

LASSEN COMMUNITY COLLEGE
INSTRUCTIONAL PROGRAM REVIEW
POLICY AND PROCEDURE

8th EDITION – Fall 2009

TABLE OF CONTENTS

OVERVIEW AND GOALS	3
REVIEW PROCEDURE	3
SELF-STUDY INSTRUMENT	6
STUDENT EVALUATION OF PROGRAMS	7
TIMELINES FOR PROCEDURES	7
LASSEN COMMUNITY COLLEGE EDUCATIONAL PROGRAMS.....	8
PROGRAM REVIEW CYCLE	9
REVISIONS TO INSTRUCTIONAL PROGRAM REVIEW DOCUMENTS	10
ANNUAL UPDATES	10
REVIEW OF INSTRUCTIONAL PROGRAMS OUT OF SEQUENCE.....	10
EARLY PROGRAM REVIEWS	10
INSTRUCTIONAL PROGRAM REVIEW EXTENSIONS	10
LATE INSTRUCTIONAL REVIEWS	10

ATTACHMENTS

A-1: SELF-STUDY INSTRUMENT (TRANSFER-ONLY)	11
A-2: SELF-STUDY INSTRUMENT (VOCATIONAL)	21
A-3: SELF-STUDY INSTRUMENT (SPECIAL PROGRAMS).....	31
B: ANNUAL UPDATE FOR ALL PROGRAMS.....	41
C: INSTITUTIONAL STUDENT LEARNING OUTCOMES INVENTORY CHART	43
D-1: FOUR-COLUMN MODEL – STUDENT LEARNING OUTCOMES	45
D-2: FOUR-COLUMN MODEL – STUDENT LEARNING OUTCOMES – SAMPLE.....	47
E-1: STUDENT LEARNING OUTCOMES ASSESSMENT PLAN TEMPLATE	50
E-2: STUDENT LEARNING OUTCOMES ASSESSMENT PLAN – SAMPLE	52
F: STUDENT EVALUATION INSTRUMENT	54
G: LASSEN COMMUNITY COLLEGE DEGREES/CERTIFICATES BY PROGRAM	59
H: LASSEN COMMUNITY COLLEGE FACULTY REFERENCE BY PROGRAM.....	62
I: LASSEN COMMUNITY COLLEGE COURSE LIST BY PROGRAM	65
J: DEFINITIONS OF TERMS	68

LASSEN COMMUNITY COLLEGE INSTRUCTIONAL PROGRAM REVIEW

OVERVIEW and GOALS

Instructional Program Review, as required by the state and WASC/ACCJC accrediting agencies, 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 and are incorporated into the LCC Institutional Master Plan as well as individual planning documents. 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. In addition, with the inclusion of an administrative review regarding the feasibility of program goals, the Instructional Program Review process allows for dialogue between administration and faculty regarding the status and future of an instructional program.

The proposed model rests on the following assumptions:

1. Statistical data that is accurate and valid is necessary for an objective review and evaluation of instructional programs and must be included in an LCC IPR.
2. Statistical data alone (Cost per FTE, WSCH/FTE, etc.) is insufficient to evaluate and assign priority to institutional programs.
3. Combined subjective judgments or empirical results of qualified professionals are valid components of the total assessment of a program when combined with evaluation of statistical data.
4. Criteria used for the purpose of evaluating one program may not be necessarily appropriate for evaluating another program.
5. 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. Institutional planning and budget considerations will be based on the recommendations and justifications provided by this process.

REVIEW PROCEDURE:

The faculty teaching within all transfer instructional programs and special academic programs at Lassen Community College will conduct a major review once every four years and all vocational instructional programs will conduct a major review once every two years in accordance with the following procedure. In addition, each recognized instructional program at Lassen Community College will be encouraged to complete an annual update. A complete instructional program review is considered to be a one-year process with curriculum review, student evaluation and assessment occurring during the spring semester and the writing and acceptance of the written report occurring during the first half of the fall semester.

Instructional program reviews rely on:

- Data provided by the Office of Institutional Research
- Self-study based on evaluation of sound quantitative and qualitative data, provided by the Office of Institutional Research, and faculty input
- Feedback from student evaluations

All programs will use similar self-study and student evaluation instruments.

The self-study team is composed of faculty of the program being evaluated (see Attachment H, Faculty Reference by Program). 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 assigned at least one mentor by the Academic Senate. The function of the mentor is limited to advisement and interpretation of the program review process. Mentors will be current members of the Academic Senate familiar with the Instructional Program Review process. In addition to a Senate mentor, the self-study team is encouraged to work closely with its Division Chair.

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

The Instructional Dean and Academic Senate President will jointly send a memorandum 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 December for program reviews scheduled during the following calendar year. The orientations will cover: 1) instructional program review format, 2) identification of a faculty mentor (assigned by the Senate), 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 by the Office of Institutional Research to the appropriate program area faculty at the program review orientation meeting in December:

- FTE's generated by program.
 - Total program FTEs
 - FTEs generated separately by course, by semester, by modality, by time of day, by full-time and by part-time faculty.
 - FTEs generated per class, per semester and per class, per modality.
 - LCC FTE data to match program categories should be provided to allow for comparisons between individual programs and all instructional programs.
- Number of FTE faculty (FTEF) in program by semester and year.
 - Total FTEF
 - FTEF for full-time faculty only – including overloads
 - FTEF for full-time faculty only – without overloads
 - FTEF for full-time faculty only – overloads only
 - FTEF for part-time faculty.
- Annual budget printouts
 - Supplies
 - Equipment
 - Travel
 - Other items as requested
- Enrollment data
 - Total program enrollment data at census and second census
 - Enrollment data at first and second census for each class, each modality, and each time of day offering.
- Student outcomes (transfer, awarded degrees and certificates, basic skills improvement, retention etc.)
 - Student completion, retention and success rates by program, class, modality, and time of day
 - Persistence from course to course. Initially, this is most important in sequential courses in Basic Skills, Math and English but should be expanded to include all prerequisite courses as data is made available.
 - Transfer data
 - Awarded degrees and certificates
 - Additional data requested by faculty will be considered as priorities allow
- Capital outlay equipment
 - List of equipment

- Age of equipment
- Replacement schedule
- Existing maintenance/service agreements
- Semester and annual budget costs
 - Full-time faculty
 - Part-time faculty
 - Overloads
 - Contract educators
 - Roll up costs

Data should be provided both in raw form and in a visual format, either as pie chart, bar graph, or other visual presentation deemed appropriate by the Office of Institutional Research.

