

IPR Template

# Instructional Program Review

Program:

Academic Year:

Author(s):

Accepted by Academic Senate:

Accepted by Consultation Council:

Accepted by Governing Board:

Senate Approved: 9/7/22

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## Executive Summary

The executive summary should be a consolidation of key findings, program plans, and participants that contributed to the review

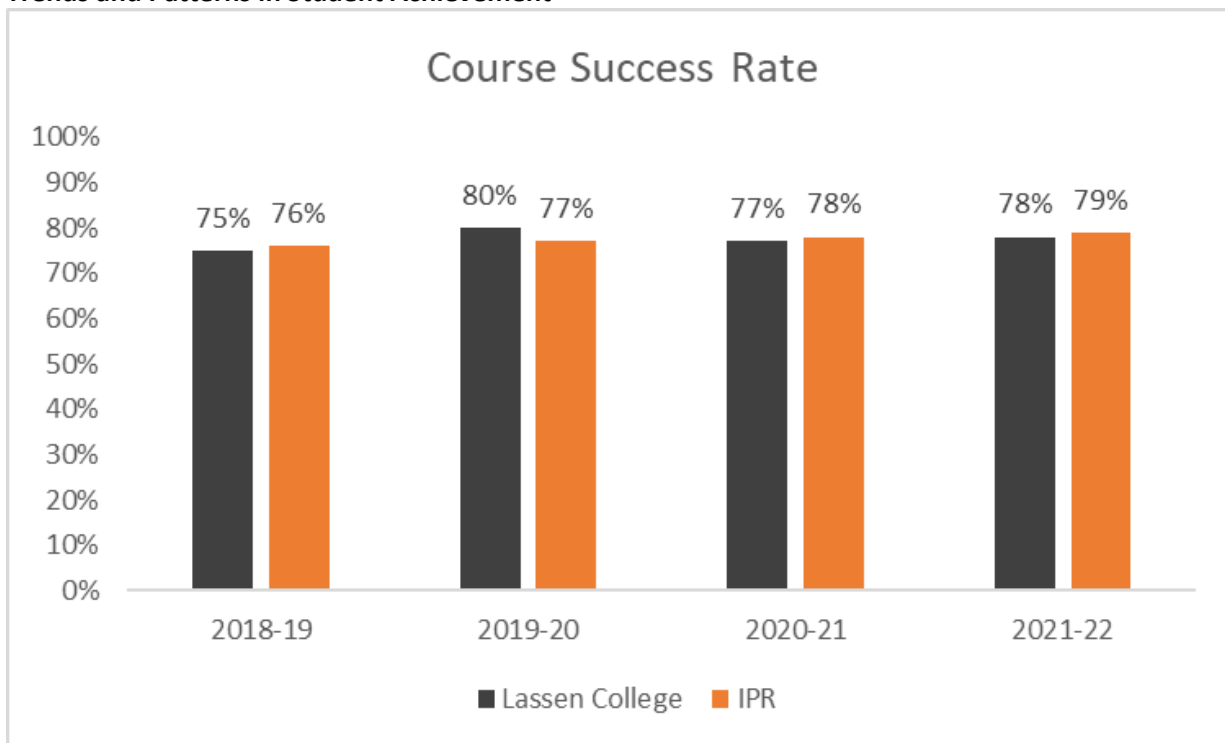
# SECTION 1: ACADEMIC PLANNING

Program Overview, Objectives, and Student Learning Outcomes

- Describe the program (types of degrees offered, jobs/industries/transfer pathways associated with the program, faculty members in program)
- Describe and evaluate the program objectives against the LCC strategic plan, specifically the mission statement and strategic goals
- Evaluate any changes in the program since last review. Include summary of Annual Updates completed since last review. Regular program assessment will drive program improvements.

