

# INSTRUCTIONAL UNITS GUIDE

## COMPREHENSIVE PROGRAM REVIEW ELUMEN INSTRUCTIONS

### MATERIALS TO GATHER

You will need to have downloaded and access to the following materials in order to successfully complete your Comprehensive Program Review:

- The Program Review Year Five Update for your program/unit has been uploaded to your Comprehensive Program Review-Five Year Goals Section. You can also download a PDF copy of this report via eLumen by following the instructions contained in this guide under the goals section or by visiting the reports website link here - <https://www.losmedanos.edu/planning/programreview-reports-2022.aspx>
- Data Packets have been compiled to support you in completing your Comprehensive Program Review. These data packets can be accessed via your department's designated Sharepoint folder.  
To access you data packet, please click the link here: <https://email4cd.sharepoint.com/:f:/s/LMC/lmcres/Eq0MiF7DNi5FrSnYxhu2B7UBpe31HwY7-Rt6D-IWgLnJg>. Locate your program/unit folder in the list of folders, contained within are the following datasets:
  - LMC DIY Program Review Data Packet
  - Program Enrollment Trends
  - Student Pathways (Use Pivot Table tab in Workbook)\**\*Note: The Student Pathways dataset includes student information.*
- To access and review your completed Cycle Two CSLO Assessments click the link here: [https://email4cd.sharepoint.com/:f:/s/LMC/lasmt/Eu-xaeBcAAAtlj4N3Gyoc1E4BgPLj9fMJTdlpP\\_Hqj9Zoaq?e=S3h3zC](https://email4cd.sharepoint.com/:f:/s/LMC/lasmt/Eu-xaeBcAAAtlj4N3Gyoc1E4BgPLj9fMJTdlpP_Hqj9Zoaq?e=S3h3zC).

### TRAININGS & DEADLINES

The Comprehensive Program Review training sessions for Instructional Units have been organized according to the five (5) Meta Major Pathways, and will occur during the fall semester beginning Friday September 2, 2022. The trainings will take place [via Zoom](#) and in-person as needed and requested.

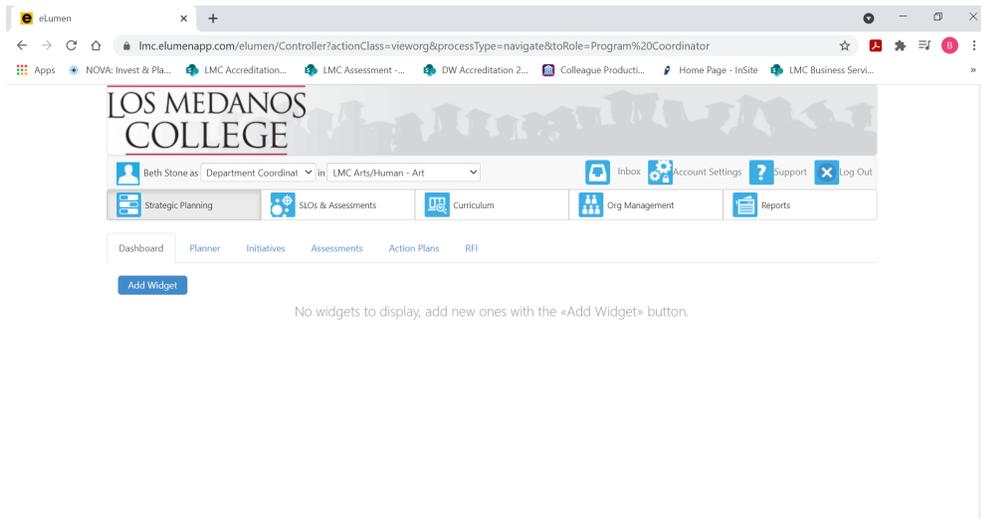
- To view the Instructional Units Training Calendar, please click the link here: [https://www.losmedanos.edu/planning/ComprehensivePR-5PathwayTrainingCalendar\\_8.15.22.pdf](https://www.losmedanos.edu/planning/ComprehensivePR-5PathwayTrainingCalendar_8.15.22.pdf) (Additional training sessions are available upon request via e-mail to the [P&IE Office](#)).

The Instructional Units Comprehensive Program Review deadlines are “chunked” out during the fall 2022 semester according to sections in the template. The following outlines the deadlines established:

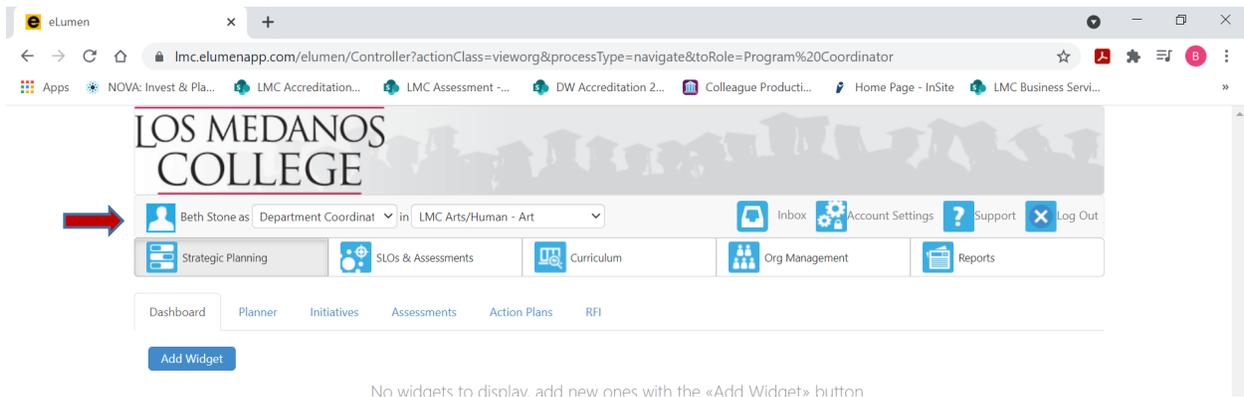
- Sections #1 (Scheduling), #2 (Curriculum), #4 (Assessment) – Friday October 14<sup>th</sup>
- Sections #3 (Enrollment Trends), #5 (Program Relevance), #6 (Success & Outcomes) – Monday November 14<sup>th</sup>
- Sections #7 (Marketing & Outreach), #8 (Equity), #9 Professional Development – Wednesday December 14<sup>th</sup>
- Sections #10 (Other), #11 (Program Goals), #12 (Recommendations) – Tuesday February 14<sup>th</sup>

***\*The deadline to publish and submit your Comprehensive Program Review is  
Tuesday February 14, 2022\****

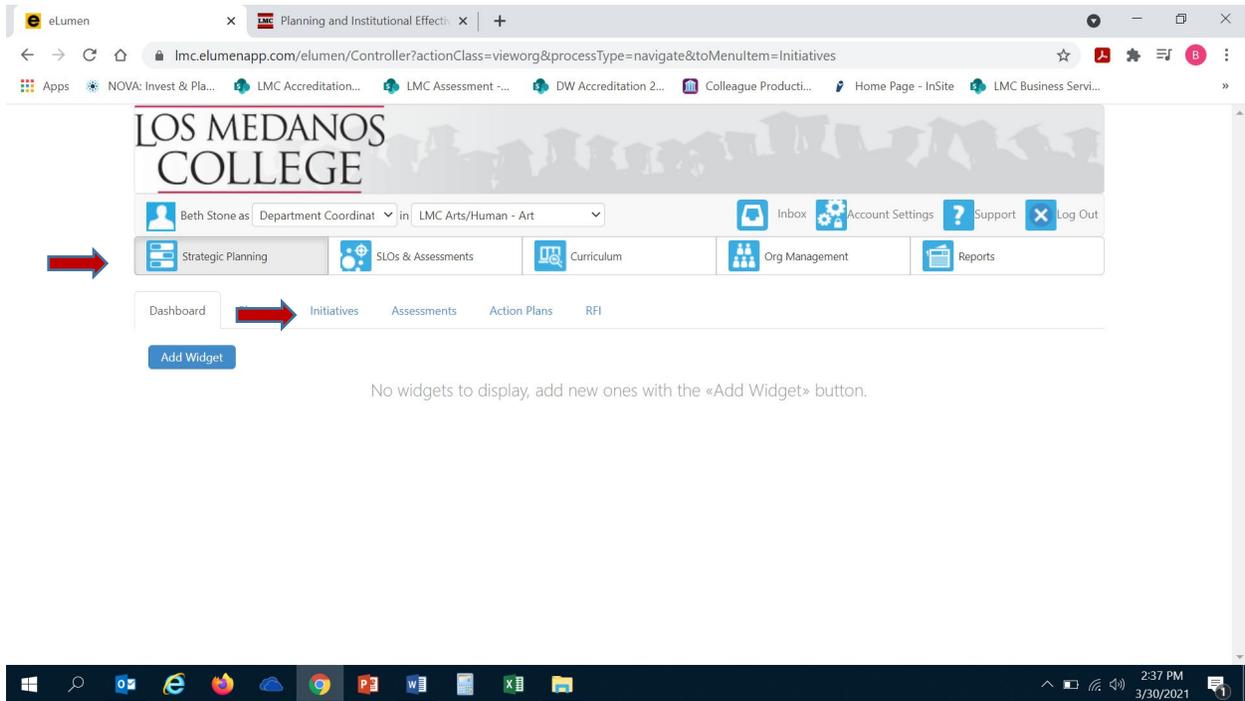
To begin your Instructional Unit Comprehensive Program Review in eLumen, you will first need to connect to eLumen utilizing the following link – [lmc.elumenapp.com](https://lmc.elumenapp.com). Please note, the application will prompt you to login to the 4CD InSite portal. Once you have successfully logged in and connected to eLumen you will see the following screen:



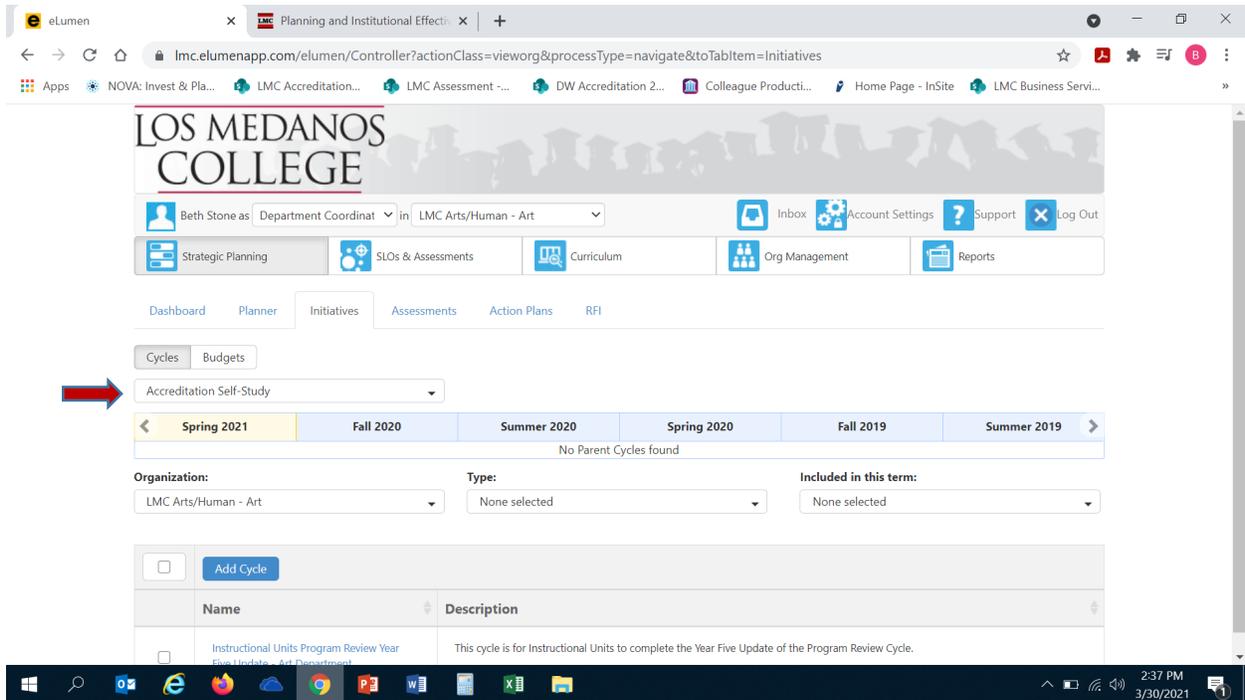
You will note at the top of the screen your name and role. For the purpose of completing your Program Review please ensure your role is that of Department Coordinator. You will also note the program/unit you are logged in with. If you are responsible for completing program review for more than one program/unit, please ensure that the program/unit you are completing the Year Five Update for is correct. Once you have confirmed you are logged in under the appropriate role and correct program/unit, you are ready to proceed to the next step.



Next you will click on the tab labeled “Strategic Planning”, and the link titled “Initiatives”.



After you click on “Initiatives” you will see the screen below. Please be sure you click on the drop-down box self-populated with “Accreditation Self-Study” and select “Program Review”.



Once you have selected “Program Review” from the drop-down box you will see the screen below. You are now ready to start your Comprehensive Program Review. You will note at the bottom of the screen a link titled “Instructional Units Comprehensive Program Review...” with a hyphen and the name of your program/unit. For example, in the screenshot below you see “Instructional Units Comprehensive Program Review-Art Department”. Click on the link to access the template to begin and complete your Program Review. Please be sure to click on the link and not the check box.

After you click on the link for your template, you will see the screen below and you are now ready to begin your program review update with “1. Course Scheduling, Sequencing, & Modality (Pillar One)”.

The screenshot shows the Los Medanos College system interface. At the top, the college logo is displayed. Below it, a navigation bar includes the user name 'Bethann Stone as Data Steward' and the department 'LMC Arts/Human - Art - AF'. A secondary navigation bar contains icons for Strategic Planning, SLOs & Assessments, Curriculum, Org Management, Reports, and System Settings. A third navigation bar includes Dashboard, Planner, Initiatives, Assessments, Action Plans, and RFI. Below this, there are tabs for Cycles and Budgets. The main content area features the title 'Instructional Units Comprehensive Program Review - Art Department' and a 'Download' button for the 'Strategic Initiative Report'. A 'To Design Mode' button is also present. Below these, a 'Cycle Announcement' section states 'Cycle Announcement is not defined'. At the bottom of the main content area, there are 'Sections' and 'Management' dropdown menus, a 'Save all as draft' button, and a 'Publish all' button.

The screenshot shows the '1. Course Scheduling, Sequencing & Modality (Pillar One: Clarify the Pathway)' section in the program review system. The section is currently 'Not Reviewed' and has 'No versions created yet for this section'. The 'Instructions' section contains the following text: 'DESCRIPTION OF SECTION: To clarify the pathway means to create clear curricular pathways to employment and further education for our students. Students' choices can be simplified with default program maps developed by faculty and advisors that show students a clear pathway to completion, further education and/or employment if fields of importance to the region. Additionally, establishing transfer pathways through alignment of pathway courses and expected learning outcomes with transfer institutions, will optimize applicability of community college credits to university majors. This section will ask Instructional Units to report on course scheduling, course sequencing and/or course modality in an effort to demonstrate to students a clear pathway to completion.' Below this, the 'DIRECTIONS ON HOW TO COMPLETE SECTION' section contains the following text: 'For this item, the user is asked to report on course scheduling, course sequencing and/or course modality for your program/unit that show students a clear pathway to completion (transfer or employment in field of study). Please include any recent updates or revisions that have supported clarifying your program's pathway, and any information as to how your program has worked towards providing a clear pathway. You do not have to report on all three (3) areas listed above, but the user is required to report on at least one. \*Please click here to view some guiding questions to consider when developing your response.'

## 1. COURSE SCHEDULING, SEQUENCING, & MODALITY (PILLAR ONE: CLARIFY THE PATHWAY)

*To clarify the pathway means to create clear curricular pathways to employment and further education for our students. Students' choices can be simplified with default program maps developed by faculty and advisors that show students a clear pathway to completion, further education and/or employment if fields of importance to the region. Additionally, establishing transfer pathways through alignment of pathway courses and expected learning outcomes with transfer institutions, will optimize applicability of community college credits to university majors. This section will ask Instructional Units to report on course scheduling, course sequencing and/or course modality in an effort to demonstrate to students a clear pathway to completion.*

**DIRECTIONS:** To complete this section the user will report on course scheduling, course sequencing and/or course modality for your program/unit that show students a clear pathway to completion (transfer or employment in field of study). Please include any recent updates or revisions that have supported clarifying your program's pathway, and any information as to how your program has worked towards providing a clear pathway. You do not have to report on all three (3) areas listed above, but the user is required to report on at least one. When you are ready to enter your response position your cursor in the open textbox below the directions text.

**\*Please click [here](#) to view some guiding questions to consider when developing your response.**

The screenshot shows a web application interface for reporting on course scheduling, sequencing, and modality. At the top, there is a navigation bar with "Instructional Units Comprehensive Program Review" and "Management" dropdown menus, and buttons for "Save all as draft" and "Publish all". Below this is a "Not Reviewed" status bar with a "Review" button. The main content area is titled "1. Course Scheduling, Sequencing & Modality (Pillar One: Clarify the Pathway)" and includes an "Unsaved" indicator. The instructions section describes the purpose of the section and provides directions on how to complete it. A text input field is visible at the bottom, containing the placeholder text "This is a test...", with a red arrow pointing to it.

