Lake Tahoe Community College

Annual Program Review
of Instructional Programs

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Lake Tahoe Community College

2023 Instructional Annual Program Review for Anthropology
Completed by Lukas Scott

You have been identified as the lead individual in your area, responsible for completing the Annual Program Review (APR) for the 2021-22 Academic Year. It is highly recommended that you collaborate with your peers or other departments/offices where appropriate as you complete this process. Additionally, please review the following documents and any budgets or data sets you may have received prior to moving forward. Please contact your supervisor if you believe you have been incorrectly identified to receive this survey.

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As you complete each question and section, your progress will be saved, allowing you to return to the form and continue without losing your progress if you cannot complete the document in one sitting.

The deadline for submitting this form is *3/4/23*.

2023 Annual Program Review for Anthropology

Please use this dashboard to complete the questions below

1. How many students (headcount) are served by the discipline?

   249

2. Using demographic data, identify the populations served by the discipline. Are there any inconsistencies? Does the population served reflect the population of the college? If not, why, and how can the discipline serve a population more reflective of our community?

   Based on the demographic data for ethnicity, Anthropology has been doing a good job in terms of serving the LatinX population. Data should be monitored to ensure that the population being served reflects our community.

3. Using student success data, identify any trends in successful completion of courses.
4. Are there particular courses students are struggling in?
5. Are there any demographics that are less likely to complete certain courses in the discipline?
6. What steps need to be taken to support students and the department in meeting its equity obligations?

   A review of the courses in Anthropology seems to indicate that student success is fairly equal across each of the offered courses.

   We may wish to review and continue to focus on the success data of White and LatinX students. The program should monitor this data and also ensure that course content is reflective of diverse cultural, ethnic, and gender perspectives.

7. Are there any courses lacking Title V Updates? If so, how many and why?
(Please check your courses in eLumen for the most recent list of courses that require updates.)

   All current classes were completed in terms of Title V updates.

2023 Annual Program Review for Anthropology

Course Scheduling

8. Describe the approach to scheduling in terms of offering a balance of Face to Face (F2F) and Online opportunities for students.

      Currently, Anthropology has been committed to offering two F2F courses per quarter.

9. Are there any insights specific to this discipline regarding scheduling modality in terms of success rates, student retention, or course cancellations?

      We should continue to monitor strategies for increasing F2F enrollments. The college is currently experiencing challenges with student interest in terms of F2F classes.

2023 Instructional Annual Program Review for Anthropology

Faculty*

(*If there is a request for full-time faculty, please include that in the FHP Process.)

10. Are the full-time faculty teaching the courses with the most face to face students? Why/why not?

   No, currently the FT Anthropology faculty is also the FCTL and teaches two courses per year.

11. Are the full-time faculty teaching face-to-face courses? Why/why not?

   No Response.

12. Are staffing levels adequate to fulfill the purpose of the program?

   Over time, it may be important to revisit the FHP for Anthropology.

13. What professional development opportunities have faculty in this discipline taken advantage of? Are there any unmet professional development needs?

   Faculty professional development varies within the discipline. Faculty attend a wide variety of events. We should look at continuing PD opportunities that focus on DEI concerns.

2023 Instructional Annual Program Review for Anthropology

Student Learning Objective (SLO) Analysis *

*(*Look for an email from the Dean of Instruction)*

14. Looking at your top 2-3 capstone courses (i.e. 101s or major sequence courses), are there any SLOs for any particular courses that students are not successfully understanding? How do you plan to address this?

> Currently, SLO success seems good in ANT 102, but we should continue to monitor SLO data in this and other courses in Anthropology.

2023 Instructional Annual Program Review for Anthropology

Financial Resources*

*(*See administrative services for additional resources in these areas)*

15. Where applicable, outline and explain any budget shortfalls for this discipline.

We may need some additional funds to purchase hominid skulls and archaeology supplies.

16. If additional financial resources are needed, please describe how they will increase student success, retention, or completion.

These will assist in our ANT 101 and ANT 103 courses in terms of stressing active learning modalities.

2023 Instructional Annual Program Review for Anthropology

SWOT Analysis

17. What are the major strengths of your department?

Highly qualified and experienced faculty members

Diverse and engaging course offerings that attract students from a variety of majors

Courses that fulfill the ethnic studies, science, and diversity requirements at LTCC

18. In what ways could your department improve to better meet the needs of the College and support student success?

Find more instructors who are available to teach Anthropology

19. What are the biggest challenges your department may face in making these improvements?

Difficulty attracting and retaining diverse faculty and students

Challenge finding qualified instructors

Lack of clear pathways for students interested in pursuing careers in anthropology after graduation

20. Identify any other questions, comments, suggestions, or concerns you may have.

No Response.

End

Lake Tahoe Community College

2023 Instructional Annual Program Review for Biology
Completed by Carl Franz

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2023 Annual Program Review for Biology

Please use this dashboard to complete the questions below

1. How many students (headcount) are served by the discipline?

    For the 20-21 academic year, there were 222 F2F and 73 online students, for a total of 295 students served.

2. Using demographic data, identify the populations served by the discipline. Are there any inconsistencies? Does the population served reflect the population of the college? If not, why, and how can the discipline serve a population more reflective of our community?

    The Race/Ethnicity of students enrolled in biology courses is predominantly Latina/o/x (81 students), White (81 students), and Multi Race (14 students). This tracks with the overall population of the college. While the breakdown of Promise students in the 21/22 academic year was only 3.7% college wide, the Promise students enrolled in biology courses in 21/22 were 14.2%. Similarly, Equity students college were at 4%, but for students specifically enrolled in biology courses, it was 26%. By comparison, Equity students in chemistry courses represented 28%, whereas the percentages in several other department samples were as follows: Art (14.6%), Business (12.4%) English (12.8%), Math (12.9%), Sociology (6.7%). The percentage of Promise students in other disciplines tracks similarly. In conclusion, although sample sizes vary by parameter, Promise and Equity students taking Biology and Chemistry courses are disproportionately higher compared to college wide and random departmental sampling.

    Interestingly, the Gender data for biology also does not reflect the population of the college. Overall, students identify as 63.5% male and 36.5% female; however, students taking biology courses identify 34% male and 66% female, so basically flipped. In this instance, I don't think anything should be done to make this more reflective of the community. Considering females are underrepresented in STEM, I think this is a fantastic discrepancy. One possible explanation is that many of the students taking biology courses are going into the Allied Health field which has a higher female representation.

3. Using student success data, identify any trends in successful completion of courses.

    The success rate for Biology students (77%), overall, tracked similarly with other STEM disciplines such as Chemistry (81%), Math (63%), Physics (91%, small sample size), Geology (71%), as well as the college wide success rate (70%).

    While the Race/Ethnicity breakdown in Biology was basically the same for Latina/o/x and White students, the overall success rates were 71% and 81%, respectively. College wide, the success rate is the same (69%). Biology courses identified with the highest success disparities between Latina/o/x and White students, respectively, were BIO110 (63%, 72%), BIO203 (52%, 76%), BIO204 (58%, 88%), and BIO205 (75%, 100%) for the 21/21 academic year.

Success rates in male and female students in the 21/22 academic year were 83% and 74%, respectively. These differences were observed in BIO110, BIO111, BIO149, BIO201, BIO204, and BIO205.

It's important to note that some of these trends were not observed in the previous academic years included in the dataset.

The Success rates for 21/22 were 80% in Face-to-face courses and 70% for Online courses.

4. Are there particular courses students are struggling in?

Biology courses identified with the highest success disparities between Latina/o/x and White students, respectively, were BIO110 (63%, 72%), BIO203 (52%, 76%), BIO204 (58%, 88%), and BIO205 (75%, 100%) for the 21/21 academic year.

5. Are there any demographics that are less likely to complete certain courses in the discipline?

While the Race/Ethnicity breakdown in Biology was basically the same for Latina/o/x and White students, the overall success rates were 71% and 81%, respectively. College wide, the success rate is the same (69%). Biology courses identified with the highest success disparities between Latina/o/x and White students, respectively, were BIO110 (63%, 72%), BIO203 (52%, 76%), BIO204 (58%, 88%), and BIO205 (75%, 100%) for the 21/21 academic year.

Success rates in male and female students in the 21/22 academic year were 83% and 74%, respectively. These differences were observed in BIO110, BIO111, BIO149, BIO201, BIO204, and BIO205.

6. What steps need to be taken to support students and the department in meeting its equity obligations?

I remain optimistic that further implementation of the HSI STEM grant will help close the success rate gap between Latina/o/x and White students. In addition, faculty should be cognizant of potential language barriers that exist between instructors and students, where English isn't the primary language, and devise creative methodologies to bridge that barrier. Incorporating Spanish-speaking embedded tutors could also be an effective way to span that language barrier.

7. Are there any courses lacking Title V Updates? If so, how many and why?
(Please check your courses in eLumen for the most recent list of courses that require updates.)

Yes. There are 6: BIO101, BIO102, BIO103, BIO110, BIO111, BIO149. I'm not sure why. This is my first year as chair of the biology department.

2023 Annual Program Review for Biology

Course Scheduling

8. Describe the approach to scheduling in terms of offering a balance of Face to Face (F2F) and Online opportunities for students.

> The majority of biology courses offered are Face to Face. This is primarily due to the requirement of Face to Face labs, which are challenging to offer a meaningful experience in an online modality. Often, an online lab will not transfer to four year institutions. BIO111 has been offered online since 2020. BIO110 is the only biology course offered all four quarters of an academic year. It is typically offered online for 2 of the 4 quarters due a paucity of instructors available to teach Face to Face.

9. Are there any insights specific to this discipline regarding scheduling modality in terms of success rates, student retention, or course cancellations?

> Since most of the courses in Biology are Face to Face, there is not much data to review. In 21/22, BIO110 had a slightly higher success rate in Face to Face (73%) compared to Online (63%), however, there are possible confounding nuances such as different instructors for Face to Face and Online.

> As mentioned previously, the Success rates for 21/22 were 80% in Face-to-face courses and 70% for Online courses.

2023 Instructional Annual Program Review for Biology

Faculty*

*(*If there is a request for full-time faculty, please include that in the FHP Process.)*

10. Are the full-time faculty teaching the courses with the most face to face students? Why/why not?

   Yes. The highest enrolled courses are in Anatomy and Physiology, which is taught by full-time faculty. The General Biology series (BIO101, 102, and 103) are also among the highest enrolled courses and are taught by full-time and part-time faculty depending upon instructor availability.

11. Are the full-time faculty teaching face-to-face courses? Why/why not?

   Yes. As mentioned prior, the majority of our courses are Face to Face due to required lab sections.

12. Are staffing levels adequate to fulfill the purpose of the program?

   Absolutely not. We have a full time instructor on reduced load and adjuncts are extraordinarily difficult to find due to the combined high cost of living and low compensation. A person with an MA or PhD in Biology has far more lucrative options than part-time adjunct work. This poses staffing challenges every quarter.

13. What professional development opportunities have faculty in this discipline taken advantage of? Are there any unmet professional development needs?

   Last year, a faculty member went on sabbatical, and there is currently another faculty member on sabbatical. I am unaware of any unmet professional needs.

2023 Instructional Annual Program Review for Biology

Student Learning Objective (SLO) Analysis *

(*Look for an email from the Dean of Instruction)

14. Looking at your top 2-3 capstone courses (i.e. 101s or major sequence courses), are there any SLOs for any particular courses that students are not successfully understanding? How do you plan to address this?

    The BIO101, 102, and 103 courses are looking good. A large percentage of students are displaying "Complete Understanding" with no reports of "Little to no understanding".

2023 Instructional Annual Program Review for Biology

Financial Resources*

(*See administrative services for additional resources in these areas)

15. Where applicable, outline and explain any budget shortfalls for this discipline.

> The Biology budget has been trimmed for the last three years. This has posed limitations on the reagents we can purchase as we seek to improve the educational experience students have at LTCC. Several new pieces of equipment and lab techniques have been acquired and developed over the last few years (e.g. shaking incubator, microtome, Polymerase Chain Reaction) that will require purchasing reagents on a regular basis for proper implementation. Considering this is new technology to the Biology department, it has not been considered in previous budgets. Also, reagents for labs throughout the diverse range of Biology courses have only increased in price.

16. If additional financial resources are needed, please describe how they will increase student success, retention, or completion.

> Additional resources are needed to implement these technologies that are new to the Biology department at LTCC, but should have been standard years ago. We are behind the 8 ball, compared to other institutions, when it comes to the technological experience we provide to students. I have been working hard over the last few years to introduce new techniques and equipment in order to steer the biology program closure to state of the art.

> The shaking incubator will allow students to grow bacterial cultures more efficiently, and will allow new techniques like tissue fixation to occur. The microtome will introduce students to the hands-on technique of preparing their own tissue slides for microscopical analysis. This, in turn, will train them an invaluable skill that could transfer to a job as a lab technologist. Polymerase Chain Reaction (PCR) is a technique that amplifies small amounts of nucleic acid (DNA and RNA) in large enough amounts to study. The COVID PCR test is done this way, forensic scientists use it to study DNA from crime scenes, and PCR analysis is done virtually in every scientific lab in the world. Therefore, knowing how to perform PCR will prepare students for transfer to 4 year institutions, as well as numerous employment opportunities.

2023 Instructional Annual Program Review for Biology

SWOT Analysis

17. What are the major strengths of your department?

One major strength is the passion and care that all of our current full time and part time faculty put into education. It's clear that everyone loves teaching. The needs and personal lives of students going to community college are different from many who attend 4 year institutions, and I'm proud that the biology faculty recognize this by providing a combination of rigor and sensible flexibility.

We are on the verge of moving into a completely refurbished laboratory, which will significantly improve student experience (especially when compared to the current set up in the G building). I'm confident instructors will be increasingly motivated and refreshed to be in a state of the art facility, and we will have a unique opportunity to revamp our laboratory inventory and curricula to better reflect the new lab.

18. In what ways could your department improve to better meet the needs of the College and support student success?

Science, more so than many other disciplines, changes and grows at an immense rate. Staying current in our instructional and technological methodologies is crucial to providing students with an updated and state of the art educational experience.

While we are making strides towards these goals, I believe we can embrace this even further.

19. What are the biggest challenges your department may face in making these improvements?

Some limitations exist that are beyond the control of the college. Being state of the art is costly, and while the new biology lab will be an absolute game changer for student experience, certain technologies are simply outside the budget of a small community college.

Also, it's easy for faculty to become set in their ways to some extent, making the adoption of new modalities and technologies challenging.

20. Identify any other questions, comments, suggestions, or concerns you may have.

No Response.

End

2023 Instructional Annual Program Review for Business
Completed by Jon Kingsbury

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2023 Annual Program Review for Business

Please use this dashboard to complete the questions below

1. How many students (headcount) are served by the discipline?

   +

   562 Total Duplicated Headcount

2. Using <u>demographic data</u>, identify the populations served by the discipline. Are there any inconsistencies? Does the population served reflect the population of the college? If not, why, and how can the discipline serve a population more reflective of our community?

   Over the past five years (2017-18 to 2021-22), regarding race and ethnicity, the primary population has been the "White Non-Hispanic" group followed by the "Hispanic" student population. However, there has been a consistent divergent trend between the two groups with the "White Non-Hispanic" populations trending downward from a high of 58.0% (2017-18) to a low of 46.2% (2021-22) while the "Hispanic" population has been trending upward from a low of 26.3% (2017-18) to a high of 37.6% (2012-22). This increasing trend aligns with LTCC's recent designation as a Hispanic Serving Institution (serving over 25% Latina/o/x/Hispanic students). These two primary student populations are followed in size by the "Two or more races" and the "Asian" demographics with 6.7% and 6.1% (2021-22), respectively.

   Demographically speaking, the breakdown between female and male gender has remained somewhat consistent over the years with females accounting for a low of 52.0% (2018-19) to a high of 58.9% (2020-21) of the student population. Students identifying as male made up the remaining student population.

   As for the ages of our students, for the 2012-22 academic year, those under the age of 25 account for the majority of our students with 58.3%, followed by the 25-49 age group (38.5%) and those 50+ years of age (3.2%). The previous four years had similar percentages.

3. Using <u>student success data</u>, identify any trends in successful completion of courses.

   Individually, there are some courses where, generally speaking, students experienced a lower level of success. When considering that the number of students or lack thereof can skew the success rate percentages, two courses are identified as challenging courses for many students. They are BSN 100, Introduction to Business and BSN 117, Personal Finance. Each averages enrollments of 20+ students with retention rates in the 80% range but success rates less than 70%. For the department as a whole, those averages are 90% and 80%, respectively.

   The BSN 100 course is often the first business course for many students and the content can be initially challenging for students to grasp. Additionally, since it is a general education course, not all the students enrolled in BSN 100 are business students. The skill set to communicate

effectively within the unique business environment is often difficult for students to develop and apply as related to classroom activities and related assignments.

Similarly, BSN 117, which is now a general education course as well, is equally challenging due to the relatively high complexity of the topics and content. Students find the course to cover many interesting and relevant topics (it is "personal" finance, after all) but are nonetheless often overwhelmed by the complex quantitative reasoning required to master the topics.

From a demographic perspective, there is no single demographic less likely to be successful than the others. For the female/male demographics, the success rates have remained consistently at 75% or better. The same can be said for the various groups within the race and ethnicity demographics as well as the age groups. The Hispanic demographic has the lowest success rate of 74.6% for 2021-22, however it has consistently been around the 75% success rate.

4. Are there particular courses students are struggling in?

Individually, there are some courses where, generally speaking, students experienced a lower level of success. When considering that the number of students or lack thereof can skew the success rate percentages, two courses are identified as challenging courses for many students. They are BSN 100, Introduction to Business and BSN 117, Personal Finance. Each averages enrollments of 20+ students with retention rates in the 80% range but success rates less than 70%. For the department as a whole, those averages are 90% and 80%, respectively.

The BSN 100 course is often the first business course for many students and the content can be initially challenging for students to grasp. Additionally, since it is a general education course, not all the students enrolled in BSN 100 are business students. The skill set to communicate effectively within the unique business environment is often difficult for students to develop and apply as related to classroom activities and related assignments.

Similarly, BSN 117, which is now a general education course as well, is equally challenging due to the relatively high complexity of the topics and content. Students find the course to cover many interesting and relevant topics (it is "personal" finance, after all) but are nonetheless often overwhelmed by the complex quantitative reasoning required to master the topics.

5. Are there any demographics that are less likely to complete certain courses in the discipline?

From a demographic perspective, there is no single demographic less likely to be successful than the others. For the female/male demographics, the success rates have remained consistently at 75% or better. The same can be said for the various groups within the race and ethnicity demographics as well as the age groups. The Hispanic demographic has the lowest success rate of 74.6% for 2021-22, however it has consistently been around the 75% success rate.

6. What steps need to be taken to support students and the department in meeting its equity obligations?

No Response.

7. Are there any courses lacking Title V Updates? If so, how many and why?
(Please check your courses in eLumen for the most recent list of courses that require updates.)

There are two courses currently needing their Title V updates – BSN 111, Computerized Accounting and BSN 115, Business Finance. The faculty member responsible for these updates has them on his radar and promises to complete them before the end of the academic year.

2023 Annual Program Review for Business

Course Scheduling

8. Describe the approach to scheduling in terms of offering a balance of Face to Face (F2F) and Online opportunities for students.

>   The full-time Business Department faculty continually struggle with determining the optimal balance of F2F and online offerings. The overall goal is to have the courses go so that students can fulfill their educational plan requirements in a timely manner.
>
>   Some of our "balancing" can be seen on a quarterly basis. For example, our BSN 100 is offered quarterly in two sections – one F2F and one online. However, there are other courses that are done on an annual basis (i.e., BSN 101A, one of our two business law courses, is offered F2F in the fall and then online in the spring). Finally, there are some courses which are viewed from a bigger picture of multiple years. For example, our three-course bookkeeping sequence (BSN 152A/B/C) is offered every other year in order to build a demand so that the courses have sufficient enrollment numbers.

9. Are there any insights specific to this discipline regarding scheduling modality in terms of success rates, student retention, or course cancellations?

