

LASSEN COMMUNITY COLLEGE

INSTRUCTIONAL PROGRAM REVIEW

POLICY AND PROCEDURE

7th EDITION

Adopted by the Academic Senate – March 5, 2007

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LASSEN COMMUNITY COLLEGE
INSTRUCTIONAL PROGRAM REVIEW

OVERVIEW and GOALS

Instructional Program review, as required by the state, is an integral part of the total process of curriculum planning, development, implementation and budgeting at Lassen Community College. The evaluation and recommendation subsections from each program review provide the basis for informed decision making on courses, programs, personnel, facilities/equipment, and budget. The instructional program review process is an effective vehicle for accountability. Through this process, colleagues can cooperatively share ideas to strengthen the college's instructional programs.

The proposed model rests on the following assumptions:

1. Statistical data alone (Cost per FTE, WSCH/FTE, etc.) is insufficient to evaluate and assign priority to institutional programs.
2. The combined subjective judgements or empirical results of qualified professionals are valid components of the total assessment of a program.
3. Criterion used for the purpose of evaluating one program may not be necessarily appropriate for evaluating another program.
4. Priority shall be given to educational considerations over cost considerations without ignoring those cost considerations.

The program review process is an opportunity for faculty to actively participate in the growth of their own programs and the growth of the college as a whole. The format of this document has been revised to follow the accreditation self-study model in order to provide consistent presentation of information. Institutional planning and budget considerations will be based on the recommendations and justifications provided by this process.

REVIEW PROCEDURE:

All transfer instructional programs at Lassen Community College will be reviewed at least once every four years and all vocational instructional programs will be reviewed at least once every two years in accordance with the following procedure. The instructional program review is considered to be a one-year process with curriculum review, student evaluation and assessment occurring during the fall semester and the writing and acceptance of the written report occurring during the spring semester.

Instructional program reviews rely on:

- self-study

- student evaluation

All programs will use similar self-study and student evaluation instruments in order to facilitate comparisons between programs.

The self-study team is composed of faculty of the program being evaluated. The self-study team will use qualitative and quantitative data as a basis for preparing and writing the self-study evaluation report.

The self-study team will be provided with a list of potential mentors. The team is encouraged to select a mentor from the adopted list to serve as a resource in the development of their self-study. The function of the mentor is limited to advisement and interpretation of the program review process. Mentors will be appointed to the list annually by the Academic Senate. Individuals will be appointed to the mentor list based on their familiarity with the Instructional Program review process (completion of their program review in the previous cycle).

It is the responsibility of the Academic Senate to inform the Office of Instruction, in May, which program(s) will be reviewed in the subsequent academic year.

The Instructional Dean and Academic Senate President will jointly send a memo to the faculty members of the program informing them of the upcoming instructional program reviews.

The Academic Senate and Instructional Dean will conduct joint Faculty Orientations for the subject area faculty of upcoming instructional program reviews in May for program reviews scheduled during the following academic year. The orientations will cover: 1) instructional program review format, 2) identification a faculty mentor, and 3) the appropriate inclusion of statistical data in the appendices of the document.

To facilitate completion of the self-study, the following statistical data for each session (F,S,SS) during the preceding four years or as indicated will be provided to the appropriate program area faculty:

- FTE's generated by program
- number of FTE faculty in program
- WSCH/FTE for the current and last four years as a minimum
- current year budget printouts as a minimum and others available on request
- enrollment pattern: enrollment at census and completion for each course within the program offered during the preceding four years
- student outcomes (transfer, awarded degrees and certificates, basic skills improvement, retention etc.)

Should the faculty of the program being reviewed disagree with the data, as provided, this disagreement will be included in the final report. The absence of statistical data does **not** relieve the self-study team of the responsibility for the completion of their self-study.

SELF-STUDY INSTRUMENT

Report Preparation:

Preparation of the self-study is viewed as a primary vehicle for evaluating a program as well as developing plans and strategies for the improvement of a program. The self-study approach allows the staff (full and part-time as applicable), who are directly involved in the program, to assume primary responsibility for the examination and strengthening of their program. The self-study document will be reviewed by the institutional planning committees as part of the institutional planning process.

The Academic Senate will designate a program self-study coordinator, from within the program being reviewed, who will call the first meeting to establish the timeline and schedule meetings for the full-time and part-time faculty to complete the self-study.

Report Format:

The report is organized in eight sections:

1. Program Goals and Objectives
2. Curriculum
3. Student Outcomes (program impact on student success)
4. Personnel and Support Services
5. Facilities/Equipment
6. Budget
7. Summary and Prioritized Program Recommendations

Sections 1-6 each consist of four subsections: description, evaluation, recommendation/plan and documentation. The recommendations should be substantiated by the description and evaluation subsections and/or reference to attachments. Documentation may be attached as appendices to the end of the written document.

Upon completion of the instructional program review process, the final written document, will be submitted to the Instructional Dean and the Academic Senate for subsequent joint presentation to the Governing Board. Upon acceptance of the document by the Governing Board the original will be maintained on file in the Office of Instruction and copies will be forwarded to the institutional planning committees. The Office of Instruction will provide copies to various institutional decision making bodies as appropriate.

See Attachment "A" - Instructional Program Review -- Self-Study Instrument

STUDENT EVALUATION OF PROGRAM

Overview:

The student survey portion of the evaluation procedure is designed to solicit comments concerning the program only, and is not an evaluation of instructors.

Survey Methods:

An anonymous questionnaire is considered to be the most effective format. This will encourage the students to be frank in their responses. The student evaluation will be scheduled and administered by the Office of Instruction during the fifth and sixth weeks of the instructional review process the Office of Instruction staff will consult with the members of the self-study group to determine the student sampling. The sampling will consist of a minimum of three core courses and other courses as selected by the self-study team. (Example: The basic skills program might wish to survey courses with high enrollment of former basic skills students.)

It is important to insure the students understand that the focus of the survey is on the program and not the faculty in the area. This is to avoid confusion, by the students, with the faculty evaluation process.

TIME LINE for PROCEDURES

May	Academic Senate and Instructional Dean jointly notify faculty of the upcoming program reviews. Academic Senate appoints faculty members to the mentors list. Faculty Orientation for Instructional Program Reviews scheduled the following year. Distribution of quantitative data by the Office of Instruction to Self-Study Team (fiscal data, census information for the last three years, and a copy of the previous final instructional program review document) for reviews scheduled the following year.
Fall Semester Week 1-4	Faculty Orientation for Instructional Program Reviews scheduled the following year. Initial meeting of the self-study team and selection of mentor (if desired).
Week 5 Spring Semester	Student evaluations are administered and compiled by the Office of Instruction. The self-study team submits the completed instructional program review documents to the Academic Senate and the Instructional Dean.
	Academic Senate and Instructional Dean jointly present the final written report to the Governing Board. Upon acceptance, the Office of Instruction will maintain the original on file and forward copies to the institutional planning committees.

