EL CAMINO COLLEGE

2020 ACADEMIC PROGRAM REVIEW HANDBOOK

EL CAMINO COLLEGE

rev December 2, 2019

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

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

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

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 is designed to ensure that program faculty: 1) reflect upon recommendations from the previous review cycle, 2) analyze data related to the current review cycle, and 3) develop program-level goals for the upcoming cycle.

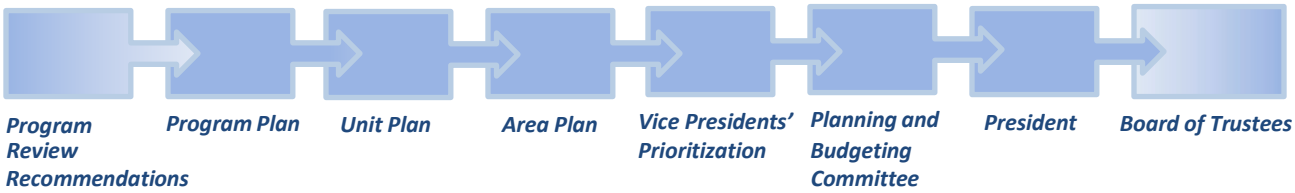
During the program review process, faculty collaborate to identify specific program goals and related recommendations. A variety of quantitative and qualitative data are reviewed by faculty to identify any opportunities for addressing student equity, enhancing student learning, and promoting overall success in the program. These data often reflect information related to student outcomes, program resources, and stakeholder satisfaction. Faculty analysis of data is often used to inform specific program goals and to justify formal recommendations for program improvements which align with these goals. 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.

ECC's institutional planning process is grounded in 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. 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). As program review recommendations significantly inform program-level annual planning, division deans are encouraged to facilitate communication between the designated faculty leads for the program review process and the program planning process to ensure that program review recommendations that incur a cost are prioritized at multiple levels of planning.

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 2020-2024 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
- Future Direction and Vision
- Analysis of Research Data
- Curriculum
- Assessment and Student Learning Outcomes
- Analysis of Student Feedback
- Facilities and Equipment
- Technology and Software
- Staffing
- 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.

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.

October - December 2019

- Division Deans submit the names of designated faculty member(s) for program reviews
- Designated faculty attend program review orientation and receive program data.
- Designated faculty review program data provided by the Office of Institutional Planning and Research (IRP)
- Designated faculty review the program review document from the previous cycle

December 2019 – March 2020

- Designated faculty prepare rough drafts, seeking input from program and division colleagues, including:
  - the program faculty
  - the division curriculum committee representative
  - the division SLO facilitator
  - the division Dean (and Associate Dean, as applicable)
- Designated faculty submit additional data requests to IRP by March 28, 2019.
- Designated faculty collaborate with program colleagues to administer the student survey.

April – June 2020

- 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.
- Designated faculty revise the first draft according to feedback received from division colleagues.
- Designated faculty present revised draft to program/division colleagues

August 28, 2020

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

September – December 2020

- If needed, designated faculty meet with Academic Program Review Committee (APRC) Co-Chairs to discuss program review prior to meeting with full committee.
- Designated faculty meet with the APRC to discuss program review draft.
- Following the review meeting with Academic Program Review Committee, designated faculty attend Nuventive training session regarding input of program review into the system.

December 17, 2020

- Designated faculty submit final program review documents to APRC for posting to college website.
- Designated faculty enter program review content into Nuventive in accordance with guidelines from training session.

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/

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

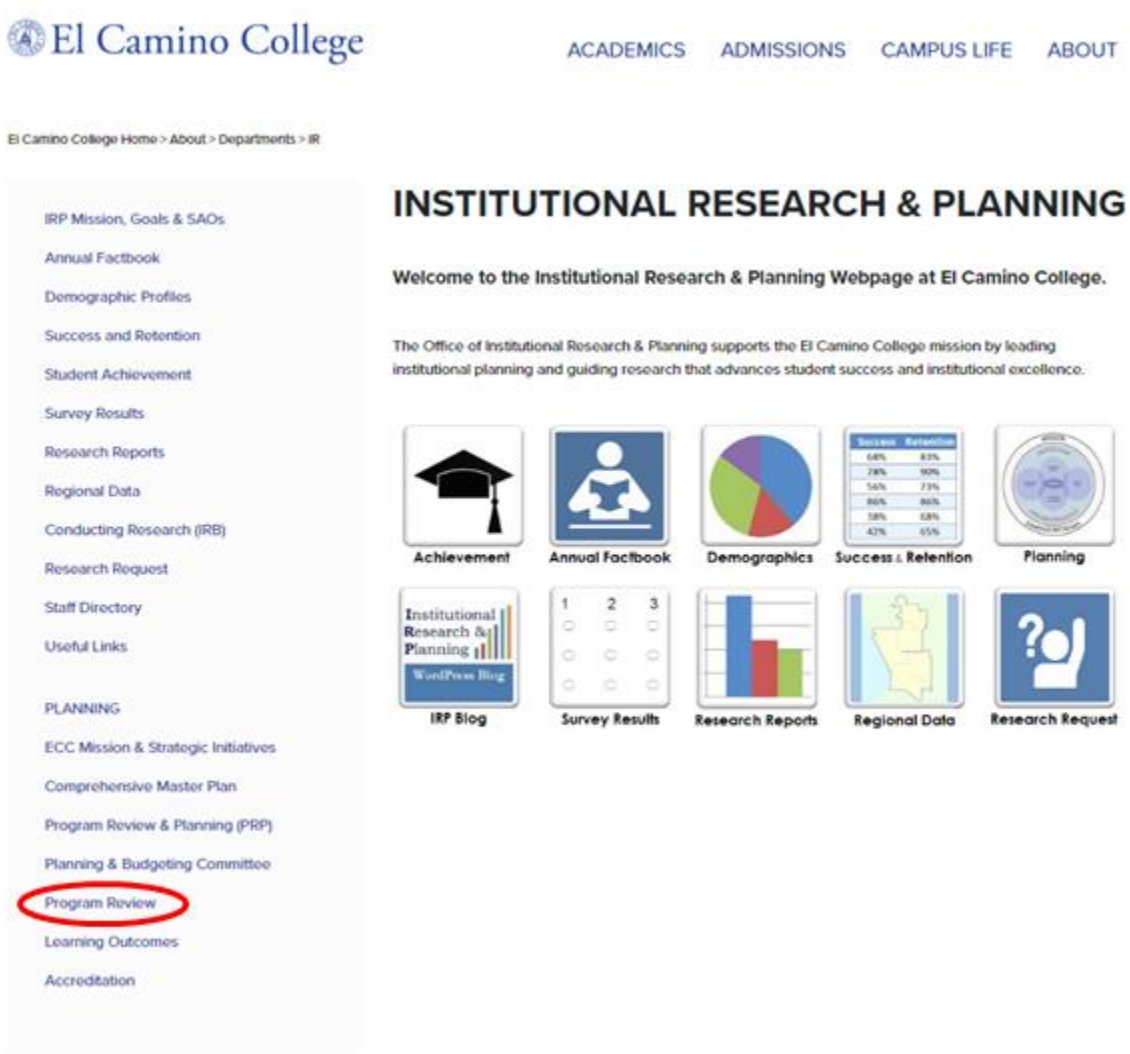
- *Academic Program Review 4-Year Cycle*
- *Academic Program Review Timeline*
- *Program Review Guidelines and Instructions*
- *CE Supplemental Questions*
- *Completed Program Reviews from the Current and Previous Years*

