

LASSEN COMMUNITY COLLEGE  
INSTRUCTIONAL PROGRAM REVIEW

Developmental Studies – Special Academic Programs

Academic Year 2012-2013

Signed:

\_\_\_\_\_  
Cindy Howe

\_\_\_\_\_  
Carrie Nyman

Dated:

\_\_\_\_\_

\_\_\_\_\_

Accepted by the Academic Senate – May 21, 2013  
Presented to Consultation Council – June 10, 2013  
Presented to the Governing Board – June 11, 2013

# TABLE OF CONTENTS

## SECTION ONE –ACADEMIC PLANNING

I - PROGRAM OVERVIEW AND GOALS .....	3
II - STUDENT OUTCOMES.....	7
III - CURRICULUM .....	9
IV – OUTSIDE COMPLIANCE.....	13
V – PRIORITIZED RECOMMENDATIONS .....	14

## SECTION TWO

I - HUMAN RESOURCE PLANNING.....	15
----------------------------------	----

## SECTION THREE

I – FACILITIES PLANNING.....	17
------------------------------	----

## SECTION FOUR

I - TECHNOLOGY PLANNING .....	18
-------------------------------	----

## ATTACHMENTS

A: ANNUAL UPDATE .....	19
B: INSTITUTIONAL STUDENT LEARNING OUTCOMES INVENTORY CHART .....	22
C: ENROLLMENT, RETENTION, FTE CHARTS.....	23
D: LD/HI-TECH EQUIPMENT LIST .....	24
E: PROGRAM STUDENT LEARNING OUTCOMES .....	25
F: STUDENT SURVEYS .....	29
G: CURRICULUM REVIEW.....	34
H: DD/ADPE EQUIPMENT LIST .....	35

## **SECTION ONE: ACADEMIC PLANNING**

### **I. PROGRAM OVERVIEW, OBJECTIVES, AND STUDENT LEARNING OUTCOMES**

Description/Evaluation:

- a. 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].

The Disabled Students Programs and Services was established at Lassen Community College in 1973 to provide support services, special instruction, counseling, assessments, and educational accommodations to adult students with disabilities in accordance with evolving state and federal laws protecting the rights of individuals who have disabilities and ensuring those individuals have equal access to higher education.

This program meets the current mission statement and strategic goals of Lassen Community College in the areas of Student Success, Responsive Curricula, Resource Development and most important, Student Access. We consistently work to assist students in attaining their educational goals by providing curricula that meets their needs, providing qualified staff to assist the students, and ensuring equal access to college courses, facilities and services.

Our program is separated into two distinct programs: Learning Disabilities/High-Tech Program (LD/Hi-Tech) and Developmental Disabilities/Adaptive Physical Education Program (DD/ADPE).

#### **Description of previous objectives:**

In our 2009 program review, Developmental Studies (DS) **goal or program purpose** was to:

Provide special instruction and appropriate assessment/evaluation, to Title 5-qualified disabled students, veterans, TANF/CalWORKS students, and qualified Department of Rehabilitation students.

Our previous **objectives or specific components** from our 2009 program review were:

**Objective #1 - Pursue outside assistance to procure a facility for our expanding DD/ADPE Program.**

**Objective #2 - Solve our staffing shortages by developing a plan for replacing part of our staff vacancies dependent on current and future budget funding.**

**Objective #3 – Develop and pursue an alternative plan for solving the Hi-Tech Center overcrowding issues.**

#### **Evaluation of previous objectives:**

**Past Goal-** Our goal and objectives conform to the college mission statement and strategic goals: #1-4 by providing students with disabilities equal access/support services to college programs so that they may succeed in the college setting. We consistently work to assist students who have disabilities in attaining their educational goals by providing curricula that meets their needs, providing qualified staff to assist the students, and ensuring equal access to college courses, facilities and services.

**Past Objective # 1:** We were not able to locate any facilities for the DD/ADPE within the community for the fitness classes that would have been cost effective (which means free access since DSPS cannot pay for facilities), but we do have an agreement with Main Street Bowl to accommodate the DS 121 Adapted Bowling class, and students pay a minimum of two dollars per game, with shoes included. The DD/ADPE program continues to share the LCC gym, fitness center and wrestling room with the physical education and athletics programs on campus. The ADPE programs throughout the state are waiting for a ruling from the Chancellor's Office as whether or not Adapted Physical Education will continue to be offered in the California Community College system. I will continue to keep offering a valuable program to our students until I hear from the state. I will be considering developing a Transitional Independent Living/vocational training program if it is feasible for the college to pursue. I would duplicate an existing program at Taft College that is only one of nine in the country. In the spring of 2011, Jeff Ross DSPS/TIL program coordinator came up to Lassen College with an

individual from the Chancellor's Office to discuss whether Lassen College would be an appropriate location for a transitional living program, and they believed it would be but that coordination of the vocational program would take some work in finding partnerships with agencies and businesses. The existing college president at the time was not willing to explore the notion of a program on campus, but when he left, the interim president and academic dean began asking more questions and opened the door for more communication in 2012. As the ADPE programs throughout the state are in jeopardy, it would be only wise that LCC begins again to explore a transitional living program. Carrie Nyman

**Past Objective #2:** Despite ongoing and pervasive budget reductions, 40% from the state in 2009, we were able to maintain minimal staffing due to attrition and allowable carry-over funds from one year to the next. We were also able to maintain our part-time certificated position for the LD Program. We had a very good year in 2010 with an increase in FTE generation and were able to replace a full-time Instruction Support Specialist (ISS) for the LD program.

We attempted to hire a ¾ time ISS for the DD/ADPE program, but did not fill the position because of ongoing budget reductions from the state. We had to eliminate our part-time certificated position for the LD program and our computer technician position for the Hi-Tech Center and request funds from the college general fund (college effort) to cover our end-of-year budget deficits.

In Spring of 2013, our DSPS Coordinator, Sandy Beckwith, voluntarily left her position, which saved us the horrendous task of having to lay-off positions in the DSPS program. Currently, we have two full-time certificated faculty members who are 100% FTE generating instructors and one full-time classified ISS who provides full-time instructional as well as clerical support to the Learning Lab and also assists with MIS reporting and student educational plans as needed for compliance in with APE program.

**Past Objective #3: Develop and pursue an alternative plan for solving the High-Tech Center overcrowding issues.**

The High Tech Center is consolidated into the back of the Learning Disabilities Lab with eight available computers for student use. This causes some students to have to wait for a computer during high-use times. Also, the students have little room to work, are shoulder to shoulder with each other, and only one wheelchair can fit into the lab at any given time. We were able to ease the overcrowding of the Hi-Tech Center at times of high student use by sending students down the hall to the Learning Center computer lab. While this is not an ideal solution to the overcrowding issue, and students do not have access to adaptive software in the Learning Center, it was the only viable solution due to space limitations and space prioritization in the Creative Arts building. In addition, due to the kindness and generosity of Colleen Baker and the Basic Skills Program, all eight of our computers in the Hi-Tech Center were replaced this year with brand new, disability-friendly computers and all adaptive software was updated thanks to Matt Montgomery in the I.T. Dept.

#### **Recommendations/Plan:**

We do not have **program** student learning outcomes because we are not a Title V sanctioned program with "organized courses leading to a defined objective, a degree, certificate, diploma, license, or transfer to another institution of higher education" (Title V, section 55000).

However, we do meet the college's institutional strategic goals (#3 Student Access) of "Provide a college environment that reaches out to and supports students, minimizes barriers, increases opportunities, and increases success through access and retention." We assist students who have barriers (disabilities) by providing instructional courses (#2 Responsive Curricula) and accommodations for their college classes and programs. A good portion of our instructional time is remedial in nature, and we spend a great deal of time providing retention services to keep our students in college (#1 Student Success), utilizing qualified staff (#4 Resource Development). To this end, over the next four years, we would like to accomplish the following:

New Program Goal: To assist adult college students, who have qualifying disabilities, in attaining their educational goals by providing curricula that meets their needs, providing qualified staff to assist the students, and ensuring equal access to college courses, facilities and services.