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LASSEN COMMUNITY COLLEGE EDUCATIONAL PROGRAMS

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For the purpose of the instructional review process, a program is defined as an organized sequence of courses leading to a defined objective, a degree, certificate, diploma, a license, or transfer to another institution of higher education (Title V, Section 55000)

Program

- Administration of Justice/Correctional Science
- Agriculture
- Automotive Technology
- Biological Science
- Business (including Computer Office Technology)
- Child Development
- Cosmetology
- Fine Arts
- Fire Science
- Gunsmithing
- Human Services
- Journalism
- Liberal Arts
- Mathematics
- Physical Education
- Physical Science
- Vocational Nursing
- Welding Technology

Special Instructional Programs: (to completed on the four-year cycle along with transfer programs)

- Basic Skills (including English as a Second Language)
- Developmental Studies
- Work Experience

PROGRAM REVIEW CYCLE

The following, review cycle has been established by the Academic Senate [Fall 2010 will begin the fourth cycle of instructional program reviews]:

<u>Scheduled Date of Review</u>	<u>Transfer or Special Program Academic Year</u>
Academic Year 2007/2008	Art Physical Science
Academic Year 2008/2009	Basic Skills (including English as a Second Language) Developmental Skills
Academic Year 2009/2010	Biological Science Mathematics Physical Education
Academic Year 2010/2011	Liberal Arts Work Experience
Scheduled Date of Review Academic Year 2007/2008	Vocational Program Administration of Justice/Correctional Science Automotive Technology Agriculture Business Child Development Cosmetology
Academic Year 2008/2009	Fire Technology Gunsmithing Human Services Journalism Vocational Nursing Welding
Academic Year 2009/2010	Administration of Justice/Correctional Science Automotive Technology Agriculture Business Child Development Cosmetology
Academic Year 2010/2011	Fire Technology Gunsmithing Human Services Journalism

Revisions of Sections of the Instructional Program Review Documents

Based on the criterion that changes in program priorities may occur during the review cycle and since institutional planning decisions are based on the recommendations contained within the instructional program review documents revisions of specific sections may be necessary between scheduled program reviews. Program faculty may request the opportunity to revise specific sections of their self-study document at any time between scheduled reviews. The written request must be submitted to the Academic Senate at the beginning of the semester during which the revision is to be developed. The addendum containing the revised section(s) will be forwarded to the Academic Senate and Instructional Dean. The addendum will follow the same sequence of steps for acceptance as the original document. Upon acceptance by the Governing Board, the addendum will be attached to the original document in the Office of Instruction and copies forwarded to the institutional planning committees.

Review of Instructional Programs out of Sequence:

a. Early Program Reviews:

Program faculty, the President/Superintendent or the Governing Board may request an early program review for compelling reasons. Such reasons may include:

- enrollment considerations
- fiscal consideration
- facilities review

The request for an early program review will be accompanied by written justification submitted to the Academic Senate. The Academic Senate will present an official written recommendation to the Governing Board within one month of receipt of the request.

After reviewing the written recommendations of the Academic Senate the Governing Board will make the final determination for a review of an instructional program to be made out of sequence. A Governing Board decision to review an instructional program will be made by a motion of the Governing Board and passed with a majority vote. The board action will permanently move the instructional program review for the program within the review cycle.

b. Rescheduled Program Reviews:

Program faculty or the Instructional Dean may request to reschedule an instructional program review. Reasons for such a request may include but are not limited to:

- recent loss or addition of full-time subject area faculty within the program

- recent significant changes to the curriculum

Requests for rescheduling of an instructional program review will be accompanied by written justification submitted to the Academic Senate. The senate action will permanently move the instructional program review for the program within the review cycle.

c. Instructional Program Review Extensions:

Program faculty or the Instructional Dean may request an extension of the due date of an instructional program review. Requests for due date extensions of an instructional program review will be accompanied by a written justification submitted to the Academic Senate. Extensions may be granted through senate action. Instructional program reviews with granted extensions will not be considered late for budget and planning purposes. Instructional program reviews with granted extension will retain their original position within the review cycle.

d. Late Instructional Program Reviews:

Instructional program reviews retain their positions within the cycle regardless of their date of acceptance. All changes of position within the review cycle require either official Academic Senate or Governing Board action.

LASSEN COMMUNITY COLLEGE
INSTRUCTIONAL TRANSFER PROGRAM REVIEW -- SELF-STUDY

NAME OF PROGRAM: _____

DATE COMPLETED: _____

DEPARTMENTAL SIGNATURES:

Report Format

The report is organized into seven (7) sections:

1. Program Objectives
2. Curriculum
3. Student Outcomes (program impact on student success)
4. Personnel and Support Services
5. Facilities/Equipment
6. Budget
7. Summary and Prioritized Program Recommendations

Each of the first six sections of the program review self-study is subdivided into four subsections:

1. Description
2. Evaluation
3. Recommendations/Plan
4. Supporting Documentation [to be included at the end of document]

Each subsection may be completed using lists, narrative description, or attachments as appropriate. Address only those sections that apply to your program. Statements in parentheses are suggestions for your consideration and are not prescriptive. Supporting documentation for each section should be included at the end of the document.

*These forms are available electronically from the Office of Instruction.

Section by Section Focus

COMPLETE ONLY THOSE SECTIONS APPLICABLE TO YOUR PROGRAM

1. Specific objectives of the program [Program Student Learning Outcomes should be included in this section]

Description: Attach: Program-level student learning outcomes and Inventory Chart showing relationship between program courses and institutional student learning outcomes.[Appendix B] and Four-Column Model [Appendix C]

Evaluation:

Relate program student learning outcomes to the institutional student learning outcomes and college mission statement.

Recommendations/Plan:

2. Curriculum
 - a. Courses

Description: Identify courses added or deleted from the instructional program since the last instructional program review.

Evaluation:

1. Each course offered within the instructional program must be reviewed for accuracy and currency.

Sample Questions:

- a. Does the course meet a core requirement within specific degrees or certificates?
 - b. Does the course satisfy a specific area within the general education requirement for an associate degree or transfer?
 - c. Are course-level student learning outcomes included on each course outline?
 - d. Are content review forms on file for each recommended preparation and/or prerequisite?
 - e. Is the textbook current and is the publication date included?
2. A Revision to Existing Course Form for each course must be completed and submitted to the Curriculum/Academic Standards Committee for action. (Attachment D is provided to assist faculty in their curriculum review) [The revision forms will be retained in the Instructional Office with the Curriculum agenda packets].

3. Following the Curriculum/Academic Standards Committee action an Instructional Program Curriculum Review Form [available from the Curriculum/Academic Standards Committee Chair] must be completed and submitted to the Curriculum/Academic Standards Subcommittee for signature.
4. The signed form is to be included with your completed program review documents

Recommendations/Plan:

1. Identification of the assessment plan for course-level student learning outcomes up to the date of the next program review. May utilize SLO Assessment Plan Table (Appendix D)

b. Degrees and/or Certificates (This section is not applicable to Basic Skills, Developmental Studies, or Work Experience Programs)

Description: List degree and/or certificates offered in the program and attach the approved course of study for each degree and certificates. Degree and certificate student learning outcomes should be included in this section.

Evaluation:

Evaluate the core courses against the major preparation requirements for an entering junior at receiving four-year institutions (e.g. CSU System and UC System).

Evaluate the courses against the specific area requirements needed to satisfy the general education requirements for associate degrees and transfer.

Recommendations/Plan:

c. Scheduling and Enrollment Patterns

Description: Attach a list of program courses as scheduled for the last four years.

Evaluation:

1. Evaluate the relationship between past schedule, enrollment patterns and FTE generated statistics)
2. Evaluate how the scheduling of courses within the program has served the needs of a variety of students (e.g. day, evening, single parents, employed full-time). Include the following considerations:
 - a. Number of sections (too many /too few to serve student needs)
 - b. Variety of times (three times a week, twice a week, one day a week and morning/ afternoon/evening)
 - c. Length of courses (traditional semester/short term)
 - d. Method of delivery (traditional/technology-mediated/correspondence delivered instruction).

3. Evaluate student access to general education courses within the context of the scheduling of the instructional program courses?

Recommendations/Plan: (Identify any proposed changes in the schedule that might improve enrollment patterns and better meet student needs.)

d. Articulation/Integration of Curriculum:

Description:

Attach a tabular comparison of Lassen Community College courses articulating with UC and CSU. (Obtain copies of Articulation Agreements from the Transfer Center)

Evaluation:

- a. Review the Lassen Community College courses and courses at four-year institutions for course alignment. (i.e. two courses at Lassen needed to articulate with one course at UC).
- b. Review the units requirements for Lassen Community College courses as compared to four-year institutions.

