

2015 Work Experience IPR

LASSEN COMMUNITY COLLEGE

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2015 Work Experience IPR

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SECTION 1: ACADEMIC PLANNING

I. Program Overview, Objectives, and Student Learning Outcomes

Work Experience is a process of education which recognizes the value of experiential learning through goal directed work place skill development for students in their supervised work setting. It is dependent upon employers and educators cooperating to form a more complete educational program for students as an integral part of the community college curriculum.

DESCRIPTION/EVALUATION:

Goals of Work Experience:

1. Support the Lassen Community College mission in the areas of transfer education, vocational education/workforce development and basic skills education, by providing vocational, transfer, and basic skills students the opportunity to gain realistic Work Experiences that are meaningful and related to their educational and/or career goals.
2. Provide students the opportunity to acquire knowledge, skills and attitudes essential for successful employment and thus serve as a component of local workforce development.
3. Provide a program with academic integrity that operates in accordance with all applicable regulations and policies.

By focusing on these goals the Cooperative Work Experience Education program serves students desiring to increase their employability skills and thereby benefits the local community by assisting businesses in supporting, mentoring and instructing their employees and volunteers to perform at ever increasing skill levels.

Benefits of Work Experience

The benefits of Work Experience are varied. The California Community College Chancellor's Office outlines these best in their Cooperative Work Experience Education Management Handbook:

Many unique and distinct benefits can be found in Work Experience. It is one of the most community-oriented programs a college can develop. It involves public and private employers, students and administrators.

The Student:

1. Has the opportunity to learn or improve employment skills under actual working conditions.
2. Gains perspective on career goals through application of classroom theory to "real life experience."

3. Builds self-identity and confidence as a worker through individual attention given by instructor/coordinators and employers.
4. Has opportunities to test personal abilities in work environments.
5. Has a more realistic approach to the job market.
6. Will gain a better understanding of human relations.
7. Will learn goal setting skills.
8. May refer to Work Experience education on future job applications.
9. Benefits financially while learning.
10. Can begin a career earlier.

The Employer:

1. May assume a more active educational role in the local community college.
2. Is provided with the opportunity to communicate business and industry's needs to the college.
3. Benefits when supervisor/employee communications and relationships are improved.
4. Experiences lower recruiting and training costs since a pool of trained Work Experience students are able to move into permanent positions. Nationally, over 60 percent of Work Experience students go to work permanently for their Work Experience employers after graduation.
5. Often has more motivated, enthusiastic employees because their work is evaluated and translated into college units.
6. Frequently experiences less employee turnover since adjustments to the job can take place during the Work Experience activity.

The College:

1. Is able to develop a more active involvement with its community.
2. Enhances instruction through the refinement of student skills and knowledge in a business/industry or public agency setting.
3. Experiences lower attrition since students can finance their education and relate it to job requirements and advancement.
4. Has a cost-effective program in Work Experience which often results in students attaining full-time enrollment status.
5. Receives valuable, current input from business and industry concerning labor market conditions and the implications for course content and placement opportunities.
6. Utilizes business and industry facilities and equipment which extends educational opportunities beyond its normal resources.

7. Utilizes the skill and knowledge of outstanding individuals in business and industry in the training of students.
8. Improves intra-college communication on industry's needs among subject matter instructors, guidance personnel, and Work Experience instructor/coordinators and managers.

Community Advantages:

1. Work Experience provides an effective means of helping students become more productive workers.
2. The local economy can realize benefits from greater numbers of skilled workers.
3. Closer cooperation and understanding can be achieved between the community and the college.
4. Students tend to remain in the home community after graduation, thereby developing a more stable work force.
5. A process for direct input into the content of college programs and courses is provided.

Work Experience Program and Course Student Learning Outcomes

Although Work Experience does not award a degree or certificate, program Student Learning Outcomes (SLO's) have been included as a philosophical underpinning of the program. These consist of the following:

1. Students will exhibit the ability to set and achieve goals through personal accountability.
2. Students will evaluate their workplace skills and collaborate with their supervisor and Work Experience Instructor to identify and enhance skill areas for career development.
3. Students will apply classroom knowledge in their work setting.

The attached Four Column Model for Student Learning Outcomes illustrates the tie between Institutional SLO's, program SLO's, and course SLO's for Work Experience [Appendix A]. The Institutional SLO Inventory Chart identifies the correlation between course SLO's and Institutional SLO's [Appendix B].

Work Experience course SLO's consist of the following:

1. After creating individualized measurable occupational learning objectives that identify new skills to be attained, complete work tasks on-the-job that strengthen skills that support objective completion, recognizing the benefits that setting and achieving skills enhancement goals has on career development.

2. Demonstrate proficient soft skills identified in self-assessment to employer in work setting.
3. Given the course syllabus, which identifies assignment deadlines, independently track course requirements using tools and suggestions from instructor; complete and submit assignments in a timely manner, strengthening ability to meet deadlines.
4. Demonstrate the ability to use descriptive skill language.
5. Identify career options within this academic discipline.

Program Changes since Last Program Review

An enhanced soft skills development component has been added to course curriculum. Initially this utilized the *Job Savvy* text in a correspondence format, then it grew to utilizing the text and supporting Career Café materials in an online format. This semester through partnership with Feather River College, the Industry Driven Regional Collaboration grant has enabled the New World of Work 21st Century Skills curriculum to become a component of soft skills instruction for Work Experience students.

Spring 2015 Work Experience Curriculum was revised to inactivate the “Introduction to,” or “A” series Work Experience courses. This change occurred for the following reasons:

- Streamline enrollment: frequent inaccurate enrollment given the number of Work Experience course led to tracking problems, and time consuming course rosters corrections. Adequate program staffing was not available to process changes in a timely manner.
- Ease computerized monitoring of 16 unit repeatability
- Address issue of trying to count “A” for area E with 1st enrollment only 2 (or 1) unit and wanting to add up to 3 units to meet area E

Summary of Annual Updates:

Prior annual updates focused upon:

Updating program marketing materials

Status: completed.

Purchasing Internet based internship database

Status: The CSO program was purchased by the CalWorks program with the intention that it would be tested with a small cohort to be considered for further campus wide utilization. It is unknown as to whether the CalWorks program tested the program with a cohort. Further developments in this area indicate other platforms may be more user friendly. Further exploration on this topic is warranted.

Dealing with heating/cooling/air quality needs in Humanities Building

Status: This remains a significant need for the provision of a safe and effective environment for students and staff. This has been a documented need for 10 years.

Refreshing program technology- desk top, lap top, monitors & docking station

Status: The program laptop received a new battery fall 2015, but no further upgrades have occurred.

Program Related Promotional Materials/Advertising

The Work Experience program uses a variety of marketing materials providing both general program information and targeted marketing. Spring 2015 Work Experience marketing materials were updated due to CTE/Transitions funding received. These materials provide the Work Experience program with a look consistent with other campus CTE programs and have been used at such promotional events as Discover Lassen College Day and New Student Orientation.

General program recruitment is accomplished through a 3-fold brochure and orientation flyers distributed on campus. Table tents, promo cards and posters of varying sizes are used as well. Online marketing is accomplished via the Lassen Community College website. Targeted recruitment is accomplished through newspaper advertising and flyers distributed in monthly employee bulletins at the California Correctional Center and High Desert State Prison. As intern opportunities arise with various employers these opportunities are promoted jointly between the hosting agency and the Work Experience program. (See sample Cooperative Work Experience program promotional materials: Appendix C).

The Work Experience program serves a key role in preparing students for the workforce, whether that be for immediate work as continuing students or future permanent employment after completing certificates, associate degrees or higher levels of education.

One marketing short fall that was discovered by participation in the 2015 Discover Lassen was that the promotional banner is not usable if there is not a wall behind the promo table to hang the banner on.

Program goals are tied to goals reflected in Transfer Education and Vocational Education/Workforce Development areas of the Lassen Community College Mission and College Values stated in the Lassen Community College District Strategic Plan.