[ECC Office of Institutional Research and Planning (IRP) Webpage]

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

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.



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/

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
(310) 660-3593, x3928

Kevin Degnan, Academic Senate Vice President of Instructional Effectiveness
(310) 660-3593, x3335
kdegnan@elcamino.edu

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

Institutional Research and Planning (IRP) Representative on APRC

Carolyn Pineda, Research Analyst
cpineda@elcamino.edu
(310) 660-3593, x6402

Division Student Learning Outcomes (SLO) Facilitators

Each academic division designates at least one SLO Facilitator to assist with the coordination of course- and program-level learning outcomes assessment for the division. SLO Facilitators are a valuable resource for completing the "Assessments and Student Learning Outcomes" component of program review. As faculty assignments are subject to change for a variety of reasons, each division office maintains the most updated information regarding its SLO Facilitator(s). *A list of SLO Facilitators* for each academic division can also be found on the SLO webpage at http://www.elcamino.edu/academics/slo/assessment-personnel.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* 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 2020-2024 PROGRAM REVIEW CYCLE

ACADEMIC PROGRAM REVIEW
2020-2024 TIMELINE

FOUR-YEAR CYCLE WITH TWO-YEAR CAREER EDUCATION (CE) REVIEW

All programs are scheduled to conduct a full Program Review every four years.

The Program Review completed by Career Education (CE) programs every four years includes Supplemental Questions for CE programs. As CE programs are also subject to two-year review, updated responses to the Supplemental Questions must be submitted during the second year between full reviews.

DEPARTMENT/PROGRAM	DIVISION	YEAR DUE	PR & CE REVIEW	CE REVIEW ONLY
Anthropology	Behavioral & Social Sciences	2020		
Art	Fine Arts	2020	Y	
Business *(Accounting, Business Management, Marketing, and Office Administration)*	Business	2020	Y	
CADD	Industry & Technology	2020	Y	
Cosmetology	Industry & Technology	2020	Y	
English *(Literature, Creative Writing, Pre-collegiate Composition, Transfer-level Composition)*	Humanities	2020		
Ethnic and Social Justice Studies*	Behavioral & Social Sciences	2020		
Kinesiology *(Athletics, Kinesiology Theory, Recreation, Wellness/Fitness)*	Health Sciences & Athletics	2020		
Mathematics - Developmental	Mathematical Sciences	2020		
Mathematics CM1 *(for Engineering, Science & Math students)*	Mathematical Sciences	2020		
Photography	Fine Arts	2020	Y	
Political Science	Behavioral & Social Sciences	2020		
Sign Language/Interpreter Training	Health Sciences and Athletics	2020	Y	
Sociology *(including Women's Studies)*	Behavioral & Social Sciences	2020		
Air Conditioning and Refrigeration	Industry & Technology	2020		Y
Automation, Robotics, and Manufacturing *(Engineering Technology, Machine Tool Technology, and Manufacturing Technology)*	Industry &Technology	2020		Y
Construction Technology	Industry & Technology	2020		Y
Nursing	Health Sciences & Athletics	2020		Y
Radiological Technology	Health Sciences & Athletics	2020		Y
Respiratory Care	Health Sciences & Athletics	2020		Y
Welding	Industry & Technology	2020		Y

** Ethnic Studies offerings have historically been reviewed as part of the program review for History. The current timeline includes a separate program review for Ethnic and Social Justice Studies.*

APPENDIX B (CONT'D)

