

LMC ACCJC ISER 2027 STANDARDS 2.1 – 2.3

STUDENT SUCCESS; In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys; Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes;

INSTRUCTIONS; Provided for your reference is ACCJC Standards 8;7- .89 and its Review Criteria; Following that a bullet-pointed overview of the draft narrative for each Sub-Standard has been provided for review.

LMC ACCJC ISER 2027 DRAFT NARRATIVE FEEDBACK - STANDARD 2.1

ACCJC Standard 8;7; Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes;

Review Criteria;

- Consistent with the institution's mission, academic programs are structured to lead to degrees, certificates, transfer, employment, or other similar credentials;
- The institution's processes for curriculum design and development ensure all academic programs align with the institution's mission
- The institution's processes for curriculum design and development reflect generally accepted practices in higher education for ensuring breadth, depth, and rigor appropriate to the level of instruction (e.g.; associate or baccalaureate level) and across all modalities;

LMC Draft Narrative Content Overview;

- LMC designs its programs to meet Title 5 standards by offering degrees, certificates, and transfer pathways, and its College Catalog explains how associate degree and GE requirements build core skills such as communication, quantitative reasoning, critical thinking, ethical reasoning, civic responsibility, and appreciation of diverse perspectives. (Evidence, College Catalog 868 8 GE Philosophy p. 29 868 868)
- The 2025 General Education Model aligns local degree requirements with Title 5 §55061 which also ensures that degree programs reflect appropriate breadth

across major academic domains and align with statewide norms for lower-division instruction (Evidence - What's Happening?. Local.General.Education.Changes.for.8681?slide.0?FA.8681)

- The Perpetual Curriculum Calendar establishes formal timelines for CSU, UC, and IGETC submissions, ensuring that programs maintain currency and alignment with recognized transfer standards. (Evidence - Perpetual.Curriculum.Calendar?CSU-UC-IGETC.Timelines)
- Curriculum design and development are governed through faculty-led structures and multi-level review. (Evidence - General.Education;8681LMC.Model(Overview_ Approval.Information)
- All degree-applicable courses meet Title 5 §55002 standards, including demonstrated proficiency through reading, writing, and critical thinking. . (Evidence - Universal.COOR.Core.Section(8681).
- LMC has established processes for curriculum workflow including staged review, and through these processes, our programs reflect accepted practices in higher education for ensuring breadth, depth, and rigor. (Evidence - What's Happening?. Local.General.Education.Changes.for.8681_Slide.5(FA81)

EVIDENCE FOLDER STANDARD 2.1

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LMC ACCJC ISER 2027 DRAFT NARRATIVE FEEDBACK - STANDARD 2.2

ACCJC.Standard.8;8;The.institution?relying.on.faculty.and.other.appropriate.stakeholders? designs.and.delivers academic.programs.that.reflect.relevant.discipline.and.industry. standards.and.support.equitable.attainment.of.learning.outcomes.and.achievement.of. educational.goals;
Review.Criteria;

- The.institution's.processes.for.curriculum.design.and.development.include. appropriate.faculty.oversight.for.ongoing.review?monitoring?and.revision.of. programs.in.order.to.close.identified.gaps.in.student.achievement;
- The.institution's.processes.for.curriculum.design.and.development.includes. dialogue.around.student.equity.and.maximizing.equitable.student.success. outcomes;

- The institution defines student learning outcomes for courses and academic programs (including degree and certificate programs);
- Development of learning outcomes includes consideration of feedback from workforce/industry partners as appropriate for the institution's mission and program discipline;
- The institution provides students with accurate, current, and consistent student learning outcomes for the courses and programs in which they are enrolled;