Recommendations/Plan:

e. Program Expansion

Description:

Evaluation:

(Justification for growth in contract education, additional need for courses, and addition of degrees/certificates . Discussion of additional staff and cost must be included in the Personnel [Section 4a] and Budget [Section 6a]) Sections.

Recommendations/Plan

3. Student Outcomes

a. Trends and patterns in student outcomes

Description: (Information provided by the Office of Instruction – MIS and PFE reported data)

1. List the number of degrees and certificates awarded during the last four years.
2. Provide transfer numbers for the last four years
3. Provide retention data for the last four years

Evaluation:

Provide an analysis of the data listed above.

Recommendation/Plan:

b. Student Evaluation Summary

Description:

Student Evaluation Summary attached.

Evaluation:

Provide an analysis of the results of the student evaluations

Recommendation/Plan:

4. Personnel and Support Services

a. Program Staffing

Description: List the current full-time and part-time faculty positions
(List instructional assistants within the program.)

Evaluation:

(This section provides an opportunity for analysis and justification of projected staffing needs to support the program. Clerical support by the Office of Instruction and work-study needs may be included)

Recommendation/Plan:

b. Professional Development

Description:

1. Reference Flex Contracts for full-time faculty teaching in the program for each of the last two years. [Copies found in the Office of Instruction].
2. Describe the professional development of the program faculty/instruction assistants in addition to flex obligation relevant to program improvement that has occurred during the period under review. (workshops, conferences, staff development, sabbatical leaves, work experience, etc.)

Evaluation:

Recommendation/Plan:

5. Facilities/Equipment

a. Facilities

Description:

1. Describe the Lassen Community College facilities available to the program.
2. Describe additional facilities utilized off-campus by the program (attach any relevant rental agreements).

Evaluation:

1. Evaluate the on campus facilities utilized by the program.
2. Evaluate the off-campus facilities utilized by the program (include a discussion of the merits/disadvantages of providing similar facilities on-campus.
3. Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the next five years.

Recommendation/Plan:

b. Equipment

Description:

1. List capital outlay equipment, age of equipment and replacement schedule
2. Identify any existing equipment maintenance/service agreements

Evaluation:

1. Evaluate the condition of capital outlay equipment in light of the replacement schedule and available funds.
2. Evaluate the effectiveness of and need for additional maintenance/service agreements.
3. Justify any proposed modification or additions to equipment available for students and/or faculty/instructional assistants within the program.

Recommendation/Plan:

6. Budget

a. Budget from the General Fund

Description:

Complete the following chart

Academic Year	2002/2003	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008
Total Program Credit FTE's						
Total Credit FTE's	2,191.10	2095.63	1896.78	1752.00	1,442.00	Projected 1,575.00
% of FTE's generated by Program						
State Apportionment per Credit FTE	\$3,807.83	\$3,701.00	\$3,891.02	\$4,123.00	\$4,367.00	
State Apportionment per Non-Credit FTE						
Total Program Revenue						

Total Program Budget						
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Evaluation: (Analyze individual budget categories as to current sufficiency and suggest proposed changes with justification. Identify and provide an estimate of the cost for the program to modernize and sustain currency until the next instructional program review cycle. The analysis should include both short term and long term needs of the program.)

Recommendation/Plan:

b. Budget from sources of funds other than the district: (grants, contract education, categorical funding, GAIN and VATEA funding.)

Description: Identify which funds support existing programs, services, personnel and equipment.

Evaluation:

(When do funds expire and what impact on the program is anticipated?).

Recommendation/Plan:

7. Prioritized Recommendations to be considered by the Lassen Community College Planning Committees [in order to facilitate distribution to planning committees the prioritized recommendations should be arranged in to two groups: sections 1-3 and sections 4-6]

LASSEN COMMUNITY COLLEGE
INSTRUCTIONAL VOCATIONAL PROGRAM REVIEW -- SELF-STUDY

NAME OF PROGRAM: _____

DATE COMPLETED: _____

DEPARTMENTAL SIGNATURES:

Report Format

The report is organized into seven (7) sections:

1. Program Objectives
2. Curriculum
3. Student Outcomes (program impact on student success)
4. Personnel and Support Services
7. Facilities/Equipment
8. Budget
7. Summary and Prioritized Program Recommendations

Each of the first six sections of the program review self-study is subdivided into four subsections:

1. Description
2. Evaluation
3. Recommendations/Plan
4. Supporting Documentation [to be included at the end of document]

Each subsection may be completed using lists, narrative description, or attachments as appropriate. Address only those sections that apply to your program. Statements in parentheses are suggestions for your consideration and are not prescriptive. Supporting documentation for each section should be included at the end of the document.

*These forms are available electronically from the Office of Instruction.

Section by Section Focus

COMPLETE ONLY THOSE SECTIONS APPLICABLE TO YOUR PROGRAM

1. Specific objectives of the program [Program Student Learning Outcomes should be included in this section]

Description: Attach: Program-level student learning outcomes and Inventory Chart showing relationship between program courses and institutional student learning outcomes.[Appendix B]

Evaluation:

1. Relate program student learning outcomes to the institutional student learning outcomes and college mission statement.
2. Evaluate any changes the program since last review [Analyzes of previous program objectives]
3. Analyze promotional materials/advertising within this section

Recommendations/Plan:

1. List program objectives for the next two years.

2. Curriculum
 - a. Courses

Description: Identify courses added or deleted from the instructional program since the last instructional program review.

Evaluation:

1. Each course offered within the instructional program must be reviewed for accuracy and currency.

Sample Questions:

1. Does the course meet a core requirement within specific degrees or certificates?
 2. Are course-level student learning outcomes included on each course outline?
 3. Are content review forms on file for each recommended preparation and/or prerequisite?
 4. Is the textbook current and is the publication date included?
2. A Revision to Existing Course Form for each course must be completed and submitted to the Curriculum/Academic Standards Committee for action. (Attachment D is provided to assist faculty in their curriculum review) [The revision forms will be retained in the Instructional Office with the Curriculum agenda packets].

3. Following the Curriculum/Academic Standards Committee action an Instructional Program Curriculum Review Form [available from the Curriculum/Academic Standards Committee Chair] must be completed and submitted to the Curriculum/Academic Standards Subcommittee for signature.
4. The signed form is to be included with your completed program review documents.

Recommendations/Plan:

1. Identification of the assessment plan for course-level student learning outcomes up to the date of the next program review.

b. Degrees and/or Certificates

Description:

1. List degree and/or certificates offered in the program and attach the approved course of study for each degree and certificates.
2. List student learning outcomes for each degree and certificate
3. Attach dates of Advisory Committee meetings (a minimum of two meeting per year) reference Committee Member Rosters and Minutes located in the Office of Instruction

Evaluation:

1. Use advisory committee recommendations, labor market or other standards to answer the following question:
Do the core courses in the certificates and degrees meet current employer skill requirements for the field?
2. Analyze progress made on the assessment of degree/certificate leaning outcomes.
3. Summarize the advisory committee recommendations for program curriculum enhancement or improved student competencies

Recommendations/Plan:

c. Scheduling and Enrollment Patterns

Description: Attach a list of program courses as scheduled for the last two years

Evaluation:

1. Evaluate the relationship between past schedule, enrollment patterns and FTE generated statistics)
2. Evaluate how the scheduling of courses within the program has served the needs of a variety of students (e.g. day, evening, single parents, employed full-time). Include the following considerations:
 - a. Number of sections (too many /too few to serve student needs)
 - b. Variety of times (three times a week, twice a week, one day a week and morning/ afternoon/evening)

- c. Length of courses (traditional semester/short term)
 - d. Method of delivery (traditional/technology-mediated instruction).
3. Evaluate student access to general education courses within the context of the scheduling of the instructional program courses?

