Work Experience /Careers Program Review

LASSEN COMMUNITY COLLEGE
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Work Experience /Careers Program Review

SECTION 1: ACADEMIC PLANNING

I. Program Overview, Objectives, and Student Learning Outcomes

Work Experience [WE] courses maximize student learning through self-reflective experiential learning opportunities with goal directed work place skill development for students in supervised work settings. WE is dependent upon the cooperation of employers and educators to form a complete educational program for students as an integral part of the community college curriculum.

Careers courses provide career development curriculum through non-credit instruction.

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].

Work Experience supports the Lassen Community College mission in the areas of transferable education, career-technical education/workforce development and basic skills education. It does this by providing career-technical education, transfer, and basic skills students the opportunity to gain realistic work experiences that are meaningful and related to their educational and/or career goals. These experiences contribute to career exploration and informed major/career choice as well as strengthen students' soft skills to enhance employment and academic success. The career exploration and development that Work Experience courses provide through self-reflective experiential learning is a keystone in assisting students in choosing, entering and succeeding in their career pathway.

Noncredit Careers courses support students in the development of skills for the workforce.

Although WE does not award a degree or certificate, it complements the curriculum of all certificate and degree programs by providing students the opportunity to acquire knowledge, skills and attitudes essential for successful employment and thus serve as a component of local workforce development.

Program Student Learning Outcomes (SLO's) have been included as a philosophical underpinning of the program. These consist of the following:

1. Students will exhibit the ability to set and achieve goals through personal accountability.
2. Students will evaluate their workplace skills and collaborate with their supervisor and Work Experience Instructor to identify and enhance skill areas for career development.
3. Students will apply classroom knowledge in their work setting.

Work Experience course SLO's consist of the following:

1. After creating individualized measurable occupational learning objectives that identify new skills to be attained, complete work tasks on-the-job that strengthen skills that support objective completion, recognizing the benefits that setting and achieving skills enhancement goals has on career development. Demonstrate proficient soft skills identified in self-assessment to employer in work setting.
2. Given the course syllabus, which identifies assignment deadlines, independently track course requirements using tools and suggestions from instructor; complete and submit assignments in a timely manner, strengthening ability to meet deadlines.
3. Demonstrate the ability to use descriptive skill language.
4. Identify career options within this academic discipline.

Non-credit Careers courses SLO's consist of the following:

CARS 151: Career Life Skills

1. **Demonstrate effective communication skills in the workplace.**
2. **Use values clarification to enhance decision-making skills.**

CARS 153: Career/Employment Strategies

1. **Demonstrate the required skills needed to obtain employment**
2. **Demonstrate the required skills to retain employment**

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

The Four Column Model for Student Learning Outcomes [Appendix A] illustrates the tie between Institutional SLO's, program SLO's, and course SLO's for Work Experience courses.

c. Evaluate any changes in the program since last review. Include summary of Annual Updates completed since last review.

All Work Experience courses are offered in a hybrid mode utilizing Canvas.

Students in their first enrollment of a Work Experience course complete Canvas content designed for first time students. This content focuses on soft skills development including some of the basics of starting a new job; attendance, punctuality, dress, and other employer expectations for new employees. Students who are returning to, or repeating Work Experience after successfully completing their first Work Experience enrollment, expand upon foundational skills learned in their first Work Experience enrollment by completing new soft skills lessons with each successive course enrollment.

Since the 2015-2016 academic year Work Experience has been a partner college in the New World of Work 21st Century Skills project. Involvement in this project has revolved around curriculum utilization, review, and development; and assessment of student skills related to curriculum learning objectives. As part of this partnership, the Work Experience program hosted a site visit by MDRC, a national research group. This site visit included a student focus group facilitated by MDRC, the outcomes of which are referenced in the Student Outcomes in Section II of this document.

The 2015 Work Experience IPR included planning items relative to AB86/Adult Education Block Grant. This included low unit work skills, and non-credit high school equivalency and careers certificates for Adult Education students. These certificates have not yet been utilized as some courses included in the certificates have not been offered. However, non-credit careers instruction related to these certificates has been in place since the certificates were created.

d. Analyze program-related promotional materials/advertising as appropriate

Program marketing materials include both informal, easily editable flyers and more formal 3-fold brochures and book marks [See Appendix B Marketing Materials].

It is helpful having flyers that are immediately editable in office and printed on campus. Current flyer formats have been around for a number of years and are recognizable in their current form, which is beneficial to communicating visually with both staff and students. These materials advertise information that is more "perishable" such as orientation dates and locations that change from one semester to the next, or may have late start course information.

The more extensive 3-fold program brochure and book mark contain more standardized program information that does not change over time. These program marketing materials appear dated and are in need of immediate revision.

The Work Experience Coordinator/Instructor promotes Work Experience through a variety of means:

Print:

- On campus flyers
- Periodic news paper ads
- Flyers included in correctional bulletins

Presentations / Communications:

- New Student and EOPS orientations
- CTE Advisory Board meetings
- Campus Tour Groups
- Working with LCC Counselors
- Connecting with CalWorks staff

Related Work Groups:

- Guided Pathways
- Careers Workgroup
- Program development meetings with LCC Fire Science and Susanville Indian Rancheria
- Program development meetings with LCC Fire Science and California Department of Corrections and Rehabilitation

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.

Update marketing materials as funding is available.

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.

      Not applicable to this Special Program.

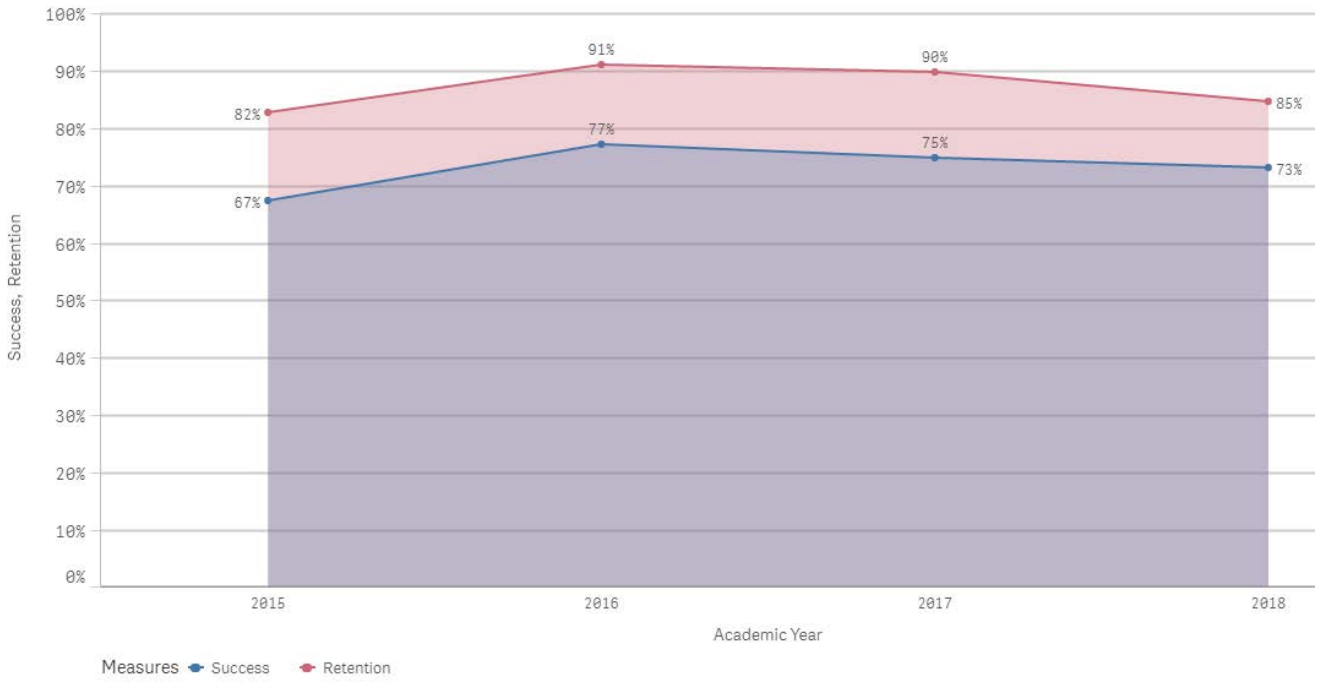
   b. Transfer numbers for the last four years

      Not applicable to this Special Program.