Should the faculty of the program being reviewed disagree with the data, as provided, this disagreement will be included in the final report. All areas of the instructional program review need to be completed regardless of whether or not statistical data has been provided.

SELF-STUDY INSTRUMENT

IPR 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 faculty (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, particularly the summary and prioritized recommendations, Section 7, will be reviewed by the institutional planning committees as part of the institutional planning process.

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

Three self-study instruments exist: transfer, vocational, and special programs. Faculty must be careful to use the appropriate self-study instrument for their respective programs. The three instruments are included in the appendices (A-1, A-2, and A-3).

IPR Report Format:

Regardless of which self-study instrument is used, the report is organized into seven 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 Consultation Council and the Governing Board. Upon acceptance of the document by Consultation Council and 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-1" - Instructional Program Review – Transfer-only Self-Study Instrument

See Attachment "A-2" – Instructional Program Review – Vocational Self-Study Instrument

See Attachment "A-3" – Instructional Program Review – Special Program Self-Study Instrument

STUDENT EVALUATION OF PROGRAM

The student survey portion of the evaluation procedure is designed to solicit comments concerning the program only, and is not an evaluation of instructors. The Student Evaluation Instrument is included as Attachment F, although programs may modify the form to gather additional information.

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 twice, once during November prior to the instructional review process and again during March of each instructional review process. The Office of Instruction staff will consult with the members of the self-study group to determine the student sampling and consider any program-specific revisions to the student survey. 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 with the faculty evaluation process.

TIMELINE FOR PROCEDURES

November	The Academic Senate and Instructional Dean jointly notify faculty of the upcoming program reviews. Academic Senate appoints faculty members to the mentors list. Student evaluation #1 administered and compiled by the Office of Instruction.
December	Faculty Orientation for Instructional Program Reviews are scheduled and held. Distribution of quantitative data by the Office of Instruction to the Self-Study Team (fiscal and census information, as previously outlined, for the previous four years, and a copy of the previous final instructional program review document) for reviews scheduled the following year.
January	Initial meeting of the self-study team and Senate mentor (if desired).
February-April	The self-study team conducts the curriculum review, submitting review and revision documents to the Curriculum/Academic Standards committee for approval.
March	Student evaluation #2 administered and compiled by the Office of Instruction.
Mid-September	The self-study team submits the completed instructional program review documents to the Academic Senate and the Instructional Dean.
October	The Academic Senate and Instructional Dean jointly present the final written report to Consultation Council and the Governing Board. Upon acceptance, the Office of Instruction will maintain the original on file and forward copies to the institutional planning committees for inclusion in the planning and budgeting processes.

LASSEN COMMUNITY COLLEGE EDUCATIONAL PROGRAMS

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)

Transfer-only Programs – Use Transfer-only Self-Study Instrument (Attachment A-1) – 4-yr cycle

- Fine Arts/Humanities
- Social Science
- Physical Education
- Mathematics/Natural Science

Vocational Programs – Use Vocational Self-Study Instrument (Attachment A-2) – 2-yr cycle

- Administration of Justice/Correctional Science
- Agriculture
- Automotive Technology
- Business (including Computer Office Technology)
- Child Development
- Fire Science
- Gunsmithing
- Human Services
- Journalism
- Vocational Nursing
- Welding Technology

Special Programs – Use Special Program Self-Study Instrument (Attachment A-3) – 4-yr cycle

- 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 Conducting Self-Study</u>
Calendar Year 2010	Mathematics/Natural Science (Area A and D2)) Physical Education (Area E2)
Calendar Year 2011	Social Science (Area B and E1) Work Experience
Calendar Year 2012	Fine Art/Humanities (Area C and D1)
Calendar Year 2013	Basic Skills (including English as a Second Language) Developmental Skills
<u>Scheduled Date of Review</u>	<u>Vocational Program Conducting Self-Study</u>
Calendar Year 2010	Administration of Justice/Correctional Science Automotive Technology Agriculture Business Child Development
Calendar Year 2011	Fire Technology Gunsmithing Human Services Journalism Vocational Nursing Welding
Calendar Year 2012	Administration of Justice/Correctional Science Automotive Technology Agriculture Business Child Development
Calendar Year 2013	Fire Technology Gunsmithing Human Services Journalism Vocational Nursing Welding

ANNUAL UPDATES

Given that program changes occur on an annual basis, completion of an annual update is recommended, starting with the 2010 Instructional Program Review cycle. All recognized programs, whether transfer, vocational, or support, are encouraged to complete an annual update. Basic data, including FTES, FTEF, completion, success, and program scheduling for the previous year, will be provided by the Office of Institutional Research by March of each year. Annual updates are due by the end of September and are submitted to the Office of Instruction and Academic Senate following the same procedures as the Instructional Program Review. The purpose of the annual updates is to recognize and document changes within a program and more quickly incorporate emerging program needs into the budget and planning processes than the 2- or 4-year cycle currently allows. See Attachment B for the Annual Update Template.

REVISIONS TO INSTRUCTIONAL PROGRAM REVIEW DOCUMENTS

Based on the criteria that changes in program priorities may occur between scheduled review cycles 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 and annual updates. Program faculty may revise specific sections of their self-study document at any time between scheduled reviews. 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 PROGRAM REVIEWS 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
- Recent loss or addition of full-time subject area faculty within the program
- Recent significant changes to the curriculum

The request for an early program review must 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. 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 and will retain their original position within the review cycle.

c. 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 official Academic Senate-and Governing Board action.

ATTACHMENT A-1
Instructional-only Program Review
Self-Study Instrument
For Transfer Programs

Including:
Fine Arts/Humanities
Social Science
Mathematics/Natural Science
Physical Education

**LASSEN COMMUNITY COLLEGE
INSTRUCTIONAL TRANSFER-ONLY 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 as attachments 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.

COMPLETE ONLY THOSE SECTIONS APPLICABLE TO YOUR PROGRAM

SECTION ONE: PROGRAM OBJECTIVES

Description:

Program Student Learning Outcomes should be included in this section. Attach program-level student learning outcomes and Inventory Chart [Attachment C] showing relationship between program courses and institutional student learning outcomes. Faculty may use the Four-Column Model [Attachment D-1 with Attachment D-2, Four-Column Completed Sample] or may choose to utilize an alternate documentation template.

