

1. [Board Policy \(BP\) 4008](#)
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5. [CCCCO Vision for Success Plan & Goals](#)
6. [EDC 88920-88922 CCC Guided Pathways](#)
7. [EDC 78220-78222 Student Equity Plans and Student Achievement Program](#)
8. [EDC 78213 Seymour-Campbell Student Success Act of 2012 \(AB 705, Assessment, 2017\)](#)

Original 1.27.2022

**Draft Comprehensive Program Review (2022-2023) Template**

- A. Program Goal: Revisit and establish or amend program goals
- B. Identify Program Review lead(s) and writer(s)
- C. Assess program size and student demographics: **(Data will be provided)**  
 Describe your observation(s) on the size of your program and the student demographics and provide strategies for potential change(s), to increase the number of students in the program, to increase persistence rates (term-to-term) and to improve completion rates, if applicable.
  - i. # of students in declared program major
  - ii. % of first-time students
  - iii. % of transfer or degree seeking students
  - iv. % of transfer or degree seeking students who completed transfer-level English and math  
(Resource Documents #8: AB 705)
  - v. % of certificate seeking students
  - vi. % of new or continuing students in:
    1. 0-15 units
    2. 16-30 units
    3. 31-45 units
    4. 45-60 units
    5. 60+
  - vii. % of students by ethnicity
    1. African American
    2. Asian
    3. Hispanic
    4. White
    5. Multi
    6. Other:
  - viii. % of student by age group
    1. <18
    2. 18-20
    3. 21-25
    4. 26-30
    5. 30-45
    6. 45-50
    7. 50+
  - ix. % of student by identified gender
    1. Female
    2. Male
    3. Non-Binary
    4. Decline to state
  - x. # of students with earned degree(s) and transferred to 4-year university
  - xi. # of students with earned certificate(s)
  - xii. # of students who secured employment

D. Program Faculty and Staff **(Data will be provided)**

Describe your observation(s) on the size of your program and the faculty and staff demographics and provide strategies for potential change(s), to diversify the faculty and staff to increase student representation, if applicable.

- i. # of all faculty and staff*
- ii. # of Full-Time faculty*
- iii. # of Part-Time faculty*
- iv. # of Full-Time Staff*
- v. # of Part-time Staff*
- vi. % of Gender*
  - 1. Female*
  - 2. Male*
  - 3. Non-Binary*
  - 4. Decline to state*
- vii. % of faculty by ethnicity*
  - 1. African American*
  - 2. Asian*
  - 3. Hispanic*
  - 4. White*
  - 5. Multi*
  - 6. Other*
- viii. % of staff by ethnicity*
  - 1. African American*
  - 2. Asian*
  - 3. Hispanic*
  - 4. White*
  - 5. Multi*
  - 6. Other*

E. Describe the skills (skillsets) students may obtain by participating and completing your program. List the top 5 skills (skillsets):

- 1.
- 2.
- 3.
- 4.
- 5.

F. List the potential jobs students may be prepared for by completing your program. List the top 5 potential jobs:

- 1.
- 2.
- 3.
- 4.
- 5.

G. Reflect your program from 2016-17 through 2021-22 (Past). How would you describe each of the topic areas below?

1. Curriculum
2. Assessment
3. Program Enrollment Trends
4. Outcomes (Course Success, Persistence, Degree/Certificate Awarded, Transfer, Employments and Jobs)
5. Impact of Equity practice on Outcomes
6. Program Relevance
7. Others (Marketing, Communication, Outreach, Retention)

H. Now Plan Ahead (for the future and using the Guided Pathways framework)

1. Curriculum

**Clarify the Path (GP Pillar 1): What is needed to better clarify the student path? What should be replicated and what should be changed? Consider assets, gaps, and opportunities to better clarify the path for students. Lists Assets, Gaps, and Opportunities, if applicable.**

- i. Assets:
- ii. Gaps:
- iii. Opportunities:

2. Assessment

**Ensure Learning (GP Pillar 4): How do you ensure learning?**

- i. CSLO: how do you want to approach CSLO? Align with PSLOs?
- ii. PSLO: how did you know if your PSLO is relevant to the labor market demand?