The Lassen Community College Institutional Student Learning Outcomes (SLO) Inventory Chart illustrates the direct correlation between Institutional SLO's and Work Experience program SLO's.

Planning Agenda:

Purchase a Work Experience logo table cloth to use when the promotional setting does not provide space for hanging the banner on the wall behind the table.

II. Student Outcomes

A. Trends and Patterns in Student Outcomes

DESCRIPTION/EVALUATION:

Work Experience completion and success data provided by the Office of Institutional Research is as follows:

See in Appendix:

Table 1: Work Experience Program Course Completion

Table 2: Work Experience Program Course Success

Retention data was not provided.

Completion and success data provided is limited in that it provides data for only the first and final years and does not show semester by semester trends.

Analysis of data indicates course completion rates have increased overall.

Course success rates have increased overall. The increase in student success is notable having risen considerably in summer and fall terms, with an overall annual increase of 16%. Three contributing factors are seen as having impacted this trend;

1) Enhanced soft skills curriculum

Incorporation of the *Job Savvy* text, Career Café materials and the New World of Work 21st Century Skills curriculum have had a positive impact on student's soft skill development. Increased soft skills have a direct correlation with student success. Additionally, both students and employers have provided positive feedback regarding students' increased soft skills. This positive feedback has come from students with a wide variety of work backgrounds including both those new to the world of work, and those well established in their careers. New students have expressed appreciation for the organized framework course curriculum provides to communicate employer expectations. Seasoned workers have expressed appreciation of using course content as reminders of good work habits for themselves, but more importantly, for ideas to infuse the workplace learning of the staff they supervise.

2) The use of REMIND.

REMIND reaches students "where they are at" by sending them text messages about course content and assignment reminders.

3) Course content going online.

Online course content, while frustrating for some, has had a positive effect with keeping students engaged, and thus improving student success. For students unfamiliar with online learning it has served as a gateway to online learning, thus increasing student access to educational opportunities, especially for working students.

Challenges that impact Work Experience course completion and success include;

1) Work Experience enrollment is sometimes used as a last ditch effort, “safety net” for students to maintain their full time student status. These students are most at risk of failure as they often add Work Experience courses late when they have been dropped, or are clearly failing other courses. These students are at risk in two ways. First due to prior failures in other courses often predicated on lacking skill, lacking motivation, or multiple barriers based on psycho-social issues they are facing; and second, based on starting the course late and having less time to get through course material and hours requirements.

2) Economic down turn. Steady employment can be difficult for students to maintain based on economic factors outside of their control. When the economy slumps either seasonally or cyclically students face having their hours cut or layoff.

Planning Agenda:

It is recommended the Office of Institutional Research and/or Academic Services provide timely data addressing all data components required in Instructional Program Review Handbook. Data comparisons of student completion and success based on timing of course enrollment during the semester may prove insightful.

Identification of further funding sources for student employment/student work study would increase student ability to sustain employment by counteracting economic downturns.

B. Student Learning Outcome Assessment

DESCRIPTION/EVALUATION:

Work Experience Student Learning Outcome data provided by the Office of Institutional Research is as follows:

See in Appendix:

Tables 3 & 4: Student SLO Performance by Subject and Course

Student Learning Outcomes Assessment data provided included information for three terms, fall 2013, spring 2014 and fall 2014. Overall SLO performance was 92% for fall 2013, 91% for spring 2014, and 94% for fall 2014. Students in some courses for some terms had lower performance including ART 49A students in fall 2013 who scored 67% on SLO 2 and HUS 49 students at 67% for SLO 2 during fall 2013. While these percentages are less than ideal, they

provide a limited view on student performance due to the low student enrollment in these courses.

SLO data was not received from the Office of Institutional Research or Academic Services for the remaining 3 full terms included in the time frame of this IPR. No data for the 4 summer sessions was provided.

The Work Experience program can provide the following input with regard to program student learning outcome assessment:

- SLO assessments are regularly completed for all Lassen College courses including Work Experience courses. Results are stored in WEAVE and are reviewed for trends. The Work Experience Coordinator discusses SLO findings with adjunct faculty in the program and the outcomes of such discussions are utilized as a basis for program improvement. For example, as a result of SLO assessment and review, REMIND is now being utilized as a means of connecting with students.
- Work Experience SLO assessments are favorable overall, and outcomes are being met. SLO assessment is on-going, and course SLOs are linked to program SLOs.

Planning Agenda:

It is recommended the Office of Institutional Research and/or Academic Services provide data addressing all data components required in Instructional Program Review Handbook.

C. Student Evaluation Summary

DESCRIPTION/EVALUATION:

No data was received from the Office of Institutional Research or Academic Services. Discussions occurred with the Institutional Researcher that facilitated an online evaluation instrument, which is seen as a significant data collection improvement for Work Experience.

Qualitative data indicates student satisfaction based on employment obtained and promotional opportunities realized based in part upon demonstrated, documented skill enhancement achieved in the areas of job specific skills and soft skills.

Planning Agenda:

It is recommended the Office of Institutional Research and/or Academic Services provide timely data addressing all data components required in Instructional Program Review Handbook.

III. Curriculum

A. Degrees and/or Certificates

DESCRIPTION/EVALUATION:

Work Experience curriculum is designed to supplement the curriculum of the institution; as such students in all majors may enroll in Work Experience courses. Work Experience courses count towards free elective credit for all associate degrees, including transfer degrees. In addition, Work Experience courses are now listed as a General Education Area E option for LCC non-transfer AA/AS degrees, and Work Experience courses transfer to the CSU system.

Programs that offer Work Experience to meet either core requirements, or as a required elective option are the following:

Title of Degree:	Degree Required	Required Elective Option
AA-Administration of Justice		X
Cert. of Achievement-Administration of Justice		X
Cert of Accomplishment-Administration of Justice		X
Reserve Officer Training III-Safety and Security Personnel		
AS-Accounting		X
AS-Office Administrative Assistant		X
AA-Childhood Development		X
AS-Digital Graphic Design	X	
Cert. of Achievement-Digital Graphic Design	X	
Cert. of Accomplishment-Digital Graphic Design Fast Track I	X	
Cert. of Accomplishment-Digital Graphic Design Fast Track II	X	
Cert. of Accomplishment-Digital Graphic Design Entrepreneurship	X	
AS-Fire Technology		X

Cert. of Achievement-Fire Technology		X
AS-Drug and Alcohol Paraprofessional	X	X
AS-Human Services	X	X
Cert. of Achievement-Drug and Alcohol Paraprofessional	X	
Cert. of Achievement- Human Services	X	
Cert. of Accomplishment- Administrative Medical Assistant	X	

Work Experience courses are well integrated into the curriculum. With the current economic downturn the labor market has become a very competitive place for job applicants.

Planning Agenda:

Further consideration as to how Work Experience can be incorporated into additional degree/certificate program requirements should be considered as a means of assisting students in developing their workplace competence and building their resumes before entering the workforce upon graduation. In addition, encouraging CTE students to pursue Work Experience as a valuable option to complete their General Education Area E option for LCC non-transfer AA/AS degrees to increase their employability before entering the workforce upon graduation would serve students well.

Special interest in this area is in relationship to AB86/Adult education Block Grant, including the role Work Experience may play in low unit work skill certificates. To support this endeavor, the Work Experience Coordinator, in collaboration with the High School Equivalency Curriculum Developer/Instructor and Academic Senate President have created a proposal for a, “Steps to Employment Success” program which includes a “Pathway to Employment Success” low unit certificate as a means of bridging the gap between high school equivalency attainment and entry into Career Technology Education (CTE) programs or employment. As this program further develops opportunities for incorporating Work Experience into low unit CTE certificates should be explored further.

