

# IPR Annual Update Template

History/Social Science/Sociology/Psychology

*Annual Update*

**LASSEN COMMUNITY COLLEGE**

Sandra Beckwith

Lisa Gardiner

Thomas Kareck

Toni Poulsen

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# IPR Annual Update Template

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## Annual Update

### Progress Report

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

This annual update addresses progress made on the 2019 Social Science IPR and emerging needs since the last IPR. Additionally, this update serves to incorporate enhanced PSLO, GESLO, ISLO, and Strategic Goal Data for the following degrees:

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

The comprehensive Social Science IPR, due next year, will reflect further on data to include FTES, FTEF, Enrollment, Success, Completion and course SLO data.

### 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.

#### DATA REVIEW

IPR Data review occurred in Humanities-Social Sciences Division Meetings held in February and March, 2022 as well as through Division email streams in the process of drafting and editing this Annual Update document. This IPR also includes content from the "Closing the Loop" discussion that was part of the September 2021 Humanities-Social Sciences Division Meeting.

#### QUANTITATIVE DATA REFLECTION

##### ISLOs

1. Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
2. 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
3. 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
4. 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

Review of ISLO IPR Data Addendum [Appendix B], data provided indicated while students achieved between 86 and 91% on all ISLOs, with ISLO number 3 (Lifelong Learning) having the lowest achievement percentage at 86%. Discussion as to causal factors indicated a great deal of uncertainty. Are students actually performing lower in this area or was this rating because SLOs mapped to this ISLO weren't assessed during the given assessment time period? Creating an SLO Assessment schedule to insure all SLOs are assessed within scheduled Comprehensive IPR timeframes and integrating that into our processes would address this potential concern. If students are performing lower in this area is it representative of the factors discussed below in the "Qualitative Impressions" which point to societal challenges faced locally and abroad that may impact student's ability to achieve in lifelong learning, or are there other factors at play? Do assessment methods used to assess SLOs mapped to this ISLO be revisited to focus the assessment more rigorously on tapping into lifelong learning, and minimize the potential influences of other factors?

The district as a whole has built in numerous institution wide supports for all students in response to societal challenges faced:

- Virtual and face-to-face tutoring, extended Boot Camp hours
- Services through Timely MD
- Free Bus passes
- Virtual Help desk for Canvas/portal
- Lending of Chromebooks and Hot Spots
- Many instructors use OER where available
- Food boxes
- Serving as temporary shelter for evacuees
- Social engagement with a game lending library, Coffee Connections, Grub Club

Additional categorical programs support eligible students in a wide variety of means to meet their needs.

Post Graduate Survey on Institutional Learning Outcomes Data [Appendix C] collected May, 2021 indicates students self-report strong skills in all ISLOs upon completing their education at LCC with an average of 97.4% achievement rate. As this IPR represents numerous key transfer degrees at LCC, it is acknowledge that History, Social Science, Sociology and Psychology contribute to students' overall ISLO attainment upon completion of their degree(s) at LCC. More specific correlation to specific programs would be improved if data collection included students identified degree(s) they are attaining and disaggregated survey results by program, mode of delivery, and other student demographics.

## **GESLOs**

**GESLO 1:** Understand and apply methods of inquiry for a variety of disciplines including the scientific method for scientific inquiry and appropriate methods for social and behavior science inquiries.

**GESLO 2:** Explain and analyze relationships between science and other human activities.

**GESLO 3:** Apply knowledge of the ways people act and have acted in response to their societies to express an appreciation for how diverse societies and social subgroups operate to understand social dynamics within historical and contemporary communities.

**GESLO 4:** Understand ways in which people throughout the ages and in Western and non-Western cultures have responded to themselves and the world around them in artistic and cultural creation; apply

this knowledge to make value judgments on cultural activities and artistic expressions and demonstrate an understanding of the interrelationship between the creative arts, the humanities and self.

**GESLO 5:** Engage in verbal communication by participating in discussions, debates, and oral presentations utilizing proper rhetorical perspective, reasoning and advocacy, organization, accuracy, and the discovery, critical evaluation and reporting of information.

**GESLO 6:** Compose effective written communications and essays with correct grammar, spelling, punctuation and appropriate language, style and format utilizing academically accepted means of researching, evaluating and documenting sources within written works.

**GESLO 7:** Analyze, evaluate and explain theories, concepts and skills within varied disciplines using inductive and deductive processes and quantitative reasoning and application.

**GESLO 8:** Demonstrate appreciation of themselves as living organisms through their choices for physical health, activities, stress management, relationships to the social and physical environment, and responsible decision-making.

Review of GESLO data provided indicated while students achieved between 86 and 91% on all GESLOs, GESLO number 5 being the lowest achievement at 86%. GESLO # 5 relates to verbal communication. The Humanities Social Science Division has discussed how differing assessment tools in this area likely produce differing outcomes. For example, where SLOs are assessed using impromptu discussions students may not reach the same degree with achievement that they would with a prepared speech constructed based upon rubric criteria. Standardizing assessment tools at the course level that tap into GESLO #5 would provide for more accurate data as to student performance.

## Strategic Goals

### Strategic Goals

1. Institutional Effectiveness: Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support an inclusive learning environment, while ensuring responsible stewardship of public trust and resources.
2. Learning Opportunities: Provide an array of rigorous academic programs delivered via a variety of modalities that promote student equity and learning while meeting the needs of the local and global community.
3. Resource Management: Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.
4. Student Success: Provide a college environment that reaches-out-to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student attainment of educational goals including completion of degrees and certificates, transfer, job placement and advancement, improvement of basic skills, and self-development through lifelong learning.

The History/Social Sciences programs show strong alignment with the LCC Strategic goals in that course SLO achievement to aligned strategic goals is over 88% on all strategic goals, with the lowest achievement correlation being for Strategic Goal # 4, which relates to student success. The

Humanities Social Science Division has discussed that this result is perplexing. LCC provides a wealth of services and activities to support student success. Do the assessment methods utilized in this area really tap into assessing the college environment as intended? This Strategic Goal, in comparison to the others, is the most difficult to, “see” as it relates to providing an environment, and this environment is so key to institutional, and student success. It is recommended that on an institutional level more is done to determine the best means of assessment in this area.

**PSLO DATA:** PSLO Assessment results indicate strong student performance in SLO attainment in support of Program Learning Outcomes. Insights gained from department faculty review of PSLO quantitative data is provided below:

## **HISTORY**

Review of quantitative data provides insight with regard to SLO assessment improvement. History student SLO performance is 75% and above for all measured PSLOs. PSLO #4 has not been assessed. Further training on SLO mapping and development of a course slo assessment timeline to insure all slo's will be assessed over the four year period of data collection for IPRs would be beneficial to improve PSLO assessment. Additionally, improved faculty access to current course outlines, advising plans, and SLO and PSLO maps would improve SLO data.

While not directly represented in data presented, history faculty shared that as students have returned to campus post-COVID (remotely learning) it was noted that student attendance of face-to-face course sessions in hybrid classes has declined in comparison to face-to-face attendance for hybrid courses pre-COVID. Seeing this trend this academic year, the History faculty will be implementing revised grading that weights more heavily on course participation for face-to-face course sessions. It is anticipated that this will improve attendance and have a resulting effect of increasing student course SLO achievements that already meet target criteria, thus increasing PSLO and ISLO results as well. Further qualitative impressions on student performance are provided below.

## **PSYCHOLOGY**

For the Psychology AA-T degree, students achieved above 87% for all 3 PSLOs. It was noted that much fewer students were assessed for SLO #3 which relates to research. This lower number of students being assessed was attributed to this PSLO being mapped to the one Psychology Research course which is not instructed every term. One strategy being added for increasing student SLO Achievement has been to include a student survey in module two of Psy 1 and Psy 18 online course section. This survey addresses student needs in terms of assistance with course navigation, technical assistance, and/or questions regarding presentation of course content. This early on assessment allows the instructor to make adjustments, or connect students with appropriate resources early on in the course. A similar approach is used with correspondence students by using feedback sheets, though adjustments in the course content that occur from this input are made the following course offering. Further assessment is completed at the end of the course to determine if remedies were helpful. Further qualitative impressions on student performance are provided below.

## **SOCIOLOGY**

Sociology student performance is more than 80% for all PSLOs. It is believed fewer students were assessed towards SLOs related to PSLO #2 due to mapping alignment. Student's lowest PSLO achievement (which was still high at 80%) was in PSLO # 5 which relates to research. Sociology and Psychology faculty may benefit from further collaboration and discussions of enhancing student research in these areas. Further insight as to a course SLO identified as "At Risk," meaning not reaching it's target, is identified below. This "At Risk" SLO, though for only one course section one term, would have (while minor) some impact on program PSLOs. Further qualitative impressions on student performance are provided below.

