



Instructional Program Review Handbook

2023-2024

Approved by Academic Senate: 09/26/23

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Lassen Community College Instructional Program Review Overview and Goal

Instructional Program Review (IPR) built on the analysis of data including the assessment of student learning and outcomes, as required by the state and the Western Association of Schools and Colleges (WASC) through the Accrediting Commission for Community and Junior Colleges (ACCJC), is an integral part of the total process of integrated planning driving institutional decisions including budget allocation at Lassen Community College. The recommendations from each program review provide the basis for informed decision-making for academic planning, human resource planning, student services planning, technology planning and facilities planning and are incorporated into the LCC Comprehensive Institutional Master Plan as well as individual Master Plans. The IPR process is an effective vehicle for accountability. Through this process, colleagues can cooperatively share ideas to strengthen the college's instructional programs. In addition, with the submission of completed program review documents to Consultation Council for review by all constituent groups, the IPR process allows for dialogue between faculty, staff and administration regarding the status and future of an instructional program.

The proposed model rests on the following assumptions:

- Statistical data that is accurate and valid is necessary for an objective review and evaluation of instructional programs and must be included in an LCC IPR.
- Data alone (e.g., enrollment) is insufficient to evaluate and assign priority to institutional programs.
- Combined subjective judgments or empirical results of qualified professionals are valid components of the total assessment of a program when combined with evaluation of statistical data.
- Criteria used for the purpose of evaluating one program may not be necessarily appropriate for evaluating another program.
- Priority shall be given to educational considerations over cost considerations without ignoring those cost considerations.

The IPR process is an opportunity for faculty members to actively participate in the growth of their own programs and the growth of the college. institutional planning and budget considerations will be based on the recommendations and justifications provided by this process.

Review Procedure

The faculty members teaching within all academic programs and special academic programs at Lassen Community College will conduct a major review by completing an IPR once every four years. All career/technical instructional programs will conduct a major review by completing an instructional program review once every two years. Those programs including both transfer and terminal degrees will follow the career/technical two- year program review cycle. In addition, each recognized instructional program at Lassen Community College will be encouraged to complete an annual update. See page 8 for timeline for procedures.

Instructional Program Reviews utilize a variety of information such as:

- Data provided by the Office of Institutional Effectiveness
- Self-evaluation based on evaluation of sound quantitative and qualitative data, provided by the Office of Institutional Effectiveness, and faculty input
- Feedback from student evaluations
- Assessment results from student learning outcomes and dialog based on the outcome assessment results

The IPR template is provided in Appendix A to be used in IPR completion. Programs may modify the student evaluation to gather information specific to a program by working with the office of Institutional Effectiveness

The IPR team will be assigned at least one mentor by the Academic Senate. The function of the mentor is limited to advisement and interpretation of the program review process. Mentors will be current members of the Academic Senate familiar with the IPR process. In addition to a Senate mentor, the IPR team is encouraged to work closely with its Division Chair(s) and the office of Institutional Effectiveness.

The Academic Senate President in conjunction with the CIO notifies IPR authors to begin the IPR Cycle in August.

The Academic Senate President, Academic Dean or Vice President and Director of Institutional Effectiveness will conduct joint faculty orientations for the subject area faculty of upcoming IPRs in August. The orientations will cover: 1) IPR format, 2) identification of a faculty mentor (assigned by the Senate), and 3) the appropriate inclusion of statistical data in the attachments of the document.

To facilitate completion of the IPR, the following statistical data for each session (F, S, SS) during the preceding four years or as indicated will be provided by the Office of Institutional Effectiveness and Academic Services to the appropriate program area faculty by the first week of September. Faculty members may include this data within the IPR itself or as an attachment. The data is provided as annual numbers for four academic years. The data is compared to the overall college trends. The following data will be provided:

Enrollment Management

Census Enrollment Overall: The number of seats filled as of census. This is a duplicated headcount. The data is retrieved from the Colleague Report Server.

Full-Time Equivalent Students (FTES): The FTES based on enrollment of resident and non-resident students. Calculations based on census enrollment or number of hours attended based on the type of Attendance Accounting Method assigned to a section. The data is retrieved from the Colleague Report Server.

Number of Sections: The number of course sections based on a count of unduplicated section numbers. The data is retrieved from the Colleague Report Server.

Fill Rate: The number of seats filled as of census divided by the maximum seat available. The data is retrieved from the Colleague Report Server.

Full-Time Equivalent Faculty (FTEF): FTEF is class contact hour or lecture hour equivalent (LHE)/30. The data is retrieved from the Colleague Report Server.

FTES to FTEF: FTES/FTEF is used as a measure of the productivity of a class or group of classes. The goal is to be 35 or higher. The data is retrieved from the Colleague Report Server.

Course Enrollment

Course-level enrollment presents the number of seats filled as of census. This is a duplicated headcount. The data is retrieved from the Colleague Report Server

Instructional modality presents the number of seats filled as of census by instructional modality for the overall program. The modalities include correspondence, face-to-face (in-person), online, and hybrid (blend of online and in-person). The data is retrieved from the Colleague Report Server.