**New Objective # 1:** To continue with the DD/APE program until the state makes a decision whether they will continue to support APE classes at the community colleges. Investigate whether LCC can feasibly support a Comprehensive Transition and Postsecondary program that provides access to higher education for students with intellectual disabilities who are interested in continuing their education in a supportive yet challenging learning environment. The program would be designed to develop Life Skills towards independent living and career development. It would be recommended

that a mini-sabbatical/or release time be given to the DD/APE instructor for researching the best fit for LCC, and to design a program that meets the social, academic and fitness needs of students with intellectual disabilities. Would it be better to have a program with NO HOUSING that provides instruction that promotes growth toward greater independence and assists persons with intellectual disabilities to live and work in their own community, by offerings courses in such areas as: Academic growth, Community awareness, Enrichment, Fitness, Independent Living, Social Skills, and Technology, or else look at the Taft College on campus independent living program/vocational training program that has similar components but is a comprehensive transition and postsecondary (CTP) program for students with intellectual disabilities. Carrie Nyman

An expert from Taft College has visited our campus and provided an evaluation and recommendations to our DD/APE instructor. The Transition to Independent Living Program (TIL) at Taft College is a post-secondary educational experience for adults having developmental disabilities. The program provides instruction, training, and support on a community college campus. The program is comprehensive, with curriculum and training that promotes acquisition of the functional, social, and career skills necessary for students to live a productive and normalized lifestyle. Taft College was able to fund their program through their local Regional Center, and it houses students in the college dorms and in the community. Staff works with each student to establish realistic short-and long-term goals. Individual Program Plans (IPP's) are then written to assist students in attaining these goals. (Taft College Web Site)

Taft Students are eligible for graduation when they complete the required course work and independently demonstrate the learned skills. At that time, the transition team staff assists graduates in transitioning into an independent living situation in their home community. The TIL program tracks graduates for a 10 year period to assess student outcomes. (Taft College Web Site)

**New Objective #2: The District needs to budget two Instructional Support specialist (ISS) positions for our program from the general fund.** Until 2009, the DSPS program was self-sufficient and self-funded from FTE generation and categorical monies provided by the state budget. After the reduction in revenue began to negatively affect our program, DSPS requested assistance from the college general fund in the form of budget enhancements to off-set the state reduction. The college would not provide yearly general fund budget monies, but did provide some funds at the end of a couple of years in order to balance the DSPS end-of-year budget, and this money was considered "College Effort" as reported to the state.

The Chancellor's Office does not envision a future correction to the 2009, 40% budget reduction for any DSPS program in the state despite the passage of Proposition 30 in 2012. Because of this severe cut, and only a 95% guarantee of funding from each previous year to the next for the DSPS programs across the state, the DSPS program is requesting a general fund line item budget for the salaries of two ISS positions: one for the LD Program and one for the DD/APE program, utilizing Prop. 30 funds. Even if the DD/ADPE program converts to a Transition to Independent Living Program (TIL), the ISS will still be needed in the new program.

**New Objective #3: Shift the counseling needs of the DSPS program to regular counseling.** Since the DSPS Counselor/Coordinator has left the position, and only the coordination duties have been assigned to the LD Specialist as release time, a plan must be developed to cover the counseling needs of the DSPS students. Beginning in Spring of 2013, DSPS students should be shifted to regular counseling for education planning, class schedules, and personal counseling. The LD Specialist/DSPS Coordinator will work with the regular counseling staff during this transition period to ensure students are maintaining their assistance labs and appropriate course loads.

**New Objective #4: Develop a retention program for students entering their second year of college.** The LD Specialist/DSPS Coordinator will develop a plan to contact DSPS students toward the end of the first year of college, encouraging students to file for financial aid and pre-register for the following fall semester. Then, another contact should be made prior to the beginning of the fall semester to check on the students, remind them of the semester start date, and assist with any barriers preventing the students' return to college

- b. Identify and evaluate the Program Student Learning Outcomes including the relationship between course, program and institutional student learning outcomes.. Faculty may use the Six-Column Model, which links course, program and institutional student learning outcomes [Attachment D, Six-Column Completed Sample ] or may choose to utilize an alternate documentation template. N/A
- c. Evaluate any changes in the program since last review. Include summary of Annual Updates completed since last review.

In 2009, the DSPS Program revenue was reduced by 40% due to the state's budget deficit problems. Until that point, the DSPS program was self-sufficient and self-funded from FTE generation and categorical monies provided by the state budget. After the reduction in revenue, DSPS requested assistance from the college

general fund in the form of budget enhancements to off-set the state reduction. The college would not provide yearly general fund budget monies, but did provide some funds at the end of each year in order to balance the DSPS end-of-year budget, which was considered “College Effort.”

As each academic year proceeded, the DSPS budget was reduced utilizing attrition and budget reductions in DSPS accounts. Two full-time classified staff positions were eliminated, and supply, travel and other accounts were reduced or eliminated.

In 2010, the program had an increase in FTE with enough funding to add back one full-time classified position which was hired in 2011 and one part-time position, which was not hired.

During the 2012-2013 academic year, it was determined, and presented to the District that the DSPS program could not continue with the same staffing levels, so one full-time certificated, one part-time certificated position, and one part-time classified position were eliminated. This left the full-time DSPS Counselor/Coordinator position vacant. Part of this position was assumed by the LD Specialist (Coordination at 20%) beginning in Spring of 2013. The District has also decided that the DSPS Coordinator should not have two different supervisors and has consolidated reporting duties to the Vice President of Academic Services who will have control of the budget in regard to reductions in courses/sections. Also presented to the District were budget solutions to balance the DSPS budget by eliminating all overloads and summer classes. The District chose not to implement the reductions in order to maintain FTE generation and indicated that it would cover the budget deficits at the end of the year. The DSPS counseling component was eliminated and is to be assumed by the regular counseling staff. Since DSPS will no longer have a non-instructional component, it was suggested that the non-instructional program review be eliminated and that the instructional program review should now cover all remaining DSPS components.

*Since the last IPR 2008 there have been only slight changes within the DD/ADPE classes within the program:*

- *Capping the number of students to enroll in class rooms due to the lack of a support specialist.*
- *Eliminating DS158 Adapted Arts and Crafts for Spring 2013 and reducing supply budget for Fall 2012, causing the instructor to spend her own personal funds to finish the class.- Carrie Nyman*

We wrote an annual update in February of 2013 because our budget has been severely reduced, and we can no longer be self-sufficient. The DD/ADPE program has reported in the SLO’s the need for an Instructional Support Specialist in the class room (at 100%) due to the physical limitation and low cognitive abilities of the students in the program. The LD Specialist/DSPS Coordinator has requested that the college general fund absorb the cost of two ISS positions (one for the LD/Hi-Tech Center and one for the DD/ADPE program) to serve students with disabilities. In addition, the fitness facility that is being used is becoming hazardous with equipment failing and not being repaired or maintained, causing some SLO outcome failure.

- d. Analyze program-related promotional materials/advertising as appropriate  
DSPS promotional materials consist of a student handbook, college web site section, catalog section, high school visits, agency visits, and faculty, staff and student promotion of the program. These promotional methods serve the program well and help to direct students into the program.

Planning Agenda: The planning agenda consists of requesting a formal line-item budget in the college’s general fund in order to maintain an adequate level of staffing and classes without having to constantly reduce the program in future years.

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

Recommendation 1: Add a line-item budget from the general fund for the DSPS Program covering the costs of the full-time classified position for the LD/Hi Tech Center program and funds for a full-time classified position for the DD/ADPE program.

## SECTION II STUDENT OUTCOMES

### A. Trends and Patterns in Student Outcomes

Description/ Evaluation:

1. Provide in tabular form followed by an analysis

a. Number of degrees and certificates awarded during the last four years. 0 – The program does not award degrees or certificates.

b. Transfer numbers for the last four years Only two years of data was provided by Academic Services.