B. Courses

DESCRIPTION/EVALUATION:

The Work Experience course curriculum provides the structure for students to develop and identify individual learning objectives outlining new job specific skills they build each semester. In addition, the program emphasizes the importance of developing transferable work skills as a means of building foundation skills necessary for progression in one's career development process. Through a process of self-assessment, goal setting and self-evaluation accompanied by instruction, mentorship and objective evaluation, students build skills to lead themselves in a positive career direction.

Through these structured experiences as active members of the workforce, students bring enrichment to their college study. This not only enhances their total development and provides them with real world experience to add to their resumes, but also gives them a competitive edge in the job searching process. Numerous state initiatives including *Doing What Matters for Jobs and the Economy*, *The California Community College Chancellor's Office Workforce Task Force* and *the Adult Education Block Grant* point to the need for students to further workplace skills through work based learning opportunities.

Students enrolled in CTE Work Experience courses (courses numbered "49") work in positions related to vocational majors at Lassen College and have educational or occupational goals in these fields. Students enrolled in Occupational Work Experience (WE2) work in positions related to their transfer major where no related vocational Work Experience courses exist. Students enrolled in General Work Experience (WE1) may not yet have identified a specific career or educational goal and work in a variety of positions developing their basic work skills while exploring potential career directions.

Course outlines include course level SLO's for all Work Experience courses. Because the nature of Work Experience provides individual learning stations and objectives for each student, course SLO's are focused on development of soft skills and core career development competencies. These skills and competencies identified in the SLO's are key to success regardless of career field. For this reason all of the Work Experience courses have the same set of course SLO's.

As delivery of course content, including soft skills curriculum, has expanded to include online delivery, some students have expressed frustration of working with Moodle. Some of this frustration is anticipated to be alleviated with LCC potentially migrating to Canvas. While this migration will be somewhat helpful, further support in terms of student utilization and application of soft skills curriculum is seen as a need especially with regard to those students

with employment barriers, as those who will be served through Adult Education Block Grant funding.

The Curriculum Review Form is attached. See Appendix D.

Planning Agenda:

Offer CARS 151: Career Life Skills course as a course to support soft skills development and completion of soft skills assignments for students enrolled in Work Experience. Focus recruitment efforts for CARS 151 course towards student populations with greatest employment barriers.

C. Articulation/Integration of Curriculum

DESCRIPTION/EVALUATION:

Work Experience is articulated with the California State University system and well integrated with local employers.

Under the provisions of Executive Order No. 365, all California State University campuses accept Work Experience credit awarded by California Community Colleges. Each institution notifies the campus of its policy towards awarding credit. Work Experience is not transferable to the University of California system.

The Work Experience program develops memorandums of understanding for Lassen Community College district approval (pursuant to provisions of Education code section 7829), for student volunteer placement, with a variety of agencies. Supervisor feedback is solicited from all worksite supervisors both verbally and in writing to for the purposes of program development and curriculum enrichment. In addition, the Work Experience Coordinator attends vocational advisory meetings to obtain further employer input.

Since the last program review cycle the Work Experience program has facilitated student volunteer placement within the following local businesses/agencies:

A Better Shot Photography
BMW Genetics
Community Evangelical Free Church
Customer Talk
Evergreen Resource Management
Hair Hunters
High Desert State Prison
Iron Horse Gym
Janesville Fire Department
Joan's Studio of Dance

Lassen County Probation Department
Lassen Family Services
LASCO
Leap Ahead Learning
Milwood Florist and Nursery
Susanville Express

Since the last program review cycle, the Work Experience program has worked with student employees and employers at the following businesses:

4-CORNERS MARKET
AAA
ALLSTATE INSURANCE
ALMANOR WELDING
AMERIGAS PROPANE
ASSEMBLY OF GOD
BAILEY CREEK GOLF COURSE
BANNER LASSEN MEDICAL CENTER
BIG 5 SPORTING GOODS
BURGER KING
CA. TRIBAL TANF
CAL NEVA BROADBAND
CASA
CASCADE WIRELESS
CALIFORNIA DEPT. OF CORRECTIONS & REHABILITATION
CITY OF SUSANVILLE
COMMUNITY CHURCH
COUNTRY VILLA RIVERVIEW
COURTHOUSE CAFÉ
CROSSROADS MINISTRIES
CUSTOMER TALK
DIAMOND MOUNTAIN CASINO
DIAMOND MOUNTAIN MINI MART
DIAMOND MOUNTAIN SMOKESHOP
DIAMOND PEAK/DELPHI GROUP HOMES
DIAMOND VIEW SCHOOL
DOLLAR TREE
DOW RANCH
DOYLE FIRE DEPARTMENT

EAGLE LAKE VILLAGE ASSISTED LIVING
EL TEPEYAC GRILLE
ENVIROMENTAL ALTERNATIVES
EVANGELICAL FREE CHURCH
EVERGREEN RESOURCE MANAGEMENT
FEDERAL BUREAU OF PRISONS
FORT SAGE UNIFIED SCHOOL DISTRICT
GROCERY OUTLET
HAIR HUNTERS
HALO HUES RANCH
HARTS CAFÉ
HEADSTART
HITCHINGS RANCH
HOLIDAY QUALITY FOODS
JACK-IN-THE-BOX
JANESVILLE FIRE PROTECTION
JANESVILLE SCHOOL
JOAN'S STUDIO OF DANCE
KELLOGG CONSTRUCTION
KENTUCKY FRIED CHICKEN
LASSEN ALE WORKS
LASSEN AURORA NETWORK
LASSEN CO. ALCOHOL AND OTHER DRUGS DEPT.
LASSEN CO. BEHAVIORAL HEALTH
LASSEN CO. CHILD PROTECTIVE SERVICES
LASSEN CO. IN HOME SUPPORT SERVICES
LASSEN CO. OFFICE EDUCATION
LASSEN CO. SOCIAL SERVICES
LASSEN CO. FEDERAL CREDIT UNION
LASSEN CO. PROBATION DEPARTMENT
LASSEN CO. SHERIFFS DEPARTMENT
LASSEN COUNTY TIMES
SUSANVILLE SCHOOL DISTRICT
LASSEN FAMILY SERVICES
LASSEN LAND TRAILS TRUST
LASSEN LIFE SKILLS
LASSEN REGIONAL SOLID WASTE MGMT

LASSEN SENIOR SERVICES
LASSEN UNION HIGH SCHOOL DISTRICT
LASSEN VET HOSPITAL
LASSEN WORKS
LAW OFFICE OF DALE E. BEEKER JR
LASSEN COMMUNITY COLLEGE
LEAP AHEAD LEARNING CENTER
LITTLE LIGHTHOUSE CHILDREN'S CENTER
LUMBERJACK RESTAURANT
MOUNTAIN MEADOWS CONSERVATORY
MCDONALDS
MILWOOD FLORIST
MODOC JOINT UNIFIED SCHOOL DIST.
MOUNTAIN MEADOWS CONSERVENCY
MOUNTAIN LIFEFLIGHT
NEW IMAGE RACQUETBALL AND FITNESS
NORTH VALLEY SERVICES
NORTHEASTERN RURAL HEALTH
OAK CREEK CINEMAS
OATES CONSTRUCTION
OLD MILL CAFÉ
OWENS PHARMACY
PAPA MURPHYS
PATHWAYS
PHUNNY FARM
RICHMOND ELEMENTARY SCHOOL
RIM ROCK MOTEL
RIVER INN
ROSS
SAFEWAY
SENECA DISTRICT HOSPITAL
SIERRA ARMY DEPOT
SIERRA CASCADE FAMILY OPPORTUNITY (HEAD START)
SIERRA PRIMARY SCHOOL
SUSANVILLE INDIAN RANCHERIA TRIBAL OFFICE
SUSANVILLE INDIAN RANCHERIA
SUSANVILLE INDIAN RANCHERIA NATURAL RESOURCES

ST. FRANCIS BAR AND GRILL
STARBUCKS
SUPER 8 MOTEL
SUSANVILLE CHURCH OF THE NAZARENE
SUSANVILLE FIRE DEPARTMENT
SUSANVILLE TOWING
THE ARK GIRLS GROUP HOME
TUM-A-LUM LUMBER
UNITED STATES POST OFFICE
UPTOWN CINEMAS
US DEPT OF AGRICULTURE
US FOREST SERVICE
US FOREST SERVICE BOGARD WORK STATION
USDA FOREST SERVICE
VERIZON WIRELESS
VIAL PHYSICAL THERAPY
WALGREENS PHARMACY
WALMART
WESTCARE
WESTWOOD FAMILY RESOURCE CENTER
WESTWOOD ONE STOP

Through implementation efforts focused upon Feather River College's IDRC Grant targeting 21st Century Skills (Embedded Soft Skills) the Lassen College Work Experience program, as one of 11 pilot colleges partnering on this initiative, obtained local employer in-kind commitments representing \$256,000 to focus efforts on providing work based learning opportunities for students, curriculum review and input and attendance of related meetings or trainings.