Evaluation:

1. Faculty are encouraged to relate program student learning outcomes to the institutional student learning outcomes.
2. Evaluate the program outcomes against LCC strategic goals and the college mission statement [available online or in the current catalog].
3. Evaluate any changes in the program since last review. Include summary of Annual Updates completed since last review.
4. Analyze program-related promotional materials/advertising as appropriate

Recommendations/Plan:

List recommendations and necessary actions necessitated by the above evaluation.

SECTION TWO: 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 (see Attachment I, Course List by Program). Review of each course outline should include asking the following questions:
 - a. Should the Disciplines of Assignment remain the same or be changed?
 - b. Should the Catalog/Schedule description remain the same or be updated?
 - c. Is the course repeatable? Is the repeatability reflected in the SLOs, Objectives, and Course Content sections? What is the basis for repeatability: legal requirement or increased skill level?
 - d. If the course meets a core requirement within specific degrees or certificates, is it accurately noted on the outline?
 - e. If the course satisfies a specific area within the general education requirement for an associate degree or transfer, is it accurately noted on the outline?
 - f. Are course-level student learning outcomes included on each course outline? Are learning outcomes included for each allowable repetition?
 - g. Does the course require a prerequisite or have recommended preparation? Are content review forms on file for each recommended preparation and/or prerequisite?
 - h. Do any of the learning outcomes or objectives need revision?
 - i. Does any content need to be updated?
 - j. Are any changes necessary in the Methods of Instruction, Assignments, Critical Thinking or Methods of Evaluation sections?
 - k. Is the course being considered for distance education offering? If so, has it been approved for specific distance education delivery?
 1. Is the textbook current and is the publication date included?
2. Whether changes to a course outline are necessary or not, a Revision to Existing Course Form for each course must be completed and submitted to the Curriculum/Academic Standards Committee for action. When changes are necessary, indicate the revisions on the form. Where no changes are necessary, simply indicate on the Revision Form that “the course has been reviewed as part of the program review and no changes are necessary.” Revision forms will be retained in the Instructional Office with the Curriculum agenda packets.
3. Following the Curriculum/Academic Standards Committee action on all submitted Revision to Existing Course Forms, a summary Instructional Program Curriculum Review Form will be completed by the Curriculum/Academic Standards Subcommittee Chair and given to the program faculty for inclusion in the program review.
4. The signed Instructional Program Curriculum Review Form is to be included with your completed program review documents

Recommendations/Plan:

B. Degrees and/or Certificates

Description:

List degree and/or certificates offered in the program and attach the approved course of study or two-year plan for each degree and certificate (see Attachment G, Degrees/Certificates by Program). Degree and certificate student learning outcomes should be included in this section.

Evaluation:

1. 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).

2. Faculty are encouraged to analyze progress made on the assessment of degree/certificate learning outcomes. This item is recommended as a standard of best practice but is not required of faculty until successfully negotiated by LCFA and LCCD.
3. 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. Using FTE data provided, 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:
 1. Number of sections (too many/too few to serve student needs)
 2. Variety of times (three times a week, twice a week, one day a week and morning/afternoon/evening)
 3. Length of courses (traditional semester/short term)
 4. 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:

- 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).
- 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 also be included in the Personnel [Section 4a] and Budget [Section 6a] Sections.

Recommendations/Plan:

SECTION THREE: STUDENT OUTCOMES

A. Trends and Patterns in Student Outcomes

Description:

(Attach information provided by the Office of Instruction and Office of Institutional Research)

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 completion, retention and success data for the last four years

Evaluation:

1. Provide an analysis of the data listed above.
2. Analyze program effectiveness based on available quantitative data and qualitative experiences.

Recommendation/Plan:

B. Student Learning Outcome Assessment

The Senate recognizes the value of including SLO assessment results in an instructional program review, especially in terms of evaluating student learning and identifying emerging program needs. However, at the time of revision, September 2009, SLO assessment is an item being discussed and negotiated between LCCD and LCFA. Although program faculty are encouraged to complete and comment on evaluation of SLO assessments as a standard of best practice, such action will not be a mandated part of the instructional program review until such time as the matter is successfully negotiated by LCFA and LCCD.

Description:

Attach a summary of any SLO Assessments completed by program faculty (See Attachments E-1 and E-2 for the SLO Assessment Plan Template and Completed Sample).

Evaluation:

If a summary of SLO assessments is available, provide an analysis of findings of the assessments completed and recommendations being made in individual assessments. Consider the impact or influence of the assessment results at the program level.

Recommendation/Plan:

Make recommendations based on results of SLO assessments. Some of these recommendations may also appear as recommendations in Curriculum, Personnel, Budget, or Facilities/Equipment sections.

C. Student Evaluation Summary

The student survey portion of the evaluation procedure is designed to solicit comments concerning the program only, and is not an evaluation of instructors (See Attachment F, Student Survey).

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 March of each instructional review process. The Office of Instruction staff will consult with the members of the self-study group to determine the student sampling and consider any program-specific revisions to the student survey. 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.)

Description:

Attach Student Evaluation Summary provided by Office of Instruction

Evaluation:

Provide an analysis of the results of the student evaluations

Recommendation/Plan:

SECTION FOUR: PERSONNEL AND SUPPORT SERVICES

A. Program Staffing

Description:

- List the current full-time and part-time faculty positions
- List instructional assistants within the program.
- List other classified staff 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. If available, reference Flex Contracts for full-time faculty teaching in the program for each of the last two years. [Copies may be available in the Office of Instruction].
2. Describe the professional development and professional activities of the program faculty/instructional 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:

SECTION FIVE: 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:

SECTION SIX: BUDGET

A. Budget from the General Fund

Description:

1. Describe the current status of the program budget, specifically the supplies, equipment, and travel budgets (as applicable).
2. Describe emerging budgetary needs, particularly relative to student learning and success.

Evaluation:

1. Analyze individual budget categories as to current sufficiency and suggest proposed changes with justification.
2. 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

(Including 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:

SECTION SEVEN: SUMMARY AND PRIORITIZED RECOMMENDATIONS

A. Program Review Summary/Abstract

Write a summary/abstract, no longer than one page, noting program highlights, accomplishments, struggles, emerging needs or other items that have come to light within the instructional review process. Information in this one-page summary will be used to encapsulate information included elsewhere in your program review and will be sent to planning committees along with a program's prioritized recommendations. The summary will also be the primary document shared with Consultation Council and the Governing Board.

B. Prioritized Recommendations from Sections 1-3

Include and prioritize all recommendations from Sections 1-3. If any recommendations are resource-driven, particularly fiscal resources, make sure the recommendations are also captured within sections 4-6 and the prioritized recommendations for sections 4-6.

