

# Annual Report to the LCCC Board of Trustees Program Review Activity for the 2016-2017 Cycle (December 6, 2017)

## Executive Summary

### INTRODUCTION

This is the third consecutive LCCC Academic Program Review Annual Report since the creation of procedure 10.2P. The eleven programs that participated in this third annual cycle used a new template that an ad hoc committee of faculty developed in spring of 2016. Faculty representing all four schools, along with the VPAA and AVP of Institutional Effectiveness, worked over a period of three months to revise both the template and the corresponding program review rubric. The current 2017-2018 program review cycle is now using this same template with minor revisions that 2016-2017 faculty participants identified.

This annual report includes 1. Executive summary, 2. Main report, and 3. Appendices including A. the eleven program's executive summaries, B. the Academic Program Review Rubric with institution-wide ratings, C. a listing of best practices that emerged from the review experiences, and D. the Board's program objectives along with description of how the current review process aligns with those objectives. Readers of this report are encouraged to review the eleven programs' executive summaries in Appendix A to learn summary information about these programs, including a program overview, program discoveries, and description of the action plans they will be implementing over the coming years to develop improvements identified as a result of the program review.

The Board of Trustees have identified Academic Program Review as the primary mechanism to assess program quality, facilitate program improvement and development, measure student learning outcomes, and inform continuous improvement (10.2). The college's current program review process aligns with the Board's four program review objectives that follow:

- A. Generate meaningful knowledge about how well academic programs are contributing to the attainment of the College's mission;
- B. Provide for regular evaluation of each academic program with enough frequency to establish a cycle of planning and assessment for continuous improvement;
- C. Incorporate objective input, process, and outcomes components to provide a holistic perspective of programs' current efficacy and guide planning for improvement; and
- D. Lead to the development of actionable and appropriate plans for program improvement.

### OUTPUT OF PROGRAM REVIEW

Because this 2016-2017 program review cycle used a new template, it provides the institution with a performance base line of program performance that future review cycles can be compared against. LCCC's program review process generates output characteristics that support the Board's above four objectives. The majority of the report provides descriptions of each of the below ten characteristics.

#### LCCC Program Review Output Characteristics

1. Demonstration of program alignment with LCCC mission;
2. Listings of values, program level learning competencies, and operational outcomes that guide program actions;

3. Program awareness of and responsiveness to stakeholder needs;
4. Time-trend rubric ratings of self-study sections that reveal institution-level strengths and areas for added improvement;
5. Evidence that programs are collecting and analyzing data to verify current practices and to inform planning for continuous improvement;
6. Attainment of program planning (learning competencies and operational outcomes) and documentation of program improvements made over the last five years;
7. Program action planning that responds to program discoveries of low performing areas and directs activity for strengthening these areas and/or for adding new capacity;
8. Program follow-up action planning intended for strengthening areas that peer-review identified for added attention;
9. Faculty engagement with strengthening program quality through internal peer-review; and
10. Best practices of program performance for sharing with the campus community.

**SUMMARY OF PROGRAM REVIEW FINDINGS: STRENGTHS, CONCERNS, OPPORTUNITIES, & CHALLENGES**  
The eleven programs demonstrated considerable variation among their descriptions of findings. See the executive summaries for extensive listings (Appendix A). Still, some commonality among items did exist. The growing mention of program self-evaluation capacity and robustness of feedback systems was encouraging, both in the strengths and opportunities categories. Such accounts did not appear in the first and second program review cycles. Our faculty members are LCCC's most valued institutional asset available to students, and this was reflected in this section. More programs identified their new advisory committees as a strength. Top concerns were low enrollment, keeping up with technology change in the workplace, state budget shortages, and limited workforce with two programs having no full-time faculty.

#### **ACTION PLAN ACTIVITY THAT RESPONDS TO PROGRAM REVIEW FINDINGS**

The eleven programs participating in the 2016-2017 review process produced 24 action plan goals for an average of 2.18 plans per program compared to three plans per program in 2015-16 and two plans per program for 2014-15. Programs formed the majority of these plans based on either the concerns or challenges listed in the Summary of Program Review Findings section.

The current focus of the institution is centered on Focus 2017-2020. The 24 action plans align to Focus Area One: Student Success. Nine of the 24 action plans related to Clarify: Completion Agenda for the 21st Century. The remaining action plans were distributed somewhat evenly among Help Students Stay on Path, Ensure that Students Are Learning, and Strategic Enrollment Management.

#### **PROGRAM REVIEW'S ROLE IN THE COLLEGE'S PARTICIPATION IN AQIP (Higher Learning Commission)**

The Higher Learning Commission (HLC) peer-reviewers evaluated LCCC's System's Portfolio and delivered a Systems Appraisal Feedback Report in February 2015. The reviewers provided the institution with maturity ratings of "systematic" for most of the college's operational process descriptions but rated the institution at the lower level of "reacting" for capacity to evaluate those processes and develop data showing the performance of institutional processes. In addition, the reviewers rated the institution's capacity to identify data-driven improvements and consistently use data-driven decision-making at the

“reacting” level. A “reacting” rating was also given for the institution’s ability to provide evidence for meeting stakeholder needs.

Strengthening institutional performance on responding to stakeholder needs, programs participating in this 2016-2017 cycle produced a relatively high number of best practices in the response to stakeholders section as displayed in the Best Practice Locator (Appendix C). In addition, more programs identified their feedback systems, assessment planning, and data production/analysis as program strengths or opportunities. With each new program review cycle, action planning is being more directly driven by data analysis. However, the pace of this transition needs to accelerate. Some programs are not responding to annual peer review feedback in their assessment plans. Consecutive data reporting cycles are passing by without consistent program participation. There are still doubts among faculty about the integrity of the institutional competencies data. For common course assessment of institutional competencies, significant work remains to be done in firming up the alignment of course assignments to rubric traits along with norming of faculty ratings on rubrics.

## CONCLUSION

The lack of program self-evaluation infrastructure and low program planning activity that existed on campus until a few years ago continues to slow the progress that is being made among programs to engage in a more mature continuous improvement process. However, most program faculty that have undergone a recent cycle of program review are beginning see the relationships between annual assessment planning, program review, strategic data gathering, action planning and how they are mutually supportive. The faculty completing program reviews are more likely to understand which data to value and where to find them. This empowers them to explore their programs’ performance in more insightful ways.

For many faculty, the knowledge of how to use data for improvement is still evasive, but the broad sharing of information occurring during faculty engagement with program review, and the expanding data resources on the IR Eagles Eye website is steadily broadening organizational learning in this area. Already the IR staff is preparing to unleash the data visualization power of Tableau on campus. As early as spring 2018, pilot dashboards will emerge. Soon, more faculty will be able to research their own program’s performance without requesting data reports from IR. Additionally, data resources at the state level are making performance benchmarking much more realistic for programs.

The upcoming work for re-accreditation from HLC gives the institution a chance to demonstrate some of the improvements made to LCCC’s self-evaluation processes over the last eight years. At the same time, it also provides the campus with an opportunity to be introspective and seek ways to streamline our processes without losing the benefits, and to add integrity to the knowledge faculty and staff expect to glean from such processes.

What is known for certain is that the programs participating in this 2016-2017 program review cycle have performed extremely well in meeting the institution’s expectations for continuous improvement. These programs are at varying states of self-evaluation maturity; however, they all demonstrated a courageous will to participate sincerely in the institution’s continuous improvement journey.

## Program Review Activity for the 2016-2017 Cycle (December 6, 2017) Main Body of the Report

### INTRODUCTION

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This annual report includes 1. Executive summary, 2. Main report, and 3. Appendices including A. the eleven program's executive summaries, B. the Academic Program Review Rubric with institution-wide ratings, C. a listing of best practices that emerged from the review experiences, and D. the Board's program objectives along with description of how the current review process aligns with those objectives. Readers of this report are encouraged to review the eleven programs' executive summaries in Appendix A to learn summary information about these programs, including a program overview and description of the action plans they will be implementing over the coming years to develop improvements identified as a result of the program review.

The Board of Trustees have identified Academic Program Review as the primary mechanism to assess program quality, facilitate program improvement and development, measure student learning outcomes, and inform continuous improvement (10.2). The college's current program review process aligns with the Board's four program review objectives that follow:

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- C. Incorporate objective input, process, and outcomes components to provide a holistic perspective of programs' current efficacy and guide planning for improvement; and
- D. Lead to the development of actionable and appropriate plans for program improvement.

Annually, the results of the current year's program reviews should be provided to the Board of Trustees in enough detail to ensure the process the President deploys for academic program review meets these objectives.

### OUTPUT OF PROGRAM REVIEW

Because this 2016-2017 program review cycle used a new template, it provides the institution with a performance base line of program performance that future review cycles can be compared against. LCCC's program review process generates output characteristics that support the Board's above four objectives. The majority of the report provides description of each of the below ten characteristics.

### LCCC Program Review Output Characteristics

1. Demonstration of program alignment with LCCC mission;
2. Listings of values, program level learning competencies, and operational outcomes that guide program actions;
3. Program awareness of and responsiveness to stakeholder needs;
4. Time-trend rubric ratings of self-study sections that reveal institution-level strengths and areas for added improvement;
5. Evidence that programs are collecting and analyzing data to verify current practices and to inform planning for continuous improvement;
6. Attainment of program planning (learning competencies and operational outcomes) and documentation of program improvements made over the last five years;
7. Program action planning that responds to program discoveries of low performing areas and directs activity for strengthening these areas and/or for adding new capacity;
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10. Best practices of program performance for sharing with the campus community.

#### 1. Demonstration of program alignment with LCCC mission

The program review self-study template requires programs to describe how their missions or activity support the LCCC mission statement. These sections are peer-reviewed for alignment consistency. In addition, the self-study template prompts programs to list their program-level student learning competencies and operational effectiveness outcomes, which demonstrate alignment to the LCCC mission components of student preparation, a transfer program, or a workforce program. Programs demonstrate how they support the institution's mission theme of transforming students' lives in self-study sections treating curriculum design, instructional delivery, and assessment plan strategy descriptions that explain how programs prepare students to learn the program-level competencies.

#### 2. Listings of values, program level learning competencies, and operational outcomes that guide program actions

All programs provided listings of values and explained how they guide formation of their learning competencies, and operational outcomes. Below is a listing of values from the Education program. The values drive program activity from year to year and consistent attainment of these values determines the quality of a program.

#### The Education program values

**Excellence in Instruction:** The Education Program strongly believes that modeling excellence in instruction is one of the best tools available in creating excellent instructors. Education faculty do this by

1. Applying current research (Marzano, Pickering, & Pollock, 2001) to student knowledge by having students observe, evaluate, and reflect on current best practices within the coursework.
2. Using a variety of instructional methods to model effective teaching strategies.
3. Meeting regularly to ensure that all Education students experience fair, uniform, and consistent expectations.

**Service to Students:** The Education Program consistently provides a high level of service to students because the Education Program "Desires to Make a Difference" and desires to help students "create better lives and better communities," (LCCC Strategic Plan 2013-2020). Education faculty do this by

1. Being available to students for support and advising.
2. Connecting students with other LCCC departments and systems to ensure they receive the support they need to be successful.
3. Working closely with community agencies to provide future opportunities for LCCC students.

**Professional Responsibility:** The Education Program maintains high expectations for the conduct from both faculty and students to ensure ethical practice. Education faculty do this by

1. Requiring students to adhere to the professional requirements of the teaching field.
2. Participating in professional development activities to stay current in the field of education.
3. Recruiting qualified adjuncts.

Education Program-Level Competencies purposefully align with InTASC Standards:

1. Recognize how diverse learners develop in cognitive, linguistic, social, emotional, and physical capacities. (Based on InTASC "The Learner and Learning" competencies #1, #2, & #3)
2. Demonstrate content knowledge through the creation of authentic, meaningful learning experiences. (Based on InTASC "Content Knowledge" competencies #4 & #5)
3. Identify formative and summative assessment applications to improve both student learning and teacher decision-making. (Based on InTASC "Instructional Practice" competency #6)
4. Create developmentally appropriate instructional strategies to engage learners in critical thinking, creativity, and collaborative problem solving. (Based on InTASC "Instructional Practice" competencies #7 & #8)
5. Reflect on one's professional commitment, leadership ability, collaborative role, and ethical responsibility in order to improve pedagogical practice. (Based on InTASC "Professional Responsibility" Competencies #9 & #10)

Example of program competency that aligns with our values (1.C.2): Competency #4 "Create developmentally appropriate instructional strategies to engage learners in critical thinking, creativity, and collaborative problem solving" aligns with our "Excellence in Instruction" value because it uses a "variety of instructional methods to provide a comprehensive model of instructional practice."

Operational Outcomes strategically progress from entry to exit:

1. Increase the number of majors by implementing recruitment strategies.
2. Increase persistence rate in the Education Program by implementing semester-to-semester persistence strategies.

3. Increase graduation rates by implementing degree completion strategies.

4. Increase the number of students who transfer by increasing articulation agreements with 4-year institutions.

Example of operational outcome that aligns with our values (1.C.2): Outcome #3 "Increase graduation rates by implementing degree completion strategies" aligns with our "Service to Students" value because by helping students connect "with other LCCC departments and systems, we ensure they receive the support they need to be successful."

### 3. Program awareness of and responsiveness to stakeholder needs

Review of the self-studies reveals that all programs are identifying and responding to stakeholder needs. Programs are using a variety of methods to identify needs such as advisory boards to learn about employer needs, student course surveys and learning assessments to learn about student needs, special accreditation or certification to learn about industry needs, and clinical placements and clinical advisory boards to learn about community needs.

For example, the Auto Body advisory board (employers, technicians, and former students), inspect Auto Body facilities and equipment annually as required by the accrediting agency (NATEF), and feedback is given to the instructor at this time. Every 2.5 years the advisory members complete a formal program evaluation, rating the program on the 12 accreditation standards. Responding to board feedback, the program added customer service and damage analysis tasks to AUBR 1560. When employer surveys showed that Radiography graduates were not as competent or comfortable with the performance of the criteria for C-Arm (mobile fluoroscopy), the program instituted mandatory 20-hour rotations and specific competency forms. Additionally, when the Business Management advisory committee members felt that it was unnecessary to include ACCT 2460 – Payroll Accounting in the Small Business Track, arguing that most small businesses hire an accounting firm to do this for them, it was removed from the curriculum. The end result was a curriculum more focused on those skills that advisory committee members felt were critical for graduates.

### 4. Time-trend rubric ratings of self-study sections for identifying institution-level features of success and areas for added improvement

Because this 2016-2017 cycle of program review is the first cycle to use the revised template, this report documents the initial baseline institutional performance levels. Previously, a brief, two-year span had shown upward trending in program performance on a majority of template section standards.

The below table displays the institution's performance as indicated by an aggregation of internal peer-review ratings of the eleven programs during spring 2017. The ratings are based on how well programs satisfied the academic standards provided for each template section. The rating totals result from two sets of rating experiences, one in February after the peer-reviewers read the original eleven self-studies, and a second rating completed in April after programs had written responses to the February peer-review feedback and after peer-reviewers completed face-to-face meetings with program faculty. To view the complete rubric with ratings for all 54 sections, see Appendix B.

Rubric ratings over level three, using a 0 to 4 scale, signify that a program has met the academic standard for a self-study section. Overall, the averaged program performances are satisfactory with the exception of Continuous Improvement in Student Learning. Program performances for Continuous Improvement for Program Operations were marginal. These sections review a program’s self-evaluation capacity over time--planning effectiveness, data gathering and analysis, and identification of improvements. Each year the institution makes gains in program performance, but there is still work to be done. A section on the institution’s participation in AQIP (LCCC’s accreditation pathway) near the end of this report explains that external reviewers confirmed in February 2015 that the institution needs to work harder in this area. Some programs ignored their upkeep of assessment planning over multiple years, and this showed up during their program reviews. Scheduled follow-up action planning for these programs should return them to the institutional standards for assessment planning. Limited time during faculty in-service days for training on this area of institutional performance also contributes to the slow pace of improvement.

| <b>Table 1</b>   |                 |
|--|-----------------|
| <b>Program Review 2016-2017 Cycle: Institution Level Peer-Review Ratings</b> |                 |
| <i>*Peer-review rubric ratings from eleven programs were averaged</i>        |                 |
| <b>I. PROGRAM PURPOSE: MISSION AND VALUES</b>                                | <b>Totals</b>   |
| <b>SECTION AVERAGE</b>   | <b>3.19</b>     |
| <b>II. PROGRAM DESIGN</b>  |                 |
| <b>SECTION AVERAGE</b>   | <b>3.149297</b> |
| <b>Stakeholders and Partners</b>   |                 |
| <b>SECTION AVERAGE</b>   | <b>3.082803</b> |
| <b>Faculty and Facilities/Resources</b>                                      |                 |
| <b>SECTION AVERAGE</b>   | <b>3.237216</b> |
| <b>III. CONTINUOUS IMPROVEMENT</b>   |                 |
| <b>i. CONTINUOUS IMPROVEMENT IN STUDENT LEARNING</b>                         |                 |
| <b>SECTION AVERAGE</b>   | <b>2.878671</b> |
| <b>ii. CONTINUOUS IMPROVEMENT IN PROGRAM OPERATIONS</b>                      |                 |
| <b>SECTION AVERAGE</b>   | <b>3.004662</b> |
| <b>iii. CONTINUOUS IMPROVEMENT AS A RESULT OF PROGRAM REVIEW</b>             |                 |
| <b>SECTION AVERAGE</b>   | <b>3.090271</b> |
| <b>PROGRAM REVIEW AGGREGATED RATING</b>                                      | <b>3.09</b>     |

5. Evidence that programs are collecting and analyzing data to verify current practices and to inform planning for continuous improvement

**INTEGRATING KPI'S INTO THE PROGRAM REVIEW PROCESS**

The college operationalizes its KPI measures as a continuous improvement resource by integrating four groupings of measures—participation, student success, learning environment, and efficiency— into the continuous improvement section of the self-study for program operations. Programs use these data to identify strengths and concerns in operational performance. Additionally, programs use the KPI data to



support their self-study program review findings sections and to inform their new action planning, which is being used to strengthen low performing KPI areas. Peer-Reviewers also use the data to form feedback comments to programs related to programs' operational effectiveness. Much of this cycle's action planning for operations was based on KPI data. Detailed KPI reports for individual programs are available in programs' executive summaries in Appendix A. Best practices of programs using their KPIs to analyze performance are displayed in the Academic Program Review (APR) Best Practices Locator, 2016-2017 in Appendix C.

Table 2 shown below displays a clustering of eleven programs across the four KPI sections. With the exception of two programs at the upper level, most programs performed at the mid-to-lower range of participation. The majority of programs placed in the mid-range for student success, while most programs performed at the upper, higher-performing range for the learning environment. For efficiency, most programs performed in the middle range.

**Table 2**

|  | Summary of KPI Average Scores, 2016-17 Cycle |   |   |  |                                   |
|--|--|---|---|--|-----------------------------------|
| Scoring Quintiles (1 is lowest, 5 is highest)  | 5  | 4   | 3   | 2  | 1                                 |
| <b>A. Participation</b>  | Education<br>Psychology                      | English   | Bus. Management<br>Govt. Studies<br>Radiography<br>Spanish  | Auto Body<br>Engineering<br>Fire Science                               | Homeland Security                 |
| A.1 Annual FTE (KPI A.1.a)   |  |   |   |  |                                   |
| A.2 Number of "participants" enrolled (KPI A.1.b)                                      |  |   |   |  |                                   |
| A.3 Number of "concentrators" enrolled   |  |   |   |  |                                   |
| <b>B. Success</b>  |  | Education<br>Psychology<br>Radiography                  | Auto Body<br>Bus. Management                                | Engineering<br>English<br>Fire Science<br>Homeland Security<br>Spanish | Govt. Studies                     |
| B.1 Course success rate (KPI A.7)  |  |   |   |  |                                   |
| B.2 Graduation rate for "concentrators" (KPI A.4)                                      |  |   |   |  |                                   |
| B.3 Number of Associates and workforce degrees/certificates awarded (KPI C.2.a, D.2.a) |  |   |   |  |                                   |
| B.4 Number of "concentrators" matriculating to university (KPI C.3)                    |  |   |   |  |                                   |
| B.5 University matriculation rate (KPI C.3)  |  |   |   |  |                                   |
| <b>C. Learning Environment</b>   |  | Govt. Studies<br>Psychology<br>Radiography              | Auto Body<br>Education<br>Engineering<br>English<br>Spanish | Bus. Management  | Fire Science<br>Homeland Security |
| C.1 Percent of sections taught by full-time faculty                                    |  |   |   |  |                                   |
| C.2 FTE student to FTE faculty ratio (KPI F.2)   |  |   |   |  |                                   |
| <b>D. Efficiency</b>   | None   | Auto Body<br>Education<br>Fire Science<br>Govt. Studies | English<br>Psychology<br>Radiography                        | Bus. Management<br>Engineering<br>Homeland Security<br>Spanish         | None                              |
| D.1 Average credits to completion (KPI F.1.a)  |  |   |   |  |                                   |
| D.2 Average time to completion (KPI F.1.b)   |  |   |   |  |                                   |
| D.3 Average section fill rate (KPI F.4)  |  |   |   |  |                                   |
| D.4 Core expenditures per FTE (KPI G.1)  |  |   |   |  |                                   |

## 6. Attainment of program planning (learning competencies and operational outcomes) and documentation of program improvements made over the last five years

Several of the eleven programs did not have previous program reviews, because they are new programs (Homeland Security or Fire Science) or because the previous program review process did not include a formal expectation for identifying improvements as a result of self-study findings. In some cases (Business Management and Spanish), programs were merged with other programs and did not have their own separate review. A minority of programs did generate improvement plans based on their previous program reviews, and a few of those are described below. Beginning in the 2019-2020 program review cycle, all programs, other than new programs, will have clearly defined listings of program review findings and well-defined areas of planned improvements available for use when discussing successes in attaining previous planning goals.

### **Education**

During the last program review cycle (Old 2011 Program Review Template), the Education program established the following goals:

1. Students will demonstrate the skills of a reflective practitioner with the following skill sets; strong oral and written communication skills, ethical behavior, respect for diversity, critical thinking and strong content knowledge.

GOAL SUCCESSFULLY ATTAINED- Each semester mentor teachers in the school districts serve as third party evaluators of our students during a thirty-hour practicum placement. For 2015 (the last full year of data), all students achieved either a "Proficient" or "Advanced" score from their mentor teachers. No students received a "Basic" or "Below Basic" rating.

2. Continue to provide a seamless transition for students planning to transfer to four-year institutions.

GOAL SUCCESSFULLY ATTAINED- Three formal articulation agreements have been finalized, one with the University of Wyoming and two with Valley City State University. A fourth articulation agreement is in the final stages of being signed. Additionally, faculty communicate regularly with both Mayville State University and Regis University.

### **Radiography**

Looking at the Executive Summary as a whole, the program has completed or achieved nearly all of the following in response to its program review findings. The program has implemented the following actions and improvements based on the Areas of Opportunity and Recommendations sections:

- 1) Incorporated an instructional unit and clinical rotation into Dual Energy X-ray Absorptiometry (DEXA) for all students during their Summer I semester;
- 2) Incorporated student employment assistance (includes resume development and mock interviews) into the Fall II semester to allow LCCC graduates to be competitive in this regard;
- 3) Explored new certificate programs in CT and MRI. Needs assessment surveys showed a nearly unanimous need and program faculty were able to develop and offer a CT Registry Review course (RDTK 1950) online.

- 4) Explored and implemented alternative course delivery methods: the online CT Registry Review course mentioned above, restructuring the Radiographic Patient Skills (RDTK 1520) course to optimize skill competency scheduling and completion, and "flipped the classroom" by incorporating narrated PowerPoints covering the radiographic anatomy into all of the program's Anatomy and Positioning courses, allowing more time to be dedicated to student skills practice in positioning.
- 5) Maintained strong clinical partnerships and have added new additional clinical experiences in orthopedic radiology, pediatric radiology, veterinary radiology, DEXA, and CT.
- 6) Successfully implemented curriculum changes in 2013 and in 2016.
- 7) Collaborated with library and IT staff to provide updated resources and simulation software for student use.
- 8) Maintained and refined the program's assessment plan.
- 9) Maintained maximum programmatic accreditation by the JRCERT.

### **Psychology**

The recommendations from the previous review completed Spring 2008, are listed below with assessment of achievement:

1. Create an Institutional Review Board (IRB). This was accomplished through participating with the Institutional Research Office. Program Faculty continue to serve on the IRB.
2. Improve assessment in psychology courses across all campuses. This has been partially achieved. MCORs were established and are now followed by all faculty on all campuses for all courses. This was not possible for a period of time as noted previously in this current review. However, upon completion of the psychology program's upcoming MCOR review, this will begin anew.
3. Analyze the current Human Services Program delivery and provide recommendations for future delivery. This was accomplished and resulted in the creation of a standalone Human Services Program with a dedicated faculty.
4. Collaborate with English Faculty to developed linked classes, PSYC 1000 and ENGL 1010. This has not been successfully accomplished and should be revisited.
5. Continue Collaboration with Ludden Library and faculty. This is an ongoing success. Note most recent report from library below.
6. Establish procedures that will enhance centralized coordination of course content, staffing, and offerings across all LCCC Campuses. Accomplished with the MCOR process.
7. Expand and formalize articulation with four-year institutions. Accomplished as well as ongoing. The informal articulation agreement with the UW Psychology Program has been formalized.

7. Program action planning that responds to program discoveries of low performing areas and directs activity for strengthening these areas and/or for adding new capacity

The eleven programs participating in the 2016-2017 review process produced 24 action plan goals for an average of 2.18 plans per program compared to three plans per program in 2015-16 and two plans per program for 2014-15. The yield of program action plans indirectly indicates the program review processes output of improvement planning volume, but not its impact. This is why documentation of programs’ success on past action plan goal attainment and impact is included in reviews. However, the institution will not begin to determine impact for this current process until the 2019-2020 cycle when the first programs using this process are up for their second round of program reviews.

Effective alignment of action planning with corresponding LCCC goals and priorities can significantly contribute to the leveraging of human effort towards attaining LCCC initiatives, such as those sought in Focus 2017-2020. The more programs that develop action plans that support specific LCCC strategies and priorities, the more human effort there is being systematically applied to goal attainment. In addition, programs are encouraged to align their annual assessment planning (learning competencies and operational outcomes) to their action plans for greater attainment focus. These are peer-reviewed annually to strengthen planning effectiveness. Finally, the institution selects one of its major initiatives to present as an action project to be monitored in the AQIP Pathway database and to be externally peer-reviewed by faculty from other institutions with feedback used to improve LCCC project management.

The current focus of the institution is centered on Focus 2017-2020. Therefore, the below table gives prioritization to that effort. All 24 action plans related to Focus Area One: Student Success. Nine of the 24 action plans relate to Clarify: Completion Agenda for the 21st Century. The remaining action plans were distributed somewhat evenly among Help Students Stay on Path, Ensure that Students Are Learning, and Strategic Enrollment Management.

| <b>Table 3</b>   |                         |
|--|-------------------------|
| <b>ALIGNMENT OF ACTION PLAN GOALS TO LCCC STRATEGIC PLAN 2013-2020 and Focus 2017-2020</b> |                         |
| Action Plan Goals  | Programs                |
| <b>Focus 2017-20 Pathways-Clarify Paths to Student End Goals</b>                           |                         |
| - Business Management Program Redesign   | Business Mgmt. (BME)    |
| - Modify English AA Degree   | English                 |
| - Program Modification   | Fire Science Technology |
| - Add Fire Service Management Concentration  | Fire Science Technology |
| - Program Articulation (also Goal Two)   | Psychology              |
| - Advanced Medical Imaging Modality Clinical Course  | Radiography             |
| - Magnetic Resonance Imaging Registry Review Course  | Radiography             |
| - Articulation Agreement Procurement (also Goal Two)                                       | Spanish                 |
| - Reduce Average Credits to Completion   | Spanish                 |
| <b>Focus 2017-20 Pathways-Help Students Stay on Path</b>                                   |                         |
| - Faculty Outreach: Provide English Majors with More Faculty Contact.                      | English                 |
| - Student Advising   | Psychology              |
| - Increase the Number of Graduates   | Engineering             |

|   |                        |
|---|------------------------|
| <b>Focus 2017-20 Pathways-Ensure That Students Are Learning</b>       |                        |
| - 80% Student Pass Rate on ASE Student Certification Exams            | Automotive Body Repair |
| - Improve Student Success Rates                                       | Education              |
| - Track Students' Achievement at the University of Wyoming            | Engineering            |
| - Maintain DHS Mission Focus  | Homeland Security      |
| - Student Learning Assessment   | Psychology             |
| <b>Focus 2017-20 Strategic Enrollment Management</b>                  |                        |
| - Increase Full-Time Enrollment                                       | Automotive Body Repair |
| - Marketing and Recruiting for Redesigned Business Management Program | Business Mgmt. (BME)   |
| - Entrepreneurship Day  | Business Mgmt. (BME)   |
| - Increased Growth Rate   | Education              |
| - Increase Full-Time Enrollment                                       | Homeland Security      |
| - Student Recruitment   | Psychology             |
| <b>Focus 2017-20 General Education v2-Entrepreneurship</b>            |                        |
| - Staffing  | Business Mgmt. (BME)   |
| Total Goals   | 24                     |
| Action Plans Per Program-11 (program review improvement yield)        | 2.18 Action Plans      |

#### 8. Program follow-up reporting and action planning intended for strengthening areas identified for added attention

To be consistent with its continuous improvement processes, LCCC includes follow-up action planning in its academic program review activities. Program review includes a peer-review step where an Academic Standards Subcommittee for Program Review rates program performance using an Academic Program Review Rubric. Programs perform well on the majority of self-study sections, but occasionally the rubric rating identifies a few areas that need additional attention. For these situations, the program review process includes a structured follow-up planning phase to support program strengthening of these areas.

For this 2016-2017 cycle, the process and guidelines for follow-up action planning were strengthened to provide greater clarity and direction to programs as well as to firm up alignment between programs' annual assessment planning and their action planning resulting from program review. This year, the follow-up planning process used the same time line that the institution's assessment planning process uses.

To simplify programs' entry of planning into Aquila, all planning is now displayed in a single location; both assessment planning and program review action planning appear together. In those cases where a program uses its action planning to strengthen its assessment processes, it can now easily access both planning types in one area for making adjustments.

#### Process Description

1. Applicable programs will begin developing the content for follow-up action plans during January In-Service. Programs will need to create one action plan for each self-study section area rated below a level three. Plans can narrow their focus to include only one letter subsection, for example A or B or C or D, etc. To ensure planning results in substantive improvements over time, programs will develop no

more than three action plans, even if the number of section areas rated below level three exceeds three.

2. On or before March 9, programs will enter their plans into the Aquila planning management area and submit them to their respective Deans for review. Before March 23, Deans will review the plans and provide feedback to programs for revisions, if needed.

3. Programs will revise their plans accordingly in Aquila before April 27. During January of the following year, programs will report their progress on plans and use subsequent years if needed. At their next program review, the program can use this planning documentation to support reporting of action planning success.

Following the above process, five of eleven programs in the 2016-2017 cycle are scheduled to produce a total of ten follow-up action plans. Matching the findings displayed in output characteristic four Time-Trend Rubric Ratings of Self-Study Sections (see below excerpt from Table 1), nearly all follow-up action planning relates to continuous improvement sections for student learning and program operational outcomes.

|   |                 |
|---|-----------------|
| <b>i. CONTINUOUS IMPROVEMENT IN STUDENT LEARNING</b>    |                 |
| <b>SECTION AVERAGE</b>                                  | <b>2.878671</b> |
| <b>ii. CONTINUOUS IMPROVEMENT IN PROGRAM OPERATIONS</b> |                 |
| <b>SECTION AVERAGE</b>                                  | <b>3.004662</b> |

**9. Faculty engagement with strengthening program quality and the Impact of peer-review**  
 Effective program review processes structurally engage faculty in thinking about how their programs develop quality by attaining their values, learning competencies, and operational outcomes. Faculty who report their progress, faculty who peer-review that progress, and faculty who learn from the shared best practices and example program reviews posted on Eagles Eye all engage in learning about how programs evaluate and develop quality at LCCC.

The Academic Program Review Procedure (10.2P) requires Deans to appoint program leaders to organize self-studies for programs under review. Eighteen faculty members formally developed self-studies for this cycle and responded to peer-review comments. In addition, Academic Standards Committee Procedure (2.12 P) defines the peer review subcommittee structure that guides the peer-review activity for LCCC program review (see Table 5). This subcommittee included a group of 12 faculty and staff members who serve full-time and 21 faculty members who serve temporarily to review just one self-study each to inform their self-study development that will occur the following year. Overall, 51 faculty and staff engaged in the program review process, some as writers and some as peer-reviewers.

During their peer-review interactions, these faculty and staff communicate back and forth online and form dialogues about quality in the processes that programs use to achieve their missions and attain their values and objectives. Program faculty also meet with peer-reviewers during scheduled face-to-face meetings for further conversations about content and to share perceptions related to the standard/guidelines. Through writing, peer-reviewing, and meetings, faculty are becoming familiar with

the institutions' academic performance standards, which are embedded into each of the 54 template sections. Typically, programs respond to peer-review feedback comments/questions with additional information narratives or by uploading supporting documents to validate claims, answer questions about processes, and/or develop new capacity building documents such as curriculum maps or assessment grids.

During March 2017, peer reviewers generated 973 peer-review feedback comments for 88.5 comments per program and reviewed programs responded to these comments with 328 responses for 29.8 responses per program (see below Table 4). The trend data displayed in the table below indicates that the program review process is producing a steady volume of peer-review comments and program responses. The new template does not appear to alter the production of dialogues among faculty about quality with a per program response rate above that of prior years. Program responses run about 30% of the total feedback comments, because programs need only respond once to the multiple review comments (three to four) that appear in a template section.

| <b>Table 4</b>  |  | <b>Review Feedback Comments</b> |
|---|--|---------------------------------|
| <b>Academic Program Review Schedule, 2016-2017</b>                          |  |                                 |
| <b>Schools</b>  | <b>Programs</b>                          |                                 |
| <b>Schools</b>  | <b>Programs</b>                          |                                 |
| A&H   | 1. Spanish                               | 81                              |
| A&H   | 2. Education                             | 48                              |
| A&H   | 3. English                               | 80                              |
| BATS  | 4. Automotive Body Repair                | 76                              |
| BATS  | 5. Business Management--Entrepreneurship | 95                              |
| BATS  | 6. Homeland Security                     | 119                             |
| HSW   | 7. Fire Science                          | 120                             |
| HSW   | 8. Government Studies                    | 105                             |
| M&S   | 9. Psychology                            | 87                              |
| M&S   | 10. Engineering                          | 122                             |
| M&S   | 11. Radiography                          | 40                              |
| Total Review Comments for 2016-2017   |  | 973                             |
| Per Program Measure   |  | 88.5                            |
| Total Program Responses for 2016-2017 = 328 /11 programs = 29.8 per program |  |                                 |
| Comparative Data From Previous Cycles                                       |  |                                 |
| Comments for 2016-2017 = 973/11 programs = 88.5 per program                 |  |                                 |
| Responses for 2016-2017 = 328/11 programs = 29.8                            |  |                                 |
| Comments for 2015-2016 = 672/6 programs = 112 per program                   |  |                                 |
| Responses for 2015-2016 = 168/6 programs = 28                               |  |                                 |
| Comments for 2014-2015 = 635/10 programs = 63.5 per program                 |  |                                 |
| Responses for 2014-2015 = 230/10 programs = 23                              |  |                                 |

**Academic Standards Committee: Subcommittee for Program Review, 2016-2017 Cycle**

| <b>Table 5</b>                      |              |
|-------------------------------------|--------------|
| <b>Position Area</b>                | <b>Name</b>  |
| 1. Faculty Member-Arts & Humanities | Nate Huseman |



|   |                         |
|---|-------------------------|
| 2. Faculty Member-Business  | DeeJaay Beals           |
| 3. Faculty Member-Health Sciences   | Starla Mason            |
| 4. Faculty Member-Math & Sciences   | Michael Thompson        |
| 5. Academic Dean  | HSW – Cindy Henning     |
| 6. Academic Dean  | Library – Maura Hadaway |
| 7. VPAA   | Terry Harper            |
| 8. One Librarian  | Meghan Kelly            |
| 9. ASC Subcommittee for APR, Chair  | Monica Wilson           |
| 10. Chair of the SLA Committee  | Erin Bauer              |
| 11. Student Services Representative   | Mindy Falkner           |
| 12. Administration and Finance Representative                                       | Sabrina Lane            |
| <b>Faculty Members With a Role in Developing Next Year's 2017-18 Program Review</b> |                         |
| 1. A&H Mass Media/Multimedia  | Jake Sherlock and       |
| 2.  | James Miller            |
| 3. BATS Equine Studies  | Matt Morrison and       |
| 3.  | Bryan Wilson            |
| 4. BATS Engineering Tech  | DeeJaay Beals           |
| 5. BATS Integrated Systems Tech   | Susie Lemaster          |
| 6. HSW Dental Hygiene   | Caron Shipley           |
| 7. HSW Health Information Tech.   | Dawn Puente             |
| 8. HSW Health Science Meta major  | Cindy Henning           |
| 9. M&S Criminal Justice   | Jodi Weppner            |
| 10. M&S Mathematics   | Shannon Zavorka         |
| 11. M&S Mathematics   | Kira Heater             |
| 12. M&S Mathematics   | Heather Morrow          |
| 13. M&S Mathematics   | Lisa Nordyke            |
| 14. M&S Mathematics   | Warren Lemerich         |
| 15. M&S Mathematics   | Dean McIntire           |
| 16. M&S Mathematics   | Elhadji Gaye            |
| 17. M&S Mathematics   | Pam Peters (ACC)        |
| 18. M&S Mathematics   | Megan Candeleria (ACC)  |
| 19. M&S Mathematics   | Tyler Kjorstad (ACC)    |

#### 10. Best practices of programs for sharing

Annually, Institutional Effectiveness compiles an Academic Program Review (APR) Best Practices Locator. The 2016-2017 version that integrates with the new revised template is available in Appendix C. Users can easily locate best practices for all self-study template sections where internal best practices have been identified by the peer-review process. It also provides recognition for those programs performing at high levels. The Locator is shared with the campus at the virtual Office of Institutional Effectiveness (program review tab) on Eagles Eye. This site also provides examples of completed self-studies as a resource for programs developing self-studies; current examples are from Radiography and Education.

The 2016-2017 program review cycle generated 45 best practices with a per unit rate of 4.1 best practices per program. The previous 2015-2016 cycle produced 25 best practices among six programs

for a per unit rate of 4.16 best practices per program. The 2014-2015 cycle produced a much lower per-unit rate of 2.5 best practices per program. Using the new template, programs produced best practices for 29 of the 52 sections for a coverage of 56 percent. As more program review cycles complete, this template coverage will expand and become a richer resource for strengthening program quality.

Most best practices are located in the three section areas of Curriculum Design, Curriculum Delivery, and Responding to Stakeholder Needs. The fewest best practices appear in the Continuous Improvement sections, especially in assessment planning for student learning and assessment planning for operational outcomes. Most of this cycle’s follow-up action planning activity targets these two areas, which the peer reviewers also rated lowest.

**SUMMARY OF PROGRAM REVIEW FINDINGS: STRENGTHS, CONCERNS, OPPORTUNITIES, & CHALLENGES**  
 The eleven programs demonstrated considerable variation among their descriptions of findings. See the executive summaries for extensive listings (Appendix A). Items demonstrating some commonality among programs are grouped together in the below table. The growing mention of program self-evaluation capacity and robustness of feedback systems was encouraging, both in the strengths and opportunities categories. Such accounts did not appear in the first and second program review cycles. Our faculty members are LCCC’s most valued institutional asset available to students, and this was reflected here. More programs identified their new advisory committees as a strength. Top concerns were low enrollment, keeping up with technology change in the workplace, state budget shortages, and limited workforce with two programs having no full-time faculty.

|                  | Strengths   | Concerns  | Opportunities  |
|------------------|---|---|--|
| Student Learning | <ul style="list-style-type: none"> <li>•Department has solid comprehensive feedback system in the areas of standards, assessment and evaluation of students</li> <li>•Effective Program Evaluation system</li> <li>•Documents the attainment of a significant number of the program’s student learning outcomes on an annual basis;</li> <li>•Passionate Faculty centered on student success</li> <li>•Depth of experience of full-time Education faculty averaging 13 years at LCCC</li> <li>•taught by full-time faculty ensuring a high-quality experience</li> <li>•Faculty with a broad base of knowledge and years of experience</li> <li>•Expert faculty</li> <li>•Passionate faculty centered on student and program success</li> <li>Cost of attending</li> <li>•Benefits from well-qualified and knowledgeable faculty in both the clinical and didactic settings.</li> </ul> | <ul style="list-style-type: none"> <li>•Full-time student enrollment</li> <li>•<i>Enrollment</i> in program courses has dropped significantly</li> <li>•Since enrollment is low at this time, most courses will only be offered once a year</li> <li>•The utilization of new technologies in the public school classroom has been increasing rapidly</li> <li>•Faces continuous challenges ensuring that its technology is able to keep pace with industry standards in order to</li> </ul> | <ul style="list-style-type: none"> <li>•Pay more attention to reporting of assessment planning</li> <li>•Newly developed and approved program assessment plan to ascertain student learning</li> </ul> |

|                    |   |   |   |  |
|--------------------|---|---|---|--|
|                    | <ul style="list-style-type: none"> <li>•Our LCCC program has a highly qualified and dedicated faculty made up of 2 full time instructors</li> <li>• Good relationship with University of Wyoming</li> <li>•Strong collaboration with our K-12, the seven community colleges and the University of Wyoming</li> <li>•Positive and productive relationship with UW English</li> <li>•The program's small class sizes provide for better interaction</li> <li>•Small, focused program</li> </ul>   | <p>assure graduate competence</p> <ul style="list-style-type: none"> <li>•State of Wyoming budget crisis. This could negatively affect the faculty's ability to obtain continuing education in the field with regard to the necessary relevance and rigor in the curriculum.</li> <li>•Declining budget</li> </ul>  |   |  |
|                    | <b>Strengths</b>  | <b>Concerns</b>   | <b>Opportunities</b>  | <b>Challenges</b>  |
| Program Operations | <ul style="list-style-type: none"> <li>•Robust student enrollment with a total FTE of 105.21 in 2014-15</li> <li>•Increasing course enrollments (from 50 students in 13/14 to 172 in 16/17)</li> <li>•The program has a great number of "participants" enrolled</li> <li>•Strong support through Foundational scholarships and outside funding streams</li> <li>•Foundation scholarship opportunities for English majors</li> <li>•ACT Now! Grant monies have been available to pay tuition for students enrolled in the program and also the CT Registry Review course.</li> <li>•New English AA advisory committee who can offer advice, input, and insight on how we can better serve our students and our community</li> <li>•Active Advisory Committee</li> <li>•Program has instituted an advisory board which meets once per semester</li> <li>•Documents strong Advisory Committee input and support.</li> <li>•The department held its first advisory committee meeting during the fall 2015 semester</li> </ul> | <ul style="list-style-type: none"> <li>•Overall declining student enrollment at LCCC can have a significant impact on our program</li> <li>•Low enrollments</li> <li>•Decrease of enrollment numbers is of a large concern for us as a program as well as for our institution</li> <li>•Full-time student enrollment</li> <li>•Decreased funding across the state for higher education,</li> <li>•Constrained fiscal environment</li> </ul> | <ul style="list-style-type: none"> <li>•opportunities for recruitment</li> <li>•The department has more opportunities to be part of the recruitment efforts carried out at LCCC</li> <li>•Recruiting Students</li> <li>•Procurement of more articulation agreements with 4-year regional institutions that are identified as our stakeholder as we are identified as their "feeder"</li> <li>•this year we have committed to trying to solidify an agreement with a quality four year institution for an online early childhood degree</li> </ul> | <ul style="list-style-type: none"> <li>•Time- One faculty member department-many requirements</li> <li>•Part time faculty/program director has to meet all requirements of full time</li> <li>•Time - One part-time program manager with many requirements</li> <li>•Has limited manpower: Only two full-time faculty teach all of the RDTK courses, resulting in both faculty members consistently carrying workload overloads each year</li> </ul> |

## PROGRAM REVIEW'S ROLE IN THE COLLEGE'S PARTICIPATION IN AQIP (Higher Learning Commission)

The Higher Learning Commission (HLC) peer-reviewers evaluated LCCC's System's Portfolio (2014) and delivered a Systems Appraisal Feedback Report in February 2015. The reviewers provided the institution with maturity ratings of "systematic" for most of the college's operational process descriptions but rated the institution at the lower level of "reacting" for capacity to evaluate those processes and develop data showing the performance of institutional processes. In addition, the reviewers rated the institution's capacity to identify data-driven improvements and consistently use data-driven decision-making at the "reacting" level. A "reacting" rating was also given for the institution's ability to provide evidence for meeting stakeholder needs.

Strengthening institutional performance on responding to stakeholder needs, programs participating in this 2016-2017 cycle produced a relatively high number of best practices in the response to stakeholders section as displayed in the Best Practice Locator (Appendix C). In addition, more programs are identifying their feedback systems, assessment planning, and data production/analysis as program strengths or opportunities. With each new program review cycle, action planning is being more directly driven by data analysis. However, the pace of this transition needs to accelerate. Some programs are not responding to annual peer review feedback in their assessment plans. Consecutive data reporting cycles are passing by without consistent program participation. There are still doubts among faculty about the integrity of the institutional competencies data. For common course assessment of institutional competencies, significant work remains to be done in firming up the alignment of course assignments to rubric traits along with norming of faculty ratings on rubrics.

## CONCLUSION

The lack of program self-evaluation infrastructure and low program planning activity that existed on campus until a few years ago continues to slow the progress that is being made among programs to engage a more mature continuous improvement process. However, most program faculty that undergo a recent cycle of program review are beginning see the relationships between annual assessment planning, program review, strategic data gathering, action planning and how they are mutually supportive. The faculty completing program reviews are more likely to understand which data to value and where to find them. This empowers them to explore their programs' performance in more insightful ways.

For many faculty, the knowledge of how to use data for improvement is still evasive, but the broad sharing of information occurring during faculty engagement with program review, and the expanding data resources on the IR Eagles Eye Website is steadily broadening organizational learning in this area. Already the IR staff is preparing to unleash the data visualization power of Tableau on campus. As early as spring 2018, pilot dashboards will emerge. Soon, more faculty will be able to research their own program's performance without requesting data reports from IR. Additionally, data resources at the state level are making performance benchmarking much more realistic for programs.

The upcoming work for re-accreditation from HLC in 2019-2020, gives the institution a chance to demonstrate some of the improvements made to LCCC's self-evaluation processes over the last eight years. At the same time, it also gives the campus an opportunity to be introspective and seek ways to

streamline our processes without losing the benefits, and to add integrity to the knowledge faculty and staff expect to glean from such processes.

What is known for certain, is that the programs participating in this 2016-2017 program review cycle have performed extremely well in meeting the institution's expectations for continuous improvement. These programs are at varying states of self-evaluation maturity; however, they all demonstrated a courageous will to participate sincerely in the institution's continuous improvement journey.

## Appendices

### Annual Report to the LCCC Board of Trustees

#### APPENDIX A

|   |  |
|---|--|
| <b>School</b>   | <b>Business, Agriculture, and Technical Studies</b>  |
| <b>Program Area</b>   | <b>Automotive Body Repair</b>  |
| <b>Major Programs</b>   | <b>A.A.S. Automotive Body Repair (62-63 credits), Credit Diploma (32 credits)</b>  |
| <b>Review Period</b>  | <b>Fall 2011 to Fall 2016</b>  |
| <b>Self-Study Developed</b>                                     | <b>AY 2016-2017</b>  |
| <b>Review Status</b>  | <b>Academic Standards Accepted the Program Review Without Contingencies</b>  |
| <b>Program Leaders</b>  | <b>Rob Benning</b>   |
| <b>Committee Chair</b>  | <b>Monica Wilson</b>   |
| <b>Academic Standards Program Review Subcommittee Reviewers</b> | <b>Starla Mason: Faculty – Health and Sciences<br/>Kim Bender: AVP – Institutional Effectiveness<br/>Erin Bauer: Chair of SLA Committee<br/>Mindy Falkner: Student Services Representative<br/>Sabrina Lane: Administration and Finance Representative<br/>Matthew Morrison: 17-18 PR – Equine Studies<br/>Kira Heater: 17-18 PR – Mathematics</b> |

#### A. Brief Overview of Program

The Auto Body Repair Program is part of the School of Business, Agriculture and Technical Studies. The program is designed to prepare students for employment in the collision repair industry, as well as to meet students' personal objectives in auto body repair. The Program offers a 9-month [Certificate](#) and a 2-year [Associates of Applied Science Degree](#). The nine-month program is designed for full-time students and courses are offered in a sequence of blocks; each block is three to four weeks in length. Three week blocks have seventy five contact hours and four week blocks have one hundred contact hours; for all blocks students are in class from 9am until 3:30 pm Monday-Thursday with a lunch break, and 9am until 12pm Fridays. All courses are taught face-to-face and are a combination of classroom theory and hands on lab activities. Class size is limited to fifteen students for safety. Students generally complete the certificate route as a cohort group, starting in the fall, completing in the spring with the same students in each class. This lends itself to a lot of student collaboration; when one course ends the next course starts. This system works well as evidenced by higher than average [course completion rates](#). The courses required for the certificate flow seamlessly into the AAS Degree.

The full-time program is accredited by the [National Automotive Technicians Education Foundation \(NATEF\)](#), and is one of only [two accredited programs in the state](#). The Auto Body Program is also a member of the [I-CAR \(Inter Industry Conference on Automotive Repair\) Professional Development Program \(PDP\)](#). These accreditations/affiliations help to keep the program up-to-date in an ever changing automotive industry while allowing students the opportunity to receive highly sought after industry certifications/credentials. In addition to the full-time Certificate and Degree path, Auto Body also offers several courses each semester designed for community members interested in learning some auto body fundamentals as a hobby. These courses are offered in evening and weekends and are taught by adjunct instructors.

The Auto Body program began September 1, 1970 and was one of the first vocational programs offered on the LCCC Cheyenne campus. Since its inception, the program has gone through a myriad of changes to structure, staff, equipment, curriculum, and location. In 1985, the program was moved to its current location. On May 7, 1991, the program received its first industry accreditation from NATEF. The accreditation is good for five years; LCCC has maintained its accreditation since the first award. The program is currently accredited in Non-Structural Analysis and Damage Repair, Structural Analysis and Damage Repair, and Painting and Refinishing. As part of the accreditation requirements the program undergoes a self-evaluation completed by advisory members every 2 1/2 years, and must re-apply for accreditation every 5 years. During the five year re-accreditation cycle an evaluation team assigned by NATEF does an on-site visit to verify all program requirements are being met. [Program standards](#) are evidence based; areas being reviewed during the on-site visit are instruction, course of study, facilities, and equipment. The current accreditation was completed in 2013 and expires January 1, 2019.

The current full-time instructor Robert Benning was hired in 2007 to replace the retiring instructor. Mr. Benning is an [ASE Certified Master Collision Repair Technician](#). Changes were made to the curriculum and equipment at the time of Benning's hiring to bring the program back to then current industry standards and trends. The classroom was updated at this time to include a computer and smart board. The program also became part of the I-CAR Industry training alliance; this alliance links the auto body program to a huge research department with direct links to vehicle manufacturers, tool, parts and equipment makers, and repair material manufacturers to help ensure all curriculum is current with industry trends and recommendations.

In addition to Mr. Benning, the program also employs two adjunct instructors to teach the community-based courses. Both adjunct instructors currently work full-time in local collision repair facilities.

The program revised its program of study during the program revolution in spring 2014. The 2015-2016 academic year was the first year those changes went into effect. Auto Body was one of the programs highlighted on the President's welcome back speech with a 500% increase in completion rates on the 5-year comparison. Auto Body also scored well in several areas on the [Program Analysis](#) spreadsheet. Those areas were Section Fill Rate at 78% scoring 4's, Time to Graduate, which scored 5's for last year and 5's for the three-year average, and Credits to Graduate. Auto Body courses also have a high success rate with the [current average 91](#).

## B. Program Achievements Over the Review Period

The Auto Body program has passed its re-accreditation from NATEF in 2013, and also passed the 2 1/2 year accreditation review (Spring 2016). During the 2014-2015 academic year the program became part of the I-CAR Professional Development Program offering industry certification to students, applying credit for courses taught by LCCC as part of the auto body program to their I-CAR transcript. In 2016, the full time instructor completed certification requirements to become a steel weld qualification test administrator and to have our facility approved to offer weld certification tests to students.

The Program has streamlined its graduation requirements, reducing the amount of credits required to graduate with a certificate and with the AAS Degree. This has increased the amount of credentials being awarded. Auto Body was one of the programs highlighted on the President's welcome back speech with a 500% increase in completion rates over a 5-year period. Auto Body also scored well in several areas on the Program Analysis spreadsheet. Those areas were Section Fill Rate at 78% scoring 4's, Time to

Graduate, which scored 5's for last year and 5's for the three-year average, and Credits to Graduate. Auto Body courses also have a high success rate with the current average 91.85% and the three-year average 90.79%.

The program also secured federal Perkins funds to replace a worn out paint booth with a new upgraded version; as well as using Perkins funds to purchase welders, tools, and equipment for the growing aluminum use in vehicles.

### C. Mission and Values

The mission of the Auto Body Repair Program is to provide technical training and skills certifications to students who plan on pursuing careers in the auto body repair industry.

The Auto Body Repair Program goals are:

1. To offer a nine-month certificate and a two-year Associate of Applied Science degree to students majoring in Auto Body Repair Technology;
2. To provide training in the auto body repair field for technicians who need to upgrade their skills or community individuals who want to meet their own personal objectives;
3. To prepare the program's graduates for employment in the auto body repair technology business;
4. To provide hands-on experiences to students and, if available, cooperative work experiences;
5. To prepare students for industry certifications and instill the life-long learner concept; and,
6. To cooperate and collaborate with the auto body industry to improve the curriculum and provide employment opportunities for the graduates.

#### Relationship to LCCC Mission and Goals

The program mission of training technicians for skilled jobs flows directly from the foundational element of the community college upon which the LCCC mission was developed: That is, element #3: Workforce Development-To develop individuals to enter or advance in productive, life-fulfilling occupations.

The Auto Body Program also shares the college's sense of community as evidenced by its Advisory Committee. We listen to both individual and corporate members of the community, and value their input and support in shaping the Auto Body Repair Program. All major curriculum changes and equipment needs are discussed in Advisory Committee meetings prior to moving forward. Many Advisory Committee members have hired graduates of the program and have indicated their satisfaction with the overall technical competency of our students. When local collision repair shops have employment openings, many call us looking for graduates ready to work. This is indicative of the community's support of LCCC's Auto Body Repair Program. The Auto Body Program also schedules and hosts training events for local shops and their technicians. All of these statements tie the Auto Body program to foundational element #4: Community Development-To enrich the communities we serve through activities that stimulate and sustain a healthy society and economy.

The Auto Body program values the following attributes:

---Students first attitude



---Continued responsiveness to industry needs

---Maintains safe workplace culture

---Attention to professional development

---Instill life-long learner concept

The Auto Body Program shares its mission and value statements with internal stakeholders through a lead-by-example philosophy. When dealing with students the instructional faculty always make students their number one priority. Faculty discuss safety precautions before any activity, wear the required personal protective equipment while in the lab and when performing demonstrations, and keep the lab area and equipment compliant with OSHA and EPA regulations. This lead-by-example philosophy also is demonstrated by the faculty member keeping his professional certifications up to date, and attending a minimum of twenty hours of industry specific trainings to stay current with industry trends. There is one full-time faculty member for the Auto Body program and two adjunct instructors. The full-time instructor teaches all courses in the NATEF accredited program, as well as the certificate and AAS Degree Path. The adjuncts teach community interest courses that are designed for personal interest (hobbyist). The values are instilled in adjunct faculty throughout each semester with meetings and trainings scheduled by the full-time faculty member. Other methods for sharing information with internal stakeholders is through department meetings, meetings with program director/chairperson, and completing items such as this one.