Instructional Units Comprehensive Program Review Unsaved Sections Management Save all as draft Publish all

Not Reviewed Review

No versions created yet for this section 0

### 1. Course Scheduling, Sequencing & Modality (Pillar One: Clarify the Pathway) Unsaved

**Instructions**  
**DESCRIPTION OF SECTION**  
*To clarify the pathway means to create clear curricular pathways to employment and further education for our students. Students' choices can be simplified with default program maps developed by faculty and advisors that show students a clear pathway to completion, further education and/or employment if fields of importance to the region. Additionally, establishing transfer pathways through alignment of pathway courses and expected learning outcomes with transfer institutions, will optimize applicability of community college credits to university majors. This section will ask Instructional Units to report on course scheduling, course sequencing and/or course modality in an effort to demonstrate to students a clear pathway to completion.*

**DIRECTIONS ON HOW TO COMPLETE SECTION**  
*For this item, the user is asked to report on course scheduling, course sequencing and/or course modality for your program/unit that show students a clear pathway to completion (transfer or employment in field of study). Please include any recent updates or revisions that have supported clarifying your program's pathway, and any information as to how your program has worked towards providing a clear pathway. You do not have to report on all three (3) areas listed above, but the user is required to report on at least one.*  
**\*Please click [here](#) to view some guiding questions to consider when developing your response.**

**B I U X<sup>2</sup> I<sub>x</sub> [List] [Link] [Image] [Table] [Size] [Fullscreen]**

This is a test...

Once you have completed your response to this section, you are ready to proceed to the next section.



### 3. PROGRAM ENROLLMENT TRENDS (PILLAR THREE: STAY ON THE PATHWAY)

*Stay on the pathway means to support students through a strong advising process, embed and continue the pathway experience supported by appropriate technology, help students make informed choices, strengthen clarity about transfer and career opportunities at the end of their chosen college path. Furthermore, ensure students develop an academic plan with predictable schedules, monitor their progress, and intervene when they go off track. By embedding academic and non-academic supports throughout programs/units, we can better promote student learning and persistence.*

*This section will ask Instructional Units to review and evaluate their enrollment trends, and identify strategies for improvement or sustainment of enrollments in an effort to better support students in staying on their pathway.*

**DIRECTIONS:** To complete this section the user will review the data provided on the program's enrollment trends (FTES, FTEF, and Productivity Ratio) and then respond to or evaluate the trends. The response should include strategies to improve/sustain enrollment, if your program offers courses at both campuses be sure to evaluate each campus' effectiveness and provide strategies to improve/sustain enrollment. The user will need to review the Program Enrollment Trends data in the Sharepoint data packet folder to write the reflection. If you would like to insert a screenshot of data points from the packet into your response, please click [here](#) to view the PDF on how to do so. When you are ready to enter your response, position your cursor in the textbox below the directions text.

**\*Please click [here](#) for guiding questions that will support you in your response.**

The screenshot shows a Canvas LMS page for the section '3. Program Enrollment Trends (Pillar Three: Stay on the Pathway)'. The page includes a header with '2. Curriculum Analysis (Pillar Two: Enter the Pathway)', 'Unsaved Sections', 'Management', 'Save all as draft', and 'Publish all'. Below the header, there is a section title '3. Program Enrollment Trends (Pillar Three: Stay on the Pathway)' with an 'Unsaved' indicator. The main content area contains 'Instructions' and 'DESCRIPTION OF SECTION' with the following text: 'Stay on the pathway means to support students through a strong advising process, embed and continue the pathway experience supported by appropriate technology, help students make informed choices, strengthen clarity about transfer and career opportunities at the end of their chosen college path. Furthermore, ensure students develop an academic plan with predictable schedules, monitor their progress, and intervene when they go off track. By embedding academic and non-academic supports throughout programs/units, we can better promote student learning and persistence. This section will ask Instructional Units to review and evaluate their enrollment trends, and identify strategies for improvement or sustainment of enrollments in an effort to better support students in staying on their pathway.' Below this is 'DIRECTIONS ON HOW TO COMPLETE SECTION' with the text: 'For this item, the user reviews the data provided on the program's enrollment trends (FTES, FTEF, and Productivity Ratio) and then responds to/evaluates the trends. The response should include strategies to improve/sustain enrollment, if your program offers courses at both campuses be sure to evaluate each campus' effectiveness and provide strategies to improve/sustain enrollment. Note: The user will need to review the data to write the reflection.' At the bottom, there is a text entry box with a red arrow pointing to it, containing the text 'This is a test. |'. The text entry box has a rich text editor toolbar above it with options for bold, italic, underline, strikethrough, link, unlink, bulleted list, numbered list, indent, outdent, undo, redo, insert link, insert image, insert video, insert audio, insert table, insert link, insert image, insert video, insert audio, insert table, insert link, insert image, insert video, insert audio, insert table, insert link, insert image, insert video, insert audio, insert table.

Once you have completed your response to this section, you are ready to proceed to the next section.

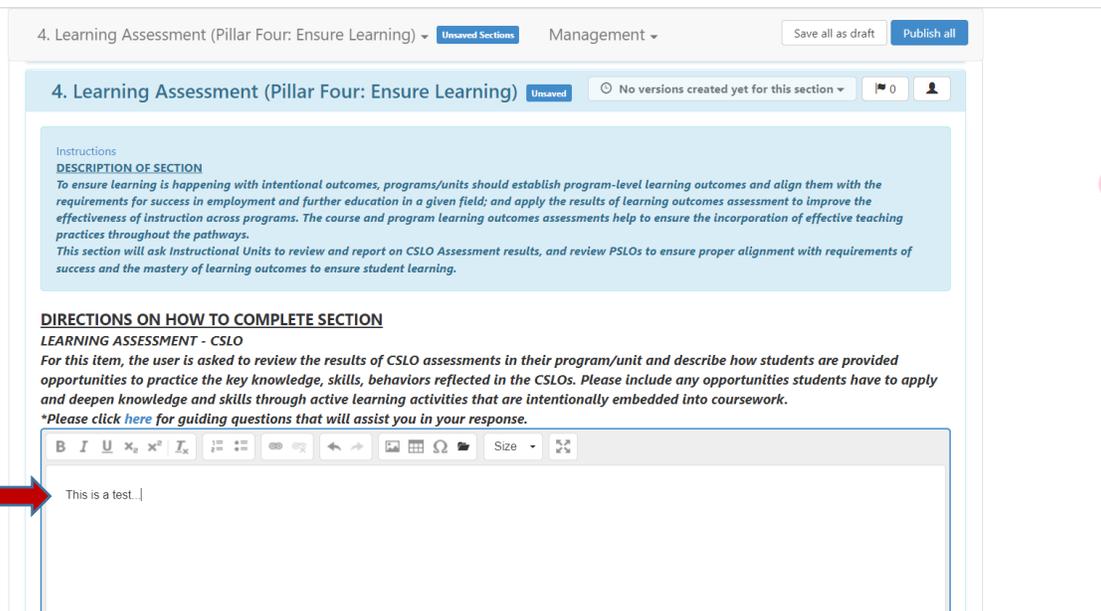
#### 4. LEARNING ASSESSMENT (PILLAR FOUR: ENSURE LEARNING)

*To ensure learning is happening with intentional outcomes, programs/units should establish program-level learning outcomes and align them with the requirements for success in employment and further education in a given field; and apply the results of learning outcomes assessment to improve the effectiveness of instruction across programs. The course and program learning outcomes assessments help to ensure the incorporation of effective teaching practices throughout the pathways.*

*This section will ask Instructional Units to review and report on CSLO Assessment results, and review PSLOs to ensure proper alignment with requirements of success and the mastery of learning outcomes to ensure student learning.*

**LEARNING ASSESSMENT - CSLO DIRECTIONS:** To complete this section, the user will review the results of CSLO assessments in their program/unit and describe how students are provided opportunities to practice the key knowledge, skills, behaviors reflected in the CSLOs. Please include any opportunities students have to apply and deepen knowledge and skills through active learning activities that are intentionally embedded into coursework. If you need to access your CSLO assessments from Cycle Two please click [here](#). Once you are ready to enter your response, position your cursor in the textbox below the directions text.

