

Assessment: Program Review & Planning



El Camino College
Compton Center

Compton: PRP (AA) - Unit: Division 2

Recommendation: COMPONENTS (DO NOT CHANGE)

Please click on the Updates tab to provide Updates to Components

Recommendation: Administration of Justice Program Plan 2015 Recommendation #1

Increase student success rate by 5% each semester for all AJ classes compared to the previous academic year.

Recommendation Status: In Progress/Funded

Input/Last Revised Date: 03/02/2015

Recommendation: Administration of Justice Program Plan Recommendation #2

Strengthen quality educational and support services to promote student retention.

Recommendation Status: In Progress/Funded

Input/Last Revised Date: 03/02/2015

Recommendation: Air Conditioning & Refrigeration 2015 Program Review Recommendation 1

Add more HVACR equipment to the lab.

Dedicated and secure space for the ACR program. Make instructor accessible to students when instructor is in the office. Program Review page 7, 5d. 10/12/13 DTU

The HVAC lab should be separate and distinct from the auto tech lab.

All the power outlets in the classroom and lab need to be upgraded. The lab needs minimum 120 volts alternating current (VAC) with 25 amperage (AMP) rated circuit breakers. New higher gage wire will be needed to upgrade the power. DTU 20/09/2015

Recommendation Status: In Progress/Funded

Implementation Timeline: Facilities & Equipment

Input/Last Revised Date: 02/19/2015

Completion Date: 02/19/2016

Rationale & Expected Outcome: Goal 2

Objective 1:

The need for more equipment for the students to work on in the lab is becoming a necessity because of the increase in enrollment. More lab space will make it easier to bring in more equipment. With more lab space and more equipment for the students to work on, enrollment will go up. In the HVACR trade you get paid according to how much you know. There are contractors willing to provide equipment to the ACR program, but we need space to put the equipment. 12/12/12 DTU
These recommendations will improve student success and retention.

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Anticipated Cost: 75000

Primary SI Supporting Recommendation: A - Student Learning

List impacted areas and describe potential impact: Facilities: Electrical power source needs upgrading.

Recommendation: Air Conditioning & Refrigeration 2015 Program Review Recommendation 2

Goal 1

Objective 1:

The ACR Program at CEC needs a variety of HVACR equipment, so that the students can learn to work on different equipment and see the different equipment working in actual situations. The students need to be exposed to the different kinds of equipment they will see in the field. This equipment has to be Energy Efficient and Green. The HVAC trade is changing, with new technology constantly coming out to upgrade and make equipment more efficient. The ACR Program needs to change as the industry changes so students can be equipped with the knowledge to make them employable. Program Review page 4, 2c. 10/12/13 DTU

Recommendation Status: In Progress/Funded

Implementation Timeline: Program Review

Input/Last Revised Date: 02/19/2015

Completion Date: 02/19/2016

Origin of Recommendation: 2016-17

Expense Category: Instructional Equipment

Unit Rank: 09

Program Rank: 01

Rationale & Expected Outcome: The HVAC trade is lacking qualified technicians. With a curriculum change to meet the needs of the industry, new equipment is needed to instruct students.

1/24/2014 DTU

Anticipated Cost: 100000

Primary SI Supporting Recommendation: B - Student Success & Support

Any Impact On Other Programs, Areas, or Units?: No

Funding Status: Forwarded to Unit Plan

Funding Type: One-Time Funds Needed (Augmentation)

Recommendation: Automotive Technol 2016 Program Review Recommendation 1

Hire Adjunct faculty

Recommendation Status: Not Started

Implementation Timeline: Staffing Need

Input/Last Revised Date: 02/20/2015

Origin of Recommendation: 2016-17

Expense Category: Staffing

Unit Rank: 03

Program Rank: 01

Rationale & Expected Outcome: We need adjunct staffing to to increase student success and program completion

Anticipated Cost: 10000

Primary SI Supporting Recommendation: B - Student Success & Support

Any Impact On Other Programs, Areas, or Units?: Yes

List impacted areas and describe potential impact: Increased student completion rates

Funding Status: On Hold

Funding Type: Existing Resources Will Be Used

Annual Evaluation Date: 08/23/2016

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Annual Evaluation: The annual evaluation of this objective will be used to determine student success and or the potential of a new hire.

Recommendation: AUTOMOTIVE 2016 Program Review Recommendation 3

Mitchell on Demand soft ware for automotive program

Recommendation Status: Not Started

Input/Last Revised Date: 03/03/2015

Completion Date: 06/09/2016

Origin of Recommendation: 2016-17

Expense Category: Software/Hardware

Unit Rank: 07

Program Rank: 03

Rationale & Expected Outcome: Technical information that Mitchell On Demand provides is needed to support the current ALLDATA software that we have.

Anticipated Cost: 5000

Primary SI Supporting Recommendation: A - Student Learning

Any Impact On Other Programs, Areas, or Units?: No

Funding Status: Forwarded to Unit Plan

Funding Type: Ongoing or Permanent Funds Needed (Enhancement)

Annual Evaluation: Student improvement due to higher efficiency in the lab. This software will fill in the gaps when repair procedures and testing specifications are not available in ALLDATA

Recommendation: Buisness 2015 Program Review Recommendation 1

Increase the effectiveness of certificates.

Recommendation Status: In Progress/Funded

Input/Last Revised Date: 02/23/2015

Completion Date: 05/01/2016

Recommendation: CIS 2015 Program Review Recommendation 1

CIS class scheduling will be reviewed to determine the best times that classes should be offered for maximum student enrollment. Enrollment statistics will be reviewed each semester to determine the effectiveness of the class scheduling.

Recommendation Status: In Progress/Funded

Input/Last Revised Date: 02/19/2015

Completion Date: 02/20/2016

Recommendation: CIS 2015 Program Review Recommendation 2

Upgrade the computers and equipment in the three classroom/labs on a Three-year rotational basis.

Recommendation: CIS 2015 Program Review Recommendation 3

1. Develop new courses, or revitalize existing curriculum to cover newer technologies that are of interest to employers and our students.

Recommendation Status: In Progress/Funded

Input/Last Revised Date: 02/20/2015

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Completion Date: 02/20/2016

Recommendation: Fine Arts: Art, Dance, Film/Video, Theater 2015 Program Review Recommendation 1

Meet with adjunct faculty at the start of each semester to increase communication and facilitate SLO assessment.

Recommendation Status: Not Started

Input/Last Revised Date: 03/03/2015

Origin of Recommendation: 2016-17

Expense Category: Staffing

Unit Rank: 01

Rationale & Expected Outcome: Hiring a new faculty necessitates new outcomes

Anticipated Cost: 860000

Primary SI Supporting Recommendation: C - Collaboration

Any Impact On Other Programs, Areas, or Units?: Yes

Funding Status: Proposed

Funding Type: Existing Resources Will Be Used

Recommendation: Fine Arts: Art, Dance, Film/Video, Theater 2015 Program Review Recommendation 2

Recruit art students at area high schools through coordination with Outreach Department and School Relations and Counselors

Recommendation Status: In Progress/Funded

Input/Last Revised Date: 03/03/2015

Origin of Recommendation: 2016-17

Expense Category: Other

Unit Rank: 07

Program Rank: 02

Rationale & Expected Outcome: Increase recruiting efforts will increase FTES in each course and expand offerings

Anticipated Cost: 5000

Primary SI Supporting Recommendation: C - Collaboration

Any Impact On Other Programs, Areas, or Units?: No

Funding Status: Proposed

Funding Type: Existing Resources Will Be Used

Recommendation: Fine Arts: Art Dance, Film2015 Program Review Recommendation 3

Add Art 219 Water Color Painting 1 to list of offered art classes

Recommendation Status: Not Started

Input/Last Revised Date: 03/09/2015

Origin of Recommendation: 2016-17

Expense Category: Other

Unit Rank: 09

Program Rank: 05

Rationale & Expected Outcome: Increased offering will expand the program and generate FTES

Anticipated Cost: 7500

Primary SI Supporting Recommendation: B - Student Success & Support

Any Impact On Other Programs, Areas, or Units?: No

Funding Status: Proposed

Funding Type: Existing Resources Will Be Used

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Recommendation: Fine Arts: Art, Dance, File/Video, Theater 2015 Program Review Recommendation 4

Add Art 160 Three Dimensional Design to course offerings

Recommendation Status: Not Started

Input/Last Revised Date: 03/09/2015

Origin of Recommendation: 2016-17

Expense Category: Other

Unit Rank: 08

Program Rank: 07

Rationale & Expected Outcome: Increase in FTES

Anticipated Cost: 7500

Primary SI Supporting Recommendation: B - Student Success & Support

Any Impact On Other Programs, Areas, or Units?: No

Funding Status: Proposed

Funding Type: Existing Resources Will Be Used

Recommendation: Foreign Language 2015 Program Review Recommendation 1

Enhance teaching to support student learning using a variety of instructional methods and services.