Program enrollment by student demographic presents program trend data by gender, ethnicity, and age group. The data is retrieved from the Colleague Report Server.

Student Success Outcomes

Course Success Rate: Percent of students from census that earn a grade of A, B, C, P, SP. The EW grades are excluded from the denominator. The data is retrieved from the Colleague Report Server.

End-of-Term Retention Rate: Percent of students from census that earn a grade and other than a W. The EW grades are excluded from the denominator. The data is retrieved from the Colleague Report Server.

The data trends are presented at the program-level, course-level and by student demographics such as gender, ethnicity, and age group. The data is retrieved from the Colleague Report Server.

Learning Outcomes

Student Learning Outcomes: The information has the program courses listed and a table requesting recommendations for improvement.

Program Student Learning Outcomes: The information requests a summary of findings and an overall recommendation for improvement.

Achievement Outcomes

Degrees Awarded: The duplicate number of program degrees awarded. The data is retrieved from the Colleague Report Server.

Certificates Awarded: The duplicate number of program certificates awarded. The data is retrieved from the Colleague Report Server.

IPR Preparation

Preparation of the IPR is viewed as a primary vehicle for evaluating a program and its effectiveness regarding student learning as well as developing plans and strategies for the improvement of a program. This self- evaluation approach allows the faculty (full and part-time as applicable) who are directly involved in the program to assume primary responsibility for the examination and strengthening of their program.

An IPR Template has been created to ease the work of completing the IPR (See Appendix A: IPR Template). This form is available electronically from Academic Services, on the planning section of the LCC webpage, or through the Lassen College portal. The data contained in the planning tables generated from completion of the IPR TEMPLATE, will be reviewed by the institutional planning committees as part of the institutional planning and budgeting processes.

The Chief Instructional Officer (CIO) and Academic Senate together will designate an IPR lead faculty member from within the program being reviewed unless there is a full-time faculty volunteer. This faculty member will call the first meeting to establish the timeline and schedule meetings for all listed full-time and part-time faculty to complete the IPR.

Each IPR should be submitted to Senate as a Word document, begin with a title page including the name of the program, names of individuals working on the IPR, and the acceptance dates for Academic Senate, Consultation Council and Governing Board. Once approved by all parties, the Academic Senate President will forward a PDF version of the IPR to Academic Services and IT to be uploaded to the website. Academic Services will provide institutional decision-making bodies copies of Prioritized Recommendation charts as they pertain to planning documents.

IPR Format

The IPR is organized into four sections :

Executive Summary

Section 1. Academic Planning

- 1.1 Student Achievement
- 1.2 Student Learning Outcomes
- 1.3 Enrollment Management
- 1.4 Curriculum
- 1.5 External Compliance
- 1.6 External Analysis
- 1.7 Program Planning and Communication Strategies
- 1.8 Program Analysis Summary

Section 2. Human Resource Planning

- 2.1 Workload and Staffing
- 2.2 Professional Development

Section 3. Infrastructure Planning

- 3.1 Facilities
- 3.2 Equipment
- 3.3 Technology

Section 4. Program Planning

- 4.1 Strengths, Weaknesses, Opportunities, Threats (SWOT) Analysis
- 4.2 Program Plan

Each subsection may be completed using lists, narrative description, or attachments as appropriate. Address only those sections that apply to your program. Supporting documentation for each section should be included at the end of the document.

Student Evaluation of the Program

The Student Evaluation is designed to solicit comments concerning the program only and is not an evaluation of instructors. It is important to ensure the students understand that the focus of the survey is on the program and not the faculty in the area. This is to avoid confusion with the faculty evaluation process. The recommended Student Evaluation is included as Appendix B, although programs may modify the form to gather additional information or may remove items not relevant to the program.

An anonymous questionnaire is the most effective format to obtain student input. This will encourage the students to be frank in their responses. The Student Evaluation will be scheduled and administered by the Office of Institutional Effectiveness during September

and again in May.

Academic Services staff will consult with the faculty members of the IPR Team 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 IPR Team. (Example: The basic skills program might wish to survey courses with high enrollment of former basic skills students.)

Revitalization and Discontinuance Policy

Lassen Community College is committed to supporting programs and classes that fulfill the goals of the Mission Statement as these are elaborated in the Educational Master Plan. Following Title 5, section 55000, “program” is defined as an organized sequence of courses leading to a defined objective, e.g., a degree, a certificate, a diploma, a license, or transfer to another institution of higher education. As this applies to LCC, a program is defined as a whole and not individual degrees, certificates, or courses within the program as detailed in the LCC course catalog. Only programs with low or declining enrollment, decreasing demand for service or clear obsolescence shall be considered for the discontinuance process. The service provided to the college and the community by the program will be the primary consideration for a program’s discontinuance. More information regarding this policy can be found by searching AP 4021.