## Student Achievement and Learning Outcomes

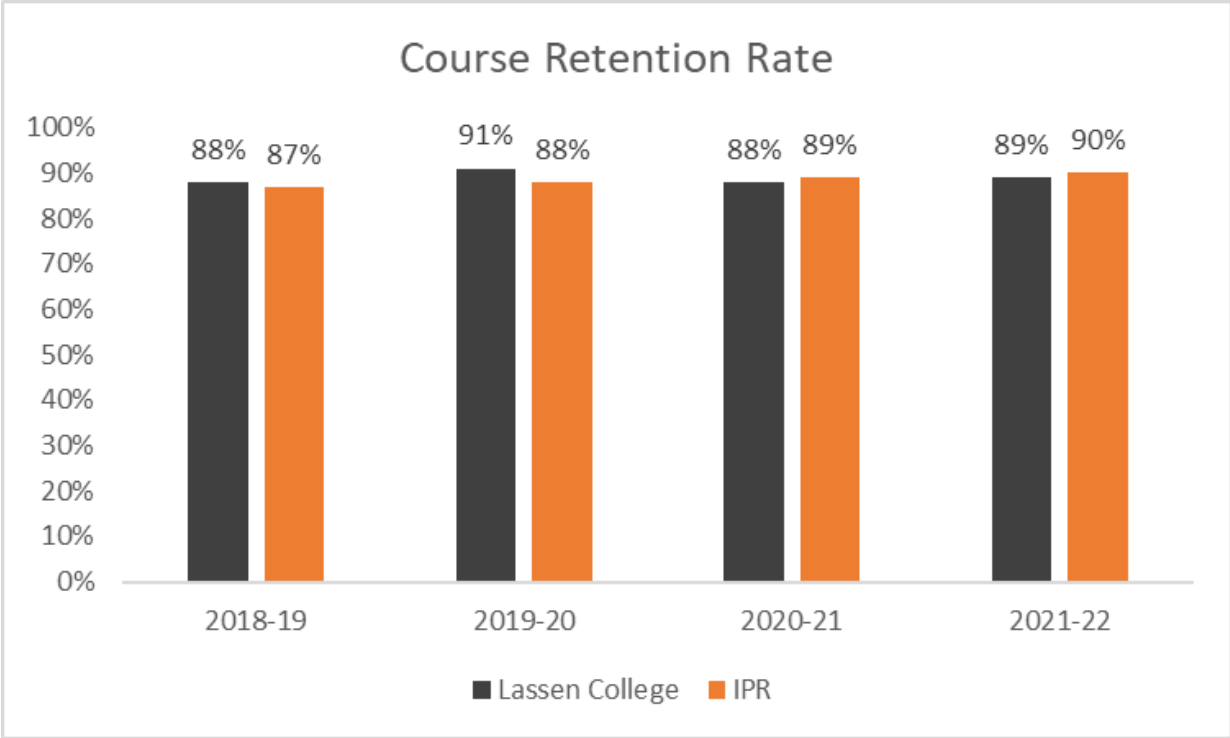
### Trends and Patterns in Student Achievement



Course Success Rate	Year	Year	Year	Year
<b>Program-Level</b>				
IPR Overall Success Rate				
Lassen College Success Rate				
<b>Course-Level</b>				
Course Subject Code and Number				
Course Subject Code and Number				
Course Subject Code and Number				
Course Subject Code and Number				
Course Subject Code and Number				
<b>Modality</b>				
Correspondence				
Face-to-Face				

Online				
Hybrid				

<b>Success Rate by Student Demographic</b>	<b>Year</b>	<b>Year</b>	<b>Year</b>	<b>Year</b>
<b>Program-Level</b>				
IPR Overall Success Rate				
Lassen College Success Rate				
<b>Gender</b>				
Female				
Male				
<b>Ethnicity-Race-Ancestry</b>				
American Indian or AK Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latinx				
Pacific Islander				
Unreported				
White				
<b>Age Group</b>				
17 and Under				
18 to 24				
25 to 49				
50 and Over				



Retention Rate	Year	Year	Year	Year
<b>Program-Level</b>				
IPR Overall Retention Rate				
Lassen College Retention Rate				
<b>Course-Level</b>				
Course Subject Code and Number				
Course Subject Code and Number				
Course Subject Code and Number				
Course Subject Code and Number				
<b>Modality</b>				
Correspondence				
Face-to-Face				
Online				
Hybrid				