An e-mail and phone call did not produce any more information.

Ed Goal – 2010-2011	Students	% Of Total	Avg GPA	Avg Units Enrolled	Retention Rate	Success Rate
Transfer with AA/AS	29	19.0 %	2.75	9.9	80.0 %	63.2 %
Transfer without AA/AS	4	2.6 %	1.86	6.5	100.0 %	66.7 %

Ed Goal – 2011-2012	Students	% Of Total	Avg GPA	Avg Units Enrolled	Retention Rate	Success Rate
Transfer with AA/AS	26	16.4 %	2.43	9.9	87.2 %	70.1 %
Transfer without AA/AS	5	3.1 %	3.00	6.8	88.2 %	76.5 %

c. Completion, retention and success data for the last four years

	Students	% Of Total	Avg GPA	Avg Units Enrolled	Retention Rate	Success Rate
2010-2011	159	100.0 %	2.53	6.3	89.1 %	74.1 %
<b>Transfer Ready Rate</b>	<b>Next Term Persistence</b>	<b>Next Year Persistence</b>				
0.6 %	79.9 %	62.3 %				

	Students	% Of Total	Avg GPA	Avg Units Enrolled	Retention Rate	Success Rate
2011-2012	153	100.0 %	2.52	6.4	86.6 %	68.8 %
<b>Transfer Ready Rate</b>	<b>Next Term Persistence</b>	<b>Next Year Persistence</b>				
0.0 %	72.5 %	66.7 %				

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

The DSPS program is effective for retention and success rates, ranging between 86% and 89% for retention and 68% to 74% for success. Next term persistence is between 72% and 79%, but next year persistence is only between 62% and 69%. The DSPS program is effective for transfer in that students with a transfer goal have retention rates of between 80-100%. However, few DSPS students have a transfer goal (19-21%). The majority of students in the program are working on associate's degrees, certificates, or educational development (55%). (see attached)



Planning Agenda: Retaining students after one year should be the focus for program improvement. This would involve setting up a student contact program after one year of college to encourage students to re-enroll for the following academic year, assisting them with concerns, and referring them to campus or community resources for assistance with issues that may be keeping them out of college.

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

Recommendation 2: Develop retention program for DSPS students in their second semester of college.

### **B. Student Learning Outcome Assessment**

Description/ Evaluation:

1. Attach a summary of any SLO Assessments completed by program faculty. Attachments E-1, SLO Assessment Plan Template, and E-2 Completed SLO Assessment Sample provide options for documenting SLOs. However, program faculty may document assessment of student learning outcomes in any manner as the faculty member deems appropriate for courses and programs. (see attached)

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. SLO assessment summaries may be in the form of documented assessments submitted to the Office of Instruction, discussions of results at division meetings, or other methods that demonstrate student learning is being assessed, learning expectations are being met, and the results are influencing planning and budgeting. SLO summaries for the past four years (LD/Hi-Tech) show that the percentage of successful completion of student SLOs has varied, but over the last two years has increased slightly.

Planning Agenda:

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

### **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 - Student Survey).

An anonymous questionnaire is considered to be the most effective format. This will encourage the students to be frank in their responses. The student evaluation will be scheduled and administered by the Office of Instruction during March of each instructional review process. The Office of Instruction staff will consult with the members of the self-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 surveys were distributed to the LD/Hi-Tech program and modified for the DD/APE program because the students in the DD/APE program are not able to complete the regular surveys due to low reading, writing and comprehension skills. However, the Senate IPR template allows for faculty to modify the student evaluation form to meet the needs of the program. The student surveys are summarized for four areas: Course Scheduling, Facilities, Equipment, and Improvements. Between 75-95% of the students were happy with the course scheduling in the LD/Hi Tech program. The lab is open for student use Mon-Fri. from 8:00 am – 4:00 pm. In the facilities survey, between 75-100% of the students felt that the facilities were fine and that they had reasonable access to the facilities. For equipment, between 62-84% of the students felt that equipment was up-to-date and in good operating condition. Students did comment that they would like more one-on-one assistance in the lab, more tables and chairs and more hours. They would also like a bigger space for working and using the computers. Student comments were very complimentary of the staff and program in general and some commented that the program was very necessary for DSPS students to reach their goals and stay in college.

The DD/APE students did complete an approved revision of survey geared towards their ability. The intellectual disabled students enjoy their classes and the time they are offered but are disappointed that Adaptive Arts and Crafts will not be in



the schedule. The students in the DS 122 classes Adaptive Weight Training commented on that the fitness center needed several repairs on the equipment, facility needs to be updated, kept clean and that the handicapped parking space was not easily accessible to get into the building. Carrie Nyman

### **III. CURRICULUM**

#### **A. Degrees and/or Certificates**

Description/ Evaluation:

1. List degree and/or certificates offered in the program and attach the approved course of study or two-year plan for each degree and certificate (see Attachment G, Degrees/Certificates by Program). Degree and certificate student learning outcomes, if different from program student learning outcomes, should be included in this section. There are no degrees or certificates offered in the DSPS program
2. Faculty should analyze progress made on the assessment of program (degree/certificate) learning outcomes  
N/A
3. Evaluate the need for courses, degrees and/or certificates. The DSPS courses are separated into two programs: The LD/Hi-Tech program provides courses and labs to assist students with their degree or certificate coursework requirements. These courses and labs support degree and transfer courses by helping students with assignments, projects and studying for exams. The DD/APE program provides courses for students who do not have the ability to benefit from regular college courses or students who need additional support for their disabilities in the physical education area.
4. 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 ). There are no core courses in the DSPS program and no courses that transfer.
5. 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? N/A
6. 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 N/A
7. 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? N/A
8. 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. There are no DSPS courses that are included in other transfer or degree programs.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning Form for any recommendations requiring institutional action. None.

#### **B. Courses**

Description/Evaluation:

1. Identify courses added or deleted from the instructional program since the last instructional program review. None have been deleted, although there are no plans to offer DS 158 Adapted Arts and Crafts due to low budget. This course may need to be inactivated in the future.
2. Each course offered within the instructional program must be reviewed for accuracy and currency (see Attachment I, Course List by Program).
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 (See attachment – Curriculum Review)

Planning Agenda:

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

### **C. 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. N/A

2. Evaluate the relationship between schedule, enrollment patterns and FTE generated statistics  
Seventy-five percent of the students reported that they were satisfied with the DS 115 class hours of M/W/F 9-10am, and the rest were evenly split between wanting more am/pm hours or that the class conflicted with other general ed. classes. For the lab classes, 95% of the students were satisfied with the hours of M-F 8am-4pm. Five percent wanted weekend/more morning hours or that the lab hours conflicted with other classes. (See attached Student Survey)

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:

a. Number of sections (too many/too few to serve student needs) The number of sections offered is adequate for the LD/Hi-Tech program because most of the lab classes are open-entry/open-exit with multiple sections available for student enrollment use. The sections for the DD/APE program are sufficient to meet the needs of the current program but may need to be adjusted once the program converts to a TIL program. (See attached FTE chart)

b. Variety of times (three times a week, twice a week, one day a week and morning/afternoon/evening)  
The LD/Hi tech lab itself is open from 8:00 am – 4:00 pm Mon.-Fri with a variety of assistance available throughout the day. We do not offer evening classes/labs due to the limitation of staffing. The DD/APE class hours are set hours that correspond to the hours of the students in the community agency programs. These students are transported by the community agencies to the college Monday-Friday during daytime hours only.

c. Length of courses (traditional semester/short term) All of our lab courses are full semester courses to allow the DSPS students enough time to get their work and hours accomplished. Our DD/APE program is also set up as a full-semester program in order to meet the needs of the students’ disabilities. Classes for APE should continue during the summer months to enhance continuity and retention of physical, social and life skills.

d. Method of delivery (traditional/technology-mediated/correspondence delivered instruction). All of the DSPS courses are delivered traditionally in order to meet the needs of students with disabilities. Labs are traditional because the students need on-site assistance with their regular classes.

