

# Lake Tahoe Community College

## Comprehensive Program Review

### Humanities, Philosophy, Religion, Communications, and Speech

Prepared by:

Scott A. Lukas (Faculty on Special Assignment) and Michelle Sower (Dean of Instruction)

#### Executive Summary

Courses within the Humanities discipline are used to describe how people process and document the human experience and help students understand and record our world. These individual programs at Lake Tahoe Community College provide students with the critical thinking skills that are relevant to their academic and personal needs and interests, as well as their transfer goals and requirements. In many of these programs, students can take courses which best meets their educational goals and career aspirations as well as fulfill the general education requirements with humanities.

This Comprehensive Program Review focuses on five departments (Humanities, Philosophy, Religion, Communications, and Speech) and examines data regarding student enrollment, course offerings, staffing, and program challenges, as well as identifies goals and objectives that are relevant to all disciplines within the Humanities Program.

The five departments considered in this Comprehensive Program Review share a number of common goals and objectives as well as course and departmental elements. These common goals and objectives will be addressed in more detail in Section 4 of this document.

#### Common Elements:

- Many of the courses fulfill requirements for the Humanities degree (Humanities, Philosophy, and Religion) and general education requirements;
- The departments lack a full-time faculty member;
- The departments are experiencing shrinking enrollments and inactivations of curriculum; and,
- Many of the courses taught within the departments are offered exclusively in the DE format by out of area part-time faculty.

#### Common Goals and Objectives:

- Offer an effective Humanities curriculum program by monitoring enrollments through the use of effective scheduling and leaner offerings and providing a clear pathway to completion of general education requirements;
- Offer effective instruction by providing excellent faculty support and training;
- Offer courses in various modalities (Distance Education, face-to face, and one-on-one enhancement); and,
- Increase the depth and breadth of quality instructors in all modalities.

## Area 1: Humanities

### Section 1: Introduction and Program History

The Humanities degree program at Lake Tahoe Community College is designed to provide an opportunity for study in several areas of Western civilization. The Humanities major is broad-based, allowing students to take courses in several fields—including literature and philosophy; the history of art, music, or theatre; languages; and the humanities survey courses. The relationship of Western ideas and thought between the various fields of study is encouraged. Courses will also strengthen oral and written communication skills.

While the Humanities major is broad-based and holistic, interest in the Humanities degree has declined, with only one degree awarded in the last five-year period. As many of the departments considered in this Comprehensive Program Review, Humanities struggles in terms of its relevance to the mission of Lake Tahoe Community College. Moving forward, the College should consider the role of the Humanities course offerings and the degree in meeting student needs, particularly for transfer.

### Update on Previous Comprehensive Program Review

The previous Comprehensive Program Review was completed in 2010. It should be noted that this previous CPR erroneously included information related to the Social Sciences, such as Anthropology, Sociology, and History. As a result of this error, some of the recommendations contained within that CPR are irrelevant to this current version.

The following recommendations were made in the 2010 CPR:

1. Individualized program plans, rather than one CPR under the umbrella of the Humanities, should be produced.

*Response:* While the idea of individualized program plans seemed logical in 2010, as the departments in this CPR have declined in FTES and in terms of student interest, it seems appropriate to continue to focus on the five departments in one main Comprehensive Program Review.

2. Increase the amount of financial support in all of the Humanities areas.

*Response:* In 2010, this recommendation had more validity as the Humanities courses (and degree) were more popular with students at LTCC. At this time, the Humanities are not expected to need additional financial resources other than the cost of staffing a few of the courses.

3. Humanities programs should continue to find ways to increase the general public's understanding of the importance of the Humanities and the college should continue successful speaker series.

*Response:* The speaker series referenced in the 2010 CPR were actually organized through the Anthropology and Sociology programs. At this time, other than course offerings, it will not be necessary to develop additional publicity in terms of the Humanities. Additionally, the Writers' Series offered at the College continues to meet the recommendation for humanities-focused events.

4. Efforts should be made to coordinate the quarterly course offerings for the various departments within the Humanities.

*Response:* As part of the 2018 comprehensive three-year schedule development, this goal has been accomplished. The remaining courses of the five departments considered in this CPR have all been placed on the comprehensive three-year schedule.

5. Support staff development training for part-time faculty teaching Humanities.

*Response:* At this time, part-time faculty teaching Humanities would be eligible for professional development opportunities and training that are available to all part-time faculty at Lake Tahoe Community College, including excellence in teaching workshops and advanced excellence in teaching workshops both online and face-to-face. Most recently all part-time faculty in this area have been provided with training necessary to convert courses to the Canvas learning management system as well as to teach in the Canvas Learning Management System (LMS).

6. Support \$1,240 for ARTstor annually.

*Response:* At this time, very few courses in Humanities are taught in the F2F modality. As well, a subscription to ARTstor is currently handled between the Library and the Art Department. ARTstor is not currently used in any Humanities courses at the college.

7. Support instructional materials annually.

*Response:* While this recommendation is somewhat vague, it likely refers to the idea of providing instructional materials for classroom teaching, such as DVDs or related media or classroom items. As a majority of the Humanities courses are taught in the DE format, this support that was detailed in the 2010 CPR is no longer needed. Any requests for instructional materials moving forward should be completed through the annual planning and budget processes.

### **FTES and Enrollment**

Humanities enrollments have declined significantly over the past five years. As shown in Figure 1, enrollments in Humanities decreased by -49.60% from 2012-2013 to 2016-2017. The average yearly decline of Humanities enrollments from 2012-2013 to 2016-2017 was -12.4%.

In the future, the College should investigate the enrollment trends in the Humanities. While the courses offered—HUM 101, HUM 102, HUM 103, and HUM 105—are relatively productive in terms of costs, the question of Humanities' role at the College remains unanswered.



## HUMANITIES SUMMARY

This report contains data from Academic Year (AY) 2012 to 2018. Information on program size based on full-time equivalent students (FTES), Student Success, and Student Achievement are presented below.

	Total Sections	F2F Sections	Dist Ed Sections	Total FTES	F2F FTES	Dist Ed FTES	Total Duplicated Headcount	F2F Duplicated Headcount	Dist Ed Duplicated Headcount
2012-13	7	0	7	12.00	0.00	12.00	140	0	140
2013-14	7	0	7	12.98	0.00	12.98	157	0	157
2014-15	6	0	6	9.96	0.00	9.96	122	0	122
2015-16	5	0	5	6.31	0.00	6.31	73	0	73
2016-17	4	0	4	6.05	0.00	6.05	71	0	71
4-Yr Chg (12-13 to 16-17)	-42.9%	—	-42.9%	-49.6%	—	-49.6%	-49.3%	—	-49.3%
1-Yr Chg (15-16 to 16-17)	-20.0%	—	-20.0%	-4.2%	—	-4.2%	-2.7%	—	-2.7%

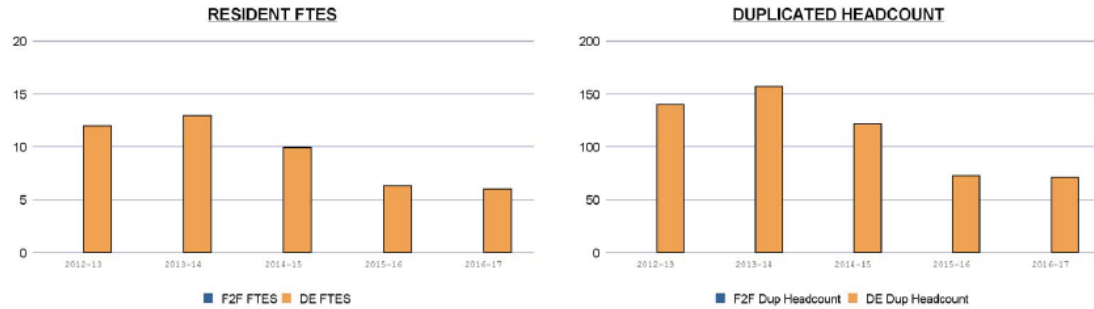


Figure 1. FTES and Enrollment

## Demographics

As a demographic snapshot, the current-year data for Humanities indicates the following trends in terms of student enrollment: male students (down -0.7%), female students (up 0.7%), African-American students (up 3.1%), Asian students (up 6.0%), Latino students (down -10.6%), and White students (down -0.3%). In terms of age, less-than-25 students (up 4.6%), students age 25-49 (down -7.5%), and students 50 and older (up 2.9%). (Figure 2) The broader, five-year demographic information doesn't demonstrate notable data trends.