<b>Retention Rate by Student Demographic</b>	<b>Year</b>	<b>Year</b>	<b>Year</b>	<b>Year</b>
<b>Program-Level</b>				
IPR Overall Retention Rate				
Lassen College Retention Rate				
<b>Gender</b>				
Female				
Male				
<b>Ethnicity-Race-Ancestry</b>				
American Indian or AK Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latinx				
Pacific Islander				
Unreported				
White				
<b>Age Group</b>				
17 and Under				
18 to 24				
25 to 49				
50 and Over				

<b>Degree and Certificates</b>	<b>Year</b>	<b>Year</b>	<b>Year</b>	<b>Year</b>
IPR Degrees Awarded				
Lassen College Degrees Awarded				
IPR Certificates Awarded				
Lassen College Certificates Awarded				
<b>Degree or Certificate Program</b>				
Program name				
Program name				
Program name				

**Achievement**

Based on your review of the data trends above (e.g., course success, retention, awards) please provide an analysis of achievement gaps and accomplishments in the program.

**Equity**

Based on your review of the data trends above (e.g., course success, retention) please provide a narrative to outline opportunities to address any equity gaps.

## Student Learning Outcomes

SLO assessment is important to maintain and improve an effective learning experience for LCC students. Evaluating SLO results regularly is helpful for evaluating student learning and identifying emerging program needs. There is a link between SLO assessment results, SLO improvement plans and review of curriculum and/or budget requests. Regular program assessment will drive program improvement. These records are maintained in the online Data Management and Visualization tool (TABLEAU) and are available for review by faculty at any time through its self-updating, interactive dashboards, and reports. Feedback and narrative from the Share Point tool will be included in the reports.

\*By contract, faculty are required to prepare and submit an SLO Assessment Plan for each class within one week of the first class meeting and implementation of the assessment method as indicated on the SLO Plan for each class. Submission of the (a) results of the assessment methods and (b) steps taken as result of the assessment within five (5) District business days after the last scheduled meeting of the class. Both submissions will be made in accordance with District tracking procedures (I.e., may be paper-based or electronic).

- 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.
- Identify and evaluate the Program Student Learning Outcomes including the relationship between course, program and institutional student learning outcomes utilizing information provided by the Office of Institutional Effectiveness.

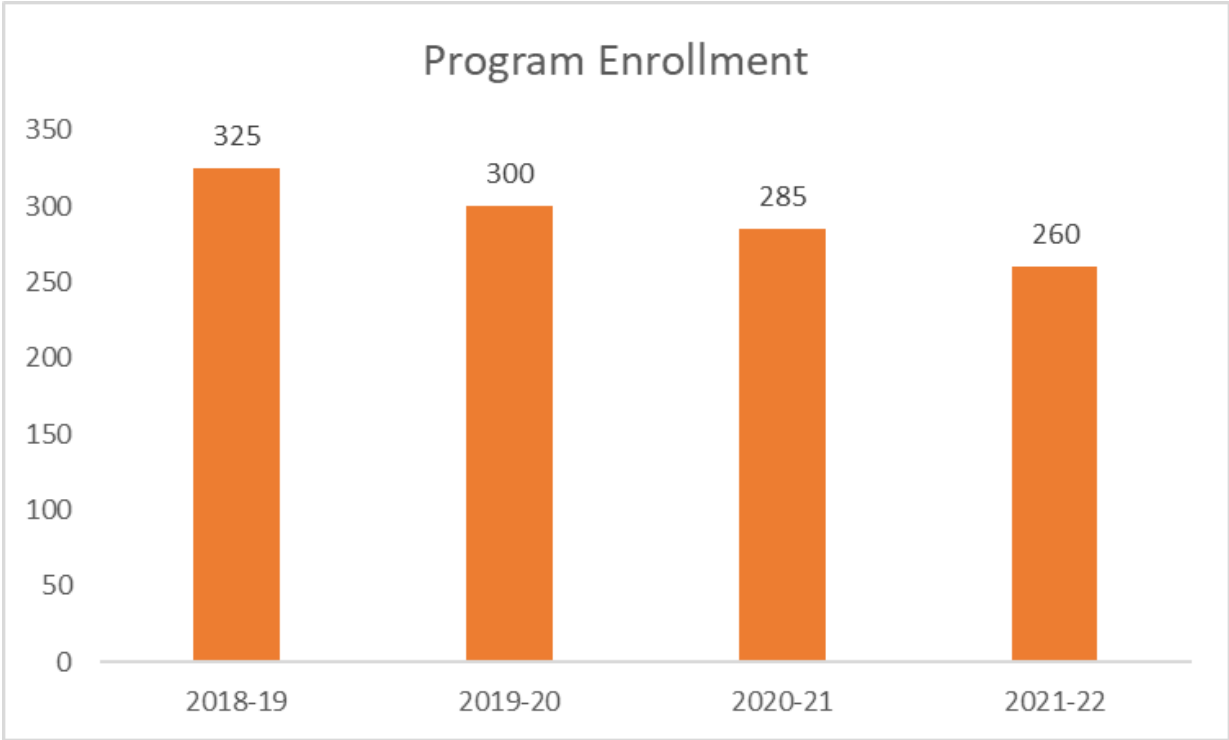
Course Assessed	Recommendations for Improvement
Course Subject Code and Number	
Course Subject Code and Number	
Course Subject Code and Number	