Timeline for Procedures

July	The office of Institutional Effectiveness compiles all IPR data for the following semester.
August	The Vice President of Instruction, in consultation with the Academic Senate, remind faculty of the upcoming IPR. Academic Senate appoints faculty members to the IPR mentor list. Faculty Orientation for IPRs are scheduled and held.
September	Initial meeting of the IPR team and Senate Mentor. First week, IPR data sent out by IE office. IE office compiles recommendations from previous years’ program reviews and annual updates into spread sheets and send to V.P.’s and President for prioritization. IPR team conducts the curriculum review, submitting review and revision documents to the Curriculum/Academic Standards Committee for Approval. Student evaluations # 2 for IPRs administered and compiled by IE.
October	The IPR team conducts the curriculum review, submitting review and revision documents to the Curriculum/Academic Standards Committee for approval. The IPR team finishes drafting/editing IPR documents.
November	The IPR team submits the completed IPR documents to Academic Senate and the Academic Dean.
December	Academic Senate acts to accept the IPRs.

January	IPRs presented and adopted by Consultation Council. February IPRs presented and accepted by Governing Board
April	The Vice President of Instruction, in consultation with the Academic Senate, notify faculty of the upcoming IPR for fall submission.
May	Academic Senate appoints IPR mentors for the following year. Student evaluation # 1 for the following year is administered and compiled by IE.

Upon acceptance, Academic Services will maintain the original IPR electronic file online and forward electronic copies to the institutional planning committees for inclusion in the planning and budgeting processes.

Lassen Community College Educational Programs

For the IPR process, a program is defined as an organized sequence of courses leading to a defined objective, a degree, certificate, diploma, a license, or transfer to another institution of higher education (Title V, Section 55000). A special academic program provides instruction in support of certificate or degree completion or as part of another certificate or degree but may not offer an organized sequence of courses that lead to a degree, certificate, license or transfer as with transfer and career/technical programs. Refer to Appendix B and Appendix C for a list of degrees, certificates, and courses included within each program.

Transfer-only Programs — 4-yr cycle

Fine Arts (including Studio Art)

Anthropology/History/Psychology/Social Science/Social Work/Sociology

Humanities (including English)

Mathematics/Natural Science

Physical Education

Career/Technical Programs — 2-yr cycle

Administration of Justice (including related POST information)

Allied Health (including Vocational Nursing, CNA, Medical Assisting)

Agriculture

Automotive Technology

Business (including Business Administration and Economics)

Child Development (including transfer degree in Early Childhood Education)

Fire Technology

Gunsmithing (including related NRA information)

Information Systems

Welding Technology

Special Academic Programs — 4-yr cycle

Developmental Studies including Basic Skills

Work Experience

IPR Cycle

The following IPR review cycle has been established by the Academic Senate:

Scheduled Date of IPR Review IPR

Transfer or Special Academic Program Completing

Academic Year 2024-2025

Developmental Studies including Basic Skills

Academic Year 2025-2026

Mathematics/Natural Science (Area A and D2) Physical Education (Area E2)

Academic Year 2026-2027

Anthropology/History/Psychology/Social Science/
Social Work/Sociology (Area B/E1) Work Experience

Academic Year 2023-2024

Fine Arts (Studio Art) Humanities
(including English) (Area C and D1)

Scheduled Date of IPR Review

Career/Technical Program Completing IPR

Program Completing IPR

Scheduled Date of IPR Review Career/Technical

Academic Year 2024-2025

Allied Health
Fire Technology
Gunsmithing
Welding

Academic Year 2025-2026

Administration of Justice
Automotive Technology Agriculture
Business
Child Development
Information Systems

Academic Year 2026-2027

Allied Health
Fire Technology
Gunsmithing
Welding

Academic Year 2023-2024

Administration of Justice
Automotive Technology
Agriculture
Business
Child Development
Information Systems

Annual Updates and IPR Revision

Given that program changes occur on an annual basis, completion of an annual update by all recognized programs, whether transfer, career/technical, or special academic programs, is encouraged to better integrate program review into the planning and budgeting processes. Basic data, including FTES, FTEF, completion, success, and program scheduling for the previous year, will be provided by the Office of Institutional Effectiveness by November of each year. Annual updates are due by the end of November or special request by Academic Services and are submitted to Academic Services and Academic Senate following the same procedures as the IPR. The purpose of the annual updates is to recognize and document changes within a program, and identify, and more effectively incorporate, emerging program needs into the budget and planning processes than the 2- or 4-year cycle currently allows. Institutional planning decisions are based on the recommendations contained within the IPR. Revisions to specific sections of the IPR may be necessary between scheduled IPRs and/or annual updates to accommodate changes in program priorities. Program faculty may revise specific IPR sections at any time. The annual update containing the revised section(s) will be forwarded to the Academic Senate and Academic Dean. The annual update will follow the same sequence of steps for acceptance as the IPR. Upon acceptance by the Governing Board, the annual update will be attached to the original IPR in Academic Services and electronic copies forwarded to the institutional planning committees.