ECC 2020-2024 PROGRAM REVIEW CYCLE

DEPARTMENT/PROGRAM	DIVISION	YEAR DUE	PR & CE REVIEW	CEREVIEW ONLY
Astronomy	Natural Sciences	2021		
Automotive Technology	Industry &Technology	2021	Y	
Chemistry	Natural Sciences	2021		
Communication Studies	Fine Arts	2021		
Computer Science	Mathematical Sciences	2021	Y	
Engineering	Mathematical Sciences	2021		
Fashion	Industry &Technology	2021	Y	
Foreign Language	Humanities	2021		
Human Development	Behavioral & Social Sciences	2021		
Journalism	Humanities	2021	Y	
Physics	Natural Sciences	2021		
Psychology	Behavioral & Social Sciences	2021		
Theatre	Fine Arts	2021		
Administration of Justice	Industry &Technology	2021		Y
Architecture	Industry &Technology	2021		Y
Auto Collision Repair/Painting	Industry &Technology	2021		Y
Childhood Education	Behavioral & Social Sciences	2021		Y
Computer Information Systems	Business	2021		Y
Electronics & Computer Hardware Technology	Industry &Technology	2021		Y
Film/Video	Fine Arts	2021		Y
Fire and Emergency Technology	Industry &Technology	2021		Y
Real Estate	Business	2021		

APPENDIX B (CONT'D)

ECC 2020-2024 PROGRAM REVIEW CYCLE

DEPARTMENT/PROGRAM	DIVISION	YEAR DUE	PR & CE REVIEW	CE REVIEW ONLY
Air Conditioning and Refrigeration	Industry &Technology	2022	Y	
Automation, Robotics, and Manufacturing *(Engineering Technology, Machine Tool Technology, and Manufacturing Technology)*	Industry &Technology	2022	Y	
Construction Technology	Industry & Technology	2022	Y	
Dance	Fine Arts	2022		
Earth Sciences *(Geology, Geography, Oceanography)*	Natural Sciences	2022		
Economics	Behavioral & Social Sciences	2022		
English as a Second Language	Humanities	2022		
Mathematics CM3 *(for prospective elementary teachers)*	Mathematical Sciences	2022		
Music	Fine Arts	2022		
Nursing *(including School Health Programs)*	Health Sciences & Athletics	2022	Y	
Radiological Technology	Health Sciences & Athletics	2022	Y	
Respiratory Care	Health Sciences & Athletics	2022	Y	
Special Resource Center (SRC)/ Adaptive Physical Education (APE)/ Education Development (EDEV)	Health Sciences & Athletics	2022		
Welding	Industry & Technology	2022	Y	
Art *(Digital Arts, Gallery Management, Visual Communication)*	Fine Arts	2022		Y
Business *(Office Administration, Marketing, Accounting, Business Management)*	Business	2022		Y
CADD	Industry & Technology	2022		Y
Cosmetology	Industry & Technology	2022		Y
Photography	Fine Arts	2022		Y
Sign Language/Interpreter Training	Health Sciences & Athletics	2022		Y

APPENDIX B (CONT'D)

ECC 2020-2024 PROGRAM REVIEW CYCLE

DEPARTMENT/PROGRAM	DIVISION	YEAR DUE	PR & CE REVIEW	CE REVIEW ONLY
Administration of Justice	Industry & Technology	2023	Y	
Architecture *(including Environmental Technology)*	Industry & Technology	2023	Y	
Auto Collision Repair/Painting	Industry & Technology	2023	Y	
Biology	Natural Sciences	2023		
Childhood Education	Behavioral & Social Sciences	2023	Y	
Computer Information Systems	Business	2023	Y	
Electronics & Computer Hardware Technology	Industry & Technology	2023	Y	
Film/Video	Fine Arts	2023	Y	
Fire and Emergency Technology	Industry & Technology	2023	Y	
Health Sciences *(Anatomy, Physiology, and Microbiology)*	Natural Sciences	2023		
History**	Behavioral & Social Sciences	2023		
Mathematics CM2 *(for GE and non-science students)*	Mathematical Sciences	2023		
Philosophy	Behavioral & Social Sciences	2023		
Real Estate	Business	2023	Y	
Automotive Technology	Industry & Technology	2023		Y
Computer Science	Mathematical Sciences	2023		Y
Fashion	Industry & Technology	2023		Y
Journalism	Humanities	2023		Y

*** The program review for History historically included a review of the Ethnic Studies offerings. The current timeline includes a separate program review for Ethnic and Social Justice Studies, which is scheduled for 2020.*

APPENDIX B (CONT'D)

ECC 2020-2024 PROGRAM REVIEW CYCLE

DEPARTMENT/PROGRAM	DIVISION	YEAR DUE	PR & CE REVIEW	CEREVIEW ONLY
Anthropology	Behavioral & Social Sciences	2024		
Art	Fine Arts	2024	Y	
Business *(Accounting, Business Management, Marketing, and Office Administration)*	Business	2024	Y	
CADD	Industry & Technology	2024	Y	
Cosmetology	Industry & Technology	2024	Y	
English *(Literature, Creative Writing, Pre-collegiate Composition, Transfer-level Composition)*	Humanities	2024		
Ethnic and Social Justice Studies*	Behavioral & Social Sciences	2024		
Kinesiology *(Athletics, Kinesiology Theory, Recreation, Wellness/Fitness)*	Health Sciences & Athletics	2024		
Mathematics - Developmental	Mathematical Sciences	2024		
Mathematics CM1 *(for Engineering, Science & Math students)*	Mathematical Sciences	2024		
Photography	Fine Arts	2024	Y	
Political Science	Behavioral & Social Sciences	2024		
Sign Language/Interpreter Training	Health Sciences and Athletics	2024	Y	
Sociology *(including Women's Studies)*	Behavioral & Social Sciences	2024		
Air Conditioning and Refrigeration	Industry & Technology	2024		Y
Automation, Robotics, and Manufacturing *(Engineering Technology, Machine Tool Technology, and Manufacturing Technology)*	Industry &Technology	2024		Y
Construction Technology	Industry & Technology	2024		Y
Nursing	Health Sciences & Athletics	2024		Y
Radiological Technology	Health Sciences & Athletics	2024		Y
Real Estate	Business	2024		Y
Respiratory Care	Health Sciences & Athletics	2024		Y
Welding	Industry & Technology	2024		Y