4. Evaluate student access to general education courses within the context of the scheduling of the instructional program courses. Students have complete access to their general education classes because the LD/Hi-Tech labs are open Mon-Fri. all day which allows the students to schedule their time around their regular classes. In the DD/APE program, students do not have regular general education courses. (See attached Student Surveys)

Planning Agenda:

Complete Academic Planning Form for any proposed changes in the schedule that might improve enrollment patterns and better meet student needs. None.

#### **D. Articulation/Integration of Curriculum**

Description/ Evaluation: No DSPS Courses are articulated with other colleges.

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.

Planning Agenda:

Complete Student Services Planning Form for any proposed changes to articulation or C-ID designation. N/A

#### **E. Equipment**

Description/ Evaluation:

List capital outlay equipment, age of equipment and replacement schedule After many years of using old, outdated and broken down computers, and thanks to the generous donation of funds from Colleen Baker and the Basic Skills Grant, in the LD/Hi-Tech program, all eight of the student computers in the Hi-Tech Center were replaced in Fall of 2012 and Spring of 2013, and all adaptive computer software was updated with the newest versions available. Matt Montgomery in the IT Department, provided expert ordering, configuring and installing of the adaptive software. There are no replacement schedules in cycle. In the DD/APE program, no equipment has been purchased since 2009. (See attached DD/ADPE list of equipment)- Carrie Nyman

1. Identify any existing equipment maintenance/service agreements. The LD program has two copiers on maintenance agreements.

Evaluate the condition of capital outlay equipment in light of the replacement schedule and available funds. In the LD program, the condition of our technology equipment is new as of 2012. Our chairs and tables are in old condition with wear damage to most chairs that we have attempted to repair with tape and staining to upholstery that seems permanent. There is no replacement schedule for capital outlay. (See attached LD/Hi-Tech Equipment List)

In our DD/APE program, the instructor reports safety issues, maintenance issues, and possible American's with Disabilities Act of 1990 (ADA) violations involving the college fitness center. These concerns have not been addressed by the college.

- Repairs for the elliptical equipment were done in Fall of 2012; no other repairs or maintenance have been done on any of the equipment in the fitness center which is used by all PE programs, not just the DD/APE program.
- Equipment to assist students in accomplishing fitness goals has been purchased out of personal finances.(eg. Wrist supports, different handle apparatus to assist in lifting, stability balls)
- There have been several work orders put in to the maintenance office via academic services for repairs in the Fitness Center: carpet is fraying which could cause anyone in the center to fall (which makes the district liable for neglect), upholstery on the machines in the fitness center are being held together by mat tape or duct tape, equipment is not on a regular service rotation for repairs (equipment is being used by Adapted PE, Regular PE, and athletics). Several machines are broken or being neglected for repair that could put students in jeopardy of severe injuries. - Carrie Nyman

(Note: In a phone conversation on Feb.14, 2013, Eric Rulofson, maintenance director, did acknowledge the receipt of several maintenance/work order requests that have been put on a prioritized list by severity of potential hazards to students. The college does not budget for campus repairs on a yearly basis, but instead compiles a list of projects and waits for grant funding availability to work on the listed repairs. The college insurance company continues to warn the college about safety issues and projects that need to be addressed, but the college does not budget for repairs unless it obtains grant funding.)

- The fitness center needs proper cleaning on a daily basis (morning and evening) to deter any transfer of contagious diseases, keeping equipment from collecting dirt particles that will interrupt with the function of the machines and better flooring that can be wiped down from all the various shoe remnants .
- There has been a continuing concern about the Handicapped Parking Space by the fitness center that it is not truly accessible for individuals with severe physical limitations. The staircase and railing on the side of the building does not allow individuals in a wheelchair (or those who use a cane) the ability to gain access to the building, which could be a violation of ADA codes. The instructor has requested that the access road be paved and handicapped parking space be created next to the storage unit. A local contractor estimated that a 20x30 parking space would cost around \$3000.00. – Carrie Nyman

(Note: In a phone conversation with Eric Rulofson, maintenance director on Feb. 14, 2013, the disabled parking space indicated above will be removed this year due to confusion over the type of space it indicates. Eric will add one more parking space for disabled individuals to the front of the fitness center which will allow access to the building for individuals in wheelchairs or those using canes/walkers.)

2. Evaluate the effectiveness of and need for additional maintenance/service agreements.
3. Justify any proposed modification or additions to equipment available for students and/or faculty/instructional assistants within the program. Any repairs and replacement to equipment that involve student safety issues or ADA violations need to be addressed immediately in order to prevent student accidents and liability issues for the college. If equipment is used solely for DSPS students, then the DSPS budget can purchase equipment. However, any equipment purchases used by the general college population or in conjunction with DSPS students are the responsibility of the college's general fund, as are repairs, safety issues and ADA compliance.

#### Planning Agenda:

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

#### Prioritized Recommendations for Implementation by Program Staff

Due date: Program Review 2013 Developmental Studies

Prioritized Recommendations Requiring Institutional Action for Inclusion in Educational Master Plan

Recommendation 3: Replace or repair chairs and tables in the LD program utilizing District funds. Repair or replace common exercise equipment, facility and parking areas in order to mitigate safety issues and comply with the ADA, utilizing District funds.

## **IV: OUTSIDE COMPLIANCE ISSUES (if appropriate for program)**

#### Description:

If appropriate, describe the role of outside compliance issues on the Special Program. The DSPS program is mandated by the state and federal government (Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and Title 5) to provide appropriate accommodations for students on campus who have verified disabilities. We are routinely audited to ensure compliance with state and federal regulations.

#### Evaluation:

Assess changes in compliance or identification of compliance-related needs and the impact on the Special Program. The DSPS program has never had clerical support to maintain files, paperwork, accommodations, or correspondence. Our two instructors and one Instructional Support Specialist have to perform clerical duties in order to meet the requirements of the state. Our audits have become more detailed and have caused us to have to increase our file maintenance work. We had audit exceptions in the fall of 2013. In addition, the District has asked us to increase our paper trails to avoid possible future litigation and misunderstandings with faculty and staff over providing accommodations to students. Currently, we

are all working together to ensure compliance with regulations; however, this clerical work increasingly causes us to spend more time on paperwork and less time with students.

**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. Ideally, clerical support would be the best possible solution to our requirements for compliance; however, we do not have the budget to hire clerical staff. We would appreciate borrowing a clerical from the District as our needs dictate.

**SECTION V. Prioritized Recommendations for Implementation by Program Staff:**

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
1, 3	Recommendation 2: Develop retention program for DSPS students in their second semester of college.	FY 2013-2014 and 2014-2015		Increase FTE and retain more students in the program and in the college from one year to the next.

Due date: Program Review 2013 Developmental Studies

Prioritized Recommendations Requiring Institutional Action for Inclusion in Education Master Plan

Recommendation 1: Add a line-item budget from the general fund for the DSPS Program covering the costs of the full-time classified position for the LD/Hi-Tech center program and funds for full-time classified position for the DD/APE program.

Recommendation 5: Borrow a District Clerical Support person to assist with compliance requirements as needed.

Recommendation 3: Utilizing District funds, the District shall replace or repair chairs and tables in the LD program and repair or replace common exercise equipment, improve facility and parking areas in order to mitigate safety issues and comply with the ADA.

