

# Information Systems Instructional Program Review 2021/2022

**LASSEN COMMUNITY COLLEGE**

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# Information Systems

## Instructional Program Review 2021/2022

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### SECTION 1: ACADEMIC PLANNING

#### I. Program Overview, Objectives, and Student Learning Outcomes

The Information Systems Program is new Lassen Community College. The program was first implemented with the Geographic Information Systems (GIS) courses in the Fall of 2020. These courses are actively being taught by adjunct faculty and at the inception of the Information Systems Program there were no full-time faculty dedicated to Information Systems.

The first full time faculty member for the Information Systems program was hired in Fall of 2021. During this time, the GIS courses continued to be offered and a Computer Information Systems certificate began to be written. The Fall of 2021 also saw the formation and first meeting of the advisory committee for the Information Systems program.

The GIS courses have had low enrollment due to a variety of reasons. These courses were implemented during the peak of the Covid pandemic which saw a drop in students' enrollment in institutions statewide. The focus of this program is to increase community awareness and enrollment in this program. The Information Systems advisory board agreed that there was a strong need for these courses. One member even mentioned that, as an employer, he has been unable to fill the GIS position he has open. GIS courses continue to be taught by adjunct faculty members.

The newly created Computer Information Systems (CIS) program is scheduled to begin in the Fall of 2022. Within this program Lassen College will be offering the Computer Support Specialist Certificate of Achievement. This certificate and the courses that it contains, are designed to prepare students for entry level IT jobs and workforce readiness skills. Most of the courses align with IT industry certifications.

In addition to the CIS and GIS courses, the adult education program started offering the Google IT Support professional course in the Spring of 2021. These courses had a remarkably high enrollment rate. Unfortunately, due to the wildfires, Covid and the news of the CCC closure, the completion rates of these courses were low. The courses will be offered again in the Spring 2022 semester.

All Information Systems courses were designed to be completely asynchronous courses. This allows the courses to be taken by a variety of student populations. By doing this and offering online and in person office hours, Lassen Community College is expanding its CTE courses into an industry that is showing major growth while also realizing that our class offerings need to be flexible so that they are accessible to the variety of student demographics in the local area. The goal of all Information Systems programs is to cultivate students that are workforce ready through knowledge and skill preparation.

As the program builds, the next step would be to add a Cybersecurity or IT Specialist terminal degree. Most of the requirements for either degree are already met by completing the Computer Support Specialist Certificate of Achievement. In addition to adding more courses and the terminal degree, to offer the best support and preparation for students of the program a computer lab area with a mix of desktops, laptops and tablets will

be essential. This lab will also need to include a variety of other IT equipment, such as cables, routers, switches and other hardware. As noted by the advisory committee, the hands-on lab will be a vital opportunity for students to learn the best skill set.

Geographic Information System (GIS) is a combination of hardware, software, data, people, and protocols, and is primarily used for the acquisition, maintenance, and analysis of geospatial data and information. GIS was founded in the art and science of geography, and more specifically was born from forestry and its associated applications (i.e., natural resources). Its main purpose is to serve as a tool for analyzing geospatial phenomena, via various data overlay operations, to provide information in the form of visualizations (i.e., maps), which ultimately provide greater insight into such phenomena from the perspective of geospatial patterns and real-world feature relationships. The end goal of a GIS is to provide meaningful analysis results to better understand real-world situations and help end-users of such information make better decisions regarding how best to handle geospatial phenomena. Many pathways can be realized for students who complete the GIS Certificate, which is designed to prepare students for employment following graduation or for transfer to a four-year institution of higher learning.

Curriculum covers the foundation of three core components of GIS:

1. Desktop GIS- history of GIS, the foundation of what a GIS is and how it works, geospatial data (i.e., structures, models, acquisition, creation, editing, storage, and retrieval), basic geospatial data overlay analyses, and data and information display (i.e., maps, figures, charts, graphs, tables).
2. Online GIS- like Desktop GIS and will cover the foundation of disseminating GIS through a web-based environment.
3. Mobile GIS-involves a basic understanding of Global Positioning Systems (GPS), and field data collection using concepts surrounding latest trends in mobile GIS applications, via hardware, software, and protocol perspectives

Description/Evaluation:

The Lassen Community College Information Systems programs are designed to prepare students directly for the workforce and industry certification. Currently, Lassen Community College offers 5 Information systems courses, with 5 more being added in the fall of 2022. The Adult Education Google IT Support Professional courses are not under the Information systems currently but act as a direct gateway to the CIS course and program.

GIS	CIS
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<p><b>GIS 1</b> Fundamentals of GIS (4 Credits)</p>	<p><b>CIS 50</b> IT Essentials (4 Credits)</p>
<p><b>GIS 2</b> GIS Data Concepts (3 Credits)</p>	<p><b>CIS 60</b> Networking Essentials (3 Credits)</p>
<p><b>GIS 3</b> Cartography and Geo visualization (3 Credits)</p>	<p><b>CIS 70</b> Computer and Network Security (3 Credits)</p>
<p><b>GIS 4</b> Spatial Analysis (3 Credits)</p>	<p><b>CIS 80</b> Introduction to Data Systems (3 Credits)</p>
<p><b>GIS 5</b> Web mobile Based GIS (3 Credits)</p>	<p><b>CIS 90</b> The IT Professional (3 Credits)</p>

**Describe and evaluate the program objectives against the LCC strategic plan, specifically the mission statement and strategic goals [available online or in the current catalog]. Maps may be utilized to help illustrate ideas.**

- a. 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. Once again, maps may be utilized. **The GIS and CSS certificates have developed Program Learning Outcomes that are in alignment with the LCC mission.**

### **GIS Certificate of Achievement**

**Upon completion of the Geographic Information Systems Certificate of Achievement students will be able to:**

- 1. Demonstrate an understanding of computer hardware and software concepts and identify the appropriate hardware and software to adequately address an identified need**
- 2. Apply the fundamental Techniques of computer security to ensure account and data integrity**
- 3. Explain basic understanding of computer network technology by identifying the various components and describing their basic function within the context of the network**
- 4. Implement solutions to customer problems that minimize risk and disruption to productivity**

5. Identify Labor market needs and properly prepare for the most relevant industry certification exams.

### Computer Support Specialist Certificate of Achievement

1. Demonstrate an understanding of computer hardware and software concepts and identify the appropriate hardware and software to adequately address an identified need

2. Apply the fundamental Techniques of computer security to ensure account and data integrity

3. Explain basic understanding of computer network technology by identifying the various components and describing their basic function within the context of the network

4. Implement solutions to customer problems that minimize risk and disruption to productivity

5. Identify Labor market needs and properly prepare for the most relevant industry certification exams.

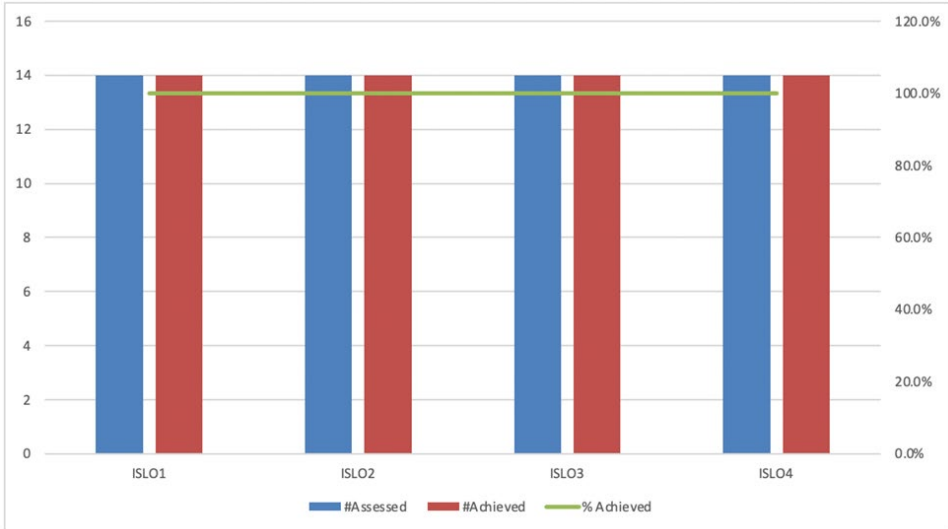
Institutional Student Learning Outcomes	Connection to Program Level Student Learning Outcomes
<p><b>1. Communication:</b> Ability to listen and read with comprehension and the ability to write and speak effectively</p>	<p>All Information Systems courses include several components that work on obtaining and enhancing students' communication skills.</p> <p>Students must be able to read and comprehend technical documents and then use the information that they have read in real world applicable settings.</p> <p>Students in the Information Systems courses must also be able to communicate in a variety of different written formats, from emails to technical papers to writing and documenting information for others use.</p> <p>In addition to reading and writing, the Information Systems student will focus on speaking effectively. This is done through presenting technical information to others. It is emphasized that communication is done so that it is understandable by a variety of people, not just those in the same field of work as the Information System student.</p>
<p><b>2. Critical Thinking:</b> 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</p>	<p>Information systems courses prioritize the ability for critical thinking and work on cultivating the skill. The courses offered help students to start seeing critical thinking in a multi-step and out of the box way. It encourages them to use resources and technology available to them to research and solve problems. They must use that information and apply it to the scenarios presented in the courses.</p>

