**LMC Comprehensive Report (Program Review)**

**Learning Communities**

Fall 2017

**Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

The following provides an outline of the required elements for a comprehensive report (program review) for Learning Communities.

# Summary of Previous Efforts (For all programs)

## Annual Report Update Analysis

Analyze your annual reports (objectives and improvements) over the past 4 years. Describe your prior years’ goals and corresponding activities. Summarize the major impacts for completed objectives. For objectives that were not completed, provide an update on the status (or if abandoned, provide a brief rationale).

## Assessment Summary (OPTIONAL)

If your learning community has PSLO’s, complete the following section. Summarize your PSLO assessment reports and your assessment plans. Summarize any changes that you are making to your PSLOs.

## Professional Development

Summarize the past (2 – 5 years) and present professional development activities of your learning community’s members and impact (directly or indirectly) on student success.

*To consider: Have the past training and professional development opportunities been sufficient to support the needs of your department/program? Include examples of equity focused professional development that your unit/program has engaged in and opportunities for future equity focused professional development.*

## Collaboration

Describe any current collaboration efforts that are occurring between your learning community and other units/programs (i.e students services departments, instructional departments, other campus programs, etc.), and impact (directly or indirectly) on student success.

# Data Analysis: (Report data from the past 5 years)

Review your data and analyze major changes that have occurred in your program over the past five years. What patterns/trends do you notice and what were the contributing factors that led to them? Where do you notice key successes? What are areas for improvement and how might your program address them?

## Enrollment (Recruitment) & Retention Analysis

Review the Section 2.1 Data Handout for your program and answer the following questions:

1. How many students does your program typically recruit each year? Are you meeting your program goals? Is there a pattern in enrollment? (Increase, Decrease, Fluctuate, Hold Steady) Why might this be happening?
2. Are students equitably represented in your program as compared to the college? If not, which groups are frequently over-represented/under-represented? Why?

Summarize and analyze any additional data relevant to this section. This may include data from the Cohort Tracker Tool on “Student Head Count” and “Term to Term Retention” or any additional data that your program collects that relates to this area.

## Course Completion & Success Analysis

Review the Section 2.2 Data Handout for your program and answer the following questions:

1. Are overall course success rates for students meeting your program goals/expectations? Over the past five years are course success rates improving, declining, fluctuating or holding steady? Why?
2. Are students successfully completing courses at an equitable rate? If not, why might this be the case?
3. One of our college goals as stated in our Integrated Plan is to “Increase successful course completion, and term to term persistence,” and our Equity Plan identifies African- American students as significantly disproportionally impacted in terms of successful course completion. Please specifically address how well African American students are succeeding and indicate any opportunities for improvement.

Summarize and analyze any additional data relevant to this section. This may include data from the Cohort Tracker Tool on “Course Success” and “Course Completion” or any additional data that your program collects that relates to this area.

## Transfer & Degree/Certificate Outcomes

Review the Section 2.3 Data Handout for your program and answer the following questions:

1. Are the overall Transfer Readiness numbers for students in your program meeting your program goals/expectations?
2. Are students equitably achieving Transfer Readiness? If not, which groups are frequently over-represented/under-represented?
3. Specifically indicate how well African American students are achieving Transfer Readiness in your program.

Summarize and analyze any additional data relevant to this section. This may include data from the Cohort Tracker Tool on “Transfer Directed Status,” “Transfer Ready Status,” “Degree/Certificate Completion,” or any additional data that your program collects that relates to this area.

## Additional Data Analysis (OPTIONAL)

Summarize and analyze any additional data that your program collects. Note key trends as applicable.

## Research & Data Needs (OPTIONAL)

Describe any additional data or research needs that your program would benefit from.