## **SOCIAL SCIENCE**

Social Science student performance is approximately 80% and above for all PSLOs. The lowest student achievement in this area (which was still high at 83%) was related to PSLO #2 which relates to the study of social problems related to ethnic and cultural differences. Ten courses contribute to this PSLO. As faculty pondered this data, it was acknowledged that the achievement level is high and attained from a wide breadth of courses. As further DEIA initiatives are implemented state and district wide it is these courses that will make great contribution to student learning in this area. It is anticipated articulation efforts to meet CSU Area F requirements curriculum revision in courses in this area will add to greater robust course content. Further qualitative impressions on student performance are provided below.

### **Comments on quantitative data collection and presentation of data:**

Quantitative Data provided since the last History/Social Science program review provided great opportunity for a more in-depth study of student learning with the inclusion of PSLO, GESLO, ISLO and Strategic Goals. Discussion of results included the awareness of the need to pursue further learning with regards to robust outcomes assessment and alignment of outcomes. It was acknowledge that faculty inherently have a good gauge on many components of student learning from their day-to-day experience with students through instruction. This data review by the Humanities/Social Sciences Division was insightful and provided additional qualitative observations on student learning and the student experience at LCC that are discussed below.

Data addendum would be improved by listing content by program rather than combining program information in charts and graphs. Consideration of disaggregation of data by mode, incarceration status, and various student demographic factors would likely provide further insight, however some student groups are quite small and this may be challenging in terms of statistically significant data.

### **Qualitative assessment/impressions regarding student performance:**

Humanities/Social Science department review of quantitative data provided led to further qualitative analysis of student performance where faculty shared the following impressions:

Students are struggling with attendance and many demonstrate a sense of complacency. Students appear less engaged in learning/completion of course assignments. It was acknowledged that hardships our students have faced due to COVID, remote learning (including the remote learning that has occurred in the past two years for high school students preparing for college), fires/evacuations, the threat of the closure of CCC, LCC's cyber-attack and the community's internet connectivity struggles has contributed to our student population facing a higher degree of

anxiety which appears to be impacting performance. In response to this, faculty have been proactive in reaching out to students more proactively through a variety of means including early alert, direct phone calls/text/email, and contacting student athlete’s coaches. Notably, as a small rural community the faculty experience has many commonalities to the student experience with struggles our community has recently faced. This sense of common struggle provides a sense of, “we’re in this together” which is a strength of LCC.

For students who chronically struggle with anxiety and other behavioral health issues, their challenges are even greater. There is hope that services through Timely MD will help address student needs in this area, but this is a new service, so the impact is unknown at this time. Additionally, students with Learning Disabilities need faculty assistance with assessing their learning needs and accessing tools/strategies to meet those needs. The inadequate heating, and non-existent cooling in the Humanities building classrooms and offices create a barrier to learning and instructing when classroom temperatures are excessively hot or cold and thus uncomfortable. Equipment and services to students need to be maintained to professional standards.

**Emerging needs:**

- Improved faculty access to current course outlines, and advising plans
- Further training on, and development of, SLO assessment and mapping methods and tools to include development of best practices for Course SLOs, PSLOs, GESLO, and ISLO development, assessment, mapping, review, and revision
- Fill vacant Full time faculty DSPS Coordinator/Counselor position
- Develop Instructional Technology Maintenance Schedule to routinely address and prioritize cyber security and currency of instructional technology including; dvd players, smartboards, lap tops and projectors.

The Office of Institutional Effectiveness provided data for Spring, Summer, and Fall terms of 2021 for course SLO assessments that did not meet their target. Some of the courses assessed were not able to provide meaningful results as the number of students who completed the assessment was too low for an accurate assessment. This is partially attributed to the impact of instructional barriers faced during COVID. One course related to this IPR did show meaningful assessment results indicating SLO achievement below target:

**Course SLOs not reaching target for Spring 21 are listed below:**

Full Course # + Section#	Modality	SLO #:	# Assessed:	# Achieved:	% Achieved	Assessment Method:	Plan of Action:
SOC-2-14446	Correspondence	2	25	16	64.0%	Exam	70 % of students will achieve a 70% or higher

**Follow up on this SLO:**

SOC 2, SLO#2:



Reflection upon this data provided a number of insights. First it was noted that the data represented the percentage of students who met the target compared to the total number of students enrolled in the course. Had the percentage been determined by comparing the number of students who met the target to the number of students who completed the assessment, the percentage achieved would much considerably higher. Further faculty training regarding SLO assessment is recommended. Consideration as to whether SLO #2 is too broad should be examined in this process. The instructor of this course indicated numerous students in the course identified that this was their first college course. Reflection on factors that could contribute to increasing the percent of students achieving the target for this SLO include a midterm student survey to assess students' sense of preparedness for college work, as well as the degree to which they feel they are engaged with the course materials, and how they would rate their comprehension of the materials, along with identify any areas in particular that they are struggling. This survey should provide insight on the student experience. Additionally, the instructor notes that this SLO was assessed in a proctored exam. Not all exams for incarcerated students are proctored. It was questioned as to whether student test anxiety in a proctored environment impacts student performance in this SLO, and whether an alternative assessment, or assessment environment, will provide significantly better results. The instructor intends to start by surveying students when next instructing the course in this mode, (which will likely be Spring 2023) and developing interventions based on survey results.

The following SLO assessment process improvements were also identified:

SLO Training is needed to: 1) identify the intention of the Improvement Plan portion of the SLO assessment reporting form 2) standardize how assessment calculations are made number of students meeting target in comparison to number of students assessed, or in comparison to number of students enrolled?

This SLO assessment data was provided after the deadline for Correspondence Packet submission for the following term, so the identified remedy was not able to be incorporated in the next consecutive term the course was offered.

## Curriculum

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

The following Curriculum Actions have occurred for Humanities/Social Sciences since the last IPR:

### History

#### **HIST 14** - World History to 1500

Approved - Changes to course content, assignments, methods of evaluation

Effective: Fall 2022, Approved: 10/19/2021

#### **HIST 15** - World History since 1500

Approved changes to course objectives, course content, assignments, methods of evaluation

Effective: Fall 2022, Approved: 10/19/2021

#### **HIST 16** - U.S. History

Approved changes to course objectives, course content, assignments

Effective: Fall 2022, Approved: 10/19/2021

#### **HIST 16** - U.S. History

Approved Changes to course objectives, course content, assignments, change to hybrid delivery. Approved with changes to spelling, formatting. (Came back before committee for hybrid change.)

Effective: Spring 2021, Approved: 11/02/2021

**HIST 17** - Post Civil War U.S. History

Approved changes to course objectives, course content, assignments, methods of evaluation

Effective: Fall 2022, Approved: 10/19/2021

**HIST 17** - Post Civil War U.S. History

Approved changes to course objectives, course content, assignments, change to hybrid delivery. Approved with changes to spelling, formatting. (Came back before committee for hybrid change.)

Effective: Spring 2021, Approved: 11/02/2021

**Political Science**

**PLSC 1** - American Government

Approved changes to course content and assignments

Effective: Fall 2022 Approved: 10/19/2021

**PLSC 1** - American Government

Approved changes made to Course Content and Assignments, Hybrid Delivery. (Came back before committee for hybrid change.)

Effective: Spring 2021 Approved: 11/02/2021

**Psychology**

**PSY 1** - Introduction to Psychology

Approved adding Expected Outside Class Hours 102, Total Student Learning Hours 153 to COR.

Effective: Fall 2022, Approved: 12/07/2021

**PSY 5** - Introduction to Research Methods

Approved adding Expected Outside Class Hours 102, Total Student Learning Hours 153 to COR.

Effective: Fall 2022, Approved: 12/07/2021

**PSY 6** - Abnormal Psychology

Approved adding Expected Outside Class Hours 102, Total Student Learning Hours 153 to COR.

Effective: Fall 2022, Approved: 12/07/2021

**PSY 18** - Life Span Development

Approved adding Expected Outside Class Hours 102, Total Student Learning Hours 153 to COR.

Effective: Fall 2022, Approved: 12/07/2021

**PSY 31** - Child Development: Conception through Adolescence

Approved adding Expected Outside Class Hours 102, Total Student Learning Hours 153 to COR.

Effective: Fall 2022, Approved: 12/07/2021

**PSY 33** - Psychology of Personal and Social Adjustment

Approved adding Expected Outside Class Hours 102, Total Student Learning Hours 153 to COR.