Meeting with an Advisory Committee twice a year serves as a great venue for sharing the mission and value statements with external stakeholders. This can also be evidenced by the accreditation process that utilizes advisory members to complete a formal program evaluation every two and 1/2 years.

The program aligns its mission and values with internal and external stakeholders' needs through bi-annual advisory committee meetings, meeting accreditation standards, and aligning with outside industry training providers; the program's affiliation with I-CAR helps to assure students will have nationally recognized credentials. The auto body instructor has also developed a graduate survey sent to former students through an e-mail format. The survey is used to find out if the program met the students' needs and/or the needs of their employer.

Examples of value statement guiding program activities:

1. During an advisory meeting members commented on the need for students to be exposed to aluminum repair techniques. Consequently, the program secured funding through a Perkins grant to purchase aluminum repair equipment and will be adding course competencies specific to aluminum repair to take effect in the 17-18 academic year. This demonstrates the program's value, Continued responsiveness to industry needs.

2. Every year the faculty member attends over twenty hours of industry specific training courses to keep current with the automotive industry. During the 15-16 school year the instructor completed 41 hours of training, attended the SEMA/AAPEX Show (a premier automotive show/training event- see attached progress report for examples of learning opportunities), re-certified as a master PPG Refinisher, passed I-CAR Steel Weld qualification test, and completed I-CAR Platinum training requirements as well as becoming a steel weld qualification test administrator. Certifying as a weld test administrator will allow

LCCC students to take the qualification tests at a reduced price, in house, with their instructor verifying if the welds pass or fail. This example touches many of the value statements including attention to professional development, continued responsiveness to industry needs, instill life-long learner concept, and student first attitude (the instructor voluntarily took on extra work to provide students opportunity for external credentials).

## D. Program Competencies and Outcomes

### **Auto Body Program-Level Learning Competencies**

#### 1. Painting and Refinishing

- Demonstrate use of safety measures and personal protective equipment selection for daily tasks in the refinishing shop, which comply with OSHA/EPA standards.
- Demonstrate proficiency in identification, surface preparation, and materials selection for painting and refinishing as identified on the ASE B-2 Painting and Refinishing Certification Exam (ASE B-2).
- Apply collaborative skills in the context of auto body repair to accomplish a specific vehicle repair while meeting a specified deadline, including proper use of cooperation, feedback, and conflict management while considering the different perspectives of a dynamic team.

#### 2. Non-structural Damage Analysis and Repair

- Demonstrate use of safety measures and personal protective equipment selection for daily tasks in the collision repair shop, which comply with OSHA/EPA standards.
- Demonstrate proficiency in analysis and repair of all non-structural components identified on the ASE B-3 Non-Structural Analysis and Damage Repair Certification Exam (ASE B-3).
- Apply Problem solving skills to develop and execute an all-inclusive repair plan for a non-structurally collision damaged vehicle, including task analysis, application, execution, and reflection.

#### 3. Structural Damage Analysis and Repair

- Demonstrate use of safety measures and personal protective equipment selection for daily tasks while working with frame straightening equipment, which comply with OSHA/EPA standards.
- Demonstrate proficiency in analysis and repair of all structural components identified on the ASE B-4 Structural Analysis and Damage Repair Certification Exam (ASE B-4).

### **Auto Body Program Operational Outcomes:**

1. Remain Current with the National Automotive Technicians Education Foundation (NATEF) Accreditation Standards
2. Increase the number of students earning credentials from the Auto Body Program

### **Example of how program-level learning competencies align with program values:**

In every course-level and program-level learning competency a key element is the student's demonstrating safe usage and proper personal protective equipment usage for every operation which aligns directly with the program value "maintains safe workplace culture".

### **Example of program's operational outcomes aligning with program values:**

Remaining current with NATEF accreditation standards helps the program "continue responsiveness to industry needs". The accrediting body is a national automotive source, which monitors shops across the nation and has ties to all automotive manufacturers. As the industry changes so does the accreditation standards; by remaining current with the accreditation standards the program changes with the industry, supplying students with the knowledge and skills they need to thrive in the current market while fulfilling the needs of the industry.

#### E. Abbreviated Summary of Program Data (KPIs)

KPI measures revealed that Auto Body Repair is a high performing program in the category of efficiency with low average credits to completion and low average time to completion (three-year average at 2.91 semesters). National benchmarking cost and productivity data showed that the cost per student credit hour for the LCCC Auto Body program (\$129.51) is below that of the national mean (\$147.17) for similar programs.

It also performed well for the student success category with course success rates at a three-year average of 91%, but realized less success with and graduation rates (three-year average at 19%). The program is concentrating more attention to the number of concentrators enrolled, which was a lower rated area (three-year average at 29).

The Auto Body Repair program had medium participation numbers (number of "participants" enrolled at a three-year average of 92), but this likely occurs because courses are necessarily limited at 15 for safety reasons.

The program demonstrated moderate performance in the learning environment KPI category. Its percent of sections taught by full-time faculty stood at a 61% three-year average.

#### F. Accomplishing the Program's Previous Action Plan Goals

The previous program review required no action plans be made and no area was considered deficient. The last on-site visit from the NATEF Accreditation Evaluation team identified two items under Standards that Need Improvement, which were:

1. The Emergency Electrical Disconnect is located behind a locked door, and
2. We recommend more obvious marking of the first aid cabinet

Those items have been addressed. The faculty member built and installed new signage for the first aid cabinet and worked with the physical plant to have an emergency electrical disconnect installed in the shop area. Both features are easy to locate and accessible to all.

#### G. Summary of Review Action Plan Goals

As part of completing the program review self-study it was noted that full-time auto body courses were running at approximately 2/3 capacity on average. This level of enrollment was bringing down KPI scores for full-time faculty to FTE. Action Plan 1 was developed to help increase enrollment.

**Action Plan Goal #1** – Increase the number of full-time student enrollments in the Auto Body Certificate Program.

Strategies:

1. Schedule meetings with the recruiters in Admissions to identify the Auto Body program's need for active recruiting.
2. Work with the PR department to develop a new brochure for the Auto Body program and identify the need for advertising.
3. Schedule a recruiter presence at regional shows and/or competitions such as The Denver Area Collision Career Expo hosted by the Collision Repair Education Foundation, and SKILLS USA state competitions (Wyoming, Colorado, and Nebraska).
4. Update Auto Body program information on the LCCC website

Program Level Objectives were also created during the program review, since several of them relate to passing ASE Certification exams. Action Plan 2 was created as a method for measuring success.

**Action Plan Goal #2** – 80 % of students will pass the end of program ASE Student Certification exams in Non-Structural Damage Analysis and Repair, Painting and Refinishing, and Structural Analysis and Damage Repair.

Strategies:

1. Students will take the ASE Student Certification pre-tests upon entering the program. The instructor will use results to identify areas requiring the most attention.
2. Students will take the ASE Student Certification as a post-test during the final weeks of their program. The instructor will analyze results and record on a spreadsheet.
3. The instructor will review results yearly to identify progress on achieving goal and to find common areas of weakness within participants; those areas will be addressed in each subsequent class.
4. The instructor will enter yearly results on a spreadsheet to keep a historical record and review to identify trends, areas of weakness, and areas of strength.

**H. Identified Strengths, Concerns, Opportunities, and Challenges for Student Learning and Program Operations Resulting from the Review Process**

**Strengths, Concerns, Opportunities, Challenges- Student Learning**

**Strengths**

- National Automotive Technicians Education Foundation Accreditation- accredited curriculum/ modern equipment
- I-CAR Affiliation
- Multiple Industry Credentials offered
- Passionate Faculty centered on student success
- Cost of attending
- Facilities/ Equipment
- Employment potential
- Small Class size ensures 1 on 1 instructor interaction

**Concerns**

- Declining budget- Auto Body requires specific skill sets developed through hands-on application
- Full-time student enrollment

#### **Opportunities**

- Scholarships could be developed to ensure every student receives industry credentials

#### **Challenges**

- Recruiting Students
- Time- One faculty member department- many requirements
- Modern training vehicles

### **Strengths, Concerns, Opportunities, Challenges- Program Operations**

#### **Strengths**

- National Automotive Technicians Education Foundation Accreditation
- Active Advisory Committee
- Community Support
- I-CAR Affiliation
- Multiple Industry Credentials offered
- Effective Program Evaluation system
- Passionate Faculty centered on student and program success
- Cost of attending
- Facilities

#### **Concerns**

- Declining budget- Auto Body requires specific skill sets developed through hands-on application
- Full-time student enrollment
- Industry specific professional development opportunities- declining budget

#### **Opportunities**

- Scholarships could be developed to ensure every student receives industry credentials
- Recruiting Department

#### **Challenges**

- Recruiting Students
- Time- One faculty member department- many requirements
- Budget- subscription fees, equipment maintenance & upgrades, tools, and consumables
- Modern training vehicles
- Getting the word out

### **I. Continuous Improvement: Follow-Up Planning for Strengthening Program Performance**

To be consistent with its continuous improvement processes, LCCC includes follow-up action planning in its academic program review activities. Program review includes a peer-review step where an Academic

Standards Subcommittee for Program Review rates program performance using an Academic Program Review Rubric. Programs perform well on the majority of self-study sections, but occasionally the rubric rating identifies a few areas that need additional attention. For these situations, the program review process includes a structured follow-up planning phase to support program strengthening of these areas.

In early May, after programs have had their self-studies peer reviewed, the Academic Standards Committee notifies those programs that are to participate in additional continuous improvement planning. Academic Standards accepted the Auto Body Repair program review without contingencies, so it was not required to submit follow-up action planning.

|   |   |
|---|---|
| <b>School</b>   | <b>Business, Agriculture, and Technical Studies</b>   |
| <b>Program Area</b>   | <b>Business Management, Business Management Entrepreneurship</b>  |
| <b>Major Programs</b>   | <b>A.A.S. Business Management, (60 credits), Credit Diploma<br/>Business Management - Entrepreneurship, (29 credits)</b>  |
| <b>Review Period</b>  | <b>Fall 2011 to Fall 2016</b>   |
| <b>Self-Study Developed</b>   | <b>AY 2016-2017</b>   |
| <b>Review Status</b>  | <b>Academic Standards Accepted the Program Review Contingent<br/>Upon Submission of a Follow-Up Report</b>  |
| <b>Program Leaders</b>  | <b>Jeri Griego, Jeff Shmidl</b>   |
| <b>Committee Chair</b>  | <b>Monica Wilson</b>  |
| <b>Academic Standards<br/>Program Review<br/>Subcommittee<br/>Reviewers</b> | <b>Michael Thompson: Faculty – Math &amp; Sciences<br/>Kim Bender: AVP – Institutional Effectiveness<br/>Erin Bauer: Chair of SLA Committee<br/>Mindy Falkner: Student Services Representative<br/>Sabrina Lane: Administration and Finance Representative<br/>Jodi Weppner: 17-18 PR – Criminal Justice<br/>Pam Peters: 17-18 PR – ACC Mathematics</b> |

#### A. Brief Overview of Program

The primary purpose of the Business Management Program is to provide educational opportunities for students to gain professional and/or personal development, and to enter, change, or advance their employment opportunities. Prior to 1973, the Business Administration program was part of the Social Sciences Division. In 1974, The Business Division was officially established. In 1994, the division's name was changed to the Business and Technology Division. This change was the result of the dissolution of the Agricultural and Mechanical Trades Division. In 2007, the division became Business, Agriculture and Technology and is currently referred to as the School of Business, Agriculture and Technical Studies.

When the Business and Technology Division was established in 1974, the Business Administration had two tracks. The students could either declare the transfer program as their major, which led to an Associate of Arts and Science degree, or major in the occupational area, which led to an Associate of Applied Science degree in Business Administration. Those students planning to transfer to a four-year institution took the transfer track.

The occupational program in Business Administration was designed to prepare students for entry-level positions upon graduation by teaching students job skills. In 1977, the program was renamed the Mid-Management program. In the 1990's, the program was once again renamed and currently is the Business Management Program. In 1989, an entrepreneurship option was added to the Business

Management curriculum. This option provided existing or potential business owners with small business management courses. In 1974, the Business and Technology Division Director taught most of the business and economics courses. Part-time faculty were utilized to teach many of the courses.

The Business and Technology Division continued to grow rapidly. In 1977, a full-time economics instructor and a full-time business management instructor were hired. In 1986, a new division director was hired and the previous director returned to the classroom. Shortly after the new division director was hired, a full time business management/entrepreneurship faculty member was hired. This faculty member had many years of consulting experience in small business, served as director of the LCCC Incubator Program and had owned small businesses of his own. This position focused on the A.A.S. program and saw its growth. That continued after his retirement and through the tenure of another full time faculty member assigned to coordinate the business management and entrepreneurship programs. In 2009, when the position became vacant it was reallocated to hire an accounting instructor. There has been no designated faculty member responsible for the A.A.S. program since that time.

The focus of the department has been on the A.S. in Business and Finance and A.S. in Accounting programs for the past years. The curriculum was redesigned and the programs were the first in the state to be articulated programs with the University of Wyoming. As a result of that focus, the A.A.S. programs have suffered as evidenced by our K.P.I. indicators. While there has been an average of 172 "concentrators" enrolled in the program during the last three years, the annual FTE has averaged only 28.76. The students enrolled are experiencing a high success rate, exceeding 80%. But the KPI data further indicates that because most students are not taking coursework on a full-time basis, it is taking them an average of five years and 79 credit hours to complete the degree. The graduation rate for these "concentrators" averages only 22.33% for the last three years.

During the last year, the Business Department has become painfully aware of the results of this inattention and increased the focus on redesigning the A.A.S. Business Management and Entrepreneurship programs. The first step was to create an Advisory Committee consisting of local business people who could offer valuable input regarding the new direction of our programs. Their feedback has encouraged the Business Department to add a new concentration in Supply Chain Management.

This is an exciting time for these programs as we breathe new life into them and integrate new courses to better prepare our graduates to enter the workforce. We are working on roll-out plans to stimulate interest in the programs and increase our number of students enrolled.

## B. Program Achievements Over the Review Period

The Business Department has had several achievements since the last program review in 2008/2009.

1. Established an Advisory Committee comprised of local individuals representing distribution centers, financial planners, financial institutions, small business/entrepreneurs, and accounting and consulting firms.
2. Redesigned Business Management Program after receiving input from Advisory Committee.
3. Wyoming Center for Business and Economic Analysis was integrated into the Business Department. The Director and faculty member successfully introduces current data from the Center into coursework, providing students with local and regional economic forecasts.

4. Economics and Finance faculty member was nominated for the 2011-2012 WACCT Leadership award.
5. Two instructors in the area have received Certified Public Manager (CPM) certification.
6. Development of an Entrepreneurship Certificate that can be completed in addition to an Associate's Degree in another field. For example, a music major may want to open their own music shop and needs to know how to write a Business plan and look for start-up capital. This Entrepreneurship Certificate would provide a basis for how to accomplish that goal.

## C. Mission and Values

### **MISSION of the A.A.S. Degrees**

To inspire student learning and provide a high quality of academic study with work related experience to prepare students for supervisory and management careers in business, government or technical studies.

### **VISION of the A.A.S. Degrees**

The LCCC Business Department is committed to transforming the lives of students and enhancing our community through inspired learning, excellence in teaching, applicable internships, and creative co-curricular activities. Together with our students and cooperating employers, we contribute to our community's intellectual, cultural, and economic development.

The Business programs provide academic preparation and work related experience through approved internships to prepare students to confidently enter the workforce with the necessary skills. The supervised internships establish partnerships within the community to create pathways for our students to obtain the skills for finding employment in supervisory or management careers.

The Mission and Vision of the A.A.S. degrees directly relate to the Mission Statement of Laramie County Community College to "transform our students' lives through the power of inspired learning." Specifically the completion of the A.A.S. degree will prepare students to succeed academically in college-level learning and prepare students to enter or advance in productive, life-fulfilling occupations and professions as described in the four foundational elements of the comprehensive community college mission. By graduating these students from a program such as this, we will enrich our community through an enhanced workforce and further economic development.

### **VALUES of the A.A.S. Degrees**

**Excellence in teaching** within high quality, student-centered undergraduate education involving active learning.

**Collaborative relationships** with community partners offering internships for students to apply academic learning with work experience.

**Transferability of curriculum** through offering of practical, work related courses and skill development to ensure student successfully transferring into the workplace after graduation with an A.A.S. degree.

**Pathways to success** enables students to navigate successfully into the workforce applying the knowledge and skills they have developed.



**Growth and development** of students and faculty through active participation in classroom, professional, and college development.

**Respect** for the diversity of people, including their varied perspectives, experiences and worldviews.

**Active involvement** in shared governance, consensus-building, teamwork, open and effective communication, and respectful, ethical behavior.

**Engagement** of students in the curriculum and college experience, creating a community of learning.

The mission and value statements have not been widely distributed in written format to internal or external stakeholders. In the past, we have developed brochures regarding this program, but they have not been utilized for some time. Since we are in the middle of the redesign of this program, we will plan to have the mission and value statements as a component of the new brochures detailing the new focus of the redesigned program. These brochures will be distributed to potential students, students enrolling in the program and interested community members. We will plan to develop the brochures in fall 2017.

In fall 2017, our department will be welcoming two new faculty members. The Department Chair will provide an overview of the program and mission and values during a time of orientation. As part of the business department specific COLS 1000 course, faculty will introduce the incoming freshman to the mission and values of the program as we orient them to the School of Business, Agriculture and Technical Studies. We are also in the process of developing internships with local businesses as part of our redesigned A.A.S. in Business Management Program. This will give faculty a unique opportunity to share the mission and values of the degree program with individuals in the community and solicit their buy-in as we develop a partnership with them.

The program aligns its mission and value statement with external stakeholder needs by discussing with members of the Advisory Board what expectations they have of a graduate from the Business Management Program at LCCC and gather anecdotal evidence from local employers. Their feedback is integrated into the mission and values statements. We also gather feedback from former students who have entered the workforce. We have not established a formal mechanism for gathering information from local employers or former students; it is very informal at this time. Advisory Board Minutes are provided below.

Our faculty do make many attempts to stress the values of our program in the classroom and when working with students. We offer different teaching techniques and styles on a daily basis to engage students in coursework that promotes growth and development in business management. Academic learning, combined with hands-on projects and internships strengthen the students in their ability to transfer their knowledge and experience into the workforce upon graduation. A specific example of how the mission and values statements are integrated into a program activity is the Service Learning Project in MGT 2100. Prior to the project, students have learned about the importance of mission and values statements and have completed a written assignment based on their feedback of LCCC's Strategic Plan, specifically the Mission and Values Statement. When the Service Learning Project is introduced, it is emphasized that they will be representing the college in the community through this project. We talk specifically about working collaboratively with the non-profit organizations they are serving, reflecting what they are learning as it applies to the principles of management, respecting the diversity of the

people that they may encounter during their project, and successfully transferring the skills they have learned in the classroom to this community service project, putting the theory into practice.

#### D. Program Competencies and Outcomes

The Business Department have identified specific program competencies that also align with LCCC institutional competencies. These competencies are based off feedback from our Advisory Committee and the characteristics they are looking for in hiring our A.A.S. graduates. The department will annually update these competencies as needed to ensure our students are successful in achieving their educational goals. The department will continuously assess and develop new strategies to ensure these competencies are being achieved at the highest level.

Competency 1: Students apply problem-solving skills in the context of business management, including analysis of the problem, application and execution of business tools, reflection and evaluation of the problem, and finally consideration of implications and future tasks.

Competency 2: Students apply collaborative skills in the context of business management to accomplish a specific goal, including the proper use of cooperation, feedback, and conflict management while considering the differing perspectives of a dynamic team.

The Business Department has identified the following operational outcomes. These operational outcomes are based on successful business management graduate and employer feedback. The department will annually update these operational outcomes as needed to ensure our students are successful in achieving their educational goals. The department will continuously assess and develop new strategies to ensure these operational outcomes are being achieved at the highest level.

Operational Outcome 1: The program will strengthen its process(s) to increase graduation rates.

Operational Outcome 2: The program will strengthen its process(s) to increase the rate of students successfully entering the workforce in their designated field.

Operational Outcome 3: The program will strengthen its process(s) to build its relationships with local employers and their workforce needs.

One example of how the program's learning competencies align with the program values is the extensive service-learning project each student is required to participate in when enrolled in MGT 2100 - Principles of Management. Students are in groups of no more than four students. They work together to design a service project with a non-profit organization. The project spans most of the semester. It involves the students practicing the four functions of management: planning, organizing, leading and controlling. This project involves several of the values established for the A.A.S. degree: using the excellent teaching strategy of service learning which involves very active learning, collaborating not only with peers but also with community partners, and transferring what they are learning in the classroom to a workplace situation using the knowledge and skills they have developed. The students are actively engaged as a team and in the community. Often their work with the non-profit organization exposes them to homelessness, veterans, victims of abuse, and others who help them learn to respect people regardless of their circumstance.

An example of how the program's operational outcome of strengthening graduation rates aligns with program values is the introduction of the business specific COLS 1000 - Introduction to College Success.

This course is intended to establish a group of students entering into the business curriculum with a chance to begin collaborating in the first semester. They will be actively working together as they learn a variety of strategies to aid in their success as a college student. This student-centered course not only helps them with collaboration but also introduces them to the idea of transferring success skills from college to future careers. Some of the topics that assist them in college and transfer to the workplace are: goal setting, the importance of communication, time management, treating others with respect, collaborating on projects, being ethical in all situations, and being active in their community. These principles are all embedded in the Values of the degree.

#### E. Abbreviated Summary of Program Data (KPIs)

The Business Management program performed well in the participation KPI category generating a high number of concentrators enrolled (three-year average of 172) and a moderate number of “participants” enrolled (three-year average of 217).

For the student success KPI category, the program realized moderate performances with course success rates (three-year average at 81%), a graduation rate for “concentrators” (three-year average at 22%), university matriculation rate (three-year average at 24%), and the number of associates and workforce degrees/certificates awarded (three-year average at 13).

The program’s high use of adjuncts resulted in lower performance for the percent of sections taught by full-time faculty (three-year average of 31%). The use of adjuncts also contributed to the program’s high efficiency performance with a low core expenditures per FTE (three-year average at \$1,803). However, the program had less success with average credits to completion (three-year average at 79 credits) and the average time to completion (three-year average at 5.29 semesters).

As result of this review, the program developed considerable action planning that is intended to strengthen performance in the areas of graduation rates, average time to complete degrees, and fill rates. Significant program redesign, including a Supply Chain concentration, course mapping, and revised student recruiting are intended to strengthen low performance areas. The program will seek an additional full-time faculty member to improve the KPI for percent of sections taught by full-time faculty.

#### F. Accomplishing the Program’s Previous Action Plan Goals

During the last program review conducted in 2008, the A.S and the A.A.S. programs were combined. Under the current format, the two programs have been separated. The A.S. Business and Finance program was reviewed last year. This is the year for the A.A.S. Business Management Program. Since the previous review, there has not been a faculty member who has been responsible for leading this program. Nearly all attention has been placed on the changes in the transfer program and completing a program articulation with the University of Wyoming. The A.A.S. program has survived on limited attention and enrollment.

In the last program review, one of the recommendations was to establish a new Business Advisory Committee. During this year of review, it became very apparent that we needed to connect with employers in the community and determine what employers were looking for in hiring new employees. The new Business Advisory Committee is working well and has provided us with a great deal of direction for the future of the program. This is certainly the first step in the development of a strategic plan for

graduating more students in the program. In the next Program Review, we expect to have many accomplishments to report!

Additional recommendations in the 2008 Program Review were:

- 1) Expand the program by adding one half-time instructor.
- 2) Develop a strategic plan for graduating more students with Associates of Applied Science degrees.
- 3) Conduct a more comprehensive survey of the graduates and employers.

Unfortunately, since that time the Business Management Program has not completed the above three recommendations. We have focused our attention on the A.S. Business and Finance degree at the expense of the A.A.S. degree. When beginning this Program Review, it became evident quite quickly. Rather than pushing the changes off for another year, we decided to redesign the program and review it at the same time. It has been a challenging year!

## G. Summary of Review Action Plan Goals

Four Action Plans have been developed as a result of the discoveries made during the Program Review Process. After reviewing the dismal KPI data regarding enrollment, graduation and fill rates the Business Team determined that the Business Management Program needed an overhaul. We set out by meeting with our Business Advisory Team and solicited their feedback regarding the types of employment they anticipated for these graduates, verifying the need for graduates of this type and providing input regarding the specific coursework needed. We also conducted online research regarding programs of this nature that other schools were currently offering. That led us to proposing a redesigned program. But just offering new courses was not enough to automatically increase enrollment so we developed a marketing plan to get the word out to potential new students. Our Business Recruiter will assist with this Action Plan. Because part of our redesign involves offering an Entrepreneurship Certificate, which can be added to other programs of study, the Business Team is holding an Entrepreneurship Day. We will be inviting local entrepreneurs for a panel discussion and roundtable discussion regarding the life as an entrepreneur. Our final action plan is to address staffing. Two members of the Business Team will be leaving in spring 2017. As a result, job descriptions have been re-written to include assuming responsibility for spearheading the Business Management Program. The development of these Action Plans is the direct result of the preliminary work of the Program Review and recognition that we needed to do something now rather than waiting another year to put changes into place.

1. Business Management Program Redesign - Redesign Business Management Program with a Supply Chain Management Concentration making our program more relevant for students and local employers.

The first Action Plan of Business Management Program Redesign has already begun. Faculty have written MCORs for new courses and modified MCORs for existing courses. These MCORs, with the exception of the internship courses, have gone through Academic Standards for approval for the next catalog. The redesigned program will be ready for student enrollment in fall 2017. Evaluation will begin with enrollment numbers and will continue with retention and pass rates. Ultimately, we will be measuring for graduates, although this will not be evident for two years or more.

2. Entrepreneurship Day – Plan and hold an event focused on Entrepreneurship that is open to students from all programs who may be interested in becoming an entrepreneur and completing the Entrepreneurship Certificate.

The second Action Plan is to hold an Entrepreneurship Day. This will be held on April 18, 2017. We have reserved the room, and are contacting local entrepreneurs. We will have a panel discussion and then have the students in attendance meet with the entrepreneurs for roundtable discussion. We are inviting students from many majors across campus to help familiarize them with this new certificate that can be added to their current degree program. Our first evaluation will be the level of interest and attendance at the event. The next evaluation will be in follow-up interest and enrollment in the certificate program. This certificate program will be ready for enrollment in fall 2017.

3. Marketing and Recruiting for Redesigned Business Management Program - Design a marketing and recruiting program for the redesigned Business Management Program and the Supply Chain Management Concentration.

The third Action Plan is Marketing and Recruiting for the Redesigned Business Management Program. The goal is to build enrollment, graduation and fill rates. Another aspect of that goal is to offer new opportunities for students to learn about supply-chain management, which is an important industry in Cheyenne, WY. This will help match potential employees with employers. We will also be marketing the programs to distribution centers in our area to build skills of current employees. This will be an ongoing effort that will begin in spring 2017.

4. Staffing - To ensure the best qualified faculty are in place to teach the new and modified courses within the Business Management Program and the Entrepreneurship Certificate.

The fourth Action Plan is Staffing. We have not had a faculty member dedicated to overseeing and developing the Business Management Program in several years. Two faculty members are leaving in spring 2017. The position descriptions have been rewritten to include responsibility for some of the new courses developed. We are currently in the hiring process and hope to have both positions filled with start dates of fall 2017. This will give us a good starting point to evaluate the success of the changes that have been made as a result of this Program Review.

## H. Identified Strengths, Concerns, Opportunities, and Challenges for Student Learning and Program Operations Resulting from the Review Process

### **Student Learning**

**Strengths:** Department has solid comprehensive feedback system in the areas of standards, assessment and evaluation of students. Weekly department meetings include business advisor and recruiter to ensure that any proposed program changes are fully vetted to avoid negative impact on students.

**Concerns:** Since enrollment is low at this time, most courses will only be offered once a year. For the student who is unable to attend college on a full-time basis, it may be difficult to enroll in the courses as needed without a waiting time until the next offering. We are hoping that by grouping the courses in the afternoon it will allow students to work either a morning shift or a night shift and come to school in the afternoon.

**Opportunities:** Within the program redesign, there will be opportunities for student internships with local employers. This will provide students with real-life experience in a supervised setting enabling them to learn skills that will enhance their employment possibilities.

**Challenges:** For the Entrepreneurship Certificate, we will be recruiting students from across campus in a variety of programs. Because they will come as majors in art, physical therapy, agriculture, welding, automotive, etc they will have little knowledge of business. This will be challenging to absorb the role of an entrepreneur, how it could apply to their major and write a business plan in a few courses.

### **Program Operations**

**Strengths:** Department utilizes a continuous improvement process for change, department utilizes a comprehensive feedback system, the Business Team meets weekly to discuss items we are working on, check progress and plan for the future. The members of this team are committed to quality programming and positive educational learning experiences for our students.

**Concerns:** Enrollment in the current Business Management Program is low. The redesign has involved a Business Advisory Committee to ensure there is a need for the program and employment possibilities after graduation. The comprehensive feedback system is not fully implemented to take our assessment and evaluation processes and transform them into strategy and development. Our lack of experience in tracking students after graduation will make it difficult to evaluate completely the success of the program redesign.

**Opportunities:** The department held its first advisory committee meeting during the fall 2015 semester. These is an opportunity to capitalize on this connection with external stakeholders that we have not had access to in the past. The committee could be an integral tool for future planning and implementation of programmatic changes.

**Challenges:** The program review experience requires the Business Team to fully commit to examine the program, propose changes and implement the changes to improve student learning. This process, though very beneficial, is quite time consuming for the faculty involved. Some days it is difficult to determine how much time can be spent developing programs for the future when we are unable to spend as much time with current students and their learning.

### **I. Continuous Improvement: Follow-Up Reporting and Planning for Strengthening Program Performance**

To be consistent with its continuous improvement processes, LCCC includes follow-up action planning in its academic program review activities. Program review includes a peer-review step where an Academic Standards Subcommittee for Program Review rates program performance using an Academic Program Review Rubric. Programs perform well on the majority of self-study sections, but occasionally the rubric rating identifies a few areas that need additional attention. For these situations, the program review process includes a structured follow-up planning phase to support program strengthening of these areas.

In early May, after programs have had their self-studies peer reviewed, the Academic Standards Committee notifies those programs that are to participate in additional continuous improvement planning. Academic Standards accepted the Business Management program review contingent on its

development of additional follow-up action planning. Programs for the 2016-17 cycle begin developing their follow-up action planning in January 2018.

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|---|--|
| <b>School</b>   | <b>Arts &amp; Humanities</b>   |
| <b>Program Area</b>   | <b>Education</b>   |
| <b>Major Programs</b>   | <b>A.A. Education, (60-61 credits), A.A. Education – Early Childhood Education, (60-61 credits), A.A. Education Elementary Education Concentration (60-61 credits)</b>   |
| <b>Review Period</b>  | <b>Fall 2011 to Fall 2016</b>  |
| <b>Self-Study Developed</b>                                     | <b>AY 2016-2017</b>  |
| <b>Review Status</b>  | <b>Academic Standards Accepted the Program Review Without Contingencies</b>  |
| <b>Program Leaders</b>  | <b>Ann Shelby, Scott Moncrief</b>  |
| <b>Committee Chair</b>  | <b>Monica Wilson</b>   |
| <b>Academic Standards Program Review Subcommittee Reviewers</b> | <b>DeeJaay Beals: Faculty – BATS<br/>Meghan Kelly: Librarian<br/>Kim Bender: AVP – Institutional Effectiveness<br/>Erin Bauer: Chair of SLA Committee<br/>Mindy Falkner: Student Services Representative<br/>Sabrina Lane: Administration and Finance Representative<br/>Caron Shipley: 17-18 PR – Dental Hygiene<br/>Elhadji Gaye: 17-18 PR – Mathematics</b> |

#### A. Brief Overview of Program

The Education Program adds tremendous value to Laramie County Community College (LCCC). Over the last ten-year period, we have produced more Associate of Arts graduates than any other LCCC program. In fact, one in four students who graduate with an AA degree from LCCC are Education majors.

The Education Program has been in existence since LCCC's earliest years; we currently reside under the School of Arts and Humanities. The 1973-1974 catalog listed a sequential program of study for prospective elementary and secondary education majors. In 1978, the Early Childhood Development Program was added with a full-time instructor. Currently, students select course work that can either lead to an AA in Education or an AA in Early Childhood. Both Education degrees went through full curriculum redesign and mapping during the 2015-2016 academic year. This included updating the Master Course of Record (MCOR) forms and developing backward curricular design in preparation to offer the degrees online. In 2016, the Education Program began offering an elementary education area of concentration option that has been articulated with the University of Wyoming and Valley City State University.

The curriculum and instructional activities in the Education Program are aligned to help students progress through a carefully designed scope and sequence of coursework. The gateway courses have a strong emphasis on career exploration within the field of education, allowing students to refine their educational goals. The curriculum then explores the history of education, legal issues, philosophy, teaching and learning theory, and child-adolescent development in detail. Capstone courses, such as practicum, allow students to practice their teaching skills in authentic settings.

The Education Program has consistently performed well in several areas. In 2014-15, the total student FTE was 105.21. During the same period, the **average course success rate** was 88.72%. Additionally, the



graduation rates are among the highest at LCCC. In the last ten year period (2004-2005 to 2014-2015), 584 of the 2336 AA degrees that the college awarded were from our program. In 2014, LCCC's Education program was ranked in the top forty of all community colleges in the country for graduates matriculating as reported in [Community College Week](#).

The Education Program faculty have been able to achieve these high graduation rates with only two full-time faculty members; hence, keeping the cost to the college extremely low; our Program's three year average cost per FTE is \$2380.15. Out of 45 total programs at LCCC, the Education program is eighth in [lowest costs per FTE](#). With the addition of new faculty to the Department in Fall 2016, we are excited to see how our program can grow.

## B. Program Achievements Over the Review Period

The Education program has had numerous achievements over the past five years both at the program and faculty level.

### Program Level Achievements:

- \* Our Program has the highest number of education graduates out of all [Wyoming community colleges](#).
- \* Our Program has achieved more than a doubling in the number of [early childhood graduates](#) over the past five years as compared to the previous five year block.
- \* Faculty have stream-lined the curriculum to better serve students as they transfer.
- \* Faculty have worked with the Center for Learning Technologies to place both the early childhood and secondary education degree programs fully online.
- \* To meet the needs of a diverse student body, faculty have developed a variety of course offerings: traditional on-campus classes, hybrid classes, online classes, evening courses, Albany County campus courses, independent study, and condensed courses.
- \* Human Life Span Development (EDST 2450) serves as a cultural awareness general education option and meets requirements for many of the health science programs.
- \* Donors value the education program as evidenced by generous donations for scholarships. In 2015-2016, we had sixteen distinct foundation scholarship funds totaling over \$15,000 that provided financial support to education majors.

### Faculty Level Achievements:

- \* After reviewing preliminary data on FTE, the Education Program requested an additional faculty position. This position was filled in the 2016-2017 academic year bringing the total full-time faculty to three.
- \* Stability of faculty members is evidenced with a total of 39 years of experience teaching at LCCC with an average of 13 years per faculty member.
- \* The faculty represent the college throughout a variety of organizations such as Phi Theta Kappa (Regional Coordinator for Wyoming and Colorado), Wyoming Early Childhood Association (President, 2012-2013), and the University of Wyoming College of Education Advisory Council for Teacher Education (ACTE).
- \* Our full time faculty remain current in their fields through on-going education including a sabbatical to complete a doctorate and overseas teaching experience.
- \* All full-time faculty have received the LCCC Faculty Teaching Excellence Award within the past five years.



\* For academic year 2016-2017, the Education Program is utilizing the expertise of approximately four adjunct faculty from Laramie County School District #1. Half of these instructors at the Cheyenne campus hold a Ph.D.

### C. Mission and Values

The Education Program's mission is to develop competent, highly reflective educators who understand how diverse learners grow and develop, who integrate current research into teaching practice, who apply effective assessment and instructional strategies, and who demonstrate personal responsibility in the profession to meet the Interstate Teacher Assessment and Support Consortium (InTASC) standards ([InTASC Model Core Teaching Standards April, 2011](#)). In doing so, the Education Program will be the premier two year Education Program for Wyoming high school graduates by ensuring an exceptionally high standard of preparation for students who transfer to other institutions or enter the Education and Early Childhood workforce in the state of Wyoming.

The Education Program annually reviews and considers additions to each strategic program emphasis under the umbrella of the larger LCCC mission and strategic plan ([LCCC Strategic Plan 2013-2020](#)). In the 2015-2016 academic year, considerable energy was focused on the following:

#### Goal 1.A.i.

Education faculty regularly volunteer to present information to under-represented groups such as high school students who are parents or who will become parents. Education faculty meet with high school students identified with a diverse set of challenges who may be interested in careers in Education. Additionally, the Early Childhood program has a concurrent enrollment agreement with Triumph High School for the Early Childhood Practicum Course ([Concurrent Enrollment Site Visit Policy](#)).

#### Goal 1.A.ii.

In conjunction with the Wyoming Department of Workforce Services, Education faculty actively recruit early childhood providers who are currently working in the field to encourage them to finish their degree. Education faculty and adjuncts also present regularly at state-wide conferences such as the Wyoming Early Childhood Association's conference to increase awareness of the program.

#### Goal 1.A.iii.

The Education Department consistently monitors changes at state and national levels and adapts educational programming accordingly. For example, at the most recent articulation meeting curricular issues were discussed which were used to guide LCCC program modifications for 2015.

#### Goal 1.A.iv.

The Education Department volunteered to work with the Center for Learning Technologies to revise all of its coursework so that both the Secondary Education and Early Childhood Program could be obtained entirely online if students so desired. The faculty are currently working on adding the elementary education area of concentration as an online option.

#### Goal 1.D.iii.

Both the Education and Early Childhood programs underwent revision in the past year modifying the number of credit hours from 64 to 60 and streamlining prerequisites so that students can more easily achieve graduation with a two year time frame.

#### Goal 1.D.iv.

Program illustrations with recommended educational pathways are currently being completed for students in discipline specific areas such as Secondary History Education and English Education to enhance student access to academic program advising material.

#### Goal 1.F.i.

Prior to accepting teaching responsibilities, faculty agree to follow the approved MCOR and complete common course assessments for all sections of Education and Early Childhood courses (see Section 2).

Goal 1.F.ii.

Learning outcomes for the education programs have been developed with established rubrics and assessments (see Section 2).

Goal 2.A.

The Education Department maintains a concurrent enrollment agreement with Triumph High School for EDEC 2200: Early Childhood Practicum.

Goal 2.B.

The Education Department has formal articulation agreements in place with the [University of Wyoming](#) and [Valley City State University](#), and a memorandum of understanding with Regis University ensuring a seamless transfer when students follow the program sequence.

### Program Values

**Excellence in Instruction:** The Education Program strongly believes that modeling excellence in instruction is one of the best tools available in creating excellent instructors. Education faculty do this by

1. Applying current research ([Marzano, Pickering, & Pollock, 2001](#)) to student knowledge by having students observe, evaluate, and reflect on current best practices within the coursework.

- For example, a recent renovation of our conference room allows students continuous access to Smart Board technology allowing them to design and practice interactive whiteboard instructional strategies.

2. Using a variety of instructional methods to model effective teaching strategies.

- For example, faculty use methods such as cooperative learning, guided discovery, field trips, observations, case studies, and research projects to provide a comprehensive model of instructional practice.

3. Meeting regularly to ensure that all Education students experience fair, uniform, and consistent expectations.

- For example, faculty met to develop a grading scale consistent with the School of Arts and Humanities. Education Program faculty also follow the LCCC guidelines for academic integrity.

**Service to Students:** The Education Program consistently provides a high level of service to students because the Education Program "Desires to Make a Difference" and desires to help students "create better lives and better communities," ([LCCC Strategic Plan 2013-2020](#)). Education faculty do this by

1. Being available to students for support and advising.

- For example, on course evaluations, students consistently rate instructors highly on availability and responsiveness.

2. Connecting students with other LCCC departments and systems to ensure they receive the support they need to be successful.

- For example, faculty meet with the Student Success Center, Academic Advising, Admissions Center, Writing Center, SAGE-TRiO, etc. to assist students towards successful matriculation.

3. Working closely with community agencies to provide future opportunities for LCCC students.

- For example, during Spring Semester of 2016, instructors assisted students in obtaining over \$30,000 in outside funding to continue their education (Wyoming Quality Counts Initiative). In addition, one faculty member recently served as the President of the Wyoming Early Childhood Association. Another faculty member serves as an advisory member for the Laramie County Retired Teachers Association. This group funds scholarships and is active in creating opportunities that improve education in Laramie County.

**Professional Responsibility:** The Education Program maintains high expectations for the conduct from both faculty and students to ensure ethical practice. Education faculty do this by

1. Requiring students to adhere to the professional requirements of the teaching field.

- For example, public school practicum students must successfully adhere to school district procedures and pass a background check prior to working in the public schools. In addition, all students must adhere to the **LCCC Student Code of Conduct**.

2. Participating in professional development activities to stay current in the field of education.

- For example, the Education faculty maintain membership in national education organizations and stay informed about current trends and research pertaining to education.

3. Recruiting qualified adjuncts.

- For example, adjuncts in the Education Program are highly regarded educators within the community and are committed to continuing education. By hiring adjuncts from varying roles in education, students are exposed to a wide array of multiple perspectives of the field of education.

## D. Program Competencies and Outcomes

The Education Program is committed to the InTASC Model Core Teaching Standards. These Core Teaching Standards reflect the knowledge, dispositions, and performance that a teacher must have in order to ensure the success of a diverse set of learners. They are a clear performance-based set of standards that are relevant across curriculum areas and age ranges. These Model Core Teaching Standards are nationally recognized as best practice for teacher education programs. The Education Department's five Program Competencies are outlined below along with the respective InTASC Standards.

Program-Level Competencies purposefully align with InTASC Standards:

1. Recognize how diverse learners develop in cognitive, linguistic, social, emotional, and physical capacities. (Based on InTASC "The Learner and Learning" competencies #1, #2, & #3)

2. Demonstrate content knowledge through the creation of authentic, meaningful learning experiences. (Based on InTASC "Content Knowledge" competencies #4 & #5)

3. Identify formative and summative assessment applications to improve both student learning and teacher decision-making. (Based on InTASC "Instructional Practice" competency #6)

4. Create developmentally appropriate instructional strategies to engage learners in critical thinking, creativity, and collaborative problem solving. (Based on InTASC "Instructional Practice" competencies #7 & #8)

5. Reflect on one's professional commitment, leadership ability, collaborative role, and ethical responsibility in order to improve pedagogical practice. (Based on InTASC "Professional Responsibility" Competencies #9 & #10)

Example of program competency that aligns with our values (1.C.2): Competency #4 "Create developmentally appropriate instructional strategies to engage learners in critical thinking, creativity, and collaborative problem solving" aligns with our "Excellence in Instruction" value because it uses a "variety of instructional methods to provide a comprehensive model of instructional practice."

Operational Outcomes strategically progress from entry to exit:

1. Increase the number of majors by implementing recruitment strategies.

2. Increase persistence rate in the Education Program by implementing semester-to-semester persistence strategies.
3. Increase graduation rates by implementing degree completion strategies.
4. Increase the number of students who transfer by increasing articulation agreements with 4-year institutions.

Example of operational outcome that aligns with our values (1.C.2): Outcome #3 "Increase graduation rates by implementing degree completion strategies" aligns with our "Service to Students" value because by helping students connect "with other LCCC departments and systems, we ensure they receive the support they need to be successful."

#### E. Abbreviated Summary of Program Data (KPIs)

KPI measures revealed that Education is a high performing program in multiple categories. In the participation category, it generated high student enrollment, including annual FTE (three-year average at 117) and concentrators (averaging 366 concentrators per year).

For the student success KPI category, the program's concentrators matriculated to four-year institutions at high numbers (three-year average at 46), and it was a leader among LCCC programs in producing degrees (averaging 63 per year). It also earned high efficiency ratings for core expenditures per FTE (averaging \$2,380 per year).

The program had only a couple of KPIs with lower ratings. It has developed action planning to strengthen its course success rates (three-year average at 86%). Recent hiring will likely raise the percent of sections taught by full-time faculty. Many of the early childhood education majors worked full time and took a minimal number of credits each semester, which contributed to lower performance for average time to completion (three-year average at 4.4 semesters).

#### F. Accomplishing the Program's Previous Action Plan Goals

During the last program review cycle (Old 2011 Program Review Template), the Education program established the following goals:

1. Students will demonstrate the skills of a reflective practitioner with the following skill sets; strong oral and written communication skills, ethical behavior, respect for diversity, critical thinking and strong content knowledge.

GOAL SUCCESSFULLY ATTAINED- Each semester mentor teachers in the school districts serve as third party evaluators of our students during a thirty hour practicum placement. For 2015 (the last full year of data), all students achieved either a "Proficient" or "Advanced" score from their mentor teachers. No students received a "Basic" or "Below Basic" rating.

2. Continue to provide a seamless transition for students planning to transfer to four-year institutions.

GOAL SUCCESSFULLY ATTAINED- Three formal articulation agreements have been finalized, one with the University of Wyoming and two with Valley City State University. A fourth articulation agreement is in the final stages of being signed. Additionally, faculty communicate regularly with both Mayville State University and Regis University.

With the introduction of increasingly robust data tracking systems available to LCCC personnel over the last couple of years, we are excited to explore how these technologies can positively impact our timely response to goal creation and attainment.

## G. Summary of Review Action Plan Goals

### **Action Plan #1 - Increase the number of declared Education/Early Childhood majors (Addresses Goal 1 and 2 of LCCC's Strategic Plan)**

Goal #1 To increase the total growth rate of students declaring as Education/Early Childhood majors by 25% over five years.

Goal #2 To achieve this growth rate in manageable increments of 5% per year over the five year review cycle term.

1. Design education specific recruitment flyer for Admissions- Complete March of 2017 and revise yearly as needed.
2. Education faculty will contact all high school students who have expressed an interest in program via Admissions recruiting cards- ongoing.
3. Review and edit website material for clarity and accuracy- Complete April of 2017 and revise as changes are required.
4. Discuss with LCCC Foundation our needs and the unique characteristics of Education students- Complete May 2017 and ongoing.
5. Meet with Advising Staff regarding program content and curricular issues- May 2017 and every following semester.
6. Increase number of outreach events to high schools through Gear Up, Concurrent Enrollment, and Guest Speaking- May 2017 and ongoing.

### **Action Plan #2 Improve student success rates in our lowest performing course sections (Addresses Goal 1 of LCCC's Strategic Plan)**

Goal #1 All sections currently below an 80% student success rate will demonstrate a five percent or greater increase in their student success percentage within the first two year cycle.

Goal #2 All course sections will be maintaining an 80% or better student success rate at the end of the five year review cycle.

1. Using a full year teaching cycle as a comparative model, department staff will analyze student success and failure variables including course sections, modalities, instructor, offering time, LCCC benchmarks and student major with support from the Office of Institutional Research.- March 2017 and October 2017 and every year on that same term cycle.
2. After analysis is complete, courses with an historical section average below 80% success rate will receive immediate attention in the form of instructional coaching, assignment load analysis, student feedback review, assignment prompts, and addressing gaps in student skill sets- March 2017 and every semester after that date.

3. Through active engagement with all program faculty the courses identified as needing immediate remediation will have achieved at least a five percent or greater increase in their student success rates.- January 2019.
4. Course sections and instructors that have experienced two consecutive semesters achieving less than an 80% success rate will be individually provided additional instructional assistance to be determined by program faculty and the Center for Teaching and Learning- January 2019, January 2020, January 2021.
5. Full time and part time faculty will work collaboratively to ensure that all sections regardless of modality, time taught, instructor on record, or student characteristics obtain at least an 80% or better student success rate- January 2022 and ongoing thereafter.

## H. Identified Strengths, Concerns, Opportunities, and Challenges for Student Learning and Program Operations Resulting from the Review Process

### Student Learning

#### Strengths

- Depth of experience of full-time Education faculty averaging 13 years at LCCC and having taught in five different states across the whole spectrum of public schools, preschools, community colleges and universities.
- Strong pool of adjuncts who bring expertise and a unique perspective to our student population.
- Variety of course formats including the ability for students to obtain both the Early Childhood and Secondary Education degrees entirely online.
- In 2015, successfully implemented a full curriculum redesign for both Education and Early Childhood utilizing the Center for Learning Technologies and a peer review process to ensure student centered learning, intentional curriculum mapping and uniform alignment with course objectives, assignments, and state and national standards.
- A recently modified program of course study which eliminated four credits and several prerequisites in an effort to allow students to more easily achieve graduation within a two year time frame.
- Consistency of format, assignments, and assessments across all sections of the same course regardless of modality.
- Each semester, mentor teachers in the school districts serve as third party evaluators of our public school practicum students. For 2015 (the last full year of data), all students achieved either a "Proficient" or "Advanced" score from the perspective of a licensed public school teacher. No students received a "Basic" or "Below Basic" rating.

#### Opportunities

- While we have three formal articulation agreements in place, this year we have committed to trying to solidify an agreement with a quality four year institution for an online early childhood degree.
- Updating and creating new Memorandums of Understanding with LCSD#1, LCSD#2 and ACSD#1 will help foster discussions on how we can continue to improve this invaluable on-site practicum experience for our students.
- While student success numbers are relatively strong across our program, there is significant disparity between courses and modality that we believe we can improve upon. This is one of our identified action plans to focus on over the next five year review cycle.

### Concerns and Challenges

- The utilization of new technologies in the public school classroom has been increasing rapidly over the last several years. With declining institutional budgets, we worry that we will lose the ability to provide a technology based learning environment that prepares students for the technology tools that they will encounter at their teaching sites. Specifically, we will continue to advocate for a mobile laptop computer cart that we can utilize in our classrooms on a regular basis.
- Our program is designed to facilitate the learning needs of pre-service teachers who want to teach children anywhere along the age spectrum from birth through high school. In the past, the Education Program has strategically varied its personnel to address this vast array of different instructional age groups and content areas. Because of our deep pool of expertise in both full and part time faculty, this has not been difficult in previous years. We are hopeful that looming budget cuts will not impact our ability to hire qualified personnel.

### **Program Operations**

#### Strengths

- Robust student enrollment with a total FTE of 105.21 in 2014-15.
- Large number of graduates with 1/4 of all LCCC AA degrees being awarded to Education majors. In fact, LCCC's Education program was ranked in the top forty nationally for the number of community college education graduates matriculating according to Community College Week.
- The Education program operates extremely efficiently with an average costs per FTE ranking it in the lowest (best) quintile.
- A growing early childhood program which has witnessed a doubling in graduates during the last five year time period.
- Strong support through Foundational scholarships and outside funding streams.
- A purposeful program mission which aligns solidly with the college mission, goals, and strategic plan.
- A documented history of formalizing feedback systems from stakeholders and acting on their suggestions.
- Shared agreement among faculty that one of our obligations is to give back to the community through involvement on local and statewide Boards of Directors, guest speaking in schools, helping out with student competitions, and promoting active engagement in college level extracurricular activities.

#### Opportunities

- The Education Program is looking forward to improved collaboration with our peers at the Albany County Campus. In fall 2016, we had more detailed conversations than we have had in the past regarding intentional scheduling, common course assignments, and identical textbook adoptions. We were pleased with how these conversations created such positive student learning outcomes and plan to strengthen this strategic dialogue in the future.
- Continued refinement of our tracking/regular contact mechanisms for post completion CDA students will likely further enhance our early childhood program numbers.

### Concerns and Challenges

- Overall declining student enrollment at LCCC can have a significant impact on our program. In the past, we would occasionally receive undeclared majors who would select our program after

a semester or two as a general education student. This group of students is shrinking at LCCC. We will need to continue to redouble our efforts to recruit more on our own - both internal and external to the college. Hopefully, we can balance this necessary activity with the other demands of our program. It is of such high priority to us that we have included this a one of our major action plans for the next five year cycle.

## I. Continuous Improvement: Follow-Up Reporting and Planning for Strengthening Program Performance

To be consistent with its continuous improvement processes, LCCC includes follow-up action planning in its academic program review activities. Program review includes a peer-review step where an Academic Standards Subcommittee for Program Review rates program performance using an Academic Program Review Rubric. Programs perform well on the majority of self-study sections, but occasionally the rubric rating identifies a few areas that need additional attention. For these situations, the program review process includes a structured follow-up planning phase to support program strengthening of these areas.

In early May, after programs have had their self-studies peer reviewed, the Academic Standards Committee notifies those programs that are to participate in additional continuous improvement planning. Academic Standards accepted the Education program review without contingencies, so it was not required to submit follow-up action planning.

|   |  |
|---|--|
| <b>School</b>   | <b>Math &amp; Sciences</b>   |
| <b>Program Area</b>   | <b>Engineering</b>   |
| <b>Major Programs</b>   | <b>A.S. Engineering, (64 credits)</b>  |
| <b>Review Period</b>  | <b>Fall 2011 to Fall 2016</b>  |
| <b>Self-Study Developed</b>                                     | <b>AY 2016-2017</b>  |
| <b>Review Status</b>  | <b>Academic Standards Accepted the Program Review Contingent Upon Submission of a Follow-Up Report</b>   |
| <b>Program Leaders</b>  | <b>Mohamed Chakhad</b>   |
| <b>Committee Chair</b>  | <b>Monica Wilson</b>   |
| <b>Academic Standards Program Review Subcommittee Reviewers</b> | <b>Cindy Henning: Academic Dean – Health Sciences &amp; Wellness<br/>Meghan Kelly: Librarian<br/>Kim Bender: AVP – Institutional Effectiveness<br/>Erin Bauer: Chair of SLA Committee<br/>Mindy Falkner: Student Services Representative<br/>Sabrina Lane: Administration and Finance Representative<br/>Shannon Zavorka: 17-18 PR – Mathematics</b> |

### A. Brief Overview of Program

The Engineering program at LCCC is a program within the School of Math and Sciences. The program offers an Associate of Science in Engineering. It is designed to prepare students for transfer to a four-year degree in many sub-fields of engineering (civil, mechanical, electrical, and others). Based at the Albany County campus, the program also provides a second chance for the University of Wyoming's students who did not meet with success at the University. The program also serves the University of Wyoming's engineering students by offering a more affordable alternative to taking engineering science courses at the University. All LCCC Engineering Science courses, with the exception of one, are offered in the evening, at times that do not interfere with the University's class offerings, to maximize enrollment



and offer the University's students the unique option to take engineering science classes in the evening. One of the Engineering Science courses (Introduction to Engineering Computing) is offered online, which is a unique alternative to taking this course at the University, which does not offer any engineering science courses online. The face-to-face engineering science courses are taught at the University of Wyoming, which is convenient for the University's students and a welcomed exposure to the University for LCCC's students. An important advantage of taking Engineering Science courses at LCCC is the small class size. Our courses average between 10 and 20 students, which is much smaller than the 60 to 70 students per Engineering Science class at the University of Wyoming. The small class size allows for better interaction between the student and the faculty.

The program works closely with the Associate Dean for Academic Programs at the University's College of Engineering and Applied Science to promote the LCCC program to the University's students.

The Engineering program was once based at the Cheyenne campus of LCCC. The program struggled for years (perhaps for all of its existence) to have sufficiently many students to justify offering upper-level Engineering Science courses. The issue of low enrollment is one that plagues all programs that demand a high level of mathematical and technical rigor. The study of engineering is highly technical and requires an extensive mathematical background. Even though LCCC is more affordable than the University, many students from Cheyenne elect to go to the University of Wyoming, due to the State's Hathaway Scholarship program.