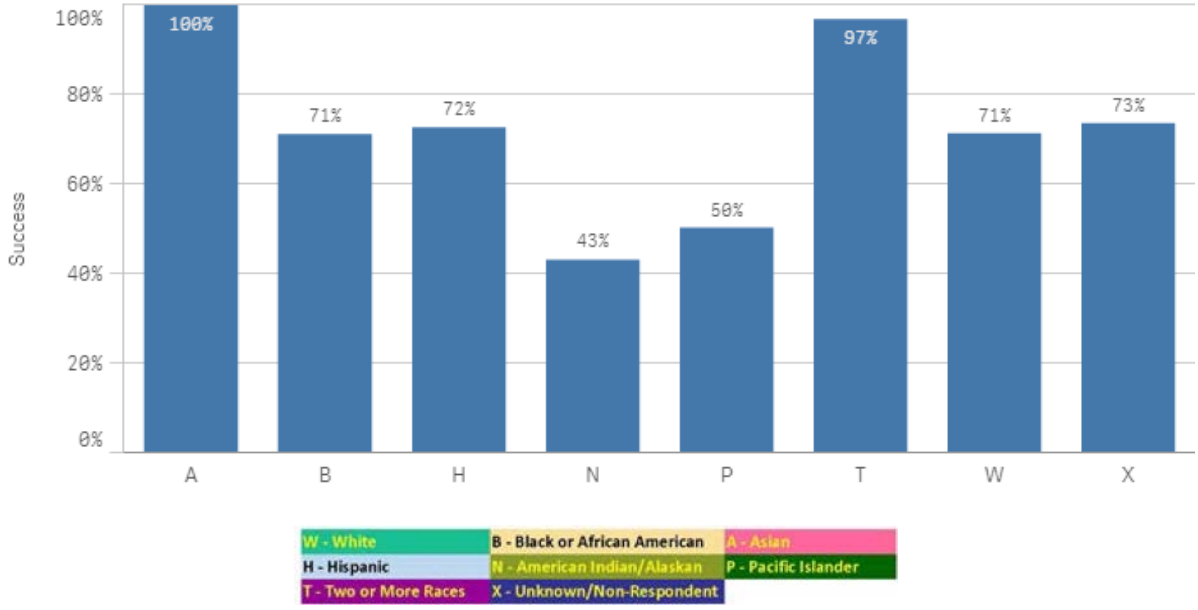
   c. Completion, retention and success data for the last four years