3. Program Enrollment Trends

**Stay on the Path (GP Pillar 3) (BP 4008, CIP 4008) (Data will be provided)**

- i. Respond to/Evaluate program's enrollment trends and provide strategies to improve/sustain.
- ii. Respond to/Evaluate FTES trends and provide strategies to improve/sustain it.
- iii. Respond to/Evaluate FTEF trends and provide strategies to improve/sustain it.
- iv. Respond to/Evaluate Productivity Ratio trends and provide strategies to improve/sustain it.
- v. Respond to/Evaluate fill rate trends and provide strategies to improve/sustain it.
- vi. If your program offers courses at both campuses, evaluate each campus' effectiveness and provide strategies to improve/sustain it.

4. Outcomes

**Ensure Learning (GP Pillar 4): How do you ensure learning? (Data will be provided)**

(Resource Document #5 Vision for Success)

- i. Respond to/Evaluate course success trends, goal, and provide strategies to improve/sustain.
- ii. Respond to/Evaluate degree/certificate awarded, goal, and provide strategies to improve/sustain.
- iii. Respond to/Evaluate transfer, goal, and provide strategies to improve/sustain.
- iv. What PD have your department participated in to examine disaggregated course data as it relates to equitable course policies, practices, and pedagogy?
- v. Student Employment
- vi. Jobs

5. How are you monitoring disparate student impact for the program? Do you have any disproportionate student impact issues to report, or to consider, as you evaluate and plan for the future of your program? (Resource Document #7 Student Equity Plan)

6. Describe how best to integrate equity-based practices and strategies to improve student success (*Impact of Equity Practices in relation to Outcomes*)

7. Program Relevance:

**Entering the Path (GP Pillar 2) (BP 4008, CIP 4008) (Labor Market Data will be provided)**

- i. Describe how you support students entering the [program] path.
- ii. Describe how the program meets documented labor market demand.
- iii. Does the program represent unnecessary duplication of other training programs in the area?
- iv. Is program effectiveness demonstrated by the completion and employment of its students? If yes, please describe. If no, what is needed to measure program effectiveness?

8. Class Schedule and Program Pathways

**Stay on the Path (GP Pillar 3)**

- i. Describe strategies for implementing innovative, efficient, and effective class schedules informed by student enrollment patterns, course success rate and student educational plan.
- ii. How do you align scheduling practices with the Learning, Major, and Careers Pathways (guided pathways) at LMC?

9. Retention, Persistence, Success, and Completion

**Stay on the Path (GP Pillar 3)**

- i. How would you implement a student success team for your program as aligned with the guided pathway framework?

10. Planning and Integration

**(Clarify the Path, Entering the Path, Stay on the Path, GP Pillar 1, 2, and 3):**

- i. Describe your work with student services to develop and implement a calendar of activities that integrates enrollment and completion goals with marketing, communication, outreach, and scheduling activities?
- ii. Describe how you establish and implement a holistic case management approach with student services for outreach, onboarding, financial aid, and enrollment.

11. Policy, Process, and Practices

**(SEM 2<sup>nd</sup> Component—Institutional Organization)**

- i. Review and revise admissions and registration policies and practices to mitigate blocks and obstacles to enrollment.
- ii. Review and revise award policies and practices to mitigate institutional roadblocks for completion.
- iii. Implement technologies that enhance the effectiveness and efficiency in delivering student-centered support programs and services (e.g., educational planning and advising).
- iv. From your vantage point, are you aware of any duplicative or redundant processes and practices that impact the student experience, classified professional staff or faculty? Share your observations and your ideas of how best to improve or streamline a process(es) or practice(s).

12. Resource Allocation (RAP Process)

**(SEM 3<sup>rd</sup> Component—Fiscal Responsibility)**

**RAP Process**

### Resource Documents

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7. EDC [78220-78222](#) Student Equity Plans and Student Achievement Program
8. EDC [78213](#) Seymour-Campbell Student Success Act of 2012 (AB 705, Assessment, 2017)