Working closely with the University of Wyoming's College of Engineering and Applied Science, the Engineering program was moved to the Albany County campus of LCCC in fall 2014. Now, the program thrives in this unique beneficial symbiotic relationship with the University's College of Engineering and Applied Science. LCCC's Engineering program has sufficient enrollment to run the upper-level engineering science courses, without necessitating a low-enrollment exception for these courses. LCCC's Engineering program is also the only engineering program in the State that enjoys this close relationship with the University. To illustrate the strength of this partnership, the Department of Electrical and Computer Engineering has allowed LCCC's Engineering program to use their laboratory (space and equipment) for the Electric Circuit Analysis (ES 2210) course.

In spite of the increase in the number of students in engineering courses, the program has not achieved major success in converting this course enrollment to an increase in program completion rates. One of the major stumbling blocks is the fact that the engineering program is purely a transfer program, and when the students transfer before completing the degree (which happens frequently), they have no incentive to seek a degree from LCCC, even when they are eligible. The program will look into ways of getting recognition for the work it does in educating many engineering students, through reverse transfer for example.

The Engineering program offers seven Engineering Science courses, all of which transfer to the University of Wyoming. These are:

- ES 1060 - Introduction to Engineering Computing
- ES 2110 - Statics
- ES 2120 - Dynamics

- ES 2210 - Electric Circuit Analysis
- ES 2310 - Thermodynamics
- ES 2330 - Fluid Dynamics
- ES 2410 - Mechanics of Materials

The Engineering program has one full-time faculty, Dr. Mohamed Chakhad. On occasion adjuncts have taught courses in the program. Currently, the program employs one adjunct who teaches Electric Circuit Analysis (ES 2210).

The Engineering program is an efficient operation. Besides savings from using the University's facilities and equipment (office space for the full-time faculty, classrooms, laboratory equipment), there is very little cost associated with the program other than the salary of the full-time faculty and the adjunct who teaches one course per year.

## B. Program Achievements Over the Review Period

Over the past five years, the program has undergone a major shift from being a small program on the Cheyenne campus with very few students enrolled in the engineering science classes to an Albany County Campus program with enough students to run engineering classes often without need for an exception to the required minimum number of students. Besides an increase in enrollment in the engineering classes, our partnership with the University of Wyoming is unique amongst all engineering programs in the State. Some of our students have not met with success as engineering students at the University, yet they still have hope and a desire to pursue an engineering degree. We are very valuable for these students. In addition to being a program of second chances, our program offers regular University students another option to take transferable classes at a lower cost and during times that do not interfere with their other classes, since we offer engineering classes in the evening and online and the University does not.

## C. Mission and Values

The mission of LCCC's Engineering program is to thoroughly prepare students for transfer to a baccalaureate engineering program and success in such a program. This is very much in line with the College's mission to transform our students' lives through the power of inspired learning. Indeed, through an emphasis on problem solving in every engineering course in the program, the student hones analytical and critical thinking skills and applies such skills to solving problems from the real world. Later on, when the student completes an engineering bachelor's degree (or a graduate degree), their financial life is transformed due to the high demand for engineers on the job marketplace (in engineering fields and other fields that require a high degree of analytical and critical thinking and the problem solving skills developed by the engineering student).

The "Recruiting Trends" report from Michigan State University's Collegiate Employment Research Institute illustrates the desirability of engineering graduates. The 2016-2017 report has ranked the starting salaries for Bachelor degree graduates in many of the engineering disciplines at the highest spots (see Page 5 of the report). These high rankings for the engineering programs have been a consistent trend over the years. In addition to this report, the national STEM initiative was based on a

projected need for graduates in STEM fields (including engineers); a need that will not be met if nothing is done to increase the number of students in STEM fields.

While our program does not culminate in a bachelor's degree at LCCC, it offers the equivalent of the first two years of such a four-year program. These initial years are critical in a student's education as they form the foundation for later study. Our program strives to provide a solid foundation that primes the student for success after transfer to a baccalaureate program.

The Engineering program at LCCC strives to provide a solid general foundation that prepares the student for later study in a specialized engineering field. The faculty in the program deliver this high quality education with a passion for student success in acquiring and developing the knowledge and skills necessary to thrive in their educational and career pursuits.

A general foundation in engineering education consists of two main components: knowledge and skills. Specifically, students in the program acquire knowledge of

- mathematical and computational tools needed to solve engineering problems
- laws of mechanics of particles and solid bodies (statics, dynamics, and mechanics of materials), thermodynamics, fluid mechanics, and electricity
- applications of these laws to real-world engineering problems

As for the skills acquired by the students in the program, they consist mainly of quantitative reasoning and problem solving skills.

The process the program employs to align and share its mission and its values with internal and external stakeholders involves direct interaction with departments and programs that LCCC's Engineering program either depends on or feeds into. This interaction is facilitated by the unique position that the only full-time faculty in the program, Dr. Mohamed Chakhad, enjoys within LCCC and at the University of Wyoming. There is also direct communication between the program and student services staff. As for students, the most important stakeholder, there is an orientation to the program interspersed in the first few weeks of Statics, which is the first face-to-face engineering science course the students take. This orientation focuses on the knowledge and skills the students will develop over the course of their participation in the program.

Besides being responsible for the Engineering program, Dr. Chakhad is also a faculty member of LCCC's mathematics department, making it easier to ensure that the needs of the Engineering program are met in the many mathematics courses that serve as prerequisites for the engineering courses. For over six years, Dr. Chakhad has engaged in discussions with his colleagues in the mathematics department about the needs of the Engineering program, especially regarding the level of rigor of the mathematics courses that are prerequisites for engineering courses, such as the calculus sequence.

The University of Wyoming is the most important external stakeholder. Dr. Chakhad has an office at the University's Engineering Building, which facilitates regular discussions about different aspects of engineering education. These discussions with University engineering faculty (including Dr. Kevin Kilty, who once was in charge of the Engineering program at LCCC) happen in the hallways of the Engineering Building and sometimes over lunch. More formal conversations about engineering education happen at the yearly articulation meetings, during the fall semester. The articulation meetings are attended by

engineering faculty from Wyoming's community colleges and University of Wyoming's engineering faculty (including department heads) and the associate dean for academic programs.

Both internal and external stakeholders value high quality education, which in the engineering discipline means a systematic training of the student to acquire and develop strong problem solving skills.

The mission and values of the program directly guide its activities. Indeed, problem solving is an integral part of the curriculum. For example, in Statics (ES 2110), the students acquire the necessary knowledge and skills to solve real-world problems involving structures at rest. Some of these problems involve analyzing existing structures to find the forces acting on the different parts of these structures, and other problems involve designing structures with specified requirements. In fact, these two types of problems, i.e., analysis and design problems, are a theme for other courses in the program as well.

#### D. Program Competencies and Outcomes

The program-level learning competencies are:

- Students will acquire and demonstrate knowledge in math, science, and engineering.
- Students will develop and demonstrate quantitative reasoning skills.
- Students will develop and demonstrate problem-solving skills in foundational engineering courses (such as Statics, Dynamics, and Thermodynamics).

The program's operational outcomes are:

- Establish articulation agreements with different engineering programs at the University of Wyoming.
- Establish and maintain consistent enrollment levels in Engineering Science classes.
- Prepare students for success in engineering courses at the University that is at least on a par with that of their non-LCCC peers.

The program's emphasis on problem solving in all its courses offers an example of how the values of the program align with its learning competencies. Indeed, strong problem solving skills are the hallmark of a high quality engineering education. For example, the approach outlined in the document "A Structured Approach to Problem Solving in Statics and Dynamics" (from the American Society for Engineering Education) as well as the activities included in this document have been used in ES 2110 (Statics) and ES 2120 (Dynamics).

The program's operational outcomes are also aligned with the program's values. For example, one of the core values of the program is to ensure success of its students in their educational pursuits at LCCC and beyond. Therefore, the third operational outcome is in direct alignment with this value. In fact, each operational outcome is aligned with this value. Indeed, maintaining consistent enrollment levels in Engineering Science courses makes it easier for students to form study groups, which often help students persevere. As for articulation agreements, they guarantee a smooth transfer into a baccalaureate degree program that allows the student to further their education.

## E. Abbreviated Summary of Program Data (KPIs)

Engineering had mixed performances among the KPIs. For the participation KPI category, the Engineering program produced a high number of “concentrators” enrolled (averaging 118 per year), but generated lower annual FTE (averaging 14 per year) and participant enrollment. While the program will work on improving its participation numbers, the highly technical and rigorous nature of engineering programs will keep these numbers relatively small compared with the more populous programs.

With respect to the student success KPI category, the program achieved high university matriculation rates (83% for 2015-16) and produced a large number of “concentrators” matriculating to university. However, the program realized less success with course success rates (three-year average at 66%), graduation rates for concentrators (averaging 3% per year), and the number of degrees/certificates awarded (averaging 1 per year). The program has developed additional improvement plans for success rates and graduation rates.

The Engineering program serves a double function: (1) It provides an option for students who would like to obtain an associate degree first before transferring to the University, but (2) it also provides an option for students already at the University to take one or a few Engineering Science classes as fits their schedules. Currently, a large number of our students are not necessarily seeking an associate degree from LCCC.

The program performed well in the learning environment KPI category with percent of sections taught by full-time faculty (three-year average at 93%). The high technical nature of the program likely kept the FTE student to FTE faculty ratio in the mid-range of KPI performance.

With respect to the efficiency KPI category, the program earned a high rating for its average credits to completion (three-year average at 59). Even though the average time to completion was longer than most programs (6.64 semesters for 2015-16) the trend is significantly decreasing over time. Core expenditures per FTE were somewhat high at \$6,268 for the current year (2015-16). However, the cost per FTE computation does not take into account the unique position of the Engineering Program in relation to the University of Wyoming. Indeed all face to face Engineering Science courses are taught at the University, including lab experiments for Electric Circuit Analysis. This certainly leads to cost savings that are not factored in the above computation.

## F. Accomplishing the Program’s Previous Action Plan Goals

The program has not conducted a program review since Dr. Chakhad joined LCCC, until now. However, it was clear to Dr. Chakhad that the Engineering program suffered from low enrollment. Whether increasing enrollment in Engineering Science courses was an action plan goal or not, it was obvious that increasing enrollment was important for the viability of the program.

In Spring 2014, Dr. Schaffer, Dr. Fierro (an ex-VPAA at LCCC), Dr. Kilty (an ex-trustee at LCCC), and Dr. Chakhad worked together with Dr. Barrett (Associate Dean for Academic Programs at the University of Wyoming's College of Engineering and Applied Sciences) to move the Engineering program to Laramie. Those discussions culminated in moving the program to Laramie in fall 2014. The move has been successful in that enrollment in Engineering Science courses has increased. However new challenges face the program.

## G. Summary of Review Action Plan Goals

As a result of this program review, the program established the following action plan goals for the next review cycle:

- Increase the number of graduates of the program
- Track students' achievement at the University of Wyoming

To improve its standing in terms of KPIs and justify its worth, the program established the above action plan goals. The program determined that given the sufficiently high number of students taking engineering classes, it should try to convert these numbers to a higher graduation rate. The program is also interested in ensuring that it is providing a quality education at least on par with that at UW.

## H. Identified Strengths, Concerns, Opportunities, and Challenges for Student Learning and Program Operations Resulting for the Review Process

The program's **strengths for student learning** are as follows:

- The program's small class sizes provide for better interaction between student and instructor
- The program's full-time faculty teaching almost all engineering courses is another strength for the program because of the consistency the students' experience

The program's **opportunities for improving** student learning are:

- Employing more active learning techniques in the classroom
- Utilizing different delivery modalities

The **concerns and challenges** for the program in regards to student learning are:

- Not every student who enters the program as a second chance to getting an engineering degree takes advantage of this second chance
- The false perception by some students that community colleges are less rigorous than universities, which leads some students to enroll in our program with the false expectation that the classes will be less challenging (which is not the case)

The program has **strengths in its program operations**, some of which are:

- The program is practically housed at University of Wyoming, making the program an efficient operation for LCCC
- The program benefits from its close-knit relationship with the University's College of Engineering and Applied Sciences, making it possible to attract enough students for its Engineering Science courses

As for **opportunities** that pertain to program operations, the program could:

- Increase the number of its graduates by encouraging its students to seek a degree at LCCC
- Track its graduates as a feedback mechanism about its effectiveness
- Pay more attention to reporting of assessment planning using Aquila

The program's **concerns and challenges** in its program operations involve:

- The lack of need to obtain an associate of science in Engineering when the students need a four-year degree to find an engineering job
- The University of Wyoming's Engineering programs recent greater divergence in requirements for the first two years

**I. Continuous Improvement: Follow-Up Reporting and Planning for Strengthening Program Performance**

To be consistent with its continuous improvement processes, LCCC includes follow-up action planning in its academic program review activities. Program review includes a peer-review step where an Academic Standards Subcommittee for Program Review rates program performance using an Academic Program Review Rubric. Programs perform well on the majority of self-study sections, but occasionally the rubric rating identifies a few areas that need additional attention. For these situations, the program review process includes a structured follow-up planning phase to support program strengthening of these areas.

In early May, after programs have had their self-studies peer reviewed, the Academic Standards Committee notifies those programs that are to participate in additional continuous improvement planning. Academic Standards accepted the Engineering program review contingent on its development of additional follow-up action planning. Programs for the 2016-17 cycle begin developing their follow-up action planning in January 2018.

|   |  |
|---|--|
| <b>School</b>   | <b>Arts &amp; Humanities</b>   |
| <b>Program Area</b>   | <b>English</b>   |
| <b>Major Programs</b>   | <b>A.A. English, (60-63 credits)</b>   |
| <b>Review Period</b>  | <b>Fall 2011 to Fall 2016</b>  |
| <b>Self-Study Developed</b>                                     | <b>AY 2016-2017</b>  |
| <b>Review Status</b>  | <b>Academic Standards Accepted the Program Review Without Contingencies</b>  |
| <b>Program Leaders</b>  | <b>Damien Kortum, Laura Hayes, Melanie Young</b>   |
| <b>Committee Chair</b>  | <b>Monica Wilson</b>   |
| <b>Academic Standards Program Review Subcommittee Reviewers</b> | <b>Starla Mason: Faculty – Health Sciences &amp; Wellness<br/>Michael Thompson: Faculty – Math &amp; Sciences<br/>Kim Bender: AVP – Institutional Effectiveness<br/>Erin Bauer: Chair of SLA Committee<br/>Mindy Falkner: Student Services Representative<br/>Sabrina Lane: Administration and Finance Representative<br/>Bryan Wilson: 17-18 PR – Equine Studies<br/>Heather Morrow: 17-18 PR – Mathematics</b> |

**A. Brief Overview of Program**

The English program at LCCC is comprised of foundational literature survey courses and broad elective choices to prepare students to pursue many transfer or career options. Housed in the School of Fine Arts and Humanities, English program courses make their way into many other degrees including Education and the Interdisciplinary Liberal Arts major. The department is thrilled to be moving to the new Pathfinder building in the spring of 2017. We currently have 60 declared English majors up from 41 in 2014/15 and 24 majors in 13/14. English courses above 2020, predominantly taken by English majors

have a two-year FTE average of 25, which is up significantly from 2013/14 where the course FTE was 16. The English program has a current articulation agreement with the University of Wyoming.

## B. Program Achievements Over the Review Period

During the review period, the English department has made changes to the program to make it more streamlined and more flexible (allowing multiple classes to count for degree requirements). The department has also completed MCORs for all of its program classes. We reworked our scholarship criteria to try to help us recruit new English majors and had a larger than anticipated enrollment in our literature and creative writing courses that fulfilled general education requirements. The High Plains Register, LCCC's literary magazine, continues to offer students real world experience working on publication that highlights both LCCC student work and work by outside artists, musicians, and writers. Through a privately funded endowment and in collaboration with the LCCC foundation, the English department continues to welcome professional writers from across the country to present for both students and the community.

Additionally, the English major has seen a significant increase in enrollment from previous years. We currently have 60 declared majors, which is up from 41 in 2015/16 and 24 majors in 2014/15. Our course fill rate (total percentage of students enrolled vs. spots open) was 75% for this year for English program courses, well above the institutional average. Our unduplicated headcount of English class enrollment in courses at or above ENGL 2020 has seen a significant increase from 50 in 2013/14, 60 in 2014/15, and 72 students enrolled in these courses in 2015/16. So far, in just the fall of 2016, we had 71 students enrolled in these courses, which will mean that we are on track to continue the enrollment increase in our English classes. The introduction and approval of the English Education degree and subsequent articulation of this degree with UW will also feed our higher level English courses.

## C. Mission and Values

### MISSION AND VALUES

#### Mission:

LCCC's English Program for English majors is committed to preparing students to succeed academically in college-level learning. We accomplish this by engaging students in learning activities that will prepare and advance them through the pursuit of a baccalaureate degree. In addition, we provide expert instruction in composition, creative writing, research, reading skills, and literary analysis to students across campus. Our students learn the value of polished communication skills as they equip themselves with the cultural awareness and inclusive mindset necessary to thrive in an increasingly diverse and globalized society. The English Program's vision is to be seen as an academically rigorous program with graduates who are knowledgeable, engaged, and thoughtful citizens capable of informed discussion and work or study in a variety of fields.

The English department's mission supports the college's mission by focusing on student learning and describing how the English degree prepares students to transfer, to begin work, and to be a value to their community.

#### English Department values:

Innovation



- Recruiting new English majors by offering scholarship incentives for taking English courses that count as part of general education;
- Facilities that support current pedagogy and a dynamic learning environment; and
- Professional development opportunities for faculty to deepen their knowledge and expertise in current best practices in our field; and
- Faculty who are committed to helping students learn in the 21st century.

#### Collaboration

- Partnering with the foundation, High Plains Register, the Writing Center, career services, and many other groups to offer students a variety of educational experiences; and
- Forming relationships and partnerships with campus support areas (advising, admissions) and with outside stakeholders (UW, etc.) to ensure that our students have clear guidance and pathways towards transfer or careers.

#### Rigor

- Developing student expertise in written communication, research skills, and literary analysis; and
- Developing student knowledge of various genres, movements, and periods in the history of literature.

The value and mission statements were written by English department members and shared with the entire department and the dean via email. All parties were encouraged to provide feedback, and that feedback was discussed at regularly scheduled department meetings. The mission and values statements were formally approved by the department in our April 6th department meeting. The department plans to gather an advisory committee who will also provide feedback and guidance for future drafts.

We want to encourage students to have breadth of experiences, curriculum, support, and exposure to help them make informed career and educational decisions. One of our largest stakeholders is the English program at UW, and our articulation with them assures that our program values align well with theirs.

One example of how our mission and value statements inform program activities and decisions is through the revision of the scholarship criteria. Previously, our scholarships were only awarded to English majors, but because our department wanted to focus on recruiting new English majors, we decided to change which students were offered scholarships. Instead of offering them to existing English majors, we decided to offer students who enrolled in Engl 2020: Intro to Literature or 2040: Creative Writing a small incentive to try to encourage more students to choose that class to fulfill general education requirements with the hope that some of them might choose to become English majors.

## D. Program Competencies and Outcomes

### PROGRAM-LEVEL LEARNING COMPETENCIES

In the course of attaining an English A.A. degree at LCCC, students will practice critical thinking and achieve proficiency through

- Conducting college-level research to apply in written texts that adhere to standard ethical practices;
- Developing college-level reading skills, including annotation, comprehension, vocabulary identification, fluency, and synthesis;
- Applying clear and concise writing skills for a variety of purposes and audiences that may include expository writing, literary analysis, and creative writing through production of multiple drafts;
- Analyzing and evaluating the influence of diverse perspectives of gender, race, culture, class, sexuality, nationality, and identity represented in literature on authors' points of view;
- Describing the chief characteristics of literary movements or periods and demonstrating how a particular work of literature exemplifies or deviates from the general characteristics of that movement or period; and
- Identifying and evaluating a text's aesthetic qualities.

## **OPERATIONAL OUTCOMES**

The English Program will:

- Increase graduation rates by identifying attrition and implementing strategies to help students to persist;
- Increase the transfer rate of students into baccalaureate programs by continuing to work on articulation agreements with nearby schools;
- Improve collaborative efforts with on-campus student support services and with off-campus stakeholders by creating an advisory committee to help us support, assess, and improve the English program; and
- Implement, disseminate, and improve dynamic, learner centered pedagogical strategies to help students persist through the program and classes.

One example of how the English program's competencies align with our program values is through the emphasis in all of our program competencies on deep, higher-order thinking and writing skills. We value rigor in our program, so the verbs we chose to identify what students who graduate from our program can do and will know most often appear at the higher order of Bloom's taxonomy of cognitive activity.

Our department values innovation and collaboration, so many of our program's operational outcomes have to do with using information from IR, the career center, advising, and other areas to help us recruit, assess, and improve our English program in innovative ways.

## E. Abbreviated Summary of Program Data (KPIs)

At the request of the English program, Institutional Research (IR) staff developed a supplement report that focused on English program majors. This supplemented the traditional KPI data that included many students who were not full program participants.

### **Program demand (Participation KPIs)**

The KPI data on participants includes all students enrolled in any English prefix courses, and so is not an accurate representation of the number students who are true “participants” in the English program. The attached report submitted by IR, however, suggests that the number of English majors has nearly tripled from 2013 with 24 declared majors to 68 in 2016. We are especially proud of our section fill rates, and we have seen a steady increase in enrollment for non-English major students in 2000 and above ENGL courses. In 2013/14, we had 50 students enrolled in these courses; in 2015/16 we had 72 students enrolled in these courses, and this year, 2016/17, we had 153 students enrolled in these course, more than tripling our enrollment in these courses since 2013/14.

### **Student success (Success KPIs)**

Again, the student success rates in the KPI document refers to the number of successful students enrolled in any English prefix course and was 68.08% for 2015/16 and 68.94% as the 3 year average. When using the IR document (attached) that breaks down student success data by course, we can see that student success for students enrolled in English program courses\* were significantly higher with 81.67% for the fall of 2016 alone, 82.51% for English program courses since FA 15, and a three year average of 81.67%.

\*ENGL 2030 and above

### **Transfer preparation (applicable to transfer programs-Success KPIs)**

Although the KPI report suggests that only 2 English majors went on to a university, data from IR (attached) suggests that many students who major in English transfer to other institutions before actually graduating from LCCC. The IR report also suggests that many students who start as English majors end up changing their major before graduating. Obviously, this is an area where we can improve. Since we redesigned our degree, decreasing the number of credits required and simplifying the choices for students, we anticipate that we will see an increase in students who actually graduate before transferring.

Knowing that so many students who start as an English major end up declaring as an Education majors, we plan to continue to ensure that this pathway between these two majors is as simple and easy as possible.

### **Program efficiency (Efficiency KPIs)**

We were pleased to see that the overall time to completion for graduating English majors was down by almost a full year from 6.3 as the three year average and 5.45 for 2015/16. We suspect that this is as a result in the program redesign the department completed and that started in the fall of 2015. This decreased the total number of credits students needed to graduate to 60-63 credits, and we anticipate that we will see a subsequent decrease in the total number of credits that students will have before transferring or graduating. Interestingly, we also learned in the previously mentioned IR report that many students (54% of the total number of students who either transferred or graduated) transferred *without* graduating from LCCC. Because most of the careers for English majors require a bare minimum

of a bachelor's degree, this isn't overly surprising. Starting from 2011, 38 students who took a 2000 level ENGL course or above either graduated or transferred to another institution.

### **Evaluation of the English Program: Courses at or above English 2020, November 2016**

#### Executive Summary

- 1) English program declaration was up 21 students from 2014-2015 and 35 students since the 2011-12 academic year.
- 2) Twelve more students (72) enrolled in English classes last year than the previous year.
- 3) The average section fill rate is 75.66 with a three-year average of 79% for all English classes.
- 4) English averages 10% graduation rate (according to traditional KPIs reporting), with about three students per year. Combining transfers with graduates increases this rate to about 18%.
- 5) Overall, 24 students transferred between 2011 and 2016. Of them, 13 (54%) transferred prior to graduating from LCCC.
- 6) The number of credits needed to complete has slightly increased to 83 or so, with a three-year average of 78.
- 7) Students are graduation sooner (5.5 years) as compared to previous years, which average 6.3 years.

#### **F. Accomplishing the Program's Previous Action Plan Goals**

The program's previous program review in 2009 does not contain a specific section on future planning or for action planning goals.

#### **G. Summary of Review Action Plan Goals**

**Action plan #1:** Change the English program to allow more flexibility of 2000+ ENGL courses and to streamline the English program with the English Education program and articulate our creative writing classes with UW.

Explanation: Through re-negotiation of our articulation with UW, we realized that our ENGL survey courses were not transferring to UW within the UW English program. Courses that do transfer easily and successfully are courses that fall into their "Expanding the Canon" category. Based on this information, and based on the fact that many of our students end up transferring to UW without getting a degree from LCCC, we speculate that this might be because students recognize that LCCC's degree requirements aren't transferring. Additionally, because so many students who major in English have switched majors at one point or another, we also speculate that students may be exceeding the federally dictated maximum number of credits they are allowed to have at the community college and still receive federal aid. As they switch majors, many of the credits they have accumulated in other degree areas are just useless credits that don't transfer and don't count towards their associate's degree. To combat this, we want to create more flexibility within the English major by accepting more types of English credits (survey and non-survey courses) students need to graduate rather than being so specific about which specific courses students have to take and to expand the types of other credits we accept from other disciplines. Instead of only allowing courses from Arts and Humanities areas, we want to accept credits from (ART, CO/M, MMMM, MUSC, POLS, PSYC, SOC, or THEA). We also are making these changes based on the required courses for the newly articulated English Education program, so if (when) students switch from a straight English major to English Education, they will not

end up with a heap of extra credits that they don't need. These changes will be presented to academic standards in the spring of 2017, and therefore will not be included into the catalog until fall 2018. Once we have made these changes, we will use data on our number of English graduates, time to completion, and the total number of credits students had when they graduated to evaluate whether this strategy was successful. Our goal is to increase our graduation rate by 10% and to reduce the number of credits students are graduating with by 6 credits in the two years following the implementation of these changes.

We will look at all this information during our regular department retreat to assess whether or not we were successful and to make changes to the action plan as we go.

**Action plan #2:** Provide English majors with more faculty advising.

Explanation: If a major problem area for us is getting students through an associate's degree, one strategy we can employ is to use our existing advising day to connect with our majors and keep them on the right path toward graduating. We plan to send a post card to all of our English majors announcing the event and to offer drop-by advising for our majors on advising day. We'd like to invite faculty from UW and other transfer institutions to attend, so students can meet them and learn about what opportunities are available. We plan to start doing this in the spring of 2017. We will keep track of how many students attend this event have them fill out a brief survey afterward assessing how useful the sessions were. Our goal is to see 10-15% of our declared English majors at that time at the event. We can then track those students to assess whether or not they completed or transferred more successfully than students who did not attend.

## H. Identified Strengths, Concerns, Opportunities, and Challenges for Student Learning and Program Operations Resulting from the Review Process

### Student Learning

#### Strengths

- Based on CCSSE data, students declared as English majors say that their ENGL courses have a high degree of rigor
- All English program courses are taught by full-time faculty ensuring a high-quality experience
- Professional and extra-curricular opportunities for students via High Plains Register and the Literary Connection speaker series
- High course success rate for English program courses. Student success for students enrolled in English program courses\* were high with 81.67% for the fall of 2016 alone, 82.51% for English program courses since FA 15, and a three year average of 81.67%.

\*ENGL 2030 and above

#### Concerns

- Lack of adequate preparation for higher level reading and writing through required general education courses at LCCC commensurate with other regional and national colleges and universities

#### Opportunities

- Newly developed and approved program assessment plan to ascertain student learning strengths, concerns, opportunities, and challenges more accurately and consistently

#### Challenges

- Inconsistent or inadequate reading and writing skills for students exiting high schools in Wyoming and neighboring states
- Students enroll in online courses who aren't prepared for online learning or aware of the time/technology requirements to be successful

#### **Program Operations**

##### Strengths

- Increasing course enrollments (from 50 students in 13/14 to 172 in 16/17), high course fill and success rates, diverse course offerings in different modalities, increasing number of English majors, and low student to teacher ratios
- Positive and productive relationship with UW English department
- Foundation scholarship opportunities for English majors
- Completed and approved MCORs for all ENGL program classes
- Improved English AA that offers more flexibility for students
- Improved institutional system for reporting and tracking academic dishonesty

##### Concerns

- Low rate of graduation relative to number of majors and course success and fill rates
- Lack of understanding or belief among LCCC administrators that humanities education, specifically for us in literature or creative writing, is effective at preparing students for the workforce or transfer despite significant evidence to the contrary
- Low participation among community and campus members in cultural events and a general lack of appreciation or respect for cultural awareness and acceptance as important community or individual values

##### Opportunities

- New classrooms and centralized office spaces in the Pathfinder building
- Increased demand for Engl 1020, 2020, literature and creative writing classes and faculty willing to teach these classes in face to face, hybrid, and online formats
- Newly developed program competencies that will help the department show English students meet the skills gap described by seemingly countless employer surveys
- New English AA advisory committee who can offer advice, input, and insight on how we can better serve our students and our community

## Challenges

- Cumbersome course blocking system that makes scheduling in our already limited classroom spaces inefficient
- Decreased funding across the state for higher education, especially extra-curricular activities, scholarships, and full-time faculty positions
- Assigned classroom spaces (PF 209) that do not have a layout that is conducive to best pedagogical practices for teaching writing and literature

## I. Continuous Improvement: Follow-Up Reporting and Planning for Strengthening Program Performance

To be consistent with its continuous improvement processes, LCCC includes follow-up action planning in its academic program review activities. Program review includes a peer-review step where an Academic Standards Subcommittee for Program Review rates program performance using an Academic Program Review Rubric. Programs perform well on the majority of self-study sections, but occasionally the rubric rating identifies a few areas that need additional attention. For these situations, the program review process includes a structured follow-up planning phase to support program strengthening of these areas.

In early May, after programs have had their self-studies peer reviewed, the Academic Standards Committee notifies those programs that are to participate in additional continuous improvement planning. Academic Standards accepted the English program review without contingencies, so it was not required to submit follow-up action planning.

|   |   |
|---|---|
| <b>School</b>   | <b>Health Sciences &amp; Wellness</b>   |
| <b>Program Area</b>   | <b>Fire Science Technology</b>  |
| <b>Major Programs</b>   | <b>A.A.S. Fire Science Technology, (65-66 credits)</b>  |
| <b>Review Period</b>  | <b>Fall 2011 to Fall 2016</b>   |
| <b>Self-Study Developed</b>                                     | <b>AY 2016-2017</b>   |
| <b>Review Status</b>  | <b>Academic Standards Accepted the Program Review Contingent Upon Submission of a Follow-Up Report</b>  |
| <b>Program Leaders</b>  | <b>Nick Siemens</b>   |
| <b>Committee Chair</b>  | <b>Monica Wilson</b>  |
| <b>Academic Standards Program Review Subcommittee Reviewers</b> | <b>DeeJaay Beals: Faculty - BATS<br/>Terry Harper: Interim VP – Academic Affairs<br/>Kim Bender: AVP – Institutional Effectiveness<br/>Erin Bauer: Chair of SLA Committee<br/>Mindy Falkner: Student Services Representative<br/>Sabrina Lane: Administration and Finance Representative<br/>Lisa Nordyke: 17-18 PR – Mathematics</b> |

## A. Brief Overview of Program

The Fire Science Program at LCCC was established in 2006 to prepare students to be a contributing member of the fire service, as a career or volunteer firefighter. Courses are offered through traditional classroom instruction, independent study, lab, and an academy setting. The program prepares students to take the Wyoming State Firefighter II nationally accredited certification exam. The state certification is transferable from state to state within a one year period from program completion. The Fire Science

Program also allows experienced firefighters to earn credits in the program from on the job training and current certifications.

The Fire Science Program is under the School of Health Sciences & Wellness and is directly overseen by the Fire Science Program Coordinator. The Program Coordinator reports to the Director of Emergency Services, who in turn is supervised by the Dean of the School of Health Sciences & Wellness. The Fire Science Program currently offers an Associate of Applied Science Degree in Fire Science with an emphasis on structural firefighting. Students are introduced to the fire service through the Principles of Emergency Services course which provides an overview of firefighting topics including, but not limited to, fire dynamics, building construction, and fire protection systems. The introduction chapters provided in the Principles of Emergency Services course are each offered as full semester courses later in the Fire Science Program and are designed to familiarize students with topics that will be presented as they progress through their degree.

The instructors for the Fire Science Program are all subject matter experts with a wide range of experience in the fire service. Traditional and hybrid courses are taught by current firefighters who vary in rank from Training Lieutenant Battalion Chief, to Chiefs of entire Departments, and have decades of real world experience to bring to the courses they instruct. The fire academy course is instructed in a paramilitary fashion similar to a modified boot camp. The instructors for that course are career and volunteer firefighters from local fire departments with a passion for training students who desire to be future firefighters. The lab class, Firefighter Field Experience, is supervised by the Fire Science Program Coordinator who organizes a host department for the fire science student. The Field Experience student acts as a member of the host department and performs the duties of a probationary firefighter including participating in real world emergency situations.

Since its inception, the Fire Science Program has continued to advance and adapt to meet the changing needs of the fire service. The adoption of modern fire behavior tactics and techniques are a priority and the Fire Science Program at Laramie County Community College is providing unique growth opportunities for our students. Fire Science students have been accepted to represent LCCC at national conventions through the FireHouse World Ambassador Program - our students were selected out of thousands of applicants to go to California and act as liaisons between fire service experts and conference staff & attendees. LCCC students have the opportunity to earn college credit at regional fire stations through the Firefighter Field Experience course, with the number of participating departments continuing to grow. When the Field Experience course was first offered only one department would accept students, now those pursuing a degree in fire science can choose from seven (7) different host fire departments for their internship. The Fire Academy continues to focus on modern fire behavior and the safest methods of fire attack. One department recently accepted the LCCC Fire Academy as training in lieu of sending a new career firefighter (who graduated from LCCC) to full time fire training school. The Fire Science Program has partnered with Laramie County Fire District 2 (LCFD2) in Cheyenne since 2012 to help make our students more successful through the residency firefighter program. Volunteer firefighters at LCFD2 live in dorm style rooms at the fire station and participate in trainings and respond to emergency situations for the fire department. In exchange for the room and board provided by the fire department, students are compensated by having their AAS degree in Fire Science at LCCC paid for. As the residency program continues to grow we will continue to gain more students into the Fire Science Program.



Currently there are 34 students listed under the Fire Science program of study. This number is anticipated to increase as the Principles of Emergency Services course for the Fall 2016 semester has an enrollment of 13 students, most of whom are not listed on the current Fire Science program of study. The current course success rates are 90.36%. Applicants who desire to be career firefighters require an average of three to seven years to get hired as municipal firefighters which makes tracking job placement and rates difficult. Email lists and surveys have been created to attempt to gain post-graduation information related to the success of Fire Science Program graduates.

## B. Program Achievements Over the Review Period

Info here The Fire Science Program at LCCC is continuing to evolve and improve. Fire Science courses have expanded to meet the needs of our students. In the previous five years the Fire Science Program applied for, and received, funding through the "one time" purchasing grant to obtain a state of the art digital interactive training software program. The funding received provided for the purchase of seven laptop computers and the software to run firefighting simulations to train our students on improving their radio traffic in events such as routine structure fires or emergency situations like calling a mayday. The program can also be used to help with search and rescue, fire behavior, and has unlimited applications for the Fire Science Program. The entire setup, including the Flame-Sim software, is fully transportable and allows us to display this technology at schools or other fire stations for training. The program has been used as a recruiting tool at career fairs and firefighter training schools. The entire set up was purchased for \$21,000.00 and can be expanded to add another three computers/users for advanced simulations. We are the only Fire Science Program in the region that has this software.

One of the courses in the Fire Science Program is Firefighter Field Experience, and is similar to an internship type program. Students earn college credit for time spent at the fire station participating in the day to day activities of a career firefighter and responding to real world emergency situations. Within the last five years we have expanded the organizations in the region who will accept fire science students from two departments to eight departments. These increased relationships have benefitted LCCC students who have more flexibility on days they have available to be at the fire station, and have also showcased our program to a variety of outside agencies.

Our eight credit summer fire academy has continued to expand to meet the changing needs of the fire service. Students now focus on modern fire behavior strategies and tactics (a major paradigm shift that has occurred in the last three to five years) and are learning how to stay safe on the fire ground. Students spend more time in the burn building and flashover simulator learning to recognize the signs associated with violent fire events and how to control the situation to avoid becoming another statistic. We have received donations of firefighter bunker gear and continue to purchase equipment to ensure the safety of our students and instructors. The summer fire academy at LCCC is a well-respected program in the region and at least one career department recognizes the training we provide as meeting their own department training standards and when LCCC students are hired to that department, the student/employee is not required to attend the formal firefighter school that other new hires must complete.

In the last five years the Fire Science Program has partnered with Laramie County Fire District 2 (LCFD2) which is a volunteer fire department that provides emergency services to northern Laramie County. LCFD2 has dorm room style accommodations built into the fire station and currently six students every year are interviewed to be resident firefighters. These six students must be enrolled in the LCCC Fire

Science Program and maintain at least a "C" average as full time students. LCFD2 pays for the students' tuition and all associated college expenses. In return, these six students work 10 shifts of 24 hours at the LCFD2 fire station. This arrangement allows LCFD2 to provide faster response times with a staffed fire engine or rescue squad while allowing students to earn a free fire science degree and gain valuable experience as firefighters. LCFD2 is hoping to expand to 9 students in the future and LCCC will maintain the relationship and joint training responsibilities we currently share with the resident firefighter program. We are currently working with Laramie County Fire District 1 (south Laramie County) to determine if this type of program is feasible for their agency as well.

In 2015 several of the Fire Science Program students who are also a part of the resident firefighter program at LCFD2 applied to be Ambassadors at the Fire House World firefighter conference in San Diego. 100 students were selected from across North America, and two LCCC students were chosen to represent LCCC at the event. The students first attended a full day seminar on how to get hired as career firefighters and the second day they attended training on what was expected of them as Ambassadors. The remainder of the week the students were responsible for being liaisons between the event organizers and the presenters, as well as the conference attendees. The student ambassadors were able to interact with some of the leading trendsetters in the fire service, and one of our LCCC ambassadors was selected to interview the Deputy Chief of FDNY, the largest fire department in the United States. We have requested funding to allow more of our students to apply for this opportunity in 2017 and in the years to come.

The Fire & Emergency Services Higher Education (FESHE) program is the organization whose mission is to establish an organization of post-secondary institutions to promote higher education and to enhance the recognition of the fire and emergency services as a profession to reduce loss of life and property from fire and other hazards. LCCC's Fire Science Program has an instructor who sits on the FESHE committee and assists in designing curriculum and courses to be taught nationwide in the fire service. There are minimum standards that must be met in order to be recognized by FESHE as colleges that meet the standardized professional development criteria. The Fire Science Program at Laramie County Community College was the first college in Wyoming and the surrounding region to be recognized as a FESHE school and remains the only FESHE school in the state.

### C. Mission and Values

The mission of the Fire Science Program at LCCC is to educate students in all aspects of the fire service and provide the knowledge, training, and confidence that will inspire students to become lifelong learners in the ever-changing field of fire protection.

"The mission of Laramie County Community College is to transform our students' lives through the power of inspired learning."

The instructor core of the Fire Science Program at LCCC is comprised of firefighting professionals who are passionate about their chosen career field. By offering courses that range from Firefighting Strategy & Tactics to Fire Prevention, our students learn not only how to safely fight fires, they also learn that the best fire is the one that never happens. The instructors associated with the Fire Science Program have themselves demonstrated an understanding of the importance of higher education and use their own educational backgrounds in combination with real world experiences to bring actual emergency situations into the classroom for training, debate, and discussions. Students learn firsthand from

Lieutenants, Assistant Chiefs, and Fire Chiefs that future advancement in the ranks of the fire service will be heavily dependent upon continued training and higher education as the fire service moves from a career to a profession.

Programs Value Statements:

- 1) Safety of self and others
- 2) Integration and involvement of Laramie County Fire Districts--including both city of Cheyenne and Laramie County fire districts
- 3) Continual integration of FESHE standards within the LCCC Fire Program
- 4) Courses taught by Fire Fighters and Fire Personnel from around and within Laramie County
- 5) Outreach to fire districts around the state of Wyoming.
- 6) Opportunities for fire science students to interact with other fire professionals by encouraging and having students attend fire specific conferences around the country.

For students who desire a rewarding career in the fire service, the Fire Science Program at LCCC provides science based firefighter training that transforms bystanders into responders.

In an effort to continually improve the Fire Science Program a committee has been formed to help guide the program. The committee consists of three fire chiefs from local fire departments as well as the Assistant State Fire Marshal, a program graduate, and the program Dean. This committee ensures that potential expansions of the program provide relevant training to our students to ensure they are prepared to react to a variety of emergency situations based on the needs expressed by the fire chiefs and Assistant State Fire Marshal. Internal customer needs are a reflection of feedback submitted by program graduates who have obtained a career position in the fire service and can provide information that current students need to know about the modern fire service.

The primary means by which we align our mission and value statements with internal external stakeholders is with our Fire Science advisory committee. This committee has Fire Science students, Fire Science faculty members, LCCC administrators--the Dean of Health Sciences and Wellness, and Fire personnel from both the city of Cheyenne and Laramie County. In this manner, we are able mesh the needs of Fire services with the academe and LCCC requirements. Additionally, through the academic review process and completion of MCORs for fire service courses we are able to address areas of need and evaluate where we are in continually improving our program.

Communication at all levels is vital for ensuring a balanced program that meets the needs of LCCC, the fire service, and the student. By collaborating with local fire chiefs we are able to determine trends in the fire service and tailor our program to meet current needs. Instructors participate in local and national training seminars, and workshops to determine industry best practices. Along with engaging fire science courses, students attend local (and national) conferences and interact with fire service professionals who offer guidance and motivation throughout the three to seven years it takes students to gain employment in the fire service. (Value Statement A1 and A6)

For the past several years the Fire Science Program has built upon our relationship with Laramie County Fire District 2 and provided financial and educational support for the Honoring Tradition, Leading

Change conference that is hosted in Cheyenne. Internationally known fire service instructors and current firefighting researchers are brought in from around the country (and the world) to provide information on modern firefighting strategy and tactics, as well as present information on current teaching methods and technologies available to our students and instructors. This three day conference draws participants from the Front Range region to LCCC and showcases our program while providing training for improved emergency responses.

This conference also reinforces the need for safety in the fire service. By focusing on modern fire behavior training and the limitations of a firefighters personal protective equipment, students learn how to operate safely and effectively at an emergency scene. Students learn first hand how to protect themselves and others while fighting structural, vehicle, or wild land fires. (Value Statement A2)

## D. Program Competencies and Outcomes

### A. Listing of Learning Competencies and Operational Outcomes

#### **Operational outcomes for Fire Science:**

- 1) Increase enrollment of adult learners within the Fire Science program.
- 2) Improve tracking of LCCC Fire Science graduates and the departments for which they are employed
- 3) Sustain relationships with Laramie County fire including all 13 fire districts within Laramie County

#### **Student Learning Competencies**

For students who desire a rewarding career in the fire service, the Fire Science Program at LCCC provides science based firefighter training that transforms bystanders into responders.

Students develop a thorough understanding of the importance of life safety during an emergency response. Students will evaluate a variety of situations based on fire conditions and evidence to determine the best course of action for reducing injuries and fatalities among civilians and firefighting personnel.

Students will be able to:

- a. Demonstrate the principles of firefighter safety and survival through Rapid Intervention Training.
- b. Demonstrate the principles of victim handling through Search & Rescue exercises.
- c. Clearly communicate the steps taken when performing a Vent- Enter- Isolate- Search command.
- d. Identify flow paths and fire behavior that would indicate it is safe or not safe to enter into an IDLH environment.

Students will have the ability to perform tasks and activities that lead to incident stabilization. Students will recognize the appropriate responses needed to mitigate a range of emergency events.

Students will be able to:

- a. Determine appropriate ventilation methods that meet the requirements of NFPA 1001 for Firefighter I & II to remove the products of combustion from a structure.

- b. Select the appropriate hose size and nozzle for effecting an attack on a variety of fires, both exterior and interior.
- c. Explain the scientific details related to modern fire behavior.
- d. Differentiate between modern and legacy construction and the fire conditions associated with each.

Students will gain the knowledge required to conserve the property of individuals who are affected by an emergency. Students will discover the value of a community risk reduction program and the benefits of stopping emergencies from occurring in the first place. Students will be able to:

- a. Demonstrate human relations skills necessary in emergency services.
- b. Use data to determine high risk categories of the local population.
- c. Provide examples of how to communicate in a multicultural world.
- d. Explain the benefits of a public education/fire prevention program.

Students will acquire the skills to perform fire inspections and fire investigations in routine and emergency situations. Students will be able to:

- a. Determine the origin and cause of a fire
- b. Select the appropriate tools for investigating a fire
- c. Identify common fire suppression systems
- d. Differentiate and interpret burn patterns and their meanings.

The learning competency of understanding the importance of life safety during an emergency response relates to the value statement as students are provided with the training needed to take appropriate actions to save lives and reduce injuries. Students transition from bystanders to responders and can safely prioritize the actions needed in an emergency situation. Students will also be aware of the subsequent effect the actions taken will have on fire growth, fire behavior, and life safety.

The learning outcomes of demonstrating proper Search & Rescue techniques and victim handling ensure students are prepared to successfully apply practical skills during primary searches in a structure fire. Students will evaluate ingress and egress openings based on scientific principles to assist in determining the location of the fire and how to best access potential victims in or around the fire room or remainder of the structure.

B. The student learning competencies stated above as examples, align with program values by insuring that students, once graduated, can safely answer fire and other emergency calls and, most importantly, return from those calls. Firefighting is a dangerous occupation and without the proper training students cannot safely save others or work collaboratively with other members of the firefighting and emergency medical services teams.

C. One example of how our operational outcomes align with program values is the use of our LCCC Fire Services Advisory Board. With representation from Laramie County fire districts as part of our advisory

board, we get firsthand information regarding needs and these relationships allow us to provide opportunities for students to interact with fire professionals. This helps align our program values with our operational outcomes.

#### E. Abbreviated Summary of Program Data (KPIs)

The program performed exceptionally well in the efficiency category with low average credits to completion (averaging 55 credits per year) and time to completion (averaging 3.63 semesters) along with a high section fill rate (at 72% for 2015-16).

The program faced challenges in participation with annual FTE (three-year average at 12.60) and the number of “participants” enrolled (averaging 37 per year). Because the program had no full-time faculty, the learning environment KPI section of percent of sections taught by full-time faculty averaged 0% per year. For the student success KPI category, the program performed low relative to other LCCC programs for graduation rate for “concentrators” (averaging 13% per year) and the number of associates and workforce degrees/certificates awarded (three-year average at 5.33). However, the program recently earned a significantly higher graduation rate in 2016-17 (50%), which was outside the program review data-gathering cycle.

Obtaining a career as a firefighter is incredibly competitive and those who have an associates degree in fire science are generally more successful at getting hired than someone who has no fire science background, although no formal education is required. On average, individuals who wish to be hired as career firefighters take between three and seven years from the date they begin applying before they are offered a career position with a fire department. One of the methods that the program uses to gauge its success is monitoring the students who complete Fire 2800 - Fire Academy. This course has been offered since 2012 and since that time, nearly 50% of the students who successfully completed the program have been hired as career firefighters, both regionally and nationally.

#### F. Accomplishing the Program’s Previous Action Plan Goals

This is the first time this program has been through this program review process. There are no previous program review accomplishments to evaluate.

#### G. Summary of Review Action Plan Goals

The Fire Science management program came about because firefighters that are already on the job do not necessarily need a fire science degree as they have on the job training. Fire Science management would allow them a foundation on which to build leadership and management skills which would allow them education to possibly advance within their respective districts to leadership positions.

The program modifications being made are currently underway in CNET and once finalized it will have the Fire Academy as two 4 credit classes. This has been referenced in several places within the APR.

1. Fire Service Management Concentration - As a means of appealing to adult learners is the addition of a Fire Service Management Concentration; this is currently in process but will not be completed until FA 2017 with the proposal.

The proposed has been developed and a program sequence has been formulated.

The next steps in the process are:

- 1) Completion of MCORs
  - 2) Presentation of program to ASC
  - 3) Approval of program by ASC, VPAA, Board of Trustees, and if needed the WCCC
  - 4) First cohort of students in the Fall of 2018.
2. Program Modification - To finalize a program modification which more clearly lays out the progression of the program to incoming students by semester and breaks up the Fire Academy into two courses which build upon one another.

The next steps in the process are:

1. Complete the program modification forms in CNET
2. Launch into the review process
3. Address ASC questions as needed
4. Insure properly published in catalog.

## H. Identified Strengths, Concerns, Opportunities, and Challenges for Student Learning and Program Operations Resulting from the Review Process

### **Students**

#### **Strengths:**

Taught by fire service subject matter experts

Training ground availability

Affordable - PPE and all equipment provided by LCCC

Partners with LCFD2 and resident program

#### **Concerns:**

Fire 2800 Fire Academy Schedule

#### **Opportunities:**

Fire 2970 Firefighter Field Experience

Weekend Fire Hire Seminar

Opportunity to become resident firefighter with LCFD2

Opportunity to attend ride-along shift with multiple career fire departments

Get to know local/regional fire service professionals who may be hiring the student as a career firefighter

**Challenges:**

Low success rate in Fire Protection Hydraulics Course

Small class size

Physically demanding (Fire Academy, Field Experience)

**Program Operations**

**Strengths:**

Taught by fire service subject matter experts

Fire training facility availability

Large number of local firefighters provide good pool of adjunct instructors

Offer courses that no other Wyoming Community Colleges offer

**Concerns:**

Small class sizes

Aging Personal Protective Equipment

Aging supplies

Cost of upkeep of fire apparatus

Part time faculty/program director has to meet all requirements of full time faculty/program directors;

**Opportunities:**

Continue to expand partnerships with local fire departments

LCFD 1 wants to establish residency program

Increase Skype/google hangout video conference options

Support Honoring Tradition, Leading Change Conference

Support Kill the Flashover West conference

**Challenges:**

Program is ran/taught by part time program director and all adjuncts

Low success rate in Fire Protection Hydraulics Course



Recruiting career firefighters who should finish/earn a college degree.

## I. Continuous Improvement: Follow-Up Reporting and Planning for Strengthening Program Performance

To be consistent with its continuous improvement processes, LCCC includes follow-up action planning in its academic program review activities. Program review includes a peer-review step where an Academic Standards Subcommittee for Program Review rates program performance using an Academic Program Review Rubric. Programs perform well on the majority of self-study sections, but occasionally the rubric rating identifies a few areas that need additional attention. For these situations, the program review process includes a structured follow-up planning phase to support program strengthening of these areas.

In early May, after programs have had their self-studies peer reviewed, the Academic Standards Committee notifies those programs that are to participate in additional continuous improvement planning. Academic Standards accepted the Fire Science Technology program review contingent on its development of additional follow-up action planning. Programs for the 2016-17 cycle begin developing their follow-up action planning in January 2018.

|   |  |
|---|--|
| <b>School</b>   | <b>Math &amp; Sciences</b>   |
| <b>Program Area</b>   | <b>Government Studies</b>  |
| <b>Major Programs</b>   | <b>A.A. Government Studies, (60 credits)</b>   |
| <b>Review Period</b>  | <b>Fall 2011 to Fall 2016</b>  |
| <b>Self-Study Developed</b>                                     | <b>AY 2016-2017</b>  |
| <b>Review Status</b>  | <b>Academic Standards Accepted the Program Review Contingent Upon Submission of a Follow-Up Report</b>   |
| <b>Program Leaders</b>  | <b>Dave Marcum</b>   |
| <b>Committee Chair</b>  | <b>Monica Wilson</b>   |
| <b>Academic Standards Program Review Subcommittee Reviewers</b> | <b>Nate Huseman: Faculty - Arts &amp; Humanities<br/>Terry Harper: Interim VP – Academic Affairs<br/>Monica Wilson: ASC Subcommittee for APR Chair<br/>Kim Bender: AVP – Institutional Effectiveness<br/>Erin Bauer: Chair of SLA Committee<br/>Mindy Falkner: Student Services Representative<br/>Sabrina Lane: Administration and Finance Representative<br/>Dawn Puente: 17-18 PR – Health Information Technology</b> |

## A. Brief Overview of Program

A political science program has existed at Laramie County Community College (LCCC) since 1969 when the college first opened its doors. In 2008, the program was rebranded as a Government Studies Program (GSP).

The GSP at LCCC is designed to provide students with an opportunity to analyze the political institutions, processes and cultures that characterize government at the international, national, state, and local levels. Government Studies courses at LCCC (which are listed as Political Science or POLS courses) provide the basis for either entry-level careers in government or (more commonly) transfer to a four-year program in political science or related fields. Completion of the program will earn a student an Associate of Arts degree from LCCC.

Since 1997, LCCC has employed a single full-time political science instructor whose office is located on the main LCCC campus in Cheyenne where most political science coursework is taught. Approximately 84% of all political science coursework is taught by LCCC's one full-time political scientist, with a FTE Student to FTE Faculty ratio of over 19. A small number of face-to-face political science courses are also taught on a regular basis by adjunct instructors at the Warren A.F.B. campus and the Albany County Campus. Courses are also occasionally taught at the Eastern Wyoming campus at Pine Bluffs.

LCCC is located in Wyoming's largest municipality, the county seat for Laramie County, the state's capital city, and in close proximity to several military installations. LCCC's location presents majors and interested students with multiple opportunities to study and interact with agencies of national, state, and local governments, and to analyze Wyoming's place in the global system.

Though LCCC's situation is generally beneficial to the GSP it does create one significant challenge in that LCCC is also located a relatively short distance from the University of Wyoming. From its inception, the political science program has experienced large numbers of students who complete several political science courses but will move on to UW to complete a bachelor's degree before actually graduating from LCCC. As a result, the GSP does not graduate a large number of students from LCCC.

The focus of the GSP is the state statutory requirement. As a result, the GSP devotes most of its resources on multiple sections and formats of POLS 1000: American & Wyoming Government and POLS 1100: Wyoming Government. The three-year average for students enrolled in all political science courses is 521, with a course completion rate of 78%. The GSP is run at a very efficient rate of \$750 per FTE.

Finally, POLS 1000, POLS 1200 and POLS 2310 are general education electives for multiple programs on campus (i.e.: AA in Social Sciences).

## B. Program Achievements Over the Review Period

Since its last program review the Government Studies Program has:

1. Provided a robust and challenging response to the state statutory requirement;
2. Been articulated with the political science program at the University of Wyoming (in 2015);
3. Maintained a relatively high course completion rate (78%);
4. Experienced relatively strong growth in numbers of majors (as of Spring 2017 the program had seven declared majors);
5. Provided majors with a wide range of challenging custom-designed political science courses;
6. Had students regularly participate in the legislative internship program (three in spring 2016, five in spring 2017);
7. Had students make a presentation to the governor about Wyoming, rare earth minerals and Chinese foreign policy;

8. Had students make public presentations about the complexities of Afghan and Iraqi politics;
9. Had a student present draft legislation to the state legislature regarding online record keeping in county clerk offices;
10. Had former students elected to the state legislature (currently 2), Laramie County commission (currently 1), and City Council (currently 1);
11. Been a campus resource when questions regarding political issues and activities arise (i.e.: creating Voters Guides);
12. Been actively engaged in community education and outreach through newspaper (WTE: Oct, 26, 2016, Dec. 16, 2016, Dec. 31, 2016), radio and television interviews (KWGN: Oct. 1, 2016, Oct 14, 2016) and public speaking engagements (Cheyenne Corral of Westerners International, Feb. 16, 2017; LCCC Learning in Fun Environments, Mar. 4, 2017); AND
13. Provided its services at a very low cost.