C. Prioritized Recommendations from Sections 4-6

Include and prioritize all recommendations from Sections 4-6 in preparation for distribution to planning committees. Keep in mind that justification for future budget enhancement requests must be documented within the IPR and the requests must be included as prioritized recommendations.

ATTACHMENT A-2
Instructional Program Review
Self-Study Instrument
For Vocational/Transfer Programs

Including:
Administration of Justice/Correctional Science
Agriculture
Automotive Technology
Business (including Computer Office Technology)
Child Development
Fire Science
Gunsmithing
Human Services
Journalism
Vocational Nursing
Welding Technology

**LASSEN COMMUNITY COLLEGE
VOCATIONAL INSTRUCTIONAL 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.

COMPLETE ONLY THOSE SECTIONS APPLICABLE TO YOUR PROGRAM

SECTION ONE: PROGRAM OBJECTIVES

Description:

Program Student Learning Outcomes should be included in this section. Attach program-level student learning outcomes and Inventory Chart [Attachment C] showing relationship between program courses and institutional student learning outcomes. Faculty may use the Four-Column Model [Attachment D-1 with Attachment D-2, Four-Column Completed Sample] or may choose to utilize an alternate documentation template. -

Evaluation:

1. Faculty are encouraged to relate program student learning outcomes to the institutional student learning outcomes.
2. Evaluate the program outcomes against LCC strategic goals and the college mission statement [available online or in the current catalog].
3. Evaluate any changes in the program since last review. Include summary of Annual Updates completed since last review.
4. Analyze program-related promotional materials/advertising as appropriate

Recommendations/Plan:

List recommendations and necessary actions necessitated by the above evaluation.

SECTION TWO: CURRICULUM

A. Courses

Description:

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

1. Each course offered within the instructional program must be reviewed for accuracy and currency. Review of each course outline should include asking the following questions:
 - Should the Disciplines of Assignment remain the same or be changed?
 - Should the Catalog/Schedule description remain the same or be updated?
 - Is the course repeatable? Is the repeatability reflected in the SLOs, Objectives, and Course Content sections? What is the basis for repeatability: legal requirement or increased skill level?
 - If the course meets a core requirement within specific degrees or certificates, is it accurately noted on the outline?
 - If the course satisfies a specific area within the general education requirement for an associate degree or transfer, is it accurately noted on the outline?
 - Are course-level student learning outcomes included on each course outline? Are learning outcomes included for each allowable repetition?
 - Does the course require a prerequisite or have recommended preparation? Are content review forms on file for each recommended preparation and/or prerequisite?
 - Do any of the learning outcomes or objectives need revision?
 - Does any content need to be updated?
 - Are any changes necessary in the Methods of Instruction, Assignments, Critical Thinking or Methods of Evaluation sections?
 - Is the course being considered for distance education offering? If so, has it been approved for specific distance education delivery?
 - Is the textbook current and is the publication date included?
2. Whether changes to a course outline are necessary or not, a Revision to Existing Course Form for each course must be completed and submitted to the Curriculum/Academic Standards Committee for action. When changes are necessary, indicate the revisions on the form. Where no changes are necessary, simply indicate on the Revision Form that “the course has been reviewed as part of the program review and no changes are necessary.” Revision forms will be retained in the Instructional Office with the Curriculum agenda packets.
3. Following the Curriculum/Academic Standards Committee action on all submitted Revision to Existing Course Forms, a summary Instructional Program Curriculum Review Form will be completed by the Curriculum/Academic Standards Subcommittee Chair and given to the program faculty for inclusion in the program review.
4. The signed Instructional Program Curriculum Review Form is to be included with your completed program review documents

Recommendations/Plan:

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. Faculty are encouraged to analyze progress made on the assessment of degree/certificate learning outcomes. This item is recommended as a standard of best practice but is not required of faculty until successfully negotiated by LCFA and LCCD.
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. Using FTE data provided, 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:

1. Attach Industry Memorandums of Understanding or Work Agreements (i.e. Hospital Agreements for clinicals 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 also be included in the Personnel [Section 4a] and Budget [Section 6a] Sections.

Recommendations/Plan:

SECTION THREE: STUDENT OUTCOMES

A. Trends and Patterns in Student Outcomes

Description: (Information provided by the Office of Instruction and Office of Institutional Research)

1. Labor Market Data
2. Core Indicators
 - List the number of degrees and certificates awarded during the last four years.
 - Provide transfer numbers for the last four years
 - Provide job placement data
 - 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 Learning Outcome Assessment

The Senate recognizes the value of including SLO assessment results in an instructional program review, especially in terms of evaluating student learning and identifying emerging program needs. However, at the time of revision, September 2009, SLO assessment is an item being discussed and negotiated between LCCD and LCFA. Although program faculty are encouraged to complete and comment on evaluation of SLO assessments as a standard of best practice, such action will not be a mandated part of the instructional program review until such time as the matter successfully negotiated by LCFA and LCCD.

Description:

Attach any SLO Assessments completed by program faculty (See Attachments E-1 and E-2 for the SLO Assessment Plan Template and Completed Sample)..

Evaluation:

If a summary of SLO assessments is available, provide an analysis of findings of the assessments completed and recommendations being made in individual assessments. Consider the impact or influence of the assessment results at the program level.

Recommendation/Plan:

Make recommendations based on results of SLO assessments. Some of these recommendations may also appear as recommendations in Curriculum, Personnel, Budget, or Facilities/Equipment sections.

C. Student Evaluation Summary

The student survey portion of the evaluation procedure is designed to solicit comments concerning the program only, and is not an evaluation of instructors (See Attachment F, Student Survey).

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 March of each instructional review process. The Office of Instruction staff will consult with the members of the self-study group to determine the student sampling and consider any program-specific revisions to the student survey. 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.)

Description:

Attach Student Evaluation Summary provided by Office of Instruction

Evaluation:

Provide an analysis of the results of the student evaluations

Recommendation/Plan:

SECTION FOUR: PERSONNEL AND SUPPORT SERVICES

A. Program Staffing

Description:

1. List the current full-time and part-time faculty positions
2. List instructional assistants within the program.
3. List classified employees 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. If available, reference Flex Contracts for full-time faculty teaching in the program for each of the last two years. [Copies may be available in the Office of Instruction].
2. Describe the professional development and professional activities of the program faculty/instructional 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:

SECTION FIVE: 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:

SECTION SIX: BUDGET

A. Budget from the General Fund

Description:

1. Describe the current status of the program budget, specifically the supplies, equipment, and travel budgets (as applicable).
2. Describe emerging budgetary needs, particularly relative to student learning and success.