Recommendation 5: The District shall loan a District clerical support person to assist with compliance requirements as needed

Recommendation 6: The District shall establish a replacement/upgrade plan for hardware and software in the LD/Hi-Tech program

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
3, 4	Recommendation 1: Add a line-item budget from the general fund for the DSPS Program covering the costs of the full-time classified position for the LD/Hi-Tech center program and funds for full-time classified	FY 2013-2014	\$90,000.00	Provide adequate staff for student safety. Provide augmentation of DSPS budget to lessen the 2009, 40% budget reduction from the state.

	position for the DD/ADPE program.			
3	Recommendation 3: Utilizing District funds, the District shall replace or repair chairs and tables in the LD program and repair or replace common exercise equipment, improve facility and parking areas in order to mitigate safety issues and comply with the ADA.	FY 2013-2014	\$32,000.00	Provide a safe environment for students, prevent accidents, comply with ADA requirements.
3	Recommendation 5: The District shall loan a District clerical support person to assist with compliance requirements as needed.	FY 2013-2014	\$20,000.00	Comply with state and federal regulations and pass audit.
3	Recommendation #6: The District shall establish a replacement/upgrade plan for hardware and software in the LD/Hi-Tech program.	FY 2014-2015	\$10,000.00 every three years	Allow disabled student access and accommodations. Prevent equipment failure and keep hardware/software updated for student use.

## SECTION TWO: HUMAN RESOURCE PLANNING

### **A. 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. The DSPS program has been reduced to two full-time certificated instructors (LD/Hi-Tech and DD/APE programs), one of whom has 20% release time to coordinate the DSPS program. There is one full-time classified Instructional Support Specialist (ISS) assigned to the LD/Hi-Tech program, but who also assists with student educational contracts and MIS reporting for APE. Additionally, the APE instructor maintains student file information, registration information and releases, health information and other student-related files for students in the DD/APE program. The ISS also provides clerical support, state and local report data processing, and file maintenance for the DSPS program. We have lost a full-time DSPS Coordinator/Counselor position. DSPS counseling has been shifted to the regular counseling department with the LD Specialist providing some assistance as needed.
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. We are operating the DSPS program on an extremely minimal staffing basis because of the severe budget reduction (40%) from the state in 2009. We are asking for Prop.30 funds in the amount of \$90,000.00 to replace some of the 40% reduction we incurred in 2009 and to just maintain our current staffing. The \$90,000.00 will cover the cost of two ISS positions. We are asking that the DD/APE program be given an ISS position at 100% as previously planned due to the extreme safety issues with students in the program who have severe disabilities. The ISS will not only assist in the classroom but will also help with registration, file updating, and making sure conservators of students have signed the appropriate papers to keep the program bound to legal ramifications.

#### 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.



Recommendation 1: The District shall budget two Instructional Support specialist (ISS) positions for our program utilizing Prop. 30 funds.

## **B. 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]. Both full-time faculty members in the program have completed their Flex requirements each academic year.
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.) Outside travel for trainings has been limited due to severe budget reductions, but some training has been completed. Our DD/APE instructor has been able to attend Adaptive Physical Education trainings almost every year. It is prudent that the APE instructor continues to attend the APE conferences because changing regulations that would impact the APE programs in the California Community College system. She has also had a trainer visit from Taft College's Transitional Living program to assist her in converting her program to a TIL program. The director of Taft TIL would be willing to assist in developing a similar program at LCC. 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. It is recommended that the DSPS faculty be allocated funds for yearly outside training from the college since the DSPS budget cannot support travel or training costs at this time.

## **C. Student Outcomes**

Description/ Evaluation:

Describe any results from assessment of learning outcomes that affect human resource planning  
For the DD/APE program, some SLOs were not completed due to lack of appropriate staffing (no ISS to assist the students). The students in this program have such severe disabilities that they need one-on-one assistance in order to complete their SLOs.

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 DD/APE program needs an ISS to assist with the students completing their SLOs for each class.

Prioritized Recommendations for Implementation by Program Staff. None

Due date: Program Review 2013 Developmental Studies

Prioritized Recommendations Requiring Institutional Action for Inclusion in Human Resource Master Plan.

Recommendation 1: Add a line-item budget from the general fund for the DSPS Program covering the costs of the full-time classified position for the LD/Hi Tech Center program and funds for a full-time classified position for the DD/APE program.

Recommendation 4: Have an annual college funded line item in the DSPS budget for travel and training costs to send the two faculty members to outside training.

Recommendation 5: Borrow a District Clerical Support person to assist with compliance requirements as needed.



Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
3, 4	Recommendation 1: Add a line-item budget from the general fund, utilizing Prop. 30 funds for the DSPS Program covering the costs of two full-time classified ISS positions for the LD/Hi-Tech program and the DD/ADPE program.	FY 2013-2014	90,000.00	Provide adequate staff for student safety, Provide augmentation of DSPS budget to lessen the 2009, 40% budget reduction from the state.
4	Recommendation 4: Have an annual college funded line item in the DSPS budget for travel and training costs to send the two faculty members to outside training.	FY 2013-2014	\$5,000.00	Increase faculty and staff currency in their fields.
3	Recommendation 5: Borrow a District Clerical Support person to assist with compliance requirements as needed.	FY 2013-2014	\$20,000.00	Comply with state and federal regulations and pass audit.

### SECTION THREE: FACILITIES PLANNING

#### Description/ Evaluation:

1. Describe and evaluate the Lassen Community College facilities available to the program. The DSPS program utilizes a classroom/study area/computer lab in CA 208, an office and study/test area in CA 209 and a testing room outside of CA 207 for the LD/Hi-Tech program. The DD/APE program is assigned classrooms in the humanities building, the gym, fitness center, and other spaces in the athletic complex.
2. Describe and evaluate additional facilities utilized off-campus by the program (attach any relevant rental agreements) The DD/APE program also holds a bowling class at the local, privately owned, bowling alley in Susanville or uses the bowling alley in Herlong. The District does not have control over the facilities off-campus.
3. Describe any facilities needs identified by assessments of student learning outcomes Some SLOs in the DD/APE program were not completed due to facilities issues in the gym. Facilities needs include repairing or replacing common exercise equipment, facility maintenance, and parking areas to mitigate safety issues and comply with ADA requirements.
4. Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the next five years. Facilities issues need to be addressed for safety reasons and legal requirements.

#### 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. Replace or repair chairs and tables in the LD program utilizing District funds. Repair or replace common exercise equipment, facility and parking areas in order to mitigate safety issues and comply with the ADA, utilizing District funds

Prioritized Recommendations for Implementation by Program Staff. None

Due date: Program Review 2013 Developmental Studies

Prioritized Recommendations Requiring Institutional Action for Inclusion in Facilities Master Plan

Replace or repair chairs and tables in the LD program utilizing District funds. Repair or replace common exercise equipment, facility and parking areas in order to mitigate safety issues and comply with the ADA, utilizing District funds.

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
3	Recommendation 3: Replace or repair chairs and tables in the LD program utilizing District funds. Repair or replace common exercise equipment, facility and parking areas in order to mitigate safety issues and comply with the ADA, utilizing District funds	FY 2013-2014	\$32,000.00	Provide a safe environment for students, prevent accidents, comply with ADA requirements.

#### SECTION FOUR: TECHNOLOGY PLANNING

##### Description/ Evaluation:

1. Describe and evaluate technology and technology support provided for instruction and instructional support. . Technology has been completely upgraded in 2012 for the LD/Hi-Tech program. However, no upgrade cycle plan has been established for the LD/Hi-Tech lab. The IT Department provides all support for the software and equipment.
2. Describe any technology and technology support needs identified by assessment of student learning outcomes The college needs to have an upgrade cycle plan in place for the LD/Hi-Tech program.

##### 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. The college should establish a replacement/upgrade cycle for hardware and software in the LD/Hi-Tech program.

Prioritized Recommendations for Implementation by Program Staff : None

Due date: Program Review 2013 Developmental Studies

Prioritized Recommendations Requiring Institutional Action for Inclusion in Technology Master Plan

Recommendation # 6: Establish a replacement/upgrade plan for hardware and software in the LD/Hi-Tech program.

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
3	Recommendation # 6: Establish a replacement/upgrade plan for hardware and software in the LD/Hi-Tech program.	2014-2015	\$10,000.00	Allow disabled student access and accommodations. Prevent equipment failure and keep hardware/software updated for student use.