**\*Please click [here](#) for guiding questions that will assist you in your response.**



4. Learning Assessment (Pillar Four: Ensure Learning) - Unsaved Sections Management - Save all as draft Publish all

4. Learning Assessment (Pillar Four: Ensure Learning) Unsaved No versions created yet for this section 0

**Instructions**  
**DESCRIPTION OF SECTION**  
*To ensure learning is happening with intentional outcomes, programs/units should establish program-level learning outcomes and align them with the requirements for success in employment and further education in a given field; and apply the results of learning outcomes assessment to improve the effectiveness of instruction across programs. The course and program learning outcomes assessments help to ensure the incorporation of effective teaching practices throughout the pathways.*  
*This section will ask Instructional Units to review and report on CSLO Assessment results, and review PSLOs to ensure proper alignment with requirements of success and the mastery of learning outcomes to ensure student learning.*

**DIRECTIONS ON HOW TO COMPLETE SECTION**  
**LEARNING ASSESSMENT - CSLO**  
*For this item, the user is asked to review the results of CSLO assessments in their program/unit and describe how students are provided opportunities to practice the key knowledge, skills, behaviors reflected in the CSLOs. Please include any opportunities students have to apply and deepen knowledge and skills through active learning activities that are intentionally embedded into coursework.*  
*\*Please click [here](#) for guiding questions that will assist you in your response.*

This is a test. |

Once you have completed your response to this item, you are now ready to proceed to the next item in this section pertaining to PSLO assessment.

**LEARNING ASSESSMENT – PSLO DIRECTIONS:** To complete this section, the user will review their PSLOs to ensure they are aligned with the requirements for success in further education and employment outcomes targeted by the program/unit. Please describe whether students are mastering learning outcomes and building skills across your program, and how results of learning outcomes are used to improve teaching and learning through program review, professional development and other intentional campus efforts. Include any updates or revisions to PSLOs that may improve or enhance student learning and program effectiveness. When you are ready to enter your response, position your cursor in the textbox below the directions text.

**\*Please click [here](#) for guiding questions that will assist you in your response.**

4. Learning Assessment (Pillar Four: Ensure Learning) - Unsaved Sections Management - Save all as draft Publish all

**DIRECTIONS ON HOW TO COMPLETE SECTION**  
**LEARNING ASSESSMENT - PSLO**  
 For this item, the user is asked to review your PSLOs to ensure they are aligned with the requirements for success in further education and employment outcomes targeted by the program/unit. Please describe whether students are mastering learning outcomes and building skills across your program, and how results of learning outcomes are used to improve teaching and learning through program review, professional development and other intentional campus efforts. Include any updates or revisions to PSLOs that may improve or enhance student learning and program effectiveness.  
 \*Please click [here](#) for guiding questions that will assist you in your response.

B I U X<sub>2</sub> X<sup>2</sup> I<sub>x</sub> [Rich Text Editor Icons] Size

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Once you have completed your response to this item and section, you are now ready to proceed to the next section.

## 5. PROGRAM RELEVANCE (PILLAR TWO: ENTER THE PATHWAY)

*To assist students with selecting and entering their pathway, we can redesign traditional remediation as an "on-ramp" to a program of study, which helps: students explore academic and career options from the beginning of their college experience; align math and other foundation skills coursework with a student's program of study; and integrate and contextualize instruction to build academic and non-academic fundamental skills throughout the college-level curriculum particularly in program "gateway" courses. Additionally, by providing accelerated remediation to underprepared students, we can support their success in college-level courses as soon as possible. This section will ask Instructional Units to evaluate their program/unit, and to also use data to write a reflection to demonstrate the effectiveness of their program/unit.*

**DIRECTIONS:** To complete this section, the user will evaluate the relevance of their program by describing how their program meets local demand for employment in this field of study, and/or how the program's effectiveness is demonstrated (i.e. by the completion, employment of graduates, etc.). Please describe any results from evaluating the program's effectiveness, if no measurement for effectiveness exists describe what is needed for measurement. The user will need to review the data contained in the Sharepoint data packet folder to write the reflection. If you would like to insert a screenshot of data points from the packet into your response, please click [here](#) to view the PDF on how to do so. When you are ready to enter your response, position your cursor in the textbox below the directions text.

*\*Please click [here](#) for guiding questions to support in your response.*

5. Program Relevance (Pillar Two: Enter the Pathway) Unsaved No versions created yet for this section

Instructions  
**DESCRIPTION OF SECTION**  
 To assist students with selecting and entering their pathway, we can redesign traditional remediation as an "on-ramp" to a program of study, which helps: students explore academic and career options from the beginning of their college experience; align math and other foundation skills coursework with a student's program of study; and integrate and contextualize instruction to build academic and non-academic fundamental skills throughout the college-level curriculum particularly in program "gateway" courses. Additionally, by providing accelerated remediation to underprepared students, we can support their success in college-level courses as soon as possible. This section will ask Instructional Units to evaluate their program/unit, and to also use data to write a reflection to demonstrate the effectiveness of their program/unit.

**DIRECTIONS ON HOW TO COMPLETE SECTION**  
 For this section, the user evaluates the relevance of their program by describing how their program meets local demand for employment in this field of study, and/or how the program's effectiveness is demonstrated (i.e. by the completion, employment of graduates, etc.). Please describe any results from evaluating the program's effectiveness, if no measurement for effectiveness exists describe what is needed for measurement. Note: The user will need to review the data to write the reflection.  
 \*Please click [here](#) for guiding questions to support in your response.

B I U X<sub>2</sub> X<sup>2</sup> I<sub>x</sub> [Rich Text Editor Icons] Size

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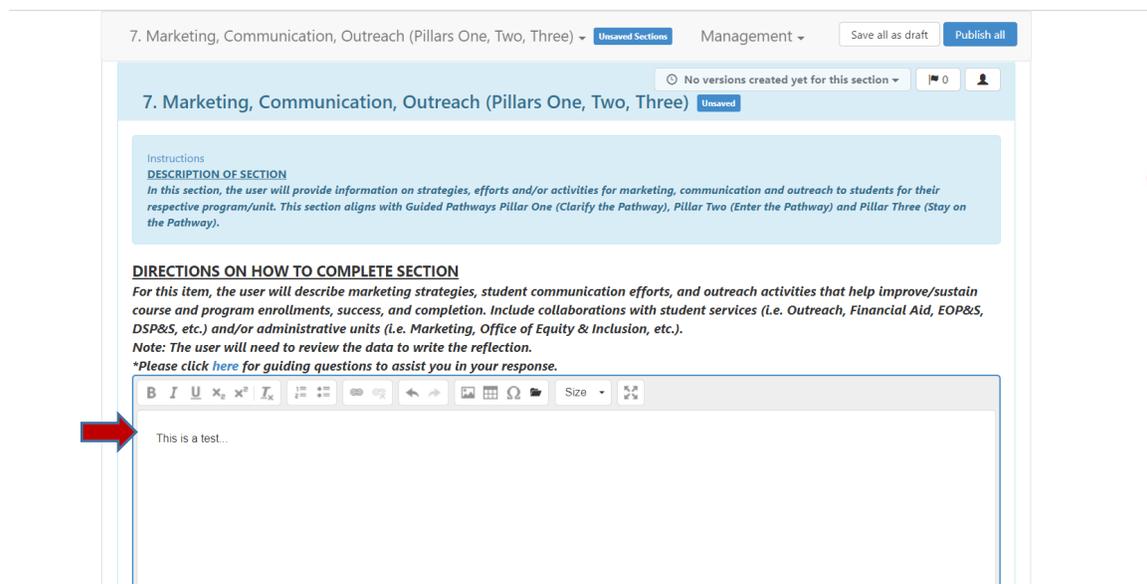


## 7. MARKETING, COMMUNICATION, OUTREACH (PILLARS ONE, TWO & THREE)

*In this section, the user will provide information on strategies, efforts and/or activities for marketing, communication and outreach to students for their respective program/unit. This section aligns with Guided Pathways Pillar One (Clarify the Pathway), Pillar Two (Enter the Pathway) and Pillar Three (Stay on the Pathway).*

**DIRECTIONS:** To complete this section, the user will describe marketing strategies, student communication efforts, and outreach activities that help improve/sustain course and program enrollments, success, and completion. Include collaborations with student services (i.e. Outreach, Financial Aid, EOP&S, DSP&S, etc.) and/or administrative units (i.e. Marketing, Office of Equity & Inclusion, etc.). The user will need to reflect on the data packet to respond to improvement or sustainment of enrollments, success and completion; as it relates to collaborative strategies and efforts. If you would like to insert a screenshot of data points from the packet into your response, please click [here](#) to view the PDF on how to do so. When you are ready to enter your response, position your cursor in the textbox below the directions text.

**\*Please click [here](#) for guiding questions to assist you in your response.**



7. Marketing, Communication, Outreach (Pillars One, Two, Three) Unsaved Sections Management Save all as draft Publish all

No versions created yet for this section 0

### 7. Marketing, Communication, Outreach (Pillars One, Two, Three) Unsaved

**Instructions**  
**DESCRIPTION OF SECTION**  
*In this section, the user will provide information on strategies, efforts and/or activities for marketing, communication and outreach to students for their respective program/unit. This section aligns with Guided Pathways Pillar One (Clarify the Pathway), Pillar Two (Enter the Pathway) and Pillar Three (Stay on the Pathway).*

**DIRECTIONS ON HOW TO COMPLETE SECTION**  
*For this item, the user will describe marketing strategies, student communication efforts, and outreach activities that help improve/sustain course and program enrollments, success, and completion. Include collaborations with student services (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 will need to review the data to write the reflection.*  
**\*Please click [here](#) for guiding questions to assist you in your response.**

**B I U X<sub>2</sub> X<sup>2</sup> I<sub>x</sub> i<sup>m</sup> Size**

This is a test...

