "I was instructed to lower the cancellation rate. This resulted in at least seven courses not being offered that I normally had been offering since 2009.
	<b>Appropriateness of SLOs</b>	
	<b>Student Enrollment and Success Trends</b>	-Student success remains high. -There is no longer a VAPA degree in Theatre Arts as of Fall 2015. -Enrollments college-wide have seen a decline. -See Program Vitality Assessment document. -Due to restrictions placed on the department via the Program Vitality Assessment recommendations, the Theatre Department offered 7 less courses in 2015/2016 than we had previously been offering (both online and F2F). This resulted in lower enrollment for the department.
	<b>PSS</b>	85
	<b>Equity Gap Trends and Plans</b>	Our success rates are high. I do not have the information nor the ability to guess about any achievement or equity gaps.
	<b>F2F vs. DE Trends and Plans</b>	The cancellation rate for the production classes is incorrect. These courses are part of THE134ABCD, THE 135ABCD, and THE136ABCD "these are the production classes. We can enroll students for 1-4 units; most students enroll for 4 units. The college then cancels the unit sections that don't have enrollment, however, the course is NOT cancelled. I have been informed that this is a flaw in the system that, as of last year, could not be corrected. I have sent emails to both the Director of Institutional Effectiveness, to my dean, and to the Vice President of Academic Affairs regarding the incorrect data for 2015/2016. I have not received any response as of this date (3/31/17). This flaw in the system was discovered last year and has since not been remedied. This flaw skews the cancellation rate for the department. There is a lower success rate in DE courses. I have no data to assess the reasons for this. A new course I tried to offer in Fall 2015 did not make. I am guessing that it is not a wise idea to offer a new course in fall, as faculty are not around to really promote it right before registration.
	<b>Degree Sequence</b>	Do not offer a degree.
	<b>Conclusions and Program Improvements</b>	-the program is under the program Vitality Assessment process. See the program Vitality Assessment document and recommendations. -the high success rates suggest that teaching methods are very effective. Continue with current effective teaching methodologies, as well as continuing to look for ways to improve.
	<b>Staffing</b>	No. There is only one full-time faculty member who teaches all face to face classes, directs, produces, publicizes, house manages, and spearheads box office operations for 3 productions per year; performs all department chair duties and runs the department. This position essentially runs a theatre company without any help, as well as teaches and runs a department. The Theatre Technician is responsible for building sets, doing lights, sound, etc., and, due to his workload, the faculty member is only able to call upon him to assist on minor things occasionally. More part-time

		(at least) help would allow the full-time faculty member more time to work on the recommendations from the Program Vitality Assessment, as well as other things to help build enrollment.
AUP Data	Link to CPR	4.a 4.b
	Link to SLO or PLO Data	Program SLOs #1, #2, #3
	Action	Continue to offer a variety of interesting and compelling productions, coordinate community outreach events in association with productions when appropriate, and provide adequate marketing support for productions
	Expected Outcome	Students will have quality educational experiences through participation in quality productions; the community will continue to view LTCC and the Theatre Arts Department as a valued cultural hub for the community.
	Resource Type	produce high-quality productions, CONSISTENT budget to be able to PLAN seasons, plus advertising for productions and increased marketing resources
	Budget Impact	\$13,000-\$15,000
	Duration	Recurring
	Rank	
AUP Data	Link to CPR	2.a
	Link to SLO or PLO Data	While there is not an obvious connection to SLOs, not having to compete with the noise coming from the scene shop during classes or rehearsals will allow students to concentrate and focus more effectively, which will, in turn, contribute to their learning experience and, therefore, the course and program SLOs.
	Action	Build sound proof doors between the scene shop and the theatre.
	Expected Outcome	-Decrease noise level so work can be done in the scene shop while classes and rehearsals are being held in the theatre -Increase efficient use of time for set building **We have been asking for this for years now
	Resource Type	Facilities
	Budget Impact	\$2,500-\$3,000
	Duration	One-Time
	Rank	
AUP Data	Link to CPR	1.a
	Link to SLO or PLO Data	Program SLO #2
	Action	Upgrade Theatre booth computer and Theatre Technician's office computer to AVID certified hardware to be able to run ProTools software.
	Expected Outcome	The Theatre will be able to utilize the ProTools program for department and campus needs and tie in to the new ProTools program in the Music Department. Students will have the opportunity to learn the program.
	Resource Type	Technology
	Budget Impact	3000
	Duration	One-Time
	Rank	
AUP Data	Link to CPR	1.a
	Link to SLO or PLO Data	Program SLO #2
	Action	Purchase ProTools software for the Theatre Department.