Evaluation:

1. Analyze individual budget categories as to current sufficiency and suggest proposed changes with justification.
2. 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

(Including 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:

SECTION SEVEN: SUMMARY AND PRIORITIZED RECOMMENDATIONS

A. Program Review Summary/Abstract

Write a summary/abstract, no longer than one page, noting program highlights, accomplishments, struggles, emerging needs or other items that have come to light within the instructional review process. Information in this one-page summary will be used to encapsulate information included elsewhere in your program review and will be sent to planning committees along with a program's prioritized recommendations. The summary will also be the primary document shared with Consultation Council and the Governing Board.

B. Prioritized Recommendations from Sections 1-3

Include and prioritize all recommendations from Sections 1-3. If any recommendations are resource-driven, particularly fiscal resources, make sure the recommendations are also captured within sections 4-6 and the prioritized recommendations for sections 4-6.

C. Prioritized Recommendations from Sections 4-6

Include and prioritize all recommendations from Sections 4-6 in preparation for distribution to planning committees. Keep in mind that justification for future budget enhancement requests must be documented within the IPR and the requests must be included as prioritized recommendations.

ATTACHMENT A-3
Instructional Program Review
Self-Study Instrument
For Special Programs

Including:
Basic Skills
DSPS
Work Experience

**LASSEN COMMUNITY COLLEGE
SPECIAL PROGRAM INSTRUCTIONAL 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
9. Facilities/Equipment
10. 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 as attachments 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.

COMPLETE ONLY THOSE SECTIONS APPLICABLE TO YOUR PROGRAM

SECTION ONE: PROGRAM OBJECTIVES

Description:

Describe the role of the Special Program in providing instruction that supports or complements transfer education, vocational education, or both.

Program Student Learning Outcomes should be included in this section. Attach program-level student learning outcomes and Inventory Chart [Attachment C] showing relationship between program courses and institutional student learning outcomes. Faculty may use the Four-Column Model [Attachment D-1 with Attachment D-2, Four-Column Completed Sample] or may choose to utilize an alternate documentation template.

Evaluation:

1. Faculty are encouraged to relate program student learning outcomes to the institutional student learning outcomes.
2. Evaluate the program outcomes against LCC strategic goals and the college mission statement [available online or in the current catalog].
3. Evaluate any changes in the program since last review. Include summary of Annual Updates completed since last review.
4. Analyze program-related promotional materials/advertising as appropriate

Recommendations/Plan:

List recommendations and necessary actions necessitated by the above evaluation.

SECTION TWO: CURRICULUM

A. Courses

Description:

Identify courses added or deleted from the instructional program since the last instructional program review. If additions or deletions have been influenced by recommendations from an instructional or vocational program's review, comment on the reasons for addition or deletion documented in the other program review.

Evaluation:

1. Each course offered within the instructional program must be reviewed for accuracy and currency. Review of each course outline should include asking the following questions:
 - Should the Disciplines of Assignment remain the same or be changed?
 - Should the Catalog/Schedule description remain the same or be updated?
 - Is the course repeatable? Is the repeatability reflected in the SLOs, Objectives, and Course Content sections? What is the basis for repeatability: legal requirement or increased skill level?
 - If the course meets a core requirement within specific degrees or certificates, is it accurately noted on the outline?
 - If the course satisfies a specific area within the general education requirement for an associate degree or transfer, is it accurately noted on the outline?
 - Are course-level student learning outcomes included on each course outline? Are learning outcomes included for each allowable repetition?
 - Does the course require a prerequisite or have recommended preparation? Are content review forms on file for each recommended preparation and/or prerequisite?
 - Do any of the learning outcomes or objectives need revision?
 - Does any content need to be updated?
 - Are any changes necessary in the Methods of Instruction, Assignments, Critical Thinking or Methods of Evaluation sections?
 - Is the course being considered for distance education offering? If so, has it been approved for specific distance education delivery?
 - Is the textbook current and is the publication date included?
2. Whether changes to a course outline are necessary or not, a Revision to Existing Course Form for each course must be completed and submitted to the Curriculum/Academic Standards Committee for action. When changes are necessary, indicate the revisions on the form. Where no changes are necessary, simply indicate on the Revision Form that "the course has been reviewed as part of the program review and no changes are necessary." Revision forms will be retained in the Instructional Office with the Curriculum agenda packets.
3. Following the Curriculum/Academic Standards Committee action on all submitted Revision to Existing Course Forms, a summary Instructional Program Curriculum Review Form will be completed by the Curriculum/Academic Standards Subcommittee Chair and given to the program faculty for inclusion in the program review.
4. The signed Instructional Program Curriculum Review Form is to be included with your completed program review documents

Recommendations/Plan:

B. Degrees and/or Certificates

Description:

By nature, special programs themselves do not lead to a degree or certificate. However, special programs may have coursework that is included in transfer or vocational degrees or certificates. Note the relationship between special program courses and LCC transfer or vocational degrees or certificates.

Evaluation:

1. 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).

2. Faculty are encouraged to analyze progress made on the assessment of degree/certificate learning outcomes. This item is recommended as a standard of best practice but is not required of faculty until successfully negotiated by LCFA and LCCD.
3. Evaluate the courses against expectations and guidelines for transfer and degree-applicable courses, if appropriate.

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. Using FTE data provided, 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:
 - Number of sections (too many/too few to serve student needs)
 - Variety of times (three times a week, twice a week, one day a week and morning/afternoon/evening)
 - Length of courses (traditional semester/short term)
 - Method of delivery (traditional/technology-mediated/correspondence delivered instruction).
1. Evaluate student access to special program 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:

- 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).
- 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 also be included in the Personnel [Section 4a] and Budget [Section 6a] Sections.

Recommendations/Plan:

SECTION THREE: STUDENT OUTCOMES

A. Trends and Patterns in Student Outcomes

Description:

(Attach information provided by the Office of Instruction and Office of Institutional Research)

1. Provide completion, retention, and success data for the previous four years.
2. Provide persistence data for the previous four years.

Evaluation:

1. Provide an analysis of the data listed above.
2. Analyze program effectiveness based on available quantitative data and qualitative experiences.

