

# *LAKE TAHOE COMMUNITY COLLEGE*

Comprehensive Program Review  
*Social Science*  
*Spring 2017*

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## Introduction

This 2016-17 Program Review represents pertinent information related to the following programs:

- Anthropology
- Sociology
- Psychology
- Political Science

This Comprehensive Program Review includes reviews from all areas and examines several variables regarding student enrollment, course offerings, staffing and program challenges with each department identifying goals and objectives that are relevant to specific programs.

These areas are very popular disciplines within the Social Sciences at Lake Tahoe Community College. All programs play vital roles in the Social Science curriculum at Lake Tahoe Community College. Along with Psychology, Anthropology and Sociology are the only programs with current full-time faculty. The full-time faculty position in History/Political Science, that was vacated in 2016, has not been re-filled as of 2017. These programs play a significant role in maintaining the relevance of the Social Science curriculum at Lake Tahoe Community College.

## SECTION 1: ANTHROPOLOGY & SOCIOLOGY

### SECTION 1: EXECUTIVE SUMMARY

Anthropology (ANT) and Sociology (SOC) are two very popular disciplines within the Social Sciences at Lake Tahoe Community College. Both programs play vital roles in the Social Science curriculum at Lake Tahoe Community College. Along with Psychology (PSY), Anthropology and Sociology are the only programs with current full-time faculty. The full-time faculty position in History/Political Science, that was vacated in 2016, has not been re-filled as of 2017. Thus, Anthropology and Sociology play a significant role in maintaining the relevance of the Social Science curriculum at Lake Tahoe Community College.

Anthropology offers both an AA in Anthropology and an AA-T in Anthropology. As well, there is a short-term departmental certificate in Applied Anthropology. The curriculum offerings in Anthropology include twelve courses, including the “four fields” courses that are necessary for most undergraduate anthropology degrees. These include ANT 101 (Introduction to Archaeology), ANT 102 (Cultural Anthropology), ANT 103 (Physical/Biological Anthropology), and ANT 108 (Introduction to Language and Culture). The Anthropology program at Lake Tahoe Community College is one of the very few programs that offers the “four fields” curriculum at the community college level. Additionally, Anthropology curriculum also plays a vital role in the Liberal Arts and Social Science degrees. The course offerings in Anthropology include both face-to-face and online classes. Since the last program review, the online course offerings have increased, due to student interest in more flexible curricular offerings. As well, Anthropology and Sociology have robust summer course offerings. On average, four or more courses are taught in the departments over the summer.

Sociology offers an AA-T in Sociology. The curriculum opportunities in Sociology include twelve courses. The courses include the necessary classes for undergraduate transfer in Sociology, such as SOC 101 (Introduction to Sociology), Marriage, Families, and Intimate Relationships (SOC 102), Social Problems (SOC 103), and Crime and Society (SOC 106). Since the last program plan review, the SOC AA degree was converted into an AA-T in Sociology, which is a response to student needs in terms of CSU transfer in Sociology. Beginning in 2016, Lake Tahoe Community College has offered an Associate in Arts for Transfer degree in Sociology through the ISP (Incarcerated Student Program). This degree can be completed entirely through an Enhanced One-On-One delivery method. It should be noted that this degree is the only such degree offered through the ISP program.

In 2016-2017, four courses were created for the ISP program—SOC 101 (Introduction to Sociology), Marriage, Families, and Intimate Relationships (SOC 102), Social Problems (SOC 103), and Crime and Society (SOC 106). As a result, additional part-faculty have been hired to teach in Sociology.

Anthropology and Sociology have averaged steady FTES, particularly given overall FTES decline at the college. As well, course completion rates in both programs have increased dramatically. Productivity rates are high, especially in introductory, GE, online courses. The budget of both the Anthropology and Sociology programs are very cost favorable to the college. With the primary allocation of funds being instructional faculty, the Anthropology and Sociology programs remain as some of the most cost-effective ones at the college.

In addition to their curricular and degree offerings, the Anthropology and Sociology programs provide a positive foundation for community, civic, and enrichment events. Faculty from the programs have organized numerous community events on topics that have included multiculturalism, political participation, among other issues.

As a result of this Comprehensive Program Review, the following goals and objectives were established for the next five years. These goals are aligned with LTCC's strategic plan.

- Review historical data on course offerings and develop a balance of offerings.
- In coordination with ISP, assess and alter (as needed) the curricular offerings related to the Sociology ISP degree.
- Consider the hire of a second full-time faculty member in the areas of Anthropology and Sociology.
- Work with Human Resources and address the need for qualified part-time faculty.
- Secure necessary technological resources for ANT/SOC classroom instruction.
- Purchase instructional media for ANT/SOC classroom instruction.

## **Section 2: Introduction and Program History**

Anthropology and Sociology both fall within the Social Sciences area at Lake Tahoe Community College. Along with Psychology, Anthropology and Sociology are the only other programs that have a full-time faculty presence. The loss of the History/Political Science full-time position, which is temporarily unfilled, has had an impact on the overall breadth, strength, and comprehensiveness of the Social Sciences.

Anthropology and Sociology are represented by 1.0 FTEF. This faculty member shares teaching assignments in both of the departments. There is a dearth of part-time faculty in Anthropology. As of 2017, only one part-time faculty member is qualified and available to teach in the program. In terms of Sociology staffing, there is greater availability of part-time instructors due to an emphasis on both distance education and ISP courses. With such classes, faculty are able to teach from locations other than the South Lake Tahoe region. With the growth of the ISP program, there is a possibility that a full-time load in Sociology could be created.

Since the previous Comprehensive Program Review, curricular offerings have remained consistent. Special topics courses have been offered less frequently, and this is a trend that has been noted across the curriculum in most disciplines at Lake Tahoe Community College. Within Sociology, SOC 111 (Sociology of Popular Culture) has been added. The growth of the ISP program and the establishment of Sociology as the primary and only degree within ISP has necessitated the writing of four courses within the ISP delivery system—SOC 101, SOC 102, SOC 103, and SOC 106.

Anthropology and Sociology have especially robust summer course offerings. On average, four or more courses are taught in the departments over the summer. These offerings assist in the success of students. Many LTCC students need one of the GE courses to complete their degrees, and other students (CSU, UC) also take advantage of this robust offering of Anthropology and Sociology during the summer session.

### **Update on Previous Comprehensive Program Review**

The 2010 Comprehensive Program Review indicated the following goals and objectives. Following each of these, a “result” is discussed in terms of the success of each goal or objective.

#### *Planning Goals and Objectives (2010)*

The following planning goals and objectives were established for the Anthropology and Sociology Program Review:

- 1) Review historical data on course offerings and develop a balance of offerings. Result: data were reviewed and course offerings were adjusted (notably, distance education sections were increased).
- 2) Review the two-year plan and determine consistency and adequacy of offerings. Result: the two-year plan continues to be reviewed and updated.

- 3) Develop a regular one-year schedule of course offerings. Result: courses are planned in a one-year timeframe that includes the summer offerings.
- 4) Explore the possibility of classified support for departmental faculty, including graders and clerical support. Result: classified support has not been secured.
- 5) Continue to conduct SLO assessments in courses. Result: all required courses have been assessed for ANT & SOC.
- 6) Explore the options for more adequate storage space for Physical/Biological Anthropology and Archaeology supplies. Result: a new storage cabinet was secured for the supplies (in the F-wing).
- 7) Acquire needed Anthropology supplies, including hominid skulls and other specimens for Physical/Biological Anthropology and equipment for Introduction to Archaeology. Result: some supplies have been purchased for these courses.
- 8) Support trainings for faculty including conference/travel to assure currency in the discipline. Result: no additional departmental budget for conference/travel. However there is money available through the faculty Professional Development Fund for faculty to attend relevant conferences and trainings.
- 9) Explore the possibility of an Anthropology/Sociology speaker workshop series. Result: although a speaker series specific to ANT/SOC was not created, on a volunteer basis, workshops were coordinated with HIS/POL, Library Services, and a number of student clubs.
- 10) Reinstate special topics courses in appropriate current areas of student interest. Result: due to enrollment concerns, special topics have not been offered.
- 11) Consider the hire of a second full-time faculty member in the areas of Anthropology and Sociology. Result: a second full-time faculty member has not been hired.
- 12) Work with Human Resources and address the need for qualified Adjunct faculty. Result: it is challenging to find qualified part-time faculty in ANT & SOC. This is a continued concern, particularly in Sociology.

Synopsis: As illustrated above, many of the twelve goals and objectives for ANT & SOC have been met. At the same time, some concerns—notably numbers 10, 11, and 12—continue and have thus informed this current Comprehensive Program Review.

**Budget**

The Anthropology and Sociology programs are cost effective. Their primary costs are staffing (full- and part-time faculty) and thus the cost per student of both programs has been favorable to the college. There are no facilities costs associated with the program. New instructional supplies have not been purchased since the last CPR, and it is recommended that the college invest in a “smart board” or related appropriate form of interactive technology for B103, as well as purchase instructional DVDs for classroom use. Budget data have been included in this CPR. Tables below illustrate the operating budgets for both Anthropology and Sociology.