Recommendation Status: In Progress/Funded

Input/Last Revised Date: 02/20/2015

Completion Date: 02/19/2016

Recommendation: Foreign Language 2015 Program Review Recommendation 2

Professional Development

Recommendation Status: Not Started

Input/Last Revised Date: 02/20/2015

Completion Date: 02/19/2016

Recommendation: Foreign Language 2015 Program Review Recommendation 3

The Foreign Language Department needs one more fulltime faculty.

Recommendation Status: Not Started

Input/Last Revised Date: 02/20/2015

Completion Date: 02/19/2016

Origin of Recommendation: 2016-17

Expense Category: Staffing

Unit Rank: 01

Program Rank: 02

Rationale & Expected Outcome: Increase FTES

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Anticipated Cost: 100000

Primary SI Supporting Recommendation: B - Student Success & Support

Any Impact On Other Programs, Areas, or Units?: No

Funding Status: Funded

Funding Type: Existing Resources Will Be Used

Annual Evaluation Date: 08/26/2016

Annual Evaluation: Tenure evaluations

Recommendation: Foreign Language 2015 Program Review Recommendation 4

To accomplish the goal for the improvements of the Foreign Language Department more hours should be allocated towards competent Spanish tutors. Spanish tutors should have a minimum calcification of a Bachelor's degree in Spanish.

Recommendation Status: Not Started

Input/Last Revised Date: 02/20/2015

Completion Date: 02/19/2016

Recommendation: History Program Planning 2015 Recommendation #2

Our recommendation is that course offerings be expanded to meet students needs. Plans call for continuing History 112 each Spring and add History 154. consideration is being given to adding the following in 2015/2016. Hiring a full time instructor to meet one or all of the following positions us needed

History 108 American Indian History

History 105 and 106 Women and American History

History 145 History of World Religions

Recommendation Status: In Progress/Funded

Input/Last Revised Date: 03/02/2015

Completion Date: 01/18/2016

Recommendation: History Program Planning 2015 Recommendation #1

The Hiring Prioritization Committee identified the need to augment history faculty by 1 FT position.

Recommendation Status: In Progress/Funded

Input/Last Revised Date: 02/19/2015

Completion Date: 02/15/2016

Recommendation: History Program Planning 2015 Recommendation #3

Expand the number of distance educational offerings in the History Department. A full tim/2014e faculty member will complete certification requirements to teach distance education courses and will pilot at least one course by 2013

Recommendation Status: Completed

Input/Last Revised Date: 12/17/2012

Recommendation: History Program Review Recommendation #4

Continue linking sections of History and English or other courses and with FY.E

Recommendation Status: In Progress/Funded

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Input/Last Revised Date: 03/05/2015

Recommendation: History Program Planning 2015 Recommendation #5

To apply various instructional strategies to meet student needs through linking of classes, field trips and guest lecturers.

Recommendation Status: In Progress/Funded

Input/Last Revised Date: 03/05/2015

Recommendation: History Program Planning 2015 Recommendation #6

To enhance tutorial support for student success. Tutors will be assigned to specific instructors as part of the Student Success Initiative, and will work closely with students who are attempting to write essays or complete other assignments for specific courses.

Recommendation Status: In Progress/Funded

Input/Last Revised Date: 03/05/2015

Recommendation: History Program Planning 2015 Recommendation #7

To effectively measure student success in designated courses.

Recommendation Status: In Progress/Funded

Input/Last Revised Date: 03/05/2015

Recommendation: History Program Planning 2015 Recommendation #8

Wireless internet access is needed in all classrooms.

Recommendation Status: In Progress/Funded

Input/Last Revised Date: 03/05/2015

Recommendation: History Program Planning 2015 Recommendation #9

To provide faculty with professional development opportunities. The center should provide financial support for faculty to attend professional development workshops designed to enhance instructional effectiveness and involvement in the discipline.

Recommendation Status: In Progress/Funded

Input/Last Revised Date: 03/05/2015

Recommendation: History Program Planning 2015 Recommendation #10

Purchase a new photocopier to replace the Xerox machine which has broken down repeatedly each week since 3013.

Recommendation Status: In Progress/Funded

Input/Last Revised Date: 03/02/2015

Recommendation: Machine Tool Technology 2015 Program Review

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Recommendation 1

Add Engineering Technology and Robotics Courses to Machine Tool Technology Department

Recommendation Status: In Progress/Funded

Input/Last Revised Date: 02/19/2015

Completion Date: 02/19/2016

Recommendation: Machine Tool Technology 2015 Program Review Recommendation 2

S.I. F

Purchase the following software to support Manufacturing and Engineering Technology (see Program's Opportunities).

SolidWorks (To instruct Students in 3D Modeling)

MasterCam (To generate Codes for CNC)

MasterCam University

Printer paper

Printer cartridge

Misc. Price increase, Shipping and deliveries, etc.

Recommendation Status: In Progress/Funded

Input/Last Revised Date: 02/19/2015

Completion Date: 07/30/2015

Recommendation: Music Department 2015 Program Review Recommendation 1

Hire a part-time employee to supervise the music labs, monitor the practicing rooms, and tutor various music courses such as Piano, Band, Voice, Guitar, Commercial Music.

Recommendation Status: Not Started

Input/Last Revised Date: 02/19/2015

Completion Date: 06/30/2015

Recommendation: Music Department 2015 Program Review Recommendation 2

The students in the Music Program on the Compton Center Campus need the Applied Lessons component (Music 190) in Vocals and Instrumentals for the Music Major.

Recommendation Status: Not Started

Input/Last Revised Date: 02/19/2015

Completion Date: 07/30/2015

Recommendation: Music Department Recommendation 3

Provide a functional performance facility such a recital hall.

Recommendation Status: Not Started

Input/Last Revised Date: 02/19/2015

Completion Date: 07/30/2015

Recommendation: Political Science 2013 Program Review

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Recommendation 1

Decrease maximum class size from 45 to 35.

Recommendation Status: Not Started

Input/Last Revised Date: 02/20/2015

Completion Date: 08/15/2016

Program Review Components

Data in this review is derived from three sources, all provided by IR

- 1) Course Grade Distribution and Success Retention Rates spring 2007-2010
- 2) Success and Retention in Online and On-campus Courses spring 2007-2010
- 3) Political Science Student Survey, spring 2012*

These documents are as follows:

Year	A	B	C	D	F	I	DR	W	Total Grades
2007	11	42	47	27	32	11	60	54	284
2008	20	67	81	36	51	5	11	67	338
2009	41	93	99	31	29	9	41	101	444
2010	88	92	119	67	93	11	28	93	591

* The Student Survey was sent to all students enrolled in political science courses during the spring 2012 term. 212 students responded. The data combined online and on-campus students, so respondents to the survey represent a mix of computer literacy and academic strength. It is assumed that the survey results here are representative of all students enrolled in political science courses during spring 2012.