Program Student Learning Outcomes	Summarize Findings
PSLO 1	
PSLO 2	
PSLO 3	
PSLO 4	
PSLO 5	
<b>Recommendations for Improvement</b>	



# Enrollment Management

Enrollment Management	Year	Year	Year	Year
IPR Census Enrollment Overall				
Lassen College Census Enrollment				
IPR Full-Time Equivalent Students (FTES)				
Lassen College Full-Time Equivalent Students (FTES)				
IPR Number of Sections				
Lassen College Number of Sections				
IPR Fill Rate				
Lassen College Fill Rate				
IPR Full-Time Equivalent Faculty (FTEF)				
Lassen College Full-Time Equivalent Faculty (FTEF)				
IPR FTES/FTEF				
Lassen College FTES/FTEF				



<b>Enrollment</b>	<b>Year</b>	<b>Year</b>	<b>Year</b>	<b>Year</b>
<b>Course-Level</b>				
Course Subject Code and Number				
Course Subject Code and Number				
Course Subject Code and Number				
Course Subject Code and Number				
Course Subject Code and Number				
Course Subject Code and Number				
<b>Modality</b>				
Correspondence				
Face-to-Face				
Online				
Hybrid				

<b>Program Enrollment by Student Demographic</b>	<b>Year</b>	<b>Year</b>	<b>Year</b>	<b>Year</b>
<b>Program-Level</b>				
IPR Census Enrollment Overall				
<b>Gender</b>				
Female				
Male				
<b>Ethnicity-Race-Ancestry</b>				
American Indian or AK Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latinx				
Pacific Islander				
Unreported				
White				
<b>Age Group</b>				
17 and Under				
18 to 24				
25 to 49				
50 and Over				

Based on your review of the data trends above (e.g., enrollment, FTES, FTES/FTEF, fill rate) please provide an analysis of efficiency gaps and accomplishments.

## Curriculum

### Degrees and/or Certificates

Degree or Certificate Title	Award Type (AA, AS, AAT, AST etc)	Units	Term of Last Revision

Provide a narrative of revisions made.

### Courses

Summarize curriculum revisions, new course adoptions, and/or course deletions since the last program review. Describe the program accomplishments and/or changes (e.g., major revisions, additions, etc.). All courses need to be submitted to the Curriculum Committee for revision at least once every five years.

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. If all of the courses in the certificate or degree are reviewed at one time, a single Program revision form can be used. If there are changes made to a course, the changes must be noted on the revision form. When reviewing a single course and 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.” All program certificates, degrees, PSLO maps, and SLO maps are also required to be reviewed and updated if necessary. PSLO maps require a program revision form and course SLO maps require a course revision form. If all maps are reviewed at the same time, a single program revision form can be used. Advising plans also need to be reviewed and updated. A program revision form is used to review and update the advising plan if necessary. Revision forms will be retained in the Instructional Office with the Curriculum agenda packets.

