ACADEMIC PROGRAM REVIEW

HANDBOOK

TABLE OF CONTENTS

Introduction

Overview of Academic Program Review

Academic program review provides faculty the opportunity to reflect on the accomplishments, challenges, and overall effectiveness of the program they represent. This process directly supports the College's Strategic Initiative E: "Strengthen processes, programs, and services through the effective and efficient use of assessment, program review, planning, and resource allocation." Through the collection and analysis of a variety of quantitative and qualitative data, the faculty is able to assess program resources and to make recommendations for enhancing student learning and success. Academic program review also informs the future direction of the program by facilitating regular assessment and discussion regarding program effectiveness. The review process often includes surveys of various stakeholders (e.g., students, faculty, external advisory committees) to assess such variables as scope and currency of curriculum; adequacy of instructional resources; and satisfaction with overall program experience.

The program review process is the primary vehicle by which each academic program at the college documents its ongoing assessment and data analysis related to: student enrollment trends; student retention and completion rates; student equity; and course- and program-level learning outcomes. Moreover, academic program reviews formally document any faculty recommendations related to program resources and/or curriculum. The academic program review process represents a vital link between student learning in the classroom and the operation of the college, and recommendations from program review are incorporated and reflected in the college's planning processes.

Accrediting Commission for Community and Junior Colleges (ACCJC) Standards

El Camino College (ECC) is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). The *ACCJC Accreditation Standards (June 2014)* document provides the following standards related to program review:

> *ACCJC Standard 1.B.5.* "The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery."

> *ACCJC Standard 1.B. 9.* "The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources."

As a regionally accredited institution, ECC adheres to all ACCJC standards regarding program review. The accreditation standards provide the foundation and guidelines for ECC's program review process, and program review is accordingly integrated into the college's processes for institutional planning and resource allocation.

Academic Program Review Committee (APRC)

Overview of Academic Program Review Committee (APRC)

Pursuant to [Title 5 of the Administrative Code of California (Sections 53200)](#), Academic Program Review is one of the "10+1" areas within the purview of the El Camino College (ECC) Academic Senate. The ECC Academic Senate Handbook describes a program review process which "is overseen by the Academic Program Review Committee, which is Co-Chaired by the Senate VP of Instructional Effectiveness and the Associate Dean of Academic Affairs." In addition to its Co-Chairs, the APRC is comprised of faculty from various disciplines.

As a committee of the Academic Senate, the APRC is a faculty-driven vehicle by which policies and procedures related to program review are developed and revised. The ECC Academic Senate Handbook states that "program materials and processes are developed and revised by the Academic Program Review Committee and substantive changes must be voted on and approved by the Senate." According to ECC Board Policy 2510, "the Board will normally accept the recommendations of the Academic Senate on academic and professional matters as defined by Sub-Chapter 2, Section 53200, et seq., California Administrative Code, Title 5.

APRC Role and Function

The role of the APRC is to ensure that the academic program review process is conducted in compliance with institutional guidelines and accreditation standards. Given the nature of the program review process, participation on the APRC is an academic-year commitment. Faculty members serving on the APRC may expect to engage in the following activities related to academic program review:

Fall Semester	Spring Semester
• Review Program Review documents submitted by programs scheduled for review for the given year *(based on the 4-year review cycle effective at that time)* • Weekly* APRC meetings to discuss Program Review submissions and provide feedback to faculty scheduled for that particular week	• At least one APRC meeting to review and/or update existing Program Review timelines, templates, and other materials to reflect any institutional priorities and/or regulatory demands.

* Depends on number of reviews scheduled (based on the 4-year review cycle effective for the given year)

APRC members work as a team to assist faculty in preparing the final program review document. They are available for consultation throughout the program review process (which is detailed in a subsequent section of this document). APRC members are expected to review Program Review documents prior to the scheduled meeting with the designated program faculty so that they can provide feedback and offer recommendations during the meeting.   As each section of the Program Review document is reviewed in the meeting with the APRC, the meetings generally promote rich dialogue and often generate new ideas that are incorporated into the final document.

Compton Community Educational Center - Institutional Effectiveness Committee

The El Camino College - Compton Community Educational Center (CEC) also engages in ongoing review of its academic programs. The process at CEC is coordinated by the Institutional Effectiveness Committee (IEC). The purpose of the IEC is to review each of the academic program reviews completed at CEC and to provide recommendations to strengthen and support program outcomes and assessment. The IEC is also responsible for reviewing the Educational Master Plan, the Facilities Master Plan, the Staffing Plan, and the Technology Master Plan for the Compton Community Educational Center; as such, the Institutional Effectiveness Committee is responsible for ensuring that all Program Reviews and the plans indicated above are consistent, aligned, and current.

Program Review and Planning

Institutional Policy Regarding Program Review

El Camino College has a long-standing policy regarding Academic Program Review. The policy requires that every academic program offered at the college conduct a self-study and external review every four (4) years. The policy and related procedures are flexible and evolving to ensure that the program review process continues to comply with applicable standards and guidelines established by the college's accrediting body, the Accrediting Commission for Community and Junior Colleges (ACCJC). The current program review process meets accreditation standards and is reviewed on an ongoing basis by the Academic Program Review Committee (APRC) as described in the previous section.

Role of Program Review in Institutional Planning

The current program review process includes the collection and analysis of a variety of course- and program-level assessment data. These data often reflect information related to student outcomes, program resources, and stakeholder satisfaction. As assessment results are generally used to inform and justify recommendations for program improvements, the program review process plays an important role in institutional planning and budget prioritization. ECC's institutional planning process is based on the college mission and strategic initiatives (see Appendix A) and is guided by a variety of college-wide processes, including program review. These integrated processes serve to guide resource allocation to ensure institutional effectiveness and student success.

During the program review process, a variety of quantitative and qualitative data are reviewed to identify any opportunities for addressing student equity, enhancing student learning, and promoting overall success in the program. Final program review documents include formal recommendations for program improvement. The program faculty may recommend curricular changes (e.g., course revisions, course requirements for certificates/degrees) which are proposed to the Division and College Curriculum Committees. Other recommendations may be instructional in nature and may be directly implemented without additional cost. Program review recommendations that will incur a cost are prioritized at multiple levels of planning and considered in terms of their alignment with one or more of the College's strategic initiatives.

Funding requests that originate from program review are accordingly considered within the context of the college's planning and budgeting process each year (see Figure 1 below). Division deans are encouraged to facilitate communication between the designated faculty leads for the program review and the program planning processes to ensure consideration of recommendations that originate from program review.

At the program level, recommendations from program review are reviewed during the program planning process and may be prioritized for inclusion in the Program Plan. Within each division, the Dean and Division Council consider the funding requests from each program's Annual Plan as they develop the *Unit Plan* which includes a prioritized list of recommendations at the division level. Upon review of each division's Unit Plan, the Vice President of Academic Affairs determines the top priorities to incorporate into the *Area Plan* for academic affairs.

The Vice President of Academic Affairs then collaborates with the other area Vice Presidents (e.g., Administrative Services; Human Resources; Student and Community Advancement) to prioritize the requests in each of their area plans and to determine the college's top priorities within each of the following funding categories: 1) Staffing, 2) Software/Hardware, 3) Instructional Equipment, 4) Non-instructional Equipment, 4) Furniture, 5) Facilities, and 6) Other. These prioritized funding requests are then presented to the ECC Planning and Budgeting Committee, which reviews them to ensure that they align with the college mission and strategic initiatives. The final list of proposed funding allocations is incorporated into the college budget and forwarded to the President and the Board of Trustees for their approval.

Figure 1.

Program Review Recommendations → *Program Plan* → *Unit Plan* → *Area Plan* → *Vice Presidents' Prioritization* → *Planning and Budgeting Committee* → *President* → *Board of Trustees*
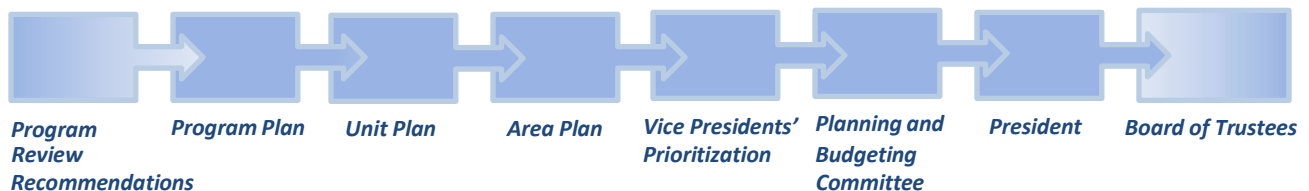
Program Review at ECC

Program Review Cycles

Pursuant to institutional policy, all academic programs at El Camino College are required to conduct a full program review every four (4) years. Program review is a self-study process designed to facilitate the following objectives:

1. Recognize and acknowledge program/department performance
2. Assist in program/department improvement through self-reflection
3. Enhance student success by offering recommendations to improve their performance in program and student learning outcomes
4. Provide program members the opportunity to discuss and evaluate the strengths and weaknesses of their programs/departments

Career and Technical Education (CTE) programs conduct a full program review every four years, which includes Supplemental Questions for CTE programs. In addition, every two years (once between full reviews) CTE programs must conduct a mini-review and respond to Supplemental Questions for CTE programs.