SUCCESS AND RETENTION DATA

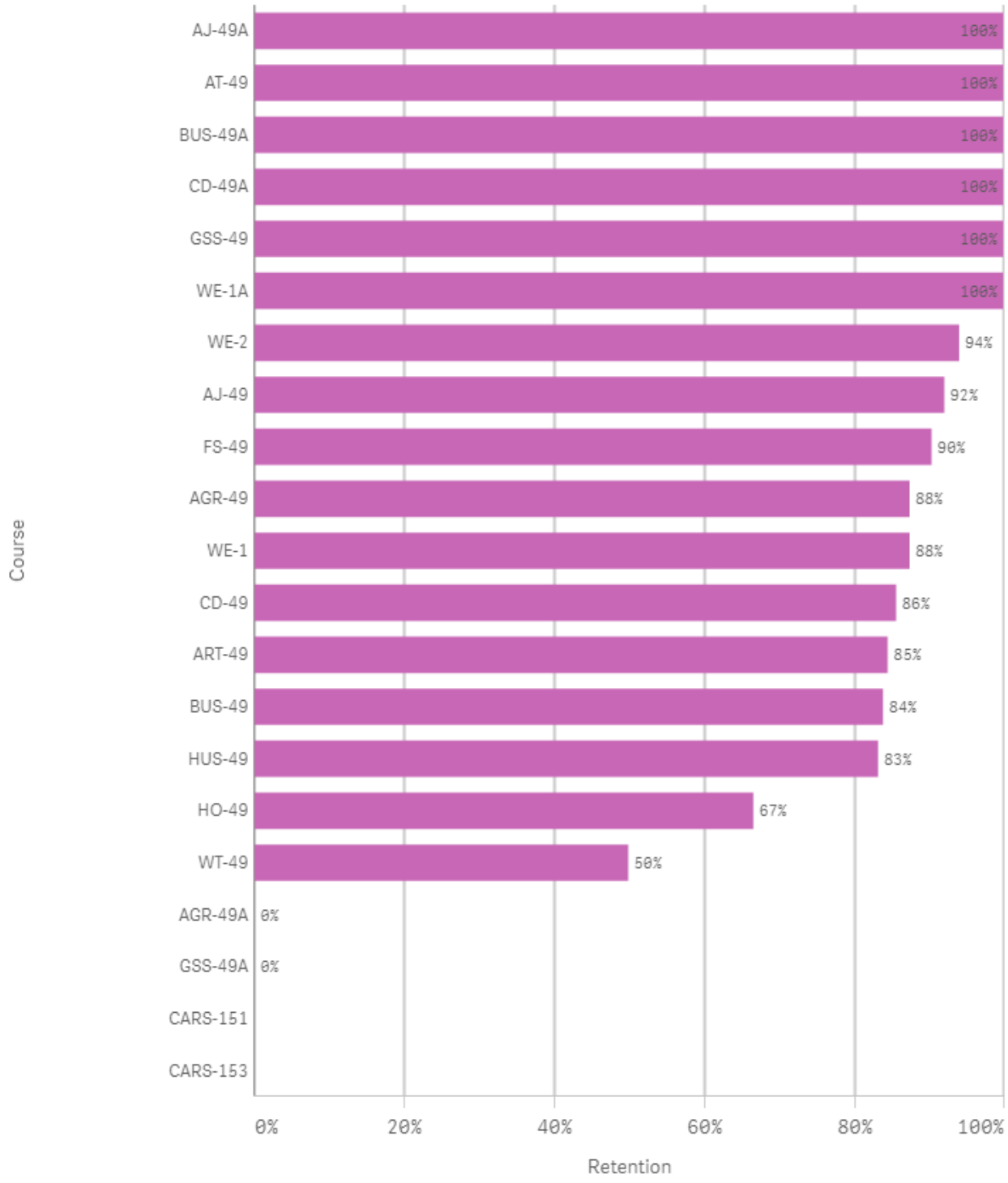
Student Success and Retention

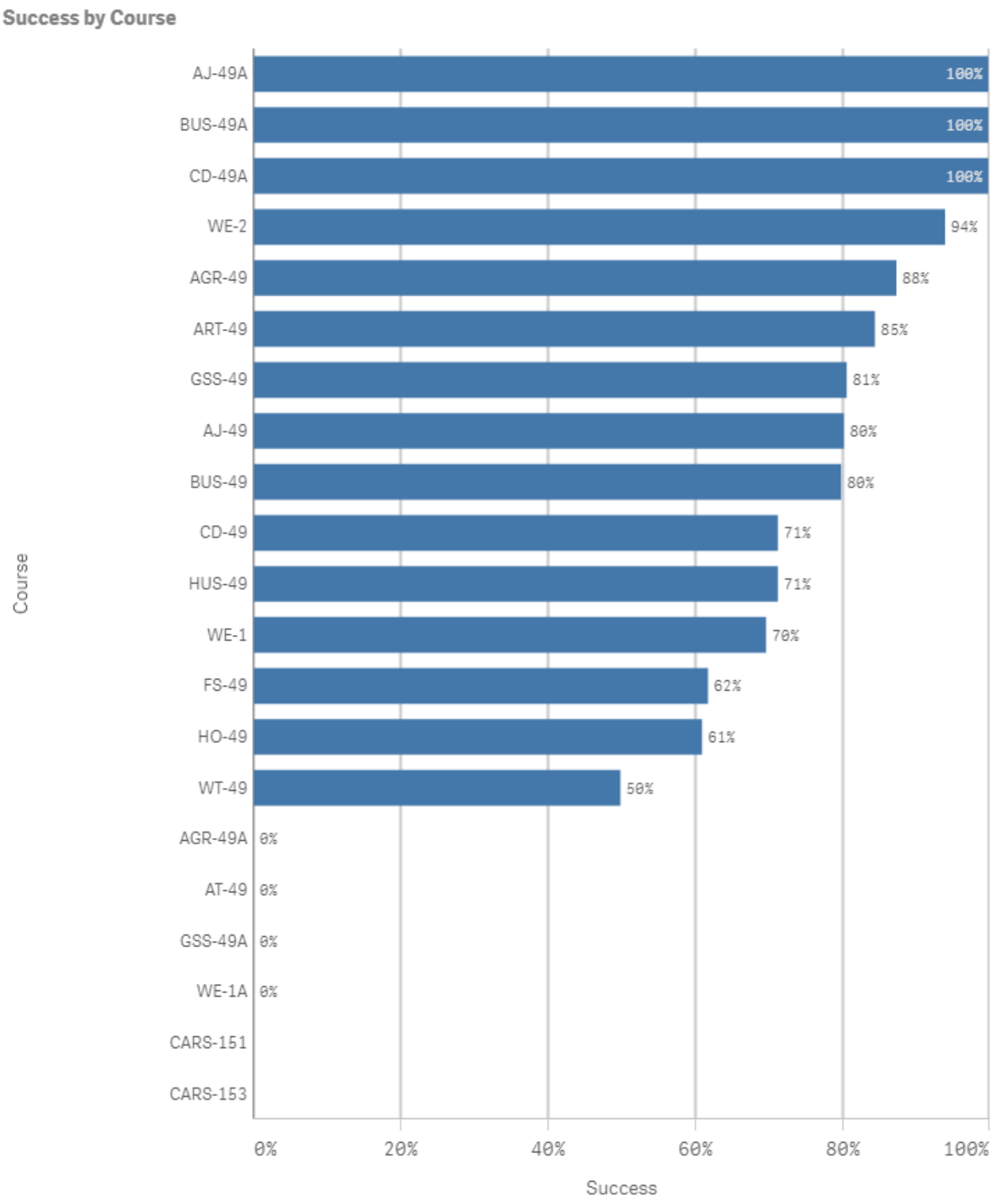


Success by Ethnicity



Retention by Course

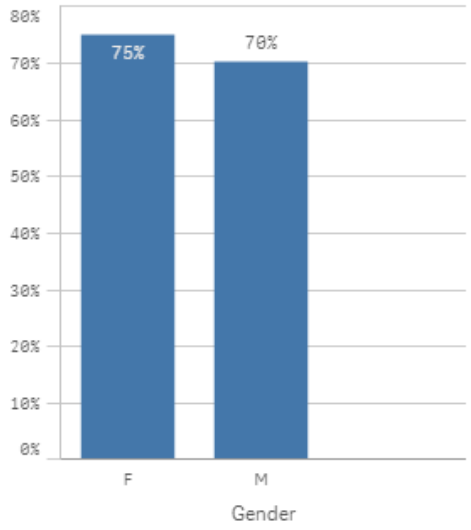



Success by Course
AJ-49A
BUS-49A
CD-49A
WE-2
AGR-49
ART-49
GSS-49
AJ-49
BUS-49
CD-49
HUS-49
WE-1
FS-49
HO-49
WT-49
AGR-49A
AT-49
GSS-49A
WE-1A
CARS-151
CARS-153
100%
100%
100%
94%
88%
85%
81%
80%
80%
71%
71%
70%
62%
61%
50%
0%
0%
0%
0%
Course
0%
20%
40%
60%
80%
100%
Success

Retention and Succes by Academic Year

Academic Year	Census Enrollment	Retention	Success
Totals	437	87%	73%
2018	52	85%	73%
2017	126	90%	75%
2016	122	91%	77%
2015	137	82%	67%

Success by Gender



Overall Retention

87.2%

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

   Overall Work Experience retention and success numbers are favorable. Course by course retention and success numbers provide a glimpse of various student population performance, but courses with historically low enrollment such as WT49 provide data with a small sample size that become less statistically relevant when compared to overall program data.

   Quantitative data on CARS151 and CARS 153 success and retention were unavailable. Understandably, gathering of some of this data is complicated by the non-credit open entry/open exit nature of the CARS courses.

   Anonymous student surveys have been conducted through Canvas with all Work Experience students in fall and spring terms since spring 2017 [See Appendix C for Work Experience Student Survey data, view student raw data through Canvas].

   Quantitative data from this survey source regarding Work Experience effectiveness indicates;

   The program is effective in providing content that is applicable to students in their work settings, helping students improve their work skills. As a result of building their work skills through Work Experience courses, some students even earn higher pay.

   Specifically, data gathered over five terms (spring 2017-spring 2019) indicates;

   - 94% of Work Experience students found their participation in their Work Experience course helped them improve their work skills.
   - 96% of Work Experience students found Work Experience course information was applicable to them in their work setting.
   - 20% of Work Experience students found as a result of building their work skills through their Work Experience course, their wages increased.

A sampling of qualitative data from the same anonymous student survey regarding Work Experience effectiveness provides student feedback such as:

- "This course really opens up your eyes. You may think that it is just another class, but it does apply to real life. It helped me understand my strengths and weaknesses that I would not have been aware of before. Overall, it helped by improving my skills and abilities at work and at school."
- "The soft skill information was great to learn as well as gaining a new skill for my job."
- "I would say to definitely take this class. It has pushed me to volunteer somewhere that I always wanted to. This made me actually go and do it, rather then just saying I wanted to. On the job experience, you will learn much more rather than just reading about it. It could also be the determining factor whether you would like to go into that job field or not."
- [The most effective part of this course was]"The fact that we learn about real life situations that can happen while you're at work, and how they communicate to us what the best, most professional way would be to handle the situations."
- [The most personally meaningful learning I gained as a result of this course was…] "Respect for my senior staff and how to do my job more efficiently and affectively."
- "This course is useful to help teach about work skills that can help throughout your whole lifetime of jobs. Worth the time to take!"
- "I have learned that I was capable of more than I thought. The lessons I learned here on this course made me realize that I am valued as an individual. With determination, hard work, and a firm belief in who I was, allowed me to overcome some challenging situations."
- "The most effective part of the course is the self-evaluation lessons. The self-evaluation makes you take a look at yourself and forces you to consider things you might not see."
- "I love this course it made me open up to different ways of thinking and approaching situations with my job."
- [This course] "Is definitely worth it and will help you grow."
- [The most meaningful learning I gained as a result of this course is} "How to define your soft skills and work collaboratively with each other and use each other's strengths to build a great team"

To view all qualitative survey data, see Appendix C: Work Experience Student Survey data, view student raw data through Canvas.

Qualitative data shared by MDRC Research group's summary report from the focus group they facilitated with Work Experience students included;

- "We were impressed with [students'] enthusiasm and support for the program, both the curriculum and work-based learning parts of it."
- "Overall, students were very enthusiastic about the curriculum and believed it was valuable both in their jobs and their lives."
- "Every student provided examples of ways they had applied the skills on the job, including multi-tasking, being punctual, wearing professional attire to work, prioritizing time-sensitive tasks, and managing their time well."
- "Some of the older students who have had minimal exposure to computers found the technology lessons particularly helpful (for example, email etiquette)."

[See Appendix D for MDRC Research Group Student Focus Group report];

Qualitative program effectiveness data was obtained in Careers classes through an in-class survey distributed by the instructor at the end of the course.

Student feedback from this survey included:

- "I learned a lot of very useful information I can use while seeking employment."
- [The course] "allowed me to set goals clearly."
- "This class help me to develop skills to deal with difficult situations not only at a job but at life"
- 'This class did assist me. I was able to focus on which job I am interested in. My professional goals. I am more confident in my capabilities & personally I am more confident in gaining employment versus not persueing employment."
- [This course helped me] "by teaching me that I can overcome fear, doubt, and my obstacles."

[See Appendix E for Careers Class Evaluations]

Both Work Experience and Careers courses are making a positive impact on student lives by contributing to students' success academically, professionally and personally.

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.

Institutional Effectiveness should explore means to measure non-credit CARS student success and retention.

B. Student Learning Outcome Assessment

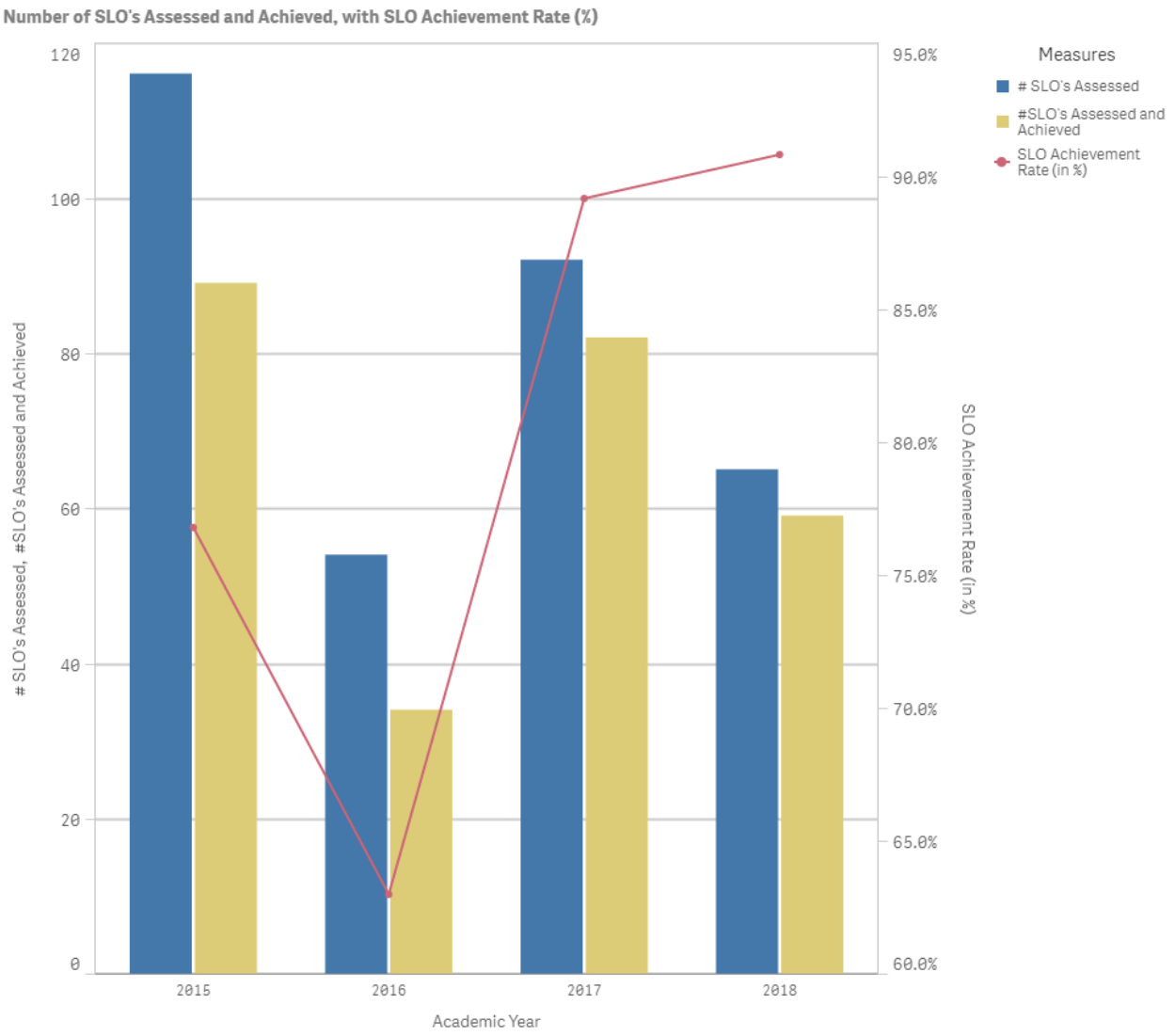
SLO assessment is important to maintain and improve an effective learning experience for LCC students. Evaluating SLO results regularly is helpful for evaluating student learning and identifying emerging program needs. By contract, faculty are required to measure at least one SLO for every class taught each semester; these records are maintained ~~WEAVE~~ 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.