** Ethnic Studies offerings have historically been reviewed as part of the program review for History. The current timeline includes a separate program review for Ethnic Studies and Social Justice.*

Grey – CE Review Only

APPENDIX C

ECC PROGRAM REVIEW GUIDELINES AND INSTRUCTIONS

Program Review Component	*Guidelines and Instructions*
1. <u>Overview of the Program</u> *(~ 4 - 6 pp.)* a) Provide a brief narrative description of the current program, including the program's mission statement and the students it serves. b) Describe the degrees and/or certificates offered by the program. c) Explain how the program fulfills the college's mission and aligns with the strategic initiatives. (see Appendix A) d) Discuss the status of recommendations from the previous program review.	***<u>Overview of the Program</u>*** ***If someone asked about this program, what would program faculty and staff tell them?*** *Use this opportunity to "brag" about program offerings, accomplishments, and contributions to the college and/or the community. Describe the students and other stakeholders that the program serves.* *In the response, include the number of units or courses required to complete the program.* ***How do program offerings and services contribute to the college mission? In what way do program objectives align with the college's strategic initiatives?*** ***What has happened with any recommended actions from the previous program review? Are they completed, active, on hold, abandoned? How did any action or inaction on the past recommendations impact the program?***
2. <u>Direction, Vision, and Goals</u> *(~ 2 - 4 pp.)* a) Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years? **b)** Articulate the direction and vision of the program. **c)** Identify ***2 – 4 specific goals*** that will move the program toward its vision within the next four years.	***<u>Direction, Vision, and Goals</u>*** ***What are the emerging trends within the academic field or discipline? What changes have occurred in the industry since the last review cycle?*** ***What do faculty and staff envision as the ideal future direction of the program?*** *The response may include reference to model programs at other colleges.* ***The recommendations identified in the subsequent sections should directly support achievement of these specific goals.***
3. <u>Analysis of Research Data</u> *(~ 6 - 8 pp.)* Present and **<u>analyze</u>** program data based on the data set provided by Institutional Research & Planning. ***NOTE:*** *If the program maintains a separate data set (e.g., for program-level accreditation), please address any discrepancies between the two data sets.*	***<u>Analysis of Research Data</u>*** ***Instructions for accessing program data****:* 1. *Click on **"Academic Program Review Dashboard"** link under the **Resources** heading at* http://www.elcamino.edu/about/depts/ir/programreview.aspx 2. *A new webpage will open to present the **Program Review Dataset** tool. The dataset contains information for all academic programs at ECC.* 3. *Please read the Table of Contents on the Home page/tab carefully. It describes the information that is accessible via the buttons in the left navigation menu (i.e., Success, Demographics, Awards, Enrollment).* 4. *To view data for a particular program, select the desired program from the **"Programs for Program Review"** drop-down menu from the Success, Demographics, Awards, or Enrollment page/tab.* 5. *Charts and tables representing program data can be printed, saved as PDFs, or "snipped" for inclusion in other documents.*

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

Program Review Component	Guidelines and Instructions
j) **Enumerate any related recommendations.**	*If the recommendation requires funding, provide a cost estimate.*
4. <u>Curriculum</u> *(~ 3 - 4 pp.)*	***<u>Curriculum</u>***
Review and discuss the curriculum work done in the program during the past four years, including the following:	*CurricUNET is the current ECC database for curriculum*: http://www.curricunet.com/elcamino/ User login is the first portion of ECC email address -- before the @ (e.g.,"jdoe"). If you have not used CurricUNET or changed the password, your password is "changeme."*
a) Provide the curriculum course review timeline to ensure all courses are reviewed at least once every six (6) years.	*For curriculum questions and timelines, consult the program's representative on the Division Curriculum Committee or the division representative on the College Curriculum Committee: http://www.elcamino.edu/academics/ccc/s5ccccommittee.aspx*
	** **NOTE**: ECC is in the process of transitioning to a new curriculum management system.*
b) Explain any course additions to current course offerings.	*Course deletions permanently eliminate a course, whereas inactivations put a course "on hold." An inactivated course does not appear in the college catalog but can be relatively easily reactivated through the curriculum process. Courses are often inactivated if they have not been offered in the past several years.*
c) Explain any course deletions and inactivations from current course offerings.	
d) Describe the courses and number of sections offered in distance education. (Distance education includes hybrid classes.)	
e) Discuss how well the courses, degrees, or certificates meet students' transfer or career training needs.	
1. Have all courses that are required for the program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?	
2. Are there any concerns regarding program courses and their articulation to courses at other educational institutions?	***Articulation** refers to an official agreement between ECC and other institutions. If a course has been "articulated" it means that the institution acknowledges that the course is equivalent to the course offered on their campus and agrees to accept it in lieu of their course. Information about articulation agreements can be found at assist.org. To discuss articulation issues or to develop an articulation agreement with another campus, contact ECC's Articulation Officer, Lori Suekawa lsuekawa@elcamino.edu or ext. 3517. **Transferable** means that an institution will accept a course as elective credit but does not guarantee course-to-course credit.*

