

STUDENT SERVICES 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>

TRAINING SESSIONS

A Student Services and Learning Communities training session is scheduled **during the September Student Services Leadership Team Meeting**. Training videos have also been posted on the [Comprehensive Program Review 2022-2023 Process webpage](#). And additional trainings are available upon request via e-mail to bstone@losmedanos.edu.

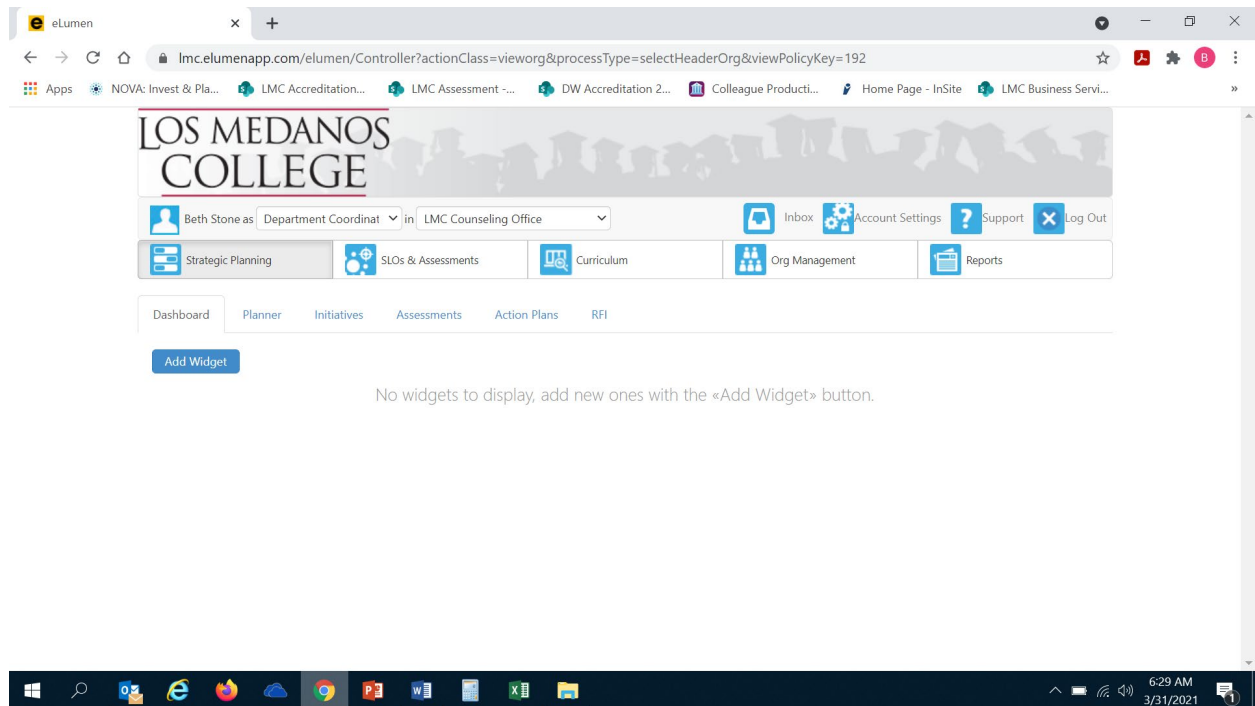
STUDENT SERVICES COMPREHENSIVE SUBMISSION SCHEDULE

Please be sure to select the “Save all as draft” button when submitting your first and second drafts for review by your Manager/Dean. When submitting your final draft for review and approval (February 14th) select the “Publish All” button located at the top of the template in eLumen.

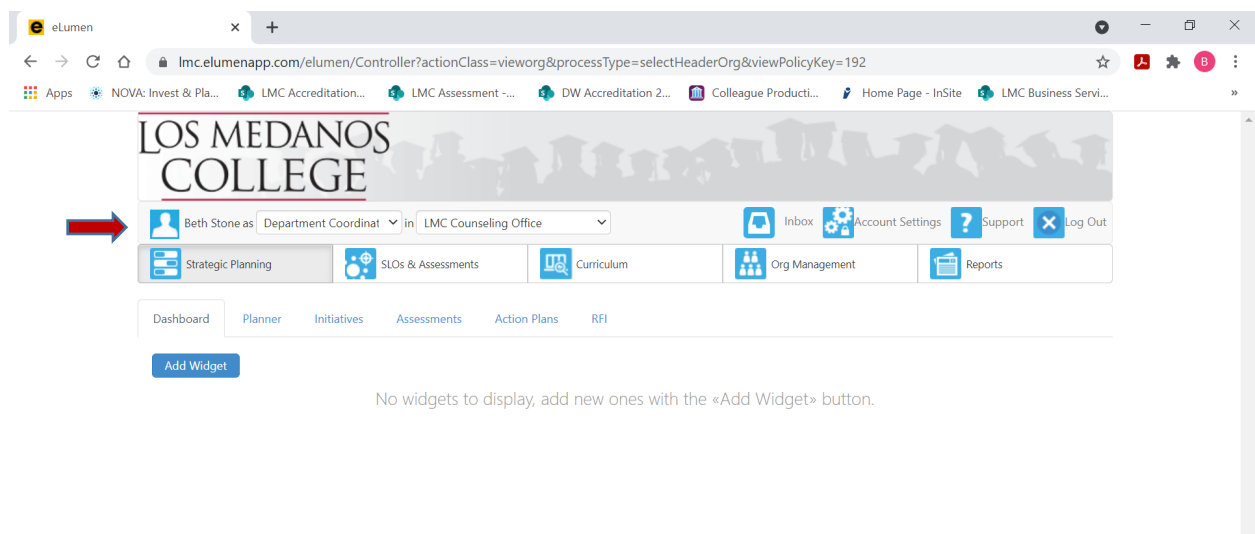
First, second and final drafts of your Program Review Year Five Update in eLumen are due according to the following schedule:

- **November 14, 2022:** Select “Save all as draft” at the top of your eLumen Comprehensive Program Review template to submit your **first draft** for your Dean/Manager to review and provide feedback.
- **December 14, 2022:** Select “Save all as draft” at the top of your eLumen Comprehensive Program Review template to submit your **second draft** for your Dean/Manager to review and provide feedback.
- **January 14, 2022:** Select “Publish all” at the top of your eLumen Comprehensive Program Review template to submit your **final draft** for your Dean/Manager to review and provide feedback.
- **February 14, 2022:** Final draft is approved by your Dean/Manager and sent to the Vice President of Student Services (VPSS) for review and approval.

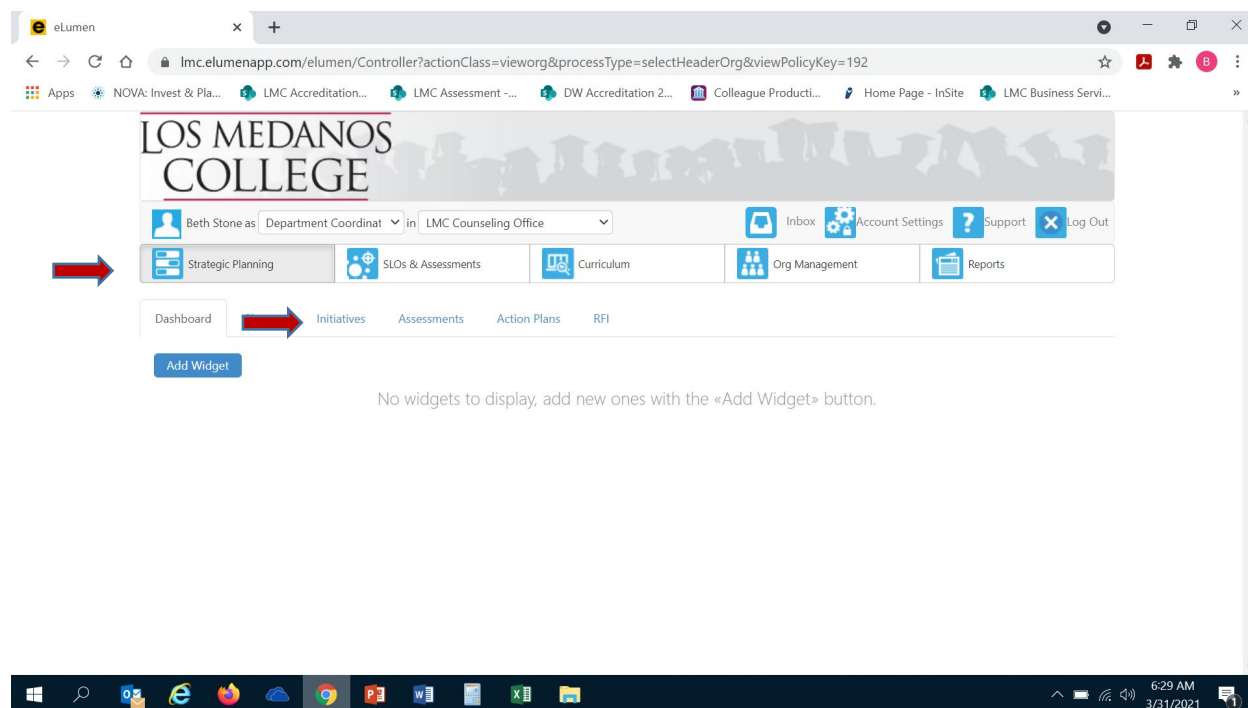
To begin your Student Services or Learning Communities Comprehensive Program Review in eLumen, you will first need to connect to eLumen utilizing the following link – lmc.elumenapp.com. Please note, the application will prompt you to login to the 4CD InSite portal. Once you have successfully logged in and connected to eLumen you will see the following screen:



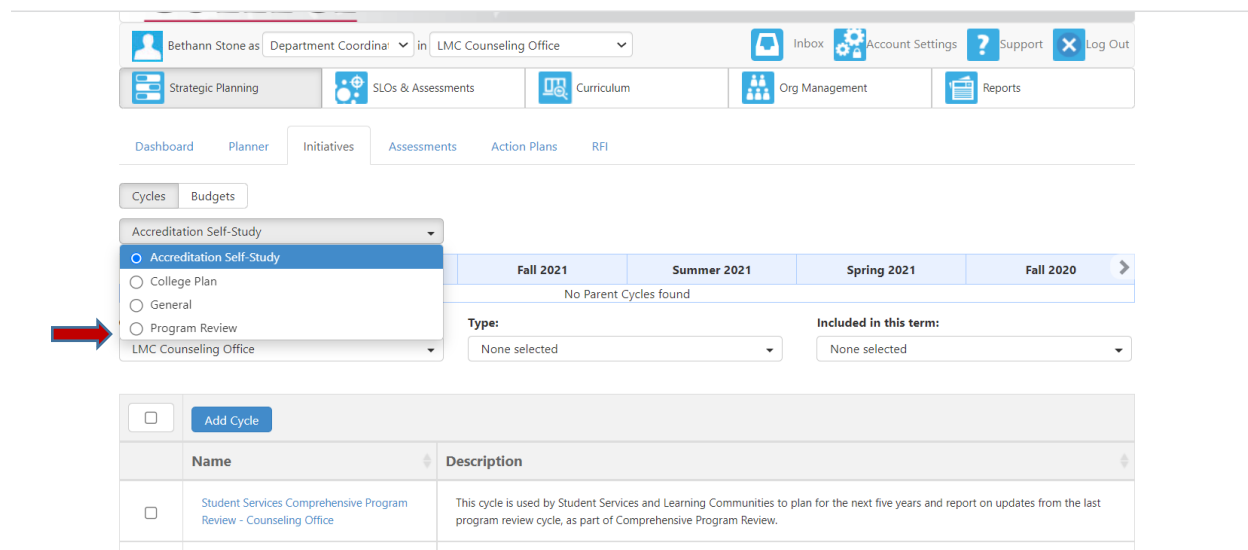
You will note at the top of the screen your name and role. For the purpose of completing your Comprehensive Program Review please ensure your role is that of Department Coordinator. You will also note the program/unit you are logged in with. If you are responsible for completing program review for more than one program/unit, please ensure that the program/unit you are completing the Comprehensive Program Review 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 “Student Services Comprehensive Program Review...” or “Learning Community Comprehensive Program Review” with a hyphen and the name of your program/unit. For example, in the screenshot below you see “Student Services Comprehensive Program Review Year-Counseling Office”. 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.

Dashboard Planner Initiatives Assessments Action Plans RFI

Cycles Budgets

Program Review

Summer 2022	Spring 2022	Fall 2021	Summer 2021	Spring 2021	Fall 2020
Administrative Units Program Review Year Five Update					
Instructional Units Program Review Year Five Update					
Learning Communities Program Review Year Five					
Student Services Units Program Review Year Five Update					
Administrative Units Com...					
Instructional Units Compr...					
Student Services & Learni...					

Organization: LMC Counseling Office Type: None selected Included in this term: None selected

☐ Add Cycle

Name	Description
<input type="checkbox"/> Student Services Comprehensive Program Review - Counseling Office	This cycle is used by Student Services and Learning Communities to plan for the next five years and report on updates from the last program review cycle, as part of Comprehensive Program Review.

After you click on the link for your template, you will see the screen below and you are now ready to begin your comprehensive program review update with “1. Activity & Service (Pillar One: Clarify the Pathway)”.

LOS MEDANOS COLLEGE

Bethann Stone as Department Coordinator in LMC Counseling Office

Inbox Account Settings Support Log Out


Strategic Planning SLOs & Assessments Curriculum Org Management Reports

Dashboard Planner Initiatives Assessments Action Plans RFI

Cycles Budgets

Student Services Comprehensive Program Review - Counseling Office

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

Download:  Strategic Initiative Report

To Design Mode

Cycle Announcement
Cycle Announcement is not defined

Student Services & Learning Communities Comprehensive Program Review All changes saved Management

Save all as draft Publish all

1. ACTIVITY & SERVICE (PILLAR ONE: CLARIFY THE PATHWAY)

To "Clarify the Pathway" means to create 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 in 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. To respond to this category review and discuss in your program/unit what services and activities have been provided that advance clarifying the pathway for students (Ex. program mapping to degrees/certificates/transfer, educational planning or advising, etc.).

DIRECTIONS: To complete this section, the user will report on activities, services and support that contribute to providing a clear pathway for students to completion (transfer or employment in field of study). Please include any strategies or efforts to clarify the Learning, Major and Careers Pathways at LMC (i.e. educational planning, access to counseling, website updates, funding/initiatives to advance efforts, collaborations with instructional/administrative departments, revisions or changes to policies/processes/procedures, etc.). When you are ready to enter your response position your cursor in the open textbox below the directions text.

***Please click [here](#) to view the guiding questions to assist you in developing your response.**

1. Activity & Service (Pillar One: Clarify the Pathway) Unsaved Sections Management Save all as draft Publish all

Instructions

DESCRIPTION OF SECTION

To "Clarify the Pathway" means to create 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 in 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.

**Student Services & Learning Communities - To respond to this category review and discuss in your program/unit what services and activities have been provided that advance clarifying the pathway for students (Ex. program mapping to degrees/certificates/transfer, educational planning or advising, etc.).*

DIRECTIONS ON HOW TO COMPLETE SECTION

For this item, the user is asked to report on activities, services and support that contribute to providing a clear pathway for students to completion (transfer or employment in field of study). Please include any strategies or efforts to clarify the Learning, Major and Careers Pathways at LMC (i.e. educational planning, access to counseling, website updates, funding/initiatives to advance efforts, collaborations with instructional/administrative departments, revisions or changes to policies/processes/procedures, etc.).

**Please click [here](#) to view the guiding questions to assist you in developing your response.*

B I U X² I_x [List] [Link] [Image] [Table] [Quote] [Size]

This is a test..|

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

2. CURRICULUM SUPPORT & ANALYSIS (PILLAR TWO: ENTER THE PATHWAY)

To assist students in 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, integrates and contextualizes instruction to build academic and non-academic fundamental skills throughout the college-level curriculum particular in program "gateway" courses. This also includes providing accelerated remediation to underprepared students to support their success in college-level courses, using multiple measures to assess student needs, enhancing the first-year experience to help students explore the field of employment/transfer and choose a major, and strengthen K-12 partnerships with a focus on career/college program exploration. In this section, review and discuss how your program/unit supports entering the pathway for students (Ex. K-12 partnerships, self-assessment/MMAP, outreach, remediation and support services for underprepared students, etc.).

