**El Camino Community College**

**PROGRAM REVIEW 2022-23**

**ENTER DIVISION NAME HERE**

**ENTER PROGRAM NAME HERE**



**DEAN:**

ENTER NAME OF DIVISION DEAN HERE

**CONTRIBUTOR(S):**

ENTER NAME(S) OF CONTRIBUTOR(S) HERE

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# SECTION 1 Program Overview

1. **Provide an abstract of what your program does, who you serve, your previous successes, and where your program is moving in the next four years. Highlight the most interesting, compelling aspects of your program – your recent achievements and needs.**
2. **Describe the degrees and/or certificates offered by the program. Consider addressing what makes your program unique to the college and region.**
3. **Explain how the program fulfills the college’s mission. Address the work your program is doing to help the college fulfill its stated 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.*

1. **Discuss the status of recommendations from your previous program review. In the “Notes/Comments” section, please discuss the known impact of a completed recommendation or the rationale for recommendations that are on active, on hold, and/or abandoned.**

*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:**

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**Notes/Comments:**

# 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.**
  + **Discuss any known barriers to student success in your program.**
  + **Highlighting equity gaps found among different groups of students.**
  + **Present and discuss possible action plans about what could be done to address equity and achievement/opportunity gaps.**
* *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.*

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?**

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. For your gateway courses, present the raw data (number of students who participated in each assessment, number of students who met the standard in each assessment, what success rate for each SLO was for each assessment). This data is in Nuventive. Contact your Division Facilitator and/or Campus SLO Coordinator for assistance.**
2. **Discuss programmatic factors contributing to constant, increasing or decreasing trends in the results for SLO and PLO assessment within the previously examined courses. What do you see that is contributing to increasing, decreasing, or stable success in each SLO analyzed?**
3. **Highlight equity gaps found in SLO and PLO assessment results among different groups of students.**

# SECTION 3 Program Vision and Future Planning

# Program Vision

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

**In the following areas, what are the resources needed by the program to meet the goals for the next four years? Include any recommendations from the previous Program Review that are still active or on hold.**

**List resources in order of priority. 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.