LMC Draft Narrative Content Overview

- LMC relies on faculty leadership and shared governance to oversee curriculum review, monitoring, and revision, including an assessment process and structured analysis to inform revisions to the GE Model. (Evidence: GE Committee Assessment Report, pp. 9-10, February 2018)
- The eLumen workflow embeds faculty oversight at multiple review stages prior to Curriculum Committee approval. (Evidence: What's Happening? Local General Education Changes for 2025, Slide 9, FA25)
- The 2025 GE revisions aim to improve transfer and CTE pathways by reducing barriers and aligning GE SLOs across programs, supported by active faculty engagement through FLEX workshops and committee dialogue focused on student success. (Evidence: General Education 2025 LMC Model Overview)
- LMC defines student learning outcomes at both course and program levels and publicly lists them in the College Catalog. (Evidence: College Catalog, 2025 GE Philosophy SLOs, Pg 63)
- At the course level, syllabi include clearly stated student learning outcomes aligned with Course Outlines of Record. (Evidence: ESLN 641G Syllabus, FA25)
- Curriculum revisions were informed by Title 5 mandates and Cal-GETC requirements, ensuring alignment with statewide academic standards (Evidence: General Education 2025 LMC Model Overview).
- Learning outcomes are published in the College Catalog and embedded in syllabi, ensuring students receive accurate and consistent information regarding course and program expectations. (Evidence: College Catalog, 2025 GE Philosophy SLOs, Pg 63; ESLN 641G Syllabus, FA25)

EVIDENCE FOLDER STANDARD 2.2

<https://email4cd.sharepoint.com/:f:/s/LMC/lmcac20/IgBOV0LDNRLZQqNfJf2WdfqEATeMMblygEQrcl8OSU1-Cnc?e=SKRszS>

LMC ACCJC ISER 2027 DRAFT NARRATIVE FEEDBACK - STANDARD 2.3

ACCJC.Standard.8;9; All.degree.programs.include.a.general.education.framework.to.ensure.the.development.of.broad.knowledge?skills?and.competencies.related.to.communication?quantitative.reasoning?critical.thinking?information.literacy?civic.responsibility?and.the.ability.to.engage.with.diverse.perspectives;

Review.Criteria;

- The.institution.has.a.rationale.for.general.education?developed.with.appropriate.input.from.faculty?which.serves.as.the.basis.for.inclusion.of.courses.in.general.education.and.is.listed.in.the.catalog;
- The.institution's.general.education.philosophy.reflects.its.degree.requirements.and.is.consistent.with.expected.norms.in.higher.education.for.lower.division.coursework.(and.upper.division.coursework?if.applicable);
- The.institution's.general.education.offerings.provide.opportunities.for.students.to.engage.with.the.arts.and.humanities?sciences?mathematics?and.social.sciences;

LMC.Draft.Narrative.Content.Overview;

- LMC's GE Philosophy emphasizes communication, quantitative reasoning, critical thinking, ethical reasoning, civic responsibility, and engagement with diverse perspectives as foundational to the associate degree (Evidence._College.Catalog.868①-8②)(GE.Philosophy(Pg:②②))
- The GE Philosophy and structure were revised through faculty leadership and committee processes, informed by survey data and governance review, which serves as the basis for course inclusion on GE. (Evidence._GE.Committee.Assessment.Report_Introduction(Feb8688))
- The GE framework aligns with Title 5 and statewide lower-division standards, while the Universal COOR Core upholds §55002 expectations by reinforcing college-level competencies in reading, writing, and critical thinking.(Evidence._General.Education;868①LMC.Model?Universal.COOR.Core.Section.868①)
- The GE requirements promote broad learning across major academic areas, while dedicated Ethnic Studies and Diverse Perspectives components strengthen the

college's commitment to civic responsibility and engagement with varied viewpoints. (Evidence_What's.Happening?.Local.General.Education.Changes.for.8680 Slides 4_6-FA25)

- Assessment processes described in the GE Assessment Report demonstrate ongoing review of GE outcomes and mapping within institutional systems. (Evidence: GE.Committee.Assessment.Report_Pgs. 3-4_Feb22).

EVIDENCE FOLDER STANDARD 2.3

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