   Description:

SLO DATA


Number of SLO's Assessed and Achieved, with SLO Achievement Rate (%)
120
100
80
60
40
20
0
SLO's Assessed, #SLO's Assessed and Achieved
95.0%
90.0%
85.0%
80.0%
75.0%
70.0%
65.0%
60.0%
SLO Achievement Rate (in %)
2015
2016
2017
2018
Academic Year
Measures
SLO's Assessed
#SLO's Assessed and Achieved
SLO Achievement Rate (in %)

Course#	Course Totals		2015		2016		2017		2018	
	# Assessed	Achieved	# Assessed	Achieved	# Assessed	Achieved	# Assessed	Achieved	# Assessed	Achieved
AGR-49	3	2	-	-	-	-	3	2	-	-
AJ-49	26	25	8	7	2	2	12	12	4	4
AJ-49A	1	1	1	1	-	-	-	-	-	-
ART-49	11	11	9	9	2	2	0	0	-	-
BUS-49	18	17	10	9	1	1	5	5	2	2
BUS-49A	1	1	1	1	-	-	-	-	-	-
CARS-151	10	10	-	-	-	-	1	1	9	9
CARS-153	22	22	-	-	12	12	6	6	4	4
CARS9151	10	10	-	-	-	-	-	-	10	10
CD-49	9	5	5	3	1	1	1	1	2	0
CD-49A	1	1	1	1	-	-	-	-	-	-
FS-49	11	9	2	2	5	4	4	3	-	-
GSS-49	20	20	3	3	3	3	12	12	2	2
HO-49	9	9	3	3	2	2	3	3	1	1
JOUR-49	0	0	-	-	-	-	0	0	0	0
WE-1	159	110	62	44	23	4	44	36	30	26
WE-1A	2	0	2	0	-	-	-	-	-	-
WE-2	13	10	8	5	3	3	1	1	1	1
WT-49	1	1	1	1	-	-	-	-	-	-

Overall Number of SLO's Assessed

327

Overall Number of SLO's Achieved

264

Overall Percent of SLO's Achieved

80.7%

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 need and include the justification in your analysis.

SLO's for Work Experience courses have been consistently assessed over the program review period. Data reporting does not provide a differentiation between courses that were not assessed based on the course not being offered (no enrollment) versus SLO's not being assessed because the course was offered, but no assessment was completed. This differentiation would be helpful.

Upon brief review of the data provided, 2016 numbers for WE1 SLO's assessed and achieved appear inaccurate when compared to course data collected by the WE program. Further research would need ot occur to validate SLO data across all courses and terms. As Institutional Research improvements are implemented it is anticipated data to appear more accurate. Trends represented in data provided by IR are representative of general trends seen in review of program based data. Students do well in achieving SLO's for WE and Careers courses.

Careers classes have sporadically assessed SLO's. This is likely due to the utilization of various adjunct faculty in this area.

Overall percent of SLO's achieved is at 80.7%. This indicates both Work Experience and Careers courses are doing well in supporting students in their accomplishment of learning outcomes.

Recommendations listed on SLO Assessment Forms were not reported, therefore an analysis of recommendations is not possible.

While SLO data captured does well to quantify the number of SLOs assessed and achieved, the data lacks the depth to fully address student learning. Data indicating SLOs assessed and achieved demonstrates a strong full time faculty participation in the SLO process. Further data included in the student evaluation section provides more specific information regarding student learning outcomes and program effectiveness.

The assessment of student learning is a lofty endeavor which requires continuous improvement for the benefit of students. The Work Experience program is doing well to embrace data analysis in the instructional improvement process and looks forward to further learning in this area while working with MDRC, a national research institute.

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.

SLO data included in this review was provided by the Institutional Research Office. It was not accessible through Clic. It is recommended that the Institutional Research Office work closely with Academic Senate to construct a revised IPR handbook and/or template that accurately reflects where data can be obtained.

SLO data would be enhanced by providing recommendations listed in SLO Assessment Forms.

Adjunct faculty would benefit from further training regarding assessing and reporting SLOs, and recommendations regarding SLO's.

Online instruction would benefit from training in course development and design in Canvas.

C. Student Evaluation Summary

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

An anonymous questionnaire is considered to be the most effective format. This will encourage the students to be frank in their responses. The student evaluation will be scheduled and administered by the Office of Instruction during 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

Description:

No Student Evaluations were completed or summarized by Academic Services.

The Work Experience Program has conducted anonymous student evaluations through Canvas for Fall and Spring Terms for the last two years for all students enrolled in Work Experience courses. These surveys were designed to capture information for program and instruction improvement. Surveys were administered separately to "First Time" Work Experience students and "Returning" Work Experience students. The surveys have been a work in progress that have evolved in question items that attempt to dig deeper to examine student outcomes and identify trends in student enrollment. Some survey items have been addressed over consecutive terms providing a glimpse of trends over time, while other items have been used more sporadically. See Appendix C for student evaluation summaries. This data, as well as additional survey items, can be validated through each individual Work Experience Canvas course under "End of Term Survey".

Data collected from these anonymous student surveys reveals the following trends over five terms (Spring 2017-spring 2019):

- 90% of Work Experience students found Work Experience orientation was well organized.
- 94% of Work Experience students found Work Experience Orientation adequately prepared them to proceed with the course.
- 89% of Work Experience students found Work Experience online course information was well organized.

Spring 2019 the anonymous Work Experience survey in Canvas completed by all students in Work Experience courses was expanded to include additional items relevant to Instructional Program Review. This expanded survey provided the following additional information:

- Students hear about Work Experience most frequently from counselors, and secondarily from employers.
- Overall, 48% of Work Experience students have the goal of transferring, while 46% of students identify the goal of AA/AS.
- Overall, students identify the following reasons for taking a Work Experience course (students may have selected more than one reason for enrollment):
    - 23% enroll in Work Experience to meet a core requirement
    - 84% enroll for elective credit
    - 28% enroll to meet a general education requirement
    - 61% enroll to increase job skills
    - 34% enroll to increase opportunities for promotion and/or pay increase at work
- 100% of students indicated the course content reasonably compared with the catalog/schedule description.

- 90% of students indicated the instructor used the required textbook.

Evaluation:

Work Experience evaluation data provided in this area of the IPR, as well as the SLO area of this IPR, provide the following evidence with regard to Work Experience courses;

- Students find Work Experience course presentation, and online and face-to-face materials beneficial.
- Work Experience serves approximately half transfer and half terminal degree students.
- Work Experience is effective, students apply learning from WE courses to their work and lives.
- Work Experience students provide a favorable assessment of Work Experience courses.

While instructors in Careers 151 and Careers 153 courses distribute an in-class course evaluation at the end of the course, the content of this evaluation instrument is applicable to, and included in the program effectiveness section of this IPR in section II.A.2. The district did not distribute standardized Student Evaluations to CARS students during this IPR cycle.

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.

Program recommendations based on student evaluations:

Explore further means to promote Work Experience courses.

Continue to improve online course content.

