



EL CAMINO COLLEGE

2019  
ACADEMIC  
PROGRAM REVIEW  
HANDBOOK



EL CAMINO COLLEGE

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### Introduction

#### Overview of Academic Program Review

El Camino Community College District is committed to quality programming and student success. At El Camino College, 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
<ul style="list-style-type: none"><li>• Review Program Review documents submitted by programs scheduled for review for the given year (<i>based on the 4-year review cycle effective at that time</i>)</li><li>• Weekly* APRC meetings to discuss Program Review submissions and provide feedback to faculty scheduled for that particular week</li></ul>	<ul style="list-style-type: none"><li>• 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.</li></ul>

*\* 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.

### 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.

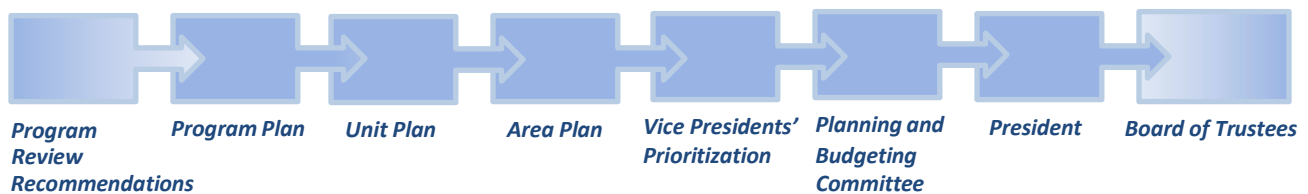
During the program review process, a variety of quantitative and qualitative data are reviewed to identify any opportunities for addressing student equity, enhancing student learning, and promoting overall success in the program. Final program review documents include formal recommendations for program 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 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 Education (CE) programs conduct a full program review every four years, which includes Supplemental Questions for CE programs. In addition, every two years (once between full reviews) CE programs must conduct a mini-review and respond to Supplemental Questions for CE 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 Academic 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 Education (CE) programs are required to complete a CE Review every two years (once between full reviews), the full review for such programs also includes the CE 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 year to provide an overview of the program review components, process, and timeline for programs scheduled to complete reviews in the following Fall semester. 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.

## ECC Academic Program Review (APRC) Handbook

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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 for any given year) which provides an overview of the academic program review process.

<b>October – November 2018</b>
<ul style="list-style-type: none"><li>• Division Deans submit the names of designated faculty member(s) for program reviews</li><li>• Designated faculty attend program review orientation and receive program data.</li><li>• Designated faculty review program data provided by the Office of Institutional Planning and Research (IRP)</li><li>• Designated faculty review the program review document from the previous cycle</li></ul>
<b>December 2018 – March 2019</b>
<ul style="list-style-type: none"><li>• Designated faculty prepare rough drafts, seeking input from program and division colleagues, including:<ul style="list-style-type: none"><li>○ the program faculty</li><li>○ the division curriculum committee representative</li><li>○ the division SLO facilitator</li><li>○ the division Dean (and Associate Dean, as applicable)</li></ul></li><li>• Designated faculty submit additional data requests to IRP by March 28, 2019.</li><li>• Designated faculty collaborate with program colleagues to administer the student survey.</li></ul>
<b>April – June 2019</b>
<ul style="list-style-type: none"><li>• Designated faculty submit any final data requests to IRP by May 3, 2019. IRP may not be able to fulfill data requests submitted after this date.</li><li>• Designated faculty revise the first draft according to feedback received from division colleagues.</li><li>• Designated faculty present revised draft to program/division colleagues</li></ul>
<b>September 3, 2019</b>
<ul style="list-style-type: none"><li>• Designated faculty submit completed program reviews to the Academic Program Review Committee (APRC) co-chairs and division Dean.</li><li>• Designated faculty submit completed CE 2-year reviews to the APRC co-chairs and division Dean, as applicable.</li></ul>
<b>September – December 2019</b>
<ul style="list-style-type: none"><li>• If needed, designated faculty meet with Academic Program Review Committee (APRC) Co-Chairs to discuss program review prior to meeting with full committee.</li><li>• Designated faculty meet with the APRC to discuss program review draft.</li><li>• Following the review meeting with Academic Program Review Committee, designated faculty attend Nuventive training session regarding input of program review into the system.</li></ul>
<b>December 20, 2019</b>
<ul style="list-style-type: none"><li>• Designated faculty submit final program review documents to APRC for posting to college website.</li><li>• Designated faculty enter program review content into Nuventive in accordance with guidelines from training session.</li></ul>