The Office of Academic Affairs is responsible for supporting and monitoring the overall program review process. Division Deans are responsible for designating particular faculty members who will provide program-level leadership for completing a scheduled review in any given year. Appendix B represents the 2015-2019 Program Review cycle for academic programs at ECC.

Program Review Components

Program review is designed to represent a comprehensive self-study and examination process. To ensure thorough consideration of various aspects of program effectiveness, full program review at El Camino College includes the following components:

- Overview of the Program
- Analysis of Research Data
- Curriculum
- Assessment and Student Learning Outcomes
- Analysis of Student Feedback
- Facilities and Equipment
- Technology and Software
- Staffing
- Future Direction and Vision
- Prioritized Recommendations

The Academic Program Review Committee (APRC) maintains an updated Program Review Guidelines and Instructions document (see Appendix C) which provides a detailed description of and guidelines for addressing each of the components identified above. During the year for which an academic program is scheduled for program review, the faculty compiles a final program review document which addresses each component.

As Career and Technical Education (CTE) programs are required to complete a CTE Review every two years (once between full reviews), the full review for such programs also includes the CTE Supplemental Questions (see Appendix D for the full list of questions and required documentation).

Program Review Process and Timeline

Program Review Orientation. El Camino College provides a structured process which provides guidance, resources, and other support for the development of the final program review document by program faculty. In addition to ensuring that the most updated Program Review materials are available on the college website, the Co-Chairs of the Academic Program Review Committee (APRC) regularly conduct orientation sessions each Spring semester to provide an overview of the program review components, process, and timeline for programs scheduled to complete reviews the following Fall. Hard-copies of the Program Review Guidelines and

Instructions document are provided during orientation sessions, and orientation materials are also distributed electronically to all faculty members who have been designated by their division Deans to provide leadership for reviews that are scheduled for any given year.

The orientation sessions also include a presentation by a representative from the Office of Institutional Research and Planning (IRP); this presentation provides an overview regarding student surveys and a demonstration regarding how to access available program data sets. The presentation also addresses data related to student equity and performance gaps.

Program Review Timeline. Included in the orientation materials each year is a version of the timeline template presented below (populated with the appropriate dates) which provides an overview of the academic program review process.

February - March
- Division Deans submit the names of designated faculty member(s) for program reviews   - Designated faculty attend program review orientation (3/16/2017) and receive program data.   - Designated faculty submit requests to Institutional Research & Planning (IRP) for any additional survey items by March 30, 2017.

March - June
- Designated faculty prepare rough drafts, seeking input from program and division colleagues, including: - the program faculty   - the division curriculum committee representative   - the division SLO facilitator   - the division Dean and, if applicable, Associate Dean   - Designated faculty submit all data requests to IRP by June 16, 2017. IRP may not be able to fulfill data requests submitted after this date.   - Designated faculty collaborate with program colleagues to administer the student survey.

June – September
- Designated faculty revise the first draft according to feedback received from division colleagues.   - Designated faculty present revised draft to program/division colleagues   *NOTE: Any dissenting opinions should be noted in a report that is included as an appendix to the program review document.*

September 1, 2017
- Designated faculty submit completed program reviews to the Academic Program Review Committee (APRC) co-chairs and division Dean by September 1, 2017.   - Designated faculty submit completed CTE 2-year reviews to the APRC co-chairs and division Dean, as applicable.

September – December
- If needed, designated faculty meet with APRC Co-Chairs to discuss your program review prior to Academic Program Review Committee session.   - Designated faculty meet with the APRC to discuss program review draft.   - Following the review meeting with Academic Program Review Committee, designated faculty attend TracDat training session regarding input of program review into the system.

December
Designated faculty submit final program review documents to APRC and enter into TracDat.

Finalizing the Program Review Document. As described in a previous section of this document, the Academic Program Review Committee is available throughout the program review process to offer guidance and support to programs scheduled for review in any given year. By the date identified in the current year's timeline, each program must submit a formal program review document which addresses the required components described in the previous section. Dissenting opinions should be included when consensus is not reached among program faculty or between program faculty and the division dean. A report should be added to the program review document as an appendix. This report should clearly state the areas of dissension and the reason for the dissenting opinion(s).

Upon receipt of program review drafts in early Fall, APRC members review each document and use a standard rubric (see Appendix F) to provide feedback to every program regarding how the draft document addresses each program review component. An individual meeting with the APRC is scheduled for the designated faculty member(s) for each program to provide a venue to review the feedback and address any other matters necessary to finalize the document. After considering the feedback from the APRC, each program will finalize its program review document and submit the final document to the APRC for posting to the college website.

Final Steps in the Program Review Process. Upon submission of the final program review document to the APRC, each program must also: 1) upload a PDF of the document to the Document Repository of the college's data management system for program review and planning (i.e., TracDat, which the college also uses to store information related to the assessment of learning outcomes), and 2) copy text from each component section of the final program review into the respective section of the program review and planning module of the system (the module currently does not support charts or graphs). A variety of guide sheets and video tutorials related to TracDat navigation and data entry are available on the college website at http://www.elcamino.edu/academics/slo/tracdattraining.asp. Moreover, each Fall semester the Co-Chairs of the APRC host Program Review drop-in workshops for faculty who may desire additional guidance and support as they enter their program review information into TracDat. Within TradDat's program review and planning module, program information can be updated during the four years between formal program review. Programs should update on an ongoing basis so that the information in the module represents a snapshot of program outcomes, resources, and recommendation statuses at any given time.

Program Review Resources

Helpful Links Related to Program Review

ECC Program Review Webpage
http://www.elcamino.edu/administration/vpaa/program_review/index.asp

The Program Review webpage provides general information regarding the program review process and contains links to regularly updated information such as:

- *Academic Program Review 4-Year Cycle*
- *Academic Program Review Timeline*
- *Program Review Guidelines and Instructions*
- *CTE Supplemental Questions*
- *Completed Program Reviews from the Current and Previous Years*

ECC Office of Institutional Research and Planning (IRP) Webpage

http://www.elcamino.edu/administration/ir/index.asp

The IRP webpage features a dashboard which provides access to a variety of institutional and program-specific data supporting program review, including: 1) student demographics, 2) success and retention rates, and 3) survey results.