DIRECTIONS: To complete this section, the user will describe strategies, efforts and/or activities to support the advancement of students to "Enter the Pathway". This can include collaborations with instruction, and administrative services. Describe any efforts or strategies that support academically underprepared students to enter the pathway they select, K-12 partnerships, career/college exploration efforts, and/or the first-year experience (i.e. research, technologies, partnerships, plans, etc.). 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.**

2. Curriculum Support & Analysis (Pillar Two: Enter the Pathway) Unsaved Sections Management Save all as draft Publish all

2. Curriculum Support & Analysis (Pillar Two: Enter the Pathway) Unsaved

No versions created yet for this section 0

Instructions

DESCRIPTION OF SECTION

To assist students in 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, integrates and contextualizes instruction to build academic and non-academic fundamental skills throughout the college-level curriculum particular in program "gateway" courses. This also includes providing accelerated remediation to underprepared students to support their success in college-level courses, using multiple measures to assess student needs, enhancing the first-year experience to help students explore the field of employment/transfer and choose a major, and strengthen K-12 partnerships with a focus on career/college program exploration.

**Student Services & Learning Communities - In this section, review and discuss how your program/unit supports entering the pathway for students (Ex. K-12 partnerships, self-assessment/MMAP, outreach, remediation and support services for underprepared students, etc.).*

DIRECTIONS ON HOW TO COMPLETE SECTION

For this item, the user is asked to describe strategies, efforts and/or activities to support the advancement of students to "Enter the Pathway". This can include collaborations with instruction, and administrative services. Describe any efforts or strategies that support academically underprepared students to enter the pathway they select, K-12 partnerships, career/college exploration efforts, and/or the first year experience (i.e. research, technologies, partnerships, plans, etc.).

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

This is test |

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

3. LEARNING SUPPORT OUTCOMES ASSESSMENT (PILLAR FOUR: ENSURE LEARNING)

To ensure learning is happening with intentional outcomes, programs/units should establish program-level outcomes and align them with the requirements for success in employment and/or further education in a given field; and apply the results of learning support outcomes assessment to improve the effectiveness of the program/unit. In this section, the program/unit will reflect upon their Learning Support Outcomes (LSOs) and recent assessment results.

DIRECTIONS: To complete this section, the user will reflect on what was learned about the effectiveness of the program/unit over the last five years, including a summarization from assessment results of improvement/changes made to you program. 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.**

2. Curriculum Support & Analysis (Pillar Two: Enter the Pathway) Unsaved Sections Management Save all as draft Publish all

3. Learning Support Outcomes Assessment (Pillar Four: Ensure Learning) Unsaved

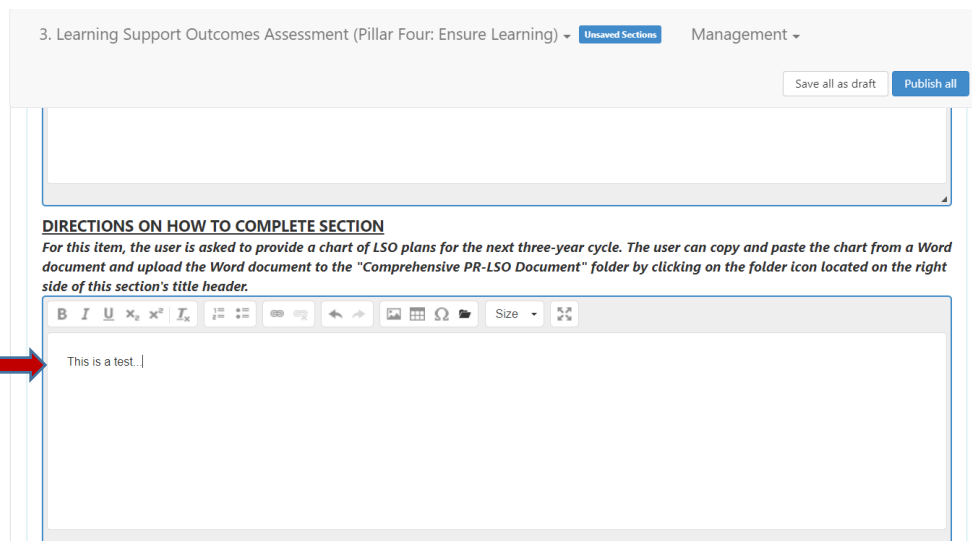
Instructions
DESCRIPTION OF SECTION
To ensure learning is happening with intentional outcomes, programs/units should establish program-level outcomes and align them with the requirements for success in employment and/or further education in a given field; and apply the results of learning support outcomes assessment to improve the effectiveness of the program/unit.
**Student Services & Learning Communities - In this section, the program/unit will reflect upon their Learning Support Outcomes (LSOs) and recent assessment results.*

DIRECTIONS ON HOW TO COMPLETE SECTION
For this item, the user is asked to reflect on what was learned about the effectiveness of the program/unit over the last five years, including a summarization from assessment results of improvement/changes made to you program.
**Please click [here](#) for guiding questions that will assist you in your response.*

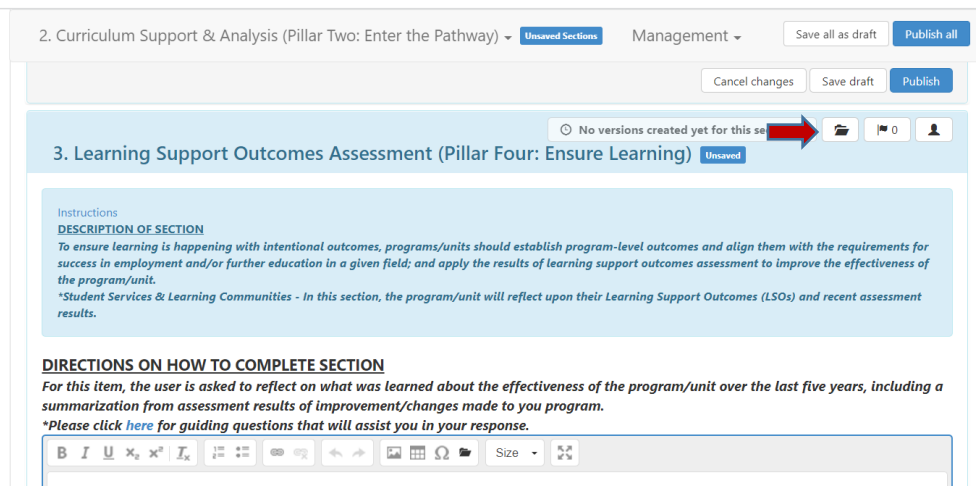
This is a test. |

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

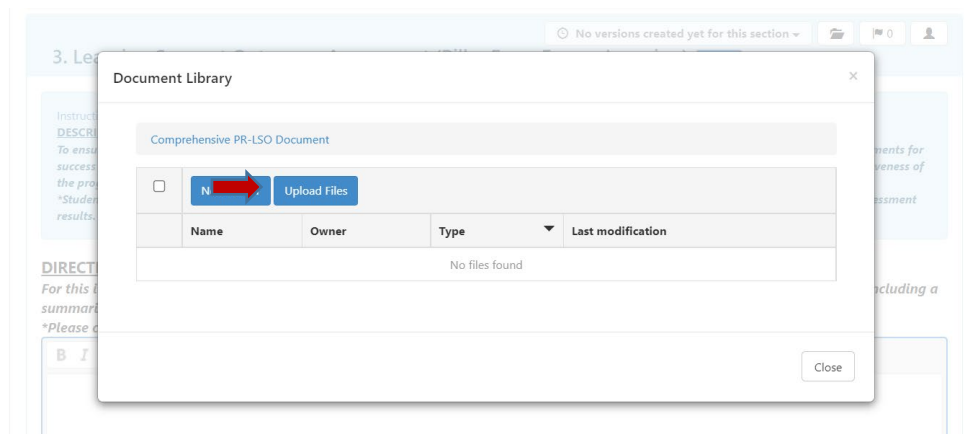
DIRECTIONS: To complete this section, the user will provide a chart of LSO plans for the next three-year cycle. The user can copy and paste the chart from a Word document into the textbox and/or upload the Word document to the "Comprehensive PR-LSO Document" folder by clicking on the folder icon located on the right side of this section's title header. When you are ready to enter a response, position your cursor in the textbox below the directions text. Proceed to the screenshot below this one for instructions on how to upload your LSO plans for the next three years.