Institutional recommendations based on student evaluations:

Institutional Research is encouraged to develop an automated means of completing student evaluations during evaluation terms.

III. Curriculum

A. Degrees and/or Certificates

Description/Evaluation:

- 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.
- 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 Career Technical Education (CTE) degrees or certificates. Note the relationship between special program courses and LCC transfer or CTE degrees or certificates.

Description:

WE curriculum is designed to supplement the curriculum of the institution; as such students in all majors may enroll in WE courses. The emphasis on soft skill development, including the use of the New World of Work Curriculum meets current employer skills requirements for the field. Additionally, individualized occupational learning objectives developed by students with employer input meet employer's job specific skill requirements for the field.

The New World of Work 21st Century Skills Project, a nationwide soft skills development group supported by the California Community College Chancellor's Office in collaboration

with the Foundation for California Community Colleges, is something the Work Experience program has been involved with since 2015. New World of Work provides curriculum developed through an extensive research and vetting process that addresses the soft skills gap that is a reality for many students attempting to enter the workforce today. Work Experience Student Focus Group assessments conducted by MDRC (a national nonprofit research group) in 2015 with regard to the Work Experience utilization of this curriculum provided positive feedback [See Appendix D: MDRC Focus Group Report].

Work Experience faculty participate in local Guided Pathways workgroups examining careers and metamajors components of this statewide initiative.

Currently the Work Experience program is working with MDRC, studying the efficacy of the New World of Work curriculum further.

WE courses count towards free elective credit for all associate degrees, including transfer degrees. Work Experience courses meet the general education Lifelong learning Area E: Lifelong Learning requirements for terminal AA/AS degree. Programs that offer CWEE to meet either core requirements, or as a required elective option are the following:

Title of Degree:	Degree Required	Required Elective Option
AA-Administration of Justice		X
Cert. of Achievement-Administration of Justice		X
Cert of Accomplishment-Administration of Justice Reserve Officer Training III-Safety and Security Personnel		X
Certificate of Accomplishment: Agriculture Irrigation		X
AS-Accounting		X

AS-Office Administrative Office Technician		**X**
Certificate of Achievement Office Technician		**X**
Certificate of Accomplishment in Pathway to Career Success	**X**	
AA-Childhood Development		**X**
AS-Digital Graphic Design	**X**	
Cert. of Achievement-Digital Graphic Design	**X**	
Cert. of Accomplishment-Digital Graphic Design Fast Track I	**X**	
Cert. of Accomplishment-Digital Graphic Design Fast Track II	**X**	
Cert. of Accomplishment-Digital Graphic Design Entrepreneurship	**X**	
AS-Fire Technology		**X**
Cert. of Achievement-Fire Technology		**X**
AS-Drug and Alcohol Paraprofessional	**X**	**X**
AS-Human Services	**X**	**X**

Cert. of Achievement-Drug and Alcohol Paraprofessional	X	
Cert. of Achievement-Human Services	X	
Certificate of Accomplishment in Pathway to Career Success	X	

Careers classes are tied to two non-credit certificates:

- Certificate of Completion in Career Pathway Entry
- Certificate of Accomplishment in Pathway to Career Success

These certificates were developed as part of the Steps to Success Program through the Adult Education Block Grant in 2015-2016. While these certificates have not been awarded because some of the courses leading to these certificates have not been offered, the district is exploring opportunities to utilize these certificates with incarcerated students.

EVALUATION:

WE courses are integrated into the curriculum. The labor market has become a very competitive place for job applicants. The gig-economy that new graduates face requires more flexibility and soft skills than ever before. Work Experience uses well researched curriculum to develop the skills necessary for success in todays' workplace that is not only relevant locally, but statewide as well. Employer input into student skill development provides students with an individualized development plan that is industry driven, and instructionally supported.The Guided Pathways initiative emphasizes the importance of students getting and staying on their career path to successful completion. The career exploration Work Experience provides a useful means for experiential learners to choose a meaningful career path that will motivate them to degree completion.

Careers courses have the potential to play a role in low unit/non-credit certificates.

Planning Agenda:

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

Further consideration as to how WE courses can be incorporated into additional degree/certificate program requirements should be considered as a means of assisting students in career exploration, developing workplace skill competence, and building their resumes before entering the workforce upon graduation. Special interest in this area is in relationship to the Adult Block grant, including the role Work Experience may play in low unit work skill certificates.
As local Guided Pathway implementation plans develop further, incorporate Work Experience courses as an experiential learning career exploration piece. Further exploration of how non-credit Careers courses could be utilized in certificates for incarcerated students should be explored.

B. Courses

Description/Evaluation

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

   Description: The Work Experience course curriculum provides the structure for students to develop and identify individual learning objectives outlining new job specific skills they build each semester. In addition, the program emphasizes the importance of developing transferable work skills as a means of building foundation skills necessary for progression in one's career development process. Through a process of self-assessment, goal setting and self-evaluation accompanied by instruction, mentorship and objective evaluation, students build skills to lead themselves in a positive career direction. Through these structured experiences as active members of the workforce, students bring enrichment to their college study. This not only enhances their total development and provides them with real world experience to add to their resumes, but also gives them a competitive edge in the job searching process. Students enrolled in CTE Work Experience courses (courses numbered "49") work in positions related to CTE majors at Lassen College and have educational or occupational goals in these fields. Students enrolled in Occupational Work Experience (WE2) work in positions related to their transfer major where no related CTE work experience courses exist. Students enrolled in General Work Experience (WE1) may not yet have identified a specific career or educational goal and work in a variety of positions developing their basic work skills while exploring potential career directions. Course outlines include course level SLO's for all CWEE courses. Because the nature of CWEE provides individual learning stations and objectives for each student, course SLO's are focused on development of core career development competencies. These core career development competencies

identified in the SLO's are key to success regardless of career field. For this reason all of the CWEE courses have the same set of course SLO's. Course curriculum changes since the last program review include: Inactivation of JOUR 49 during the Spring 2019 semester.

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 and is the publication date included?
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

WE course outlines have been revised to illustrate students' career development knowledge growth with multiple course enrollments and to update text book and integrate New World of Work curriculum.

Non-credit Careers course outlines have been review and updated. [See Appendix F: Instructional Program Curriculum Review Form]

As WE pursues participation in a national research project with MDRC for spring 2020, further curriculum revisions will likely include evidenced based soft skills development approaches.

Planning Agenda:

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

None.

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) Not applicable to this Special Program.
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.

Work Experience is articulated with the California State University system and well integrated with local employers.

Under the provisions of Executive Order No. 365, all California State University campuses accept Work Experience credit awarded by California Community Colleges. Each institution notifies the campus of its policy towards awarding credit. Work Experience is not

transferable to the University of California system.

Worksite supervisor feedback is solicited from all worksite supervisors both verbally and in writing to for the purposes of student evaluation as a well as program development and curriculum enrichment. Information gleaned from these conversations helps keep course content locally relevant while utilizing the statewide supported New World of Work 21st Century Skills curriculum. In addition, the Work Experience Coordinator attends CTE advisory meetings to obtain further employer input.

Since the last program review cycle, the Work Experience program has worked with student employees and employers at the following businesses:

ARCHOR VALLEY THERAPY SERVICE
BUFFALO CHIPS
CALIFORNIA CORRECTIONAL CENTER
HIGH DESERT STATE PRISON
FORT SAGE UNIFIED SCHOOL DISTRICT
JUST KIDDING AROUND
KIRACK CONSTRUCTION
LAKE ALMANOR CLINIC
LASSEN COUNTY CHILD SUPPORT
LASSEN COUNTY PROBATION
LASSEN FAMILY SERVICES
LASSEN COMMUNITY COLLEGE
LASSEN COUNTY SHERRIFS OFFICE
MOORE BLACKSMITH SHOP
NATIONAL PERFORMANCE WAREHOUSE
PHOENIX HOUSE
ROSS
SAFEWAY
STARBUCKS
SUSANVILLE POLICE DEPARTMENT

AECOM (at SIAD)
SUSANVILLE SCHOOL DISTRICT AFTER SCHOOL PROGRAM
CASCADE CIRCLE
DOLLAR GENERAL
DOLLAR TREE
GEO GROUP
SUSANVILLE SUPERMARKET IGA
MCKINLEY SCHOOL
NEW IMAGE
NORTHEASTERN RURAL HEALTH CLINIC
OAK CREEK CINEMA
PHOENIX HOUSE
RITE AID
ROUND TABLE PIZZA
SCOTT DEROSE CONSTRUCTION
SIERRA CASCADE FAMILY OPPORTUNITIES
USFS
CHESTER FAMILY DENTISTRY
ZAENGLES FLOOR AND HOME