**Anthropology - Actual Expenditures 2010-11 through 2015-16**

<b>Object Description</b>	<b>2010-11 *</b>	<b>2011-12 *</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
Full-Time Instructor	\$76,451	\$77,201	\$39,062	\$39,523	\$41,534	\$43,365
Adjunct Faculty	\$40,015	\$20,771	\$14,670	\$15,281	\$23,146	\$25,506
Faculty Stipend	\$-	\$522	\$-	\$824	\$824	\$791
<b>Total Academic Salaries</b>	<b>\$116,466</b>	<b>\$98,494</b>	<b>\$53,732</b>	<b>\$55,628</b>	<b>\$65,504</b>	<b>\$69,662</b>
<b>Total Benefits</b>	<b>\$25,939</b>	<b>\$29,019</b>	<b>\$14,974</b>	<b>\$14,421</b>	<b>\$16,280</b>	<b>\$19,349</b>
<b>Instructional Supplies</b>	<b>\$87</b>	<b>\$15</b>	<b>\$-</b>	<b>\$-</b>	<b>\$-</b>	<b>\$-</b>
<b>New Computer Hardware</b>	<b>\$-</b>	<b>\$864</b>	<b>\$-</b>	<b>\$-</b>	<b>\$-</b>	<b>\$-</b>
<b>Total Expenditures</b>	<b>\$142,492</b>	<b>\$128,392</b>	<b>\$68,706</b>	<b>\$70,049</b>	<b>\$81,784</b>	<b>\$89,011</b>

*\* In FY2010-11 & FY2011-12 Anthropology and Sociology expenditures were combined*

## Sociology - Actual Expenditures 2010-11 through 2015-16

Object Description	2010-11 *	2011-12 *	2012-13	2013-14	2014-15	2015-16
Full-Time Instructor	\$76,451	\$77,201	\$39,602	\$39,523	\$41,534	\$43,365
Adjunct Faculty	\$40,015	\$20,771	\$16,436	\$16,440	\$12,636	\$18,293
Faculty Stipend	\$-	\$522	\$-	\$824	\$824	\$1,548
<b>Total Academic Salaries</b>	<b>\$116,466</b>	<b>\$98,494</b>	<b>\$56,038</b>	<b>\$56,787</b>	<b>\$54,994</b>	<b>\$63,206</b>
<b>Total Benefits</b>	<b>\$25,939</b>	<b>\$29,019</b>	<b>\$15,576</b>	<b>\$15,163</b>	<b>\$15,545</b>	<b>\$16,476</b>
<b>Instructional Supplies</b>	<b>\$87</b>	<b>\$15</b>	<b>\$-</b>	<b>\$-</b>	<b>\$-</b>	<b>\$-</b>
<b>Library Books</b>	<b>\$-</b>	<b>\$-</b>	<b>\$-</b>	<b>\$-</b>	<b>\$-</b>	<b>\$585</b>
<b>New Computer Hardware</b>	<b>\$-</b>	<b>\$864</b>	<b>\$-</b>	<b>\$-</b>	<b>\$-</b>	<b>\$-</b>
<b>Total Expenditures</b>	<b>\$142,492</b>	<b>\$128,392</b>	<b>\$71,614</b>	<b>\$71,950</b>	<b>\$70,539</b>	<b>\$80,267</b>

\* In FY2010-11 & FY2011-12 Anthropology and Sociology expenditures were combined

### Data Trends

The following data trends have been analyzed in this Comprehensive Program Review—FTES and Enrollment, Completion Rate and Success, Demographic Data, Certificates and Degrees, and Productivity.

### *Note on Measurement*

It should be noted that the data considered in this CPR, including FTES, course success, and productivity, do not include courses taught in the summer. As well, in the case of the SOC program, courses taught through the ISP are not included in this data. This is significant as the SOC program has the only degree available to ISP students and thus is, as a program, impacted by offering many more ISP classes than other LTCC programs.

### FTES and Enrollment

Anthropology: Figure 1 below reflects an over five-year illustration of FTES in Anthropology.

Analysis: FTES trends in Anthropology have remained strong, particularly given the overall decline in FTES at Lake Tahoe Community College





## ANTHROPOLOGY SUMMARY

This report contains data from Academic Year (AY) 2011 to 2015. 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
2011-12	13	6	7	29.66	13.04	16.63	338	151	187
2012-13	14	6	8	28.09	12.09	15.99	324	141	183
2013-14	17	6	11	31.83	6.76	25.07	387	85	302
2014-15	16	6	10	24.27	6.14	18.14	292	75	217
2015-16	14	3	11	25.79	4.89	20.89	308	61	247
4-Yr Chg (11-12 to 15-16)	7.7%	-50.0%	57.1%	-13.1%	-62.5%	25.7%	-8.9%	-59.6%	32.1%
1-Yr Chg (14-15 to 15-16)	-12.5%	-50.0%	10.0%	6.2%	-20.3%	15.2%	5.5%	-18.7%	13.8%

**Figure 1. Anthropology FTES**

Sociology: Figure 2 below reflects an over five-year illustration of FTES in Sociology.

Analysis: FTES trends in Sociology have remained healthy, particularly given the overall decline in FTES at Lake Tahoe Community College.



## SOCIOLOGY SUMMARY

This report contains data from Academic Year (AY) 2011 to 2015. 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
2011-12	10	5	5	23.52	11.16	12.36	247	129	118
2012-13	12	4	8	22.04	7.11	14.93	245	82	163
2013-14	14	5	9	20.60	7.53	13.07	283	127	156
2014-15	12	4	8	19.74	5.25	14.49	240	62	178
2015-16	13	3	10	18.41	4.09	14.32	224	51	173
4-Yr Chg (11-12 to 15-16)	30.0%	-40.0%	100.0%	-21.8%	-63.4%	15.8%	-9.3%	-60.5%	46.6%
1-Yr Chg (14-15 to 15-16)	8.3%	-25.0%	25.0%	-6.8%	-22.0%	-1.2%	-6.7%	-17.7%	-2.8%

**Figure 2. Sociology FTES**

## Completion Rates and Success

Anthropology: Figure 3 below chart depicts success rates in Anthropology over a five-year period.

Analysis: Course success in Anthropology courses has increased steadily over the years since the last Comprehensive Program Review. Success rates are generally above the LTCC goal of 80%.

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Male	134	73.1%	144	79.2%	134	85.1%	120	86.7%	126	80.2%
Female	192	82.3%	160	81.9%	209	79.9%	146	80.8%	163	83.4%
Unknown	0	0.0%	0	0.0%	2	0.0%	0	0.0%	2	100.0%

  

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
African American	8	50.0%	7	42.9%	12	50.0%	7	57.1%	8	62.5%
Asian	15	86.7%	12	75.0%	21	90.5%	15	80.0%	15	73.3%
Hispanic	80	75.0%	69	82.6%	68	75.0%	69	79.7%	66	81.8%
Native Amer/Alaska Native	0	0.0%	4	75.0%	0	0.0%	4	100.0%	1	100.0%
Pacific Islander	3	100.0%	1	100.0%	0	0.0%	0	0.0%	1	100.0%
White Non-Hispanic	198	80.3%	191	83.8%	215	85.6%	152	84.9%	180	85.6%
Two or more races	16	68.8%	18	61.1%	26	73.1%	15	93.3%	17	64.7%
Other	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Unknown	6	100.0%	2	50.0%	3	66.7%	3	100.0%	3	66.7%

  

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Age < 25	240	78.8%	214	80.4%	222	81.5%	176	86.9%	184	80.4%
Age 25 - 49	80	80.0%	82	79.3%	102	84.3%	80	77.5%	100	84.0%
Age 50 +	6	50.0%	8	100.0%	21	66.7%	10	70.0%	7	100.0%

  

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Dist Ed	177	75.7%	174	77.6%	268	81.7%	194	83.0%	232	84.5%
F2F	149	81.9%	130	84.6%	77	80.5%	72	84.7%	59	72.9%

Figure 3. Course Success rates in ANT

Sociology: figure 4 below depicts a five-year illustration of course success in Sociology.

Analysis: Course success in Sociology courses has increased steadily over the years since the last Comprehensive Program Review. Success rates are generally above the LTCC goal of 80%.