Once you have completed your response to this item and section, you are now ready to proceed to the next section.

## 8. IMPACT OF EQUITY PRACTICE ON OUTCOMES (PILLARS ONE, TWO, THREE, FOUR)

*In this section the user will consider the impact of equity outcomes in any of the four (4) Guided Pathway Pillars - Pillar One (Clarify the Pathway), Pillar Two (Enter the Pathway), Pillar Three (Stay on the Pathway) and Pillar Four (Ensure Learning).*

**DIRECTIONS:** To complete this section 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 must select at least one pillar to respond to. The user may need to reflect on the data packet to respond to this item. If you would like to insert a screenshot of data points from the packet into your response, please click [here](#) to view the PDF on how to do so. When you are ready to enter your response, position your cursor in the textbox below the directions text.

**\*Please click [here](#) for guiding questions to assist you in your response.**

7. Marketing, Communication, Outreach (Pillars One, Two, Three) Unsaved Section Management Save all as draft Publish all

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No versions created yet for this section

### 8. Impact of Equity Practice on Outcomes (Pillars One, Two, Three, Four) Unsaved

Instructions

**DESCRIPTION OF SECTION**

*In this section the user will consider the impact of equity outcomes in any of the four (4) Guided Pathway Pillars - Pillar One (Clarify the Pathway), Pillar Two (Enter the Pathway), Pillar Three (Stay on the Pathway) and Pillar Four (Ensure Learning).*

**DIRECTIONS ON HOW TO COMPLETE SECTION**

*For 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 must select at least one pillar to respond to.*

*\*Please click [here](#) for guiding questions to assist you in your response.*

B I U X<sub>2</sub> X<sup>2</sup> I<sub>x</sub> [Rich Text Editor Icons] Size

This is a test...

Once you have completed your response to this item and section, you are now ready to proceed to the next section.

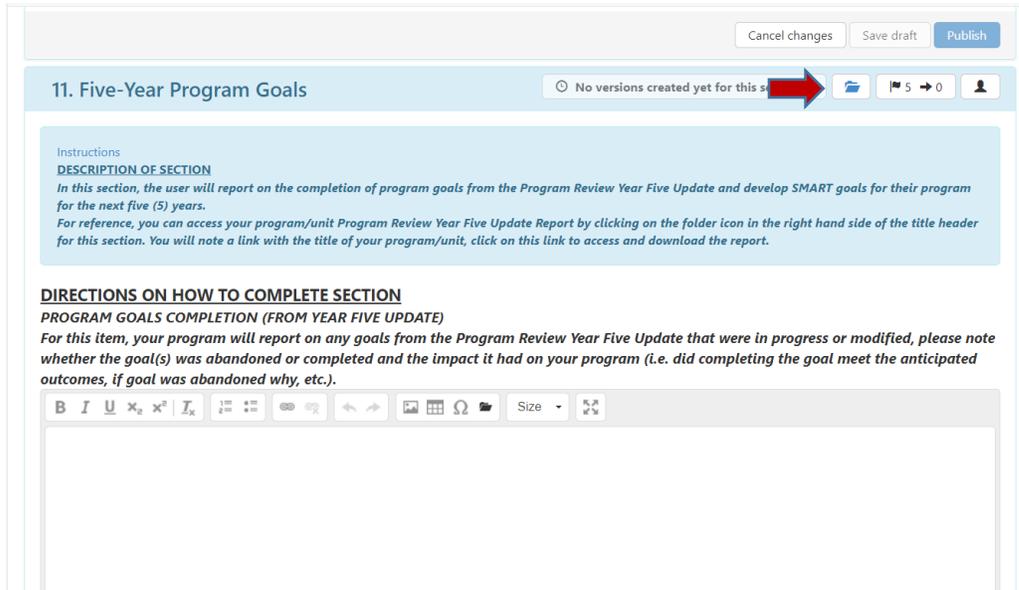




## 11. FIVE-YEAR PROGRAM GOALS

*In this section, the user will report on the completion of program goals from the Program Review Year Five Update and develop SMART goals for their program for the next five (5) years.*

For reference, you can access your program/unit Program Review Year Five Update Report by clicking on the folder icon in the right-hand side of the title header for this section. You will note a link with the title of your program/unit, click on this link to access and download the report.



11. Five-Year Program Goals

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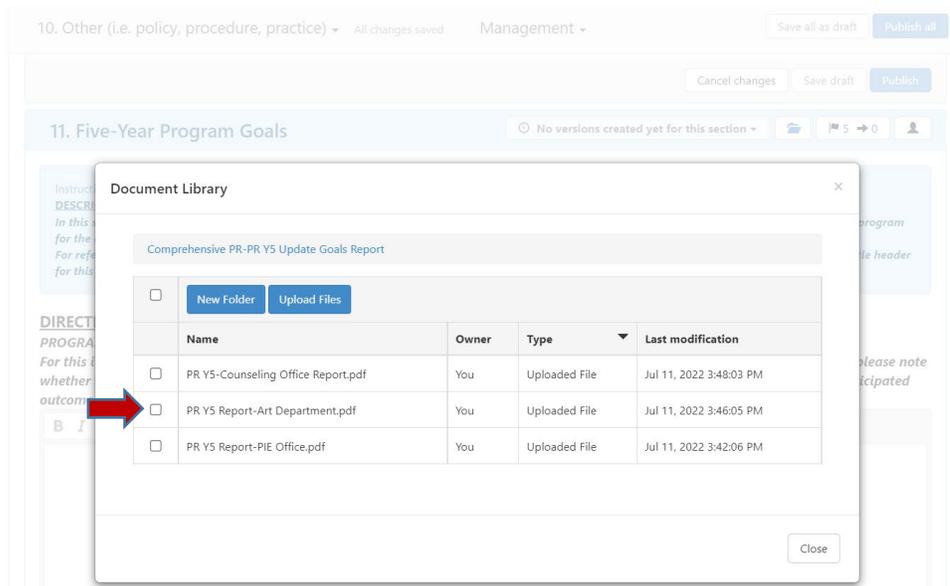
No versions created yet for this section

5 0

**Instructions**  
**DESCRIPTION OF SECTION**  
*In this section, the user will report on the completion of program goals from the Program Review Year Five Update and develop SMART goals for their program for the next five (5) years.  
For reference, you can access your program/unit Program Review Year Five Update Report by clicking on the folder icon in the right hand side of the title header for this section. You will note a link with the title of your program/unit, click on this link to access and download the report.*

**DIRECTIONS ON HOW TO COMPLETE SECTION**  
**PROGRAM GOALS COMPLETION (FROM YEAR FIVE UPDATE)**  
*For this item, your program will report on any goals from the Program Review Year Five Update that were in progress or modified, please note whether 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.).*

Once you click on the folder, the screen below will appear with a list of documents. Your report will be titled “PR Y5 – Your Program/Unit Name”. For example, “PR Y5 Report-Art Department” as seen in the screenshot below.



10. Other (i.e. policy, procedure, practice) All changes saved Management Save all as draft Publish all

11. Five-Year Program Goals

No versions created yet for this section

5 0

**Document Library**

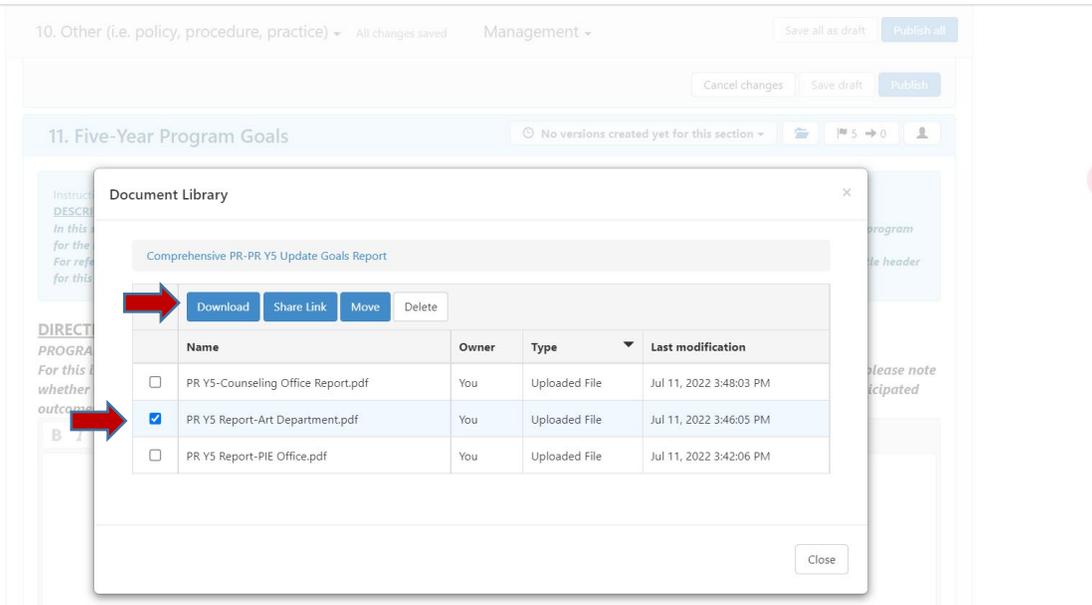
Comprehensive PR-PR Y5 Update Goals Report