### Humanities

#### DEMOGRAPHICS

	2012-13		2013-14		2014-15		2015-16		2016-17	
	N	%	N	%	N	%	N	%	N	%
Male	44	34.1%	57	39.6%	56	47.9%	36	50.7%	34	50.0%
Female	85	65.9%	87	60.4%	61	52.1%	35	49.3%	34	50.0%
African American	5	3.9%	4	2.8%	1	0.9%	2	2.8%	4	5.9%
Asian	8	6.2%	14	9.7%	13	11.1%	2	2.8%	6	8.8%
Hispanic	22	17.1%	26	18.1%	26	22.2%	19	26.8%	11	16.2%
Native Amer/Alaska Native	0	0.0%	1	0.7%	0	0.0%	2	2.8%	2	2.9%
Pacific Islander	0	0.0%	1	0.7%	0	0.0%	0	0.0%	0	0.0%
White Non-Hispanic	86	66.7%	80	55.6%	68	58.1%	41	57.7%	39	57.4%
Two or more races	8	6.2%	17	11.8%	7	6.0%	5	7.0%	6	8.8%
Unknown	0	0.0%	1	0.7%	2	1.7%	0	0.0%	0	0.0%
Age < 25	81	62.8%	103	71.5%	88	75.2%	50	70.4%	51	75.0%
Age 25 - 49	43	33.3%	37	25.7%	27	23.1%	21	29.6%	15	22.1%
Age 50 +	5	3.9%	4	2.8%	2	1.7%	0	0.0%	2	2.9%
Median Age	23		22		22		22		21	
Youngest	16		15		15		17		16	
Oldest	62		63		64		66		56	

Figure 2. Demographics

**Completion Rates and Student Success**

A review of the current year data packets for Humanities illustrates the following trends in terms of student success: male students (down -0.7%), female students (down -5.0%), African-American students (down -100.0% and reflective of a small population), Asian students (up 50.0% and reflecting a small population), Latino students (down -3.1%), and White students (down -1.3%). In terms of age, less-than-25 students (down -0.2%), students age 25-49 (no change noted) and students 50 and older (no change noted). Five-year data trends are not notable. The overall trend of student success in the Humanities is downward, so the College should investigate the nature of this trend. (Figure 3)

**Humanities**

**COURSE SUCCESS**

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Male	44	61.4%	47	76.6%	49	75.5%	28	60.7%	30	60.0%
Female	87	71.3%	81	74.1%	56	83.9%	28	76.9%	32	71.9%

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
African American	5	60.0%	3	66.7%	1	100.0%	2	100.0%	4	0.0%
Asian	8	75.0%	13	69.2%	13	84.6%	2	50.0%	5	100.0%
Hispanic	23	60.9%	22	86.4%	21	66.7%	12	66.7%	11	63.6%
Native Amer/Alaska Native	0	0.0%	1	100.0%	0	0.0%	2	0.0%	2	50.0%
Pacific Islander	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%
White Non-Hispanic	89	70.8%	72	75.0%	62	82.3%	32	71.0%	34	70.6%
Two or more races	6	50.0%	15	60.0%	6	83.3%	4	75.0%	6	66.7%
Unknown	0	0.0%	1	100.0%	2	100.0%	0	0.0%	0	0.0%

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Age < 25	82	64.6%	91	80.2%	79	82.3%	38	68.4%	44	68.2%
Age 25 - 49	45	73.3%	33	60.6%	23	69.6%	16	68.8%	16	68.8%
Age 50 +	4	75.0%	4	75.0%	3	100.0%	0	0.0%	2	0.0%

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Dist Ed	131	67.9%	128	75.0%	105	80.0%	54	68.5%	62	66.1%

Figure 3. Course Success Rates

**Course Offerings**

The following courses are offered in the Humanities:

HUM 101 Ancient Western World

HUM 102 The Middle Ages, Renaissance, and Baroque Ages

HUM 103 The Modern World

HUM 105 Mythology

In 2018, HUM 107A, Spanish Life and Culture, was inactivated due to a lack of student interest in the course.

As has been noted in this Comprehensive Program Review, Humanities FTES have declined rather steadily over the period since the last CPR. As part of the comprehensive three-year schedule that was developed in 2018, it has been suggested that HUM 101 be offered in Fall, HUM 102 in Winter, and HUM 103 in Spring, all in the DE format. HUM 105, which has been offered infrequently since the retirement of a previous Humanities full-time instructor, is recommended to be offered in the Winter in the DE modality. As the College continues to

consider the roles of Humanities courses at LTCC, it will be important to monitor these suggested course offerings to assess their success in meeting student and college needs.

### **Certificates and Degrees**

Currently, a degree in the Humanities is available at Lake Tahoe Community College. The degree includes course opportunities in History, Humanities, Religion, Philosophy, English (Literature), Music, Theatre, Art, and World Languages. In 2018, a number of the courses that were requirements or electives in the Humanities degree were inactivated. Only one Humanities degree has been conferred in the last 5 years. Moving forward, particularly as LTCC develops a guided pathways approach to education, the College should consider the necessity of a degree in the Humanities.

### **Productivity and Staffing**

2016-2017 productivity statistics for Humanities courses find HUM 102 at 176.00, HUM 103 at 320.00, and HUM 105 at 320.00. At this time, all of the courses taught in the Humanities are taught in the DE modality. It is recommended that the hiring of local instructors be prioritized in order to be able to offer Humanities courses in the face-to-face modality increasing access to students. As has been noted, all of the courses in Humanities are taught by part-time faculty.

### **Section 2: Program Mission and PLOs**

The Humanities degree program at Lake Tahoe Community College is designed to provide an opportunity for study in several areas of Western civilization. The Humanities major is broad-based, allowing students to take courses in several fields. The course areas in the Humanities degree include History, Humanities, Religion, Philosophy, English (Literature), Music, Theatre, Art, and World Languages.

The Program Learning Outcomes for the Humanities include the following:

- Acquire a broadly-based view of Western cultural achievements.
- Recognize the historical importance of and relationships between various cultural areas.
- Recognize and understand individual works of art, music, drama, and literature in terms of the appropriate style or time.
- Place contributions by writers, composers, and artists within a historical time period.
- Recognize influences and create connections between the various arts, literature, and philosophy.
- Understand major developments in Western history and their influence on the arts, philosophy, and literature.
- Apply acquired foreign language skills to other areas of learning, as necessary and appropriate.

### **Section 3: Program Goals and Objectives**

As mentioned in the Executive Summary, Goals and Objectives for the Humanities Program (Humanities, Philosophy, Religion, Speech, and Communications) will be summarized and presented as a combined list in Section 4 of this document.

### **Section 4: Resources Needed to Support Program Goals and Objectives**

Resources needed to support program goals and objectives are summarized in Section 4 of this document.

## Area 2: Philosophy

### Section 1: Introduction and Program History

In general, Philosophy focuses on the study of the fundamental nature of knowledge, reality, and existence. At large universities and at liberal arts colleges, Philosophy includes a broad curriculum ranging from analytic and continental philosophy, symbolic logic, and other courses. For many years, Lake Tahoe Community College has attempted to maintain a somewhat comprehensive set of course offerings. Beginning in 2018, a number of the courses in Philosophy were inactivated due to a lack of student interest. While this is unfortunate, it is a reality of the changing times that are impacting most curricular areas at the College.

### Update on Previous Comprehensive Program Review

The previous Comprehensive Program Review included the following dual recommendations for Philosophy and Religion:

1. Support staff development training for adjunct faculty teaching Philosophy and Religion.

*Response:* At this time, part-time faculty teaching Philosophy and Religion are eligible for professional development opportunities and training that are available to all part-time faculty at Lake Tahoe Community College, including excellence in teaching workshops and advanced excellence in teaching workshops both online and face-to-face. Most recently all part-time faculty in this area have been provided with training necessary to convert courses to the Canvas learning management system as well as to teach in this modality.

2. Transition more Philosophy and Religion courses into Smart Classrooms.

*Response:* A majority of Philosophy and Religion courses are taught in the DE format. At this time, this recommendation is unnecessary given the current course offerings in the two departments.

3. Support instructional materials annually.

*Response:* While this recommendation is unclear, it likely refers to the idea of providing instructional materials for classroom teaching, such as DVDs or related media or classroom items. As a majority of the Philosophy and Religion courses are taught in the DE format, this support that was detailed in the 2010 CPR is no longer needed. Any future needs for instructional materials will be addressed in the annual planning and budgeting processes.

### FTES and Enrollment (Demographic Data)

Philosophy enrollments have experienced steady decline. From 2012-2013 to 2016-17, enrollments in Philosophy decreased by -56.6%. The average yearly decline of Philosophy enrollments from 2012-2013 to 2016-2017 was -14.15%. This trend of enrollment decline is felt in many of the programs considered in this Comprehensive Program Review. The Philosophy Program has very few, if any, Face-to-Face offerings. It would be useful to assess whether or not all student populations are being served given that the program's courses are only offered in the DE modality.