	<b>Expected Outcome</b>	The Theatre will be able to utilize the ProTools program for department and campus needs and tie in to the new ProTools program in the Music Department. Students will be able to learn the program.
	<b>Resource Type</b>	Technology
	<b>Budget Impact</b>	500
	<b>Duration</b>	One-Time
	<b>Rank</b>	
<b>AUP Data</b>	<b>Link to CPR</b>	1.b
	<b>Link to SLO or PLO Data</b>	Program SLO #2
	<b>Action</b>	Purchase CAD software for set and lighting design (Vectorworks Designer)
	<b>Expected Outcome</b>	-Create fully rendered 3-D set and lighting designs for productions. -Improve set design process -Stay current in set design technology
	<b>Resource Type</b>	Technology
	<b>Budget Impact</b>	\$3,000
	<b>Duration</b>	One-Time
	<b>Rank</b>	
<b>AUP Data</b>	<b>Link to CPR</b>	1.c
	<b>Link to SLO or PLO Data</b>	Program SLO #2
	<b>Action</b>	Reinstate long-term capital expense plan to upgrade current ERS lighting instruments
	<b>Expected Outcome</b>	overall upgrade to existing, older lighting instruments -Stay current in lighting technology
	<b>Resource Type</b>	Technology
	<b>Budget Impact</b>	\$11,000
	<b>Duration</b>	One-Time
	<b>Rank</b>	

### Wilderness Education

<b>APR Data</b>	<b>Changes Based on SLOs</b>	Several equipment purchases resulted from faculty assessment comments.
	<b>Appropriateness of SLOs</b>	In general, SLOs are measuring the "right" things. Increasing adjunct buy in and support of adjuncts filling out their assessments would be the major improvement I would recommend. I receive significant negative feedback about this process from adjuncts.
	<b>Student Enrollment and Success Trends</b>	There has been tremendous growth of student successfully earning their WLD AA's. This has occurred despite significant reductions in number of sections offered and in the total number of students enrolled. I believe decline of the local population and loss of repeatability account for most of the decline in sections/enrollment. The increase in degrees shows the strong interest in this program from the public.
	<b>PSS</b>	95
	<b>Equity Gap Trends and Plans</b>	It would be great to increase the number of female WLD students. I have made a major effort to hire more female instructors but this is challenging in this field.
	<b>F2F vs. DE Trends and Plans</b>	N/A. WLD doesn't offer any DE classes.

	<b>Degree Sequence</b>	Yes...but the rationale is weak. I basically just do my best, but often must significantly alter my desired schedule to accommodate instructors. Avoiding overlapping courses is essentially impossible and even reducing it is very challenging. I suspect automated scheduling software exists that could improve what we are currently doing and possibly reduce staff time.
	<b>Conclusions and Program Improvements</b>	Course Sequencing/scheduling: I think this could be improved and would benefit students. The increase and relatively large number of graduates in this program clearly demonstrate strong student interest. Marketing to similar potential students could bring out of the area students to LTCC and improve enrollment for all courses.
	<b>Staffing</b>	Staffing is a major challenge for the WLD program. In the last two years, the WLD Coordinator and one of our main adjuncts have exceeded the allowed hours worked. Pay of adjuncts and IAs is below what is needed to staff the program. The WLD Coordinator is a part time position.
<b>AUP Data</b>	<b>Link to CPR</b>	1. Increase support for WLD staffing. Create a WLD Faculty position.
	<b>Link to SLO or PLO Data</b>	
	<b>Action</b>	Provide for training support to WLD Adjuncts. Recruit new WLD Adjuncts to counter declining Adjunct interest. Increase pay for WLD Instructional Assistants.
	<b>Expected Outcome</b>	Continue the growth of the WLD program. Increase the number of students enrolled in WLD classes.
	<b>Resource Type</b>	Personnel
	<b>Budget Impact</b>	N/A
	<b>Duration</b>	Recurring
	<b>Rank</b>	
<b>AUP Data</b>	<b>Link to CPR</b>	2. Improve communication with WLD students.
	<b>Link to SLO or PLO Data</b>	
	<b>Action</b>	Improve channels of communication, email, face to face, and social media, between WLD director and WLD students. This improved communication will also contribute to increasing the overall number
	<b>Expected Outcome</b>	Increase enrollment by increasing percentage of enrolled/waitlisted students who turn into attending students. This improved communication will also contribute to increasing the overall number
	<b>Resource Type</b>	Personnel
	<b>Budget Impact</b>	N/A
	<b>Duration</b>	Recurring
	<b>Rank</b>	
<b>AUP Data</b>	<b>Link to CPR</b>	3. Improve WLD and LTCC Risk Management.
	<b>Link to SLO or PLO Data</b>	
	<b>Action</b>	Motivate LTCC Administration to address risk management issues. Conduct a risk management audit. Implement recommendations from audit.
	<b>Expected Outcome</b>	Improved safety for students. Improved instruction of students if LTCC is modeling appropriate risk management behavior. Increased institutional protection of LTCC when an accident occurs.
	<b>Resource Type</b>	Enrollment, Instruction, Fiscal
	<b>Budget Impact</b>	N/A
	<b>Duration</b>	Recurring