Effective: Fall 2022, Approved: 12/07/2021

**Sociology**

**SOC 1** - Introduction to Sociology

Approved changes to catalog description, course objectives, course content, appropriate readings and update textbook: Introduction to Sociology 3e, 2021, Openstax College. ISBN 9781951693367 Paperback ISBN - 978-1-711493-97-8 Hardcover ISBN - 978-1-711493-98-5 Available in class Canvas section (free), online (free at <http://openstax.org/details/books/introduction-sociology-2e> 3e) or LCC Bookstore (minimal cost for printing). Approved with changes to out of class hours and hybrid delivery.

Effective: Fall 2022, Approved: 11/02/2021

**SOC 2** - Social Problems

Approved changes to catalog description, course objectives, course content, appropriate readings and update textbook: Understanding Social Problems by Linda Mooney, Molly Clever and Marieke Van Willigen, 11th edition/copyright 2022 ebook: ISBN-13:978-0-357709-97-9 Paperback: ISBN 13:978-0-357507-42-1 Approved with changes to out of class hours and hybrid delivery.

Effective: Fall 2022, Approved: 11/02/2021

### **SOC 3 - Family Relations**

Approved change in course content. Approved with changes to out of class hours and hybrid delivery.

Effective: Fall 2022, Approved: 11/02/2021

### **SOC 4 - Introduction to Gender**

Approved changes to course catalog description, content, appropriate readings and update textbook:

Gendered Lives by Juliea T. Wood and Natalie Fixmer-Oraiz, 13th edition, 2018 ebook: ISBN - 13:9780357694572 Paperback: ISBN - 13:9781337555883. Approved with changes to out of class hours and hybrid delivery.

Effective: Fall 2022, Approved: 11/02/2021

### **General Education Transfer Curriculum**

Approved removing from "Area A English Language and Critical Thinking" English 7; From "Area C Arts and Humanities" remove English 4, 10, and 34

Effective: Fall 2022, Approved: 11/02/2021

### **Intersegmental General Education Transfer Curriculum (IGETC) Certification**

Approved removing English 7 From "Area 1: English Communication", and remove English 4, 10, and 34 from "Area 3: Arts and Humanities"

Effective: Fall 2022, Approved: 11/02/2021

### **Humanities Degree**

Approved removing the options of English 4, 10, and 34

Effective: Fall 2022, Approved: 11/02/2021

## **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.

Further training on, and development of, SLO assessment and mapping methods and tools to include; development of best practices for Course SLOs, PSLOs, GESLO, and ISLO development, measurement, mapping, review, revision and incorporation of assessment data into planning.

Fill vacant Full time faculty DSPS Coordinator/Counselor position

Develop Instructional Technology Maintenance Schedule to routinely address and prioritize cyber security and currency of instructional technology including; dvd players, white boards/smartboards, lap tops and projectors. These needs correlate to Prioritized Recommendations identified in the last Humanities /Social Science IPR, and are detailed further below.

Data sources: Data Review in Student Learning Outcome portion of document (above), 2019 IPR prioritized recommendations not yet addressed (below)

## 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.

The following prioritized recommendations were identified in the 2020 Humanities/Social Science IPR:

### Prioritized Recommendations for Inclusion in Education Master Plan

Social Science 2019

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
2,4	Continually review the retention and success rate of all students in all modes of delivery, and modify courses as necessary.	Ongoing	N/A	Improved student retention and success
2,4	Continually evaluate transferability of Associate Degrees for Transfer as students enter CSUC institutions.	Ongoing	N/A	Proper type of courses for student needs
2,3,4	To meet student needs, continue to review the curricular offerings and rotations in the social science area as there has been a growth in hybrid and online learning.	Ongoing	N/A	Effective course management

### Update on 2019 Prioritized Recommendations for Inclusion in EMP:

Curriculum review occurs routinely in coordination with Articulation Officer to meet emerging student and program needs. Review for remote learning due to COVID occurred Spring 2020. Review for two year planning and C-ID alignment in Fall 2021 and curriculum adjustments were made where needed. As a result of IPR Data Addendum data analysis a mapping error was identified for PSLO #4 for the History AA for Transfer degree. This will need to be addressed as part of next year's full IPR and Curriculum review and revision process.

## Prioritized Recommendations for Inclusion in Institutional Effectiveness Master Plan

Social Science 2019

	<b>Planning Agenda Item</b>	<b>Implementation Time Frame</b>	<b>Estimated Cost (implementation &amp; ongoing)</b>	<b>Expected Outcome</b>
1	Consistent and accurate SLO data is necessary.	Ongoing	N/A	Better information to assess program effectiveness.

### Update on 2019 Prioritized Recommendations for Inclusion in IE Master Plan:

Instructional Program Review Data Addendum including PSLO, GESLO, ISLO, LCC Strategic Goal Data was received for Humanities/Social Sciences Spring, 2022. Post Graduate Survey on Institutional Learning Outcomes Data was attained Fall 2021.

## Prioritized Recommendations for Inclusion in Human Recourse Master Plan

Social Science 2019

<b>Strategic Goal</b>	<b>Planning Agenda Item</b>	<b>Implementation Time Frame</b>	<b>Estimated Cost (implementation &amp; ongoing)</b>	<b>Expected Outcome</b>
2,3,4	Maintain large pool of adjunct faculty – increase hourly rate to attract instructors	Fall 2020	??? - ongoing	Meet the needs of students by offering a variety of classes currently not offered (ie. Spanish)
2,3,4	LCC should seek faculty members qualified in multiple subject areas	Fall 2019	-0- ongoing	Meet the needs of students by offering a variety of classes currently not offered (ie. Spanish)
2,3,4	Fund and/or implement professional development activities for faculty both on and off campus.	Fall 2019	\$5,000/yearly - ongoing	Increase in array of rigorous academic programs delivered via a variety of modalities that promote student learning and meet the needs of the local and global community.

### Update on 2019 Prioritized Recommendations for Inclusion in HR Master Plan

Adjunct wage rate was increased from \$51.23 hourly in January, 2020 to \$53.83 hourly in February, 2022

Fall 2021 the Flex Coordinator launched a Flex training resource in Canvas. This resource provides access to live and recorded flex trainings provided by LCC faculty as well as linkages to off campus training resources including; CCC TechConnect, @ONE Courses, Vision Resource Center, Academic Senate for California Community Colleges, Wellness Resources, and many others.

### Prioritized Recommendations for Inclusion in the Facilities Master Plan

Social Science 2019

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
1,3	Make CA 127 usable by treating the mold problem	In process Fall 2019	????	Recover the unusable classroom for teaching space.
2,3,4	Air-condition the remaining classrooms in Creative Arts and Humanities buildings.	Fall 2019	???	Provide a college environment that supports students and increases opportunity and success – in other words, students won't pass out from heat stroke.
1,3,4	In the future, before any decisions effecting classroom space is made, an evaluation of the minimum number of classrooms needed must be completed.	Fall 2019	???	Ensure there are enough learning spaces and classrooms for our students.

#### Update on 2019 Prioritized Recommendations for Inclusion in Facilities Master Plan

CA 127 is currently being renovated to create more seating, address safety concerns with floor, and upgrade technologies.



## Prioritized Recommendations Inclusion in Institutional Technology Master Plan

Social Science 2019

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
1,2,3,4	A rotation schedule needs to be developed to update the instructional technology on campus. All classrooms used by social science faculty have a smart board, laptop docking station, document camera, and DVD player. At this time, there is no rotation plan for any equipment replacement or upgrades.	Fall 2019	\$\$\$ ongoing	Assist in providing an array of rigorous academic programs delivered via a variety of modalities that promote student learning and meet the needs of the local and global community. Also providing a college environment that reaches-out-to and supports students.

### Update on 2019 Prioritized Recommendations for Inclusion in IT Master Plan

Humanities/Social Science faculty are not aware of any progress made in this area. It is acknowledged that staffing shortages, staffing changes, cyber-attack, fires and power outages have likely hindered progress in this area. Nevertheless, the need in this area is growing. HU 201 has and ineffective projector. In using this equipment to project films with low light scenes, image details that are key to instruction are hard to discriminate. Students struggle to view detail has potential to negatively impact student learning outcomes, and is not equitable for low vision students. Additionally, this classroom used to have a white board which has recently been removed and not replaced. HU 206 does not have a functioning DVD player.