## Philosophy



### PHILOSOPHY SUMMARY

This report contains data from Academic Year (AY) 2012 to 2016. Information on program size based on full-time equivalent students (FTES), Student Success, and Student Achievement are presented below.

	Total Sections	F2F Sections	Dist Ed Sections	Total FTES	F2F FTES	Dist Ed FTES	Total Duplicated Headcount	F2F Duplicated Headcount	Dist Ed Duplicated Headcount
2012-13	9	0	9	15.99	0.00	15.99	182	0	182
2013-14	8	0	8	13.43	0.00	13.43	161	0	161
2014-15	6	0	6	8.89	0.00	8.89	109	0	109
2015-16	8	0	8	11.29	0.00	11.29	133	0	133
2016-17	6	0	6	6.94	0.00	6.94	84	0	84
4-Yr Chg (12-13 to 16-17)	-33.3%	—	-33.3%	-56.6%	—	-56.6%	-53.8%	—	-53.8%
1-Yr Chg (15-16 to 16-17)	-25.0%	—	-25.0%	-38.6%	—	-38.6%	-36.8%	—	-36.8%

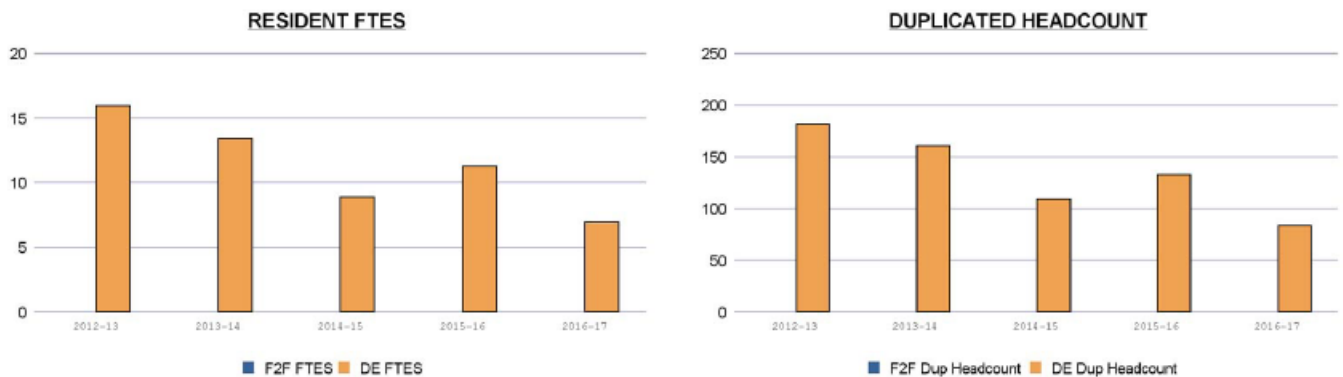


Figure 4. FTES and Enrollment

### Demographics

Many of the demographic data may be attributed to the major changes noted in terms of course inactivations and the overall decline in program FTES. Any achievement gaps that may be noted in the remaining course offering should be monitored into the future.



**DEMOGRAPHICS**

	2012-13		2013-14		2014-15		2015-16		2016-17	
	N	%	N	%	N	%	N	%	N	%
Male	80	47.6%	69	47.6%	59	55.1%	54	44.3%	30	37.0%
Female	88	52.4%	76	52.4%	48	44.9%	68	55.7%	51	63.0%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

	2012-13		2013-14		2014-15		2015-16		2016-17	
	N	%	N	%	N	%	N	%	N	%
African American	9	5.4%	11	7.6%	4	3.7%	4	3.3%	2	2.5%
Asian	8	4.8%	12	8.3%	9	8.4%	6	4.9%	8	9.9%
Hispanic	35	20.8%	26	17.9%	27	25.2%	32	26.2%	20	24.7%
Native Amer/Alaska Native	1	0.6%	1	0.7%	0	0.0%	0	0.0%	1	1.2%
White Non-Hispanic	108	64.3%	82	56.0%	59	55.1%	68	55.7%	43	53.1%
Two or more races	7	4.2%	12	8.3%	4	3.7%	10	8.2%	5	6.2%
Unknown	0	0.0%	1	0.7%	4	3.7%	2	1.6%	2	2.5%

	2012-13		2013-14		2014-15		2015-16		2016-17	
	N	%	N	%	N	%	N	%	N	%
Age < 25	109	64.9%	101	69.7%	76	71.0%	86	70.5%	60	74.1%
Age 25 - 49	55	32.7%	40	27.6%	29	27.1%	34	27.9%	18	22.2%
Age 50 +	4	2.4%	4	2.8%	2	1.9%	2	1.6%	3	3.7%

	2012-13		2013-14		2014-15		2015-16		2016-17	
	N	%	N	%	N	%	N	%	N	%
Median Age	22		22		21		21		21	
Youngest	16		14		17		17		15	
Oldest	57		70		65		66		63	

Figure 5. Demographics

**Completion Rates and Student Success**

Course success rates in Philosophy have increased since 2012-13 across most demographic groups. The exception is within the age groups. There has been a decline in success rates in the ages 25 and greater demographic. Success rates in Distance Education are higher than the College's overall DE success rates.

**Philosophy**

**COURSE SUCCESS**

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Male	79	69.6%	62	69.4%	46	65.2%	52	78.8%	25	80.0%
Female	93	74.2%	70	80.0%	37	51.4%	60	75.0%	39	82.1%

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
African American	9	77.8%	10	70.0%	3	33.3%	4	75.0%	1	0.0%
Asian	8	75.0%	13	92.3%	8	75.0%	6	66.7%	7	85.7%
Hispanic	36	80.6%	22	72.7%	20	40.0%	30	53.3%	15	80.0%
Native Amer/Alaska Native	1	100.0%	1	0.0%	0	0.0%	0	0.0%	1	100.0%
White Non-Hispanic	110	69.1%	76	73.7%	47	63.8%	62	85.5%	36	80.6%
Two or more races	8	62.5%	9	77.8%	3	100.0%	8	100.0%	3	100.0%
Unknown	0	0.0%	1	100.0%	2	50.0%	2	100.0%	1	100.0%

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Age < 25	110	73.6%	95	73.7%	60	61.7%	82	73.2%	49	83.7%
Age 25 - 49	57	71.9%	35	77.1%	22	50.0%	29	66.2%	12	75.0%
Age 50 +	5	40.0%	2	100.0%	1	100.0%	1	100.0%	3	66.7%

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Dist Ed	172	72.1%	132	75.0%	83	59.0%	112	76.8%	64	81.3%

Figure 6. Course Success Rates

## **Course Offerings**

The following courses are offered in Philosophy:

PHI 101 Introduction to Philosophy

PHI 104 Critical Thinking

PHI 205 Contemporary Moral Issues

In 2018, a series of course inactivations—PHI 103A (History of Western Philosophy – Early), 103B (History of Western Philosophy – Modern), 210 (Existentialism), and 218 (Philosophy of Religion)—in the program was initiated. Similar to the other programs in the Humanities without a full-time faculty member, Philosophy has struggled. The program is impacted by a lack of F2F enrollments, course cancellations, and significant enrollment decline.

In 2018, a comprehensive three-year plan of course offerings was created for Philosophy. Recommendations from this process suggested that PHI 101 be offered every quarter in the DE modality, PHI 104 be offered once annually in the DE modality, and PHI 205 be offered once annually in the DE modality. As noted in these recommendations, the focus on course offerings in Philosophy has evolved into DE-only courses. This is a reality of many of the programs at LTCC that lack a full-time faculty presence. Courses also tend to be lower enrolled when offered in the F2F mode and, in some cases, are cancelled when they are offered in such a mode.

## **Certificates and Degrees**

A degree in Philosophy is not available. PHI 101, Introduction to Philosophy, and PHI 205, Contemporary Moral Issues, are currently listed as options for the Humanities degree as well as general education.

## **Productivity and Staffing**

The Philosophy program has undergone significant transformation at Lake Tahoe Community College. There is a qualified cadre of part-time faculty who are able to teach the Philosophy courses that remain in the program. Again, the courses that are taught are in the DE format, so it may be wise to assess whether all student populations are being served by the DE-only offerings in Philosophy. If it is determined that more F2F courses should be taught within the program, it would be prudent to seek out more F2F instructors through Human Resources. Unfortunately, due to data collection focusing only on major programs at the college, productivity numbers are unavailable. However, it is clear that productivity numbers will be high due to the reliance on courses taught by part-time faculty.