MyECC Portal

http://www.elcamino.edu/myecc/

Additional program-specific data can be found by logging in to the MyECC portal and drilling into the *Areas* section along the top left menu bar (see figure below).
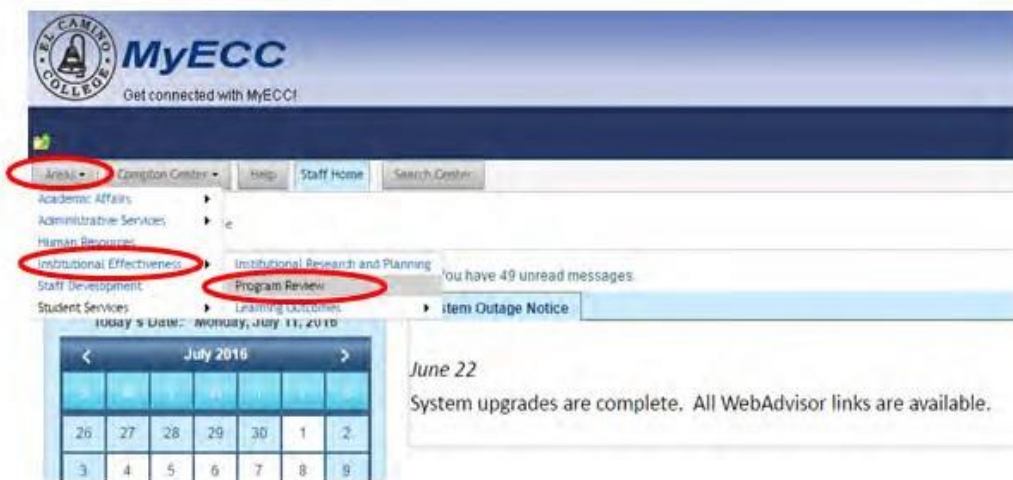
From the *Areas* drop-down menu, select *Institutional Effectiveness*. Then select *Program Review* to open another window which provides links to additional data and other information (see figure below).
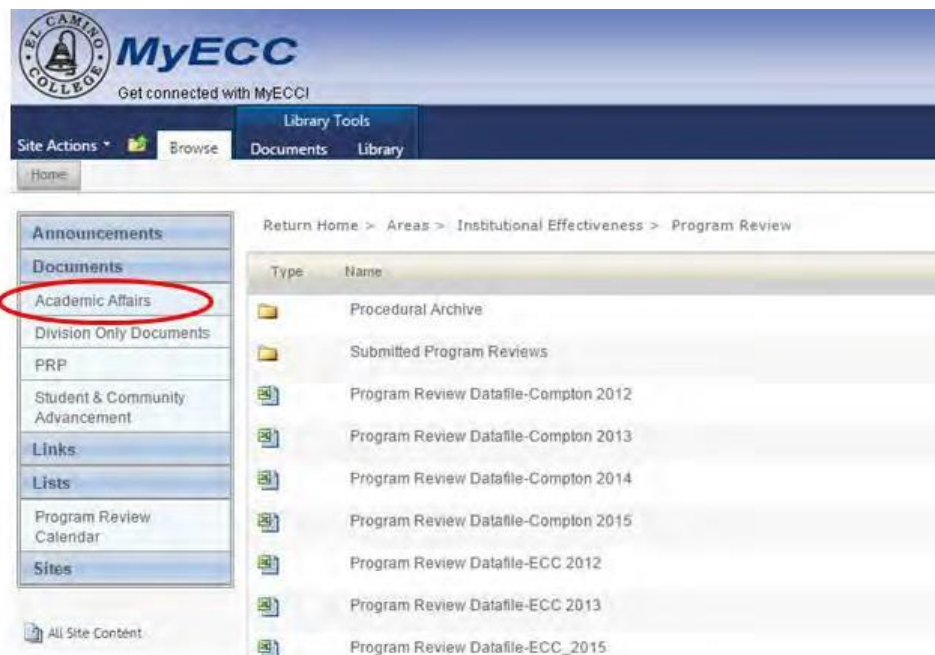
From the left vertical navigation bar of the new window, select *Academic Affairs* (under the "Documents" heading) to view the available Program Review Datafiles. Click the link for the applicable review year to access the Excel spreadsheet.

For illustrative purposes only, sample information and data from this source are represented in Appendix G of this document.

TracDat

https://elcamino.tracdat.com/tracdat/

ECC uses the TracDat data management system to support its learning assessment, program review, and planning processes. Users must log in to TracDat to enter and/or update data, recommendations, and other information related to these processes. From within the system, users may view program review and planning information (depending on approved level of access). TracDat also includes reporting features which facilitate monitoring various review cycles and tracking specific action items.

Resource Contact Information

Academic Program Review Committee (APRC) Co-Chairs*

*Linda Clowers, Associate Dean of Academic Affairs*

lclowers@elcamino.edu

(310) 660-3593, x3928

Russell Serr, Academic Senate Vice President of Instructional Effectiveness

(310) 660-3593, x3811

rserr@elcamino.edu

(*Note: A list of current members of the APRC is maintained on the Program Review webpage at http://www.elcamino.edu/administration/vpaa/program_review/committee-and-materials.asp.)

Institutional Research and Planning (IRP) Representative on APRC

Carolyn Pineda, Research Analyst
cpineda@elcamino.edu

(310) 660-3593, x6402

Division Student Learning Outcomes (SLO) Facilitators

Each academic division designates at least one SLO Facilitator to assist with the coordination of course- and program-level learning outcomes assessment for the division. SLO Facilitators are a valuable resource for completing the "Assessments and Student Learning Outcomes" component of program review. As faculty assignments are subject to change for a variety of reasons, each division office maintains the most updated information regarding its SLO Facilitator(s). *A list of SLO Facilitators* for each academic division can also be found on the SLO webpage at http://www.elcamino.edu/academics/slo/assessment-personnel.asp.

Program Representatives on the Division and College Curriculum Committees (DCC and CCC)

Each academic program designates at least one representative for the Division Curriculum Committee (DCC) and the College Curriculum Committee (CCC). These representatives are valuable resources who can assist with sections of the program review that relate directly to matters of curriculum. Each division office maintains the most updated information regarding DCC membership. *A list of the members of the CCC* can be found on the College Curriculum Committee webpage at http://www.elcamino.edu/academics/ccc/s5ccccommittee.asp.

APPENDIX A

ECC COLLEGE MISSION AND STRATEGIC INITIATIVES

ECC MISSION STATEMENT

El Camino College makes a positive difference in people's lives. We provide excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities.

STRATEGIC INITIATIVES for 2015-2020

A. *STUDENT LEARNING*

Support student learning using a variety of effective instructional methods, educational technologies, and college resources.

B. *STUDENT SUCCESS & SUPPORT*

Strengthen quality educational and support services to promote and empower student learning, success, and self-advocacy.

C. *COLLABORATION*

Advance an effective process of collaboration and collegial consultation conducted with integrity and respect.

D. *COMMUNITY RESPONSIVENESS*

Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the educational, workforce training, and economic development needs of the community.

E. *INSTITUTIONAL EFFECTIVENESS*

Strengthen processes, programs, and services through the effective and efficient use of assessment, program review, planning, and resource allocation.

F. *MODERNIZATION*

Modernize infrastructure and technological resources to facilitate a positive learning and working environment.

APPENDIX B

ECC 2015-2019 PROGRAM REVIEW CYCLE

REVISED ACADEMIC AFFAIRS PROGRAM REVIEW SCHEDULE 2015-2019

FOUR-YEAR CYCLE WITH TWO-YEAR CTE REVIEW

All programs conduct a full Program Review every four years.

CTE programs conduct a full Program Review every four years, which includes Supplemental Questions for CTE programs. In addition, every two years (once between full reviews) CTE programs must answer Supplemental Questions for CTE programs and submit to Academic Affairs.

DEPARTMENT/PROGRAM	DIVISION	YEAR REVIEW DUE	PR & CTE REVIEW	CTE REVIEW ONLY
Administration of Justice	Industry and Technology	2015	Y	
Architecture (including Environmental Technology)	Industry and Technology	2015	Y	
Auto Collision Repair/Painting	Industry and Technology	2015	Y	
Biology	Natural Sciences	2015		
Childhood Education	Behavioral and Social Sciences	2015	Y	
Computer Information Systems	Business	2015	Y	
Electronics & Computer Hardware Technology	Industry and Technology	2015	Y	
Film/Video	Fine Arts	2015	Y	
Fire and Emergency Technology	Industry and Technology	2015	Y	
Health Sciences (Anatomy, Physiology, and Microbiology)	Natural Sciences	2015		
History/Ethnic Studies (including American Studies)	Behavioral and Social Sciences	2015		
Philosophy	Behavioral and Social Sciences	2015		
Automation, Robotics, and Manufacturing (Engineering Technology, Machine Tool Technology, and Manufacturing Technology)	Industry and Technology	2015		Y
Automotive Technology	Industry and Technology	2015		Y
Computer Science	Mathematical Sciences	2015		Y
Fashion	Industry and Technology	2015		Y
Journalism	Humanities	2015		Y

APPENDIX B (CONT'D)

ECC 2015-2019 PROGRAM REVIEW CYCLE

DEPARTMENT/PROGRAM	DIVISION	YEAR REVIEW DUE	PR & CTE REVIEW	CTE REVIEW ONLY
Anthropology	Behavioral and Social Sciences	2016		
Art	Fine Arts	2016	Y	
Business (Accounting, Business Management, Marketing, and Office Administration)	Business	2016	Y	
CADD	Industry and Technology	2016	Y	
Cosmetology	Industry and Technology	2016	Y	
English (Literature, Creative Writing, Pre-collegiate Composition, Transfer-level Composition)	Humanities	2016		
Environmental Horticulture	*Natural Sciences*	*2016**	Y	
Kinesiology (Athletics, Kinesiology Theory, Recreation, Wellness/Fitness)	Health Sciences and Athletics	2016		
Mathematics - Developmental	Mathematical Sciences	2016		
Mathematics (for Engineering, Science & Math students) CM1	Mathematical Sciences	2016		
Photography	Fine Arts	2016	Y	
Political Science	Behavioral and Social Sciences	2016		
Sign Language/Interpreter Training	Health Sciences and Athletics	2016	Y	
Sociology (including Women's Studies)	Behavioral and Social Sciences	2016		
Air Conditioning and Refrigeration	Industry and Technology	2016		Y
Construction Technology	Industry and Technology	2016		Y
Nursing	Health Sciences and Athletics	2016		Y
Radiological Technology	Health Sciences and Athletics	2016		Y
Real Estate	Business	2016		Y
Respiratory Care	Health Sciences and Athletics	2016		Y
Welding	Industry and Technology	2016		Y

* The 2016 Program Review for Environmental Horticulture was postponed due to the retirement of the only full-time faculty member.