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

Program Review Component	Guidelines and Instructions
6. <u>Analysis of Student Feedback</u> *(~ 3 - 5 pp.)*	***<u>Analysis of Student Feedback</u>***
Review and discuss student feedback collected during the past four years (e.g., via surveys, focus groups, interviews). Include a copy of any feedback reports generated by the program or by Institutional Research and Planning.	***How were the surveys distributed? What was the response rate?***
a) Describe the results of the student survey in each of the following areas: i. Student support ii. Curriculum iii. Facilities, Equipment, and technology iv. Program objectives	***Are there any noteworthy patterns of student feedback?*** *Analyze areas where student perceive the program is performing well and areas where students perceive the program could use improvement. Attach survey report from IRP as an appendix to the final program review document.*
b) Discuss the implications of the survey results for the program.	***Does the student feedback correlate with any findings in other program review areas (e.g., Curriculum, Facilities)? Are students asking for courses, services, or other items which require additional resources?***
c) Discuss the results of other relevant surveys.	
d) **Enumerate any related recommendations.**	*If the recommendation requires funding, provide a cost estimate.*
7. <u>Facilities and Equipment</u> *(~ 1 - 3 pp.)*	***<u>Facilities and Equipment</u>***
a) Describe and assess the existing program facilities and equipment.	*In the response, identify and fully justify any facilities and equipment needs. Discuss the viability of consolidating or sharing equipment and facilities to satisfy needs.*
b) Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.	***What impact would not meeting these needs have on the program?***
c) Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.	
d) **Enumerate any related recommendations.**	*If the recommendation requires funding, provide a cost estimate. Be sure to include the cost of maintenance and upgrades.*
8. <u>Technology and Software</u> *(~ 1 - 3 pp.)*	***<u>Technology and Software</u>***
a) Describe and assess the adequacy and currency of the technology and software used by the program.	*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.*
b) Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.	***What impact would not meeting these needs have on the program?***
c) Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.	
d) **Enumerate any related recommendations.**	*If the recommendation requires funding, provide a cost estimate. Be sure to include the cost of maintenance and upgrades.*

<table>
<tr><th>Program Review Component</th><th>Guidelines and Instructions</th></tr>
<tr><td>

9. <u>Staffing</u> *(~ 1 - 3 pp.)*

a) Describe the program's current staffing, including faculty, administration, and classified staff.

b) Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals.

c) **Enumerate any related recommendations.**

</td><td>

<u>Staffing</u>

In the response, identify and fully justify any current staffing needs. Discuss any options for addressing the needs.

What impact would not meeting these staffing needs have on the program?

If the recommendation requires funding, provide a cost estimate for classified staff and faculty.

</td></tr>
<tr><td>

10. <u>Prioritized Recommendations</u> *(~ 1 - 2 pp.)*

a) Provide a single, prioritized list representing each of the recommendations from sections 3 to 9. Include cost estimates, and identify the college strategic initiative(s) and program goal(s) supported by each recommendation. Use the following chart format to organize your recommendations.

Recommendation	Cost	S.I.	Program Goal
1.			
2.			
3.			

b) Explain why the list is prioritized in this way.

</td><td>

<u>Prioritized Recommendations</u>

All the prioritized recommendations appearing in this list should be discussed and justified earlier in the review.

Be sure to include the cost estimates for pertinent recommendations. Program review recommendations will be entered into the college's data management system (i.e., Nuventive) for reference during the annual planning process. Annual planning recommendations that carry a cost must be linked to documented program review recommendations (or otherwise support the documented program plan) or respond to an emerging program or college need.

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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.

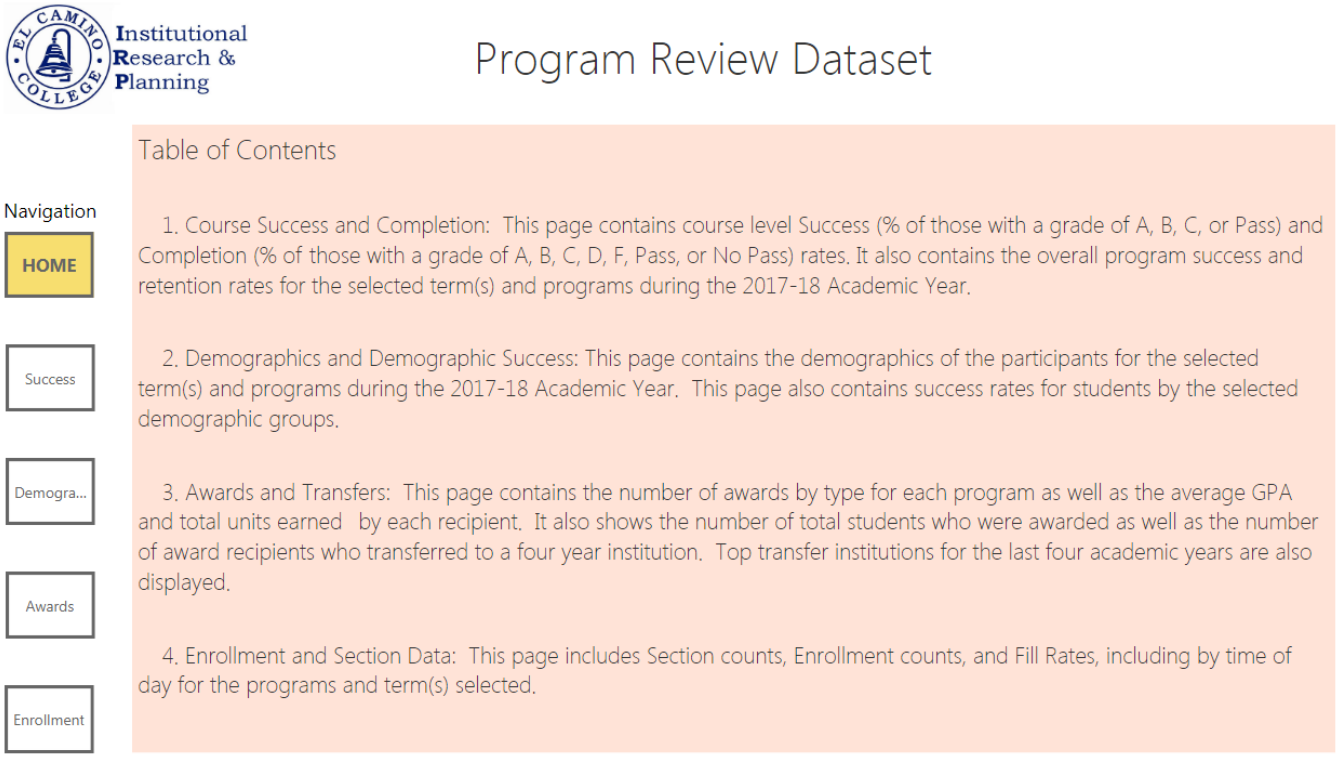
Type of Meeting (Program/Division)	Date of Meeting