ENROLLMENT

Enrollment in political science courses kept pace and contributed to the significant increase in FTES for the Center during 2007-2010. The number of students enrolled in discipline courses rose during this period of time from 284 to 586, an increase of 106%. Overall 6.7% of all students at the Center were enrolled in a Political Science course during fall 2012. For spring 2012, 7% of the center students enrolled in one or more Political Science course.

The spring 2012 Student Survey also indicated that students overwhelmingly prefer morning and mid-daytime (77%) to afternoon and evening classes (23%) but these results may be skewed by the fact that the number of daytime sections has consistently far exceeded the number of nighttime sections. Survey results reveal that students overwhelmingly prefer on-campus classes (81%) over online, with only 14% having no preference.

GENDER

There were minor variations in gender during this period of time, and percentages of female and male students were similar to that for the overall institution. For example, in fall 2010 the percentages in Political Science courses were 60.6% and 39.4%, while the overall institutional percentages were 63.9% and 36.0%, respectively.

ETHNICITY

Enrollment by ethnicity also matched District ethnic distribution. In Fall 2010, as an example, the following ethnic groups were enrolled in Political Science courses with the following percentages: African-Americans 45.6%, Latinos 38.6%, Asian/Pacific Islanders, 3.4% and Whites 4.4%. Institutionally, the percentage of enrolled students in these ethnic groups in Fall 2010 were 44.5% (African American), 36.6% (Latino), 8.4% (Asian/Pacific Islander), and 4.8% (Whites).

It is interesting to note that the percentage of Latinos enrolled in political science courses was slightly higher than the institutional percentage and probably reflects increasing numbers of Latinos whose first language is English and who are high school graduates. Students participating in the Spring 2012 Online Survey seem to support this, as only 23% of all respondents evaluated their English language proficiency as being fair to poor. Poor is interpreted as having completed up to English B. Student who have completed English A or higher are considered to assess their proficiency as being excellent or very good. As much as 60% of student respondents fit in this category. The remainder, 19%, answered "Not Sure" or "None of the above."

A lower percentage of Asian students may be due to the fact that many Asian/Pacific Islander students are enrolled in the nursing program and are taking courses related to that discipline, such as psychology, rather than Political Science.

The influx of students from other institutions and the increase in distance education offerings is likely a factor in the increasing

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White enrollment in the discipline (1.8% in 2007 to 4.4% in 2010).

EDUCATIONAL ATTAINMENT AND FULL-TIME PART-TIME PERCENTAGES

Since the highest enrolled Political Science 1 course both meets the Social and Behavioral Science Section A requirement for the AA Degree and all Political Science courses offered at the Center are UC and CSU transferable, the percentage of students in Political Science courses who have a high school diploma is far greater than the percentage of high school graduates at the institution (88.6% to 72.2%). Overall, 92.5% of the students enrolled in Political Science courses in fall 2010 had a high school or postsecondary degree, as compared to 82.6% for the institution as a whole. Similarly, the percentage of full-time students enrolled in Political Science courses in fall 2010 was 42.3%, as opposed to an institutional percentage of only 18.7%. Therefore two salient characteristics of Political Science students are that they are likely to be full-time students and high school graduate. Additional research is recommended to determine when students in Political Science courses graduated from high school, to determine whether they are new or returning students, to determine whether part-time students in Political Science take additional courses at other colleges, and whether these factors can be correlated with student success.

EDUCATIONAL GOAL

The data for educational goal is essentially unreliable in its 2010 iteration, as almost 32.4% of students enrolled in Political Science courses are listed with their goal as "unknown", compared to only 28.9% in the institution as-a-whole. This undoubtedly skews the other data such as "intent to transfer" which shows an unlikely decline from 2007 to 2010 from 54.2% to 33.8%.

Some indication of educational goal can be gleaned from the spring 2012 Student Survey. Only 6% of respondents identified Political Science as their major with 68% indicating their major outside the Social Sciences. 14% were undeclared or undecided in major. 65% of respondents indicated that they had enrolled in political science courses to meet a general education requirement and 26% to meet a major requirement. Only 16% indicated that they had enrolled for personal enrichment or elective reasons.

STUDENT SUCCESS AND RETENTION

OVERALL SUCCESS AND RETENTION RATES

Student success is defined as completing the course with a grade of "C" or better, while retention indicates that a student has remained enrolled until the end of term regardless of success.

The percentage of students successfully completing courses in the Political Science program between the years 2007 to 2010 indicates a trend of an incremental increase each year for an overall 15.4% increase. Student success rates in Political Science courses have improved from 35.2% in 2007 to 50.6% in 2010. The success rate in fall 2010 is below the state average during that period of 62.7%. The retention rate of 79.5% in fall 2010 was below the state average of 83.1%

In looking at course success and retention rates, the best percentages in fall 2010 were in Political Science 1 which had 517 of the total 591 student total (87.5%). The success rate was 51.6% and the retention rate 80.5%. Political Science 5 had the lowest success rate of 35.7% and the lowest retention rate, at 61.9%. The highest retention rate of 87.5% was in Political Science 2, which is offered online. But the success rate was only 53.1%, which indicates that students remained enrolled even though they were unlikely to pass the course. It makes sense to use the data for Political Science 1 as the benchmark, since all other courses in the discipline are taught by no more than two faculty members and—most often—by only one. Of all courses in the discipline, Political Science 5 and 6 are offered only on campus, while Political Science 2 and 10 are provided only online. It has been recommended to deliver the two latter courses on campus to see if there would be a noteworthy difference in success and retention rates.

It is the strong feeling of faculty that many students who enroll in political science courses lack requisite reading, writing, and critical thinking skills to successfully complete the coursework. Consequently, they do poorly on exams, can not write adequate essays, and are most prone to dropping the course. Faculty recognizes that to fulfill our stated mission to provide students with the requisite academic foundation in political science for transfer to four year universities, proactive institutional support is essential. Data from the student survey to be administered in spring 2012 will substantiate department decisions on how best to respond to those needs.

It is valuable to note that 44% of students responding to the spring 2012 survey had completed English 1A, the recommended preparation for most discipline courses. Even more revealing will be a future self-evaluation of respondents on how well prepared they felt they were to meet the objectives of the Political Science program SLO, based on their high school education. The survey inquiry shall answer these 8 questions:

1. The percentage of respondents who felt that they had acquired excellent, very good, or good skills in primary source analysis;
2. The percentage of respondents who felt that they had acquired excellent, very good, or good skills in secondary source analysis and discussion;
3. The percentage of respondents who felt that they had acquired excellent, very good, or good skills in analyzing theories;
4. The percentage of respondents who felt that they had acquired excellent, very good, or good skills in critical thinking;
5. The percentage of respondents who believed that they had excellent, very good, or good skills in writing an

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introduction/conclusion;

6. The percentage who believed that they had excellent, very good, or good skills in organizing their work;
7. The percentage of respondents who believed that they had excellent, very good, or good skills in writing content;
8. The percentage of respondents who believed that their ability to provide strong secondary evidence was excellent, very good, or good.

COMPARISON BETWEEN DISTANCE EDUCATION SUCCESS/RETENTION RATES AND THOSE IN FACE TO FACE COURSES

Data from Institutional Research indicate that success and retention rates for Distance Education students are at par with those in face to face classes. In 2007-2008 the last instructional television courses in Political Science 1 were offered and were replaced in 2008-2009 with online offerings of Political Science 1. In 2009-2010 Political Science 2 and 10 were also offered online. Elimination of television courses was a welcomed change given their low success and retention rates of 26.6% and 49.0% in fall 2007.