APPENDIX B (CONT'D)

ECC 2015-2019 PROGRAM REVIEW CYCLE

DEPARTMENT/PROGRAM	DIVISION	YEAR REVIEW DUE	PR & CTE REVIEW	CTE REVIEW ONLY
~~Academic Strategies~~	~~Humanities~~	~~2017**~~		
Astronomy	Natural Sciences	2017		
Automation, Robotics, and Manufacturing (Engineering Technology, Machine Tool Technology, and Manufacturing Technology)	Industry and Technology	2017	Y	
Automotive Technology	Industry and Technology	2017	Y	
Chemistry	Natural Sciences	2017		
Communication Studies	Fine Arts	2017		
Computer Science	Mathematical Sciences	2017	Y	
Engineering	Mathematical Sciences	2017		
Fashion	Industry and Technology	2017	Y	
Foreign Language	Humanities	2017		
Human Development	Behavioral and Social Sciences	2017		
Journalism	Humanities	2017	Y	
Physics	Natural Sciences	2017		
Psychology	Behavioral and Social Sciences	2017		
Theatre	Fine Arts	2017		
Administration of Justice	Industry and Technology	2017		Y
Architecture	Industry and Technology	2017		Y
Auto Collision Repair/Painting	Industry and Technology	2017		Y
Childhood Education	Behavioral and Social Sciences	2017		Y
Computer Information Systems	Business	2017		Y
Electronics & Computer Hardware Technology	Industry and Technology	2017		Y
Film/Video	Fine Arts	2017		Y
Fire and Emergency Technology	Industry and Technology	2017		Y

*** Academic Strategies (AS) was removed from the program review cycle, as the ECC College Curriculum Committee voted in Fall 2016 to inactivate current AS courses and offer the coursework under the English discipline upon approval by the CCC Chancellor's Office.*

APPENDIX B (CONT'D)

ECC 2015-2019 PROGRAM REVIEW CYCLE

DEPARTMENT/PROGRAM	DIVISION	YEAR REVIEW DUE	PR & CTE REVIEW	CTE REVIEW ONLY
Air Conditioning and Refrigeration	Industry and Technology	2018	Y	
Construction Technology	Industry and Technology	2018	Y	
Dance	Fine Arts	2018		
Earth Sciences (Geology, Geography, Oceanography)	Natural Sciences	2018		
Economics	Behavioral and Social Sciences	2018		
English as a Second Language	Humanities	2018		
Learning Resources Unit (Non-Instructional Program Review)	Student & Community Advancement	2018		
Mathematics (for GE and non-science students) CM2	Mathematical Sciences	2018		
Mathematics (for prospective elementary teachers) CM3	Mathematical Sciences	2018		
Music	Fine Arts	2018		
Nursing (including School Health Programs)	Health Sciences and Athletics	2018	Y	
Radiological Technology	Health Sciences and Athletics	2018	Y	
Real Estate	Business	2018	Y	
Respiratory Care	Health Sciences and Athletics	2018	Y	
Special Resource Center (SRC)/ Adaptive Physical Education (APE)	Health Sciences and Athletics	2018		
Welding	Industry and Technology	2018	Y	
Art (Digital Arts, Gallery Management, Visual Communication)	Fine Arts	2018		Y
Business (Office Administration, Marketing, Accounting, Business Management)	Business	2018		Y
CADD	Industry and Technology	2018		Y
Cosmetology	Industry and Technology	2018		Y
Photography	Fine Arts	2018		Y
Sign Language/Interpreter Training	Health Sciences and Athletics	2018		Y

Highlighted programs were originally scheduled for 2017 and were deferred until 2018 by recommendation of division deans due to the large number of reviews that were originally scheduled for 2017.

APPENDIX B (CONT'D)

ECC 2015-2019 PROGRAM REVIEW CYCLE

DEPARTMENT/PROGRAM	DIVISION	YEAR REVIEW DUE	PR & CTE REVIEW	CTE REVIEW ONLY
Administration of Justice	Industry and Technology	2019	Y	
Architecture (including Environmental Technology)	Industry and Technology	2019	Y	
Auto Collision Repair/Painting	Industry and Technology	2019	Y	
Biology	Natural Sciences	2019		
Childhood Education	Behavioral and Social Sciences	2019	Y	
Computer Information Systems	Business	2019	Y	
Electronics & Computer Hardware Technology	Industry and Technology	2019	Y	
Film/Video	Fine Arts	2019	Y	
Fire and Emergency Technology	Industry and Technology	2019	Y	
Health Sciences (Anatomy, Physiology, and Microbiology)	Natural Sciences	2019		
History/Ethnic Studies (including American Studies)	Behavioral and Social Sciences	2019		
Philosophy	Behavioral and Social Sciences	2019		
Automation, Robotics, and Manufacturing (Engineering Technology, Machine Tool Technology, and Manufacturing Technology)	Industry and Technology	2019		Y
Automotive Technology	Industry and Technology	2019		Y
Computer Science	Mathematical Sciences	2019		Y
Fashion	Industry and Technology	2019		Y
Journalism	Humanities	2019		Y

Grey – CTE Review Only

Program Review Cycle will repeat, with 2016 program review areas conducting reviews in 2021 and so on.

APPENDIX C

ECC PROGRAM REVIEW GUIDELINES AND INSTRUCTIONS

Program Review Component	*Guidelines and Instructions*
1. **Overview of the Program** a) Provide a brief narrative description of the current program, including the program's mission statement and the students it serves. b) Describe the degrees and/or certificates offered by the program. c) Explain how the program fulfills the college's mission and aligns with the strategic initiatives. (see Appendix A) d) Discuss the status of recommendations from your previous program review.	*Overview of the Program* *If someone asked you about your program, what would you tell them? Use this opportunity to "brag" about your program offerings, accomplishments, and contributions to the college and/or the community. Describe the students and other stakeholders that you serve.* *In your response, include the number of units or courses required to complete the program.* *How do program offerings and services contribute to the college mission? In what way do program objectives align with the college's strategic initiatives?* *What happened with the requests you had before? Are they completed, active, on hold, abandoned? How did any action or inaction on the past recommendations impact your program?*
2. **Analysis of Research Data** **(include data provided by Institutional Research & Planning)**	*Analysis of Research Data* *Instructions for accessing your program data:* 1. *Enter into the ECC Portal* 2. *From the tabs on the top right, select "Areas".* 3. *From the drop-down menu select "Institutional Effectiveness" and then "Program Review."* 4. *From the list on the left, under "Documents," select "Academic Affairs."* 5. *Select "Program Review Datafile-ECC"* 6. *An Excel spreadsheet will open up. It may take a while for this to open; it's a big document. This spreadsheet contains all the information for all the programs at ECC.* 7. *Please read the first page carefully. It explains that the information is on separate pages accessible through the tabs at the bottom of the page titled Academics, Demographics, and Enrollment Trends.* 8. *To reach the information for your program, select the Academics tab at the bottom of the Excel spreadsheet.* 9. *In the drop-down menu at the top left of the page next to "Program," select your program. The information for your program will automatically fill all three pages – Academics, Demographics, and Enrollment Trends.* 10. *You can print out the information for your program or you can cut-and-paste the information into a separate document so you don't have the huge, full document saved on your computer. (To copy & paste from the Excel file into a Word document, use the 'Paste-as-Image' option when pasting.)*