>   The Business Department does have a group of courses that are only offered online and with a Late Start (10-week quarter v. a full 12-week quarter). These courses would not have sufficient numbers if we tried to offer them F2F and with no Late Start. Generally speaking, all of these courses have retention rates and success rates equal to or better than the overall department averages.

2023 Instructional Annual Program Review for Business

<u>**Faculty***</u>

*(*If there is a request for full-time faculty, please include that in the FHP Process.)*

10. Are the full-time faculty teaching the courses with the most face to face students? Why/why not?

   Yes, they are. There are three courses that have the highest enrollments – BSN 100, Introduction to Business; BSN 102, Business Info/process Systems; and BSN 110 A/B/C, the three-course accounting sequence. These F2F courses are considered "flagship" courses and the Business Department wants its full-time faculty to be the face of these courses. We want to be at the front lines with the students to help them successfully navigate, not only these courses, but all of the courses our Business students are taking.

11. Are the full-time faculty teaching face-to-face courses? Why/why not?

   Yes, as noted above, they are the ones who will interact with our students more often and for longer periods of time to, once again, support them in achieving their educational goals.

12. Are staffing levels adequate to fulfill the purpose of the program?

   The current focus by the administration to transition many of our online courses to F2F will create a need to assess the availability of local qualified adjunct faculty to teach many of these "new" F2F courses.

   Additionally, one full-time faculty will be retiring at the end of the spring quarter, on June 30, 2023. It has already been decided that the Administration is not planning to fill the position for the 2023-2024 academic year. Consequently, the department will have to adjust its schedules accordingly to accommodate the limited available staff for the upcoming year. The department will submit a full-time accounting/business instructor application for the Faculty Hiring Prioritization (FHP) process scheduled for this spring, 2023.

13. What professional development opportunities have faculty in this discipline taken advantage of? Are there any unmet professional development needs?

   Faculty have attended professional national conferences addressing online teaching challenges and applying proven best practices in mitigating those challenges. There is a similar annual national conference focusing on challenges and various applied practices related to teaching accounting at two-year colleges.

2023 Instructional Annual Program Review for Business

<u>**Student Learning Objective (SLO) Analysis ***</u>

(*Look for an email from the Dean of Instruction)

14. Looking at your top 2-3 capstone courses (i.e. 101s or major sequence courses), are there any SLOs for any particular courses that students are not successfully understanding? How do you plan to address this?

> For the winter 2022 quarter, BSN 100, Introduction to Business with a total of 61 students, reported a combined "Complete Understanding" and "Strong Understanding" of approximately 60% with another 20% measured at "Moderate Understanding." The final 20% was reported as "N/A" (please note that no students were measured at "Little or No Understanding"). The business department does not recognize any one SLO needing additional instructional emphasis at this time.

> For the winter 2022 quarter, BSN 110A, Financial Accounting I with a total of 31 students, reported a combined "Complete Understanding" and "Strong Understanding" of nearly 70% (68.27%) with another roughly 14% measured at "Moderate Understanding." The "Little or No understanding" category measured another 11.29%, with 6.45% as "N/A." The Business Department does recognize the need to continue to emphasize and address through repeated classroom and homework exercises the importance of understanding and effectively applying the rules for the proper recording to financial transactions through the use of the dual-entry accounting practice.

2023 Instructional Annual Program Review for Business

<u>Financial Resources</u>*

(*See administrative services for additional resources in these areas)

15. Where applicable, outline and explain any budget shortfalls for this discipline.

   Other than the need to fund adjunct faculty members, the Business Department does not have other ancillary budget items.

16. If additional financial resources are needed, please describe how they will increase student success, retention, or completion.

   This is not applicable to the Business Department.

2023 Instructional Annual Program Review for Business

SWOT Analysis

17. What are the major strengths of your department?

One of the major strengths of the Business Department is the overall quality of instruction and long-term commitment of both our full-time and adjunct faculty. We pride ourselves on offering a consistent group of faculty who, on a year-to-year basis, consistently teach the same courses, which provides a stable learning environment for our students and enhances their success.

Additionally, the effort put forth by the department to provide a reliable and predictable schedule of course offerings by modality from quarter-to-quarter and year-to-year allows our students to effectively fulfill their educational plans in the shortest amount of time.

18. In what ways could your department improve to better meet the needs of the College and support student success?

The Business Department recognizes the College's goal of transitioning many of our online courses to F2F. After several years of Covid-related online course offerings, the Department agrees that such a plan is worthy of development and implantation.

With the eventual building of a dormitory facility on campus, there will be an increased need to further develop and enhance our campus environment. F2F courses will be an effective tool toward that end. However, the viability of such a transition needs to be carefully assessed on a department-by-department or even course-by-course basis.

19. What are the biggest challenges your department may face in making these improvements?

Given the relatively small number of registered business students, such a plan may be difficult for the Department to support with actual specific courses identified for transition to F2F. There will have to be a carefully constructed policy for allowing F2F courses with low enrollments to go for the benefit of our students.

20. Identify any other questions, comments, suggestions, or concerns you may have.

The Business Department does not have any other questions, comments, suggestions, or concerns.

End

Lake Tahoe Community College

2023 Instructional Annual Program Review for Chemistry
Completed by Carl Franz

You have been identified as the lead individual in your area, responsible for completing the Annual Program Review (APR) for the 2021-22 Academic Year. It is highly recommended that you collaborate with your peers or other departments/offices where appropriate as you complete this process. Additionally, please review the following documents and any budgets or data sets you may have received prior to moving forward. Please contact your supervisor if you believe you have been incorrectly identified to receive this survey.

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The deadline for submitting this form is *3/4/23*.

2023 Annual Program Review for Chemistry

Please use this dashboard to complete the questions below

1. How many students (headcount) are served by the discipline?

    For the 20-21 academic year, there were 62 F2F and 131 online students, for a total of 193 students served.

2. Using demographic data, identify the populations served by the discipline. Are there any inconsistencies? Does the population served reflect the population of the college? If not, why, and how can the discipline serve a population more reflective of our community?

    The Race/Ethnicity of students enrolled in chemistry courses is predominantly White (55 students) and Latina/o/x (34 students). This tracks with the overall population of the college. While the breakdown of Promise students in the 21/22 academic year was only 3.7% college wide, the Promise students enrolled in chemistry courses in 21/22 were 29.3%. Equity students college wide were at 4%, but for students specifically enrolled in chemistry courses, it was 28%. In conclusion, although sample sizes vary by parameter, Promise and Equity students taking Chemistry courses are disproportionately higher compared to college wide and random departmental sampling.

    The Gender data for chemistry tracks with the population of the college. Overall, students identify as 63.5% male and 36.5% female, and students taking chemistry courses identify 60% male and 40% female.

3. Using student success data, identify any trends in successful completion of courses.

    The success rate for Chemistry students (81%), overall, tracked similarly with other STEM disciplines such as Biology (77%), Math (63%), Physics (91%, small sample size), Geology (71%), as well as the college wide success rate (70%).

4. Are there particular courses students are struggling in?

    The success rates for Latina/o/x and White students were 88% and 74%, respectively. College wide, the success rate is the same (69%) between those ethnicities. Interestingly, this was the only STEM discipline, other than Physics, with a higher success rate observed in Latina/o/x students compared to White students. This difference was observed across all chemistry courses with the exception of CHM223 and CHM223L where the success rate was the same between these ethnicities.

5. Are there any demographics that are less likely to complete certain courses in the discipline?

The success rates for Latina/o/x and White students were 88% and 74%, respectively. College wide, the success rate is the same (69%) between those ethnicities. Interestingly, this was the only STEM discipline, other than Physics, with a higher success rate observed in Latina/o/x students compared to White students. This difference was observed across all chemistry courses with the exception of CHM223 and CHM223L where the success rate was the same between these ethnicities.

Success rates in male and female students in the 21/22 academic year were roughly the same at 80% and 82%, respectively.

6. What steps need to be taken to support students and the department in meeting its equity obligations?

No Response.

7. Are there any courses lacking Title V Updates? If so, how many and why?
(Please check your courses in eLumen for the most recent list of courses that require updates.)

Yes. CHM100. I'm not sure why. This is my first year as chair of the chemistry department.

2023 Annual Program Review for Chemistry

Course Scheduling

8. Describe the approach to scheduling in terms of offering a balance of Face to Face (F2F) and Online opportunities for students.

> All of the chemistry courses offered are Face to Face. This is primarily due to the requirement of Face to Face labs, which are challenging to offer a meaningful experience in an online modality. Often, an online lab will not transfer to four year institutions. CHM100 and CHM102 in the 2023 Winter quarter, and CHM103 in the 2023 Spring quarter are hybrid courses with F2F labs and online lectures. This is due to temporary staffing issues.

9. Are there any insights specific to this discipline regarding scheduling modality in terms of success rates, student retention, or course cancellations?

> No significant differences were observed for the one year (20/21) with online data.

2023 Instructional Annual Program Review for Chemistry

<u>**Faculty***</u>

(*If there is a request for full-time faculty, please include that in the FHP Process.)

10. Are the full-time faculty teaching the courses with the most face to face students? Why/why not?

    Yes. CHM100 has the highest enrollment of our chemistry courses, and with the exception of this current quarter (Winter 2023), is taught by full-time faculty. In the past, I (Carl Franz) have taught CHM100 as an adjunct (SP18 and SP19). The basis for who teaches CH100 is determined by each individual instructor's availability.

11. Are the full-time faculty teaching face-to-face courses? Why/why not?

    Yes. Other than the exceptions outlined above, all of our courses are Face to Face due to required lab sections.

12. Are staffing levels adequate to fulfill the purpose of the program?

    There are currently two full-time chemistry professors. This is sufficient to staff all the current chemistry courses and lab sections. However, if a full-time faculty member were to become unavailable due to sabbatical, medical leave, or having to be pulled to teach more of the biology courses, we would be significantly understaffed. Adjuncts are extraordinarily difficult to find due to the combined high cost of living and low compensation. This is why CHM100, CHM102, and CHM103 currently have online lectures.

13. What professional development opportunities have faculty in this discipline taken advantage of? Are there any unmet professional development needs?

    A faculty member is currently on sabbatical. I am unaware of any unmet professional needs.

2023 Instructional Annual Program Review for Chemistry

Student Learning Objective (SLO) Analysis *

(*Look for an email from the Dean of Instruction)

14. Looking at your top 2-3 capstone courses (i.e. 101s or major sequence courses), are there any SLOs for any particular courses that students are not successfully understanding? How do you plan to address this?

The SLO data for CHM101 comparing 2018 and 2021 looks favorable. In 2021, 91.31% of students either displayed ""Complete Understanding"" (43.48%) or "Strong Understanding (44.93%), with 11.59% displaying "Moderate Understanding" and 0% displaying ""Little to no understanding"". This is a moderate improvement from 2018: "Complete Understanding" (49.02%), "Strong Understanding" (28.43%), "Moderate Understanding" (11.76%), and "Little to No Understanding" (4.90%). The biggest difference is that 2 students displayed "Little to No Understanding" in 2018, whereas no students fell into this category in 2021. The CHM101 instructor was the same for both years in this comparison, so does not present a variable in that respect.

Looking at the Success Rate data for 2018, the lowest percentage was in the Multirace ethnicity (33%). While the demographic data is unavailable for the 2 students who displayed "Little to No Understanding", it is possible they fell into the Multirace demographic. If so, changes in pedagogy are currently in place to bridge potential feelings of alienation when learning a discipline largely founded and developed by people of White ethnicity. One example of this is highlighting people of color who made contributions to the field of chemistry.

2023 Instructional Annual Program Review for Chemistry

Financial Resources*

(*See administrative services for additional resources in these areas)

15. Where applicable, outline and explain any budget shortfalls for this discipline.

In reviewing the chemistry budget over the last three years, it has been sufficient. As the price of reagents continues to increase, and as we strive to incorporate new technology, the need for increased funding may arise.

16. If additional financial resources are needed, please describe how they will increase student success, retention, or completion.

Not applicable at this point in time.

2023 Instructional Annual Program Review for Chemistry

SWOT Analysis

17. What are the major strengths of your department?

Chemistry faculty are here to teach, first and foremost, and it shows in the level of passion and care put into teaching the various chemistry courses. Additionally, the two chemistry faculty are well-aligned in their teaching philosophies and methodologies, providing strong educational continuity across the curricula. This is particularly beneficial in the General Chemistry sequence courses that are typically divided up between both faculty members.

The needs and personal lives of students going to community college are different from many who attend 4 year institutions, and the chemistry faculty recognize this by providing a combination of rigor and sensible flexibility.

We are on the verge of moving into a completely refurbished laboratory, which will significantly improve student experience (especially when compared to the current set up in the G building). This state of the art facility will motivate faculty and staff to revamp our laboratory inventory and curricula to better reflect the new lab.

18. In what ways could your department improve to better meet the needs of the College and support student success?

Science, more so than many other disciplines, changes and grows at an immense rate. Staying current in our instructional and technological methodologies is crucial to providing students with an updated and state of the art educational experience.

While we are making strides towards these goals, I believe we can embrace this even further.

19. What are the biggest challenges your department may face in making these improvements?

Some limitations exist that are beyond the control of the college. Being state of the art is costly, and while the new chemistry lab will be an absolute game changer for student experience, certain technologies are simply outside the budget of a small community college.

20. Identify any other questions, comments, suggestions, or concerns you may have.

Not at this time.

End

![Lake Tahoe Community College logo]

2023 Instructional Annual Program Review for Commercial Music
Completed by Mark Williams

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2023 Annual Program Review for Commercial Music

Please use this dashboard to complete the questions below

1. How many students (headcount) are served by the discipline?

   For 2021-22 there were 317.

2. Using underline demographic data, identify the populations served by the discipline. Are there any inconsistencies? Does the population served reflect the population of the college? If not, why, and how can the discipline serve a population more reflective of our community?

   The demographic data show only a 286 headcount for Music. The overall college headcount is 6764. The overall percentage of White students is 48%; Hispanic-29%; Asian-7%; Black-5%; Multi Race-4%. The remainder not counting Unknown is less than 2%.

   Using the 286 headcount as the denominator, the percentage of White students in Music is 49%; Hispanic-30%; Asian-8%; Black-3%; Multi Race-4%. The remainder not counting Unknown is a little over 2%. It would appear the population served is reflective of the population of the college within a 2% margin.

   The overall college percentage of male students is 63%; female-36%. For Music those percentages are: 50.3% male; 49.6% female. The percentage of female students in Music is 13% higher than the overall college percentage. I am unable to explain the disparity and was surprised that the overall college percentage is significantly higher for males than females.

   The overall college percentage of less than 18 years old students is 12%; 18-20-12%; 21-25-13%; 26-30-14%; 31-40-23%; 41-50-13%; 51+-15%.

   In Music those percentages are: less than 18-4%; 18-20-36%; 21-25-20%; 26-30-11%; 31-40-15%; 41-50-7%; 51+-8%. Music has 8% less students under 18 than the college. That could perhaps be due to our area having little to no dual enrollment classes. I am surprised that the overall college enrollment for 18-20 year olds is only 12%. I would expect that to be higher.

   Music's highest enrollments currently are in online classes that students take usually for general education credit. I expect that is why our numbers in the 18-20 range are the highest. Before repeatability was limited we tended to have an older population of community students taking music classes for personal enrichment.

3. Using underline student success data, identify any trends in successful completion of courses.

   Successful completions for Music are at 73%. The overall college percentage is 70%. Music is down 8% from 2020-21 for which I am unable to explain the reason. However, the department is consistently higher than the college average over the last four years.

4. Are there particular courses students are struggling in?

Looking at the course data may provide a reason for the drop. MUS116C: Guitar had only a 50% successful completion and MUS116D: Piano had only 67% which brought the overall percentage down. However enrollments in both those classes were very small (6 and 3 respectively) as we have been a little more lenient since the pandemic on numbers because we've been trying to encourage more students to take our performance classes. If those two outlying courses are removed our percentage jumps to 80% which is a little more typical for our department.

5. Are there any demographics that are less likely to complete certain courses in the discipline?

The data show that only 29% of Black students completed MUS104B: History of Rock Music. If the RSP data is removed that data point disappears. There was a challenge for that course due to lock downs and covid with those students having access to the videos for the class which I believe explains the low percentage. MUS104B is no longer being offered through the RSP.

6. What steps need to be taken to support students and the department in meeting its equity obligations?

No Response.

7. Are there any courses lacking Title V Updates? If so, how many and why?
(Please check your courses in eLumen for the most recent list of courses that require updates.)

No. Music always keeps up to date on Title V updates.

2023 Annual Program Review for Commercial Music

Course Scheduling

8. Describe the approach to scheduling in terms of offering a balance of Face to Face (F2F) and Online opportunities for students.

> The full time faculty member and the dean have collaborated to create a three-year schedule for the department which attempts to maximize enrollment and offer a balance of F2F and online classes.

9. Are there any insights specific to this discipline regarding scheduling modality in terms of success rates, student retention, or course cancellations?

> Currently our highest enrollments are in the online classes. Our success rates, retention, and cancellations do not seem to be related to modality, at least as far as my analysis of the data shows.

2023 Instructional Annual Program Review for Commercial Music

<u>**Faculty***</u>

(*If there is a request for full-time faculty, please include that in the FHP Process.)

10. Are the full-time faculty teaching the courses with the most face to face students? Why/why not?

> Yes. Currently the f2f courses with the most enrollment are the general education courses which the full time faculty member teaches. However, it should be noted that the online versions of the same courses generally get higher enrollment.

11. Are the full-time faculty teaching face-to-face courses? Why/why not?

> Yes. The full time faculty member teaches MUS104B, 104E, 111, 116D-F, and 119C face to face.

12. Are staffing levels adequate to fulfill the purpose of the program?

> Yes. Although we struggle to find adjunct faculty with the minimum quals for guitar.

13. What professional development opportunities have faculty in this discipline taken advantage of? Are there any unmet professional development needs?

> One of our adjuncts who is teaching our Hand Drumming, Drumset, and Rock Ensemble courses recently was awarded some professional development funds to take some online courses in her specialty areas. The full time faculty member has had professional development opportunities with musical direction for local theatrical productions, and also with workshops in eLumen for his role as SLO Coordinator. It is recommended that the college consider training opportunities in Pro Tools for Solange Schwalbe who is primarily teaching DMA courses currently but who is open and available to teach in Commercial Music for our CTE Pro Tools and Audio Editing courses.

2023 Instructional Annual Program Review for Commercial Music

Student Learning Objective (SLO) Analysis *

(*Look for an email from the Dean of Instruction)

14. Looking at your top 2-3 capstone courses (i.e. 101s or major sequence courses), are there any SLOs for any particular courses that students are not successfully understanding? How do you plan to address this?

> The courses chosen for this were MUS101: Music Listening and Appreciation and MUS104B: History of Rock Music. The data supplied contained assessments from Fall 2017 and Fall 2020.
>
> There would most likely be some significant concern regarding the CSLOs for MUS101 if only the data from Fall 2017 were considered. Only 19% had a Complete or Strong Understanding of the CSLOs for that course. That is not a course that I have taught, so I would have to contact the adjunct who teaches it, to see if he had an explanation for why that percentage is so low. Interestingly, when we move forward to Fall 2020, the numbers are dramatically better with 86% having a Complete or Strong Understanding of those SLOs. At this point that does not seem to warrant any changes in the CSLOs for that course. This Fall we should get some additional data to compare with Fall 2020.
>
> MUS104B was assessed during Winter 2018 and Winter 2021. In Winter 2018 roughly 73% had a Complete or Strong Understanding of the CSLOs for the course. While that is certainly not outstanding, it is still higher than our institutional standard of 70% which is considered satisfactory. I do not recall any significant changes made to the course that would explain why it improved fairly drastically in Winter 2021 to where 81% had a Complete or Strong Understanding. With more data it might be possible to determine whether the results for Winter 2018 were an anomaly. As it is, there does not particularly seem to be a reason to implement any significant changes.

2023 Instructional Annual Program Review for Commercial Music

Financial Resources*

(*See administrative services for additional resources in these areas)

15. Where applicable, outline and explain any budget shortfalls for this discipline.

   I don't believe Music has had any shortfalls in our budget.

16. If additional financial resources are needed, please describe how they will increase student success, retention, or completion.