Review of Instructional Program Review of IPR Out of Sequence

Early Program Reviews:

Program faculty, the President/Superintendent or the Governing Board may request an early program review for compelling reasons. Such reasons may include:

- Enrollment considerations
- Fiscal consideration
- Facilities review
- Recent loss or addition of full-time subject area faculty within the program
- Recent significant changes to the curriculum

The request for an early program review must be accompanied by written justification submitted to the Academic Senate. After reviewing the written recommendations: the Academic Senate will act. The action will permanently move the IPR for the program within the review cycle.

Instructional Program Review Extensions:

Program faculty or the Academic Dean may request an extension of the due date of an IPR. Requests for due date extensions of an IPR will be accompanied by a written justification submitted to the Academic Senate. Extensions may be granted through Senate action. IPRs with granted extensions will not be considered late for budget and planning purposes and will retain their original position within the review cycle.

Late Instructional Program Reviews:

IPRs retain their positions within the cycle regardless of their date of acceptance. All

changes of position within the review cycle require official Academic Senate action.

Appendix A: IPR Template

Instructional Program Review Template

Program:

Academic Year:

Author(s):

Accepted by Academic Senate:

Accepted by Consultation Council:

Accepted by Governing Board:

Executive Summary

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

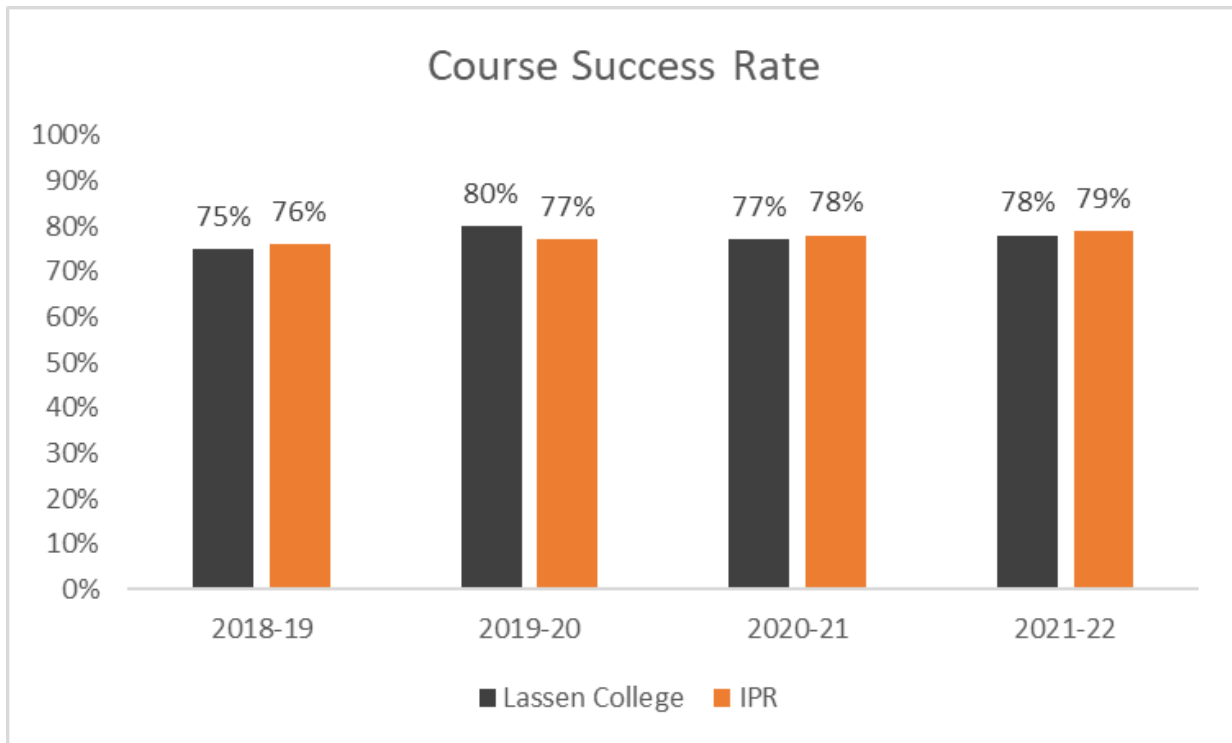
SECTION 1: ACADEMIC PLANNING

Program Overview, Objectives, and Student Learning Outcomes

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

Student Achievement and Learning Outcomes

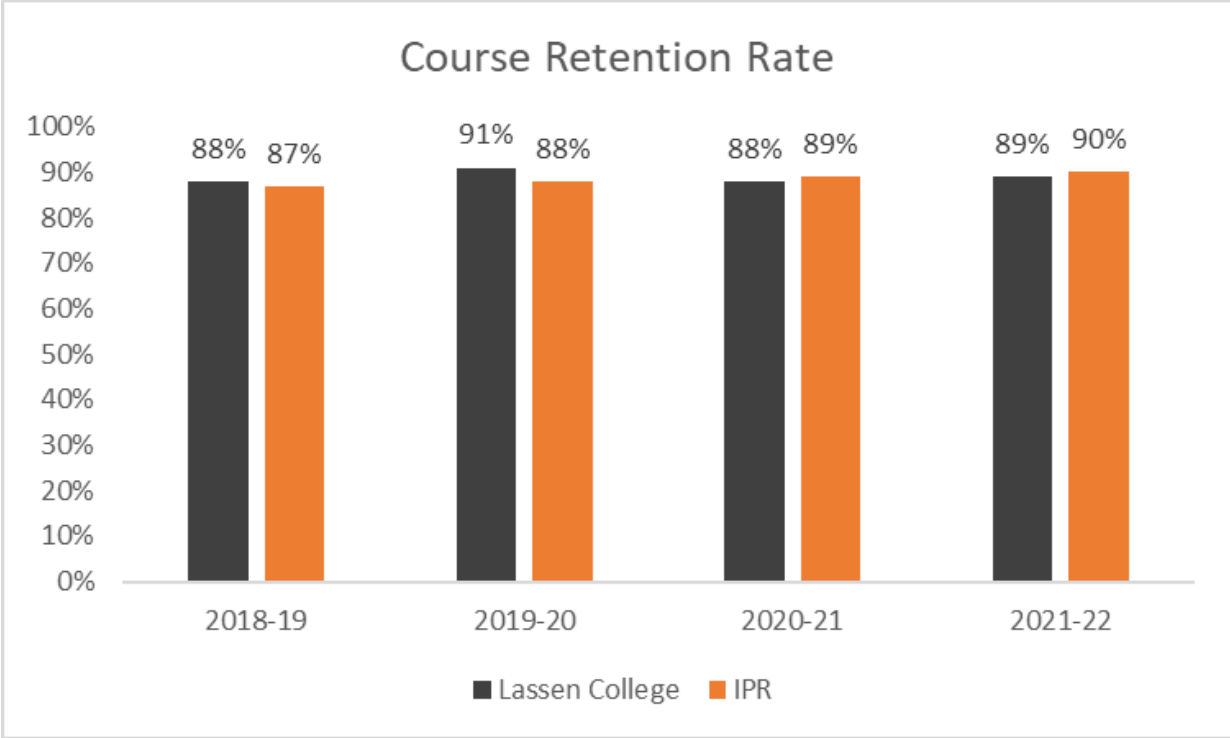
Trends and Patterns in Student Achievement



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

Online				
Hybrid				

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



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

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

Degree and Certificates	Year	Year	Year	Year
IPR Degrees Awarded				
Lassen College Degrees Awarded				
IPR Certificates Awarded				
Lassen College Certificates Awarded				
Degree or Certificate Program				
Program name				
Program name				
Program name				

Achievement

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

Equity

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

Student Learning Outcomes

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

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

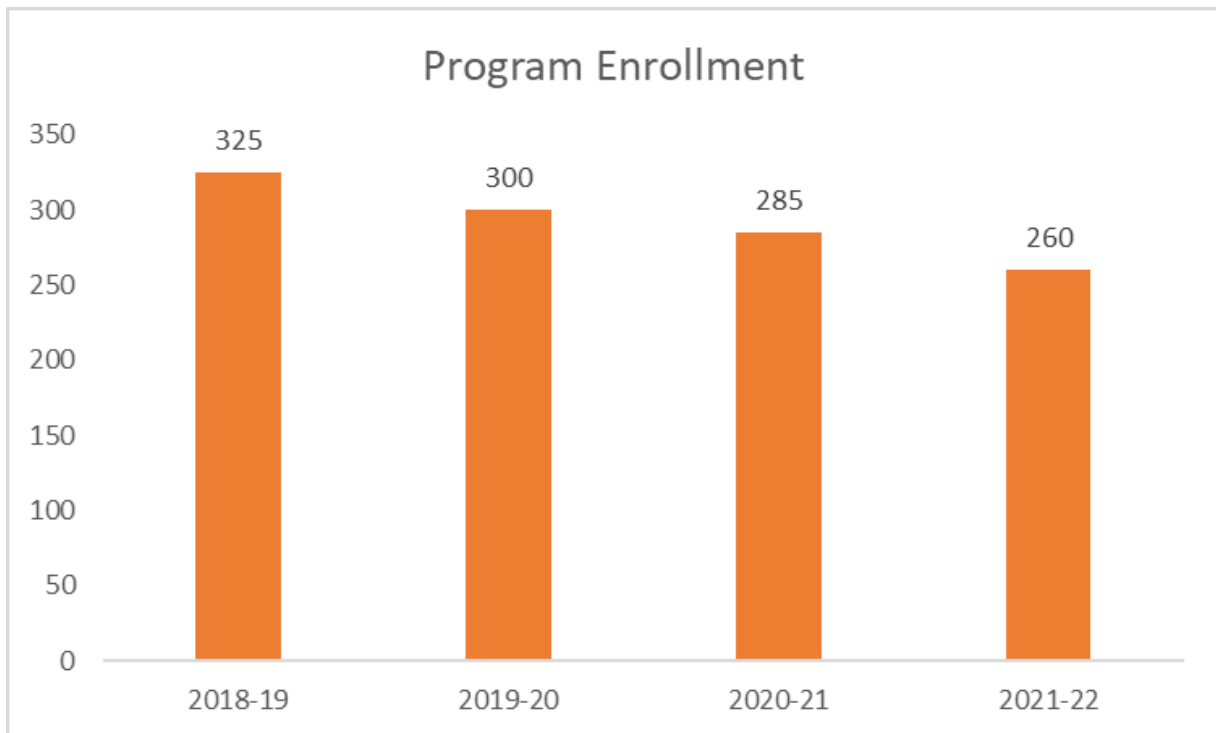
- Provide an analysis of findings of the assessments completed and recommendations being made in individual assessments.
- Consider the impact or influence of the assessment results at the program level.
- Identify and evaluate the Program Student Learning Outcomes including the relationship between course, program and institutional student learning outcomes utilizing information provided by the Office of Institutional Effectiveness.