Recommendations/Plan: (Identify any proposed changes in the schedule that might improve enrollment patterns and better meet student needs.)

d. Articulation/Integration of Curriculum:

Description:

1. Attach Industry Memorandums of Understanding or Work Agreements (i.e. Hospital Agreements for Clinical in the Nursing Program
2. Attach 2 + 2 Agreements

Evaluation:

1. Evaluate the effectiveness of and need for additional MOU's.
2. Evaluate the effectiveness of and need for additional 2 + 2 agreements.

Recommendations/Plan:

e. Program Expansion

Description:

Evaluation:

(Justification for growth in contract education, additional need for courses, and addition of degrees/certificates . Discussion of additional staff and cost must be included in the Personnel [Section 4a] and Budget [Section 6a]) Sections.

Recommendations/Plan

3. Student Outcomes

a. Trends and patterns in student outcomes

Description: (Information provided by the Office of Instruction - MIS and PFE reported data)

1. Labor Market Data
2. Core Indicators
 - a. List the number of degrees and certificates awarded during the last four years.
 - b. Provide transfer numbers for the last four years
 - c. Provide job placement data
 - d. Provide retention data for the last four years

Evaluation:

1. Provide an analysis of the data listed above.
2. Analyze program effectiveness

Recommendation/Plan:

b. Student Evaluation Summary

Description:

Student Evaluation Summary attached.

Evaluation:

Provide an analysis of the results of the student evaluations

Recommendation/Plan:

4. Personnel and Support Services

a. Program Staffing

Description: List the current full-time and part-time faculty positions
(List instructional assistants within the program.)

Evaluation:

(This section provides an opportunity for analysis and justification of projected staffing needs to support the program. Clerical support by the Office of Instruction and work-study needs may be included)

Recommendation/Plan:

b. Professional Development

Description:

1. Reference Flex Contracts for full-time faculty teaching in the program for each of the last two years [copies found in the Office of Instruction].
2. Describe the professional development of the program faculty/instruction assistants in addition to flex obligation relevant to program improvement that has occurred during the period under review. (workshops, conferences, staff development, sabbatical leaves, work experience, etc.)

Evaluation:

Recommendation/Plan:

5. Facilities/Equipment

a. Facilities

Description:

1. Describe the Lassen Community College facilities available to the program.
2. Describe additional facilities utilized off-campus by the program (attach any relevant rental agreements).

Evaluation:

1. Evaluate the on campus facilities utilized by the program.
2. Evaluate the off-campus facilities utilized by the program (include a discussion of the merits/disadvantages of providing similar facilities on-campus.
3. Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the next five years.

Recommendation/Plan:

b. Equipment

Description:

1. List capital outlay equipment, age of equipment and replacement schedule [reference Equipment Inventory]
2. Identify any existing equipment maintenance/service agreements

Evaluation:

1. Evaluate the condition of capital-outlay equipment in light of the replacement schedule and available funds.
2. Evaluate the effectiveness of and need for additional maintenance/service agreements.
3. Justify any proposed modification or additions to equipment available for students and/or faculty/instructional assistants within the program.

Recommendation/Plan:

6. Budget

a. Budget from the General Fund

Description:

Complete the following chart

Academic Year	2002/2003	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008
Total Program Credit FTE's						
Total Institution Credit FTE's	2,191.10	2095.63	1896.78	1752.00	1,442.00	Projected 1,575.00
Total Institution Non-Credit FTE's (if applicable)					38.00	
% of Credit FTE's generated by Program						
State Apportionment per Credit FTE	\$3,807.83	\$3,701.00	\$3,891.02	\$4,123.00	\$4,367.00	

State Apportionment per Non-Credit FTE						
Total Program Revenue						
Total Program Budget						

Evaluation:

1. Analyze cost of program (income exceeds expenditures, income covers expenditures, expenditures exceed income)
2. Analyze individual budget categories as to current sufficiency and suggest proposed changes with justification.
3. Identify and provide an estimate of the cost for the program to modernize and sustain currency until the next instructional program review cycle. The analysis should include both short-term and long-term needs of the program.

Recommendation/Plan:

b. Budget from sources of funds other than the district: (grants, contract education, categorical funding, GAIN and VATEA funding.)

Description: Identify which funds support existing programs, services, personnel and equipment.

Evaluation:

(When do funds expire and what impact on the program is anticipated?).

Recommendation/Plan:

7. Prioritized Recommendations to be considered by the Lassen Community College Planning Committees [in order to facilitate distribution to planning committees the prioritized recommendations should be arranged in to two groups: sections 1-3 and sections 4-6]

COLLEGE MISSION**VISION**

Outstanding educational experiences and maximum student learning are the norm.

MISSION STATEMENT

The college will provide outstanding programs for all those pursuing higher education goals. These include degree and certificate programs in lower division arts and sciences and in vocational fields, basic skills instruction, support services that help students to succeed at the post-secondary level, adult non-credit education, and community service courses and programs. The college will serve the community, both on campus and in the outreach centers.

GOALS**▪ Transfer Education**

The transfer program will prepare students in the areas of lower division general education and major preparation leading to a bachelor's degree. Students that are certified as transfer ready will be accepted into the university system. The institution is committed to an ongoing effort to

- increase the number of students who transfer
- increase the number of students who are transfer ready
- increase successful student completion in transfer courses

▪ Vocational Education/ Workforce Development

Vocational education will prepare students for employment in a variety of vocational or technical fields, assist those already employed to improve their skills or to train for another career, and provide enrichment opportunities. The institution is committed to an ongoing effort to

- increase the number of degrees and certificates awarded
- increase successful course completion in vocational courses
- increase successful job placements
- develop industry partnerships

▪ Basic Skills Education

The Basic Skills program will increase skills of students in reading, writing, and math and provide them with skills necessary to succeed in transfer or vocational programs or skills necessary for increased workplace competency. Upon completion of appropriate basic skills courses students will perform at rates consistent with the general student population. The institution is committed to an ongoing effort to

- increase successful student completion in basic skills courses
- increase the number of students successfully completing coursework at least one level above their prior basic skills enrollment

▪ Adult Education and Community Service

The adult education program will provide life-long learning in the areas of parenting, citizenship, health and safety, occupational training, home economics, and give educational opportunities to older adults and special needs students.

The community service program will provide the community with opportunities for cultural enrichment, social and recreational activities, and academic and practical information to promote the quality of life. The institution is committed to an ongoing effort to

- provide quality adult education offerings
- increase community service offerings
- increase cultural and social enrichment activities on campus
- increase community participation in community service offerings

▪ **Student Services**

Student services will provide comprehensive programs that support and enhance the quality of the student experience at Lassen Community College. The institution is committed to an ongoing effort to:

- increase student access to services
- increase student satisfaction with the quality of student services
- increase student recruitment, retention, and persistence increase participation in student activities to enhance student life

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	Course A	Course B	Course C	Course D	Course E	Course F	Course G
Analytical skills – ability to think critically and apply logic to solving problems							
Artistic and Aesthetics Awareness skills – ability to appreciate the creative process through the exploration of variety of creative experiences							
Communication skills – ability to listen and read with comprehension and the ability to write and speak effectively							
Global and Cultural Awareness skills – ability to interact successfully with other cultures; to acquire attitudes that enable one to respect, learn from, and appreciate diversity							
Personal, Social and Civic Responsibility skills – 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							
Quantitative and Scientific Inquiry skills – ability to analyze and solve quantitative problems; ability to apply the scientific method successfully to a wide variety of situations							
Self-awareness/Interpersonal skills -- ability to engage in self-assessment; ability to cooperate with others in a collaborative environment for accomplishment of goals							
Technology and Information Competency skills – ability to use a current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy							
Workplace Competency skills – ability to apply theoretical concepts to practical application of technical skills.							
Subject Area Competency							

