Administrative Units Comprehensive Program Review - Office of Planning & Institutional Effectiveness Latest Version

This cycle is used by Administrative Units to plan for the next five years and report on updates from the last program review cycle, as part of Comprehensive Program Review.

Administrative Units Comprehensive Program Review

1. Activity & Service (Pillar One: Clarify the Pathway) : Version by **Stone, Bethann** on **03/15/2023 19:43**

DIRECTIONS ON HOW TO COMPLETE SECTION
For this item, the user is asked to report on activities, services and support that contribute to providing a clear pathway for students to completion (transfer or employment in field of study). Please include any strategies or efforts to align scheduling practices with the Learning, Major and Careers Pathways at LMC (i.e. catalog changes, website updates, marketing, funding/initiatives to advance efforts, collaborations with instructional/student services departments, revisions or changes to polices/processes/procedures, etc.).
*Please click here (https://email4cd.sharepoint.com/:w:/s/LMC/lmcres/ERkc2g_bC9pPlgSGHR3ynUUBSjmDOiNmV3h37F8TiFAPjw) to view the guiding questions to assist you in developing your response.

The Office of Planning and Institutional Effectiveness developed data packets to support strategic scheduling as part of the work of Strategic Enrollment Management. The office will continue to refine and expand the data packets to best support scheduling and enrollment management in order to make data informed decisions on scheduling courses and increasing enrollments in courses and programs. This work helps to advance Pillar One in creating curricular pathways to employment and further education for our students. The data this office provides also factors into the creation of program maps which provides our students a clear pathway to completion, further education, employment and/or transfer. Data packages for scheduling (partially future). In addition to providing data, the office also assists with the analyzation of the data and identification of trends in the results. The work of our office includes college planning and the development of processes by which plans will be integrated and implemented. For example, this office has provided support and facilitation for the integration and implementation of the Strategic Enrollment Management Plan in to practice. The purpose of plans in higher education is to develop goals and objectives with action plans attached to best achieve the outlined goals. Through research and data analysis we can support the work associated with college plans such as SEM to assess and provide progress updates on achievement of the plan's goals.

To support Program Review, our office has created data packets for primarily Instructional Units however some data has recently been available to support Student Services as well. For Administrative Units, Student Equity Plan data has been made available to reflect college-wide key performance indicators (KPI). For the Comprehensive Program Review cycle, the data packets were aligned with our Learning, Major and Career Pathways (i.e. Guided Pathways). Additionally, the eLumen templates for Comprehensive PR were structured so each item aligns with at least one (1) of the four Guided Pathways pillars. This alignment and structure will assist all programs/units at the institution to coordinate their work and goals to best support our students in clarifying, entering and staying on their pathways to ensure learning and successful completion of courses and programs. The Student Pathways with Contact Information data set included in the Comprehensive PR Data Packets provides programs with disaggregated data on currently enrolled students as well as current student achievement in completing transfer-level Math and English in their first year. In providing this information Department Chairs and Faculty can identify trends and better assess student completion of degrees and certificates for their programs. We will continue to refine and expand program review data to best support program leads in making data-informed decisions to further advance the implementation of Guided Pathways at LMC.

2. Curriculum Support & Analysis (Pillar Two: Enter the Pathway) : Version by **Stone, Bethann** on **03/15/2023 19:43**

DIRECTIONS ON HOW TO COMPLETE SECTION
For this item, the user is asked to describe strategies, efforts and/or activities to support the advancement of students to "Enter the Pathway". This can include collaborations with instruction, and services such as outreach or dual enrollment. Describe any efforts or strategies that support academically unprepared students to enter the pathway they select, K-12 partnerships, career/college exploration efforts, and/or the first year experience (i.e. research, technologies, partnerships, plans, etc.).
*Please click here (https://email4cd.sharepoint.com/:w:/s/LMC/lmcres/ERkc2g_bC9pPlgSGHR3ynUUBSjmDOiNmV3h37F8TiFAPjw) for guiding questions that will assist you in your response.

Our office impacts the college's efforts to support students onto a clear curricular path in a variety of ways. These include supporting the Office of Instruction and various departments with data used for recruitment into courses on student educational plans and overall assistance with analysis of educational plan data in general. Additionally, the office is directly involved with research and planning efforts related to our Quality Focus Essay emphasis on supporting student completion of transfer level math and English in students' first year.

More broadly, the office provides data and analysis support for programs surrounding proposed curricular changes, the structure of programs such as GE or local degrees/certificates and surrounding the rules and implementation surrounding prerequisites and placement.