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Male	90	73.3%	66	83.3%	87	69.0%	87	69.0%	94	75.5%
Female	148	74.3%	169	84.0%	173	76.9%	120	79.2%	108	82.4%
Unknown	1	100.0%	0	0.0%	1	0.0%	0	0.0%	3	100.0%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
African American	5	60.0%	6	100.0%	7	28.6%	5	60.0%	7	42.9%
Asian	9	88.9%	13	92.3%	12	75.0%	12	91.7%	15	86.7%
Hispanic	55	67.3%	75	81.3%	82	67.1%	55	67.3%	65	75.4%
Native Amer/Alaska Native	0	0.0%	4	50.0%	2	50.0%	0	0.0%	0	0.0%
Pacific Islander	4	75.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%
White Non-Hispanic	148	77.0%	118	87.3%	141	80.9%	113	77.0%	107	86.0%
Two or more races	12	66.7%	15	60.0%	17	70.6%	18	77.8%	6	33.3%
Unknown	6	66.7%	3	100.0%	0	0.0%	4	75.0%	5	80.0%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Age < 25	160	75.0%	147	86.4%	153	66.0%	132	73.5%	140	79.3%
Age 25 - 49	72	75.0%	79	78.5%	89	84.3%	66	78.8%	62	80.6%
Age 50 +	7	42.9%	9	88.9%	19	89.5%	9	66.7%	3	66.7%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Dist Ed	114	64.0%	158	81.0%	144	68.8%	151	81.5%	160	75.6%
F2F	125	83.2%	77	89.6%	117	80.3%	56	57.1%	45	93.3%

Figure 4. Course Success rates in SOC

### **Demographic Data**

Figures 5 and 6 below depict the demographic data Demographic data from 2011-2016 indicates the following trends for Anthropology and Sociology:

	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
Male	130	41.8%	135	48.2%	139	41.6%	108	43.9%	114	42.9%
Female	181	58.2%	145	51.8%	193	57.8%	138	56.1%	150	56.4%
Unknown	0	0.0%	0	0.0%	2	0.6%	0	0.0%	2	0.8%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
African American	8	2.6%	6	2.1%	13	3.9%	6	2.4%	7	2.6%
Asian	13	4.2%	13	4.6%	20	6.0%	14	5.7%	14	5.3%
Hispanic	76	24.4%	59	21.1%	73	21.9%	65	26.4%	61	22.9%
Native Amer/Alaska Native	0	0.0%	2	0.7%	1	0.3%	3	1.2%	1	0.4%
Pacific Islander	3	1.0%	1	0.4%	0	0.0%	0	0.0%	1	0.4%
White Non-Hispanic	188	60.5%	183	65.4%	202	60.5%	141	57.3%	163	61.3%
Two or more races	17	5.5%	14	5.0%	23	6.9%	13	5.3%	16	6.0%
Other	0	0.0%	0	0.0%	0	0.0%	1	0.4%	0	0.0%
Unknown	6	1.9%	2	0.7%	2	0.6%	3	1.2%	3	1.1%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
Age < 25	227	73.0%	194	69.3%	221	66.2%	158	64.2%	175	65.8%
Age 25 - 49	79	25.4%	77	27.5%	96	28.7%	78	31.7%	84	31.6%
Age 50 +	5	1.6%	9	3.2%	17	5.1%	10	4.1%	7	2.6%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
Median Age	21		22		22		22		22	
Youngest	16		16		14		15		15	
Oldest	61		79		66		76		86	

Figure 5. Demographic data for Anthropology

	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
Male	130	41.8%	135	48.2%	139	41.6%	108	43.9%	114	42.9%
Female	181	58.2%	145	51.8%	193	57.8%	138	56.1%	150	56.4%
Unknown	0	0.0%	0	0.0%	2	0.6%	0	0.0%	2	0.8%

  

	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
African American	8	2.6%	6	2.1%	13	3.9%	6	2.4%	7	2.6%
Asian	13	4.2%	13	4.6%	20	6.0%	14	5.7%	14	5.3%
Hispanic	76	24.4%	59	21.1%	73	21.9%	65	26.4%	61	22.9%
Native Amer/Alaska Native	0	0.0%	2	0.7%	1	0.3%	3	1.2%	1	0.4%
Pacific Islander	3	1.0%	1	0.4%	0	0.0%	0	0.0%	1	0.4%
White Non-Hispanic	188	60.5%	183	65.4%	202	60.5%	141	57.3%	163	61.3%
Two or more races	17	5.5%	14	5.0%	23	6.9%	13	5.3%	16	6.0%
Other	0	0.0%	0	0.0%	0	0.0%	1	0.4%	0	0.0%
Unknown	6	1.9%	2	0.7%	2	0.6%	3	1.2%	3	1.1%

  

	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
Age < 25	227	73.0%	194	69.3%	221	66.2%	158	64.2%	175	65.8%
Age 25 - 49	79	25.4%	77	27.5%	96	28.7%	78	31.7%	84	31.6%
Age 50 +	5	1.6%	9	3.2%	17	5.1%	10	4.1%	7	2.6%

  

	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
Median Age	21		22		22		22		22	
Youngest	16		16		14		15		15	
Oldest	61		79		66		76		86	

Figure 6. Demographic data for Sociology

Analyzing these data, we may conclude that the typical Anthropology and Sociology student is younger, white or Latino, and trending female. Based on comparisons of previous CPRs, these trends are likely indicative of the increased distance education enrollments in both programs. At this time, there are no actionable goals in terms of the demographic data.

## Certificates and Degrees

The following tables illustrate the degree completions in Anthropology and Sociology. Since 2012-13 there has been a drop in the number of degrees awarded in Anthropology while degrees in Sociology have been on the rise. With the inception of the ISP and its focus on the Sociology AAT, it will be interesting to see if the number of degrees awarded in Sociology will increase.

It appears that no degrees have been awarded in Anthropology since 2014-15 when the AA-T was developed. It has been suggested that we look into the possibility of inactivating the AA degree, leaving students with a clearer pathway, the AA transfer degree. This will be considered in the future.

	<b>Award Type</b>	<b>Award Title</b>	<b>Awards Conferred</b>
<b>2012-13</b>	AA Degree	Anthropology	4
<b>2013-14</b>	AA Degree	Anthropology	1
<b>2014-15</b>	AA Degree	Anthropology	1

	<b>Award Type</b>	<b>Award Title</b>	<b>Awards Conferred</b>
<b>2012-13</b>	AAT Degree	Sociology	3
<b>2013-14</b>	AAT Degree	Sociology	2
<b>2015-16</b>	AAT Degree	Sociology	4

## Productivity

Lake Tahoe Community College's productivity for 2015-2016 averaged 286.52. Thus, the Anthropology and Sociology programs are very cost effective as illustrated by the tables below.

Anthropology productivity for 2015-2016 was 338.68. Strong distance education courses, ANT 102 (Cultural Anthropology) and ANT 107 (Magic, Witchcraft, and Religion), demonstrated high productivity averages for 2015-2016 of 432.00 and 404.00 respectively. Anthropology retention rates (2015-2016) were 93.9% for distance education courses, and 96.7% for face-to-face courses.

## Anthropology

### 2015-16 COURSE STATISTICS

<b>ANTHROPOLOGY PRODUCTIVITY* (2015-16):</b>	<b>338.68</b>
<b>% FULL TIME INSTRUCTORS** (2015-16):</b>	<b>61%</b>
<b>% ADJUNCT INSTRUCTORS** (2015-16):</b>	<b>39%</b>

FACE TO FACE		Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTES	WSCH	FTEF	Productivity
ANT-102	Cultural Anthropology	1	100.0%					0.0%			0		---
ANT-103	Physical/Biological Anthro	3	33.3%	0%	100%	21.5	21.0	97.7%	83.3%	3.29	172	0.17	344.00
ANT-107	Magic Witchcraft and Religion	1	0.0%	100%	0%	18.0	17.0	94.4%	47.1%	1.60	72	0.08	288.00
ANT-110	Applied Anthropology	1	100.0%					0.0%			0		---
ANT-131AF	ST: Anthro of the Unexplained	1	100.0%					0.0%			0		---
<b>Total</b>		<b>7</b>	<b>57.1%</b>	<b>33%</b>	<b>67%</b>	<b>20.3</b>	<b>19.7</b>	<b>96.7%</b>	<b>72.9%</b>	<b>4.89</b>	<b>244</b>	<b>0.25</b>	

DISTANCE EDUCATION		Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTES	WSCH	FTEF	Productivity
ANT-101	Introduction to Archaeology	2	50.0%	0%	100%	13.0	13.0	100.0%	100.0%	1.07	52	0.11	156.39
ANT-102	Cultural Anthropology	3	0.0%	100%	0%	27.0	25.0	92.6%	78.7%	6.85	324	0.25	432.00
ANT-103	Physical/Biological Anthro	2	0.0%	0%	100%	19.5	18.5	94.9%	81.1%	3.47	156	0.18	290.23
ANT-107	Magic Witchcraft and Religion	4	0.0%	100%	0%	25.3	23.5	93.1%	89.4%	8.36	404	0.33	404.00
ANT-108	Intro to Language & Culture	1	0.0%	100%	0%	13.0	13.0	100.0%	76.9%	1.16	52	0.08	208.00
<b>Total</b>		<b>12</b>	<b>8.3%</b>	<b>71%</b>	<b>29%</b>	<b>22.5</b>	<b>21.1</b>	<b>93.9%</b>	<b>84.5%</b>	<b>20.89</b>	<b>988</b>	<b>0.96</b>	

Sociology productivity for 2015-2016 was 266.41. Productivity in SOC 101 (Introduction to Sociology) courses is particularly high with an average of 448.00 for 2015-2016. Sociology retention rates (2015-2016) were 92.5% for distance education courses, and 88.2% for face-to-face courses.