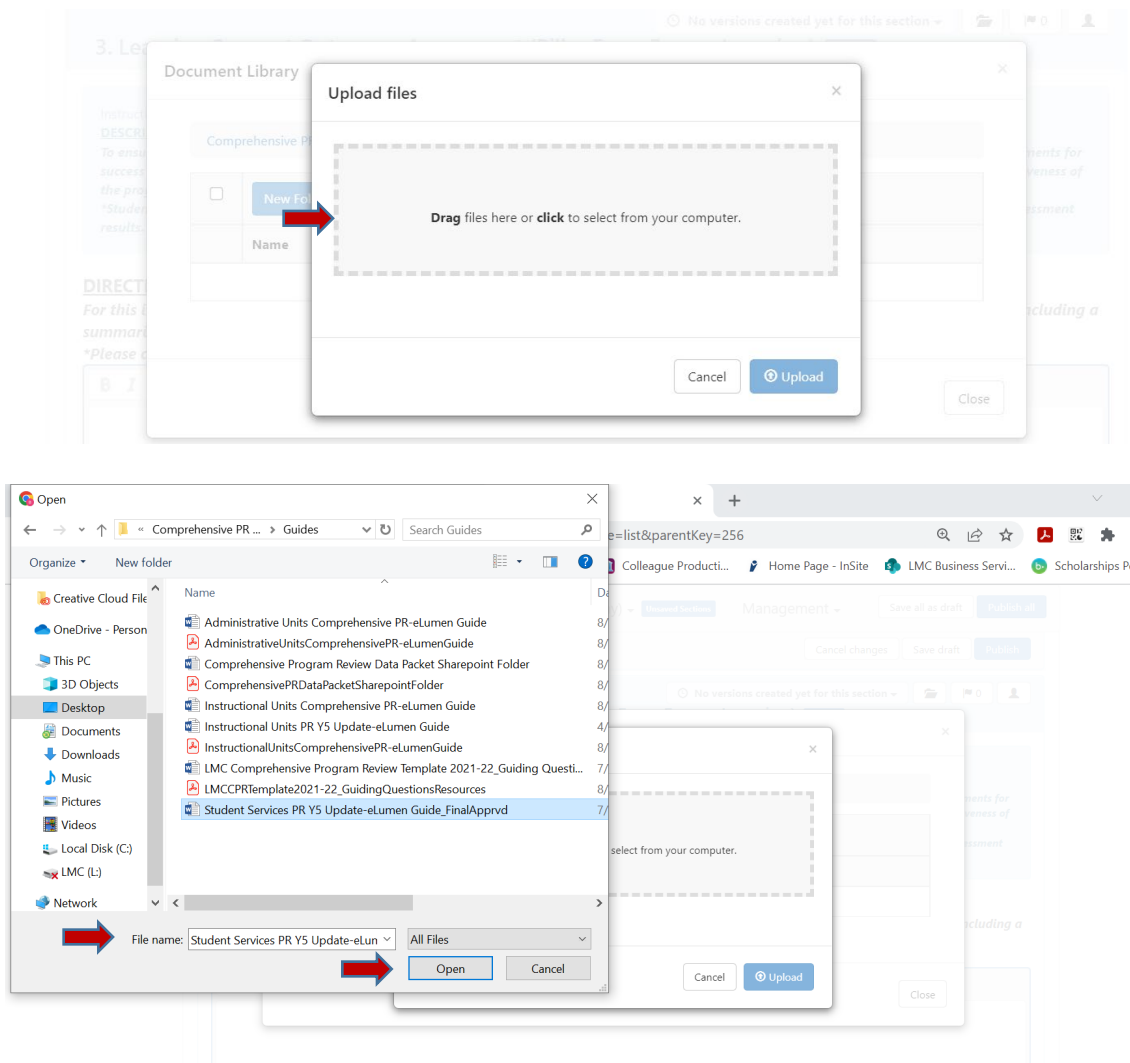
To upload your LSO plans, scroll up to the section title header, and click on the folder icon.



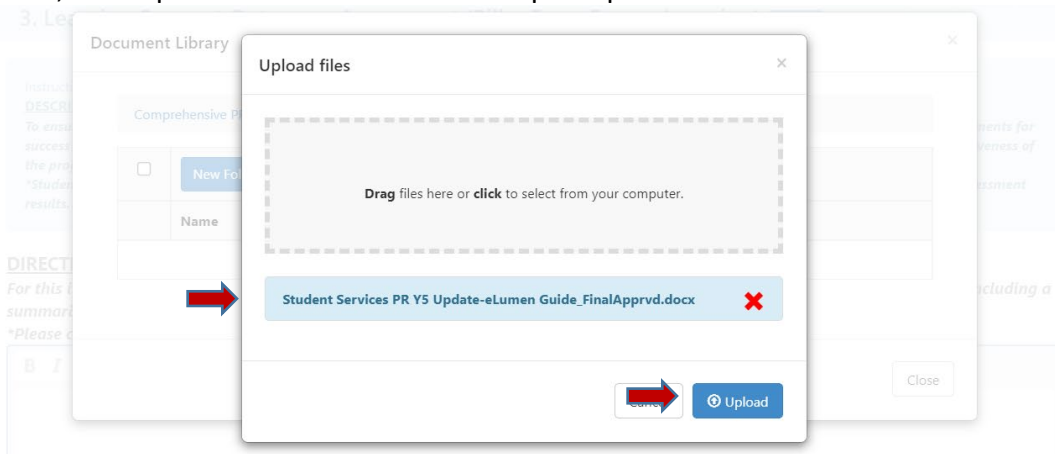
Once you click on the folder icon the screen below will appear, click on the blue "Upload Files" button to upload your LSO plans. Please be sure to include your program/unit name in the title of the document(s) you are uploading. For example, "CPR LSO Plans-Counseling Office".



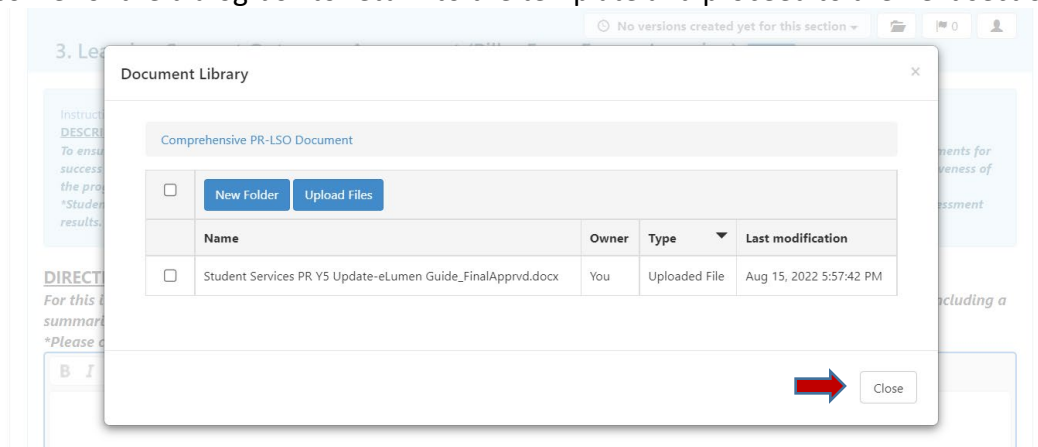
Once you click on the blue “Upload Files” button, you can either drag-and-drop your file into the gray box or click in the middle of the gray box to access your files and select the document. Please note, you can only upload one document at a time.



Once you have selected your file, you will see it appear and the blue “Upload” button in the lower right corner of the dialog box will appear. Click on the upload button to upload your document, and repeat the aforementioned step to upload additional documents.



Once you have completed uploading your LSO plans, click on the “Close” button in the lower right corner of the dialog box to return to the template and proceed to the next section.