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.

The signed Instructional Program Curriculum Review Form is to be included with your completed program review documents.

Course	Title	Last Offered	Term of Last Revision

Provide a narrative of revisions made.

### Articulation/Integration of Curriculum

- Attach a tabular comparison of Lassen Community College courses articulating with UC and CSU,

indicating courses with approved C-ID designations as applicable (Obtain copies of Articulation Agreements from the Transfer Center / Articulation Officer)

- Provide a narrative reviewing the Lassen Community College courses and courses at four-year institutions for course alignment. (e.g., two courses at Lassen needed to articulate with one course at UC) and the unit requirements for Lassen Community College courses as compared to four-year institutions.

### **External Compliance**

Provide a summary of any compliance regulations (e.g., accreditation, accessibility), actions taken, and gaps identified.

### **External Analysis: Job Market Assessment**

Provide a summary of Industry Advisory Board suggestions and market data. The market data will be populated for Career Technical Education programs only

### **Program Planning and Communication Strategies**

Describe the communication methods and interaction strategies used by your program faculty and administrators to discuss program-level planning, curriculum, SLOs, PSLOs, equity, student achievement, and institutional performance data.

### **Academic Planning Analysis Summary**

Summarize the key findings from the program analysis and outline opportunities for change.

## Section 2: Human Resource Planning

### Workload and Staffing Assessment

Year	F/T Faculty	P/T Faculty
Previous Year		
Current Year		
Next 2 Years		

Provide a narrative that describes the program's faculty staffing trends and develop a projection for the two years. Discuss the extent to which your current faculty staffing structure meets or does not meet your program's needs and/or initiatives. Please describe what strategies will be used to diversify your staffing (e.g., education, expertise/skillsets, areas of interest, demographics).

### Professional Development

Provide a description and associated outcomes related to the program's target professional development participation over since the last program review. Discuss the current professional development/training need(s) of your program, and why this need(s) exists. If you have specific trainings you want to request, please include those details.

## Section 3: Infrastructure Planning

### Facilities

- Describe and evaluate the Lassen Community College facilities available to the program.
- Describe and evaluate additional facilities utilized off-campus by the program
- Describe any facilities needs identified by internal or external analysis
- Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the program review cycle. .

### Equipment

- Describe and evaluate equipment and equipment support provided for instruction and instructional support

### Technology

- Describe and evaluate technology and technology support provided for instruction and instructional support.
- Justify any proposed modifications or additions to existing technology that would better serve the program planned for the next four years.

## Section Four: Program Planning

Progress update on previous action plans

Action Plan	Progress Detail	Outcomes

### Strengths, Weaknesses, Opportunities, Threats (SWOT) Analysis

Complete SWOT analysis

Strengths	
Weaknesses	
Opportunities	
Threats	

### Program Plan

Develop a program action plan based on the findings of the SWOT Analysis. The plan should specify should aligns with one or more College Goals. SLO maps may be utilized to help show the connection.

- How do the action plans align with the mission of the college?
- What strategic goals do the action plans support?
- What ISLOs do the action plans support?
- What specific evidence (e.g., SLOs, data) support the action plans?
- Based on the action plans what resources are needed?
- What are the expected outcomes of the action plans?
- What is the total cost of bringing the action plan to life?

Action Plan	Supporting Evidence	Expected Outcome	Resource(s) to Achieve the Action Plan	Resource Category	Estimated Cost	Expense Type	Priority Ranking
Example 1: Provide timely and accurate data and information across the college.	AUO data	Increase data utilization	Data Analyst	Personnel	\$90,000 + benefits	Ongoing	2
Example 2: Update the automotive equipment to support relevant learning and job readiness	Course Success and Retention Rates	Increase success and retention rates	Cool Auto thing + training	Equipment	\$5,000	One-Time	1