

Why Conduct a Program Review?

Program review is a process that asks members of a department to critically assess their programs, identify necessary adjustments and design a mechanism to institute and evaluate proposed changes. It is not a “necessary evil” but a process that will help faculty clarify and achieve program goals. This is no different than how we tell our students to utilize the results of the various forms of assessment we use in class to see where their strengths and weaknesses are and where they need to take some time to strengthen their weakest areas.

To ensure that program review achieves its goals, it should be designed to ensure that there are appropriate linkages with educational planning including curriculum, budgetary processes, and accreditation. An area’s program review should feed into the college’s planning and budgeting processes in order to:

- evaluate how well a program functions in relation to its objectives, the mission of the college, the college’s institutional goals and priorities, and the needs of the community.
- strengthen planning, decision-making, and scheduling.
- encourage program development and improvement.
- improve the use of college resources.
- comply with Title 5, accreditation, and other mandated reviews.

Program Review Process and Timeline

It is expected that the normal timeframe for the review process will be one academic year and will be on a six-year cycle. The process consists of the following steps:

Initial planning – A workshop will be held for representatives of the programs scheduled for review during the preceding spring semester and should include as many of the members of the units as possible. The meeting will cover an orientation to the process, dissemination of basic research data, discussion of the timelines and expectations, and provide answers to any questions representatives have. Each program under review will select two representatives, where feasible, to oversee the review process.

Program Review – During the fall semester, department members will design and conduct, with the assistance of Institutional Research, surveys for additional information needed to complete their report. A draft of the report should be ready in early December for review and comment by the department members to identify areas that need further attention. The report will be submitted to Academic Affairs at the end of March.

Acceptance – In April, the chairs of the review committees will present their reports to a committee comprised of representatives of the Academic Senate and Academic Affairs. This committee will grant either full or conditional approval of the program review. Conditional approval will require the area to make the necessary revisions to the report to gain full approval.

Dissemination – Approved program reviews will be available in the library and posted on the web if possible. Additional reports will be provided to Cabinet and the Board of Trustees.

Notes for Using Program Review Format

Throughout the design of the process, the Program Review Task Force kept the following questions in mind:

- Where are we now?
- Where do we want to be?
- What do we need to do to get there?
- What evidence do we need to track our progress?

Overview –

Program Description: Provide a brief description of the program including the objectives. Comment on how the activities of your program support the mission and institutional goals of the College.

Status of Previous Recommendations: This represents a history since the last review. Examine previous recommendations and area's responses. What are the relevant institutional issues that impacted the program?

Program Statistics –

This area focuses on basic trends in the areas of *demand, offerings, scheduling, retention and success*, and the impact of these on the program. Normally a three-year cycle is used, but it is recognized that in some disciplines, the cycle may be longer due to fluctuations in the market. Also some areas like Fine Arts and Industry and Technology may want to group types of similar courses like studio art rather than list them individually.

Curriculum –

Course and Content – Examines the current status of the curriculum of a program. Is it in line with current practice in the field? Are there courses that are obsolete? Missing? What is the status of conditions of enrollment?

Articulation – Examines current status of courses with regards to articulation and identifies any problem areas.

Instruction and Assessment – Examines two areas, learning methods and assessment. The focus on learning methods assists in identifying the types of student-centered learning that are occurring on campus. Examples of learning methods include collaborative learning, classroom-based research, student-conducted research, Socratic method, supplemental instruction, and learning communities. Examples of assessment include evaluation of whether the learning objectives, skills, and competencies are being met and how the information gathered in this evaluation is used to improve student learning and the overall quality of the program. This is an appropriate area in which to discuss how learning objectives of the program are reviewed and kept current.

Program Requirements –

This area is a combination of looking at resources such as staffing and facilities and planning.

Instructional support – What other areas impact your program? Student success? What are your needs in this area?

Facilities and Equipment – Comment on facilities the program uses, their adequacy, your immediate needs and long-range needs. What is currency of equipment and technology in the program? How does this impact the program?

Staffing – Examine current staffing. Describe the strengths and weaknesses of staff as appropriate to the program's current status and future development.

Planning - Look both externally and internally to see what changes or trends will impact your program in the next 5 years. What changes in the discipline will impact your program? Where do you want the program to be in five years? What goals and objectives will your program set in relation to the district's mission and goals?

