**El Camino Community College**

**PROGRAM REVIEW 2021-22**

**ENTER DIVISION NAME HERE**

**ENTER PROGRAM NAME HERE**



**DEAN:**

ENTER NAME OF DIVISION DEAN HERE

**CONTRIBUTOR(S):**

ENTER NAME(S) OF CONTRIBUTOR(S) HERE

**TABLE OF CONTENTS**

Contents

[SECTION 1 Program Overview 3](#_Toc82081146)

[SECTION 2 Program Assessment 5](#_Toc82081147)

[Program Contribution to Student Success and Equity 5](#_Toc82081148)

[Curriculum and Outcomes Assessment 6](#_Toc82081149)

[SECTION 3 Program Vision and Future Planning 8](#_Toc82081150)

[Program Vision 8](#_Toc82081151)

[Future Planning 8](#_Toc82081152)

[Program Resources 9](#_Toc82081153)

[Appendix A 10](#_Toc82081154)

[CAREER EDUCATION (CE) SUPPLEMENTAL QUESTIONS 10](#_Toc82081161)

# SECTION 1 Program Overview

1. **Provide a brief narrative description of the current program, (e.g., the program’s mission statement, a description of the students it serves) and any highlights of the program’s previous success, future vision, and related needs.**

|  |  |  |
| --- | --- | --- |
| Needs Development | OK | Great |
| Section is absent or underdeveloped. Little to no information is provided about where the program has been over last 4 years, students served, or significant achievements or work over last 4 years. | Section is present and adequately developed. Information is provided about where the program has been over last 4 years, students served, significant achievements and work over last 4 years. Basic overview is provided with enough concrete information for a colleague outside the program to understand essentially what the major challenges and successes over the last 4 years have been and what is needed going forward. | Section is present and expertly developed, but not overlong. Information is provided about where the program has been over last 4 years, students served, significant achievements and work over last 4 years. Overview has compelling and clear, concrete evidence of what the major challenges and successes over the last 4 years have been and what is needed going forward. |

1. **Describe the degrees and/or certificates offered by the program.**

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| --- | --- | --- |
| Needs Development | OK | Great |
| Section is absent or underdeveloped. Little to no information is provided about degrees or certificates that are offered or soon to be offered. | Section is present and adequately developed. Information is provided about degrees and certificates offered, even if it is to say that no degrees or certificates are offered. May mention transfer statistics. Some discussion of any challenges in getting students to achieve degree, certificate, or transfer. | Section is present and expertly developed, but not overlong. Information is provided about degrees and certificates offered, even if it is to say that no degrees or certificates are offered. Mentions any relevant transfer statistics. Discusses any challenges or strengths in getting students to achieve degree, certificate, or transfer. Discusses broader value of the degree, certificate, or transfer to the student & community in terms of improving students’ earning potential, employment prospects, and overall value of the students’ work post-ECC. |

1. **Explain how the program fulfills the college’s mission.**

*The mission of El Camino College is to make a positive difference in people’s lives by providing a comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities.*

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| Needs Development | OK | Great |
| Section is absent or underdeveloped. Little to no information is provided about how the program fulfills any part of the stated ECC mission. There may be some broad vague statement of how the general discipline meets the mission in the abstract, but little to no discussion of the particular ECC program meeting ECC’s stated mission. | Section is present and adequately developed. Discusses, in some degree of specificity, how the particular program at ECC meets ECC’s mission. Discussion may be general, but does focus on the work of the particular ECC program and links it to a part of the mission statement above or another publicly available part of the ECC mission statement. | Section is present and expertly developed, but not overlong. Concretely discusses how the particular program at ECC meets ECC’s mission. Discussion focuses on the work of the particular ECC program using specific evidence from previous 4 years and links it to a part of the mission statement above or another publicly available part of the ECC mission statement. |

1. **Discuss the status of recommendations from your previous program review.**

*If more than ten recommendations were presented in the previous program review, expand the enumerated list below as needed.*

1. **Recommendation:** Click here to enter Recommendation.

**Status:** Click here to enter Completed, Active, On Hold, or Abandoned.

**Notes/Comments:**

1. **Recommendation:** Click here to enter Recommendation.

**Status:** Click here to enter Completed, Active, On Hold, or Abandoned.

**Notes/Comments:**

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**Notes/Comments:**

1. **Recommendation:** Click here to enter Recommendation.