Program Review Component	Guidelines and Instructions
Provide and <u>analyze</u> the following statistics/data.	*If your program has a data set distinct from that given by IRP that must be interpreted for outside accreditation, please address any discrepancies between data sets.*
a) Head count of students in the program	*Identify and address any enrollment trends.* ***Any increase or decrease in enrollment during the review cycle?***
b) Course grade distribution	***Are there some courses that stand out in one way or another in terms of grades?***
c) Success rates (Discuss your program's success rates, addressing any performance gaps and setting a success standard for your program.)	*Success is defined as a student completing the course with an A, B or C.* *In discussing success, address any performance gaps if your success rates are lower for disproportionally impacted students.* ***What is your program doing or planning to do to close performance gaps and address student equity?*** *Institutional Research and Planning will provide programs with a proposed percentage for their success standards and a rationale for that number. In addition, faculty will be given topics for discussion and consideration as they finalize the standards for their program.* ***Please explain changes to the proposed percentage.***
d) Retention rates (Discuss your program's retention rates, addressing any student equity issues as applicable.)	*Retention is defined as the percentage of students who remain enrolled through the end of a course out of all students enrolled at census date. In essence, it is the percentage of students who did not withdraw or drop.* ***What is your program doing or planning to do to retain students who are disproportionately impacted?***
e) A comparison of success and retention rates in face-to-face classes with distance education classes	***Are there any differences in success and retention rates across delivery method?*** *In discussing success and retention rates, consider using SLO assessment data as a complement, especially in cases where success is low due to large numbers of drops.*
f) Enrollment statistics with section and seat counts and fill rates	*Identify and address any trends in fill rates.* ***Are there particular sections that are consistently over/under filled?***
g) Scheduling of courses (day vs. night, days offered, and sequence)	***Are the times and frequencies that courses are scheduled fulfilling the need or demand for the courses?*** *Daytime classes begin weekdays before 4:30 pm. Night classes begin after 4:30 pm. Classes are weekend if they include a Saturday or Sunday meeting time and unknown if there is no set time as in Distance Ed or Work Experience.*
h) Improvement rates (course success by placement method, if applicable)	*Improvement rates, sometimes called persistence, measure the progress of students through a sequence of courses.* ***Do students progress through the sequence successfully?***
i) Additional data compiled by faculty	*The following websites contain rich data resources about your program and the college:* *1. ECC Institutional Research and Planning* <u>*http://www.elcamino.edu/administration/ir/*</u> *2. Chancellor's Office Data Mart* <u>*http://datamart.cccco.edu*</u>

Program Review Component	Guidelines and Instructions
j) **List any related recommendations.**	*Additional data may include survey data, test scores, career placement, etc. Requests for specific data collection can be made at the Institutional Research and Planning website, or by speaking with IRP staff. If you have any questions about data or its collection, please contact IRP.* *If the recommendation requires funding, provide a cost estimate.*
3. Curriculum Review and discuss the curriculum work done in the program during the past four years, including the following:	***Curriculum*** *CurricUNET is the ECC database for curriculum:* *http://www.curricunet.com/elcamino/ Your login is the first portion of your ECC email address before the @, for instance "jdoe". If you have not used CurricUNET or changed the password, your password is "changeme".*
a) Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.	*For curriculum questions and timelines, consult your department's representative to the Division Curriculum Committee or your division representative to the College Curriculum Committee:* *http://www.elcamino.edu/academics/ccc/s5ccccommittee.asp*
b) Explain any course additions to current course offerings.	
c) Explain any course deletions and inactivations from current course offerings.	*Course deletions permanently eliminate a course, whereas inactivations put a course "on hold." An inactivated course does not appear in the college catalogue but can be relatively easily reactivated through the curriculum process. It is much easier to reactivate a course than to create a new one. Some courses are currently being inactivated because they have not been offered in the past several years*
d) Describe the courses and number of sections offered in distance education. (Distance education includes hybrid classes.)	
e) Discuss how well the courses, degrees, or certificates meet students' transfer or career training needs.	
1. Have all courses that are required for your program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?	
2. Are there any concerns regarding program courses and their articulation to courses at other educational institutions?	***Articulation*** *refers to an official agreement between ECC and other institutions. If a course has been "articulated" it means that the institution acknowledges that the course is equivalent to the course offered on their campus and agrees to accept it in lieu of their course. Information about articulation agreements can be found at assist.org. To discuss articulation issues or to develop an articulation agreement with another campus, contact our Articulation Officer, Lori Suekawa lsuekawa@elcamino.edu or ext. 3517.* ***Transferable*** *means that an institution will accept a course as elective credit but does not guarantee course-to-course credit.*

Program Review Component	Guidelines and Instructions
3. How many students earn degrees and/or certificates in your program? Set an attainable, measurable goal related to student completion of the program's degrees/certificates.	*Set a specific, realistic goal for degree/certificate completion rates based on your data. Discuss any factors that may impact student attainment. Discuss any program modifications (e.g., revised program criteria) that may be considered based on the data.*
4. Are any licensure/certification exams required for program completion or career entry? If so, what is the pass rate among graduates? Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.	*As applicable, set a specific, realistic goal for licensure/ certification exam pass rates based on your data. Discuss factors that may impact student pass rates. Discuss any curriculum revisions or other program modifications that may be considered based on the data. As applicable, address any action plans for maintaining/improving performance relative to standard benchmarks.*
f) **List any related recommendations**.	*If the recommendation requires funding, provide a cost estimate.*
4. Assessment and Student Learning Outcomes (SLOs)	***Assessment and Student Learning Outcome (SLOs)*** *Discuss the SLO process and assessment results. Please note that according to the ACCJC rubric, a "sustainable" level of assessment is evidenced when student learning outcomes and assessment are ongoing, systematic, and used for continuous quality improvement; there is dialogue about student learning that is ongoing, pervasive, and robust; and student learning improvement is a visible priority in the program.*
a) Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned.	*The SLO statements, alignment grids, and timelines are available on your division SLO page and from your SLO facilitator.*
b) Provide a timeline for your course and program level SLO assessments.	
c) State the percent of course and program SLO statements that have been assessed.	*Consult your division SLO facilitator or division representative to the college-wide Assessment of Learning Committee (ALC) to determine the percentage of courses assessed in your program. A list of ALC members is accessible at:* http://www.elcamino.edu/academics/slo/alc.asp
d) Summarize the SLO and PLO assessment results over the past four years and describe how those results led to improved student learning. Analyze and describe those changes. Provide specific examples.	***What has your program learned by assessing its SLOs and PLOs? What changes you have made after considering assessment results?*** *In the response, describe the changes and the impact they have had on student learning and program effectiveness.*
e) Describe how you have improved your SLO/PLO assessment process and engaged in dialogue about assessment results.	***Is the program making improvements to the SLO assessment process and raising SLO awareness with faculty and students? Have SLO assessment results been shared and discussed in meetings (e.g., faculty meetings, brown-bag lunches)? Is information about SLOs distributed via email, bulletin boards, or some form of update?***
f) **List any related recommendations.**	*If the recommendation requires funding, provide a cost estimate.*

Program Review Component	Guidelines and Instructions

5. Analysis of Student Feedback
Provide a copy of any feedback reports generated by Institutional Research and Planning or your program. Review and discuss student feedback collected during the past four years including any surveys, focus groups, and/or interviews.
 	
a) Describe the results of the student survey in each of the following areas:
   i. Student support
   ii. Curriculum
   iii. Facilities, Equipment, and technology
   iv. Program objectives
 	
b) Discuss the implications of the survey results for the program.
 	
c) Discuss the results of other relevant surveys.
 	
d) **List any related recommendations.**
	Analysis of Student Feedback
	How were the surveys distributed? What was the response rate?
	
	Are there any noteworthy patterns of student feedback? *Analyze areas where student perceive the program is performing well and areas where students perceive the program could use improvement. Attach survey report from IRP as an appendix to the final program review document.*
	
	Does the student feedback correlate with any of your findings in other program review areas (e.g., Curriculum, Facilities)? Are students asking for courses, services, or other items which require additional resources?
	
	If the recommendation requires funding, provide a cost estimate.

6. Facilities and Equipment a) Describe and assess the existing program facilities and equipment. b) Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals. c) Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals. d) **List any related recommendations.**	***Facilities and Equipment*** *In the response, identify and fully justify any facilities and equipment needs. Discuss the viability of consolidating or sharing equipment and facilities to satisfy needs.* ***What impact would not meeting these needs have on your program?*** *If the recommendation requires funding, provide a cost estimate.*
7. Technology and Software a) Describe and assess the adequacy and currency of the technology and software used by the program. b) Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals. c) Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals. d) **List any related recommendations.**	***Technology and Software*** *In the response, identify and fully justify any technology and software needs. Discuss the viability of consolidating or sharing technology and software to satisfy needs.* ***What impact would not meeting these needs have on your program?*** *If the recommendation requires funding, provide a cost estimate. Be sure to include the cost of maintenance and upgrades.*

Program Review Component	Guidelines and Instructions
8. **Staffing** a) Describe the program's current staffing, including faculty, administration, and classified staff. b) Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals. c) **List any related recommendations.**	*Staffing* *In the response, identify and fully justify any current staffing needs. Discuss any options for addressing the needs.* **What impact would not meeting these staffing needs have on your program?** *If the recommendation requires funding, provide a cost estimate for classified staff and faculty.*
9. **Direction and Vision** a) Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years? b) Explain the direction and vision of the program and how you plan to achieve it. c) **List any related recommendations.**	*Direction and Vision* **What are the emerging trends within the academic field or discipline? What changes have occurred in the industry since the last review cycle?** **What do you envision as in ideal future direction for your program? What is the future of your program and how do you hope to get there?**
10. **Prioritized Recommendations** a) Provide a single, prioritized list of recommendations and needs for your program/department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation (see Appendix A). Use the following chart format to organize your recommendations. <table><tr><th>Recommendation</th><th>Cost</th><th>S.I.</th></tr><tr><td>1.</td><td></td><td></td></tr><tr><td>2.</td><td></td><td></td></tr><tr><td>3.</td><td></td><td></td></tr></table> b) Explain why the list is prioritized in this way.	*Prioritized Recommendations* *All the prioritized recommendations appearing in this list should be discussed and justified earlier in the review.* *Be sure to include the cost estimates for pertinent recommendations. The recommendations that carry a cost will be entered into the college's data management system for program review and planning (i.e., TracDat) and must be linked to one of the college's strategic initiatives to be considered for funding.*

APPENDIX D

CAREER AND TECHNICAL EDUCATION (CTE) SUPPLEMENTAL QUESTIONS

CTE programs must conduct a full program review every 4 years. The comprehensive program review includes responses to the CTE supplemental questions below. Every two years (once between full program reviews) these supplemental questions must be answered and submitted to Academic Affairs for posting on the College website.