   Additional Pro Tools training and certification for adjunct faculty would allow students to have more opportunities in the area of Commercial Music since they would be able to complete our Pro Tools certification class (we also may be able to add additional classes), as well as our Recording Technology Cert and Commercial Music Cert.

2023 Instructional Annual Program Review for Commercial Music

SWOT Analysis

17. What are the major strengths of your department?

We provide a significant source of FTES in online classes for students that need Humanities GE courses.

18. In what ways could your department improve to better meet the needs of the College and support student success?

Music needs to keep working to increase enrollment in our Face to Face classes. Historically Face to Face used to be our largest source of enrollment for the department. Even prior to the pandemic, the Music Department had created Non-credit versions of our performance classes so that they could run concurrently with our credit classes. So far that has only helped enrollment a slight amount.

19. What are the biggest challenges your department may face in making these improvements?

Column AG Coming off of the pandemic, we're not entirely clear why students may be reticent to sign up for our face to face classes. It is possible that more marketing could help, especially if community students become more aware that it is possible to take many of our courses non-credit.

20. Identify any other questions, comments, suggestions, or concerns you may have.

Currently the most pressing concern is identifying adjuncts able to meet the minimum quals for teaching Guitar. We had identified an adjunct who taught it for us in Fall 2022, but then decided not continue. We have someone available who has taught it EVE for us during covid, but our preference is to be able to offer it F2F.

Lake Tahoe Community College

2023 Instructional Annual Program Review for Communications
Completed by: Ali Bissonnette

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2023 Annual Program Review for Communications

Please use this dashboard to complete the questions below

1. How many students (headcount) are served by the discipline?

   In the past 5 years, COM has served students online and in the RSP. The discipline served 122 students at a high point in 18-19, and has steadily declined since with only 52 and 36 students in the past two years respectively.

2. Using demographic data, identify the populations served by the discipline. Are there any inconsistencies? Does the population served reflect the population of the college? If not, why, and how can the discipline serve a population more reflective of our community?

   The demographic makeup of the students is consistent with the demographics of the college, but it is notable that there are very few promise or equity students taking COM courses. This is likely due to the high number of online students, likely MOCs.

3. Using student success data, identify any trends in successful completion of courses.

   Success rates for black and Latinx students are consistently below those of white students. The demographics of other areas have n's too small to come to any conclusions.

4. Are there particular courses students are struggling in?

   No Response.

5. Are there any demographics that are less likely to complete certain courses in the discipline?

   Success rates for black and Latinx students are consistently below those of white students. The demographics of other areas have n's too small to come to any conclusions.

6. What steps need to be taken to support students and the department in meeting its equity obligations?

   It would be valuable for the primary part time faculty in this department to consider the data and classroom practices that might improve the disparity seen here.

7. Are there any courses lacking Title V Updates? If so, how many and why?
   (Please check your courses in eLumen for the most recent list of courses that require updates.)

   3 courses need to be updated or deactivated in COM. They have not been done because of the lack of full time faculty presence.

2023 Annual Program Review for Communications

Course Scheduling

8. Describe the approach to scheduling in terms of offering a balance of Face to Face (F2F) and Online opportunities for students.

>   We only offer one online course (COM 122) which serves as a GE in Area 4 on the IGETC pattern and Area D on the CSU GE Pattern.

9. Are there any insights specific to this discipline regarding scheduling modality in terms of success rates, student retention, or course cancellations?

>   No.

2023 Instructional Annual Program Review for Communications

<u>**Faculty***</u>

(*If there is a request for full-time faculty, please include that in the FHP Process.)

10. Are the full-time faculty teaching the courses with the most face to face students? Why/why not?

    N/A

11. Are the full-time faculty teaching face-to-face courses? Why/why not?

    N/A

12. Are staffing levels adequate to fulfill the purpose of the program?

    yes

13. What professional development opportunities have faculty in this discipline taken advantage of? Are there any unmet professional development needs?

    N/A

2023 Instructional Annual Program Review for Communications

<u>**Student Learning Objective (SLO) Analysis ***</u>

(*Look for an email from the Dean of Instruction)

14. Looking at your top 2-3 capstone courses (i.e. 101s or major sequence courses), are there any SLOs for any particular courses that students are not successfully understanding? How do you plan to address this?

      N/A

2023 Instructional Annual Program Review for Communications

Financial Resources*

(*See administrative services for additional resources in these areas)

15. Where applicable, outline and explain any budget shortfalls for this discipline.

    N/A

16. If additional financial resources are needed, please describe how they will increase student success, retention, or completion.

    N/A

2023 Instructional Annual Program Review for Communications

SWOT Analysis

17. What are the major strengths of your department?

   One course per term, tends to run.

18. In what ways could your department improve to better meet the needs of the College and support student success?

   N/A

19. What are the biggest challenges your department may face in making these improvements?

   N/A

20. Identify any other questions, comments, suggestions, or concerns you may have.

   N/A

Lake Tahoe Community College

2023 Instructional Annual Program Review for Economics
Completed by Treva Thomas

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2023 Annual Program Review for Economics

Please use this dashboard to complete the questions below

1. How many students (headcount) are served by the discipline?

    150

2. Using <u>demographic data</u>, identify the populations served by the discipline. Are there any inconsistencies? Does the population served reflect the population of the college? If not, why, and how can the discipline serve a population more reflective of our community?

> GENDER: The data for 2020-21 shows male enrollments at 97 with an 82.5% success rate with 73 females enrolled with a 91.8% success rate. A difference of approximately 9%.

> In 2021-22, male enrollments at 66 with an 89.4% success rate, 64 females enrolled with an 89.1% success rate, and 1 unknown enrollment with an 100% success rate. No significant difference and these percentages mirror the campuswide data*.

> ETHNICITY/RACE: The data for both 2020-21 and 2021-22 shows the three largest groups of enrolled students to be Asian, Latina/o/x, and White. In 2020-21, Asian enrollments at 23 with an 87.0% success rate; Latina/o/x enrollments at 54 with an 81.5% success rate; and White at 67 enrollments with an 88.1% success rate. While campuswide success rates were 88%, the Latina/o/x success rates were 85%.

> In 2021-22, Asian enrollments at 13 with a 100.0% success rate; Latina/o/x enrollments at 44 with an 84.1% success rate; and White at 56 enrollments with a 91.1% success rate. While campuswide success rates were 87%, the Latina/o/x success rates were 84%.

> The success rates in the economics courses indicates the Latina/o/x students are approximately 6% less successful compared to the next largest group (White). Even though the success rates have increased for the three largest enrollment groups, there is room for improvement.

> AGE: According to the age breakdowns for enrollments and success rates for 2020-21, Age < 25 enrollments of 111 students with an 89.2% success rate; Age 25 - 49 enrollments of 55 with an 81.8% success rate; and Age 50 + 1 enrollments of 4 students with a 75.0% success rate. The 50+ age group, with the smallest enrollments, did have a more significant difference in success (24.2%) from those students under 25 and 6.1.8% difference from the 25-49 age group.

> In 2021, Age < 25 enrollments of 95 students with an 88.4% success rate; Age 25 - 49 enrollments of 35 with a 91.4% success rate; and Age 50 + 1 enrollments of 1 student with a 100. No significant difference among the age groups.

> *https://www.ltcc.edu/about/institutional-effectiveness/dashboards.php

3. Using <u>student success data</u>, identify any trends in successful completion of courses.

    Due to instructor availability, both ECO 101 and 102 have only been offered as Dist Ed for 2020-21 and 2021-22. The success rates for those two years (86.5% and 89.3%) compared to campuswide data of online success rates (83% and 85%) indicates the success rates are exceeding the campuswide rates. This is also true for the three largest ethnicity/race groups on campus (Asian Latina/o/x, and White) who are exceeding the campuswide percentages.

4. Are there <u>particular courses</u> students are struggling in?

    Due to instructor availability, both ECO 101 and 102 have only been offered as Dist Ed for 2020-21 and 2021-22. The success rates for those two years (86.5% and 89.3%) compared to campuswide data of online success rates (83% and 85%) indicates the success rates are exceeding the campuswide rates. This is also true for the three largest ethnicity/race groups on campus (Asian Latina/o/x, and White) who are exceeding the campuswide percentages.

5. Are there any <u>demographics</u> that are less likely to complete certain courses in the discipline?

    Due to instructor availability, both ECO 101 and 102 have only been offered as Dist Ed for 2020-21 and 2021-22. The success rates for those two years (86.5% and 89.3%) compared to campuswide data of online success rates (83% and 85%) indicates the success rates are exceeding the campuswide rates. This is also true for the three largest ethnicity/race groups on campus (Asian Latina/o/x, and White) who are exceeding the campuswide percentages.

6. What steps need to be taken to support students and the department in meeting its equity obligations?

    No Response.

7. Are there any courses lacking Title V Updates? If so, how many and why?
    (Please check your courses in eLumen for the most recent list of courses that require updates.)

    Both ECO 101 and 102 are both up to date.

2023 Annual Program Review for Economics

<u>Course Scheduling</u>

8. Describe the approach to scheduling in terms of offering a balance of Face to Face (F2F) and Online opportunities for students.

>   In the past two years, due to a retirement in the department and lack of local ECO instructors, we have been forced to offer the course only online. In previous years, we always offered both ECO 101 and ECO 102 at least once a year F2F. Currently, we are seeking part-time F2F instructors to teach the courses.

9. Are there any insights specific to this discipline regarding scheduling modality in terms of success rates, student retention, or course cancellations?

>   In the past, the success rates for both F2F and online were relatively similar.

2023 Instructional Annual Program Review for Economics

Faculty*

*(*If there is a request for full-time faculty, please include that in the FHP Process.)*

10. Are the full-time faculty teaching the courses with the most face to face students? Why/why not?

> Due to the retirement several years ago of a full-time business instructor and the loss of the only adjunct who had taught for over 10 years, the two existing business instructors have full teaching loads in traditional business courses where they do teach F2F sections.

11. Are the full-time faculty teaching face-to-face courses? Why/why not?

> See previous answer.

12. Are staffing levels adequate to fulfill the purpose of the program?

> Yes for online, however, no for F2F course offerings.

13. What professional development opportunities have faculty in this discipline taken advantage of? Are there any unmet professional development needs?

> Unknown. Professional development in the areas of DEI and universal design is always welcome.

2023 Instructional Annual Program Review for Economics

Student Learning Objective (SLO) Analysis *

(*Look for an email from the Dean of Instruction)

14. Looking at your top 2-3 capstone courses (i.e. 101s or major sequence courses), are there any SLOs for any particular courses that students are not successfully understanding? How do you plan to address this?

> Regarding the ECO 101 and 102 courses, there are no SLOs where students are not understanding. There are no changes needed at this time.

2023 Instructional Annual Program Review for Economics

<u>Financial Resources*</u>

*(*See administrative services for additional resources in these areas)*

15. Where applicable, outline and explain any budget shortfalls for this discipline.

   N/A

16. If additional financial resources are needed, please describe how they will increase student success, retention, or completion.

   N/A

2023 Instructional Annual Program Review for Economics

SWOT Analysis

17. What are the major strengths of your department?

Currently have a qualified ECO instructor who can teach online or EVE.

18. In what ways could your department improve to better meet the needs of the College and support student success?

At this time, the need for an instructor(s) who live locally to teach F2F would help to meet the needs of the College to offer more courses on campus.

19. What are the biggest challenges your department may face in making these improvements?

Again, finding local instructors who meet the minimum qualifications to teach both ECO 101 and ECO 102.

20. Identify any other questions, comments, suggestions, or concerns you may have.

N/A

Lake Tahoe Community College

2023 Instructional Annual Program Review for English
Completed by Julie Ewing

You have been identified as the lead individual in your area, responsible for completing the Annual Program Review (APR) for the 2021-22 Academic Year. It is highly recommended that you collaborate with your peers or other departments/offices where appropriate as you complete this process. Additionally, please review the following documents and any budgets or data sets you may have received prior to moving forward. Please contact your supervisor if you believe you have been incorrectly identified to receive this survey.

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As you complete each question and section, your progress will be saved, allowing you to return to the form and continue without losing your progress if you cannot complete the document in one sitting.

The deadline for submitting this form is *3/4/23*.

2023 Annual Program Review for English

Please use this dashboard to complete the questions below

1. How many students (headcount) are served by the discipline?

   The English department enrolled 1000 students in the 2021-2022 academic year: 274 College F2F, 407 Online, and 319 RSP. The headcount total is 763.

2. Using demographic data, identify the populations served by the discipline. Are there any inconsistencies? Does the population served reflect the population of the college? If not, why, and how can the discipline serve a population more reflective of our community?

   Of the 763 students served by the English department in 2021-2022, roughly 40% were Latinx; 34% White; 9% Black; 8% Asian; and 5% Multi-race. The remaining categories (Native American and Pacific Islander) were very low, 1% or less. This is comparable to the college headcount, though it should be noted that the headcount percentages of Latinx and White students in the college as a whole differ greatly to those served by the English department: 29% Latinx and 48% White. While these flipped percentages may show an inconsistency, the data provided does not include students enrolled in the Dual Enrollment program, which allows students to complete English 101 at the high school. I requested the demographic data of the students in that program, and it might account for the disconnect. Sixty-six percent of the students enrolled in dual-enrollment English courses during Winter and Spring 2022 were white, while only 18% were Latinx. This might impact our demographic data if more white students are completing ENG 101 prior to entering the college. Additionally, the English department has been working to improve Latinx student success with its elimination of below-transfer courses and implementation of a support course, ENG 159, to address the needs of students, so this also could be a factor in these differing statistics.

   Gender data show that English enrollment is comparable to that of the college, with men making up roughly 63% of students and women 35%. Age data shows that the bulk of our English students fall in the 18-20 range while college-wide, the highest percentage of students falls in the 31-40 range. This is understandable as the bulk of our English offerings are first-year composition courses. All the other categories show comparable percentages between the English department and the college as a whole.

   The Student Equity Plan identifies white men as the group experiencing the most disproportionate impact, so this might explain the lower number of white students as well. Many of our first-year English courses employ readings that address topics such as race, gender, class, education, and income, so white men may feel their experiences are not reflected in the course readings. We need to strive to be more inclusive of every group when creating course assignments.

3. Using <u>student success data</u>, identify any trends in successful completion of courses.

    In terms of student success in English courses, the 2021-2022 academic year data shows that Pacific Island (80%), Asian (71%), and White (69%) students succeeded at higher rates in English 101 than Black (64%), Latinx (57%), or Native American (57%) students. The breakdown in English 103 is similar, with Pacific Island (100%), Asian (90%), and White (77%) students succeeding at higher rates than Black (50%), Latinx (68%). The most promising difference is that Native American students illustrated 100% success in English 103, but that is a very small group.

    The data from English 159, the corequisite support course for English 101, illustrates some concerning statistics, with only 52% of Latinx and 33% of Black students succeeding in 2021-2022, while White students show a 71% success rate. Given that the bulk of our enrollment comes from Latinx students, this is concerning. Latinx success has dropped significantly in English 101 since 2018-2019, and in English 159 since the course was piloted in 2019-2020. The COVID-19 pandemic and its challenges could account for this as, anecdotally, many English instructors have expressed frustration with the lack of engagement they see in their classes.

4. Are there <u>particular courses</u> students are struggling in?

    No Response.

5. Are there any <u>demographics</u> that are less likely to complete certain courses in the discipline?

    In terms of student success in English courses, the 2021-2022 academic year data shows that Pacific Island (80%), Asian (71%), and White (69%) students succeeded at higher rates in English 101 than Black (64%), Latinx (57%), or Native American (57%) students. The breakdown in English 103 is similar, with Pacific Island (100%), Asian (90%), and White (77%) students succeeding at higher rates than Black (50%), Latinx (68%). The most promising difference is that Native American students illustrated 100% success in English 103, but that is a very small group.

    The data from English 159, the corequisite support course for English 101, illustrates some concerning statistics, with only 52% of Latinx and 33% of Black students succeeding in 2021-2022, while White students show a 71% success rate. Given that the bulk of our enrollment comes from Latinx students, this is concerning. Latinx success has dropped significantly in English 101 since 2018-2019, and in English 159 since the course was piloted in 2019-2020.

6. What steps need to be taken to support students and the department in meeting its equity obligations?

    Additionally, we've seen an upheaval in English staffing over the past two years, so the instruction hasn't been consistent. With our new hire in 2023-2024, we hope to get back on track and serve our students better.

7. Are there any courses lacking Title V Updates? If so, how many and why?
(Please check your courses in eLumen for the most recent list of courses that require updates.)

The courses due for Title V updates are:
0.
- ENG 102
- ENG 200
- ENG 205
- ENG 207
- ENG 209
- ENG 215
- ENG 216
- ENG 217
- ENG 219L
- ENG 221

ENG 200 and 221 are currently in process. The other eight were just made known to the department and will be completed promptly.

2023 Annual Program Review for English

Course Scheduling

8. Describe the approach to scheduling in terms of offering a balance of Face to Face (F2F) and Online opportunities for students.

> The English department strives to balance its offerings in terms of F2F and Online courses. Each quarter, we offer at least three sections of ENG 101 and ENG 103 in both modalities, though our online offerings have increased since the 2020-2021 academic year. For the 2021-2022 academic year, we served 274 students in 22 F2F sections and 407 in 21 online sections. This illustrates that while we offer roughly the same number of sections in each modality, the online sections serve more students. Our literature and creative writing courses tend to see higher enrollment in the online offerings, though we are trying to incorporate more F2F courses in these areas when we have sufficient staffing to do so. We should be able to offer more F2F courses once we hire an additional FT faculty member and as we slowly recover from pandemic-related enrollment issues.

9. Are there any insights specific to this discipline regarding scheduling modality in terms of success rates, student retention, or course cancellations?

> In 2021-2022, we saw comparable success rates in English 101 (62%) and English 103 (73%), regardless of modality. These are lower than the 80% success rate we have previously set as our standard, but that year was fraught with many challenges. Generally, we see few course cancellations now that we designate more courses as "blind" sections. While we had a few course cancellations in 2021-2022, roughly three per quarter, half were in F2F sections and half in DE sections, so there is nothing to suggest our scheduling is faulty. That academic year illustrated a low in enrollment overall due to the particular challenges faced: the Caldor fire, continuing COVID fears, and extreme weather.

2023 Instructional Annual Program Review for English

<u>Faculty*</u>

(*If there is a request for full-time faculty, please include that in the FHP Process.)

10. Are the full-time faculty teaching the courses with the most face to face students? Why/why not?

    Yes, FT faculty strive to teach the sections with the most students, especially the sections designated "Promise." This is sometimes dependent on the whim of which classes fill first, but the classes that see the highest number of enrolled students take place in mid-morning and afternoon, times that FT faculty generally teach. We have very few adjunct faculty teaching F2F, no more than two or three per term. The bulk of our adjunct faculty teach online or RSP courses.

11. Are the full-time faculty teaching face-to-face courses? Why/why not?

    Yes, FT faculty are teaching mostly F2F courses. During the 2021-2022 academic year, the English department employed two FT faculty, and all but one course taught by these two faculty was F2F. We strive to have a robust FT faculty presence on campus.

12. Are staffing levels adequate to fulfill the purpose of the program?

    The English department has been understaffed for years in the area of full-timers. In 2017-2018, we had three FT faculty in our department, but we lost one due to resignation in 2018 and another in 2021 to retirement. In 2021, we hired a full-time position in English. But with that faculty resignation at the end of 2022, we are down to one FT faculty in English. Add to this the changes in our offerings that have been implemented due to AB705: we now offer a corequisite ENG 101 course (ENG 159) that totals 7 units. This corequisite course has replaced ENG 152, and while it is a step in the right direction in terms of providing an unobstructed path for our students, 7-unit courses have already impacted faculty loads considerably.

    We have a barely adequate pool of F2F adjunct instructors, but we're now having some trouble scheduling instructors for the future since we've gone to more blind sections and fewer sections overall. Adjuncts no longer have a choice of time blocks or days to teach, and it can be harder to get an adjunct instructor to commit to the school for only one possible class (if the section is blind). Adjuncts may not want to teach the corequisite course as it will block their ability to make their 10.5 unit load per quarter. We've lost and hired some new adjunct instructors over the past year, so although our F2F adjunct staff is adequate in terms of numbers, it is inconsistent in terms of experience.