Overall, the Planning and Institutional Effectiveness office provides support and feedback for a variety of guided pathway projects and efforts through the support of our Guided Pathway SOAA and our Strategic Enrollment Management plan and committee at the college.

3. Retention, Success and Outcomes (Pillars Three and Four) : Version by **Stone, Bethann** on **03/15/2023 19:43**

DIRECTIONS ON HOW TO COMPLETE SECTION
For this item, the user will respond to the pathway program data provided on retention, success and outcomes including strategies on improvement or sustainement. Describe any systems or processes that easily track students' progress towards completion including identifying students at risk and provides needed support; procedures and/or process that help students to stay on the path and ensure learning.
Note: The user will want to review the data to write the reflection. When considering the data, respond to/evaluate: course success trends, degree/certificate awards, transfers, examination of disaggregated data (i.e. race, income, age, gender) to determine equity gaps.
*Please click here (https://email4cd.sharepoint.com/:w:/s/LMC/lmcres/ERkc2g_bC9pPlgSGHR3ynUUBSjmDOiNmV3h37F8TiFAPjw) for guiding questions to support you in your response.

The Office of Planning and Institutional Effectiveness is fully committed to leading the college to continuous improvement with a particular emphasis on the achievement of equitable outcomes for students. This includes leading conversations surrounding intuitionally set standards for student achievement and working to ensure that the goals, objectives and activities in all our college plans and initiatives work together to improve these metrics.
On a more programmatic scale, we are committed to supporting the college Quality Focused Essay goals surrounding increased and equitable completion of transfer level math and English in students' first year of college. We also provide both data and analysis to all programs on campus along with supporting them to the use of such data and analysis to influence practice in a way that directly impacts their students and our institutional outcomes. This includes both purely quantitative at the college/department/course/section level as well as institutional data that comes from survey efforts. This is accomplished both through the program review process and individual projects with various programs/departments throughout the semester.

Finally, we contribute to the college learning outcome assessment process through the support of our Elumen assessment tool. This includes helping the college project manage assessment by tracking and monitoring our assessment progress for courses and programs.

4. Marketing, Communication, Outreach (Pillars One, Two, Three) : Version by **Stone, Bethann** on **03/15/2023 19:43**

DIRECTIONS ON HOW TO COMPLETE SECTION
For this item, the user will describe marketing strategies, communication efforts, and activities that help improve/sustain enrollments, success, and completion. Include collaborations with other programs and/or units (i.e. Outreach, Financial Aid, EOP&S, DSP&S, etc.) and/or administrative units (i.e. Marketing, Office of Equity & Inclusion, etc.).
Note: The user may need to review data to write the reflection.
*Please click here (https://email4cd.sharepoint.com/:w:/s/LMC/lmcres/ERkc2g_bC9pPlgSGHR3ynUUBSjmDOiNmV3h37F8TiFAPjw) for guiding questions to assist you in your response.

Over the last two years of the pandemic, communications to students via text and e-mail has increased in order to keep students informed and engaged. In addition targeted outreach to specific groups of students such as online only students, first time/first semester students, students who register but do not enroll, etc. The Office of P&IE has assisted in the generation of lists to be used for "Calling Campaigns" in which staff contact a students via phone to inquire into support and/or resources needed for student enrollment and success. Our office has also worked in collaboration with the District Office to share and present data from internal surveys such as the Student Course Preference Survey. The P&IE Office has also supported marketing with information and resources for consistent data for infographics and publication.

With the expansion of the "Data Dashboard & Data Coaches" webpage, our office has increased the marketing and use of data at the institution. Training videos and guides, as well as marketing and presentations of the various data dashboards has helped to support departmental planning and reporting through consistent dashboard use. Additionally, the Office of P&IE has presented "roadshows" to all three Senates, SGC and the college as a whole through College Assemblies for the evaluation of major college plans (Strategic Plan 2014-19, SEA Plan, Technology Plan, etc.); as well as the cultivation and collaboration in the development of new plans and the implementation of initiatives such as the EMP 2020-25, SEP, Technology Plan, SEM Plan, Guided Pathways, and Institution-Set Standards. The expansion of our websites also allows the College and our communities to review the results from surveys, program review cycles, institutional research and planning.

This office is also responsible for institutional awareness surrounding accreditation. As the Senior Dean of P&IE also holds the institutional role of ALO, this office consistently and cohesively collaborates with the President's Office to provide updates to the College on accreditation activities, ACCJC standards/timelines, annual reports and accreditation status. This also includes updates to the College's accreditation website, the publication and presentation of ACCJC materials such as the Annual Reports and Institutional Self Evaluation Reports (ISERs), and communications to the College community regarding accreditation.