THE SIERRA RADIO NETWORK
WALMART
RICHMOND ELEMENTARY
UNITED STATES POSTAL SERVICE
MT LASSEN CHARTER SCHOOL
BAXTER AUTO PARTS
HIGH SIERRA FIRE
BIG 5 SPORTING GOODS
PAPA MURPHYS PIZZA
DIAMOND VIEW MIDDLE SCHOOL
BENTLEY APPRAISAL
ROSS
BURGER KING
MCKINLEY AFTER SCHOOL PROGRAM
LASSEN NURSING AND REHABILTION
DR.HAL MEADOWS , MD
GEO GROUP
SIERRA ARMY DEPOT
FINKS HORSE TRAINING
LASSEN CHILD AND FAMILY RESOURCES
BARNUM FARMING
BEST WESTERN
CASCADE CIRCLE DUI INSTRUCTION
CUSTOMER TALK
DIAMOND MOUNTAIN CASINO
GROCERY OUTLET
HAIR HUNTERS
HIGH COUNTRY INN
JANESVILLE ELEMENTARY SCHOOL
JUST KIDDING AROUND
LASSEN FAMILY SERVICES
LASSEN LIFE SKILLS
LUMBERJACKS
MCDONALDS
OAK CREEK CINEMAS
PANDA EXPRESS

PAYLESS SHOE SOURCE
PIZZA FACTORY
REDVINE FAMILY HOME
S.I.R. HOUSING AUTHORITY
STARBUCKS
SUSANVILLE CHURCH OF NAZARENE
SUSANVILLE INDIAN RANCHERIA
VIAL PT
FOREST OFFICE SUPPLY
ORIELLY AUTO PARTS
HONOR HOUSE GROUP HOME
TRACTOR SUPPLY
SUBWAY
JANESVILLE SCHOOL DIST
SIERRA ARMY DEPOT
WESTWOOD ONE STOP
C.E. BECKER SONS ENTERPRISES
LEAP AHEAD PRESCHOOL
COURTHOUSE CAFÉ
LASSEN AUTO BODY
LASSEN COUNTY OFFICE OF EDUCATION
SIERRA CASCADE HEAD START
KFC
MCDONALDS
VIXIE DENTAL
FORT SAGE UNI SCH DIST
HOLE-IN-ONE RANCH
LITTLE CAESARS
AUTOZONE
JANESVILLE CHEVRON
SMOKIN BEAN
RITE AID
PEZZULLO & GUSSETT
ON THE EDGE VENDING
SIERRA DESERT PROPERTIES

Planning Agenda:

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

Not applicable.

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.

   As a Special Program Work Experience does not have a two-year plan. Historically Work Experience courses have been offered every college term.

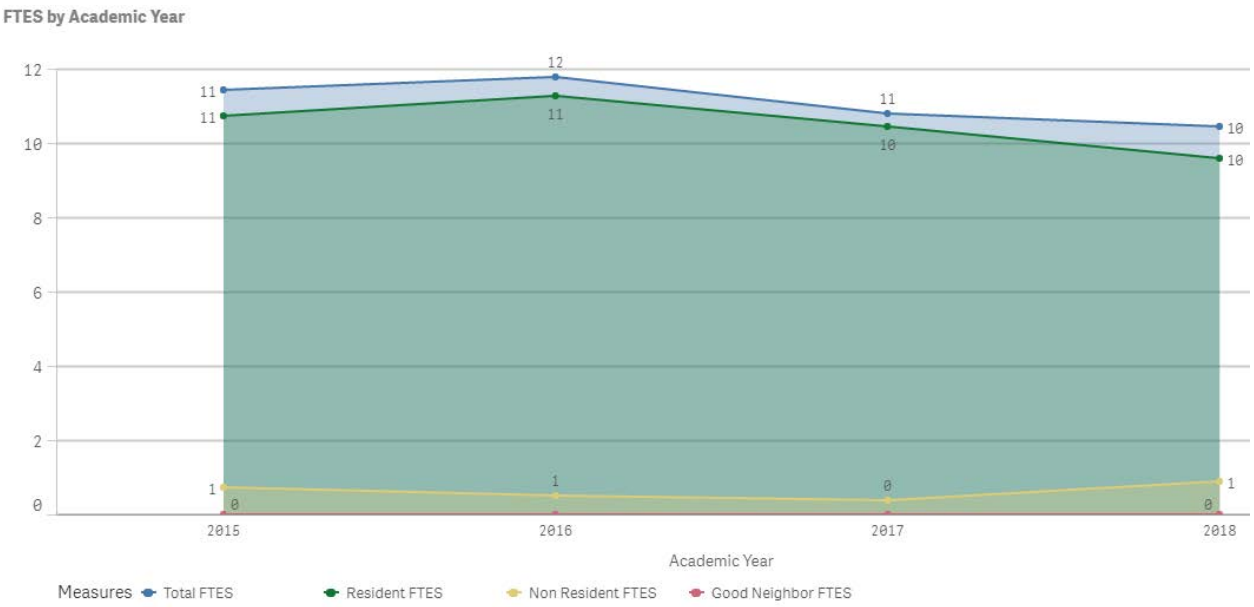
   Summer 2019 Work Experience courses were not offered. It is unclear as to what the district's motivations were for not scheduling these courses during the summer session. Further dialog should occur to explore this issue further.

   Non-credit Careers courses were offered primarily to two target populations;

   - Independent Living Foster Youth and
   - Incarcerated students

   Course sections were established based on student need which was often governed by external agency factors. Summer 2019 Lassen College lost its contract for the Independent Living Program, and thus these courses will no longer be offered to that population.

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



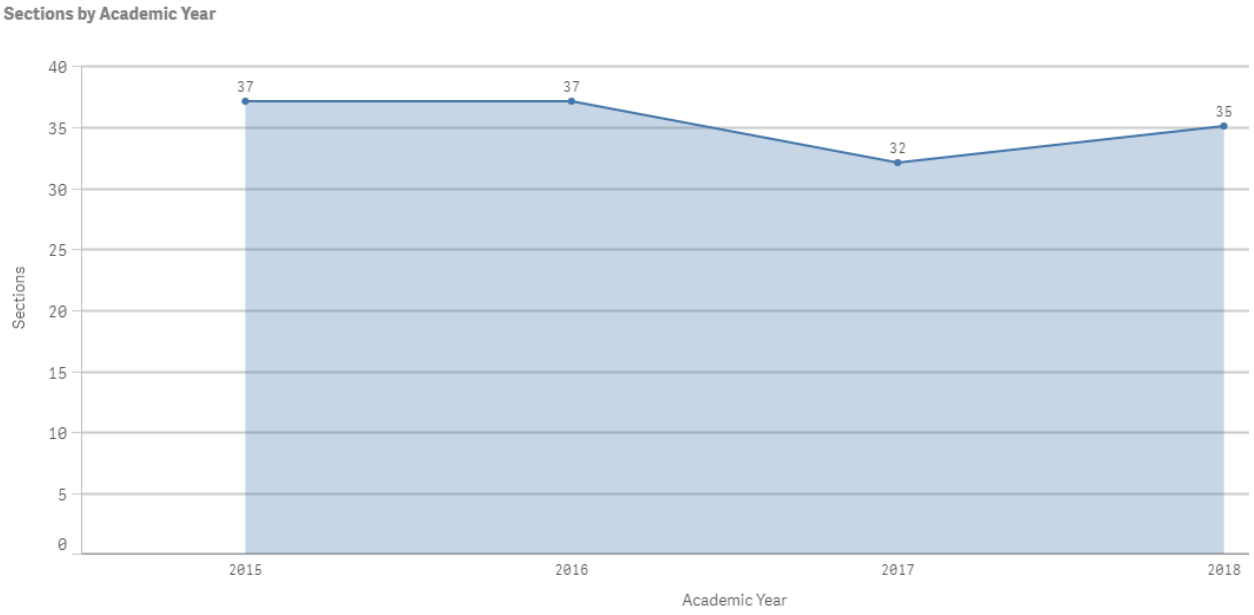
3. Using FTE data provided, evaluate how the scheduling of courses within the program has served the needs of a variety of students (e.g. day, evening, single parents, employed full-time). Include the following considerations:

   a. Number of sections (too many/too few to serve student needs)