New Folder Upload Files

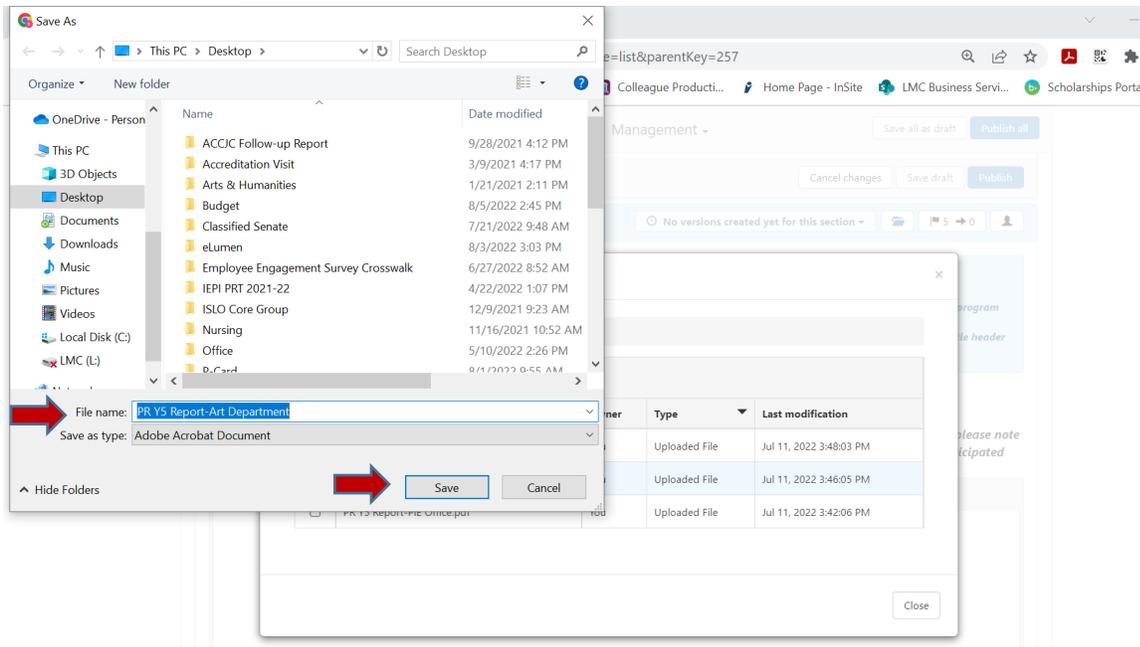
Name	Owner	Type	Last modification
<input type="checkbox"/> PR Y5-Counseling Office Report.pdf	You	Uploaded File	Jul 11, 2022 3:48:03 PM
<input type="checkbox"/> PR Y5 Report-Art Department.pdf	You	Uploaded File	Jul 11, 2022 3:46:05 PM
<input type="checkbox"/> PR Y5 Report-PIE Office.pdf	You	Uploaded File	Jul 11, 2022 3:42:06 PM

Close

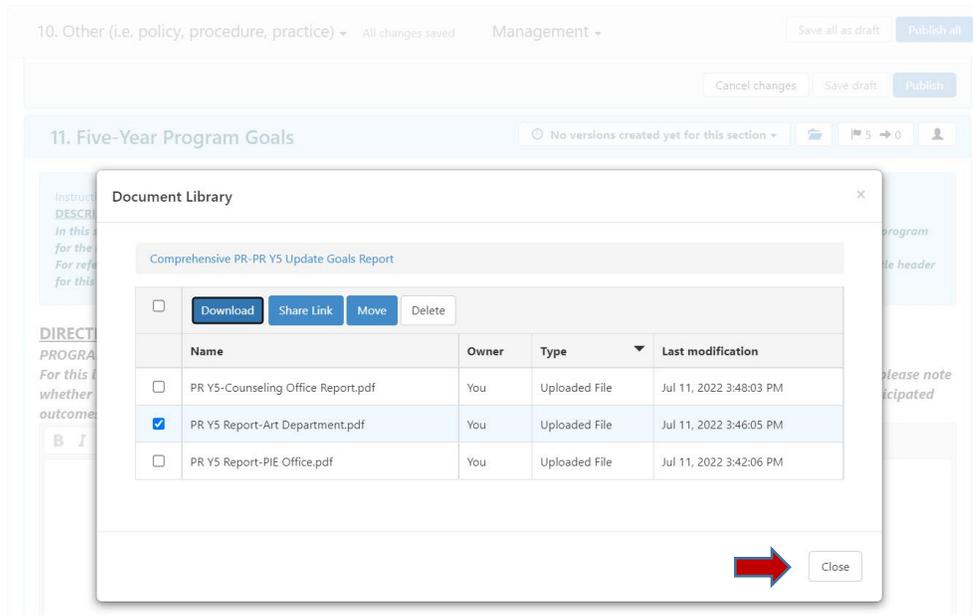
Click on the check box located next to your report. Then click on the “Download” button to download your report.



Once you click on the “Download” button the file dialog box for your computer will appear so you can select where you want to save your Program Review Year Five (PR Y5) Report. Once you have selected the appropriate folder click on the “Save” button in the dialog box.

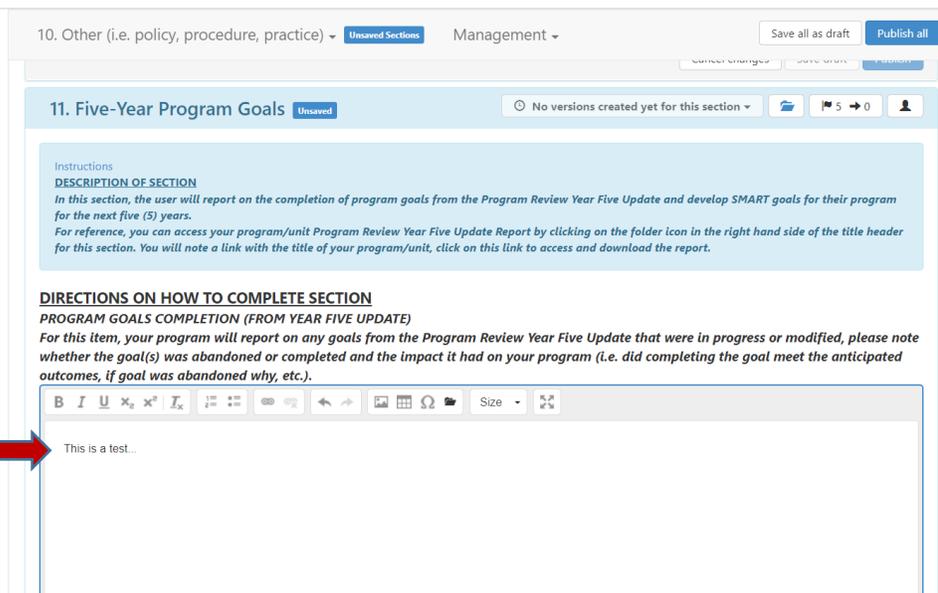


Once you have clicked on the “Save” button, your report will be saved and you will be returned to the previous screen. Click on the “Close” button to return to your Comprehensive Program Review Template. You are now ready to proceed to the first item in #11.