## C. Mission and Values

### **Government Studies Mission and Alignment to LCCC Strategic Plan**

It is the mission of the Government Studies Program at LCCC to provide challenging, high quality, and relevant coursework that facilitates student:

1. Acquisition of knowledge and understanding of the values, beliefs, and institutions that constitute the governing processes of different political entities;
2. Understanding of distinctions among major subfields of the discipline of political science including: American politics and governing institutions, Wyoming politics and governing institutions, public administration, international relations, and comparative government;
3. Development of knowledge and understanding of citizens' roles within governing processes;
4. Acquisition of knowledge of the theories and analytic skills necessary to evaluate conflicting arguments, assemble and present appropriate evidence, and make reasoned conclusions from the evidence available; AND
5. Development of effective communication skills.

The mission of the Government Studies Program aligns with those of LCCC's Strategic Plan 2020 in the following areas:

**Goal 1:** Completion Agenda for the 21st Century – Increase the number of students earning high-value credentials by reinventing the College's programs and services to be designed for the 21st century learners and aligned to drive the economic and social futures of Southeastern Wyoming.

- A.iii. Develop an LCCC Online enterprise with sufficient autonomy to purposefully grow offerings and enrollment in distance education using cutting-edge course design and innovative instruction.

- The Government Studies Program currently has a strong online/hybrid presence, particularly in high need general education courses. The program has been innovative and on the cutting edge in offering challenging and relevant courses, which are flexible and convenient for the online seeking student, yet rigorous enough to meet the same criteria and fulfill the same course competencies and expectations as the on-campus sections.
- The program has also been very aggressive in using the online format to deliver courses to majors that are specifically designed to coincide with their particular interests and unique career goals.

D. Establish clear academic pathways based on curriculum designed to help students achieve important learning outcomes and to help them progress through academic milestones and ultimately completion.

- One of the primary goals of the Government Studies program is to prepare students with a holistic understanding of political science as an academic discipline. This approach affords students an opportunity to develop a basic understanding of the political institutions, processes and cultures that characterize government at the international, national, state, and local levels. By providing students a solid first and second year background, they gain a clear pathway towards completion of the next stage in their careers.

D.iii. Completely redesign our academic programs so that college-ready, full-time students would be able to complete certificate programs in one year, and associate degrees in two years.

- The Government Studies Program was designed in collaboration with the political science faculty at University of Wyoming to ensure all general education courses and entry-level courses aligned with the first two years of the political science program at UW. The Government Studies Program also aligns significantly with the international studies, criminal justice and pre-law programs at UW. An articulation agreement with the UW Political Science Program has been signed which allows students that complete a 2 + 2 academic plan, without repetition or extraneous coursework.

D.iv. Publish all program curricula in ways to illustrate the progressions for full-time and part-time students to complete their chosen program of study.

- The requirements of the Government Studies Program have been published in the LCCC Catalog.

E.i. Develop and implement a LCCC General Education Core that stems from essential learning outcomes, ensure it is incorporated into all transfer programs (AA and AS degrees), and when completed results in a Certificate of General Studies.

- Courses within the Government Studies Program that have been identified as satisfying LCCC General Education Core requirements have been redesigned to incorporate essential learning outcomes and institutional competencies within their courses. Articulation agreements have also been signed with University of Wyoming that ensure Government Studies courses taken at LCCC will also satisfy the general education requirements at UW.

**Goal 2:** Connections that Improve Student Transitions – Strengthen relationships and connections with key community partners, such as K12, UW, other four-year institutions, and business and industry to improve student transitions between educational entities and into the workforce.

B. Strengthen academic alignment of LCCC [...] degree programs to promote student completion and successful transfer to UW and other four-year colleges and universities.

- An articulation agreement between the LCCC Government Studies Program and the Political Science Program at the University of Wyoming has been completed that facilitates successful transfer of coursework between the two institutions.

B.i. Establish program articulation agreements with four-year institutions that map the entire degree program sequence which illustrates a coherent pathway to a bachelor's degree and guarantees seamless transfer if students adhere to the pathway.

- An articulation agreement has been completed with the University of Wyoming that establishes a pathway to student success. This pathway, with course sequence, have been published in the LCCC Catalog and are made clear to the students in discussion with their holistic advisors and faculty mentors.

B.ii. Strengthen and expand reverse transfer system in partnership with UW and other four-year institutions that allow LCCC students who transfer without completing a degree the opportunity to earn the credential once requirements are met as result of coursework taken at the university.

- Along with discussions with holistic advisors and faculty mentors, students will be tracked after transfer to four-year institutions to continue communication regarding their degree at LCCC. With the holistic advising model, advisors will be aware that students are transferring to a four-year institution prior to graduating with a degree from LCCC. These students will be made aware of the process and benefits of reverse transfer. Once students have completed the requirements for an AA in Government Studies from LCCC, students will be contacted and reminded of the reverse transfer process.

B.iii. Articulate the new LCCC General Education Core with UW so that students transfer their first-year general education coursework in a block and satisfy the UW general education requirement.

- The Government Studies Program is designed so that students who complete the degree will have also completed the general education requirements at the University of Wyoming. After completion their degree and transfer to UW, the UW general education core will be completed and no coursework will need to be repeated or additional coursework taken to fulfill the UW general education requirements.

C. Expand relationships with business and industry partners to ensure programs are aligned with employer needs.

- Faculty within Government Studies Program have developed relationships with all levels of government, business and industry, and non-governmental organizations through work experiences, internships, research collaboration, professional development activities, and community service and outreach. Faculty within the Government Studies Program are

committed to expanding collaboration with their partners in government, business and industry, and non-governmental organizations.

### **Government Studies Values**

The Government Studies Program and its faculty value:

1. Students and their success. Students and their success are the central, overriding value for LCCC, its programs and its employees. The Government Studies Program (GSP) and its faculty are committed to this value and constantly strive to help students achieve success in all they do. Towards this end, and based on student and institutional feedback, the GSP is committed to constant qualitative improvement in program specific courses so as to positively impact student learning outcomes in program-related courses, and to also increase student recruitment, retention, graduation rates, and transferability. Course and program competencies have been clearly defined. Learning outcomes, course and program expectations, and assessment tools have been created and implemented that will evaluate our effectiveness. The GSP is also aggressively using support structures that identify high risk students, students in need of early interventions, and students who are ready for greater challenges. Finally, we have designed program sequencing that ensure all GSP students engage with Program faculty and develop interpersonal relationships, which encourage open communication and foster mentoring.

It is the mission of the Government Studies Program at LCCC to provide challenging, high quality, and relevant coursework to students. This is communicated to students regularly through syllabi, face-to-face conversations, e-mail, and the work they are asked to do.

External stakeholders demand Program graduates have a basic knowledge of political institutions and how they work, an ability to communicate effectively, problem solve and think critically. These values are also communicated to students on a regular basis through syllabi, face-to-face conversations, and e-mail, and the work they are asked to do.

2. Faculty professional development. To support the first value (students and their success) Government Studies Program faculty recognize the importance of keeping themselves current, connected, and relevant in their areas of expertise. We recognize that faculty are most effective if they are energized educators. This requires GSP faculty maintain knowledge of the political institutions, processes, cultures and issues that characterize government at the international, national, state, and local levels. This would be a challenge in a large political science program – it is doubly so in the single-person operation that is the LCCC GSP.

Allowing for and supporting diverse faculty professional development activities supports these values of professional development. The GSP faculty engage in a diverse array of professional development experiences including (but not limited to): reading, reading, and more reading; attending professional meetings, workshops, and conferences; participating in articulations with K-12 schools, community colleges and universities; conducting and collaborating in meaningful research; collaborating with government entities and non-governmental organizations; and conducting interviews and public speaking engagements.

3. Community engagement. LCCC, which by its very name is a “community college,” was created to serve Cheyenne, Laramie County, and southeast Wyoming by providing stakeholders an opportunity to receive a quality college education. LCCC derives most of its funding from community tax dollars. While our

central value is our “students and their success,” this value can be only partially achieved if our faculty and students are not participating members of the community we serve and live in. Recognizing that community education should not be limited to the classroom the Government Studies Program is active in taking its knowledge and skills off-campus through presentations, interviews, public talks, creation of informational material, etc.

#### D. Program Competencies and Outcomes

The Government Studies Program at LCCC has identified program objectives, which help strengthen the program through course relevance and rigor. Towards this end the GSP has created a set of program-level student learning competencies based on accepted professional standards in the field of political science, state law, articulation agreements, and the needs of government agencies and non-governmental organizations. This in turn allows the GSP to collaborate in meeting broader institutional goals related to recruitment, retention, and student success in terms of course completion, graduation, and successful transfer to 4-year institutions.

##### **Government Studies Program Student Learning Competencies:**

Upon completion of the Government Studies Program students will be able to:

1. Explain the important distinctions that exist among the major subfields of the discipline of political science including: American politics and governing institutions, Wyoming politics and governing institutions, public administration, international relations, and comparative government;
2. Identify and discuss the values, beliefs, and institutions that constitute the governing processes of different political entities;
3. Describe the role citizens play in different governing processes;
4. Analyze and evaluate conflicting political arguments, assemble and present appropriate evidence, and make reasoned conclusions from the evidence available; AND
5. Effectively communicate using multiple formats and technologies.

The GSP places great importance on the value of student success. Working with students to improve their knowledge not only of political institutions, but also their communications, problem solving and critical thinking skills, will help them be successful in the short term but also as life-long learners. The program's emphasis on technical writing in its courses would be a case in point.

##### **Program Objectives:**

1. Change the name of the Government Studies Program back to Political Science.
2. Increase course success rates, especially discipline specific introductory courses.
3. Develop relevant and challenging coursework that expands student choice in political science coursework.
4. Increase graduation rates for each of the specific concentrations.
5. Look for opportunities to expand the Government Studies internship program.

6. Develop a Government Studies flavored COLS 1000 course as a way of recruiting students into the GSP and improving civic engagement.
7. Develop an external advisory committee.

**Operational Effectiveness Objectives:**

1. Evaluate and refine the active learning-feedback system used in political science coursework to identify and respond to student needs and concerns (discussed in detail elsewhere).
2. Maintain existing relationships with program advisory groups (discussed in detail elsewhere).

The GSP places great importance on the value of student success. The program meets regularly with students (and particularly majors) to discuss course and programmatic progress, and any issues that may need to be addressed. The program meets formally on an annual with the political science faculty at the University of Wyoming (the only real consumer of LCCC Government Studies majors) to discuss issues related to the GSP at LCCC.

**Service / Outreach Objectives:**

1. Maintain and look for new opportunities for community outreach and collaboration.
2. Expand internship opportunities for students.

**E. Abbreviated Summary of Program Data (KPIs)**

The Government Studies program performed well in the participation KPI category with strong quintile ratings for annual FTE (three-year average at 60) and the number of “participants” enrolled (three-year average at 521 per year). Its number of concentrators enrolled received a lower quintile ranking (three-year average at 13). However, the program made gains in this indicator in 2016-17, moving its three-year average up to 17.

For the student success KPI category, the program performed best in the course success rate section (three-year average at 76%). Considering that the majority of students taking POLS 1000 are non-majors, this course success rate compared well with programs in similar situations, such as Psychology. The program’s three-year average for graduation rate for “concentrators” was 0%, while its number of associates and workforce degrees/certificates awarded averaged 1 per year and number of “concentrators” matriculating to university averaged 1 per year.

Government Studies was a high performing program in the learning environment KPI category with the percent of sections taught by full-time faculty at a three-year average of 76%. The program’s FTE student to FTE faculty ratio was at a three-year average of 23. It was well above the LCCC average.

The program also performed well in the efficiency KPI category with its most recent 2016-17 average credits to completion showing a three-year average of 59 credits and its average time to completion showing a three-year average of 2.49 semesters. The program demonstrated moderate performance for average section fill rate at 69% for a three-year average. It performed exceedingly well at core expenditures per FTE (three-year average of \$2,161 per year).



## F. Accomplishing the Program's Previous Action Plan Goals

The last program review for the Government Studies (Political Science) Program was completed in 2012. In the pre-Aquila days, there was no explicit emphasis on, or demand for, program improvement. The 2012 program review is therefore largely irrelevant to program evaluation as it exists at LCCC today (though much of the discussion in that document is still pertinent today).

As a result, no action plans were developed in conjunction with any previous program review.

## G. Summary of Review Action Plan Goals

Since the last Program review (2012), there has been enough growth in majors that the GSP has started offering the full range of political science courses required for graduation. In consultation with the Advising Center an action plan has been designed that will allow the GSP to meet the need of its majors; and which will allow majors to graduate in two-years.

First Spring Semester: POLS 1000

Second Fall Semester: POLS 1200, POLS 2000

Second Spring Semester: POLS 2310, POLS 2410, POLS 2470.

Because there is still small demand for these courses, they are being offered only as regularly scheduled independent studies coursework (which does allow students to tailor the substance of their coursework to specific interests). If demand continues to grow, the plan does anticipate these courses being offered as regular lecture or online sections.

Students have expressed general satisfaction with what is being done.

## H. Identified Strengths, Concerns, Opportunities, and Challenges for Student Learning and Program Operations Resulting from the Review Process

### A. FACTORS AFFECTING STUDENT LEARNING

#### Positive

- Small, focused program.
- Faculty with a broad base of knowledge and years of experience.
- Innovative and creative approach to instruction.
- Willingness to meet specific student needs with tailored course content.
- Location in Wyoming's state capital with proximity to offices of federal, state, county and municipal government.
- Good relationship with University of Wyoming.

#### Negative

- Poor student preparedness and motivation.
- Overcommitted students.

- Negative impact of activities performed by support functions.
- Faculty distracted by work that is unrelated to their core function: teaching.
- Low employee morale and motivation.

## B. FACTORS AFFECTING **PROGRAM OPERATIONS**

### **Negative**

- Unattractive image of LCCC reinforced by a near constant stream of negative headlines.
- Quality of students (lack of preparedness and motivation).
- Low enrollments.
- Demographics (fewer high school graduates coming down the pike).
- Constrained fiscal environment.
- Anti-intellectualism in local community and throughout state.
- Low-tech local and state economy that places no real value on higher ed.
- Anti-academic agenda on campus.
- Insularity of campus focus (too much unnecessary and pointless navel gazing – not enough community involvement).
- Too much unproductive busy work (bureaucracy as pathology).

## I. Continuous Improvement: Follow-Up Reporting and Planning for Strengthening Program Performance

To be consistent with its continuous improvement processes, LCCC includes follow-up action planning in its academic program review activities. Program review includes a peer-review step where an Academic Standards Subcommittee for Program Review rates program performance using an Academic Program Review Rubric. Programs perform well on the majority of self-study sections, but occasionally the rubric rating identifies a few areas that need additional attention. For these situations, the program review process includes a structured follow-up planning phase to support program strengthening of these areas.

In early May, after programs have had their self-studies peer reviewed, the Academic Standards Committee notifies those programs that are to participate in additional continuous improvement planning. Academic Standards accepted the Government Studies program review contingent on its development of additional follow-up action planning. Programs for the 2016-17 cycle begin developing their follow-up action planning in January 2018.

|   |   |
|---|---|
| <b>School</b>   | <b>Business, Agriculture, and Technical Studies</b>   |
| <b>Program Area</b>   | <b>Homeland Security</b>  |
| <b>Major Programs</b>   | <b>A.S. Homeland Security, (62 credits), Credit Diploma Homeland Security, (27 credits)</b>   |
| <b>Review Period</b>  | <b>Fall 2011 to Fall 2016</b>   |
| <b>Self-Study Developed</b>                                     | <b>AY 2016-2017</b>   |
| <b>Review Status</b>  | <b>Academic Standards Accepted the Program Review Contingent Upon Submission of a Follow-Up Report</b>  |
| <b>Program Leaders</b>  | <b>James Burghard</b>   |
| <b>Committee Chair</b>  | <b>Monica Wilson</b>  |
| <b>Academic Standards Program Review Subcommittee Reviewers</b> | <b>Maura Hadaway: Academic Dean – Library<br/>Kim Bender: AVP, Institutional Effectiveness<br/>Erin Bauer: Chair of SLA Committee<br/>Mindy Falkner: Student Services Representative<br/>Sabrina Lane: Administration and Finance Representative<br/>Megan Candelaria: 17-18 PR – Mathematics</b> |

### A. Brief Overview of Program

Started after the attacks of 9/11, the Homeland Security Program was developed as a workforce development program to help infuse security professionals into the new field of homeland security. The program was funded through a Federal Emergency Management Agency (FEMA) grant that covered all operating costs and reimbursed students for tuition expenses. During the 2013-2014 academic year, FEMA changed the grant rules and ended the funding of the homeland security program. At this time it was moved from workforce development into a traditional academic program under the School of Business, Agriculture, and Technical Studies (BATS). This move aligned LCCC's program with homeland security programs around the nation, and in moving the program, required a complete analysis of the degree and its certificate, courses, and the qualifications of its instructors. From this analysis, a complete revision of the degree and certificate were completed, along with the development of all courses into ones that would articulate to four-year institutions and the hiring of adjunct faculty who had the requisite background and degrees to teach for this new academic program.

The Homeland Security program is specifically designed to prepare students for entry-level positions in fields related to Homeland Security and Emergency Management. The curriculum offers flexibility in meeting students' career needs. This course of study leads to an Associate of Science degree in Homeland Security. Also, the program offers a Certificate in Homeland Security.

The Homeland Security Department currently has zero full-time faculty, one part-time program manager, and five adjunct faculty. The department is located on the second floor of the Business and Technology building, and has no dedicated classrooms as the Homeland Security Program is 100% online.

We are committed to providing our Homeland Security students the tools, skills, and knowledge needed to enter this emerging field, as well as provide advanced educational opportunities to professionals already in the field. From first responders to cyber professionals to private companies to government infrastructure and even military personnel, our program benefits students interested in a range of careers that fall under Homeland Security. To achieve this, LCCC has partnered with local, state, and federal organizations to ensure our program provides students real world knowledge to meet the current demands of this industry. This, combined with the hands-on experience of our outstanding

professors, gives students in the Homeland Security Program assurance that their education is both applicable and competitive in the market today.

The current data set that is provided captures the end of the workforce development portion of this program and only the first year of its existence as an academic program. Our program will continue to collect data to help analyze the performance of the homeland security program and look for areas that we can improve upon.

## B. Program Achievements Over the Review Period

Since 2014, when the Program Manager position increased from 20 hours a month to 80 hours a month, course enrollments rose from an average of zero to one student per course, to classes as high as 16 per course for Fall 2016 semester. All course content has been updated to keep pace with industry standards and changes.

Currency and viability of the curriculum are strengths of the program. The Program Manager attends professional conferences and meets with experts in the field of Homeland Security to ensure curriculum is in line with the real world. The program manager attends Respond Wyoming annually which brings together all the disciplines from within the homeland security enterprise, Public Health, Law Enforcement, Firefighting, and Emergency Management from around the entire state of Wyoming. During this conference, trends are analyzed and discussed to determine if current efforts are meeting the missions of homeland security, or if changes are necessary. As a part of our program's efforts, we also present courses on the new and emerging trends within the field of homeland security.

Instructors are now better matched with the courses they are teaching, and each instructor works ceaselessly to update and enhance their skills and programs. When it came to instructor selection, we saw this as a critical aspect as our adjuncts are the ones with direct student contact and will help shape the future of homeland security. As an example of our efforts would be Spencer Pollock, our instructor for HSEC 1000 Homeland Security: A Global Perspective. Spencer is the Executive Director for the Red Cross of Wyoming which is the agency at the forefront of disaster recovery throughout the United States. Furthermore, Spencer has a Master's in Public Administration giving him a solid academic foundation to his real world knowledge and experiences. He also ensures that he further refines his skills as a homeland security professional through his volunteer work as a firefighter with Laramie County Fire District #1.

## C. Mission and Values

The mission of the homeland security program is to provide a high-quality education that is focused on inspiring students through the real world experiences of their instructors that will lead to employment within the homeland security enterprise or allow them to transfer to a four-year baccalaureate program.

The program goals are:

1. To offer a one-year certificate and a two-year Associate of Science degree to students majoring in Homeland Security.
2. To provide knowledge in the field of homeland security to professionals who need to upgrade their understanding of this field or community individuals who want to meet their own personal objectives.
3. To prepare the program's graduates for employment within the homeland security enterprise.

4. To prepare students for certifications and instill the life-long learner concept.
5. To cooperate and collaborate with the homeland security enterprise to improve the curriculum and provide employment opportunities for the graduates.

#### Relationship to LCCC Mission and Goals

The program mission of educating young professionals or adding to the knowledge of experienced first responders flows directly from the foundational element of the community college upon which the LCCC mission was developed: That is, element #3: Workforce Development-To develop individuals to enter or advance in productive, life-fulfilling occupations.

The homeland security program also shares the college's sense of community as evidenced by its advisory committee. We listen to members of the community and value their input and support in shaping our program. All major curriculum changes are discussed in advisory committee meetings prior to moving forward. To ensure that the communities of Wyoming are ready for any disaster that may strike, the homeland security program also assists these communities through the facilitation of FEMA courses and providing instructors for first responder conferences. All of these statements tie the homeland security program to foundational element #4: Community Development-To enrich communities we serve through activities that stimulate and sustain a healthy society and economy.

- Through our advisory committee and contacts in the community, this program remains current and relevant, and it meets the needs of the Homeland Security Enterprise.
  - This directly relates to the college's strategic goal#2: Connections that Improve Student Transitions
- This program participates in the annual assessment process using Aquila, including institutional learning outcomes and results from common course assessments as well as industry certification testing where appropriate.
  - This directly relates to the Academic Affairs goal to improve the assessment of and the outcomes for student learning
- Encouraging student completion is done through scholarship awards. ◦This directly relates to the Academic Affairs goal to improve student persistence to program completion
  - This directly relates to the college's strategic goal#1: Completion Agenda for the 21st Century
- This program develops and maintains academic pathways to completion. ◦This directly relates to the Academic Affairs goal to improve student persistence to program completion
  - This directly relates to the college's strategic goal#1: Completion Agenda for the 21st Century
- This program will practice systematic and continuous improvement through annual assessment processes.
  - This directly relates to the college's strategic goal#3: An Organizational Culture to Thrive in the Future

The Homeland Security Program centers around the values and direction set forth by the Homeland Security Department (DHS). By using the "All-Hazards" and first responder focus defined by DHS across five main areas: terrorism, man-made and natural disaster response, cyber security, border security, and enforcement of immigration laws, LCCC's Homeland Security Program has a clear direction to guide coursework, self-evaluation, and future changes.

By maintaining a tight focus in line with DHS, it is clear to both students and staff what direction the Homeland Security Program will follow. Any changes in DHS or within our communities will be reflected in the program by updating coursework. It is imperative that an ever-changing field is constantly monitored and mirrored in our course offerings so students can receive the most current education possible, giving them the best chance of success in the real world. This is done by having regular meetings with local professionals, businesses, and government departments and attending relevant conferences annually. These meetings have helped fine tune courses, eliminate irrelevant courses, and bring about new courses that better fit the needs of the community. This, in turn, allows for the production of a high quality Associate of Science degree that is accepted at four-year baccalaureate programs, generating high rates of successful transfers for Homeland Security students.

The program aligns its mission and values with internal and external stakeholder's needs through annual advisory committee meetings, meeting DHS mission focus, and aligning with outside training providers; the program's affiliation with FEMA helps to assure students will have nationally recognized credentials.

An example of value statement guiding program activities:

1. During an advisory meeting, during a review of the current program curriculum, questions developed about HSEC 1002: Terrorism and Counter-Terrorism and HSEC 2006: Terrorism and Weapons of Mass Destruction. To help answer the questions we brought up the outlines of major course content for both classes, and it was noted that there was a large amount of overlap between these courses and that we were doing our students a disservice. It was determined that HSEC 1002 and HSEC 2006 should be merged, which resulted in HSEC 2025: Terrorism. Which then allowed for the addition of another course, GEOG 1220: Introduction to Geospatial Technology, and in doing so, better aligned the homeland security program with DHS' mission focus.

## D. Program Competencies and Outcomes

### **Homeland Security Program-Level Learning Competencies:**

1. Describe the necessary skills and knowledge for first responders and their communities to appropriately prepare for and respond to all-hazards incidents or disasters.
2. Demonstrate the necessary skills, in a variety of scenarios, on the importance of adaptiveness to the disasters that will be faced in a career within homeland security.

### **Homeland Security Program Operational Outcomes:**

1. Remain current with the Department of Homeland Security Mission focus
2. Increase graduation rates
3. Increase transfer rates

An example of how program-level learning competencies align with program values:

In every course-level and program-level learning competency, a key element is ensuring that the student understands the various issues and incidents that they will face within the homeland security enterprise which aligns with the program value "by using the "All-Hazards" and first responder focus defined by DHS."

An example of program's operational outcomes aligning with program values:

Remaining current with the DHS Mission Focus helps the program stay focused on "five main areas: terrorism, man-made and natural disaster response, cyber security, border security, and enforcement of immigration laws." As homeland security changes so do the DHS mission focus; by remaining current with the mission focus the program changes with the enterprise, supplying students with the knowledge and skills they need to thrive in the current market while fulfilling the needs of the homeland security enterprise.

#### E. Abbreviated Summary of Program Data (KPIs)

The program performed well in the efficiency KPI category with its achievement of a low average credits to completion (three-year average at 60). However, it did not perform as well with the average section fill rate (averaging 38% per year). The program faced some challenges in the participation category for annual FTE (averaging 7 per year), the number of "participants" enrolled (averaging 29 per year), and the number of "concentrators" enrolled (averaging 22 per year).

For the student success KPI category, the program performed somewhat better for graduation rates, but did not compare well to most other LCCC programs for course success rates (averaging 68% per year) and the number of associates and workforce degrees/certificates awarded (averaging 2.33 per year). Because the program does not have full-time faculty, and the FTE student to FTE faculty ratio averages 6.76 per year, it did not perform as well in the learning environment KPI category.

The Homeland Security Program uses KPI data for monitoring programs efficiency; however, KPI results do not always give an accurate reading when scored. The homeland security program only transferred from a grant funded, workforce development program to academic program, in the 2013-2014 school year, and finalized its redevelopment of the program and course in the 2014-2015 school year. This has made the 2015-2016 the first year as a fully developed academic program. Even so, the program will look to KPI to help improve the program through strengths, concerns, opportunities, and challenges.

Participation - Current numbers are above the programs 3yr average, but we want to see these numbers to continue to climb to ensure a program that is stable and always conducting courses to meet the needs of our students.

Success - Is an area of concern, when you analyze this data and then look into our various courses, you will find that students are either participating and have high completion rates, or we have students that meet redline requirements but fail to complete enough assignments to pass the course. This is an area that we hope to make the greatest improvement upon over the 2016-2017 school year.

Efficiency- The program has traditionally drawn non-traditional students, so the longer completion time is not of concern, but the section fill rates and expenditures are areas we will examine to determine how we can improve upon them.

## F. Accomplishing the Program's Previous Action Plan Goals

The Homeland Security Program does not have a previous program review. Therefore, the program did not need to develop a response for this section.

## G. Summary of Review Action Plan Goals

As a part of the program review, the homeland security program developed two action plan goals. These goals were developed based on the analysis of the KPI, and on examining our current efforts. If it were not for the program review process, we would be unaware of the areas we should focus our efforts. The action plan goals are:

- 1) Increase Full-time Enrollment** - Our goal is to move the homeland security program from our current KPI FTE from 7 as our 3yr average, to an FTE of 15 over a 3yr average.
  - Strategies: With our program update completed, and our transfer pathways setup, our actions will be to now focus on the recruitment of students. Currently the program manager attends Respond Wyoming every Spring Semester which results in a bump in student enrollments for the fall, but this is not sustained into the Spring Semester. We are looking for a conference to attend in the Fall Semester to ensure we maintain an even enrollment across the entire school year. Once this has been achieved, we hope to leverage the dual credit opportunities here in the state. Our plan is to start meeting with high school counselors to make them aware of our program and the opportunities it will afford their students.
  - Timeline: Our timeline for attaining this goal is by the 2021-2022 school year.
  - Evaluation: The program will utilize KPI to determine if we are being successful in our efforts.
  
- 2) Maintain DHS Mission Focus** - When the current program manager was hired in January 2014, the program was still teaching material that was outdated, even though the Department of Homeland Security had changed its mission focus in 2005. Our goal is to ensure that we stay aligned with DHS to offer our students the best opportunity for employment.
  - Strategies: To achieve this goal we will present our current program to our advisory committee and compare it to the current missions listed on the DHS website. If any deviation is detected, a plan to realign the program will be developed. This will happen every year at the advisory committee's meeting.
  - Timeline: Ongoing process for the next five years.
  - Evaluation: The program will implement a survey of its stakeholders, and utilize the data from this survey to validate whether or not the program has maintained its alignment with DHS.

## H. Identified Strengths, Concerns, Opportunities, and Challenges for Student Learning and Program Operations Resulting from the Review Process

### Student

#### **Strengths**

Online - Flexible class schedule  
FEMA Certifications  
Expert faculty



**Concerns**

Keeping online students engaged  
Opportunities  
Students can get published

**Challenges**

Use of students services – Online

**Program Operations****Strengths**

Active Advisory Committee  
Community Support  
Passionate faculty centered on student and program success  
Cost of attending

**Concerns**

Full-time student enrollment  
FEMA grant funding changes and decline

**Opportunities**

Faculty development through Center for Homeland Defense and Security

**Challenges**

Time - One part-time program manager with many requirements  
Getting the word out  
Recruiting students

**I. Continuous Improvement: Follow-Up Reporting and Planning for Strengthening Program Performance**

To be consistent with its continuous improvement processes, LCCC includes follow-up action planning in its academic program review activities. Program review includes a peer-review step where an Academic Standards Subcommittee for Program Review rates program performance using an Academic Program Review Rubric. Programs perform well on the majority of self-study sections, but occasionally the rubric rating identifies a few areas that need additional attention. For these situations, the program review process includes a structured follow-up planning phase to support program strengthening of these areas.

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|   |  |
|---|--|
| <b>School</b>   | <b>Math &amp; Sciences</b>   |
| <b>Program Area</b>   | <b>Psychology</b>  |
| <b>Major Programs</b>   | <b>A.A. Psychology, (60-61 credits), A.S. Psychology, (61 credits), A.A. Psychology – Social Work Concentration, (60 credits)</b>  |
| <b>Review Period</b>  | <b>Fall 2011 to Fall 2016</b>  |
| <b>Self-Study Developed</b>                                     | <b>AY 2016-2017</b>  |
| <b>Review Status</b>  | <b>Academic Standards Accepted the Program Review Without Contingencies</b>  |
| <b>Program Leaders</b>  | <b>John Sanford, Luanne Gearhart, Jonathan Carrier</b>   |
| <b>Committee Chair</b>  | <b>Monica Wilson</b>   |
| <b>Academic Standards Program Review Subcommittee Reviewers</b> | <b>Maura Hadaway: Academic Dean – Library<br/>Kim Bender: AVP – Institutional Effectiveness<br/>Erin Bauer: Chair of SLA Committee<br/>Mindy Falkner: Student Services Representative<br/>Sabrina Lane: Administration and Finance Representative<br/>Jake Sherlock, James Miller: 17-18 PR – Mass Media/Multimedia<br/>Tyler Kjorstad: 17-18 PR – Mathematics</b> |

### A. Brief Overview of Program

The Psychology Program of LCCC serves students by providing both General Psychology as a General Education course for non-majors as well as a fully articulated transfer program with the University of Wyoming for Psychology Majors. The program currently has three full-time faculty, two assigned to the Cheyenne campus and one assigned to the Albany County Campus. The Psychology Program has grown from offering General Psychology classes at the founding of LCCC to now offering three transfer degrees, AA in Psychology, AA in Psychology with a Social Work emphasis and an AS in Psychology. These degrees are offered in face-to-face and hybrid at both campuses as well as online. The Program has an annual FTE of 111.92 and a three average of 130.36 (See KPI Attachment). The overall course success rate (including the Introductory Psychology course) is 63.23 and a three year average of 67.02 (KPI Attachment). The Program awarded 21 degrees in the past year with a three year average of 23 (KPI Attachment).

### B. Program Achievements Over the Review Period

A list of the PSYC Program achievements over the last five years includes:

- Development of LCCC Active Minds Chapter - first community college chapter in the nation (See Active Minds URL)
- Service learning regularly included in courses (See See PSYC 2300 Syllabus)
- Development of Psychobiology in both Lecture and Online Format (See PSYC 2080 Syllabi)
- Articulation with UW (see LCCC-UW Psychology Map - 2015-Final)
- Degrees offered on both campuses and online.
- Qualified and Award winning faculty - the three full-time faculty have collectively been awarded two adjunct instructor of the year awards, six School Faculty of the Year Awards, and two NISOD Teaching Excellence Awards. (See Resumes)
- 51.09% three year university matriculation (KPI)

- Efficient program function Core expenditure, fill rates FTE student to FTE Faculty ratio (24.55 3 year - KPI) Very efficient program for the college
- Program Faculty have 15 peer reviewed publications and completed retention research on the LCCC Campus (See Resumes)
- Cumulative 50 years applied professional experience in the field among the full time faculty (See Resumes)
- Full time faculty are active in the community and in service to the college (See Resumes)
- Full time faculty has participated in on a national level with the Higher Learning Commission (See Resumes).

### C. Mission and Values

The Mission of the Psychology Program is based on the Laramie County Community College Mission (<http://lccc.wy.edu/about/ourFuture/mission.aspx>):

1. To prepare Psychology students to succeed academically in college-level learning of as both a service program and professional development program (academic preparation).
2. To engage Psychology students in learning activities that will prepare and advance them through the pursuit of a baccalaureate degrees in the areas of Psychology, Counseling and Clinical, Social Work, Research, Neuropsychology, Justice Studies, and related social science programs (transfer preparation).
3. To develop individuals to enter or advance in productive, life-fulfilling occupations and professions in Psychology and related fields (workforce development).
4. To enrich the global community in a healthy society and economy directly and indirectly through encouraging Psychology students to actively apply their learning in the community and employment (community development).

a) The Psychology Program Values include developing the ability to:

- A. Recognize and understand the elements of psychological health in oneself (own your warts - authentic person) and others (social awareness and diversity),
- B. Critically think,
- C. Be empowered to make changes,
- D. Care for others,
- E. Be a global citizen,
- D. Study and develop an understanding of people and give a damn.

b) The Psychology Program does not have a formal process for sharing its mission and value statements across internal and external stakeholders. The internal sharing is organic in the teaching of the faculty, as evidenced by the awards accumulated by the faculty (I.B.1 above). The program will develop an Action Plan for dissemination of the Program Mission and Values at the Spring and Fall, 2017, Advisory Board meetings and ready for implementation in Spring, 2018.

c) The program aligns its mission and value statements with external stakeholders through connection with APA Guidelines and through meetings with the Advisory Council (Minutes to be uploaded to Document Directory). Internal alignments are organic as evidenced by the awards accumulated by the faculty for teaching as well as the transfer data identified in the KPI data (Faculty Resumes and KPI Data).

d) Service Learning is an example of applying the program mission and value statements to program activities (See PSYC 2300 Syllabus).

#### D. Program Competencies and Outcomes

The LCCC Psychology program level learning competencies are listed in the PSYC Program-Institutional Competencies Crosswalk-2016 (shown below). This Crosswalk also identifies which classes cover each competency. The Operational Outcomes for each class are measured by the Common Course Final identified in the respective MCORs (See MCORs) and are measured with the Institutional Rubric associated with that final (See MCORs and PSYC Program Institutional Competencies Crosswalk).

PSYCHOLOGY PROGRAM Curriculum Mapping.

| Curriculum Mapping            |      | I= introduces R= reinforced E= emphasize M= mastery |      |      |      |      |      |      |      |      |
|-------------------------------|------|---|------|------|------|------|------|------|------|------|
| LCCC Institutional Competency | 1000 | 1100  | 2000 | 2080 | 2090 | 2210 | 2300 | 2330 | 2340 | 2380 |
| QR-Quant Reasoning            |      |   |      |      |      |      |      |      |      |      |
| SR – Scientific Reasoning     |      |   | X    | X    |      |      |      |      |      |      |
| PS – Problem Solving          | X    | X   | X    |      |      | X    | X    |      | X    |      |
| IL – Information Literacy     |      |   |      | X    |      |      |      |      |      | X    |
| Written Comm                  | X    | X   | X    | X    |      |      |      |      |      |      |
| Verbal Comm                   |      |   | X    |      |      | X    |      |      |      |      |
| Interpersonal Communication   |      |   |      |      |      |      |      |      | X    |      |
| Cultural Awareness            | X    |   |      |      | X    |      | X    | X    |      | X    |
| Aesthetic Analysis            |      |   |      |      |      |      |      |      |      |      |

| APA Goals   | 1000 | 1100 | 2000 | 2080 | 2090 | 2210 | 2300 | 2330 | 2340 | 2380 |
|---|------|------|------|------|------|------|------|------|------|------|
| 1. Demonstrate a Knowledge Base in Psychology           | I    | I    | M    | E    | E    | E    | E    | E    | M    | M    |
| 2. Scientific Inquiry and Critical Thinking             | I    | I    | M    | E    | E    | E    | E    | E    | M    | M    |
| 3. Ethical and Social Responsibility in a Diverse World | I    | I    | M    | E    | E    | E    | E    | E    | M    | M    |
| 4. Communication  | I    | I    | M    | E    | E    | E    | E    | E    | M    | M    |
| 5. Professional Development                             |      | I    | M    | E    | E    | E    | E    | E    | M    | M    |

Note - Old PSYC 2000 MCOR has outdated competencies which need to be upgraded

|  |  |  |   |  |   |  |  |  |  |  |
|--|--|--|---|--|---|--|--|--|--|--|
| Personal Development   |  |  | x |  |   |  |  |  |  | Not in current APA - we should modify the MCOR to remove |
| Interpret, design, and conduct basic psychological research. |  |  |   |  | x |  |  |  |  | Subset of Goal 2 - Modify MCOR                           |
| Demonstrate effective writing for different purposes         |  |  |   |  | x |  |  |  |  | Subset of Goal 4 - Modify MCOR.                          |
| Exhibit effective presentation skills for different purposes |  |  |   |  | x |  |  |  |  | Subset of Goal 4 - Modify MCOR.                          |

Learning Competency 3 (Ethical and Social Responsibility in a Diverse World) aligns with Values C, D, E, and F in the values statement (I.C.2 above and PSYC Program Mission, Values, and Learning Statement)

Operational Outcomes currently being monitored by the program are Increasing Transfer Rates and Graduation Rates. These align with Values Statements A (Psychological Health) and E (Be a global Citizen). This alignment is based on the program belief that to apply what one has learned is related to advancing in the academic areas through graduation from LCCC and Transferring to further education.

### E. Abbreviated Summary of Program Data (KPIs)

The Psychology program is a high performing program that achieves strong ratings for the majority of KPI sections. Although enrollment was trending downward for most of LCCC programs, Psychology realized the highest quintile rating for all sections comprising the participation KPI category. For example, its annual FTE had a three-year average of 130 and its number of “participants” had a three-year average of 843. PSYC 1000 is a service general education class that supports the high annual FTE for the program.

Among the KPI sections for student success, the program achieved its strongest performances for transfer KPIs with the number of “concentrators” matriculating to university (three-year average at 19), and university matriculation rate (three-year average at 51 percent). Since the program is a transfer program, with limited utility as a direct entry into the workforce, it is common for graduates to move on to a four-year institution. Its number of associates and workforce degrees/certificates awarded averaged 23 per year. The program received a lower quintile rating in only one area of student success; course success rates averaged 67%. However, This KPI indicator includes the rates for all PSYC classes. Since PSYC 1000 is an entry-level class, these numbers include the success/failure rate resultant from students adjusting to higher education.

With respect to the efficiency KPI category, Psychology performed at a somewhat lower level relative to itself but still outperformed most other programs at LCCC. Although the average credits to completion (three-year average at 70 credits) and average time to completion (three-year average at 4.60 semesters) is in the middle range of performance, the most recent 2016-17 data show the trend improving for both indicators. For example, the three-year average for time to completion dropped from 4.60 semesters in 2015-16 to 3.76 semesters in 2016-17. In addition, Psychology will routinely rank low in the area of average credits to completion because Psychology is often not the student's first field of study. A substantial number of students start in a different major and then shift to Psychology, resulting in accumulation of credits before entering the Program.

#### F. Accomplishing the Program's Previous Action Plan Goals

The recommendations from the previous review completed spring 2008, are listed below with assessment of achievement:

1. Create an Institutional Review Board (IRB). This was accomplished through participating with the Institutional Research Office. Program Faculty continue to serve on the IRB.
2. Improve assessment in psychology courses across all campuses. This has been partially achieved. MCORs were established and are now followed by all faculty on all campuses for all courses. This was not possible for a period of time as noted previously in this current review. However, upon completion of the psychology program's upcoming MCOR review, this will begin anew.
3. Analyze the current Human Services Program delivery and provide recommendations for future delivery. This was accomplished and resulted in the creation of a stand-alone Human Services Program with a dedicated faculty.
4. Collaborate with English Faculty to developed linked classes, PSYC 1000 and ENGL 1010. This has not been successfully accomplished and should be revisited.
5. Continue Collaboration with Ludden Library and faculty. This is an ongoing success.
6. Establish procedures that will enhance centralized coordination of course content, staffing, and offerings across all LCCC Campuses. Accomplished with the MCOR process.
7. Expand and formalize articulation with four year institutions. Accomplished as well as ongoing. The informal articulation agreement with the UW Psychology Program has been formalized.

#### G. Summary of Review Action Plan Goals

**Goal 1 - Advising.** During the course of the current Program review a steady decline in enrollment and majors at a rate greater than the enrollment decline within the institution. In conjunction with this information the program has received feedback from several students regarding problems in the accuracy and availability of advising through the Advising Center. To accomplish this goal the Program will create admission requirements and an admission process for declaring a Psychology Major.

**Goal 2 Recruiting.** A second response to the observed decline in the program is to increase recruiting. This is also related to the identified high number of credits and length of time to graduation. This are will be a two pronged approach. First, the goal will be to reach out to incoming students to inform them of the advantages and opportunities in a psychology career earlier in the students academic career.

Second, we will use recruiting resources to reinforce the choice of a psychology major to strengthen their connection to the program.

Goal 3. Articulation. The college has identified a goal of connecting with multiple four-year colleges to facilitate transfer program success. The Psychology Program is currently articulated with UW. The goal is to articulate with at least three other institutions over the next five years.

Goal 4. Assessment. During the course of this review it was identified that the assessment process for the program has become inconsistent and incomplete. This was due to several factors including changes in institutional requirements for online proctoring, problems with administrative decisions, and changes in program functioning (including MCOR development).

## H. Identified Strengths, Concerns, Opportunities, and Challenges for Student Learning and Program Operations Resulting from the Review Process

### **Student Learning**

Program Strengths: Program has fully completed MCORs and Common Course Assessments for every course. All program adjuncts and full-time faculty adhere to program MCORs and Common Course Assessments. Program is aligned with APA competencies for undergraduate programs in psychology.

Program Concerns: Usable student learning assessment data has been unable to be collected for the past two years. KPI data note a low course success rate in psychology courses. Enrollment in psychology courses has dropped significantly.

Program Opportunities: There are opportunities for recruitment of more prospective psychology majors from local and regional high schools as well as current LCCC students seeking new majors. The psychology program is creating an assessment plan that will yield valid data on student learning in psychology courses.

Program Challenges: The current institutional rubrics for institutional competencies yield invalid and unusable data on student learning. Administration at the dean level has historically impeded the program's ability to innovate in the areas of instructional materials as well as in the collection of valid student learning assessment data. Finally, program ability to meet student needs has been impaired by the current advising structure.

### **Program Operations**

Program Strengths: Program has instituted an advisory board which meets once per semester. Full-time psychology faculty meet regularly with each other and with LCCC's human services instructor to strengthen the operations of both programs.

Program Concerns: Psychology majors are no longer advised by program faculty. Senior program faculty will retire within the next five years.

Program Opportunities: The psychology program is exploring ways to restore full advising access to students to program faculty in order to better support psychology majors. Program will prepare for staff changes as appropriate.

Program Challenges: Administration at the dean level has historically interfered with the psychology program's goals of working closely with the human services program in the creation of an Addictionology degree.

### I. Continuous Improvement: Follow-Up Reporting and Planning for Strengthening Program Performance

To be consistent with its continuous improvement processes, LCCC includes follow-up action planning in its academic program review activities. Program review includes a peer-review step where an Academic Standards Subcommittee for Program Review rates program performance using an Academic Program Review Rubric. Programs perform well on the majority of self-study sections, but occasionally the rubric rating identifies a few areas that need additional attention. For these situations, the program review process includes a structured follow-up planning phase to support program strengthening of these areas.

In early May, after programs have had their self-studies peer reviewed, the Academic Standards Committee notifies those programs that are to participate in additional continuous improvement planning. Academic Standards accepted the Psychology program review without contingencies, so it was not required to submit follow-up action planning.

|   |   |
|---|---|
| <b>School</b>   | <b>Health Sciences &amp; Wellness</b>   |
| <b>Program Area</b>   | <b>Radiography</b>  |
| <b>Major Programs</b>   | <b>A.A.S. Radiography, (82 credits, 1,102 clinical hours)</b>   |
| <b>Review Period</b>  | <b>Fall 2011 to Fall 2016</b>   |
| <b>Self-Study Developed</b>                                     | <b>AY 2016-2017</b>   |
| <b>Review Status</b>  | <b>Academic Standards Accepted the Program Review Without Contingencies</b>   |
| <b>Program Leaders</b>  | <b>Starla Mason, Ashleigh Ralls</b>   |
| <b>Committee Chair</b>  | <b>Monica Wilson</b>  |
| <b>Academic Standards Program Review Subcommittee Reviewers</b> | <b>Nate Huseman: Faculty - Arts &amp; Humanities<br/>Kim Bender: AVP – Institutional Effectiveness<br/>Erin Bauer: Chair of SLA Committee<br/>Mindy Falkner: Student Services Representative<br/>Sabrina Lane: Administration and Finance Representative<br/>Susie Lemaster: 17-18 PR – Integrated Systems Tech<br/>Dean McIntire: 17-18 PR – Mathematics</b> |

### A. Brief Overview of Program

The radiography program is a 20-month program which combines academic study with supervised clinical experience at various clinical settings within a 75-mile radius of the main campus in Cheyenne. The radiography program at Laramie County Community College has existed since the college opened in 1969. At that time, the Memorial -DePaul School of Radiologic Technologists was transferred to the college. Through the Memorial-DePaul School, the program traces its roots back to the 1940s when training was first started by Dr. Sam S. Zuckerman at Memorial Hospital of Laramie County.

In 1951, radiologists Dr. James W. Barber and Dr. Raymond E. Dixon came to Cheyenne and became the chief administrators of the program. They were later joined in 1956 by Dr. S.B. Whittenberger, who



shared teaching and advisory duties in the program. During this period, the program expanded and became formally known as the Memorial-DePaul School of Radiologic Technologists, with students completing their clinical training at Memorial and DePaul Hospitals, Cheyenne Radiology Group, Iverson Memorial Hospital in Laramie, Wyoming, and the Veteran's Administration Hospital. Today a local radiologist still serves as an Advisory Committee member for the program, and students continue to train at many of these same clinical sites.

The program has earned and maintained continuous accreditation by the Joint Review Committee on Education in Radiologic Technology (JRCERT), 20 N. Wacker Drive, Suite 2850, Chicago, IL 60606-3182, assuring that all of the program's graduates are able to be licensed and work in every state upon their completion of the program. The program has earned the maximum accreditation award at the end of each of the last four accreditation cycles. The last eight-year award was received in 2008. The program submitted its self-study to the JRCERT in March 2016 with the site visit scheduled November 10-11, 2016.

Students who complete the program are awarded an Associates of Applied Science degree in Radiography and are eligible to take the national certification examination of the American Registry of Radiologic Technologists (ARRT.) The radiography program has achieved a 98.5% pass rate of this exam on the first attempt over the last five years, with all students subsequently passing on the second attempt. Over the last twenty-five years, the program has recorded a 100% pass rate for twenty-one of those years, resulting in a 99% pass rate for the total 25-year period.

The program prepares the student for immediate employment as a radiographer in a variety of settings, including hospitals, offices, and imaging centers. The program enjoys a high job placement rate as well, with 100% of graduates reporting full-time employment in the field within six months of graduation over the last five-year period.

Since its initial move to the College, the program has been administered by only two full-time faculty, but grown from accepting 5-7 students per year rotated to five clinical sites to its current enrollment of 17 students per class and a total of 12 continuously available clinical sites, with three additional clinical sites available for supplementary rotations as needed.

Program faculty are responsible for ensuring that each site continuously meets JRCERT recognition requirements and works with at least one volunteer radiographer on-site designated and recognized by the JRCERT as a qualified clinical supervisor to supervise and evaluate students on a daily basis. Both program faculty regularly communicate with and schedule visits to each clinical site throughout the semester to ensure that students are receiving meaningful clinical experiences, obtaining and completing the clinical competencies they need to fulfill ARRT requirements, and to assure that the clinical sites are following program and JRCERT policies and have the support and resources they need from the program.

## B. Program Achievements Over the Review Period

In addition to and as discussed in the Program overview in Section 1.A.1., the Radiography Program documents the following achievements over the previous five-year period:

- Achieved a 100% pass rate of the American Registry of Radiologic Technologists (ARRT) on the first attempt for four of the past five years, and a 100% pass rate overall;

--Achieved a 100% placement rate of graduates in the field with a 100% employer satisfaction;

--Achieved a 98% course retention rate and an 82.5% program retention rate;

The program's Faculty and students have received national and professional recognition as follows:

1. The Program Director, Starla Mason, was elected and has served as the President and Board Chair of the Association of Collegiate Educators, a national organization, from February 2013 – present, and also serves as a Team Chair Site visitor for the Joint Review on Education in Radiologic Technology (JRCERT);

2. The Clinical Coordinator, Ashleigh Ralls, is serving as the President of the Wyoming Society of Radiologic Technologists (WSRT), is currently completing the American Society of Radiologic Technologists' Leadership Development course, and has served as the alternate Wyoming delegate at the 2016 ASRT House of Delegates and has been selected to serve as a Wyoming delegate at the 2017 ASRT House of Delegates.

3. The program has had seven students (at least one student for each of the past five years) selected from a national pool to attend the ASRT's Student Leadership Development program held in conjunction with the ASRT's national meeting and House of Delegates (our profession's governance body.) This program provides an all-expense paid trip to the national meeting for selected students and provides students with the opportunity to shadow an ASRT officer or other leader in the ASRT's House of Delegates while they are in attendance, along with specialized leadership workshops geared for their development into future leaders in the profession.

Starla Mason, the radiography program director, co-authored the Essentials of Radiologic Science Workbook, published by Lippincott, Williams, and Wilkins (LWW) and was sole author of all of the ancillary materials for the Essentials of Radiologic Science textbook published in 2012. This included PowerPoints, lesson plans, a test bank, and a quiz bank for each of the textbook's 23 chapters, along with 20 video animations of various x-ray physics concepts and 20 laboratory experiments. The second edition of this textbook has been expanded to 34 chapters and is coming out early next year. Starla is serving as the sole author of all of the ancillary materials for this new edition, including five new video animations and updated laboratory experiments. This project is due to be completed in March 2017. Once this project is complete, Starla has been asked to author a new textbook for LWW in the radiologic sciences on one of these three topics of her choice: Radiation Biology and Protection, Radiographic Exposure and Technique, or a new Registry Review text.

In addition to the Essentials of Radiologic Science project, Starla also authored the ancillary PowerPoints for Lippincott, Williams, and Wilkins for the textbook, Examination Review for Radiography, published in 2014.

The program has worked to ensure that students are learning and applying their knowledge on the most current technology in the field by successfully applying for and obtaining funding for the following new equipment:

1. A wireless direct radiography digital detector
2. A fully integrated Picture Archiving and Communications System (PACS) that allows all the digital images generated in the lab to be transferred and archived onto one computer network, similar to the methods used at their clinical and future employment sites. The Diagnostic Medical Sonography program and its students were also able to join and use this network as a result of the program's acquisition of this equipment;

3. A new computed radiography system to replace the oldest unit in the lab that was not PACS-compatible; and
4. A new mobile fluoroscopy unit that allows students to simulate specialized imaging procedures such as those performed in surgery.
5. A new, ceiling mounted x-ray unit that can be configured in multiple directions (for trauma simulations, alternate projections, or decubitus positions.)

## C. Mission and Values

Mission of Laramie County Community College: *The mission of Laramie County Community College is to transform our students' lives through the power of inspired learning.*

**Mission of the Radiography Program:** *The primary mission of the radiography program at Laramie County Community College is to transform students' lives through a high quality education in medical radiography that produces registered and competent radiographers positioned to advance and lead into the future.*

The program's mission statement is in alignment with the mission statement of the institution by providing a quality education in medical radiography that allows students to be registered by the American Registry of Radiologic Technologists (ARRT), and in turn, immediately employed in the field upon graduation. By providing several different clinical settings and opportunities to participate in radiography's professional societies--in addition to traditional didactic and lab experiences--the program ensures that students are exposed to a variety of collaborative teaching and learning environments. This has helped many graduates determine the type of work environment they wish to pursue and become employed in. Once students are registered radiographers, many have been inspired through their clinical rotations and our Technical Specialties course to advance into other areas of medical imaging such as Computed Tomography (CT), Magnetic Resonance Imaging (MRI), Radiation Therapy, Nuclear Medicine, Mammography, and Sonography.

The program's mission statement is continuously available for both internal and external stakeholders on the program's website at: [www.lccc.wy.edu/programs/radiography](http://www.lccc.wy.edu/programs/radiography). Both the program's mission statement and values are also published in the program's student handbook, which is distributed to every student, faculty member, and clinical setting at the beginning of each academic year. [The 2016 Student Handbook](#) is uploaded for review (see pages 11-12.) Additionally, because a large portion of each student's education occurs in a clinical setting and students are supervised by staff technologists who are not LCCC employees, the program publishes and distributes a Clinical Staff Handbook to each clinical site that contains the mission and values statement. Each technologist is required to read this handbook and its policies and sign a statement that they have read and will support the program's policies. The most recent version of the [Clinical Staff Handbook](#) and some [example signature sheets](#) are provided for review (see pages 2-3.)

The mission and values of the program are reviewed at least once every two years by the program's Advisory Committee and Program Faculty Committee, which together are made up of program faculty, clinical supervisors, employers, alumni, students, and LCCC career advisors and/or administrators. This ensures that they continue to be aligned with the institution and the program's stakeholders. The program's mission statement was last reviewed and revised in spring 2014 as evidenced by the [Spring 2014 Advisory Committee Minutes](#).)

The program is able to demonstrate that it adheres to its mission and values statements through its regular practice of visiting each clinical site described in the first section (Program History) to assure clinical excellence, up-to-date equipment, procedures, and practice, along with integrity, and respectful treatment of its students, staff, and patients. Program faculty consistently and intentionally monitor the workplace and the profession's certifying body and refer to the ASRT's Scope of Practice and Curriculum documents to ensure that the program's content, competencies, and policies remain relevant, current, and in alignment. All of these practices have allowed the program to achieve and maintain high certification pass rates and placement rates.

**Supporting the Radiography program's mission statement and purpose is the program's values statement:**

As an integral part of the Laramie County Community College and the local medical community, those who teach, advise, and learn in the radiography program are committed to the following values which guide and judge our behaviors.

**1. Academic and Clinical Excellence**

We believe that the program must maintain a climate, which promotes and sustains student academic and clinical achievement by providing safe and up-to-date learning environments with a variety of challenging objectives and competencies. We support all students and faculty as they aspire to achieve the highest performance levels possible.

**2. Integrity and Honesty**

All individuals associated with or who come in contact with anyone associated with the program are entitled to fair and honest communication, professional and ethical behavior. This includes maintaining appropriate professional relationships, respecting the confidentiality of patients and students, and following the American Society of Radiologic Technologists Code of Ethics.