*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., Nuventive, which the college also uses to store information related to the assessment of learning outcomes), and 2) enter program review content into Nuventive in accordance with guidelines from training session (the module currently does not support charts or graphs). A variety of guide sheets and video tutorials related to Nuventive navigation and data entry are available on the college website at <http://www.elcamino.edu/administration/vpaa/programreview/2018Resources.aspx>. 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 Nuventive. Within Nuventive'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/programreview/)

<http://www.elcamino.edu/administration/vpaa/programreview/>

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*
- *CE Supplemental Questions*
- *Completed Program Reviews from the Current and Previous Years*

### [ECC Office of Institutional Research and Planning \(IRP\) Webpage](http://www.elcamino.edu/about/depts/ir/)

<http://www.elcamino.edu/about/depts/ir/>

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.

Additional program-specific data can be accessed via the *Program Review* link in the left navigation menu on the IRP landing page.

El Camino College

ACADEMICS ADMISSIONS CAMPUS LIFE ABOUT

El Camino College Home > About > Departments > IR

### INSTITUTIONAL RESEARCH & PLANNING

Welcome to the Institutional Research & Planning Webpage at El Camino College.

The Office of Institutional Research & Planning supports the El Camino College mission by leading institutional planning and guiding research that advances student success and institutional excellence.

IRP Mission, Goals & SAOs  
Annual Factbook  
Demographic Profiles  
Success and Retention  
Student Achievement  
Survey Results  
Research Reports  
Regional Data  
Conducting Research (IRB)  
Research Request  
Staff Directory  
Useful Links

PLANNING

ECC Mission & Strategic Initiatives  
Comprehensive Master Plan  
Program Review & Planning (PRP)  
Planning & Budgeting Committee  
**Program Review**  
Learning Outcomes  
Accreditation

**Achievement**  
**Annual Factbook**  
**Demographics**  
**Success & Retention**  
**Planning**  
**IRP Blog**  
**Survey Results**  
**Research Reports**  
**Regional Data**  
**Research Request**

Click the *Program Review* link, then select *Academic Program Review Dashboard* in the page that opens (see figure below).



Click the *Academic Program Review Dashboard* link to access the ECC Program Review Dataset, from which data can be downloaded and filtered to provide additional program-specific data.

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

### [Nuventive](https://elcamino.Nuventive.com/Nuventive/)

<https://elcamino.Nuventive.com/Nuventive/>

ECC uses the Nuventive data management system to support its learning assessment, program review, and planning processes. Users must log in to Nuventive 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). Nuventive 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](mailto:lclowers@elcamino.edu)

(310) 660-3593, x3928

*Russell Serr, Academic Senate Vice President of Instructional Effectiveness*

(310) 660-3593, x3811

[rserr@elcamino.edu](mailto:rserr@elcamino.edu)

(\*Note: [A list of current members of the APRC](http://www.elcamino.edu/administration/vpaa/programreview/aprc.aspx) is maintained on the Program Review webpage at <http://www.elcamino.edu/administration/vpaa/programreview/aprc.aspx>)

#### ***Institutional Research and Planning (IRP) Representative on APRC***

*Carolyn Pineda, Research Analyst*

[cpineda@elcamino.edu](mailto: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](http://www.elcamino.edu/academics/slo/assessment-personnel.aspx) for each academic division can also be found on the SLO webpage at <http://www.elcamino.edu/academics/slo/assessment-personnel.aspx>.