### Additional Information

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

The last HUM/SS IPR was completed prior to the March 2020 COVID Pandemic. Program faculty were instrumental in rapid responsive action to transitioning to a fully online instructional environment March 2020 and supporting students through that process. The majority of HUM/SS instruction remained online until Fall 2021. Fall 2021 brought our return to campus instruction. This attempt at face-to-face instruction on campus was challenged by the Dixie Fire, which resulted in a campus shut down, forced employee and student evacuations from their homes, widespread power outages and the campus being established as an evacuation center. Now, in Spring 2022, after many challenges, numerous faculty and student have again returned to campus for

instruction with a hope of returning to some sense of normalcy. In this process, the classroom technology needs that have been put on the back burner are becoming more apparent and need to be addressed.

## Planning Agenda

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

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

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

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



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

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

- Annual pay ("P") for the position
- Annual benefits ("B") for the position

The resulting formula would then be:  $[C = P + B]$

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

### Humanities/Social Science 2022

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
1,2,4	Improved faculty access to current course outlines, and advising plans	2022-2023		Increased currency and accuracy

**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.**

### Humanities/Social Science 2022

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.

### Humanities/Social Science 2022

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
1,2,4	Development of SLO assessment and mapping methods and tools to include best practices for Course SLO, PSLOs, GESLO, and ISLO development, measurement, mapping, review, and revision and improvement planning	2022-2023	Implementation \$20,000	Robust SLO Assessment and data reflection in IPRs resulting in greater student learning outcome achievement and a robust learning environment focused on continuous improvement. Meet ACCJC Requirements 1 & 2
1,2,4	Create an SLO Assessment schedule and integrate that into our processes	2022-2023	Implementation \$10,000	Contribute to meeting ACCJC Requirements. Meet ACCJC Requirements 1 & 2
1	Consider timing of delivery of SLO results with regard to Correspondence delivery and packet preparation	2022-2023	0	Timely action on improvement plans related to correspondence courses
1,2,4	Improve faculty access to current SLO and PSLO maps would improve SLO data	2022-2023	Met by current staffing	Contribute to quality SLO review, revision & assessment, as well as meeting ACCJC Requirements 1 & 2
1	Disaggregate SLO Data	2023-2024	Implementation \$20,000	More informative SLO assessment data, targeted improvement plans
1	Work with faculty to explore standardization of SLO assessment tools by course to provide more robust SLO data.	2023-2024	\$1000	More informative SLO assessment data

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.

### Humanities/Social Science 2022

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
1, 2	Further training on SLO assessment, mapping, data analysis and improvement planning	2022-2024	Implementation \$20,000	Robust SLO Assessment, enhanced student learning
2, 3, 4	Fill vacant Full time faculty DSPS Coordinator/Counselor position	2022-2023	Ongoing \$100,000	Comprehensive DSPS services, further meet student needs

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

### Humanities/Social Science 2022

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
	Provide adequate heating and cooling to the Humanities building classrooms and offices		\$300,000	Adequate temperature control

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

### Humanities/Social Science 2022

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
2,3,4,	Repair/replace projector in HU 201	2022	Implementation: \$5,000 Ongoing: \$100 annually	Meet instructional needs for History and Film instruction in this classroom.

2,3,4	White board or Smart Board placed in HU201	2022	Implementation: \$500-\$5000 Ongoing: \$50 annually	Meet instructional needs for History and Film instruction in this classroom.
2,3,4	Repair/Replace DVD in HU 206	2022	Implementation: \$500 Ongoing: \$50	Meet instructional needs for History, English, Art, Work Experience and other courses that utilize this space.
2,3,4	Instructional Technology Maintenance Schedule to routinely address and prioritize cyber-security and currency of instructional technology including; dvd players, smartboards, lap tops and projectors.	2023	None estimated... potential inclusion in current position or committee tasks	Maintenance of instructional technology to allow for minimal interruption of instruction both face to face and remotely

### Lassen Community College Master Plan Overview

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

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

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

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

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

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

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

## **Instructional Program Review (IPR) Data -ADDENDUM**

### **Program: History/Sociology/Social Science/Psychology (HIST/SS/SOC/PSY)**

**Academic Year: 2017-18, 2018-19, 2019-20 and 2020-21**

**The data in the addendum is in addition to the previously issued IPR Data document.**

**This document provides additional data to previously provided HIST/SS/SOC/PSY program Student Learning Outcomes (SLO's) assessment results, and subsequent contributions of those outcomes results to higher level learning outcomes of the HIST/SS/SOC/PSY program and to the and Strategic Goals of the institution.**

**Therefore, all data listed in this report is based solely on the assessment results of HIST/SS/SOC/PSY Program Course SLO's being mapped to the higher-level learning outcomes of the institution and institutional Strategic Goals.**

**PROGRAM LEARNING OUTCOMES (PSLOs)**

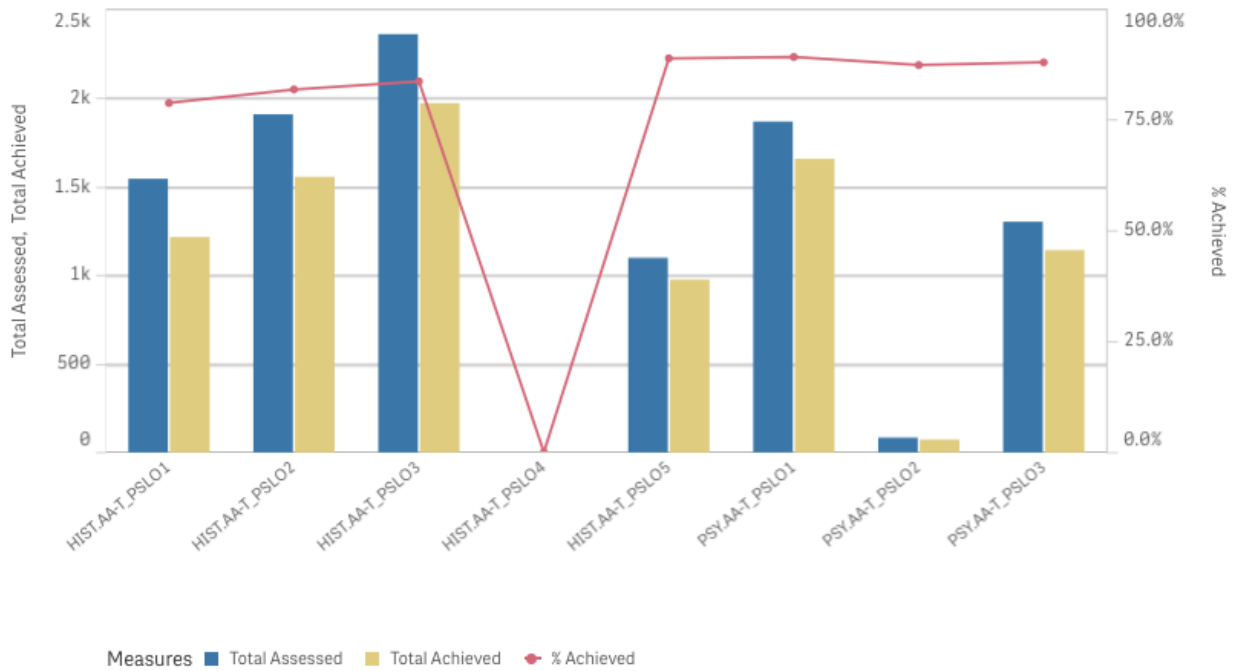
**Learning Outcomes Descriptions + Results**