to arrive at the solution or desired outcome	
<p><b>3. Life Long Learning:</b> 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</p>	<p>Technology is the core of the Information Systems programs. Technology is always changing, growing and adapting. That is why our courses encourage and facilitate a growth mindset. Students are shown and taught to be consistently growing their skills and knowledge so that they will stay ready to face the challenges that growing technology brings. The GIS Program offers students the ability to see the different areas where GIS jobs are in demand and where the skills can be used in a variety of careers.</p> <p>The CSS Program places special emphasis on how to keep up on the different and growing demands of the IT industry. Each program fosters a lifelong learning environment and skills.</p>
<p><b>4. Personal/Interpersonal Responsibility</b> Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures</p>	<p>A key part of the Information Systems program is the concept of identifying industry trends and how to keep skills relevant for career advancement.</p> <p>The program also emphasizes intrapersonal skills that help students grow as community members, professionals and individuals.</p>

Learning Outcomes Descriptions + Results

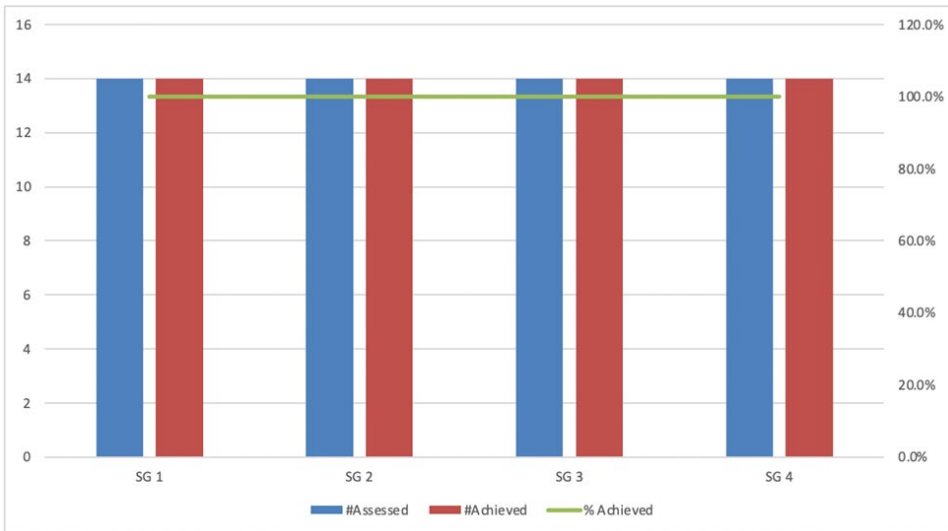
Learning Outcomes	Assessment Method	Total Assessed	Total Achieved	% Achieved
Totals		56	56	100.0%
ISLO1	Communication: Ability to listen and read with comprehension and the ability to write and speak effectively.	14	14	100.0%
ISLO2	Critical Thinking: Ability to analyze a situation, identify and research 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 o...	14	14	100.0%
ISLO3	Lifelong 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; abili...	14	14	100.0%
ISLO4	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 wit...	14	14	100.0%





**Learning Outcomes Descriptions + Results**

Learning Outcomes	Assessment Method	Total Assessed	Total Achieved	% Achieved
Totals		56	56	100.0%
SG 1	Institutional Effectiveness: Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support an inclusive learning environment, while ensuring responsible stewardship of public trust and resource...	14	14	100.0%
SG 2	Learning Opportunities: Provide an array of rigorous academic programs delivered via a variety of modalities that promote student equity and learning while meeting the needs of the local and global community.	14	14	100.0%
SG 3	Resource Management: Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.	14	14	100.0%
SG 4	Student Success: Provide a college environment that reaches out to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student attainment of educational goals including completion of degr...	14	14	100.0%



b. 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.

**The Information Systems Program is new as of Fall 2020 and there have been no prior program assessments.**

### Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action. Resources requested via these planning tables must consider the Total Cost of Ownership. Funding amounts entered as “Estimated Cost” part of these requests must be calculated according to the following formula;

Estimated Cost calculation: In order to most appropriately capture the true costs—the *Total Cost of Ownership*—of resource allocation (budget) requests, the “Estimated Cost” that you submit within our planning process must be representative of the total annualized cost of what you are requesting. As you work to develop these costs, please feel free to reach out to the appropriate LCC department to get estimated costs (i.e. HR, Facilities, etc.) for any assistance that you may need.

As an example, if you are requesting a new piece of equipment, the Total Annualized Cost (“C”) would include all of the following cost elements:

- The purchase price (“P”) of the equipment, *plus*
- The installation cost (“I”) of the equipment, *plus*

- Annualized energy costs ("E") (electricity, natural gas, etc.) to operate the equipment (Facilities department can assist with this calculation) , *plus*
- Any initial and ongoing (annual) supplies costs ("S") for the equipment (eg: paper and toner for copiers or printers) , *plus*
- Any initial and ongoing (annual) maintenance costs ("M") for the equipment (eg: annual service, oil change, license fees, etc.)
- The resulting formula would then be:  $[C = P + I + E + S + M]$

Another example would be for staffing (Human Resources) requests, for which the total annualized cost ("C") would include both of the following cost elements:

- Annual pay ("P") for the position
- Annual benefits ("B") for the position
- The resulting formula would then be:  $[C = P + B]$

## II Student Outcomes

### A. Trends and Patterns in Student Outcomes

Identify, use language of, include data for adopted Institutional set standards. Link student achievement standards to LCC mission. Filter data for equity metrics such as: Gender, Ethnicity, CalWorks Eligibility, Disability/DSPS Status, EOPS Eligibility, CARE Eligibility, Veteran Type, Residency Status, Parents Education Level

#### Description/Evaluation:

1. Provide in tabular form followed by an analysis
  - a. Number of degrees and certificates awarded during the last four years.

##### Awards by Academic Year

Academic Year	Award	Award Count
Totals		2
2020	Cert. of Achievement Geographic Information Systems	2

- b. Transfer numbers for the last four years  
N/A
- c. Completion, retention and success data for the last four years

##### Success and Retention by Academic Year

Academic Year	Census Enrollment	Success Rate	Retention Rate
Totals	19	73.7%	73.7%
2020	19	73.7%	73.7%

2. Analyze program effectiveness based on available quantitative data and qualitative experiences.

**As a new program admits the COVID pandemic many programs saw a drop in students. The GIS program was one of such programs. Several students reported that they enrolled in the course because they are GIS and drone hobbyists. They were not prepared for the amount of work and participation that the program required and needed to focus on other things that were facing the community. Increasing enrollment and retention is the main focus of the program going forward.**

#### Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

### B. Student Learning Outcome Assessment

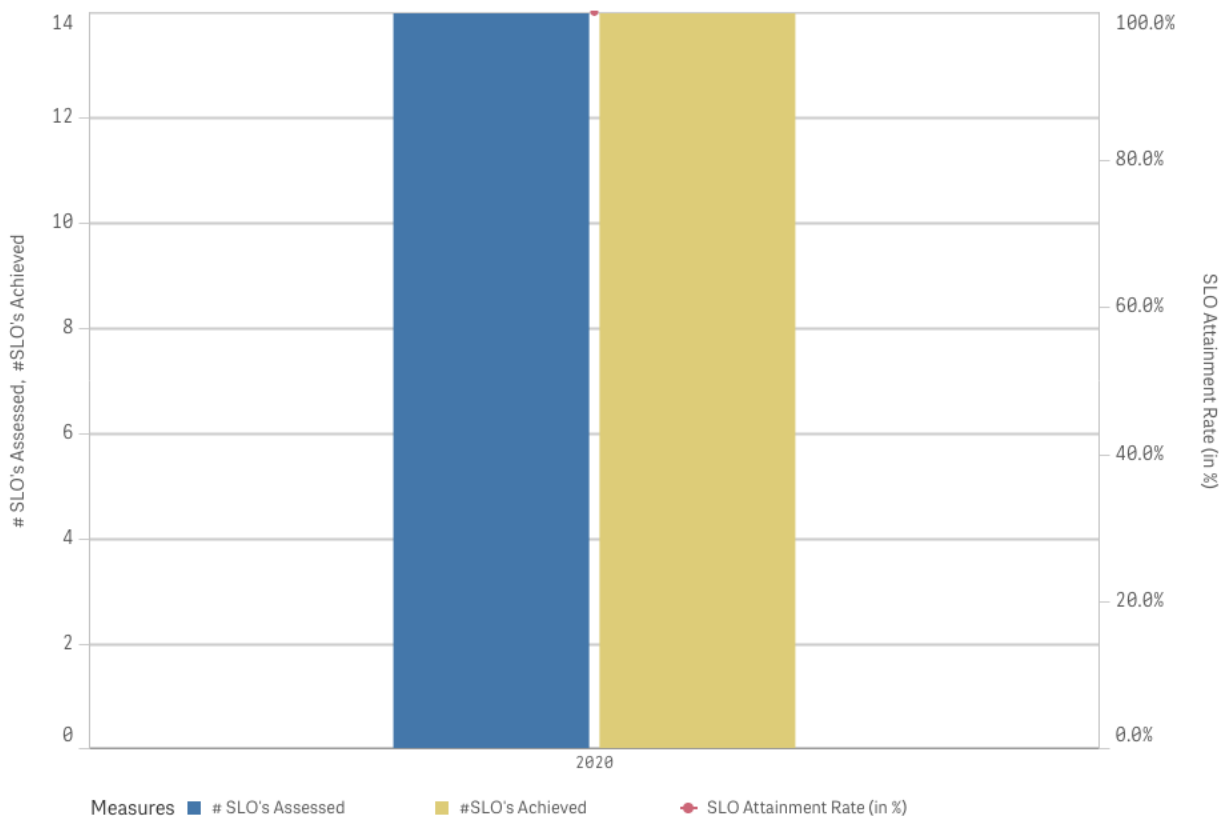
SLO assessment is important to maintain and improve an effective learning experience for LCC students. Evaluating SLO results regularly is helpful for evaluating student learning and identifying emerging program

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. By contract, faculty are required to measure at least one SLO for every class taught each semester; these records are maintained in the online Data Management and Visualization tool (CLIC) and are available for review by faculty at any time through its self-updating, interactive dashboards and reports.

### Description/Evaluation:

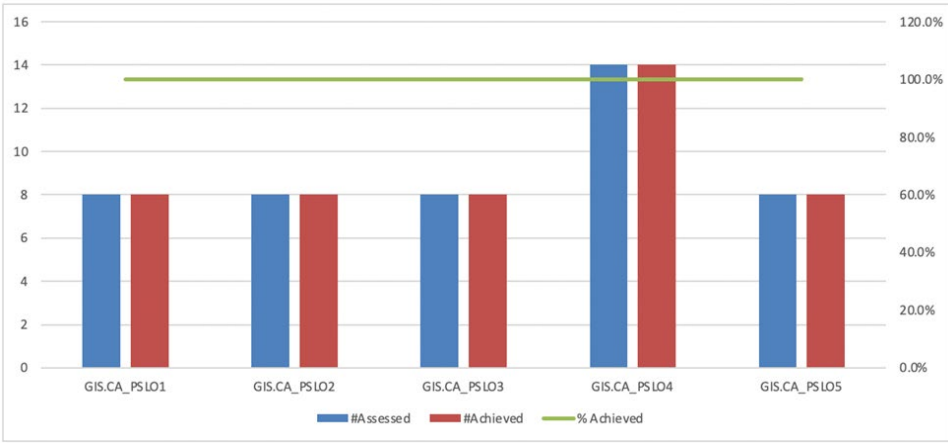
1. Attach an SLO assessment summary as provided by Office of Institutional Effectiveness.

Number of SLO's Assessed and Achieved, with SLO Attainment Rate (%)

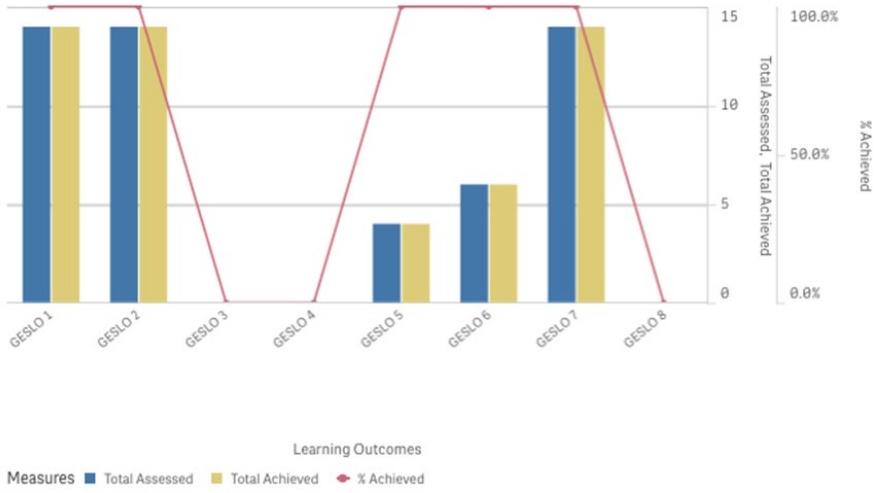


Learning Outcomes Descriptions + Results

Learning Outcomes	Assessment Method	Total Assessed	Total Achieved	% Achieved
Totals		46	46	100.0%
GIS.CA_PSLO1	Demonstrate an understanding of what a GIS is, how it can be used, and how the technology has come to be.	8	8	100.0%
GIS.CA_PSLO2	Explain, in detail, the nature of geospatial data and associated systems – types, formats, structures, models, acquisition, maintenance, manipulation, and display.	8	8	100.0%
GIS.CA_PSLO3	Apply critical thinking skills to the approach of establishing a basic GIS and using said GIS to analyze pertinent data and information to derive results that can or may help to better understand a perceived real-world geospatial phenomenon.	8	8	100.0%
GIS.CA_PSLO4	Use the latest, basic GIS-based software technologies on the market with effective and efficient application.	14	14	100.0%
GIS.CA_PSLO5	Be academically prepared to obtain an entry-level position directly in GIS, or to greatly supplement and enhance another chosen career field that can benefit from the technical nature of GIS knowledge.	8	8	100.0%



Learning Outcomes Assessment Results



Learning Outcomes  
Measures ■ Total Assessed ■ Total Achieved ◆ % Achieved

2. 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. Consider how SLO results may be leveraged to support equipment, facility, staffing, or other budget and planning needs and include the justification in your analysis.

**Students that finish the program are doing so successfully. Data shows that a high percentage of students are dropping from the GIS program before completion, but this can be misleading. The enrollment numbers are low, so even one student dropping suggests a high percentage of students. Based on the data the program is effective for those that enroll and complete the courses.**

### Planning Agenda:

List recommendations and actions necessitated by the above evaluation of SLO results. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action. For any items needing Human Resources Planning, Institutional Technology Planning, or Facilities Planning action, please make sure to include the information within the appropriate section and table later in the program review document.

**Current courses in the Information Systems program show good measure in students meeting the SLO's. New courses will conduct SLO assessments in a comparable manner, focusing on tasks and skills that are the most relevant to workforce applications.**

### 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 C, 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 October/November and February/March of each instructional review process. The Office of Instruction staff will consult with the members of the self-evaluation 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-evaluation team. (Example: The basic skills program might wish to survey courses with high enrollment of former basic skills students.)

### Description/Evaluation:

Attach Student Evaluation Summary provided by Office of Academic Services and provide an analysis of the results of the student evaluations

Student Evaluation Summary data not available.

### Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

**To increase student participation in the surveys, instructors are going to list them in modules in Canvas and assign specific times for them to be completed. They will be added to the syllabus and course outlines as non-graded assignments.**

## III. Curriculum

### A. Degrees and/or Certificates

#### Description/Evaluation:

- List degree and/or certificates offered in the program. Review/revise two-year plan(s). Update scheduling sequence listed on course outline where needed (course outline and/or program revisions need Curriculum Committee approval) attach the approved two-year plan for each degree and certificate (see Attachment D, Degrees/Certificates by Program). Degree and certificate student learning outcomes, if different from program student learning outcomes, should be included in this section.
- Faculty should analyze progress made on the assessment of program (degree/certificate) learning outcomes
- Evaluate the need for courses, degrees and/or certificates
- Transfer programs: 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).
- Transfer programs: Evaluate the courses against the specific area requirements needed to satisfy the general education requirements for associate degrees and transfer. Consider whether there are adequate opportunities to meet the area requirements in combination with all disciplines within each general education area. Is there an adequate number of course and discipline options within each area, and can those courses be offered in a manner that maximizes student enrollment in each section? Do courses need to be added or deleted from any general education area?
- Career/Technical programs: Attach dates of Advisory Committee meetings (a minimum of two meeting per year). Reference Committee Member Rosters and Minutes located in the Office of Academic Services. Summarize the advisory committee recommendations for program curriculum enhancement or improved student competencies



- Career/Technical programs: 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?
- Special Programs: 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.

**The information systems advisory committee is optimistic in regard to the additional courses and certifications coming to the program. The committee felt that expanding courses to offer a CIS program is a good step for the College. The committee would like to see more advertising for the GIS program. Many GIS positions in the local area are going unfilled and this program could help create employment opportunities for students. It was also noted that up until the meeting in September the Information Systems committee members were unaware that Lassen College offered a GIS program.**

### Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning table at the end of the section for any recommendations requiring institutional action.

**The biggest concern in the Information Systems program is the low enrollment. Advertising and awareness of our program needs to increase. Reaching out to local high schools and businesses to share the recent changes and courses and show how they meet the changes and demands in the Information Systems world. Showing how our courses directly prepare students for the workforce will be an area of specific focus moving forward. Advertising in the community, on campus, on the radio and on the web should also increase to help increase awareness for the programs**

## B. Courses

### Description/Evaluation:

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

- **Courses Added: GIS 1, GIS 2, GIS 3, GIS 4, GIS 5.**
- **Courses to be added Fall 2022: CIS 50, CIS 60, CIS 70, CIS 80,**

**CIS 90**

2. 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:
  - 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 (within the last 7 years for transfer courses) and is the publication date included?
  - Does the course outline match the two year plan with regard to sequence of course offerings?
3. 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.
  4. 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.
  5. The signed Instructional Program Curriculum Review Form is to be included with your completed program review documents for all certificates and degrees.

### Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning table for any recommendations requiring institutional action.

**All course revision forms have been completed in regards to the IPR process**

**All GIS classes are aligned with the course catalog and schedule. Each course outline clearly presents the SLO's and course content .Since this a new program, there is no need for any updates.**

**In Fall 2022, the CIS program will begin. These courses will fall under the Information System Program and faculty will review the same data once there is enrollment. Evaluations and successful completions will be crucial information that will help adapt any changes if needed.**

### C. Articulation/Integration of Curriculum

#### Description/Evaluation:

1. 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)

2. Provide a narrative reviewing 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).and the units requirements for Lassen Community College courses as compared to four-year institutions.

**Many of the Information Systems courses are focused on CTE standards and expectations. The Information Systems courses meet the C-ID model descriptors but currently, there are no articulation agreements with current CSU or UC courses. Many California universities focus on Computer Science rather than Computer Information Systems, making articulation difficult. The upcoming courses in the Computer Support Specialist Program will prepare students for further education in Computer Science.**

### Planning Agenda:

Complete Student Services Planning table (see below) for any proposed changes to articulation or C-ID designation

**No changes needed at this time. The GIS program is new and meets the current C-ID descriptors.**

### III. Scheduling and Enrollment Patterns

#### Description/Evaluation:

1. Describe and explain any deviation from the two-year plan in course scheduling during the last four years.

Course	Two-year Plan	Changes
GIS 1	Asynchronous Online	None
GIS 2	Asynchronous Online	None
GIS 3	Asynchronous Online	None
GIS 4	Asynchronous Online	None
GIS 5	Asynchronous Online	None

2. Evaluate the relationship between schedule, enrollment patterns and FTE generated statistics.

	GIS 1	GIS 2	GIS 3	GIS 4	GIS 5
Enrollment	5	5	3	3	3
FTE	1	.83	.5	.5	.5

**Current enrollment in GIS courses is down and enrollment in upcoming CIS course is unknown Current CIS enrollment through the adult education program is 20-25, and it is predicted that enrollment in the CIS courses will range from 15-20 students.**

3. 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).

**Current Information System courses are only those in the GIS program, the courses are in their second year of offerings. The courses are, and have only been offered as, asynchronous online classes. It is unclear if having classes in person would boost enrollment, but the trend of students enrolling in these courses are those that work full time and would not be able to attend traditional in person classes.**

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

**All GIS courses are asynchronous online courses, so students can enroll in general education courses as they need and the GIS course will not create scheduling conflicts.**

### Planning Agenda:

Complete Academic Planning table (see below) for any proposed changes in the schedule that might improve enrollment patterns and better meet student needs.

**There are no plans to change the schedule or modality of the courses. We will be increasing the course offerings under this modality, though we will be placing emphasis on Increasing instructor knowledge of how to best facilitate an asynchronous online course. This will be done through flex day opportunities and will increase student retention and engagement.**

### IV. Equipment

#### Description/Evaluation:

1. List capital outlay equipment, age of equipment and replacement schedule

**Currently, the Information Systems program does not have any equipment specific to its needs. As the program expands, a dedicated mobile lab with equipment which would include computers, cables, routers, servers, monitors, tools and various other equipment will be needed to provide the best educational structure to the students.**

2. Identify any existing equipment maintenance/service agreements

**N/A**

3. Evaluate the condition of capital outlay equipment in light of the replacement schedule and available funds.

**Does not apply**

4. Evaluate the effectiveness of and need for additional maintenance/service agreements.

GIS mapping program: \$2500/year

Cisco Academy Agreement: \$300/year

5. Justify any proposed modification or additions to equipment available for students and/or faculty/instructional assistants within the program.

A mobile lab will be created so that students that do not have access to technology outside of the college can come in during specific office hours to complete virtual labs.

The district also provides laptops for students to be able to check out so that students can access the course.

.

**Access to computers, cables, routers, that students will be able to use to disassemble or use in**

**other ways to get the hands-on feel of the IT Technicians. Ideally, instructors and the advisory committee would like to see a dedicated lab so that students can come in and practice installing and disassembling computers, routers, and various other pieces of equipment. Initially this will all be offered in a virtual environment only. But as the courses progress and enrollment increases, hands-on opportunities will be essential in preparing students for certifications and the work force.**

### Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, Facilities Planning, or Technology Planning tables as appropriate for any recommendations requiring institutional action.

**Future plans for facilities include the creation of a designated lab space where students can come to work on the critical hands on portion of the courses. This will be critical to the future success of the program as it grows. As the courses begin, we will be relying on virtual labs to give experience but the Advisory committee and faculty feel that a hands on lab is what will increase enrollment, retention and success of the CIS program.**

### V: Outside Compliance Issues (if appropriate for program)

#### Description:

If appropriate, describe the role of outside compliance issues on the Special Program. N/A



**Evaluation:**

Assess changes in compliance or identification of compliance-related needs and the impact on the Special Program.

**Does not apply**

**Planning Agenda:**

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

**VI. Prioritized Recommendations****A. Prioritized Recommendations for Implementation by Program Staff**

List all recommendations made in Section One that do not require institutional action (i.e. curriculum development) in order of program priority.

- 1. Faculty will ensure that student assessments are made clear and available to all students**
- 2. SLO mapping and reporting will be reviewed and updated**
- 3. Course offerings and modalities will be reviewed and revised as needed**
- 4. Program Advertising Plan will be developed and implemented**
- 5. Terminal degree and additional course offerings will be developed**
- 6. SLO's will be reviewed and revised, as needed to ensure that they meet institutional and industry standards.**
- 7. Student retention plan will be developed and implemented**

**B. Prioritized Recommendations for Inclusion in the Planning Process**

List all recommendations made in Section One that should be included in Lassen College's planning and budgeting process, specifically in the Educational Master Plan, Student Services Master Plan, or Institutional Effectiveness Master Plan. Separate recommendations into the appropriate plan(s). Items to be included in the Human Resource Master Plan, Institutional Technology Master Plan, or Facilities Master Plan should be addressed in Sections Two, Three or Four in lieu of or in addition to inclusion in the Academic Master Plan. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

**Prioritized Recommendations for Inclusion in Education Master Plan: The EMP addresses the instructional planning needs of the college.**

Information Systems 2022

*\* Note: "Estimated Cost" includes calculated Total Cost of Ownership as described in Section I*

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost * (implementation & ongoing)	Expected Outcome
3,4	Create an online CIS Program that	August 2022	Unknown	Increase FTE's, online
3,4	Create a terminal CIS degree	Aug 2023	Unknown	Increase FTE's, online

Prioritized Recommendation for Inclusion in Student Services Master Plan: The SSMP

highlights the services needed to maximize the student experience through a variety of key student support services.