**3. Respect for Diversity**

We expect and strive for the mutual respect of diverse cultures, opinions, and viewpoints, recognizing that all patients, peers, faculty, and staff have the right to be heard and treated with an open and caring attitude.

Similar to the program's mission statement, the program's value statements are continuously available for both internal and external stakeholders on the program's website at: [www.lccc.wy.edu/programs/radiography](http://www.lccc.wy.edu/programs/radiography) as published in the program's student handbook, which is distributed to every student, faculty member, and clinical setting at the beginning of each academic year. The [2016 Student Handbook](#) is uploaded for review (see pages 11-12.)

The values of the program are reviewed at least once every two years in conjunction with the mission statement as discussed in the previous section. This ensures that they continue to be aligned with the institution and the program's stakeholders and the Code of Ethics as published by the American Society of Radiologic Technologists (ASRT) and the American Registry of Radiologic Technologists (ARRT).

The program is able to demonstrate that it adheres to its mission and values statements through its regular practice of visiting each clinical site described in the first section (Program History) to assure clinical excellence, up-to-date equipment, procedures, and practice, along with integrity, and respectful treatment of its students, staff, and patients. Program faculty consistently and intentionally monitor the workplace and the profession's certifying body and refer to the ASRT's Scope of Practice and Curriculum documents to ensure that the program's content, competencies, and policies remain relevant, current, and in alignment. All of these practices have allowed the program to achieve and maintain high certification pass rates and placement rates.

#### D. Program Competencies and Outcomes

The radiography program has developed **seven key goals** and supporting outcomes which together, define the success of the program's graduates. The goals and outcomes are published in the program's handbook (uploaded in the Documents Directory and website, and were developed using industry standards, Advisory Committee input, and are designed to be in compliance with the Joint Review Committee on Education in Radiologic Technology's (JRCERT's) outcomes and assessment mandates (JRCERT Standards 5.1 and 5.2). As such, they are reviewed and approved by the Radiography program's Advisory Committee on a regular and periodic basis. The JRCERT's website address is: [www.jrcert.org](http://www.jrcert.org). The program's handbook can be found on the program's website at [www.lccc.wy.edu/programs/radiography](http://www.lccc.wy.edu/programs/radiography) in the Program Resources Box.

**Goal 1:** Graduates of this program will be technically proficient, being able to consistently produce radiographs of high diagnostic quality, on any given part of the human body. This includes proper positioning techniques and the proper setting of all exposure factors.

Outcomes:

- A. Students will apply proper positioning techniques.
- B. Students will select appropriate technical factors.

**Goal 2:** Graduates will demonstrate problem solving and critical thinking skills.

Outcomes:

- A. Students will manipulate technical factors for changed patient and technical variables.
- B. Students will adapt positioning and exam protocols due to patient condition/ history.
- C. Students will evaluate radiographic images for diagnostic quality, identifying appropriate solutions for poor image quality.

**Goal 3:** Graduates of this program will demonstrate communication skills.

Outcomes:

- A. Students will use effective oral communication skills with clinical staff, patients, and peers.
- B. Students will apply written communication skills.

**Goal 4:** Graduates of this program will consistently employ principles of radiation protection and safety, and electrical safety, to avoid hazards to both patients and themselves.

Outcomes:

- A. Graduates will employ principles of radiation protection and safety.
- B. Students will employ safe work habits.

**Goal 5:** Students will consistently manifest a professional attitude and honor the ASRT Code of Ethics.

Outcomes:

- A. Students will exhibit appropriate professional and ethical behaviors.
- B. Students will demonstrate a respect for diversity and the ability to work with others and special patients populations.

**Goal 6:** Graduates will have a high potential for advancement and leadership.

Outcomes:

- A. Students will demonstrate workplace behaviors conducive to professional advancement.
- B. Students will differentiate between the ARRT, ASRT, State Licensure Boards and additional certification opportunities.

**Goal 7:** Graduates of the program will be successfully employed in an entry-level position. *The program understands that Goal 7 is more of an operational outcome than a student learning outcome.*

Outcomes:

- A. Students will pass the ARRT national certification on the 1st attempt.
- B. Of those pursuing employment, students will be gainfully employed within 6 months post-graduation.
- C. Students will complete the program.
- D. Students will express satisfaction with their education.
- E. Employers will express satisfaction with LCCC graduate performance.

These outcomes and goals constitute the program's assessment plan and are therefore assessed on an annual basis to ensure that the program continues to satisfy its mission. (This will be discussed in more detail in a later section of the Program Review.)

The program is able to document alignment of its learning outcomes with its values as follows: Goals 1-4 deal with clinical competency and this is clearly supported by Value 1: Academic and Clinical Excellence. The program uses Value 1 as a guiding principle in all of its decisions regarding selecting faculty, clinical sites, Clinical Supervisors, textbooks, equipment, and as it drafts and/or updates policies to ensure that Goals 1-4 are met.

With regard to operational outcomes, Goal 5 with regard to professionalism and Value 2: Integrity and Honesty also serve to drive program decisions and graduate and program outcomes. Because faculty and program graduates are bound by and must uphold the Code of Ethics (or risk permanently losing

their certification and ability to work as a radiography), this value stands alone and is a guiding principle in all program clinical and disciplinary policies.

#### E. Abbreviated Summary of Program Data (KPIs)

Because the program can only accept a finite number of students based on the number of clinical slots available (currently 17 students each fall), the Radiography program experienced moderate performance for the participation KPI category with its annual FTE (three-year average at 39) and the number of “participants” enrolled (three-year average at 55). However, the program demonstrated exceptionally high performance in the student success category with course success rates (three-year average at 98%), its graduation rate for “concentrators” (three-year average at 82.3%), and a 100% licensure/certification pass rate for 2015-16 and 2016-17. The limits on student enrollment contributed to the program’s lower performance on the number of associates and workforce degrees/certificates awarded. Its workforce emphasis, immediate certification and employment, generated lower university matriculation rates averaging 16% per year. Nevertheless, the program is in the process of refining articulation agreements with the University of Nebraska Medical Center and Northwestern State University in Louisiana.

The program performed well in the learning environment KPI category with the percent of sections taught by full-time faculty (three-year average at 100%) and FTE student to FTE faculty ratio (three-year average at 18).

The program’s highest performing section in the efficiency KPI category was its average section fill rate averaging 82%. However, its average credits to completion rated lower with a three-year average of 103 credits. The program is fortunate to have several applicants who have already earned degrees, have prior college coursework, and/or have such a strong desire to enroll in LCCC's program that they re-apply if they are not accepted the first year they apply. These circumstances made the average credits to completion on the KPI artificially high. Although the program had a high core expenditures per FTE (averaging \$6,052 per year), when compared to other similar programs participating in the national benchmarking Cost & Productivity study, its cost per student credit hour was \$246, which ran significantly less than the national mean at \$318.

#### F. Accomplishing the Program’s Previous Action Plan Goals

The radiography program completed its last institutional program review in 2012. The results of the review and the contents of the Executive Summary were shared at the program's Program Faculty and Advisory Committee meetings and this document served as a basis for some of the program's annual goals (discussed in the Program Operational Planning section) for the subsequent years, so that several of the opportunities and recommendations could be implemented.

Looking at the Executive Summary as a whole, the program has completed or achieved nearly all of the following in response to its program review findings:

- The program has maintained and/or improved the percentages of all of the same strengths listed;
- The program has implemented the following actions and improvements based on the Areas of Opportunity and Recommendations sections:

- 1) Incorporated an instructional unit and clinical rotation into Dual Energy X-ray Absorptiometry (DEXA) for all students during their Summer I semester;
- 2) Incorporated student employment assistance (includes resume development and mock interviews) into the Fall II semester to allow LCCC graduates to be competitive in this regard;
- 3) Explored new certificate programs in CT and MRI. Needs assessment surveys showed a nearly unanimous need and program faculty were able to develop and offer a CT Registry Review course (RDTK 1950) online.
- 4) Explored and implemented alternative course delivery methods: the online CT Registry Review course mentioned above, restructuring the Radiographic Patient Skills (RDTK 1520) course to optimize skill competency scheduling and completion, and "flipped the classroom" by incorporating narrated PowerPoints covering the radiographic anatomy into all of the program's Anatomy and Positioning courses, allowing more time to be dedicated to student skills practice in positioning.
- 5) Maintained strong clinical partnerships and have added new additional clinical experiences in orthopedic radiology, pediatric radiology, veterinary radiology, DEXA, and CT.
- 6) Successfully implemented curriculum changes in 2013 and in 2016.
- 7) Collaborated with library and IT staff to provide updated resources and simulation software for student use.
- 8) Maintained and refined the program's assessment plan.
- 9) Maintained maximum programmatic accreditation by the JRCERT.

## G. Summary of Review Action Plan Goals

The program is considering two action goals as emerging opportunities for the next five years:

- 1) Creating and implementing an Advanced Modality Clinical Course for registered radiographers (often LCCC radiography program graduates) who wish to obtain advanced credentials in Computed Tomography (CT), Magnetic Resonance Imaging (MRI), Mammography, and Dual Energy X-ray Absorptiometry (DEXA), but need clinical placements in order to obtain the required exam competencies to take the certification exam offered by the American Registry of Radiologic Technologists (ARRT).

The program has proposed developing and implementing the Advanced Imaging Modality course first (Target Date: Academic Year 2018-19), ideally offering it for the first time in Summer 2018, because it will benefit the greatest number of students and takes advantage of the program's already existing clinical resources. Please note that an extended timeline is needed for this course to be successfully implemented because it requires the program to develop a clinical manual, evaluation materials, clinical affiliate agreements or amendments (as needed) and student acceptance criteria to ensure patient safety, and to protect students, LCCC, and each clinical site from liability.



2) Creating and implementing an MRI Registry Review course for registered radiographers (often LCCC radiography program graduates) who wish to obtain to obtain an advanced credential in Magnetic Resonance Imaging (MRI) offered by the American Registry of Radiologic Technologists (ARRT). The ARRT requires a minimum of 16 contact hours of structured education in the advanced modality, along with proof of completion of the required exam competencies, in order to sit for the certification exam. This proposed 3 credit hour online course would meet this requirement and would be modeled after our recently created CT Registry Review course (RDTK 2950).

The second goal of developing and implementing a Magnetic Resonance Imaging Registry Review course would be implemented with a target date of 2019-2020, and would capitalize on the ability of students to now obtain their required MR exam competencies as a result of the Advanced Medical Imaging Modality course. This proposed course would be modeled after the already successfully launched CT Registry Review online course.

These two action plans are a result of this program review as documented by our Advisory Committee recommendations over the past 3-4 years. Also, this direction for program enhancement or expansion was suggested in our last program review in 2012. The program has been able to complete a needs assessment for all three courses, and has successfully implemented a CT Registry Review course since that time.

## H. Identified Strengths, Concerns, Opportunities, and Challenges for Student Learning and Program Operations Resulting from the Review Process

### Program Operations

**Strengths:** The program:

- 1) Maintains and exceeds its program operational goals of certification pass rates and graduate placement rates (evidenced in AQUILA and its annual program assessment plans).
- 2) Has consistently received the maximum accreditation award from the Joint Review Committee on Education in Radiologic Technology (JRCERT) for the last 4 site visit cycles (represents a period extending over 23 years).
- 3) Benefits from well-qualified and knowledgeable faculty.
- 4) Maintains strong and continuous community partnerships, allowing the program to provide a variety of clinical experiences for its students at virtually no cost to the college;
- 5) Maintains equipment that keeps pace with industry standards, allowing graduates to satisfy employer needs.
- 6) Demonstrates consistently strong course completion and program completion rates;
- 7) Documents strong Advisory Committee input and support.
- 8) Uses trend analysis, and feedback from all of its communities of interest (i.e., graduates, employers, currently enrolled students, clinical staff, faculty, and Advisory Committee members) to drive strategic planning and decision-making for both program operation and program growth.
- 9) Demonstrates the ability to successfully implement strategies to improve or enhance the program and/or courses.

**Concerns/Challenges (Weaknesses):** The program:

- 1) Has limited manpower: Only two full-time faculty teach all of the RDTK courses, resulting in both faculty members consistently carrying workload overloads each year.

- 2) May benefit from further exploration and implementation of alternative course delivery methods. Since the last program review, program faculty were able to develop and offer an online CT Registry Review course and also restructured the Radiographic Patient Skills (RDTK 1520) course by "flipping the classroom" to optimize skill competency scheduling and completion. Other RDTK courses could also be evaluated for this purpose in future, potentially increasing program efficiency.
- 3) Is somewhat limited in its program capacity due to the limited number of viable clinical facilities available. This is primarily due to Wyoming's rural nature and the geographic distances that exist between facilities.
- 4) Faces continuous challenges ensuring that its technology is able to keep pace with industry standards.
- 5) Requires a higher cost per FTE to maintain its technology, although this is offset somewhat by the assessment of a program fee of \$240 to each of its students each semester.

**Opportunities:** The program has the following items of potential:

- 1) Additional potential clinical sites in the Northern Colorado and Front Range areas. This region is growing population-wise, creating a need for more health care facilities, which, in turn, could become future clinical resources for the program. In addition, the program consistently attracts students from this area; additional clinical sites in this area will alleviate some commuting for this subset of students. However, an additional challenge faced by the program in this regard is that Aims Community College in Greeley, CO, also has a radiography program and also competes for many of these same sites for their students.
- 2) Additional advanced medical imaging credential opportunities to increase college and RDTK FTE. In addition to Computed Tomography (CT), Magnetic Resonance Imaging (MRI), opportunities also exist in Mammography and Dual Energy X-ray Absorptiometry (DEXA).
- 3) The program's accreditation agency, the JRCERT, is in the process of revising its Standards, and one of the changes proposed is requiring two Clinical Coordinators (or an additional full-time faculty member in addition to the Program Director and Clinical Coordinator) when geographically distant clinical sites are used and/or more than 10 or more (not yet officially determined) clinical sites are used by a program. Based on the program's current clinical site utilization, another faculty member would be needed to be in compliance with this proposed new objective; the addition of a multi-credentialed new faculty member could address both items.
- 4) The acquisition of the Anatomage (Virtual Autopsy) simulator by the Zoology department could serve as a recruitment tool for the program. Virtually all of the images stored in this are from medical imaging studies. This equipment also allows additional medical imaging studies, such as pathologies, to be uploaded for viewing.
- 5) ACT Now! Grant monies have been available to pay tuition for students enrolled in the program and also the CT Registry Review course.
- 6) Equipment donations or other assistance may be available through the program through its communities of support. This could also include vendors.
- 7) The completion of block transfer agreements with four-year institutions could serve as an additional marketing or recruitment tool.

**Threats:** The program faces challenges due to the following threats:

- 1) State of Wyoming budget crisis. This could negatively affect all colleges and programs.
- 2) Cost of new equipment and repair costs. The cost of new equipment for the program is always above the bidding threshold of \$5,000. Repairs can also approach this level of expense

- 3) Other radiography programs exist in the surrounding region that compete for some of the same clinical sites and students. These include Aims Community College in Greeley, CO, Casper College, University of Nebraska at Kearney, and a hospital-based program in Scottsbluff, NE.
- 4) False information spread by Casper College radiography faculty regarding LCCC's program loss of JRCERT accreditation. This occurred last fall. In addition, significant organizational and staff changes have occurred in Anatomy and Physiology (the program's primary prerequisite courses) and in Student Services, such as the HUB and new advisors. These appear to have resulted in a reduced applicant pool for 2017.
- 5) Practice of some employers to hire only new graduates on an "as needed" or prn basis to begin with, rather than full-time employment and/or requiring more than one credential (in addition to radiography) for some job postings.

### **Student Learning Outcomes**

**Strengths:** The program:

- 1) Documents a curriculum and equipment that keep pace with industry standards;
- 2) Curriculum includes strong emphasis on mandatory technique chart development, image critique, and case study projects.
- 3) Documents intentional and consistent assessment of student learning outcomes to document student and graduate performance;
- 4) Documents the attainment of a significant number of the program's student learning outcomes on an annual basis;
- 5) Demonstrates the ability to successfully implement strategies to improve or enhance the program, program outcomes, and/or courses.
- 6) Benefits from well-qualified and knowledgeable faculty in both the clinical and didactic settings.
- 7) Provides a variety of clinical experiences for its students, allowing students to develop the necessary skills in all areas of practice, including orthopedic, trauma, surgical, mobile and fluoroscopic examinations.
- 8) Regularly solicits feedback from its communities of interest regarding the performance of graduates on the program's student learning outcomes, such as employer and graduate surveys.

**Concerns/Challenges (Weaknesses):** The program:

- 1) Continually faces challenges regarding student understanding of technique due to the prevalence of automatic exposure control systems.
- 2) Has a need for additional hospital clinical settings to ensure greater opportunities for students to become competent in C-arm work and surgical radiographic exams.
- 3) Is somewhat limited in its program capacity due to the limited number of viable clinical facilities available. This is primarily due to Wyoming's rural nature and the geographic distances that exist between facilities.
- 4) Faces continuous challenges ensuring that its technology is able to keep pace with industry standards in order to assure graduate competence.
- 5) Has a need for additional faculty credentialed in other advance modalities in order to implement the outlined plans for growth and program enhancement in the next five years.

**Opportunities:** The program has the following items of potential:

- 1) Additional advanced medical imaging credential opportunities to enhance student and graduate skillsets. These include Computed Tomography (CT), Magnetic Resonance Imaging (MRI), opportunities also exist in Mammography and Dual Energy X-ray Absorptiometry (DEXA).
- 2) The acquisition of the Anatomage (Virtual Autopsy) simulator by the Zoology department could serve as an additional instructional tool for the program. Virtually all of the images stored in this are from medical imaging studies, and can be used to enhance instruction in radiographic anatomy, cross-sectional anatomy, multi-modality imaging, and pathology.
- 3) A wider variety of simulation software is starting to become available in radiography. Some of these could be used for improving student performance in positioning, critical thinking, and image evaluation.
- 4) Specific equipment needs or other assistance may be available through the program's communities of support. This could also include vendors.

**Threats:** The program faces challenges due to the following threats:

- 1) The rapidity of technology changes to ensure student and graduate competence. Some of the equipment in the energized lab have been identified as "end of life" but new equipment and repairs can be cost-prohibitive.
- 2) State of Wyoming budget crisis. This could negatively affect the faculty's ability to obtain continuing education in the field with regard to the necessary relevance and rigor in the curriculum.
- 3) Other radiography programs exist in the surrounding region that compete for some of the same clinical sites and students. These include Aims Community College in Greeley, CO, Casper College, University of Nebraska at Kearney, and a hospital-based program in Scottsbluff, NE.

#### I. Continuous Improvement: Follow-Up Reporting and Planning for Strengthening Program Performance

To be consistent with its continuous improvement processes, LCCC includes follow-up action planning in its academic program review activities. Program review includes a peer-review step where an Academic Standards Subcommittee for Program Review rates program performance using an Academic Program Review Rubric. Programs perform well on the majority of self-study sections, but occasionally the rubric rating identifies a few areas that need additional attention. For these situations, the program review process includes a structured follow-up planning phase to support program strengthening of these areas.

In early May, after programs have had their self-studies peer reviewed, the Academic Standards Committee notifies those programs that are to participate in additional continuous improvement planning. Academic Standards accepted the Radiography program review without contingencies, so it was not required to submit follow-up action planning.

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|---|--|
| <b>School</b>   | <b>Arts &amp; Humanities</b>   |
| <b>Program Area</b>   | <b>Spanish</b>   |
| <b>Major Programs</b>   | <b>A.A. Spanish – Education Concentration, (60 credits), A.A. Spanish – Liberal Arts Concentration, (60 credits)</b>   |
| <b>Review Period</b>  | <b>Fall 2011 to Fall 2016</b>  |
| <b>Self-Study Developed</b>                                     | <b>AY 2016-2017</b>  |
| <b>Review Status</b>  | <b>Academic Standards Accepted the Program Review Without Contingencies</b>  |
| <b>Program Leaders</b>  | <b>Juan Antonio Bernabeu, Ian Caldon</b>   |
| <b>Committee Chair</b>  | <b>Monica Wilson</b>   |
| <b>Academic Standards Program Review Subcommittee Reviewers</b> | <b>Cindy Henning: Interim Dean –Arts &amp; Humanities<br/>Kim Bender: AVP, Institutional Effectiveness<br/>Erin Bauer: Chair of SLA Committee<br/>Mindy Falkner: Student Services Representative<br/>Sabrina Lane: Administration and Finance Representative<br/>Warren Lemerich: 17-18 PR – Mathematics</b> |

### A. Brief Overview of Program

The LCCC Spanish program is an asset for LCCC, which brings both diversity and academic value to the institution and academic programs. The department has established a solid program that currently allows students to achieve an Associate Degree Arts that fully transfers to the UW with two possible emphases: Spanish Liberal Art and Spanish for Education. Furthermore, the Spanish program supports other academic programs such history, psychology and others that required the studying of a foreign language course sequence of two semesters. With an extraordinarily competent faculty at both Cheyenne and Albany campus, our course follows the guidelines of the American Council on the Teaching of Foreign Languages and accepted its National Standards as the bases for our curriculum. The National Standards makes it possible for us to transfer our courses to any other institution that has also adopted the standards. We have a very effective program based in four core sequential courses. These core courses are the same for most Colleges and Universities across the US. The following is just a brief description: Our core courses are SPAN 1010 First Years Spanish I -which is intended to help true beginner of the Spanish language to acquire basic vocabulary and grammar structure and initiate them in the Spanish sound system and basic oral proficient-; SPAN 1020 -Spanish First Year Spanish II which helps students to gain more confidence in their abilities and continues developing the building blocks started in the first semester; Our third course is SPAN 2030 Second Year Spanish I -which helps students to improve their writing skills while introducing more complex structures in the language dealing with the subjunctive mode. Finally, our last core course is Spanish 2040, Second Year Spanish II -it helps students to reach the intermediate levels for oral prophecy, reading, writing and listening comprehension and prepares students to be ready for their successful transfer to any four-year institution. These courses are also available online to meet our stakeholders' needs and the needs of other programs that have gone or are going fully online (such as psychology).

In addition, the Spanish program offers student with experiential opportunities abroad every year during the spring semester. Through a very intensive and rigorous program student can live in total immersion in a Spanish-speaking country where they are able to take academic courses (Spanish 1070 -Intensive Oral Conversation Abroad and Spanish 2070 -Intensive Spanish Abroad Program) and be involved in a local service project to help improve the situation of the local population. The program hosts the LCCC International Ambassadors Club that helps students to procure founding to be able to participate in this class of academic and life changing opportunities.

With a very dynamic and caring faculty, an intensive and effective use of technology that supports students learning and offers access to resources through a state-of-the-art facility known as the language lab and the students' own involvement in their own learning experience and the opportunities made available to them to live and serve abroad the Spanish program truly offers students the vital elements needed to experience true inspired learning which is supported by our trends in completion rates our course success rates and outstanding faculty and course evaluation. Indeed, the Spanish program's impressive success rate has been over 80% for face-to-face courses since the year 2013 and has accomplished an impressive 76% success rate just in its first year for new online offerings (Fall 2015). Furthermore, the program works really hard to make sure the quality of instruction is the one our institution and stakeholders expect. This is supported by the fact that from fall 2015 to spring 2016 stakeholder's overall oral performance reached 84% (B) or higher for all Spanish 1010 sections. And that from the year 2011 to 2015 the retention rate average has been an impressive 97.5% reaching each semester from summer to spring 2015, which was a 100% retention rate. This is indeed a remarkable accomplishment that has been possible through a continuous effort that is part of its faculty's own goal.

Furthermore, the current KPIs produced this year by the LCCC IR office shows that our program in the year 2016 had 33 concentrators or students who have declared and are currently active in seeking a Spanish degree. This is an evident jump from our 18 concentrators we had in 2015. We currently average 21 concentrators for the last three years. Our goal is to continue to grow our program while making it the best in the region.

## B. Program Achievements Over the Review Period

The Spanish department has been able to accomplish the following achievements since our last program review and during the past five years:

- The program was able to successfully produce an articulation agreement with University of Wyoming, by which students completing an associate degree of arts or sciences who have completed the course load at LCCC can continue their education at UW to complete a Bachelor of Arts in Spanish (either the Language-Linguistics Track or the Spanish Culture, Literature, and Cinema Track) degree at UW.
- The program has been able to produce Master of Course Records for all Spanish courses and do likewise for other service courses such as French, Japanese and American Sign Language
- The Spanish LCCC faculty is now collaborating with The Partnership of Wyoming: Lost in Transition which brings all seven community colleges and UW together at official meetings where the transition of students to UW as well as curriculum issues are discussed to make sure there is consistency in the competencies we required of our students. This established and ongoing collaboration is now our program advisory council at the state level.
- The Spanish faculty collaborate with other colleges, K-12 and UW to make possible the yearly event of World Languages Day at the University of Wyoming Campus. This helps faculty to recruit potential students and educate them about the LCCC Spanish Program and the other languages taught at LCCC.
- The program has produced a 3-year agreement with the Academia Latinoamericana de Española a private higher education institution in South America with campuses in Bolivia, Ecuador and Peru.
- The Program has implemented several study abroad programs in Peru and Ecuador and implemented service projects that involved over 35 hours of individual service for each participant. This is a

collective average of 560 hours of students organizing, collecting goods and services, distributing and being engage on the projects themselves.

- The program has produced a 3-year agreement with Enforex. A private educational institution that has campuses in several locations in Spain.
- The Spanish faculty has been successful at participation at local and national professional development opportunities. Locally the faculty has presented several workshops through the Center for Teaching and Learning (CTL) both during in-service and during the semester scheduled presentation. Regionally faculty has presented at the Wyoming Foreign Language Teachers Association. Nationally they have presented at the American Council on the Teaching of Foreign Languages.
- The faculty put in place several measures to make sure the success rate for face-to-face classes achieve 80% of students and they have been able to maintain this percentage for the past 5 years.
- The program has been able to produce and implement their Spanish online courses making possible for any student to take all of the Spanish classes required for graduation online. This is also a service for many other programs that required these online offerings.
- The Spanish program also implemented measure to increase their retention rate for the students completing Spanish 1010 and moving into Spanish 1020. Today the retention rate is over 85% average for all courses.
- Spanish 1010 and Spanish 1020 were approved as General Education courses to meet LCCC Cultural Awareness GEN ED requirement.
- Our New faculty Ian Caldon has successful completed most of the requirements for the awarding of Continuous Contract status. Mr. Caldon joined the Spanish faculty and ESL programs four years ago and his contribution to the program has been very beneficial to our program and students.
- The Program initiated two years ago a progressive scheduling model to meet the needs of the stakeholders and make sure other program academic pathways needs were considered. This has led to less classes being cancelled than in previous years.
- For the language lab the program has implemented new management practices and offers now virtual assistance for students learning online. This has been a large undertaking that has been facilitated by the heavy use of technical knowledge and the technology currently available at LCCC.
- Mr. Juan Antonio Bernabeu has been serving for the past three years as the chair of COM, MMMM and Languages and Mr. Caldon have served in Academic Standards Committee, first as member and now as the Vice-Chair of Academic Standards.

## C. Mission and Values

### **Mission:**

The Modern Languages Program supports the LCCC college mission and goals to provide our students and community with the best environment and inspired learning possible to reach their educational and vocational needs. It is designed to provide students with a general education as well as training in languages which leads to an A.A. degree and beyond, or which assists them into careers as professionals

or as life-long learners. Many recent studies support the fact that individuals who learn a foreign language highly increase their access to high-pay employment. For example, the Wall Street Journal in their October 30, 2013 edition published the article "Languages are The Hottest Job Skill" which Cites statistics from the US Department of Labor who support the growing needs for bilingual professionals in many and diverse fields that involved from teaching to CEO's due to effects of globalization and the increase of an educated bilingual labor force. Learning a foreign language also helps our stakeholders to develop better relationships with other ethnic groups and effectively foster cooperation among people from different cultures. The integration of different and diverse social groups with their potential for economic and social improvement in local communities within our nation has been a clear indication of prosperity. The LCCC Modern Languages Program clearly supports the college's statement, "Laramie County Community College is a dynamic learning center that promotes social and economic prosperity for the individual and the community." We believe that our program success is based in a strong curriculum that foster our student stake holders' transformation to a better-prepared citizen through the power of inspired learning. An example of inspired learning takes place for example with our study abroad programs which offers the opportunity for many students who have never been abroad to be exposed and immersed in a total different culture and explore art, science, political issues, geography, biology and many other subject areas through the lenses of a different culture and society.

**Values:**

A) The following are the Values of the LCCC Spanish program:

- Effective articulation processes that support successful student transfer to baccalaureate programs.
- Expanded participation of program students within the broadening pluralism of American society and its growing engagement with global cultures.
- Excellence in implementation of best practices for the acquisition of foreign languages and the understanding of other cultures.
- Continuous improvement of delivery of instructions by implementing emergent technologies and students yearly course evaluation.
- Collaboration with other departments within our institution to promote social and racial understanding.
- Support of LCCC educational pathways and programs that require foreign language courses for their stakeholders.
- Promoting the need for cultural diversity and pluralism both locally and globally.
- Provide opportunities for salary increases and improvement for local workers whose jobs/companies (Sheriff Department office, Cheyenne Regional Medical Center, etc.) who value and foster the obtaining of linguistic skills to improve their services.
- Effective partnership with other institution for the development of pathways as well as extra-curricular activities.



B) Process the Spanish program uses to share its mission and value statements across internal and external holders:

The program has a very effective way to communicate its mission and values across internal and external stakeholders. The following is a summary of the process:

### **Internal Process**

The program shares its mission and value statement with full time and part-time faculty during a yearly spring semester meeting as well as by LCCC outlook mail. Those who are in attendance participate in any discussions regarding improvements to be made to the program revision statements and values. If any changes are to be made this happened during the summer. In August upon our return of faculty, faculty members are told or reminded of any changes made. If faculty does not acknowledge receiving emails, then a personal call and follow up emails ensue. Finally, the department communicates the changes with key LCCC personal in charge of LCCC students' services (Judy Hay), admissions (Alli McCown), financial aid (Vito Milatzo), student records (Stacy Maestas -registrars-) and advising (Andrew Wilburn) to let them know of those changes. If necessary changes are also reflected in the college catalog as soon as possible. Furthermore, messages using LCCC outlook and/or D2L are then sent to them to let affected stakeholders know of the changes that have taken place. In addition, the program periodically produces program reviews (See program review file) which list and explain changes made to the course offerings (including curriculum mapping), new methods of delivery of instruction and many other pertinent information that is made available to both internal and external stakeholders upon request. Internally and in a continuous basis, the Spanish department informally ask students, and the advising office to know about the potential benefits and/or issues that changes might have made as part of their continuous improvement process. Example of this are:

- The mandatory requirement of students attending the language lab once per lesson during each semester to improve their oral skills. This makes possible, amongst other things, the implementation of best practices for the acquisition of foreign languages and the understanding of other cultures (Program Value).
- Review of grading scales to make sure it is the same for all Spanish courses and similar to grading scales used by our state and region competitors. This makes sure our policies are consistent and students fully understand the performance expectations required of them.

### **External Process**

The program uses a statewide advisory panel formed under the leadership of the State Department of Education called the Partnership: Lost in Transition. This advisory panel comprising the seven community colleges and University of Wyoming discuss changes made in each community college programs from Mission Statements and Values to students' transfer issues. During these meetings each community college and UW discuss what they are doing, potential ramifications of those changes, how to improve the matters discuss etc. Each community college and UW then is responsible to share that with its stakeholders. At LCCC changes made are also disseminated through our Spanish website: See: <http://www.lccc.wy.edu/programs/spanish/> which is monitored by Mr. Bernabeu and updated yearly and when necessary the Public Relations office is contacted to create either flyers or posters that can be place both at LCCC and in many local merchants. Adds in the newspapers have also being used in the

past for example to inform of study abroad program opportunities and/or policy changes regarding the study abroad programs. The Vice-President office also has a role to play in helping stake holders know of any changes made. For example, changes in our program's articulation agreement -which includes wording regarding our mission statement- UW are updated through this webpage:  
<http://www.lccc.wy.edu/academics/policies/articulation-agreements.aspx>

### **Stake Holders of the Spanish Program**

Our stake holders include: Regular students, foreign language students; international students, LCCC programs that required one to two semesters of foreign languages, the Cheyenne Community interested in foreign language culture (films, discussions, demonstrations, etc.), the LCCC International Ambassadors Club members who prepare themselves linguistically and culturally to implement an abroad service project while studying abroad, the LCCC Admissions, Public Relations Office and Foundation when they need translation and/or interpretations services. Professional employees from the Cheyenne Regional Medical Center, Lowe's distribution center and local law enforcement offices such as Cheyenne Sheriff Department officer also attend our classes for their obtaining of pay/salary increases.

#### **C) How mission and value statements are used for guiding program activities**

In order to make sure that the program mission and value statements aligns with stake holder needs the program reviews students' performance indicators, course evaluation, retention and success rates every year at the end of the spring semester at a yearly meeting. Informal surveys are completed by students once every two years in the spring requesting their input regarding their experiences with the program. Faculty revise the information collected in their April meeting (or end of the spring semester).

#### **Examples of how mission and values statement are used for guiding program activities**

There are many examples of course and program activities by which we expressed the mission and values statements of the program. For example, the implementation are the requirement of students' cultural presentations, the volunteering opportunities of students to serve in our community (UW World Languages Conferences and Latina Youth Conference) etc. Furthermore, an example of how our values guide our program activities is the implementation of all of core courses online, which fosters "the support of LCCC educational pathways and programs that require foreign language courses for our stake holders" (Spanish Program Value). Another example of how our values are used for guiding program activities is the recently new articulation agreement with UW that creates an "effective partnership with other institution for the development of pathways as well as extra-curricular activities". (Spanish Program Value)

The program shares its value statements in diverse ways. Informally, for example, we inform stakeholders of such statements during the implementation of study abroad orientation courses during the spring semester both via our orientation documents (See attached Study abroad presentation 2016). Formally, we produced periodical program reviews (See attached Spanish and ESL program review 2012) that are available to our stakeholders upon request. Furthermore, we expect to have the value statements display next to our recruiting materials in a near future as well as in our website (currently working with LCCC web designer).

In addition, our values inspire us to take actions to meet the current and potential needs of our stakeholders. Current needs involve the creation and implementation of all our Spanish courses in both face-to-face and online format -We are proud to be currently the only community college in the State of Wyoming to have all four core courses required delivered in both formats - to meet their schedule and working needs. Furthermore, we were able to pin point the need for a new course that will be implemented in the fall 2017 called Spanish For the Medical Profession to meet the current and potential needs our increasingly growing nurse, health care provider academic majors and local professionals.

#### D. Program Competencies and Outcomes

**The Spanish program-level competencies are based on the ACTFL Oral Proficiency Guidelines and the National Standards for Foreign Language Teaching and Learning and are as follows:**

- Demonstrate meaning and cultural adaptability in oral, body language and/or written conversations to share information, reactions, feelings, and opinions.
- Develop presentations with appropriate media in the target language by which information, concepts, and ideas are shared with a clear purpose while adapting to various audiences.
- Evaluate through reflection on the relationship between the practices, products and perspectives of the cultures studied.
- Apply knowledge of other disciplines while using the language to develop critical thinking and creative problem solving
- Interpret information and diverse perspectives that are available through the language and its cultures.
- Identify differences between the culture studied and the students' native culture.

**The Spanish department developed and established the following operational outcomes for the program:**

- Improve retention and increase degree completion
- Produce effective articulation pathways to four-year institutions
- Implement general education courses required by other LCCC academics programs
- Implement experiential opportunities abroad that foster inspired learning, transforms lives and complement the learning objectives of the program.
- Establish pathways for the obtaining of a second major that will further their education or career choices.

An example of how the program's learning competencies align with program value is evident when looking at the following learning competency: "Implement and expand own knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively." and how it is related to the following program's value: "Provide opportunities for salary increases and improvement for local workers whose jobs/companies (Sheriff department office, Cheyenne Regional

Medical Center, etc.) who value and foster the obtaining of linguistic skills to improve their services". Our program is based on the obtaining of performance indicators and outcomes that are practical in everyday life. As Spanish is an open subject area all other subjects, math, communication, history, culture, music, etc. can and are speaking of, writing of or presented at diverse levels while progressing through the program.

An example of how the program's operation outcome align with program values is evident in the fact that the program is to "Produce effective articulation pathways to four year institutions" and one the program value's statement states that one of the program aims is to provide "Effective articulation processes that support successful student transfer to baccalaureate programs." The program believes that this essential target is the key to measure the success of any academic program that seeks the betterment of our students and a successful pathway to careers as well as a lifelong determination of continuous learning. Therefore, a clear example of how the program's operational outcomes aligns with program values is our 2+2 articulation agreement with the University of Wyoming (Please see attached documentation: LCCC\_UW Program Articulation Agreement 2015) and LCCC\_UW Program Articulation Agreement -Amendment.)

#### E. Abbreviated Summary of Program Data (KPIs)

The Spanish program performed well on the participation KPI category with annual FTE at a three-year average of 56 and its number of "participants" enrolled at a three-year average of 261. The program was less successful with its number of "concentrators" enrolled (three-year average at 21). However, more recent 2016-17 data shows a significant upward trend to the point where the three-year average has increased to 36 concentrators.

With respect to the student success KPI Category, Spanish compared favorably with other LCCC programs for course success rates earning a three-year average of 83%. It had less success with graduation rate for "concentrators" at a three-year average of 19%, number of associates and workforce degrees/certificates awarded at a three-year average of 4, and number of "concentrators" matriculating to university at a three-year average of 1. However, more recent 2016-17 KPI data show that the program's associates and workforce degrees/certificates awarded has increased from 5 in 2015-16 to 10 in 2016-17, a doubling of its performance. The program serves as a service area with the first two semesters being filled with GEN ED courses. Many students take Spanish to complete their requirements rather than for the obtaining of an associate degree in arts.

For the learning environment, the program realized an upward trend in the percent of sections taught by full-time faculty, increasing from 52% in 2014-15 to 68% in 2016-17. Its FTE student to FTE faculty ratio was at a three-year average of 18.

Whereas the program performed moderately well with efficiency KPI category items such as average section fill rate (three-year average at 71%) and core expenditures per FTE (three-year average at \$3,896), it experienced less success with average credits to completion with a three-year average of 89 credits and average time to completion having a three-year average of 7.10 semesters. However, the program is beginning to experience a positive downward trend with more recent 2016-17 data showing the three-year average for time to completion declining to 4.19 semesters. Recent data also show that the average credits declined from 94 in 2015-16 to 75 credits in 2016-17. The program has developed an action plan to improve performance on the credits to completion. In addition, foreign language programs, at both

LCCC and most higher education institutional institutions, encourage students to complete a second degree or career besides Spanish, which impacts the average credits and time to completion.

#### F. Accomplishing the Program's Previous Action Plan Goals

In the program's previous action plan, there was no section dealing with actions plans for the future; however, there was a section that deals with "Changes over time" (See Spanish and ESL section Change over time, page 65) which foresaw or predicted the needs to review curriculum, course load for the program (credits for programs) and to hire a second full time instructor. All these foreseen measures have been implemented successfully making it possible for our program to maintain our quality of instruction, to have diverse instructional modalities (face-to-face and online) and to maintain over 80% of retention and success rates in all of our courses.

The Spanish program has continuously found ways to improve over time to meet the needs of the institution and our stakeholders and to be in alignment with the guidelines provided by the American Council on The Teaching of Foreign Languages (ACTFL). The following is a comprehensive list of actions and items that have been revised, updated or created to meet such demands since our last program review produced in 2012

- Hiring of Mr. Ian Caldon as ESL and Spanish instructor (Summer 2013)
- Spanish courses approved as General Education Courses (GEN EDS) to meet Cultural Awareness requirements November 2015. \* ◦\*Note: Other languages courses approved produced by the Spanish Department: French, Japanese and American Sign Language. (See this program review Section I)
- Spanish courses taught online for the first time at LCCC -summer 2015.
- Implementation of a successful study abroad program in Peru 2014 and Ecuador 2015.
- Renovation of 3-year agreement (2016-2019) with the Academia Latinoamericana de Español.
- Effective reduction of credits needed for the acquisition of an Associate Degree of Arts -Spanish -Spring 2015 ◦\*It is expected that this will reduced the time students need to graduate from LCCC with this degree and make the program more cost effective in the process.
- Creation and Implementation of 2 + 2 transfer agreement with University Of Wyoming -fall 2015\*
  - \*Note: New Program Agreement is currently being signed by both parties and will be implemented fall 2017
- Implementation of new policies and services at the language lab including a virtual lab assistant to help online students -fall 2016
- Produced two new courses to meet stakeholders need and increased collaboration with other academic and vocational programs. Complete Spanish program taught in both face-2-face and online modalities- Spring 2017\* ◻Spanish Literature (SPAN 2140) and Spanish for Health Professionals (1070).
  - \*Note: Our Spanish online courses have been so successful that we have teaching two sections of Spanish 1010 and 1020 both spring and semester with 100% enrollment.
- Implementation of ongoing courses level understanding checks fall 2016 to maintain successful retention rates and increase students' completion.

- Syllabus, policies and procedures at the course and program level -Revised yearly, last revision made January 2017

- Implementation of statewide advisory panels which assist in determining successful operational outcomes and articulates programs and courses with other state institutions (Fall 2015 - present;

- Newly approved program curriculum and course sequencing to streamline the number of credits to 60 and make a more effective academic progression for the students that will be better prepared to transfer to UW and other institutions.

## G. Summary of Review Action Plan Goals

Under Assessment Planning, there are two Action Plan Goal now:

1. **Average Credits to Completion** - The Spanish program's efficacy in regards to average credits to completion is currently 94 (i.e. due to double majoring, we theorize this as the reason for the number of credits). We would like to see that reduced by 8 credits in the upcoming KPI data report for a 3-year average, which will be monitored via such data collected through the office of Institutional Effectiveness.

- Departmental surveys to identify any double majors our program currently has since they comprise the majority of our degree completions. Secondly, work with advising to make sure the students have the correct information on their educational pathway. Once we separate the Spanish majors from double majors by identifying each, we can analyze how many credits the declared majors are averaging to obtain a degree. Secondly, we can monitor and analyze how many credit double majors are averaging in order to see if we can assist in lowering that amount as well.

### Evaluation Process:

Progress and obtainment of this goal and effectiveness of the implemented strategies will be discussed and documented in minute for our monthly meetings as a department. At the end of each semester or in our strategic meeting dates with our stakeholders, this information and analysis will be shared outwards, eliciting feedback for improvement of strategies or amendments to the Action Goal under Planning. For this goal, we expect to see a decrease in 3 credits by May of 2018 and ongoing as is relevant to pathways sought.

2. **Articulation Agreement Procurement** - Currently, the Spanish Program has only one signed articulation agreement with the University of Wyoming. However, a goal is to procure more articulation agreements during the next program review cycle.

- As of now, the Spanish Program is communicating with regional universities nearby that have Spanish program, for which ours can be a "feeder". The Spanish Program will work with the office of Institutional Effectiveness to better understand transfer rates outside of the University of Wyoming in order to identify other 4-year institutions that are viable for procuring articulation agreements in this region.

#### Evaluation Process:

Progress and obtainment of this goal and effectiveness of the implemented strategies will be discussed and documented in minute for our monthly meetings as a department. At the end of each semester or in our strategic meeting dates with our stakeholders, this information and analysis will be shared outwards, eliciting feedback for improvement of strategies or amendments to the Action Goal under Planning. For this goal, we expect to see at least one additional articulation agreement by May of 2019 and ongoing as is relevant to articulation agreements procured.

## H. Identified Strengths, Concerns, Opportunities, and Challenges for Student Learning and Program Operations Resulting from the Review Process

### **Student Learning**

#### **Strengths**

- Our LCCC program has a highly qualified and dedicated faculty made up of 2 full time instructors; Juan Antonio Bernabeu and Ian Caldon and 3 part-time faculty members; Greg Livingston, Amy Horak and José Garcia Payne.
- The program has consistently review their program offerings and sequence to make it more effective and meet students needs while meeting the requirements for course load completion.
- Teaching and learning modalities include face-to-face and online courses. All Spanish core courses can be taken online at LCCC. This is one of our clear competitive advantages in the state of Wyoming and the region.
- The program counts with a dedicated classroom at LCCC in FA 147 and a state-of-the-art language lab located in Lib 402.
- Spanish 1010 and 1020 courses are meeting and excelling in meeting their General Education Expectation providing courses for the development of the Human Culture: Cultural Awareness as measured by the common core assessment scores (See attached documentation)
- The Spanish program provide unique opportunities for experiential opportunities abroad (Study Abroad Program) and service projects carried out in South America. Currently we are the only academic program at LCCC offering this kind of course/experience.
- Strong collaboration with our K-12, the seven community colleges and the University of Wyoming thought The Partnership of Wyoming: Lost in Transition. This established an ongoing collaboration is now our program advisory council at the state level. The faculty is very involved in making possible for an effective transition of students from K-12 to colleges and universities.
- The program has a great number of "participants" enrolled in the program with a three-year average of 261 students.
- The program allows K-12 to obtain college degree for Spanish course through AP examination, the IB program and successfully implemented departmental challenge exams.

## **Concerns**

- Decrease of enrollment numbers is of a large concern for us as a program as well as for our institution.
- Language lab facility needs to better accommodate the needs of people with disabilities. This is especially true for people with wheelchairs that find it difficult to move inside the facility due to the lack of space. Note: The program has already requested moving the lab location (See challenges and opportunities section.)
- We have different applications of policies and procedures regarding course implementation. While at the Cheyenne Campus we cannot teach a section that has not reached a minimum of students enrolled in the class, this is different at LCCC Albany campus. This can be seen when we look carefully at our KPIs by location. The ratio of instructor to students is more than double at LCCC Cheyenne. This also affects some of our operational outcomes like our efficiency regarding average section fill rate. (See attached documentation; KPI's by location).

## **Challenges and Opportunities**

- The department has more opportunities to be part of the recruitment efforts carried out at LCCC.
- The department is now looking for a better room to reallocate our language lab to meet the needs of the program and make possible to accommodate the needs of a growing number of students with disabilities (wheel chair accessibility being the major issue).
- Delivery of online courses to expanding student base in the state of Wyoming since we are the only fully implemented online Spanish program.
- LCCC needs to implement the same policies regarding the offering of courses at LCCC Cheyenne and Albany campus. If a limited number of students is needed to offer a class this is to be the same for both locations. Doing differently makes very difficult to make decisions that affect our program course offerings.
- Mr. Juan Antonio Bernabeu has been very active in the creation of the LCCC Center for International Education. The LCCC Center for International Education's main purpose is to provide a crossroads and support for student immersion experiences. The Center will develop, promote and implement student immersion experiences to include, but not limited to international education/study abroad, internships, service learning, and co-curricular activities. The Center will also provide a welcoming environment and added support for international students who choose to study at LCCC. Its objective is to be a comprehensive and active center at LCCC to create a dynamic environment where students, faculty, and staff have increased opportunities to gain understanding through multiple avenues for experiential learning. (See attached documentation called Request for Space needs and Center for International education)

## **Program Operations**

### **Strengths**

- Annual FTE is 47.67 with a three year average of 55.60 (See Attached KPIs)



- The number of enrolled "participants" in our program is 236 per the current year with an average of 261.00 for the last three years. This means that we do have an actively student population that chooses to take Spanish as their course of preference for General Education courses and well as for other college and/or program requirements.
- Our course success rate is currently 82.39% with an average of 82.50% for the last three years. This is complemented by our findings in pre and post semester testing which demonstrate that students do learn much during our first two semester courses and that such knowledge and skills is considerable and measurable. A continuation of this practice is necessary to establish patterns and corroborate findings. This means that our students successfully complete each semester course at a large rate.
- The 3-year average for course enrollment is 18 students, which is successful for the program
- Spanish program's impressive success rate has been over 80% for face-to face courses since the year 2013 and has accomplished an impressive 76% success rate just in its first year for new online offerings (Fall 2015).
- From the year 2011 to 2015 the retention rate average has been an impressive 97.5% reaching each semester from summer to spring 2015, which was a 100% retention rate. Note: Currently the retention rate is over 85% average for each of our core courses (years 2013-2016). (See attached documentation).
- The current KPIs produced this year by the LCCC IR office shows that our program in the year 2016 had 33 concentrators or students who have declared and are currently active in seeking a Spanish degree. This is an evident jump from our 18 concentrators we had in 2015. We currently average 21 concentrators for the years 2012-2015. Our goal is to continue to grow our program while making it the best in the region. (See attached KPIs and KPIs by location)
- The program has produced a 3-year agreement with the Academia Latinoamericana de Española a private higher education institution in South America with campuses in Bolivia, Ecuador and Peru. In addition, the program has produced a 3-year agreement with Enforex. A private educational institution that has campuses in several locations in Spain (See attached documentation).
- Strong and focused program mission and goals that align with the college mission, goals and strategic plan.
- In regards to CCSSE Benchmark scores, where LCCC is scoring below the average in terms of medium-sized colleges, the Spanish Program along with Foreign Languages scores at or above the average score for the following areas:
  1. Active and Collaborative Learning: LCCC = 48.6% Foreign Languages = 74.72%
  2. Student Effort: LCCC = 43.8% Foreign Languages = 49.62
  3. Support for Learners: LCCC = 44.3% Foreign Languages = 48.97
- The Spanish Program has in place initiatives that help with these areas, and we are improving upon them via this APR. We have our Language Lab that staffs an especially skilled student to assist with the area of Foreign Languages. We also have the study abroad program in conjunction with the LCCC Ambassador's Club that fosters Active and Collaborative Learning. We have begun this year to partner with the Music Program at LCCC to not only participate in cultural workshops and entertainment at the

University of Wyoming annually, but we have also begun to conduct these cultural workshops in Laramie County School District #1 Elementary schools and are planning to expand this to Junior Highs and High Schools.

### **Concerns**

- While the Spanish students use the same materials for three consecutive semesters (Spanish 1010 thru Spanish 2030) according to our latest KPI's the cost of the program is currently \$4,459.02 dollars that we consider high. We believe that part of the cost might be due to the use of the language lab, but we do not have information to corroborate this at this moment. The other issue is the fact that students who take Spanish are highly suggested to complete a second major to have more access to employment and educational opportunities at four year institutions. This drive the cost for students up as they are to take 15 more credits of a second major and/or extend their studies at LCCC for at least one to two semesters more.
- Average to completion grade is 94.00 per the current year that is high even for students declaring two majors at LCCC. (please read the previous statement to understand why students usually end up with more than the 60 required credits).
- The average time to completion is 5.65 years that is far from the two years that it should take to complete an Associate Degree in Arts with Spanish. This is due to the fact that we are receiving a greater number of non-traditional students whose live are affected by their economic situation and their labor/work conditions.
- New LCCC policies coming on the fall 2016 eliminate the cap of credits paid by students to complete course workload. Currently our students can take more than 12 credits and only pay for 12. This has allowed our Spanish students to graduate with a second major and not be burden with financial issues. This will no longer be the case starting fall 2017 student will have to pay for each additional credit making it more difficult for students to seek a double major.
- Misinterpretation of financial aid disbursement has also being an issue we have been working to resolve. Many students are being told that financial aid would not pay for a second major at LCCC. This is not the case. Financial aid will pay for such second major as long as the student qualifies by doing the course workload that is expected to them and have no other limitation imposed by either the scholarship they receive or their own academic performance.
- We do not have a strong support through Foundational scholarship and outside funding streams for our program. This hurts our ability to recruit students for our program and our study abroad program offerings.
- Limited pool of qualified adjunct faculty (with a master's degree or master degree in related field).

### **Challenges and Opportunities**

- The number of current concentrators is 33 for this academic year. We believe this number could increase if we dedicate more efforts to recruit students for our program at the earliest stages of their high school studies. Faculty we will discuss this with their statewide advisory panel in October 2017.

- Now that we have a 2+2 articulation program established with University of Wyoming we can start producing similar agreements with other regional institutions such as University of Northern Colorado, Chadron, etc.
- CCFSSSE data shows that we are below the average for student support as a college, however, the Spanish program is innovating and implementing new virtual methods to support our students at the campus as well as at a distance.
- The 3-year average for time frame to completion is 7 years, so we need to lower this (See previous section or area of concern)
- The 3-year average for credits to completion is 94 total, so we need to lower this (See previous section or area of concern). This was due to the following issues: a. Spanish required a minimum of 68/69 credits for the program to be completed b. Most students are highly recommended to pursue a second degree to maximize their work and academic opportunities. While students can use up to 45 credits from one major to a second one, it still requires some additional (a minimum of 15 to confer a second degree) course workload. An additional issue is the larger number of non-traditional students that we are receiving in our program.
- Procurement of more articulation agreements with 4-year regional institutions that are identified as our stakeholder as we are identified as their "feeder".

#### I. Continuous Improvement: Follow-Up Reporting and Planning for Strengthening Program Performance

To be consistent with its continuous improvement processes, LCCC includes follow-up action planning in its academic program review activities. Program review includes a peer-review step where an Academic Standards Subcommittee for Program Review rates program performance using an Academic Program Review Rubric. Programs perform well on the majority of self-study sections, but occasionally the rubric rating identifies a few areas that need additional attention. For these situations, the program review process includes a structured follow-up planning phase to support program strengthening of these areas.

In early May, after programs have had their self-studies peer reviewed, the Academic Standards Committee notifies those programs that are to participate in additional continuous improvement planning. Academic Standards accepted the Spanish program review without contingencies, so it was not required to submit follow-up action planning.

## APPENDIX B

### ACADEMIC PROGRAM REVIEW RUBRIC (Updated January 2017)

| 0   | 1  | 2   | 3  | 4   |
|---|--|---|--|---|
| Program left the narrative section <b>blank</b> . | Program provided evidence for a <b>minority</b> of the criteria. | The program provided evidence for a <b>majority</b> (2 of 3 or 3 of 5, etc.) of the criteria. | The program satisfies <b>all</b> of the criteria and provides supporting evidence. | The program <b>exceeds</b> the criteria with supporting evidence. |

\*If evidence **overall** is poorly aligned to support program claims of compliance move towards a lower rating, and if evidence **overall** is strongly aligned to support program claims of compliance move towards a higher rating. **NOTE:** If a program does not provide evidence/examples for a standards expectation, **but does provide a concise and descriptive plan for developing that evidence** (e.g., includes time lines, individuals responsible, and evaluation method to ensure completion of the planning objective) give credit for evidence development for this standards expectation.

\*If evidence of significant barriers unique to the program's structure or historical processes prevent compliance for a standards expectation, remove that expectation from consideration. For example, a credit diploma program's use of general education courses or a requirement to show performance on past action plans when the College's previous process did not specify creation of action plans. Rate these sections as N/A.

\*Give positive weight to sections with discussion about the strengths & concerns of program performance. For example, we do a good job of developing coherency in our curriculum, but we struggle with keeping it current as it is so technology based. Recent feedback from the program's advisory committee shows that we need to introduce at least one new software package.