Learning Outcomes	Assessment Method	Total Assess...	Total Achieved	% Achieved
Totals		43,575	37,499	83.1%
HIST.AA-T_PSLO1	Explain four transitions that the United States has undergone from colonization to the present. Examples may include but are not limited to: the colonial period to the revolutionary period; launching a new government to the growth of a	1,543	1,213	78.6%
HIST.AA-T_PSLO2	Analyze the American political system including the reasons behind the separation of power and the constant struggle between the executive, legislative, and judicial branches of government.	1,905	1,552	81.5%
HIST.AA-T_PSLO3	Given a historical topic, demonstrate the ability to conduct research using traditional and technological skills to write an organized, factually correct, well-documented paper	2,357	1,968	83.5%
HIST.AA-T_PSLO4	Develop an appropriate and factually correct theme on a specific topic comparing and contrasting works, events or values of two eras or cultures of Western Civilization.	0	0	0.0%
HIST.AA-T_PSLO5	Given an era in time, explain the differences between the ideas and cultural values of Western and non-Western societies.	1,098	974	88.7%
PSY.AA-T_PSLO1	Demonstrate comprehension of the major concepts, theoretical perspectives, empirical findings, and historical and contemporary trends in psychology.	1,865	1,655	88.7%
PSY.AA-T_PSLO2	Demonstrate comprehension of scientifically-based research methods in psychology.	85	74	87.1%
PSY.AA-T_PSLO3	Use logic and empirical evidence to evaluate claims made about behavior.	1,300	1,140	87.7%
SOC.AA-T_PSLO1	Identify and explain basic concepts of sociology, research and theory	1,381	1,257	91.0%
SOC.AA-T_PSLO2	Identify processes of social control and how they shape our social institutions and lives.	201	179	89.1%
SOC.AA-T_PSLO3	Display knowledge of the impact of social institutions on everyday lives.	1,312	1,159	88.3%
SOC.AA-T_PSLO4	Effectively work in teams, managing time, tasks, and personality differences sharing results and analysis to arrive at a final collaborative product.	593	547	92.2%
SOC.AA-T_PSLO5	Systematically collect, organize, and present appropriate data from a variety of sources including independent research, written journals and the Internet. Assess the validity of the data and interpret it correctly.	412	328	79.6%
SS.GS.AA-COR_PSLO1	Demonstrate an understanding of human beings, their actions and interactions, decision-making processes, communication strategies, and the methods of scientific inquiry.	1,983	1,756	88.6%
SS.GS.AA-COR_PSLO2	Analyze patterns of social problems, which are based on ethnic and cultural differences in the United States.	4,168	3,489	83.7%
SS.GS.AA-COR_PSLO3	Analyze the influence of culture, family, society, and environment on an individual's development.	2,274	2,005	88.2%
SS.GS.AA-COR_PSLO4	Examine human diversity in relation to psychological theory	868	750	86.4%
SS.GS.AA_PSLO1	Demonstrate an understanding of human beings, their actions and interactions, decision-making processes, communication strategies, and the methods of scientific inquiry.	2,340	2,075	88.7%
SS.GS.AA_PSLO2	Analyze patterns of social problems, which are based on ethnic and cultural differences in the United States.	4,334	3,635	83.9%
SS.GS.AA_PSLO3	Analyze the influence of culture, family, society, and environment on an individual's development.	2,553	2,224	87.1%
SS.GS.AA_PSLO4	Examine human diversity in relation to psychological theory	919	788	85.7%
SS.US.AA-PSLO1	Demonstrate an understanding of human beings, their actions and interactions, decision-making processes, communication strategies, and the methods of scientific inquiry.	2,249	2,056	91.4%
SS.US.AA-PSLO2	Analyze patterns of social problems, which are based on ethnic and cultural differences in the United States.	4,334	3,635	83.9%
SS.US.AA-PSLO3	Analyze the influence of culture, family, society, and environment on an individual's development.	2,582	2,252	87.2%
SS.US.AA-PSLO4	Examine human diversity in relation to psychological theory	919	788	85.7%

*HIST/SS/SOC/PSY Program PSLO's*

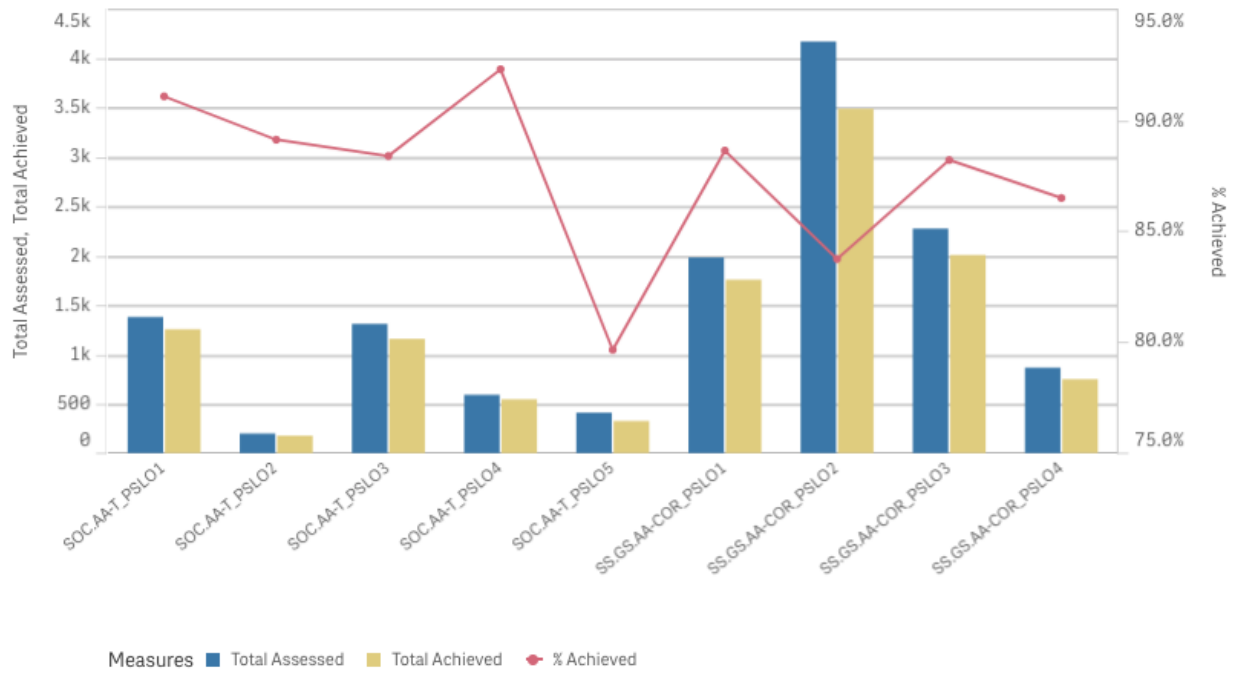


Learning Outcomes Assessment Results



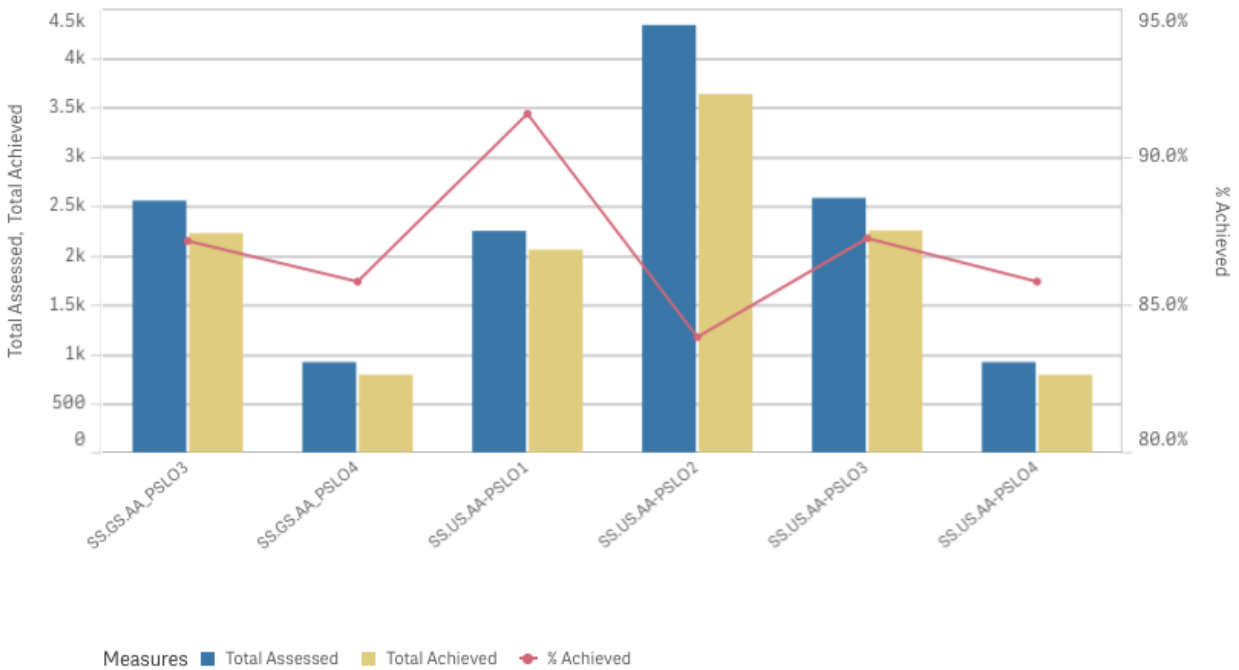
*HIST/SS/SOC/PSY Program PSLO's (HIST.AA-T and PSY.AA-T)*