# Long Term Goals (how to get there)

## long term (5 year) goals to meet college strategic plan

Consider the College’s Strategic Directions along with our Integrated Planning Goals listed here:

|  |  |
| --- | --- |
| College Strategic Directions 2014-2019 | Integrated Planning Goals |
| 1. Increase equitable student engagement, learning, and success.  2. Strengthen community engagement and partnerships.  3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.  4. Invest in technology, fortify infrastructure, and enhance fiscal resources. | 1. ACCESS: increase access through enrollment of students currently underserved in our community.  2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year.  3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses.  4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence.  5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.  6. LEARNING CULTURE: Enhance staff, faculty and administration’s understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students. |

**List 3 – 5 longer term (5 year) new goals for your learning community. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.**

|  |  |  |
| --- | --- | --- |
| Goals | Aligned College Strategic Direction(s) | Aligned Integrated Planning Goal(s) |
| Goal 1: |  |  |
| Goal 2: |  |  |
| Goal 3: |  |  |
| Goal 4: |  |  |
| Goal 5: |  |  |

*To consider: If applicable, describe how these goals are designed to increase student engagement and equitable student outcomes.*

## Staffing Request (optional)

Suggested description:

*Describe existing level of staffing for your learning community: how many permanent full-time and/or part-time employees are there, including faculty, classified staff and manager? How many hourly faculty and/or staff, how many student employees are needed on a regular basis (i.e. every semester, year-round)?*

*Does the existing level of staffing impact program delivery? The ability to provide a full-level of service? If additional staff are needed, identify how your learning community would benefit (i.e. what additional programs/activities/services/support could be offered) and how additional staffing would support long term goals.*

*Include but not limited reassign time, classified/manager, student assistant, etc. (full-time faculty request is Box 2A process).*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Faculty/Staff Resource Request** | | | | |
| Department/Unit Goal - Reference # | | Strategic Objective - Reference # | | |
|  | |  | | |
| Department/Unit Name | | Position Name/Classification | | FTE |
|  | |  | |  |
| Position Type | Funding Duration | Funding Source | Est. Salary & Benefits | |
|  |  |  |  | |
| Justification: | | | | |
|  | | | | |

## Operating Request (optional)

Suggested Description:

*Describe how your learning community is structured within your existing physical space. For example, where is it located in relationship to other programs/services, what services are provided by X number of staff? How would additional space or a different location impact the capacity for offering additional services? Provide a clear description of needs and rationale.*

*Describe the current equipment/technology needs for your learning community, as well as anticipated needs to meet long term goals. How would additional equipment or available technology effect the quality of your learning community?*

|  |  |  |  |
| --- | --- | --- | --- |
| **Operating Resource Request** | | | |
| Department/Unit Goal - Reference # | Strategic Objective - Reference # | | |
|  |  | | |
| Department/Unit Name | Resource Type | |  |
|  |  | | |
| General Description | | Est. Expense | |
|  | |  | |
| Justification: | | | |
|  | | | |

## Professional Development Request (optional)

Suggested Description:

*Based on current professional development and training opportunities, as well as long term program goals, describe anticipated professional development needs to support growth and new directions for your program.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Professional Development Resource Request** | | | |
| Department/Unit Goal - Reference # | Strategic Objective - Reference # | | |
|  |  | | |
| Department/Unit Name | Resource Type | |  |
|  |  | | |
| General Description | | Est. Expense | |
|  | |  | |
| Justification: | | | |
|  | | | |

# For Learning Communities with Advisory Boards:

## Advisory Board Update

*Give an overview of the current purpose, structure, and effectiveness of your advisory board. List the members and corresponding organizational (internal or external) affiliations.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Purpose** | **Structure** | **List of Members** | **Meeting Dates** | **Effectiveness** |
|  |  |  |  |  |

# For Learning Communities responsible for CSLO Assessment:

## Curriculum Update

*Summarize the status of the curriculum including an analysis of the status of the COORs, prerequisites/co-requisites, advisories, depth, breadth, rigor, and sequencing.*

## CSLO Update

*Summarize the CSLO assessment reports and the assessment plans. Summarize any changes that are being made to the CSLOs.*

## Course Offering Analysis

*Analyze the course/section offerings and trends, and report any new course plans.*