Data for fall 2010 shows that students taking Political Science 1 online had success and retention rates of 50.5% and 82.8% respectively, while students in a face-to-face section had success and retention rates of 51.9% and 80.0% respectively. Apparently, online students remained in the course even though their performance was not sufficient for passing the course. Political Science 2 students had slightly higher success and retention rates in online course with 53.1% and 87.5%, respectively. Although data from Institutional Research for Political Science 10 online was not available, student performance may be similar. Political Science 10 is offered only in the spring and summer.

There have been discussions among Social Science faculty about higher success and retention rates in eight week online courses. Although it is unclear why students in eight week online courses do better, additional research is called for. For now, the Political Science department is encouraged to offer this alternative but the number of faculty available and the recent reductions in course sections hamper the possibility of this happening soon. It is clear that eight week online courses in political science are viable and could prove to be as successful as face to face courses.

Although more research is needed, according to the Spring Survey 2012, the experience of online students does not suggest any significant difference in perceived learning because survey results indicate a virtual split. 51% of students with online experience claim more learning in an on campus course than in online course and 49% maintain learning more (3%) or the same (46%) in online courses than in on campus course.*

*The number of responses to survey questions 5 and 9 are not equal and thus do not provide reliable data. 67 students say they enrolled in an online course before yet 90 students opined on quality of learning.

The fact that of the 212 respondents to the 2012 survey, 99% admit to completing their Political Science course much more or somewhat more knowledgeable is a testament to the quality of instruction delivered by the faculty. 81% of respondent rate the instruction as above average (32%) or excellent (49%).

SECTION COUNT AND CLASS FILL RATES

Finally, sections, seat counts, and class fill rates have consistently increased from 2007-2008 to 2010-2011, congruent with increases institution-wide. Seat count went from 776 to 1552 during these four years, which is not surprising since the number of sections offered increased, from 21 to 33. At the same time, part of this increase is attributable to improving fill rates, from 76.8% in fall 2007 to 101.9% in fall 2010.

(Active)

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III. CURRICULUM

In fall 2011 the Political Science program offered 13 sections. 4 of these sections were offered in the morning, 3 in the mid-day/early afternoon, 2 in the evening, and 4 in distance education format. Political Science 1 is the bread and butter course of the program and in Fall 2011 included 11 of the 13 sections (84%) One section was Political Science 2 (8%) and one was Political Science 5 (8%).

Two courses in Comparative Politics and International Relations are offered to provide students with a global perspective of the discipline. Political Science 2 and 10 are currently offered only in a distance education format. If a section of either were offered on campus, and a Political Science 3 were added to these totals, it becomes clear that courses in U.S. Government would comprise 73% (11 of 15 sections) of all political science offerings.

To date political science offerings at the Center have been focused on a bare minimum of discipline courses, primarily those required for the major. However, the ECC curriculum offers courses in California Politics and independent studies. It is unclear whether offerings in these areas would encourage more students to major in political science and even whether or not they would fill.

COURSES OFFERED AT COMPTON CENTER

Courses currently being offered at the Compton Center are:

Political Science 1 Government of the United States & California

This course is a study of American government. This course is a survey of the concepts, theories, and functions of the American political system. The basic principles of the United States Constitution and the government of California are examined. Emphasis is placed on the formal and informal influences of federalism on national and state governments.

Political Science 2 Introduction to Comparative Politics

This course is a study of world politics. In this course students analyze political systems of different countries in a comparative context. Emphasis is placed on studying the differences and similarities of governmental systems found in developed democratic nation-states. Developing countries, regional systems, and new democracies are also analyzed to illustrate the complex nature of creating and maintaining a functioning nation-state system.

Political Science 5 Ethnicity in the American Political Process

This course is a survey of minority ethnic populations in the United States with particular emphasis on the relationship of government with these groups in shaping public policy. In this course students analyze racial and ethnic group relations in the context of the American political system and process. The relationship of racial and ethnic groups in American society to local, state, and national government are examined. Emphasis is placed on problems of assimilation and integration into the American political system.

Political Science 6 Civil Rights & Liberties in the U.S.

This course introduces students to the study of civil rights and liberties based on current legislation and pertinent court decisions. Emphasis will be placed on First Amendment protections, rights of the defendant, and problems of minority groups facing discrimination.

Political Science 10 Introduction to International Relations

In this course students will examine the factors that determine the relations between nations and the problems that result from the interplay of these factors. The conditions that can lead to both conflict and cooperation among nations will be examined. Major topics include international security, issues of international political economy, and international organizations. International law and diplomacy are examined as alternative means of resolving conflict.

COURSES NOT OFFERED AT COMPTON CENTER

Political Science 3 Introduction to Principles and Methods of Political Science

This course focuses on analysis of the basic concepts, political theories and subfields of political science. Major topics include a description of the methodology and research techniques employed by contemporary political scientists. Major political theories of the individual and the state, and the impact of these themes on modern political ideologies will also be examined.

Political Science 8 California State and Local Government and Intergovernmental Issues

In this course the organization and operation of California's state and local (county, city, special district) governments, as well as intergovernmental issues, are examined. Topics will include urban problems, regional politics, and intergovernmental relations. California's interrelationships with local and national institutions and policies are analyzed.

TIMELINE FOR COURSE REVIEW

The El Camino Political Science Department has an adopted six year course review cycle. Courses currently taught at the Compton Center are scheduled to be reviewed as follows:

Political Science 1 fall 2014

Political Science 2 spring 2012

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Political Science 5 spring 2015

Political Science 6 fall 2013

Political Science 10 fall 2013

AA TRANSFER DEGREE IN Political Science

At this time a Transfer Degree Program in Political Science is being developed in accordance with SB 1440. This legislation requires community colleges to grant an Associate Degree for transfer once a student has met specified general education and major requirements for the degree. Depending on the form which the approved major takes at El Camino, courses may need to be emphasized or added to the offerings at the Compton Center. Provision—and information about such a degree—will also doubtless increase the number of students who successfully major in Political Science, a number which is now miniscule on both the Torrance and Compton campuses.

At the present time there has been no demonstrable work undertaken to develop such a Transfer Degree because of concerns raised by the CSU System related to a proposed American Government and Institutions requirement.

RECOMMENDATIONS:

1. Develop a curriculum expansion plan that is responsive to student needs and interests.
2. Review curricular offerings to make sure that courses required for the AA Transfer Degree are provided on a consistent basis at the Center.
3. Make sure that all courses needed for the major and the AA Transfer degree are offered on campus, and not solely online,
(Active)

IV. STUDENT LEARNING OUTCOMES

Student Learning Outcomes were revised by the El Camino Political Science Department in Spring 2011. This revision essentially consisted of combining what were three separate SLOs in argument, content, and historical method into one. Rubrics for assessment are generally utilized in the analysis of student essays. Both the political science program and course SLOs have been revised and will be utilized at the Compton Center during fall 2011 and spring 2012. Both the program and all courses have one SLO.

PROGRAM ASSESSMENT TIMELINE

The first Compton Center SLO program assessment of the political science curriculum will be completed in spring 2012; it will include sections taught by four of the seven instructors in the discipline. Courses participating in the program assessment include Political Science 1, 2, 5, 6, and 10.

COURSE ASSESSMENT TIMELINE

The first course assessment of the El Camino political science curriculum was completed for Political Science 10 in spring 2010.