    There is very little reassigned time in our department other than that for department chair: 6.75 units per year, which has a tremendous impact as the department chair is the only faculty member teaching full-time at the moment.

13. What professional development opportunities have faculty in this discipline taken advantage of? Are there any unmet professional development needs?

Full-time faculty in the department have not engaged in professional development activities outside of those offered at LTCC since Winter 2020, largely due to the challenges brought by the pandemic. However, because the department is lacking sufficient FT faculty, there is little time for professional development due to the extensive workload. The current department lead agreed to postpone her PDL project for a year because of this.

The English department offers an annual "Acceleration Training" to all English faculty, especially those who teach the corequisite ENG 101/159 course. This training focuses on best practices for addressing the needs of students in transfer-level English.

2023 Instructional Annual Program Review for English

Student Learning Objective (SLO) Analysis *

(*Look for an email from the Dean of Instruction)

14. Looking at your top 2-3 capstone courses (i.e. 101s or major sequence courses), are there any SLOs for any particular courses that students are not successfully understanding? How do you plan to address this?

    The SLO assessment data for English 101 illustrate largely consistent totals when comparing FA2020 with FA2017: in each year, roughly 62% of students demonstrated complete or strong understanding when combining the SLO categories. It should be noted, however, that 2020 saw an increase in "little to no understanding," with roughly 11% of students falling under that category as opposed to the much smaller 2.6% in 2017. Several factors could account for this: Fall 2020 was the height of the COVID-19 pandemic and we were teaching in EVE and DE formats, which we now know had a detrimental effect on student learning; some instructors were ill-prepared or uncomfortable teaching in these new formats; and by Fall 2020 we had responded to AB705 and eliminated all basic skills courses, so some students may have enrolled in standalone ENG 101 courses rather than the corequisite ENG 101/159.

    The individual SLOs in English 101 are

      1. Integrate a variety of rhetorical strategies into unified, well-organized essays with arguable theses and persuasive support.
      2. Define literary terms.
      3. Critique the written arguments of fellow students.
      4. Demonstrate mastery of a basic structure of grammar and mechanics.

    Assessment data for 2020 illustrate that over 60% of students demonstrated complete or strong understanding in SLOs 1, 2, and 4, with SLO3 decreasing to roughly 58%. The EVE/DE format for instruction could certainly have had an effect on the peer review process, which is what SLO3 is assessing. Curiously, this SLO indicated the smallest percentage of students demonstrating little to no understanding, at 9%, while the other SLOs featured 11-12% in that category. Overall these outcomes are consistent and illustrate that the majority of students in English 101 demonstrate learning.

    While the results for SLO2 are consistent with that of the other SLOs, the English department is considering revising this SLO. These SLOs were created during a time when English 101 was a literature-based composition course, so a large part of that course was focused on teaching literary terms. Now that the course focuses more on analysis of nonfiction readings and research, the phrase "literary terms," while vague enough to encompass a wide variety of concepts, does not accurately reflect what English 101 teaches. Reading is an essential part of the course, so SLO2 should instead focus on the students' ability to read, understand, and analyze a variety of texts.

The SLO assessment data for English 103 in WI2021 illustrate stronger outcomes than that of English 101. The individual SLOs in English 103 are

1.   Write a sources-based major research paper demonstrating structure of argument and sound inferential reasoning.
2.   Identify well-known logical fallacies.
3.   Demonstrate continued development in writing correct and sophisticated college-level prose.

Assessment data illustrate that 69% achieved complete or strong understanding for SLO1; 74% for SLO2; and 73% for SLO3. With only 8.5% of students demonstrating little to no understanding for each outcome, these results are satisfactory. The combined totals reveal that 72% of students demonstrated complete or strong understanding overall, while only 14% showed moderate understanding and 8.5% showed little to no understanding. There is no earlier sample to compare this to, though this suggests that our instruction in English 103 is on track.

2023 Instructional Annual Program Review for English

<u>**Financial Resources***</u>

(*See administrative services for additional resources in these areas)

15. Where applicable, outline and explain any budget shortfalls for this discipline.

    N/A

16. If additional financial resources are needed, please describe how they will increase student success, retention, or completion.

    N/A

2023 Instructional Annual Program Review for English

SWOT Analysis

17. What are the major strengths of your department?

The English department's role is to introduce our students to the knowledge that will enhance their reading, writing, and critical thinking skills. By offering complex texts on diversity and what it means to be human, our courses ask students to consider their place in this world, whether that is within a particular family, group, culture, or locale. They read and write and question and analyze. We structure our courses to support our students' pursuit of knowledge, thus empowering them to achieve their educational goals.

The English department takes into account the struggles students have today to complete the demands of a college education. We are tolerant of shifting circumstances that interfere with our students' lives and we do whatever we can to help each and every student succeed, even in the face of personal challenges such as living situations, low income, and demands from families and workplaces. We have committed to developing an antiracist curriculum for our courses and focusing more on how our courses address diversity, equity, and inclusion.

Our department has shown, over the years, that we are adaptable. While change is often unsettling, our department has embraced many radical changes and is moving in the direction the State wants us to go. We first redesigned our basic skills offerings based on the principles of Acceleration, and now we have taken that to the next level with the implementation of corequisite ENG 101 courses that provide students with a shorter path to their goals. Concurrently, we have been working with our faculty peers to create and strengthen a meta-major that will illuminate this path.

18. In what ways could your department improve to better meet the needs of the College and support student success?

1) We need to hire an additional full-time faculty member, possibly two. With only one FT faculty in our area, slightly increased enrollment, corequisite courses with a higher unit load, and uncertain commitment of adjunct faculty, our department is stretched to its limit. When faculty are overextended, students suffer.

2) While we have an adequate pool of adjunct faculty, most teaching F2F are new to teaching. We need to continue offering faculty trainings to assist our faculty in providing the best education to our students. We currently offer a training in acceleration practices, but we can expand this to include any number of areas where instructors can benefit: effective techniques for active learning, conducting peer review workshops, grading heuristics, etc. These trainings need to be consistently offered and compensated.

3) We can continue to pursue ways to provide zero- and low-cost textbooks for students. Several DE faculty are now using Online Educational Resources. We need to encourage more faculty to explore these options.

19. What are the biggest challenges your department may face in making these improvements?

1) We are currently in the middle of a faculty search to fill a vacant position, but filling a second position may be difficult to justify given our current enrollment woes.

2) Because many adjunct faculty work multiple jobs, it may be difficult to schedule training times that work for everyone. Another issue here is the fact that most of our adjunct faculty are not local. Finally, we need to have sufficient FT faculty on staff to facilitate these trainings.

3) Some faculty have resisted exploring zero-cost textbook alternatives due to the research time involved, the scarcity of appropriate texts, and the English teacher's preference for hard copy books.

20. Identify any other questions, comments, suggestions, or concerns you may have.

I believe English is due for a Comprehensive Program Review. Do we know when that will take place?

Lake Tahoe Community College

2023 Instructional Annual Program Review for Environmental Technology and Sustainability, Geography, Geology and Physical Science

Completed by Valentine Scott

You have been identified as the lead individual in your area, responsible for completing the Annual Program Review (APR) for the 2021-22 Academic Year. It is highly recommended that you collaborate with your peers or other departments/offices where appropriate as you complete this process. Additionally, please review the following documents and any budgets or data sets you may have received prior to moving forward. Please contact your supervisor if you believe you have been incorrectly identified to receive this survey.

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2023 Annual Program Review for Environmental Technology and Sustainability, Geography, Geology and Physical Science

Please use this dashboard to complete the questions below

1. How many students (headcount) are served by the discipline?

    ~350/year

2. Using demographic data, identify the populations served by the discipline. Are there any inconsistencies? Does the population served reflect the population of the college? If not, why, and how can the discipline serve a population more reflective of our community?

    Program demographics do not look like the demographics of the college. Apparently the program is not serving enough white students. For the time being, I don't think I'm going to go out of my way to make changes that benefit whit people.

3. Using student success data, identify any trends in successful completion of courses.
4. Are there particular courses students are struggling in?
5. Are there any demographics that are less likely to complete certain courses in the discipline?
6. What steps need to be taken to support students and the department in meeting its equity obligations?

    The success rate for the "unknown" category seems a bit low in 2021/22. There may be a correlation between not knowing one's race/ethnicity and the successful completion of college level courses.

7. Are there any courses lacking Title V Updates? If so, how many and why?
(Please check your courses in eLumen for the most recent list of courses that require updates.)

    No.

2023 Annual Program Review for Environmental Technology and Sustainability, Geography, Geology and Physical Science

Course Scheduling

8. Describe the approach to scheduling in terms of offering a balance of Face to Face (F2F) and Online opportunities for students.

> Aside from the Covid years identified here, there is generally a 50/50 approach to scheduling online and face courses. If the full time faculty lead cannot teach the course, the course is taught by part-time faculty online. There are not may locally qualified applicants interested in teaching face to face courses.

9. Are there any insights specific to this discipline regarding scheduling modality in terms of success rates, student retention, or course cancellations?

> In general, face to face courses are low enrolled, but have higher success rates. Online courses see higher enrollments and lower student retention and success.

2023 Instructional Annual Program Review for Environmental Technology and Sustainability, Geography, Geology and Physical Science

Faculty*

(*If there is a request for full-time faculty, please include that in the FHP Process.)

10. Are the full-time faculty teaching the courses with the most face to face students? Why/why not?

Yes. This may be a chicken vs. egg question. Are more students enrolling in a course because of the instructor, or does the instructor teach course that are higher enrolled?

11. Are the full-time faculty teaching face-to-face courses? Why/why not?

Yes, for reasons related to students success and faculty sanity.

12. Are staffing levels adequate to fulfill the purpose of the program?

It would be nice to have a pool of local and qualified part time instructors, but that has always been a dream..

13. What professional development opportunities have faculty in this discipline taken advantage of? Are there any unmet professional development needs?

First aid, CPR, and technology updates for everyone. Less administrative work would also provide opportunities for instructors to keep current in their prospective fields.

2023 Instructional Annual Program Review for Environmental Technology and Sustainability, Geography, Geology and Physical Science

<u>Student Learning Objective (SLO) Analysis *</u>

(*Look for an email from the Dean of Instruction)

14. Looking at your top 2-3 capstone courses (i.e. 101s or major sequence courses), are there any SLOs for any particular courses that students are not successfully understanding? How do you plan to address this?

There are no significant outliers or alarming data trends related to SLO's.

2023 Instructional Annual Program Review for Environmental Technology and Sustainability, Geography, Geology and Physical Science

Financial Resources*

(*See administrative services for additional resources in these areas)

15. Where applicable, outline and explain any budget shortfalls for this discipline.

No response.

16. If additional financial resources are needed, please describe how they will increase student success, retention, or completion.

I ask for a large passenger vehicle (e.g. van, suburban, etc.) every year. See past AUP's. Access to drivers for the Coyote busses would also be nice

2023 Instructional Annual Program Review for Environmental Technology and Sustainability, Geography, Geology and Physical Science

SWOT Analysis

17. What are the major strengths of your department?

Diverse course offerings. Faculty is pretty outstanding

18. In what ways could your department improve to better meet the needs of the College and support student success?

Nimble course offerings. Weekend workshops. Flexible scheduling.

19. What are the biggest challenges your department may face in making these improvements?

Long lead times and rules related to scheduling. Acquiring campsites for field courses.

20. Identify any other questions, comments, suggestions, or concerns you may have.

No response.

Lake Tahoe Community College

2023 Instructional Annual Program Review for Ethnic Studies
Completed by Ali Bissonnette

You have been identified as the lead individual in your area, responsible for completing the Annual Program Review (APR) for the 2021-22 Academic Year. It is highly recommended that you collaborate with your peers or other departments/offices where appropriate as you complete this process. Additionally, please review the following documents and any budgets or data sets you may have received prior to moving forward. Please contact your supervisor if you believe you have been incorrectly identified to receive this survey.

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The deadline for submitting this form is *3/4/23*.

2023 Annual Program Review for Ethnic Studies

Please use this dashboard to complete the questions below

1. How many students (headcount) are served by the discipline?

   in three of the past four years, ETH was only offered in RSP. in 21-22, it was offered online to small numbers. However, these numbers will grow immensely as we continue to see more students who need Area F. Our primary ETH courses are cross listed with SOC and ANT.

2. Using demographic data, identify the populations served by the discipline. Are there any inconsistencies? Does the population served reflect the population of the college? If not, why, and how can the discipline serve a population more reflective of our community?

   Latin(x) students far outweigh other ethnic groups in these courses, and black students make up a large share as well. Again, it is notable that these courses have primarily been offered in the RSP.

3. Using student success data, identify any trends in successful completion of courses.

   Overall success rates are high, with no notable variance, especially given the small numbers of students.

4. Are there particular courses students are struggling in?

   No Response.

5. Are there any demographics that are less likely to complete certain courses in the discipline?

   No Response.

6. What steps need to be taken to support students and the department in meeting its equity obligations?

   No Response.

7. Are there any courses lacking Title V Updates? If so, how many and why?
(Please check your courses in eLumen for the most recent list of courses that require updates.)

   4 courses need to be updated or removed

2023 Annual Program Review for Ethnic Studies

Course Scheduling

8. Describe the approach to scheduling in terms of offering a balance of Face to Face (F2F) and Online opportunities for students.

> Now that we have 2 cross-listed ETH Area F courses, we offer 2-3 per term, and always have a f2f and de option to meet student needs.

9. Are there any insights specific to this discipline regarding scheduling modality in terms of success rates, student retention, or course cancellations?

> Too soon to tell.

2023 Instructional Annual Program Review for Ethnic Studies

Faculty*

(*If there is a request for full-time faculty, please include that in the FHP Process.)

10. Are the full-time faculty teaching the courses with the most face to face students? Why/why not?

    Yes in the SOC/ETH course, and no in the ANT/ETh course because we have other ANT part time faculty for whom this is more in their area.

11. Are the full-time faculty teaching face-to-face courses? Why/why not?

    Yes (SOC).

12. Are staffing levels adequate to fulfill the purpose of the program?

    Yes at this time. But there may be interest in developing other Area F courses to continue to meet student demand in this area.

13. What professional development opportunities have faculty in this discipline taken advantage of? Are there any unmet professional development needs?

    N/A

2023 Instructional Annual Program Review for Ethnic Studies

<u>Student Learning Objective (SLO) Analysis *</u>

(*Look for an email from the Dean of Instruction)

14. Looking at your top 2-3 capstone courses (i.e. 101s or major sequence courses), are there any SLOs for any particular courses that students are not successfully understanding? How do you plan to address this?

      N/A

2023 Instructional Annual Program Review for Ethnic Studies

Financial Resources*

*(*See administrative services for additional resources in these areas)*

15. Where applicable, outline and explain any budget shortfalls for this discipline.

    N/A

16. If additional financial resources are needed, please describe how they will increase student success, retention, or completion.

    N/A

2023 Instructional Annual Program Review for Ethnic

SWOT Analysis

17. What are the major strengths of your department?

As a college, we are in a good position having 2 ETH courses approved for Area F. Some colleges have none.

18. In what ways could your department improve to better meet the needs of the College and support student success?

Increase the number of Area F courses; find an ETH instructor.

19. What are the biggest challenges your department may face in making these improvements?

Lack of ETH FT faculty.

20. Identify any other questions, comments, suggestions, or concerns you may have.

No Response.

End

Lake Tahoe Community College

2023 Instructional Annual Program Review for Fitness Education Center
Completed by Walter Morris

You have been identified as the lead individual in your area, responsible for completing the Annual Program Review (APR) for the 2021-22 Academic Year. It is highly recommended that you collaborate with your peers or other departments/offices where appropriate as you complete this process. Additionally, please review the following documents and any budgets or data sets you may have received prior to moving forward. Please contact your supervisor if you believe you have been incorrectly identified to receive this survey.

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The deadline for submitting this form is *3/4/23*.

2023 Annual Program Review for Fitness Education Center

Please use this dashboard to complete the questions below

1. How many students (headcount) are served by the discipline?

   1136 for the 2021-2022 academic year. Our greatest headcount in the five year span was 1426 in 2019-20. We have are in the process of recovering our headcount, which plummeted to 158 in the year that was virtually wiped out by Covid in person meeting restrictions.

2. Using <u>demographic data</u>, identify the populations served by the discipline. Are there any inconsistencies? Does the population served reflect the population of the college? If not, why, and how can the discipline serve a population more reflective of our community?

   Mostly white and Hispanic students are served. The Fitness Education Center student representation for 2021-22 was 72% white and 19% Hispanic. The college wide representation is 51% white and 28% Hispanic. This disparity is probably because we extensively serve a relatively older subset of the college as a whole (and that subset tends to be white). In 21-22 for example, 14% of students college wide were age 51+ while 64% of Fitness Education Center students were age 51+.

3. Using <u>student success data</u>, identify any trends in successful completion of courses.

   In 2020-2021 Hispanic students had a better success rate than white students (86% vs. 67%). In 2018-19 and 2021-22, white students had higher success rates than Hispanic students by 12% and 24% margins, respectively. In two of the five years in question, Hispanic and white students had a success rates that were relatively close (2017-18 Hispanic: 63%, white 66% and 2019-20, Hispanic 71%, white 76%).

4. Are there <u>particular courses</u> students are struggling in?

   Students tend to do worse in the courses that require a greater number of participation hours (PEF121C, for example as compared to PEF 121A).

5. Are there any <u>demographics</u> that are less likely to complete certain courses in the discipline?

   In 2020-2021 Hispanic students had a better success rate than white students (86% vs. 67%). In 2018-19 and 2021-22, white students had higher success rates than Hispanic students by 12% and 24% margins, respectively. In two of the five years in question, Hispanic and white students had a success rates that were relatively close (2017-18 Hispanic: 63%, white 66% and 2019-20, Hispanic 71%, white 76%).

6. What steps need to be taken to support students and the department in meeting its equity obligations?

    No Response.

7. Are there any courses lacking Title V Updates? If so, how many and why?
(Please check your courses in eLumen for the most recent list of courses that require updates.)

    Yes. PEF121 and PEF120 are overdue. I have reached out to Sydney Ostberg for assistance.

2023 Annual Program Review for Fitness Education Center

Course Scheduling

8. Describe the approach to scheduling in terms of offering a balance of Face to Face (F2F) and Online opportunities for students.

   All of our classes are FTF.

9. Are there any insights specific to this discipline regarding scheduling modality in terms of success rates, student retention, or course cancellations?

   NA

2023 Instructional Annual Program Review for Fitness Education Center

Faculty*

*(*If there is a request for full-time faculty, please include that in the FHP Process.)*

10. Are the full-time faculty teaching the courses with the most face to face students? Why/why not?

No. All Fitness Education Center hours of operation (83 hours per week) are currently staffed by adjunct faculty.

11. Are the full-time faculty teaching face-to-face courses? Why/why not?

No.

12. Are staffing levels adequate to fulfill the purpose of the program?

No. We need a full-time assistant for our various FEF, FEC, HEA, PET and PEA departments. We used to have this position full time for many years (including over a decade when we did not have athletics). Our ability to perform our duties and serve students in these areas has suffered since we are unable to retain an assistant with our current pay/hours structure.

13. What professional development opportunities have faculty in this discipline taken advantage of? Are there any unmet professional development needs?

My last professional development leave was devoted to studying the possibility of adding cross-country running to our intercollegiate athletics program.

There are not unmet needs currently.

2023 Instructional Annual Program Review for Fitness Education Center

Student Learning Objective (SLO) Analysis *

(*Look for an email from the Dean of Instruction)

14. Looking at your top 2-3 capstone courses (i.e. 101s or major sequence courses), are there any SLOs for any particular courses that students are not successfully understanding? How do you plan to address this?

> The capstone courses that we identified for PEF are: PEF 126A, PEF126B (pickleball) and PET 104 (Introduction to Kinesiology). These courses are discussed in the Tim Johnson's portion of our APR.

2023 Instructional Annual Program Review for Fitness Education Center

Financial Resources*

*(*See administrative services for additional resources in these areas)*

15. Where applicable, outline and explain any budget shortfalls for this discipline.

PE/HEA/FEC/PEA assistant. Please see Tim Johnson's explanation in his APR and my notes from a previous question.