Planning Agenda:

Continue collaboration with Feather River College's IDRC Grant targeting 21st Century Skills, including incorporation of program curriculum within Work Experience courses, and tracking of student outcomes to facilitate validation of curriculum for the purpose of developing digital badging of soft skills competence through *Launch Path*.

IV. Scheduling and Enrollment Patterns

DESCRIPTION/EVALUATION:

See Appendix:

Table 5 Work Experience Program Sections

Table 6 Work Experience Program Enrollment

Table 7 Work Experience Program FTES

Work Experience courses are available to students on a “days/hours arranged” (DHR) schedule. Students are required to attend introductory orientation meetings. If a student is unable to attend one of these initial sessions the student is accommodated by the faculty instructor.

Work Experience is available year round (fall, spring and summer terms). The flexibility and availability of Work Experience courses meet student needs in terms of number of sections, variety of times, length of courses and method of delivery. Students have access to general education courses within the context of the scheduling of Work Experience courses.

Work Experience has seen a drop in enrollment since the last IPR cycle. Much of this is attributed to repeatability limitations imposed by Federal Financial Aid which impacts students pursuing both work study and Work Experience concurrently. One approach that has been instituted to address this drop is to include Work Experience with in Area E of the non-transfer AA/AS GE pattern. This was done to not only incentivize Work Experience enrollment, but to encourage students who are pursuing an LCC non-transfer AA/AS degree as their terminal degree to gain some experience in the world of work to increase their employment potential upon graduation. Additional factors that have played into decreased enrollment include losing employer funded internships based on economic downturn including positions lost with High Desert State Prison Medical Records Department and Susanville Indian Rancheria.

Contact is ongoing with the Community Resources Manager at High Desert State Prison (HDSP) to explore internship opportunities for students at HDSP. Discussions in this arena have included volunteer opportunities in Human Services, Business and Art. Further discussion is needed to problem solve the barriers that students face with regard to the cost of transportation to and from the HDSP for a semester. Initial communications have occurred with HDSP to explore the potential of revitalizing the funded internship/student assistant positions previously offered in the Medical Records Department, but much work is needed to further develop this opportunity for students.

Coordination between Work Experience and Banner Lassen Medical Center is paving the way for numerous volunteer placements for Medical Assisting student interns at Banner in well-rounded work based learning positions.

Program recruitment efforts have included trying to encourage students to further explore volunteer Work Experience opportunities. The economic barriers students face in terms of affording additional transportation costs, as well as pre-intern back ground checks and TB testing is preventative for many students.

Planning Agenda:

Further recruitment efforts are needed to increase Work Experience enrollment. These efforts are best addressed through targeted marketing focusing on Work Experience opportunities paired with CTE or work skill certificates, increasing student opportunities for funded work based learning through student employment / student work study, and addressing student economic barriers to volunteer internship opportunities.

V. Equipment

Equipment includes 1 lap top with docking station, 1 desk top for student assistant/adjunct use. Desk top for student assistant/adjunct use is approximately 7 years old and is in need of replacement.

Planning Agenda:

Replace student assistant/adjunct computer.

VI. Outside Compliance Issues

Work Experience and Title V

Title V contains the regulations for Work Experience programs. Title V describes the basic elements of a Work Experience program including types of WORK EXPERIENCE, student qualifications, district services provided, and how college credit is calculated and awarded. These sections were developed by the California Community College Chancellor's office in conjunction with Work Experience educators and approved and adopted by the Board of Governors. Adherence to these regulations is paramount to avoid audit findings that may cause apportionment repayment issues.

VII. Prioritized Recommendations

A. Prioritized Recommendations for Implementation by Program Staff

1. Advertise Work Experience classes on campus using flyers on bulletin boards.
2. Explore avenues to address student economic barriers to volunteer internship opportunities.
3. Identification of further funding sources for student employment/student work study would increase student ability to sustain employment by counteracting economic downturns.
4. Further consideration as to how Work Experience can be incorporated into additional degree/certificate program requirements should be considered as a means of assisting students in developing their workplace competence and building their resumes before entering the workforce upon graduation.
5. Continue collaboration with Feather River College's IDRC Grant targeting 21st Century Skills, including incorporation of program curriculum within Work Experience courses, and tracking of student outcomes to facilitate validation of curriculum for the purpose of developing digital badging of soft skills competence through *Launch Path*.

B. Prioritized Recommendations Inclusion in the Planning Process
Prioritized Recommendations for Inclusion in Education Master Plan
Work Experience 2015

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
2	Advertise Work Experience in the community via the college's weekly advertisements in the Lassen County Times.	On-going	\$0 – utilize existing advertisement opportunities	Increased FTES potential
4	Purchase a Work Experience logo table cloth to use when the promotional setting does not provide space for hanging the banner on the wall behind the display table.	2016	\$150	Enhanced program marketing.
2	Explore feasibility of incorporation of Work Experience into new low unit CTE certificates to be developed in response to Adult Education Block Grant funding.	2015-2016	unknown	Potential for new enrollments if programs are feasible
3	Replace student assistant/adjunct computer	Fall 2016	\$1,500	Improved teaching and program support.

4	Offer CARS 151: Career Life Skills course as a course to support soft skills development and completion of soft skills assignments for students enrolled in Work Experience. Focus recruitment efforts for CARS 151 course towards student populations with greatest employment barriers.	Fall 2016	\$1,300	Increased student support for students with greatest employment barriers.
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Prioritized Recommendation for Inclusion in Student Services Mater Plan

Work Experience 2015

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
4	Increase student opportunities for funded Work Experience through student employment / student work study programs.	Spring 2016	Use of existing funds	Increase co-enrollment of students in funded work programs (Federal Work-Study, CalWorks) and Work Experience.

4	Encouraging CTE students to pursue Work Experience as a valuable option to complete their General Education Area E option for LCC non-transfer AA/AS degrees to increase their employability before entering the workforce upon graduation would serve students well.	Spring 2016	Through existing services	Enhanced student employability post graduation.
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Prioritized Recommendations for Inclusion in Institutional Effectiveness Master Plan

Work Experience 2015

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
1	It is recommended the Office of Institutional Research and/or Academic Services provide timely data addressing all data components required in Instructional Program Review Handbook. Data comparisons of student completion and success based on timing of course enrollment during the semester may prove insightful.	unknown	unknown	Improved data utilization in Instructional Program Review process.

SECTION TWO: HUMAN RESOURCE PLANNING

I. Program Staffing

DESCRIPTION/EVALUATION:

Current staffing for the Work Experience program includes the following faculty:

Permanent Personnel:

One full time certificated Work Experience faculty coordinator:

Lisa Gardiner

Part-time Personnel:

One adjunct instructor serving students in Administration of Justice, and during summer session: Kittie Edson

One part-time work study assistant: Staffing of this position is not dependable as it is based on a fluctuating budget (federal work study) and various students whose attendance and reliability is inconsistent.