[Click here to enter Program Name & Year](#)

*\* Note: "Estimated Cost" includes calculated Total Cost of Ownership as described in Section I*

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost * (implementation & ongoing)	Expected Outcome
4	Consider services and equipment	2022-2023	UNK	Ensures equity in program for

Prioritized Recommendations for Inclusion in Institutional Effectiveness Master Plan: The IEMP addresses college needs not addressed in other plans. These needs include research, governance, outcome assessment, and administrative operations.

[Click here to enter Program Name & Year](#)

*\* Note: "Estimated Cost" includes calculated Total Cost of Ownership as described in Section I*

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost * (implementation & ongoing)	Expected Outcome

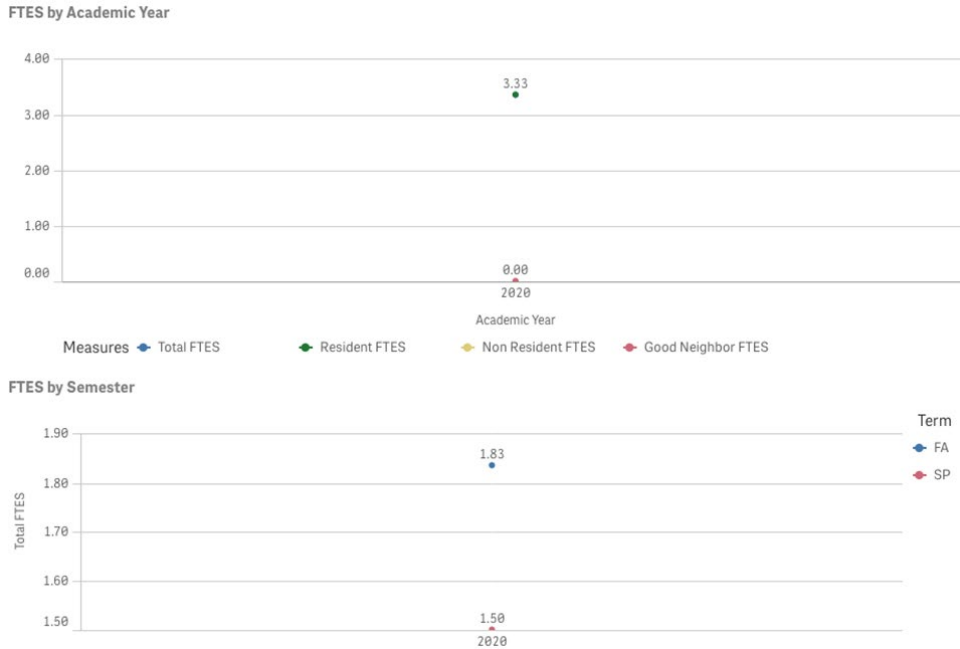
## Section Two: Human Resource Planning

### I. . Program Staffing

#### Description/Evaluation:

1. List the current staffing for the program include: full-time and part-time faculty positions, instructional assistants and classified staff

**Staffing for the GIS program includes two part time faculty members.**



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

**To continue to support the GIS program the current allocation of adjunct needs to be kept. In addition, the Fall of 2021 included the hiring of a full time CIS faculty member. This current make-up of faculty is the minimum required to continue and to expand the Information Systems program.**

#### Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

**The addition of the full time faculty member has allowed for the expansion of the Information Systems program to include a CIS certificate that will increase FTE's for the district.**

## II. Professional Development

### Description/Evaluation:

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].

#### **No full time faculty at the time data was reported**

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.)

**The full time faculty hired in 2021 has been taking courses in CIS course instruction, earned a certificate in online teaching and design. The same faculty member has enrolled in an advanced online program to continue their knowledge of online course design and instruction.**

**Planning Agenda:**

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

**Full time faculty that has been added will participate in flex activities and professional development that increases their knowledge of subject matter and online teaching. In addition to participating in several Equity based workshops and webinars**

**III. Student Outcomes****Description/Evaluation:**

Description/Evaluation:

Describe any results from assessment of learning outcomes that affect human resource planning

**N/A**

**Planning Agenda:**

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

**N/A**

**IV. Prioritized Recommendation****Prioritized Recommendations for Implementation by Program Staff**

List all recommendations made in Section Two that do not require institutional action (i.e. curriculum development) in order of program priority.

**N/A**

**Prioritized Recommendations for Inclusion in the Planning Process**

List all recommendations made in Section Two that should be included in Lassen College's planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Human Recourse Master Plan: The HRMP identifies and manages the administrative functions of recruitment, selection, evaluation, and professional development needs of the College to ensure a fully-staffed and highly functioning team of employees.

[Click here to enter Program Name & Year](#)

*\*Note: "Estimated Cost" includes calculated Total Cost of Ownership as described in Section I*

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost * (implementation & ongoing)	Expected Outcome

### Section Three: Facilities Planning

#### I. Facilities

##### Description/Evaluation:

1. Describe and evaluate the Lassen Community College facilities available to the program.

**None at this time, all courses are asynchronous online courses**

2. Describe and evaluate additional facilities utilized off-campus by the program (attach any relevant rental agreements)

**None**

3. Describe any facilities needs identified by assessments of student learning outcomes

**None**

4. Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the next five years.

**A dedicated lab/classroom space for students to come and use on campus computers, handle real hardware, practice labs with real equipment and space to store program-based equipment**

##### Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, and Technology Planning Forms as appropriate for any recommendations requiring institutional action.

**Though all courses and programs are designed to be asynchronous online courses, the ability to have hands on experience is a top priority for the program and recommended by the advisory board. It will allow for equitable access to all students and give opportunities that cannot be matched in an online environment.**

II. . Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Three that do not require institutional action (i.e. curriculum development) in order of program priority.

**Program staff, along with the IT director, will compile a list of equipment needed to satisfy requirements for the curriculum.**

**Staff will ensure proper usage and storage of equipment by students**

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Three that should be included in Lassen College’s planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in the Facilities Master Plan: The FMP addresses the physical infrastructure, facility, and maintenance needs of the campus.

Information Systems 2021

*\*Note: “Estimated Cost” includes calculated Total Cost of Ownership as described in Section I*

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost * (implementation & ongoing)	Expected Outcome
3,4	Create a mobile lab storage space	2022-2023 school	10,000	Support FTE growth, inclusion

Section Four: Technology Planning

I. . Technology

Description/Evaluation:

1. Describe and evaluate technology and technology support provided for instruction and instructional support.

**Currently the program needs no additional technology support or equipment for the current courses offered.**

**Additional technology will need to be purchased to support the approved courses that will begin in the fall of 2022.**

2. Describe any technology and technology support needs identified by assessment of student learning outcomes.

None



**Planning Agenda:**

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

To ensure the best opportunity for our students to succeed a hands-on mobile lab/classroom space will be needed. This space will have computers students can use to complete virtual assignments in addition to program specific hardware that students can use to take their virtual skills and practice them in real-life scenarios. The acquisition of higher end laptops and cart will be needed to create this lab. For students to be able to complete the required curriculum projects, lower end devices and software will also need to be provided, as well as other various hardware tools/accessories.

**II. Prioritized Recommendations**

**Prioritized Recommendations for Implementation by Program Staff**

List all recommendations made in Section Four that do not require institutional action (i.e., curriculum development) in order of program priority.