4. RETENTION, SUCCESS AND OUTCOMES (PILLARS THREE & FOUR)

In this section, the user will report on retention, success and outcomes for the program/unit. This section aligns with Guided Pathways Pillar Three (Stay on the Path) and Pillar Four (Ensure Learning), and as such the user will want to consider work that contributes to these pillars. Consider strategies to monitor students' progress and strategies for intervention and support, alerts for at-risk students, policies and procedures for intervention to get student back on track.

DIRECTIONS: To complete this section, the user will respond to the pathway program data provided on retention, success and outcomes including strategies on improvement or sustainment. Describe any systems or processes that easily track students' progress towards completion including identifying students at risk and provides needed support; procedures and/or processes that help students to stay on the path and ensure learning.

Note: The user may want to review available data to write the reflection. When considering the data, respond to/evaluate: degree/certificate awards, transfers, examination of disaggregated data (i.e. race, income, age, gender) to determine equity gaps. 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 you in your response.**

A screenshot of a web form titled '3. Learning Support Outcomes Assessment (Pillar Four: Ensure Learning)'. It has tabs for 'Unsaved Sections' and 'Management'. There are buttons for 'Save all as draft', 'Publish all', 'Cancel changes', 'Save draft', and 'Publish'. Below this is a section titled '4. Retention, Success and Outcomes (Pillars Three and Four)' with a sub-tab 'Unsaved'. The section contains 'Instructions' and a 'DESCRIPTION OF SECTION' with detailed text about reporting on retention, success, and outcomes. Below this is a 'DIRECTIONS ON HOW TO COMPLETE SECTION' section. At the bottom, there is a rich text editor with a toolbar and a text box containing the placeholder text 'This is a test...'. A red arrow points to the text box.

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

5. 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/or outreach to students. This section aligns with Guided Pathways Pillar One (Clarify the Path), Pillar Two (Enter the Path), and Pillar Three (Stay on the Path). Consider efforts, strategies and/or activities in marketing, communication and/or outreach that assist and support students in clarifying, entering and staying on their pathway.

DIRECTIONS: To complete this section, the user will describe marketing strategies, communication efforts, and activities that help improve/sustain enrollments, success, and completion. Include collaborations with other programs and/or units (i.e. Career Education, CORE, Instructional Programs, etc.) and/or administrative units (i.e. Marketing, Office of Equity &Inclusion, etc.). *Note:* The user may need to review data to write the reflection. 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.**

The screenshot shows a web interface for a section titled "5. Marketing, Communication, Outreach (Pillars One, Two, Three)". At the top, there is a navigation bar with a dropdown menu for the section title, a "Unsaved Sections" button, a "Management" dropdown, and buttons for "Save all as draft" and "Publish all". Below this, a header bar for the section includes a "No versions created yet for this section" message, a comment icon with "0", and a user profile icon. The main content area has a light blue background and contains the following text:

Instructions
DESCRIPTION OF SECTION
In this section, the user will provide information on strategies, efforts and/or activities for marketing, communication and/or outreach to students. This section aligns with Guided Pathways Pillar One (Clarify the Path), Pillar Two (Enter the Path), and Pillar Three (Stay on the Path).
**Student Services & Learning Communities - For this section, consider efforts, strategies and/or activities in marketing, communication and/or outreach that assist and support students in clarifying, entering and staying on their pathway.*

DIRECTIONS ON HOW TO COMPLETE SECTION
For this section, the user will describe marketing strategies, communication efforts, and activities that help improve/sustain enrollments, success, and completion. Include collaborations with other programs and/or units (i.e. Career Education, CORE, Instructional Programs, etc.) and/or administrative units (i.e. Marketing, Office of Equity &Inclusion, etc.).
Note: The user may need to review data to write the reflection.
***Please click [here](#) for guiding questions to assist you in your response.**

Below the text is a rich text editor toolbar with icons for bold, italic, underline, link, unlink, bulleted list, numbered list, indent, outdent, undo, redo, insert link, insert image, insert video, insert audio, insert table, and a size dropdown. Below the toolbar is a large text input area containing the placeholder text "This is a test...". A red arrow points to the left side of the text input area.

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

In this section, the user will consider the impact of equity practice on outcomes in any of the four (4) Guided Pathway Pillars - Pillar One (Clarify the Path), Pillar Two (Enter the Path), Pillar Three (Stay on the Path), and Pillar Four (Ensure Learning). Consider how equity practices impact your program/unit including the services provided to students and/or the development of learning support outcomes.

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



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

7. PROFESSIONAL DEVELOPMENT (PILLARS ONE, TWO, THREE & FOUR)

In this section, the user will describe the outcomes from any recently attended professional development activities, any planned professional development, and/or any needed professional development opportunities. This section aligns with all four (4) Guided Pathways - Pillar One (Clarify the Path), Pillar Two (Enter the Path), Pillar Three (Stay on the Path), and Pillar Four (Ensure Learning).

DIRECTIONS: To complete this section, the user will describe any revisions or updates to their program (i.e. integrated planning, marketing, equity-minded practice, processes, policies, procedures, etc.) based on recently attended professional development, any planned professional development activities, and/or any identified future professional development needs. 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.**

6. Impact of Equity Practice on Outcomes (Pillars One, Two, Three, Four) Unsaved Section Management ▼

Save all as draft Publish all

7. Professional Development (Pillars One, Two, Three, Four) No versions created yet for this section 0

Unsaved

Instructions

DESCRIPTION OF SECTION

In this section, the user will describe the outcomes from any recently attended professional development activities, any planned professional development, and/or any needed professional development opportunities. This section aligns with all four (4) Guided Pathways - Pillar One (Clarify the Path), Pillar Two (Enter the Path), Pillar Three (Stay on the Path), and Pillar Four (Ensure Learning).

DIRECTIONS ON HOW TO COMPLETE SECTION

For this item, the user will describe any revisions or updates to their program (i.e. integrated planning, marketing, equity-minded practice, processes, policies, procedures, etc.) based on recently attended professional development, any planned professional development activities, and/or any identified future professional development needs.

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

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This is a test..

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

8. OTHER (I.E. POLICY, PROCEDURE, PRACTICE)

In this section, the user will describe any practices, technologies, policies, procedures and/or information that should be reported and indicated as part of planning for the next five years. This section can relate to any or all of the four (4) Guided Pathways Pillars.

DIRECTIONS: To complete this section, the user can provide any information that should be reported and included as part of this comprehensive program review. This includes anything relevant to planning for the next five years. Some information to consider for this open-textbox response are: revision of award policies/practices to mitigate institutional roadblocks for completion, and/or any technologies implemented that enhance the effectiveness and efficiency of your unit. When you are ready to enter your response, position your cursor in the open textbox below the directions text.

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

7. Professional Development (Pillars One, Two, Three, Four) Unsaved Sections Management Save all as draft Publish all

Cancel changes Save draft Publish

8. Other (i.e. policy, procedure, practice) Unsaved No versions created yet for this section 0

Instructions
DESCRIPTION OF SECTION
In this section, the user will describe any practices, technologies, policies, procedures and/or information that should be reported and indicated as part of planning for the next five years. This section can relate to any or all of the four (4) Guided Pathways Pillars.

DIRECTIONS ON HOW TO COMPLETE SECTION
In this section, the user can describe and/or provide any information that should be reported and included as part of this comprehensive program review, including anything relevant to planning for the next five years. Some information to consider for this open-textbox response are: revision of award policies/practices to mitigate institutional roadblocks for completion, and/or any technologies implemented that enhance the effectiveness and efficiency of your unit.
**Please click [here](#) for guiding questions to assist you in your response.*

This is a test...

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

9. FIVE-YEAR PROGRAM GOALS (I.E. POLICY, PROCEDURE, PRACTICE)

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 the report from your Program Review Year Five Update by clicking on the folder in the right-hand corner of the header title for this section. You will note a folder titled "Comprehensive PR-PR Y5 Report", your report will be located in this folder with your program/unit name in the title of the document.

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

9. Five-Year Program Goals No versions created yet for this section

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.