The program is expected to grow with various initiatives mentioned previously in this document including;

- Internship opportunities at High Desert State Prison
- Medical Assistant interns at Banner Lassen Medical Center
- Work skill certificates in conjunction with Adult Education Block Grant (AEBG) regional collaborative

Some of these identified areas of growth will include students with more employment barriers (AEBG) who are anticipated to need more one-on-one assistance, and follow up/coordination with site supervisors.

While Work Experience enrollments have decreased since the last IPR, Coordinator time devoted to instruction has increased due to addition of online course content for all students.

These program changes have impacts on staffing.

Planning Agenda:

Increase staffing to accommodate program changes.

II. Professional Development

DESCRIPTION/EVALUATION:

Program faculty annually complete flex requirements including participation in the following;

IDRC 21st Century Skills participant: New World of Work Curriculum training

LCC Online Faculty Cohort participant

Lassen Moodle Users Group participant

California Internship & Work Experience Association (CIWEA) training participant

CIWEA Board Member 12-13

New Student orientation presenter fall 2014, fall 2015

Professional development is important to maintain currency with work force development trend and initiatives. It is difficult for Work Experience faculty to fully participate in the depth and breadth of professional development opportunities desired as it is difficult to have the time to get away from campus based on the necessity of faculty obligations one is committed to complete.

Planning Agenda:

Develop a professional development budget to be split annually or rotated regularly between faculty in all disciplines not supported by external grant or categorical funding.

Provide a budget to hire a qualified substitute to assist when faculty is absent to attend professional development.

III. Student Outcomes

No student evaluation results were available. Student learning outcomes have not indicated a need for HR-related recommendations, though greater office coverage and support would provide program enhancement.

Planning Agenda:

Increase staffing to accommodate program changes.

IV. Prioritized Recommendations

Prioritized Recommendations for Inclusion in the planning Process

Prioritized Recommendations for Implementation by Program Staff

None.

**Requiring Institutional Action for Inclusion in Human Resource
Master Plan: 2015 Work Experience IPR**

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
3	Increase staffing to accommodate program changes: Hire a .50 FTE Work Experience Administrative Assistant.	Spring 2016	\$20,000.00	Provide better program office coverage when the Coordinator is completing worksite visits and attending meetings. Assist with clerical aspects of the program. Meet increased needs based on program growth including increase in students with employment barriers.
3	Develop a professional development budget to be split annually or rotated regularly between faculty in all disciplines not supported by external grant or categorical funding.	Immediate inclusion in budget process for 2015-2016 budget	Recommend budgeting a minimum of \$1,000/faculty member annually	Regular engagement with professional organizations and conferences; current information and contacts to share with students
3	Provide a budget to hire qualified substitute instructors to assist when faculty is absent to attend professional development.	unknown	Recommend budgeting a minimum of \$500/faculty member annually	Increased engagement of faculty in professional development activities.

SECTION THREE: FACILITIES PLANNING

DESCRIPTION/EVALUATION:

The Work Experience Office is located in the Humanities Building in H-205. The office houses the Work Experience Coordinator, part time program certificated staff, and a work study assistant, when one is assigned to the program.

The office is a very small work space. It becomes crowded when both staff and students are present. The air circulation is poor due to significant particulate matter build up in the ducting system. Limited air circulation makes it difficult to regulate building temperature and the heat accumulates throughout the day often reaching 85 degrees in the office when outdoor conditions are below 50 degrees; and office temperatures exceeding 99 degrees when outdoor temperatures are high. The particulate matter that comes out of the ducting system causes air pollution in the office as evidenced by the layer of grit that accumulates on the storage cabinet located under the exhaust vent. The office is open year-round to accommodate the needs of the program.

Work Experience orientations are most commonly held in HU 206. This classroom works well for this purpose.

Instructional space for Careers and high school equivalency courses related to the Adult Education Block Grant target populations has not been determined yet as the related certificates are still in the curriculum approval process.

Planning Agenda:

Assess heating and duct system in Humanities building to allow for the provision of comfortable temperatures and clean air. Perform identified replacements and repair.

Locate instruction for Careers and high school equivalency courses geared toward Adult Education Block Grant target populations in HU 213.

II. Prioritized Recommendations Requiring Institutional Action for Inclusion in Facilities Master Plan: 2015 Work Experience IPR

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
3, 4	Assess heating and duct system in Humanities building to allow for the provision of comfortable temperatures and clean air. Perform identified replacements and repair.	Unknown, yet has been an identified need since 2006-2007 Work Experience IPR	Unknown	Safer and more comfortable climate for instruction and program coordination.
3, 4	Locate instruction for Careers and high school equivalency courses geared toward Adult Education Block Grant target populations in HU 213.	Spring 2016	None	Supportive learning environment with barriered students receiving instruction across the hall from Academic Resource Center, increasing likelihood of students accessing resources.

SECTION FOUR: TECHNOLOGY PLANNING

DESCRIPTION/EVALUATION:

Currently, Work Experience holds orientation meetings most commonly in HU206, and sometimes in other HUM classrooms including; HU204, HU106 or HU107. These classrooms are equipped with Smart boards that meet program needs for orientation delivery.

Equipment I Work Experience Office includes 1 lap top with docking station, 1 desk top for student assistant/adjunct use. Desk top for student assistant/adjunct use is approximately 7 years old and is in need of replacement.

Planning Agenda:

Replace student assistant/adjunct computer.

Prioritized Recommendations for Implementation by Program Staff

None.

**Prioritized Recommendations Requiring Institutional Action for
Inclusion in Technology Master Plan: 2015 Work Experience IPR**

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
3	Replace student assistant/adjunct computer	Fall 2016	\$1,500	Improved teaching and program support.

Appendix A:
Lassen Community College Four-Column Model for Student Learning Outcomes

Appendix A:
Lassen Community College Four-Column Model for Student Learning Outcomes
Program: Cooperative Work Experience Education

Institutional Student Learning Outcomes	Program Student Learning Outcomes	Course Student Learning Outcomes	Assessment Method
<p>Communication – Ability to listen and read with comprehension and the ability to write and speak effectively</p>	<p>Students will evaluate their workplace skills and collaborate with their supervisor and Work Experience Instructor to identify and enhance skill areas for career development.</p>	<p>Demonstrate the ability to use descriptive skill language.</p>	<p>Completion of learning objectives assignment.</p>
<p>Critical Thinking – Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome .</p>	<p>Students will apply classroom knowledge in their work setting.</p>	<p>After creating individualized measurable occupational learning objectives that identify new skills to be attained, the student will complete work tasks on-the-job that strengthen skills that support objective completion. The student will recognize the benefits that setting and achieving skill enhancement goals has on their career development.</p>	<p>Supervisor evaluation of measurable occupational learning objective attainment.</p>
<p>Life Long Learning – Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use</p>			

<p>the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems</p>	<p>Personal/Interpersonal Responsibility – Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals ; ability to interact successfully with other cultures</p>		<p>Students will exhibit the ability to set and achieve goals through personal accountability.</p>		<p>Given the course syllabus which identifies assignment deadlines, students will independently track these course requirements, using tools and suggestions from instructor; complete and submit assignments in a timely manner, strengthening ability to meet deadlines, a key transferable workplace skill.</p>		<p>Supervisor evaluation of measurable occupational learning objective attainment</p> <p>Submission of completed course assignments by deadlines.</p>
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Appendix B:
Lassen Community College Institutional Student Learning Outcomes
Inventory Chart

Appendix B: Lassen Community College Institutional Student Learning Outcomes Inventory Chart

Insert the names of the courses in your program and indicate by putting an “X” in the appropriate box, which institutional learning outcomes are addressed in each of the courses.

