

## LMC Comprehensive Program Review Template 2021-22 Guiding Questions & Resources

### 1. Activity, Services, Course Scheduling, Sequencing, and Modality *(Pillar 1: Clarify the Pathway)*

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

### 3. Learning Assessment *(Pillar 4: Ensure Learning)*

#### CSLO:

- a. How are we providing opportunities for students to practice the key knowledge, skills, behaviors reflected in CSLOs?
- b. How are these opportunities on the course-level supporting your outcomes/PSLOs on the program-level?

#### PSLO:

- a. How do you know that your PSLOs are relevant to the labor market demand and/or transfer institution curriculum?
- b. List the potential jobs students may be preparing for by completing your program. List the top 5 potential jobs.
- c. Describe the knowledge, skills and/or behaviors (K, S, and/or B) students may obtain by participating and completing your program. List the top 5 knowledge, skills and/or behaviors (K, S, and/or B) (PSLO lite)

#### LSO

- a. What have you learned about the effectiveness of your program over the years?
- b. Based on your assessment results, summarize the improvements/changes you have made to your program over the years.
- c. Chart of LSO "plans" for next 3-year cycle.

### 4. Program Enrollment Trends *(Pillar 3: Stay on the Pathway)*

### 5. Program Relevance

### 6. Retention, Success, and Outcomes *(Pillar 3: Stay on the Path and Pillar 4: Ensure Learning)*

### 7. Marketing/Communication/Outreach *(Pillars 1, 2, 3)*

### 8. Impact of Equity practice on Outcomes *(All 4 Pillars)*

### 9. Professional Development *(All 4 Pillars)*

### 10. Other if any (i.e., policy, procedure, practice)

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**11. 5-Year Program Goal:** Revisit and establish or amend program goals for next 5 years. Use SMART Goal. (including: (a) action steps, (b) timeline, and (c) responsible parties)

Instructional Area Only. Based on Program Enrollment Trends and Program Relevance, please check the following Recommendation:

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.

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ITEMS	GUIDING QUESTIONS	Instruction	Student Services	Administrative
<b>1. Activity, Services, Course Scheduling, Sequencing, and Modality</b> <i>(Pillar 1: Clarify the Pathway)</i>	<p>Note: reflect on your data to write the reflection</p> <ol style="list-style-type: none"> <li>Describe strategies for implementing innovative, efficient, and effective class schedules informed by student enrollment patterns, course success rate and student educational plan.</li> <li>How do you align scheduling practices with the Learning, Major, and Careers Pathways (guided pathways) at LMC?</li> <li>Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.</li> <li>Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.</li> <li>Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.</li> </ol>	X	X	
<b>2. Curriculum Analysis</b> <i>(Pillar 2: Enter the Pathway)</i>	<ol style="list-style-type: none"> <li>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. List Assets, Gaps, and Opportunities, if applicable.</li> <li>Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.</li> <li>Special supports are provided to help academically unprepared students to succeed in the "gateway" courses for the college's major program areas—not just in college-level math and English.</li> <li>Required math courses are appropriately aligned with the student's field of study.</li> <li>Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.</li> <li>The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.</li> </ol>	X	X	
<b>3. Learning Assessment</b> <i>(Pillar 4—Ensure Learning)</i>	<p><b>CSLO:</b></p> <ol style="list-style-type: none"> <li>How are we providing opportunities for students to practice the key knowledge, skills, behaviors reflected in CSLOs?</li> <li>How are these opportunities on the course-level supporting your outcomes/PSLOs on the program-level?</li> </ol>	X	X	

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	<p><b>PSLO:</b></p> <ol style="list-style-type: none"> <li>How do you know that your PSLOs are relevant to the labor market demand and/or transfer institution curriculum?</li> <li>List the potential jobs students may be preparing for by completing your program. List the top 5 potential jobs.</li> <li>Describe the knowledge, skills and/or behaviors (K, S, and/or B) students may obtain by participating and completing your program. List the top 5 knowledge, skills and/or behaviors (K, S, and/or B) (PSLO lite)</li> </ol> <p><b>Learning Support Outcomes (Student Services)</b></p> <ol style="list-style-type: none"> <li>What have you learned about the effectiveness of your program over the years?</li> <li>Based on your assessment results, summarize the improvements/changes you have made to your program over the years.</li> <li>Chart of LSO "plans" for next 3-year cycle.</li> </ol> <ol style="list-style-type: none"> <li>Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</li> <li>Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other active learning activities that program faculty intentionally embed into coursework.</li> <li>Faculty assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.</li> <li>Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.</li> <li>The college/program helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</li> <li>The college/program assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.</li> <li>As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better</li> </ol>			