Lassen Community College Four-Column Model for Student Learning Outcomes

Program: _____
 Course; _____

Institutional Student Learning Outcomes	Program Student Learning Outcomes	Course Student Learning Outcomes	As
Analytical skills – ability to think critically and apply logic to solving problems			
Artistic and Aesthetics Awareness skills – ability to appreciate the creative process through the exploration of variety of creative experiences			
Communication skills – ability to listen and read with comprehension and the ability to write and speak effectively			
Global and Cultural Awareness skills – ability to interact successfully with other cultures; to acquire attitudes that enable one to respect, learn from, and appreciate diversity			
Personal, Social and Civic Responsibility skills – 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			
Quantitative and Scientific Inquiry skills – ability to analyze and solve quantitative problems; ability to apply the scientific method successfully to a wide variety of situations			
Self-awareness/Interpersonal skills -- ability to engage in self-assessment; ability to cooperate with others in a collaborative environment for accomplishment of goals			

Technology and Information Competency skills – ability to use a current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy			
Workplace Competency skills – ability to apply theoretical concepts to practical application of technical skills.			
Subject Area Competency			

Lassen Community College Four-Column Model for Student Learning Outcomes – SAMPLE

University Studies CSU Associate in Science – Biological Science Major Preparation
 Bio 20 – Microbiology

Institutional Student Learning Outcomes	Program Student Learning Outcomes	Course Student Learning Outcomes	As
Analytical skills – ability to think critically and apply logic to solving problems	The students will apply the scientific method by stating a question; researching the topic, determining appropriate tests; performing test; collecting, analyzing, and presenting data; and finally proposing new questions about the topic.	Given a mixture of three to five unknown bacteria in a broth culture, design, implement and document a plan utilizing appropriate microbiological techniques and displaying good laboratory practices to isolate and identify the organisms.	Physiolog
Artistic and Aesthetics Awareness skills – ability to appreciate the creative process through the exploration of variety of creative experiences			
Communication skills – ability to listen and read with comprehension and the ability to write and speak effectively	Exhibit written communication competency through mixed format exams, research papers and laboratory notebooks.	Following selection of an appropriate contemporary microbiological topic the student will prepare a five to eight paper literary research paper with appropriate citations.	Research
Global and Cultural Awareness skills – ability to interact successfully with other cultures; to acquire attitudes that enable one to respect, learn from, and appreciate diversity			
Personal, Social and Civic Responsibility skills – 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			
Institutional SLO	Program SLO	Course SLO	As
Quantitative and Scientific Inquiry skills – ability to analyze and solve quantitative problems; ability to apply the scientific method successfully to a wide variety of situations	Apply the scientific method by stating a question; researching the topic, determining appropriate tests; performing test; collecting, analyzing, and presenting data; and finally proposing new questions about the topic.	Given a mixture of three to five unknown bacteria in a broth culture, design, implement and document a plan utilizing appropriate microbiological techniques and displaying good laboratory practices to isolate and identify the organisms.	Physiolog
Self-awareness/Interpersonal skills -- ability to engage in self-assessment; ability to cooperate with others in a collaborative environment for accomplishment of goals	Effectively work in teams, managing time, tasks and personality differences; sharing results and analyses in order to arrive at a final collaborative product.		
Technology and Information Competency skills – ability to use a current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy	Systematically collect, organize, and present appropriate data from a variety of sources including independent research, written journals and the Internet. Assess the validity of the data and interpret it correctly.	Following selection of an appropriate contemporary microbiological topic the student will prepare a five to eight paper literary research paper with appropriate citations.	Research
Workplace Competency skills – ability to apply theoretical concepts to practical application of technical skills.			
Subject Area Competency	Demonstrate an understanding of the uniformity of life by comparing and contrasting characteristics of a variety of living organisms, including genetics and the molecular-cellular levels of organization.	<ol style="list-style-type: none"> 1. Compare and contrast the characteristics of bacteria, protozoa, fungi, and multi-cellular parasite with regards to morphology, physiology and life cycles. 2. Given a specific unicellular organism analyze and integrate the metabolic activity of a variety of organelles. 3. Given a specific characteristic interpret the genetic basis for that characteristic. 	Developn Key Essay Res

Lassen Community College Student Learning Outcomes Assessment Plan

Department:

Course:

Expected Student Learning Outcomes	Approach, Major Assignment, Assessment Method & Criteria	Term of First Assessment	Ir Asse Rce	

Lassen Community College Student Learning Outcomes Assessment Plan- SAMPLE

Department: Biological Science

Course: Biol 20 - Microbiology

Expected Student Learning Outcomes	Approach, Major Assignment, Assessment Method & Criteria	Term of First Assessment	Ir Asse Rce	
1. The student will be able to design, implement and document a plan utilizing appropriate microbiological techniques and displaying good laboratory practices to isolate and identify the organisms from a mixture of three to five unknown bacteria in a broth culture,	Approach: All students enrolled in Microbiology will be evaluated on SLO#1 as follows: Activity: Activity: Activity:	Fall 2007		
2. The student will be able to prepare a five to eight page literary research paper with appropriate citations on an appropriate contemporary microbiological topic.	Approach: All students enrolled in Microbiology will be evaluated on SLO#2 as follows: Activity: Written research paper Assessment Method: 25 point Analytic Rubric Criteria: 70% will achieve a score of > 17	Fall 2007		

	<p>Activity: Written outline with bibliography Assessment Method: 10-point checklist Criteria: 70% will achieve a score of > 7</p> <p>Activity: Self report surveys Assessment Method: 5 point Analytic Rubric Criteria: 70% will achieve a score of > 3</p>			
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ATTACHMENT F

LASSEN COMMUNITY COLLEGE
 CURRICULUM / ACADEMIC STANDARDS COMMITTEE
 INSTRUCTIONAL PROGRAM CURRICULUM REVIEW CHECKLIST

Course Discipline & Number: _____ Course Title: _____

Original Committee Approval Date: _____ Revised Course Outline Approval Date: _____

Disciplines of Assignment: _____

Review of Course Outline of Record for Currency:

- | | | | |
|--------------------------|--|--------------------------|--|
| <input type="checkbox"/> | Disciplines of Assignment unchanged | <input type="checkbox"/> | Disciplines of Assignment updated |
| <input type="checkbox"/> | Catalog/Schedule Description unchanged | <input type="checkbox"/> | Catalog/Schedule Description updated |
| <input type="checkbox"/> | Not Repeatable | | |
| <input type="checkbox"/> | Repeatable 2 enrollments | <input type="checkbox"/> | Repeatable 3 enrollments |
| <input type="checkbox"/> | Justification for Repeatability | <input type="checkbox"/> | Legal Requirement |
| <input type="checkbox"/> | | <input type="checkbox"/> | Repeatable 4 enroll |
| <input type="checkbox"/> | | <input type="checkbox"/> | Increased Skill Level |
| <input type="checkbox"/> | No advanced preparation | | |
| <input type="checkbox"/> | Prerequisite | <input type="checkbox"/> | Content Review on file |
| <input type="checkbox"/> | | <input type="checkbox"/> | Research not necessary |
| <input type="checkbox"/> | Recommended Preparation | <input type="checkbox"/> | Research on file |
| <input type="checkbox"/> | | <input type="checkbox"/> | Content Review on file |
| <input type="checkbox"/> | Student Learning Outcomes added | | |
| <input type="checkbox"/> | Content unchanged | <input type="checkbox"/> | Content updated |
| <input type="checkbox"/> | Objectives unchanged | <input type="checkbox"/> | Objectives updated |
| <input type="checkbox"/> | Assignments unchanged | <input type="checkbox"/> | Assignments updated |
| <input type="checkbox"/> | Critical thinking section weak | <input type="checkbox"/> | Critical thinking clearly delineated |
| <input type="checkbox"/> | Methods of Instruction unchanged | <input type="checkbox"/> | Methods of Instruction updated |
| <input type="checkbox"/> | Not approved for technology-mediated instruction | <input type="checkbox"/> | Approved for technology-mediated instruction |
| <input type="checkbox"/> | Methods of Evaluation unchanged | <input type="checkbox"/> | Methods of Evaluation updated |
| <input type="checkbox"/> | Textbook unchanged | <input type="checkbox"/> | Textbook updated |

ATTACHMENT G

LASSEN COMMUNITY COLLEGE
INSTRUCTIONAL PROGRAM REVIEW - STUDENT EVALUATION

Name of Program: _____ Date Survey Completed:

Current Course: _____

Overview:

Instructional programs are reviewed every six years by the institution. The _____
Instructional Program is currently undergoing its periodic review. The _____
Instructional Program is made up of the courses leading to a degree or certificate of achievement in
_____. The courses in this program include: _____
As a student enrolled in one of these courses, your insight about the course and program can provide
valuable information to assist the program faculty in making program improvements. This student
survey is your opportunity to provide information to the program faculty. This is a student survey of
the course and program, NOT the instructor. Instructor evaluations occur at a different time.