16. If additional financial resources are needed, please describe how they will increase student success, retention, or completion.

A wide variety of administrative support tasks need to be performed in our departments (as indicated in Tim Johnson's APR) to meet the needs of our students.

2023 Instructional Annual Program Review for Fitness Education Center

SWOT Analysis

17. What are the major strengths of your department?

The instructors in the Fitness Education Center are very caring, experienced and knowledgeable.

They make students feel welcome and comfortable. They are sensitive to students needs and to student safety. We have a wide variety of courses to meet the varied needs of our community.

Our facility is clean and well-maintained.

18. In what ways could your department improve to better meet the needs of the College and support student success?

As indicated before, our most pressing need is a pay structure that will enable us to retain an assistant for the departments. We also need new cardiovascular and resistance training equipment.

19. What are the biggest challenges your department may face in making these improvements?

We were approved for the funding to replace all of the cardiovascular equipment in the Fitness Education Center last summer but the funding was recently retracted.

Last academic year in a meeting with Michelle Risdon, Steve Berry, Russi Egan, Tim Johnson, Ali Bissonnette, Mike Spina and Walter Morris it was concluded by Michelle Risdon that we need a full-time assistant for PE and Athletics.

So we need administrative support for the allocation of resources for these purposes.

20. Identify any other questions, comments, suggestions, or concerns you may have.

No Response.

End

Lake Tahoe Community College

2023 Instructional Annual Program Review for History
Completed by Ali Bissonnette

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2023 Annual Program Review for History

Please use this dashboard to complete the questions below

1. How many students (headcount) are served by the discipline?

   230-330 students have been served by the discipline annually in the past 4 years. The enrollment trends follow that of the college with a high point in 19-20 and 20-21 and a decline after.

2. Using demographic data, identify the populations served by the discipline. Are there any inconsistencies? Does the population served reflect the population of the college? If not, why, and how can the discipline serve a population more reflective of our community?

   The demographics mirror that of the college and are generally balanced male/female. The discipline has served a growing number of Promise students and a consistent number of equity students in the past 4 years, though these numbers are low compared with overall enrollment.

3. Using student success data, identify any trends in successful completion of courses.

   Overall success rates are rather low, hovering between 68% and 73% over the past 4 years.

4. Are there particular courses students are struggling in?

   No Response.

5. Are there any demographics that are less likely to complete certain courses in the discipline?

   Whit students are consistently scoring higher than their black and Latin(x) peers, which is worth reflecting upon with instructors. Pacific Islander and Native American students have the highest success rates, but there are also very low numbers for those populations, so it is hard to extrapolate a trend.

6. What steps need to be taken to support students and the department in meeting its equity obligations?

   No Response.

7. Are there any courses lacking Title V Updates? If so, how many and why?
(Please check your courses in eLumen for the most recent list of courses that require updates.)

   All Complete

2023 Annual Program Review for History

Course Scheduling

8. Describe the approach to scheduling in terms of offering a balance of Face to Face (F2F) and Online opportunities for students.

> We try to offer a balance of F2F and online particular in popular GE courses for students. We have not been able to do that without FT faculty presence.

9. Are there any insights specific to this discipline regarding scheduling modality in terms of success rates, student retention, or course cancellations?

> Success rates are similar in both modalities.

2023 Instructional Annual Program Review for History

Faculty*

(*If there is a request for full-time faculty, please include that in the FHP Process.)

10. Are the full-time faculty teaching the courses with the most face to face students? Why/why not?

   Yes when we have FT

11. Are the full-time faculty teaching face-to-face courses? Why/why not?

   N/A

12. Are staffing levels adequate to fulfill the purpose of the program?

   N/A

13. What professional development opportunities have faculty in this discipline taken advantage of? Are there any unmet professional development needs?

   N/A

2023 Instructional Annual Program Review for History

Student Learning Objective (SLO) Analysis *

(*Look for an email from the Dean of Instruction)

14. Looking at your top 2-3 capstone courses (i.e. 101s or major sequence courses), are there any SLOs for any particular courses that students are not successfully understanding? How do you plan to address this?

N/A

2023 Instructional Annual Program Review for History

<u>Financial Resources</u>*

(*See administrative services for additional resources in these areas)

15. Where applicable, outline and explain any budget shortfalls for this discipline.

    N/A

16. If additional financial resources are needed, please describe how they will increase student success, retention, or completion.

    N/A

2023 Instructional Annual Program Review for History

SWOT Analysis

17. What are the major strengths of your department?

   N/A

18. In what ways could your department improve to better meet the needs of the College and support student success?

   N/A

19. What are the biggest challenges your department may face in making these improvements?

   N/A

20. Identify any other questions, comments, suggestions, or concerns you may have.

   N/A

End

Lake Tahoe Community College

2023 Instructional Annual Program Review for Humanities
Completed by Ali Bissonnette

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The deadline for submitting this form is *3/4/23*.

2023 Annual Program Review for Humanities

Please use this dashboard to complete the questions below

1. How many students (headcount) are served by the discipline?

   Humanities courses are only offered online. Student enrollment, interestingly has followed an opposite trend from the rest of the college, creating a u curve rather than a hill.

2. Using demographic data, identify the populations served by the discipline. Are there any inconsistencies? Does the population served reflect the population of the college? If not, why, and how can the discipline serve a population more reflective of our community?

   Demographics mirror that of the college and are generally equally distributed in gender. An increasing number of Promise and Equity students are taking the courses.

3. Using student success data, identify any trends in successful completion of courses.

   Overall success rates have declined from 78% to 68% over the past 4 years

4. Are there particular courses students are struggling in?

   No Response.

5. Are there any demographics that are less likely to complete certain courses in the discipline?

   There are no trends with respect to the demographics of student success rates. Interestingly, Promise students tend to succeed at higher rates, but Equity students succeed at lower rates, but the n is very small.

6. What steps need to be taken to support students and the department in meeting its equity obligations?

   No Response.

7. Are there any courses lacking Title V Updates? If so, how many and why?
   (Please check your courses in eLumen for the most recent list of courses that require updates.)

   4 courses need to be updated by PT faculty

2023 Annual Program Review for Humanities

Course Scheduling

8. Describe the approach to scheduling in terms of offering a balance of Face to Face (F2F) and Online opportunities for students.

These courses are all online for staffing and enrollment reasons.

9. Are there any insights specific to this discipline regarding scheduling modality in terms of success rates, student retention, or course cancellations?

N/A

2023 Instructional Annual Program Review for Humanities

<u>Faculty*</u>

*(*If there is a request for full-time faculty, please include that in the FHP Process.)*

10. Are the full-time faculty teaching the courses with the most face to face students? Why/why not?

     N/A

11. Are the full-time faculty teaching face-to-face courses? Why/why not?

     N/A

12. Are staffing levels adequate to fulfill the purpose of the program?

     N/A

13. What professional development opportunities have faculty in this discipline taken advantage of?
Are there any unmet professional development needs?

     N/A

2023 Instructional Annual Program Review for Humanities

Student Learning Objective (SLO) Analysis *

(*Look for an email from the Dean of Instruction)

14. Looking at your top 2-3 capstone courses (i.e. 101s or major sequence courses), are there any SLOs for any particular courses that students are not successfully understanding? How do you plan to address this?

N/A

2023 Instructional Annual Program Review for Humanities

<u>Financial Resources</u>*

(*See administrative services for additional resources in these areas)

15. Where applicable, outline and explain any budget shortfalls for this discipline.

   N/A

16. If additional financial resources are needed, please describe how they will increase student success, retention, or completion.

   N/A

2023 Instructional Annual Program Review for Humanities

SWOT Analysis

17. What are the major strengths of your department?

   N/A

18. In what ways could your department improve to better meet the needs of the College and support student success?

   N/A

19. What are the biggest challenges your department may face in making these improvements?

   N/A

20. Identify any other questions, comments, suggestions, or concerns you may have.

   N/A

End

Lake Tahoe Community College

2023 Instructional Annual Program Review for Mathematics
Completed by: Steve Richardson

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The deadline for submitting this form is *3/4/23*.

2023 Annual Program Review for Mathematics

Please use this dashboard to complete the questions below

1. How many students (headcount) are served by the discipline?

   560

2. Using demographic data, identify the populations served by the discipline. Are there any inconsistencies? Does the population served reflect the population of the college? If not, why, and how can the discipline serve a population more reflective of our community?

   The discipline serves all demographics listed. Not knowing the demographics of the student population college wide, it is not possible to contrast the demographics served by the discipline with those of the college as a whole..

3. Using student success data, identify any trends in successful completion of courses.
4. Are there particular courses students are struggling in?
5. Are there any demographics that are less likely to complete certain courses in the discipline?
6. What steps need to be taken to support students and the department in meeting its equity obligations?

   There appear to be no significant trends in student success rates across courses or demographics.

7. Are there any courses lacking Title V Updates? If so, how many and why?
(Please check your courses in eLumen for the most recent list of courses that require updates.)

   There are three courses that require Title V updates. They require updates because they either have not been completed or because they have not yet been inactivated.

2023 Annual Program Review for Mathematics

Course Scheduling

8. Describe the approach to scheduling in terms of offering a balance of Face to Face (F2F) and Online opportunities for students.

>   The balance of face-to-face and online courses scheduled are determined by administration.

9. Are there any insights specific to this discipline regarding scheduling modality in terms of success rates, student retention, or course cancellations?

>   Not really. The fact that the college does not offer exam proctoring for online math (or any other discipline's) classes may explain the relative, but statistically insignificant, greater success rates in online math courses.

2023 Annual Program Review for Mathematics

Faculty*

*(*If there is a request for full-time faculty, please include that in the FHP Process.)*

10. Are the full-time faculty teaching the courses with the most face to face students? Why/why not?

    Yes

11. Are the full-time faculty teaching face-to-face courses? Why/why not?

    Yes

12. Are staffing levels adequate to fulfill the purpose of the program?

    Yes

13. What professional development opportunities have faculty in this discipline taken advantage of? Are there any unmet professional development needs?

    Larry Green: 1. CMC3 Board Member 2. CMC3 Spring Conference Chair 3. Attended and Presented at the CMC3 Fall Conference 4. MERLOT International Mathematics and Statistics Editors Chair 5. Awarded the MERLOT Peer Reviewer Extraordinaire Award 6. In Charge of the LibreTexts Statistics Collection 7. Team Member of the LibreTexts Mathematics Collection 8. On the Convene-Collaborate-Connect Team for UC-CSU-CCC Calculus 9. Leader of the OERI for Mathematics in California 10. Presented 3 Webinars on MyOpenMath for the CCC system 11. Led a CCC Team in Producing MyOpenMath Collections for Linear Algebra and Differential Equations for OERI Wynn Walker: developing the course material for the math support class for statistics and implementing the embedded tutoring Bruce Armbrust: Puente Rural Math Community of Practice participant Attended the virtual Grading Conference hosted by College Bridge Took the Alternative Grading class offered by College Bridge Attended the National Conference for Higher Education in Prison Both Bruce Brant and Lesya Zhukovska have applied for professional development opportunities in recent years.

2023 Annual Program Review for Mathematics

Student Learning Objective (SLO) Analysis *

(*Look for an email from the Dean of Instruction)

14. Looking at your top 2-3 capstone courses (i.e. 101s or major sequence courses), are there any SLOs for any particular courses that students are not successfully understanding? How do you plan to address this?

> For the statistics (MAT201) course, the following is noted:
> 1. Only information for Fall quarter, 2022 and for Fall quarter, 2019 is present.
> 2. Data is available for 60 students in Fall 2019, and for 126 students in Fall, 2020
> 3. As may be expected, the success rates for SLOs 4 (pertaining to confidence intervals and hypothesis testing) and 5 (regression analysis) were lower than those for the other three SLOs.
> 4. Overall, success rates are about what is expected.
> 5. Success rates for the Fall 2019 quarter were greater than those for the Fall 2022 quarter, although not statistically significantly so.

2023 Annual Program Review for Mathematics

Financial Resources*

(*See administrative services for additional resources in these areas)

15. Where applicable, outline and explain any budget shortfalls for this discipline.

   None

16. If additional financial resources are needed, please describe how they will increase student success, retention, or completion.

   None

2023 Annual Program Review for Mathematics

SWOT Analysis

17. What are the major strengths of your department?

Instruction.

18. In what ways could your department improve to better meet the needs of the College and support student success?

I am not sure how the department could better meet the needs of the College. In order to support student success, we could offer developmental courses so as to help our students prepare for transfer-level courses, thereby increasing student success.

19. What are the biggest challenges your department may face in making these improvements?

We are precluded from offering developmental courses.

20. Identify any other questions, comments, suggestions, or concerns you may have.

No Response.

End

Lake Tahoe Community College

2023 Instructional Annual Program Review for Philosophy
Completed by Ali Bissonnette

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2023 Annual Program Review for Philosophy

Please use this dashboard to complete the questions below

1. How many students (headcount) are served by the discipline?

    Philosophy consistently serves approximately 150 students per year in GE courses online and in the RSP.

2. Using <u>demographic data</u>, identify the populations served by the discipline. Are there any inconsistencies? Does the population served reflect the population of the college? If not, why, and how can the discipline serve a population more reflective of our community?

    The ethnic demographics mirror that of the college, but interestingly, there are consistently fewer females in Philosophy than females (by nearly half in three of the past 4 years). This is likely due to the number of enrollments from RSP. Very few of our equity and promise students take these courses, perhaps because they are online and these students often opt for F2F options.

3. Using <u>student success data</u>, identify any trends in successful completion of courses.

    Overall success rates are between 73% and 80% in the past 4 years.

4. Are there <u>particular courses</u> students are struggling in?

    There is no consistent trend in white/black/latin(X) success rates, and no course specific trends that have spanned beyond 2 years.

5. Are there any <u>demographics</u> that are less likely to complete certain courses in the discipline?

    There is no consistent trend in white/black/latin(X) success rates, and no course specific trends that have spanned beyond 2 years.

6. What steps need to be taken to support students and the department in meeting its equity obligations?

    No Response.

7. Are there any courses lacking Title V Updates? If so, how many and why?
    (Please check your courses in eLumen for the most recent list of courses that require updates.)

    There is no consistent trend in white/black/latin(X) success rates, and no course specific trends that have spanned beyond 2 years.

2023 Annual Program Review for Philosophy

Course Scheduling

8. Describe the approach to scheduling in terms of offering a balance of Face to Face (F2F) and Online opportunities for students.

>All online and RSP for enrollments and because we don't currently have part time F2F faculty for this course.

9. Are there any insights specific to this discipline regarding scheduling modality in terms of success rates, student retention, or course cancellations?

>N/A

2023 Instructional Annual Program Review for Philosophy

<u>Faculty*</u>

(*If there is a request for full-time faculty, please include that in the FHP Process.)

10. Are the full-time faculty teaching the courses with the most face to face students? Why/why not?

    N/A

11. Are the full-time faculty teaching face-to-face courses? Why/why not?

    N/A

12. Are staffing levels adequate to fulfill the purpose of the program?

    N/A

13. What professional development opportunities have faculty in this discipline taken advantage of? Are there any unmet professional development needs?

    N/A

2023 Instructional Annual Program Review for Philosophy

Student Learning Objective (SLO) Analysis *

(*Look for an email from the Dean of Instruction)

14. Looking at your top 2-3 capstone courses (i.e. 101s or major sequence courses), are there any SLOs for any particular courses that students are not successfully understanding? How do you plan to address this?

N/A

2023 Instructional Annual Program Review for Philosophy

<u>**Financial Resources***</u>

(*See administrative services for additional resources in these areas)

15. Where applicable, outline and explain any budget shortfalls for this discipline.

   N/A

16. If additional financial resources are needed, please describe how they will increase student success, retention, or completion.

   N/A

2023 Instructional Annual Program Review for Philosophy

SWOT Analysis

17. What are the major strengths of your department?

   N/A

18. In what ways could your department improve to better meet the needs of the College and support student success?

   Find F2F faculty presence

19. What are the biggest challenges your department may face in making these improvements?

   Finding someone with the appropriate MQs

20. Identify any other questions, comments, suggestions, or concerns you may have.

   N/A

End

Lake Tahoe Community College

2023 Instructional Annual Program Review for Physical Education
Completed by Tim Johnson

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The Annual Program Review is to be submitted using this web-based form by all departments. If you experience problems with the form or have any other questions, please contact Elizabeth Balint (balint@ltcc.edu or ext. 101) or Michael Bangs (mhbangs@ltcc.edu or ext. 190).

As you complete each question and section, your progress will be saved, allowing you to return to the form and continue without losing your progress if you cannot complete the document in one sitting.

The deadline for submitting this form is *3/4/23*.

2023 Annual Program Review for Physical Education

Please use this dashboard to complete the questions below

1. How many students (headcount) are served by the discipline?

- PEF (non FEC): Duplicated Headcount: Last year we had 365. Over the last 5 years, the numbers really vary when we were more robust and offering more classes (1,571) to when we had the pandemic and basically were shut down except for online zoom classes for the older adult (106)

- PET:
    - Kinesiology AA-T: Duplicated Headcount: Within the PE department we offer two classes towards this AA-T degree. These classes are: Introduction to Kinesiology and CPR/First Aide. The duplicated headcount for these classes last year was 25. However, there was a decrease in headcount over the last year by 47.2% from 36-19. This high year was 2020-21, which our Kinesiology class offered online due to the pandemic. This may have allowed for additional student enrollment. The average over the last 5 years has been 24.6.

    - Personal Training Certification: There are five classes in this certification which the PE department offers. These classes are: Introduction to Exercise Science, Care and Prevention of Athletic Injuries, Exercise Program Design, Fitness Assessment, and Nutrition for Sport and Exercise. We have been offering this Certification every other year. This class is also dual enrolled with the Sports Medicine program at the high school.   However, those students are not in our certification program so we will look just at the enrollment for LTCC enrolled students. Our 2017-18 enrollment only two classes were offered. The other three were cancelled. Headcount was 12, with 6 in each of the two classes. 2019-20 was a good year with all classes making with a headcount of 61. Our fall two classes each had 15 students. For the winter the two classes each had 9 students. The reason for the drop is the fall classes include our PT Aide students. 2021-22 headcount for four of the classes was 23. Again, these are totals with fall classes at 9 and winter classes at 3. No body took the spring class. Despite the relatively good numbers for 2019-20, we have seen a decline in enrollment.

- PEH: In AY2021-22, PEH had 167 students. There was a significant increase from AY2018-2019 (133) to AY2019-20 (163). Since then, the number of students has remained at that level.

2. Using demographic data, identify the populations served by the discipline. Are there any inconsistencies? Does the population served reflect the population of the college? If not, why, and how can the discipline serve a population more reflective of our community?

- PEF (non FEC): This last year the Gender breakdown was 46.3% Male and 53.7% Female. Over the 5 years, we typically see the Female population around 10% higher. College Wide shows a

higher percentage of males at 63.54% and Females 36.45%. Our youngest age as 14 to a high of 78 with the median age of 48. Our highest population group was over 50 at 47.2% with 21.6% from 25-49 and under 25 at 31.2%. We have a higher over 50 population than traditional college wide data, due to their involvement in group exercise, pickleball, and yoga classes.   For Race and Ethnicity the White non-Hispanic population was 64.1% with our Hispanic population at 26.4%. Our white population group is higher than the college which is 48.37%, yet the Hispanic is close to the college wide of 29.36%. We see a higher percentage in Asian and Black for college wide than our fitness classes. I think the numbers related to Age and Race/Ethnicity do reflect our community.

- PET
    - Kinesiology AA-T: This last year the Gender breakdown was 46.2% Male and 53.85% Female. Our student age ranged from 18 to 51 year olds. 92.3% of our age population was under the age of 25 with 7% from over 50. For Race and Ethnicity our highest population was 46.2% white non-Hispanic with the Hispanic group at 38.5%. African American and Two other races were at 7.7% each. This is a AA-T transfer class so the population age will be younger. I think the gender balance is appropriate close to 50% each and Race/Ethnicity does reflect our community.
    - Personal Training Certification: Over the three years, the breakdown for Gender was a 50-50 split, a 20% male and 80% female, then a 63.6% male and 36.4% female. It's interesting in how it really differs. Our student age ranged from 17 to 72 years of age. We typically had 50%-82% with the age population under 25 and just under 50% between 25 and 49. For Race and Ethnicity, the largest two populations were White ranging between 18% to 80% and the Hispanic ranging between 20% to 45.5%. At times our White and Hispanic population is higher than the college wide percentages.