#### ***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](http://www.elcamino.edu/academics/ccc/s5ccccommittee.aspx) can be found on the College Curriculum Committee webpage at <http://www.elcamino.edu/academics/ccc/s5ccccommittee.aspx>.

## **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

<b>REVISED ACADEMIC AFFAIRS PROGRAM REVIEW</b> <b>SCHEDULE 2015-2019</b> <b>FOUR-YEAR CYCLE WITH TWO-YEAR CTE REVIEW</b> 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 indefinitely 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.

+ The submission of the Automation, Robotics, and Manufacturing document was deferred until 2018 to provide additional time for completion and review.



## 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	
Automation, Robotics, and Manufacturing (Engineering Technology, Machine Tool Technology, and Manufacturing Technology)	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 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	
Respiratory Care	Health Sciences and Athletics	2018	Y	
Special Resource Center (SRC)/ Adaptive Physical Education (APE)/ Education Development (EDEV)	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; unless otherwise indicated, they were deferred until 2018 by recommendation of division deans due to the large number of reviews that were originally scheduled for 2017.

+ The submission of the Automation, Robotics, and Manufacturing document was deferred until 2018 to provide additional time for completion and review.

\*\* The Learning Resources Unit was removed from the academic program review cycle, as the unit does not offer any academic courses.

**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		
Mathematics (for GE and non-science students) CM2	Mathematical Sciences	2019		
Philosophy	Behavioral and Social Sciences	2019		
Real Estate	Business	2019	Y	
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

*Highlighted programs were originally scheduled for 2018 and were deferred until 2019 by recommendation of division deans due to the large number of reviews that were originally scheduled for 2018.*

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
<p><b>1. <u>Overview of the Program</u></b></p> <p>a) Provide a brief narrative description of the current program, including the program’s mission statement and the students it serves.</p> <p>b) Describe the degrees and/or certificates offered by the program.</p> <p>c) Explain how the program fulfills the college’s mission and aligns with the strategic initiatives. (see Appendix A)</p> <p>d) Discuss the status of recommendations from your previous program review.</p>	<p><b><u>Overview of the Program</u></b></p> <p><b><i>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.</i></b></p> <p><b><i>In your response, include the number of units or courses required to complete the program.</i></b></p> <p><b><i>How do program offerings and services contribute to the college mission? In what way do program objectives align with the college’s strategic initiatives?</i></b></p> <p><b><i>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?</i></b></p>
<p><b>2. <u>Analysis of Research Data</u> (include data provided by Institutional Research &amp; Planning)</b></p>	<p><b><u>Analysis of Research Data</u></b></p> <p><b><i>Instructions for accessing your program data:</i></b></p> <ol style="list-style-type: none"> <li>1. Go to the ECC Institutional Research &amp; Planning webpage at <a href="http://www.elcamino.edu/about/depts/ir/">http://www.elcamino.edu/about/depts/ir/</a>.</li> <li>2. From the left navigation menu, select “Program Review.”</li> <li>3. On the page that opens, click on the “Academic Program Review Dashboard” link under the Resources heading to access the ECC Program Review Dataset.</li> <li>4. The dataset contains all the information for all the programs at ECC.</li> <li>5. Please read the Table of Contents on the Home page. It describes the information that is accessible on separate pages via the buttons in the left navigation window (e.g., Success, Demographics, Awards, Enrollment).</li> <li>6. From any given page, you may access information for your program by selecting the program from the dropdown menu at the top of the page (i.e., Programs for Program Review). You may apply additional filters on the Success, Demographics, and Enrollment pages.</li> <li>7. Upon selection of program and/or other filters, the data will adjust accordingly.</li> </ol>