APPENDIX F

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.

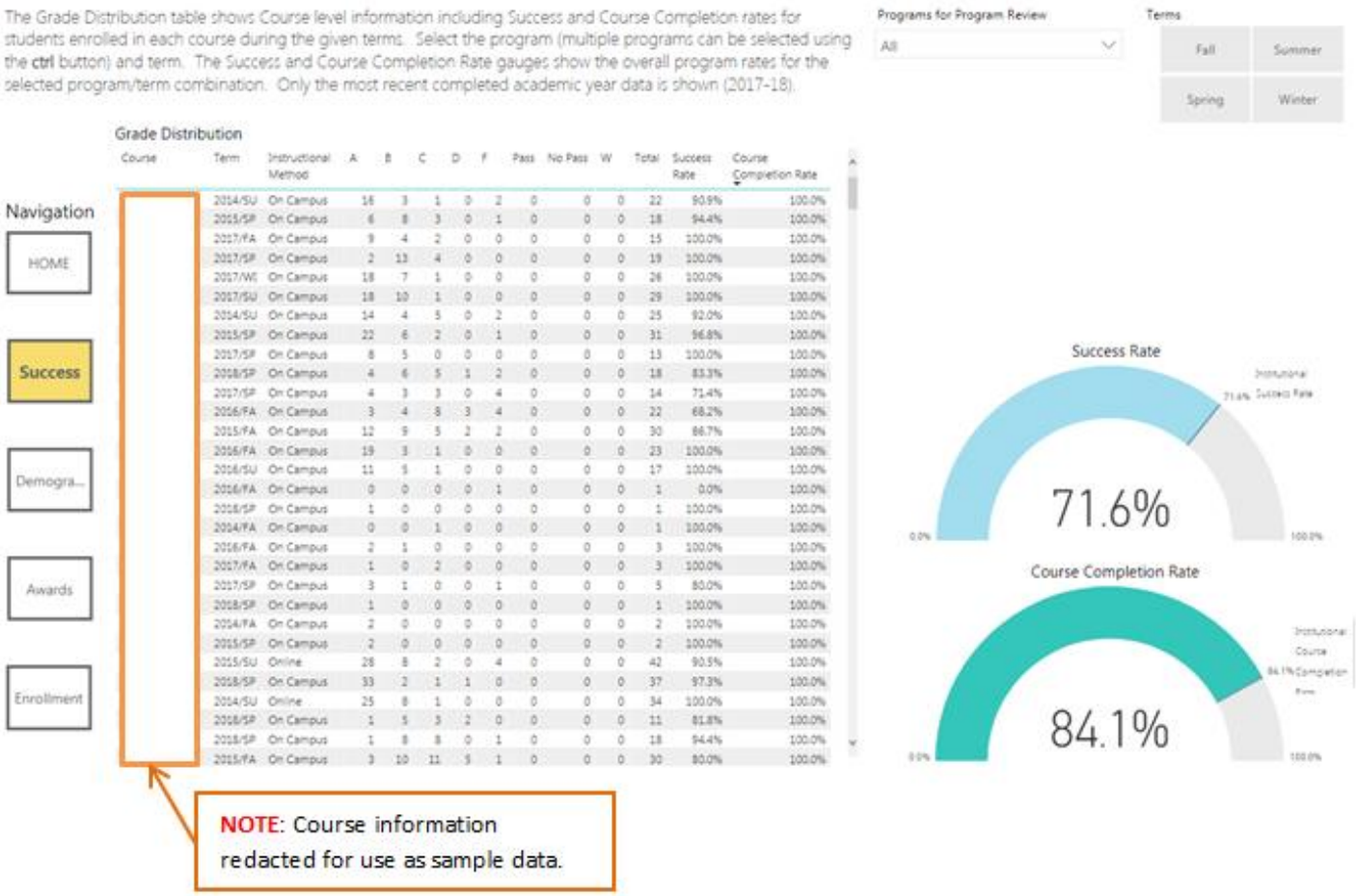
HOME



APPENDIX F (CONT'D)