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

Program Student Learning Outcomes	Summarize Findings
PSLO 1	
PSLO 2	
PSLO 3	
PSLO 4	
PSLO 5	
Recommendations for Improvement	

Enrollment Management

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



Enrollment	Year	Year	Year	Year
Course-Level				
Course Subject Code and Number				
Course Subject Code and Number				
Course Subject Code and Number				
Course Subject Code and Number				
Course Subject Code and Number				
Course Subject Code and Number				
Modality				
Correspondence				
Face-to-Face				
Online				
Hybrid				

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

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

Curriculum

Degrees and/or Certificates

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

Provide a narrative of revisions made.

Courses

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

Whether changes to a course outline are necessary or not, a Revision to Existing Course Form for each course must be completed and submitted to the Curriculum/Academic Standards Committee for action. If all of the courses in the certificate or degree are reviewed at one time, a single Program revision form can be used. If there are changes made to a course, the changes must be noted on the revision form. When reviewing a single course and changes are necessary, indicate the revisions on the form. Where no changes are necessary, simply indicate on the Revision Form that “the course has been reviewed as part of the program review and no changes are necessary.” All program certificates, degrees, PSLO maps, and SLO maps are also required to be reviewed and updated if necessary. PSLO maps require a program revision form and course SLO maps require a course revision form. If all maps are reviewed at the same time, a single program revision form can be used. Advising plans also need to be reviewed and updated. A program revision form is used to review and update the advising plan if necessary. Revision forms will be retained in the Instructional Office with the Curriculum agenda packets.

Following the Curriculum/Academic Standards Committee action on all submitted Revision to Existing Course Forms, a summary Instructional Program Curriculum Review Form will be completed by the Curriculum/Academic Standards Subcommittee Chair and given to the program faculty for inclusion in the program review.

The signed Instructional Program Curriculum Review Form is to be included with your completed program review documents for all certificates and degrees.

Course	Title	Last Offered	Term of Last Revision

Provide a narrative of revisions made.

Articulation/Integration of Curriculum

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

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

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

External Compliance

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

External Analysis: Job Market Assessment

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

Program Planning and Communication Strategies

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

Academic Planning Analysis Summary

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

Section 2: Human Resource Planning

Workload and Staffing Assessment

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

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

Professional Development

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

Section 3: Infrastructure Planning

Facilities

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

Equipment

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

Technology

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

Section Four: Program Planning

Progress update on previous action plans

Action Plan	Progress Detail	Outcomes

Strengths, Weaknesses, Opportunities, Threats (SWOT) Analysis

Complete SWOT analysis

Strengths	
Weaknesses	
Opportunities	
Threats	

Program Plan

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

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

Appendix B: Lassen Community College Programs and Degrees

To the instructional review process, a program is defined as an organized sequence of courses leading to a defined objective, a degree, certificate, diploma, a license, or transfer to another institution of higher education (Title V, Section 55000).