Institutional Student Learning Outcomes	CTE Work Experience courses AJ49-WT49	General Work Experience WE1	Occupational Work Experience WE2
Communication – Ability to listen and read with comprehension and the ability to write and speak effectively	X	X	X
Critical Thinking – Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome	X	X	X
Life Long Learning – Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems.			
Personal/Interpersonal Responsibility – Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures	X	X	X

**Appendix C:
Promotional Materials**

LCC WORK EXPERIENCE

LCC WORK EXPERIENCE

LCC WORK EXPERIENCE



Work Experience

Courses

Administration of Justice: AJ 49

Agriculture: AGR 49

Art: ART 49

Automotive Technology: AT 49

Business: BUS 49

Child Development: CD 49

Fire Science: FS 49

Gunsmiting: GSS 49

Health Occupations: HO 49

Human Services: HUS 49

Journalism: JOUR 49

Welding Technology: WT 49

General Work Experience: WE 1

Occupational Work Experience: WE2



Lassen Community College

P. O. Box 3000, 478-200 Hwy. 139
Susanville, CA 96130



Lassen Community College



LCC WORK EXPERIENCE



Lisa Gardiner
Lassen Community College
Work Experience Coordinator
Phone: 530-251-8856 / Fax: 530-251-8864
Email: lgardiner@lassencollege.edu

Benefits to Students

- Earn transferable, degree applicable, college credit while learning on the job.
- Build job skills to add to your resume.
- Gain the experience required to be a competitive applicant for a good job when you graduate.

Help balance a demanding schedule of work and college classes. Work Experience units count towards your total semester units and can help you maintain a full-time student status required for financial aid and student discount programs.



Establish professional contacts for future employment.

Work Experience Hours

Hours Required for Specific Units

- | | |
|----------------------------|----------------------------|
| Paid | Volunteer |
| <u>1 Unit = 75 Hours</u> | <u>1 Unit = 60 Hours</u> |
| <u>2 Units = 150 Hours</u> | <u>2 Units = 120 Hours</u> |
| <u>3 Units = 225 Hours</u> | <u>3 Units = 170 Hours</u> |
| <u>4 Units = 300 Hours</u> | <u>4 Units = 240 Hours</u> |
| <u>5 Units = 375 Hours</u> | <u>5 Units = 300 Hours</u> |
| <u>6 Units = 450 Hours</u> | <u>6 Units = 360 Hours</u> |
| <u>7 Units = 525 Hours</u> | <u>7 Units = 420 Hours</u> |
| <u>8 Units = 600 Hours</u> | <u>8 Units = 480 Hours</u> |

Benefits to Employers

Current paid employee participation

- Enhance employee performance gained from course curriculum focused on professional development.
- Increased employee motivation as work performance is evaluated and translated into college units.
- Improve supervisor/employee communication through learning objectives and faculty support.
- Improve employer retention as employees enhance their job skills and increase their potential for advancement within your organization.



Volunteer Intern Participation

By hosting a student intern, employers develop a pool of trained applicants when open positions are in recruitment. Employers are able to minimize turnover as well as training costs as successful interns are able to move into permanent positions.



How to Get Started

If you are working in a position related to a Career Technical Education (CTE) major at LCC, enroll in the CTE Work Experience course for your major. If you are a transfer student working in a position related to a major not offered at LCC, Work Experience 2: Occupational Work Experience is the course for you. If you are working in a position unrelated to your college major, enroll in Work Experience: General Work Experience.

Enrollment in Work Experience courses is limited to a maximum of 16 units, including all CTE, Occupational, and General Work Experience courses.

See complete Work Experience courses listing on back cover.

Eligibility: Work for a licensed business a minimum of 75 hours during the semester in a paid position, or 60 hours during the semester in a volunteer position. You must be at least 18 years of age to be a Work Experience Student Volunteer.

Register: Enroll in the desired Work Experience course and number of units at the beginning of the semester.

Attend: The mandatory orientation at the beginning of the semester (dates and times are posted in the class schedule). During orientation you will learn Work Experience course requirements and assignments, receive the forms you need to get started, and have the opportunity to ask any questions you may have.

If you have questions speak with the Work Experience Coordinator, or a Lassen College Counselor.





- **Sharpen skills that employers value**
- **Earn college credit while learning on the job**
- **Establish professional contacts**
- **Gain experience that looks good on a resume**
- **Increase your confidence in your work skills**
- **Apply classroom knowledge in a real-world setting**
- **Paid, volunteer, or work study positions qualify**

**Get the Experience. Get the Job.
LCC Work Experience. It Works!**

www.lassencollege.edu

Funded in part by the Carl D. Perkins Career Technical Education Grant #14-CO-025

Designed by LCC Digital Graphic Design program students

**Get the Experience. Get the Job.
LCC Work Experience. It Works!**

Work Experience Courses:

- Admin. of Justice: AJ 49**
- Agriculture: AGR 49**
- Art: Art 49**
- Auto Technology: AT 49**
- Business: BUS 49**
- Child Development: CD 49**
- Fire Science: FS 49**
- Gunsmithing: GSS 49**
- Health Occupations: HO 49**
- Human Services: HUS 49**
- Journalism: JOUR 49**
- Welding Technology: WT 49**
- General Work Experience: WE 1**
- Occupational Work Experience: WE 2**



Coordinator: Lisa Gardiner - Humanities/HU 205
530-251-8856 lgardiner@lassencollege.edu



LASSEN COMMUNITY COLLEGE
P.O. Box 3000 478-200 Hwy 139
Susanville, CA 96130

**Appendix D:
Curriculum Review Form**

LASSEN COMMUNITY COLLEGE
STATUS OF CURRICULUM REVIEWS

**Work Experience Instructional Program Review:
Status of Curriculum Review May 7, 2015**

Course	Curriculum Committee Review Completed	Curriculum Committee Review Not Completed
AJ 49 AJ Work Experience	04/21/2015	
AJ 49A Introduction to AJ Work Experience	03/31/2015 (Inactive)	
AGR 49 AGR Work Experience	04/21/2015	
AGR 49A Intro to AGR Work Experience	03/31/2015 (Inactive)	
Art 49 ART Work Experience	04/21/2015	
Art 49A Intro to ART Work Experience	03/31/2015 (Inactive)	
AT 49 AT Work Experience	04/21/2015	
AT 49A Intro to AT Work Experience	03/31/2015 (Inactive)	
BUS 49 Bus Work Experience	04/21/2015	
BUS 49A Intro to Work Experience	03/31/2015 (Inactive)	
CA 49 CA Work Experience	05/04/2011 (Inactive)	
CD 49 CD Work Experience	04/21/2015	
CD 49A Intro to CD Work Experience	03/31/2015 (Inactive)	
CORS 49 CORS Work Experience	05/06/2014 (Inactive)	
CORS 49A Intro to CORS Work Experience	05/06/2014 (Inactive)	
FS 49 FS Work Experience	04/21/2015	
FS 49A Intro to FS Work Experience	03/31/2015 (Inactive)	
GSS 49 GSS Work Experience	04/21/2015	
GSS 49A Intro to GSS Work Experience	03/31/2015 (Inactive)	
HO 49 HO Work Experience	04/21/2015	
HO 49A Intro to HO Work Experience	03/31/2015 (Inactive)	
HUS 49 HUS Work Experience	04/21/2015	
HUS 49A Intro to HUS Work Experience	03/31/2015 (Inactive)	
JOUR 49 JOUR Work Experience	04/21/2015	

**LASSEN COMMUNITY COLLEGE
STATUS OF CURRICULUM REVIEWS**

JOUR 49A Intro to JOUR Work Experience	03/31/2015 (Inactive)	
PGT 49	04/05/2011 (inactive)	
WT 49	04/21/2015	
WT 49A	03/31/2015 (Inactive)	
WE 1	04/21/2015	
WE 1A	03/31/2015 (Inactive)	
WE 2	04/21/2015	
WE 2A	03/31/2015 (Inactive)	