DIRECTIONS ON HOW TO COMPLETE SECTION
*If your program had any goals from the Program Review Year Five Update that were in progress or modified, please note whether the 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.).
For reference, you can access the report from your Program Review Year Five Update by clicking on the folder in the right-hand corner of the header title for this section. You will note a folder titled "Comprehensive PR-PR Y5 Report", your report will be located in this folder with your program/unit name in the title of the document.*

B I U X² X³ I_x [Rich text editor toolbar]

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-Counseling Office" 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

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.

DIRECTIONS ON HOW TO COMPLETE SECTION
*If your program had any goals from the Program Review Year Five Update that were in progress or modified, please note whether the 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.).
For reference, you can access the report from your Program Review Year Five Update by clicking on the folder in the right-hand corner of the header title for this section. You will note a folder titled "Comprehensive PR-PR Y5 Report", your report will be located in this folder with your program/unit name in the title of the document.*

B I U X² X³ I_x [Rich text editor toolbar]

Document Library

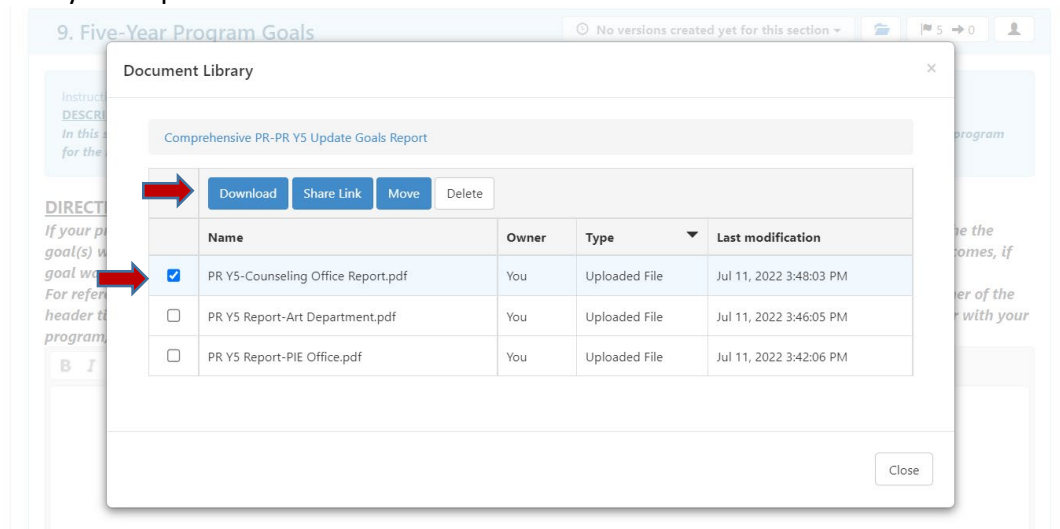
Comprehensive PR-PR Y5 Update Goals Report

New Folder Upload Files

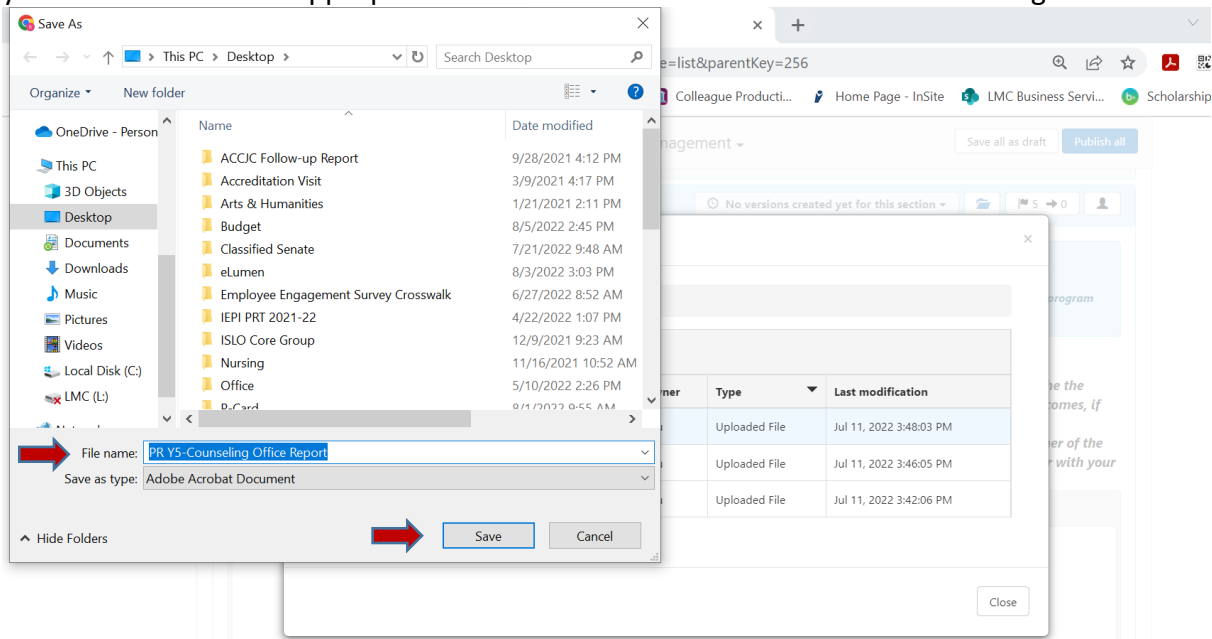
	Name	Owner	Type	Last modification
<input type="checkbox"/>	PR Y5-Counseling Office Report.pdf	You	Uploaded File	Jul 11, 2022 3:48:03 PM
<input type="checkbox"/>	PR Y5 Report-Art Department.pdf	You	Uploaded File	Jul 11, 2022 3:46:05 PM
<input type="checkbox"/>	PR Y5 Report-PIE Office.pdf	You	Uploaded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

Close

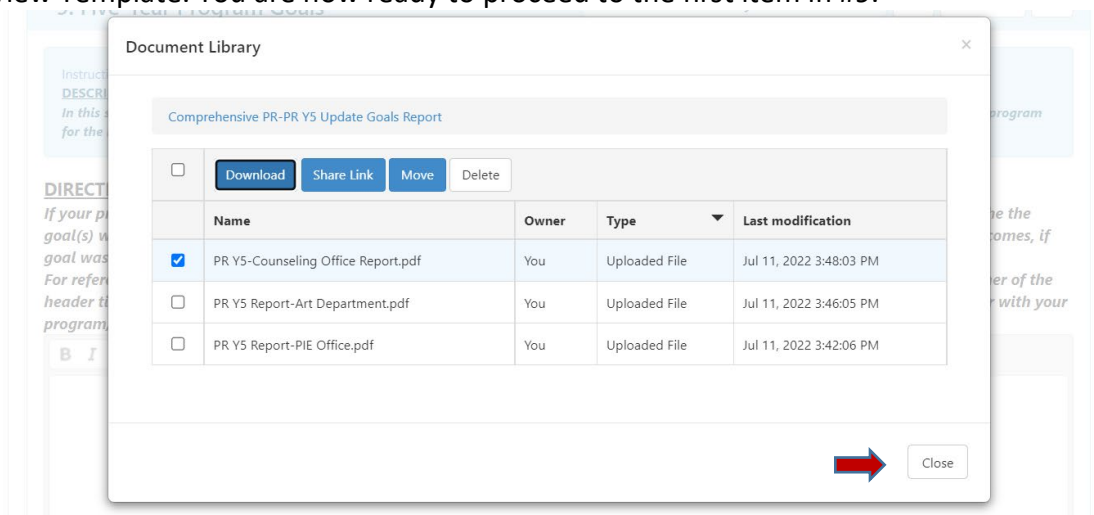
Click on the check box located next to your report. Then click on the “Download” button to download your report.



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 #9.