Conclusion –

Not quite an executive summary but asks that recommendations identified throughout the review be prioritized. In addition to the recommendation, major needs are identified and strategies developed to implement recommendations and needs are to be in the conclusions.

Table of Contents

- I. Overview
 - A. Description of Program
 - B. Status of Previous Recommendations
- II. Program Statistics
 - A. Demand
 - B. Offerings
 - C. Scheduling
 - D. Retention and Success
 - 1. Retention
 - 2. Success Rate
- III. Curriculum
 - A. Course and Content
 - 1. Courses Not Offered
 - 2. Course Revisions and Additions
 - B. Articulation
 - C. Instruction and Assessment
 - 1. Active Learning
 - 2. Assessment
- IV. Program Requirements
 - A. Instructional Support
 - B. Facilities and Equipment
 - C. Staffing
 - D. Planning
- V. Conclusion
 - A. Prioritize recommendations
 - B. Identify major needs
 - C. Discuss strategies to implement recommendations and needs

I. Overview

A. Description of Program

The Cosmetology program offers students the opportunity to gain proficiency in hair cutting, coloring, permanent waving, chemical relaxing, manicuring, Pedicuring, facials, and related procedures. Upon completion of 1600 hours, students will be prepared to take the California State Board of Cosmetology Examination to become licensed. Competencies are assessed regularly in compliance with the California State Board of Cosmetology criteria. Students completing the program may expect to enter industry as a hair stylist, designer, color and perm technician, Salon owner and operator, esthetician, skin care specialist, or manicure technician.

I Content knowledge

Successful administration of justice students will be able to acquire and use specific knowledge and skills related to the criminal justice discipline and apply those skills to specific job requirements.

II Critical, Creative and Analytical Thinking

These skills are essential for effective performance in the criminal justice field. Students in administration of justice courses are taught problem solving skills, from legal issues, human relations issues to investigatory issues. Preliminary and follow up criminal investigators must be able to sort through facts gleaned from crime scenes and from witness statements, and through the process of inductive and deductive reasoning, arrive at investigative conclusions. Successful students will apply these skills in real-time job related situations.

III Communication and Comprehension:

Administration of justice students are required to be able to effectively communicate both verbally and in writing. Program faculty requires students to prepare written reports, conduct research and make oral presentations, employing logic and argument to support conclusions. These are real world requirements, as police officers must be effective communicators to obtain accurate factual information for reports and later court room testimony.

IV Professional and Personal Growth

Administration of justice students are instructed in ethical decision making in problem solving and are expected to exhibit ethical values and take personal responsibility in coursework attempted.

Faculty with many years of experience maintain professional contacts with industry representatives and are able to channel motivated and qualified students into internships in which classroom theory can be applied in real world situations. Moreover, students are encouraged to challenge themselves by competing in selection processes for positions in the criminal justice field, often receiving personal mentoring from faculty members.

V Community and Collaboration

Students appreciate local and global diversity and are respectful and empathetic during personal interactions and competitions. El Camino College is rich in diversity which is reflected in administration of justice courses. Many of the program courses require collaborative problem solving creating opportunities for students to become enriched by learning and exchanging viewpoints from perspectives different from their own.

VI. Status of Previous Recommendations

No previous recommendations found.

I. Purchase of Reference Materials for Student Use

It is unknown if this was accomplished. Reference materials are available in the faculty office, the division office and in the library. From time to time, students borrow such materials for use in classroom assignments.

II. Hiring of Additional full-time Faculty Member to Replace Existing Vacancy

This was accomplished.

III Improved Evaluation Instruments in Reserve Police Officer Academy

This became a fait accompli when the state Peace Officer Standards and Training division standardized training throughout California and created modular “learning domains” that are in use state-wide. These learning domains included structured curricula including examinations. This process is in current use at El Camino College in the police academy.

III. Consideration for the Addition of Two Behavioral Science Courses: Abnormal Psychology and Social Problems

This has not been accomplished. A course in Social Problems already exists in the Behavioral and Social Sciences Division. Additionally, aspects of criminology and crime causation are taught in AJ 100, Introduction to Administration of Justice, and AJ 115 Human Behavior in Communities. Abnormal Psychology also is offered through that division as Psych 15.