## **Section 2: Program Mission and PLOs**

Philosophy is not a full-fledged program. As a result, Philosophy does not have a stated mission nor does it have Program Learning Outcomes. However, in the 2010 Comprehensive Program Review, the following Learning Outcomes (for both Philosophy and Religion) were discussed:

- Apply critical thinking skills to major social, historical, political, and psychological issues.
- Develop an open-mindedness to various social, historical, political, and psychological perspectives and opinions, as well as a tolerance for ambiguity.
- Apply research methods and theories to major social science issues.
- Develop an appreciation and understanding for human diversity.

**Section 3: Program Goals and Objectives**

As mentioned in the Executive Summary, Goals and Objectives for the Humanities Program (Humanities, Philosophy, Religion, Speech, and Communications) will be summarized and presented as a combined list in Section 4 of this document.

**Section 4: Resources Needed to Support Program Goals and Objectives**

Resources needed to support program goals and objectives are summarized in Section 4 of this document.

## Area 3: Religion

### Section 1: Introduction and Program History

In a general sense, Religion courses focus on contexts of the supernatural, faith, belief, cosmology, rituals and practices of a spiritual nature. At larger universities and colleges, Religion is often taught through a theology program. Many community colleges offer an Anthropology of Religion class that may parallel some of the interests considered in Religion courses. A trend in Religion courses has been a decline in student interest. Over the period since the last Comprehensive Program Review of 2010, many Religion courses have been inactivated.

### Update on Previous Comprehensive Program Review

The previous Comprehensive Program Review included the following dual recommendations for Philosophy and Religion:

1. Support staff development training for adjunct faculty teaching Philosophy and Religion.

*Response:* At this time, part-time faculty teaching Philosophy and Religion are eligible for professional development opportunities and training that are available to all part-time faculty at Lake Tahoe Community College, including excellence in teaching workshops and advanced excellence in teaching workshops both online and face-to-face. Most recently all part-time faculty in this area have been provided with training necessary to convert courses to the Canvas learning management system as well as to teach in this modality.

2. Transition more Philosophy and Religion courses into Smart Classrooms.

*Response:* A majority of Philosophy and Religion courses are taught in the DE format. At this time, this recommendation is unnecessary given the current course offerings in the two departments.

3. Support instructional materials annually.

*Response:* While this recommendation is unclear, it likely refers to the idea of providing instructional materials for classroom teaching, such as DVDs or related media or classroom items. As a majority of the Philosophy and Religion courses are taught in the DE format, this support that was detailed in the 2010 CPR is no longer needed. Any future instructional material needs will be addressed through annual planning and budgeting processes.

### FTES and Enrollment (Demographic Data)

Religion, as many of the Humanities programs that lack a full-time faculty member, has experienced severe enrollment declines over the past five years. Additionally, a long-time Buddhism instructor left the College, resulting in a loss of enrollments in that area. Current data indicates a 76.2% decline in Total FTES over the last four years and a 39.4% decline in the same measure since 2015-2016. It should be noted that the overwhelming scale of this enrollment decline in Religion impacts the foundations of this program. Thus, this enrollment decline should be considered as a primary issue in terms of the future of the program. It should be noted that Religion has more recently (starting in 2016-17) been added as a general

education requirement in the Incarcerated Student Program, which may result in a shift upward in enrollments. These numbers should be monitored.

Clearly, these data indicate wide-scale decline in enrollments that is, no doubt, connected to the Religion program's status as a non-full-time faculty department. As well, in 2018, inactivations of four courses—REL 101 (Old Testament), 102 (New Testament), 104 (Introduction to Religious Studies), and 105 (Eastern Religious Traditions)—are further signs of the program's lack of vitality. In future years, the data will likely continue to reflect these downward enrollment trends. Many of the demographic data may be attributed to the major changes noted in terms of course inactivations and the overall decline in program FTES. Any achievement gaps that may be noted in the remaining course offering should be monitored into the future.

As stated previously, due to the foundational changes in the program, data on both F2F and DE offerings in Religion reflect rapid enrollment loss. The last data year indicates a -11.9% decline in DE enrollments and a substantial -84.6% decline in F2F courses. With the course inactivations of 2018, it is likely that Religion will become a one-course program. At this time, only REL 103, World Religions, is a viable course. Typically, it is offered in DE and one-on-one enhanced modalities.

### **Completion Rates and Student Success**

In terms of the snapshot of current data, student success data indicated decline in most demographic areas: Male students (-1.8%), female students (-17.1%), African-American (no change), Asian (-33.3%, reflecting a small sample size), Latino (-21.4%), White (-10.6%), population less than 25 years of age (-10.5%), and students 50 and older (-100%, though a very small population). The only demographic sector of positive note was students ages 25-49, which increased by a moderate 3.0%.

### **Course Offerings**

Currently, only a few Religion courses sections are offered at LTCC. In 2018, a series of course inactivations took place—REL 101, 102, 104, and 105. With these curriculum changes, REL 103, World Religions and REL 107, The Principle Teachings of Buddhism, are the only active Religion courses at the college. A 2018 review of the curriculum in Religion determined that REL 103 could be offered every quarter in the DE modality. REL 107, which is a less popular class, is recommended to be offered once every two years, as it is not a core class in the program.



## RELIGION SUMMARY

This report contains data from Academic Year (AY) 2012 to 2016. Information on program size based on full-time equivalent students (FTES), Student Success, and Student Achievement are presented below.

	Total Sections	F2F Sections	Dist Ed Sections	Total FTES	F2F FTES	Dist Ed FTES	Total Duplicated Headcount	F2F Duplicated Headcount	Dist Ed Duplicated Headcount
2012-13	7	3	4	14.94	7.82	7.11	172	91	81
2013-14	9	5	4	14.49	7.74	6.76	167	88	79
2014-15	4	0	4	6.76	0.00	6.76	80	0	80
2015-16	4	1	3	5.87	1.16	4.71	70	15	55
2016-17	3	0	3	3.56	0.00	3.56	44	0	44
4-Yr Chg (12-13 to 16-17)	-57.1%	-100.0%	-25.0%	-76.2%	-100.0%	-50.0%	-74.4%	-100.0%	-45.7%
1-Yr Chg (15-16 to 16-17)	-25.0%	-100.0%	0.0%	-39.4%	-100.0%	-24.5%	-37.1%	-100.0%	-20.0%

RESIDENT FTES



DUPLICATED HEADCOUNT

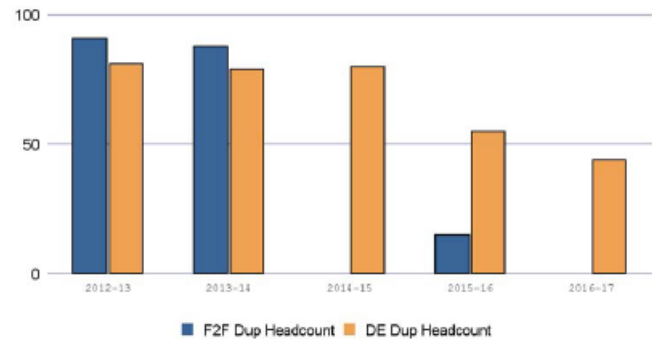


Figure 7. FTES and Enrollments

### Demographic Data

Specific demographic enrollment data from 2017 also speak of this issue of decline. Male student enrollment has seen a small increase of 3.8%, while female student enrollment is down 0.9%. African-American and Asian student enrollments increased by 2.3% and 5.6% respectively, while decline of White (-8.5%) and Latino (-0.1%) students were noted in the data. The inclusion of the Religion course in the ISP offerings may have an impact on demographic data moving forward.