PROGRAM GOALS COMPLETION (FROM YEAR FIVE UPDATE) DIRECTIONS:

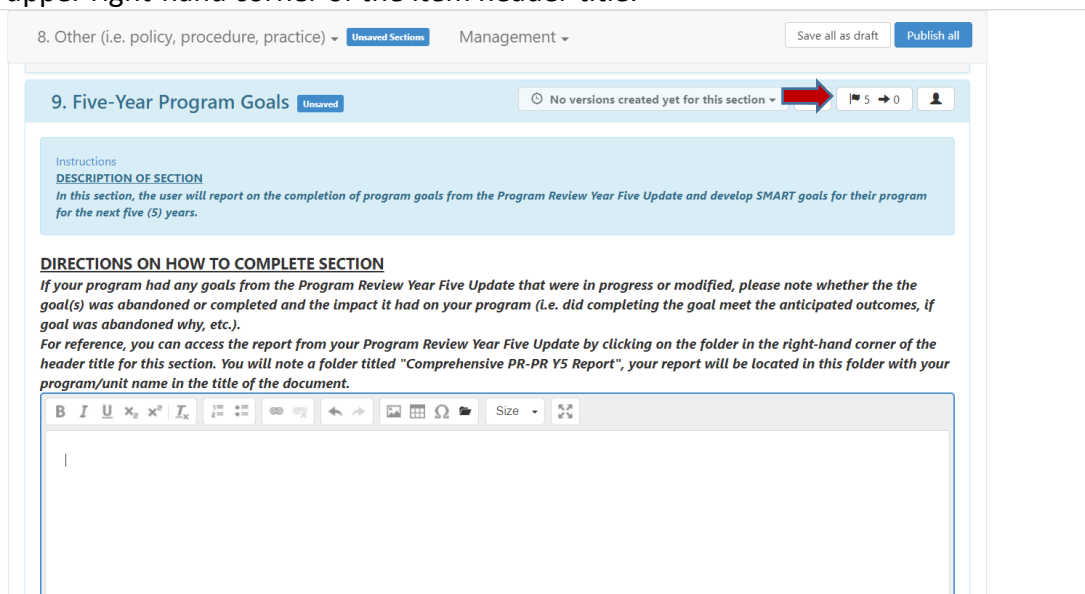
To complete this item, your program will report on any goals from the Program Review Year Five Update that were in progress or modified, please note whether the goal(s) was abandoned or completed and the impact it had on your program (i.e. did completing the goal meet the anticipated outcomes, if goal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

A screenshot of a software interface for '9. Five-Year Program Goals'. The section is titled '9. Five-Year Program Goals' and has an 'Unsaved' status. Below the title is a light blue box with instructions: '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.' Below this is a section titled 'DIRECTIONS ON HOW TO COMPLETE SECTION' with detailed text. At the bottom, there is a text input area with a red arrow pointing to it, containing the text 'This is a test. |'. The interface also shows a 'Save all as draft' button and a 'Publish all' button at the top right.



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) in the textbox below the directions text for this item. 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.



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

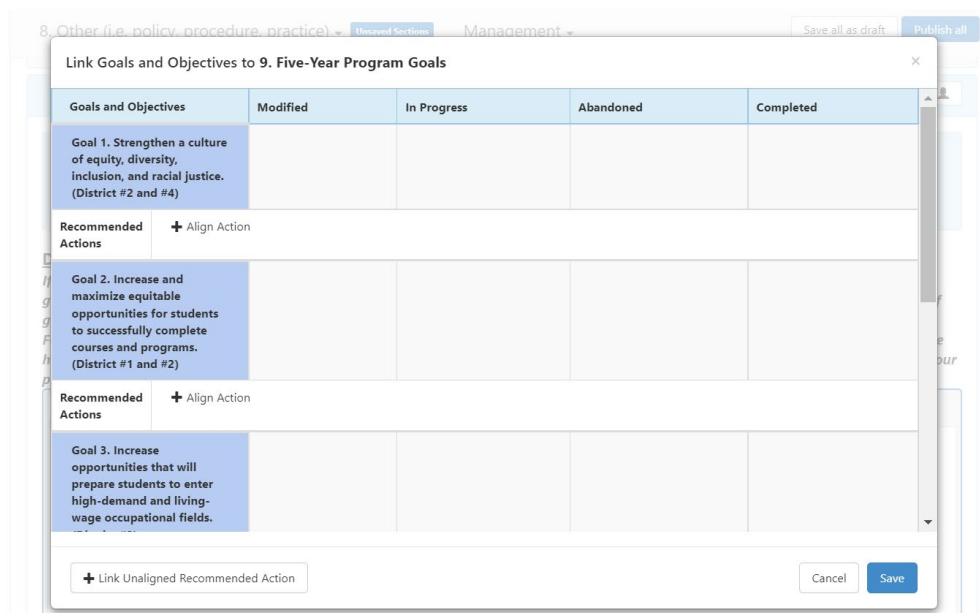
9. Five-Year Program Goals Unsaved No versions created yet for this section  5 

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.

DIRECTIONS ON HOW TO COMPLETE SECTION
If your program had any goals from the Program Review Year Five Update that were in progress or modified, please note whether the 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.).
For reference, you can access the report from your Program Review Year Five Update by clicking on the folder in the right-hand corner of the header title for this section. You will note a folder titled "Comprehensive PR-PR Y5 Report", your report will be located in this folder with your program/unit name in the title of the document.

Rich Text Editor: B I U x² x³ I_K [List] [Link] [Image] [Table] [Media] [Size] [Font Color] [Background Color]

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



Link Goals and Objectives to 9. Five-Year Program Goals

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				
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields.				

+ 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.

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			
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields.				

+ Link Unaligned Recommended Action

Cancel Save

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.

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

Use Existing Create New Action

Org. Entity: LMC Counseling O... Terms: 282 selected Strategic Initiative: Student Services Co... Section: Any Goals & Objectives: Any

Select one Action

No Actions To Link

Cancel Add New Action

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.

The screenshot shows a dialog box titled "Align Action to Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)". At the top, there are two buttons: "Use Existing Action" and "Create New Action". Below these is a section labeled "Recommended Action" with a text input field containing "This is a test...". A red arrow points to this input field. Below the "Recommended Action" field is an "Action Type" dropdown menu currently set to "Reflection". Underneath is a "Goals and Objectives" section listing "Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)". At the bottom left is a "+Add a Resource Request" button, and at the bottom right are "Cancel" and "Add New Action" buttons.

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.

This screenshot shows the same dialog box as the previous one, but with the "Action Type" dropdown menu open. The menu lists several options: "Reflection", "Study Needed", "Program Actions", "Student-LSO Assessment", "Employee-LSO Assessment", and "Service-LSO Assessment". The "Program Actions" option is highlighted with a blue background. A red arrow points to this dropdown menu. The rest of the dialog box, including the "Recommended Action" field and the "Add New Action" button, remains the same.

8. Other (i.e. policy, procedure, practice) - Management - Save all as draft - Cancel

Link Goals and Objectives to 9. 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

Cancel Add New Action

After you have selected your goal's action type, you are now ready to click on "Add New Action".

8. Other (i.e. policy, procedure, practice) - Management - Save all as draft - Cancel

Link Goals and Objectives to 9. 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

Cancel Add New Action

DO NOT CLICK ON OR USE "+ ADD A RESOURCE REQUEST". TO SUBMIT A RESOURCE REQUEST FOLLOW THE RESOURCE ALLOCATION PROCESS. UTILIZE THE FORM(S) AND PROCEDURE OUTLINED BY SGC AND COORDINATED THROUGH THE BUSINESS SERVICES OFFICE. 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.

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

Link Goals and Objectives to 9. Five-Year Program Goals

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	This is a test... 0 linked SLOs 0 resource requests			
	+ Align Action			
Goal 3. Increase opportunities that will prepare students to enter				

+ Link Unaligned Recommended Action Cancel Save

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.

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

Link Goals and Objectives to 9. Five-Year Program Goals

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	This is a test... 0 linked SLOs 0 resource requests			
	+ Align Action			
Goal 3. Increase opportunities that will prepare students to enter				

+ Link Unaligned Recommended Action Save

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).

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

DIRECTIONS ON HOW TO COMPLETE SECTION
*In this section, the user will develop a SMART goal(s) for the next five years of the program. The program can also choose to continue/amend of any goals from the program review year five update period. Include action plans, timeline, responsible parties, and anticipated outcome (i.e. SMART Goals). Please be sure to align each goal with the College's EMP 2020-2025 Goals. *Please click [here](#) for guiding questions to assist you in your response.*

This is a test...

Cancel changes Save draft Publish

Once you have completed your response, you are done with your comprehensive program review and are ready to submit.