- PEH: For gender, PEH served 59% female and 41% male in AY2021-2022. That is a slight change from the previous years, where it was about 65% female and 35% male. College-wide data shows 64% male and 36% female for AY2021-2022. That is a big difference. Currently, there is no theory on why there is such a difference. For ethnicity, PEH served 6% Asian, 40% LatinX, and 45% white for AY2021-2022. The college as a whole that year served 7% Asian, 29% LatinX, and 48% white. Those numbers are similar, with PEH serving slightly higher percentage of LatinX students. For age, the most represented group (43%) was 18-20 year-olds. The percentage of students served by PEH goes down steadily as age groups are older. The college-wide data shows that all of the age groups represent about 13% each of the total population, except 31-40 year olds were the outlier with 23%. Since the PEH classes fulfill GE requirements, it appears that more traditional-aged (18-20) college students are taking the PEH classes to complete a degree.

3. Using student success data, identify any trends in successful completion of courses.

- PEF (non FEC): Student Success: The trends over the last 5 years for Gender success was 89.6% to 100%. The difference between male and female was anywhere from 1-6%. Success rates of all ages trended 92.9% to 98.1%. All Race and Ethnicity trended 92.7% to 100%. White non-Hispanic population was 95.3% and the Hispanic population had the 92.7%. Overall Success rates across the board was 87.8%.

- PET:
  - Kinesiology AA-T: The trends over the last 5 years for Gender success was 84.6% to 100.
  - Personal Training Certification: The trends over the three years for Gender success was 60% to 100%. The women kept a higher success rate than the men. For most years, the success rate for both was mid 80% to 100%. For Age, our older students in the 25-49 group, always had a better success rate than those under 25. They had 100% success rate, while the younger population was 50% to 90%. It appears that 2017-18 years when the numbers were low and only the fall classes went, the success rate was lower. At the time, I know we analyzed the data and made any adjustments to counter that. In the following two years, the data shows our numbers from mid 80's to 100 percent.
- PEH: the overall success rate for AY2021-2022 was 79%. It has been slowly trending up from 74% success in AY2018-2019. Success rate for males has steadily increased from 62% in AY2018-2019 to 83% in AY2021-2022. For females, the success rate for AY2021-2022 was 76%. That is down slightly from the previous 3 years. The numbers for the 2 genders are fairly close. For ethnicity, the success rates are similar for all groups. LatinX students had a success rate of 70% in AY2021-2022. This is the lowest success rate of all ethnicity groups for that year. The percentages for LatinX students for previous years has gone up and down from 64% in AY2018-2019 to 80% in AY2019-2020. The success rate for white students was 87% for AY2021-2022. It has been above 80% since AY2018-2019. The success rate for Asian students was 100% in AY2021-2022. Only 10 students identified as Asian for that year. The number of students in the other ethnicity groups was too low to analyze success rates. For age, all groups had similar success rates, only ranging from 75% to 81% in AY2021-2022.

4. Are there particular courses students are struggling in?

- PEF (non FEC): There didn't appear to be any specific class that "stood out" that needed attention. The lowest success rate for a course was 50%, but it may have been a low enrolled class and someone quite coming and therefore, a low grade was offered. This is typically what happens in fitness classes.
- PET:
  - Kinesiology AA-T: It appears that there is no specific course where students are failing or "struggling".

5. Are there any demographics that are less likely to complete certain courses in the discipline?

- PEF (non FEC): There is no specific demographic which demonstrates one is less likely to complete.
- PET:
  - Kinesiology AA-T: Women tend to have higher success rates (100%) than men by maybe 10%. Race and Ethnicity data demonstrate the White non Hispanic from the Hispanic 90-100% success with the Hispanic sometimes being lower by 10%. Other ethnicities are at 100%.

- PEH: With a relatively low number of students in each age and ethnicity group per class and plenty of variability of success rates over the past 4 years, it is hard to find patterns or draw any conclusions about success rates for any specific gender, ethnicity group, and/or age group per PEH class.

6. What steps need to be taken to support students and the department in meeting its equity obligations?

- PET:
  - Kinesiology AA-T: I don't see any necessary steps since demographically we mirror the college and what our town is made up of in meeting any equity obligations.

7. Are there any courses lacking Title V Updates? If so, how many and why?
(Please check your courses in eLumen for the most recent list of courses that require updates.)

The Department is behind on its Title V updates. A couple of reasons are trying to figure out if we want to continue the course and therefore have not completed them. The PET Personal Training Certification classes, we just decided as a department that we will be discontinuing this especially with Tim retiring and the enrollment numbers not supporting the certification anymore. A couple of "exercise movement" classes like our spin hybrid are also under consideration of what to do along with table tennis and power speed agility. As for others, we dropped the ball and have reached out to curriculum for help.

2023 Annual Program Review for Physical Education

Course Scheduling

8. Describe the approach to scheduling in terms of offering a balance of Face to Face (F2F) and Online opportunities for students.

> The PE department does not see itself as in having to "balance" our F2F or Online classes. Most of our Fitness classes meet F2F by the definition of the class (i.e soccer). Our "movement exercise" classes meet F2F, however, the department could look into the possibility of an online exercise format. We do have a zoom online option for our older adult wellness class. We do provide an online format for our GE PEH 101 Nutrition and PEH 100 Health and Wellness classes. We balance the Nutrition with a F2F and Online format every quarter. We feel this is appropriate. We also have scheduled the Nutrition as a Late-Start to help enrollment numbers and feel this has been an appropriate decision.

9. Are there any insights specific to this discipline regarding scheduling modality in terms of success rates, student retention, or course cancellations?

> The insights into scheduling I don't think necessarily comes from success rates or student retention. I don't believe Time and Days affect these two outcomes. For our discipline, maybe course cancellation could play into scheduling. However, past history has shown that scheduling at a different time and day is not necessarily the answer. Some quarters we have an appropriate number of students and other quarters we don't. The trend actually lies in the course making at that time. The PE department philosophically has advocated in offering options for our students. This means offering multiple what we call "exercise movement" classes and our gym sport classes. If they don't make, then they don't make, but the option is there. However, over the years, we have been told to limit our offerings due to cancellations. Maybe it makes sense in some instances like we have done with our sport activity classes like badminton. Offering it on some quarters and not others. In other cases like our movement exercise classes, giving the students options in times and days for classes which were held in G3 and Dance studio. However, we have been told to limit these for the possible reason of a cancellation. With regards to our PET Personal Training Certification, we just decided as a department that we will be discontinuing this especially with Tim retiring and the enrollment numbers not supporting the certification anymore.

> Our Fitness classes are all of the F2F modality. Our PET lecture series, both the transfer and certification classes are F2F, outside of pandemic period where the lecture classes were zoom and online. We will continue to offer these F2F as the most appropriate modality. Our PEH offering of PEH 101 Nutrition is scheduled in the F2F and Online modalities. In looking at previous years, the F2F showed a lower success percentage than the Online modality. However, this last year the success rates are comparable with each other at around 85%. We will maintain both the online and F2F modalities per quarter as we are doing now. We have made changes to

the F2F to support enrollment and success by offering a late start and also looking at time and days.

2023 Instructional Annual Program Review for Physical Education

<u>**Faculty***</u>

(*If there is a request for full-time faculty, please include that in the FHP Process.)

10. Are the full-time faculty teaching the courses with the most face to face students? Why/why not?

   Our PE full-time faculty teaching loads are structured as such to meet the appropriate demands of the department. We understand our strengths and therefore schedule appropriate classes. All our lecture-based classes are taught by full-timers. All of our "gym" related classes are taught by full-timers except one (volleyball). Our "older adult" Fit for Life structure in-person and zoom class is taught by a full-time instructor. The full-time faculty do not teach in the Fitness Center which has our highest numbers. This facility is staffed by our adjunct instructors. We have a couple of "movement-exercise" classes that are taught by adjuncts because they are highly trained in those classes and are the appropriate ones to teach them.

11. Are the full-time faculty teaching face-to-face courses? Why/why not?

   Our Full-time faculty primarily teach F2F fitness (PEF), theory (PET) and GE class (PEH) which we offer 1 section of Nutrition per quarter. The other GE class, Health and Wellness, is offered online 1 time per year. This class is also taught by our full-time instructor.

12. Are staffing levels adequate to fulfill the purpose of the program?

   - The PE department wants to re-structure our PE Assistant position back to full-time. Ever since our full-time PE Assistant resigned from this position, we have asked for this position to be re-instated in our APR. We have a large department which includes Health, Theory, Fitness, Fitness Education Center, and Athletics. The following bullet points (short list) supports such a position.
   - A viable, sustainable job. The current amount of days and hours (part-time temporary) are inadequate. We burned through the limited number of hours currently allocated for this position due to the extensive (and increasing) administrative support needs of the multiple departments this position serves.
   - The need for a department assistant with hours to meet department needs everyday, all day, all year. This position becomes the "hub" where all areas lead. It needs a full-time presence to effectively support all.
   - This position is different than other Program Technicians. The position serves multiple areas including Physical Education, Health, the Fitness Center, and Athletics (coaches, AD, athletic trainer, students-athletes). EACH of these responsibility areas has primary and secondary tasks, but also have "specialty" needs. Primary and secondary tasks include:
     - Robust administrative assistance to full-time faculty, coaches, adjunct faculty, and administration
     - Assistance and coordination of budgets
     - Coordination of time sheets for workers and adjuncts

- Purchasing of supplies and equipment - this includes research
- Facility coordination – FEC, Dance Studio, G3, Gym, Equipment rooms – strong coordination with lead individuals of their areas and M&O (temperature, cleanliness, problems that occur throughout the day)
- Equipment coordination – inventory, repairs, Service contracts
- Scheduling Assistance – classes, facilities
- Marketing Assistance – departmental web site support, athletic posters/schedule production
- Specialty Needs for areas:
  - FEC – administrative support to the FEC director and adjunct faculty, assistance with purchase requisitions, record keeping, photocopying, payroll, student rosters, washing/cleaning
  - PEF - Fit for Life Class - Gym Setup/takedown – take the lead on coordination, monitoring, and back-up for our student-athletic "workers" providing this service.
  - Athletics – handle travel responsibilities (meals, hotels, transport – during traditional and non-traditional seasons); conference travel and credit forms). Coaches and AD should not have to be responsible for this.
- Athletics:
  - Transportation has been problematic this last year. We are envisioning this position to be the lead in coordination of driver and transport. And, also be a driver when needed. Pre-season is a good time. We can also possibility cut down on driver costs with such a person in place
  - Athletics has added two sports, cross country and long-distance track. These sports take place in two different quarters. This will take a lot of administrative work for which the coach will need assistance.
  - The college has decided to hire a Full-time Athletic Director to manage and direct our athletic program. Outside of working with the coaches, management of the program internally and externally with our conference and state COA, this position will be critical in supporting this position.
  - The athletic footprint is big with so much of it coming in the summer and carries through the fall. We needed those summer hours to support the program which, as mentioned, we "burned" through our hours.
  - Athletic Eligibility. This is an extremely time consuming and important part of our compliance with student-athletes. This has at times been placed on the counselors and coaches. We envision this position to take on this important task. Counselors should not have to be the ones with that responsibility.
- Tim is planning to retire soon. The department wants to be able to have this full-time position in place so he can provide his years of institutional knowledge in training prior to leaving. We want to position the department for a sustainable future assuming this full-time faculty position will not be replaced.
- Relationship building. The position connects to so many departments on campus including counseling, connect, maintenance, human resources, purchasing, administration, reprographics among the many.   A full-time person provides stability and appropriate working communication. Changing individuals constantly is not conducive to campus coordination.

- With the college possibly considering a 24/7 campus model, our PE building, Fitness Center, and Athletics will be a center of student life and full-time staff assistance in our department will be critical for student, staff faculty, and administration support.
- We do not feel two part-time temporary or permanent positions, one to support Athletics and one to support PE is the right approach. An argument that has been put forth is that one position which reports to multiple individuals can be difficult and may not be the best approach. We would argue that in the 21 years since the PE building was opened and all the programs that we have created and built, has been supported by one position. In our opinion and experience, this is the right approach. We know how to manage our working relationships with all administrative parties under one individual. As mentioned before, this position becomes the central and focal point to everything that revolves around our building and its programs. A two person part-time solution will continue to create the headache in trying to hire and maintain these positions due to the lack of salary, hours, and no benefits. As history has shown, this is not a sustainable solution. In order to retain the person in this position for the long run based on experience and on the current job market, a position with benefits is required.

13. What professional development opportunities have faculty in this discipline taken advantage of? Are there any unmet professional development needs?

Over the last year, Tim had a sabbatical leave and researched the viability of LTCC developing a Physical Therapy Assistant program. The project encompassed the following, looking at national, state, regional, and local data for PT Aide and PT Assistant programs, data about our LTCC PT Aide certification and recommendations for future, what a typical PT Assistant curriculum program entails, the necessary steps to become an accredited institution or become a satellite program from an already established institution. The outcome is to provide LTCC Administration the necessary data and information to make an informed decision as to developing such a program or not.

2023 Instructional Annual Program Review for Physical Education

Student Learning Objective (SLO) Analysis *
(*Look for an email from the Dean of Instruction)

14. Looking at your top 2-3 capstone courses (i.e. 101s or major sequence courses), are there any SLOs for any particular courses that students are not successfully understanding? How do you plan to address this?

Some text removed to save space.

The two classes we chose to look at were Pickleball for a fitness class and Kinesiology for a lecture class.

- PET 104 Kinesiology. This is our AA-T transfer class and is an introduction class to the discipline/field of Kinesiology. The textbook is divided into 3 sections. First, an understanding of our physical activity experiences. Second, looking at all the scholarly sub-disciplines within the scope of Kinesiology. Third, identifying professional career opportunities. The course SLO's mirror these sections. The data provided is from Fall of 2018 and Winter of 2021. We usually run this class in the Winter, but changed it to the Fall that specific year. Since that quarter, we offer it in the Winter. A major reason keeping it in the Winter Quarter is that every year we have a good number of student-athletes enrolled in the class since this is their major. The Fall Quarter is when competition takes place and these students missed too many the classes. It is a fast pace class and that in-class learning I think is crucial to their understanding. The data can be a little skewed in that the number of enrolled students was 10 in 2018 and 20 in 2021. However, on average the percentages stayed consistent with an average of 61.5% showing a Complete understanding (A), 26% a Strong understanding (B), 7.5% a Moderate understanding (C), ad 5% Little or No understanding (D/F). The way the class is set up is that Written Testing is only 49% of the grade. Where I feel students lose out on points, is that they do not complete their learning activities in on time or not at all. I also provide a study guide for each test. I explain they should create an answer sheet and then study that answer sheet. Those that are in the Strong (B) to Moderate (C) do not complete such a task. It has been proven that when students do this, their testing scores are higher. During Covid, we did offer the class as an on-line only opportunity. Moving this class to an on-line format did help me develop some additional learning experiences. I have kept these into the F2F course. I would like the Complete Understanding % to be greater, however, I feel I have developed appropriate learning experiences for this class and I would not make any changes. I do not want to "dumb" this down. I also feel we should keep this as a F2F class and not On-line.   I believe that personal connection while meeting face to face provides additional insight into all the topics that are being covered.

- PET 126 Pickleball. Students successfully performed (understood) the SLOs at a high rate for our capstone activity classes PEF 126A and PEF126B during the two recent terms for which we have data (winter 2019 and 2022). For PEF 126A,Pickleball 1, SLO #1 (Identify and apply the rules of pickleball) for academic years 2019 and 2022 86% were rated either complete understanding or strong understanding. For this course over the same time period, 86% of the

students also rated as either complete or strong understanding for SLO #2, demonstrate a beginning level forehand ground stroke. For Pickleball 2, also during winter terms in 2019 and 2022, 86% of PEF126B students were rated as strong or complete understanding for SLO #1, develop beginning level skills for grip, stance, foot work and the backhand groundstroke. For this course during these terms, 90% of the students were rated as strong or complete understanding for SLO #2, develop beginning level ability to apply tactics.

2023 Instructional Annual Program Review for Physical Education
Financial Resources*

(*See administrative services for additional resources in these areas)

15. Where applicable, outline and explain any budget shortfalls for this discipline.

- At present, not including the FEC, we believe our instructional, non-instructional, and maintenance line item budgets are appropriate for PEH, PET, and PEH.
- With the notable exception of: the department does need curtains to be put up in the gym to support our pickleball classes. Curtains at the ground level and on the south facing high windows. We would like this budgetary expense to come from a college source not in our budget.
- PE Full-time assistant. Note a previous section explaining this.

16. If additional financial resources are needed, please describe how they will increase student success, retention, or completion.

The financial resources that are needed for the department which includes PET, PEH, PEF (including FEC), and PEA (Athletics) is the necessary step for LTCC to commit to a full-time PE Assistant. Our department met with VP's Deans, AD and explained its need and how it relates also to the above question. The rationale is stated earlier and its impact for LTCC students (athletics, fitness classes, fitness center)

2023 Instructional Annual Program Review for Physical Education

SWOT Analysis

17. What are the major strengths of your department?

Our educational and experiential backgrounds complement each other in scheduling, meeting, and providing instructional needs for our students both in the fitness and lecture classes.

18. In what ways could your department improve to better meet the needs of the College and support student success?

- Having a full-time PE support staff person – See Rationale in question about are staffing levels adequate?
- Curtains in the gym to support the pickleball classes due to outside light causing issues. Having this need met would be critical for these classes and student success and affect.

19. What are the biggest challenges your department may face in making these improvements?

- Biggest challenge is No full-time PE support staff person.   If we do not receive this "type' of position, PE and Athletics will always struggle to provide an appropriate working department. A part-time temporary or permanent position is not adequate. Finding an individual is difficult and not sustainable.
- Curtains in the gym. MnO is working on this at present.
- With G3 no longer available, Dance Studio space (spin bikes taking up a lot of room) may be a concern for our movement exercise and yoga classes. Scheduling this facility may at times be an issue when PE and Connect want to conduct classes. We have been able to work this out over time. However, situations change with time, yet priority has always been to the PE department.
- Registration – we receive numerous complaints on the difficulty and confusion of navigating passport and ccapply. They get so frustrated they give up and then don't want to bother driving into campus, parking, and registering in person. This hinders student enrollment for our department as noticed in pickleball, basketball, badminton, etc. Improvement in this area is not within our expertise.

20. Identify any other questions, comments, suggestions, or concerns you may have.

- Maintenance and Operation – updates on work and when completed would be helpful
- Continued vigilance on gym temperature regulation
- Continued discussion on maintaining G3 as a working classroom for PE and Athletics.

End

Lake Tahoe Community College

2023 Instructional Annual Program Review for Physics
Completed by Cathy Cox

You have been identified as the lead individual in your area, responsible for completing the Annual Program Review (APR) for the 2021-22 Academic Year. It is highly recommended that you collaborate with your peers or other departments/offices where appropriate as you complete this process. Additionally, please review the following documents and any budgets or data sets you may have received prior to moving forward. Please contact your supervisor if you believe you have been incorrectly identified to receive this survey.

LTCC's Vision, Mission, and Beliefs
Superintendent/President and Board of Trustees 2022-2024 Goals
Superintendent/President and Board of Trustees 2021-2023 Progress Update
LTCC's Student Equity Plan 2022-2025
Educational Master Plan 2018
Most Recent Comprehensive Program Reviews

Program data is available on a Tableau Cloud dashboard specifically created for Program Reviews. Note: User ID and password is needed to log into this dashboard. Contact IE at effectiveness@ltcc.edu if you require assistance.

The Annual Program Review is to be submitted using this web-based form by all departments. If you experience problems with the form or have any other questions, please contact Elizabeth Balint (balint@ltcc.edu or ext. 101) or Michael Bangs (mhbangs@ltcc.edu or ext. 190).

As you complete each question and section, your progress will be saved, allowing you to return to the form and continue without losing your progress if you cannot complete the document in one sitting.