#### Academic Program Review Rubric: Performance on Evaluation Criteria

Programs will be required to do follow-up reporting for SECTION AVERAGES (**yellow-shaded cells**) with ratings below "3". All ratings of a peer-review committee are averaged to form the section averages. Black-shaded cells will not be scored by reviewers.

| I. PROGRAM PURPOSE   | Totals |
|--|--------|
| A. BRIEF OVERVIEW OF PROGRAM   |        |
| B. PROGRAM ACHIEVEMENTS OVER THE REVIEW PERIOD   |        |
| C. MISSION AND VALUES  |        |
| <b>1a.</b> The program describes its unique mission and relates this mission with the broader mission of LCCC.                                   | 3.29   |
| <b>2a.</b> The program provides articulated values statements.   | 3.26   |
| <b>2b.</b> The program describes the process through which it shares its mission and value statements across internal and external stakeholders. | 3.03   |
| <b>2c.</b> The program describes how it aligns its mission and value statements with internal and external stakeholder needs.                    | 3.07   |
| <b>2d.</b> The program provides at least one example that demonstrates how mission and value statements are used for guiding program activities. | 3.20   |
| D. PROGRAM COMPETENCIES AND OUTCOMES   |        |
| <b>1a.</b> The program provides a list of its program-level learning competencies and operational outcomes.                                      | 3.38   |
| <b>1b.</b> The program provides at least one example of how its learning competencies align with program values.                                 | 3.21   |
| <b>1c.</b> The program provides at least one example of how its operational outcomes align with program values.                                  | 3.11   |
| SECTION AVERAGE  | 3.19   |
| II. PROGRAM DESIGN   |        |
| A. CURRICULUM DESIGN   |        |

|   |                 |
|---|-----------------|
| <b>1a.</b> The program describes its process for developing, reviewing and updating the curriculum ensuring it is current and relevant for the field and level of education.  | 3.24            |
| <b>2a.</b> The program describes how the program curriculum is designed with the consideration of stakeholder needs and with attention to alignment with professional standards or best practices to ensure a balance of rigor and relevance.   | 3.30            |
| <b>3a.</b> The program provides the program course sequencing as listed in the current college catalog.   | 3.12            |
| <b>3b.</b> The program provides a complete current curriculum map.  | 3.07            |
| <b>3c.</b> The program describes how the program sequencing demonstrates a logical scaling up of student learning cor   | 3.01            |
| <b>4a.</b> The program provides a list of current Academic Standards approved MCORs, and from this list provides at least one example that demonstrates how its course-level student learning competencies are aligned with program-level competencies.   | 3.00            |
| <b>5a.</b> The program describes (justifies) why it has selected the general education coursework or activities that appear in its degree or certificate program course sequencing and how they support program-level competencies.   | 3.29            |
| <b>6a.</b> The program describes the process used for ensuring routine involvement of full-time faculty in discussions and actions regarding the curriculum.  | 3.29            |
| <b>7a.</b> The program describes how curriculum changes are communicated to full-time faculty, part-time (adjunct) faculty, and student services entities, such as Admissions and Advising.   | 3.09            |
| <b>B. CURRICULUM DELIVERY</b>   |                 |
| <b>1a.</b> The program describes the relevant instructional methods, such as current technologies, used for the delivery of program curricula and to support students. It also describes the diverse types of instructional methods used, such as lecture, project-based learning, laboratory exercises, and/or integrative technology.                             | 3.15            |
| <b>2a.</b> The program provides an explanation for the times and modalities in which it delivers program components and courses. The program describes how it evaluates the current and potential options for offering the curriculum so that they match student needs.   | 3.23            |
| <b>3a.</b> The program describes its process(es) for ensuring consistency in course elements across all modalities of its course offerings and identifies strategies used such as student learning competencies, summative common course assessments, and standardized syllabi.   | 3.10            |
| <b>4a.</b> The program describes how its instructional delivery engages students in learning and identifies a diversity of strategies used such as flipped classroom, group projects, laboratory activities, and research.  | 2.95            |
| <b>5a.</b> The program describes the partnerships and non-program resources used to provide co-curricular opportunities for students' engagement with each other and with external communities through methods such as service learning, internships, clinicals, study abroad, civic engagement and non-traditional work-based opportunities (e.g., job shadowing). | 3.25            |
| <b>SECTION AVERAGE</b>  | <b>3.149297</b> |
| <b>C. RESPONSE TO STAKEHOLDER NEEDS</b>   |                 |
| <b>1a.</b> The program provides a comprehensive listing of its stakeholder groups. Examples of stakeholders include: students, employers, clinical supervisors, advisory committees, LCCC academic advisers, general education faculty, accreditation agencies, state agencies, and secondary teachers in concurrent enrollment experiences.                        | 3.23            |
| <b>2a.</b> The program describes its process for using its stakeholders' feedback to make adjustments in its curriculum such as faculty curriculum meetings or retreats to structure improvements based on feedback.  | 3.09            |

|   |                 |
|---|-----------------|
| <b>2b.</b> The program provides at least one specific example of how gathered feedback was used to improve or revise the program's curriculum since the previous review.  | 3.33            |
| <b>3a.</b> The program has an advisory committee and describes its composition and provides a history of the active advisory committee's activities over the review period.   | 2.89            |
| <b>4a.</b> Provide a brief description of effective recruitment strategies the program uses to connect with potential students such as high school visits, website development, etc. based on stakeholder needs.  | 3.12            |
| <b>D. BACCALAUREATE INSTITUTION PARTNERSHIP</b>   |                 |
| <b>Note: This section is required for AA/AS degrees and any other programs, if applicable.</b>  |                 |
| <b>1a.</b> The program provides evidence of partnerships with baccalaureate institutions that result in curricular alignment, coherent pathways, and efficient student transfer.  | 3.33            |
| <b>1b.</b> The program provides rationale for why these institutions should be considered primary transfer destinations for the program's students.   | 3.24            |
| <b>2a.</b> The program describes a process for sustaining these partnerships and for developing and reviewing articulated curricula on a regular basis.   | 2.76            |
| <b>2b.</b> The program provides at least one example of how these partnerships have resulted in informed adjustments to the curricula.  | 2.62            |
| <b>3a.</b> The program provides at least one current, signed program articulation agreement with a baccalaureate granting institution.  | 3.15            |
| <b>E. STRATEGIC PARTNERSHIPS, COLLABORATIONS AND INDUSTRY ALIGNMENT</b>   |                 |
| <b>1a.</b> The program provides evidence of partnerships with members of business and industry sectors, and/or internal campus units, and/or baccalaureate four-year institutions.  | 3.10            |
| <b>1b.</b> The program describes its process(es) for sustaining these partnerships.   | 3.15            |
| <b>2a.</b> The program provides evidence of partnerships developed to support co-curricular opportunities for students. The program describes the process for reviewing program curricula and developing opportunities for associated co-curricular activities, such as internships, clinicals, or job shadows within current strategic partnerships. | 3.09            |
| <b>2b.</b> The program provides at least one example of how these partnerships have resulted in informed adjustments to the curricula, and/or enhancements to the students' educational experience.   | 3.08            |
| <b>SECTION AVERAGE</b>  | <b>3.082803</b> |
| <b>F. PROGRAM FACULTY</b>   |                 |
| <b>1a.</b> Program faculty are proficient in instructional delivery, including assessing student learning at all levels. The program uploads its faculty members' curriculum vitae and other applicable documents.  | 3.33            |
| <b>1b.</b> The program provides at least one example that highlights a faculty member's demonstrated proficiency in instructional delivery.   | 3.17            |
| <b>2a.</b> The program has faculty who are engaged in professional development. The program provides at least one example that highlights a faculty member's demonstrated engagement in professional development that supports student learning or program outcomes.  | 3.26            |
| <b>3a.</b> The program has faculty who engage in service to the community. The program provides at least one example that highlights a faculty member's service to the community.   | 3.28            |
| <b>G. PROGRAM FACILITIES AND RESOURCES</b>  |                 |
| <b>1a.</b> The program describes its facilities and resources, such as library and technology, and explains how they meet the functional needs and goals of the program.  | 3.19            |

|   |          |
|---|----------|
| <b>2a.</b> The program describes a process for routinely reviewing the facilities and resources for functionality.  | 3.15     |
| <b>2b.</b> If facilities and resources have been deemed inadequate, the program outlines the process it followed to make this determination.  | N/A      |
| <b>2c.</b> The program provides at least one example of how the program has improved the facilities and resources based on evidence gathered through its routine review.  | 3.24     |
| <b>3a.</b> If the program uses online components, it describes the current program's technology and support in order to be successful.  | 3.29     |
| SECTION AVERAGE   | 3.237216 |
| <b>III. CONTINUOUS IMPROVEMENT</b>  |          |
| <b>i. CONTINUOUS IMPROVEMENT IN STUDENT LEARNING</b>  |          |
| <b>A. FEEDBACK/DATA SYSTEMS</b>   |          |
| <b>1a.</b> The program lists its program-level student learning competencies.   | 3.20     |
| <b>1b.</b> The program provides evidence demonstrating it has identified, used and/or developed appropriate feedback/data system(s) that produce evidence of student proficiency on program competencies.                           | 2.98     |
| <b>1c.</b> The program has included a recent sample of student learning data generated through this feedback system(s).   | 2.86     |
| <b>2a.</b> The program describes how it monitors (or plans to monitor) and analyzes its data trends over time to inform its assessment planning and improve student learning.   | 3.09     |
| <b>3a.</b> The program describes how it presents and communicates evidence of student proficiency on competencies among faculty, staff, and stakeholders.   | 2.96     |
| <b>3b.</b> The program provides at least one example that supports the described process.   | 2.75     |
| <b>B. ASSESSMENT PLANNING</b>   |          |
| <b>1a.</b> The program summarizes at least two of the program's current or recently completed assessment plans and identifies which student learning competencies they are targeting.   | 2.87     |
| <b>1b.</b> The program provides a rationale of how it has used relevant and objective evidence of student learning from its feedback system to justify the creation of its assessment plans.  | 2.86     |
| <b>1c.</b> The program demonstrates how its assessment plans include: (1) goals or competencies, (2) strategies, (3) data gathering methods, and (4) evaluation processes.  | 2.65     |
| <b>C. REVISED PLANS AND STRATEGIES</b>  |          |
| <b>1a.</b> The program provides a summary of how it has been successful in accomplishing the goals or in producing the competencies that it has set within its assessment plans.  | 2.80     |
| <b>2a.</b> The program provides at least one example of changes implemented to the program and/or its courses as a result of their assessment planning since the last review.   | 2.92     |
| <b>2b.</b> The program demonstrates how student learning, as defined by student proficiency on established learning competencies, has improved over time as a result of the program's assessment planning efforts.                  | 2.65     |
| <b>2c.</b> The program provides at least one example of how it changed its assessment planning to strengthen its usefulness to the program for monitoring, maintaining, or evaluating performance on student learning competencies. | 2.83     |
| SECTION AVERAGE   | 2.878671 |
| <b>ii. CONTINUOUS IMPROVEMENT IN PROGRAM OPERATIONS</b>   |          |
| <b>A. FEEDBACK/DATA SYSTEMS</b>   |          |
| <b>1a.</b> The program lists its operational outcomes.  | 3.13     |

|   |      |
|---|------|
| <b>1b.</b> The program provides a sample of data from other (non-KPI) feedback resources like employer surveys, etc. to assess its efficacy. The program also analyzes these data and describes how it is meeting or not meeting its expectations for performance on these measures.  | 3.01 |
| <b>2a.</b> The program provides a recent sample dataset (provided by IR) that the program uses to assess its operational efficacy in these areas: i.) program demand, ii.) student success, iii.) transfer preparation, if applicable, iv.) job readiness, and v.) program efficiency and other relevant KPI measures related to program operations. The program analyzes these data and describes how it is meeting or not meeting its expectations for performance on these KPI measures. | 3.21 |
| <b>3a.</b> The program describes how program efficacy is communicated with program faculty, staff, and stakeholders. The program provides at least one example that supports the described process.   | 3.09 |
| <b>B. PROGRAM OPERATIONAL PLANNING</b>  |      |
| <b>1a.</b> The program summarizes at least two operational plans it has implemented and identifies which operational outcomes they are targeting.   | 2.95 |
| <b>1b.</b> The program provides a rationale of how it has used relevant and objective evidence of program efficacy from its feedback system to justify the creation of its assessment plans.  | 2.95 |
| <b>2a.</b> The program illustrates how its operational plans are aligned with their identified program operational outcomes and institutional or school priorities, and/or accreditation, as appropriate for the growth of the program.   | 3.15 |
| <b>3a.</b> The program demonstrates how its operational plans include: (1) goals or outcomes, (2) strategies, (3) data gather methods, and (4) evaluation processes.  | 2.97 |
| <b>C. REVISED PLANS AND STRATEGIES</b>  |      |
| <b>1a.</b> The program provides a summary of how it has been successful in accomplishing established operational outcomes and/or producing the outcomes established within the program's operational plans.   | 2.99 |
| <b>1b.</b> The program also provides at least one specific accomplishment in goal attainment as a result of implementing operational plans such as discovering better strategies over time.   | 2.93 |
| <b>2a.</b> The program demonstrates how the program's efficacy has improved over time as a result of the program's operational planning efforts.  | 2.98 |
| <b>2b.</b> The program provides at least one specific improvement made as a result of operational planning to improve the program's operational efficacy such as effectiveness, efficiency, and stakeholder satisfaction.   | 3.01 |
| <b>2c.</b> Using the assessment plan located here or a plan provided by the program, provide at least one example of how it has been changed to strengthen its usefulness to the program for monitoring, maintaining, or evaluating performance on program operational outcomes.  | 2.71 |
| <b>SECTION AVERAGE</b>  |      |
| 3.004662  |      |
| <b>iii. CONTINUOUS IMPROVEMENT AS A RESULT OF PROGRAM REVIEW</b>  |      |
| <b>A. FEEDBACK/DATA SYSTEMS</b>   |      |
| <b>1a.</b> The program provides a description of how the program has analyzed and synthesized the information from its most recent program review to ascertain how well it currently meets LCCC's standards.  | 2.98 |
| <b>2a.</b> The program provides a summary of how its analysis and synthesis of the program review data and information have shaped either one or more of its action plans or shaped its section on program review findings.   | 2.71 |
| <b>3a.</b> The program describes how it presents and communicates evidence from the program review among themselves and, as appropriate, with their stakeholders. The program provides at least one example that supports the described process.  | 2.95 |



|   |                 |
|---|-----------------|
| <b>B. ACTION PLANNING</b>   |                 |
| <b>1a.</b> The program provides at least two evidence-based action plans based on areas identified for improvement for the next five years as a result of this current academic program review. The program describes how each of its action plans are a result of the discoveries made during the development of the program's review, including analysis of data. | 2.91            |
| <b>2a.</b> The program demonstrates how its action plans represent actions the program wants to achieve over the next five years, typically incorporating two to six goals, and include: (1) goals, (2) strategies, (3) time lines, and (4) evaluation process.   | 2.83            |
| <b>C. REVISED PLANS AND STRATEGIES</b>  |                 |
| <b>1a.</b> The program summarizes the success the program has had in accomplishing the goals, and/or in producing the outcomes that have been set within the action plans identified in the program's PREVIOUS program review.  | 3.18            |
| <b>1b.</b> The program provides at least one example of accomplishments in goal attainment as a result of implementing those plans.   | 3.09            |
| <b>2a.</b> The program demonstrates how the program has improved over time in meeting the LCCC standards as a result of the program's past action planning efforts.   | 3.25            |
| <b>2b.</b> The program provides at least one specific improvement made as a result of its past action planning to improve the program's alignment with the LCCC standards as a result of this review.   | 3.31            |
| <b>2c.</b> The program provides at least one example of how it changed its action plans over time to strengthen their usefulness to the program for monitoring, maintaining, or evaluating performance on program learning competencies or program operational outcomes.  | 3.38            |
| <b>D. SUMMARY OF PROGRAM REVIEW FINDINGS</b>  |                 |
| <b>1a.</b> Program provides a bullet listing of its 1. Strengths, 2. Concerns, 3, Opportunities, and 4. Challenges for student learning.  | 3.22            |
| <b>1b.</b> Program provides a bullet listing of its 1. Strengths, 2. Concerns, 3, Opportunities, and 4. Challenges for program operations.  | 3.28            |
| <b>SECTION AVERAGE</b>  | <b>3.090271</b> |
| <b>PROGRAM REVIEW AGGREGATED RATING</b>   | <b>3.09</b>     |

## APPENDIX C

### Academic Program Review (APR) Best Practices Locator, 2016-2017

(Click on a program to move to the best practice description for each template section. Use Alt and left arrow to move back to the original item.) This locator contains best practices identified during self-study peer review for the 2016-17 cycle. This was the first cycle to use the APA revised template that a faculty committee developed during spring 2016. Not all sections have best practices identified from this review cycle. More will be added in future cycles.

#### I. Program Summary

##### A. Brief Overview of Program

1.A.1 - Brief Overview of Program

##### B. Program Achievements Over the Review Period

1.B.1. - Program Achievements Over the Review Period

##### C. Mission and Values

I.C.1 - Program's Mission and Its Relation to the LCCC Mission

- Radiography

I.C.2 - Program's Value Statements

- Auto Body Repair

##### D. Program Competencies and Outcomes

I.D.1 - Program Level Student Learning Competencies and Operational Outcomes - Radiography

#### II. Program Design

##### A. Curriculum Design

II.A.1 - Process for Designing and Maintaining Its Curriculum

II.A.2 - Sustaining Rigor and Relevancy in the Curriculum

- Business Management/  
Entrepreneurship

- English

- Radiography

II.A.3 - Course Sequencing

- Auto Body

Repair

- English

- Psychology

II.A.4 - Current Master Course Outlines of Record (MCORs)

II.A.5 - General Education Coursework and Its Support of the Program's Competencies

- English

- Psychology

- Radiography

II.A.6 - Faculty Engagement in the Program's Curriculum

II.A.7 - Program Shares Changes to Its Curriculum Design

- Business

Management/  
Entrepreneurship

##### B. Curriculum Delivery

- II.B.1 - Instructional Methods Used to Deliver the Curriculum - Fire Science Technology
- II.B.2 - Times and Modalities Used to Deliver the Program’s Coursework - Spanish
- II.B.3 - Student Learning Competencies are Consistent Across All Instructors and All Modalities - Business Management/ Entrepreneurship
- II.B.4 - Purposeful Engagement of Students in Learning
- II.B.5 - Co-curricular Opportunities for Students’ Engagement With Each Other, The Campus, and Broader Community - Auto Body Repair
- Fire Science Technology
- Radiography

**C. Response to Stakeholder Needs**

- II.C.1 - Programs Identify Their Key Stakeholder Groups
- II.C.2 - Processes Used to Gather Stakeholder Feedback
- II.C.3 - Using Stakeholder Feedback Information to Make Adjustments to Curriculum - Auto Body Repair
- Business Management/ Entrepreneurship
- Radiography
- II.C.4 - Strategies for Recruitment That Support Stakeholder Needs - Business Management/ Entrepreneurship
- Fire Science Technology

**D. Baccalaureate Institution Partnership**

- II.D.1 - Student Transfer and Relationships with Baccalaureate Institutions - Spanish
- II.D.2 - Process for Reviewing Articulation Agreements
- II.D.3 - Current, Signed Articulation Agreement(s)

**E. Strategic Partnerships, Collaborations And Industry Alignment**

- II.E.1 - Diverse Networks of Strategic Partnerships and Collaborations - Auto Body Repair
- Radiography
- II.E.2 - Partnerships That Focus on Developing Pathways and Opportunities That Enhance Student Success

**F. Program Faculty**

- II.F.1 - Faculty Proficiency in Instructional Delivery
- II.F.2 - Faculty Engagement in Professional Development Activities - Auto Body Repair
- Spanish
- II.F.3 - Faculty Engagement in Community Service - Auto Body Repair

**G. Program Facilities And Resources**

- II.G.1 - Functional Facilities and Resources

II.G.2 - Routine Assessment of Facilities and Resources

- Auto Body  
Repair  
- Radiography  
- Auto Body  
Repair  
- Spanish

II.G.3 - Successful Online Components

### III. Continuous Improvement

#### i. Continuous Improvement In Student Learning

##### A. Feedback/Data Systems

III.i.A.1 - Feedback/Data Systems to Identify and Gather Evidence of Student Learning

III.i.A.2 - Program Analysis of Data and Information

III.i.A.3 - Communication of These Data Among Faculty and With Stakeholders

- Radiography

##### B. Assessment Planning

III.i.B.1 - Use of Data on Program Competencies to Inform Assessment Plan Development

##### C. Revised Plans and Strategies

III.i.C.1 - Accomplishing the Assessment Plan Goals or Competencies Established

III.i.C.2 - Revised Planning and Strategies That Strengthen Performance on Student Learning Competencies

- Radiography

- Radiography

#### ii. Continuous Improvement In Program Operations

##### A. Feedback/Data Systems

III.ii.A.1 - Feedback/Data Systems to Identify and Gather Evidence for Analysis of Performance on Operational Outcomes

III.ii.A.2 - Analysis of KPI Data to Inform Program Operational Planning and Improve Performance Effectiveness

III.ii.A.3 - Communication of These Data and Program Effectiveness Among Faculty and With Stakeholders

- Radiography

- Business  
Management/  
Entrepreneurship

- Education

- Education

##### B. Program Operational Planning

III.ii.B.1 - Use of Evidence on Operational Efficiency to Guide Program Planning and Inform Continuous Improvement

III.ii.B.2 - Develop Operational Plans Related To Operational Outcomes That Achieve the Desired Program Enhancements

##### C. Revised Plans and Strategies

III.ii.C.1 - Programs Accomplish Operational Outcomes They Establish

III.ii.C.2 - A Documented History of Making Improvements That Result in Improved Program Efficacy

- Education

#### iii. Continuous Improvement as a Result of Program Review

##### A. Feedback/Data Systems

- III.iii.A.1 - Regular Program Engagement in Program Review To Assess Performance on Standards
- III.iii.A.2 - Analysis of These Data and Their Collective Synthesis to Understand Their Current Meaning to the Program
- III.iii.A.3 - Communication of These Data Among Faculty and With Stakeholders

**B. Action Planning**

- III.iii.B.1 - Development of Action Plans Based on Discoveries Made During the Program Review Process - Education

**C. Revised Plans and Strategies**

- III.iii.C.1 - Accomplishing the Program's Action Plan Goals - Psychology
- III.iii.C.2 - A Documented History of Making Improvements To the Program

**D. Summary of Program Review Findings**

- III.iii.D.1 - Identified Strengths, Concerns, Opportunities, and Challenges for Student Learning and Program Operations Resulting from the Review Process - Education

**I.C.1 Program's Mission and Its Relation to the LCCC Mission**

**Radiography**

Narrative:

Mission of Laramie County Community College: The mission of Laramie County Community College is to transform our students' lives through the power of inspired learning.

Mission of the Radiography Program: The primary mission of the radiography program at Laramie County Community College is to transform students' lives through a high quality education in medical radiography that produces registered and competent radiographers positioned to advance and lead into the future.

The program's mission statement is in alignment with the mission statement of the institution by providing a quality education in medical radiography that allows students to be registered by the American Registry of Radiologic Technologists (ARRT), and in turn, immediately employed in the field upon graduation. By providing several different clinical settings and opportunities to participate in radiography's professional societies--in addition to traditional didactic and lab experiences--the program ensures that students are exposed to a variety of collaborative teaching and learning environments. This has helped many graduates determine the type of work environment they wish to pursue and become employed in. Once students are registered radiographers, many have been inspired through their clinical rotations and our Technical Specialties course to advance into other areas of medical imaging such as Computed Tomography (CT), Magnetic Resonance Imaging (MRI), Radiation Therapy, Nuclear Medicine, Mammography, and Sonography.

The program's mission statement is continuously available for both internal and external stakeholders on the program's website at: [www.lccc.wy.edu/programs/radiography](http://www.lccc.wy.edu/programs/radiography). Both the program's mission statement and values are also published in the program's student handbook, which is distributed to every student, faculty member, and clinical setting at the beginning of each academic year. The 2016 Student Handbook is uploaded for review (see pages 11-12.) Additionally, because a large portion of each student's education occurs in a clinical setting and students are supervised by staff technologists who are not LCCC employees, the program publishes and distributes a Clinical Staff Handbook to each clinical site that contains the mission and values statement. Each technologist is required to read this handbook and its policies and sign a statement that they have read and will support the program's policies. The most recent version of the Clinical Staff Handbook and some example signature sheets are provided for review (see pages 2-3.)

The mission and values of the program are reviewed at least once every two years by the program's Advisory Committee and Program Faculty Committee, which together are made up of program faculty, clinical supervisors, employers, alumni, students, and LCCC career advisors and/or administrators. This ensures that they continue to be aligned with the institution and the program's stakeholders. The program's mission statement was last reviewed and revised in Spring 2014 as evidenced by the Spring 2014 Advisory Committee Minutes.)

The program is able to demonstrate that it adheres to its mission and values statements through its regular practice of visiting each clinical site described in the first section (Program History) to assure clinical excellence, up-to-date equipment, procedures, and practice, along with integrity, and respectful treatment of its students, staff, and patients. Program faculty consistently and intentionally monitor the workplace and the profession's certifying body and refer to the ASRT's Scope of Practice and Curriculum documents to ensure that the program's content, competencies, and policies remain relevant, current, and in alignment. All of these practices have allowed the program to achieve and maintain high certification pass rates and placement rates.

## I.C.2 Program's Value Statements

## Auto Body Repair

### Guidelines:

- a) Provide the program's value statements.
- b) In one to two paragraphs, describe the process the program uses to share its mission and value statements across internal and external stakeholders.
- c) Describe how the program aligns its mission and value statements with internal and external stakeholder needs.
- d) Provide at least one example that demonstrates how mission and value statements are used for guiding program activities.

### Narrative:

The Auto Body program values the following attributes:

- Students first attitude
- Continued responsiveness to industry needs
- Maintains safe workplace culture
- Attention to professional development
- Instill life-long learner concept

The Auto Body Program shares its mission and value statements with internal stakeholders through a lead-by-example philosophy. When dealing with students the instructional faculty always make students their number one priority. Faculty discuss safety precautions before any activity, wear the required personal protective equipment while in the lab and when performing demonstrations, and keep the lab area and equipment compliant with OSHA and EPA regulations. This lead-by-example philosophy also is demonstrated by the faculty member keeping his professional certifications up to date, and attending a minimum of twenty hours of industry specific trainings to stay current with industry trends. There is one full-time faculty member for the Auto Body program and two adjunct instructors. The full-time instructor teaches all courses in the NATEF accredited program, as well as the certificate and AAS Degree Path. The adjuncts teach community interest courses that are designed for personal interest (hobbyist). The values are instilled in adjunct faculty throughout each semester with meetings and trainings scheduled by the full-time faculty member. Other methods for sharing information with internal stakeholders is through department meetings, meetings with program director/chairperson, and completing items such as this one.

Meeting with an Advisory Committee twice a year serves as a great venue for sharing the mission and value statements with external stakeholders. This can also be evidenced by the accreditation process, which utilizes advisory members to complete a formal program evaluation every two and 1/2 years.

The program aligns its mission and values with internal and external stakeholders' needs through bi-annual advisory committee meetings, meeting accreditation standards, and aligning with outside industry training providers; the program's affiliation with I-CAR helps to assure students will have nationally recognized credentials. The auto body instructor has also developed a graduate survey sent to former students through an e-mail format. The survey is used to find out if the program met the students' needs and/or the needs of their employer.

Examples of value statement guiding program activities:

1. During an advisory meeting members commented on the need for students to be exposed to aluminum repair techniques. Consequently, the program secured funding through a Perkins grant to purchase aluminum repair equipment and will be adding course competencies specific to aluminum repair to take effect in the 17-18 academic year. This demonstrates the program's value, Continued responsiveness to industry needs.

2. Every year the faculty member attends over twenty hours of industry specific training courses to keep current with the automotive industry. During the 15-16 school year the instructor completed 41 hours of training, attended the SEMA/AAPEX Show (a premier automotive show/training event- see attached progress report for examples of learning opportunities), re-certified as a master PPG Refinisher, passed I-CAR Steel Weld qualification test, and completed I-CAR Platinum training requirements as well as becoming a steel weld qualification test administrator. Certifying as a weld test administrator will allow LCCC students to take the qualification tests at a reduced price, in house, with their instructor verifying if the welds pass or fail. This example touches many of the value statements including attention to professional development, continued responsiveness to industry needs, instill life-long learner concept, and student first attitude (the instructor voluntarily took on extra work to provide students opportunity for external credentials).

**I.D.1 Program Level Student Learning Competencies and Operational Outcomes**

**Radiography**

Standards:

The program has developed program-level student learning competencies and operational outcomes that align with its values.

Narrative:

The radiography program has developed seven key goals and supporting outcomes, which together, define the success of the program's graduates. The goals and outcomes are published in the program's [handbook](#) (uploaded in the Documents Directory--see pages 11-12) and website as listed below, and were developed using industry standards, Advisory Committee input, and are designed to be in compliance with the Joint Review Committee on Education in Radiologic Technology's (JRCERT's) outcomes and assessment mandates (JRCERT Standards 5.1 and 5.2). As such, they are reviewed and approved by the Radiography program's Advisory Committee on a regular and periodic basis. The JRCERT's website address is: [www.jrcert.org](http://www.jrcert.org). The program's handbook can be found on the program's website at [www.lccc.wy.edu/programs/radiography](http://www.lccc.wy.edu/programs/radiography) in the Program Resources Box.

**Goal 1:** Graduates of this program will be technically proficient, being able to consistently produce radiographs of high diagnostic quality, on any given part of the human body. This includes proper positioning techniques and the proper setting of all exposure factors.

**Outcomes:**

- A. Students will apply proper positioning techniques.
- B. Students will select appropriate technical factors.

**Goal 2:** Graduates will demonstrate problem solving and critical thinking skills.

**Outcomes:**

- A. Students will manipulate technical factors for changed patient and technical variables.
- B. Students will adapt positioning and exam protocols due to patient condition/ history.
- C. Students will evaluate radiographic images for diagnostic quality, identifying appropriate solutions for poor image quality.

**Goal 3:** Graduates of this program will demonstrate communication skills.

**Outcomes:**

- A. Students will use effective oral communication skills with clinical staff, patients, and peers.
- B. Students will apply written communication skills.

**Goal 4:** Graduates of this program will consistently employ principles of radiation protection and safety, and electrical safety, to avoid hazards to both patients and themselves.

**Outcomes:**



- A. Graduates will employ principles of radiation protection and safety.
- B. Students will employ safe work habits.

**Goal 5:** Students will consistently manifest a professional attitude and honor the ASRT Code of Ethics.

**Outcomes:**

- A. Students will exhibit appropriate professional and ethical behaviors.
- B. Students will demonstrate a respect for diversity and the ability to work with others and special patients populations.

**Goal 6:** Graduates will have a high potential for advancement and leadership.

**Outcomes:**

- A. Students will demonstrate workplace behaviors conducive to professional advancement.
- B. Students will differentiate between the ARRT, ASRT, State Licensure Boards and additional certification opportunities.

**Goal 7:** Graduates of the program will be successfully employed in an entry-level position.

**Outcomes:**

- A. Students will pass the ARRT national certification on the 1st attempt.
- B. Of those pursuing employment, students will be gainfully employed within 6 months post-graduation.
- C. Students will complete the program.
- D. Students will express satisfaction with their education.
- E. Employers will express satisfaction with LCCC graduate performance.

These outcomes and goals constitute the program's assessment plan and are therefore assessed on an annual basis to ensure that the program continues to satisfy its mission. (This will be discussed in more detail in a later section of the Program Review.)

The program is able to document alignment of its learning outcomes with its values as follows: Goals 1-4 deal with clinical competency and this is clearly supported by Value 1: Academic and Clinical Excellence. The program uses Value 1 as a guiding principle in all of its decisions regarding selecting faculty, clinical sites, Clinical Supervisors, textbooks, equipment, and as it drafts and/or updates policies to ensure that Goals 1-4 are met.

With regard to operational outcomes, Goal 5 with regard to professionalism and Value 2: Integrity and Honesty also serve to drive program decisions and graduate and program outcomes. Because faculty and program graduates are bound by and must uphold the Code of Ethics (or risk permanently losing their certification and ability to work as a radiography), this value stands alone and is a guiding principle in all program clinical and disciplinary policies.

## **II.A.2 Sustaining Rigor and Relevancy in the Curriculum**

## **Business Management/Entrepreneurship**

### Guideline:

a) Describe how the program curriculum is designed with the consideration of stakeholder needs and to ensure a balance of rigor and relevance.

### Narrative:

Feedback on the program and the curriculum is obtained from the following stakeholders:

Business advisory committee (see membership list below) – the Business department has created an advisory committee which held its first meeting on November 11, 2015. This advisory committee is meeting each semester and provides feedback on all Business programs. The Advisory Committee was instrumental in developing the current program and has also provided feedback on individual courses.

Employers of program majors - the internships will provide a direct connection of faculty members and employees. We will be able to get immediate feedback on the strengths of the student internships and in areas in which they may be lacking. This will allow us to make shifts in the curriculum as needed on an ongoing basis.

Students – Students provide their perspectives on the program and the courses within the program. Feedback is also available from former students regarding the value of the program in their employment after graduation.

The following process is in place for using stakeholders' feedback to make adjustments to the curriculum:

The full time Business faculty meets weekly. These meetings are used to process all stakeholder feedback and to recommend program changes in response to this feedback. Proposed program changes are then taken back to stakeholders for their final review and input.

An example of this would be when we presented the A.A.S. Business Management Program to the newly formed Business Advisory Committee at our first meeting in November 2015. The faculty had developed a proposal for changes. During that Advisory Board meeting, not only did the members want to go through each course and know what was covered, they then discussed with us which courses they thought were unnecessary and which ones might need to change focus. They also suggested additional courses the faculty had not considered.

A new program design was developed by the faculty and submitted to the Advisory Committee for their approval. The faculty has redesigned the program and have been developing a number of new courses to integrate the suggestions into the program development.

Minutes of the meetings, the redesigned program and new MCORS are attached below.

## **II.A.2 Sustaining Rigor and Relevancy in the Curriculum**

## **English**

### Guideline:

a) Describe how the program curriculum is designed with the consideration of stakeholder needs and to ensure a balance of rigor and relevance.

### Narrative:

The article "Best Practices in Teaching Writing" by Charles Whitaker outlines professional standards and best practices for teaching writing gathered from a variety of scholarly works and from documents from the National Council of Teachers of English. His article demonstrates the natural overlap between teaching writing and literature through one of our key program competencies/ course competencies: analyzing and evaluating the influence of diverse perspectives of gender, race, culture, class, sexuality, nationality, and identity represented in literature on authors' points of view. In Whitaker's article, he stresses the importance of "[r]espect for and among students" (1) which is essential to studying literature. Students must learn that multiple interpretations of texts may exist and that no one interpretation is inherently better than another. Students must also investigate and analyze how the various cultural influences mentioned in the program competency could affect the author's creation of a text, in a sense, putting themselves in the author's shoes. Faculty, according to Whitaker, must model this behavior first and set up classroom activities that allow students to practice this on their own, in small groups, and in larger classroom discussions. Instructors must demand that students demonstrate appropriate listening behavior and practice hearing ideas and perspectives with an open mind (1-2).

As English faculty, we acknowledge that, as those charged with maintaining the rigor and relevance of the English Associate of Arts curriculum, a significant external stakeholder is the University of Wyoming. Specifically, the English program at the University of Wyoming continues to have a substantial impact on the design of our curriculum. A vast majority of our English A.A. graduates transfer to the University, and so we are actively concerned with maintaining a seamless transition for these students.

In that light, we recently made significant modifications to our English A.A. curriculum to ensure a 2 + 2 articulation with the University of Wyoming. This took place over the course of the 2014-2015 academic year. The LCCC English Chair and

the LCCC Interim Dean of Arts and Humanities initiated a conversation with the University of Wyoming English Department Chair Peter Parolin in the summer of 2014 to start to map out the specifics of this articulation. The result of this initial conversation was a most productive collaboration.

Over the course of 2014-2015, The LCCC English Chair and the LCCC English faculty collaborated on a program modification that, in addition to acknowledging new LCCC General Education guidelines, focused on a 4 semester course sequence that LCCC English A.A. students could complete in a reasonable fashion. These students, provided they followed the 4 semester sequence developed as part of the modification, would graduate with an English A.A. degree and then have a guaranteed transfer to the University of Wyoming to complete a B.A. in English. Historically, this was not always the case.

This program modification was approved by ASC in the Spring of 2015. Since then, LCCC English faculty have maintained an active, positive relationship with the University of Wyoming English Department and specifically with both UW English Chair Peter Parolin and UW English Assistant Chair Julia Obert. This ongoing relationship should help the English program continue to maintain high standards for the English A.A. degree as we actively consider this very important stakeholder's perspective. See attached letter of support from UW English faculty.

This continuing collaboration with the University of Wyoming helps us ensure ongoing stakeholder relevance, and the English department plans on pursuing articulations with other regional baccalaureate institutions over the next review period. We plan to continue or focus on relevance and rigor, going forward.

As of the fall of 2016, the English department at UW has decided to change their English degree, so we have already met with them to outline how we can best re-articulate with them. Five English faculty members met with UW representatives to agree on a plan, and we anticipate a new articulation to be signed very soon.

ENGL 2020: Introduction to Literature and ENGL 2040: Creative Writing are also currently options for the aesthetic analysis part of the college's general education requirements, making all the other departments on campus stakeholders. Our classes meet the needs of these other departments by ensuring that they help students develop tolerance, understanding of differing cultural values and practices, and good critical thinking skills. While these skills are valuable on their own, this set of skills can also help students in the workforce by teaching them to be accepting of people from different cultures (national, political, religious, etc.) and to practice empathizing with and understanding people and cultures before judging. In this way, the English department is meeting the needs of transfer and general education stakeholders.

In the NACE (National Association of College Employers) (figure 39, pg. 31) full report from 2016 (attached), it clearly indicates that employers value people with skills abundantly covered in these courses. In the "[a]ttributes employers seek on a candidate's resume" the 2nd highest attribute is "ability to work in a team" at 78.9%. In ENGL 2210, students are tasked with writing a short analytical essay focused on Book I of *Paradise Lost* by John Milton. The students write a rough draft of the essay, and then they engage in a small workshop with 3-4 other students. The students take turns reading each of the drafts, and then they provide specific, constructive feedback that assesses the clarity and force of argument, the efficient use of cited textual evidence, and writer's perspective. After the peer review session, the students revise their initial documents and then submit a final draft, taking into account the revision suggestions. The students are also tasked with providing additional commentary on their final draft to help explain why they did or did not incorporate suggestions. Building empathy and acceptance of people's differences, strengths, and weaknesses is a key component of working well in any team.

Additionally, the 3rd highest attribute that employers look for is written communication at 70.2% of employers reporting that they seek candidates with these skills. Further into the NACE study (figure 42, pg. 33), “employers grade their average new graduate recruit on skills/attributes” and the lowest ranked skill was “written communication skills”. This demonstrates that employers highly value written communication skills and would like to see current graduates improve in this area, which should encourage students from all disciplines and majors to choose these writing-heavy courses to fulfill their general education requirements.

In regards to rigor, in the 2015 CCSSE data, we find that 55.31% of students said that their courses in English Language and Literature were an “academic challenge” which was well above the LCCC average of 51.77% (see attached CCSSE data) demonstrating that our courses were of a relatively high academic rigor compared to other courses at the college. When choosing verbs to describe the competencies at our program level, our department was also careful to mostly use verbs from the higher order of Bloom’s taxonomy (conducting, developing, applying, analyzing, evaluating, etc.) again to ensure that our program and courses within our program maintain a high level of rigor.

Diana Gehlus in an article called “What Can I Do with My Liberal Arts Degree” uses the same NACE report but from earlier years, and she concludes that “surveys by the National Association of College Employers show that most hiring managers care more about a job candidate’s skills than they do about a college major. And the skills employers say they want most in a candidate, such as communication and critical thinking, are precisely those for which liberal arts students are known” (Gehlus). Paul Jay, a fellow at the Center for Interdisciplinary Thinking at Loyola University in Chicago further argues that the core competencies acquired by students in humanities programs are supplemented by “a range of more general capabilities ... which include the ability to confront ambiguity and think imaginatively about complex problems, and to reflect skeptically about received truths, abilities that are increasingly sought for in upper management positions in today’s information based economy” (13). Whether students are encountering ENGL courses as part of their general education or as part of their degree (English AA or otherwise), they are sure to find the skills they develop here useful in the future.

## **II.A.2 Sustaining Rigor and Relevancy in the Curriculum**

## **Radiography**

### Guideline:

a) Describe how the program curriculum is designed with the consideration of stakeholder needs and to ensure a balance of rigor and relevance.

### Narrative:

The program sustains rigor and relevancy in its curriculum both by aligning with professional standards or best practices and by regularly soliciting and responding to its stakeholders, who include employers, graduates, clinical faculty and current students. As discussed in the previous item, the program regularly monitors its professional agencies, the American Registry of Radiologic Technologists (ARRT) and the American Society of Radiologic Technologists (ASRT) to ensure that its curriculum meets or exceeds the industry standard.

In addition to these agency sources, the program uses feedback from its communities of interest to refine, revise, or enhance its curriculum to meet the needs of its graduates and employers. It solicits feedback for this purpose using graduate surveys, employer surveys, clinical staff, and the Radiography program’s Advisory Committee. Graduates and employers are surveyed annually regarding coursework along with their competence on specific skill sets. The most recent survey results of these groups are attached. NOTE: This process and its results will be discussed further in Section C. In addition, the program’s Advisory Committee meets twice each year; once in the Fall semester, and once in the Spring semester.

To assure sufficient rigor for success as a radiographer and on the ARRT certification examination, the program uses a grading scale in all courses that requires students to earn a C or better in all courses in the curriculum to remain in and

progress in the program. In addition, the lowest percentage allowed to earn a C in all RDTK courses is 75% (the minimum passing score used by the ARRT.) The grading scale used by the program is as follows:

100% - 92% = A

91% - 83% = B

82% - 75% = C

74% or less = F

Some recent examples of using feedback from the program's stakeholders to enhance the relevance and rigor of the program's curriculum include venipuncture and the performance of mobile imaging. **Employers** of our graduates are surveyed each year and the program director analyzes the results looking not only at graduate performance in various skills, but also the tasks or skills graduates are being asked to perform. For example, the [Employer Survey Summary for the Class of 2012](#) showed that for responding employers, not all graduates who were being asked to perform venipuncture were competent, and one student was rated as a "1" with remedial training required. In addition, only 75% of the responding employers rated graduates as competent (3 or better) for the performance of portable procedures (see page 1). In response, the program added two additional venipuncture competency requirements, requiring four competencies (in Spring I, Summer I, Fall II, and Spring II), rather than just two as previously required in Fall II and Spring II. To improve portable exam competency, program faculty developed specific alternate projection and lab activities for the portable x-ray unit as outlined and shared in the [Program Faculty minutes of March 7, 2013](#). These changes resulted in positive improvements in graduate performance in both these skills as evidenced by the [Employer Survey results for the Class of 2014](#). The results show that 100% of responding employers rated the graduates as competent (performing at a 3 or above) for both these skills.

### II.A.3 Course Sequencing

### Auto Body Repair

#### Guidelines:

c) Describe how student competencies are used in creating course sequencing.

The Auto Body Program sequencing is designed for students to start the first year courses in the fall semester. The first year Auto Body courses are designed for full-time students, courses run Monday-Thursday 9am- 3:30 pm, Fridays 9am-12pm. 3-credit hour courses run for 3 weeks, 4 credit hour courses run 4 weeks in the sequence listed above; this allows students to concentrate on one course of subject matter before moving onto the next. Each course introduces new subject matter while reinforcing & expanding upon previous subject matter. A general overview of two courses is listed below in sequence:

#### 1.AUBR 1500 Auto Body Hand/Hydraulic Tools

**Introductory knowledge** and skills, General overview of the industry, Safety standards, vehicle nomenclature, common repair tools/equipment used on a daily basis

#### 2.AUBR 1540 Auto Body Welding

**Reinforcement of safety standards**/common tools. Introduces new knowledge, skill sets, tools and equipment that will be needed for future courses

3.AUBR 1550 Auto Body Repair I- Reinforcement of safety standards/common tools/ welding. Introduces new knowledge, skill sets, specialty tools and equipment that will be needed for future courses (Dent repair, movable glass, vehicle construction, types of steel)

4.AUBR 1910 Auto Paint I- Reinforcement of safety standards/common tools. Introduces new knowledge, skill sets, refinish tools and equipment and materials that will be needed for future courses (Refinishing tools & equipment, paint products, masking, paint I.D. and mixing.

- 5.AUBR 1920 Auto Paint II- **Reinforcement of safety standards**/refinish tools. **Introduces new knowledge**, skill sets (complete vehicle refinishing, corrosion protection, color theory, tinting, spot repairs and defect removal)
- 6.AUBR 1560 Auto Body Repair II- Reinforcement of safety standards/ tools/ equipment. Introduces new knowledge and skill sets. ( Plastic part I.D. and repair, plastic welding, aluminum repair, adhesive bonding, estimating, repair planning, customer service)
- 7.AUBR 1710 Frame and Chassis I- Reinforcement of safety standards, repair planning, and skill sets from previous courses. Introduces new knowledge, skill sets, and equipment. (Structural damage analysis, vehicle measuring, steering and suspension components, structural steel straightening)
- 8.AUBR 1720 Frame and Chassis II- Reinforcement of safety standards, repair planning, and skill sets from previous courses. Introduces new knowledge, skill sets, and equipment. (Restraint systems/ airbags, air conditioning systems, structural aluminum straightening)
- 9.AUBR 1810 Collision Damage I- **Emphasizes safety standards**, repair planning, and skill sets from previous courses. Introduces new knowledge, skill sets. (Steel Structural parts, weld on panel replacement)
- 10.AUBR 1930 Auto Paint III- Emphasizes safety standards, repair planning, and skill sets from previous courses. Introduces new knowledge, skill sets. (Water-borne paint systems, final vehicle detailing) This is the last course in the certificate pathway
- 11.AUBR 1580 Auto Body Repair IV- (2nd year course) Provides student level **mastery of subject matter** from 1st year courses, while introducing Electrical/ hybrid vehicles, and electrical systems.
- 12.AUBR 1820 Collision Damage II- (2nd year course) Provides student level **mastery of subject matter** from 1st year courses, while introducing Stationary glass, and squeeze type resistance spot welding.
- 13.AUBR 1945 Introduction to Automotive Custom Paint- Course can be completed during students first or second year. Reinforces refinish safety standards, color theory. Introduces a unique skill set. (Airbrush, stencils, mural design, custom effects)

### II.A.3 Course Sequencing

### English

#### Guidelines:

- Provide the program sequence as listed in the current college catalog.
- Provide a complete current curriculum map.
- Describe how student competencies are used in creating course sequencing.

#### Narrative:

| Program Sequencing for: A.A in English |                           |   |           |
|--|---------------------------|---|-----------|
| 1 <sup>st</sup> sem./term              | Course Number             | Course Title  | Credits   |
| GenEd: CS                              | COLS 1000                 | Introduction to College Success: First Year Seminar | 3         |
| GenEd: CW                              | ENGL 1010                 | English I: Composition                              | 3         |
| GenEd: CV                              | CO/M 2010                 | Public Speaking                                     | 3         |
| GenEd: QR                              | MATH 1000 OR<br>MATH 1400 | Problem Solving OR College Algebra                  | 3         |
| GenEd: HC-CA                           | PHIL 1000*                | Introduction to Philosophy                          | 3         |
| <b>Subtotal credits</b>                |                           |   | <b>15</b> |
| 2 <sup>nd</sup> sem./term              | Course Number             | Course Title  | Credits   |
|  | ENGL 2020*                | Introduction to Literature                          | 3         |
| GenEd: SR-LAB                          |                           | Choose from approved lab science courses            | 4         |

|                         |                              |   |                |
|-------------------------|------------------------------|---|----------------|
|                         | ENGL 2220<br>OR<br>ENGL 2310 | English Literature: The Romantic Period to the Present (Offered Spring Even Years)<br>OR<br>American Literature: Pre-Colonial to Civil War (Offered Spring Odd Years) | 3              |
|                         |                              | First semester foreign language   | 4              |
| GenEd: WS               | HIST 1211 OR<br>HIST 1221    | U.S. to 1865 OR<br>U.S. from 1865   | 3              |
| <b>Subtotal credits</b> |                              |   | <b>17</b>      |
| <b>3rd sem./term</b>    | <b>Course Number</b>         | <b>Course Title</b>   | <b>Credits</b> |
| GenEd: STEM             |                              | Choose from approved STEM courses   | 3-4            |
|                         |                              | Second semester foreign language  | 4              |
| GenEd: HC-AA            | HUMN 1010*+                  | Introductory Humanities I   | 3              |
|                         | ENGL 2210                    | English Literature: Middle Ages to the Restoration (Offered Every Fall)   | 3              |
|                         |                              | ENGL 2000-level elective  | 3              |
| <b>Subtotal credits</b> |                              |   | <b>16-17</b>   |
| <b>4th sem./term</b>    | <b>Course Number</b>         | <b>Course Title</b>   | <b>Credits</b> |
|                         | ENGL 2320                    | American Literature: Civil War to Present (Offered Every Spring)  | 3              |
|                         | HUMN 1020*+                  | Introductory Humanities II  | 3              |
|                         |                              | Arts and Humanities elective  | 3-4            |
|                         |                              | Arts and Humanities elective  | 3-4            |
| <b>Subtotal credits</b> |                              |   | <b>12-14</b>   |
| <b>TOTAL CREDITS</b>    |                              |   | <b>60-64</b>   |

b)

| <b>English Major (A.A. in English) Competency Map</b>  |  |   |   |  |  |  |
|--|--|---|---|--|--|--|
| <b>Program Competencies</b>  | <b>Course Competencies:</b><br>Upon completion of this course, successful students will: |   |   |  |  |  |
| In the course of attaining an English A.A. degree at LCCC, students will practice critical thinking and achieve proficiency through:   | <b>ENGL 2020:<br/>Introduction to Literature</b>   | <b>ENGL 2210:<br/>English Literature: Middle Ages to the Restoration</b>  | <b>ENGL 2220:<br/>English Literature: The Romantic Period to the Present</b>  | <b>ENGL 2310:<br/>American Literature: Pre-Colonial to Civil War</b>                                 | <b>ENGL 2320:<br/>American Literature: Civil War to Present</b>  |  |
| Conducting college-level research to apply in written texts that adhere to standard ethical practices<br><br>Developing college-level reading skills, including annotation, comprehension, |  | Compose an original, researched literary analysis of a work of English literature from the Middle Ages to the Restoration | Compose an original, researched literary analysis of a work of English literature from the Romantic Period to the present day | Compose an original, researched literary analysis of a work of American literature from pre-colonial | Compose an original, researched literary analysis of a work of American literature from Civil War to present day |  |

|  |   |  |  |  |  |  |
|--|---|--|--|--|--|--|
| vocabulary identification, fluency, and synthesis  |   |  |  | period to Civil War  |  |  |
| Applying clear and concise writing skills for a variety of purposes and audiences that may include expository writing, literary analysis, and creative writing through production of multiple drafts   | Write analytical essays about literature<br><br>Utilize MLA style                     | Compose an original, researched literary analysis of a work of English literature from the Middle Ages to the Restoration                                  | Compose an original, researched literary analysis of a work of English literature from the Romantic Period to the present day                              | Compose an original, researched literary analysis of a work of American literature from pre-colonial period to Civil War                                     | Compose an original, researched literary analysis of a work of American literature from Civil War to present day   |  |
| Analyzing and evaluating the influence of diverse perspectives of gender, race, culture, class, sexuality, nationality, and identity represented in literature on authors' points of view  | Critically interpret texts  | Analyze how linguistic, social, cultural, historical, and political forces shape and are shaped by English literary works and concepts of English identity | Analyze how linguistic, social, cultural, historical, and political forces shape and are shaped by English literary works and concepts of English identity | Analyze how linguistic, social, cultural, historical, and political forces shape and are shaped by American literary works and concepts of American identity | Analyze how linguistic, social, cultural, historical, and political forces shape and are shaped by American literary works and concepts of American identity |  |
| Describing the chief characteristics of literary movements or periods and demonstrating how a particular work of literature exemplifies or deviates from the general characteristics of that movement or period<br><br>Identifying and evaluating a text's aesthetic qualities | Read literature and literary criticism in a variety of genres, periods, and movements | Identify distinctive features of the most significant works of English literature from the Middle Ages to the Restoration                                  | Identify distinctive features of the most significant works of English literature from the Romantic Period to the present day                              | Identify distinctive features of the most significant works of American literature from pre-colonial period to Civil War                                     | Identify distinctive features of the most significant works of American literature from Civil War to present day   |  |

c) Regarding course competencies and sequencing in the A.A. in English, in the field of English, most of the focus of undergraduate work is focused on developing a breadth of knowledge regarding genres, periods, and perspectives in literature rather than a depth of knowledge in one area. Students can practice seeing historical and cultural influences on literature through various time periods.

The only necessary sequencing in the English program is that students must take *ENGL 2020: Introduction to Literature* before the more specific period courses (two American Literature courses, two British Literature courses, and 2000-level literature electives).

This is because competencies in ENGL 2020 help guide instructors to lay the groundwork for the more advanced and specific critical thinking that is required in other literature courses. For example, the course competencies in ENGL 2020 reflect a more general approach and a lower expectation of expertise (“write,” “read,” and “critically analyze”) than the subsequent American and British literature courses (“compose an *original, researched*” analysis, “analyze” a variety of



*specific forces* in shaping literature, and “identify distinctive features” of literature). Therefore, the transition between the foundational ENGL 2020 class and subsequent literature courses reflects a “logical scaling up of student competencies.”

The similarity in course competencies across the two American Literature and the two British Literature courses is by design; it reflects the non-sequential nature of gaining a breadth of knowledge upon which to build with future study. In 1000- and 2000-level English courses, the same skill set is applied to different periods and genres of literature, so although our course offerings are structured to guide students through a degree in two years, the sequencing is more a matter of scheduling than increasing difficulty of competencies.

### **II.A.3 Course Sequencing**

### **Psychology**

#### Guidelines:

- a) Provide the program sequence as listed in the current college catalog.
- b) Provide a complete current curriculum map.
- c) Describe how student competencies are used in creating course sequencing.

#### Narrative:

The Psychology Program offers three degree tracks: AS in Psychology, AA in Psychology, and AA in Psychology with a Social Work Emphasis. These three tracks are intended to provide basic foundation learning in the field to permit students to transfer to a four year institution. The tracks are based primarily on the University of Wyoming program needs, though they can be modified to meet the needs of other transfer institutions on a case by case basis. The Program Sequence forms are located in the Document Directory.

The Current Curriculum Map for courses in the Program is located in the Document Directory. The overall sequencing is based on a three stage approach to student learning. The first stage is the Introduction to the key concepts and program objectives offered in:

- PSYC 1000 - General Psychology
- PSYC 1100 - Organizational Psychology

The second stage is to develop deeper understanding of key concept areas, which can be addressed in any order the student wishes (modified by course availability). This stage reinforces the concepts introduced in the first stage. The second stage courses include:

- PSYC 2080 - Psychobiology
- PSYC 2090 - Psychology of Religion
- PSYC 2210 - Drugs and Behavior
- PSYC 2300 - Developmental Psychology
- PSYC 2330 - Psychology of Adjustment

The final stage is mastery and application of these concepts in:

- PSYC 2000 - Psychological Research Methods.
- PSYC 2340 - Abnormal Psychology
- PSYC 2380 - Social Psychology

**Curriculum Mapping** I= introduces R= reinforced E= emphasize  
**M= mastery**

| LCCC Institutional Competency | 1000 | 1100 | 2000 | 2080 | 2090 | 2210 | 2300 | 2330 | 2340 | 2380 |
|-------------------------------|------|------|------|------|------|------|------|------|------|------|
| QR-Quant Reasoning            |      |      |      |      |      |      |      |      |      |      |
| SR – Scientific Reasoning     |      |      | X    | X    |      |      |      |      |      |      |
| PS – Problem Solving          | X    | X    | X    |      |      | X    | X    |      | X    |      |
| IL – Information Literacy     |      |      |      | X    |      |      |      |      |      | X    |
| Written Comm                  | X    | X    | X    | X    |      |      |      |      |      |      |
| Verbal Comm                   |      |      | X    |      |      | X    |      |      |      |      |
| Interpersonal Communication   |      |      |      |      |      |      |      |      | X    |      |
| Cultural Awareness            | X    |      |      |      | X    |      | X    | X    |      | X    |
| Aesthetic Analysis            |      |      |      |      |      |      |      |      |      |      |

| APA Goals   | 1000 | 1100 | 2000 | 2080 | 2090 | 2210 | 2300 | 2330 | 2340 | 2380 |
|---|------|------|------|------|------|------|------|------|------|------|
| 1. Demonstrate a Knowledge Base in Psychology           | I    | I    | M    | E    | E    | E    | E    | E    | M    | M    |
| 2. Scientific Inquiry and Critical Thinking             | I    | I    | M    | E    | E    | E    | E    | E    | M    | M    |
| 3. Ethical and Social Responsibility in a Diverse World | I    | I    | M    | E    | E    | E    | E    | E    | M    | M    |
| 4. Communication  | I    | I    | M    | E    | E    | E    | E    | E    | M    | M    |
| 5. Professional Development                             |      | I    | M    | E    | E    | E    | E    | E    | M    | M    |

Note - Old PSYC 2000 MCOR has outdated competencies which need to be upgraded

## II.A.5 General Education Coursework and Its Support of the Program's Competencies.

## Psychology

### Guideline:

a) Provide a list of General Education courses used in the program, and explain how those courses support learning and program-level competencies.