**Staff will identify equipment needed for the success of students.**

**Prioritized Recommendation for Inclusion in the Planning Process**

List all recommendations made in Section Four that should be included in Lassen College’s planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

**Prioritized Recommendations Inclusion in Institutional Technology Master Plan: The ITMP addresses the technology needs of the campus.**

**Information Systems 2021**

*\* Note: “Estimated Cost” includes calculated Total Cost of Ownership as described in Section I*

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost * (implementation & ongoing)	Expected Outcome
3,4	Acquisition and installation of	2022-2023 school	\$20,000	Support SLO’s, increase FTE’s,

(IPR Template) Attachment A:

Insert information as needed

(IPR Template) Attachment B:

Insert information as needed

(IPR Template) Attachment C:

Insert information as needed

(IPR Template) Attachment D:

Insert information as needed

(IPR Template) Attachment E:

Insert information as needed

**ATTACHMENT B****LASSEN COMMUNITY COLLEGE  
MASTER PLAN OVERVIEW**

*Six master plans comprise the Comprehensive Institutional Master Plan. Recommendations from program reviews will be input into the selected master plans as determined by faculty in the prioritized recommendation spreadsheets. To better understand which master plan might be most appropriate for each program recommendation, a summary/objective of each plan is included below. More information can be found in the Shared Governance and Consultation Council Handbook and the Comprehensive Institutional Master Plan.*

**Educational Master Plan (EMP):** The EMP addresses the instructional planning needs of the college.

**Facilities Master Plan (FMP):** The FMP addresses the physical infrastructure, facility, and maintenance needs of the campus.

**Human Resources Master Plan (HRMP):** The HRMP identifies and manages the administrative functions of recruitment, selection, evaluation, and professional development needs of the College to ensure a fully-staffed and highly functioning team of employees.

**Institutional Effectiveness Master Plan (IEMP):** the IEMP addresses college needs not addressed in other plans. These needs include research, governance, outcome assessment, and administrative operations.

**Institutional Technology Master Plan (ITMP):** The ITMP addresses the technology needs of the campus.

**Student Services Master Plan (SSMP):** The SSMP highlights the services needed to maximize the student experience through a variety of key student support services.



**ATTACHMENT C**

**LASSEN COMMUNITY COLLEGE  
INSTRUCTIONAL PROGRAM REVIEW - STUDENT EVALUATION**

Name of Program: \_\_\_\_\_ Date Survey Completed: \_\_\_\_\_

Current Course: \_\_\_\_\_

Overview:

Instructional programs are reviewed periodically by LCC faculty. 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 a 4-year Institution

IGETC Certification

CSU Certification

Transfer to another Community College

Degrees/Certificates:

AA/AS

Certificate of Achievement  
Certificate of Completion

Certificate of Accomplishment

Title of Degree or Certificate:

\_\_\_\_\_

General Interest:

Job Requirement

Continuing Education

Personal Development

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

Core Requirements for degree or certificate

 Job Requirements

Elective for degree or certificate

Continuing Education

General Education course for degree or transfer

Personal Development

Other: Please Specify

1. **Does the course content reasonably compare with the catalog/schedule description?**  
 YES                       NO
2. **Did the catalog clearly explain the order in which the courses in this program should be taken?**  
 YES                       NO
3. **Was any cost for this course/program, beyond registration and books clearly identified in the catalog?**  
 YES                       NO
4. **Did instructors use the required textbooks in the program?**  
 YES                       NO                       N/A
5. **Are the textbooks purchased for this program useful to you?**  
 YES                       NO                       N/A

**Scheduling:**

6. **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 \_\_\_\_\_

Facilities/Equipment: Do the facilities for this course/program adequately meet your needs?

7. **I was provided with reasonable access to the facilities?**  
 YES                       NO
8. **The temperature of the facilities in summer or fall is:**

- OFTEN TOO HOT FOR THE SEASON
- COMFORTABLE FOR THE SEASON
- OFTEN TOO COLD FOR THE SEASON
- N/A

**9. The lighting of the facilities is?**

- TOO BRIGHT
- ADEQUATE
- TOO DARK
- N/A

**10. The chairs/tables/desks are?**

- ADEQUATE
- INADEQUATE
- N/A

**11. Is there enough space for you to do your work in class?**

- YES
- NO
- N/A

**12. Please elaborate on your responses and include any additional facilities-related comments:**

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**13. Did the course/program provide the necessary equipment?**

- YES
- NO
- N/A

**14. Is enough time on equipment allowed for each student?**

- YES
- NO
- N/A

**15. Is equipment current?**

- YES
- NO
- N/A

**16. Is equipment generally in good operating condition?**

- YES
- NO
- N/A

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

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**18. Provide any additional comments on the course or program:**

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## ATTACHMENT D

**LASSEN COMMUNITY COLLEGE**  
**EDUCATIONAL PROGRAMS AND DEGREES/CERTIFICATES/LICENSES BY PROGRAM**

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 Science Degree in Administration of Justice for Transfer  
 Associate in Art Degree in Administration of Justice  
 Certificate of Achievement in Administration of Justice  
 Certificate of Accomplishment in Administration of Justice

**Agriculture**

Associate in Science in Agriculture Animal Science for Transfer  
 Associate in Science in Agriculture Business for Transfer  
 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 Agriculture Business  
 Certificate of Accomplishment in Agriculture Irrigation

**Studio Art**

Associate in Arts Degree in Studio Art for Transfer

**Automotive Technology**

Associate in Science Degree in Automotive Technology  
 Certificate of Achievement in Advanced Mechanics  
 Certificate of Achievement in Engine Repair  
 Certificate of Accomplishment Basic Mechanics  
 Certificate of Accomplishment in Electrical  
 Certificate of Accomplishment in General Mechanics  
 Certificate of Achievement in Auto Chassis and Maintenance

**Business**

Associate in Science Degree in Business Administration for Transfer  
 Associate in Science Degree in Accounting  
 Associate in Arts Degree in Economics for Transfer  
 Associate in Science Degree Administrative Office Technician  
 Certificate of Achievement Administrative Office Technician  
 Certificate of Achievement in Small Business Management

**Child Development**

Associate in Science Degree in Early Childhood Education for Transfer  
 Associate in Arts Degree in Child Development  
 Certificate of Achievement in Child Development  
 Certificate of Accomplishment in Child Development-Associate teacher

**Fire Technology**

Associate in Science Degree in Fire Technology  
 Certificate of Achievement in Fire Technology  
 Certificate of Accomplishment in Fire Technology  
 Certificate of Accomplishment in Basic Fire Fighter

### **Gunsmithing**

Associate in Science Degree in Firearms Repair  
 Associate in Science Degree in General Gunsmithing  
 Certificate of Achievement in Firearms Repair  
 Certificate of Achievement 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

### **Health Occupations/Medical Assisting**

Certificate of Achievement in Medical Assisting  
 Certificate of Accomplishment in Administrative Medical Assisting  
 Certificate of Accomplishment in Clinical Medical Assisting

### **History/Social Science/Sociology/Psychology**

Associate in Arts Degree University Studies: Emphasis in Social Sciences  
 Associate in Arts Degree General Studies: Emphasis in Social Sciences  
 Associate in Arts Degree in History for Transfer  
 Associate in Arts Degree in Sociology for Transfer  
 Associate in Arts Degree in Psychology for Transfer

Certificate of Achievement California State University General Education  
 Certificate of Achievement in Intersegmental General Education Transfer Curriculum

### **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

### **Humanities**

Associate in Arts Degree University Studies: Emphasis in Humanities  
 Associate in Arts Degree in English for Transfer

### **Information Systems**

Certificate of Achievement in Geographic Information Systems

### **Natural Science**

Associate in Arts Degree University Studies: Emphasis in Natural Sciences  
 Associate in Arts Degree General Studies: Emphasis in Natural Sciences  
 Associate in Science Degree in Biology for Transfer  
 Associate in Science in Nutrition and Dietetics for Transfer

### **Physical Education**

Associate in Arts Degree in Kinesiology for Transfer  
 Associate in Arts Degree University Studies: Emphasis in Physical Education  
 Associate in Arts Degree General Studies: Emphasis in Physical Education

### **Vocation Nursing/Allied Health**

Associate in Arts Degree University Studies: Emphasis in Allied Health  
Associate in Science Degree in Vocational Nursing  
Certificate of Achievement in Vocational Nursing  
Certificate of Accomplishment in Administrative Medical Assisting  
Certificate of Accomplishment in Clinical Medical Assisting

**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 (no degrees or certificates)**

Athletics  
Developmental Studies  
Work Experience

**ATTACHMENT E**

**LASSEN COMMUNITY  
COLLEGE COURSE LIST BY  
PROGRAM**

**Administration of Justice/**

(All AJ Courses) AJ 5, AJ 8, AJ 9, AJ 10, AJ 11, AJ 12, AJ 14, AJ 16, AJ 20, AJ 23, AJ 24, AJ 35, AJ 49, AJ 52A, AJ 52B, AJ 52BR, AJ 53, AJ 57, AJ 58, AJ 59, AJ 60, AJ 71, BUS 22