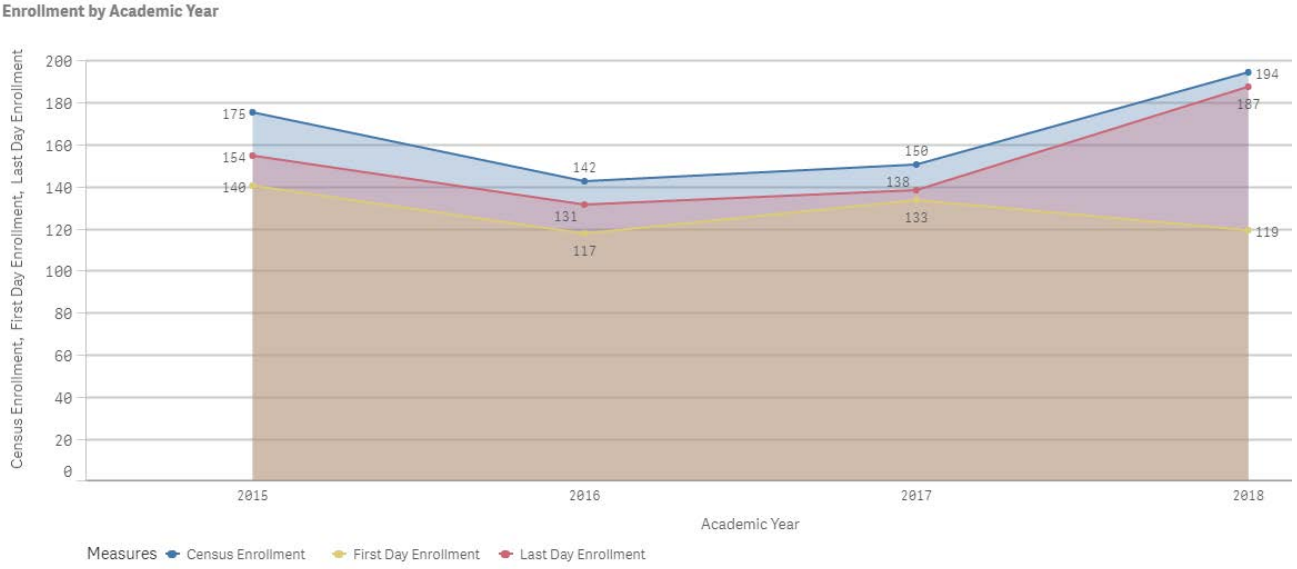
   b. Variety of times (three times a week, twice a week, one day a week and morning/afternoon/evening)

   c. Length of courses (traditional semester/short term)

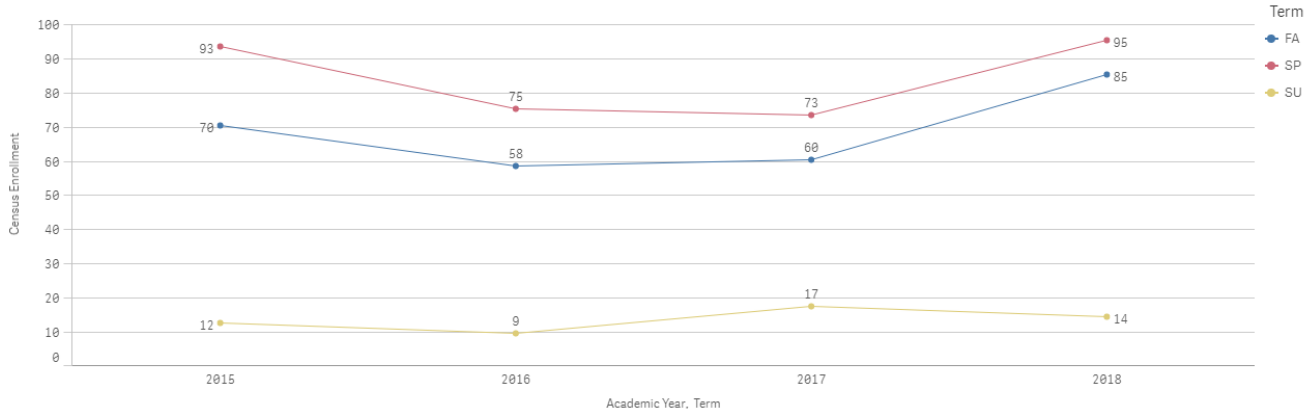
   d. Method of delivery (traditional/technology-mediated/correspondence delivered instruction).



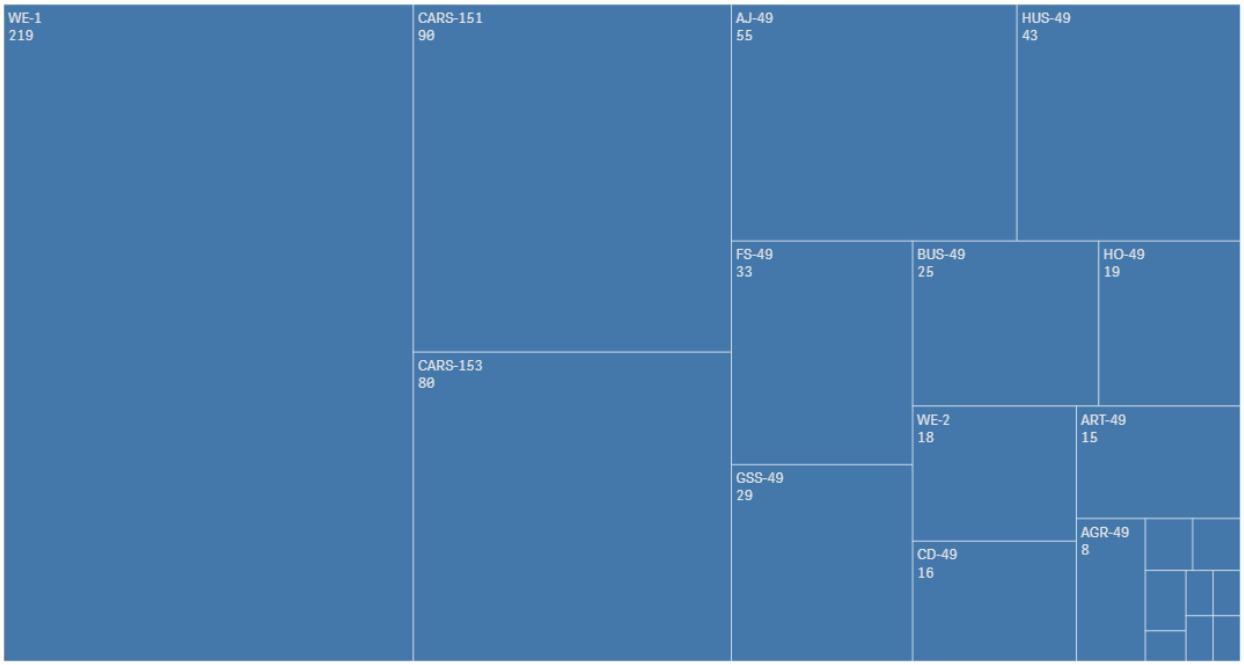
ENROLLMENT DATA



Census Enrollment by Term



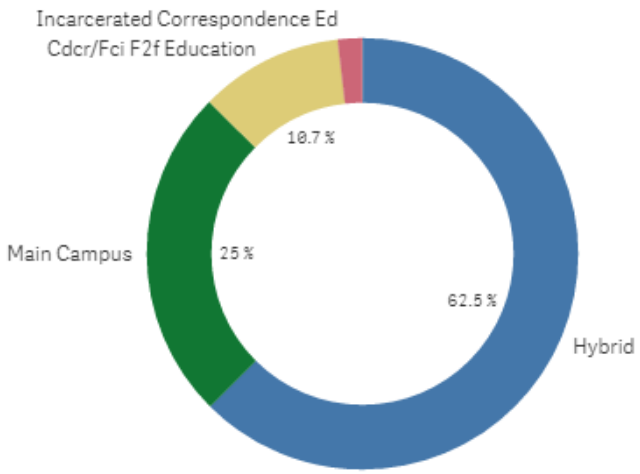
Census Enrollment by Course



Census Enrollment by Course

SEC_SUBJECT&'-...	Census Enrollment
WE-1	219
CARS-151	90
CARS-153	80
AJ-49	55
HUS-49	43
FS-49	33
GSS-49	29
BUS-49	25
HO-49	19
WE-2	18
CD-49	16
ART-49	15
AGR-49	8
AT-49	2
WE-1A	2
WT-49	2
AGR-49A	1
AJ-49A	1
BUS-49A	1
CD-49A	1
GSS-49A	1

Enrollment by Location



Census Enrollment

661

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

Description:

Work Experience courses are available to students in a hybrid format which includes; a face-to-face orientation meeting of approximately 1.5 hours in duration; work based learning; individual conferences with instructor-coordinator and work site supervisor; and online exercises, and/or written assignments.

Students are required to attend introductory orientation meetings. Campus based students who are unable to attend one of these initial sessions are accommodated by individual or small groups meeting with the instructor.

Spring 2019 Work Experience began a pilot project offering Fire Science Work Experience to incarcerated students working at the California Correctional Center Fire Hall. These students receive a face-to-face orientation meeting of approximately 1.5 hours in duration; work based learning; conferences with instructor-coordinator and work site supervisor; and correspondence instruction and assignments.

Work Experience is available to campus students' year round (fall, spring and summer terms) and incarcerated students in the fall and spring terms. The flexibility and availability of Work Experience courses meet student need.

Non-credit Careers courses are offered to incarcerated students based on scheduling that accommodates the needs of the correctional facility where they are housed.

Scheduling for Work experience and careers classes works well and meets students needs..

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.

Continue standard scheduling for Work Experience and non-credit careers courses.