Instructions for Completion:

Please be as objective and concise as possible when answering the following questions. Read
and evaluate each question and check the responses, which most closely relate to your views. Space
has been provided at the end, for any additional comments you would like to make.

Tell Us About Yourself:

1. Educational Goal: What is your educational objective at Lassen Community College. (Check all that
apply).

General Education:	Degrees/Certificates:	General Interest:
<input type="checkbox"/> Transfer to 4-year Institution	<input type="checkbox"/> AA/AS	<input type="checkbox"/> Job Requirement
<input type="checkbox"/> IGETC	<input type="checkbox"/> Certificate of Achievement	<input type="checkbox"/> Continuing Education
<input type="checkbox"/> CSU Certification	<input type="checkbox"/> Certificate of Completion	<input type="checkbox"/> Personal Development
<input type="checkbox"/> UNR Certification	<input type="checkbox"/> Certificate of Accomplishment	
<input type="checkbox"/> Transfer to another community college	Title of degree or certificate: _____	

2. Your Need for this Course: Why are you taking this course?

<input type="checkbox"/> Core Requirement for degree or certificate	<input type="checkbox"/> Job Requirement
<input type="checkbox"/> Elective for degree or certificate	<input type="checkbox"/> Continuing

General Education course for degree or transfer Education
 Other: Please Specify _____ Personal
Development

3. Type of Course

Lecture only Laboratory only
 Lecture/Laboratory Combination Activity Course

4. Does the course content reasonably compare with the catalog/schedule description?

yes no

5. Did the catalog clearly explain the order in which the courses in this program should be taken?

yes no3. Was any cost for this course/program, beyond registration and books clearly identified in the catalog?

yes no

6. Did the course require a textbook?

yes no

If yes, was the textbook(s) for this course adequately used?

yes no

7. Was a syllabus for the course provided at the beginning of the course?

yes no

If yes, did the syllabus clearly identify the student learning outcomes for this course?

yes no

Scheduling:

8. Did the scheduling of this course meet your needs?

current schedule met my needs
 needed morning offering

- needed afternoon offering
- needed evening offering
- needed one day a week schedule
- needed summer offering
- needed week-end offering
- needed short-term (less than semester) offering
- other: Please Specify _____

9. The scheduling of this course:

- resulted in no scheduling conflicts
- conflicted with other core (required) courses in the program
- conflicted with elective courses in the program
- conflicted with general education courses

Facilities/Equipment:

10. Do the on-campus facilities for this course/program adequately meet your needs?

- I was provided with reasonable access to the facilities
- The facilities were unavailable at times that I could use the facility.

- The temperature of the facilities was comfortable.
- The temperature of the facilities was frequently too hot.
- The temperature of the facilities was frequently too cold.
- Not applicable

- The lighting in the facilities was adequate
- The lighting in the facilities was too bright
- The lighting in the facilities was too dark
- Not applicable

- The chairs/tables/desks were adequate
- The chairs/tables/desks were inadequate
- Not applicable

Please Specify: _____

11. If applicable, do the off-campus facilities for this course/program adequately meet your needs?

Identify the specific off-campus site (i.e. Roosevelt Pool, Memorial Park, Westwood Center, etc.

-
- I was provided with reasonable access to the facilities
 - The facilities were unavailable at times that I could use the facility.

 - The temperature of the facilities was comfortable.
 - The temperature of the facilities was frequently too hot.
 - The temperature of the facilities was frequently too cold.
 - Not applicable

 - The lighting in the facilities was adequate
 - The lighting in the facilities was too bright
 - The lighting in the facilities was too dark
 - Not applicable

 - The chairs/tables/desks were adequate
 - The chairs/tables/desks were inadequate
 - Not applicable

Please Specify: _____

12. Did the course/program provide the necessary equipment?

- Sufficient equipment for the number of students
- Insufficient equipment for the number of students
- Not applicable

- Sufficient time on equipment was allowed for each student
- Insufficient time on equipment was allowed for each student
- Not applicable

- Equipment was current up-to-date
- Equipment was out dated
- Not applicable

- Equipment was generally in good operating condition
- Equipment was generally broken or inoperable
- Not applicable

13. Describe how this course/program could be improved to better meet the needs of the students at Lassen Community College.

14. Provide any additional comments on the course or program:

ATTACHMENT H

LASSEN COMMUNITY COLLEGE EDUCATIONAL PROGRAMS AND DEGREES/CERTIFICATES/LICENSES

For the purpose of the instructional review process, a program is defined as an organized sequence of courses leading to a defined objective, a degree, certificate, diploma, a license, or transfer to another institution of higher education (Title V, Section 55000)

<u>Program</u>	<u>Degree/Certificate/License</u>
Administration of Justice/ Correctional Science	Associate in Science Degree - Administration of Justice Certificate of Achievement: Administration of Justice Certificate of Completion: Reserve Officer Training III - Safety & Security Personnel Certificate of Accomplishment: Continued Professional Training Associate in Science Degree - Correctional Science Certificate of Achievement: Correctional Science
Agriculture	Associate in Science Degree - Agriculture Science & Technology Certificate of Achievement: Agriculture Science & Technology Certificate of Completion: Animal Science Certificate of Achievement: Horsemanship Certificate of Completion: Horticulture Certificate of Completion: Mechanized Agriculture
Art (Fine Arts)	Associate in Arts Degree University Studies California State University - Art Major Concentration
Automotive Technology	Associate in Science Degree - Automotive Technology Certificate of Achievement: General Mechanic Certificate of Achievement: Tune-up
Biological Science	Associate in Science Degree University Studies California State University - Biological Science Major Preparation
Business	Associate in Science Degree - Accounting Associate in Science Degree University Studies California State University - Business Major Concentration Associate in Science Degree - Office Administrative Assistant

Certificate of Achievement: Office Administrative Assistant
Certificate of Completion: Real Estate

Child Development	Associate in Arts Degree - Child Development Certificate of Achievement: Child Development Certificate of Completion: Child Development
Cosmetology	Certificate of Achievement: Cosmetology Certificate of Achievement: Cosmetology Instruction Certificate of Completion: Esthetician Certificate of Completion: Manicuring
Gunsmithing	Associate in Science Degree - General Gunsmithing Certificate of Achievement: General Gunsmithing Associate in Science Degree - Firearms Repair Certificate of Achievement: Firearm Repair Certificate of Completion: Gunsmith Machinist & Metal Finishing Certificate of Completion: Long Gun Certificate of Completion: Pistolsmith Certificate of Completion: Riflesmith
Human Services	Associate in Science Degree - Humans Services Certificate of Achievement: Humans Services Associate in Science Degree - Drug & Alcohol Paraprofessional Certificate of Achievement: Drug & Alcohol Paraprofessional
Journalism	Associate in Science Degree - Journalism Certificate of Achievement: Journalism
Liberal Arts	Associate in Arts Degree - Liberal Arts University Studies Associate in Arts Degree California State University University Studies Associate in Arts Degree IGETC
Mathematics	Associate in Science Degree University Studies California State University - Mathematics/Physical Science Core Concentration
Physical Education	Associate in Arts Degree - Physical Education