**Agriculture**

(All AGR Courses) AGR 1, AGR 2, AGR 3, AGR 4, AGR 8, AGR 9, AGR 10, AGR 11, AGR 12, AGR 13, AGR 14, AGR 19, AGR 20, AGR 21B, AGR 22, AGR 23, AGR 30, AGR 31, AGR 40, AGR 41, AGR 42, AGR 49, AGR 50, AGR 51, AGR 53, AGR 57, AGR 61, AGR 70, AGR 116

**Studio Art**

(All Art Courses) ART 1A, ART 1B, ART 2, ART 3, ART 6, ART 7, ART 8, ART 9, ART 10 A-D, ART 18, ART 19A-D, ART 21, ART 22, ART 23, ART 25, ART 26, ART 30, ART 36 A-D, ART 38, ART 39, ART 43A-D, ART 46, ART 49, ART 50, FILM 1

**Automotive Technology**

(All AT Courses) AT 49, AT 50, AT 54, AT 56, AT 58, AT 60, AT 64, AT 66, AT 68, AT 70, AT 72, AT 74, AT 76, AT 80, AT 82, AT 84, AT 88, AT 90, AT 90A, AT 91, AT 150

**Business**

AGR 1, AGR 2, AGR 3 (and 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 34A, BUS 34B, BUS 49, BUS 75, BUS 76, BUS 77, BUS 78, BUS 79, BUS 84, BUS 98, (and all CA courses) CA 31, CA 32, CA 49, CA 52, CA 53, CA 54, CA 55, CA 56, CA 58, CA 60, CA 150 and COT 50, COT 52, COT 59 and CS 1, and ECON 10, ECON 11, and FS 91, and HO 71

**Child Development**

(All CD Courses) CD 11, CD 12, CD 15, CD 16, CD 17, CD 19, CD 20, CD 22, CD 23, CD 24, CD 25, CD 26, CD 27, CD 28, CD 30, CD/PSY 31, CD 49, CD 50

**Fire Technology**

(All FS Courses) EMT 21, and FS 3, FS 4, FS 5, FS 6, FS 8, FS 13, FS 14, FS 20, FS 23, FS 26, FS 49, FS 50, FS 51, FS 52, FS 53, FS 54, FS 56, FS 57, FS 58, FS 59, FS 60, FS 60A, FS 61, FS 64, FS 65A, FS 65B, FS 65C, FS 68, FS 70, FS 70A, FS 70B, FS 70C, FS 72, FS 72A, FS 73A, FS 73B, FS 74, FS 75, FS 76, FS 77, FS 78, FS 79A, FS 80, FS 81, FS 84, FS 85, FS 86, FS 87, ~~FS 88~~, FS 89, FS 90, FS 91, FS 92A, FS 92B, FS 92C, FS 92D, FS 92E, FS 93, FS 94, FS 95, FS 97, FS 98.18, FS 98.20, FS 98.21, FS 156

**Gunsmithing**

(All GSS Courses) GSS 49, GSS 50, GSS 50.01, GSS 50.03, GSS 51, GSS 51.01, GSS 51.03, GSS 51.05, GSS 51.06, GSS 52, GSS 52.01, GSS 52.02, GSS 52.03, GSS 52.04, GSS 52.05, GSS 52.06, GSS 52B, GSS 52BR, GSS 54.05, GSS 55.04, GSS 56.01, GSS 56.03, GSS 56.04, GSS 57.01, GSS 57.02, GSS 57.03, GSS 57.06, GSS 57.08, GSS 57.15, 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 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, GSS 71.01, GSS 71.02, GSS 71.03, GSS 71.04, GSS 72, GSS 72.01, GSS 73.02, GSS 75.02, GSS 77, GSS 78, GSS 79, GSS 80, GSS 81, GSS 82, GSS 83, GSS 84, GSS 85, 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 98.05, 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 116, GSS 117, GSS 119, GSS 120, GSS 120B, GSS 123, GSS 124, GSS 127, GSS 129A, GSS 129B, GSS 129C, GSS 130, GSS 133, GSS 134, GSS

135, GSS 136, GSS 143, GSS 147, GSS 148



### History/Social Science/Sociology/

ANTH 1, ANTH 2, ANTH 3, GEOG 2, HIST 14, HIST 15, HIST 16, HIST 17, HUM 1, HUM 2, PLSC 1, PLSC 11, PSY 1, PSY 2, PSY 3, PSY 5, PSY 6, PSY 18, PSY 31/CD 31, PSY 33, SOC 1, SOC 2, SOC 3, SOC 4

### Humanities

BS 156, CD 17, (and All Music Courses) MUS 1, MUS 6, MUS 7, MUS 12, ANTH 1, BUS 27, ENGL 1, ENGL 2, ENGL 3, ENGL 4, ENGL 5, ENGL 7, ENGL 9, ENGL 10, ENGL 12, ENGL 22, ENGL 33, ENGL 34, ENGL 105, ENGL 105A, ENGL 150, ENGL 151, ENGL 155, ES 1, ESL 155, FILM 1, GEOG 2, HUM 1, HUM 2, PHIL 1, PHIL 2, PHIL 10, SPAN 1, SPAN 2, SPCH 1

### Human Services

(All HUS Courses) HUS 10, HUS 22, HUS 24, HUS 25, HUS 30, HUS 31, HUS 32, HUS 35, HUS 37, HUS 40, HUS 41, HUS 42, HUS 48.05, HUS 49, HUS 61

### Information Systems

GIS 1, GIS 2, GIS 3, GIS 4, GIS 5

### Mathematics /Natural Science

ANTH 1, ASTR 1 (and All Bio Courses) BIO 1, BIO 10, BIO 20, BIO 25, BIO 26, BIO 32, BIO 32L, BUS 84, COT 59 (and All Chem Courses) CHEM 1A, CHEM 1B, CHEM 8, CHEM 45, GEOL 1, GEOL 5, GEOG 1, (and All Phys Courses) PHY 2A, PHY 2B, PHSC 1, (and All Math Courses) MATH 1A, MATH 1B, MATH 7, MATH 8, MATH 11A, MATH 11B, MATH 40, MATH 60, MATH 156, MATH 164, MATH 187, MATH 168, and FS 91

### Physical Education

HLTH 2, HLTH 25, and HO 120, HUS 30, (and All PE Courses) PE 15, PEAC 2A, PEAC 2B, PEAC 2C, PEAC 2D, PEAC 5A, PEAC 5A.02, PEAC 5B, PEAC 5C, PEAC 5C.02, PEAC 5D, PEAC 6, PEAC 6B, PEAC 6D, PEAC 7, PEAC 7D, PEAC 9, PEAC 9B, PEAC 9D, PEAC 10, PEAC 10D, PEAC 16, PEAC 32D, PEAC 34, PEAC 44

### Vocational Nursing/Allied Health

CD 50, (and All HO Courses) HO 3, HO 49, HO 70, HO 71, HO 80A, HO 88, HO 120, (and All EMT Courses) EMT 21, EMT 60, EMT 61 and FS 20, (and All VN Courses) VN 50, VN 51, VN 52, VN 53, VN 54, VN 55, VN 56, VN 57, VN 58, VN 59, VN 60

### Welding Technology

GSS 124, IT 22, IT 72 (and All WT Courses) WT 20, WT 21, WT 22, WT 23, WT 25, WT 31, WT 32, WT 36, WT 37, WT 38, WT 39, WT 42, WT 43, WT 44, WT 45, WT 49, WT 50, WT 51, WT 52, WT 52

### Special Educational Programs:

#### 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 153, DS 155, DS 158, BS 156, BS 170, BS 171

#### Work Experience

CARS 2, CARS 151, CARS 153 (and all 49 courses) AGR 49, AJ 49, ART 49, AT 49, BUS 49, CD 49, CT 49, FS 49, GSS 49, HO 49, HUS 49, JOUR 49, WT 49, WE 1, WE 2

## ATTACHMENT F

## 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 Community College planning and budgeting processes, the LCC IPRs are conducted over the course of an academic year, culminating in September.
Assessment Results_____	The data/information acquired from the implementation of an assessment tool.
Assessment Tool_____	A tool that has been designed to collect objective data about students' attitudes and skill level. An appropriate learning 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.
C-ID_____	Course Identification Number
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/Evaluation_____	A subsection provided within the IPR to allow faculty to identify and analyze the current situation within the program to justify recommended changes to 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 itself.
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.
Planning Agenda	_____	A subsection provided within the IPR to allow faculty to make recommendations for improvement of their programs. Recommendations are divided into those that require institutional support and those to be implemented by the program faculty.
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.
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.