The deadline for submitting this form is *3/4/23*.

2023 Annual Program Review for Physics

Please use this dashboard to complete the questions below

1. How many students (headcount) are served by the discipline?

    35 - 77

2. Using demographic data, identify the populations served by the discipline. Are there any inconsistencies? Does the population served reflect the population of the college? If not, why, and how can the discipline serve a population more reflective of our community?

    Regarding gender, greater than 50% of students are male. This is not consistent with college wide demographics. This can be addressed by introducing all students, particularly female students, to math and science courses in middle and high school. The new mathematics requirements, eliminating requirements for algebra, will continue to decimate enrollments in physics by removing pathways for students to discover their talents in math and science.
    The demographics provided for race are not inclusive. Many nationalities have been omitted. In comparing White Non-Hispanic, Hispanic, and Asian students the demographics for physics are in line with school wide demographics.
    Physics likely has a greater percentage of students older than 25 than college wide percentages. This is due to returning students who are preparing for graduate school and need a lab science course or sequence.

3. Using student success data, identify any trends in successful completion of courses.

    Student success in physics courses is excellent. Both male and female students are highly successful. I believe this is due prerequisite course requirements for all physics courses. If students pass their pre-requisite courses, they have a strong probability for success in subsequent courses. There were slightly lower success rates for Hispanic students in 2017-18. 2018-19 and 2019-20. These lower success rates were likely not statistically significant, but the fact that they was persistent was troubling. Again, keeping in mind that these data are likely not statistically significant, there has been improvement in 2020-21 (Hispanic succeeding at a higher rate than white) and again in 2021-22.

4. Are there particular courses students are struggling in?

    No Response.

5. Are there any demographics that are less likely to complete certain courses in the discipline?

    There were slightly lower success rates for Hispanic students in 2017-18. 2018-19 and 2019-20. These lower success rates were likely not statistically significant, but the fact that they was

persistent was troubling. Again, keeping in mind that these data are likely not statistically significant, there has been improvement in 2020-21 (Hispanic succeeding at a higher rate than white) and again in 2021-22.

6. What steps need to be taken to support students and the department in meeting its equity obligations?

No Response.

7. Are there any courses lacking Title V Updates? If so, how many and why?
(Please check your courses in eLumen for the most recent list of courses that require updates.)

Nothing in eLumin indicates that any physics courses are in need of Title IV updates.

2023 Annual Program Review for Physics

Course Scheduling

8. Describe the approach to scheduling in terms of offering a balance of Face to Face (F2F) and Online opportunities for students.

>   All physics courses are scheduled in the face-to-face modality. While there are numerous options for on-line biology and chemistry labs, online options for physics labs practically do not exist (and the few that do exist are not adequate for college education). The American Association of Physics Teachers concurs with my opinion, and do not recommend online courses in physics.

9. Are there any insights specific to this discipline regarding scheduling modality in terms of success rates, student retention, or course cancellations?

>   See above. Physics is a hands-on discipline and on-line courses are not recommended.

2023 Instructional Annual Program Review for Physics

Faculty*

*(*If there is a request for full-time faculty, please include that in the FHP Process.)*

10. Are the full-time faculty teaching the courses with the most face to face students? Why/why not?

   Yes, full time faculty teach most of teh courses in physics.

11. Are the full-time faculty teaching face-to-face courses? Why/why not?

   Yes

12. Are staffing levels adequate to fulfill the purpose of the program?

   The physics department is in need of one adjunct faculty. The department relies on math faculty to cover courses, and still falls short my a course or two.

13. What professional development opportunities have faculty in this discipline taken advantage of? Are there any unmet professional development needs?

   The faculty lead in physics regularly attends the Northern California / Nevada American Association of Physics Teachers conferences. I'm glad you're asking this questions, because I think it is tremendously important that faculty teaching in such a small, isolated school have the opportunity to meet with other educators.

2023 Instructional Annual Program Review for Physics

Student Learning Objective (SLO) Analysis *

(*Look for an email from the Dean of Instruction)

14. Looking at your top 2-3 capstone courses (i.e. 101s or major sequence courses), are there any SLOs for any particular courses that students are not successfully understanding? How do you plan to address this?

> There are numerous concepts presented in the introductory physics courses that are particularly challenging for students, but after homework, labs, quizzes and teamwork in class, there are rarely scores below 'moderate understanding', with 90% or better of students achieving 'complete' or 'strong understanding'.

2023 Instructional Annual Program Review for Physics

Financial Resources*

*(*See administrative services for additional resources in these areas)*

15. Where applicable, outline and explain any budget shortfalls for this discipline.

The Physics budget is adequate for yearly purchases of replacement equipment and consumable products. The physics department could use occasional one-time funds to purchase additional equipment to increase the number of laboratory experiments.

16. If additional financial resources are needed, please describe how they will increase student success, retention, or completion.

Several topics in the physics courses do not have corresponding lab experiments. Additional lab experiments, particularly for students with "hands on" learning styles, would be beneficial.

2023 Instructional Annual Program Review for Physics

SWOT Analysis

17. What are the major strengths of your department?

> Essentially all of the students taking physics courses at LTCC successfully transfer to 4 year institutions. Many report that they felt well prepared for university studies.

18. In what ways could your department improve to better meet the needs of the College and support student success?

> There are some technology items that would be beneficial. For example, an infrared camera for demonstrating optic principles, a 3-D printer (perhaps shared with the art department) for use in student projects, or new lab apparatus to add a few new experiments to the curriculum.

19. What are the biggest challenges your department may face in making these improvements?

> The challenges are budgetary. The Physics budget is adequate for ongoing needs, but one-time purchases are not regularly funded.

20. Identify any other questions, comments, suggestions, or concerns you may have.

> The biggest challenge for the physics department at this time is adequate staffing. We need one adjunct faculty. There has been success in the past recruiting faculty from the UNR graduate physics department, but no luck with that recently.

End

Lake Tahoe Community College

2023 Instructional Annual Program Review for Political Science
Completed by: Ali Bissonnette

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The deadline for submitting this form is *3/4/23*.

2023 Annual Program Review for Work Experience/Internship

Please use this dashboard to complete the questions below

1. How many students (headcount) are served by the discipline?

   Most recently, 237 students were served by the discipline (21-22) and it has steadily increased since 18-19 with a high point in 20-21 and some decline post-COVID.

2. Using <u>demographic data</u>, identify the populations served by the discipline. Are there any inconsistencies? Does the population served reflect the population of the college? If not, why, and how can the discipline serve a population more reflective of our community?

   The demographics of the discipline closely mirror the demographics of the college, even when disaggregated by modality.

3. Using <u>student success data</u>, identify any trends in successful completion of courses.
4. Are there <u>particular courses</u> students are struggling in?
5. Are there any <u>demographics</u> that are less likely to complete certain courses in the discipline?
6. What steps need to be taken to support students and the department in meeting its equity obligations?

   Overall success rates for the program are very high, but notably smaller for multi-race students, but the n is very small and therefore not indicative of a pattern. Latin(x) success rates are lower than that of white students in some years, but not consistently. Therefore, no trends are apparent. There are no particular courses that stand out as barriers to student success.

7. Are there any courses lacking Title V Updates? If so, how many and why?
(Please check your courses in eLumen for the most recent list of courses that require updates.)

   All Title V updates are complete.

2023 Annual Program Review for Work Experience/Internship

<u>**Course Scheduling**</u>

8. Describe the approach to scheduling in terms of offering a balance of Face to Face (F2F) and Online opportunities for students.

>   Courses have moved primarily online in the absence of FT faculty presence. Once we have FT faculty back in place, we will prioritize offering F2F courses in key GE areas as well as some of the transfer degree courses.

9. Are there any insights specific to this discipline regarding scheduling modality in terms of success rates, student retention, or course cancellations?

>   Success rates are significantly higher for F2F courses in this discipline. This is likely due to the smaller number of students, but is worth exploring further with new faculty in the classroom. This is true for all ethnic groups.

2023 Instructional Annual Program Review for Work Experience/Internship

<u>**Faculty***</u>
(*If there is a request for full-time faculty, please include that in the FHP Process.)

10. Are the full-time faculty teaching the courses with the most face to face students? Why/why not?

>   When we have FT faculty, yes.

11. Are the full-time faculty teaching face-to-face courses? Why/why not?

>   When we have FT faculty, yes.

12. Are staffing levels adequate to fulfill the purpose of the program?

>   At this time, we can staff the courses but only online

13. What professional development opportunities have faculty in this discipline taken advantage of? Are there any unmet professional development needs?

>   N/A

2023 Annual Program Review for Work Experience/Internship

Student Learning Objective (SLO) Analysis *

(*Look for an email from the Dean of Instruction)

14. Looking at your top 2-3 capstone courses (i.e. 101s or major sequence courses), are there any SLOs for any particular courses that students are not successfully understanding? How do you plan to address this?

N/A

Financial Resources*

(*See administrative services for additional resources in these areas)

15. Where applicable, outline and explain any budget shortfalls for this discipline.

N/A

16. If additional financial resources are needed, please describe how they will increase student success, retention, or completion.

Some funding would benefit the new faculty member in implementing civic engagement work on campus.

2023 Instructional Annual Program Review for Work Experience/Internship

SWOT Analysis

17. What are the major strengths of your department?

No Response.

18. In what ways could your department improve to better meet the needs of the College and support student success?

No Response.

19. What are the biggest challenges your department may face in making these improvements?

No Response.

20. Identify any other questions, comments, suggestions, or concerns you may have.

No Response.

Lake Tahoe Community College

2023 Instructional Annual Program Review for Religion
Completed by: Ali Bissonnette

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The deadline for submitting this form is *3/4/23*.

2023 Annual Program Review for Religion

Please use this dashboard to complete the questions below

1. How many students (headcount) are served by the discipline?

   Over 100 students per year are served by the discipline with a high in 19-20, and a steady decline to 101 since then.

2. Using demographic data, identify the populations served by the discipline. Are there any inconsistencies? Does the population served reflect the population of the college? If not, why, and how can the discipline serve a population more reflective of our community?

   Given that these courses are primarily GE courses, they mirror the college's representation, with a high number of black student involvement.

3. Using student success data, identify any trends in successful completion of courses.

   Overall success rates for these courses have steadily increased in the past 4 years from 74% to 80%. White students had higher success rates in 3 of the past 4 years, and white and hispanic students had higher success rates than their black peers in 3 out of the past 4 years. The differences are not staggering, and the gap appears to be closing. Black student success rates should be considered more closely as the rate of 53% in 21-22 is considerably lower than the success rate for white and Latin(x) students.

4. Are there particular courses students are struggling in?

   No Response.

5. Are there any demographics that are less likely to complete certain courses in the discipline?

   Overall success rates for these courses have steadily increased in the past 4 years from 74% to 80%. White students had higher success rates in 3 of the past 4 years, and white and hispanic students had higher success rates than their black peers in 3 out of the past 4 years. The differences are not staggering, and the gap appears to be closing. Black student success rates should be considered more closely as the rate of 53% in 21-22 is considerably lower than the success rate for white and Latin(x) students.

6. What steps need to be taken to support students and the department in meeting its equity obligations?

   No Response.

7. Are there any courses lacking Title V Updates? If so, how many and why?
(Please check your courses in eLumen for the most recent list of courses that require updates.)

All completed.

2023 Annual Program Review for Religion

Course Scheduling

8. Describe the approach to scheduling in terms of offering a balance of Face to Face (F2F) and Online opportunities for students.

> Courses are primarily offered online to gain enrollments, with on FF per year to offer that opportunity for students.

9. Are there any insights specific to this discipline regarding scheduling modality in terms of success rates, student retention, or course cancellations?

> Success rates for online courses tend to be higher than nF2F. Success rates for REL 107 tend to be lower. This is the course more consistently offered F2F.

2023 Instructional Annual Program Review for Religion

<u>Faculty*</u>

(*If there is a request for full-time faculty, please include that in the FHP Process.)

10. Are the full-time faculty teaching the courses with the most face to face students? Why/why not?

    N/A

11. Are the full-time faculty teaching face-to-face courses? Why/why not?

    N/A

12. Are staffing levels adequate to fulfill the purpose of the program?

    Yes

13. What professional development opportunities have faculty in this discipline taken advantage of? Are there any unmet professional development needs?

    N/A

2023 Instructional Annual Program Review for Religion

<u>**Student Learning Objective (SLO) Analysis ***</u>

(*Look for an email from the Dean of Instruction)

14. Looking at your top 2-3 capstone courses (i.e. 101s or major sequence courses), are there any SLOs for any particular courses that students are not successfully understanding? How do you plan to address this?

N/A

2023 Instructional Annual Program Review for Religion

<u>**Financial Resources***</u>

(*See administrative services for additional resources in these areas)

15. Where applicable, outline and explain any budget shortfalls for this discipline.

   N/A

16. If additional financial resources are needed, please describe how they will increase student success, retention, or completion.

   N/A

2023 Instructional Annual Program Review for Religion

SWOT Analysis

17. What are the major strengths of your department?

N/A

18. In what ways could your department improve to better meet the needs of the College and support student success?

N/A

19. What are the biggest challenges your department may face in making these improvements?

N/A

20. Identify any other questions, comments, suggestions, or concerns you may have.

N/A

End

Lake Tahoe Community College

2023 Instructional Annual Program Review for Sociology
Completed by Amber Tierney

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The deadline for submitting this form is *3/4/23*.

2023 Annual Program Review for Sociology

Please use this dashboard to complete the questions below

1. How many students (headcount) are served by the discipline?

   For the 2021-2022 A/Y: 900

2. Using demographic data, identify the populations served by the discipline. Are there any inconsistencies? Does the population served reflect the population of the college? If not, why, and how can the discipline serve a population more reflective of our community?

   The data for the sociology department parallel that of the larger college in terms of demographics of students served. Moreover, the sociology department actually includes a larger proportion of the overall student of color population at LTCC (Black, Latino/x, API, etc.) owning to the oversample of RSP students our department serves. The sociology department however, is keen to make sure that as a HSI, the student demographics in our classes represent that population. Latino/x students are our most represented demographic across the department.

3. Using student success data, identify any trends in successful completion of courses.

   The data show students, from all demographics, performing consistently well across the course offerings. Latino/x and white students constitute the largest overall percentages of our classes and have the highest average performance scores, with Black and Asian students close behind. The small Native American, Mixed Race, and "PI" samples make measuring their performance tricky.

4. Are there particular courses students are struggling in?

   No Response.

5. Are there any demographics that are less likely to complete certain courses in the discipline?

   The data show students, from all demographics, performing consistently well across the course offerings. Latino/x and white students constitute the largest overall percentages of our classes and have the highest average performance scores, with Black and Asian students close behind. The small Native American, Mixed Race, and "PI" samples make measuring their performance tricky.

6. What steps need to be taken to support students and the department in meeting its equity obligations?

   In order to make sure equity is being ensured in providing student support for these populations the sociology department will continue to provide excellent instruction, with representation from

faculty of color, and discuss important topics that intersect with race, SES background, and cultural factors.

7. Are there any courses lacking Title V Updates? If so, how many and why?
(Please check your courses in eLumen for the most recent list of courses that require updates.)

All courses have submitted the required Title V update, including a new course 107, that was not yet required.

2023 Annual Program Review for Sociology

Course Scheduling

8. Describe the approach to scheduling in terms of offering a balance of Face to Face (F2F) and Online opportunities for students.

> The full-time (FT) instructor offers the F2F courses in the department. However, owing to lack of local instructors in the area, they are the only instructor able to offer these courses. The FT instructor currently oversees about 9 adjuncts who assist with DE, EVE, and RSP courses.

9. Are there any insights specific to this discipline regarding scheduling modality in terms of success rates, student retention, or course cancellations?

> Our department has been very successful in offering HYB courses that fill to a very large capacity. In FA22 we has a HYB SO/ETH 107 course of 41 students.

> Additionally we are experimenting with new and innovative ways to offer more robust enrollments in F2F courses that better serve our student population. These innovations include rolling out late night F2F courses, for example. Additionally we are beginning to offering with 6/9/10 week late start DE courses that staggered with a duplicate course delivered in a more traditional DE or F2F modality. The department will also experiment with a ""weekend bootcamp"" course in SP24 in order to: a.) promote student life throughout the week, b.) create a flexible low-residency intense course to assist those looking for a F2F experience but with limited time, as well as to c.) make LTCC a destination campus location for those from out of town.

> We are contemplating sunsetting SOC 104 Deviance since the FT instructor will be offering SOC 106 as a new F2F offering in FA23.

2023 Instructional Annual Program Review for Sociology

Faculty*

*(*If there is a request for full-time faculty, please include that in the FHP Process.)*

10. Are the full-time faculty teaching the courses with the most face to face students? Why/why not?

> Yes, the one FT faculty is teaching all F2F courses offered in the dept. Since the FT faculty is teaching all F2F offerings they are also teaching the courses with the most F2F students. The F2F offerings have been successfully enrolling.

11. Are the full-time faculty teaching face-to-face courses? Why/why not?

> Yes, the FT faculty is teaching F2F courses.

12. Are staffing levels adequate to fulfill the purpose of the program?

> Yes, the SOC dept has some of the largest enrollments on campus. In the 2021/2022 A/Y the SOC department has about 900 students for only one FT faculty member. In terms of non-RSP students - the current headcount for the SOC dept W123 is ~290. The FT facutly member led all efforts to recruit, train, and hired 9 new part time faculty since their tenure at LTCC.

13. What professional development opportunities have faculty in this discipline taken advantage of? Are there any unmet professional development needs?

> The part-time and FT faculty have participated in a number of RSP instructor trainings, hosted by LTCC, CDCR, and Rising Scholars. The FT has also participated in trainings related to DEI, tech/Canvas, inclusive syllabus creation training, and data analysis training.

> The FT faculty is overseeing all new instructor training for RSP adjuncts as well as a program to rewrite all curriculum for the department.

> The FT faculty has also published a journal article in their discipline.

> There are no unmet professional needs.

2023 Instructional Annual Program Review for Sociology

Student Learning Objective (SLO) Analysis *

(*Look for an email from the Dean of Instruction)

14. Looking at your top 2-3 capstone courses (i.e. 101s or major sequence courses), are there any SLOs for any particular courses that students are not successfully understanding? How do you plan to address this?

> The part-time and FT faculty have participated in a number of RSP instructor trainings, hosted by LTCC, CDCR, and Rising Scholars. The FT has also participated in trainings related to DEI, tech/Canvas, inclusive syllabus creation training, and data analysis training.
>
> The FT faculty is overseeing all new instructor training for RSP adjuncts as well as a program to rewrite all curriculum for the department.
>
> The FT faculty has also published a journal article in their discipline.
>
> There are no unmet professional needs.

2023 Instructional Annual Program Review for Sociology

Financial Resources*

(*See administrative services for additional resources in these areas)

15. Where applicable, outline and explain any budget shortfalls for this discipline.

There are no anticipated budget shortfalls for the SOC dept.

16. If additional financial resources are needed, please describe how they will increase student success, retention, or completion.

N/A

2023 Instructional Annual Program Review for Sociology

SWOT Analysis

17. What are the major strengths of your department?

Our department has greatly expanded in the last several years, this is due in part to a number of strengths. First, SOC regularly engages and is centered around real world events and subjects. For example, our Race/Ethnic Relations class has been very popular, largely because it addresses controversial, personal, and complex subjects in the daily news head lines as they relate to U.S. race relations. Since getting this course approved for Area F designation, it has been a very popular and full course. Next, SOC is an accessible discipline by nature and we have recruited instructors who embrace making the material as digestible and practical as they can for everyday application in students lives. The SOC dept also has made efforts to hire a diverse faculty pool in order to promote descriptive representation in practice. Third, the sociology department has been growing our offerings in terms of courses and modalities in order to meet the needs of students. Finally, the SOC dept., in tandem with other faculty stakeholders, has undertaken a complete overhaul of the RSP program curriculum to improve existing offerings and ensure excellence. The SOC dept is proud of the degree we serve to our students studying while currently incarcerated.