Use labor market data, advisory committee input/feedback, and institutional and program-level data to respond to the following questions:

1. **How strong is the occupational demand for the program?** In your response, describe any changes in demand over the past 5 years and discuss the occupational outlook for next 5 years. Provide applicable labor market data (e.g., US Bureau of Labor Statistics, Employment Development Department) that address state and local needs.

2. **How does the program address needs that are not met by similar programs in the region?** In your response, identify any distinctive components of the program (e.g., curriculum, facilities, resources) and/or describe any unique contributions the program or its students/graduates make to the community served.

3. **What are the completion, success, and employment rates for students in the program?** In your response, identify the standards set by the program and discuss any factors that may impact completion, success, and employment rates among students in the program. Describe the status of any action plans for maintaining/improving rates relative to such benchmarks

4. **List any licensure/certification exam(s) required for entry into the workforce in the field of study and report the most recent pass rate(s) among program graduates.** In your response, identify any applicable performance benchmarks set by regulatory agencies and describe the status of any action plans for maintaining/improving pass rates relative to such benchmarks.

5. **Are the students satisfied with their preparation for employment? Are the employers in the field satisfied with the level of preparation of program graduates?** Use data from student surveys, employer surveys, and other sources of employment feedback to justify your response.

6. **Is the advisory committee satisfied with the level of preparation of program graduates? How has advisory committee input and feedback been used in the past two years to ensure employer needs are met by the program?** Describe the status and impact of any advisory committee recommendations.

   California Education Code 78016 requires that the review process for CTE programs includes the review and comments of a program's advisory committee. **Provide the following information:**

   a. Advisory committee membership list and credentials

   b. Meeting minutes or other documentation to demonstrate that the CTE program review process has met the above Education Code requirement.

APPENDIX E

PROGRAM AND DIVISION COLLEAGUE REVIEW SHEET

Please complete and maintain a copy of this sheet to demonstrate that input has been sought from appropriate program and division colleagues in the preparation of the final program review document. Documentation of review by program and division colleagues does not suggest full agreement with the program review findings. Any dissenting opinions should be noted in a report that is included as an appendix to the program review document

Name of Program Reviewed

_____   _____
Division Curriculum Committee Representative   Date Review Completed

_____   _____
SLO Facilitator   Date Review Completed

_____   _____
Division Associate Dean (if applicable)   Date Review Completed

_____   _____
Division Dean   Date Review Completed

Please provide information below regarding the presentation of the program review at a program/division meeting.

_____   _____
Type of Meeting (Program/Division)   Date of Meeting

APPENDIX F

ACADEMIC PROGRAM REVIEW COMMITTEE (APRC) FEEDBACK RUBRIC

This rubric is used by Academic Program Review Committee (APRC) members to provide feedback on submitted program review drafts. APRC feedback is reviewed and discussed during individual meetings with the faculty member(s) designated to represent each program scheduled for review in any given year.

Program Reviewed _____

APRC Review Date _____

Reviewer Name (optional) _____

Section 1 – Overview of the Program

Does the overview succinctly describe the program and its degree and/or certificate offerings? ☐ Yes ☐ No

Is the program and its objectives aligned with the college mission and strategic initiatives? ☐ Yes ☐ No

Does the program overview sufficiently address the status of recommendations from previous reviews? ☐ Yes ☐ No

Comments/Questions:

_____

_____

_____

Section 2 – Analysis of Institutional Research Data

	Check here if item is sufficiently addressed in the data analysis?	*Do the data appropriately support any related program recommendations?*			*Comments/Questions*
Head Count	☐	☐ Yes	☐ No	☐ N/A	
Course Grade Distribution	☐	☐ Yes	☐ No	☐ N/A	
Success Rates	☐	☐ Yes	☐ No	☐ N/A	
Retention Rates	☐	☐ Yes	☐ No	☐ N/A	
Distance Education (success and retention)	☐	☐ Yes	☐ No	☐ N/A	
Enrollment Statistics	☐	☐ Yes	☐ No	☐ N/A	
Scheduling	☐	☐ Yes	☐ No	☐ N/A	
Improvement Rates (if applicable)	☐	☐ Yes	☐ No	☐ N/A	
Additional Data	☐	☐ Yes	☐ No	☐ N/A	

Section 2 – Analysis of Institutional Research Data (cont'd)

Does the analysis of institutional research data set a standard for success and provide an explanation?   ☐   Yes   ☐   No

Comments/Questions:

_____

_____

Section 3 – Curriculum

Does the program review include an updated timeline for reviewing all courses on a 6-year cycle?   ☐   Yes   ☐   No

Does the review describe any curriculum revisions related to course offerings (e.g., new courses, course deletions

     and/or inactivations)?   ☐   Yes   ☐   No

Does the review address courses offered via distance education?   ☐   Yes   ☐   No

Does the review describe and set goals for any degrees and/or certificates offered by the program?   ☐   Yes   ☐   No

Does the review describe any applicable licensure/certification exams, graduate pass rates, and any action

     plans for maintaining/improving performance relative to standard benchmarks?   ☐   Yes   ☐   No

Comments/Questions:

_____

_____

_____

Section 4 – Assessment and Student Learning Outcomes

Does the program review include a representation of the alignment of course SLOs, PLOs, and ILOs?   ☐ Yes   ☐ No

Does the program review include an updated timeline for course- and program-level outcomes assessment?   ☐ Yes   ☐ No

Does the review report and address the % of course- and program-level outcomes assessed?   ☐ Yes   ☐ No

Does the review sufficiently discuss how assessment results have led to changes in instruction, curriculum,

   and/or other aspect of the program? If *No,* please explain.   ☐ Yes   ☐ No

_____

_____

Does the review sufficiently discuss how the program assesses the effectiveness of any changes that have been

   implemented as a result of assessment? If *No,* please explain.   ☐ Yes   ☐ No

_____

_____

Does the review describe how the program has refined and improved its SLOs and assessment process (including

   a description of how the program dialogues about SLO assessments)?   If *No,* please explain.   ☐ Yes   ☐ No

_____

_____

Other Comments/Questions:

_____

Section 5: Analysis of Student Feedback

Does the review analyze the results of IRP data and accurately describe the results of student feedback?   ☐ Yes   ☐ No

Does the review propose actions and/or resources needed by the program that are based on student feedback?   ☐ Yes   ☐ No

Comments/Questions:

_____

_____

_____

Section 6: Facilities and Equipment

Does the program review identify immediate (1 – 2 years) needs related to facilities and equipment?   ☐ Yes   ☐ No

Does the program review identify long-range (2 – 4+ years) needs related to facilities and equipment?   ☐ Yes   ☐ No

Do all recommendations related to facilities and equipment which require funding include cost estimates?   ☐ Yes   ☐ No

Does the review provide sufficient evidence to justify recommendations and funding requests?   ☐ Yes   ☐ No

Comments/Questions:

_____

_____

Section 7: Technology and Software

Does the program review identify immediate (1 – 2 years) needs related to technology and software?	☐ Yes	☐ No
Does the program review identify long-range (2 – 4+ years) needs related to technology and software?	☐ Yes	☐ No
Do all recommendations related to technology and software which require funding include cost estimates?	☐ Yes	☐ No
Does the review provide sufficient evidence to justify recommendations and funding requests?	☐ Yes	☐ No

Comments/Questions:

Section 8: Staffing

Does the program review identify immediate (1 – 2 years) needs related to staffing?	☐ Yes	☐ No
Does the program review identify long-range (2 – 4+ years) needs related to staffing?	☐ Yes	☐ No
Do all staffing recommendations which require additional funding include cost estimates? Does	☐ Yes	☐ No
the review provide sufficient evidence to justify recommendations and funding requests?	☐ Yes	☐ No

Comments/Questions:

Section 9: Direction and Vision

Does the program review explain relevant changes in the academic field/industry using evidence? ☐ Yes ☐ No

Does the review describe how those changes will impact the program? ☐ Yes ☐ No

Comments/Questions:

Section 10: Prioritized Recommendations

Does the program review present a prioritized list of recommendations? ☐ Yes ☐ No

Does the review explain the process or manner by which the recommendations were prioritized? ☐ Yes ☐ No

Are costs included for each recommendation, when necessary? ☐ Yes ☐ No

Is each recommendation linked to at least one of the college's strategic initiatives? ☐ Yes ☐ No

Is each recommendation discussed and justified in a previous section of the review? ☐ Yes ☐ No

Comments/Questions:

CTE Supplemental Questions (if applicable)

APPENDIX G

SAMPLE RESOURCES FROM
ECC OFFICE OF INSTITUTIONAL RESEARCH AND PLANNING

NOTE: The information provided in this appendix has been excerpted from the Program Review Datafile template maintained by the Office of Institutional Research and Planning on the MyECC portal. Each of the following images reflects a separate tab from the Excel spreadsheet that is accessible via the portal and is represented here for illustrative purposes only.

INTRODUCTION TAB

Dear User:

In order to use this data, you must select a **Program** and **Term** from the *ACADEMICS* tab.

The information below outlines what you will find on each tab.

Academics Tab:
This is the primary data tab. You **MUST** start on the "Academics" tab to select your Program and Term as directed above.

Grade distributions for each course offered during the fall semester are provided along with calculated success and retention rates. You are provided with four fall semester terms and each course is separated by modes of instruction and term length. Blank spaces under the "course" column refer to the course above the cell but indicate a different mode of instruction or term length. Success and retention rates one standard deviation below the mean are **bold shaded font** and those one standard deviation above the mean are in *italic shaded font* .

Demographics Tab:
This tab provides the demographic characteristics of students enrolled in at least one course in the program during the given term. The total number of students is indicated at the top of the table in the "Term Enrollment" row. Each of the percentages indicated is a percentage of the "Term Enrollment" for that column. For comparison purposes, you are also provided with characteristics for all students enrolled during the most recent like term as well as certain demographic characteristics for all people living within the district boundaries based on the most recent Census data.

Enrollment Trends Tab:
This provides annual counts of students enrolled, total enrollments, and sections offered. You are also given Fall term fill rates for the program and day/evening enrollment patterns for the program. Remember, annual calculations include summer, spring, and winter in the total, whereas term calculations only include those students enrolled in the given term.

Glossary Tab:
Definitions of some of the terms used in this data packet.

If you have any questions regarding this or other data you need for program review, please contact:
Joshua Rosales, Research Analyst, El Camino college, X-7402 or jrosales@elcamino.edu

This is a large file. Rather than attaching the whole file to your document, it might be more beneficial to copy relevant charts and tables and paste into another Excel file or into your document.

APPENDIX G (CONT'D)

SAMPLE RESOURCES FROM
ECC OFFICE OF INSTITUTIONAL RESEARCH AND PLANNING

ACADEMICS TAB

Grade Distribution, Success, and Retention
(All)
(All)

Program	(All)				Preliminary Success Standard		0.0%							
Term	(All)				5 year Success Average		0.0%							
Do Not select more than one term or Program.					5 year Success Minimum		0.0%							

Year	COURSE	Method	Wee	Grade 'A'	'B'	'C'	'P'	'D'	'F'	'NP'	Inc P	Inc NP	'DR'	'W'	Total	Succ.	Reten.
2011	ACR-21	Lecture	16	18	6	7	-	-	3	-	-	-	-	7	41	75.6%	82.9%
	ACR-22	Lecture	16	32	14	1	-	-	3	-	-	-	2	5	55	85.5%	90.9%
	ACR-23	Lecture	16	7	6	9	-	-	-	-	-	-	-	2	24	91.7%	91.7%
	ACR-27	Lecture	16	12	6	9	-	-	1	-	-	-	-	-	28	96.4%	100.0%
	ACR-5	Lecture	16	10	5	6	-	-	-	-	-	-	-	2	23	91.3%	91.3%
	ACRP-1A	Lecture	16	4	7	1	-	-	1	-	-	-	1	1	14	85.7%	92.9%
	ACRP-26	Lecture	16	5	2	4	-	1	3	-	-	-	-	-	15	73.3%	100.0%
	ACRP-2A	Lecture	16	5	6	5	-	3	2	-	-	-	-	2	23	69.6%	91.3%
	ACRP-4ABCD	Lecture	16	23	2	-	-	-	2	-	-	-	2	1	28	89.3%	96.4%
	ACRP-5ABCD	Lecture	16	4	11	3	-	4	-	-	-	-	-	4	26	69.2%	84.6%
	AJ-100	Distance	16	7	8	10	-	1	6	-	-	-	3	3	35	71.4%	91.4%
		Lecture	14	4	3	6	-	1	2	-	-	-	1	1	17	76.5%	94.1%
			16	21	27	25	-	9	19	-	-	-	2	17	118	61.9%	85.6%
	AJ-103	Lecture	16	7	25	18	-	10	6	-	-	-	1	6	72	69.4%	91.7%
	AJ-106	Lecture	16	13	5	1	-	-	2	-	-	-	-	2	23	82.6%	91.3%
	AJ-109	Lecture	16	7	7	7	-	1	9	-	-	-	-	3	34	61.8%	91.2%
	AJ-111	Lecture	16	14	12	4	-	1	-	-	-	-	2	2	33	90.9%	93.9%
	AJ-115	Lecture	16	24	8	4	-	1	1	-	-	-	3	3	41	87.8%	92.7%
	AJ-130	Lecture	16	42	9	10	-	1	6	-	-	1	1	5	74	82.4%	93.2%
	AJ-131	Lecture	16	11	9	6	-	2	2	-	-	2	1	3	35	74.3%	91.4%
	AJ-133	Lecture	16	9	12	7	-	-	3	-	-	-	2	4	35	80.0%	88.6%
	AJ-135	Lecture	16	7	10	11	-	-	1	-	-	-	-	4	33	84.8%	87.9%
	AJ-15	Lecture	16	9	7	5	-	1	4	-	-	-	1	2	28	75.0%	92.9%
	AJ-170	Lecture	16	5	16	9	-	4	3	-	-	-	-	2	39	76.9%	94.9%
	AJ-190	Lecture	12	4	4	-	-	-	1	-	-	-	1	-	9	88.9%	100.0%
	AJ-9596	Work Exp	16	4	-	-	-	-	-	-	-	-	-	-	4	100.0%	100.0%

APPENDIX G (CONT'D)

SAMPLE RESOURCES FROM
ECC OFFICE OF INSTITUTIONAL RESEARCH AND PLANNING
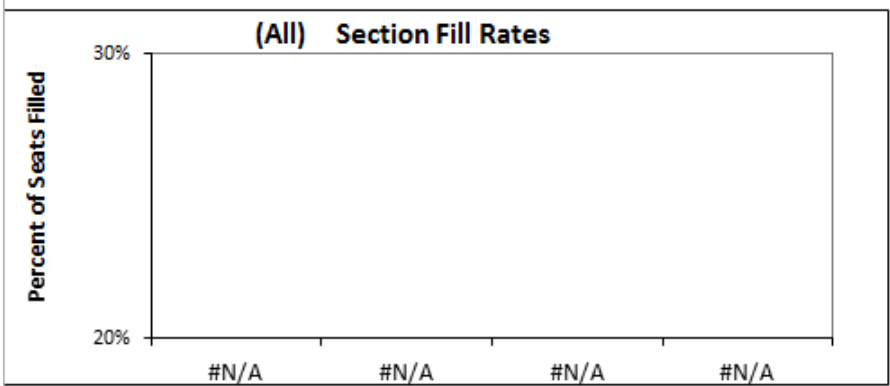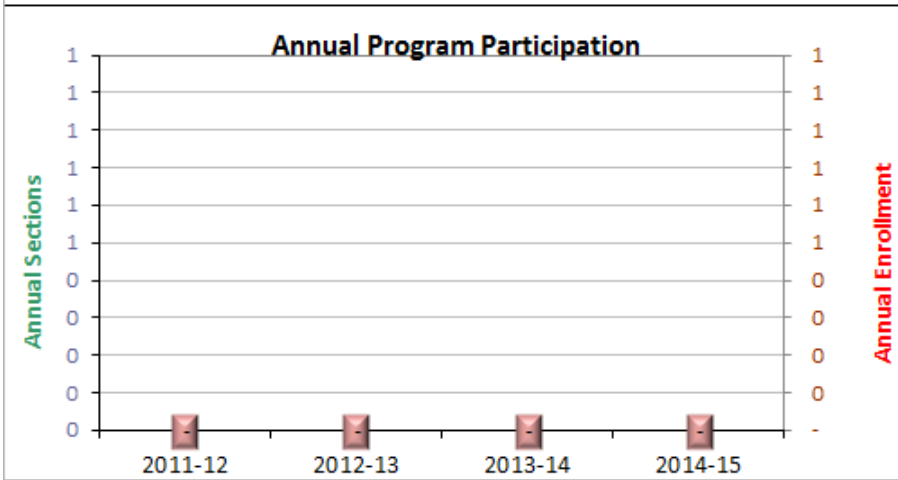
==DEMOGRAPHICS TAB==