## Sociology

### 2015-16 COURSE STATISTICS

<b>SOCIOLOGY PRODUCTIVITY* (2015-16):</b>	<b>266.41</b>
<b>% FULL TIME INSTRUCTORS** (2015-16):</b>	<b>71%</b>
<b>% ADJUNCT INSTRUCTORS** (2015-16):</b>	<b>29%</b>

FACE TO FACE		Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTES	WSCH	FTEF	Productivity
SOC-101	Introduction to Sociology	2	0.0%	100%	0%	20.5	18.5	90.2%	91.9%	3.29	164	0.17	328.00
SOC-111	Sociology of Popular Culture	1	0.0%	100%	0%	10.0	8.0	80.0%	100.0%	0.80	40	0.08	160.00
SOC-131AL	ST: Social Justice: Peace	1	100.0%					0.0%			0		---
<b>Total</b>		<b>4</b>	<b>25.0%</b>	<b>100%</b>	<b>0%</b>	<b>17.0</b>	<b>15.0</b>	<b>88.2%</b>	<b>93.3%</b>	<b>4.09</b>	<b>204</b>	<b>0.25</b>	

DISTANCE EDUCATION		Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTES	WSCH	FTEF	Productivity
SOC-101	Introduction to Sociology	4	0.0%	100%	0%	28.0	26.5	94.6%	80.2%	9.07	448	0.33	448.00
SOC-102	Marriage/Families/Int Rltshp	4	0.0%	0%	100%	9.3	7.8	83.8%	54.8%	3.11	148	0.33	148.00
SOC-106	Crime and Society	1	0.0%	100%	0%	15.0	14.0	93.3%	100.0%	1.33	60	0.11	180.45
SOC-114	Gender	1	0.0%			9.0	9.0	100.0%	55.6%	0.80	36	0.08	144.00
<b>Total</b>		<b>10</b>	<b>0.0%</b>	<b>59%</b>	<b>41%</b>	<b>17.3</b>	<b>16.0</b>	<b>92.5%</b>	<b>75.6%</b>	<b>14.32</b>	<b>692</b>	<b>0.86</b>	

Noted trends:

- Introductory, larger GE courses in the online formats tend to be the most productive.
- ISP courses are not included in productivity measures. This impacts the Sociology course offerings in the ISP.

### SECTION 3: PROGRAM MISSION AND SLO's

**The Anthropology degree** provides students with an introduction to the four fields of Anthropology—Cultural, Physical/Biological, Archaeology and Anthropological Linguistics—with emphasis on the applications of the discipline to contexts of everyday life. Anthropology is a very relevant degree as it offers students a perspective of understanding humans from the past and the present. Many employers are interested in the critical thinking and analytical research skills offered by Anthropology. The Anthropology degree offers students major preparation for transfer to a four-year institution.

The departmental level Student Learning Outcomes for Anthropology are:

- Have an understanding of the four fields of anthropology
- Understand, appreciate and apply scientific methods of anthropological research and analysis
- Recognize the significance of the comparative, evolutionary, and relativistic approaches in anthropology
- Develop an appreciation of the diversity of the human species
- Understand and appreciate cultural diversity and human variation
- Apply anthropological methods of critical thinking, reflexivity, and cultural awareness in everyday life

**The Certificate in Applied Anthropology** provides students with the methods, perspectives, and case studies necessary in understanding the applications of anthropology to contemporary settings. The specializations of Applied Anthropology include organizational anthropology (focused on understanding the methods of problem-solving and conflict resolution in complex organizations), medical anthropology (focused on developing insights on the cross-cultural contexts of healing and healthcare), development anthropology (focused on the legacy of economic and cultural systems and the contexts of policy and technological applications of anthropology in field settings), and cultural resource and land management (focused on making connections between archaeology, conservation and land use, and resource policy).

Student Learning Outcomes for this certificate are:

- Understand the theoretical approaches of the four fields of anthropology
- Comprehend the scientific approaches to anthropological research, including research design

- Develop an understanding of the varied approaches of applied anthropology relevant to each of the four fields
- Have the ability to apply theoretical positions to real-world contexts of anthropological research

The following chart reflects the Program Level (PLO's) Assessments from AY 2015-16. For those courses that do not have Student Learning Outcomes mapped to the PLO's, 84% have achieved "mastery" with 16% achieving "no understanding". Percentages for those courses that have the SLO's mapped to the PLO's, the percentage of those achieving "mastery" is higher.

Unit Name	Related Unit SLO Name	Related Unit SLO	Average of % Students Achieving 'Mastery'	Average of % Students Achieving 'Some Understanding'	Average of % Students Achieving 'No Understanding'
Anthropology			84	0	16
	PROGRAM SLO1	Have an understanding of the four fields of anthropology.	37	5	6
	PROGRAM SLO2	Understand, appreciate, and apply scientific methods of anthropological research and analysis.	42	5	6
	PROGRAM SLO3	Recognize the significance of the comparative, evolutionary, and relativistic approaches in anthropology.	55	8	3
	PROGRAM SLO4	Develop an appreciation of the diversity of the human species.	50	5	5
	PROGRAM SLO5	Understand and appreciate cultural diversity and human variation.	55	9	6
	PROGRAM SLO6	Apply anthropological methods of critical thinking, reflexivity, and cultural awareness in everyday life.	39	6	4

**The Sociology degree** offers a comprehensive approach to studying the social aspects of the human world. The degree includes attention to the small-scale (micro) and global (macro) perspectives of understanding humanity. With applications to contemporary society, including business, criminal justice, healthcare, international relations and politics, a student majoring in Sociology will be prepared for further work and study in the contemporary and changing world. The Sociology degree offers students major preparation for transfer to a four-year institution.

The departmental level Student Learning Outcomes for Sociology are:

- Understand, appreciate and apply scientific methods of sociological research and analysis
- Comprehend the major theoretical approaches of sociology, including conflict, functionalist, symbolic interactionist, and feminist versions
- Develop knowledge of the interrelationships of individuals, social groups, institutions, and society
- Consider and apply methods of sociological critical thinking, including principles of the sociological imagination
- Appreciate the value of social diversity



For Sociology, all course level SLO's have been mapped to the PLO's. Assessments show that the percentage of students achieving "mastery" hovers around 70%.

Unit Name	Related Unit SLO Name	Related Unit SLO	Average of % Students Achieving 'Mastery'	Average of % Students Achieving 'Some Understanding'	Average of % Students Achieving 'No Understanding'
Sociology			#DIV/0!	#DIV/0!	#DIV/0!
	PROGRAM SLO1	Apply scientific methods of sociological research and analysis.	63	8	8
	PROGRAM SLO2	Comprehend the major theoretical approaches of sociology, including conflict, functionalist, symbolic interactionist, and feminist versions.	70	6	7
	PROGRAM SLO3	Develop knowledge of the interrelationships of individuals, social groups, institutions, and society.	60	11	6
	PROGRAM SLO4	Consider and apply methods of sociological critical thinking, including principles of the sociological imagination.	60	7	5
	PROGRAM SLO5	Appreciate the value of social diversity.	56	13	5

Course-level Student Learning Outcomes (SLOs) are assessed on a regular basis (that is, at least once within a 3-year cycle) and instructors have made recommendations for mastery improvement. Recommendations have included pedagogical changes in the mode of course delivery, minor content changes, as well as alterations of course content so as to re-emphasize concepts that demonstrated a statistically significant lack of mastery through SLO assessment.

Course- and program-level Student Learning Outcomes have been reviewed and they have been determined to be effective and representative of departmental and course learning at Lake Tahoe Community College.

## Section 4: Program Goals and Objectives

As a result of the Comprehensive Program Review, the following goals and objectives have been established.

### ***CPR 1: Review historical data on course offerings and develop a balance of offerings.***

Strategic Plan 2.2—Identify and intervene early with students who are experiencing barriers to learning and success.

Strategic Plan 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 2: In coordination with ISP, assess and alter (as needed) the curricular offerings related to the Sociology ISP degree.***

Strategic Plan 2.2—Identify and intervene early with students who are experiencing barriers to learning and success.

Strategic Plan 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 3: Consider the hire of a second full-time faculty member in the areas of Anthropology and Sociology.***

Strategic Plan 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.

Strategic Plan 4.7—Increase diversity in staff, faculty, and administration to reflect the changing demographics of the students and community.

***CPR 4: Work with Human Resources and address the need for qualified part-time faculty.***

Strategic Plan 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.

Strategic Plan 4.7—Increase diversity in staff, faculty, and administration to reflect the changing demographics of the students and community.

***CPR 5: Secure necessary technological resources for ANT/SOC classroom instruction.***

Strategic Plan 4.4—Continue to expand and maintain a robust technology infrastructure and provide support that reflects proactively the evolving needs of students, faculty, and staff.

Strategic Plan 4.2—Maintain healthy, vibrant, resilient, and state of the art physical spaces and systems.

***CPR 6: Purchase instructional media for ANT/SOC classroom instruction.***

Strategic Plan 2.7—Provide current instructional materials, equipment, methods, and curriculum to promote student learning and success.

## **Section 5: Resources Needed to Support Goals and Objectives**

The goals and objectives specified in Section 4 have the following associated budget implications:

CPR 3: Consider the hire of a second full-time faculty member in the areas of Anthropology and Sociology.