## DEMOGRAPHICS

	2012-13		2013-14		2014-15		2015-16		2016-17	
	N	%	N	%	N	%	N	%	N	%
Male	72	42.4%	69	48.3%	30	38.0%	25	35.7%	17	39.5%
Female	98	56.5%	80	53.7%	48	60.8%	43	61.4%	28	60.5%
Unknown	2	1.2%	0	0.0%	1	1.3%	2	2.9%	0	0.0%

	2012-13		2013-14		2014-15		2015-16		2016-17	
	N	%	N	%	N	%	N	%	N	%
African American	8	3.5%	2	1.3%	3	3.8%	0	0.0%	1	2.3%
Asian	9	5.3%	10	6.7%	11	1.3%	1	1.4%	3	7.0%
Hispanic	41	24.1%	28	18.8%	16	20.3%	18	25.7%	11	25.8%
Native Amer/Alaska Native	0	0.0%	0	0.0%	1	1.3%	0	0.0%	1	2.3%
White Non-Hispanic	102	60.0%	100	67.1%	50	63.3%	45	64.3%	24	55.8%
Two or more races	9	5.3%	6	4.0%	5	6.3%	4	5.7%	3	7.0%
Unknown	3	1.8%	3	2.0%	3	3.8%	2	2.9%	0	0.0%

	2012-13		2013-14		2014-15		2015-16		2016-17	
	N	%	N	%	N	%	N	%	N	%
Age < 25	115	67.8%	101	67.8%	44	55.7%	43	61.4%	27	62.8%
Age 25 - 49	46	27.1%	37	24.8%	33	41.8%	25	35.7%	15	34.9%
Age 50 +	9	5.3%	11	7.4%	2	2.5%	2	2.9%	1	2.3%

	2012-13		2013-14		2014-15		2015-16		2016-17	
	N	%	N	%	N	%	N	%	N	%
Median Age	22		21		23		23		23	
Youngest	13		16		16		15		16	
Oldest	65		63		65		65		56	

Figure 8. Demographics

### Certificates and Degrees

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

### Productivity and Staffing

Staffing of Religion courses is limited to part-time faculty. Commonly, courses in Religion are offered in the DE modality, which allows for easier scheduling of qualified faculty. With the addition of Religion to the ISP offerings, addressing the need for instructors in the one-on-one enhanced modality should be taken into consideration.

Unfortunately, due to data collection focusing only on major programs at the college, productivity numbers are unavailable. However, it is clear that productivity numbers in Religion will be high due to the reliance on courses taught by part-time faculty.

### **Section 2: Program Mission and PLOs**

In the 2010 Comprehensive Program Review, the following Program Learning Outcomes (for both Philosophy and Religion) were discussed:

- Apply critical thinking skills to major social, historical, political, and psychological issues
- Develop an open-mindedness to various social, historical, political, and psychological perspectives and opinions, as well as a tolerance for ambiguity.
- Apply research methods and theories to major social science issues.
- Develop an appreciation and understanding for human diversity.



**Section 3: Program Goals and Objectives**

As mentioned in the Executive Summary, Goals and Objectives for the Humanities Program (Humanities, Philosophy, Religion, Speech, and Communications) will be summarized and presented as a combined list in Section 4 of this document.

**Section 4: Resources Needed to Support Program Goals and Objectives**

Resources needed to support program goals and objectives are summarized in Section 4 of this document.

## Area 4: Communications

### Section 1: Introduction and Program History

Communications focuses on verbal and nonverbal communications, critical thinking and research, concentrating on the ways humans interact with one another, and how this affects the world around them. Students will develop strong interpersonal and critical thinking skills as well as excellent written and verbal communication skills.

Communications is one of a number of programs within the Humanities that is relatively small, lacks a full-time faculty member, and offers few courses.

### Update on Previous Comprehensive Program Review

The previous Comprehensive Program Review from 2010 included dual recommendations for Speech and Communications:

1. Support staff development training for adjunct faculty teaching Speech and Communications.

*Response:* At this time, part-time faculty teaching Speech and Communications are eligible for professional development opportunities and training that are available to all part-time faculty at Lake Tahoe Community College, including excellence in teaching workshops and advanced excellence in teaching workshops both online and face-to-face. Most recently all part-time faculty in this area have been provided with training necessary to convert courses to the Canvas learning management system as well as teaching in this modality.

2. Transition all face-to-face Speech and Communications courses into Smart Classrooms.

*Response:* At this time, this recommendation is unnecessary as there is ample access to instructional technology in most classrooms at Lake Tahoe Community College.

3. Support instructional materials annually.

*Response:* While this recommendation is unclear, it likely refers to the idea of providing instructional materials for classroom teaching, such as DVDs or related media or classroom items. Instructional materials for Speech and Communications seem adequate, though this goal may be re-evaluated in future years through annual planning and budgeting processes if concerns about instructional materials are noted.

4. Support annual accumulation of current periodicals and multi-media resources.

*Response:* Currently, purchasing of current periodicals and multi-media resources is handled by Library and Media Services, and with a new fulltime librarian, there is more oversight of curricular needs in these areas than in the last few years.

### FTES and Enrollment (Demographic Data)

As many of the departments considered in this Comprehensive Program Review, Communications enrollments have declined considerably. Overall, Communications enrollments have declined -35.8% FTES (from 2012-2013 to 2016-2017) and -21.8% (2015-2016 to 2016-

2017). These are concerning trends in terms of enrollments. F2F enrollments have especially declined over these periods.

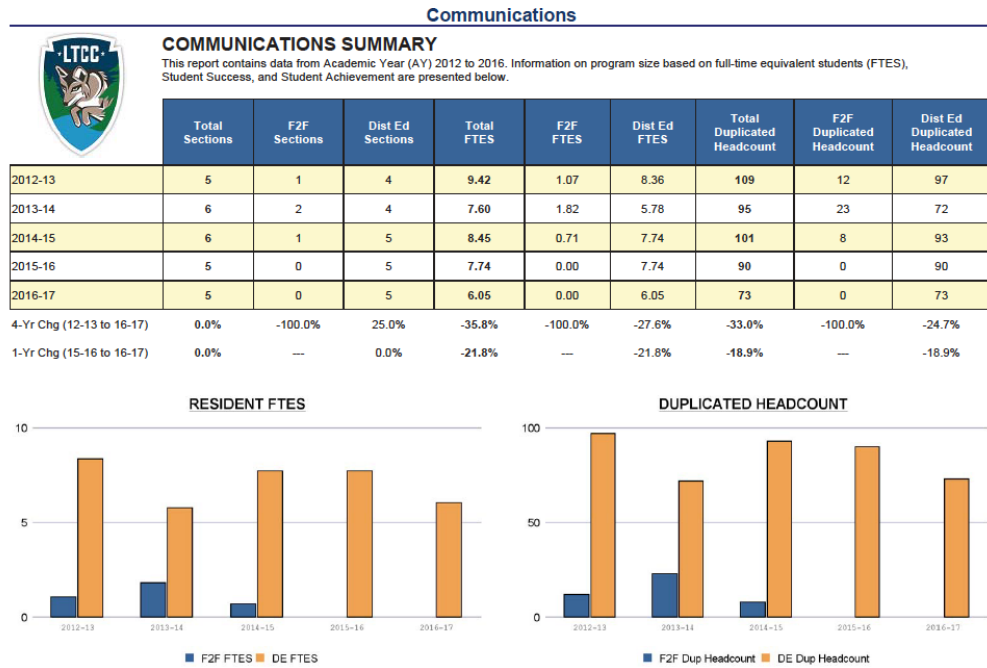


Figure 9. FTES and Enrollment

As a demographic snapshot, the review of the current data for Communications enrollments illustrated the following trends: male students (up 4.8%), female students (down -9.7%), African-American students (up 1.8%), Asian students (down -4.0%), Latino students (up 1.8%), and White students (up 5.0%). In terms of age, less-than-25 students (down -13.1%), students age 25-49 (up 9.4%), and students 50 and older (up 3.5%). There are no notable patterns. As is mentioned throughout this Comprehensive Program Review, the program has experienced significant enrollment decline across all course sections.

**Communications**

**DEMOGRAPHICS**

	2012-13		2013-14		2014-15		2015-16		2016-17	
	N	%	N	%	N	%	N	%	N	%
Male	65	61.3%	49	53.3%	49	49.5%	40	50.0%	34	54.8%
Female	41	38.7%	43	46.7%	50	50.5%	40	50.0%	25	40.3%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	4.8%

	2012-13		2013-14		2014-15		2015-16		2016-17	
	N	%	N	%	N	%	N	%	N	%
African American	7	6.6%	5	5.4%	3	3.0%	5	6.3%	5	8.1%
Asian	5	4.7%	5	5.4%	8	8.1%	7	8.8%	3	4.8%
Hispanic	19	17.9%	11	12.0%	24	24.2%	23	28.8%	19	30.6%
Native Amer/Alaska Native	0	0.0%	0	0.0%	2	2.0%	1	1.3%	0	0.0%
Pacific Islander	0	0.0%	0	0.0%	0	0.0%	1	1.3%	0	0.0%
White Non-Hispanic	68	64.2%	62	67.4%	57	57.6%	36	45.0%	31	50.0%
Two or more races	7	6.6%	8	8.7%	5	5.1%	7	8.8%	4	6.5%
Unknown	0	0.0%	1	1.1%	0	0.0%	0	0.0%	0	0.0%

	2012-13		2013-14		2014-15		2015-16		2016-17	
	N	%	N	%	N	%	N	%	N	%
Age < 25	73	68.9%	58	63.0%	65	65.7%	53	66.3%	33	53.2%
Age 25 - 49	29	27.4%	32	34.8%	29	29.3%	26	32.5%	26	41.9%
Age 50 +	4	3.8%	2	2.2%	5	5.1%	1	1.3%	3	4.8%

	2012-13	2013-14	2014-15	2015-16	2016-17
Median Age	21	22	23	22	25
Youngest	16	17	15	15	15
Oldest	83	66	60	56	57

Figure 10. Demographics

Completion Rates and Student Success

A review of the current data packets for Communications illustrates the following trends in terms of student success: male students (up 4.1%), female students (down -3.9%), African-American students (up 16.7% and reflective of a small population), Asian students (no change), Latino students (down -8.7%), and White students (up 17.9%). In terms of age, less-than-25 students (down -5.5%), students age 25-49 (up 1.8%), and students 50 and older (up 100%, though a very small population). There are no particularly notable trends. Some of these student success trends could be tied to the overall enrollment decline in the program. As always, the College should be diligent in terms of assessing the effectiveness of student learning in the program. While only a few viable courses are offered in Communications at the College, focus on quality instruction and student success should be maintained.

