

Program Review and Assessment Cycle Proposal – Draft Document

Los Medanos College

Teaching and Learning Committee (TLC) Leadership Team

Proposal for Program Review Process Alignment

November 2025

Background

At Los Medanos College, the Program Review process is designed to support continuous improvement through the review of course and program learning outcomes, student success data, and goal-setting aligned with institutional priorities. Historically, this process was intentionally aligned with both our five-year **Assessment Cycle** and **Curriculum Review Cycle** to promote coherence and professional growth.

Under this model:

- **Year 1:** Faculty assess course-level learning outcomes and revise curriculum. Faculty complete the Program Review to reflect on assessment data and set new goals based on the program-level assessments that took place in Year 5.
- **Years 2-4:** Faculty assess course-level learning outcomes and revise curriculum.
- **Year 5:** Faculty assess program-level outcomes and prepare to complete Program Review in Year 1.

Program Review “Year One” reports were completed after a full assessment cycle, followed by **Year Three and Year Five updates** to report progress on goals.

Our **Curriculum Review Cycle** also follows a five-year pattern, ideally syncing with assessment and program review timelines (e.g., courses assessed during year 1 of the cycle are reviewed and revised in year 2).

Current Context

The COVID-19 pandemic and new software adoptions disrupted both assessment and curriculum cycles. A “pause” in the Program Review process was implemented to re-evaluate reporting tools and timing.

The most recent full **Year One Program Review** was completed in **2022–2023**, meaning:

- **2024–2025** should have been a **Year Three Update**, and

- **2026–2027** would have been the **Year Five Update**.

However, the new **Planning Committee** process introduces a revised Program Review template (approved through Shared Governance) and directs all departments to complete a **Year One Program Review by February 2026** — two years ahead of schedule.

This change misaligns the established **Program Review, Assessment, and Curriculum** cycles. Faculty feedback has raised concern about the sustainability and coherence of three out-of-sync cycles.

Proposals for Consideration

The Teaching and Learning Committee (TLC) leadership seeks faculty input on how best to proceed. Below are three proposed paths forward:

Option 1: Resume from the Pause (Year Three Update)

- Complete a **Year Three Update** in 2025–2026 instead of a Year One Review.
- Use the new Program Review template but transfer prior data and update goals/progress.
- Complete the next **Year One Program Review** in **2027–2028**, maintaining the intended five-year sequence.

Rationale:

- Keeps alignment between assessment and program review cycles.
- Acknowledges the 22/23 review as Year One.
- Provides consistency and continuity for departments.

Option 2: Pause the Assessment Cycle to Re-Align

- Accept the new Program Review timeline (Year One in 25/26).
- **Pause assessment activities** for one year to realign assessment with the new Program Review cycle.

- Catch up on course-level assessments in 2026–2028. (Cohorts One and Two in the 26/27 year, Cohorts Three and Four in the 27/28 year and PSLO assessment in 29/30)
- Resume the program-level assessments in **2029–2030**, leading to a new Year One Program Review in **2030–2031**.

Rationale:

- Brings all cycles (assessment, curriculum, program review) back into alignment.
 - Provides time for departments to complete outstanding course-level assessments.
 - Requires district or college-level communication and coordination to ensure consistent implementation.
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Option 3: Proceed As-Is (Cycles Out of Sync)

- Follow the Planning Committee directive and complete a **new Year One Program Review** by February 2026.
- Continue the assessment and curriculum cycles as currently scheduled, even if timelines no longer align.

Rationale:

- Maintains adherence to Shared Governance-approved processes.
 - Avoids additional changes or pauses.
 - May lead to faculty fatigue and fragmented planning due to overlapping, misaligned timelines.
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Next Steps

The Teaching and Learning Committee is gathering faculty input to determine whether to **advocate for alignment changes** or to **proceed with the current Planning Committee proposal**.

Feedback will be used to inform the TLC's recommendation to College governance committees.

Please review the three proposals and share your department's perspective.