IV Diversity in Hiring of Adjunct Faculty

An affirmative action liaison always participates in hiring processes as part of the college’s standard employment practices. Efforts are made to give full consideration to ethnically disadvantaged candidate pools as well as females, since law enforcement, in its past, was considered a traditionally male occupation. Over the last 10 years, 3 African-American instructors and three female instructors were added to the Administration of Justice Faculty, as well as two Hispanic adjunct faculty members. One of the two full-time faculty members is Hispanic. The Associate Dean is African-American. A previous

division dean was female. The police academy staff currently contains an Asian coordinator/instructor, two female instructors and two African American instructors.

V Networking and Collaborating with Los Angeles County Sheriff’s Department

From time to time, communication occurs between the college and the Sheriff’s Training Bureau regarding collaborative efforts. These communications have included discussions regarding a Level I police academy. To this point, discussions on this issue have been preliminary. On-going contact is maintained with the Sheriff’s Department through the Advisory Committee. The Sheriff’s Department’s Lomita Station Commander is regularly included on Administration of Justice Advisory Committee’s distribution list.

VI Purchase of Video Equipment

This has been accomplished. Since the submission of this recommendation, lap top computers and high density projectors for VHS and DVD’s have been added to the division’s equipment inventory and distributed to the departments including Administration of Justice. *Additional equipment needs to be purchased and permanently installed in rooms used by adjunct faculty members. In a recently completed survey, (see appendix), adjunct faculty members still find equipment unavailable or mechanically inoperable.*

II. Program Statistics

A. Demand: FTES by Course/Program

Instructions: Analyze the **FTES by Course/Program** using 1st census data and answer the following questions. At a minimum, your analysis must include a 3-year cycle comparing like semesters.

Course	Year 1 Spring 2006	Year 2 Fall 2006	Year 3 Spring 2007
Cosm 1	35.86	37.14	38.42
Cosm 10 & 11	14.20	16.13	16.13
Cosm 12, 13, & 14	18.72	18.72	18.72

- Given the data, can you recognize any trends in course demand in any of the Program’s courses? The calls from the community and the Advisory board. Variation in enrollment are seasonal.
- What are you doing to respond to trends?
We are going to be revising a esthetician program.
- Should a recommendation be written addressing the data? X Yes No
(If yes, list.)
Writing curriculum

B. Offerings: Fill Rate*

Instructions: Review and analyze the **fill rate data** (including the fill rate per course for both day and evening), provided by Institutional Research for this program for a three year cycle and answer the following questions:

Average fill rate of courses in program: How does this program compare to:

	Year 1 Spring 2006	Year 2 Fall 2006	Year 3 Spring 2007
Day classes	112.0%	116.0%	120.0%
Evening classes	102.0%	108.0%	108.0%

- Given the data, is the program in a growth mode? Yes No
Comment.
- What adjustments are indicated?
 Corrections need to made to the Census figures
- Should a recommendation be written that addresses the data? Yes No
 (If yes, list.)

* Percent of fill of each classes at census.

C. Scheduling: Student Satisfaction with Scheduling

Instructions: Complete the chart below. Indicate the time when sections of courses in the program are currently scheduled to start. Analyze the data provided by Institutional Research on student satisfaction with scheduling in the program and answer the questions.

Course	During the early morning before 10 am	During the late am/early pm 10am –1:55 pm	During the late afternoon 2 pm -4:25 pm	During the evening 4:30 & later	During the weekend	During the summer	Via Telecourse	Via Online
Cosmetology- 1, 2 abcd, and 3	8:00am							
Cosmetology 10, 11, and 13				5:00pm				

- What (if anything) is indicated by the student satisfaction with scheduling?

Full classes.

2. Are there time periods of high student demand which are not being addressed? Yes No
How could such demand be addressed?

3. Should a recommendation be written addressing this area? Yes No
(If yes, list.)

D. Retention and Success

1. Retention

Instructions: Review and analyze the data on **retention (course completion with a grade other than W)** over a three-year cycle comparing day to evening classes, term to term (e.g. fall to spring, spring to summer, etc.), and course levels.