**Status:** Click here to enter Completed, Active, On Hold, or Abandoned.

**Notes/Comments:**

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| Needs Development | OK | Great |
| Section is absent or underdeveloped. Little to no information is provided about previous recommendations. Recommendations may be listed, but little or no info is given about their status or impact they have had due to being completed or not completed. | Section is present and adequately developed. Recommendations are clearly listed. Status of each recommendation is clearly listed. Notes/Comments explain in some detail why the status is active, on hold, or abandoned. | Section is present and expertly developed, but not overlong. Recommendations are clearly listed. Status of each recommendation is clearly listed. Notes/Comments explain in some detail why the status is active, on hold, or abandoned. Notes/Comments also explain what the impact has been for completed recommendations and what is at stake if a given recommendation that has not yet been completed remains uncompleted. |

# SECTION 2 Program Assessment

# Program Contribution to Student Success and Equity

**For the program under review, examine the following data for the last four years by:**

* + **Disaggregating by race/ethnicity, gender, and age where possible.**
  + **Discussing internal and external factors contributing to constant, increasing or decreasing trends.**
  + **Highlighting equity gaps found among different groups of students.**
* *If the program under review is a Career Education Program, please examine a) through k) from the list below.*
* *If students taking courses from the program under review end with a degree or certificate issued by the program, please examine a) through h) from the list below.*
* *If students taking courses from the program under review do not end with a degree or certificate issued by the program, please examine d) through g) from the list below.*

|  |  |  |
| --- | --- | --- |
| Needs Development | OK | Great |
| Sections are absent or underdeveloped. Little to no information is provided about the data indicators below. Basic data and general analysis of the indicators may be present, but there is no disaggregation of data by student population or discussion of equity issues, reflecting either an inattention or hostility to considering such issues. Sections may be overweighted with data with comparatively little analysis. | Section is present and adequately developed. Each section includes relevant data as evidence for program’s analysis of trends in their data. Where possible, data is disaggregated by student population and equity/achievement gaps are discussed in some depth. Adequate data is provided as evidence for status of program, but is balanced by developed analysis that connects the data to other issues in the Program Review document, such as recommendations, requests, or other program needs. | Section is present and expertly developed, but not overlong. Each section includes relevant data as evidence for program’s analysis of trends in their data. Data is consistently disaggregated by student population and equity/achievement gaps and successes are discussed in depth. Clear data is provided as evidence for status of program and is balanced by developed analysis that connects the data to other issues in the Program Review document, such as recommendations, requests, or other program needs. Despite possible differences in each area, a coherent narrative emerges through these sections. |

1. ***Degree Completion:* Number/percent of students earning a program degree**
2. ***Certificate Completion:* Number/percent of students earning a program certificate**
3. ***Transfer to a four-year institution*: Number/percent of students transferring to a four-year institution**
4. ***Scheduling of courses:* Percentage of students enrolled in day/evening courses, on campus/online/hybrid courses, days of the week**
5. ***Fill rate:* Percentage of actual students enrolled in a term in relation to total seats offered**
6. ***Grade Distribution:* Percentage of students in a course receiving each of the possible grades that can be awarded**
7. ***Course* Su*ccess:* Percentage of students enrolled at census who complete the course with a grade of A, B, C, or P**
8. ***Unit Accumulation:* Number of units accumulated by students working towards a program degree/certificate. Discuss whether students who take units beyond the requirements for their educational goals serve educational purposes or not. Focus on general trends, not on particular courses within the program.**
9. ***Annual earnings:* Median annual income of alumni who attended the program under review (or the closest related sector)**
10. ***Living Wage Attainment:* Percent of alumni who attended the program under review (or the closest related sector) and earn living wage**

***k) Job in Field of Study: P*ercent of alumni who pursued a career education path with a job related to their field of study.**

# Curriculum and Outcomes Assessment

1. **Examine the program curriculum using an equity lens by responding to the following questions: To what extent does the curriculum:**

* **Prepare students to actively engage in a diverse society?**
* **Include multicultural content?**
* **Respond to diverse students’ learning needs?**
* **Encourage instructors and students to investigate their own views, biases and values and discuss multiple perspectives different from their own?**
* **Use critical/equity-oriented pedagogy?**
* **Ensure creating an empowering classroom environment?**
* **Use multiple evaluation techniques sensitive to the diverse ways students can demonstrate understanding?**

|  |  |  |
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| Needs Development | OK | Great |
| Section is absent or underdeveloped. Little to no discussion of the curriculum and bulleted questions in terms of equity. There may be some broad vague statement of how the curriculum meets students’ needs, but may reflect an assumption that students are a homogenous group or that the discipline is “color blind.” Some bulleted questions may be unanswered. | Section is present and adequately developed. Discusses, in some degree of specificity, how the particular program’s current curriculum addresses needs of various student groups, prepares them to engage in a diverse society, illustrated by some specific curriculum elements, pedagogy, or teaching methods. | Section is present and expertly developed, but not overlong. Concretely discusses how the particular program’s curriculum addresses needs of various student groups, prepares them to engage in a diverse society, illustrated by some specific curriculum elements, pedagogy, or teaching methods. Offers specific examples of known areas that have been improved or need improvement to meet students’ needs. |