Program Review Component	Guidelines and Instructions
<p>Provide and <u>analyze</u> the following statistics/data.</p> <ul style="list-style-type: none"> <li>a) Head count of students in the program</li> <li>b) Course grade distribution</li> <li>c) Success rates (Discuss your program's success rates, addressing any performance gaps and setting a success standard for your program.)</li> <li>d) Retention rates (Discuss your program's retention rates, addressing any student equity issues as applicable.)</li> <li>e) A comparison of success and retention rates in face-to-face classes with distance education classes</li> <li>f) Enrollment statistics with section and seat counts and fill rates</li> <li>g) Scheduling of courses (day vs. night, days offered, and sequence)</li> <li>h) Improvement rates (course success by placement method, if applicable)</li> <li>i) Additional data compiled by faculty</li> </ul>	<p><i>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.</i></p> <p><i>Identify and address any enrollment trends. <b>Any increase or decrease in enrollment during the review cycle?</b></i></p> <p><b><i>Are there some courses that stand out in one way or another in terms of grades?</i></b></p> <p><i>Success is defined as a student completing the course with an A, B or C.</i></p> <p><i>In discussing success, address any performance gaps if your success rates are lower for disproportionately impacted students. <b>What is your program doing or planning to do to close performance gaps and address student equity?</b></i></p> <p><i>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. <b>Please explain changes to the proposed percentage.</b></i></p> <p><i>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. <b>What is your program doing or planning to do to retain students who are disproportionately impacted?</b></i></p> <p><b><i>Are there any differences in success and retention rates across delivery method?</i></b> 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.</p> <p><i>Identify and address any trends in fill rates. <b>Are there particular sections that are consistently over/under filled?</b></i></p> <p><b><i>Are the times and frequencies that courses are scheduled fulfilling the need or demand for the courses?</i></b> 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.</p> <p><i>Improvement rates, sometimes called persistence, measure the progress of students through a sequence of courses. <b>Do students progress through the sequence successfully?</b></i></p> <p><i>The following websites contain rich data resources about your program and the college:</i></p> <ol style="list-style-type: none"> <li>1. ECC Institutional Research and Planning <a href="http://www.elcamino.edu/about/depts/ir/">http://www.elcamino.edu/about/depts/ir/</a></li> <li>2. Chancellor's Office Data Mart <a href="http://datamart.cccco.edu">http://datamart.cccco.edu</a></li> </ol>

Program Review Component	Guidelines and Instructions
<p>j) <b>List any related recommendations.</b></p>	<p><i>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.</i></p> <p><i>If the recommendation requires funding, provide a cost estimate.</i></p>
<p><b>3. Curriculum</b> Review and discuss the curriculum work done in the program during the past four years, including the following:</p> <p>a) Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.</p> <p>b) Explain any course additions to current course offerings.</p> <p>c) Explain any course deletions and inactivations from current course offerings.</p> <p>d) Describe the courses and number of sections offered in distance education. (Distance education includes hybrid classes.)</p> <p>e) Discuss how well the courses, degrees, or certificates meet students' transfer or career training needs.</p> <ol style="list-style-type: none"> <li>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?</li> <li>2. Are there any concerns regarding program courses and their articulation to courses at other educational institutions?</li> </ol>	<p><b><u>Curriculum</u></b> <i>CurricUNET is the ECC database for curriculum: <a href="http://www.curricunet.com/elcamino/">http://www.curricunet.com/elcamino/</a>. 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".</i></p> <p><i>For curriculum questions and timelines, consult your department's representative to the Division Curriculum Committee or your division representative to the College Curriculum Committee:</i></p> <p><a href="http://www.elcamino.edu/academics/ccs/s5cccommittee.aspx">http://www.elcamino.edu/academics/ccs/s5cccommittee.aspx</a></p> <p><i>* NOTE: ECC is in the process of transitioning to a new curriculum management system.</i></p> <p><i>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</i></p> <p><b><i>Articulation</i></b> <i>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 <a href="http://assist.org">assist.org</a>. To discuss articulation issues or to develop an articulation agreement with another campus, contact our Articulation Officer, Lori Suekawa <a href="mailto:lsuekawa@elcamino.edu">lsuekawa@elcamino.edu</a> or ext. 3517.</i></p> <p><b><i>Transferable</i></b> <i>means that an institution will accept a course as elective credit but does not guarantee course-to-course credit.</i></p>