1. Given the data, what trends are observed?
Comment.

2. Should a recommendation be written addressing the data? Yes No
(If yes, list.)

2. Success Rate

Instructions: Review and analyze the data on **success rate (students who earned a grade of A,B,C, or Credit)** over a three-year cycle comparing day to evening classes, term to term (e.g. fall to spring, spring to summer, etc.), and course levels and answer the following questions:

1. What trends are observed?

2. Should a recommendation be written addressing the data? Yes No
(If yes, list.)

III. Curriculum
A. Course and Content

1. Courses Not Offered

Instructions: Indicate the total number of courses in the program and list all courses in the program which are in the catalog but have not been offered in the last three years. Refer to this list to answer the following questions:

1. Given the data, are there courses that should be inactivated? Yes No
2. If there are courses not offered in the last three years that you do not wish to inactivate, what reasons are there to keep them active?
There's a demand for the class. (Manicuring).
3. Should a recommendation be written addressing the data? Yes No
(If yes, list.)

2. Course Revisions and Additions

Instructions: Utilize the Course Review Chart from the Curriculum Office to answer the following:

1. Are there course outlines that should be revised? Yes No
(If yes, list.)
2. Are there courses inconsistent with current practice in the field? Yes No
All course are consistent with State Board criteria
3. Should new courses to be added to the program? Yes No

Esthetician course – (skill care) 600 hr. program, is currently a growing field can be completed in one or two semester. Currently available in high fill rates

4. Are adjustments necessary to the conditions of enrollment (Prerequisite, Corequisite, Recommended Preparation, and Enrollment Limitations) for a specific course to increase student success?
 Yes No Uncertain **Comment.**

5. If the program offers a degree and/or certificate, list them and indicate when the requirements were last reviewed? Certificate of Achievement. Last reviewed on November 2007.

6. Are these degree and/or certificate requirements inconsistent with current practice? Yes No

We are currently distributing certificates of achievement.

7. Is there a need to create or delete a degree and/or certificate? Yes No
Certificate of achievement are currently available.

8. Should any recommendations be written that address the above responses? Yes No
Certificate has been approved for Cosmetology 1 and 2.

B. Articulation

Instructions: Using the California Articulation Number (CAN) Guide, answer the following questions:

1. Should any of your courses not currently included in the CAN Guide be articulated?
2. What problems, if any, are there in articulating courses?
3. Should a recommendation be written addressing above responses? Yes No
(If yes, list.)

C. Instruction and Assessment

1. Learning Methods

1. What learning methods are incorporated inside and outside the classroom in the program to promote student success? Lecture, lab field trips, class project, guest speakers and industry reps.
2. Should a recommendation be written addressing above response? Yes No

2. Assessment

1. How do you evaluate the extent to which the learning objectives, skills, and competencies are being met?
 - A) Tests, Quizzes and reviews and practical.
 - B) Through State Board type licensing test practice.
2. How do you use the results of the above evaluation to improve student learning and the quality of the program? SLO / Final written and practical exams. State Board statistical data showing student pass and fail rate.
3. Should a recommendation be written addressing this area? Yes No
(If yes, list.)

IV. Program Requirements
A. Instructional Support

1. Identify key instructional support areas used by the program.

Libraries & Programs:

X	Library	X	Special Resource Center	X	Basic Skills Study Center	X	Library Orientation
	Music Library		Puente Program		Honors Transfer Program		Other (Please list.)
	Learning Resource Center Media Materials Collection	X	Assessment/Testing Office	X	Counseling		
X	EOP&S/CalWORKS		Transfer Center		First Year Experience		
	Learning Communities		Project Success		Honors Transfer Program		

Computer Labs & Tutoring:

	LMTC Computer Commons		SRC High Technology Center		Other Computer Lab: Please list.		Writing Center
	CAI MAC Lab		Writing Lab				LRC Tutorial Program
	CAI Windows Lab		Math & Science Lab				Math Tutoring
X	TOP Lab		Keyboarding Center				SRC Tutorial Program
	Hawthorne BTC					X	EOP&S Tutoring
	Inglewood Center						

Faculty Support Services:

	Graphic Arts	X	Copy Center		Distance Education		Other (Please list.)
	Media Services AV Production	X	Tech Services Help Desk		Teleconferences		
	Media Services AV Equipment Distribution	X	Support Staff		Web conferences		
	ECC Vehicles		ECC hosted Websites	X	Staff Development		
X	ECC E-mail						

2. Do you have some instructional support needs that are not being met? Yes No
A training system utilizing "Pivot Point"

3. Should a recommendation be written to address your needs? Yes No
The cost of the Pivot Point program is not provided by our current budget.