1. **Summarize SLO and PLO assessment results over the past four years for key/gateway courses. Gateway courses are determined by your department & division – contact your Dean.**
2. **Discuss programmatic factors contributing to constant, increasing or decreasing trends in the results for SLO and PLO assessment within the previously examined courses.**
3. **Highlight equity gaps found in SLO and PLO assessment results among different groups of students.**

|  |  |  |
| --- | --- | --- |
| For SLO Sections b-d | | |
| Needs Development | OK | Great |
| Section is absent or underdeveloped. Little to no discussion of the actual SLO data or trends in the data. There may be some broad vague statement that SLOs have been assessed, but doesn’t provide any actual data as evidence. No SLO data is disaggregated, nor is there any statement as to why this is or when there will be a process for disaggregation, such as through Canvas Outcomes. Alternately, there is a “data dump” and no analysis where a lot of data is present, but it is unexplained. | Section is present and adequately developed. Discusses, in some degree of specificity, the last 4 years of SLO data for gateway/high impact courses. The actual data is provided as evidence in support of analysis. Analysis sections are reasonably developed and not overshadowed by a “data dump.” SLO data for gateway/high impact courses has been disaggregated and there is analysis of any equity or achievement gaps. | Section is present and expertly developed, but not overlong. Concretely discusses the last 4 years of SLO data in gateway/high impact courses. Data is included in a concise, easy to read manner. Analysis is robust and insightful. Actions have been recommended as a result of the analysis over the last 4 years and the impact of those actions is also discussed. Equity and achievement gaps are clearly identified, thoughtfully discussed, and relevant actions have been recommended, put into action, and themselves evaluated. |

# SECTION 3 Program Vision and Future Planning

# Program Vision

|  |  |  |
| --- | --- | --- |
| Needs Development | OK | Great |
| One or more of sections A-C are absent or underdeveloped. Little to no information is provided about where the program would like to go or accomplish over next 4 years. Requests and actions may be made, but are not supported by any coherent argument or evidence. Changes in or status of the field are not discussed or only minimally discussed. Little, no, or anti-progress discussion of how the program will work with those changes. | Sections A-C are present and adequately developed. Information is provided about where the program will go over next 4 years. Basic vision is provided with enough concrete information for a colleague outside the program to understand essentially what challenges are anticipated, which actions will be taken over the next 4 years, and what is needed to successfully complete those actions. Requests are supported by at least basic arguments with reference to some relevant evidence. Any changes in the field are met with an attitude of embracing progress. | Sections A-C are present and expertly developed, but not overlong. Information is provided about where the program will go over next 4 years. Vision has compelling and clear evidence of what challenges are anticipated, which actions will be taken over the next 4 years, and what is needed to successfully complete those actions. An effort is made to show what is at stake if requests and recommendations are not met as well as how the college as a whole will benefit if they are met. Any changes in the field are met with an attitude of embracing progress and that progress is explained in terms of how the ECC’s students and broader community will benefit from the changes and the program’s intended actions to work with it. |

1. **Describe the vision of the program for the next four years considering the assessment reported in the previous section, student groups that are underrepresented in the program’s field, and any relevant changes within the program field/industry. A vision statement describes the desired future state of the program.**

# Future Planning

**A) Based on the assessment reported in the previous section, develop program goals to be completed during the next four years in relation to:**

* **Adjusting the curriculum for coherence and alignment with students’ workforce needs**
* **Advancing towards a more equitable program to close equity gaps among groups of students**
* **Clarifying students’ paths to completion, further education and employment**
* **Helping students explore options and build foundation skills**
* **Helping students stay on the path**
* **Integrating applied learning experiences**

1. **What projects will the program complete to achieve the desired goals? Please specify at least two for each goal.**
2. **When the next program review is due, how will the program determine if the goals have been met? Please specify at least one quantitative target or qualitative accomplishment for each goal.**

# Program Resources

|  |  |  |
| --- | --- | --- |
| Needs Development | OK | Great |
| Section is absent or underdeveloped. Requests and actions may be made, but are not supported by any coherent argument or evidence. Requests, if made, are not connected to any other argument or evidence elsewhere in the document. Requests may be willfully ignorant of reality and may reflect an anti-progress attitude. | Section is present and adequately developed. Information is provided about where the program will go over next 4 years. Requests are clearly made and supported by at least basic arguments with reference to some relevant evidence made at least at one other point in the document. Requests are grounded in a reasonably reality and met with an attitude of embracing progress. There is some explanation of how the requests will help meet ECC’s stated equity goals. | Section is present and expertly developed, but not overlong. Information is provided about where the program will go over next 4 years. Requests are clearly made and are clearly connected to arguments and evidence presented throughout the document. Requests made are grounded in reality and positively anticipate coming changes in the field. Requests are explained in light of helping ECC meet its stated equity goals. |

**In the following areas, what are the resources needed by the program to meet the goals for the next four years?**

* **List resources in order of priority. You might want to prioritize them within each category and/or develop an overall prioritized list of resources.**
* **Explain how these resources contribute to the** [**College’s equity goals**](https://www.elcamino.edu/about/depts/ir/docs/research/outcomes/Local%20Vision%20Goals%20Infographic%202017-18.pdf)**.**

**a) Staffing**

**b) Facilities and Equipment**

**c) Technology/Software**

**d) Contracts/Services**

# APPENDIX A

# 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 five (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.