**Learning Outcomes Assessment Results**



*HIST/SS/SOC/PSY Program PSLO's (SOC.AA-T and SS.GS.AA-COR)*

**Learning Outcomes Assessment Results**



*HIST/SS/SOC/PSY Program PSLO's (SS.GS.AA and SS.US.AA)*



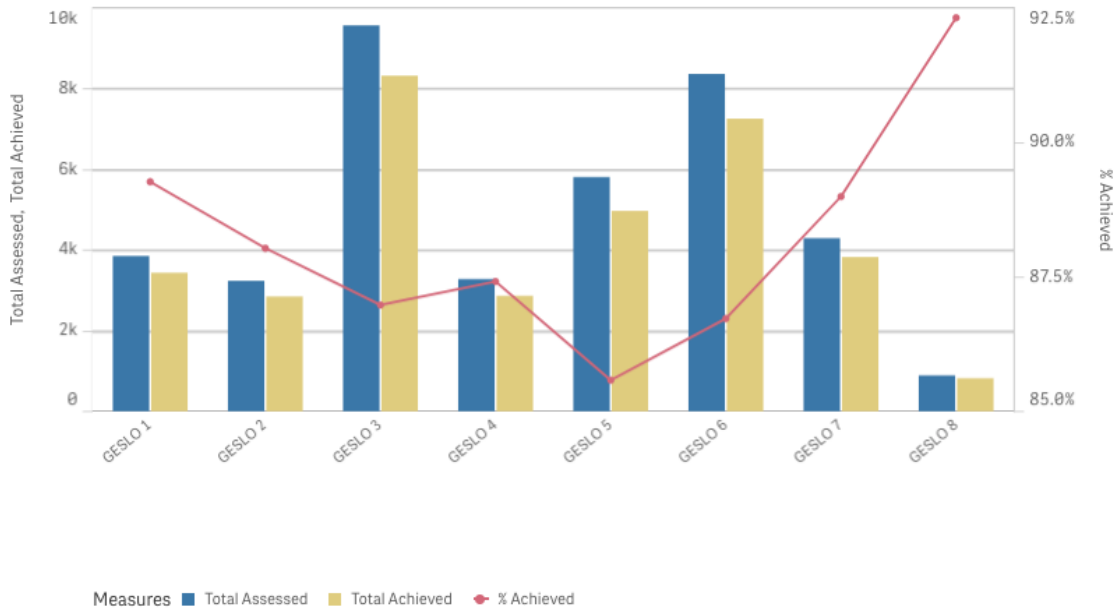
## GENERAL EDUCATION LEARNING OUTCOMES (GESLOs)

### Learning Outcomes Descriptions + Results

Learning Outcomes	Assessment Method	Total Assess...	Total Achieved	% Achieved
<b>Totals</b>		<b>39,221</b>	<b>34,271</b>	<b>88.1%</b>
GESLO 1	Understand and apply methods of inquiry for a variety of disciplines including the scientific method for scientific inquiry and appropriate methods for social and behavior science inquiries.	3,845	3,431	89.2%
GESLO 2	Explain and analyze relationships between science and other human activities.	3,228	2,841	88.0%
GESLO 3	Apply knowledge of the ways people act and have acted in response to their societies to express an appreciation for how diverse societies and social sub-groups operate to understand social dynamics within historical and contempo-	9,545	8,299	86.9%
GESLO 4	Understand ways in which people throughout the ages and in Western and non-Western cultures have responded to themselves and the world around them in artistic and cultural creation; apply this knowledge to make value judg-	3,275	2,862	87.4%
GESLO 5	Engage in verbal communication by participating in discussions, debates, and oral presentations utilizing proper rhetorical perspective, reasoning and advocacy, organization, accuracy, and the discovery, critical evaluation and reporting	5,800	4,962	85.6%
GESLO 6	Compose effective written communications and essays with correct grammar, spelling, punctuation and appropriate language, style and format utilizing academically accepted means of researching, evaluating and documenting sources	8,346	7,236	86.7%
GESLO 7	Analyze, evaluate and explain theories, concepts and skills within varied disciplines using inductive and deductive processes and quantitative reasoning and application.	4,289	3,816	89.0%
GESLO 8	Demonstrate appreciation of themselves as living organisms through their choices for physical health, activities, stress management, relationships to the social and physical environment, and responsible decision-making.	893	824	92.3%

### *HIST/SS/SOC/PSY Program Alignment with and Contribution to GESLO's*

Learning Outcomes Assessment Results



*HIST/SS/SOC/PSY Program Alignment with and Contribution to GESLO's*

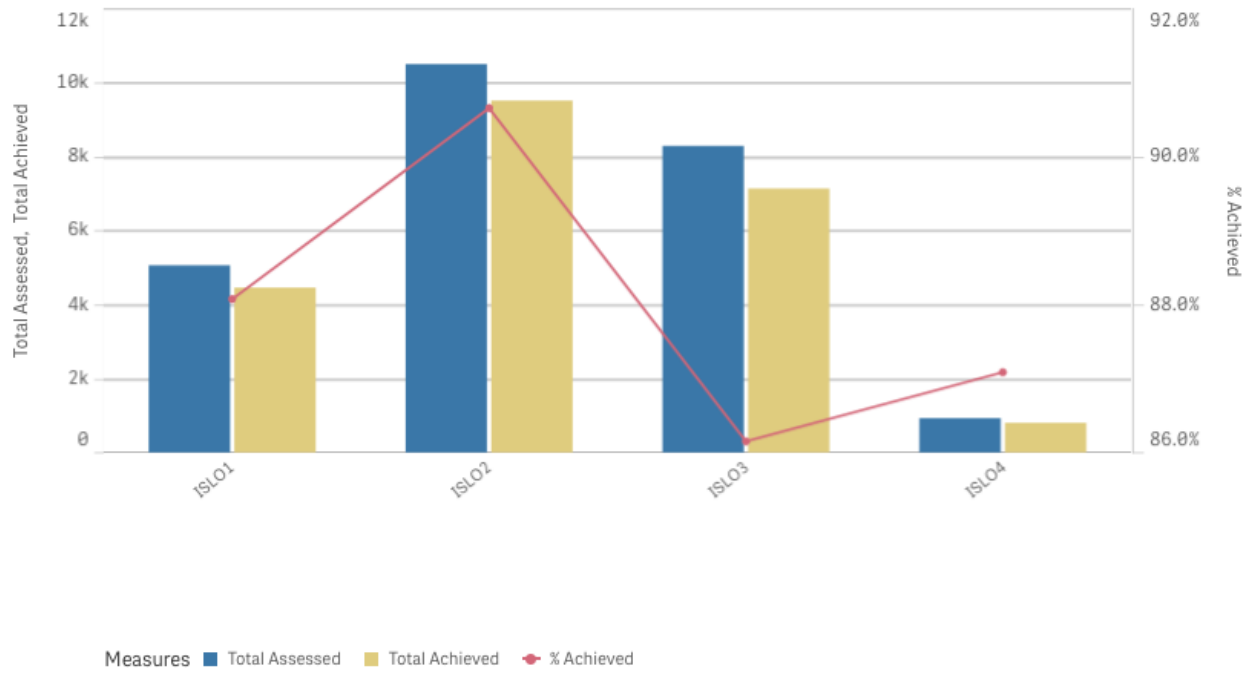
## INSTITUTIONAL LEARNING OUTCOMES (ISLOs)

Learning Outcomes Descriptions + Results

Learning Outcomes	Assessment Method	Total Assess...	Total Achieved	% Achieved
<b>Totals</b>		<b>24,774</b>	<b>21,916</b>	<b>88.0%</b>
ISLO1	Communication: Ability to listen and read with comprehension and the ability to write and speak effectively.	5,064	4,459	88.1%
ISLO2	Critical Thinking: Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solu-	10,489	9,506	90.6%
ISLO3	Lifelong Learning: Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and	8,285	7,136	86.1%
ISLO4	Personal/Interpersonal Responsibility: Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to	936	815	87.1%