The following courses are scheduled for assessment as follows:

2011-2012 Political Science 2, 10, and 5

2012-2013 Political Science 6, 1

PROGRAM SLO

Upon completion of their course of study in the Political Science Department, students will be able to develop and persuasively argue an political thesis in a written assignment that identifies and explains major social, economic, and/or cultural historical themes or patterns and applies appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

COURSE SLOS:

Political Science 1: Upon completion of The Government of the United States and California, students will be able to develop and persuasively argue a political thesis in a written assignment that identifies and explains major social, economic, and/or cultural historical themes or patterns in and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

Political Science 2: Upon completion of Introduction to Comparative Politics, students will be able to develop and persuasively argue a political thesis in a written assignment that identifies and explains major social, economic, and/or cultural historical themes or patterns in and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

Political Science 5: Upon completion of Ethnicity in the American Political Process, students will be able to develop and

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persuasively argue a political thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in the and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

Political Science 6: Upon completion of Civil Rights & Liberties in the United States, students will be able to develop and persuasively argue a political thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in the and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

Political Science 10: Upon completion of Introduction to International Relations, students will be able to develop and persuasively argue a political thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in the and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

ACCJC RUBRIC FOR STUDENT LEARNING OUTCOMES

A frank assessment of the ACCJC Rubric for Evaluating Institutional Effectiveness: Student Learning Outcomes reveals that the political science department is in the development stage. An institutional framework for SLOs exists, as do assessment strategies for assessing student learning at the course and program level. In addition, leadership groups have accepted responsibility for outcomes implementation; appropriate resources are being allocated to support assessment; and faculty are fully engaged in SLO development. It is anticipated that the completion of scheduled course assessments, as well as the program assessment, during 2011-2012, will move the discipline to proficiency status by the end of the academic year, with sustainability to follow the following year.

RECOMMENDATIONS: None
(Active)

Analysis of Student Feedback

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.

- a) Describe the results of relevant student feedback.
- b) Discuss the implications of the survey results for the program.
- c) Recommendations based on Analysis of Student Feedback

(Active)

V. FACILITIES, EQUIPMENT, AND TECHNOLOGY

The Political Science program conducts its classes primarily in E-10 and C-29, with some classes currently also being taught in F-40. All of these classes are in the antiquated row buildings, subject to the vagaries of inadequate HVAC systems and lack of technological infrastructure. Most instructors are housed in the E Row as well, although part-time faculty do not have offices. During the last year several sets of comprehensive maps have been purchased as a visual instructional aid to the discipline. Aside from this, no support for instructional technology has been either requested or granted because of lack of funds.

Faculty is aware that plans ultimately call for the political science department to be housed in a projected Humanities Building. At this time there is no assurance that this building will actually be funded or built.

This means that intermediate steps need to be taken to enhance facilities for political science instruction. These include:

- new lecture podiums
- tables for students who can not use current seats
- new whiteboards for instruction
- enhanced lighting
- smart carts for instructors using technology in the classroom
- expanded Print Center services and hours of operation
- a photocopier for departmental use

There is also a campus-wide problem maintaining the cleanliness of classrooms and restrooms and it needs to be said that the

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inferior maintenance of facilities has a negative impact on the learning environment.

RECOMMENDATIONS

1. Classroom furniture, including whiteboards and podiums should be upgraded in classrooms geared to the Political Science program.
2. Mobile technological support (e.g., smart carts, LCD projectors) need to be provided to discipline faculty and the program as a whole (e.g., photocopier)
(Active)

LEARNING RESOURCE SUPPORT: RESEARCH MATERIALS AND TUTORING

The Library has several databases to facilitate research in political science. These include:

1. Databases to facilitate research in political science

of The databases can be accessed off campus. I've indicated the few that are campus-use only.

- CQ Researcher: examines controversial issues, offering background information, pro and con arguments, and references for further study
- EBSCO Military & Government Collection: content pertaining to all branches of the military and government.
- SIRS KnowledgeBase Portal: provides relevant, credible information on social issues, science, history, government, the arts and humanities. Articles on controversial issues are offered featuring two sides of the issues: their PRO and CON. Full-text articles and Internet resources are carefully selected from thousands of domestic and international publications and respected organizations. Databases about countries of the world, political conditions and their maps are also offered
- CountryWatch (only available on campus): Provides background information about individual countries and political and economic news from around the world
- EBSCO Religion and Philosophy Collection has a section on political philosophy

2. General database on a wide range of academic topics, with full-text articles.

EBSCO Academic Search Premier (full text for more than 4,600 journals, 3,900 peer-reviewed) and PROQUEST (more than 4,000 scholarly journals, trade publications, and magazines covering over 150 academic disciplines.) provide full-text articles from peer-reviewed journals, newspapers and magazines.

3. Reference sets in the Library to assist students in political science.

- CQ Researcher, 1997-present
- America at the Polls, v.1-2
- Student's Guide to Landmark Congressional Laws
- Encyclopedia of the United Nations
- Encyclopedia of the Democratic Party
- Encyclopedia of the Republican Party
- Encyclopedia of Third Parties in America
- Encyclopedia of American Immigration
- My Fellow Americans (Presidential Speeches)
- My Fellow Citizens (Presidential Speeches)

4. Any Online or any tangible biographies, historical and topical subject entries, speeches and other documents.

- African-American History Online (Facts on File): extensive hyper-linked entries, including photographs, maps, and over 70 videos, span more than 500 years of African-American history, and cover topics such as affirmative action, Africa, black nationalism, civil rights, emancipation, Harlem Renaissance, leaders, religion, slave living conditions and liberation strategies, sports, visual arts, and more.
- America, History and Life (EBSCO): Covers the history and culture of the United States and Canada, from prehistory to the present. Contains full-text articles.
- American History Online (Facts on File): A comprehensive and authoritative reference to the most important individuals, events, and topics in United States history. This invaluable reference source is organized by content type, topic, era, and activity as well as by the National Standards for U.S. History. Thousands of fully hyper-linked entries allow users to follow a topic to related biographies, primary source documents, images, and more than 500 historical videos. Web links direct users to a number of relevant educational sites.
- American Women's' History Online (Facts on File): Contains biographies, historical and topical subject entries, speeches and other documents, maps and charts, photographs, over 60 videos, and timeline entries that cover more than 500 years of American women's history.

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- CQ Researcher
- SIRS KnowledgeBase Portal
- European Views of the Americas: 1493 to 1750 (EBSCO): Contains printed records about the Americas written in Europe before 1750

5. Any Online or tangible primary source documents, images, maps and charts, photographs, videos, and timeline entries relevant to political science.

CQ Researcher (contains primary sources related to historical and political events)

SIRS KnowledgeBase Portal (contains primary sources related to historical and political events)

1. European Views of the Americas: 1493 to 1750

2. African-American History Online (Facts on File)

3. American History Online (Facts on File)

4. American Women's' History Online (Facts on File)

6. Any comprehensive and authoritative references to the most important individuals, events, and topics in United States politics.

1. CQ Politics in America 2010

2. My Fellow Americans (Presidential Speeches)

3. My Fellow Citizens (Presidential Speeches)

4. Encyclopedia of the 20th Century

Tutors are available to assist students in political science courses in both the Writing Center and Learning Resource Center. These tutors are trained to help and guide students with writing assignments so that they understand the writing process and produce comprehensible papers. At this time there is no designated tutor to help students master content or concepts, a lack that Political Science faculty strongly believe needs to be addressed.

Students responding to the spring 2012 Student Survey showed evidence of a high level of interest in subject matter tutoring support. 24% of respondents indicated that they would use tutorial services more than once a week and 42% would do so at least once a week. 21% of student respondents would be considered as rare users of tutoring, stating they're likelihood to seek assistance on a monthly basis or less. Only 14% of respondents indicated that they would never utilize tutorial support.

In addition, political science faculty were interested in knowing whether other instructional support services might enhance student success and retention and should, therefore, be included in the institution's revised Student Success Plan. Examples follow in the next paragraph.

The spring 2012 Student Survey indicated the greatest interest in support services that helped them improve their critical thinking techniques (29%), reading skills for learning and comprehension (25%); and note taking techniques (28%). Students felt experiences in study groups would also be helpful (24%). Fewer felt the need to address test anxiety (10%).