### PROGRAM GOALS COMPLETION (FROM YEAR FIVE UPDATE) DIRECTIONS:

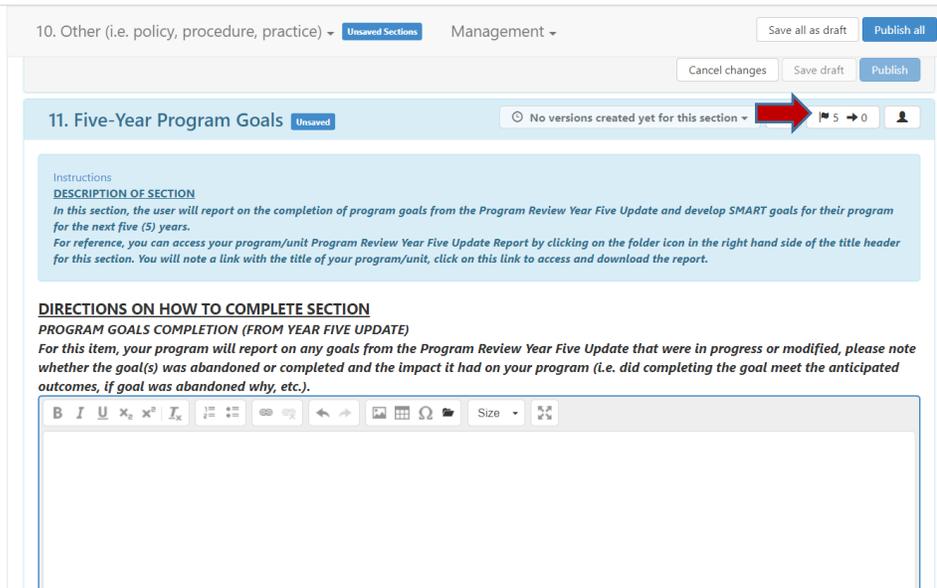
To complete this item, your program will report on any goals from the Program Review Year Five Update that were in progress or modified, please note whether the goal(s) was abandoned or completed and the impact it had on your program (i.e. did completing the goal meet the anticipated outcomes, if goal was abandoned why, etc.). Once you are ready to enter your response, position your cursor in the textbox below the directions text.



Once you have completed your response proceed to the next item in this section.

## FIVE-YEAR PROGRAM GOALS DIRECTIONS:

To complete this item, the user will develop a SMART goal(s) for the next five years of the program. The program can also choose to continue/amend any of the goals from the Program Review Year Five Update. Include action plans, timeline, responsible parties, and anticipated outcome(s) (i.e. SMART Goals). Once your SMART goal(s) have been developed, you will want to enter and align them with the appropriate [LMC Educational Master Plan 2020-2025 \(EMP\) Goals](#). To do this click on the  5 in the upper right-hand corner of the item header title.



10. Other (i.e. policy, procedure, practice) - Unsaved Sections Management - Save all as draft Publish all

Cancel changes Save draft Publish

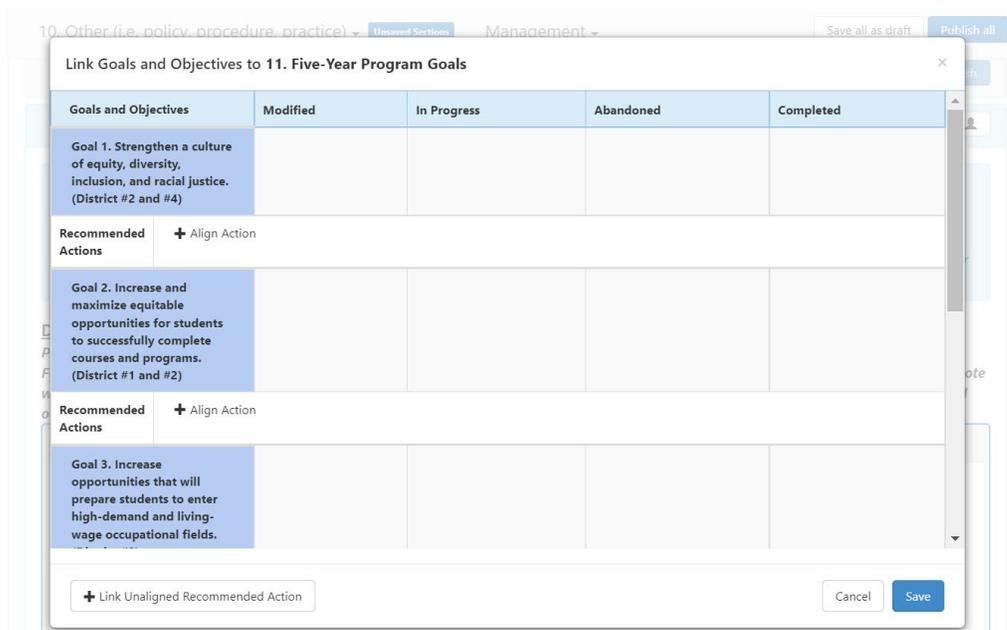
11. Five-Year Program Goals Unsaved No versions created yet for this section - 5 → 0

**Instructions**  
**DESCRIPTION OF SECTION**  
In this section, the user will report on the completion of program goals from the Program Review Year Five Update and develop SMART goals for their program for the next five (5) years.  
For reference, you can access your program/unit Program Review Year Five Update Report by clicking on the folder icon in the right hand side of the title header for this section. You will note a link with the title of your program/unit, click on this link to access and download the report.

**DIRECTIONS ON HOW TO COMPLETE SECTION**  
**PROGRAM GOALS COMPLETION (FROM YEAR FIVE UPDATE)**  
For this item, your program will report on any goals from the Program Review Year Five Update that were in progress or modified, please note whether 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.).

B I U X<sub>0</sub> X<sub>2</sub> I<sub>x</sub> [Rich Text Editor Icons] Size

Once you click on the  5, the following screen will appear:



10. Other (i.e. policy, procedure, practice) - Unsaved Sections Management - Save all as draft Publish all

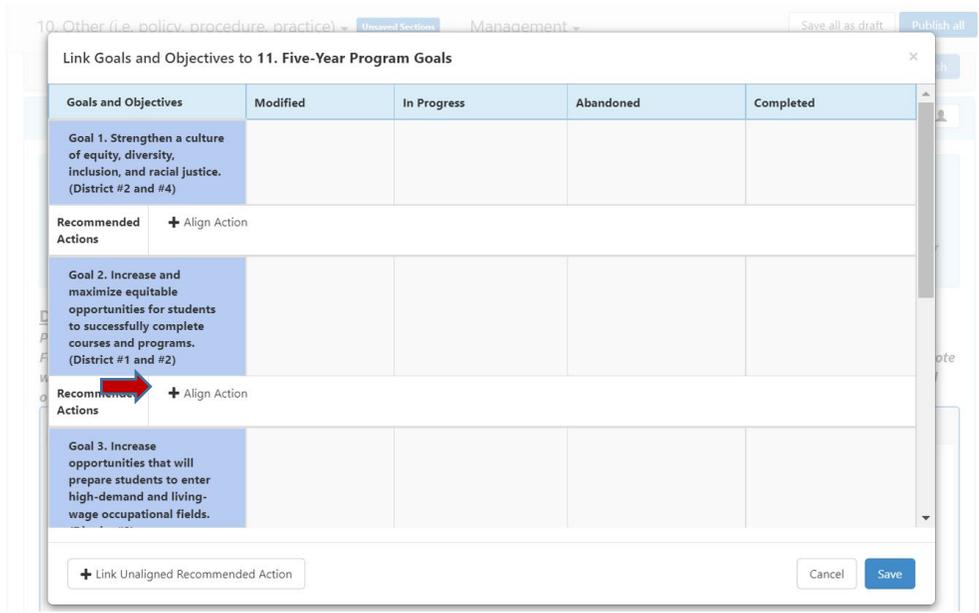
Link Goals and Objectives to 11. Five-Year Program Goals

Goals and Objectives	Modified	In Progress	Abandoned	Completed
<b>Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)</b>				
<b>Recommended Actions</b> + Align Action				
<b>Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)</b>				
<b>Recommended Actions</b> + Align Action				
<b>Goal 3. Increase opportunities that will prepare students that will prepare students to enter high-demand and living-wage occupational fields.</b>				

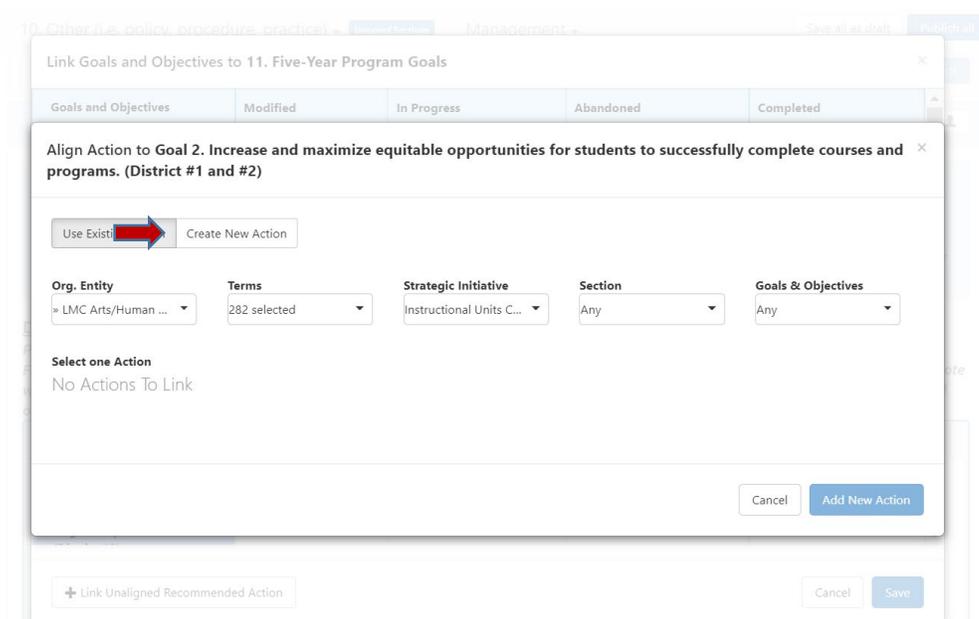
+ Link Unaligned Recommended Action Cancel Save

This is where you are going to align your SMART goal(s) with the appropriate *LMC Educational Master Plan 2020-2025* goal. The EMP goals are in blue in the left-hand side of the screen. Review each of the five (5) EMP goals and determine which goal most closely aligns with your first SMART goal. You will repeat this step for any additional SMART goals and/or goals you are continuing from the Program Review Year Five Update.