**Communications**

**COURSE SUCCESS**

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Male	64	70.3%	45	82.2%	42	81.0%	41	82.9%	38	86.8%
Female	40	70.0%	39	84.6%	50	80.0%	43	86.0%	28	82.1%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	75.0%

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
African American	6	66.7%	4	75.0%	3	66.7%	6	83.3%	7	100.0%
Asian	4	50.0%	4	100.0%	7	85.7%	9	100.0%	3	100.0%
Hispanic	20	75.0%	10	80.0%	23	87.0%	21	90.5%	22	81.8%
Native Amer/Alaska Native	0	0.0%	0	0.0%	2	50.0%	2	50.0%	0	0.0%
Pacific Islander	0	0.0%	0	0.0%	0	0.0%	1	0.0%	0	0.0%
White Non-Hispanic	67	73.1%	57	84.2%	53	79.2%	38	86.8%	34	82.4%
Two or more races	7	42.9%	8	75.0%	4	75.0%	7	57.1%	4	75.0%
Unknown	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Age < 25	71	73.2%	55	83.6%	58	84.5%	55	85.5%	35	80.0%
Age 25 - 49	29	62.1%	27	81.5%	30	73.3%	28	85.7%	32	87.5%
Age 50 +	4	75.0%	2	100.0%	4	75.0%	1	0.0%	3	100.0%

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Dist Ed	92	67.4%	83	82.5%	85	80.0%	84	84.5%	70	84.3%
F2F	12	91.7%	21	85.7%	7	85.7%	0	0.0%	0	0.0%

NOTE: Enrollment = duplicated headcount, excluding audits, noncredit, and drops w/ no record.

Figure 11. Course Success

Course Offerings

The following courses are active in Communications:

COM 122 Mass Media and Society

COM 125 Broadcasting: Fundamentals of Radio and Television

COM 130 Broadcasting: Television/Film Aesthetics

Communications has experienced significant FTES decline, especially in the F2F modality. The College should consider the hiring of additional instructors so as to improve upon current FTES in the program. COM 122, 125, and 130 should be targeted for additional section offerings in future quarters. In a typical year, the program offers 0-1 F2F courses as compared to 4-5 DE courses. The program should consider this disparity in terms of course offerings and hire instructors and staff additional F2F courses.

The comprehensive three-year schedule for Communications conducted in 2018 suggested that COM 122 be offered every quarter in the DE format and that COM 130 be offered once

annually, also in the DE modality. COM 125 Broadcasting: Fundamentals of Radio and Television is not scheduled to be offered in the next three-year cycle, so it may be a good idea to evaluate its vitality to the department.

### Certificates and Degrees

A degree is not offered in the area of Communications. As always, the College should investigate the transfer and GE patterns that are connected to course offerings in Communications.

### Productivity and Staffing

Unfortunately, due to data collection focusing only on major programs at the College, productivity numbers are unavailable. However, it is clear that productivity numbers in Communications will be high due to the reliance on courses taught by part-time faculty.

## **Section 2: Program Mission and PLOs**

The Lake Tahoe Community College Website lists the following Program Learning Outcomes for Communications:

- Apply critical thinking skills to major social, historical, political, and psychological issues.
- Develop an open-mindedness about various social, historical, political, and psychological perspectives and opinions, as well as a tolerance for ambiguity.
- Apply research methods and theories to major social science issues.
- Develop an appreciation and understanding for human diversity.

The College should review the current set of Program Learning Outcomes. For example, the outcome, “Apply critical thinking skills to major social, historical, political, and psychological issues,” is not appropriate in terms of the program’s emphases in mass media, broadcasting, and other communications issues. Overall, they are written at a general level and do not detail accurate program-level outcomes in Communications. As well, the program’s Website should be corrected in terms of its description: “Communication Studies focuses on verbal and nonverbal communications...” The word Studies should be struck from this description. It should be noted that the College does not generally detail PLOs for small departments like Communications. These Program Learning Outcomes are found on the College Website, but are not duplicated in the College Catalog.

## **Section 3: Program Goals and Objectives**

As mentioned in the Executive Summary, Goals and Objectives for the Humanities Program (Humanities, Philosophy, Religion, Speech, and Communications) will be summarized and presented as a combined list in Section 4 of this document.

## **Section 4: Resources Needed to Support Program Goals and Objectives**

Resources needed to support program goals and objectives are summarized in Section 4 of this document.

## Area 5: Speech

### Section 1: Introduction and Program History

Speech courses are part of the general education requirements for both LTCC and transfer degrees. Students will gain an understanding of theories and techniques for public speaking, learn how to listen effectively, and build self-confidence.

Speech represents a small department at Lake Tahoe Community College. Some of its courses include GE transfer and breadth required offerings. As is the case with the other departments in this Comprehensive Program Review, Speech is staffed by part-time faculty and does not have the presence or oversight of a full-time faculty member.

#### Update on Previous Comprehensive Program Review

The previous Comprehensive Program Review from 2010 included dual recommendations for Speech and Communications:

1. Support staff development training for adjunct faculty teaching Speech and Communications.

*Response:* At this time, part-time faculty teaching Speech and Communications are eligible for professional development opportunities and training that are available to all part-time faculty at Lake Tahoe Community College, including excellence in teaching workshops and advanced excellence in teaching workshops both online and face-to-face.

2. Transition all face-to-face Speech and Communications courses into Smart Classrooms.

*Response:* At this time, this recommendation is unnecessary as there is ample access to instructional technology in most classrooms at Lake Tahoe Community College.

3. Support instructional materials annually.

*Response:* While this recommendation is unclear, it likely refers to the idea of providing instructional materials for classroom teaching, such as DVDs or related media or classroom items. Instructional materials for Speech and Communications seem adequate, though this goal may be re-evaluated in future years through the annual planning and budgeting processes if concerns about instructional materials are noted.

4. Support annual accumulation of current periodicals and multi-media resources.

*Response:* Currently, purchasing of current periodicals and multi-media resources is handled by Library and Media Services.

#### FTES and Enrollment (Demographic Data)

Overall, enrollments in Speech have been in decline. Over a four-year period since 2012, total FTES have declined -43.0%, which is concerning given that speech is a requirement for many students for transfer. DE FTES have declined even more significantly at -82.6% in the last data year. These enrollment decline trends are significant, and the college should investigate strategies for increasing both F2F and DE FTES. DE, in particular, should be targeted for FTES

growth. If these trends continue beyond this CPR year, Lake Tahoe Community College should critically address strategies for rebounding enrollments.

A review of F2F and DE offerings in Speech for 2016-2017 indicates that F2F enrollments have been positive in SPE 101 and SPE 104. Some concern may be found in the enrollments for SPE 102 in the DE format. Enrollments of 12 students in the current data year suggest some cause for concern. Such trends should be monitored in the future. The college could consider offering SPE 102 in the F2F format to possibly address the enrollment issues in the DE modality.

### Speech



#### SPEECH SUMMARY

This report contains data from Academic Year (AY) 2012 to 2016. Information on program size based on full-time equivalent students (FTES), Student Success, and Student Achievement are presented below.