Demographic and Enrollment Characteristics
(All)
(All)

Will show 0.0% if you did not select Program *AND* Term on the Academics Tab

	(All)					ECC Student Population	District Boundary Population
		Term				#N/A	2010 Census
		#N/A	#N/A	#N/A	#N/A		
	Term Headcount	-	-	-	-	#N/A	556,400
Gender	F	0.0%	0.0%	0.0%	0.0%	#N/A	51.0%
	M	0.0%	0.0%	0.0%	0.0%	#N/A	49.0%
Ethnicity	African-American	0.0%	0.0%	0.0%	0.0%	#N/A	15.1%
	Amer. Ind. or Alask. Nativ	0.0%	0.0%	0.0%	0.0%	#N/A	0.2%
	Asian	0.0%	0.0%	0.0%	0.0%	#N/A	13.6%
	Latino	0.0%	0.0%	0.0%	0.0%	#N/A	34.5%
	Pacific Islander	0.0%	0.0%	0.0%	0.0%	#N/A	0.5%
	White	0.0%	0.0%	0.0%	0.0%	#N/A	32.8%
	Two or More	0.0%	0.0%	0.0%	0.0%	#N/A	2.9%
	Unknown or Decline	0.0%	0.0%	0.0%	0.0%	#N/A	0.4%
Age/Age Group	<17	0.0%	0.0%	0.0%	0.0%	#N/A	24.2%
	17	0.0%	0.0%	0.0%	0.0%	#N/A	
	18	0.0%	0.0%	0.0%	0.0%	#N/A	2.5%
	19	0.0%	0.0%	0.0%	0.0%	#N/A	
	20	0.0%	0.0%	0.0%	0.0%	#N/A	1.2%
	21	0.0%	0.0%	0.0%	0.0%	#N/A	1.2%
	22	0.0%	0.0%	0.0%	0.0%	#N/A	
	23	0.0%	0.0%	0.0%	0.0%	#N/A	3.9%
	24	0.0%	0.0%	0.0%	0.0%	#N/A	
	25-29	0.0%	0.0%	0.0%	0.0%	#N/A	7.4%
	30-39	0.0%	0.0%	0.0%	0.0%	#N/A	14.9%
	40-49	0.0%	0.0%	0.0%	0.0%	#N/A	15.9%
	50-64	0.0%	0.0%	0.0%	0.0%	#N/A	18.1%
	65+	0.0%	0.0%	0.0%	0.0%	#N/A	10.6%
Class Load	Full-time	0.0%	0.0%	0.0%	0.0%	#N/A	
	Part-time	0.0%	0.0%	0.0%	0.0%	#N/A	
Academic Level	College degree	0.0%	0.0%	0.0%	0.0%	#N/A	
	HS Grad	0.0%	0.0%	0.0%	0.0%	#N/A	
	Not a HS Grad	0.0%	0.0%	0.0%	0.0%	#N/A	
	K-12 Special Admit	0.0%	0.0%	0.0%	0.0%	#N/A	
	Unknown	0.0%	0.0%	0.0%	0.0%	#N/A	
Educational Goal	Intend to Transfer	0.0%	0.0%	0.0%	0.0%	#N/A	
	Degree/Certificate Only	0.0%	0.0%	0.0%	0.0%	#N/A	
	Retrain/recertif.	0.0%	0.0%	0.0%	0.0%	#N/A	
	Basic Skills/GED	0.0%	0.0%	0.0%	0.0%	#N/A	
	Enrichment	0.0%	0.0%	0.0%	0.0%	#N/A	
	Undecided	0.0%	0.0%	0.0%	0.0%	#N/A	
	Unstated	0.0%	0.0%	0.0%	0.0%	#N/A	

APPENDIX G (CONT'D)

SAMPLE RESOURCES FROM
ECC OFFICE OF INSTITUTIONAL RESEARCH AND PLANNING

ENROLLMENT TRENDS TAB

Program Participation (4-year Trend)
(All)
Years: 2011-12 to 2014-15

	2011-12	2012-13	2013-14	2014-15	4 Yr Average
Annual Enrollment	-	-	-	-	-

Enrollment by Time of Day

(All) Term	#N/A	#N/A	#N/A	#N/A
Day	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Night	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Weekend/Unknown	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

APPENDIX G (CONT'D)

SAMPLE RESOURCES FROM
ECC OFFICE OF INSTITUTIONAL RESEARCH AND PLANNING

DEMOGRAPHIC SUCCESS TAB

Demographic Success Characteristics (All)
#N/A

	#N/A		#N/A		#N/A		#N/A	
Ethnicity	Success	N	Success	N	Success	N	Success	N
African-American	0.0%	X	0.0%	X	0.0%	X	0.0%	X
Amer. Ind. or Alask. Native	0.0%	X	0.0%	X	0.0%	X	0.0%	X
Asian	0.0%	X	0.0%	X	0.0%	X	0.0%	X
Latino	0.0%	X	0.0%	X	0.0%	X	0.0%	X
Pacific Islander	0.0%	X	0.0%	X	0.0%	X	0.0%	X
Two or More	0.0%	X	0.0%	X	0.0%	X	0.0%	X
Unknown or Decline	0.0%	X	0.0%	X	0.0%	X	0.0%	X
White	0.0%	X	0.0%	X	0.0%	X	0.0%	X
Gender								
M	0.0%	X	0.0%	X	0.0%	X	0.0%	X
F	0.0%	X	0.0%	X	0.0%	X	0.0%	X
X	0.0%	X	0.0%	X	0.0%	X	0.0%	X
Age Groups								
19 or less	0.0%	X	0.0%	X	0.0%	X	0.0%	X
20 to 24	0.0%	X	0.0%	X	0.0%	X	0.0%	X
25 to 49	0.0%	X	0.0%	X	0.0%	X	0.0%	X
Over 49	0.0%	X	0.0%	X	0.0%	X	0.0%	X

X: Counts are suppressed for groups with less than 10 students.

Shaded regions indicate groups achieving at a rate less than 80% of the reference group, respectively.

Reference groups are White, male, and 20 to 24 years old.

APPENDIX G (CONT'D)

SAMPLE RESOURCES FROM
ECC OFFICE OF INSTITUTIONAL RESEARCH AND PLANNING

<mark>GLOSSARY TAB</mark>

Glossary of Terms

This page provides a few definitions for terms used in this data set. Feel free to copy and paste definitions into your program review document as needed.

Students
The number of individual students enrolled in at least one program course after census date. Individuals are counted only once.

Gender, Ethnicity, Academic Level, Educational Goal
Student reported data from the admissions application. This data does not get updated unless the student reapplies.

Age/Age Group
Age of student calculated at the beginning of the term.

Class Load
Full time status indicated for students with 12+ units enrolled for the semester as of the first census date.

Time of Classes
Daytime classes begin weekdays before 4:30 pm. Night classes begin after 4:30 pm. Classes are weekend if they include a Saturday or Sunday meeting time and unknown if there is no set time as in Distance Ed or Work Experience.

Success Rate
The percentage of students enrolled at first Census who receive a C/P or better as a final course grade. Inc P grades (IA, IB, IC, IPP) are also considered passing success by the Chancellor's Office. Inc NP (ID, IF) are not considered success but are included in retention rates.

Retention Rate
The percentage of students who remain enrolled through the end of a course out of all students enrolled at census date. In essence, it is the percentage of students who *did not withdraw or drop.*

Enrollment/Students
Ratio showing the average number of sections each student attempts in the program for the given academic year.

Course Fill Rate
The number of seats taken in a course section divided by the capacity of the section (multiplied by 100).