5. Impact of Equity Practice on Outcomes (Pillars One, Two, Three, Four) : Version by **Stone, Bethann** on **03/15/2023 19:43**

DIRECTIONS ON HOW TO COMPLETE SECTION
In this item, the user will consider the impact of equity practice in outcomes for any of the four (4) Guided Pathways pillars. Note, the user does not need to address every pillar, but most select at least one pillar to respond to.
*Please click here (https://email4cd.sharepoint.com/:w:/s/LMC/lmcres/ERkc2g_bC9pPlgSGHR3ynUUBSjmDOiNmV3h37F8TiFAPjw) for guiding questions to assist you in your response.

The Office of Planning and Institutional Effectiveness is in a unique position to ensure that conversations surrounding equity are front and center of every data informed discussion of practice. This is done through a commitment to providing disaggregated data and connecting units/programs/departments to practices that promote equitable outcomes even if this information is not explicitly requested by the receiving area. Additionally, the office also works diligently to promote the use of dashboards that assist individuals to view our college data with a definitive and equity lens.
From a planning perspective, the office is responsible to ensure that the Educational Master Plan remains up to date, relevant, and equity focused. Additionally, the office is committed to ensuring that all planning processes including college-wide plans and programs reviews are integrated into our Student Equity Plan's goals, objectives, and activities.
The Office also collaborates and coordinates directly with the Office of Equity and Inclusion on joint research projects and in the promotion of specific interventions that lead to improved equitable outcomes. This includes working on joint partnerships with external organizations such as USC's Race and Equity Center or Center for Urban Education, Community College Center of Student Engagement, National Assessment and Accreditation Council, or the Hope Center for example to gain external insights into our efforts surrounding equitable practices and using the results of these partnerships to promote clear actionable changes at the college.

6. Professional Development (Pillars One, Two, Three, Four) : Version by **Stone, Bethann** on **03/15/2023 19:43**

DIRECTIONS ON HOW TO COMPLETE SECTION
In this item, the user will describe any revisions or updates to their program (i.e. integrated planning, marketing, equity-minded practice, processes, policies, procedures, etc.) based on recently attended professional development, any planned professional development activities, and/or any identified future professional development needs.
*Please click here (https://email4cd.sharepoint.com/:w:/s/LMC/lmcres/ERkc2g_bC9pPlgSGHR3ynUUBSjmDOiNmV3h37F8TiFAPjw) for guiding questions to assist you in your response.

The Office of P&IE has consistently promoted and supported the use of data in decision making and promoting action however, beyond that this office has moved forward projects that help to expand data literacy. These efforts have led to more programs and units not only accessing data but understanding the data and how to use it effectively to make decisions and inform planning. Projects such as data coaches and program review data trainings have helped expand data democracy and literacy at the institution. Due to the IEPI PRT Grant award, the Data Coaches project was inaugurated and implemented in fall 2020. This project provided professional development to various faculty, staff and managers to learn how to access, cultivate, analyze and use data via various sources and in turn provide support to the college as a whole in their use of data in program review and planning for their programs/units.

The Office of P&IE provided various forms of professional development to the College to support departmental planning, more specifically on program review -- training guides, training videos, virtual and in-person training sessions (both one-on-one and in groups), Flex workshops, Department Chair trainings, Student Services Leadership Team trainings, and the development and publication of various resources to support programs/units in the completion of their program reviews (i.e. Data Packets, CSLO Assessment Tracking, Guiding Questions, etc.).

Additionally, the P&IE Office also assists the Office of Equity & Inclusion and PDAC in the collection and evaluation of data following professional development activities on campus as needed. This office also assists with the planning process and project management for the development of plans such as the SEA Plan, the Student Equity Plan, the SEM Plan, the Technology Plan, and the ISLO Core Group. As the lead in institutional planning, we have outlined the process through the development of timelines and milestones, the structure of core writing groups, the cultivation of data to analyze and use to inform the plans/initiatives, and the coordination for presenting the process and plan to the institution for review and feedback.