### Narrative:

The General Education courses used in the program are listed in the three degree plans and the UW-LCCC Agreements below. Some of the options in these agreements are restricted to specific courses to meet degree specific requirements at UW. Other institutions have different requirements which allow the options to be open to any college approved courses. These courses include:

- GenEd CS: Any LCCC approved College Success course.
- GenEd CW: ENGL 1010 required. Psychology is a writing intensive field and this course is essential to success in the field.
- GenEd AA: Any LCCC approved Aesthetic Analysis course.
- GenEd CV: CO/M 2010 required. The ability to present and speak publicly has been identified by the program and by our articulation agreement with UW as necessary for success.
- GenEd QR: Requirements for Quantitative Reasoning are dependent upon the transfer requirements for the student's next institution. Students attending UW may take the Problem Solving sequence. Others are required to take the College Algebra sequence. All PSYC students are required to complete the STAT sequence.
- GenEd SR: All PSYC students are required to take Biology for the Scientific reasoning GenEd. This can be BIOL 1003 if they are attending UW. Otherwise, BIOL 1010 is the better transfer option. PSYC has a strong biological sciences foundation requirement for success in the field.
- GenEd STEM: STAT is required of all PSYC majors. This discipline is essential to the completion of Psychological research.
- GenEd CA: Any LCCC approved Cultural Awareness course.
- GenEd WY: Any LCCC approved U.S./Wyoming Constitution course.

### Exceptions are identified as follows:

- For the PSYC AA with a Social Work Emphasis
  - GenEd STEM: UW BSW Program required STAT 2070.
  - GenEd WY: UW BSW Program requires POLS 1000
  - GenEd CA: UW BSW Program Requires SOC 1000
- For the PSYC AS degree the following changes are in place.
  - GenEd LAB: BIOL 1010 is required for a stronger science foundation.
  - GenEd SR: A second Science course is required for a stronger science foundation.

## II.A.5 General Education Coursework and Its Support of the Program's Competencies.

## Radiography

### Guideline:

a) Provide a list of General Education courses used in the program, and explain how those courses support learning and program-level competencies.

### Narrative:

The radiography program uses the following general education coursework to support its curriculum and competencies:

|   |   |
|---|---|
| HLTK 1200 - Medical Terminology (P)           | 2 |
| ZOO 2015 – Human Anatomy <sup>1</sup> (P) AND | 4 |
| ZOO 2025 – Human Physiology <sup>1</sup> (P)  | 4 |
| MATH 1400 – College Algebra <sup>1</sup> (P)  | 3 |

(P = Program Prerequisite) <sup>1</sup>Science and math courses must be 5 years current.

|  |   |
|--|---|
| COLS 1000 or Equivalent Exception (G-R)            | 3 |
| CO/M 2010 - Public Speaking (G-R)                  | 3 |
| USWY - Approved U.S./WY Constitution courses (G-R) | 3 |
| ENGL 1010 - Freshman English (G-R)                 | 3 |

(G-R = Graduation Requirement)

Because the program's JRCERT accreditation requires that the program maintain a 1:1 student-to-staff ratio at its clinical sites at all times, this limits the number of students the program can accept to a maximum of 16-17 students per year. In addition, due to the sequential nature of the program and its coursework, if a student withdraws or is withdrawn from the program as early as the Fall I semester, their slot cannot be filled and remains vacant for the remainder of that cohort's program. For these reasons, the program uses a selection process that includes the listed prerequisites to better ensure student success and retain as many students as possible in each cohort. These four courses were selected based on the following reasons:

1. Anatomy & Physiology: The JRCERT requires that all educational programs in radiography have a minimum of 15 hours of general education coursework. These two courses meet 8 hours of both the general education/natural sciences requirement, but also the Human Structure and Function content requirement (see page 2 and page 7 of the program's [JRCERT Curriculum Analysis grid](#).) The program requires these two courses as prerequisites because students must immediately be able to apply these concepts to radiographs. (Example course competency from RDTK 1503: "Identify appropriate anatomy related to the abdomen using diagrams, models, and radiographs") and patient care in their first semester and every semester thereafter.

2. College Algebra: This course meets the JRCERT's mandated general education coursework for mathematical/logical reasoning (see page 7 of the Curriculum Analysis grid). The program has selected this math course because several exposure formulas used to calculate techniques and radiation dose require competence in algebra. (Example course competency from RDTK 1611: "Apply the appropriate technique conversion formulae for each changed variable.")

3. Medical Terminology: Medical Terminology was chosen as a prerequisite due to the Medical Terminology requirement in the JRCERT Curriculum Analysis grid (see page 4) and from feedback from graduate surveys and program advisory committee recommendations. This course was recommended because it was felt that entering students would have a much greater advantage understanding (or at least have the knowledge base) to break down and interpret many of the medical terms regularly used in radiography reports, their radiography courses, and at their various clinical sites.

(Example course competency from RDTK 2613: "Upon completion of this course, the student should be able to perform proper patient care, confidentiality, history preparation, and medical safety issues.")

All of these together support program competencies #'s 1 and 3:

1. "Graduates of this program will be technically proficient, being able to consistently produce radiographs of high diagnostic quality, on any given part of the human body. This includes proper positioning techniques and the proper setting of all exposure factors."
3. "Graduates of this program will demonstrate communication skills (with supporting outcomes of:  
--Students will use effective oral communication skills with clinical staff, patients, and peers.  
--Students will apply written communication skills.")

The remaining required general education courses in the curriculum are included so that students can meet LCCC's graduation requirements for an Associates of Applied Science degree. In addition, they also meet the JRCERT's requirements for general education in the areas of Written/Oral communication and Social/Behavioral Sciences (see page 7 of the program's Curriculum Analysis Grid.)

The program also lists three additional support courses that are optional: General Psychology (PSYC 1000), Concepts of Physics (PHYS 1050), and Healthcare Ethics (HLTK 2300). These are recommended for students who have completed the program's prerequisites and/or the required general education courses, but need additional coursework to be considered full-time for scholarship or insurance purposes. These courses were selected because they all contain concepts supportive of radiography and professional success, they were at one time part of the program's curriculum prior to the requirement to reduce all program's credit hours (PSYC 1000 and PHYS 1050), and/or they easily transfer to four-year institutions for our graduates who go on to complete their baccalaureate degrees in Medical Imaging at other institutions.

## **II.A.7 Program Shares Changes to Its Curriculum Design**

## **Business Management/Entrepreneurship**

### Guideline:

a) Describe how curriculum changes are communicated to full-time and part-time (adjunct) faculty and student services entities, such as admissions, financial aid, student records, and advising.

### Narrative:

MCORs (Master Course of Record) have been submitted for all of the courses in the business programs. Consistent use of the MCORs helps to ensure course comparability between sections and over time. Adjunct faculty who consistently teach a course are included in the process of developing MCORs for that course. The department chair distributes the appropriate MCORs to new adjunct faculty once that faculty member has been identified as a section instructor for that course.

All curriculum is vetted through Academic Standards, the colleges curriculum committee. Representatives from financial aid and student records are members of that committee. This ensures that those entities are aware of all curriculum changes. Furthermore, the business department has established a strong and ongoing relationship with both admissions and the advising center. The admission rep and advisor who is assigned specifically to LCCC business students attends and participates in the weekly business department meetings. Communication between business program faculty and student services staff is enhanced and improved by this regular contact. Business faculty regularly promotes Student Services resources for academic success including the Writing and Communications Center and the tutoring services provided in the Student Success Center.

A group advising meeting was held for business students on Faculty Connections Day over the last three semesters. This meeting brought business faculty, advisors and students together to work on building course schedules and make plans for next semester. It was a successful experience and plans are in place to continue and expand this event.

## **II.B.1 Instructional Methods Used to Deliver the Curriculum**

## **Fire Science Technology**

### Guideline:

a) Describe the current instructional methods used for the delivery of program curricula, to support students, and the types of instructional methods used, such as lecture, project-based learning, laboratory exercises, and/or integrative technology.

### Narrative:

The core courses of the Fire Science Program are delivered in a variety of ways to meet the variety of learning styles of each student. Some courses are delivered in the traditional classroom manner, some courses fall under the hybrid category, and some of our courses are primarily delivered in the real world setting.

Our introductory courses, where the foundation of the firefighting degree is laid, are primarily hybrid courses. By implementing hybrid courses our instructors have the opportunity to interact with the students and establish relationships that benefit both the student and the program throughout the course of the degree while providing the student with some of the convenience of an online course. The following are hybrid courses:

Principles of Emergency Services

Building Construction

Fire Behavior & Combustion

Firefighting Strategy & Tactics

Instructors use a variety of methods in their courses to ensure course and program competencies are met. Classroom sessions in each course are designed with a focus on student centered learning. For example, one chapter in Principles of Emergency Services focuses on the importance of Pre-Fire Planning of businesses in a fire department's first due response area. For this chapter, a brief lecture is presented using Prezi or PowerPoint to explain the chapter/lesson objectives, and then the students perform a Pre-Fire Plan of the Training Center Building. Prior to the class the instructor prints out images of objects that a firefighter would document during a real Pre-Fire Plan and posts those around the building for students to document during their Pre-Fire Plan inspection. Students have the opportunity to work together to complete an accurate drawing of the building layout with the location of the images that are crucial to a firefighter who would be responding to an emergency in the facility. This activity is only one example of student centered learning that relates directly to the competency which states students will be able to identify common suppression systems.

Another example of the instructional methods that are used is the interactive Google Hangout lecture that occurs in the Fire Behavior & Combustion course. The instructor for Fire Behavior & Combustion is one of our many instructors affiliated with the Kill the Flashover movement that studies modern fire behavior. Kill the Flashover was founded by a retired fire chief in North Carolina with a passion for reducing the number of firefighter fatalities every year. Once a semester, Laramie County Community College Fire Science students are treated to an interactive video discussion with KTF Founder Chief Joe Starnes who discusses with them the dangers of modern firefighting, hazards firefighters must be aware of relating to building construction, and how fires burn now compared to how they burned decades ago. In the Fire Behavior & Combustion course students are also exposed to a "dollhouse burn" where a small dollhouse sized box is ignited and the fire and flow-path are controlled by the instructor bringing a real world application of the learning objectives to life for the students.

Firefighting Strategies & Tactics uses the \$21,000.00 Flame Sim computer simulator that was purchased in 2014 to help students understand the importance of fire-ground strategies and tactics. Students are allowed to assume the role of

incident commander on a variety of working structure fires and manage resources and assign personnel to different tasks without the risk of injury or property loss. Students recognize the value of clear, concise, complete communication as they attempt to mitigate multiple emergency scenes.

These are just a few examples of the instructional methods used by the fire science program in our hybrid courses. Other hybrid and online courses use similar activities to involve students and reinforce the Fire Science learning competencies.

The Fire Academy courses are a combination of lecture and lab deliveries for the students. Students are expected to complete the required reading prior to attending class which is held in a working fire station. The first portion of the class, students are presented the major learning objectives through lecture, and are then sent to the fire department drill ground to practice the manipulative skills that have been addressed. In this course students learn to rapidly and proficiently don and doff the personal protective equipment that will be worn on emergency scenes. Students throw ladders for rescue, deploy and load fire hose, and gain experience extinguishing interior and exterior fires.

Fire 2970 Firefighter Field Experience is an internship type course where students earn college credit by spending time being precepted at a career fire station. Students learn the day to day activities of a full time firefighter and participate in training and inspections carried out by the host department. Students also get to put their training into practice by responding to real world emergency situations with their actions being observed and corrected by the Company Officer or Incident Commander on scene.

Throughout the course of the Fire Science Degree, students are exposed to lectures, laboratory exercises, technology, and other learning methods that reinforce the knowledge needed by a firefighter. The following websites have been integrated into fire science course across the program:

[www.linoit.com](http://www.linoit.com)

[www.coggle.it](http://www.coggle.it)

[www.plickers.com](http://www.plickers.com)

[www.thinglink.com](http://www.thinglink.com)

[www.prezi.com](http://www.prezi.com)

[www.wordle.com](http://www.wordle.com)

## **II.B.2 Times and Modalities Used to Deliver the Program's Coursework**

## **Spanish**

### Guideline:

a) Describe the various times and modalities the program's coursework is currently delivered through and how these are both appropriate for the program and support the needs of students.

### Narrative:

The Spanish program is delivered via face-to-face classes as well as online sections. The Spanish program is the first in the state of Wyoming to offer all Spanish courses completely online. Regarding the face-to-face offerings, there are morning, afternoon and evening classes offered. The schedule is strategically put into place each semester by reviewing previous years' enrollment numbers and times for sections offered at times demanded by the students. Also, the Spanish program offers summer classes both face-to-face and online. Our on-campus face-to-face classes meet the needs of our learning community that is local and/or residents of the student residence hall. The online offerings meet the needs of the enlisted students and those that are at a distance. The full-time faculty discusses retention rates and rates of success at their yearly meeting in April. They also checked with other programs that require a foreign language or a sequence of two semesters of a foreign language to make sure that the courses offerings and their times are

optimal for their students' needs. Mr. Bernabéu also coordinates with the faculty at our Albany Campus to make sure they are being effective in the way they approach their local stake holders need and make sure they are both day time and evening time class scheduled to meet such needs.

### **II.B.3 Student Learning Competencies are Consistent Across All Instructors and All Modalities**

### **Business Management/Entrepreneurship**

#### Guideline:

a) Describe the process the program uses to ensure that all program course sections have the same course elements regardless of delivery modality, such as course competencies, summative common course assessments, and standardized syllabi.

#### Narrative:

Each course in Business Management has a Master Course of Record (MCOR) that has gone through the Academic Standards Committee for approval. When someone new is scheduled to teach one of the courses, they are given access to the approved MCOR and a copy of the course syllabus that has been used by other faculty members who have taught the course. The course competencies are clearly indicated on the MCOR. In some cases, such as accounting, each faculty member teaching the course is given copies of all the assessments to use in their sections. Since Accounting is a skills based course, this assures that each student is learning the same material and being assessed in the same way. In other courses, not all of the assessments are identical but the summative common course assessment is agreed upon and shared among all faculty teaching the course.

For online courses, new faculty are typically given a course shell that has been previously designed and used. They make adjustments that may better fit their teaching style without changing the course elements, competencies or summative common course assessments. The course shell would also contain a syllabus that would only require updating. The Department Chair and School Dean have access to the online courses so the course can be monitored as needed.

All syllabi are submitted to the Administrative Assistant in the School of Business, Agriculture and Technical Studies. They can be reviewed by the Dean of the School or the Department Chair at anytime. All faculty are required to assess each course they teach using the institutional rubric related to that course at the end of each semester. The assessment is completed through D2L, our LMS.

### **II.B.5 Co-curricular Opportunities for Students' Engagement With Each Other, The Campus, and Broader Community**

### **Auto Body Repair**

#### Narrative:

Auto Body students are encouraged to participate in the LCCC Skills USA club where the full-time faculty member is an advisor.

Skills USA is a partnership of students, teachers and industry members working together to ensure America has a skilled workforce. SkillsUSA helps each student excel. We provide educational programs, events and competitions that support career and technical education (CTE) in the nation's classrooms." - SkillsUSA Website

The LCCC SkillsUSA is commonly comprised of Automotive Technology, Auto Body, and Diesel students but is open to any student studying a skilled trade. The club allows for collaboration between different departments and students from different programs to work towards the same goal. The club provides opportunities for community service (free oil change days, restoring the Lummi wagon used by LCCC in parades), fundraising events (car washes, car shows, drive in movie night), and traveling for competitions (state and national).



The Auto Body program also has service learning embedded in some courses. Members of the community bring their vehicles for students to repair, the community member only pays for supplies to complete the repairs. Students generally work in teams or as a class to complete the repairs.

Field trips are sometimes scheduled for the students. Last year the full-time instructor took students to Denver for a Collision Career Job Fair/Expo sponsored by the Collision Repair Education Foundation. Students had the opportunity to visit with multiple employers from the region looking to hire; several employers were franchises with entry-level openings nationwide.

We also work with Spradley Barr Collision Center to allow students an opportunity to job shadow for a day.

### **II.B.5 Co-curricular Opportunities for Students' Engagement With Each Other, The Campus, and Broader Community**

#### **Fire Science Technology**

#### Guideline:

a) Describe how the program encourages student engagement in relevant opportunities, such as co-curricular, service learning, study abroad, civic engagement, and/or internships that strengthen student learning and development.

#### Narrative:

Students are introduced to firefighter basics early on in the program. Topics such as fire apparatus, personal protective equipment, and the rotating shift schedule of a career firefighter are discussed. Students are presented with the opportunity to participate in an 8 hour fire department ride along program in FIRE 1501, Principles of Emergency Services. Students who wish to spend the day at the fire station simply fill out a waiver form from Cheyenne Fire & Rescue and are allowed to interact with career firefighters and are allowed to ride on the fire apparatus to the emergency scene. This "day in the life" program allows new students to get a feel for what they will be doing when they get hired as career firefighters.

FIRE 2970, Firefighter Field Experience takes the ride along program to the next level for our students. Students who enroll in this course must complete Fire Academy I & II and be certified at the Wyoming State Department of Fire Prevention and Electrical Safety Firefighter II level. Students are then assigned a preceptor at one of the regional fire departments LCCC has an agreement with. Students may ride with Laramie County Fire District 1, Laramie County Fire District 2, Cheyenne Fire & Rescue, Laramie Fire Department, Poudre Fire Authority (Fort Collins, Colorado), Loveland Fire Authority (Loveland, Colorado), or Wheat Ridge Fire Department (Wheat Ridge, Colorado). Students are allowed to - and expected to- participate in all facets of being a shift firefighter. Students begin the day helping to cook breakfast, participate in morning cleaning and apparatus checks, and fire department training activities. During down time students study firefighting skills on their own and maintain a log book of daily activities and emergency responses. The real learning in this course however, comes when students respond with firefighters to actual emergency incidents. Students work hand in hand with their preceptor to treat medical emergencies, extricate victims in motor vehicle crashes, and extinguish fires. Students put their training into action and transition from bystanders into responders during this internship style course. At the end of each call an after action discussion takes place between the student and the preceptor as the positive and negative aspects of the response are reviewed. When the 24 hour shift is completed the student receives an evaluation of the day as a whole from the preceptor prior to leaving the station.

Whether the student participates in an 8-hour ride along or completes multiple 24 hour shifts at the fire station they have the opportunity to experience first hand the difference that firefighting personnel make in and around the community. Our students have the chance to ask questions of industry experts and are encouraged to take advantage of the unique learning opportunities provided as they earn their fire science degrees.

### **II.B.5 Co-curricular Opportunities for Students' Engagement With Each Other, The Campus, and Broader Community**

#### **Radiography**

#### Standards:

Programs leverage partnerships and resources to establish co-curricular opportunities for students' engagement with each other, the campus community, and the broader community through activities such as service learning, internships, clinicals, study abroad, and non-traditional work-based opportunities (e.g., job shadowing).

Guideline:

a) Describe how the program encourages student engagement in relevant opportunities, such as co-curricular, service learning, study abroad, civic engagement, and/or internships that strengthen student learning and development.

Narrative:

The program has strong relationships with local and regional medical imaging departments, allowing it to offer a variety of clinical internship opportunities to its students throughout the five semester program. The clinical sites used by the program are outlined in the table below:

|  |  |
|--|--|
| Cheyenne Regional Medical Center<br>214 E. 23rd Street<br>Cheyenne, WY 82001<br>(307) 633-7812 | Orthopedic and Spine Center of the Rockies<br>2500 E. Prospect Road #100<br>Fort Collins, CO 80525<br>(303) 493-0112 or 1-800-722-7441 |
|--|--|

|   |  |
|---|--|
| Cheyenne Radiology Group - The Lodge<br>2003 Bluegrass Circle<br>Cheyenne, WY 82009<br>(307) 432-3936 | Orthopedic and Spine Center of the Rockies<br>(Loveland Branch)<br>3470 E. 15 <sup>th</sup> Street<br>Loveland, CO 80538<br>(970) 663-3975 |
|---|--|

|   |  |
|---|--|
| Cheyenne Radiology Group - Frontier Branch<br>1331 Prairie Avenue<br>Cheyenne, WY 82009<br>(307) 632-0350 | The Imaging Center at Harmony<br>2127 East Harmony Road, Suite 130<br>Fort Collins, CO 80528<br>(970) 297-6204 |
|---|--|

|  |  |
|--|--|
| Iverson Memorial Hospital<br>255 N. 30th Street<br>Laramie, WY 82070<br>(307) 742-2141 Ext. 2233 | CSU Veterinary Teaching Hospital<br>1681 Campus Delivery/300 W. Drake Road<br>Fort Collins, CO 80523<br>(970) 297-1293 |
|--|--|

|  |  |
|--|--|
| Platte County Memorial Hospital<br>201 14th Street<br>Wheatland, WY 82201<br>(307) 322-3636 Ext. 222 | Wyoming Orthopedics and Sports Medicine<br>4017 Rawlins Street<br>Cheyenne, WY 82001<br>(307) 635-2562 |
|--|--|

|   |  |
|---|--|
| VA Hospital<br>2360 E. Pershing Blvd.<br>Cheyenne, WY 82001<br>(307) 778-7550 | Cheyenne Children's Clinic<br>2301 House Avenue, Suite 405<br>Cheyenne, WY 82001<br>(307) 778-2255 |
|---|--|

|   |   |
|---|---|
| University of Colorado Health at<br>Cheyenne Medical Specialists<br>5050 Powderhouse Road<br>Cheyenne, WY 82009<br>(307) 634-1311 | Community Hospital<br>2000 Campbell Drive<br>Torrington, WY 82240<br>(307) 532-4181 |
|---|---|

Premier Bone and Joint  
1909 Vista Drive  
Laramie, WY 82070  
(307) 745-8851

In addition to the clinical component of the program, program faculty sponsor the LCCC Radiography Club. This instructional club provides a mechanism for students to participate in the governance of the program, and participate in service learning opportunities and professional society activities. Each class elects two student representatives who attend the regular meetings of the Radiography Program Faculty Committee. They serve as a liaison between the students and administrative personnel, and contribute to the development of general program policies. Student representatives also serve as officers of the Radiography Student Club.

The Radiography Club, as a recognized student organization at LCCC, receives funding from SAFAC each year, allowing them to travel and participate in Wyoming Society of Radiologic Technology (WSRT) and Association of Collegiate Educators in Radiologic Technology (ACERT) meetings and competitions. These meetings provide invaluable opportunities for students to learn leadership skills, apply their knowledge, and begin establishing their professional network. The club holds regular fundraisers for service learning and have now donated over \$18,000 to the Curie Fund, a fund for local radiation therapy patients to assist with expenses such as wigs, transportation, and lodging costs. As a result of these co-curricular activities, many program graduates have gone on to serve as officers of our professional organizations, become certified in additional modalities, continued their educations to the bachelor degree level and beyond, and/or advanced into supervisory and leadership positions in the field.

### **II.C.3 Using Stakeholder Feedback Information to Make Adjustments to Curriculum**

### **Auto Body Repair**

#### Guidelines:

- a) Describe the process for using program's stakeholders' feedback to make adjustments in its curriculum as a result of stakeholder feedback such as faculty curriculum meetings or retreats.
- b) The program provides at least one specific example of how gathered stakeholder feedback was used to improve or revise the program's curriculum since the previous review.

#### Narrative:

The Auto Body Program regularly uses feedback from its stakeholders to develop informed adjustments to the curriculum. The auto body advisory committee comprised of employers, technicians, and former students meets bi-annually; during these meetings updates on LCCC's Auto Body Program are given, and feedback is solicited from advisory members. The advisory members inspect Auto Body facilities and equipment annually as required by the accrediting agency (NATEF), feedback is given to the instructor at this time. Every 2.5 years the advisory members complete a formal program evaluation, rating the program on the 12 accreditation standards. This is a requirement of the accreditation process, the results are used to find areas of strengths and weaknesses. If any deficiencies are found, adjustments are made to correct them. Every 5 years the program receives an on-site visit from an evaluation team assigned by the accrediting body (NATEF), this evaluation team rates the program on the same 12 accreditation standards. These results are also used for curriculum adjustments.

The instructor annually sends out a graduate survey via e-mail to the previous year's class. The results are brought before the advisory board for discussion. This process is used to get a recent students perspective, evaluate the programs ability to meet their needs, and solicit their input on any needed changes.

NATEF accreditation program standards change as the industry changes. When changes occur the instructor receives a summary of program standard changes and a timeline for implementing those changes to the accredited program.

These program standard changes are discussed in advisory committee meetings before making necessary adjustments to the curriculum.

Example of using gathered stakeholder feedback to revise programs curriculum:

After closely reviewing the 2013 program standards there were several courses which needed curriculum updates (AUBR 1500,1540,1550,1560,1710,1810 1910,1920, and 1930). Most changes needing to be made were minor changes to the verbs used to identify student tasks. The most significant curriculum changes which needed to be made were the addition of customer service and damage analysis tasks, which affected AUBR 1560.

The full-time faculty member reviewed a summary of program standard change form supplied by the accrediting body NATEF and compared them to current curriculum. After closely reviewing the document the faculty reviewed all courses to determine the best fit for the changes. The suggested changes were brought to the advisory committee for review and approval. Recommendations were then applied to existing courses.

Changes to the task book were made to match current standards. Additional tasks were added to AUBR 1560. Please see attached document "example of course changes\_standard changes", this document shows how one course was changed to accommodate program standard changes in a side by side comparison. AUBR 1560 was one course that had the most significant amount of changes.

Changes to the program were made prior to the 2.5 year compliance review which occurred spring 2016 completed by advisory members using the NATEF Program self-evaluation forms, the auto body program received 2's or 3's on a 3 point scale for each program standard and maintained their accreditation. Please see attached document titled Collision Compliance Review-LCCC Auto Body

**II.C.3 Using Stakeholder Feedback Information to Make Adjustments to Curriculum**

**Business Management/Entrepreneurship**

Guidelines:

- a) Describe the process for using program's stakeholders' feedback to make adjustments in its curriculum as a result of stakeholder feedback such as faculty curriculum meetings or retreats.
- b) The program provides at least one specific example of how gathered stakeholder feedback was used to improve or revise the program's curriculum since the previous review.

Narrative:

a) The Business faculty meet weekly together with the Advising Center staff member assigned to Business students and the Admission/Recruiting staff member assigned to the Business Department. In this forum we regularly review stakeholders' feedback and make adjustments to our curriculum.

The Business Advisory Committee was formed in fall 2015 and had its first meeting in November 2015. Please see attached Business Advisory Committee membership list and the minutes from the November 2015 meeting. During the 2015-16 academic year, the Advisory Committee met once in the fall and once in the spring. At the fall 2016 meeting advisory committee members indicated an interest in increasing the number of meetings to 3 or 4 per year. Advisory committee members and business faculty together decided that it would be important to schedule these meeting strategically so that they are held before critical due dates, (i.e. before class schedules are due), in order to maximize the opportunities for effective and timely input from the committee members. Our next meeting is scheduled for February 2017.

b) Advisory Committee members have been actively involved in the restructuring of the two A.A.S. programs. For example – please see the attached file: AAS Management Redesign – November 2015 version. This is the proposed curriculum that was taken to the advisory committee meeting in November 2015. Then see the attached file: Copy of AAS Management Redesign (002). This is the final version of the program as approved by Academic Standards in November 2016.

The final version of the program reflects a significant amount of input from the advisory committee. For example, advisory committee members felt that it was unnecessary to include ACCT 2460 – Payroll Accounting in the Small Business Track, arguing that most small businesses hire an accounting firm to do this for them. BUSN 2000 – International Business was also removed from the curriculum. The end result was a curriculum more focused on those skills that advisory committee members felt were critical for graduates.

### **II.C.3 Using Stakeholder Feedback Information to Make Adjustments to Curriculum**

### **Radiography**

#### Guidelines:

a) Describe the process for using program’s stakeholders’ feedback to make adjustments in its curriculum as a result of stakeholder feedback such as faculty curriculum meetings or retreats.

b) The program provides at least one specific example of how gathered stakeholder feedback was used to improve or revise the program’s curriculum since the previous review.

#### Narrative:

The program regularly solicits input from a variety of its stakeholders, including students, graduates, employers, and other communities of interest. The methods that the program uses are described below:

#### Students:

Each class elects two student representatives who serve for the duration of the program. The student representatives are responsible for bringing concerns of individual students and/or his/her class to the attention of program faculty. Each representative also attends Program Faculty meetings and the Program Advisory Committee meetings to provide a student voice and perspective for program governance and policy issues.

Students are also occasionally directly asked by the program director and/or clinical coordinator for their opinions regarding program policies and/or implementation issues during regularly scheduled classes.

#### Graduates:

The program utilizes exit questionnaires for each set of graduates. A completed example of a summary document is included as Exhibit 42. The applicable summary information shown here is then incorporated into the program’s assessment plan for that assessment cycle.

#### Employers:

Employer satisfaction is also monitored on an annual basis. Surveys are sent each December for that year’s set of graduates. The program is fortunate to have a very high response rate with which to evaluate its graduates. These results are also incorporated into that assessment cycle’s plan in a similar fashion to the graduate exit questionnaire data. An example of an employer survey summary document is included as Exhibit 26.

In addition to surveys, representative radiographer employers are members of the Radiography Program’s Advisory Committee. Its membership is generally composed of the program faculty, an LCCC dean or other administrator, graduates, area employers, a radiologist, and two student representatives (usually second-year students, each serving

as a representative at either the Fall or Spring meeting). Other stakeholders are invited to serve on the Advisory Committee as specific program needs have arisen. For example, when digital imaging was first being introduced in our medical imaging departments, we included technologists on the committee who had an IT background and who were responsible for implementing this technology. This allowed the program an opportunity to adapt its curriculum to include this technology, provide special rotations to students that did not get this experience, and ensure that our graduates continued to meet the needs of employers. This group meets once each Fall and Spring semester, with each member given an equal vote. The Advisory Committee's looks at overall program effectiveness in terms of outcomes assessment, employer needs, graduate needs/deficiencies, and the setting of long-term goals for the program. This committee provides suggestions for improving any areas of concern, and may recommend program/policy changes as corrective actions.

Another curriculum offering change/improvement made as a result of this group's recommendations (in response to employer survey results) was the formalization and criteria for C-arm (mobile fluoroscopy) and student rotations to surgery. Employer surveys showed that graduates were not as competent or comfortable with the performance of these duties. As a result, the program instituted mandatory 20 hour rotations and specific competency forms for all students to complete in the program. The program and the Advisory Committee monitored the results of this new rotation, and found that the use of these rotations drastically improved graduate competence; the only change made to the rotation was that the hours were increased to 28 hours. This rotation and graduate competence have remained stable since that time.

#### Clinical Faculty:

The Radiography Program Faculty Committee consists of the Program Director, the Clinical Coordinator, a JRCERT-recognized clinical supervisor from each clinical education center, and two student representatives from each class. This committee meets once each Fall and Spring semester, and is responsible for reviewing existing program policy as published in the Radiography Student Handbook, suggesting any changes and additions to it, and approving any suggested changes. This committee is also a source of annual goals for the program, and assists with student selection for the next incoming class. All members are recognized equally, with each member having an equal voice/vote on any issue under discussion. If any of the program's outcomes/benchmarks are not met with regard to clinical performance issues, this committee's feedback is solicited at each meeting prior to the Advisory Committee meeting, so that their input may be used to determine appropriate plans of actions or changes to program policies and/or the program's assessment plan.

Clinical Supervisors also meet at the end of each semester to review the progress of individual students in the program, discuss any issues common to several students, and other clinical performance issues. Program faculty members also use this opportunity to provide program updates to clinical staff at this time and/or calibrate student evaluation items. No formal minutes are kept at these meetings, although follow-up memoranda do often reflect some of the discussion held.

#### **II.C.4 Strategies for Recruitment That Support Stakeholder Needs**

#### **Business Management/Entrepreneurship**

##### Guideline:

a) Provide a brief description of recruitment strategies the program uses to connect with potential students such as high school visits, website development, association affiliations, and marketing materials.

##### Narrative:

The following strategies are used to connect with potential business students:

- The LCCC Business Department Admissions/Recruiting staff member attends weekly Business Department faculty meetings and works closely with faculty on our recruiting efforts.
- The Admissions/Recruiting staff member developed a recruitment flier which is distributed at recruitment events in high schools as well as community meetings and forums (i.e. the recent Chamber of Commerce B2B Expo held at Little America on November 1, 2016).
- The Business Department website (to be located on the LCCC website) is currently under construction.
- LCCC has a collegiate DECA chapter. Given the active DECA chapters at the local high schools here in Cheyenne, our growing LCCC DECA chapter gives us an important tool for recruiting Business students.

Business faculty members are involved in a number of community, civic, and economic development organizations including, for example, Rotary and Kiwanis. This membership allows us to market our programs to a range of community members.

#### **II.C.4 Strategies for Recruitment That Support Stakeholder Needs**

#### **Fire Science Technology**

##### Guideline:

a) Provide a brief description of recruitment strategies the program uses to connect with potential students such as high school visits, website development, association affiliations, and marketing materials.

##### Narrative:

The fire science program uses a variety of recruitment methods to connect with a diverse group of potential students. For several years the fire science program sponsored an advertisement at the Capitol 12 Stadium Theatre that ran at the beginning of every movie. When our contract with the theatre company was up we looked at other ways of reaching potential students. High school visits have been conducted to Central and East High Schools during high traffic times, with a display booth in the lobby staffed by fire science personnel and students. LCCC's fire science program and Laramie County Fire District 2 have hosted groups of students from South High School to our campus for a question and answer session, and following the Q&A, students were bussed to the LCFD2 fire station where they stretched fire hoses, sprayed water, took a ride in the aerial apparatus, and were fed lunch by LCFD2 firefighters. Visits from the LCCC fire science program to Rawlins High School have occurred, although trips to Rock Springs and Green River have been thwarted by bad weather. The fire science program has sponsored advertising on the back of the Wyoming Mid-Winter Fire School program/brochure and set up a display booth at the fire school as well. Advertisements for the fire science program including a firefighter in graduation cap and gown have also been printed and mailed to regional career and volunteer fire departments. In 2016 two LCCC fire science students were accepted to the Fire House World Ambassador Program in San Diego, California. As part of the Ambassador Program our students were interviewed by Fire House World Television and the session was posted on the Fire House website and Fire House TV. LCCC Fire Science Program also has a FaceBook page that is updated with information regarding our classes.

#### **II.D.1 Student Transfer and Relationships with Baccalaureate Institutions**

#### **Spanish**

##### Guidelines:

a) Provide evidence of partnerships with baccalaureate institutions that result in curricular alignment and efficient student transfer.

##### Narrative:

Our 2+2 Articulation with University of Wyoming, the acceptance of our MCORs by UW and our active membership in The Partnership: Lost in Transition provides evidence of the partnership we have with other baccalaureate institution that result in curricular and efficient students transfer program. Our 2 + 2 Articulation with UW and our Program MCOR's acceptance have already been posted in previous section and is attached here as well. In regards to The

Partnership: Lost in Transition state wide initiative See:

[http://www.uwyo.edu/wsup/lost\\_in\\_transition/w\\_languages/index.html](http://www.uwyo.edu/wsup/lost_in_transition/w_languages/index.html) which has created a great ongoing collaborative effort to make sure that the seven Wyoming community colleges and UW courses and programs are aligned with our K-12 school districts. Evidence of this are the documents we have created outlining the minimum requirements, the thematic units and abilities that should be mastered for each first, second and third semester college course semesters. An agenda of one of collaborative meetings and evaluative form have been also included in this sections as attachments. See additional attached documentation.

University of Wyoming and the University of Northern Colorado are our students primary transfer destinations. This is due to their campus proximity to ours at LCCC and also due to the programs they offer to our students which include both a Bachelors Degree and a Masters Degree. In addition this institutions have a solid scholarship program for both bachelors degree and masters that makes them very attractive to our students. The Hathaway scholarship for example is a great incentive for any Wyoming students to continue and complete their education at the University of Wyoming. Another important aspect to consider is the fact that many of our students complement their education with another major to be able to make their access to a job market broader.

**Draft Student Learning Expectations Spanish 1020  
Distributed to WFLTA January 6, 2011; discussed in Casper April 12, 2012**

Draft created by Jennifer LaVanchy/Diane Chamberlain (8/19/11); revised by Lavanchy, Chamberlain, Ibarra-Robinson, and Larsen (9-10-11); draft from WFLTA meetings, Lavanchy and Chamberlain (10-8-11)

| Performance Outcomes  | Grammar Structures   | Cultural Opportunitic   |
|---|--|---|
| <ol style="list-style-type: none"> <li>Describe with some details, using a series of sentences: the physical appearance of a friend, family member or colleague, another person's personality, a school or workplace routine. Can understand conversations of the same topics.</li> <li>Express needs, wants, plans, using a series of sentences with some details (e.g. needs for school or work, plans for the weekend, summer plans, what he/she plans to do next in life).</li> <li>Narrate/describe what he/she did last week, as a small child, etc.</li> <li>Give or receive multi-step instructions (e.g. preparing a recipe, arriving at a specific destination, etc.).</li> <li>Express opinion (e.g. cultural topic, something learned in class, a current event)</li> <li>Describe plans and actions, using connected sentences with many details (e.g. set a goal and tell how to accomplish it, describe plans for the future, how to plan and carry out an event)</li> <li>Make a presentation using connected sentences with many details (e.g. current event, academic topic, a famous person or cultural landmark)</li> <li>Write and understand a short message or note asking for information (e.g. post card, announcement)</li> <li>Understand, write or orally narrate a short story.</li> <li>Exchange personal information with some detail in written and oral form.</li> <li>Recognize and understand advertisements, brochures, menus, schedules, etc; can use these to obtain information or perform a simple task.<br/><i>*Describe means written and oral; understand means both listening and reading.</i></li> </ol> | <ol style="list-style-type: none"> <li>double object pronouns</li> <li>other uses of the impersonal se (reciprocal, passive)</li> <li>Imperfect</li> <li>uses of preterit and imperfect together</li> <li>past progressive</li> <li>past participle : formation, used as adj, used with estar</li> <li>present perfect</li> <li>past perfect</li> <li>present subjunctive and uses (after verbs of desire, emotional reaction, doubt, denial, indefinite antecedent, nonexistent antecedent, after certain time conjunctions and other memorized ones, i.e. en caso de que, present perfect)</li> <li>para vs. por</li> <li>future</li> <li>conditional</li> <li>demonstrative adjectives/pronouns</li> <li>possessive adjectives-long form (el libro mío)</li> <li>other gustar-like verbs</li> <li>relative pronouns (que, quien)</li> <li>comparatives (reg./ irreg)</li> <li>superlatives (reg./irreg)</li> <li>Prepositional pronouns.</li> <li>Expressions of obligations (+ infinitive)</li> </ol> <p><b>Special Notes/Caveats</b><br/>Sequence of instructional delivery and/or inclusion the following will vary according to instructor and instructional setting:</p> <ol style="list-style-type: none"> <li>imperfect subjunctive</li> <li>future and conditional perfect</li> <li>subjunctive : if clauses</li> </ol> | <ol style="list-style-type: none"> <li>Able to compare/contrast celebrations, fiestas, holidays from Spanish speaking countries to those in home country.</li> <li>Discussions of immigration issues.</li> <li>Discussions of the diversity of Hispanic identity in USA.</li> <li>Able to compare/contrast between Spanish speaking countries to those in home country with relation to the themes identified below (Essential Vocabulary).</li> </ol> <p><b>Essential Vocabulary</b></p> <ol style="list-style-type: none"> <li>Health/Stress</li> <li>Town, Community, Society, Government</li> <li>Travel</li> <li>Shopping</li> <li>Expansion of Leisure Time and Domestic activities</li> <li>Expansion of Relationships vocabulary</li> <li>Expansion of Work/Careers vocabulary (interview, paycheck, simplistic resume, working conditions, etc.)</li> <li>Environment (e.g. rural vs.</li> </ol> |

**II.E.1 Diverse Networks of Strategic Partnerships and Collaborations**

**Auto Body Repair**

Standards:

Programs develop diverse networks of strategic partnerships and collaborations, with both internal and external entities, that can contribute to the program's efficacy.



### Narrative:

#### Auto Body's Strategic Partnerships and Collaborations:

- Automotive Service Excellence (ASE)
- The National Automotive Technicians Education Foundation (NATEF)
- Inter-Industry Conference on Auto Collision Repair (I-CAR)
- The Collision Repair Education Foundation
- Advisory Committee Member Shops
  - Cowboy Dodge
  - Spradley Barr Motors
  - Halladay Motors
  - Tyrell Doyle Auto Groups
  
- LCCC's Automotive Technology Program
- LCCC's Career Center
- LCCC's Center for Teaching & Learning

The Auto Body Program uses the following processes for sustaining these partnerships:

- ASE - Students are given ASE Student certification Pre-Tests during the fall semester when they start the program to measure the automotive knowledge they are bringing to the program and to provide a tool for assessment. The students are then given the Student Certification Post-Test during spring semester at the conclusion of the core classes; students passing the certification exams are given ASE credentials for areas passed. Post-test exam results are also used by the program for assessment.
- NATEF - Yearly requirements are completed to maintain accreditation. NATEF advertises LCCC on their website as an accredited school. Program evaluations are completed on a 2.5 year cycle, on-site visits are completed every five years. Accreditation fees are paid every 5 years.
  
- I-CAR - Professional Development Program curriculum is used yearly. Annual subscription fees are paid to maintain membership. The instructor completes Instructor Technical Knowledge exams each time new curriculum is introduced. LCCC receives advertising on the I-CAR website. Students have the option of entering the I-CAR program for a fee, upon passing the end of program exam the student receives I-CAR credit for the courses taught at LCCC.
  
- The Collision Repair Education Foundation - The instructor completes a yearly education survey, this allows the program to stay current as a school. As a current school students qualify for scholarships and tool grants, the program remains eligible to receive tool and supply donations and attend events such as the collision career job fair/expo.
  
- Advisory Committee meets bi-annually. The instructor maintains a relationship with members and their shops, the instructor also visits the shops at various times throughout the year.
  
- LCCC's Automotive Technology Program - Instructors from both programs meet multiple times per semester for general updates. Instructors work together on program course of study modifications, and align schedules so that shared equipment can be scheduled for equal access to both programs. The instructors work together on scheduling guest presenters so both programs' students can attend relative topics.
  
- LCCC's Career Center - The instructor works with the career center to schedule in-class workshops for students on topics such as resume building, job interviewing, and career planning. The workshops generally occur annually during the spring semester to help prepare the student for after they graduate.

- LCCC's Center for Teaching & Learning - The instructor collaborates with CTL to articulate and review curriculum reporting including the annual Program Assessment Plan and the Academic Program Review. The current CTL Director is registered with ASE and provides exam proctoring services to the program for the pre-test and post-test ASE certification exams.

## II.E.1 Diverse Networks of Strategic Partnerships and Collaborations

## Radiography

### Guidelines:

a) List the strategic partnerships with members of business and industry sectors, internal campus units, and/or baccalaureate institutions.

### Narrative:

The radiography program has several strategic partnerships and collaborations that support the program and contribute to student success. These include members of the profession serving as members of the Radiography Advisory Committee and several medical imaging facilities that are used as clinical sites for student internships as listed below:

Cheyenne Regional Medical Center  
214 E. 23rd Street  
Cheyenne, WY 82001  
(307) 633-7812

Orthopedic and Spine Center of the Rockies  
2500 E. Prospect Road #100  
Fort Collins, CO 80525  
(303) 493-0112 or 1-800-722-7441

Cheyenne Radiology Group - The Lodge  
2003 Bluegrass Circle  
Cheyenne, WY 82009  
(307) 432-3936

Orthopedic and Spine Center of the Rockies  
(Loveland Branch)  
3470 E. 15<sup>th</sup> Street  
Loveland, CO 80538  
(970) 663-3975

Cheyenne Radiology Group - Frontier Branch  
1331 Prairie Avenue  
Cheyenne, WY 82009  
(307) 632-0350

The Imaging Center at Harmony  
2127 East Harmony Road, Suite 130  
Fort Collins, CO 80528  
(970) 297-6204

Iverson Memorial Hospital  
255 N. 30th Street  
Laramie, WY 82070  
(307) 742-2141 Ext. 2233

CSU Veterinary Teaching Hospital  
1681 Campus Delivery/300 W. Drake Road  
Fort Collins, CO 80523  
(970) 297-1293

Platte County Memorial Hospital  
201 14th Street  
Wheatland, WY 82201  
(307) 322-3636 Ext. 222

Wyoming Orthopedics and Sports Medicine  
4017 Rawlins Street  
Cheyenne, WY 82001  
(307) 635-2562

VA Hospital  
2360 E. Pershing Blvd.  
Cheyenne, WY 82001

Cheyenne Children's Clinic  
2301 House Avenue, Suite 405  
Cheyenne, WY 82001

(307) 778-7550

University of Colorado Health at  
Cheyenne Medical Specialists  
5050 Powderhouse Road  
Cheyenne, WY 82009  
(307) 634-1311

(307)778-2255

Community Hospital  
2000 Campbell Drive  
Torrington, WY 82240  
(307) 532-4181

Premier Bone and Joint  
1909 Vista Drive  
Laramie, WY 82070  
(307) 745-8851

Advisory Committee members serve on rotating 2-3 year terms and several members have volunteered to serve another term to continue on the committee. This group has remained active and engaged for several years because the program regularly solicits and uses their technical, professional, and leadership knowledge to guide the program for new curriculum offerings, radiation safety policies and procedures, and assessment improvement strategies. (Minutes from these minutes are available in the Documents Directory and were previously referenced in Section II.C.3.)

Each clinical setting is required to be recognized by the JRCERT and its partnership with the College in offering clinical experience to our students throughout the program is formalized in Affiliation Agreements. The Program Director works with the Contracts Office to implement and renew these agreements as needed. Examples of some of Agreements are included here; all of them are available in the Documents Directory for review. Although all of these clinical settings and Clinical Supervisors are not compensated for serving in this capacity, these partnerships have remained solid for several years due to several mechanisms: the program holds regular Program Faculty meetings to allow Clinical Supervisor input into program polices and direction, program faculty each visit clinical sites once or twice a week (see the Faculty Rotation Schedules) to ensure student progress and that each clinical site has the resources it needs, Clinical Supervisors and staff are evaluated by students and those Supervisors and staff that receive positive ratings and remarks are recognized with Certificates of Appreciation at the end of each academic year. In addition, at the start of each academic year, but before students arrive, program faculty personally visit each clinical site prior to provide them with all of the paperwork, new policies and handbooks, along with a token of appreciation to start off the year (often simply a card and snack foods for the department.)

The program also has partnerships with two four-year schools at this time to allow graduates to transfer credits seamlessly towards a baccalaureate degree. These two institutions are Northwestern University of Louisiana and the University of Nebraska Medical Center. These partnerships resulted due to the faculty members' professional involvement with the ASRT, JRCERT, and ACERT.

The program has collaborated internally with the other Health programs in the Health Science and Wellness School for student recruiting purposes and also for sharing equipment and resources. For example, for the program Radiographic Patient Skills class, the program has been able to use Nursing's Lab and the patient transfer and monitoring devices for students to demonstrate competency prior to their clinical assignments. The program also has collaborated with the Diagnostic Medical Sonography program for clinical sites, and the Sonography program was able to network all of its devices together at no cost to them, thanks to the radiography program's purchase of a PACS (Picture Archiving and Communications) systems a few years ago.

The program also regularly collaborates with the Career Center by having their representatives provide materials for developing resumes and interviewing. This occurs every Fall II semester and culminates with mock interviews for each student; this has been very worthwhile for the program's graduates, allowing them to be very competitive in their job searches.

Other internal units that the program works with include Financial Aid, the LCCC Foundation, the CARE Team, and Workforce Services. These areas have been instrumental in supporting our students financially and personally.

## **II.F.2 Faculty Engagement in Professional Development Activities**

## **Auto Body Repair**

### Guideline:

a) Provide at least one example that highlights a faculty member's demonstrated engagement in professional development that supports student learning or program outcomes.

### Narrative:

The Auto Body faculty member regularly engages in professional development activities that strengthen student learning and encourage program outcomes. The Collision repair industry is a continuously evolving entity; as vehicles and manufacturing processes change, repair processes and recommendations also change. Industry-specific professional development is a must to keep up with automotive technology. To ensure instructional personnel are teaching current material the Auto Body's Accrediting agency (NATEF) mandates a minimum of 20 hours of industry specific professional development training in the program standards. LCCC's full-time auto body instructor generally completes well above the minimum requirement. The instructor has also been attending the SEMA/AAPEX Show/Training Conference to stay abreast of the industry's current state and for exposure to things yet to come. The show is one stop shopping for training, vehicle manufacturers, parts suppliers, tool manufacturers, equipment and materials suppliers. Many of the industry specific trainings the instructor attends are a combination of classroom theory and hands-on lab exercises consistent with the way the auto body program engages student learning. Trainings such as this serve as useful tools for the instructor to learn techniques from different presenters and develop lab exercises useful in the program. The instructor also regularly participates in LCCC In-Service professional development workshops and presentations.

Example highlighting faculty members demonstrated engagement in professional development that supports student learning and program outcomes:

During the [2015-2016](#) school year Rob Benning completed 33 hours of industry specific training, and attended the SEMA Show. While at the show he visited with technical repair representatives from the Ford Motor group receiving requirements and advice on aluminum specific tools and equipment, and also visited with the manufacturers of the equipment. Using this knowledge, he secured a Perkins Grant to purchase the approved equipment for student use in the Auto Body Repair Program. Aluminum usage has grown in the automotive industry, proper training is essential to preparing the students for employment. Mr. Benning has already completed 38 hours of industry specific training for the [2016-2017](#) school year with more trainings scheduled. This helps ensure the program is staying up to date on current trends, repair processes and repair materials. One of the trainings completed in the 2016-2017 school year was specifically designed for [Collision Repair Technical Instructors](#) put on by 3M automotive aftermarket division. This training was a great example of combined classroom theory with hands-on lab exercises and has provided for in class examples of current repair materials. Over the summer Rob also completed the requirements to become a [I-CAR Steel Weld Test administrator and certify LCCC's Auto Body repair facility to be a student steel weld certification site](#). This allows LCCC students who pass the test to receive I-CAR weld certification in-house.

## **II.F.2 Faculty Engagement in Professional Development Activities**

## **Spanish**

### Guideline:

a) Provide at least one example that highlights a faculty member's demonstrated engagement in professional development that supports student learning or program outcomes.

### Narrative:

Both full time faculty members Juan Antonio Bernabéu and Ian Caldon are members of the American Council on The Teaching of Foreign Languages as such they know of current best practices and new methodologies regarding world

languages acquisition and students' performance assessment. One example of this is their training in the implementation of Oral Proficiency Interviews called OPIs. Mr. Bernabéu was participated in a workshop during the ACTFL National Conference that took place in Chicago in 2005 and then he took a refresher course in April of 2016 offered by the University of Wyoming. Ian Caldon, also participated in OPI's training in October 2015 during the Wyoming Foreign Language Conference. As a result, a rubric was produced to assess student performance (see attached). The rubric is used during the semester to do informal assessment and familiarize students with its contents. It helps students to understand where they are in the progression towards their semester and program goals. At the end of the semester and for students completing challenge exams the rubric is used as a summative evaluation tool. The rubric which is fully based on ACTFL Performance Indicators assist the students learning process and helps faculty to assess their achievement of program outcomes to successfully transfer to four year educational institutions, complete their associate degree at LCCC and achieve the level competencies needed to be functional in the target language at the level of intermediate in the ACTFL scale.

**Rubric #3 --Oral midterm & Final Exams Rubric / Interpersonal Rubric**

|                          | Exceeds Expectations<br>20 points   | Above Expectations<br>16 points   | At Expectations<br>12 points   | Not Quite There Yet<br>10 points  | Still a Goal<br>5 points   | Missing<br>0 points                          |
|--------------------------|---|---|--|---|--|--|
| Comprehensibility        | -Could be understood by a sympathetic listener used to non-natives  | -Could mostly be understood by a sympathetic listener used to non-natives   | -Could be understood with some difficulty by a sympathetic listener used to non-natives  | - Difficult for a sympathetic listener used to non-natives to understand  | -Very difficult for a sympathetic listener used to non-natives to understand<br>-Missing   | -Missing                                     |
| Comprehension            | -Asks or answers all questions appropriately and with a lot of detailed expansion   | -Asks or answers all questions appropriately and with some expansion but limited  | -Asks or answers all questions appropriately, but no expansion or details.   | -Asks or answers some questions inappropriately or Asks or answers do not address topic discussed   | -Asks or answers many questions inappropriately. Answers miss basic information needed.  | -Does not ask or answer question(s) at all.  |
| Language Use             | -Accurately and creatively uses Spanish to ask and answer questions on familiar topics and to exchange personal information   | - Accurately uses Spanish only to ask and answer simple questions on learned/familiar topics and to exchange personal information. Some creativity is used but very limited             | - Uses Spanish only to ask and answer simple questions on familiar topics and to exchange personal information with few mistakes   | -Uses Spanish with difficulty to ask and answer simple questions on familiar topics and to exchange personal information, with some evident mistakes. At times difficult to know the intention of speaker | -Uses little Spanish and much English or Spanglish to ask and answer simple questions on familiar topics and to exchange personal information, though s/he may not be able to get his/her point across               | - Missing                                    |
| Language Control         | -Speaks accurately using three or more learned phrases and expressions as well as some novel expressions at a time with almost no errors  | -Speaks accurately using two to three learned phrases or expressions at a time & sporadically uses a few novel expressions with minimal errors in forms studied                         | -Speaks using correctly one to two full learned phrases or expressions at a time with some evident errors in forms studied   | -Speaks using only very short or cut learned phrases and expressions with many and consistent errors in forms studied. There is not a sequence of sentences   | -Speaks using only basic one to two words learned phrases and expressions with numerous errors in forms studied  | -Speaks using only randomly memorized words. |
| Communication Strategies | -Asks for, provides and/or responds to clarification accurately & uses culturally acceptable body language while asking for repetition or additional information using Spanish only | -Asks for and tries to provide clarification accurately and/or uses culturally acceptable body language while asking for basic repetition and additional information using only Spanish | -Asks for clarification in a culturally appropriate way by using culturally acceptable body language while asking for clarification and previous information using Spanish with some evident interference from native language | -Asks for clarification in a culturally appropriate way, tries to use culturally acceptable body language but work is needed. Student resorts to using English often to ask for clarification or give it  | -Does not ask for clarification in culturally appropriate way. Does not use body language and/or often resorts to English to seek clarification of meaning, translation and/or switching languages happen frequently | -Missing                                     |

The auto body instructor is actively engaged in providing service to the community both in his professional role as an instructor and in his personal life. In his professional role the instructor helps community members on a weekly basis evaluating community member's vehicles, offering advice or assistance, scheduling and supervising repairs to their vehicle performed by students. He has volunteered as a car show judge for the Octoberfest Car Show benefiting Magic City Enterprises of Cheyenne. He also serves as a SkillsUSA Club Advisor; a volunteer position as there is no pay associated with the time spent advising the club. As a SkillsUSA advisor he is responsible for supervising club community service events, fundraiser events, chaperoning students at competitions, and preparing students for competitions. In his personal role, Rob Benning volunteers countless hours each year to a local non-profit equestrian club ([Cheyenne Saddle Tramps](#)) updating and maintaining their grounds. He also volunteers to help at events sponsored by the [Cheyenne Therapeutic Equestrian Center](#) (CTEC). CTEC's moto is "Helping with Horses". The non-profit helps disabled people and veterans (Heroes and Horses) through the healing powers of horses, for many of the wheel chair bound clients the first real time they experience mobility is on the back of a horse.