18. In what ways could your department improve to better meet the needs of the College and support student success?

- We can complete the RSP curriculum rewrite program in order to improve the overall SOC AA-T experience and quality of instruction.
- We can work to build new and exciting classes that speak to student wishes and needs. We hope to launch a Social Justice certificate that will include new cross-listed courses. This certificate could also be offered to our RSP students who do not always complete the AA-T, but could then walk away with a certificate.

19. What are the biggest challenges your department may face in making these improvements?

Time and labor. With a current headcount of ~900 and ~300 non-RSP, is is difficult for one FT instructor to oversee the large and growing department. The FT instructor inherited a dept with fewer part time instructors than could staff the current courses. The FT instructor spent a substantial amount of their first year recruiting, hiring, and training new faculty (8). The large and growing dept. that also services RSP, requires constant part time instructor recruitment, which is time consuming for an already stretched single FT instructor.

20. Identify any other questions, comments, suggestions, or concerns you may have.

See above

End

Lake Tahoe Community College

2023 Instructional Annual Program Review for Speech
Completed by Ali Bissonnette

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2023 Annual Program Review for Speech

Please use this dashboard to complete the questions below

1. How many students (headcount) are served by the discipline?

   350-415 students are served annually by the program in the past three years.

2. Using demographic data, identify the populations served by the discipline. Are there any inconsistencies? Does the population served reflect the population of the college? If not, why, and how can the discipline serve a population more reflective of our community?

   Demographics mirror that of the college as these are key GE courses. Equity and Promise students take these courses in increasing numbers.

3. Using student success data, identify any trends in successful completion of courses.

   Overall success rates have dropped from 79% to 73% in the past 4 years, with a low during COVID (2020-2021) of 69%. White students have consistently higher rates of success than their black peers, but generally closely track success rates of their Latin(x) peers. Strikingly, during COVID (2020-2021) the success rates in F2F Speech for Latin(x) students dropped to 14%, while success rates for white students was at 100%. The n is small, but this may be indicative of the disproportionate impact of COVID-19 on the Latin(x) population.

   SPE 101 seems to have consistently higher success rates than SPE 102. SPE 102 may be deactivated moving forward due to low enrollment.

4. Are there particular courses students are struggling in?

   SPE 101 seems to have consistently higher success rates than SPE 102. SPE 102 may be deactivated moving forward due to low enrollment.

5. Are there any demographics that are less likely to complete certain courses in the discipline?

   Strikingly, during COVID (2020-2021) the success rates in F2F Speech for Latin(x) students dropped to 14%, while success rates for white students was at 100%. The n is small, but this may be indicative of the disproportionate impact of COVID-19 on the Latin(x) population.

6. What steps need to be taken to support students and the department in meeting its equity obligations?

   No Response.

7. Are there any courses lacking Title V Updates? If so, how many and why?
(Please check your courses in eLumen for the most recent list of courses that require updates.)

     Three need to be completed by PT faculty.

2023 Annual Program Review for Speech

Course Scheduling

8. Describe the approach to scheduling in terms of offering a balance of Face to Face (F2F) and Online opportunities for students.

>   When possible SPE 101 is offered F2F. This is often a challenge due to a lack of local instructors MQd in the discipline. It has therefore been online more than it should be, given student demand for F2F in this key GE area.

9. Are there any insights specific to this discipline regarding scheduling modality in terms of success rates, student retention, or course cancellations?

>   There are no obvious trends in terms of modality success rates.

2023 Instructional Annual Program Review for Speech

Faculty*
*(*If there is a request for full-time faculty, please include that in the FHP Process.)*

10. Are the full-time faculty teaching the courses with the most face to face students? Why/why not?

    N/A

11. Are the full-time faculty teaching face-to-face courses? Why/why not?

    N/A

12. Are staffing levels adequate to fulfill the purpose of the program?

    No PT faculty to fill F2F courses.

13. What professional development opportunities have faculty in this discipline taken advantage of? Are there any unmet professional development needs?

    N/A

2023 Instructional Annual Program Review for Speech

<u>Student Learning Objective (SLO) Analysis *</u>

(*Look for an email from the Dean of Instruction)

14. Looking at your top 2-3 capstone courses (i.e. 101s or major sequence courses), are there any SLOs for any particular courses that students are not successfully understanding? How do you plan to address this?

N/A

2023 Instructional Annual Program Review for Speech

<u>Financial Resources</u>*

(*See administrative services for additional resources in these areas)

15. Where applicable, outline and explain any budget shortfalls for this discipline.

    N/A

16. If additional financial resources are needed, please describe how they will increase student success, retention, or completion.

    N/A

2023 Instructional Annual Program Review for Speech

SWOT Analysis

17. What are the major strengths of your department?

    N/A

18. In what ways could your department improve to better meet the needs of the College and support student success?

    Finding more MQd faculty or EQing faculty who can teach F2F

19. What are the biggest challenges your department may face in making these improvements?

    N/A

20. Identify any other questions, comments, suggestions, or concerns you may have.

    N/A

End

Lake Tahoe Community College

2023 Instructional Annual Program Review for Studio Arts
Completed by Yerian Brian

You have been identified as the lead individual in your area, responsible for completing the Annual Program Review (APR) for the 2021-22 Academic Year. It is highly recommended that you collaborate with your peers or other departments/offices where appropriate as you complete this process. Additionally, please review the following documents and any budgets or data sets you may have received prior to moving forward. Please contact your supervisor if you believe you have been incorrectly identified to receive this survey.

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The deadline for submitting this form is *3/4/23*.

2023 Annual Program Review for Studio Arts

Please use this dashboard to complete the questions below

1. How many students (headcount) are served by the discipline?

    192

2. Using <u>demographic data</u>, identify the populations served by the discipline. Are there any inconsistencies? Does the population served reflect the population of the college? If not, why, and how can the discipline serve a population more reflective of our community?

    I see no inconsistencies and the population served by the art department reflects the college's population.

3. Using <u>student success data</u>, identify any trends in successful completion of courses.

    No Response.

4. Are there <u>particular courses</u> students are struggling in?

    I don't see any particular course that students are abnormally struggling with.

5. Are there any <u>demographics</u> that are less likely to complete certain courses in the discipline?

    I don't see any demographic that is less likely to complete certain courses.

6. What steps need to be taken to support students and the department in meeting its equity obligations?

    No Response.

7. Are there any courses lacking Title V Updates? If so, how many and why?
(Please check your courses in eLumen for the most recent list of courses that require updates.)

    I am not able to locate a list of courses in Elumen that require Titile V updates, so am not able to answer this question.

2023 Annual Program Review for Studio Arts

Course Scheduling

8. Describe the approach to scheduling in terms of offering a balance of Face to Face (F2F) and Online opportunities for students.

    We only offer 3-5 Art history courses online annually. All other courses in the art department are in person due to the nature of the courses.

9. Are there any insights specific to this discipline regarding scheduling modality in terms of success rates, student retention, or course cancellations?

    No Response.

2023 Instructional Annual Program Review for Studio Arts

Faculty*

(*If there is a request for full-time faculty, please include that in the FHP Process.)

10. Are the full-time faculty teaching the courses with the most face to face students? Why/why not?

This depends on the particular quarter and what classes FT faculty is teaching and what the enrollment numbers become in all classes that quarter in the department, and then the next quarter changes and all variables change as well.

11. Are the full-time faculty teaching face-to-face courses? Why/why not?

Yes, because of the nature of the courses FT faculty teach.

12. Are staffing levels adequate to fulfill the purpose of the program?

No!

13. What professional development opportunities have faculty in this discipline taken advantage of? Are there any unmet professional development needs?

Attend annual art conferences.

Not at this time.

2023 Instructional Annual Program Review for Studio Arts

Student Learning Objective (SLO) Analysis *

(*Look for an email from the Dean of Instruction)

14. Looking at your top 2-3 capstone courses (i.e. 101s or major sequence courses), are there any SLOs for any particular courses that students are not successfully understanding? How do you plan to address this?

No Response.

2023 Instructional Annual Program Review for Studio Arts

<u>Financial Resources*</u>

*(*See administrative services for additional resources in these areas)*

15. Where applicable, outline and explain any budget shortfalls for this discipline.

    No Response.

16. If additional financial resources are needed, please describe how they will increase student success, retention, or completion.

    No Response.

2023 Instructional Annual Program Review for Studio Arts

SWOT Analysis

17. What are the major strengths of your department?

No Response.

18. In what ways could your department improve to better meet the needs of the College and support student success?

No Response.

19. What are the biggest challenges your department may face in making these improvements?

No Response.

20. Identify any other questions, comments, suggestions, or concerns you may have.

No Response.

Lake Tahoe Community College

2023 Instructional Annual Program Review for Theatre Arts
Completed by: Ali Bissonnette

You have been identified as the lead individual in your area, responsible for completing the Annual Program Review (APR) for the 2021-22 Academic Year. It is highly recommended that you collaborate with your peers or other departments/offices where appropriate as you complete this process. Additionally, please review the following documents and any budgets or data sets you may have received prior to moving forward. Please contact your supervisor if you believe you have been incorrectly identified to receive this survey.

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As you complete each question and section, your progress will be saved, allowing you to return to the form and continue without losing your progress if you cannot complete the document in one sitting.

The deadline for submitting this form is *3/4/23*.

2023 Annual Program Review for Theatre Arts

Please use this dashboard to complete the questions below

1. How many students (headcount) are served by the discipline?

     25 in the most recent academic year

2. Using demographic data, identify the populations served by the discipline. Are there any inconsistencies? Does the population served reflect the population of the college? If not, why, and how can the discipline serve a population more reflective of our community?

     The students pursing theater courses have always been and remain primarily white. This is not reflective of the college population. I think that to truly change the dynamic happening in the theater department we need to rebuild the theater department with consistent part time faculty leadership that is inclusive and strategic in efforts to diversity and expand access to theater arts.

3. Using student success data, identify any trends in successful completion of courses.
4. Are there particular courses students are struggling in?
5. Are there any demographics that are less likely to complete certain courses in the discipline?
6. What steps need to be taken to support students and the department in meeting its equity obligations?

     Given the very low number of students in these courses, demographic success rates are difficult to determine. As mentioned above, diversifying the students in theater would be the first step.

7. Are there any courses lacking Title V Updates? If so, how many and why?
(Please check your courses in eLumen for the most recent list of courses that require updates.)

     There are 11 courses that need to either be deactivated or updated in eLumen. This is due to the lack of full time presence in the department and lack of consistent part time faculty.

2023 Annual Program Review for Theatre Arts

Course Scheduling

8. Describe the approach to scheduling in terms of offering a balance of Face to Face (F2F) and Online opportunities for students.

> At this point, we are trying to rebuild the theater program by offering online film and history courses, while keeping acting as an elective to drive students towards participation in the musical.

9. Are there any insights specific to this discipline regarding scheduling modality in terms of success rates, student retention, or course cancellations?

> N/A.

2023 Instructional Annual Program Review for Theatre Arts

Faculty*

*(*If there is a request for full-time faculty, please include that in the FHP Process.)*

10. Are the full-time faculty teaching the courses with the most face to face students? Why/why not?

   N/A

11. Are the full-time faculty teaching face-to-face courses? Why/why not?

   N/A

12. Are staffing levels adequate to fulfill the purpose of the program?

   As long as we have one consistent Part-time F2F instructor, we can continue the program.

13. What professional development opportunities have faculty in this discipline taken advantage of? Are there any unmet professional development needs?

   N/A

2023 Instructional Annual Program Review for Theatre Arts

<u>**Student Learning Objective (SLO) Analysis ***</u>

(*Look for an email from the Dean of Instruction)

10. Looking at your top 2-3 capstone courses (i.e. 101s or major sequence courses), are there any SLOs for any particular courses that students are not successfully understanding? How do you plan to address this?

N/A

2023 Instructional Annual Program Review for Theatre Arts

<u>Financial Resources*</u>

(*See administrative services for additional resources in these areas)

10. Where applicable, outline and explain any budget shortfalls for this discipline.

   N/A

11. If additional financial resources are needed, please describe how they will increase student success, retention, or completion.

   N/A

2023 Instructional Annual Program Review for Theatre Arts

SWOT Analysis

12. What are the major strengths of your department?

> LTCC has a beautiful and working theater, props and costumes. We have access to films through the library for film history classes.

13. In what ways could your department improve to better meet the needs of the College and support student success?

> Build a cohort of students who are actively participating in shows to increase student engagement on campus.

14. What are the biggest challenges your department may face in making these improvements?

> Student demand for courses.

15. Identify any other questions, comments, suggestions, or concerns you may have.

> N/A

End

2023 Instructional Annual Program Review for Work Experience/Internship
Completed by: Amber Goligoski

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The deadline for submitting this form is *3/4/23*.

2023 Annual Program Review for Work Experience/Internship

Please use this dashboard to complete the questions below

1. How many students (headcount) are served by the discipline?

   No Response.

2. Using demographic data, identify the populations served by the discipline. Are there any inconsistencies? Does the population served reflect the population of the college? If not, why, and how can the discipline serve a population more reflective of our community?

   No Response.

3. Using student success data, identify any trends in successful completion of courses.

   No Response.

4. Are there particular courses students are struggling in?

   No Response.

5. Are there any demographics that are less likely to complete certain courses in the discipline?

   No Response.

6. What steps need to be taken to support students and the department in meeting its equity obligations?

   No Response.

7. Are there any courses lacking Title V Updates? If so, how many and why?
   (Please check your courses in eLumen for the most recent list of courses that require updates.)

   No Response.

2023 Annual Program Review for Work Experience/Internship

Course Scheduling

8. Describe the approach to scheduling in terms of offering a balance of Face to Face (F2F) and Online opportunities for students.

     No Response.

9. Are there any insights specific to this discipline regarding scheduling modality in terms of success rates, student retention, or course cancellations?

     No Response.

2023 Instructional Annual Program Review for Work Experience/Internship

<u>**Faculty***</u>

(*If there is a request for full-time faculty, please include that in the FHP Process.)

10. Are the full-time faculty teaching the courses with the most face to face students? Why/why not?

 No Response.

11. Are the full-time faculty teaching face-to-face courses? Why/why not?

 No Response.

12. Are staffing levels adequate to fulfill the purpose of the program?

 No Response.

13. What professional development opportunities have faculty in this discipline taken advantage of? Are there any unmet professional development needs?

 No Response.

2023 Instructional Annual Program Review for Work Experience/Internship

<u>Student Learning Objective (SLO) Analysis *</u>

(*Look for an email from the Dean of Instruction)

14. Looking at your top 2-3 capstone courses (i.e. 101s or major sequence courses), are there any SLOs for any particular courses that students are not successfully understanding? How do you plan to address this?

      No Response.

2023 Instructional Annual Program Review for Work Experience/Internship

Financial Resources*

(*See administrative services for additional resources in these areas)

15. Where applicable, outline and explain any budget shortfalls for this discipline.

   No Response.

16. If additional financial resources are needed, please describe how they will increase student success, retention, or completion.

   No Response.

2023 Instructional Annual Program Review for Work Experience/Internship

SWOT Analysis

17. What are the major strengths of your department?

No Response.

18. In what ways could your department improve to better meet the needs of the College and support student success?

No Response.

19. What are the biggest challenges your department may face in making these improvements?

No Response.

20. Identify any other questions, comments, suggestions, or concerns you may have.

No Response.

Lake Tahoe Community College

2023 Instructional Annual Program Review for World Languages
Completed by Sara Pierce

You have been identified as the lead individual in your area, responsible for completing the Annual Program Review (APR) for the 2021-22 Academic Year. It is highly recommended that you collaborate with your peers or other departments/offices where appropriate as you complete this process. Additionally, please review the following documents and any budgets or data sets you may have received prior to moving forward. Please contact your supervisor if you believe you have been incorrectly identified to receive this survey.

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The deadline for submitting this form is *3/4/23*.

2023 Annual Program Review for World Languages

Please use this dashboard to complete the questions below

1. How many students (headcount) are served by the discipline?

   750

2. Using demographic data, identify the populations served by the discipline. Are there any inconsistencies? Does the population served reflect the population of the college? If not, why, and how can the discipline serve a population more reflective of our community?

   No inconsistencies, we designed an AAT degree with our Spanish population in consideration.

3. Using student success data, identify any trends in successful completion of courses.

   No Response.

4. Are there particular courses students are struggling in?

   No particular courses with struggles.

5. Are there any demographics that are less likely to complete certain courses in the discipline?

   No Response.

6. What steps need to be taken to support students and the department in meeting its equity obligations?

   We are student centered and we communicate ahead with students that need extra support.

7. Are there any courses lacking Title V Updates? If so, how many and why?
(Please check your courses in eLumen for the most recent list of courses that require updates.)

   No, all Title V are updated.

2023 Annual Program Review for World Languages

Course Scheduling

8. Describe the approach to scheduling in terms of offering a balance of Face to Face (F2F) and Online opportunities for students.

> Our approach to scheduling is to prioritize and offer face to face options for all the classes we have on the schedule for both Spanish tracks, ASL, and JPN. We also consider students' needs and the flexibility of online learning and we offer options online.

9. Are there any insights specific to this discipline regarding scheduling modality in terms of success rates, student retention, or course cancellations?

> In the WL department we have good student retention in face to face and online courses. Most of the students complete their classes successfully.
> We redesigned the Spanish Degree and we will ensure we have offered these classes in a face to face format.

2023 Instructional Annual Program Review for World Languages

Faculty*

*(*If there is a request for full-time faculty, please include that in the FHP Process.)*

10. Are the full-time faculty teaching the courses with the most face to face students? Why/why not?

> Yes, the full time faculty are always teaching the courses with most face to face students. Because we know the presence of full time faculty in the classroom is a priority.

11. Are the full-time faculty teaching face-to-face courses? Why/why not?

> Yes, the full time faculty are always schedule to teach face to face courses. We are looking for creative ways to increase students in face to face courses.

12. Are staffing levels adequate to fulfill the purpose of the program?

> Yes.

13. What professional development opportunities have faculty in this discipline taken advantage of? Are there any unmet professional development needs?

> Faculty take advantage of all the trainings that LTCC offers, both full time faculty are POCR certified. We also attend webinars pertaining to our disciplines.

2023 Instructional Annual Program Review for World Languages

Student Learning Objective (SLO) Analysis *

(*Look for an email from the Dean of Instruction)

14. Looking at your top 2-3 capstone courses (i.e. 101s or major sequence courses), are there any SLOs for any particular courses that students are not successfully understanding? How do you plan to address this?

In Spanish 202, most students have a complete understanding of SLOs, with a small number showing moderate to strong understanding. A change that has already been implemented to improve students' understanding of SLO 1 regarding "Siglo de Oro" was a quiz right after the lesson to make sure students were viewing the lecture. Sometimes students go through the modules too quickly if they see there is no immediate assessment. To improve this SLO even more, we plan on a video recap the week the essay is due and/or require a rough draft of the essay a couple of weeks prior. For SLO 2, where students demonstrate oral fluency in the target language, getting students to talk has been a challenge. Implementing smaller pass/fail assignments each week to build confidence is something we plan in future classes.

In Spanish 203, most SLOs could see improvement. Some of the changes that have already been implement in other classes with success were adding short videos about the expectations for each week. More short formative assignments could also help students stay on track.

2023 Instructional Annual Program Review for World Languages

Financial Resources*

(*See administrative services for additional resources in these areas)

15. Where applicable, outline and explain any budget shortfalls for this discipline.

NA

16. If additional financial resources are needed, please describe how they will increase student success, retention, or completion.

NA

2023 Instructional Annual Program Review for World Languages

SWOT Analysis

17. What are the major strengths of your department?

We are an outstanding team of educators, we work together, we communicate effectively and we guide and mentor all our adjuncts (We have a Canvas shell for our adjuncts to share resources and advice). We are a team!
We are student centered and understand the importance to listen to their voices.

18. In what ways could your department improve to better meet the needs of the College and support student success?

We are working on creative ways to increase our face to face student numbers. We are looking at ways that we can collaborate with different programs at LTCC.

19. What are the biggest challenges your department may face in making these improvements?

The biggest challenge is to maintain a balance between face to face courses and online courses.

20. Identify any other questions, comments, suggestions, or concerns you may have.

currently the most pressing concern is identifying adjuncts able to meet the minimum quals for teaching Guitar. We had identified an adjunct who taught it for us in Fall 2022, but then decided not continue. We have someone available who has taught it EVE

End