# ATTACHMENT A - Instructional Program Review Annual Update

## Lassen College

### DSPS Instructional Program Review - Annual Update

Annual Update to IPRs completed on either 2-yr or 4-yr rotations

All programs will complete an annual review and update. This summary and related documents serve to provide annual input to the planning and budgeting processes. Relying on data provided, student learning outcome results and dialog, and advisory committee input (career/technical programs only), document each of the items below as well as any additional information pertinent to the program's success or needs.

#### **Progress Report**

Review previous IPR and/or annual update. Describe progress made on any recommendations. Describe any changes made within the program.

Current IPR in progress. Major changes to program include: Elimination of DSPS Counselor, Re-assignment of DSPS Coordination to LD Specialist @ 20%. Severe budget reduction from the state in 2008 - 40% cut to program income, causing caps on class sections due to lack of staff, personal funds used for supplies and equipment, cancellation of classes, and elimination of equipment accounts.

#### **Student Learning Outcomes.**

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

Current IPR in progress.

The Adapted Physical Education program has reported in the SLO's the need for an Instructional Support Specialist in the class room (at 100%) due to the physical limitation and low cognitive abilities of the students in the program. In addition, the fitness facility that is being used is becoming hazardous with equipment failing, and not being repaired or maintained, causing some SLO outcome failure.

#### **Curriculum**

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

Will be reflected in IPR in progress

#### **Program Needs Assessment**

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

Due to the severe budget cut from the state in 2008, the DSPS program can no longer be self-sufficient and will need District funding in order to serve students who have disabilities.

The DD/APE program will need to transition into a Transitional Independent Living /vocational work program . in order to meet student outcome requirements by the state.

**Additional Information**

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

Because of continued budget reductions in the DSPS program, for the past few years, the DSPS Coordinator and the DD/APE instructor have been discussing transforming the DD/APE program into a Transitional Independent Living /vocational training program. An expert from Taft College has visited our campus and provided an evaluation and recommendations to the instructor. The DD/APE instructor will begin writing curriculum this year and next for the transition program.

**Progress and Reprioritization of Recommendations**

Review the prioritized recommendations in the previous program review. Record outcomes of items in the planning agendas for each section. Note any changes in priority as well as any additions or deletions. Provide updated planning agenda forms for each planning committee.

Will be reflected in current IPR in progress.

Cindy Howe and Carrie Nyman

\_\_\_\_\_  
Program Faculty

Date: \_\_\_1/17/2013\_\_\_

**Lassen College**  
**Instructional Program Review - Annual Update**  
Forms for submission to planning committees

Due date: Program 2013 Developmental Studies IPR Annual Update.  
Prioritized Recommendations Requiring Institutional Action for Inclusion in Education Master Plan

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
# 3 Student Access	Budget Repair –Transfer two DSPTS ISS Positions to the college general fund.	July 1, 2013	\$90,000.00	Eliminate DSPTS budget deficit and solve student safety problem in the DD/APE Program

Due date : Program 2013 Developmental Studies IPR Annual Update.  
Prioritized Recommendations Requiring Institutional Action for Inclusion in Human Resource Master Plan

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
# 3 Student Access	Student Safety Repair – Hire full time ISS for DD/APE Program	July 1, 2013	\$45,000.00 (incl. above in EMP costs)	Eliminate Student Safety Issues in DD/APE Program

Due date: Program 2013 Developmental Studies IPR Annual Update  
Prioritized Recommendations Requiring Institutional Action for Inclusion in Facilities Master Plan

# 3	Student Safety Repair – Correct Safety Issues in Fitness Center and outside access/parking areas	July 1, 2013	\$32,000	Eliminate student safety issues/ ADA violations in and outside of fitness center
-----	--	--------------	----------	--

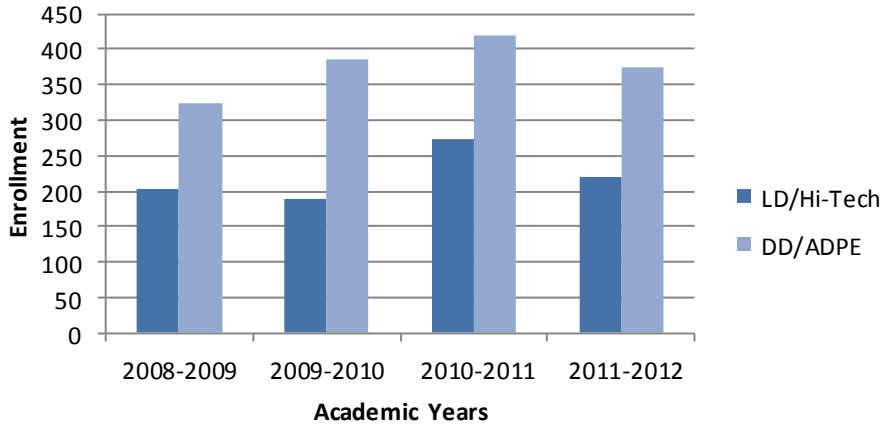
## Attachment B - Institutional Student Learning Outcomes Inventory Chart

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

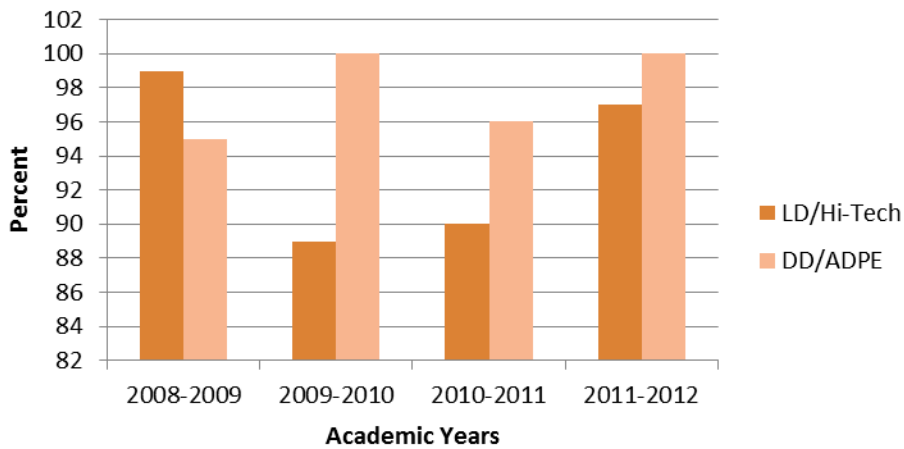
Institutional Student Learning Outcomes	Ds 153	DS 158	DS 110 111,112	DS 113	DS 114	DS 115	DS 116
Communication – ability to listen and read with comprehension and the ability to write and speak effectively				X	X	X	
Critical Thinking – ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome			X			X	X
Life Long Learning – ability to engage in independent acquisition of knowledge; ability to access information including use of current technology ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems.			X	X		X	
Personal/Interpersonal Responsibility – ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures	X	X		X			

Institutional Student Learning Outcomes	DS 120	DS 121	DS 122				
Communication – ability to listen and read with comprehension and the ability to write and speak effectively							
Critical Thinking – ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome							
Life Long Learning – ability to engage in independent acquisition of knowledge; ability to access information including use of current technology ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems.							
Personal/Interpersonal Responsibility – ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures	X	X	X				