Administration of Justice/Correctional Science

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

Agriculture

Associate in Science in Agriculture Animal Science for Transfer Associate in Science in Agriculture Business for Transfer
Associate in Arts Degree University Studies: Emphasis in Agriculture Sciences Associate in Science Degree in Agriculture Science and Technology Certificate of Achievement in Agriculture Science and Technology

Anthropology/History/Social Science/Sociology/Psychology/Social Work

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
Associates in Arts Degree in Social Work and Human Services for Transfer
Certificate of Achievement California State University General Education
Certificate of Achievement in Intersegmental General Education Transfer Curriculum

Studio Art

Associate in Arts Degree in Studio Art for Transfer

Automotive Technology

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

Business

Associate in Science Degree in Business Administration 2.0 for Transfer Associate in Science
Associate in Arts Degree in Economics for Transfer
Certificate of Achievement in Small Business Management

Careers and College Preparation

Certificate of Achievement in General Education Preparation
Certificate of Completion High School Equivalency

Child Development

Associate in Science Degree in Early Childhood Education for Transfer Associate in Arts Degree

in Child Development

Certificate of Achievement in Child Development

Fire Technology

Associate in Science Degree in Fire Technology

Certificate of Achievement in Basic Wildland Firefighter

Certificate of Achievement in Fire Technology

General Education

Certificate of Achievement in California State University General Education

Certificate of Achievement in Intersegmental General Education Transfer Curriculum

Gunsmithing

Associate in Science Degree in Firearms Repair

Certificate of Achievement in Firearms Repair

Certificate of Achievement in Gunsmith Machinist and Metal Finishing

Health Occupations/Medical Assisting

Certificate of Achievement in Medical Assisting

Certificate of Accomplishment in Administrative Medical Assisting

Certificate of Accomplishment in Clinical Medical Assisting

Humanities

Associate in Arts Degree University Studies: Emphasis in Humanities

Associate in Arts Degree in English for Transfer

Information Systems

Associate in Science Degree in Computer Information Systems

Certificate of Achievement Computer Support Specialist

Certificate of Completion in IT Support Specialist

Certificate of Achievement in Geographic Information Systems

Natural Science

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

Associate in Science in Nutrition and Dietetics for Transfer

Physical Education

Associate in Arts Degree in Kinesiology for Transfer

Associate in Arts Degree University Studies: Emphasis in Physical Education

Nursing/Allied Health

Associate in Arts Degree University Studies: Emphasis in Allied Health

Associate in Science Degree in Vocational Nursing

Certificate of Achievement in Vocational Nursing

Welding Technology

Associate in Science Degree in Welding Technology

Certificate of Achievement in Welding Technology

Certificate of Achievement in Welding Technology

Certificate of Accomplishment in Welding Technology

Special Instructional Programs (no degrees or certificates)

Developmental Studies including Basic Skills

Work Experience

Appendix C: Lassen Community College Course by Program

Administration of Justice

(All AJ Courses) AJ 5, AJ 8, AJ 9, AJ 10, AJ 11, AJ 12, AJ 14, AJ 16, AJ 20, AJ 23, AJ 24, AJ 35, AJ 52A, AJ 52B, AJ 52BR, AJ 53, AJ 56, AJ 57, AJ 58, AJ 59, AJ 60, AJ 61, AJ 62, AJ 63, AJ 64, AJ 71, AJ 171

Agriculture

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

Anthropology/History/Social Science/Sociology/Social Work

ANTH 2, ES 1, ES 2, GEOG 2, HIST 14, HIST 15, HIST 16, HIST 17, HUS 10, HUS 42, HUS 43, PLSC 1, PSY 1, PSY 5, PSY 6, PSY 18, PSY 31/CD 31, PSY 33, SOC 1, SOC 2, SOC 3, SOC 4

Studio Art

(All Art Courses) ART 1A, ART 1B, ART 2, ART 3, ART 6, ART 7, ART 8, ART 10 A-D, ART 19A-D, ART 21, ART 23, ART 25, ART 36 A-D, ART 50

Automotive Technology

(All AT Courses) AT 50, AT 54, AT 56, AT 58, AT 60, AT 66, AT 68, AT 70, AT 72, AT 74, AT 80, AT 82, AT 84, AT 90, AT 90A, AT 91, AT 150, AT 151

Business

(All Bus Courses) BUS 1A, BUS 1B, BUS 2, BUS 10, BUS 22, BUS 25, BUS 27, BUS 84, CS 1, and ECON 10, ECON 11

Child Development

(All CD Courses) CD 11, CD 12, CD 15, CD 16, CD 17, CD 19, CD 20, CD 22, CD 23, CD 24, CD 25, CD 26, CD 27, CD 28, CD 30, CD/PSY 31, CD 50, ED 2

Fire Technology

AERO 1A, (and all FS Courses) FS 3, FS 4, FS 5, FS 6, FS 8, FS 13, FS 14, FS 20, FS 23, FS 26, FS 50, FS 51, FS 56, FS 57, FS 59, FS 60, FS 60B, FS 60C, FS 60.1, FS 61, FS 64, FS 65A, FS 64B, FS 65B, FS 65C, FS 70, FS 70A, FS 70B, FS 70C, FS 72, FS 72C, FS 72IC, FS 72A, FS 72B, FS 73A, FS 74, FS 75, FS 76, FS 78, FS 80, FS 81, FS 85, FS 87, FS 89, FS 90, FS 92A, FS 92B, FS 92C, FS 92D, FS 92E, FS 94, FS 95, FS 96, FS 96A, FS 97, FS 97A, FS 98.18, FS 98.20, FS 98.21, FS 132, FS 156, FOR 1