B. Facilities and Equipment

1. Does the program make effective use of its facilities and equipment? Yes, All equipment and rooms are use to capacity.
2. Are adequate facilities, equipment and supplies available for the program? Yes No
No, due to the budget limitations.
3. Are the facilities and equipment adequately maintained? Yes No
Repair and replacement of equipment is controlled by budget and facilities scheduling.
4. Should a recommendation be written addressing the data? Yes No
We recommend a repair budget and scheduling facilities maintenance.

C. Staffing

Instructions: Analyze the data on **FTEF, adjunct FTEF, and the FT/PT ratio** for the most recent fall semester and answer the following questions:

FTEF (full-time equivalent faculty): # 4

Number of full-time FTEF: # 4

Number of adjunct FTEF: # 3

FT/PT load ratio: 4:3

1. How do the program numbers compare to a like semester (Fall to Fall) three years ago or the previous program review? Same
2. What do the program data indicate? Comment on any trends or unusual data.
Numbers remain constant.
3. How does the FT/PT ratio benefit or harm the program?
Lead Instructors are full-time.
4. Do you have a faculty mentoring program? Yes No
Full-time Instructors mentor part-time Instructors.

5. How do faculty maintain currency in their field?
 Flex Day Credit and participate in national, local industry education.

6. Fill in the faculty status data below and answer the questions that follow.

Name	Reassigned time (how much in %)	Currently on leave (check)	Retired in last 2 years (check)	FT hired last 3 years (check)	Anticipated to retire in next 3 years (check)
Patricia Gebert					
Frank Jacobi					X
Merriel Winfree				X	
Vivian Nemie				X	

6a. How does this data impact the program? Additional full-time staff maybe required

6b. Will this data affect the program in the future? Nothing at this time.

7. From this information, can you identify present and future staffing needs? X Yes No
With expansion or additional courses the cosmetology program will need full-time part-time instructors

8. What is the department doing to address any future staffing needs? Networking with other community colleges for future faculty.

9. Should a recommendation be written addressing the data? X Yes No
 Future planning

D. Planning

1. Do the program faculty and other personnel have a clear idea of what is happening in the program, where it is headed, what external changes are affecting it, and what changes need to be made in order to enable the program to adapt and continue to be successful?

The 4 full-time faculties frequently collaborate on planning, curriculum and program status and direction. One of these members is a participant in the division curriculum committee; the other is an active member of the campus wide standing committee on student learning outcomes and the division council. Additionally, periodic contact is maintained with part-time staff on program activities and needs. Formal meetings at the beginning of each semester, or at a minimum at the beginning of the academic year should be conducted to improve communication on program needs and program status.

2. What data, not currently provided, would be needed in order to improve planning for the development of the program?

See above

3. What major external changes or trends do you expect to be of particular relevance to your discipline in the next five years?

State Board changes or revision of criteria requirements and licensing from the State Board of Cosmetology. Having three separate licenses. e.g. Hair, Skin and Nails.

4. What will the implications of these changes or trends be for the program and how will the program need to respond?

Increase courses, more specialties, addition Instructors, addition faculty (lecture / lab). Increase supplies and support staff.

5. Based upon the information above, how would you like the program to evolve within the next five years?

Increase use of technology. Installation of modern equipment and facilities. Additional course offering e.g. teacher training, master classes, salon, set-up student real work experiences.

6. Should a recommendation be written addressing the data? Yes No

See Recommendations Section, V.

V. Conclusion

1. Prioritized Recommendations

- Fully implement the principles of Student Learning Outcomes to improve learning and success of students in the Cosmetology program.
- Add State Board review course
- Implement formal, bi-annual meetings with adjunct faculty to obtain feedback on program status and program needs.
- Develop improved communication with counseling services
- Add pre-registered orientation
- Esthetician and manicuring course
- General Education such as Business and math.

2. Major Needs

- Additional hiring's to accomplish the above additional course recommendations
- Develop and implement a mentoring program fro newly hired part-time staff
- Upgrade all computers within department, desktop and laptops
- Equipment
- Improve facility
- Lecture room

3. Strategies

- Coordinate with Staff Development to obtain additional training in developing courses.
- Coordinate with division management to immediately implement bi—annual department