Lisa Gardiner

Lisa Gardiner Subject Area Faculty Signature

Date: 6/10/15

Cheryl Aschenbach

Cheryl Aschenbach Department Chair

Date: 6/9/15

Cheryl Aschenbach

Cheryl Aschenbach Curriculum/Academic Standards Committee Chair Signature

Date: 6/9/15

Terri Armstrong

Dr. Terri Armstrong Vice President of Academic Services/AD Signature

Date: 6/10/15

Appendix E: Tables

TABLE 1: WORK EXPERIENCE PROGRAM COURSE COMPLETION

TABLE 2: WORK EXPERIENCE PROGRAM COURSE SUCCESS

TABLE 3: STUDENT SLO PERFORMANCE BY SUBJECT AND COURSE (AGR-HUS)

TABLE 4: STUDENT SLO PERFORMANCE BY SUBJECT AND COURSE (WE1 & WE2)

TABLE 5: WORK EXPERIENCE PROGRAM SECTIONS

TABLE 6: WORK EXPERIENCE PROGRAM ENROLLMENT

TABLE 7: WORK EXPERIENCE PROGRAM FTES

Work Exp Program Course Completion

Course	2010-11				2011-12				2012-13				2013-14				2014-15			
	Sumr	Fall	Sprg	Total	Sumr	Fall	Sprg	Total	Sumr	Fall	Sprg	Total	Sumr	Fall	Sprg	Total	Sumr	Fall	Sprg	Total
	AGR 49		100%	100%	100%			100%	100%											
AGR 49A							0%	50%		100%	100%	100%		100%		100%				
AJ 49	100%	88%	91%	91%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	75%	100%
AJ 49A																				
ART 49						100%	80%	83%		100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
ART 49A																				
AT 49	100%	100%	50%	75%	100%	100%		100%		0%	67%	40%	100%	100%	100%	100%	100%	100%	100%	100%
AT 49A											100%	100%	100%						100%	100%
BUS 49	75%	93%	89%	89%	100%	100%	100%	100%	100%		67%	67%	100%	100%	100%	100%	100%	100%	100%	100%
BUS 49A									100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
CA 49		100%		100%																
CD 49		50%	80%	64%		50%	80%	67%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
CD 49A																				
CORS 49	100%	100%	100%	100%			100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
CORS 49A																				
FS 49	100%	50%	100%	75%		100%	50%	83%												
FS 49A																				
GSS 49			100%	100%		100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
GSS 49A																				
HO 49	100%	71%	100%	82%	100%	100%	100%	100%			0%	0%								
HUS 49	100%	95%	80%	88%	100%	75%	100%	89%	100%	88%	100%	93%	100%	100%	100%	100%	100%	100%	100%	100%
HUS 49A										100%		100%	100%	100%	100%	100%	100%	100%	100%	100%
JOUR 49			100%	75%																
WE 1	79%	92%	73%	82%	100%	74%	82%	82%	80%	67%	83%	73%	50%	88%	86%	82%	100%	100%	100%	77%
WE 1A										100%	67%	78%	100%	100%	94%	85%	100%	100%	100%	86%
WE 2		100%	100%	100%		100%	100%	100%	100%	100%		100%	100%		100%	100%				100%
WE 2A											100%	100%	100%	100%		100%	100%	100%	100%	100%
WT 49							100%	100%												
WT 49A																				
Grand Total	84%	89%	80%	85%	100%	80%	87%	86%	92%	85%	78%	82%	94%	81%	91%	86%	96%	84%	88%	86%

Work Exp Program Course Success

Course	2010-11				2011-12				2012-13				2013-14				2014-15			
	Sumr	Fall	Sprg	Total	Sumr	Fall	Sprg	Total	Sumr	Fall	Sprg	Total	Sumr	Fall	Sprg	Total	Sumr	Fall	Sprg	Total
AGR 49		100%	100%	100%			50%	50%												
AGR 49A																				
AJ 49	100%	63%	82%	77%	100%	50%	100%	80%	100%	50%	100%	83%								
AJ 49A																				
ART 49			100%	100%		100%	60%	67%		50%	100%	75%								
ART 49A										0%	67%	40%	100%	100%	100%	100%	100%	100%	100%	100%
AT 49	100%	100%	0%	50%	0%	0%	0%	0%												
AT 49A											100%	100%								
BUS 49	50%	80%	89%	79%	100%	71%	100%	86%												
BUS 49A										83%	100%	88%								
CA 49		100%		100%																
CD 49		50%	40%	45%		50%	80%	67%	100%	100%	100%	100%								
CD 49A										100%	0%	33%	100%	0%	100%	67%				
CORS 49	100%	75%	100%	88%			0%	0%	100%	0%		50%								
CORS 49A										67%	50%	60%								
FS 49	100%	50%	100%	75%		100%	50%	83%												
FS 49A										50%	100%	67%								
GSS 49			100%	100%		100%	100%	100%		100%		100%								
GSS 49A																				
HO 49	100%	57%	100%	73%	50%	100%	100%	80%			0%	0%								
HUS 49	100%	81%	64%	74%	100%	50%	88%	74%	0%	75%	83%	73%								
HUS 49A										100%		100%								
JOUR 49		33%	100%	50%																
WE 1	56%	69%	54%	61%	72%	55%	61%	60%	60%	40%	67%	50%	50%	50%	86%	76%	67%	50%	62%	62%
WE 1A										55%	38%	44%	100%	100%	88%	80%	100%	100%	61%	77%
WE 2		67%	60%	63%		100%	67%	80%	67%	100%		80%			100%	100%				100%
WE 2A											100%	100%		0%		0%				100%
WT 49							0%	0%												
WT 49A																				
Grand Total	65%	70%	63%	67%	76%	60%	69%	66%	67%	58%	63%	61%	94%	72%	85%	80%	91%	70%	81%	81%

Student SLO Performance by Subject and Course

WORK EXP

Sum of Field1		TERM			
Subject	CourseN SLO	Fall 2013	Spring 2014	Fall 2014	Grand Total
AGR	49 SLO 2	100%	#DIV/0!	#DIV/0!	100%
	49A SLO 4	0%	#DIV/0!	#DIV/0!	0%
AJ	49 SLO 3	#DIV/0!	100%	100%	100%
	49A SLO 2	100%	#DIV/0!	#DIV/0!	100%
	SLO 4	100%	67%	83%	79%
ART	49 SLO 3	#DIV/0!	100%	100%	100%
	49A SLO 2	67%	#DIV/0!	#DIV/0!	67%
	SLO 4	100%	100%	100%	100%
AT	49 SLO 2	100%	#DIV/0!	#DIV/0!	100%
	SLO 3	100%	0%	#DIV/0!	50%
	49A SLO 4	#DIV/0!	#DIV/0!	100%	100%
BUS	49 SLO 2	100%	#DIV/0!	#DIV/0!	100%
	SLO 3	100%	100%	100%	100%
	49A SLO 2	100%	#DIV/0!	#DIV/0!	100%
	SLO 4	100%	100%	100%	100%
CD	49 SLO 3	#DIV/0!	100%	100%	100%
	49A SLO 2	100%	#DIV/0!	#DIV/0!	100%
	SLO 4	#DIV/0!	#DIV/0!	100%	100%
CORS	49 SLO 3	#DIV/0!	100%	#DIV/0!	100%
FS	49 SLO 2	100%	#DIV/0!	#DIV/0!	100%
	SLO 3	100%	#DIV/0!	#DIV/0!	100%
	49A SLO 2	100%	#DIV/0!	#DIV/0!	100%
	SLO 4	100%	100%	100%	100%
GSS	49 SLO 3	#DIV/0!	#DIV/0!	100%	100%
	49A SLO 2	100%	#DIV/0!	#DIV/0!	100%
	SLO 4	100%	100%	100%	100%
HUS	49 SLO 2	67%	#DIV/0!	#DIV/0!	67%
	SLO 3	100%	100%	67%	89%
	49A SLO 2	100%	#DIV/0!	#DIV/0!	100%
	SLO 4	100%	100%	100%	100%
Grand Total		92%	91%	94%	92%

Student SLO Performance by Subject and Course

Subject **WE**

Sum of Field1		TERM			
CourseNumber	SLO	Fall 2013	Spring 2014	Fall 2014	Grand Total
1	SLO 2	88%	#DIV/0!	#DIV/0!	88%
	SLO 3	83%	78%	67%	78%
2	SLO 3	#DIV/0!	0%	#DIV/0!	0%
	SLO 2	88%	#DIV/0!	#DIV/0!	88%
1A	SLO 3	#DIV/0!	#DIV/0!	50%	50%
	SLO 4	96%	63%	61%	72%
2A	SLO 2	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	SLO 3	#DIV/0!	#DIV/0!	100%	100%
	SLO 4	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Grand Total		91%	65%	62%	#DIV/0!