(Salary and Benefits)

CPR 5: Secure necessary technological resources for ANT/SOC classroom instruction. (Instruction/Technology, one-time cost, estimate: \$4000-5000)

CPR 6: Purchase instructional media for ANT/SOC classroom instruction. (Instruction/Technology, one-time cost, estimate: \$1000-2000)

## SECTION 2: PSYCHOLOGY

### SECTION 1: EXECUTIVE SUMMARY

The Comprehensive Program Review for the Psychology Department at Lake Tahoe Community College examined several variables regarding student enrollment, course offerings, staffing and program challenges. We find that are biggest concerns currently fall to student access and the technological advances in distance education. Below are a list of the Planning Goals and Objectives:

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#### PLANNING GOALS AND OBJECTIVES

The following Planning Goals and Objectives were established for the Psychology Comprehensive Program Review:

- 1) Adopt Open Educational Resources (OER)
- 2) Join the Online Initiative Educational (OEI)

### SECTION 2: INTRODUCTION AND PROGRAM HISTORY

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#### PSYCHOLOGY PROGRAM OVERVIEW

The Psychology Program at Lake Tahoe Community College (LTCC) is a degree and transfer focused program that is located in the Division of Social Sciences. The program provides a pathway to completion of the Associate of Arts Degree for Transfer (AA-T) and is the 10<sup>th</sup> most popular program for completion of required General Education units in the IGETC and CSU transfer pattern. Additionally, offerings in the Psychology Program for Child Development support requirements for certificates and degrees in Early Childhood Education (ECE). The program includes one full-time faculty member and supports half an instructional load for an additional tenured faculty member, for a total of 1.50 FTEF.

The Psychology Program has experienced a period of minor decline in section offerings, enrollment, and FTES over the past five years. This coincides with a general decline experienced by the college as a whole, and indeed the California Community College (CCC) System has experienced a weakening in enrollment demand as the economy of California has recovered and strengthened since the Great Recession of 2008-09.

The regular operating budget for the Psychology Program is presented in Table 1 below. All of the costs of the programs are for personnel. Increases over the past five years have been due solely to incremental increases in step and column for full-time faculty, negotiated increases in salary for both full-time and adjunct faculty, periodic minor cost of living adjustments (COLAs), and rapidly increasing benefit costs, primarily STRS and healthcare.

For the future direction of the Psychology Program the department will spend much of its efforts providing direct support to the students through adoption of Open Educational Resources (OER) and improving online instruction by joining the Online Education Initiative (OEI). The Psychology Department maintains that it is of the utmost importance to provide affordable quality education to the City of South Lake Tahoe and beyond. The continuous economic and technological changes create many challenges and the Psychology Department believes the OER and OIE should help buffer against some of the access issues many of our students face.

Psychology - Actual Expenditures 2010-11 through 2015-16

Object Description	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Full-Time Instructor	\$ 88,162	\$ 90,725	\$ 82,912	\$ 97,860	\$ 105,270	\$ 107,849
Learning Disabilities Specialist	\$ -	\$ 610	\$ -	\$ -	\$ -	\$ -
Adjunct Faculty	\$ 35,135	\$ 36,314	\$ 46,165	\$ 36,570	\$ 48,733	\$ 50,793
Faculty Stipend	\$ 524	\$ 537	\$ 516	\$ 1,621	\$ 1,647	\$ 3,456
<b>Total Academic Salaries</b>	<b>\$ 123,821</b>	<b>\$ 128,186</b>	<b>\$ 129,593</b>	<b>\$ 136,051</b>	<b>\$ 155,650</b>	<b>\$ 162,098</b>
STRS	\$ 8,937	\$ 8,946	\$ 8,425	\$ 9,676	\$ 10,661	\$ 15,304
PERS	\$ -	\$ 438	\$ 227	\$ -	\$ 492	\$ 260
Social Security	\$ -	\$ 247	\$ 124	\$ -	\$ 259	\$ 136
Medicare	\$ 1,796	\$ 1,859	\$ 1,879	\$ 1,973	\$ 2,257	\$ 2,350
Health & Welfare	\$ 18,764	\$ 25,441	\$ 19,783	\$ 25,817	\$ 27,678	\$ 29,222
S.U.I.	\$ 921	\$ 2,050	\$ 1,381	\$ 68	\$ 78	\$ 81
Workers Comp.	\$ 1,771	\$ 1,915	\$ 2,000	\$ 2,067	\$ 2,530	\$ 2,707
APPLE - Direct Instruction	\$ 310	\$ 315	\$ 510	\$ 377	\$ 567	\$ 302
<b>Total Benefits</b>	<b>\$ 32,499</b>	<b>\$ 41,211</b>	<b>\$ 34,329</b>	<b>\$ 39,978</b>	<b>\$ 44,522</b>	<b>\$ 50,362</b>
Software Licensing	\$ -	\$ 4,220	\$ -	\$ -	\$ -	\$ -
<b>Total Services</b>	<b>\$ -</b>	<b>\$ 4,220</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditures *</b>	<b>\$ 156,320</b>	<b>\$ 173,617</b>	<b>\$ 163,922</b>	<b>\$ 176,029</b>	<b>\$ 200,172</b>	<b>\$ 212,460</b>

**Table 1 – Psychology Program Budget 2010-11 to 2015-16**

The Psychology Department maintains a relatively high level of efficiency and productivity, having the highest of all college programs. This is done while maintaining an acceptable balance of full-time and adjunct instructed sections.

<b>PSYCHOLOGY PRODUCTIVITY* (2015-16):</b>	<b>297</b>
<b>% FULL TIME INSTRUCTORS** (2015-16):</b>	<b>54%</b>
<b>% ADJUNCT INSTRUCTORS** (2015-16):</b>	<b>46%</b>

Recent developments have led to difficulties in recruiting and retaining qualified adjunct faculty. The economy of South Lake Tahoe presents a significant barrier for recruiting professionals who meet the minimum qualifications to teach in the Psychology Program. The current adjunct pool for the program is nearing retirement age and is less willing and able to adapt curriculum and pedagogy to meet the needs of students in the program. Also with the implementation of the Incarcerated Student Program (ISP) we will see an even further spreading of qualified adjuncts as adjuncts are needed to fill both these important programs and the shortage will become even more apparent in the coming year(s).

An important focus of the Psychology Program is to provide access to courses needed for degree and transfer completion. It achieves this through a balance of traditional face-to-face (F2F) offerings and online sections. The relative size of the Psychology Program has decreased over the past five years, as demonstrated in Table 2 below. The number of annual section offerings has decrease by five (-8.1%), although this decrease has been disproportionately in F2F section offerings, with the number of distance education (DE) sections increasing slightly.

	Total Sections	F2F Sections	DE Sections	Total FTES	F2F FTES	DE FTES	Enrollment	F2F Enrollment	DE Enrollment
2010-11	39	19	20	75.31	36.99	38.32	834	413	421
2011-12	39	19	20	82.38	40.50	41.88	881	437	444
2012-13	40	18	22	72.32	31.52	40.80	819	354	465
2013-14	39	17	22	66.31	28.25	38.06	775	316	459
2014-15	37	16	21	54.88	22.78	32.10	675	276	399
2015-16	34	12	22	52.66	19.41	33.25	640	238	402
5-Yr Change	-12.8%	-36.8%	10.0%	-30.1%	-47.5%	-13.2%	-23.3%	-42.4%	-4.5%
1-Yr Change	-8.1%	-25.0%	4.8%	-4.1%	-14.8%	3.6%	-5.2%	-13.8%	0.8%

**Table 2 – Psychology Program Size and Enrollment Trends**

The decline in section offerings has been accompanied by a decline in enrollment and FTES. Despite relative growth in DE sections, there has also been a softening of enrollment demand for online education.

## Student Demographics

The demographics of students who take advantage of the offerings of the Psychology Program reflect its focus as a degree and transfer program. Students are predominantly younger, with many recent high school graduates pursuing the Psychology AA-T or using the courses to fulfill their general education transfer requirements (see Table 3).

	2010-11		2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%	N	%
Age < 25	416	64.7%	454	66.8%	393	65.8%	359	64.3%	339	67.3%	321	67.0%
Age 25 - 49	202	31.4%	210	30.9%	180	30.2%	182	32.6%	152	30.2%	142	29.6%
Age 50 +	25	3.9%	16	2.4%	24	4.0%	17	3.0%	13	2.6%	16	3.3%

**Table 3 – Student Age**

	2010-11		2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%	N	%
Male	238	37.0%	238	35.0%	224	37.5%	212	38.0%	188	37.3%	174	36.3%
Female	405	63.0%	440	64.7%	372	62.3%	345	61.8%	314	62.3%	301	62.8%
Unknown	0	0.0%	2	0.3%	1	0.2%	1	0.2%	2	0.4%	4	0.8%
	2010-11		2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%	N	%
African American	9	1.4%	12	1.8%	20	3.4%	19	3.4%	11	2.2%	10	2.1%
Asian	38	5.9%	37	5.4%	27	4.5%	29	5.2%	25	5.0%	14	2.9%
Hispanic	128	19.9%	145	21.3%	162	27.1%	145	26.0%	163	32.3%	162	33.8%
Native Amer/Alaska Native	8	1.2%	5	0.7%	2	0.3%	3	0.5%	4	0.8%	7	1.5%
Pacific Islander	0	0.0%	2	0.3%	2	0.3%	1	0.2%	0	0.0%	0	0.0%
White Non-Hispanic	413	64.2%	438	64.4%	342	57.3%	315	56.5%	272	54.0%	252	52.6%
Two or more races	31	4.8%	31	4.6%	38	6.4%	43	7.7%	24	4.8%	26	5.4%
Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.2%
Unknown	16	2.5%	10	1.5%	4	0.7%	3	0.5%	5	1.0%	7	1.5%

The Psychology Program attracts a disproportionately high ratio of women, as reflected in Table 4 below. Furthermore, the students enrolled in the program generally mirror the race/ethnicity of the broader college community with just over half of students reporting to be white, and a third identifying as Hispanic/Latino. Also reflecting the general trend of the college and the communities of Lake Tahoe, the number and percentage of Hispanic/Latino students has increased steadily over the past five years.