Other strategies that might be explored to increase student success might include:

1. Supplemental instruction - a political science lab, perhaps one that is tailored to all political science courses
2. Reducing class sizes in order to accommodate more writing assignments, to include take home but also in-class group work.
3. A video series relevant to our courses to free up classroom time and offer broader relevant discussions
4. A composition of Online Political Sciences resources such as websites.

RECOMMENDATIONS:

1. Hire and assign designated tutor(s) to assist students taking political science courses. If possible tutors should be linked to specific full-time faculty members to ensure that they are aware of material being covered at any given time and to enhance the referral process.
2. Add a database in 2015 for student research and supplemental learning.
3. Develop a plan, in conjunction with the LRC Coordinator, to ensure that there are adequate resources and services—including study skills enhancement workshops-- for students in currently offered and proposed political science offerings
4. Increase course offerings in the evening to meet the needs of students
(Active)

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VI. STAFFING

As of fall 2011, Political Science faculty numbered five. Two were full-time faculty and three were adjunct faculty. But of the two full-time faculty, one teaches two sections in Political Science (40% of teaching contract) and three sections in Sociology (60% of teaching contract). Of the full-time faculty, one had been at Compton for 15 years, while the other had been on the faculty for 10. One held two master's degrees and other a doctoral degree.

Only 1 of the 3 adjunct faculty members taught a face-to-face course only; the other two each taught one distance education and one on campus section. The entire part-time faculty teaches only United States government, while one of the full-time faculty taught Political Science 2 and the other taught Political Science 5.

It is anticipated that within the next five years one full-time faculty member may retire, making it necessary to hire new full-time faculty. It will be important to align discipline expertise of new hires with proposed curriculum maintenance and expansion into other areas of the discipline.

Priority should be on ensuring full-time staff replacements with expertise in the following areas:

- 1) California Politics
- 2) Political Theory

RECOMMENDATIONS:

1. Develop a plan for the replacement of full-time faculty, linked to retirements.
2. Develop a plan to hire both full-time and adjunct faculty with curriculum expertise to a) replace full-time retirees and b) accommodate expansion of the curriculum to meet student needs.

(Active)

VII. DIRECTION AND VISION

The Political Science program—and the course and program SLO assessments-- help measure student mastery of at least three of the institutional Core Competencies:

- I. Content Knowledge: Students possess and use the knowledge, skills and abilities specific to a chosen discipline, vocation or career.
- II. Critical, Creative and Analytical Thinking: Students solve problems, make judgments and reach decisions using critical, creative and analytical skills.
- III. Communication and Comprehension: Students effectively communicate in written, spoken or signed, and artistic forms to diverse audiences. Students comprehend and respectfully respond to the ideas of others.

The continued implementation of a comprehensive Political Science program also supports El Camino's Strategic Initiatives for 2011-2014 A & B:

Enhance teaching to support student learning using a variety of instructional methods and services.

Strengthen quality educational and support services to promote student success.

RECOMMENDATIONS: None

(Active)

Recommendation: Political Science 2013 Program Review Recommendation 2

Support faculty development through conference attendance. Money should be set aside to allow continued development in student success, retention and SLO effectiveness, as well as attendance at professional conferences.

Recommendation Status: In Progress/Funded

Input/Last Revised Date: 02/20/2015

Completion Date: 08/15/2016

Recommendation: Political Science 2013 Program Review Recommendation 3

We recommend continued supplemental instructor support for political science sections. Some instructors already utilize SI's, and we recommend providing that service to instructors who request it. We currently have two SI sections, and would like to add a third.

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Recommendation Status: In Progress/Funded

Input/Last Revised Date: 02/20/2015

Completion Date: 08/15/2016

Recommendation: Welding 2015 Program Review Recommendation 1

Total upgrade of all outdated welding machinery that conform to current industry trends and "Green Technology" requirements.

Recommendation Status: In Progress/Funded

Input/Last Revised Date: 02/21/2014

Completion Date: 07/31/2015

Program Review Components

Analysis of Research Data

Provide and analyze the following statistics/data.

- a) Head count of students in the program
- b) Course grade distribution
- c) Success rates
- d) Retention rates
- e) Comparison of success and retention rates in face-to-face with distance education classes
- f) Enrollment statistics with section and seat counts and fill rates
- g) Scheduling of courses (day vs. night, days offered, and sequence)
- h) Improvement rates (if applicable)
- i) Additional data compiled by faculty
- j) Recommendations based on Analysis of Research Data

(Active)

Curriculum

Review and discuss the curriculum work done in the program during the past four years, including the following:

- a) Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.
- b) Explain any course additions to current course offerings.
- 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 meeting students' transfer or career training needs.
 - e.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?
 - e.2) Are there any concerns regarding program courses and their articulation?
 - e.3) How many students earn degrees and/or certificates in your program? Do students take licensure exams? If so, what is the pass rate? If few students receive degrees or certificates or if few students pass the licensure exam, should the program's criteria or courses be re-examined? Set an attainable, measurable goal for future degrees, certificates, and/or licensure pass rates.
- f) Recommendations based on Curriculum

(Active)

Assessment and Student Learning Outcomes (SLOs)

- a) Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned.
- b) Provide a timeline for your course and program level SLO assessments.

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- c) State the percent of course and program SLO statements that have been assessed.
- 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.
- e) Determine and discuss the level your program has attained in the SLO Rubric in Appendix B. (Awareness, Developmental, Proficiency, or Sustainable Continuous Quality Improvement)
- f) Describe how you have improved your SLO process and engaged in dialogue about assessment results.
- g) Recommendations based on Assessment and Student Learning Outcomes (SLOs)

(Active)

Analysis of Student Feedback

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.

- a) Describe the results of relevant student feedback.
- b) Discuss the implications of the survey results for the program.
- c) Recommendations based on Analysis of Student Feedback

(Active)

Facilities and Equipment

- a) Describe and assess the existing program facilities and equipment.
- 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.
- 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) Recommendations based on Facilities & Equipment

(Active)

Technology and Software

- a) Describe and assess the adequacy and currency of the technology and software used by the program.
- 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.
- 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) Recommendations based on Technology & Software

(Active)

Staffing

- 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) Recommendations based on Staffing

(Active)

Direction and Vision

- a) Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four

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years?

- b) Explain the direction and vision of the program and how you plan to achieve it.
- c) Recommendations based on Future Direction & Vision

(Active)

Use labor market data, advisory committee input, and institutional data to respond to the following questions:

1. How strong is the occupational demand for the program?
2. How has the demand changed in the past 5 years and what is the outlook for the next 5 years?
3. What is the district's need for the program?
4. What is the state's need for the program?
5. How does the program address needs that are not met by similar programs in the region?
6. Are the students satisfied with their preparation for employment?
7. Are the employers in the field satisfied with the level of preparation of our graduates?
8. What are the completion, success, and employment rates for the students?
9. What is the role of the advisory committee and what impact does it have on the program?
10. If there is a licensure exam for students to work in their field of study, please list the exam and the pass rate. If there are multiple licensure exams in the program, include them all.

(Active)

Recommendation: Welding 2015 Program Review Recommendation 2

Implementation of an American Welding Society Testing Lab under the SENSE program.