	Total Sections	F2F Sections	Dist Ed Sections	Total FTES	F2F FTES	Dist Ed FTES	Total Duplicated Headcount	F2F Duplicated Headcount	Dist Ed Duplicated Headcount
2012-13	10	7	3	20.81	15.29	5.51	239	178	61
2013-14	13	9	4	21.92	16.41	5.51	256	192	64
2014-15	13	9	4	18.53	13.82	4.71	228	189	59
2015-16	11	7	4	18.61	12.48	6.14	225	153	72
2016-17	8	7	1	11.87	10.80	1.07	152	140	12
4-Yr Chg (12-13 to 16-17)	-20.0%	0.0%	-86.7%	-43.0%	-29.4%	-80.6%	-36.4%	-21.3%	-80.3%
1-Yr Chg (15-16 to 16-17)	-27.3%	0.0%	-75.0%	-36.2%	-13.4%	-82.6%	-32.4%	-8.5%	-83.3%

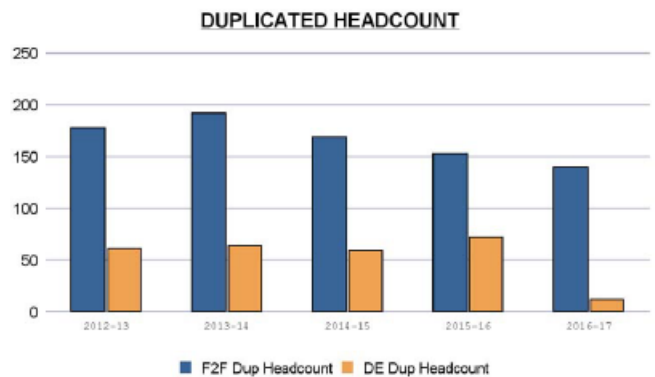
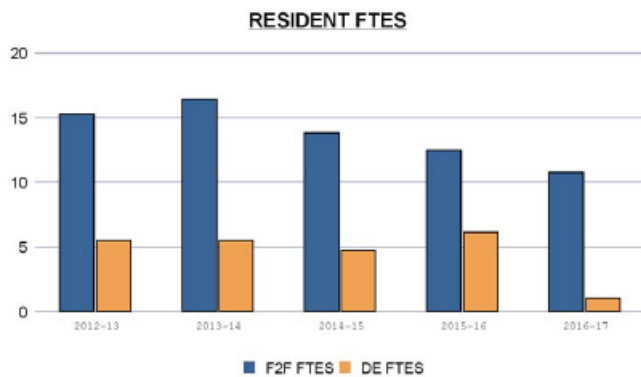


Figure 12. FTES and Enrollment

A snapshot of the current demographic data packets for Speech illustrates the following trends in terms of enrollments: male students (up 4.2%), female students (down -3.2%), African-American students (up 1.9% and reflective of a small population), Asian students (up 2.7%), Latino students (down -2.8%), and White students (down -0.4%). In terms of age, less-than-25 students (up 4.3%), students age 25-49 (down -2.7%), and students 50 and older (down -1/6%).



## Speech

### DEMOGRAPHICS

	2012-13		2013-14		2014-15		2015-16		2016-17	
	N	%	N	%	N	%	N	%	N	%
Male	95	41.3%	120	48.8%	115	51.6%	91	43.1%	71	47.3%
Female	135	58.7%	124	50.4%	108	48.4%	118	55.9%	79	52.7%
Unknown	0	0.0%	2	0.8%	0	0.0%	2	0.9%	0	0.0%

	2012-13		2013-14		2014-15		2015-16		2016-17	
	N	%	N	%	N	%	N	%	N	%
African American	5	2.2%	4	1.6%	3	1.3%	3	1.4%	5	3.3%
Asian	9	3.9%	11	4.5%	13	5.8%	7	3.3%	9	6.0%
Hispanic	73	31.7%	59	24.0%	64	28.7%	72	34.1%	47	31.3%
Native Amer/Alaska Native	1	0.4%	3	1.2%	2	0.9%	3	1.4%	1	0.7%
Pacific Islander	0	0.0%	1	0.4%	1	0.4%	0	0.0%	0	0.0%
White Non-Hispanic	129	56.1%	148	60.2%	125	56.1%	109	51.7%	77	51.3%
Two or more races	10	4.3%	19	7.7%	12	5.4%	14	6.6%	6	4.0%
Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	2.0%
Unknown	3	1.3%	1	0.4%	3	1.3%	3	1.4%	2	1.3%

	2012-13		2013-14		2014-15		2015-16		2016-17	
	N	%	N	%	N	%	N	%	N	%
Age < 25	158	68.7%	159	64.6%	149	66.8%	140	66.4%	106	70.7%
Age 25 - 49	67	29.1%	75	30.5%	70	31.4%	62	29.4%	40	26.7%
Age 50 +	5	2.2%	12	4.9%	4	1.8%	9	4.3%	4	2.7%

	2012-13	2013-14	2014-15	2015-16	2016-17
Median Age	21	22	22	21	22
Youngest	16	16	17	15	17
Oldest	63	64	65	66	65

Figure 13. Demographics

### Completion Rates and Student Success

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

## Speech

### COURSE SUCCESS

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Male	93	90.3%	113	92.9%	111	86.5%	85	85.0%	66	78.8%
Female	134	87.3%	119	88.2%	98	84.7%	109	92.7%	75	82.7%
Unknown	0	0.0%	2	100.0%	0	0.0%	2	50.0%	0	0.0%

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
African American	5	60.0%	4	100.0%	2	100.0%	2	50.0%	5	40.0%
Asian	9	88.9%	10	100.0%	12	86.7%	7	85.7%	8	100.0%
Hispanic	71	90.1%	55	87.3%	59	83.1%	69	88.4%	44	79.5%
Native Amer/Alaska Native	0	0.0%	3	66.7%	2	100.0%	4	100.0%	1	0.0%
Pacific Islander	0	0.0%	1	100.0%	1	100.0%	0	0.0%	0	0.0%
White Non-Hispanic	130	89.2%	143	92.3%	118	88.1%	98	92.9%	72	81.9%
Two or more races	9	77.8%	17	82.4%	12	83.3%	14	71.4%	6	83.3%
Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	100.0%
Unknown	3	100.0%	1	100.0%	3	100.0%	2	100.0%	2	100.0%

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Age < 25	155	90.3%	150	90.7%	138	84.8%	132	88.8%	100	79.0%
Age 25 - 49	67	83.6%	72	88.9%	67	88.1%	54	94.4%	37	86.5%
Age 50 +	5	100.0%	12	100.0%	4	75.0%	10	70.0%	4	75.0%

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Dist Ed	59	76.3%	58	86.2%	52	78.8%	60	78.3%	12	75.0%
F2F	168	92.9%	176	92.0%	157	87.9%	136	94.1%	129	81.4%

NOTE: Enrollment = duplicated headcount, excluding audits, noncredit, and drops w/ no record.

Figure 14. Course Success Rates

### Course Offerings

The following courses are currently active in Speech:

- SPE 101 Public Speaking
- SPE 102 Intercultural Communication
- SPE 104 Speech Communication

Based on a 2018 three-year course schedule for Speech, it is suggested that SPE 101, due to student needs, be offered frequently—once or twice every quarter. Currently, the class is being offered in the F2F modality. Recently, a CSU transfer decision on the Public Speaking class would allow for the class to be taught in the DE and articulated successfully. Likely, there would be a healthy demand for the class in the DE format. The curricular review has determined that SPE 102 be offered annually in the DE format and that SPE 104 be offered annually in the F2F modality.

### Certificates and Degrees

A degree is not offered in the area of Speech. As always, the College should investigate the transfer and GE patterns that are connected to course offerings in Speech.

### Productivity and Staffing

From Fall 2014-Spring 2017, there was a .50 full-time faculty presence in Speech, as the faculty member in Theatre split her load .50 with Speech courses. When that faculty member resigned in 2017-18, all Speech courses reverted to being taught by part-time faculty. Currently, there is a small cadre of Speech faculty who teach part-time at Lake Tahoe Community College. As with other programs that lack a full-time faculty member, responsibility for the program is left to the

instructional dean in the area. The college may wish to consider the hiring of 1-2 additional Speech faculty, particularly in the DE format as enrollments within this modality have been in decline. Additionally, the public speaking course is offered to incarcerated students, which requires some unique staffing.

The numbers below reflect Productivity during the 16-17 academic year when there was a full-time presence in Speech. Moving forward, we would expect these numbers to change based on the fact that all courses are taught by part-time faculty.