## SUCCESS

In addition to providing Access to students seeking the benefits of higher education, the Psychology Program has an intentional focus on successful course completion, in order that students successfully progress to achieve their educational goals of degree and transfer attainment. As shown in Table 5 below, the successful course completion rate in Psychology courses is consistently strong (> 80%) and is similar for face-to-face (F2F) and Distance Education (DE) courses. The success rate in hybrid courses shows greater variability due to the relatively small number of sections offered and corresponding enrollments.

The Psychology Program has an intentional focus in ensuring equity in student success. Though the success rate for students based on the essentialized racial and ethnic categories presented below are generally strong, there is enough evidence of a disproportionate impact on African American student to warrant further attention. Though there are relatively few enrollments, the success rate is consistently below that of other student groups.

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
African American	14	78.6%	31	80.6%	19	57.9%	11	45.5%	12	66.7%
Asian	46	95.7%	40	85.0%	46	84.8%	28	85.7%	22	95.5%
Hispanic	185	78.4%	214	75.7%	183	79.2%	208	79.3%	198	80.3%
Native Amer/Alaska Native	9	88.9%	7	85.7%	4	100.0%	3	33.3%	10	80.0%
Pacific Islander	2	100.0%	3	100.0%	1	100.0%	0	0.0%	0	0.0%
White Non-Hispanic	536	83.6%	431	83.5%	384	84.1%	322	88.2%	289	84.4%
Two or more races	35	74.3%	46	80.4%	63	81.0%	27	66.7%	28	82.1%
Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%
Unknown	10	60.0%	5	100.0%	4	75.0%	6	100.0%	12	91.7%
	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
DE	413	80.6%	436	79.6%	401	80.5%	339	79.6%	348	82.5%
F2F	341	84.8%	278	83.5%	240	84.6%	215	88.8%	202	84.7%
Hybrid	83	81.9%	63	84.1%	63	81.0%	51	82.4%	22	77.3%

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## COMPLETION

The Psychology Program is focused on the achievement of Completion for the students who are

	Award Type	Award Title	Awards Conferred
<b>2010-11</b>	AA Degree	Psychology	9
<b>2011-12</b>	AA Degree	Psychology	13
<b>2012-13</b>	AA Degree	Psychology	6
	AAT Degree	Psychology	5
<b>2013-14</b>	AA Degree	Psychology	2
	AAT Degree	Psychology	8
<b>2014-15</b>	AA Degree	Psychology	1
	AAT Degree	Psychology	6
<b>2015-16</b>	AAT Degree	Psychology	9

interested in its curriculum. Since the 2012-13 Academic Year the Psychology Program has focused on offering courses leading to Completion of the Associates Degree for Transfer (ADT) or the Psychology Associate in Arts for Transfer (AAT). As can be seen by the data provided in Table 6, the AAT is now the only degree being pursued by students

in the Psychology Program. The deactivation of the local AA Degree is planned for the upcoming academic year.

**Table 4**

### SECTION 3: PROGRAM MISSION AND SLOS

The Psychology Department SLOs are as follows:

1. Demonstrate familiarity with major concepts, theoretical perspectives, empirical findings, and historical trends.
2. Explain different research methods used by psychologists and demonstrate knowledge of when to apply these methods, and their strengths and limitations.
3. Apply psychological principles to the analysis of personal, social, and organizational issues.

- Demonstrate awareness of the complexity of sociocultural diversity and its impact on psychological processes.

These relate to the College’s institutional level SLOs, as demonstrated in Table 1 below.

**Table 1**

	<b><u>Institutional SLOs – The Core Competencies</u></b>			
	<b>Communication</b> Students will communicate effectively, which means the ability to: read, write, listen, & speak and/or converse.	<b>Critical Thinking and Information Competency</b> Thinking critically is characterized by the ability to perform: analysis, computation, research, and problem-solving.	<b>Global Awareness</b> Demonstrate a measurable understanding and appreciation of the world: scientific complexities, social diversity and civics, and artistic variety.	<b>Personal Responsibility and Professional Development</b> Self-management and self awareness, social and physical wellness, and workplace skills.
<b><u>Psychology Program SLOs</u></b>				
1. Demonstrate familiarity with major concepts, theoretical perspectives, empirical findings, and historical trends.	X	X	X	X
2. Explain different research methods used by psychologists and demonstrate knowledge of when to apply these methods, and their strengths and limitations.	X	X	X	X
3. Apply psychological principles to the analysis of personal, social, and organizational issues.	X	X	X	X
4. Demonstrate awareness of the complexity of sociocultural diversity and its impact on psychological processes.	X	X	X	X

The following chart depicts the results of the Program Level Outcomes assessments for AY 2015-16. AS illustrated below, the [percentage of students achieving “mastery” in courses in which SLO’s are not mapped to the PLO’s is 98%. For those courses that are mapped, the percentage of students achieving “mastery” hovers around 75%.

Unit Name	Related Unit SLO Name	Related Unit SLO	Average of % Students Achieving 'Mastery'	Average of % Students Achieving 'Some Understanding'	Average of % Students Achieving 'No Understanding'
Psychology			98	2	0
	PROGRAM SLO1	Demonstrate familiarity with major concepts, theoretical perspectives, empirical findings, and historical trends.	75	18	7
	PROGRAM SLO2	Explain different research methods used by psychologists and demonstrate knowledge of when to apply these methods and their strengths and limitations.	71	21	9
	PROGRAM SLO3	Apply psychological principles to the analysis of personal, social, and organizational issues.	73	20	8
	PROGRAM SLO4	Demonstrate awareness of the complexity of sociocultural diversity and its impact on psychological processes.	76	17	7

## SECTION 4: PROGRAM GOALS AND OBJECTIVES

### PAST PLANNING GOALS AND OBJECTIVES

The following Planning Goals and Objectives were established for the past Comprehensive Psychology Program Review:

- 1) Review and revise curriculum in order to insure that it is current, relevant, and meets the standards expected for transfer to four-year colleges.
  - ✓ Curriculum is up to date and is available in both the F2F and DE modality for all courses.
- 2) Maintain the process of assessing student learning outcomes.
  - ✓ Assessment is current.
- 3) Review the results of SLO assessments with Adjunct faculty.
  - ✓ Quarterly contact between adjunct faculty and department chair is maintained and regular.
- 4) Track and evaluate course completion data to insure adequate levels of student success in Psychology courses.
  - a. Track completion rates in face-to-face courses
  - b. Track course completion rates for Distance Education courses.

- c. Review PASS data on a quarterly basis in order to track successful completion rates for F2F and DE courses
  - ✓ F2F and DE course are very comparable in regards to success rates.
- 5) Track the number of A. A. Degrees awarded in the Psychology Major.
  - ✓ The number of degrees awarded has been very consistent throughout the past 10 years.
- 6) Maintain the rigor and selectiveness of courses included in the Psychology Major.
  - ✓ New courses have been developed and added to curriculum.
- 7) Engage in professional development activities on a regular basis.
  - ✓ Much of the departments professional development activities have been focused toward online training.

#### CURRENT PLANNING GOALS AND OBJECTIVES

The following goals and objectives outline the direction of the Psychology Program over the subsequent Program Review period. Goals and objectives for the Psychology Program support the broader goals and objectives of LTCC, as outlined in the Strategic Plan. The goals and objectives will serve to guide the activities of the Psychology department, and will provide measureable outcomes in order to facilitate evaluation of the results of the activities.

#### STRATEGIC ISSUE 2: STUDENT LEARNING, SUCCESS, EQUITY, AND ACHIEVEMENT

##### *Strategic Issue 2 Goal 5 & 7*

**Offer courses through the most effective modalities to facilitate timely completion of educational and professional goals. Provide current instructional materials, equipment, methods, and curriculum to promote student learning and success.**

<b>Program Review Objective 1</b>	<b>Lead</b>	<b>Timeline</b>
Maintain relevant and recent knowledge of the best practices for online teaching.	Chair	Ongoing
<b>Activities</b>	<b>Lead</b>	<b>Timeline</b>

Joining the OEI Course Exchange/courses reviewed for acceptance.	Chair	Ongoing
<b>Resource Budget Implications</b>	<b>Lead</b>	<b>Timeline</b>
Studio space for online course development	Administration	2020

*Strategic Issue 2 Goal 1 & 7*

**Providing the resources necessary for student success. Provide current instructional materials, equipment, methods, and curriculum to promote student learning and success.**

<b>Program Review Objective 2</b>	<b>Lead</b>	<b>Timeline</b>
Alleviating some of the financial barriers students may face	Chair	Ongoing
<b>Activities</b>	<b>Lead</b>	<b>Timeline</b>
Research and adopt quality OER materials for all possible courses	Chair	Ongoing

**SECTION 5: RESOURCES NEEDED TO SUPPORT GOALS AND OBJECTIVES**

**RESOURCE AND BUDGET IMPLICATIONS**

- Facilities and funding to create a studio for online course development and maintenance.