Work Exp Program Sections

Course	2010-11			2011-12			2012-13			2013-14			2014-15					
	Sumr	Fall	Sprg	Total	Sumr	Fall	Sprg	Total	Sumr	Fall	Sprg	Total	Sumr	Fall	Sprg	Total		
AGR 49		1	1	2		1	1	2							1	1		
AGR 49A							1	1	2		1	1						
AJ 49	1	2	1	4	2	2	1	5	1	1	2	4		1	1	3		
AJ 49A													2	2	1	3		
ART 49			1	1		1	1	2		1	1	2		1	1	3		
ART 49A							1	1	2	1	1	3		1	1	3		
AT 49	1	1	1	3	1	1		2		1	1	2			1	1		
AT 49A									1	1		1		1		1		
BUS 49	1	1	1	3	1	1	1	3	1	1	2	3		1	1	2		
BUS 49A									2	1	3	1		1		1		
CA 49		2		2														
CD 49		1	1	2	1	1	1	3	1	1	1	3		1	1	3		
CD 49A									1	1	2	3		1	1	2		
CORS 49	1	1	2	4	1	1	1	2	1	2	3	2						
CORS 49A									1	1	2							
FS 49	1	1	1	3		1	1	2	1	2	1	2			1	1		
FS 49A									1	1	2	3		1	1	2		
GSS 49			1	1		1	1	2		1	1	1		1	1	3		
GSS 49A													1	1	1	2		
HO 49	1	1	1	3	1	1	1	3	1	1	2							
HUS 49	1	3	1	5	1	1	1	3	1	1	3	2		1	1	2		
HUS 49A									1	1	1	3		1	1	3		
JOUR 49			1	1	2													
WE 1	1	5	2	8	3	3	4	10	1	4	1	6	1	2	1	3		
WE 1A									1	3	4	7	1	4	2	7		
WE 2		1	1	2		1	1	2	1	1	1	2			1	1		
WE 2A													1	1		1		
WT 49					1	1	2											
WT 49A																		
Grand Total	8	21	16	45	11	16	16	43	7	23	20	50	5	20	22	47	17	49

Work Exp Program Enrollment

Course	2010-11				2011-12				2012-13				2013-14				2014-15				
	Sumr	Fall	Sprg	Total	Sumr	Fall	Sprg	Total	Sumr	Fall	Sprg	Total	Sumr	Fall	Sprg	Total	Sumr	Fall	Sprg	Total	
	AGR 49		1	1	2			0	2												0
AGR 49A																					
AJ 49	3	8	11	22	3	4	4	11	1	2	3	6					1	1	4	1	6
AJ 49A																	3	4	3	2	8
ART 49			1	1		1	5	6		2	2	4					2	2	0	2	4
ART 49A										2	3	5					3	3	7	1	4
AT 49	1	1	2	4	1	1		2									1	1			1
AT 49A																	1	1			1
BUS 49	5	15	10	30	3	7	5	15		0	3	3					2	3	5		2
BUS 49A										6	2	8					4		4		2
CA 49		1		1																	
CD 49		6	5	11	1	4	5	10	1	1	1	3									
CD 49A										1	2	3									
CORS 49	0	4	3	7	1	1	1	2	1	1	2										
CORS 49A										3	2	5									
FS 49	1	2	1	4		3	2	5	0		1	1									
FS 49A										2	1	3									
GSS 49			1	1		1	1	2													
GSS 49A																					
HO 49	1	7	3	11	2	1	2	5		0	1	1									
HUS 49	4	21	25	50	3	8	8	19	1	8	6	15									
HUS 49A										1	1	1									
JOUR 49		3	1	4																	
WE 1	34	71	64	169	18	47	34	99	5	15	6	26									
WE 1A										11	21	32									
WE 2		3	5	8		2	3	5	3	2		5									
WE 2A											3	3									
WT 49						0	1	1													
WT 49A																					
Grand Total	49	143	133	325	32	79	73	184	12	59	59	130	17	69	54	140	23	74	73	170	

Work Exp Program FTES

Course	2010-11			2011-12			2012-13			2013-14			2014-15							
	Sumr	Fall	Sprg	Total	Sumr	Fall	Sprg	Total	Sumr	Fall	Sprg	Total	Sumr	Fall	Sprg	Total				
AGR 49		0.0	0.1	0.1		0.0	0.2	0.2						0.0		0.0				
AGR 49A												0.0								
AJ 49	0.2	1.1	1.7	3.0	0.4	0.7	1.1	2.2	0.2	0.2	0.3	0.7		0.1	0.1	0.2				
AJ 49A																				
ART 49														0.5	0.5	0.9				
ART 49A															0.1	0.1				
AT 49	0.0	0.0	0.2	0.2	0.0	0.1		0.1	0.2	0.2	0.0	0.4	0.0	0.1	0.0	0.1				
AT 49A								0.1					0.0	0.0	0.1	0.0				
BUS 49	0.3	1.4	0.9	2.6	0.2	0.7	0.6	1.5		0.0	0.1	0.1		0.1	0.2	0.3				
BUS 49A														0.4		0.4				
CA 49		0.1		0.1																
CD 49	0.5	0.4	0.4	0.9	0.0	0.3	0.4	0.7	0.1	0.1	0.2	0.3			0.1	0.1				
CD 49A										0.1	0.2	0.3	0.4	0.1	0.0	0.6				
CORS 49	0.0	0.7	0.4	1.2	0.0		0.3	0.3	0.1	0.1		0.2			0.2	0.2				
CORS 49A										0.3	0.4	0.7								
FS 49	0.2	0.2	0.2	0.6		0.4	0.3	0.7	0.0		0.1	0.1			0.0	0.0				
FS 49A										0.1	0.2	0.3		0.3	0.3	0.6				
GSS 49			0.0	0.0		0.0	0.0	0.1		0.0		0.0			0.0	0.0				
GSS 49A														0.0	0.1	0.1				
HO 49	0.1	0.7	0.3	1.2	0.3	0.1	0.1	0.4		0.0	0.0	0.0								
HUS 49	0.2	2.4	2.5	5.1	0.2	0.7	0.5	1.5	0.1	0.7	0.4	1.2		0.1	0.2	0.3				
HUS 49A										0.1		0.1	0.1	0.2	0.1	0.5				
JOUR 49		0.2	0.1	0.3																
WE 1	2.8	5.5	4.8	13.1	1.0	3.5	3.1	7.6	0.2	0.8	0.4	1.4	0.2	0.8	0.4	1.3				
WE 1A										0.9	1.5	2.4	0.4	2.8	1.0	4.1				
WE 2		0.4	0.6	1.0		0.4	0.5	0.9	0.3	0.3		0.7			0.2	0.2				
WE 2A											0.5	0.5		0.2		0.2				
WT 49						0.0	0.1	0.1								0.3				
WT 49A																				
Grand Total	3.7	13.4	12.3	29.5	2.2	6.9	7.3	16.5	1.0	4.4	4.8	10.2	1.1	5.6	3.8	10.5	1.3	5.6	5.4	12.4