Gunsmithing

(All GSS Courses) GSS 52B, GSS 52BR, GSS 70, GSS 71, GSS 77, GSS 78, GSS 79, GSS 82, GSS 83, GSS 84, GSS 85, GSS 87, GSS 88, GSS 89, GSS 90, GSS 91, GSS 93, GSS 94, GSS 95, GSS 98.02, GSS 98.03, GSS 98.04, GSS 98.05, GSS 98.06, GSS 98.08, GSS 98.09, GSS 98.12, GSS 98.13, GSS 98.21, GSS 98.22, GSS 98.23, GSS 98.24, GSS 112, GSS 112B, GSS 114, GSS 116, GSS 117, GSS 119, GSS 120, GSS 120B, GSS 123, GSS 124, GSS 127, GSS 130, GSS 133, GSS 134, GSS 135, GSS 136, GSS 143, GSS 147, GSS 148, GS 50, GS 51, GS 54, GS 55, GS 57, GS 58, GS 59, GS 60, GS 61, GS 62, GS 63, GS 64, GS 68, GS 69, GS 70, GS 75

Humanities

ASL 1, ASL 2, MUS 6, MUS 7, MUS 12, ENGL 1, ENGL 2, ENGL 3, ENGL 5, ENGL 9, ENGL 12, ENGL 22, ENGL 33, ENGL 105, ENGL 105A, ENGL 150, ENGL 151, ENGL 155, ESL 155, FILM 1, HUM 1, HUM 2, PHIL 10, SPCH 1

Information Systems

CIS 50, CIS 60, CIS 70, CIS 71, CIS 80, CIS 81, CIS 82, CIS 90, GIS 1, GIS 2, GIS 3, GIS 4, GIS 5, CS 150, CS 151, CS 152, CS 153, CS 154, CIS 160

Mathematics /Natural Science

ANTH 1, ASTR 1 (and All Bio Courses) BIOL 1, BIOL 4, BIOL 10, BIOL 20, BIOL 21, BIOL 22, BIOL 25, BIOL 26, BIOL 32, BIOL 32L, (and All Chem Courses) CHEM 1A, CHEM 1B, CHEM 8, CHEM 40, CHEM 40L, CHEM 45, CHEM 185, GEOL 1, GEOL 5, (and All Phys Courses) PHYS 2A, PHYS 2B, PHSC 1, (and All Math Courses) MATH 1A, MATH 1B, MATH 6, MATH 7, MATH 8, MATH 11A, MATH 11B, MATH 40, MATH 42, MATH 60, MATH 164, MATH 166, MATH 167, MATH 168

Physical Education

HLTH 2, HLTH 25, and HO 120, (and All PE Courses) PE 15, PEAC 2A, PEAC 2B, PEAC 2C, PEAC 2D, PEAC 5A, PEAC 5A.02, PEAC 5B, PEAC 5C, PEAC 5C.02, PEAC 5D, PEAC 6, PEAC 6B, PEAC 6D, PEAC 7, PEAC 7D, PEAC 9, PEAC 9B, PEAC 9D, PEAC 10, PEAC 10D, PEAC 11, PEAC 11D, PEAC 16, PEAC 32D, PEAC 34, PEAC 44, PEAC 155, PEAC 156, PEAC 157, PEAC 158

Vocational Nursing/Allied Health

(All HO Courses) HO 3, HO 54, HO 70, HO 71, HO 72, HO 80A, HO 88, HO 120, (and All EMT Courses) EMT 21, EMT 60, EMT 61 (and All VN Courses) VN 50, VN 51, VN 52, VN 53, VN 54, VN 55, VN 56, VN 57, VN 58, VN 59, VN 60, NURS 1, NURS 2, NURS 3, NURS 4, NURS 5, NURS 6, NURS 7, NURS 8, NURS 9, NURS 10, NURS 11, NURS 12, NURS 13, NURS 14, NURS 15, NURS 16, NURS 17, ED 1

Welding Technology

IT 22, IT 72 (and All WT Courses) WT 20, WT 21, WT 22, WT 23, WT 25, WT 31, WT 32, WT 36, WT 37, WT 38, WT 39, WT 42, WT 43, WT 44, WT 45, WT 50, WT 51, WT 52, WT 53

Special Educational Programs:

Developmental Studies including Basic Skills

(All DS Courses) DS 110, DS 111, DS 112, DS 113, DS 120, DS 122, DS 153, DS 155, DS 158, BS 170, BS 171, CG 1, CG 150, CG 155, CG 158, TUTOR 50

Work Experience

CARS 150, CARS 151, CARS 153 (and all 49 courses) AGR 49, AJ 49, ART 49, AT 49, BUS 49, CD 49, FS 49, GSS 49, HO 49, HUS 49, WT 49, WE 1, WE 2