Recommendation/Plan:

B. Student Learning Outcome Assessment

The Senate recognizes the value of including SLO assessment results in an instructional program review, especially in terms of evaluating student learning and identifying emerging program needs. However, at the time of revision, September 2009, SLO assessment is an item being discussed and negotiated between LCCD and LCFA. Although program faculty are encouraged to complete and comment on evaluation of SLO assessments as a standard of best practice, such action will not be a mandated part of the instructional program review until such time as the matter is successfully negotiated by LCFA and LCCD.

Description:

Attach any SLO Assessments completed by program faculty (See Attachments E-1 and E-2 for the SLO Assessment Plan Template and Completed Sample)..

Evaluation:

If a summary of SLO assessments is available, provide an analysis of findings of the assessments completed and recommendations being made in individual assessments. Consider the impact or influence of the assessment results at the program level.

Recommendation/Plan:

Make recommendations based on results of SLO assessments. Some of these recommendations may also appear as recommendations in Curriculum, Personnel, Budget, or Facilities/Equipment sections.

C. Student Evaluation Summary

The student survey portion of the evaluation procedure is designed to solicit comments concerning the program only, and is not an evaluation of instructors (See Attachment F, Student Survey).

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 March of each instructional review process. The Office of Instruction staff will consult with the members of the self-study group to determine the student sampling and consider any program-specific revisions to the student survey. 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.)

Description:

Attach Student Evaluation Summary provided by Office of Instruction

Evaluation:

Provide an analysis of the results of the student evaluations

Recommendation/Plan:

SECTION FOUR: PERSONNEL AND SUPPORT SERVICES

A. Program Staffing

Description:

- List the current full-time and part-time faculty positions
- List instructional assistants within the program.
- List other classified staff 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. If available, reference Flex Contracts for full-time faculty teaching in the program for each of the last two years. [Copies may be available in the Office of Instruction].
2. Describe the professional development and professional activities of the program faculty/instructional 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:

SECTION FIVE: 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:

SECTION SIX: BUDGET

A. Budget from the General Fund

Description:

1. Describe the current status of the program budget, specifically the supplies, equipment, and travel budgets (as applicable).
2. Describe emerging budgetary needs, particularly relative to student learning and success.

Evaluation:

1. Analyze individual budget categories as to current sufficiency and suggest proposed changes with justification.
2. 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

(Including 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:

SECTION SEVEN: SUMMARY AND PRIORITIZED RECOMMENDATIONS

A. Program Review Summary/Abstract

Write a summary/abstract, no longer than one page, noting program highlights, accomplishments, struggles, emerging needs or other items that have come to light within the instructional review process. Information in this one-page summary will be used to encapsulate information included elsewhere in your program review and will be sent to planning committees along with a program's prioritized recommendations. The summary will also be the primary document shared with Consultation Council and the Governing Board.

B. Prioritized Recommendations from Sections 1-3

Include and prioritize all recommendations from Sections 1-3. If any recommendations are resource-driven, particularly fiscal resources, make sure the recommendations are also captured within sections 4-6 and the prioritized recommendations for sections 4-6.

C. Prioritized Recommendations from Sections 4-6

Include and prioritize all recommendations from Sections 4-6 in preparation for distribution to planning committees. Keep in mind that justification for future budget enhancement requests must be documented within the IPR and the requests must be included as prioritized recommendations.

ATTACHMENT B
Instructional Program Review
Annual Update Template
For All Instructional Programs

Lassen College
Instructional Program Review - Annual Update
 Annual Update/Addendum to IPRs completed on either 2-yr or 4-yr rotations

All programs will complete an annual review and update. Document each of the items below as well as any additional information pertinent to the program's success or needs.

Progress Report

Review previous IPR. Describe progress made on any recommendations. Describe any changes made within the program.

Student Learning Outcomes.

Note emerging needs based on assessment of student learning outcomes. Note any planning or budget changes based on assessment of student learning outcomes.

Curriculum

Review curriculum status of previous IPR. Note any curricular changes made within the instructional program since the last review.

Data Sources

Include quantitative and qualitative data that can be used to evaluate progress or changes within the department. Include sources and information that can be used to document program success and justify additional expenditures within the department.

Program Needs Assessment

Describe new needs that have developed since the previous review. Consider new needs in staffing, equipment, training, facilities, or funding. Make sure to include data sources in the previous item that support emerging program needs.

Prioritization of Recommendations

Review the prioritized recommendations in the previous program review. Note any changes in priority. Where necessary, include data support for changes in priority under the "Data Sources" item.

Additional Information

Describe or note additional information pertinent to the program, particularly information which supports new needs or growth, or that documents program successes.

 Program Faculty

Date: _____

ATTACHMENT C
Institutional Student Learning Outcomes
Inventory Chart

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
Communication – ability to listen and read with comprehension and the ability to write and speak effectively							
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							
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							

ATTACHMENT D-1
Four-Column Model –
Student Learning Outcomes

Lassen Community College Four-Column Model for Student Learning Outcomes

Program: _____

Course: _____

Institutional Student Learning Outcomes	Program Student Learning Outcomes	Course Student Learning Outcomes	Assessment Method
Communication – ability to listen and read with comprehension and the ability to write and speak effectively			
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			
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			

ATTACHMENT D-2
Four-Column Model -
Student Learning Outcomes
SAMPLE

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	Assessment Method
Communication – 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 Paper
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	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.	Physiological Unknown
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.	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 Paper
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	Effectively work in teams, managing time, tasks and personality differences; sharing results and analyses in order to arrive at a final collaborative product.		

ATTACHMENT E-1
Student Learning Outcomes
Assessment Plan Template

Lassen Community College Student Learning Outcomes Assessment Plan

Department:

Course:

Expected Student Learning Outcomes	Approach, Major Assignment, Assessment Method & Criteria	Term of First Assessment	Initial Assessment Results	Steps taken as result of initial Assessment

ATTACHMENT E-2
Student Learning Outcomes
Assessment Plan Template
SAMPLE

Lassen Community College Student Learning Outcomes Assessment Plan- SAMPLE

Department: Biological Science

Course: Biol 20 – Microbiology Instructor:

Expected Student Learning Outcomes	Approach, Major Assignment, Assessment Method & Criteria	Term of First Assessment	Initial Assessment Results	Steps taken as result of initial Assessment
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,	<p>Approach: All students enrolled in Microbiology will be evaluated on SLO#1 as follows:</p> <p>Activity:</p> <p>Activity:</p> <p>Activity:</p>	Fall 2007		
2. The student will be able to prepare a five to eight paper literary research paper with appropriate citations on an appropriate contemporary microbiological topic.	<p>Approach: All students enrolled in Microbiology will be evaluated on SLO#2 as follows:</p> <p>Activity: Written research paper Assessment Method: 25 point Analytic Rubric Criteria: 70% will achieve a score of > 17</p> <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>	Fall 2007		