Lassen Community College  
Status of Curriculum Reviews

Information Systems Instructional Program Review  
Status of Curriculum Review April 19, 2022

Course Name	Curriculum Committee Review Completed	Curriculum Committee Review Not Completed	Course SLO mapping Curriculum Committee reviewed
	Date course last reviewed	Date here if last review 4 years or more	Date
GIS 1 Fundamentals of GIS	03/15/2022		02/15/2022
GIS 2 GIS Data Concepts	03/15/2022		02/15/2022
GIS 3 Cartography and Geovisualization	03/15/2022		02/15/2022
GIS 4 Spatial Analysis	03/15/2022		02/15/2022
GIS 5 Web/Mobile-based GIS	03/15/2022		02/15/2022
CIS 50 IT Essentials	11/16/2021 New course		
CIS 60 Networking Essentials	11/16/2021 New course		
CIS 70 Computer and Network Security Fundamentals	11/16/2021 New course		
CIS 80 Introduction to Databases	11/16/2021 New course		
CIS 90 The IT Professional	11/16/2021 New course		
<b>Programs</b>	<b>Curriculum Committee Review Completed</b>		<b>Program PSLO mapping Curriculum Committee reviewed</b>
GIS Certificate of Achievement	11/02/2021		04/19/2022
Computer Support Specialist Certificate of Achievement	New certificate 11/16/2021		
Computer Support Specialist Certificate of Achievement	New certificate 11/16/2021		

Michelle Williams, Interim Dean of Instructional Services

Date

## INFORMATION SYSTEMS MINUTES

\*approved at the March 11<sup>th</sup>, 2022 meeting\*

### **Present:**

Aaron Barnes, Bandon IT, Owner  
 Patrick Tynan, MCP-Tech, Owner  
 Jason Housel, Lassen County, Information Systems Supervisor  
 Melinda Duerksen, Lassen Community College, CIS Instructor  
 Michell Williams, Lassen Community College, Interim Dean of Instruction, CTE  
 Christi Rose, Lassen Union High School, K-12 SWP Coordinator, North Far North Region  
 Barb Baston, Lassen Community College, Academic Counselor  
 Wendy Porter, K-12 Strong Work Force, Regional Director, Employer Engagement  
 Robert Talley, Lassen County Office of Education, IT Technology Coordinator

### **Absent:**

Dustin Renn, WISPRENN Internet, Owner  
 Amy Velazquez, Alliance for Workforce Development, Director of Business Services  
 Carie Camacho, Lassen Community College, Interim VP of Academic Services

### **Guest:**

Fran Oberg, Lassen Community College, Executive Assistant, Academic Services

#### **I. Introductions:**

- The meeting was called to order at 9:03am by Duerksen.
- All present introduced themselves.
- ACTION: Motion to approve agenda made by Porter. Second by Talley. All in favor, the motion carried.

#### **II. Committee Membership and Function:**

- Duerksen presented a brief overview of the Committee's membership and function. In addition to the stated function, she asked members to be on the lookout for training and funding opportunities.

#### **III. CIS Program Update: Melinda Duerksen**

##### **a. Current Course, Degree and Certificate Offerings**

- Non-credit IT Support through Google – Classes first offered in Spring 2021 semester with the series of classes scheduled through early Summer 2021. Enough interest was generated that a second cohort was added. Unfortunately, we had completion issues because of the fires (displaced students and interrupted internet services). We will offer the classes again. It is our hope that as students complete, many will continue with the new CIS offerings.

##### **b. LMI Data**

- LMI is in demand even in our area. Duerksen will design a course to fill those needs.

##### **c. Proposed Direction**

- Duerksen is proposing offering a 16-unit certificate that will cover basic knowledge,

fundamentals and prepare students for industry certification exams. Students who complete would be able to get a basic job or continue with their education.

- Talley commented on the need for more GIS and data base jobs. Williams commented that LCC offers a GIS program. Housel said he used it and it was a good program. The suggestion was made to bring the GIS program under the umbrella of the CIS Advisory Committee. Williams noted LCC had difficulty advertising for the GIS program and it was very low enrolled. Porter can connect with the Butte CIS Dean and CSU Chico for assistance.
- Housel sees a need for data migration management. When companies migrate from old systems to new systems, or have a change of management, providing training to employees is critical. Duerksen will look into the types of classes to add.

#### IV. **Cert of Achievement Course Proposals: Melinda Duerksen**

- The first step is to create a Certificate of Achievement to be offered Fall 2022. After the Certificate, we'd like to build on it by creating a terminal degree. It is basic IT level, not basic computer.
- Duerksen is a certified CISCO instructor. Most courses will be coordinated through the CISCO Academy. CISCO offers virtual labs. LCC doesn't have a physical lab right now. A comment was made that virtual labs are getting better but students do need hands-on training on actual physical devices. Virtual labs are an okay replacement, but hands-on is preferred for training. Talley commented that inexpensive equipment can be purchased on Ebay. Porter suggested looking into EON Reality the free virtual reality platform. Williams stated that the online modality offers flexibility for students and can accommodate high school students. Duerksen stated she could offer late afternoon and evening office hours so students could come in and get hands-on experience. Question – Are there plans to have a lab on campus? Duerksen will add this as a future need. Williams commented that students could get hands-on experience through the Work Experience component in the certificate.
- ACTION: Motion to move forward with the CSS Program using the CISCO learning platform made by Talley. Second by Housel. All in favor, the motion carried.
  - a. **IT Essentials**
  - We do have the non-credit program to cover this.
  - b. **Network Essentials**
  - This course works a bit better with virtual labs, but not the best.
  - c. **Computer Security Fundamentals**
  - This course would have the students walk a fictitious business through the security process.
  - d. **Linux Essentials**
  - Duerksen asked members for their thoughts about offering a Linux course. Only 5% of businesses use Linux. The rest are Windows-based. The suggestion was made to make this a Server Essentials course and touch on all types – Cloud, Linux, Microsoft, VM, etc. Give general entry-level knowledge on all servers.
  - ACTION BY CONSENSUS: Change this course to the general Server Essentials and not make it Linux-specific.
  - e. **The IT Professional**
  - This course would emphasize soft skills of employment, career planning, and customer and business relations. Students need to have a growth mindset to understand the local labor market to stay on top of its needs. This would be something for LCC to bring that other programs don't have. Housel agreed that learning a work ethic is needed – show up, be approachable and pleasant, work at the customer's level to answer questions, etc. Porter stated this is critical because lines are blurring between development and customer service.
  - f. **Additional Needs/Assessments**
  - Offer Server Essentials instead of Linux.
  - Suggestion – use "Data Systems" instead of "Server" so more systems can be covered.

- Porter stated that North Far North is restructuring and may offer vouchers for certification tests. It could be a good marketing tool.
  - g. Equipment needs**
- All agreed it would be beneficial to have some pieces of actual hardware for students to practice on. Duerksen will work with Williams to get some equipment.

#### **V. Future Direction: Melinda Duerksen**

##### **a. Terminal Degree**

- Duerksen will continue working on building a general CIS terminal degree.
- The suggestion was made to add the GIS program and build on that. Question - Does anyone have recruitment ideas? Porter stated that FRC is working with ITDRC and can get LCC connected.

##### **b. Amazon Web Services**

- Duerksen stated this is more advanced than what the certificate would offer. If this is the future, should we offer it? AWS offers instructor training and free curriculum. Talley stated that students should be exposed to it – Amazon, Azure. Housel stated a cloud computing overview would be helpful.
- **ACTION BY CONSENSUS:** Keep AWS instruction general and weave it in to all classes.

#### **VI. Open Discussion:**

- Porter stated there is an ICT Educators conference in January.
- Barnes suggested recruiting from the high schools. Does Lassen High School have a computer program? It's gone now and wasn't on the tech side. Westwood and Herlong are the same.
- Porter shared that Butte piloted a program for high school students. It ran three weeks in the summer - in class, then at a job site. Duerksen will look into doing a summer class for high school students. Parents are interested in summer activities for kids. This could be a hook to get students interested in our program.
- Williams is working with Rose on Strong Workforce opportunities.
- The next meeting will be after the first of the year. Duerksen will send out a newsletter and update later this semester.
- Duerksen thanked all for their time, expertise and input.

#### **VII. Adjournment: 10:12am**