*HIST/SS/SOC/PSY Program Alignment with and Contribution to ISLO's*

### Learning Outcomes Assessment Results



*HIST/SS/SOC/PSY Program Alignment with and Contribution to ISLO's*

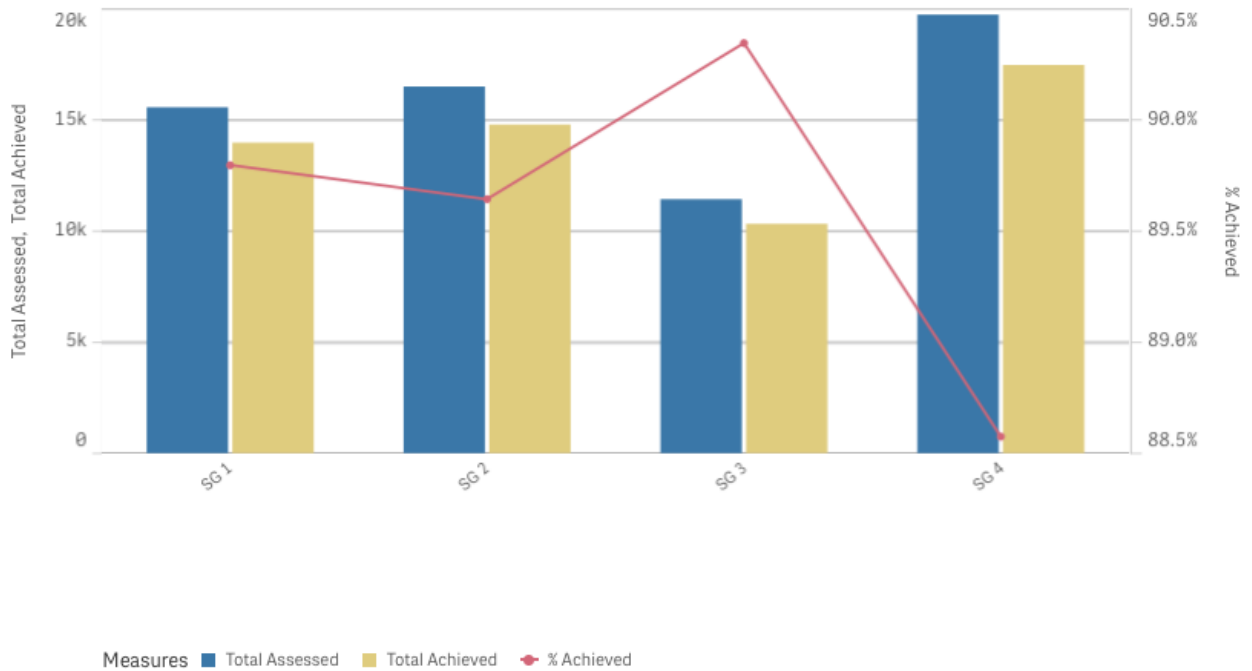
## LCC STRATEGIC GOALS

**Learning Outcomes Descriptions + Results**

Learning Outcomes	Assessment Method	Total Assess...	Total Achieved	% Achieved
Totals		63,177	56,523	89.6%
SG 1	Institutional Effectiveness: Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support an inclusive learning environment, while ensuring responsible stewardship of pub-	15,553	13,965	89.8%
SG 2	Learning Opportunities: Provide an array of rigorous academic programs delivered via a variety of modalities that promote student equity and learning while meeting the needs of the local and global community.	16,489	14,780	89.6%
SG 3	Resource Management: Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.	11,425	10,321	90.3%
SG 4	Student Success: Provide a college environment that reaches out to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student attainment of educational goals	19,710	17,457	88.6%

*HIST/SS/SOC/PSY Program Alignment with and Contribution to LCC Strategic Goals*

**Learning Outcomes Assessment Results**



*HIST/SS/SOC/PSY Program Alignment with and Contribution to LCC Strategic Goals*

**Post Graduate Survey on Institutional Learning Outcomes (ISLO)**

**Survey Date: May 27, 2021**

**for the**

**2020-2021 Academic Year**



**Report Compiled by**

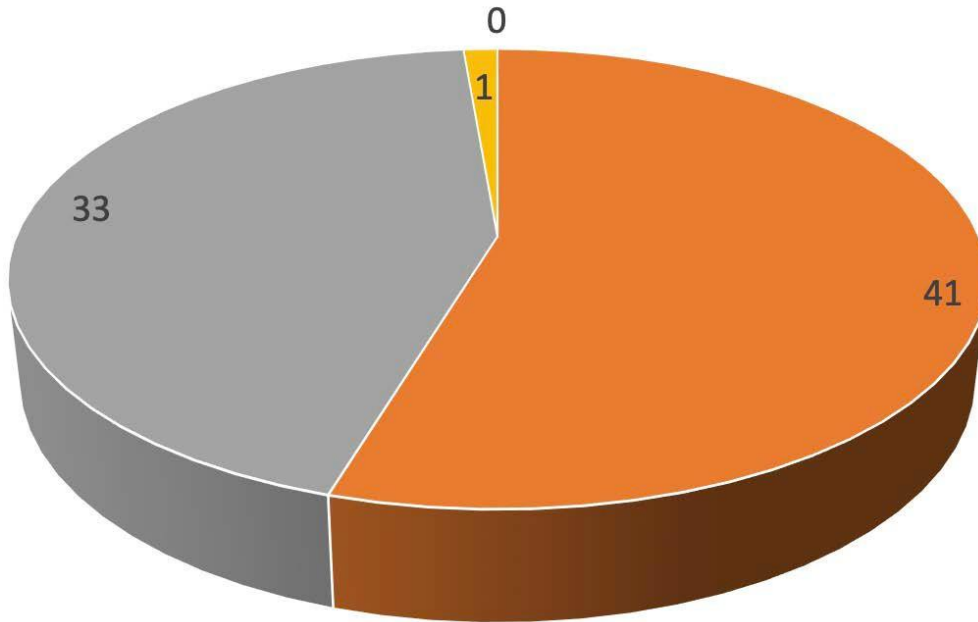
**Office of Institutional Effectiveness**

**Randy Joslin, D.P.A.**

**Director of Institutional Effectiveness**

**Question 1:** Communication: As a new LCC graduate, how would you rate your communication abilities? (ability to listen and read with comprehension, and ability to write and speak effectively)

**Responses to Question 1: Communication**

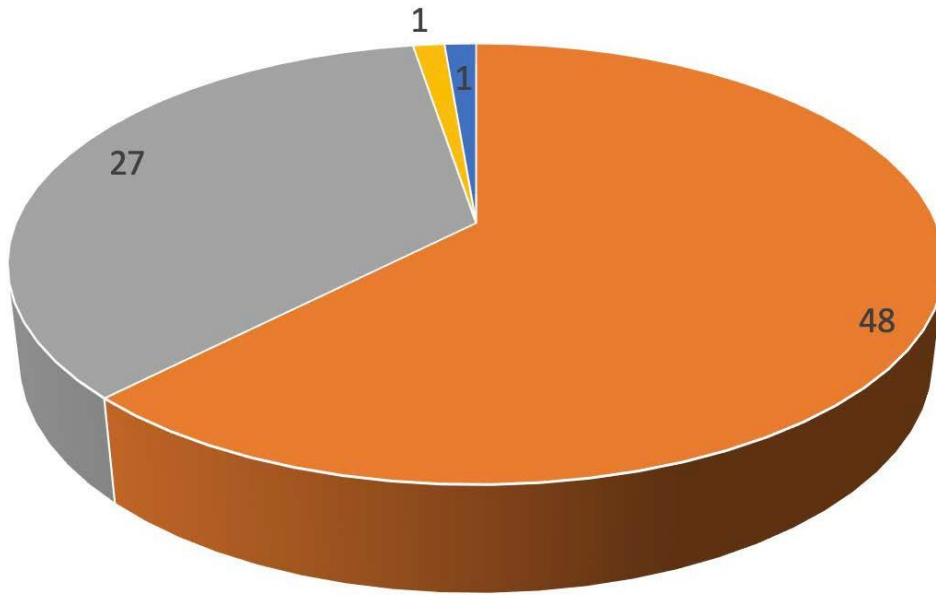


■ Excellent ■ Good ■ Fair ■ Poor

Responses to Q1: Communication:		
Excellent	41	54.7%
Good	33	44.0%
Fair	1	1.3%
Poor	0	0.0%
<b>Total Responses:</b>	<b>75</b>	<b>100.0%</b>

**Question 2:** Critical Thinking: Now that you are graduating, how would you rate your critical thinking abilities? (ability to analyze a situation, identify and research a problem, ability to propose a solution or desired outcome, ability to implement a plan to address the problem, ability to evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome)