SAMPLE RESOURCES FROM ECC OFFICE OF INSTITUTIONAL RESEARCH AND PLANNING

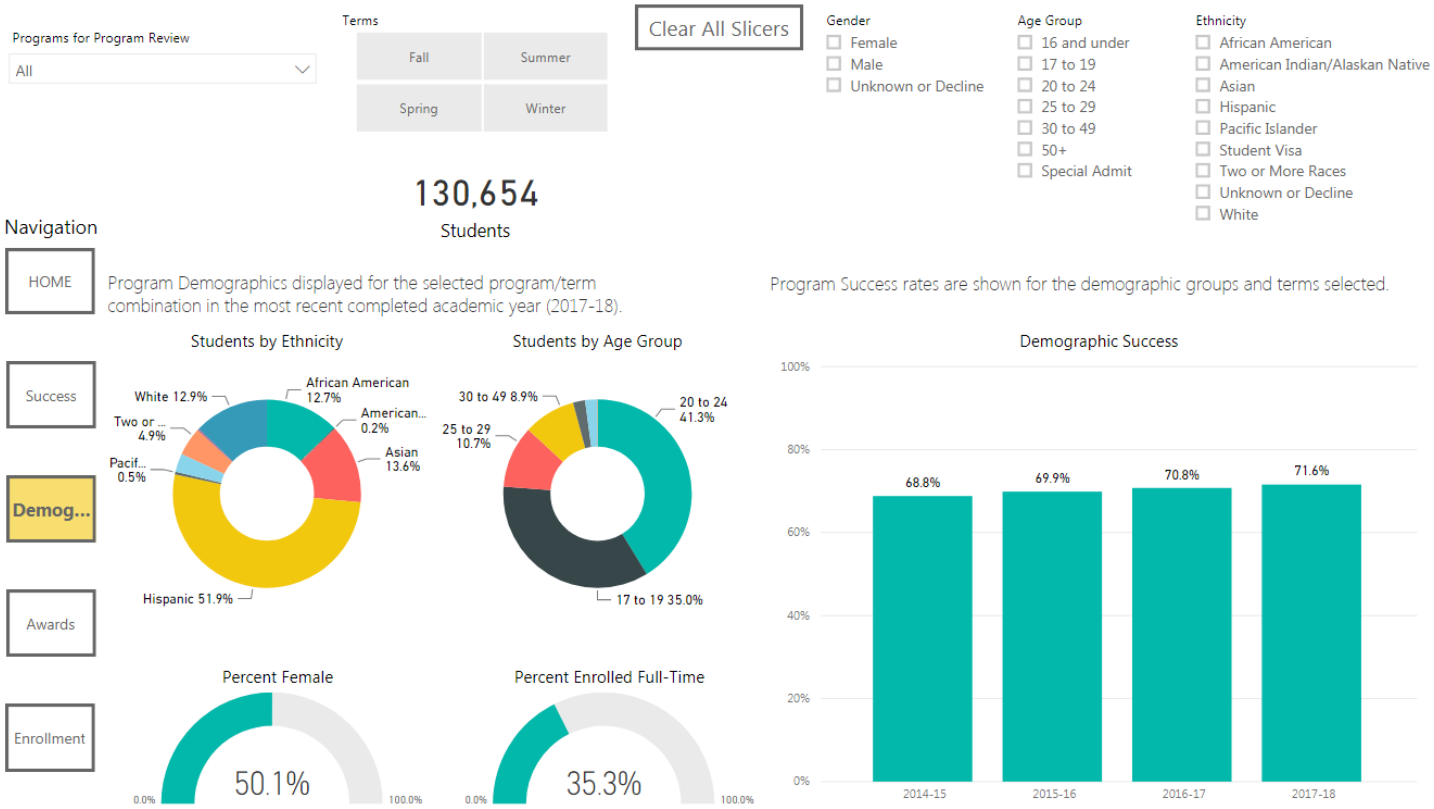
SUCCESS



APPENDIX F (CONT'D)