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## SECTION 3: POLITICAL SCIENCE

### SECTION 1: EXECUTIVE SUMMARY

The Comprehensive Program Review for the Political Science Department at Lake Tahoe Community College examined several variables regarding student enrollment, course offerings, staffing and program challenges.

### SECTION 2: INTRODUCTION AND PROGRAM HISTORY

The Political Science department at Lake Tahoe Community College is a relatively small department offering courses that are an integral part of the general education pattern as well as the Social Science degree. The Social Science degree prepares students with an understanding of human behavior, mental processes, and social institutions that are important in contemporary society. The four Political Science courses in this degree include *POL101: Introduction to American Government and Politics*, *POL107: Introduction to Political Theory*, *POL204: Introduction to International Relations*, and *POL 206: Introduction to Comparative Government and Politics*. Additionally, courses offered in Political Science meet general education requirements for the LTCC, CSU, and IGETC general education patterns, allowing students to graduate from LTCC or transfer to other institutions. Enrollment in Political Science courses have declined overall by 12.5% since 2011-12 with a 36.4% decline in the 15-16 academic year alone. At the time of this report, the only course that is reliably offered and successfully run is *POL-101: Introduction to American Government*, which is a required course in all general education patterns. An unintended consequence of fewer courses and sections being offered is increased productivity within the Political Science department.

As a result of this CPR, the following goals and objectives were established for the next five years. These goals are aligned with the Strategic Plan and include the hiring of a full-time faculty member to teach in multiple areas (History, Political Science and Ethnic Studies).

1. Hire a full-time faculty member to oversee the Political Science History and, Ethnic

Studies areas.

2. Recruit and retain highly qualified part-time instructors.
3. Provide and support participation in professional development activities such as the Excellence in Online Teaching Workshops (OETW) to part-time instructors in order to have highly qualified instructors that provide high quality instruction.

Student success rates hover around 80.0% with success rates being somewhat higher in face-to-face offerings rather than distance education (82.0% and 79% AY2015-16). This statistic mirrors the overall college statistic. As a result of declining enrollment, the department was only able to offer 7 sections of Political Science courses in 2015-16 as opposed to 11 sections in both 2013-14 and 2014-15. With the resignation of the FT faculty member at the end of the 2015-16 AY, currently all Political Science instructors are part-time with one face-to-face instructor and two online. A total of 15.56 FTES was generated in Political Science for the Academic year 2015-16 with DE offerings outnumber face-to-face offerings by 16%.

## **Data Trends**

This report contains data from Academic years 2011-2015 and includes FTES and enrollment information, course completion rates, productivity and, demographics.

### **FTES & Enrollment**

Figure 1 and Table 1 below depict FTES, enrollments and section offerings for Political Science department over the past 5 academic years (2011-2015). One can see that the department has declined in overall FTES by 8.5% in the past five years. An interesting and informative point is the difference between the face-to-face offerings and DE enrollments. Face-to-face FTES decreased by 61.6% while Distance Education offerings increased by 314.8% during the same time frame. In terms of duplicated head count, F2F has experienced a decrease of -59.8% while DE has increased by 431.8%. It is readily apparent that If not for the DE, the total loss of FTES within this department would be even greater.





## POLITICAL SCIENCE SUMMARY

This report contains data from Academic Year (AY) 2011 to 2015. 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
2011-12	8	7	1	17.00	14.60	2.40	186	164	22
2012-13	8	6	2	17.33	12.97	4.36	194	151	43
2013-14	11	6	5	23.03	9.60	13.43	273	113	160
2014-15	11	8	3	19.56	11.91	7.65	231	139	92
2015-16	7	3	4	15.56	5.60	9.96	183	66	117
4-Yr Chg (11-12 to 15-16)	-12.5%	-57.1%	300.0%	-8.5%	-61.6%	314.8%	-1.6%	-59.8%	431.8%
1-Yr Chg (14-15 to 15-16)	-36.4%	-62.5%	33.3%	-20.5%	-53.0%	30.2%	-20.8%	-52.5%	27.2%

Figure 1. FTES & Enrollment Trends for Political Science Courses



Table 1. Resident FTES and Duplicated Head Count for Political Science courses

### Section Offerings

Course and Section offerings in Political Science have declined by 12.5% since 2011-12, with a 36.4% decline in 15-16 year alone. This drop cannot be attributed to the loss of the FT faculty member as that didn't happen until the end of 2016 academic year. More likely is the overall drop in college enrollment combined with better scheduling and maximizing class size. Of the ten sections offered during the 15-16 AY, 6 sections fulfilled the GE requirement (POL101). Of the remaining 4, only 1 section ran successfully. Successful courses were evenly divided between face-to-face and distance education (Figure 2), but class sizes in the DE offerings were considerably larger in the DE offerings (20.3 as opposed to 26.3).

An analysis of this data indicates that LTCC students are more likely to be taking Political Science courses strictly to meet their GE requirements, and that they tend to enroll in distance education over more traditional face-to-face courses. The obvious conclusion is that LTCC needs to stay involved in online learning and that we need to invest in trainings to ensure that instructors have the very best technology available and are using best practices when teaching in this modality.

<b>FACE TO FACE</b>		<b>Sections Offered</b>	<b>Cancel %</b>	<b>Avg Census Enroll</b>	<b>Avg End of Term Enroll</b>
POL-101	Intro American Govt & Politics	3	0.0%	22.0	20.3
POL-107	Intro to Political Theory	1	100.0%		
POL-204	Intro. International Relations	1	100.0%		
<b>Total</b>		<b>5</b>	<b>40.0%</b>	<b>22.0</b>	<b>20.3</b>

  

<b>DISTANCE EDUCATION</b>		<b>Sections Offered</b>	<b>Cancel %</b>	<b>Avg Census Enroll</b>	<b>Avg End of Term Enroll</b>
POL-101	Intro American Govt & Politics	3	0.0%	35.3	32.0
POL-204	Intro. International Relations	2	50.0%	11.0	9.0
<b>Total</b>		<b>5</b>	<b>20.0%</b>	<b>29.3</b>	<b>26.3</b>

Figure 2. Course Offerings and class size

**Course Success Rates**

Figure 3 illustrates success rates for courses offered in Political Science. In general, success rates for this program fluctuated over the past five years from a high of 97.0 in 2011-12 to 73.7% in 2013-14. This correlates with the addition of a FT faculty member in 2013 who was credited with bringing a new level of rigor to the program. It will be interesting to see if the trend continues into 2016-17 as this particular faculty member resigned in 2016.

With regards to course success between DE courses and face-to-face offerings, the success rates are significantly higher in the DE courses. This trend appears to the opposite of what we typically see college wide. Again, this may be due to the fact that the FT faculty member did not teach online and so perhaps the rigor was not the same in the DE courses. This points to the need to provide faculty training and support for faculty that teach online in order to be able to maintain and enhance the quality of our distance education courses. This is especially important since such a large part of this program is taught online.

## COURSE SUCCESS

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Male	74	93.2%	95	90.5%	115	77.4%	93	77.4%	85	80.0%
Female	82	93.9%	93	91.4%	119	83.2%	97	87.6%	81	80.2%
Unknown	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%

  

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
African American	1	100.0%	2	100.0%	5	100.0%	4	75.0%	3	100.0%
Asian	7	100.0%	9	100.0%	15	100.0%	5	60.0%	9	77.8%
Hispanic	28	85.7%	39	94.9%	61	70.5%	62	83.9%	62	67.7%
Native Amer/Alaska Native	2	100.0%	3	66.7%	0	0.0%	1	100.0%	1	100.0%
Pacific Islander	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%
White Non-Hispanic	108	95.4%	123	89.4%	129	82.9%	97	82.5%	85	87.1%
Two or more races	6	83.3%	9	88.9%	23	73.9%	16	81.3%	4	100.0%
Unknown	4	100.0%	3	100.0%	2	100.0%	4	100.0%	2	100.0%

  

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Age < 25	111	93.7%	131	93.1%	162	79.6%	131	80.9%	112	78.6%
Age 25 - 49	42	92.9%	50	90.0%	68	80.9%	54	87.0%	51	82.4%
Age 50 +	3	100.0%	7	57.1%	5	100.0%	5	80.0%	3	100.0%

  

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Dist Ed	21	71.4%	43	93.0%	136	85.3%	74	89.2%	105	79.0%
F2F	135	97.0%	145	90.3%	99	73.7%	116	78.4%	61	82.0%

Figure 3. Course Success Rates

## **Productivity**

Productivity is determined by three measures: contact hours of classes offered (WSCH-weekly student contact hours), enrollment numbers in each class, and the full-time equivalent (FTEF) load. Capacity is defined as the available enrollment in any given course based on limiting factors such as the number of seats in a schedule classroom or negotiated caps on course enrollments. Generally speaking, the higher the productivity, the more efficient the college operates. Table 2 below depicts productivity numbers for both college-wide and political science.