Once you have identified which EMP goal aligns with your first program/unit goal, you will click on the “+ Align Action” box under the identified EMP Goal to align and enter your SMART goal.



After you click on the “+ Align Action” box the screen below will appear, click on the “Create New Action” button to enter your SMART goal.



Once you click on the “Create New Action” button the screen below will appear. Position your cursor in the textbox under “Recommended Action” to enter and align your first SMART goal.

Link Goals and Objectives to 11. Five-Year Program Goals

Align Action to Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)

Use Existing Action Create New Action

**Recommended Action**

This is a test...

**Action Type**

Reflection

**Goals and Objectives**

- Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)

Linked SLOs Link SLOs

+ Add a Resource Request

Cancel Add New Action

After you have entered in your goal, proceed to the drop-down box titled “Action Type”. You can choose:

“Reflection” (to reflect on a previous action, strategy, activity, etc.);

“Study Needed” (data, research, project is needed to achieve the goal);

“Program Actions” (term for a goal or action plan, most commonly used for goals).

Once you have selected the appropriate action type, you are ready to click on the blue “Add New Action” button in the lower right-hand corner of the dialog box.

Link Goals and Objectives to 8. Five-Year Program Goals

Align Action to Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)

Use Existing Action Create New Action

**Recommended Action**

This is a test...

**Action Type**

Program Actions

**Goals and Objectives**

- Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)

Linked SLOs Link SLOs

+ Add a Resource Request

Add New Action

**DO NOT CLICK ON OR USE “+ ADD A RESOURCE REQUEST”. TO SUBMIT A RESOURCE REQUEST, FOLLOW THE RESOURCE ALLOCATION PROCESS. YOU CAN ACCESS THE APPROPRIATE FORM(S) AND VIEW THE PROCESS BY VISITING THE FOLLOWING RESOURCE ALLOCATION WEBSITE:**

**<https://www.losmedanos.edu/businessoffice/resourceallocation.aspx>**

Once you click on the “Add New Action” button you will be directed to the previous screen with the EMP goals, where you will note your aligned action. You will want to repeat the previous four steps to align any additional SMART goals you have developed.

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	+ Align Action				
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)					
Recommended Actions	+ Align Action				
Recommended Actions	This is a test...			0 linked SLOs 0 resource requests	✖
Recommended Actions	+ Align Action				
Goal 3. Increase opportunities that will prepare students to enter					

Once you have completed entering and aligning your SMART goals, click on the blue “Save” button in the lower right-hand corner to return to your template and complete the final item.

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	+ Align Action				
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)					
Recommended Actions	+ Align Action				
Recommended Actions	This is a test...			0 linked SLOs 0 resource requests	✖
Recommended Actions	+ Align Action				
Goal 3. Increase opportunities that will prepare students to enter					

Once you return to the template scroll down to the final item and textbox. Position your cursor in the textbox below the directions to enter the action plans, timeline, responsible parties, and anticipated outcome(s) for each of the SMART goals you developed and aligned with an EMP goal(s).

11. Five-Year Program Goals Unsaved Sections Management Save all as draft Publish all

**DIRECTIONS ON HOW TO COMPLETE SECTION**  
**FIVE-YEAR PROGRAM GOALS**  
For this item, the user will develop a SMART goal(s) for the next five years of the program. The program can also choose to continue/amend any of the goals from the Program Review Year Five Update. Include action plans, timeline, responsible parties, and anticipated outcome(s) (i.e. SMART Goals). Please be sure to align each goal with the College's EMP 2020-2025 Goals.

This is a test...

Cancel changes Save draft Publish

Once you have completed your response proceed to the next section.

## 12. INSTRUCTIONAL UNITS RECOMMENDATIONS

**DIRECTIONS:** Based on Program Enrollment Trends and Program Relevance, please write one of the following recommendations in the response textbox:

1. Program meets community/student needs and mission of the college.
2. Program meets the mission of the college but is currently unable to meet community/student demand and should be expanded.
3. Program modifications are needed in order to adequately serve community/student needs and mission of the college and should be referred to the program revitalization processes.
4. Program does not meet community/student needs and mission of the college and should be referred to the program revitalization process.

Once you are ready to enter your response, position your cursor in the textbox below the directions text.

12. Instructional Units Recommendations Unsaved No versions created yet for this section 0

**DIRECTIONS ON HOW TO COMPLETE SECTION**  
**Instructional Area Only.** Based on Program Enrollment Trends and Program Relevance, please write one of the following recommendation in the response textbox:

1. Program meets community/student needs and mission of the college.
2. Program meets the mission of the college but is currently unable to meet community/student demand and should be expanded.
3. Program modifications are needed in order to adequately serve community/student needs and mission of the college and should be referred to the program revitalization processes.
4. Program does not meet community/student needs and mission of the college and should be referred to the program revitalization process.

This is a test...

Cancel changes Save draft Publish

**FINAL STEP:** Once you have completed entering the information into the textbox and completed your entire Comprehensive Program Review, you are ready to “Publish” and submit for review and validation by the responsible administrator.

**Note:** IF YOU WOULD JUST LIKE TO SAVE YOUR WORK SO YOU CAN RETURN AND REVISE OR ADD CONTENT SELECT “SAVE ALL AS DRAFT”.

At the top of the screen you will see a blue “Publish All” button, click on this button to submit your template.



Once you have “published” or submitted your program review update, you can return to this screen and click on the “Strategic Initiative Report” link under “Download” to download a PDF copy of your submitted program review update.

Once you click on the “Strategic Initiative Report” link the following screen will appear. Click on the blue “Print” button in the upper right-hand corner of the screen.

## Instructional Units Comprehensive Program Review - Art Department Latest Version



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

### Instructional Units Comprehensive Program Review

#### 1. Course Scheduling, Sequencing & Modality (Pillar One: Clarify the Pathway)

##### DIRECTIONS ON HOW TO COMPLETE SECTION

For this item, the user is asked to report on course scheduling, course sequencing and/or course modality for your program/unit that show students a clear pathway to completion (transfer or employment in field of study). Please include any recent updates or revisions that have supported clarifying your program's pathway, and any information as to how your program has worked towards providing a clear pathway. You do not have to report on all three (3) areas listed above, but the user is required to report on at least one.

\*Please click [here](#) to view some guiding questions to consider when developing your response.

No Value

#### 2. Curriculum Analysis (Pillar Two: Enter the Pathway)

##### DIRECTIONS ON HOW TO COMPLETE SECTION

For this item, the user is asked to analyze their program/unit curriculum and describe any recent or upcoming changes in course offerings, degrees, certificates and/or content based on the analysis. Please include rationale for any changes, and how these changes enhance your program. Modifications to curriculum through analysis (i.e. increasing course offerings, adding degree or certificate, changing content to include support for underserved populations) report on students to ensure the pathway they enter.

Once you click on the “Print” button the following screen will appear. Click on the Printer dropdown box and select “Save as a PDF” and then click on the blue “Save” button at the bottom right corner of the dialog box to save to your computer.

The screenshot shows a web browser window displaying the 'Strategic Initiative Report' page. The page content includes the title 'Instructional Units Comprehensive Program Review - Art Department Latest Version' and several sections of text. A print dialog box is overlaid on the right side of the page. The dialog box has a title bar that says 'Print' and '3 pages'. It contains a 'Destination' dropdown menu with 'Save as PDF' selected. Below this, there is a list of printer options: 'HPE8C4C1 (HP DeskJet 3700 series)', 'PL207-400MFP on LMCPITPFS1', 'Save as PDF', and 'See more...'. A red arrow points to the 'Save as PDF' option. Below the printer list is a 'Pages' dropdown set to 'Portrait'. At the bottom of the dialog box, there are 'Save' and 'Cancel' buttons. A red arrow points to the 'Save' button.

Should you have any questions, concerns and/or wish to schedule a virtual training session please contact BethAnn Stone at [broberson@losmedanos.edu](mailto:broberson@losmedanos.edu).