Example that highlights the faculty member's service to the community:

During the 2015 summer break Rob Benning spent several weeks constructing a new "[crow's nest](#)" [announcer booth/storage building](#) for the Saddle Tramps equestrian club. In 2016 the building was [dedicated to Rob and his wife Susan](#) in appreciation of all the work that went into it. Rob's 2016 volunteer work for the club included installing a window in their snack shack, replacing fence posts, and installing a gate in their trail arena as well as disking the arena prior to events. Rob always tries to get students involved in supporting the community. While judging the car show Rob brought two former students to serve as co-judges with him. Volunteer work for the Cheyenne Therapeutic Equestrian Center this year included providing assistance with special events and fundraisers.

## **II.G.2 Routine Assessment of Facilities and Resources**

### **Auto Body Repair**

#### Guidelines:

- a) Describe a process for routinely reviewing the facilities and resources for functionality.
- b) If facilities and resources have been deemed inadequate, outline the process the program followed to make this determination.
- c) Provide at least one example of how the program has improved the facilities and resources based on evidence gathered through its routine review.

#### Narrative:

The Auto Body Program routinely assesses the facilities and resources and recommends appropriate changes when necessary. The full-time instructor inspects the facilities, equipment, and resources for functionality on a daily, weekly, and monthly basis. Bi-annually the instructor looks for changes to accreditation standards, when changes occur the instructor will evaluate the changes looking for an effect upon facilities, equipment and resources. If inadequacies are found the instructor will correct minor issues, major concerns are brought before the advisory board for discussion at the next regularly scheduled meeting. Prior to the meeting the instructor will search for resolutions to be presented to the committee, as part of the discussion a plan for remedy and timeline for implementation are formulated.

The Advisory Committee annually completes a walk through inspection of Auto Body's facilities, comments are discussed and recorded in the meeting minutes. If inadequacies are found a plan for improvement is discussed during the meeting and a timeline is generated. The department Dean and Program Director are active members of the discussion, if budgets are affected the Dean will review the budget requirements and if necessary provide a timeline for implementation at the next advisory meeting.

The Auto Body Program's Facilities and Resources are formally assessed on a 2.5 year cycle by the Advisory Committee as part of the Accreditation process. The programs facilities and resources are also assessed every 5 years by an on-site evaluation team from the accrediting body (NATEF). Any findings from the review processes are discussed at advisory meetings and plans for improvements are discussed and implemented as described above.

Example of how the program has improved the facilities and resources based on evidence gathered through its routine reviews:

The 2014 NATEF on-site evaluation team marked the emergency electrical disconnect as an area in need of improvement. The electrical disconnect was located behind a locked door with only the instructor having a key, the evaluation team deemed this unacceptable. The instructor contacted the physical plant and discussed the issue, they agreed to provide a solution. During the next annual facility inspection completed by the advisory committee it was noted that the emergency electrical disconnect issue had still not been remedied. Discussion at the meeting concluded that this was a building maintenance issue; however, the program needed to pursue any and all avenues necessary for correction as this was a safety hazard. The instructor, program director, and Dean all worked with the physical plant to develop a plan of correction, an estimate from an electrical contractor was secured, and the Dean then reviewed budgets and secured funding. A plan of implementation was then created between the instructor and physical plant, since installation required all power in the lab areas to be shut down for a week. An emergency electrical disconnect was then installed in an area of the lab accessible to all over summer break so as not to disrupt any courses.



## **II.G.2 Routine Assessment of Facilities and Resources**

## **Radiography**

### Guidelines:

- a) Describe a process for routinely reviewing the facilities and resources for functionality.
- b) Describe how the program usually recommends needed changes to facilities and resources and comment on the effectiveness of this method.
- c) Provide at least one example of how the program has improved the facilities and resources based on evidence gathered through its routine review.

### Narrative:

The program regularly monitors its equipment needs using the following methods:

- 1) Weekly visits to its various clinical sites allowing faculty to see and use firsthand the equipment and technology updates in medical imaging (The [Program Director's](#) and [Clinical Coordinator's clinical rotation schedules](#) for the Spring 2016 are available as Exhibits 60 and 68);
- 2) Soliciting ideas for program improvements at both the Program Faculty and Advisory Committee meetings;
- 3) Attending professional society meetings in the radiologic sciences and radiologic science education;



4) Maintaining a warranty and equipment repair log of the equipment in the lab to assist in prioritizing the greatest equipment needs and/or obsolescence.

These ideas are collected throughout the year by the Program Director and incorporated into the program's Annual Goals document, a document drafted at the beginning of each calendar year and distributed to both the Program Faculty and Advisory Committees. At the end of each calendar year, a companion Accomplishments document is drafted to report back to each committee. (See Exhibits 63 and 64.) In the attached examples, the 2014 documents discuss the acquisition and use of a PACS (medical imaging networking) system for the energized lab (Item #2), and this was an identified need during the program's last review, because the use of hard copy film systems is fast disappearing across the nation.) For 2015, Item #6 addressed the program's need and use of a wireless digital detector image receptor (this is the most recently-developed type of image receptor currently available.) Because radiography equipment is very expensive, needs are identified by the Fall semester each year so that the program is able to request one-time funds as part of LCCC's annual budget cycle for its equipment needs.

The program's most recent equipment need and replacement was the replacement of an approximately 30-year-old GE radiographic/fluoroscopic unit in the radiography energized lab located in SC-140 because it had been identified as a potential electrical hazard due to the suboptimal repair of the tube head cables and arcing in the generator as identified by a GE service repair representative in February 2016. This was able to be accomplished through the program director's request for funds using HSW's Equipment Funds (a special budget reserve line item sustained by HSW's collection of program fees from each student enrolled in an applicable HSW program.) This expenditure was approved for FY2017 and the replacement equipment was installed in October 2016.

The use of this equipment monitoring and replacement system has been effective for the program, allowing the program to provide adequate resources to the number of students it serves, keep pace with industry standards, ensure that graduates are competent, and that program outcomes are met.

However, the program still has an identified unmet equipment need: Updating and reconfiguring the U-arm's detector and x-ray tube software. Currently this digital unit uses Windows-XP, a platform that is no longer supported by the manufacturer or LCCC. Unfortunately, Quantum and Canon, the companies who designed the unit are no longer talking to each other, so a software update will require the acquisition of a new, separate computer for the detector. Program faculty met with vendor representatives in 2016 to come up with a design and proposal to ensure that this unit can continue to operate, and we are still waiting to receive these plans and cost estimates as of this report. In the meantime, the unit is still operating and is not part of the LCCC intranet. With normal budget request mechanisms suspended for FY2017, program faculty will attempt to explore other funding mechanisms because the loss of this equipment would reduce program efficiency by 25% as it represents 1 of 4 operating units in the lab.

### **II.G.3 Successful Online Components**

### **Auto Body Repair**

#### Guideline:

a) Provide a description of the current program's technology resources

#### Narrative:

The Auto Body Program uses a limited amount of online components. Online Components used by the program, instructor, and/or students:

- [I-CAR Presentations](#) located on the I-CAR LMS, accessed via the classroom computer and delivered in the traditional face to face instructional delivery method
- Corresponding [I-CAR course specific textbooks](#), loaded in D2L for student use accessible through their student accounts
- [ALLDATA Service information](#), accessible through multiple computers including instructor's office computer, the auto body classroom computer, paint mixing system computer, measuring system computer, a shop laptop cart

to allow computer to be located next to vehicle being worked on, and 16 computers in the diesel computer lab located in the flex-tech building adjacent to Auto Body Repair

- [SP2](#)- Accessible through any device which connects to the internet. On the first day of AUBR 1500 students are taken to the IST lab which contains 15 desktops, students are given three hours of class time with the instructor to familiarize themselves with the site and work on required training modules, any additional time needed to complete training modules is done as homework
- [ASE Student Certification Exams](#)- The instructor works with the CTL Director who proctors the exams. The CTL Director schedules times and locations for the exams, and secures computers for each student to complete the exam.

### II.G.3 Successful Online Components

### Spanish

#### Guideline:

a) Provide a description of the current program's technology resources

#### Narrative:

In addition to having a very competent IT team supporting our technological needs, our LCCC Spanish program delivery of instruction, both face-to-face and online uses technology very heavily. It must be supported by effective technological resources which include:

- A dedicated "home classroom" located in Fine Arts 147 (FA 147) fully equipped with Smart Equipment: Two Smart Boards, audio and video (DVD) and computer with full access to the internet. Use at times for broadcasting instruction through the internet.
- A state-of-the-art Language Lab with a full Smart Board equipment; Two fully interactive screens, computer, DVD, audio, etc. specialized software (See list below), access to the internet, 22 WYSE terminals equipped with microphone and headphones, 16 tables, 22 chairs and a complete language lab station with a desk, computer, headphones and locked cabinet. Our virtual lab takes place at the language lab to assist those who are taking online classes with extra-practice and tutoring services.
- Faculty have recently acquired new computers systems, headphones and microphones for their offices for online instruction, online office hours and creation of multimedia content (video presentations, interactive PowerPoints, YouTube videos, etc.)

The following software form part of our resources/tools are used for all modalities of instruction for student instruction and support of the learning process:

- Desire-2-Learn (D2L) platform
- YuJa
- Vista Hither Learning Supersite (VHLCentral)
- Microsoft Office 365
- Blue Jeans
- Rosetta Stone
- CLEAR/Rich Online Applications (Minnesota State)

Audio Dropbox, Broadcasts, Conversations, Mashups, Quizbreak, Snapshots, Viewpoint, Video Dropbox, Viewpoint and Worksheets.

- Screen-O-Matic
- YouTube
- Skype
- Poll-Everywhere
- Google (Google Docs)
- Sli.do CLEAR (Real Interactive Applications) produced by Michigan State University

- Films-on Demand
- Movies, documentaries and other video available at both the Language Lab and the LCCC Ludden Library.

Additional resources include:

- The LCCC Ludden Library (Books, DVD's, online databases and publications)
- The Learning Commons provided tutors which support the LCCC athletes and those students who might need of one-one-one assistance.
- The Center for Learning Technologies (CLT). assist the Spanish department with design and development of learning experiences that meet course and program learning objectives identified. It also assists instructors with expertise to effectively include assessments, learning resources, and learning activities and incorporate best practices in web-based multimedia and experiential activities. It offers ongoing teaching support as well as diverse academic and technology resources.
  - Teaching Support
    - Learn about best practices for online and blended instruction and which learning technologies can enhance your course
    - Getting Started with Online Instruction
    - Best Practices for Online and Blending Teaching
    - Online Instructor Training - Virtual Backpack
    - Register for training with CLT staff
  - Center for Learning Technologies Resources:
    - Supported Technologies – job aids and guides for working with online technology.
    - Open Educational Resources (OER) – freely accessible and openly licensed documents and media for use. For more information, see Open Educational Resources: Advancing Widespread Adoption to Improve Instruction and Learning
    - Guidelines and Examples for Determining the Suitability of an Accessibility Accommodation – information from the U.S. Department of Health and Human Services
    - Learning Object Repositories (LOR) – online collections of learning objects.

### III.i.A.2 Program Analysis of Data and Information

### Radiography

#### Guideline:

a) Describe how the program analyzes the feedback/data to inform their assessment planning and improve instructional effectiveness and ultimately student learning.

#### Narrative:

The program developed its first assessment plan and in 1998-99 and also established its annual assessment cycle. The program consistently follows this schedule as a means to update and monitor the plan. This cycle allows program faculty to solicit and obtain data and feedback from its communities of interest to determine areas of strength, needs, or additional equipment or learning opportunities. The assessment cycle which the program utilizes (using the 2015-16 year cycle as an example) is outlined below:

**1) July 2015:** Graduating students (2015 graduates) complete the program's exit questionnaire. When the survey was in paper form, the anonymous surveys were placed in a sealed envelope. In 2015, the program moved to an electronic format using Campus Labs. In order to promote honest responses, graduates were told that their responses would not be reviewed until October 2015.

**2) October 2015:** Prior to 2015, the Program Director unsealed the exit questionnaires and tabulated the responses as a group preparatory to the Fall Program Faculty and Program Advisory meetings. For 2015, the Program Director accessed the survey results on Campus Labs. (These results are available as [Exhibit 42.](#))

**3) October 2015:** Program Faculty Meeting is held. This group consists of all didactic faculty, all clinical faculty, and four student representatives (two from each class). Preliminary results of the graduate surveys and the ARRT exam are reviewed as they relate to clinical supervision, evaluation, and other program policies, such as the JRCERT's repeat exposure policy. In addition, several of these items are contained in the program's assessment plan (EX: Goals 4 and 7). It is noted which items have met, exceeded, or fell short of their benchmarks. For any that have fallen short, this group's feedback is solicited for improvement for use by the program's Advisory Committee.

**4) November 2015:** Fall Program Advisory Committee Meeting is held. This group consists of the Program Director, the Clinical Coordinator and other didactic faculty as applicable, one second-year student representative, approximately four employers of radiographers (not necessarily connected to the program), a recent graduate (employed 1-3 years), and the Dean of the Health Sciences and Wellness School. The program has also had representatives from the College's Career Center or radiographers employed in specialty areas (such as PACS) serve on the committee to assist with areas where special needs of expertise have been identified. Each member receives the most recently completed assessment plan for their review (in this case, the 2014-2015 version) prior to the meeting. The preliminary results of both the ARRT exam and graduate surveys for 2015 are also reviewed, along with any suggestions and recommendations from the Program Faculty meeting. Possible policy changes or other actions are discussed and/or recommended at this time. In some cases, depending on the severity of any problems identified, immediate actions are taken by the Program Director using both groups' feedback.

**5) December 2015/January 2016:** Employer Surveys are distributed using Campus Labs Baseline. For 2015 graduates, an electronic version was distributed via email using Campus Labs with a scheduled response deadline of 2/10/16.

**6) February 2016:** Any employers not responding are contacted for follow-up. The Employer Surveys are tabulated and incorporated into the 2015-2016 assessment plan by the Program Director, along with the tabulated graduate survey results. The only cells left empty are the "Changes Made to Enhance Student Improvement" column where/when the results fell short of the program's designated benchmark.

**8) Early March 2016:** Program Faculty Meeting for the Spring semester is held. Members are given copies of the assessment plan containing the parts pertinent to their clinical duties, and their suggestions and feedback are solicited for all items that fell short of the benchmark for use at the Advisory Committee meeting.

**9) Late March/Early April 2016:** Radiography Program Advisory Committee meeting held for the Spring semester. Each member is provided with a copy of the partially completed assessment plan prior to the meeting, and asked to come with their suggestions and ideas for those items left blank (the items where the benchmarks have not been met.) At the meeting, each of these items are discussed, possible courses of actions are listed (including any recommendations made at the March Program Faculty Meeting), with the group deciding on the most appropriate course of action from those provided, and discussed.

**10) April-May 2016:** The 2015-16 Assessment Plan is completed by the Program Director inserting the Advisory Committee's recommendations and decisions in the last column. Policy changes or other actions are also drafted and/or initiated as appropriate by the Program Director (and Clinical Coordinator, as applicable), and other changes are incorporated into the affected program documents as needed.

**11) May-June 2016:** Handbook revisions are published and distributed to currently enrolled students. Handbooks with the revisions are distributed to newly accepted students (who will begin the program in late August).

**12) July 2016:** The cycle begins again. Graduating students (2016 graduates) complete the program's exit questionnaire, etc. NOTE: When the new curriculum is fully implemented and the first class graduates in May 2018, this step will be moved up to May.

The program has found the regular use of this cycle to be very effective and have implemented various instructional enhancements, policies, and/or interventions. Examples of these will be discussed in more detail in III.C.

### III.i.C.1 Accomplishing the Assessment Plan Goals or Competencies Established

### Radiography

#### Guideline:

a) Summarize the success the program has had in accomplishing the goals or producing the competencies that have been identified in the program's targeted assessment plan.

#### Narrative:

With regard to its student learning outcomes data, the program relies heavily on input from its Advisory Committee, Clinical Supervisors, students, graduates, and employers during each annual assessment cycle. Typically, all of the assessment results and data are shared with the students, clinical instructors, and the Advisory Committee during each Spring semester when all of the data has been fully gathered. Employer and graduate survey results and clinical data is shared with Clinical Supervisors for their feedback as evidenced in the Program Faculty meeting minutes (See [Exhibit 25](#), blue highlighted section). Examples of clinical result data is provided as [Exhibit 103](#). The full results and the feedback from the Clinical Supervisors are then provided to the Advisory Committee to help develop any required action plans or improvement strategies. The bulk of the Spring meeting is dedicated to deriving appropriate actions that the program can take to improve the outcomes measured. The primary method that the program uses to solicit suggestions and come to a consensus is contained in [Exhibit 104](#). Prior to the meeting, the Program Director reviews each item's success rates vs. the benchmark set by the program. For those items, which did not meet the desired benchmark, a Powerpoint presentation is prepared outlining the goal and outcome, the desired benchmark and actual results, and any background information, which is pertinent to the measurement/solution. In addition, the Program Director inserts possible Changes/Strategies/Interventions to improve the measure, but also leaves space for the Advisory Committee's input and final decision. Each item is then reviewed and (a) final strategy(ies) is/are selected by the members of the committee and inserted into the last column of the plan. For example, in the case of [Exhibit 97](#), page 1 (and as documented in the Spring Advisory Committee Meeting minutes of April 11, 2013 – [Exhibit 105](#), blue highlighted section), for Goal 1.A.1, the committee recommended the following actions to improve student performance in decubitus exams: Ensure that these projections are included in the associated lab courses for student practice. In addition, it was noted that some of the students' scores had dropped due to the changed scoring used on the final positioning exam sheet (a deduction of 1.5 points if taken off if any error would also cause a repeat exposure.). The faculty member instructing the positioning courses and labs made these changes by incorporating more simulation student:student (rather than such a heavy emphasis on phantom exposures used previously) and also by revising the grading sheet to better match the final positioning grade sheet. These changes over time have resulted in improved student performance in this skill as evidenced by the most recent assessment plan (2014-15) (See [Exhibit 95](#), page 1.)

With regard to the two AQUILA Competencies, the program is able to report the following results for the 2016 plan:

Oral Communication: The final Summer II Monthly Evaluation results for the Class of 2016 was 100% for the five items measured.

Problem-Solving: The Fall II results for the Class of 2016 was an average of 91.97% with 86.7% of cohort meeting the desired benchmark of 85% or better. The instructor evaluated the results and reported that there were 2 students who did not meet the benchmark for the following reasons: One student turned in an incomplete assignment, and another student was missing details such as techniques and grids. The institutional rubric for Problem-Solving was also used for

this assignment and the results revealed that 14/15 students were proficient in this area, with one developing. The Advisory Committee accepted these results, noting that this appears to be an isolated student problem, rather than a program problem.

### **III.i.C.2 Revised Planning and Strategies That Strengthen Performance on Student Learning Competencies** **Radiography**

#### Guidelines:

- a) Provide at least one example of changes implemented to the program and/or its courses as a result of assessment planning efforts over the last review cycle.
- b) Indicate how student achievement of proficiency on learning competencies has improved over time as a result of the program's assessment planning.
- c) Using the assessment plan in Aquila or a plan provided by the program, provide at least one example of how it has been changed to strengthen its usefulness to the program for monitoring, maintaining, or evaluating performance on student learning competencies.

#### Narrative:

The program regularly uses its assessment cycle to monitor and strengthen student and graduate performance and revising course and clinical offerings to achieve these results. For example, in the 2012-2013 assessment cycle, a need to improve pediatric competence was identified by the assessment results (See [Exhibit 97](#), Goal 5.8.B.2, p. 11) and by some of the Advisory Committee members themselves. As a result of this feedback, the program initiated and implemented short-term rotations to Cheyenne Children's Clinic starting the Summer I semester (after pediatric procedures are covered in Spring I) starting the Spring of 2014 (once an affiliate agreement was in place and JRCERT approval was received.) These actions appear to have improved student performance in this area based on the data shown in the 2014-15 assessment plan ([Exhibit 95](#), p. 10.)

An area of improvement the program is currently working on based on its assessment results is history-taking. Although the benchmarks for this skill were actually met, the analysis of the results affected three different student outcomes (See [Exhibit 95](#), Goals 3.A.1, 3.A.2, and 4.B.3). One of the solutions the Advisory Committee recommended was the development of a history checklist that spells out the specific items needed to be included when taking a history, but still broad enough to be adaptable for various clinical sites. The program's history checklist ([Exhibit 106](#)) was developed with feedback from the program's Clinical Supervisors and implemented in Summer I with the Class of 2016 and Fall I with the new class of students accepted in Fall 2015. The program is currently monitoring its use and success during the 2015-16 assessment cycle. So far, the feedback from both students and Clinical Supervisors has been positive.

The Assessment plan has been regularly reviewed and/or revised in this manner and by monitoring both internal and external environmental factors as evidenced by the following example:

In 2013 (See [Exhibit 97](#)), data for a new measure for cultural competency was provided to the Advisory Committee. Based on student results, the benchmark was set at 90% (see page 11). In addition, in this same cycle, the Advisory Committee determined that the measure for altering positioning due to patient condition (see page 4, Goal 2.B.1) should be moved back one semester from Summer I to Fall II in the next assessment plan. This change in the plan and assessment cycle was made and monitored in the subsequent years with satisfactory results (see Exhibits [98](#) and [95](#)).

The program has found this method of continually updating the plan and soliciting input on an annual basis to be an effective and efficient way to identify its strengths and the policies and procedures, which should be kept. It also quickly identifies areas where improvement is needed, providing the program with key target areas to work on in the

following year in conjunction with its annual program goals. The program completes this process annually as evidenced by the completed assessment plans since the program's Interim Report was submitted in 2012. (See Exhibits 95-98)

### **III.ii.A.1 Feedback/Data Systems to Identify and Gather Evidence for Analysis of Performance on Operational Outcomes** **Radiography**

#### Guidelines:

- a) Provide a list of the program's operational outcomes (also in Section One of the review.)
- b) Include a recent sample of data generated from other (non-KPI) feedback resources, such as employer surveys, meetings with advisory committees, or articulation meetings that the program uses to analyze its operational efficacy.

#### Narrative

One of the radiography program's seven goals is its operational outcomes (the JRCERT terms this "Program Effectiveness Data"), and as such, each of these operational outcomes are delineated as Goal #7 below:

Goal 7: Graduates of the program will be successfully employed in an entry-level position.

Outcomes:

- A. Students will pass the ARRT national certification on the 1st attempt.
- B. Of those pursuing employment, students will be gainfully employed within 6 months post-graduation.
- C. Students will complete the program.
- D. Students will express satisfaction with their education.
- E. Employers will express satisfaction with LCCC graduate performance.

As part of the program's assessment plan they are assessed on an annual basis to ensure that the program continues to satisfy its mission. The program uses a variety of feedback and data systems to collect this data such as: ARRT certification pass rates, graduate placement rates, employer surveys, graduate surveys, and program completion rates. Examples of each of these documents are provided in the Documents Directory. In addition, the JRCERT mandates that these items must be reported to them annually and must be published on the program's website at [www.lccc.wy.edu/programs/radiography](http://www.lccc.wy.edu/programs/radiography).

A few examples of the program's tools and outcomes data have been included here: ARRT certification results for the Class of 2016, the aggregated 2016 Graduate Exit Survey results, and the program's effectiveness data as published on our website.

In addition to these programmatic outcomes, the program develops Annual Goals each year as a means to prioritize its efforts and resources in support of its mission and goals. The Program Director drafts Annual Goals for the program, and these are presented for input and approval by the program's communities of interest. Some examples of the program's annual goals are provided as Exhibit 63. At each Fall Program Faculty and Advisory meeting, progress on each of these goals is also shared (see Exhibit 64 and Exhibits 21 and 22, blue highlighted sections.) The annual evaluation of the program's assessment plan results also allows the Program Director to determine program needs. Both of these activities have allowed the program to offer increased learning opportunities to its students, such as new clinical sites, equipment, and course offerings.

### **RADIOGRAPHY PROGRAM GOALS**

**2015**

- 1) Complete Radiography curriculum revision process as part of LCCC's Complete College initiative and campus-wide program modification process. (A shorter, 5 semester curriculum to be implemented for students admitted in Fall 2016).



- a) Finalize prerequisites
  - b) Complete course and program modification forms, MCOR (Master Course of Record) documents, update syllabi and course content in affected courses as needed to obtain in-house approval
  - c) Complete and forward Substantive Change documents, including a new Curriculum Analysis grid, to the JRCERT for approval
  - d) Update the program's website, college catalog, and other program materials for appropriate and timely notification of the general public and potential students of the changes.
- 2) Finish implementing the curriculum for students admitted in Fall 2013. (RDTK 2623 and RDTK 2624 in Spring 2015 are the last courses affected by this change.)
- a) Update syllabi and course content in affected courses as needed
  - b) Compare student outcomes to ensure continued student and/or graduate achievement levels are maintained
- 3) Complete required program assessment information and upload results on to AQUILA, LCCC's new on-line portal (March 2015).
- a) Maintain and/or refine JRCERT-mandated program evaluation and/or assessment documents
    - i. Update AQUILA once 2014-15 assessment results available
  - b) Revise assessment submission dates and/or measures in plan as applicable in line with the new Fall 2013 curriculum
- 4) Begin planning for anticipated 2016 JRCERT re-accreditation self-study and site visit
- a) Review all affiliate agreements and each facility's accreditation/inspection status; update as needed;
  - b) Review and ensure that all radiation inspections of the equipment in the on-campus energized laboratory are updated;
  - c) Develop an MRI Safety Policy for currently enrolled and potential students.
  - d) Revise and align the program's due process policy with LCCC's Academic Appeals policy and the recently revised Student Conduct Adjudication Procedure.
  - e) Review the program's admission process and application materials with regard to program observation requirements vs. facility observation policies, revising as appropriate.
- 5) Investigate new clinical opportunities and/or sites for students in the radiography program
- a) Explore additional programming opportunities as resources warrant
    - a) CT and/or MRI Registry Review courses and/or Clinical courses?
  - b) Explore additional clinical sites for student placement
    - a) Fort Collins: New Banner Health Hospital, Miramont Family Practice
    - b) Denver: Denver Children's Hospital
- 6) Continue work on maintaining and updating the equipment in the energized laboratory
- a) Develop learning activities that include the use of the program's new wireless digital detector and the PACS system, especially in the use of worklists, retrieving, post-processing, and archiving of digital images.
  - b) Follow-up on equipment and/or software upgrades for both CR units, U-arm unit, and the SimX-ray program
- 7 - Continue participation in student recruiting and retention efforts
- a) Continue to participate in career fairs, health events, and other program advertising opportunities



### III.ii.A.2 Analysis of KPI Data to Inform Program Operational

### Business Management/Entrepreneurship

#### Planning and Improve Performance Effectiveness

##### Guidelines:

- a) Describe how the program is meeting or not meeting its expected performance on the following KPI measures for:
- i. Program demand (Participation KPIs)
  - ii. Student success (Success KPIs)
  - iii. Transfer preparation (applicable to transfer programs-Success KPIs)
  - iv. Job readiness/placement (currently unavailable in the KPI measures)
  - v. Program efficiency (Efficiency KPIs)

##### Narrative:

Participation – The Business Management program scored a 3. Enrollment in this program has been relatively weak in recent years. The program is currently undergoing a major redesign. The program will also include a Supply Chain Management Concentration to serve the local employer needs. Cheyenne has a lot of supply chain jobs, due to its location at the intersection of two major interstates and a major railroad. We anticipate these changes will strengthen the Business Management program.

Success – The Business Management program scored a 2.9 in this category. Our number of degrees awarded, course success rates, and graduation rates are pulling the scores down. The department has started mapping our courses in an attempt to improve our course success rates. The online offerings are really pulling down the success rates as well. We believe the program redesign will make the program easier to navigate and more focused on student engagement.

Our graduation rates are low based on the fact that we have many part time students who are taking longer to graduate. The KPI indicators are calculated as success only if the student completes in 3 years. Along with redesign of the curriculum, we are exploring how we offer the courses and looking for ways to help these students graduate quicker.

Learning Environment – The Business Management program scored a 1.75. The first indicator is Percent of sections taught by full-time faculty, which only scored 1. Traditionally we've concentrated our focus on the transfer degrees and

our full time faculty were hired based on their ability to teach those transfer courses. We have a real need to hire a full time faculty member that is designated to the Business Management program.

Efficiency – The Business Management program scored a 2.125. The first two indicators are average credits and average time to completion. Traditionally students who were having difficulty with the rigor of the transfer degrees would switch their degree to the Business Management degree. As a department, we recognize the need for a quality degree that is focused on current workforce needs. We intend to engage in a marketing campaign designed to attract quality two year students who are looking for quality job opportunities after only two years of schooling.

The third indicator is section fill rate. We anticipate an increase in program enrollment with the program redesign. That coupled with strategic course scheduling should really help bring this indicator up

The fourth indicator is core expenditures per FTE. The business Management program scored a 5. This is due to the fact that most faculty who teach these classes are adjuncts. We anticipate that this score will actually go down once we hire a much needed full time faculty member.

### III.ii.A.2 Analysis of KPI Data to Inform Program Operational Planning and Improve Performance Effectiveness

### EDUCATION

#### Narrative:

The faculty in the Education Program have analyzed the attached [KPI data](#) and have concluded the following:

#### **i. Program demand:** *meeting expected performance and want to maintain*

KPI results show an average score of 5 for participation. The 3-yr average for the number of participants enrolled was a 4 while the number of concentrators was a 5. It is presumed that many of these participants may be post-baccalaureate students, early childhood educators seeking professional development, or students attending other colleges within the state that are seeking an on-line course to transfer back to their institution. Effective tracking, marketing, and communicating with participants will be a priority for the department.

#### **ii. Student success:** *meeting expected performance and want to improve*

The average course success rate is an 85.81% which is deemed by our faculty as worthy of additional attention with a score of 3. The program has set a goal to increase this number and has created an action plan to help faculty meet this goal. Any courses currently below an 80% student success rate will increase by at least 5%. See [Improve Student Success Rate Action Plan](#) for more details.

#### **iii. Transfer preparation:** *meeting expected performance and want to maintain*

The current and average university matriculation rates average a 4 while the number of concentrators matriculating to university is a 5.

#### **iv. Job readiness/placement:** *no KPI Data available*

While this data is currently unavailable in the KPI measures, the Wyoming Professional Teaching Standards Board reported that 56% of the students that completed the AA Education degree in 2015-2016 applied for and received a Wyoming Substitute Teaching License. Another potential indicator of job readiness/placement is the number of LCCC early childhood education majors that earn a national Child Development Associate (CDA) credential. The data for this

is unknown at this time, but the department has formalized plans to seek this information on an annual basis going forward.

**v. Program efficiency:** *meeting expected performance and want to improve*

The expenditures are low for the Education Program, and the current course section fill rate is deemed adequate with 70%. The average time to completion of a degree is in need of improvement with a current average score of 2. The program recently revised the curriculum to lower the total credit hours by 3-4 credits. Many of the early childhood education majors work full time and take a minimal number of credits each semester. To assist the students in expediting the completion time, courses are now offered in a hybrid and block schedule.

**III.ii.A.3 Communication of KPI Data and Program Effectiveness  
Among Faculty and With Stakeholders**

**EDUCATION**

Narrative:

The Education Program faculty collaborate and communicate on a regular basis, both formally and informally. A standing agenda item to the monthly department meetings includes the "Statistical Minute". In the past few months, the departmental meeting Minutes show the team reviewed CCSSE data, efficiency/value elements, and KPI data. This information is shared with both full-time and adjunct instructors in addition to the dean and chair. These minutes are posted in the School of Arts and Humanities shared drive.

More recent data includes a report from the Office of Institutional Effectiveness which addresses our student enrollment by modality and location. This report will be shared with administrators and chairs to assist in purposeful scheduling of education courses. A meeting is tentatively scheduled in February 2017.

**III.ii.C.2 A Documented History of Making Improvements That  
Result in Improved Program Efficacy**

**EDUCATION**

Guidelines:

- a) Provide a description of how the program's efficacy has improved over time as a result of the program's operational planning efforts.
- b) Provide at least one specific improvement made as a result of operational planning to improve the program's operational efficacy, such as program effectiveness, efficiency, or stakeholder satisfaction.
- c) Using the assessment plan in Aquila or a plan provided by the program, provide at least one example of how it has been changed to strengthen its usefulness to the program for monitoring, maintaining, or evaluating performance on program efficacy.

Narrative:

a) Program Planning Efforts

In the past, the department functioned in a very informal manner. Decisions were made and implemented from casual conversations. It has now evolved to a more formal and informed decision-making body. Departmental meetings are scheduled on a monthly basis with formal Minutes; a yearly schedule is attached. The three full-time faculty members are assigned specific duties and tasks based on skill levels and areas of expertise. A comprehensive curriculum adjustment was completed in 2015 to narrow the course offerings and program requirements to necessary and transferable courses; thus numerous elective courses were eliminated from the catalog and course schedule.

b) Program Efficiency

According to the 2015 Institutional Cost and Productivity Data Report, the percent of student credit hours taught by full-time faculty was below the national average. This resulted in a rating of 2 on the KPI's. This was remedied by hiring a third full-time faculty member for the program. Dr. Arshi Rizwani-Nisley joined the department in the fall of 2016.

#### c) Program Efficacy

As aforementioned, the program now tracks the number of students in the education program who receive a Wyoming Substitute Teaching permit. This was an assessment goal set forth several years ago to track the in-field job placement rates in the education program. Through the program review process, the education faculty realized that this goal was short-sighted since it does not apply to early childhood majors, students transferring out of state, and students who may be enrolled in our program from other states. Thus, the goal is being revised to accurately track students that wish to transfer to the University of Wyoming or substitute teach in the state of Wyoming. The department will also begin data collection on other indicators of in-field job placement. These indicators may include early childhood majors working in the field of early childhood, early childhood majors who earn a Child Development Associate (CDA) credential after completing coursework with LCCC, and students employed as paraprofessionals in the school districts.

### **III.iii.B.1 Development of Action Plans Based on Discoveries Made During the Program Review Process**

### **EDUCATION**

#### Narrative:

"Effective planning integration can contribute to the leveraging of human efforts that result in a multiplier effect on LCCC strategies. For example, the more times programs develop an action plan goal that supports a specific LCCC strategy (e.g., New Academic Programs), the more human effort there is being systematically applied to that strategy. The more planning programs do, the more direction there is for human effort."- Annual Report to the LCCC Board of Trustees Program Review Activity for the 2014-2015 Cycle (December 2, 2015)

Collectively as a faculty of three, we believe the following two action plans are obtainable with LCCC support offices and administrator support. As one of Laramie County Community College's largest programs, we understand how our success (or failure) can have a significant "multiplier effect" on the institution as a whole. We have been diligent in the planning process and are excited to see our action plans bear fruit.

Action Plan #1 Increase the number of declared Education/Early Childhood majors (Addresses Goal 1 and 2 of LCCC's Strategic Plan)

Goal #1 To increase the total growth rate of students declaring as Education/Early Childhood majors by 25% over five years.

Goal #2 To achieve this growth rate in manageable increments of 5% per year over the five year review cycle term.

#### Strategies and Timelines

- 1.Design education specific recruitment flyer for Admissions- Complete March of 2017 and revise yearly as needed.
- 2.Education faculty will contact all high school students who have expressed an interest in program via Admissions recruiting cards- ongoing.
- 3.Review and edit website material for clarity and accuracy- Complete April of 2017 and revise as changes are required.
- 4.Discuss with LCCC Foundation our needs and the unique characteristics of Education students- Complete May 2017 and ongoing.
- 5.Meet with Advising Staff regarding program content and curricular issues- May 2017 and every following semester.
- 6.Increase number of outreach events to high schools through Gear Up, Concurrent Enrollment, and Guest Speaking- May 2017 and ongoing.
- 7.Open information sessions regarding program major to undeclared students- Completed May 2017 and ongoing.

### Evaluation Process

Progress towards goals will be addressed at least monthly at our regular department meetings. Both qualitative and quantitative data will be analyzed. Every semester, action plan results and feedback on changes to process will go through our community stakeholders. Faculty will select lead roles to address elements of the above Action Plan based on areas of expertise and to better allocate limited time.

Action Plan #2 Improve student success rates in our lowest performing course sections (Addresses Goal 1 of LCCC's Strategic Plan)

Goal #1 All sections currently below an 80% student success rate will demonstrate a five percent or greater increase in their student success percentage within the first two year cycle.

Goal #2 All course sections will be maintaining an 80% or better student success rate at the end of the five year review cycle.

### Strategies and Timelines

1. Using a full year teaching cycle as a comparative model, department staff will analyze student success and failure variables including course sections, modalities, instructor, offering time, LCCC benchmarks and student major with support from the Office of Institutional Research.- March 2017 and October 2017 and every year on that same term cycle.
2. After analysis is complete, courses with a historical section average below 80% success rate will receive immediate attention in the form of instructional coaching, assignment load analysis, student feedback review, assignment prompts, and addressing gaps in student skill sets- March 2017 and every semester after that date.
3. Through active engagement with all program faculty the courses identified as needing immediate remediation will have achieved at least a five percent or greater increase in their student success rates.- January 2019.
4. Course sections and instructors that have experienced two consecutive semesters achieving less than an 80% success rate will be individually provided additional instructional assistance to be determined by program faculty and the Center for Teaching and Learning- January 2019, January 2020, January 2021.
5. Full time and part time faculty will work collaboratively to ensure that all sections regardless of modality, time taught, instructor on record, or student characteristics obtain at least an 80% or better student success rate- January 2022 and ongoing there after.

### Evaluation Process

Progress towards goals will be addressed at least monthly at our regular department meetings. Both qualitative and quantitative data will be analyzed. We are hoping to see some positive trends prior to the end of the semester through the use of qualitative instructor interviews and student mid semester student feedback surveys. This should allow us the flexibility to make several shifts in our approach to this action plan if we find a promising trend or discover that an instructional element is not working properly. Every semester, action plan results and feedback on changes to process will be presented to community stakeholders for feedback and ongoing dialogue.

### III.iii.C.1 Accomplishing the Program's Action Plan Goals

### Psychology

#### Guidelines:

- a) Summarize the success the program has had in accomplishing the goals, and/or in producing the outcomes that have been set within the action plans identified in the program's PREVIOUS program review.
- b) Include at least one specific accomplishment in goal attainment as a result of implementing those plans.

#### Narrative:

The recommendations from the previous review completed Spring 2008, are listed below with assessment of achievement:

1. Create an Institutional Review Board (IRB). This was accomplished through participating with the Institutional Research Office. Program Faculty continue to serve on the IRB.
2. Improve assessment in psychology courses across all campuses. This has been partially achieved. MCORs were established and are now followed by all faculty on all campuses for all courses. This was not possible for a period of time as noted previously in this current review. However, upon completion of the psychology program's upcoming MCOR review, this will begin anew.
3. Analyze the current Human Services Program delivery and provide recommendations for future delivery. This was accomplished and resulted in the creation of a stand alone Human Services Program with a dedicated faculty.
4. Collaborate with English Faculty to develop linked classes, PSYC 1000 and ENGL 1010. This has not been successfully accomplished and should be revisited.
5. Continue Collaboration with Ludden Library and faculty. This is an ongoing success. Note most recent report from library below.
6. Establish procedures that will enhance centralized coordination of course content, staffing, and offerings across all LCCC Campuses. Accomplished with the MCOR process.
7. Expand and formalize articulation with four year institutions. Accomplished as well as ongoing. The informal articulation agreement with the UW Psychology Program has been formalized.

### **III.iii.D.1 Identified Strengths, Concerns, Opportunities, and Challenges for Student Learning and Program Operations**

### **EDUCATION**

#### Guidelines:

- a) Programs provide a bullet listing of its strengths, concerns, opportunities, and challenges for student learning.
- b) Programs provide a bullet listing of its strengths, concerns, opportunities, and challenges for program operations.

#### Narrative:

#### Student Learning

##### Strengths

- Depth of experience of full-time Education faculty averaging 13 years at LCCC and having taught in five different states across the whole spectrum of public schools, preschools, community colleges and Universities.
- Strong pool of adjuncts who bring expertise and a unique perspective to our student population.
- Variety of course formats including the ability for students to obtain both the Early Childhood and Secondary Education degrees entirely online.
- In 2015, successfully implemented a full curriculum redesign for both Education and Early Childhood utilizing the Center for Learning Technologies and a peer review process to ensure student centered learning, intentional curriculum mapping and uniform alignment with course objectives, assignments, and state and national standards.
- A recently modified program of course study which eliminated four credits and several prerequisites in an effort to allow students to more easily achieve graduation within a two year time frame.
- Consistency of format, assignments, and assessments across all sections of the same course regardless of modality.

- Each semester, mentor teachers in the school districts serve as third party evaluators of our public school practicum students. For 2015 (the last full year of data), all students achieved either a "Proficient" or "Advanced" score from the perspective of a licensed public school teacher. No students received a "Basic" or "Below Basic" rating.

#### Opportunities

- While we have three formal articulation agreements in place, this year we have committed to trying to solidify an agreement with a quality four year institution for an online early childhood degree.
- Updating and creating new Memorandums of Understanding with LCSD#1, LCSD#2 and ACSD#1 will help foster discussions on how we can continue to improve this invaluable on-site practicum experience for our students.
- While student success numbers are relatively strong across our program, there is significant disparity between courses and modality that we believe we can improve upon. This is one of our identified action plans to focus on over the next five year review cycle.

#### Concerns and Challenges

- The utilization of new technologies in the public school classroom has been increasing rapidly over the last several years. With declining institutional budgets, we worry that we will lose the ability to provide a technology based learning environment that prepares students for the technology tools that they will encounter at their teaching sites. Specifically, we will continue to advocate for a mobile laptop computer cart that we can utilize in our classrooms on a regular basis.
- Our program is designed to facilitate the learning needs of pre-service teachers who want to teach children anywhere along the age spectrum from birth through high school. In the past, the Education Program has strategically varied its personnel to address this vast array of different instructional age groups and content areas. Because of our deep pool of expertise in both full and part time faculty, this has not been difficult in previous years. We are hopeful that looming budget cuts will not impact our ability to hire qualified personnel.

#### Program Operations

##### Strengths

- Robust student enrollment with a total FTE of 105.21 in 2014-15.
- Large number of graduates with 1/4 of all LCCC AA degrees being awarded to Education majors. In fact, LCCC's Education program was ranked in the top forty nationally for the number of community college education graduates matriculating according to Community College Week.
- The Education program operates extremely efficiently with an average costs per FTE ranking it in the lowest (best) quintile.
- A growing early childhood program which has witnessed a doubling in graduates during the last five year time period.
- Strong support through Foundational scholarships and outside funding streams.
- A purposeful program mission which aligns solidly with the college mission, goals, and strategic plan.
- A documented history of formalizing feedback systems from stakeholders and acting on their suggestions.
- Shared agreement among faculty that one of our obligations is to give back to the community through involvement on local and statewide Boards of Directors, guest speaking in schools, helping out with student competitions, and promoting active engagement in college level extra curricular activities.

##### Opportunities

- The Education Program is looking forward to improved collaboration with our peers at the Albany County Campus. In fall 2016, we had more detailed conversations than we have had in the past regarding intentional scheduling, common course assignments, and identical textbook adoptions. We were pleased with how these conversations created such positive student learning outcomes and plan to strengthen this strategic dialogue in the future.

- Continued refinement of our tracking/regular contact mechanisms for post completion CDA students will likely further enhance our early childhood program numbers.

#### Concerns and Challenges

- Overall declining student enrollment at LCCC can have a significant impact on our program. In the past, we would occasionally receive undeclared majors who would select our program after a semester or two as a general education student. This group of students is shrinking at LCCC. We will need to continue to redouble our efforts to recruit more on our own - both internal and external to the college. Hopefully, we can balance this necessary activity with the other demands of our program. It is of such high priority to us that we have included this a one of our major action plans for the next five year cycle.



**II.A.5 General Education Coursework and Its Support of the Program’s Competencies.**

**English**

Guideline:

a) Provide a list of General Education courses used in the program, and explain how those courses support learning and program-level competencies.

Narrative:

**Program Self-Study Narrative**

| <b>English Program Competencies</b><br>In the course of attaining an English A.A. degree at LCCC, students will practice critical thinking and achieve proficiency through                           | <b>Required General Education Courses in the English Program</b><br>Upon completion of this course, successful students will |  |  |  |   |                                |                                  |
|--|--|--|--|--|---|--------------------------------|----------------------------------|
|  | <b>Gen Ed WC</b>   | <b>Gen Ed AA</b>                             | <b>Gen Ed AA</b>                             | <b>Gen Ed CA</b>                             | <b>Gen Ed CV</b>  | <b>Gen Ed WY</b>               | <b>Gen Ed WY</b>                 |
|  | <b>ENGL 1010: Composition I</b>  | <b>HUMN 1010: Introductory to Humanities</b> | <b>HUMN 1020: Introductory Humanities II</b> | <b>PHIL 1000: Introduction to Philosophy</b> | <b>CO/M 2010: Public Speaking</b>   | <b>HIST 1211: U.S. to 1865</b> | <b>HIST 1221: U.S. from 1865</b> |
| Conducting college-level research to apply in written texts that adhere to standard ethical practices  | Conduct college-level research and apply in writing assignments  |  |  |  | Utilize proper information literacy research, evaluation, and citation methods  |                                |                                  |
| Developing college-level reading skills, including annotation, comprehension, vocabulary identification, fluency, and synthesis  |  |  |  |  |   |                                |                                  |
| Applying clear and concise writing skills for a variety of purposes and audiences that may include expository writing, literary analysis, and creative writing through production of multiple drafts | Apply knowledge of audience, purpose, and genre in writing assignments<br><br>Write expository essays with logically         |  |  |  | Develop written, verbal, and digital messages with proper thesis and supporting evidence through a variety of assignments |                                |                                  |

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|  | <p>organized claims and evidence</p> <p>Apply standard conventions of English grammar and MLA formatting</p> |  |  |  | <p>that include discipline-based or interdisciplinary purposes, forms, and audiences</p> <p>Analyze audience to determine most effective way to adapt message to the target audience, purpose, and communicative context/channel (written, verbal, and digital)</p> <p>Structure content by using proper organization and outline formats for purpose and communicative context/channel (written, verbal, and digital)</p> <p>Compose relevant message with appropriate use of language and stylistic</p> |  |  |
|--|--|--|--|--|---|--|--|

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|   |  |  |  |  | conventions based on chosen communication channel (written, verbal, and digital) |  |   |
| Analyzing and evaluating the influence of diverse perspectives of gender, race, culture, class, sexuality, nationality, and identity represented in literature on authors' points of view |  | Demonstrate a working knowledge of the basic vocabulary, major milestones, and general history of Western humanities | Demonstrate a working knowledge of the basic vocabulary, major milestones, and general history of Western humanities | Demonstrate a working knowledge of the basic vocabulary and fundamental disciplines of philosophy<br><br>Employ listening and logic skills to grasp the basic arguments of major philosophical theories<br><br>Analyze Western intellectual heritage for its similarities and difference with other world traditions |  | Analyze America's development prior to colonization and the colonial period in terms of social, economic, political and ethnic change<br><br>Analyze the conditions that led up to the American Revolution and the accompanying changes in American culture, demographics, and institutions that establish the American political system<br><br>Analyze the major political, social, military, | Analyze the major changes in the United States at the conclusion of the Civil War and leading up to the turn of the 20 <sup>th</sup> century, with attention to racial changes, western expansion, urban and industrial expansion, and global imperialism<br><br>Explain the major economic, constitutional, political, and social developments in the United States in the 20 <sup>th</sup> century<br><br>Analyze American responses to social changes, |

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|   |  |  |  |  |  | <p>and racial components in the development of the Early Republic</p> <p>Explain the emerging issues that led to the Civil War</p> | <p>economic crises, and military involvement</p> <p>Explain the broad-based civil rights movement in the United States</p> <p>Analyze the contemporary status of minority groups</p> <p>Analyze the major issues confronting the American people as the 21<sup>st</sup> century progresses, specifically in relation to social, economic, military, and political challenges</p> |
| <p>Describing the chief characteristics of literary movements or periods and demonstrating how a particular work of literature exemplifies or deviates from</p> |  | <p>Employ visual, aural, and logical skills to express personal reaction to the Western arts</p> | <p>Employ visual, aural, and logical skills to express personal reaction to the Western arts</p> |  |  |  |  |

|  |  |   |  |  |  |  |  |
|--|--|---|--|--|--|--|--|
| <p>the general characteristics of that movement or period</p>  |  | <p>Express deeper insights into the Western cultures by analyzing their cultural artifacts, including arts, music, architecture OR the visual, literary, and performing arts and humanities through making connections between contemporary life and previous times</p> | <p>Express deeper insights into Western cultures through making connections between contemporary life and previous times</p> |  |  |  |  |
| <p>Identifying and evaluating a text's aesthetic qualities</p> |  |   |  |  |  |  |  |

The English program has both general education required courses as well as general education electives that complement the English major:

Required

ENGL 1010: Composition I  
HUMN 1010: Introductory Humanities I  
HUMN 1020: Introductory Humanities II  
CO/M 2010: Public Speaking  
HIST 1211 OR 1221: U.S. to 1865 / U.S. from 1965  
PHIL 1000: Introduction to Philosophy  
MATH 1000 or 14000 or higher  
STEM course

Elective

2000-level Literature course  
Two (2) Arts and Humanities elective courses

One of the key elements of an English degree, as indicated by the program competency “analyzing and evaluating the influence of diverse perspectives of gender, race, culture, class, sexuality, nationality, and identity represented in literature on authors’ points of view,” is the ability to understand the context in which a literary work is shaped. Many of the courses the English department chose to require to fulfill general education requirements (Humanities, Philosophy, and History) provide students with the broad set of background knowledge against which to analyze and evaluate the literature they read in English courses. One example of this would be the study of Greek and Roman mythology in HUMN 1010 which is so prevalent in both British and American literature.

Another key skill English majors possess is aesthetic in nature: identifying characteristics that make a text fit a certain genre and evaluating the aesthetic qualities of a text. Humanities courses complement competencies in English because they include similar critical analysis of other art forms. When students practice skills across multiple courses, their proficiency increases, and they are better able to see the interdisciplinary nature of learning, which is especially important in the arts and humanities. Students in upper level literature courses seek to understand and describe how aspects of symmetry and design take form in a text which is supported by similar understanding of how these same aspects take form in architecture, dance, theater, music, or art. This cross disciplinary focus is important because it prepares students to be successful in any range of fields or degrees after getting an English AA degree.

Two other important competencies in English are in research and writing. ENGL 1010 and CO/M 2010 are important general education requirements because in these courses, students learn the foundational skills that they will build upon in upper-level courses. Just as it is important that students practice aesthetic analysis across multiple disciplines, communication skills are also best developed in multiple modalities; in that way, English composition and public speaking, both of which teach students to analyze purpose, audience, and appropriate delivery of a message, work in tandem to provide students with the vital rhetorical knowledge and practice that they will need in English major courses. In the attached MCORs for English 1010 and English 2020, you can see how one of the course competencies for English 1010 is to “conduct college-level research and apply in writing assignments” and “apply standardized conventions of English grammar and MLA formatting” will directly support students ability to “write analytical essay about literature” and “utilize MLA style”. Students are routinely asked to write analytical essays about literature in English 2020 and other courses using research methods taught in English 1010. Students must also use documentation and formatting skills that they learned in English 1010 in 2000+ English courses.

In addition to the courses that the English department requires to fulfill general education requirements, we also ask that students choose one 2000-level literature elective and two other Arts and Humanities courses. The reason for this requirement is mirrored by the reasons above: English majors need a breadth of knowledge in history, politics, culture, and gender studies to be able to analyze the context of a text; furthermore, English majors need to understand the interrelated nature of the arts (literature, art, music, theater, etc.) in order to conceptualize the qualities that exemplify a genre or period in literature. Additional course work across the Arts and Humanities helps LCCC English majors develop both these vital skills.

## APPENDIX D

### Board of Trustees Program Review Objectives and Program Review Process Alignment

#### Description of how the current process aligns with the Board of Trustees objectives

---Excerpt from LCCC Academic Program Review Policy 10.2: Program Review Objectives  
Program review should:

*A. Generate meaningful knowledge about how well academic programs are contributing to the attainment of the College's mission;*

1. Programs are required to express support of mission in self-study template.
2. Descriptions of student transformation methods are found in sections related to the design of curriculum and design of instructional methods.
3. Programs' annual assessment plans display in self-studies and show program strategies used for transforming student learning. Evaluating whether the transforming strategies are effective is a core purpose of assessment planning.
4. Programs list their student learning competencies and operational outcomes, which demonstrate alignment to the mission components of student preparation, transfer program or workforce program.

*B. Provide for regular evaluation of each academic program with enough frequency to establish a cycle of planning and assessment for continuous improvement;*

1. Procedure 10.2 states that program reviews are scheduled over a five-year period to ensure every credit-bearing academic program is reviewed within this timeframe.
2. Embedded in the review process is evaluation and display of annual planning for student learning and operational effectiveness. Programs are strongly encouraged to support their five-year action plans with annual assessment plans to add monitoring discipline and annual reporting of progress to action planning. Continuous improvement is verified and critiqued by annual peer review of assessment planning (annual cycles) and again through peer-review of program reviews (five-year cycles).

*C. Incorporate objective input, process, and outcomes components to provide a holistic perspective of programs' current efficacy and guide planning for improvement; and*

1. Objective Input: Review procedure (10.2) requires internal peer-reviewers to score programs' performance using the Academic Program Review Rubric. Individual reviewer scores are aggregated to display programs' performance levels for each template section. The performance measures provide a diagnostic display of programmatic strengths and weaknesses for guiding improvement at the program and institutional levels. Annual input from peer-review of assessment planning is integrated into the program review self-studies to demonstrate more frequent input for continuous improvement.
2. Data Resources: KPI program analysis data are embedded into the self-studies and are configured into four categories: participation, student success, learning environment, and efficiency that inform current program efficacy. Additional data resources exist electronically at IR in Eagles Eye, such as course success rates, common course assessment data, and more.
3. Process: The College offers structured processes for programs to sustain continuous improvement, including and annual assessment planning process, five-year program review, and



a follow-up planning process to strengthen areas needing improvement during years following program review.

4. Outcomes Components and Efficacy: Outcomes components exist for both student learning and operational effectiveness within annual assessment and program review. Program review self-study include a section on program listings of learning competencies and operational outcomes. The program review template asks programs to report on their performance (efficacy) for attaining these competencies and outcomes.

5. Guiding Program Improvement: Programs use the objective input, and results of their assessments on learning competencies and operational effectiveness outcomes to describe their program review discoveries: strengths, concerns, opportunities, and challenges that inform planning for improvement (II.B.3 and III.C.3).

*D. Lead to the development of actionable and appropriate plans for program improvement.*

1. The review process provides the structure needed to support program development of action planning.

2. The process includes an accountability section where programs must report on the success of their action plan goals that were formed in the previous program review.

3. The peer review process ensures that the action plan goals are appropriate, and it provides advice on how to improve planning.

4. The follow-up reporting and planning step ensures continued work on programs' underdeveloped processes after the formal program review period is over.