Physical Science	Associate in Science Degree University Studies California State University - Mathematics/Physical Science Core Concentration
Vocational Nursing	Associate in Science Degree - Vocational Nursing Certificate of Achievement: Vocational Nursing
Welding Technology	Associate in Science Degree - Welding Technology Certificate of Achievement: Welding Technology -2 yr Certificate of Achievement: Welding Technology -1 yr

Special Instructional Programs:

- Basic Skills (including English as a Second Language)
- Developmental Studies
- English as a Second Language
- Work Experience

ATTACHMENT I

LASSEN COMMUNITY COLLEGE EDUCATIONAL PROGRAMS/FACULTY REFERENCE

<u>Program</u>	<u>Program Faculty 2/07</u>
Administration of Justice/Correctional Science	Nancy Bengoa-Beterbide Linda Kennedy *Mark Nareau
Agriculture	*Brian Wolf
Art (Fine Arts)	*Michael Giampaoli Richard Swanson
Automotive Technology	*
Biological Science	Ed Mincher *Sue Mouck
Business (including Computer Office Technology)	Kam Vento
Child Development	*Betsy Elam
Cosmetology	
Fire Science	Dave Trussell
Gunsmithing	*John Martin
Human Services	None Identified
Journalism	*Richard Swanson
Liberal Arts	Tina Bishop Bob Brower Carie Camacho Bernadette Chavez Richard Swanson Brian Tobin
Mathematics	*Noelle Eckley Jackson Ng Robert Schofield
Physical Education	Cheryl Aschenbach Rex Branum *Ross Brosius Mark Nareau Carrie Nyman Toni Poulsen Glen Yonan
Physical Science	* Dan Anderson Ed Mincher
Vocational Nursing	* Liona Maas

Welding Technology

*John Mulcahy

Special Instructional Programs:

Basic Skills (English as a Second Language)

Kathy Rhymes
Robert Schofield

Developmental Studies

Sandy Beckwith
*Cindy Howe
Carrie Nyman

Work Experience

* Lisa Gardiner

* Academic Senate identified Program Self-Study Coordinator
(Full time faculty selection based on seniority and percentage of load typically taught in the program. Paid program coordinators selected for programs without full time faculty)

LASSEN COMMUNITY COLLEGE EDUCATIONAL PROGRAMS/COURSE REFERENCE

Administration of Justice/Correctional Science

All AJ Courses (AJ 10, AJ 12, AJ 13, AJ 14, AJ 20, AJ 21, AJ 23, AJ 24, AJ 25, AJ 37, AJ 38, AJ 48.01, AJ 48.16, AJ 48.18, AJ 48.20, AJ 48.21, AJ 48.27, AJ 48.28, AJ 48.30, AJ 48.34, AJ 48.36, AJ 48.39, AJ 48.49, AJ 48.50, AJ 48.51, AJ 48.52, AJ 48.53, AJ 48.54, AJ 48.55, AJ 48.56, AJ 48.57, AJ 48.58, AJ 48.59, AJ 48.61, AJ 48.62, AJ 48.63, AJ 48.64, AJ 48.65, AJ 48.67, AJ 48.68, AJ 48.69, AJ 48.72, AJ 48.73, AJ 48.74, AJ 49, AJ 52A, AJ 52B, AJ 52C, AJ 54, AJ 56, AJ 58, AJ 98, AJ 98.01, AJ 98.02, AJ 98.04,) and all Cors courses (Cors 10A-B, Cors 11, Cors 12, Cors 13, Cors 14, Cors 15, Cors 16, Cors 17, Cors 98, Cors 98.1, Cors 98.2)

Agriculture

All Agr Courses (Agr 1, Agr 2, Agr 8, Agr 9 , Agr 10, Agr 11, Agr 13, Agr 14, Agr 20, Agr 21, Agr 23, Agr 24, Agr 25, Agr 26, Agr 27, Agr 30, Agr 31, Agr 40, Agr 41, Agr 50, Agr 51, Agr 52, Agr 53, Agr 54, Agr 55, Agr 57, Agr 61, Agr 70, Agr 73, Agr 98, Agr 116, Agr 121, Agr 122)

Art (Fine Arts)

All Art Courses (Art 1A, Art 1B, Art 2, Art 3, Art 4A-D, Art 6, Art 7, Art 8, Art 10 A-D, Art 12, Art 18, Art 19, Art 25, Art 30, Art 35, Art 36 A-D, Art 43, Art 44, Art 46, Art 130, Art 150, Art 151)
All Music Courses (Mus 6, Mus 7, Mus 10, Mus 11, Mus 12, Mus 14, Mus 15); Film 1 and Jour 12

Automotive Technology

All AT Courses (AT 20, AT 21, AT 23, AT 24, AT 25, AT 26, AT 27, AT 28, AT 30, AT 32, AT 33, AT 36, AT 37, AT 38)

Biological Science

All Bio Courses (Bio 1, Bio 2, Bio 3, Bio 10, Bio 18, Bio 20, Bio 25, Bio 26, Bio 32)
and Anth 1

Business

All Bus Courses (Bus 1A, Bus 1B, Bus 1C, Bus 2, Bus 10, Bus 13, Bus 18, Bus 19, Bus 22, Bus 25, Bus 27, Bus 34 A-B, Bus 57, Bus 60, Bus 61, Bus 98, COT 50, COT 52, COT 59, COT 95)
All CA Courses (CA 31, CA 32, CA 55, CA 56, CA 57, CA 59, CA 150) and CS 1, Econ 10, Econ 11

Child Development

All CD Courses (CD 11, CD 12, CD 14, CD 15, CD 16, CD 17, CD 18, CD 19, CD 20, CD 21, CD 22, CD 23, CD 30, CD 50, CD 52, CD 53, CD 54, CD 55, CD 56, CD 57, CD 99 B, CD 99C, CD 161)

Cosmetology

All Cos Courses (Cos 60, Cos 62, Cos 64, Cos 66, Cos 68, Cos 70, Cos 72, Cos 74, Cos 76)

Gunsmithing

All GSS Courses (GSS 50.1, GSS 50.3, GSS 51.1, GSS 51.5, GSS 51.6, GSS 52.1, GSS 52.2, GSS 52.3, GSS 52.4, GSS 52.5, GSS 52.6, GSS 54.1, GSS 54.2, GSS 54.3, GSS 54.5, GSS 55.4, GSS 56.1, GSS 56.3, GSS 56.4, GSS 57.1, GSS 57.15, GSS 57.2, GSS 57.3, GSS 57.6, GSS 57.8, GSS 57.9, GSS 57.95, GSS 58.2, GSS 59.2, GSS 59.3, GSS 59.4, GSS 59.5, GSS 59.7, GSS 59.9, GSS 60, GSS 60.1, GSS 60.2, GSS 60.4, GSS 61.1, GSS 61.2, GSS 61.3, GSS 62.3, GSS 62.4, GSS 63.1, GSS 63.2, GSS 63.3, GSS 63.4, GSS 63.5, GSS 64.1, GSS 66.1, GSS 66.2, GSS 66.3, GSS 66.5, GSS 67.1, GSS 68.1, GSS 68.2, GSS 68.3, GSS 69.1, GSS 69.2, GSS 69.3, GSS 69.4, GSS 70, GSS 70.1, GSS 70.2, GSS 71, GS 71.1, GSS 71.2, GSS 71.3, GSS 71.4, GSS 72, GSS 72.1, GSS 73.2, GSS 75.2, GSS 76, GSS 77, GSS 78, GSS 79, GSS 80, GSS 81, GSS 82, GSS 83, GSS 84, GSS 85, GSS 86, GSS 87, GSS 88, GSS 89, GSS 90, GSS 91, GSS 93, GSS 94, GSS 95, GSS 98, GSS 98.01, GSS 98.02, GSS 98.03, GSS 98.04, GSS 98.05, GSS 98.06, GSS 98.08, GSS 98.09, GSS 98.10, GSS 98.11, GSS 98.12, GSS 98.13, GSS 98.14, GSS 98.21, GSS 98.22, GSS 98.23, GSS 112, GSS 112B, GSS 114, GSS 120, GSS 123, GSS 127, GSS 129, GSS 130, GSS 133, GSS 134, GSS 136, GSS 147, GSS 148, GSS 160).