IV. Equipment

Description/Evaluation:

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

   Work Experience Office:

   2 desks

   Bookshelf

   3 file cabinets

   Storage cabinet

2. Identify any existing equipment maintenance/service agreements

   Instructional Technology is maintained in house by IT department. No other service agreements exist.

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

   The second desk in the office is small and makes for a crowded workplace with little storage, but the office space is small so an alternate solution is not readily available.

4. Evaluate the effectiveness of and need for additional maintenance/service agreements.
   None.

5. Justify any proposed modification or additions to equipment available for students and/or faculty/instructional assistants within the program.
   None.

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.

None.

V: Outside Compliance Issues (if appropriate for program)

Description:

The Work Experience program develops memorandums of understanding for Lassen Community College District approval (pursuant to provisions of Education code section 7829), for student volunteer placement, outlining the roles of all parties involved.

Since the last program review cycle the Work Experience program has facilitated student volunteer placement within the following local businesses/agencies:

LASSEN COUNTY DISTRICT ATTORNEY

BLUE GOOSE GALLERY OF ARTISTS

BANNER LASSEN MEDICAL CENTER

MERRY MORSELS

SUPREME GRAPHICS

AURORA NETWORK

CROSSROADS

ADIN FIRE DIST

SUSAN RIVER FIRE PROTECTION DIST

LASSEN NURSING AND REHABILITATION

SINGLETON AUMAN

SUSANVILLE FIRE DEPARTMENT

RICHMOND SCHOOL

LASSEN COUNTY VETERANS SERVICES OFFICE

Evaluation:

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

The current MOU format serves district, employer, and student needs.

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.

None.

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.

Consider how Work Experience can be incorporated into a greater number of degree/certificate programs in the core and required elective areas. As local Guided Pathways implementation plans develop further, incorporate Work Experience courses as an experiential learning career exploration piece. Explore offering noncredit certificates with Careers courses to incarcerated students.

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.

Work Experience 2019

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
4	Update Work Experience Marketing Materials	2020	unknown	Provide potential Work Experience students, and student worksites with professional marketing materials to inform and recruit.

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.

Work Experience 2019

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

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.

Work Experience 2019

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
1	It is recommended that the Institutional Effectiveness Department work with Academic Senate to update IP Handbook and template documents to accurately reflect data sources, and that collaboratively these two entities, along with the academic dean or vice president, provide the identified IPR Orientation.	2020	none	Encourage and sustain robust program review.
1	It is recommended that the Institutional Effectiveness Department develop an automated means of completing student evaluations as required for IPR to allow an automatic distribution of surveys to students during term of evaluation. Further, it is suggested that during IPR Orientation faculty input is solicited to revise the standardized student evaluation to allow for program relevant data for IPR.	2020	none	Encourage and sustain robust program review.

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

   Work Experience has one permanent full-time faculty position. Adjuncts are used in Work Experience as needed.

   CARS utilizes adjunct faculty.

   No classified staffed are utilized by either Work Experience or CARS.

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.

   Clerical assistance provided by Academic Services in the areas of Curriculum, scheduling, trip requests and budget matters is greatly appreciated.

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.

None.

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].

   Full time faculty have participated in flex activities related to Guided pathways, program instruction and improvement, and campus hosted trainings; Engaged Learners, Technology & the New LCC," , and "Let's Talk Leaves",

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.)

Professional development for the full time Work Experience instructor has included participation with MDRC Research Group completing research design and implementation with regard to the efficacy of the New World of Work Curriculum, as well as curriculum review and development for the New World of Work Curriculum. Additionally, learning resource development for online course content, ONet Academy, Career XP Webinar, Starfish training, and Lassen County Diversity training,

Adjunct Careers faculty have participated in:

Proquest Research Training
Canvas 101
Overdrive Library Lending
Personal Accounting 101
Practical tips and tricks for using current technology in your classroom
Developing the LCC Online Education Plan
Setting up Your Classroom to Promote Equity in Learning Tara Franks, Sierra College
Starfish & Canvas Refresher course
Practical tips and tricks for using current technology in your classroom
Developing the LCC Online Education Plan
Setting up Your Classroom to Promote Equity in Learning Tara Franks, Sierra College
Starfish & Canvas Refresher course

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.

Program faculty are actively engaged in professional development. This should be supported and encouraged.

III. Student Outcomes

Description/Evaluation:

Description/ Evaluation:

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

It is recommended the district provide SLO training to adjunct instructors during flex training for which adjunct attendance is compensated.

It is recommended the district provide flex training on the topic of online course development and design in Canvas.

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 the district provide SLO training to adjunct instructors during flex training for which adjunct attendance is compensated.

It is recommended the district provide flex training on the topic of online course development and design in Canvas.

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.

None.

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.

Work Experience 2019

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
3	Provide SLO training to adjunct instructors during flex training for which adjunct attendance is compensated.	2021	unknown	More SLO data
3	Provide flex training on the topic of online course development and design in Canvas.	2020	unknown	Enhanced online instruction

Section Three: Facilities Planning

I. Facilities

Description/Evaluation:

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

HU 205: Work Experience Office

The Work Experience Office is located in the Humanities Building in H-205. The office houses the Work Experience Coordinator, part time program certificated staff, and a work study assistant, when one is assigned to the program.

The office is a very small work space. It becomes crowded when both staff and students are present. The air circulation is poor as evidenced by the layer of grit that accumulates on the storage cabinet located under the exhaust vent. Limited air circulation makes it difficult to regulate building temperature and the heat accumulates throughout the day often reaching 85 degrees in the office when outdoor conditions are below 50 degrees; and office temperatures exceeding 100 degrees when outdoor temperatures are high. The office is open year-round to accommodate the needs of the program.

Across from the WE Office is a stair well that is boarded by railing that are spaced wide enough apart for a small child to fall through. Work Experience staff have witnessed a child almost falling between the railings, but who was stopped from falling by Work Experience staff. This danger was reported to the district.

HU 204, HU 206: Utilized for Work Experience Orientations / Meetings

These classrooms a impacted by the same climate control issues as indicated above as it exists in the same building and operates off of the same heating and ventilation system.

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

   Instructional space provided by Lassen County Jail for Careers course instruction is adequate.

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.

   Assessment and correction of ventilation and climate control inadequacies in HU204, HU 205 and HU 206 is needed for student and staff comfort, health, and regulatory compliance.

   Railings circling the top of the internal stair well in Humanities need to be redesigned to reduce small child fall hazard and meet regulatory compliance.

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.

Assessment and correction of ventilation and climate control inadequacies in HU204, HU 205 and HU 206 is needed for student and staff comfort and health.

Railings circling the top of the internal stair well in Humanities need to be redesigned to reduce small child fall hazard.

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.

None.

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.

Work Experience 2019

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
3	Assessment and correction of ventilation and climate control inadequacies in HU204, HU 205 and HU 206 is needed for student and staff comfort and health.			
3	Railings circling the top of the internal stair well in Humanities need to be redesigned to reduce small child fall hazard.			

Section Four: Technology Planning

I. Technology

Description/Evaluation:

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

The Work Experience program has one laptop and one desktop computer. Classrooms have Smart Boards.

IT Department provides effective maintenance of IT devices. Additional services are not needed at this time.

Computer functionality problem solving, including software is provided by I.T. Department. Additionally, IT Department sporadically provides assistance with classroom technology including Smartboard functionality.

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.

None

Update Work Experience laptop and desktop computers and classroom Smart boards based on IT department replacement schedule to maintain currency in effectiveness in serving student and program needs.

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.

None.

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.

Work Experience 2019

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
3	Update Work Experience laptop and desktop computers and classroom Smart boards based on IT department replacement schedule to maintain currency in effectiveness in serving student and program needs.	unknown	unknown	Maintenance of instruction to students with current technology.

Lassen Community College Four Column Model for Student Learning Outcomes

Program: Work Experience

Institutional Student Learning Outcomes	Program Student Learning Outcomes	Course Student Learning Outcomes	Assessment Method
Communication -Ability to listen and read with comprehension and the ability to write and speak effectively	Students will evaluate their workplace skills and collaborate with their supervisor and Work Experience Instructor to identify and enhance skill areas for career development.	Demonstrate the ability to use descriptive skill language.	Completion of learning objectives assignment.

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 .	Students will apply classroom knowledge in their work setting.	After creating individualized measurable occupational learning objectives that identify new skills to be attained, the student will complete work tasks on-the-job that strengthen skills that support objective completion. The student will recognize the benefits that setting and achieving skill enhancement goals has on their career development.	Supervisor evaluation of measurable occupational learning objective attainment.
Life Long Learning -Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use			

Appendix B:

Work Experience Marketing Materials

Appendix C:

Work Experience Student Survey Data

Appendix D:

MDRC Research Group Work Experience Student Focus Group Report

Appendix E:

Careers Class Student Evaluations

Appendix F:

Curriculum Review Form