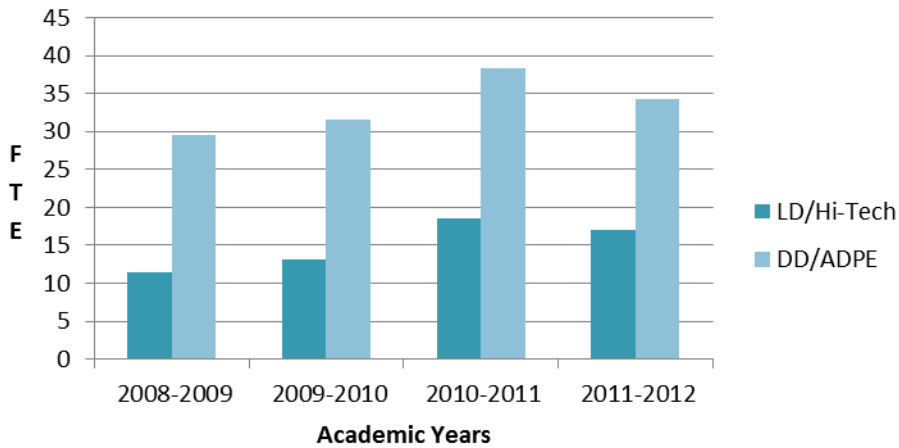
## Enrollment



## Retention Rates



## FTE Generation





## Attachment D – LD/Hi-Tech Equipment

Equipment	Number	Condition	Age	Replacement Schedule
Braille Machine	1	Working	5+ years	None
Computer Stations	8	New	6 months	None
Computer Tables	6	Working	5+ years	None
Printers	3	Working	5+ years	None
Copiers	2	Working	5+ years	None
Attendance Computer	1	New	6 months	None
Visual Tech	2	Working	10+ years	None
Stand-alone computer station	1	Working	8+ years	None
Staff Computer Stations	3	New	1 year	None
Electric Wheelchair	1	Working	8+ years	None
Stationary Wheelchair	1	Working	10+ years	None
Student Chairs	28	Working/Broken	8+ years	None
Student Tables	7	Working	20+ years	None
Fire Safe File Drawers	4	Working/1-lock broken	20+ years	None
File Drawers	4	Working	20+ years	None
Employee Work Stations	3	Working	8+ years	None
Storage	2	Working	8+ years	None
Refrigerator	1	Working	3+ years	None

## Attachment E – Program Student Learning Outcomes

<b>Class/SLO</b>	<b>Semester</b>	<b>Academic Year</b>	<b>Number/Percentage Complete</b>
<b>DS 110</b> - Produce a functional document using a computer in conjunction with appropriate soft/hard ware adaptive technologies.	Fall	2011	16 out of 28 - 57%
<b>DS 111</b> - Produce a functional document using a word processing, database, or spreadsheet program in conjunction with appropriate soft/hard ware adaptive technologies.	Fall	2008	4 out of 6 - 66%
<b>DS 111</b> - Produce a functional document using a word processing, database, or spreadsheet program in conjunction with appropriate soft/hard ware adaptive technologies.	Fall	2010	12 out of 18 students - 66%
<b>DS 113</b> - 1. Identify at least two areas of strengths and weaknesses in abilities. 2. Identify at least two areas of strengths and weaknesses in skills. 3. Learn two methods of communicating accommodation needs, strengths, and weaknesses to others.	Spring	2011	18 out of 28 students - 64%

<p><b>DS 113</b> - 1. Identify at least two areas of strengths and weaknesses in abilities. 2. Identify at least two areas of strengths and weaknesses in skills. 3. Learn two methods of communicating accommodation needs, strengths, and weaknesses to others.</p>	Spring	2012	13 out of 17 students - 76%
<p><b>DS 114</b> - Upon completion of this course the student will be able to: 1. Given a reading assignment, a. Locate the main idea, b. Recall at least three facts, c. Identify selected inferences, d. Define selected words and e. Identify selected approaches used by the author</p>	Spring	2009	4 out of 6 - 66%
<p><b>DS 114</b> - Upon completion of this course the student will be able to: 1. Given a reading assignment, a. Locate the main idea, b. Recall at least three facts, c. Identify selected inferences, d. Define selected words and e. Identify selected approaches used by the author</p>	Spring	2011	8 out of 10 - 80%
<p><b>DS 114</b> - Upon completion of this course the student will be able to: 1. Given a reading assignment, a. Locate the main idea, b. Recall at least three facts, c. Identify selected inferences, d. Define selected words and e. Identify selected approaches used by the author</p>	Spring	2012	5 out 5 - 100%

<b>DS 115</b> - Upon completion of this course the student will be able to: 1. Form simple sentences using correct structure, grammar, punctuation, spelling (using a dictionary).	Fall	2011	13 out of 14 - 93%
<b>DS 116</b> - 1. The student will be able to: a. Solve a selection of addition, multiplication, subtraction and division problems b. Solve a selection of percentage, fraction and decimal problems c. Solve a selection of word problems	Fall	2008	12 out of 14 - 86%

<b>Class/SLO</b>	<b>Semester</b>	<b>Academic Year</b>	<b>Number/Percentage Complete</b>
<b>DS 121</b> - Upon completion of this course, students will identify equipment in the bowling center. Students will be given their own score cards and compute raw score, number of strikes and spares.	Fall	2012	37 out of 42 - 88 % completed identification of equipment; 28 out of 42 - 66% completed computing scores
<b>DS 122</b> - Students will be able to choose from a list of times, reps, amount of weight one should be using in the fitness center for individuals needs. Students will be given their own fitness workout sheet to keep daily records.	Fall	2012	21 out of 28 - 75% could keep track of their own worksheets
<b>DS 153</b> - Students will be able to choose from a list of organizations and will identify certain topics/phrases to be used in a speech to their chosen organization.	Fall	2012	19 out of 24 - 79% of students could as a group break down what needed to be in a speech to be given to an individual in the community.
<b>DS 158</b> - Students will be able to construct a craft project by applying the skills and knowledge obtained in class	Fall	2012	23 out of 34 - 68% of the students were successful at the goal of constructing a craft project.

## Attachment F – Student Surveys

	<b>Course Scheduling</b>	<b>Facilities</b>	<b>Improvements</b>
DS - 115	75% said their current schedule met their needs	100% said they were provided with reasonable access to the facilities	87.5% said there is sufficient equipment for the number of students
	12.5% said they needed morning offering	75% said the temp in the facilities was comfortable	12.5% said "not applicable" regarding equipment
	12.5% said they needed an afternoon offering	12.5% said "not applicable" for the temp on facilities/equipment	75% said there was sufficient time allowed for each student on equipment
	75% said the scheduling of this course resulted in no scheduling conflicts	75% said the lighting was adequate in the facilities	12.5% said "not applicable" regarding time with equipment
	12.5% said the scheduling of this course conflicted with general education courses	12.5% said "not applicable" for the lighting on facilities/equipment	62.5% said the equipment was current & up-to-date
		87.5% said the chairs/tables/desks are adequate	12.5% said "not applicable" regarding up-to-date equipment
		One student made a comment that "It was all useful."	62.5% said the equipment was generally in good operating condition
			12.5% said "not applicable" for the condition of the equipment
			Comments on how the course/program could be improved to better meet the needs of students: No!; Does not need to be improved; I don't think it needs improving; Good
			Additional comments on the course or program: Cindy Howe is an amazing teacher. She is well organized on her teaching skills; This course was perfect for me and the instructor was really good; Excellent!
DSPS Lab	95 % said the current schedule met their needs	95% said they were provided with reasonable access to the facilities	84% said there was sufficient equipment for the number of students

	5% said they needed morning offering	10.5% said the facilities were unavailable at times that I could use the facility	5% said there was insufficient equipment for the number of students
	5% said they needed weekend offering	84% said the temp was comfortable in the facilities	10.5% said "not applicable" regarding equipment for students
	95% said the scheduling of this course resulted in no scheduling conflicts	84% said the lighting was adequate in the facilities	68% said there was sufficient time allowed on equipment for each student
	5% said the scheduling of this course conflicted with elective courses in the program	84% said the chair/tables/desks were adequate in the facilities	5% said there was insufficient time allowed on equipment for each student
		Comments from students about the facilities: Needs more room though; Could be in a bigger room for the amount of people who need this help; Need updated computers/technology; Sometimes there is not enough room.	10.5% said "not applicable" regarding time allowed for equipment
			63% said the equipment was current & up-to-date
			10.5% said the equipment was outdated
			10.5% said "not applicable" regarding up-to-date equipment
			74% said the equipment was generally in good operating condition
			10.5% said "not applicable" regarding the operating condition of the equipment
DSPS Lab			Comments on how the course/program could be improved to better meet the needs of the students: Additional instructors for more one-on-one would be helpful; more tables and chairs in the room; more hours; they could definitely use a bigger space for the students to study in; updated equipment and more supplies; good as is; no improvement needed; more tutors; good as is; it's fine the way it is; I think that the course is fine the way it is; good as is