Program Review Component	Guidelines and Instructions
<p>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.</p> <p>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.</p> <p>f) <b>List any related recommendations.</b></p>	<p><i>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.</i></p> <p><i>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.</i></p> <p><i>If the recommendation requires funding, provide a cost estimate.</i></p>
<p><b>4. <u>Assessment and Student Learning Outcomes (SLOs)</u></b></p> <p>a) Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned.</p> <p>b) Provide a timeline for your course and program level SLO assessments.</p> <p>c) State the percent of course and program SLO statements that have been assessed.</p> <p>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.</p> <p>e) Describe how you have improved your SLO/PLO assessment process and engaged in dialogue about assessment results.</p> <p>f) <b>List any related recommendations.</b></p>	<p><b><u>Assessment and Student Learning Outcome (SLOs)</u></b></p> <p><i>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.</i></p> <p><i>The SLO statements, alignment grids, and timelines are available on your division SLO page and from your SLO facilitator.</i></p> <p><i>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:</i>  <a href="http://www.elcamino.edu/academics/slo/assessment-personnel.aspx">http://www.elcamino.edu/academics/slo/assessment-personnel.aspx</a></p> <p><b><i>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.</i></b></p> <p><b><i>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?</i></b></p> <p><i>If the recommendation requires funding, provide a cost estimate.</i></p>



Program Review Component	Guidelines and Instructions
<p><b>5. Analysis of Student Feedback</b> 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.</p> <ol style="list-style-type: none"> <li>Describe the results of the student survey in each of the following areas: <ol style="list-style-type: none"> <li>Student support</li> <li>Curriculum</li> <li>Facilities, Equipment, and technology</li> <li>Program objectives</li> </ol> </li> <li>Discuss the implications of the survey results for the program.</li> <li>Discuss the results of other relevant surveys.</li> <li><b>List any related recommendations.</b></li> </ol>	<p><b><u>Analysis of Student Feedback</u></b> <i>How were the surveys distributed? What was the response rate?</i></p> <p><b><i>Are there any noteworthy patterns of student feedback?</i></b> <i>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.</i></p> <p><b><i>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?</i></b> <i>If the recommendation requires funding, provide a cost estimate.</i></p>
<p><b>6. Facilities and Equipment</b></p> <ol style="list-style-type: none"> <li>Describe and assess the existing program facilities and equipment.</li> <li>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.</li> <li>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.</li> <li><b>List any related recommendations.</b></li> </ol>	<p><b><u>Facilities and Equipment</u></b> <i>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.</i></p> <p><b><i>What impact would not meeting these needs have on your program?</i></b></p> <p><i>If the recommendation requires funding, provide a cost estimate.</i></p>
<p><b>7. Technology and Software</b></p> <ol style="list-style-type: none"> <li>Describe and assess the adequacy and currency of the technology and software used by the program.</li> <li>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.</li> <li>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.</li> <li><b>List any related recommendations.</b></li> </ol>	<p><b><u>Technology and Software</u></b> <i>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.</i></p> <p><b><i>What impact would not meeting these needs have on your program?</i></b></p> <p><i>If the recommendation requires funding, provide a cost estimate. Be sure to include the cost of maintenance and upgrades.</i></p>