Recommendation Status: Not Started

Input/Last Revised Date: 02/20/2015

Completion Date: 08/08/2016

Recommendation: Welding 2015 Program Review Recommendation 3

Ventilation Upgrades

Recommendation Status: Not Started

Input/Last Revised Date: 02/20/2015

Completion Date: 08/08/2016

Recommendation: Welding 2015 Program Review Recommendation 4

Robotic Arm- Laser

Recommendation Status: Not Started

Input/Last Revised Date: 02/20/2015

Completion Date: 06/25/2016

Recommendation: CIS 2016 Program Review Recommendation 1

Software: To upgrade computer labs operating system software to Windows 10 and Office 16

Recommendation Status: Not Started

Implementation Timeline: Program Review, Staffing Need

Input/Last Revised Date: 11/03/2015

Compton: PRP (AA) - Unit: Division 2

Origin of Recommendation: 2016-17

Expense Category: Instructional Equipment

Unit Rank: 08

Program Rank: 19

Rationale & Expected Outcome: To increase student success and retention and keep current with technology

Anticipated Cost: 5000

Primary SI Supporting Recommendation: A - Student Learning

Any Impact On Other Programs, Areas, or Units?: No

Technology Need Explanation: to keep current with industry standards

Funding Status: Proposed

Funding Type: Ongoing or Permanent Funds Needed (Enhancement)

Annual Evaluation Date: 11/03/2016

Recommendation: Air Conditioning & Refrigeration 2016 Program Review Recommendation 2

Goal 1

Objective 1:

The ACR Program at CEC needs a variety of HVACR equipment, so that the students can learn to work on different equipment and see the different equipment working in actual situations. The students need to be exposed to the different kinds of equipment they will see in the field. This equipment has to be Energy Efficient and Green. The HVAC trade is changing, with new technology constantly coming out to upgrade and make equipment more efficient. The ACR Program needs to change as the industry changes so students can be equipped with the knowledge to make them employable. Program Review page 4, 2c. 10/12/13 DTU

Recommendation Status: In Progress/Funded

Implementation Timeline: Program Review

Input/Last Revised Date: 11/06/2015

Origin of Recommendation: 2016-17

Expense Category: Instructional Equipment

Unit Rank: 05

Program Rank: 02

Rationale & Expected Outcome: Supporting Rationale

The HVAC trade is lacking qualified technicians. With a curriculum change to meet the needs of the industry, new equipment is needed to instruct students.

1/24/2014 DTU

Anticipated Cost: 100000

Primary SI Supporting Recommendation: B - Student Success & Support

Any Impact On Other Programs, Areas, or Units?: No

Funding Status: Forwarded to Unit Plan

Funding Type: Ongoing or Permanent Funds Needed (Enhancement)

Annual Evaluation Date: 12/02/2016

Recommendation: Automotive Technology 2016 Program Review Recommendation 2

Electrical provisions: Install 110 Volt electrical drop-down outlets in each shop bay.

Recommendation Status: In Progress/Funded

Input/Last Revised Date: 12/07/2015

Origin of Recommendation: 2016-17

Expense Category: Instructional Equipment

Unit Rank: 04

Program Rank: 02

Compton: PRP (AA) - Unit: Division 2

Rationale & Expected Outcome: Having drop-down electrical outlets in each bay will increase shop efficiency and safety for students as it will eliminate the need for running long extension cords to the work areas. Our current practice of running long extension cords from the walls is a tripping hazard. The expected outcome of this implementation is a safer and more professional work environment.

Anticipated Cost: 5000

Primary SI Supporting Recommendation: B - Student Success & Support

Any Impact On Other Programs, Areas, or Units?: Yes

List impacted areas and describe potential impact: Facilities

Funding Status: Forwarded to Unit Plan

Funding Type: One-Time Funds Needed (Augmentation)

Annual Evaluation: The previous recommendation was not written in a detailed manner and no progress seen at this time.

Recommendation: Auto Collision Repair 2016 Program Review Recommendation 1

Hire Tool Room Attendant

Recommendation Status: Not Started

Implementation Timeline: Program Overview & Information, Staffing Need

Input/Last Revised Date: 12/09/2015

Origin of Recommendation: 2016-17

Expense Category: Staffing

Unit Rank: 01

Program Rank: 01

Rationale & Expected Outcome: The ACRP is one of the most popular trades and we typically 25 - 30 students per section. To keep up with student success as well as safety it is necessary to hire a tool room assistant. We definitely are supported by our numbers for an additional staff member.

Anticipated Cost: 80000

Primary SI Supporting Recommendation: B - Student Success & Support

Any Impact On Other Programs, Areas, or Units?: No

Funding Status: Forwarded to Unit Plan

Funding Type: Ongoing or Permanent Funds Needed (Enhancement)

Annual Evaluation Date: 11/30/2016

Recommendation: Auto Collision Repair 2016 Program Review Recommendation 2

Fabrication Equipment

Recommendation Status: Partially Completed

Implementation Timeline: Program Review

Input/Last Revised Date: 12/08/2015

Origin of Recommendation: 2016-17

Expense Category: Facilities

Unit Rank: 02

Program Rank: 01

Rationale & Expected Outcome: To keep current with industry standards and to enhance student expertise in the ACRP industry

Anticipated Cost: 50000

Primary SI Supporting Recommendation: F - Modernization

Any Impact On Other Programs, Areas, or Units?: No

Technology Need Explanation: Industry standards

Funding Status: Proposed

Funding Type: Ongoing or Permanent Funds Needed (Enhancement)

Annual Evaluation Date: 11/30/2016

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Program Review Components

Due to our growing enrollment and constant changes going on in the industries, we must add and update our facilities and out tool inventory to meet these demands. Fabricating in house parts, fixtures, and tooling needed to reproduce or repair auto collision damage and panels. (Active)

Recommendation: CPA Dance Program 2016 Program review Recommendation 1

1. Repair Little Theater for performances and presentation.
2. Lighting and sound technicians for performances and presentations. To be paid with department funds.
3. New audio-visual equipment for the classrooms
4. Add an additional 4 foot wall to the existing wall located over the dance barres with sound proof panels.
5. Build a new dance floor in the new and existing dance studio in the western portion of the dance studio.
6. Separate the dance studio into two separate dance rooms. The is space will facilitate the Pilates and provide extra classroom space. It can also be used for aerobic type exercises.
7. Repair the dance studio floors.
8. Lock and secure the dance studio from vandalism.
9. Lockers located upstairs for the students to store their belongings.
8. Musicians for the African and World arts and Cultures classes. Paid with department funds.
9. Provide funds for special quest lecturers and dance workshops.

Recommendation Status: Not Started

Implementation Timeline: Staffing Need, Technology Need

Input/Last Revised Date: 03/16/2015

Completion Date: 12/24/2015

Origin of Recommendation: 2016-17

Expense Category: Facilities

Unit Rank: 01

Program Rank: 08

Rationale & Expected Outcome: Theses are a few of the recommendations that are necessary to conduct a Dance Program.

Anticipated Cost: 100000

Primary SI Supporting Recommendation: A - Student Learning

Any Impact On Other Programs, Areas, or Units?: Yes

List impacted areas and describe potential impact: The request to repair the Little theater would be utilized mainly by the Creative and Performing Arts Programs as well as the entire campus for performances, presentations , lectures and of courses Flex day presentations and specific meetings.

Funding Status: Forwarded to Unit Plan

Funding Type: Ongoing or Permanent Funds Needed (Enhancement)

Annual Evaluation Date: 06/09/2016

Recommendation: CPA 2016 Dance Program Review Recommendation 2

New audio-visual equipment for the classrooms. Purchase new audio visual equipment for dance studio, theater classrooms, film and video classroom, and art studio and art history classrooms.

Recommendation Status: Not Started

Implementation Timeline: Facilities & Equipment

Input/Last Revised Date: 12/09/2015

Origin of Recommendation: 2015-16

Expense Category: Instructional Equipment

Unit Rank: 04

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Program Rank: 02

Rationale & Expected Outcome: New AV equipment is needed for all CPA classrooms to facilitate learning with contemporary technology and remain current in a competitive academic environment.