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	<p>support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)?</p> <p>8. Is the college/program disaggregating program learning outcomes data, and other assessment measures by race, income, age, and gender to examine equity gaps?</p> <p>9. How is this data disseminated and discussed among college staff, with students, and with the outside community?</p>			
<p><b>4. Program Enrollment Trends</b> <i>(Pillar 3: Stay on the Pathway)</i></p>	<p>(BP 4008, CIP 4008, Ed Code <a href="#">78016</a>, Title 5, <a href="#">51022</a>) Note: reflect on your data to write the reflection</p> <ol style="list-style-type: none"> <li>Respond to/Evaluate program's enrollment trends, FTES, FTEF, and Productivity Ratio.</li> <li>Provide strategies to improve/sustain.</li> <li>If your program offers courses at both campuses, evaluate each campus' effectiveness and provide strategies to improve/sustain it.</li> </ol>	X		
<p><b>5. Program Relevance</b></p>	<p>Entering the Path (GP Pillar 2) (BP 4008, CIP 4008, Ed Code <a href="#">78016</a>, Title 5, <a href="#">51022</a>) Note: reflect on your data to write the reflection</p> <ol style="list-style-type: none"> <li>Describe how you support students entering the [program] path.</li> <li>Describe how the program meets documented labor market demand.</li> <li>Does the program represent unnecessary duplication of other training programs in the area?</li> <li>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?</li> </ol>	X		
<p><b>6. Retention, Success, and Outcomes</b> <i>(Pillar 3: Stay on the Path and Pillar 4: Ensure Learning)</i></p>	<p>Note: reflect on your data to write the reflection</p> <ol style="list-style-type: none"> <li>Respond to/Evaluate AB 705—Successfully completed transfer level English and Math for transfer/degree seekers.</li> <li>Respond to Pathway Program data and provide strategies to improve/sustain.</li> <li>Success Team monitor which program every student is in and how far along the student is toward completing the program requirements.</li> </ol>	X	X	

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	<ol style="list-style-type: none"> <li>4. Students can easily see how far they have come and what they need to do to complete their program.</li> <li>5. Success Team and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.</li> <li>6. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.</li> <li>7. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.</li> <li>8. For program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses?</li> <li>9. Respond to/Evaluate course success trends, goal, and provide strategies to improve/sustain.</li> <li>10. Respond to/Evaluate degree/certificate awarded, goal, and provide strategies to improve/sustain.</li> <li>11. Respond to/Evaluate transfer, goal, and provide strategies to improve/sustain.</li> <li>12. Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community?</li> </ol>			
<b>7. Marketing/Communication/Outreach</b> <i>(Pillars 1, 2, 3)</i>	<p>Note: reflect on your data to write the reflection</p> <ol style="list-style-type: none"> <li>1. Respond to Pathway Program data and provide strategies to improve/sustain.</li> <li>2. How would you implement a student success team for your program as aligned with the guided pathway framework?</li> <li>3. 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?</li> <li>4. Describe how you establish and implement a holistic case management approach with student services for outreach, onboarding, financial aid, and enrollment.</li> </ol>	X	X	X
<b>8. Impact of Equity practice on Outcomes</b>	Equity Considerations in Pillar 1:	X	X	X

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<i>(All 4 Pillars)</i>	<ol style="list-style-type: none"> <li>Are the program's website and program pages easy to navigate and understand for students and families without prior experience with higher education?</li> <li>How could the program ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)?</li> <li>How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students?</li> <li>Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment?</li> </ol> <p>Equity Considerations in Area 2:</p> <ol style="list-style-type: none"> <li>Does the program assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers?</li> <li>Has the program considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs?</li> <li>For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses?</li> <li>Does the program proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college?</li> <li>Are dual enrollment opportunities made available to high school students who are deemed "not yet college ready"?</li> <li>Is the program/college building bridges to high-opportunity college programs for students in adult basic skills programs?</li> </ol> <p>Equity Considerations in Area 3:</p> <ol style="list-style-type: none"> <li>How does the institution support success team to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs?</li> <li>How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs?</li> </ol>			

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	<ol style="list-style-type: none"> <li>3. How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized?</li> <li>4. How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion?</li> </ol> <p>Equity Considerations in Area 4:</p> <ol style="list-style-type: none"> <li>1. How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities?</li> <li>2. As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)?</li> <li>3. What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)?</li> <li>4. How are you monitoring disproportionately impacted students 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)</li> <li>5. Describe how best to integrate equity-based practices and strategies to improve student success (<i>Impact of Equity Practices in relation to Outcomes</i>)</li> </ol>			
<b>9. Professional Development</b> <i>(All 4 Pillars)</i>	<ol style="list-style-type: none"> <li>1. What PD have your department participated in to examine disaggregated course data as it relates to equitable course policies, practices, and pedagogy?</li> </ol>	X	X	X
<b>10. Other if any</b> <b>(i.e., policy, procedure, practice)</b>	<ol style="list-style-type: none"> <li>1. Review and revise admissions and registration policies and practices to mitigate blocks and obstacles to enrollment.</li> <li>2. Review and revise award policies and practices to mitigate institutional roadblocks for completion.</li> <li>3. Implement technologies that enhance the effectiveness and efficiency in delivering student-centered support programs and services (e.g., educational planning and advising).</li> <li>4. 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?</li> </ol>	X	X	X