FINAL STEP: You will want to “Save all as Draft” for your draft phases of the Comprehensive Program Review Cycle. You will note the “Save all as draft” button in the upper right corner of your template.

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

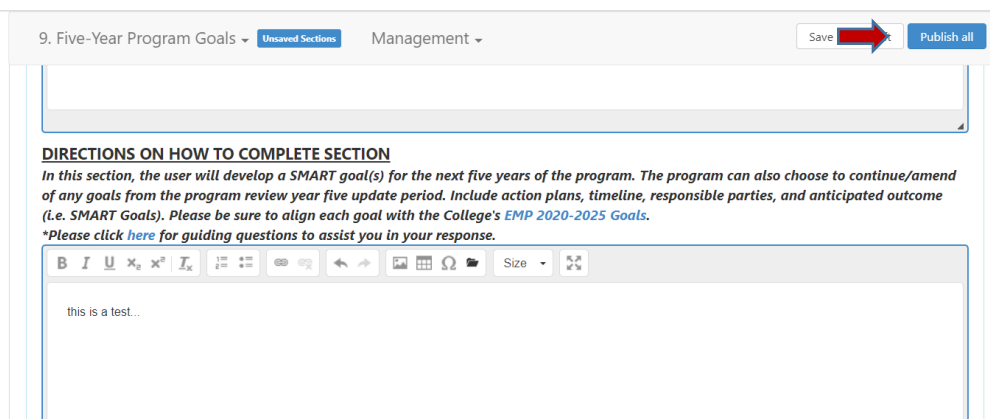
9. Five-Year Program Goals Unsaved Sections Management Save all as draft Publish all

DIRECTIONS ON HOW TO COMPLETE SECTION
*In this section, the user will develop a SMART goal(s) for the next five years of the program. The program can also choose to continue/amend of any goals from the program review year five update period. Include action plans, timeline, responsible parties, and anticipated outcome (i.e. SMART Goals). Please be sure to align each goal with the College's EMP 2020-2025 Goals. *Please click [here](#) for guiding questions to assist you in your response.*

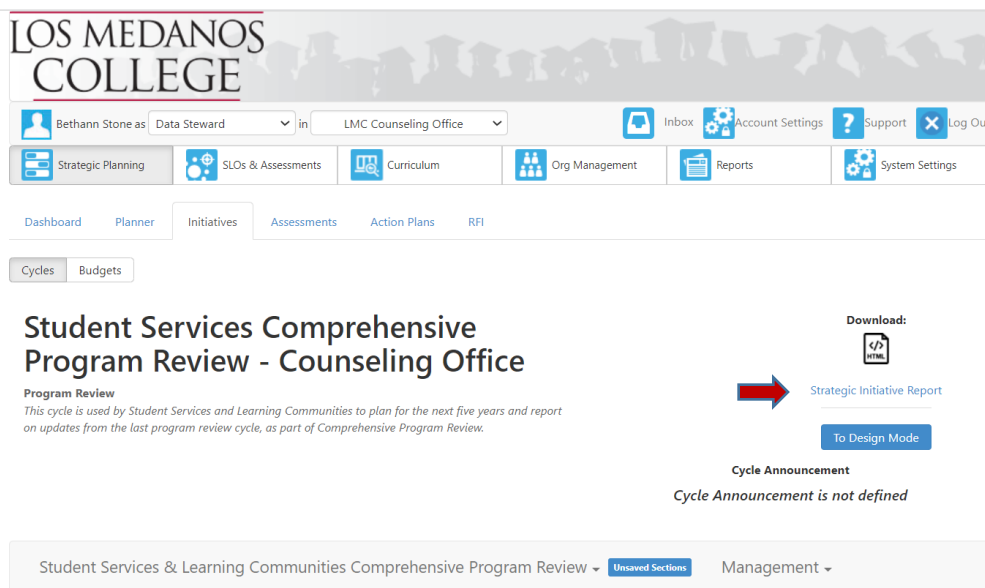
this is a test...

Cancel changes Save draft Publish

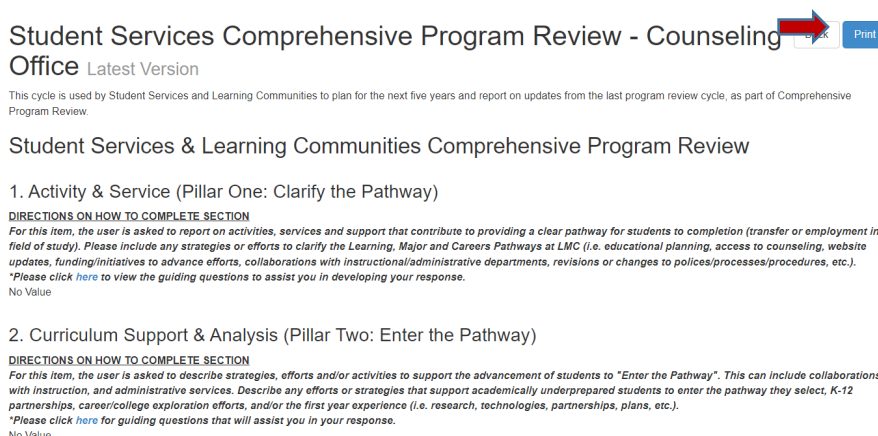
You will “Publish” or submit your Comprehensive Program Review for review and validation by the responsible administrator ***on or before the February 14, 2022 deadline***. Scroll up to the top of the screen and click the blue “Publish All” button.



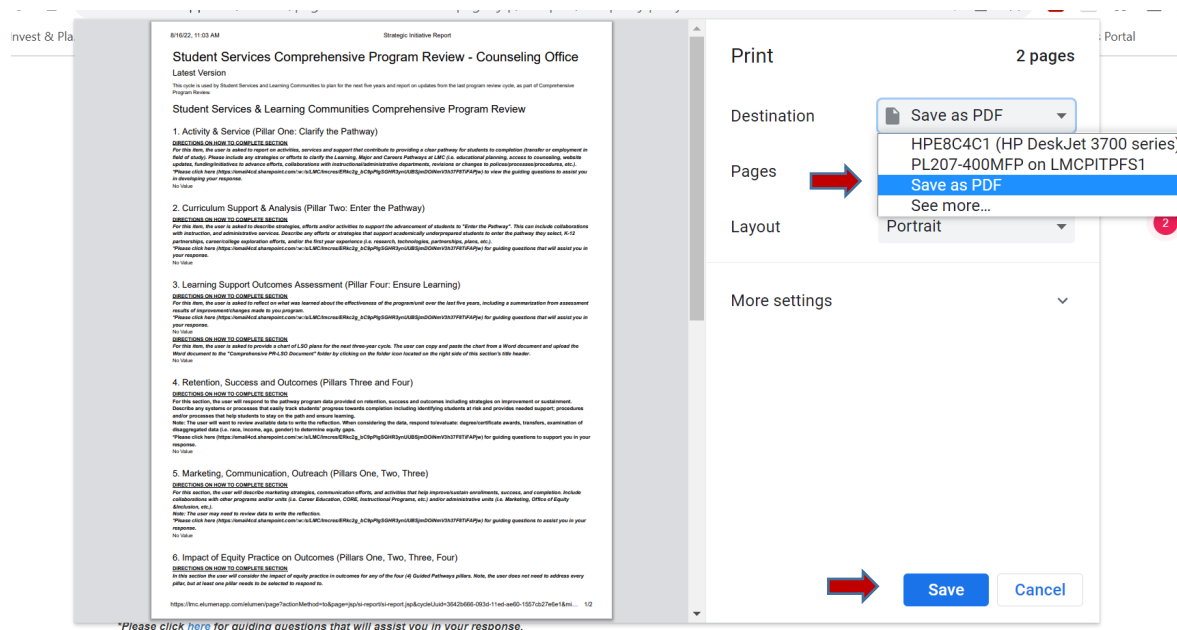
Once you have “published” or submitted your program review update, you can return to this screen and click on the “Strategic Initiative Report” link under “Download” to download a PDF copy of your submitted program review update.



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.



Once you click on the “Print” button the following screen will appear. Click on the Printer drop-down 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.



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