Program Review Component	Guidelines and Instructions															
<p>8. <b><u>Staffing</u></b></p> <p>a) Describe the program’s current staffing, including faculty, administration, and classified staff.</p> <p>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.</p> <p>c) <b>List any related recommendations.</b></p>	<p><b><u>Staffing</u></b></p> <p><i>In the response, identify and fully justify any current staffing needs. Discuss any options for addressing the needs.</i></p> <p><b><i>What impact would not meeting these staffing needs have on your program?</i></b></p> <p><i>If the recommendation requires funding, provide a cost estimate for classified staff and faculty.</i></p>															
<p>9. <b><u>Direction and Vision</u></b></p> <p>a) Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?</p> <p>b) Explain the direction and vision of the program and how you plan to achieve it.</p> <p>c) <b>List any related recommendations.</b></p>	<p><b><u>Direction and Vision</u></b></p> <p><b><i>What are the emerging trends within the academic field or discipline? What changes have occurred in the industry since the last review cycle?</i></b></p> <p><b><i>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?</i></b></p>															
<p>10. <b><u>Prioritized Recommendations</u></b></p> <p>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(s) that support(s) each recommendation (see Appendix A). Use the following chart format to organize your recommendations.</p> <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><tr><td>n.</td><td></td><td></td></tr></table> <p>b) Explain why the list is prioritized in this way.</p>	Recommendation	Cost	S.I.	1.			2.			3.			n.			<p><b><u>Prioritized Recommendations</u></b></p> <p><i>All the prioritized recommendations appearing in this list should be discussed and justified earlier in the review.</i></p> <p><i>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., Nuventive) and must be linked to at least one of the college’s strategic initiatives to be considered for funding.</i></p>
Recommendation	Cost	S.I.														
1.																
2.																
3.																
n.																



## APPENDIX D

### **CAREER EDUCATION (CE) SUPPLEMENTAL QUESTIONS**

*CE programs must conduct a full program review every 4 years. The comprehensive program review includes responses to the CE 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 CE 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 CE 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:*

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## Section 2 – Analysis of Institutional Research Data

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

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## 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:*

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#### 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

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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

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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

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*Other Comments/Questions:*

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### 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:*

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### 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:*

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## Section 7: Technology and Software

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

*Comments/Questions:*

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## Section 8: Staffing

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

*Comments/Questions:*

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### 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:*

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### 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:*

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### CE Supplemental Questions (if applicable)

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## APPENDIX G

### ***SAMPLE RESOURCES FROM ECC OFFICE OF INSTITUTIONAL RESEARCH AND PLANNING***

**NOTE:** The information provided in this appendix has been excerpted from the ECC Program Review Dataset maintained by the Office of Institutional Research and Planning (IRP) and accessible via the IRP webpage. Each of the following images reflects content from the pages indicated in the left navigation bar of the dataset. These images are represented here for illustrative purposes only.

**HOME**



## Program Review Dataset

### Navigation

HOME

Success

Demogra...

Awards

Enrollment

### Table of Contents

1. Course Success and Completion: This page contains course level Success (% of those with a grade of A, B, C, or Pass) and Completion (% of those with a grade of A, B, C, D, F, Pass, or No Pass) rates. It also contains the overall program success and retention rates for the selected term(s) and programs during the 2017-18 Academic Year.
2. Demographics and Demographic Success: This page contains the demographics of the participants for the selected term(s) and programs during the 2017-18 Academic Year. This page also contains success rates for students by the selected demographic groups.
3. Awards and Transfers: This page contains the number of awards by type for each program as well as the average GPA and total units earned by each recipient. It also shows the number of total students who were awarded as well as the number of award recipients who transferred to a four year institution. Top transfer institutions for the last four academic years are also displayed.
4. Enrollment and Section Data: This page includes Section counts, Enrollment counts, and Fill Rates, including by time of day for the programs and term(s) selected.

## APPENDIX G (CONT'D)

**SAMPLE RESOURCES FROM  
ECC OFFICE OF INSTITUTIONAL RESEARCH AND PLANNING**

**SUCCESS**

The Grade Distribution table shows Course level information including Success and Course Completion rates for students enrolled in each course during the given terms. Select the program (multiple programs can be selected using the ctrl button) and term. The Success and Course Completion Rate gauges show the overall program rates for the selected program/term combination. Only the most recent completed academic year data is shown (2017-18).