	<b>Rank</b>	
<b>AUP Data</b>	<b>Link to CPR</b>	4. Formalize and Increase Land Access.
	<b>Link to SLO or PLO Data</b>	
	<b>Action</b>	Over 80% of the land in the Tahoe Basin is managed by the USFS or California State Parks and LTCC does not currently have formal permission to use this land. Many lands just outside the Lake Tahoe basin are prime course venues but LTCC does not currently have any access to these lands. Receive formal permission from LTBMU and neighboring land managers to use public land for our classes. Receive similar permission for neighboring rivers.
	<b>Expected Outcome</b>	Improved instruction due to better outdoor venues. Long term security and sustainability of LTCC.
	<b>Resource Type</b>	Fiscal and Instructional
	<b>Budget Impact</b>	N/A
	<b>Duration</b>	Recurring
	<b>Rank</b>	
<b>AUP Data</b>	<b>Link to CPR</b>	5. Improved equipment storage. As the WLD program has increased, the amount of associated gear has grown but storage space has not increased. Due to the valuable nature of much of this equipment, this space needs to be secure while remaining accessible to WLD Adjuncts.
	<b>Link to SLO or PLO Data</b>	
	<b>Action</b>	Increase the amount of space available for storing WLD equipment.
	<b>Expected Outcome</b>	Improve instruction and improve instructor morale.
	<b>Resource Type</b>	Facilities
	<b>Budget Impact</b>	N/A
	<b>Duration</b>	Recurring
	<b>Rank</b>	

### World Languages

<b>APR Data</b>	<b>Changes Based on SLOs</b>	The WL department has changed its textbook for the grammar series in order for the online classes to experience the same level of involvement at the face-to-face. Many pedagogical changes have been made to ensure that the course modality of the offerings are reaching students in most effective ways. Ideas include: more audio visuals, textbook change to Portales, etc. OER textbook are being investigated to enhance student learning and accessibility.
	<b>Appropriateness of SLOs</b>	Our course and program level SLOs are definitely measuring the "right things." In language courses, we shoot to always measure these three overarching areas.
	<b>Student Enrollment and Success Trends</b>	The first trend that I would like to comment upon is that ISP data is NOT included in my data for my department. Jeremy did, however, send over the data from ISP's Annual Program Review. Last year, World Languages secured an additional 11.33 FTES through the ISP program. So, with this data, I would have a total of 85.14 FTES. This is an increase from the previous year of 12.07 FTES. This indicates a growth for the WL department of 14.2% in ONE year. As previous years have indicated as well, the enrollments for the WL department are coming primarily Distance Education. We have sustained a decline in F2F and reacted to that decline with a push forward in DE and ISP. The course success rates for WL continues to be very high especially in SPANISH. The department will work with the other languages to keep them improving.

	<b>PSS</b>	85
	<b>Equity Gap Trends and Plans</b>	There are really no equity or achievement gaps in my data. The Pacific Islander cohort has a lower success rate, but there are only 3 students. This data is skewed. Every other nationality is over 85% success. Male and females and different age demographics have similar success rates in our classes. There are no obvious achievement gaps.
	<b>F2F vs. DE Trends and Plans</b>	Yes, I notice that DE offerings are continuing to expand and the FTES found in these classes in on the rise. There have been cancellations in the F2F courses, not in DE. Our DE courses continue to have higher success rates than our F2F offerings.
	<b>Degree Sequence</b>	Yes, ample core courses are offered yearly and the elective courses are offered as well. I work with counselors to ensure that students' needs are being met.
	<b>Conclusions and Program Improvements</b>	The program and course SLO assessments are applicable. The curriculum mapping needs to be redone. The course sequencing has been discussed with counselors and is working well for the program. The student success and retention is still higher than institution average.
	<b>Staffing</b>	Last year they were. We had two full-time faculty. Since this data, we have lost a full time person. In 2015-16, full-time instructors were 49% of the program. This is actually not true because one of the full-time instructors was teaching SPA 101 and SPA 102 in ISP. ISP should be regarded as part of WL data. For 2016-17, only one full time instructor is in the department, as we continue to grow.
<b>AUP Data</b>	<b>Link to CPR</b>	The 2013 program review: CPR 2/6 and CPR 5/6 Increase online capacity -CPR 2/6 Augment "Two-Way Immersion" pipeline - CPR 5/6
	<b>Link to SLO or PLO Data</b>	N/A
	<b>Action</b>	Hire another full-time faculty member in the WL department to teach Spanish.
	<b>Expected Outcome</b>	Online capacity will be built to its maximum capacity. Department will continue to grow in ISP and DE. Pipeline from the high school and "TWO-WAY IMMERSION" students will transfer to LTCC. Courses and department will maintain high levels of integrity and success rates will continue to be higher than institutional average (in F2F, DE and ISP).
	<b>Resource Type</b>	Personnel
	<b>Budget Impact</b>	\$70,000
	<b>Duration</b>	Recurring
	<b>Rank</b>	