**Responses to Question 2: Critical Thinking**



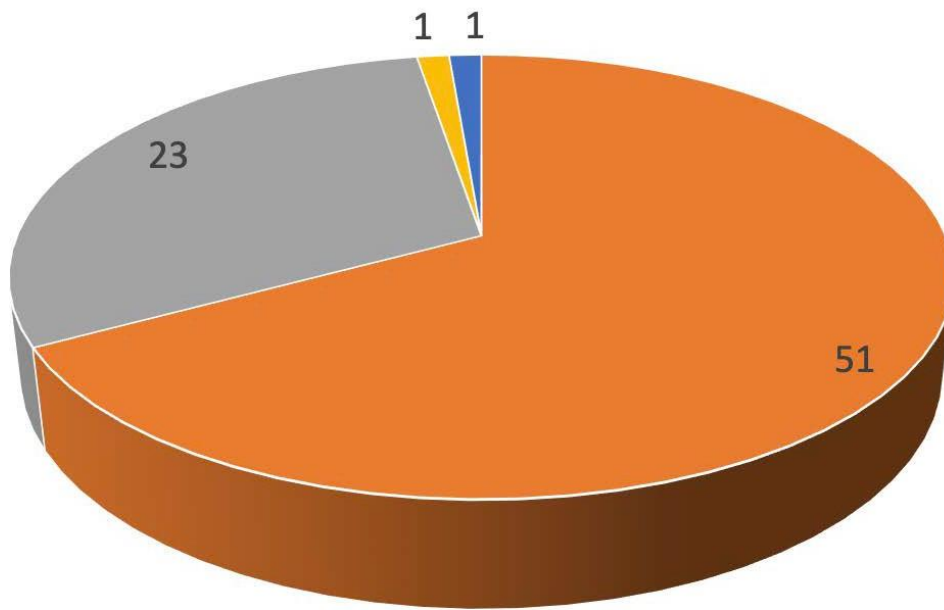
■ Excellent 
 ■ Good 
 ■ Fair 
 ■ Poor

Chart Area

Responses to Question 2: Critical Thinking		
Excellent	48	62.3%
Good	27	35.1%
Fair	1	1.3%
Poor	1	1.3%
<b>Total Responses:</b>	<b>77</b>	<b>100.0%</b>

**Question 3:** Life Long Learning: Now that you are graduating, how would you rate your abilities as a "Life Long Learner"? (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)

**Responses to Question 3: Life Long Learning**

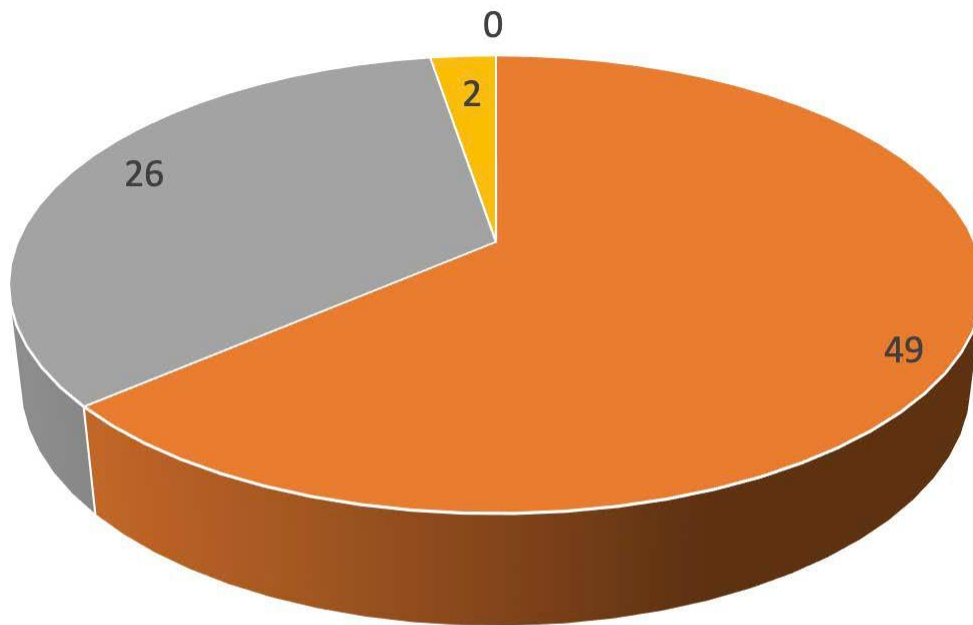


■ Excellent
 ■ Good
 ■ Fair
 ■ Poor

Responses to Question 3: Life Long Learning		
Excellent	51	67.1%
Good	23	30.3%
Fair	1	1.3%
Poor	1	1.3%
<b>Total Responses:</b>	<b>76</b>	<b>100.0%</b>

**Question 4:** Personal/Interpersonal Responsibility: Now that you are graduating, how would you rate your abilities in personal and 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)

### Responses to Question 4: Personal/Interpersonal Responsibility



■ Excellent 
 ■ Good 
 ■ Fair 
 ■ Poor

Responses to Question 4: Personal/Interpersonal Responsibility		
Excellent	49	63.6%
Good	26	33.8%
Fair	2	2.6%
Poor	0	0.0%
<b>Total Responses:</b>	<b>77</b>	<b>100.0%</b>

**Question 5:** What would you say are the strengths of Lassen Community College? (optional):

For Question #5, there were 57 Total Responses:

**Responses related to Faculty/Staff:**

Allison Sommerville.
Garrett Taylor is the best
staff
strong staff
Student support from faculty and staff who truly care for their
The staff is very understanding and very helpful
The staff's willingness to help you achieve
Very friendly staff and teachers
counselors, teachers
EOPS Counselors
In the classroom with some of the best teachers
Most of the teachers and staff members. I only had one or two bad experiences
My instructors were invested in my success
Amazing student services & staff

**Responses related to Instruction:**

History classes and sports
Online classes <i>(X3 Responses)</i>
Lots of classes offered with knowledgeable instructors
Engagement in Student Relations
Smaller classrooms
Nursing Program
Ability for 1 on 1 instruction
Public speaking
Being a community college with smaller classes its nice having an easier
Being individualized with small numbers in classes

**Responses related to Student Support:**

Ability for students and teachers to communicate because of small
Students Support system
Understanding and supportive
willingness to work with you
Excellent student outreach support

**Responses related to the LCC Culture and Environment:**

Welcoming environment
Everything is great I have enjoyed getting my degree here!
versatile, good investment
Flexibility
Inclusive to everyone
Being inclusive
class accommodations
Close to home
Programs and assistance for challenged/disadvantaged students

**Responses related to "Communication":**

Great communication with students
Teacher communication with students
communication is prompt
Communication skills
communication, nursing skills
organization and communication skills

**"Community"-Related Responses:**

Small understanding community. Always see people you know.
The community
The community in it
The community outreach, professors, and programs to help
Smaller community makes it easier to communicate

**Other Responses:**

I'm a quick learner
Teaching
Writing, Reading
Advocating for myself
Ability to adapt
Ability to challenge myself, and ready for the world.

**Question 6:** What areas of improvement would you suggest for Lassen Community College? Please include any unmet needs (instructional planning, facilities, staffing, administrative operations, technology, student support services) that could improve the student experience (optional).

*For Question #6, there were 43 Total Responses:*

Responses Related to Instruction:	Responses Related to Communication:
no online stuff for sciences	Students who are having a hard time need to be heard and not brought down
Vary the times and days classes are offered	Communicating, socializing
RN Bridge Program	communication between faculty and students
More online	communication needs work
More online options	communication to students, organizational abilities need to improve
in online learning don't have discussion posts	better communication with students about resources
Night accounting classes	Put out information in a timely manner
Night time micro	
night time microbiology	Responses Related to Athletics:
math class	More sports - football
Maybe online nursing classes for people who have to work full time	Coaches for sports team
It was good expand you online classes.	
Responses Related to Faculty & Staff:	Responses Related to Facilities:
Teachers to be checking in with students more who are online	newer facilities
Staff/teachers in Math/Science building need to be kinder/more understanding to students	Facilities updates to old buildings - heat/AC; Additional health care degrees & certificates
some teachers are not very flexible	Open all facilities and resources. Impossible to get a hold of anyone.
non-biased teachers	
Wish Patrick Walton was still here	Other Responses:
Responses Related to Technology:	Administrative operations, planning
Technology support	None . I thought my experience was best as it could be .
Technology update	
Canvas support	Responses Related to Student Serves & Residence Hall:
Responses Related to the Café / Bookstore:	more student resources
better food	transfer college options/knowledge
Open café again. I know COVID but that would have been great	Maintain what you are currently doing for student support services and administrative operations. Improve the dorms.
Please sell feminine hygiene products at student store AND/OR include feminine hygiene products in the restrooms to purchase. It is very inconvenient to leave campus when items should be available at the student store!	Better graduation organization. upgrade science
	Better support in the DSPS office (the person working in there doesn't always help students, students come second to her personal life), Better instructor interaction with online classes (answering students questions instead of brushing them off & helping when the online classes

**Question 7:** Please enter your Student ID number below (for demographic purposes only, yourname will never be disclosed or used in relation to your responses to this survey)

*For Question #7, there were 56 total (usable) responses submitted. These responses are documented but not listed here in order to most appropriately protect student privacy.*

End of Document