			<p>Additional comments on the course or program: A good fit for my educational needs; This is a good program, Cindy does a great job!; I am glad they have this program. It helps people more than you know; Great one-on-one with Cindy Howe and assistant Julie. Very helpful and understanding with my issues and gave me the confidence to obtain better grades and to follow my ed. plan. DSPS is wonderful and very beneficial; Without this class, I would fall behind and probably not succeed in college because I am a slow learner and this class helps me be successful; It was good for me; It works for me!; This is a great program!; I had wanted worksheets in math to take home but nobody knew where to get any, not even on-line resource to print-out. Had to find print outs at local stores which were very limited.</p>
--	--	--	---

	<b>Course Scheduling</b>	<b>Facilities</b>	<b>Improvements</b>
DS-120, DS-121,	7.14% said the current schedule met their needs	7.14% said they were provided with reasonable access to the facilities;	7.14% said there is sufficient equipment for the number of students
DS-153,	7.14% said the scheduling of this course resulted in no scheduling conflicts	7.14% said the temp in the facilities was comfortable	7.14% said there was sufficient time allowed for each student on equipment
DS-158		7.14% said the lighting was adequate in the facilities	7.14% said the equipment was current & up-to-date
		7.14% said the chairs/tables/desks are adequate	7.14% said the equipment was generally in good operating condition
			<p>Comments on how the course/program could be improved to better meet the needs of students: Classes for our group are great; It provides a</p>

			challenge, but doable. The clients enjoy these classes very much.
			Additional comments on the course or program: Sad to hear the art class is not being offered. Our group enjoys the variety of activities offered.
DS-122,	75% said the current schedule met their needs	100% said they were provided with reasonable access to the facilities	75% said there was sufficient equipment for the number of students
	25% said they needed short-term (less than a semester offering)	100% said the temp was comfortable in the facilities	100% said there was sufficient time allowed on equipment for each student
	Other regarding scheduling - prefer late afternoon	100% said the lighting was adequate in the facilities	100% said the equipment was outdated
	100% said the current schedule resulted in no scheduling conflicts	25% said the chair/tables/desks were adequate in the facilities	75% said the equipment was generally broken or inoperable.
		25% said the chair/tables/desks were inadequate in the facilities	
		50% said "not applicable" regarding facilities	
		Comments from students about the facilities: back stairs from Handicap parking has no rail on one side, is very unsafe; Class held in PE weight room; Equipment and room flooring is in need of substantial repair; some of the equipment needs repairs. Some seat covers are falling apart. The carpet needs to be replaced. The walls need painting.	Comments on how the course/program could be improved to better meet the needs of the students: Some equipment out dated and some not working. Fitness machines no or poor repair. Torn cushions on machines causing cuts on legs. Program awesome - it is steadily helping me recover from my stroke. Thank you! Instructor tries to maintain old equipment. The equipment is in poor condition, including the carpeting which could trip someone; however the <b>program</b> serves a critical community need. Broken equipment causes problems. Some inoperative and needs extensive repair. There are

			<p>important repair needed for student safety. The program meets students need for adaptive physical conditioning, the equipment DOES NOT! The college needs to reinvest in the facility to make it safer.</p>
			<p>Additional Comments: I really appreciate railing on stair case especially during icy weather conditions. Equipment repair and flooring replacement is needed to ensure student safety and appropriate student learning experiences. Carrie Nyman does a superb job of developing personalized training programs. She has helped me from being debilitated. She gets extremely high marks in my book. And, she does a great job working with the mentally disabled folks.</p>

**Lassen College Curriculum Review Form**  
**DEVELOPMENTAL STUDIES INSTRUCTIONAL PROGRAM REVIEW:**  
**STATUS OF CURRICULUM REVIEW FEBRUARY 19, 2013**

<b>Course</b>	<b>Curriculum Committee Review Completed</b>	<b>Curriculum Committee Review <u>Not</u> Completed</b>
DS 110	01/15/13	
DS 111	01/15/13	
DS 112	1/15/13	
DS 113		9/30/08
DS 114	1/15/13	
DS 115	1/15/13	
DS 116	1/15/13	
DS 120	1/15/13	
DS 121	1/15/13	
DS 122	2/19/13	
DS 153	1/15/13	
DS 156	Made Inactive 1/15/13	
DS 157	Made Inactive 1/15/13	
DS 158	2/19/13	

---

Ms. Cindy Howe, Subject Area Faculty Signature Date

---

Ms. Carrie Nyman, Subject Area Faculty Signature Date

---

Ms. Cheryl Aschenbach, Curriculum/Academic Standards Committee Chair Signature Date

---

Ms. Susan G. Mouck, Executive Vice President of Academic Services Signature Date

## Attachment H – DD/ADPE Equipment List

Equipment	Number	Age	Replacement Schedule	Needs Repairs/or replaced
9" Rainbow set vinyl spots	1	3 yrs 6 months	None	
30' Parachute 2/24 handles	1	3 yrs 6 months	None	
Rainbow SSt Scooter Set (6)	1	3 yrs 6 months	None	
Team Walker 4 pr set (trolley)	2	3 yrs 6 months	None	
Scooter Stacker	1	3 yrs 6 months	None	
10" Rainbow Nubby Balls (6)	1	3 yrs 6 months	None	
Heart Rate Monitors set of 6	1	3 yrs 6 months	None	Batteries need replacement
Develop Fitness Program	1	3 yrs 6 months	None	
Cardiovascular Program for Frail and Well Elderly	1	3 yrs 6 months	None	
Strength Program for Frail and Well Elderly	1	3 yrs 6 months	None	
Walking Belt	1	3 yrs 6 months	None	
Transfer Belt M-L	1	3 yrs 6 months	None	
Transfer Belt XL	1	3 yrs 6 months	None	
Portable Bowling Ramp	1	3 yrs 6 months	None	needs repairs
Indoor Soft Boccia	1	3 yrs 6 months	None	
Baggo	1	3 yrs 6 months	None	

Basketball Audiball	1	3 yrs 6 months	None	
Volleyball Audiball	1	3 yrs 6 months	None	
Wobble Boards	1	3 yrs 6 months	None	
Rocker Boards	1	3 yrs 6 months	None	
Cando vestibular Stepper	1	3 yrs 6 months	None	
Airex Balance Beam	1	3 yrs 6 months	None	
Wedge Air Cushion 13"	1	3 yrs 6 months	None	
Color Pedometers Step & Stride Set of 12	1	3 yrs 6 months	None	Batteries need replacement
Matrix Tomahawk E-Series Group Bike	2	3 yrs 4 months	None	needs repairs
Total Body Recumbent Stepper	1	6 yrs 10 months	None	
Sci Fit Recumbent Bi-Directional Resistance	1	5 yrs 3 months	None	needs repairs
Sci Fit Recumbent Bi-Directional Resistance	1	4 yrs 11 months	None	
Octane 3500xl Elliptical Cross Trainer	1	5 yrs 3 months	None	needs repairs
Octane 3500xl Elliptical Cross Trainer	1 (2nd Machine)	5 yrs 3 months	None	DO NOT OWN MACHINE
Precor C9541 Experience Series Treadmill	1	5 yrs 6 months	None	needs repairs
Precor Treadmill w/Program & Contact Heart Rate	2	7 yrs 11 months	None	needs repairs