### Speech

#### 2016-17 COURSE STATISTICS

												SPEECH PRODUCTIVITY* (2016-17):	310.86
												% FULL TIME INSTRUCTORS** (2016-17):	43%
												% ADJUNCT INSTRUCTORS** (2016-17):	57%
FACE TO FACE		Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTES	WSCH	FTEF	Productivity
SPE-101	Public Speaking	5	0.0%	75%	25%	21.0	19.4	92.4%	81.4%	8.22	420	0.42	338.00
SPE-104	Speech Communication	2	0.0%	0%	100%	17.5	16.0	91.4%	81.3%	2.58	140	0.17	280.00
<b>Total</b>		<b>7</b>	<b>0.0%</b>	<b>50%</b>	<b>50%</b>	<b>20.0</b>	<b>18.4</b>	<b>92.1%</b>	<b>81.4%</b>	<b>10.80</b>	<b>560</b>	<b>0.58</b>	
DISTANCE EDUCATION		Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTES	WSCH	FTEF	Productivity
SPE-102	Intercultural Communications	1	0.0%	0%	100%	12.0	12.0	100.0%	75.0%	1.07	48	0.08	192.00
<b>Total</b>		<b>1</b>	<b>0.0%</b>	<b>0%</b>	<b>100%</b>	<b>12.0</b>	<b>12.0</b>	<b>100.0%</b>	<b>75.0%</b>	<b>1.07</b>	<b>48</b>	<b>0.08</b>	

Figure 15. Course Statistics

## Section 2: Program Mission and PLOs

The Lake Tahoe Community College Website lists the following Program Learning Outcomes for Speech:

- Create and organize ideas and deliver speeches that exhibit various levels of delivery styles.
- Explore different world cultures and contrast them with personal beliefs and philosophies.
- Demonstrate listening skills, delivery techniques and understanding of the audience.
- Understand and critique the communication styles of others.

These PLOs seem appropriate to the curriculum that is being offered within the department. It should be noted that these are only listed on the College Website and are not found in the College Catalog.

## Section 3: Program Goals and Objectives

As mentioned in the Executive Summary, Goals and Objectives for the Humanities Program (Humanities, Philosophy, Religion, Speech, and Communications) will be summarized and presented as a combined list in Section 4 of this document.

## Section 4: Resources Needed to Support Program Goals and Objectives

Resources needed to support program goals and objectives are summarized in Section 4 of this document.

## **SECTION 4: PROGRAM GOALS AND OBJECTIVES**

It should be noted that most of these goals and objectives are applicable to many departments and curricula at Lake Tahoe Community College. They do not seem to be specific to the Humanities. Generally, as with the other programs considered in this CPR, the College should identify the need for Humanities courses within the five disciplines discussed within this review and should focus on whether they are vital to curricular and degree goals of the students at Lake Tahoe Community College. It is also recommended that courses need to occasionally be offered in the face-to-face modality to meet the needs of students. A concerted effort should be made in recruiting and hiring qualified local instructors that can teach in these areas.

### Goals and Objectives:

- Offer an effective Humanities curriculum program by monitoring enrollments through the use of effective scheduling and leaner offerings.
- Provide effective general education courses for all students.
- Offer effective instruction by providing excellent faculty support and training.
- Offer courses in various modalities (Distance Education, face-to face, and one-on-one enhancement).
- Continue to recruit highly qualified adjunct faculty to teach courses.

<b>CPR Objective: 1 of 4</b>	<b>Responsible Individual(s) and/or Department(s)</b>	<b>Timeline for Completion</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 GE humanities required courses in a two-year plan.	Instructional Deans and faculty leads	Ongoing
<b>Representative Activities</b>		
<p>a. Work with the Vice President of Instruction (VPI) to coordinate efforts with the college-wide general enrollment management initiatives.</p> <p>b. Continue to research and develop scheduling patterns that meet the needs of students</p>	Instructional Dean	Ongoing
<p><b>Expected Outcomes</b> Reduce cancellations and increase course fill rates.</p> <p>Clearer pathways for General Education requirements.</p>	<p><b>Measures (if quantitative)</b> Cancellation rates Course fill rates (productivity)</p>	<b>Baseline (If quantitative)</b>
<b>Resource and Budget Implications</b>	<b>Estimated Funding Required</b>	<b>Timeline</b>
None but Guided Pathways funding may be applicable.	N/A	

Strategic Issue	Strategic Goal	Objective
#2: Student learning, Success, Equity, and Achievement	Support students' equitable learning, success, and the timely completion of their educational goals and close the achievement gap.	<p><b>Clear and Effective Pathways Toward Completion</b></p> <p>2.5 Offer courses at the right times, in the right sequences, and through the most effective modalities to facilitate timely completion of educational and professional goals</p>

CPR Objective: 2 of 4	Responsible Individual(s) and/or Department(s)	Timeline for Completion
Ensure effective instruction by providing excellent faculty support and training to all faculty.	Instruction Office	Ongoing
<b>Representative Activities</b>		
a. Encourage faculty to take the Excellence in Teaching Workshops (ETW, AETW, OETW, OAETW). b. Departmental training for adjuncts. c. Train in teaching strategies in all modalities.	Instruction Office	Ongoing
<b>Expected Outcomes</b>	<b>Measures (if quantitative)</b>	<b>Baseline (If quantitative)</b>
High quality instruction in all modalities		
<b>Resource and Budget Implication</b>	<b>Estimated Funding Required</b>	<b>Timeline</b>
Training stipends for participants. Amount dependent upon faculty agreement and number of participants.	Dependent upon number of participants (per faculty agreement)	Ongoing
<b>Strategic Issue</b>	<b>Objective</b>	<b>Strategic Goal</b>
#2: Student Learning, Success, Equity, and Achievement	Support students' equitable learning, success, and the timely completion of their educational goals and close the achievement gap.	<b>Quality, Innovation, and Excellence in Teaching</b> 2.7: Provide current instructional materials, equipment, methods, and curriculum to promote student learning and success.



CPR Objective: 3 of 4	Responsible Individual(s) and/or Department(s)	Timeline for Completion
Ensure access to Humanities courses through the effective scheduling of courses in all modalities.	Instructional Dean	Ongoing
<b>Representative Activities</b>		
Offer courses in various modalities (Distance Education, face-to face, and one-on-one enhanced ISP courses).		
<b>Expected Outcomes</b>	<b>Measures (if quantitative)</b>	<b>Baseline (If quantitative)</b>
Courses offered in a variety of modalities to meet student demand		
<b>Resource and Budget Implications</b>	<b>Estimated Funding Required</b>	<b>Timeline</b>
None.		
<b>Strategic Issue</b>	<b>Strategic Goal</b>	<b>Objective</b>
#2: Student learning, Success, Equity, and Achievement	Support students' equitable learning, success, and the timely completion of their educational goals and close the achievement gap.	<b>Clear and Effective Pathways Toward Completion</b>  2.5 Offer courses at the right times, in the right sequences, and through the most effective modalities to facilitate timely completion of educational and professional goals.

CPR Objective: 4 of 4	Responsible Individual(s) and/or Department(s)	Timeline for Completion
Increase the depth and breadth of quality instructors in all modalities.	Instructional Dean Human Resources	Ongoing
Representative Activities		
Actively recruit local instructors in order to provide more courses in the face-to-face modality.	Instructional Dean Human Resources	Ongoing
Expected Outcomes	Measures (if quantitative)	Baseline (If quantitative)
<ul style="list-style-type: none"> <li>a. A broader cadre of qualified instructors to teach in all areas of the Humanities.</li> <li>b. Increased number of face-to-face offerings.</li> </ul>		
Resource and Budget Implications	Estimated Funding Required	Timeline
Cost of hiring and maintaining adjunct pool.	Faculty costs	Ongoing
Strategic Issue	Strategic Goal	Objective
#2: Student Learning, Success, Equity, and Achievement	Support students' equitable learning, success, and the timely completion of their educational goals and close the achievement gap.	<b>Quality, Innovation, and Excellence in Teaching</b> 2.7: Provide current instructional materials, equipment, methods, and curriculum to promote student learning and success.

## Final Recommendation

As noted earlier, only one AA degree in Humanities has been awarded in the past 5 years. Given this number and the significant decline in Humanities offerings, it is incumbent upon LTCC to question the degree's role in the broader mission of the College. While it may have been ideal to once include a broad Humanities curriculum at the college, times have changed and this ideal may no longer be valid. Given this fact, it is our recommendation that the Humanities degree be discontinued due to low enrollment and lack of degrees conferred. Students interested in the Humanities still have the option of obtaining a Liberal Arts degree with an emphasis in Humanities if they so choose. Additionally, specific Humanities courses will still be offered to enable students to complete their general education requirements.

### Section 5-Final Budget Recommendations

One of the major challenges facing the Humanities Program revolves around faculty: hiring and training qualified adjunct instructors. The budget implications include advertising for adjuncts and the follow-up training associated with putting the best faculty into the classroom, whether in a face to face, an online, or a one-on-one enhanced environment. There are no facility or technology needs required at this time.