SAMPLE RESOURCES FROM ECC OFFICE OF INSTITUTIONAL RESEARCH AND PLANNING

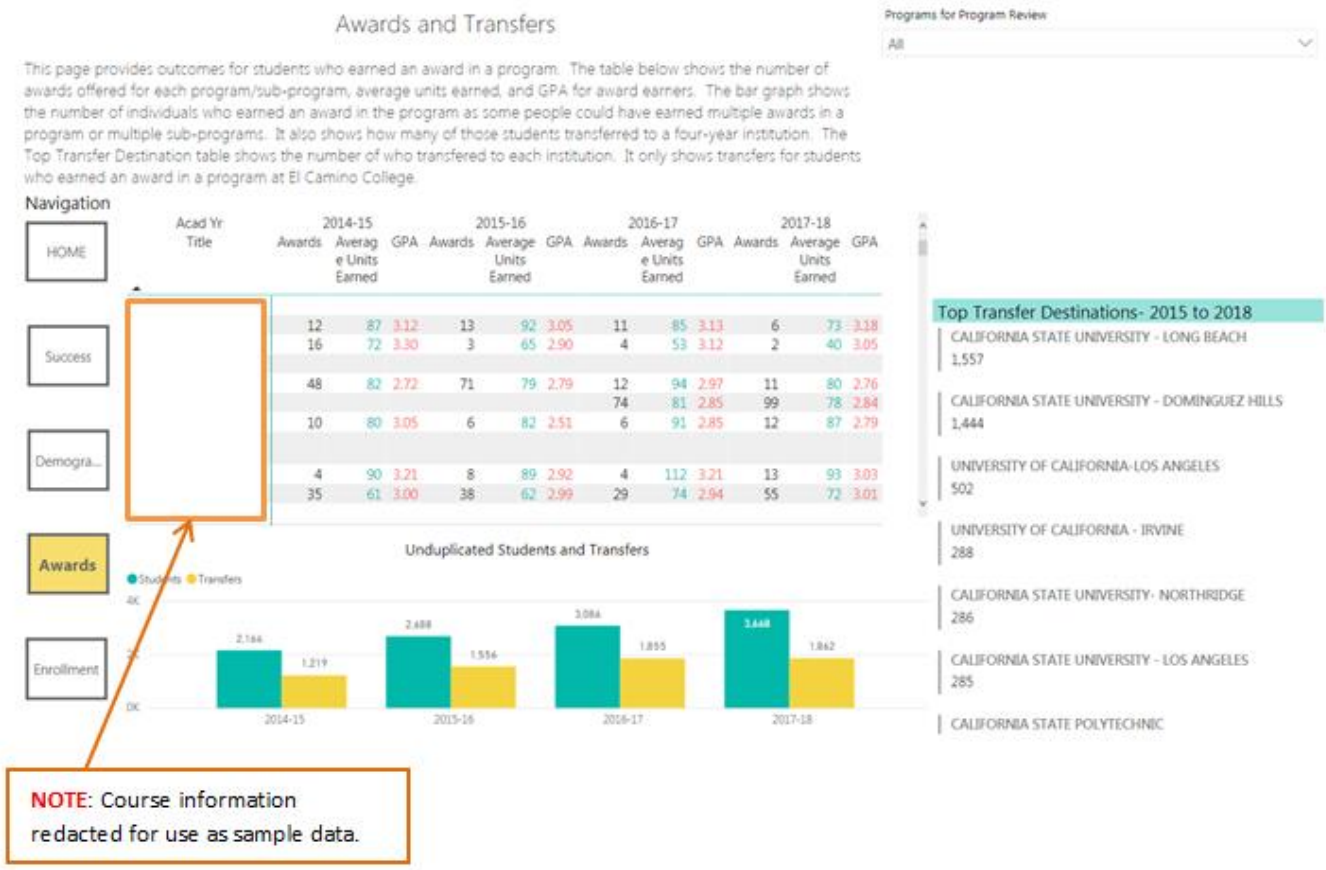
DEMOGRAPHICS



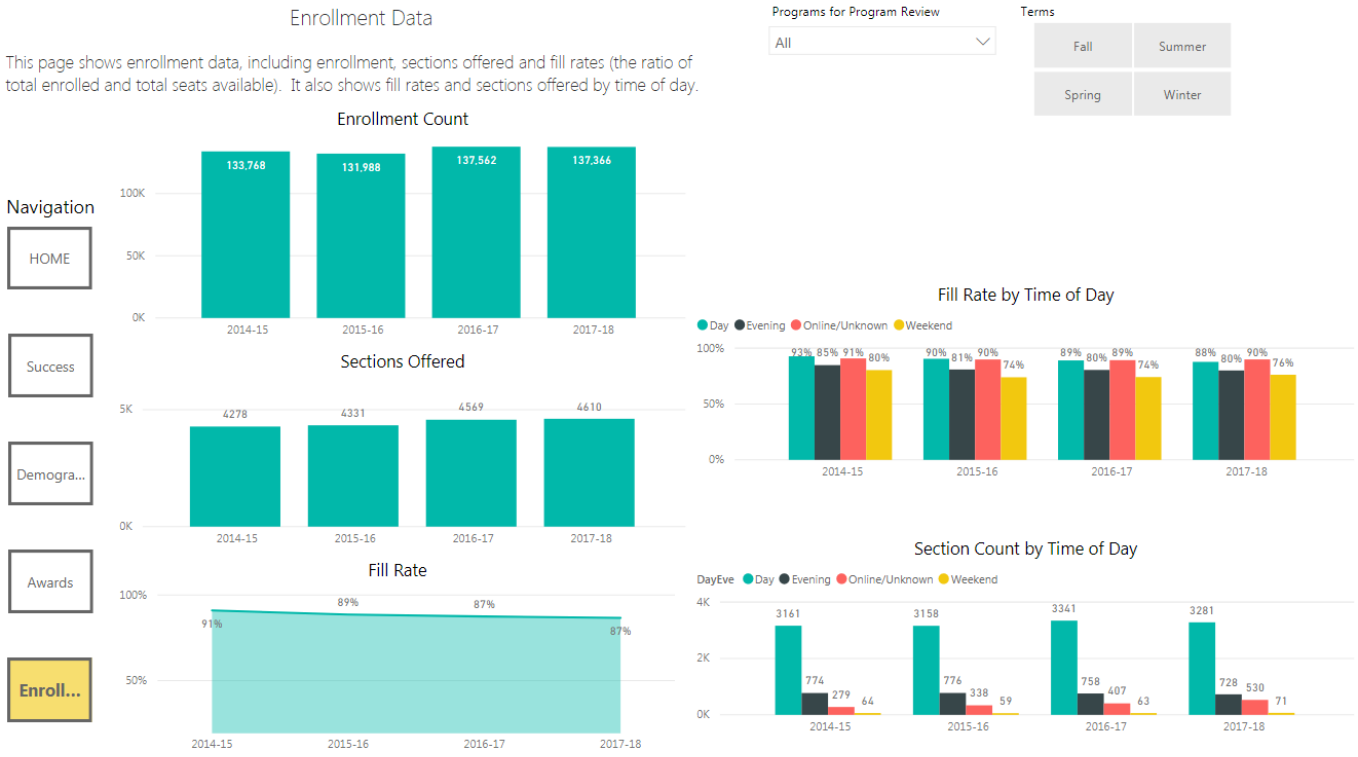
APPENDIX F (CONT'D)

SAMPLE RESOURCES FROM
ECC OFFICE OF INSTITUTIONAL RESEARCH AND PLANNING

AWARDS



APPENDIX F (CONT'D)

SAMPLE RESOURCES FROM ECC OFFICE OF INSTITUTIONAL RESEARCH AND PLANNING

ENROLLMENT