**LMC Comprehensive Program Review**

**Student Services Units**

Fall 2017

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

The following provides an outline of the required elements for a comprehensive program review for Student Services Programs.

# Evaluation/ANALYSIS (For all programs)

## Annual Review Update Analysis

Analyze your annual reviews (objectives and improvements) over the past 3 years.

*To consider: Review your data and analyze major changes that have occurred in your program over the past four years. What were the contributing factors that led to these changes (i.e. demographic changes, student needs/demands, evaluation results)? Consider available data that may support trends in gender, age, ethnic breakdowns and the populations described in the Student Equity Plan (Veterans, DSPS, African American, ESL, low income students, Foster Youth). What are identified successes as a result of these changes? What needs to be improved upon? How has the effectiveness of your program and services been evaluated over the past four years?*

## Assessment Summary

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 unit/program’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 unit/program and other units and programs both inside and outside of Student Services, and impact (directly or indirectly) on student success.

# 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 program. 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 in 3SP and equitable student outcomes.*

## Staffing Request (optional)

Suggested description:

*Describe existing level of staffing for each program or service: 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 available hours of service? The ability to provide a full-level of service? If additional staff are needed, identify how your program/service would benefit (i.e. what additional services could be offered, longer business hours, etc.) 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 program/service is structured within your existing space. For example, where is it located in relationship to other 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 program/service, as well as anticipated needs to meet long term goals. How would additional equipment or available technology effect the quality of your program and/or service?*

|  |
| --- |
| **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 units/programs who offer courses:

## Course Success/Retention Analysis

Please review the data provided on course retention and success, which has been disaggregated by as many elements as district can provide in their SQL Report

One of our college goals as stated in our Integrated Plan is to “Increase successful course completion, and term to term persistence.” Our Equity Plan identifies African- American and low income students as disproportionally impacted in terms of successful course completion. (Foster youth are also disproportionately impacted on this indicator, but numbers are too small to disaggregate by discipline/program) Please indicate how well students in these groups are succeeding in your discipline.

|  |  |  |  |
| --- | --- | --- | --- |
|  | African-American  | Low Income Students |  All students in program/discipline |
| Completion Rate (program/discipline) |  |  |  |
| Success Rate (program/discipline) |  |  |  |

## Curriculum Update

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

## CSLO Update

*Summarize your CSLO assessment reports and your assessment plans. Summarize any changes that you are making to your CSLOs.*

## Course Offering Analysis

*Analyze your course/section offerings and trends, and report any new course or program plans.*

# For programs 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.*