ATTACHMENT F
Student Evaluation
Instrument

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:

- Transfer to 4-year Institution
- IGETC
- CSU Certification
- UNR Certification

Degrees/Certificates:

- AA/AS
- Certificate of Achievement
- Certificate of Completion
- Certificate of Accomplishment

General Interest:

- Job Requirement
- Continuing Education
- Personal Development

- 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 Education |
| <input type="checkbox"/> General Education course for degree or transfer | <input type="checkbox"/> Personal Development |
| <input type="checkbox"/> Other: Please Specify _____ | |

3. Type of Course
- | | |
|---|--|
| <input type="checkbox"/> Lecture only | <input type="checkbox"/> Laboratory only |
| <input type="checkbox"/> Lecture/Laboratory Combination | <input type="checkbox"/> 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 no
6. Was any cost for this course/program, beyond registration and books clearly identified in the catalog?
- yes no
7. Did the course require a textbook?
- yes no
- If yes, was the textbook(s) for this course adequately used?
- yes no
8. 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 G
Lassen Community College
Degrees/Certificates by Program

**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)

Administration of Justice/ Correctional Science

Associate in Arts Degree University Studies: Emphasis in Administration of Justice
Associate in Science Degree in Administration of Justice
Certificate of Achievement in Administration of Justice
Certificate of Accomplishment in Administration of Justice Reserve Office Training
Level III, Safety & Security Personnel
Associate in Science Degree in Correctional Science
Certificate of Achievement in Correctional Science

Agriculture

Associate in Arts Degree University Studies: Emphasis in Agriculture Sciences
Associate in Science Degree in Agriculture Science and Technology
Certificate of Achievement in Agriculture Science and Technology
Certificate of Accomplishment in Animal Science
Certificate of Accomplishment in Horsemanship
Certificate of Accomplishment in Horticulture

Automotive Technology

Associate in Science Degree in Automotive Technology
Certificate of Achievement in General Mechanics
Certificate of Achievement in Tune-Up

Business

Associate in Arts Degree University Studies: Emphasis in Business Administration
Associate in Science Degree in Accounting
Associate in Science Degree in Office Administrative Assistant
Certificate of Achievement in Office Administrative Assistant
Certificate of Accomplishment in Real Estate

Child Development

Associate in Arts Degree University Studies: Emphasis in Child Development
Associate in Arts Degree in Child Development
Certificate of Achievement in Child Development
Certificate of Accomplishment in Child Development Associate Teacher

Fine Art/Humanities

Associate in Arts Degree University Studies: Emphasis in Art
Certificate of Accomplishment in Graphic Design
Associate in Arts Degree University Studies: Emphasis in Humanities

Fire Technology

Associate in Science Degree in Fire Technology
Certificate of Achievement in Fire Technology

Gunsmithing

Associate in Science Degree in Firearms Repair
Associate in Science Degree in General Gunsmithing
Certificate of Accomplishment in Gunsmith Machinist and Metal Finishing
Certificate of Accomplishment in Long Guns
Certificate of Accomplishment in Pistolsmith
Certificate of Accomplishment in Riflesmith

Human Services

Associate in Science Degree in Drug and Alcohol Paraprofessional
Associate in Science Degree in Human Services
Certificate of Achievement in Drug and Alcohol Paraprofessional
Certificate of Achievement in Human Services

Social Science

Associate in Arts Degree University Studies: Emphasis in Social Sciences
Associate in Arts Degree General Studies: Emphasis in Social Sciences
California State University General Education Certificate of Achievement
Intersegmental General Education Transfer Curriculum Certificate of Achievement

Journalism

Associate in Science Degree in Journalism
Certificate of Achievement in Journalism

Mathematics/Natural Science

Associate in Arts Degree University Studies: Emphasis in Allied Health
Associate in Science Degree University Studies: Biological Science Major Preparation
Associate in Science Degree University Studies: Emphasis in Mathematics/Physical Science
Associate in Arts Degree University Studies: Emphasis in Natural Sciences
Associate in Arts Degree General Studies: Emphasis in Natural Sciences

Nursing

Associate in Science Degree in Vocational Nursing
Certificate of Achievement in Vocation Nursing

Physical Education

Associate in Arts Degree University Studies: Emphasis in Physical Education
Associate in Arts Degree General Studies: Emphasis in Physical Education

Welding Technology

Associate in Science Degree in Welding Technology
Two-Year Certificate of Achievement in Welding Technology
One-Year Certificate of Achievement in Welding Technology
Certificate of Accomplishment in Welding Technology

Special Instructional Programs:

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

ATTACHMENT H
Lassen Community College
Faculty Reference by Program

LASSEN COMMUNITY COLLEGE FACULTY REFERENCE BY PROGRAM

<u>Program</u>	<u>Program Faculty 10/09</u>
Administration of Justice/Correctional Science	Nancy Bengoa-Beterbide Linda Kennedy Mark Nareau
Agriculture	Brian Wolf
Art (Fine Arts)/Humanities	Cheryl Aschenbach Tina Bishop Carie Camacho Michael Giampaoli Linda Kennedy Richard Swanson
Automotive Technology	*none identified
Business (including Computer Office Technology)	Garrett Taylor Kam Vento
Child Development	Betsy Elam
Fire Science	Dave Trussell
Gunsmithing	John Martin Andrew Faircloth
Human Services	Colleen Baker Sandy Beckwith
Journalism	Richard Swanson
Mathematics/Natural Science	Noelle Eckley Ed Mincher Sue Mouck Jackson Ng Robert Schofield Ross Stevenson
Physical Education	Ross Brosius Mark Nareau Toni Poulsen Glen Yonan
Social Science	Carie Camacho Bernadette Chavez Linda Kennedy Garrett Taylor Brian Tobin Kam Vento
Vocational Nursing	Liona Maas Monna Walters
Welding Technology	John Mulcahy

Special Instructional Programs:

Basic Skills (including English as a Second Language)

Cheryl Aschenbach
Noelle Eckley
Jackson Ng
Kathy Rhymes
Robert Schofield
Ross Stevenson