Programs for Program Review

All

Terms

Fall

Summer

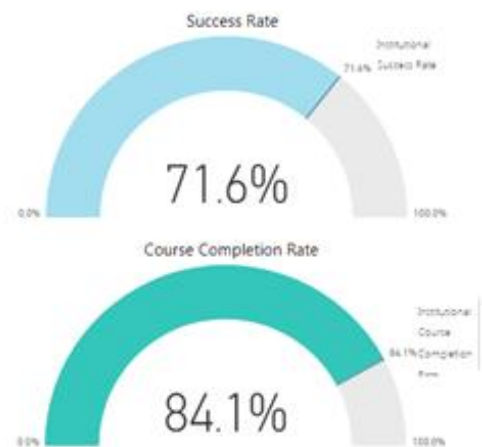
Spring

Winter

Grade Distribution

Course	Term	Instructional Method	A	B	C	D	F	Pass	No Pass	W	Total	Success Rate	Course Completion Rate
2014/SU	On Campus		16	3	1	0	2	0	0	0	22	90.9%	100.0%
2015/SP	On Campus		6	8	3	0	1	0	0	0	18	94.4%	100.0%
2017/FA	On Campus		9	4	2	0	0	0	0	0	15	100.0%	100.0%
2017/SP	On Campus		2	13	4	0	0	0	0	0	19	100.0%	100.0%
2017/WS	On Campus		18	7	1	0	0	0	0	0	26	100.0%	100.0%
2017/SU	On Campus		18	10	1	0	0	0	0	0	29	100.0%	100.0%
2014/SU	On Campus		14	4	5	0	2	0	0	0	25	92.0%	100.0%
2015/SP	On Campus		22	6	2	0	1	0	0	0	31	96.8%	100.0%
2017/SP	On Campus		8	5	0	0	0	0	0	0	13	100.0%	100.0%
2018/SP	On Campus		4	6	5	1	2	0	0	0	18	83.3%	100.0%
2017/SP	On Campus		4	3	3	0	4	0	0	0	14	71.4%	100.0%
2016/FA	On Campus		3	4	8	3	4	0	0	0	22	68.2%	100.0%
2015/FA	On Campus		12	9	5	2	2	0	0	0	30	86.7%	100.0%
2016/FA	On Campus		19	3	1	0	0	0	0	0	23	100.0%	100.0%
2016/SU	On Campus		11	5	1	0	0	0	0	0	17	100.0%	100.0%
2016/FA	On Campus		0	0	0	0	1	0	0	0	1	0.0%	100.0%
2016/SP	On Campus		1	0	0	0	0	0	0	0	1	100.0%	100.0%
2014/FA	On Campus		0	0	1	0	0	0	0	0	1	100.0%	100.0%
2016/FA	On Campus		2	1	0	0	0	0	0	0	3	100.0%	100.0%
2017/FA	On Campus		1	0	2	0	0	0	0	0	3	100.0%	100.0%
2017/SP	On Campus		3	1	0	0	1	0	0	0	5	80.0%	100.0%
2018/SP	On Campus		1	0	0	0	0	0	0	0	1	100.0%	100.0%
2014/FA	On Campus		2	0	0	0	0	0	0	0	2	100.0%	100.0%
2015/SP	On Campus		2	0	0	0	0	0	0	0	2	100.0%	100.0%
2015/SU	Online		28	8	2	0	4	0	0	0	42	90.5%	100.0%
2018/SP	On Campus		33	2	1	1	0	0	0	0	37	97.3%	100.0%
2014/SU	Online		25	8	1	0	0	0	0	0	34	100.0%	100.0%
2018/SP	On Campus		1	5	3	2	0	0	0	0	11	81.8%	100.0%
2018/SP	On Campus		1	8	8	0	1	0	0	0	18	94.4%	100.0%
2015/FA	On Campus		3	10	11	5	1	0	0	0	30	80.0%	100.0%