In order to stay current and remain informed in institutional accreditation this office has future professional development activities planned such as accreditation webinars, trainings and conferences. More specifically, the Senior Dean of P&IE as ALO will be required to attend a number of webinars and trainings pertaining to the role of ALO in accreditation processes. Research and planning conferences held by the RP Group and SCUP are planned to network and collaborate with other colleges and institutions on emerging technologies and strategies in research and planning. RP Group Conferences are one example of how institutions share their knowledge and work in various aspects of institutional effectiveness, from program review-to

data technologies-to planning processes and project management. Additional professional development activities are attended such as webinars/seminars related to compliance and/or initiatives such as AB705 and Guided Pathways; and survey administration such as the CTEOS Academy.

7. Other (i.e. policy, procedure, practice) : Version by **Stone, Bethann** on **03/15/2023 19:43**

DIRECTIONS ON HOW TO COMPLETE SECTION

For this item, the user can describe and/or provide any information that should be reported and included as part of this comprehensive program review, including anything relevant to planning for the next five years. Some information to consider for this open-textbox response are: revision of award policies/practices to mitigate institutional roadblocks for completion, and/or any technologies implemented that enhance the effectiveness and efficiency of your unit.

*Please click here (https://email4cd.sharepoint.com/:w:/s/LMC/lmcres/ERkc2g_bC9pPlgSGHR3ynUUBSjmDOiNmV3h37F8TiFAPjw) for guiding questions to assist you in your response.

There are several broad projects that the Office of Planning and Institutional Effectiveness are responsible for that cross over several of the preceding sections of this program review. First, the office is responsible for ensuring that we monitor the ACCJC accreditation standards and reporting requirements and assist the college in maintaining compliance as a high-quality institution of higher learning.

Next, the office seeks to lead the college in its efforts to become a more efficient and effective organization by helping to develop processes both college-wide and within individual departments that lead more directly to better outcomes for our students and free up time and resources to better serve students' needs. A few examples of this would be the establishment of protocols and norms for data use and reporting, college timelines and calendars for surveys, or enrollment communications.

Finally, as the office that houses and maintains our college Educational Master Plan, an important and critical role that we play is to ensure that all the operations of the college and all decisions made at the college are clearly linked to the goals and objectives of this plan and that the plan remains relevant and active in informing our college priorities and practices. \u200B\u200B\u200B\u200B\u200B\u200B\u200B

8. Five-Year Program Goals : Version by **Stone, Bethann** on **03/24/2023 22:07**

DIRECTIONS ON HOW TO COMPLETE SECTION

If your program had any goals from the Program Review Year Five Update that were in progress or modified, please note whether the the goal(s) was abandoned or completed and the impact it had on your program (i.e. did completing the goal meet the anticipated outcomes, if goal was abandoned why, etc.).

For reference, you can access the report from your Program Review Year Five Update by clicking on the folder in the right-hand corner of the header title for this section. You will note a folder titled "Comprehensive PR-PR Y5 Report", your report will be located in this folder with your program/unit name in the title of the document.

Existing Goals –

Goal 1: Lead institutional accreditation processes. Status: Completed (1.1) In Progress (1.2) (Continuing to next 5-year cycle)

1.1. ISER 2020 and Team Visit Oct 2020 *(Completed). Follow-Up Report submitted Oct 1, 2021. Follow-Up Report Visit on November 2 and 3, 2021.*

1.2. Support the implementation of QFE: *(In Progress) The project outlined in the QFE are continuing and will be addressed/reported in our 2024 Midterm Report.*
- 1.2.1. Increase successful completion of gateway English in the first year of the first time new students who transfer/degree-seeking, beginning fall 2020. (In progress). Progress Report end of each academic year.
- 1.2.2. Increase successful completion of gateway math in the first year of the first time new students who transfer/degree-seeking, beginning fall 2020. (In progress). Progress Report end of each academic year.

Goal 2: Lead and coordinate college-wide planning process including program review and assessment. Status: In progress (Continuing to the next cycle)

2.1. Leading the EMP Core Group on the development of EMP 2020. *(Completed)*

2.2. Continuing leading the Planning Committee on revising and implementing the program review process. *(In progress and Ongoing)*

2.3. Leading the Planning Committee on the development of EMP 2020 bi-annual implementation plan *(Completed)*

2.4. Leading the Planning Committee to monitor the implementation of EMP. *(NEW). Spring 2022*

Goal 3: Oversee institutional effectiveness and facilitate research analysis as a means of continuous improvement. Status: In progress

3.1. Continuing the effort on creating Data Democracy and increasing the culture of inquiry. *(In progress).*
- 3.1.1. Established Data Coaches Program spring 2021 cohort and will continue having spring 2022 cohort *(ongoing).*

3.2. Collaborating with student services to develop Student Services Tableau—Data Dashboard for Student Services Areas. *(In progress).*
- 3.2.1. Worked with District Research to create Learning Community Tableau *(ongoing).*