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	Share your observations and your ideas of how best to improve or streamline a process(es) or practice(s).			
<b>11. 5-Year Program Goal:</b>	1. Revisit and establish or amend program goals for next 5 years. Use SMART Goal. (including: (a) action steps, (b) timeline, and (c) responsible parties) 2. Align program goals with EMP goals 3. Alignment with EMP Goals to the District Goals and to the Vision for Success Goals. Page 58: <a href="https://www.losmedanos.edu/planning/LMC_EducationalMasterPlan2020-2025_Final.pdf">https://www.losmedanos.edu/planning/LMC_EducationalMasterPlan2020-2025_Final.pdf</a>	X	X	X
Based on Program Enrollment Trends and Program Relevance, please check the following Recommendation:  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.		X		

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### Resource Documents

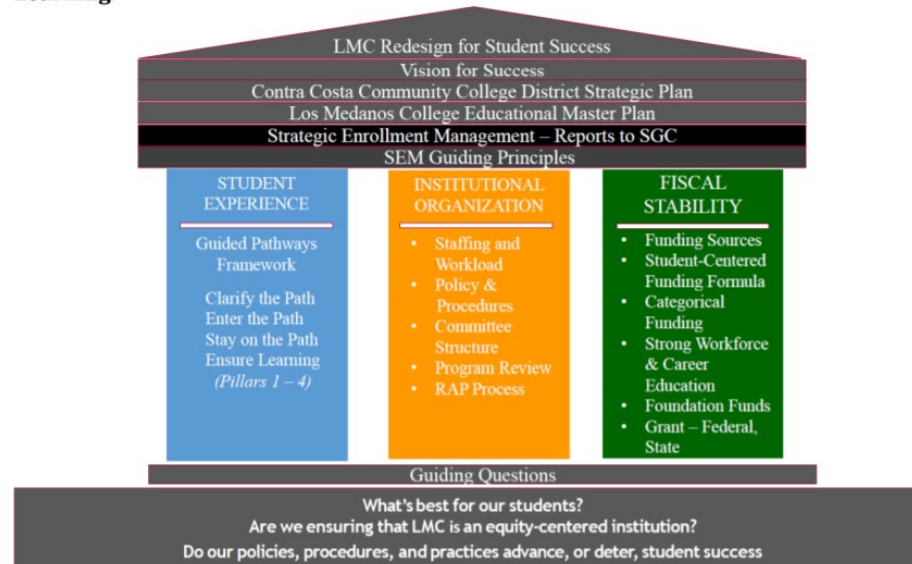
1. Board Policy (BP) 4008
2. Curriculum and Instruction Procedure (CIP) 4008
3. Human Resources Procedure 2080.01
4. Implementation Guideline 2009.01
5. CCCCO Vision for Success Plan & Goals
6. EDC 88920-88922 CCC Guided Pathways
7. EDC 78220-78222 Student Equity Plans and Student Achievement Program
8. SEA Plan 2019-2022 Reports
9. SEA Expenditure Guidelines
10. EDC 78213 Seymour-Campbell Student Success Act of 2012 (AB 705, Assessment, 2017)
11. Ed Code 78016,
12. Title 5, 51022
13. LMC GP Scale of Adoption Assessment: [https://www.losmedanos.edu/intra-out/as/7A2-Item1LMC2020-2021SOAAFirstRequestlFillableForm\\_V2.pdf](https://www.losmedanos.edu/intra-out/as/7A2-Item1LMC2020-2021SOAAFirstRequestlFillableForm_V2.pdf)

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### Core Components

In alignment with the State Vision for Success, the District Strategic Plan, and the LMC Educational Master Plan, the work of LMC Redesign for Student Success is focused on three core components: **The LMC Student Experience, Institutional Organization, and Fiscal Responsibility** (See figure). Each SEM activity at LMC supports one or more of these core components.

The Student Experience component utilizes the Guided Pathways framework consisting of four pillars, or stages: **Clarify the Path, Enter the Path, Stay on the Path and Ensure Learning**.



1. Worked with Mark and Louie with this revision (Academic Senate)
2. Worked with BethAnn (Classified Senate)
3. Deans and VPs
4. Curriculum Committee
5. TLC and PSLO-Lite Team
6. GE Committee