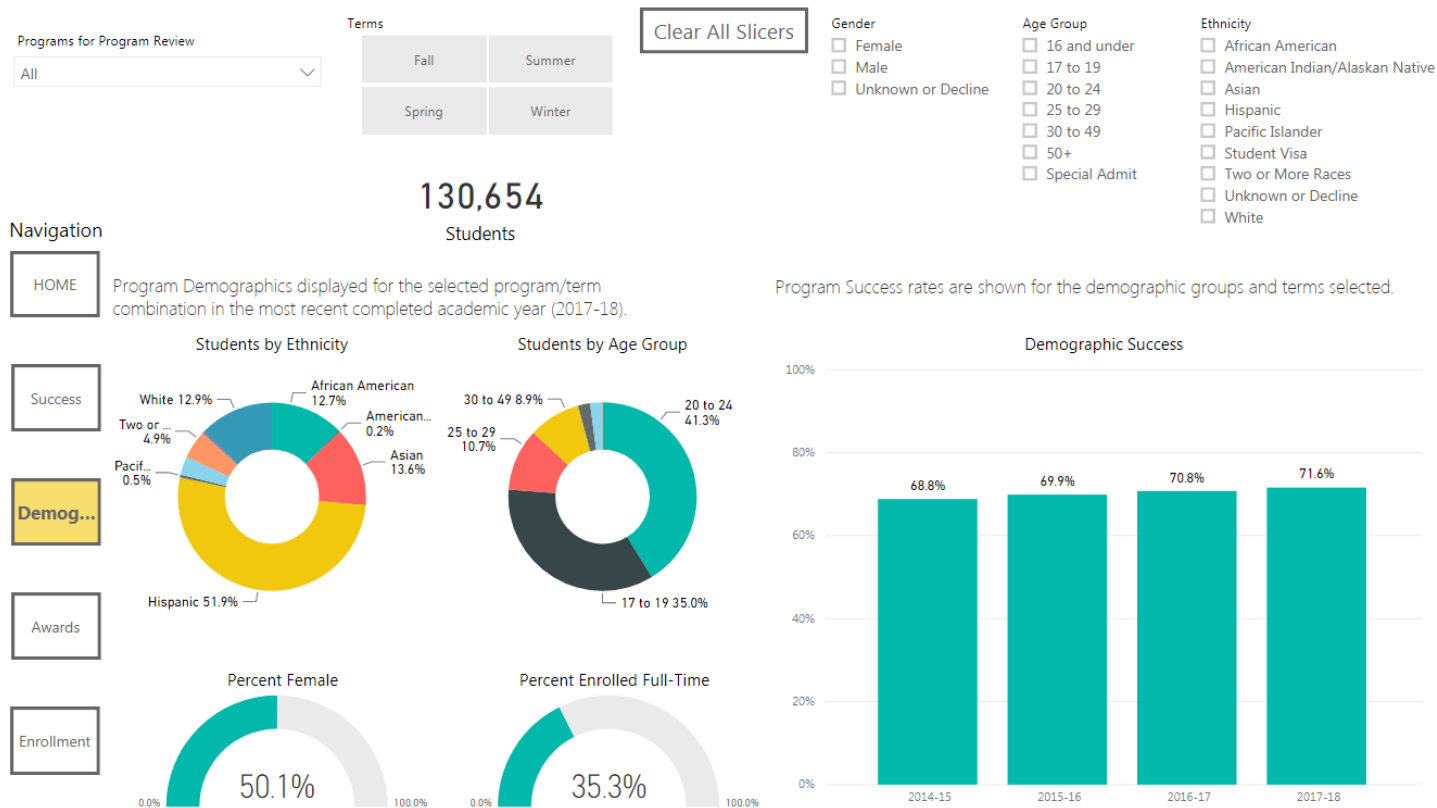
**NOTE:** Course information redacted for use as sample data.



## APPENDIX G (CONT'D)

### SAMPLE RESOURCES FROM ECC OFFICE OF INSTITUTIONAL RESEARCH AND PLANNING

#### DEMOGRAPHICS



## APPENDIX G (CONT'D)

### SAMPLE RESOURCES FROM ECC OFFICE OF INSTITUTIONAL RESEARCH AND PLANNING

#### AWARDS



## APPENDIX G (CONT'D)

### SAMPLE RESOURCES FROM ECC OFFICE OF INSTITUTIONAL RESEARCH AND PLANNING

#### ENROLLMENT