3.3. Applying grant to support the Tableau consultant, faculty researcher, and data coaches. *(Completed).*

Goal 4: lead and facilitate the enterprise technology tool process and implementation. Status: In progress

4.1. eLumen program review module will be set up in fall 2020. *(Completed)*

4.2. College Plan (capture EMP) eLumen module will be set up and implement in spring 2022. *(NEW). Spring 2022.*

DIRECTIONS ON HOW TO COMPLETE SECTION

In this section, the user will develop a SMART goal(s) for the next five years of the program. The program can also choose to continue/amend of any goals from the program review year three update period. Include action plans, timeline, responsible parties, and anticipated outcome (i.e. SMART Goals). Please be sure to align each goal with the College's EMP 2020-2025 Goals (https://www.losmedanos.edu/planning/LMCMasterPlan_12.08.20_JSB.pdf).

*Please click here (https://email4cd.sharepoint.com/:w:/s/LMC/lmcres/ERkc2g_bC9pPlgSGHR3ynUUBSjmDOiNmV3h37F8TiFAPjw) for guiding questions to assist you in your response.

Goal 1: Lead institutional accreditation processes. (Fall 2024 & Fall 2027)

1.1. ACCJC Midterm Report 2024, the ISER 2027 and Team Visit Oct 2027

(Outcome: To meet ACCJC requirements and standards to continue accreditation for the institution)

1.1. Redesign the program review process with an increased focus on equity

(Outcome: Receive a commendation for the infusion of equity into the program review process)

1.2. Support the implementation of QFE:

1.2.1 This office will continue to provide research and data to assess the implementation of the QFE and achievement of the aforementioned project objective as outlined in the institution's QFE. Additionally, we will facilitate the development of a progress report at the end of each academic year.

(Outcome: Increase successful completion of gateway English in the first year for first time transfer/degree students)

1.2.2.This office will continue to provide research and data to assess the implementation of the QFE and achievement of the aforementioned project objective as outlined in the institution's QFE. Additionally, we will facilitate the development of a progress report at the end of each academic year.

(Outcome: Increase successful completion of gateway math in the first year for first time transfer/degree seeking students)

1.2.3 This office will collaborate with the Office of Equity & Inclusion to integrate the QFE projects with the SEA Plan Goals(Outcome: Reduce equity gaps in successful completion of Math and English for first year, first time transfer/degree seeking students by 40% - Per Vision for Success Goal #5)

Goal 2: Lead, coordinate and evaluate college-wide planning processes including program review. (Spring 2027)

2.1. In collaboration with the Planning Committee and utilizing the program review process surveys. this office will redesign the program review process with an increased focus on equity

(Outcome: Receive a commendation from ACCJC for the infusion of equity into the program review process, and demonstrate improvement of program review process evaluations).

2.2. This office will collaborate with the Office of Equity & Inclusion to integrate the EMP 2020-25 Goals with the SEA Plan Goals

(Outcome: Reduce equity gaps in institutional measures of EMP Goal progress by 40% - Per Vision for Success Goal #5)

2.3 Leading the Planning Committee to evaluate the EMP 2020-25 and lead the development of a new EMP following the expiration of the 2020-25 Plan.

(Outcome: Successful evaluation through qualitative and quantitative data of achievement of EMP 2020-25 goals and objectives and the successful completion and implementation of a new EMP.)

2.4 Develop more standardized datasets and metrics for institutional plans.

(Outcome: Increase the number of metrics that various College plans have in common.)

2.5 Revise and refine planning calendar and align with the goals and activities associated with the Strategic Enrollment Management Plan and Committee.

(Outcome Improved alignment of planning processes to college operations, and SEM college practices and Guided Pathways).

Goals and Objectives			Modified	In Progress	Abandoned	Completed
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)						
Recommended Actions	Goal 2: Lead and coordinate college-wide planning process including program review and assessment. Spring 2027	0 linked SLOs 0 resource requests				
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)						
Recommended Actions	Goal 1: Lead institutional accreditation processes. (Fall 2024 & Fall 2027)	0 linked SLOs 0 resource requests				
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)						
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)						
Recommended Actions	Goal 2: Lead and coordinate college-wide planning process including program review and assessment. Spring 2027	0 linked SLOs 0 resource requests				
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)						
Recommended Actions	Goal 1: Lead institutional accreditation processes. (Fall 2024 & Fall 2027)	0 linked SLOs 0 resource requests				