Developmental Studies

Sandy Beckwith
Cindy Howe
Carrie Nyman

Work Experience

Lisa Gardiner

ATTACHMENT I
Lassen Community College
Course List by Program

LASSEN COMMUNITY COLLEGE COURSE LIST BY PROGRAM

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 35, AJ 37, AJ 38, AJ 48.20, AJ 48.54, AJ 48.67, AJ 52A, AJ 52B, AJ 54, AJ 56, AJ 58 and
all Cors courses (Cors 10A-B, Cors 11, Cors 13, Cors 14, Cors 15,

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 21A, Agr 21C, Agr 23, Agr 24, Agr 25, Agr 26, Agr 27, Agr 30, Agr 31, Agr 40, Agr 41, Agr 50, Agr 51, Agr 53, Agr 57, Agr 61, Agr 70, Agr 116, Agr 122)

Art (Fine Arts)/Humanities

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 19A-D, Art 25, Art 28A, Art 30, Art 35, Art 36 A-D, Art 43A-D, Art 46, Art 130, Art 150)
All Music Courses (Mus 6, Mus 7, Mus 10, Mus 11, Mus 12, Mus 14, Mus 15); Anth 2, Anth 3, Anth 8, BUS 27, Engl 1, Engl 2, Engl 9, Engl 10, Engl 12, Engl 22, Engl 50, ES 1, Film 1, Geog 2,
Hum 1, Hum 2, Phil 1, Phil 2, Phil 10, SPAN 1, SPAN 2 SPAN 50, SPCH 1, SPCH 2

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)

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 98.01, Bus 98.02, Bus 98.04, .COT 50, COT 52, COT 59, COT 65)
All CA Courses (CA 31, CA 32, CA 54, CA 55, CA 56, CA 57, CA 59, CA 150) and CS 1,

Child Development

All CD Courses (CD 11, CD 12, CD 14, CD 15, CD 16, CD 17, CD 18, CD 19, CD 20, CD 22, CD 23, CD 24, CD 25, CD 26, CD 30, CD 50, CD 52, CD 53, CD 54, CD 55, CD 56, CD 57, CD 99 B, CD 99C)

Fire Technology

All FS Courses (FS 1, FS 3, FS4, FS 5, FS 6, FS, 7, FS, 9, FS 21, FS 46.01, FS 52, FS 55, FS 57, FS 60, FS 61, FS 62, FS 63, FS 66, FS 67, FS 70, FS 72, FS 73, FS 74, FS 75, FS 76, FS 77, FS 78, FS 98.18, FS 150, FS 156)

Gunsmithing

All GSS Courses (GSS 50, GSS 50.01, GSS 50.03, GSS 51.01, GSS 51.05, GSS 51.06, GSS 52, GSS 52.01, GSS 52.02, GSS 52.03, GSS 52.04, GSS 52.05, GSS 54.01, GSS 54.02, GSS 54.03, GSS 54.05, GSS 55.04, GSS 56.01, GSS 56.03, GSS 56.04, GSS 57.01, GSS 57.15, GSS 57.02, GSS 57.03, GSS 57.06, GSS 57.08, GSS 57.95, GSS 58.02, GSS 59.02, GSS 59.03, GSS 59.04, GSS 59.05, GSS 59.07, GSS 59.09, GSS 60, GSS 60.01, GSS 60.02, GSS 60.04, GSS 61.01, GSS 61.02, GSS 61.03, GSS 62.03, GSS 62.04, GSS 63.01, GSS 63.02, GSS 63.03, GSS 63.04, GSS 63.05, GSS 64.01, GSS 66.01, GSS 66.02, GSS 66.03, GSS 66.05, GSS 67.01, GSS 68.01, GSS 68.02, GSS 68.03, GSS 69.01, GSS 69.02, GSS 69.03, GSS 69.04, GSS 70, GSS 70.01, GSS 70.02, GSS 71, GS 71.01, GSS 71.02, GSS 71.03, GSS 71.04, GSS 72, GSS 72.01, GSS 73.02, GSS 75.02, 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 98.02, GSS 98.03, GSS 98.04, GSS 98.06, GSS 98.08, GSS 98.09, GSS 98.12, GSS 98.13, GSS 98.21, GSS 98.22, GSS 98.23, GSS 98.24, GSS 112, GSS 112B, GSS 114, GSS 117, GSS 119, GSS 120, GSS 120B, GSS 123, GSS 124, GSS 127, GSS 129, GSS 130, GSS 133, GSS 134, GSS 135, GSS 136, GSS 143, GSS 147, GSS 148).

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 61, HUS 62, HUS 64)

Journalism

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

Mathematics/Natural Science

Astr 1 and

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

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)

All Math Courses (Math 1A, Math 1B, Math 1C, Math 7, Math 8, Math 11A-B, Math 40, Math 51, Math 60,
Math 101, Math 102, Math 155, Math 156)

Physical Education

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,

PEAC 2A, PEAC 2C, PEAC 3A, PEAC 3C, 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 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 125, PEAC 150)

Social Science

Anth 2, Anth 3, Anth 8, Econ 10, Econ 11, Hist 14, Hist 15, Hist 16, Hist 17, PLSC 1, Spy 1, Psy 2, Psy 3, Psy 18,
Psy 31, Psy 33, Psy 80, Psy 95, Soc 1, Soc 2, Soc 3,

Vocational Nursing

All HO Courses (HO 3, HO 40, HO 46, HO 54, HO 64, HO 80A, HO 120, HO 152) and

All EMT Courses (EMT 60, EMT 61)

All VN Courses (VN 50, VN 51, VN 52, VN 53, 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) and PGT 22

Special Educational Programs:

Basic Skills (including English as a Second Language)

BS 170, BS 171, BS 172, Engl 102, Engl 103, Engl 150, Engl 155, ESL 155, Reading 101, Reading 51,
Math 101, Math 102, Math 155, Math 156, TUTR 50, TUTR 150

Developmental Studies

All DS Courses (DS 110, DS 111, DS 112, DS 113, DS 114, DS 115, DS 116, DS 120, DS 121, DS 122, 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)

ATTACHMENT J
Instructional Program Review
Definition of Terms

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. In order to incorporate recommendations into Lassen College planning and budgeting processes, the LCC instructional program reviews are conducted over the course of a calendar year, culminating in September.
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 Faculty (FTEF)	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.
Full-time Equivalent Student (FTES)	For state accounting purposes, an FTES is a full-time student who attends 15 hours per week for 35 weeks (two primary terms). The rule is: 15 hours x 35 weeks = 525 total WSCH = 1 FTES. To determine FTES, multiply number of students by the number of hours per week and number of weeks, then divide by 525.
General Education or 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 Offices of Institutional Research and 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.