When comparing productivity outcomes between LTCC in general and the Political Science department specifically, we see that the Political Science department has a considerably higher productivity number in all areas: total, face-to-face, and DE). Online productivity is considerably higher within the department than face-to-face.

Productivity should remain high in Political Science as we move toward better scheduling and tightening up the schedule and by the use of scheduling techniques such as “blind sections”. Blind sections are those that remain closed until other sections are full.

<b>AY 2015-16</b>	<b>College-Wide</b>	<b>Political Science</b>
<b>Total</b>	286.52	376.62
<b>Face-to-Face</b>	300.82	352.00
<b>Distance Education (DE)</b>	312.12	697.67

Table 2. Productivity

**Demographics**

Figure 4 below illustrates the demographic data related to student gender, ethnicity, race, and age for the Political Science department. The data illustrates a fairly equal distribution between females and males (48.9% to 51.1% respectively). Within the two largest ethnic groups (White Non-Hispanic and Hispanic) there has been more of a decline within the white group than the Hispanic group, but only minimal. After analyzing this data, we may conclude that the typical Political Science student is more of the “traditional” student; younger, mostly White or Hispanic, and equally distributed between male and female and are using these courses to meet general education requirements for transfer or graduation.

	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
Male	91	49.5%	96	50.5%	125	47.9%	103	47.5%	89	51.1%
Female	93	50.5%	94	49.5%	135	51.7%	114	52.5%	85	48.9%
Unknown	0	0.0%	0	0.0%	1	0.4%	0	0.0%	0	0.0%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
African American	1	0.5%	2	1.1%	5	1.9%	4	1.8%	3	1.7%
Asian	7	3.8%	9	4.7%	16	6.1%	8	3.7%	8	4.6%
Hispanic	37	20.1%	40	21.1%	69	26.4%	68	31.3%	64	36.8%
Native Amer/Alaska Native	2	1.1%	3	1.6%	0	0.0%	1	0.5%	1	0.6%
Pacific Islander	0	0.0%	0	0.0%	0	0.0%	1	0.5%	0	0.0%
White Non-Hispanic	124	67.4%	123	64.7%	145	55.6%	114	52.5%	89	51.1%
Two or more races	7	3.8%	10	5.3%	23	8.8%	17	7.8%	7	4.0%
Unknown	6	3.3%	3	1.6%	3	1.1%	4	1.8%	2	1.1%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
Age < 25	128	69.6%	134	70.5%	181	69.3%	149	68.7%	117	67.2%
Age 25 - 49	52	28.3%	50	26.3%	74	28.4%	63	29.0%	54	31.0%
Age 50 +	4	2.2%	6	3.2%	6	2.3%	5	2.3%	3	1.7%

	2011-12	2012-13	2013-14	2014-15	2015-16
Median Age	21	21	22	21	21
Youngest	16	13	15	16	12
Oldest	58	83	64	77	56

### **Budget**

The Political Science department has a relatively modest budget consisting exclusively of faculty related costs. Prior to 2016-17, the FT faculty member's assignment in this area was at .33% so there were costs associated with Health & Welfare benefits included in the budget. In 2016-17, all costs for Political Science were associated with adjunct faculty so no costs for health and welfare benefits will be attributed to this budget. Fluctuations in this budget moving forward pertain to the number of units scheduled in an academic year and customary increases as instructors' progress through the pay tiers.

### **SECTION 3: PROGRAM MISSION AND SLO's**

The primary purpose of the Political Science department is to meet the general education requirements for transfer as well as the graduation requirements to LTCC. Additionally, Political

Science courses are part of two degrees, Liberal Arts and Social Science. All areas have approved program level student learning outcomes.

Program Level Student Outcomes for each area are as follows:

**Political Science:**

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

Program-level outcome assessments for Political Science :

Unit Name	Related Unit SLO Name	Related Unit SLO	Average of % Students Achieving 'Mastery'	Average of % Students Achieving 'Some Understanding'	Average of % Students Achieving 'No Understanding'
Political Science			83	11	6
	PROGRAM SLO1	Apply critical thinking skills to major social, historical, political, and psychological issues.	78	23	1
	PROGRAM SLO2	Develop an open-mindedness to various social, historical, political, and psychological perspectives and opinions, as well as a tolerance for ambiguity.	78	23	1
	PROGRAM SLO3	Apply research methods and theories to major social science issues.	78	23	1
	PROGRAM SLO4	Develop an appreciation and understanding for human diversity.	78	23	1

These numbers reflect an overall satisfaction with assessment results. Students are achieving a high level of “mastery” or “some understanding” of program learning outcomes.

Course-level Student Learning Outcomes (SLOs) are assessed on a regular basis (that is, at least once within a 3-year cycle) and instructors have made recommendations for mastery improvement. Recommendations have included pedagogical changes in the mode of course delivery, minor content changes, as well as alterations of course content so as to re-emphasize concepts that demonstrated a statistically significant lack of mastery through SLO assessment.

Course- and program-level Student Learning Outcomes have been reviewed and they have been determined to be effective and representative of departmental and course learning at Lake Tahoe Community College.

**Liberal Arts:**

The Liberal Art degree is designed for students who desire the benefits of fulfilling general education requirements for transfer and the opportunity to pursue a specific area of emphasis.

Student Learning Outcomes for this major are:

1. Demonstrate a solid foundation in oral and written communication and mathematics.
2. Develop a broad understanding and awareness of the nature of living things and the physical environment.
3. Recognize the broad spectrum of achievement and theory in the arts, the culture, and society.
4. Enhance the ability to adapt, respond, and grow in a changing world.
5. Gain in-depth knowledge in one of the following areas of emphasis: Arts and Humanities, Social Science, or Mathematics and Science.

### **Social Science:**

The Social Science degree provides students with an understanding of human behavior, mental processes, and social institutions that are important in contemporary society. The degree provides skills that are valuable in a wide range of careers including business, governments, social services, and education. The degree offers students a foundational understanding of the social sciences.

Student Learning Outcomes for this major are:

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

Course-level Student Learning Outcomes are assessed on a regular basis (at least once within a 3-year cycle). Political Science SLO assessments indicate that instructors are satisfied with the level of mastery displayed by their students. No recommendations have been made in terms of changing the SLO's or pedagogical changes in the method of delivery.

Course- and program-level Student Learning Outcomes have been reviewed as part of this review as well as from the Annual Program Review and the Annual Unit Plan and have been found to be appropriate and effective for the department as well as the individual courses.

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

As a result of the Comprehensive Program review, the following goals and objectives have been established:

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STRATEGIC ISSUE 2: STUDENT LEARNING, SUCCESS, EQUITY, AND ACHIEVEMENT

*Strategic Issue 2 Goal 5*

**Offer courses through the most effective modalities to facilitate timely completion of educational and professional goals.**

<b>Program Review Objective 1</b>	<b>Lead</b>	<b>Timeline</b>
Review historical data on course offerings and develop a balance of offerings that provide for courses required for general education and those that might be used for personal growth.	Lead faculty/Dean of Instruction	Ongoing
<b>Activities</b>	<b>Lead</b>	<b>Timeline</b>
Continue to monitor course offerings along with course enrollments to determine scheduling of appropriate courses	Lead faculty/Dean of Instruction	Ongoing
<b>Resource Budget Implications</b>	<b>Lead</b>	<b>Timeline</b>
	0	

*Strategic Issue 4 Goal 7*

**Increase diversity in staff, faculty, and administration to reflect the changing demographics of our students and community**

<b>Program Review Objective 2</b>	<b>Lead</b>	<b>Timeline</b>
Consider the hire of a full-time faculty member in the areas of Political Science/History	Senate Administration Human Resources	Fall 2018
<b>Activities</b>	<b>Lead</b>	<b>Timeline</b>
Open recruitment for a highly qualified faculty member in the area of Political Science and History	Human Resources	Ongoing



*Strategic Issue 4 Goal 7*

**Increase diversity in staff, faculty, and administration to reflect the changing demographics of our students and community**

<b>Program Review Objective 3</b>	<b>Lead</b>	<b>Timeline</b>
Work with Human Resources to address the need for qualified part-time faculty	Lead faculty Human Resources	ongoing
<b>Activities</b>	<b>Lead</b>	<b>Timeline</b>
Open recruitment for a highly qualified part-time faculty	Lead faculty Human Resources	Ongoing

*Strategic Issue 2 Goal 5*

**Providing the resources necessary for student success. Provide current instructional materials, equipment, methods, and curriculum to promote student learning and success.**

<b>Program Review Objective 4</b>	<b>Lead</b>	<b>Timeline</b>
Improve success rates in all courses; improve quality of teaching	Lead faculty	ongoing
<b>Activities</b>	<b>Lead</b>	<b>Timeline</b>
Provide ongoing training and support for instructors across all methods of delivery.	Administration	Ongoing

**SECTION 5: RESOURCES NEEDED TO SUPPORT GOALS AND OBJECTIVES**

CPR 2: Consider the hire of a full-time faculty member in the areas of Political Science/History

Resources: Salary and benefits commensurate with a FT faculty member.