Human Services

All HUS Courses (HUS 10, HUS 22, HUS 23, HUS 24, HUS 25, HUS 27, HUS 28, HUS 30, HUS 31, HUS 32, HUS 35, HUS 37, HUS 40, HUS 41, HUS 48, HUS 48.01, HUS 48.02, HUS 62, HUS 64)

Journalism

All Jour Courses (Jour 1, Jour 2, Jour 3A-D, Jour 4, Jour 5, Jour 12)

Liberal Arts

Anth 2, Anth 3, Anth 8, BUS 27, CORS 12, Engl 1, Engl 2, Engl 9, Engl 10, Engl 12, Engl 22, Engl 50, ES 1, FREN 1, FREN 2, Geog 2, Geog 48, Hist 14, Hist 15, Hist 16, Hist 17, Hum 1, Hum 2, Phil 1, Phil 2, Phil 10, PLSC 1, PSY 1, PSY 2, PSY 18, PSY 31, PSY 33, PSY 80, PSY 95, SOC 1, SOC 2, SPAN 1, SPAN 2 SPAN 50, SPCH 1

Math

All Math Courses (Math 1A, Math 1B, Math 1C, Math 1D, Math 7, Math 8, Math 11A-B, Math 40, Math 51, Math 60, Math 101, Math 102) and Bus 84, IDS 111, and IT 53

Physical Education

FOLK 110, FOLK 111, Hlth 2, Hlth 25, and
All PE Courses (PE 15, PE 20I, PE 21I, PE 22I, PE 23I, PE 24I, PE 25I, PE 26, PE 27, PE 30, PEAC 2A, PEAC 2C, PEAC 5A, PEAC 5C, PEAC 6, PEAC 7, PEAC 9, PEAC 10, PEAC 12, PEAC 14, PEAC 16, PEAC 20A, PEAC 21A, , PEAC 22A, PEAC 23A, , PEAC 25A, PEAC 25B, PEAC 31, PEAC 32A, PEAC 32D, PEAC 34, PEAC 35A, PEAC 36, PEAC 37, PEAC 38, PEAC 40, PEAC 44, PEAC 44A, PEAC 54, PEAC 60, PEAC 62, PEAC 98, PEAC 125, PEAC 150)

Physical Science

Astr 1 and
All Chem Courses (Chem 1A, Chem 1B, Chem 8, Chem 45),
Geol 1, Geol 5, Geog 1, PHSC 1, and
All Phys Courses (Phys 1A, Phys 1B)

Vocational Nursing

All HO Courses (HO 3, HO 39, HO 40, HO 46, HO 54, HO 80A, HO 120, HO 125,HO 152) and
All EMT Courses (EMT 60, EMT 61, EMT 63)
All VN Courses (VN 51, VN 52, VN 54, VN 55, VN 56, VN 57, VN 58)

Welding Technology

All WT Courses (WT 20, WT 21, WT 22, WT 23, WT 36, WT 37, WT 38, WT 39, WT 40, WT 41, WT 42, WT 43, WT 44, WT 45)

Special Educational Programs:

Basic Skills (including English as a Second Language)

Engl 102, Engl 103, ENGL 150, , ESL 155, IDS 154, Reading 101, Reading 51, Math 101, Math 102, MATH 155, TUTR 50, TUTR 150

Developmental Studies

All DS Courses (DS 110, DS 111, DS 112, DS 113, DS 114, DS 115, DS 116, DS 117, DS 118, DS 119, DS 120, DS 141, DS 150, DS 152, DS 153, DS 155, DS 156, DS 157, DS 158)

Work Experience

WE 1 and WE 2 and
All 49 courses (Agr 49, AJ 49, Art 49, AT 49, Bus 49, CD 49, CA 49, CORS 49, CT 49, FS 49, FORS 49, GSS 49, HO 49, HUS 49, Jour 49, PE 49, WT 49)

DEFINITION OF TERMS

Assessment	The process of judging student behavior or product in terms of some criteria (Clark, 1975). It includes various means of gathering information about the quantity, quality and progress of students, their performance and academic work.
Assessment Cycle	The assessment cycle in higher education is generally annual and fits within the academic year.
Assessment Results	The data/information acquired from the implementation of an assessment tool.
Assessment Tool	An instrument that has been designed to collect objective data about students' attitudes and skill level. An appropriate outcomes assessment tool measures students' abilities to integrate a set of individual skills into a meaningful, collective demonstration. Some examples of assessment tools include standardized tests end-of-program skills test, student inquiries, common final exams, and comprehensive embedded test items.
Core Course	Courses within a discipline specifically required for a degree or certificate.
Course Embedded Assessment	The review of materials generated in the classroom. In addition to providing a basis for grading students, such materials allow faculty to evaluate approaches to instruction and course design.
Description	A subsection provided within the self-study instrument to allow faculty to identify the current situation.
Direct Cost per Program	All identified direct costs charged to a program as defined by TOP (e.g., instructor salaries, supplies, etc.).
Direct Measures of Learning	Students display knowledge and skills as they respond directly to the assessment instrument itself.
Evaluation	A subsection provided within the self-study instrument to allow faculty to analyze the current situation within the program and justify and changes to the current situation.
Full-time Equivalent (FTE)	The amount of instructional employee time expressed in a proportion to that required in a full-time teaching position, with 1.0 representing one full-time position. FTE is derived by dividing the amount of time taught in a position by the amount of teaching hours required in a corresponding position.

General Education of Transfer Programs	For the purposes of this review, general education refers to courses satisfying Associate degree requirements, CSU Certification, or IGETC.
Indirect Measures of Learning	Assessment tools such as surveys and interviews, which ask student to reflect on their learning rather than to demonstrate it.
IGETC	Intersegmental General Education Transfer Curriculum - completion of the IGETC guarantees that a transferring community college student has satisfied the lower division general education requirements of the CSU/UC systems.
Instructional Program	For the purpose of this review, a program shall be defined as follows: a program is an organized `sequence course or series of courses leading to a definite objective, a degree, certificate, diploma, a license, or transfer to another institution of higher education
Prerequisite	A condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or program.
Program Learning Outcome	A measurable educational objective as a consequence of participation in an organized sequence of courses (i.e. ability to perform specific work place competencies).
Program Outcome	A measurable objective as a consequence of participation in an organized sequence of courses (i.e. employment, receipt of degree or certificate].
Recommended Preparation:	A condition of enrollment that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or program.
Recommendation/Plan	A subsection provided within the self-study instrument to allow faculty to make recommendations for improvement of their programs. Recommendations require institutional support, while plans may be implemented by the program faculty.
Statistical Data	The Office of Instruction will provide departmental staff with the minimum statistical data as required by the state-wide accountability model.
Student Learning Outcome:	An overarching specific observable characteristic developed by local faculty that allows them to determine or demonstrate evidence that learning has occurred as result of a specific course, program, activity, or process.
Weekly Student Contact Hours (WSCH)	The class hour or contact hour is the basic unit of attendance for computing average daily attendance. A contact hour is the basic period of not less than fifty minutes of scheduled instruction. Weekly student

contact hours are the total number of student contact or class hours per week.

WSCH per FTE

A ratio of weekly student contact hours to full-time faculty equivalency. This is a measure of faculty load.