Anticipated Cost: 35000

Primary SI Supporting Recommendation: A - Student Learning

Any Impact On Other Programs, Areas, or Units?: No

Funding Status: Not Funded

Funding Type: Existing Resources Will Be Used

Annual Evaluation Date: 06/09/2016

Recommendation: CPA 2016 Program Review Recommendation 3 Dance Studio Improvements

Separate the dance studio into two separate dance rooms and add new hardwood and marley flooring

Recommendation Status: Not Started

Implementation Timeline: Facilities & Equipment

Input/Last Revised Date: 12/09/2015

Origin of Recommendation: 2016-17

Expense Category: Facilities

Unit Rank: 10

Program Rank: 03

Rationale & Expected Outcome: The separated spaces will create an area for Pilates and dance classes and facilitate impromptu performances. By finishing the dance studio floors area space becomes fully functional for all dance classes and mat pilates classes.

Anticipated Cost: 25000

Primary SI Supporting Recommendation: F - Modernization

Any Impact On Other Programs, Areas, or Units?: No

Funding Status: Not Funded

Funding Type: One-Time Funds Needed (Augmentation)

Annual Evaluation Date: 06/08/2016

Recommendation: Foreign Language 2016 Program Review Recommendation 3

The Foreign Language Department needs one more Spanish full time faculty. Also we need additional adjunct Sign language instructors

Recommendation Status: Not Started

Input/Last Revised Date: 12/09/2015

Origin of Recommendation: 2016-17

Expense Category: Staffing

Unit Rank: 08

Program Rank: 03

Rationale & Expected Outcome: The current Foreign Language Department is understaffed. There is only one fulltime instructor to meet all the foreign students needs and expectations. In order for The Department of Foreign Languages to grow and have a stronger student success rate it must be accordingly staff.

Anticipated Cost: 120000

Primary SI Supporting Recommendation: A - Student Learning

Any Impact On Other Programs, Areas, or Units?: No

Funding Status: Proposed

Funding Type: Ongoing or Permanent Funds Needed (Enhancement)

Annual Evaluation Date: 06/07/2016

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Recommendation: Foreign Language 2016 Program Review Recommendation 4

To accomplish the goal for the improvements of the Foreign Language Department more hours should be allocated towards competent Spanish tutors. Spanish tutors should have a minimum calcification of a Bachelor's degree in Spanish.

Recommendation Status: Not Started

Implementation Timeline: Staffing Need

Input/Last Revised Date: 12/09/2015

Origin of Recommendation: 2015-16

Expense Category: Staffing

Unit Rank: 09

Program Rank: 04

Rationale & Expected Outcome: Spanish tutors work directly with the Spanish faculty and students. Tutors provide one-on-one attention. Tutors create extra study time. Plus tutoring build study skills.

Anticipated Cost: 5000

Primary SI Supporting Recommendation: A - Student Learning

Any Impact On Other Programs, Areas, or Units?: Yes

List impacted areas and describe potential impact: Student Success Center. The tutoring offered at the Student Success Center is essential for student success rates. The Foreign language tutors offered at the Student Success Center are essential for complementary understanding of the material.

Funding Status: Proposed

Funding Type: Existing Resources Will Be Used

Annual Evaluation Date: 06/08/2016

Recommendation: Foreign Language 2016 Program Review Recommendation 5

The Foreign Language Department needs funds to continue the highly success Spanish Spelling Bee.

Recommendation Status: In Progress/Funded

Implementation Timeline: Student Success & Support Program (SSSP)

Input/Last Revised Date: 12/09/2015

Origin of Recommendation: 2016-17

Expense Category: Instructional Equipment

Unit Rank: 09

Program Rank: 05

Rationale & Expected Outcome: The Spanish Spelling Bee is essential to continue providing opportunities for students to increase and practice their new acquired language. This contest is an essential teaching tool in the acquisition of Spanish

Anticipated Cost: 1500

Primary SI Supporting Recommendation: A - Student Learning

Any Impact On Other Programs, Areas, or Units?: Yes

List impacted areas and describe potential impact: Student Success Center is essential to prepare the Foreign Language students to successfully compete at the Spanish Spelling Bee. The Student Success Center offers the Rosetta Stone program that helps students acquire the vocabulary. Plus, the Spanish tutors also assist in the correct pronunciation of the lexicon.

Funding Status: Proposed

Funding Type: One-Time Funds Needed (Augmentation)

Annual Evaluation Date: 06/08/2016

Recommendation: History Program Planning 2016 Recommendation

Compton: PRP (AA) - Unit: Division 2

#1

Our recommendation is that course offerings be expanded to meet students needs. Plans call for continuing History 112 each Spring and add History 154. consideration is being given to adding the following in 2015/2016. Hiring a full time instructor to meet one or all of the following positions us needed

History 108 American Indian History

History 105 and 106 Women and American History

History 145 History of World Religions

Recommendation Status: In Progress/Funded

Implementation Timeline: Program Review

Input/Last Revised Date: 03/02/2015

Completion Date: 01/18/2016

Origin of Recommendation: 2016-17

Expense Category: Staffing

Unit Rank: 10

Program Rank: 01

Rationale & Expected Outcome: Expanded to meet students needs

Anticipated Cost: 1000

Primary SI Supporting Recommendation: A - Student Learning

Any Impact On Other Programs, Areas, or Units?: No

Funding Status: Proposed

Funding Type: Ongoing or Permanent Funds Needed (Enhancement)

Annual Evaluation Date: 06/07/2016

Recommendation: History Program Planning 2016 Recommendation #2

The Hiring Prioritization Committee identified the need to augment history faculty by 1 FT position.

Recommendation Status: In Progress/Funded

Implementation Timeline: Staffing Need

Input/Last Revised Date: 12/09/2015

Origin of Recommendation: 2016-17

Expense Category: Staffing

Unit Rank: 11

Program Rank: 02

Rationale & Expected Outcome: Expanded to meet students needs

Anticipated Cost: 120000

Primary SI Supporting Recommendation: A - Student Learning

Any Impact On Other Programs, Areas, or Units?: No

Funding Status: Proposed

Funding Type: Ongoing or Permanent Funds Needed (Enhancement)

Annual Evaluation Date: 06/07/2016

Recommendation: History 2016 Program Review Recommendation #3

Continue linking sections of History and English or other courses and with FY.E

Recommendation Status: In Progress/Funded

Implementation Timeline: Program Review

Input/Last Revised Date: 11/13/2015

Origin of Recommendation: 2016-17

Expense Category: Staffing

Unit Rank: 12

Compton: PRP (AA) - Unit: Division 2

Program Rank: 03

Rationale & Expected Outcome: For increased student success and retention

Anticipated Cost: 15000

Primary SI Supporting Recommendation: A - Student Learning

Any Impact On Other Programs, Areas, or Units?: No

Funding Status: Proposed

Funding Type: Ongoing or Permanent Funds Needed (Enhancement)

Annual Evaluation Date: 06/07/2016

Recommendation: History Program Planning 2016 Recommendation #4

To apply various instructional strategies to meet student needs through linking of classes, field trips and guest lecturers.

Recommendation Status: In Progress/Funded

Implementation Timeline: Program Overview & Information

Input/Last Revised Date: 11/05/2015

Origin of Recommendation: 2016-17

Expense Category: Other

Unit Rank: 13

Program Rank: 04

Rationale & Expected Outcome: Increase student success and retention

Anticipated Cost: 5000

Primary SI Supporting Recommendation: B - Student Success & Support

Any Impact On Other Programs, Areas, or Units?: No

Funding Status: Proposed

Funding Type: Ongoing or Permanent Funds Needed (Enhancement)

Annual Evaluation Date: 06/07/2016

Recommendation: History Program Planning 2016 Recommendation #5

To enhance tutorial support for student success. Tutors will be assigned to specific instructors as part of the Student Success Initiative, and will work closely with students who are attempting to write essays or complete other assignments for specific courses.

Recommendation Status: In Progress/Funded

Implementation Timeline: Program Review

Input/Last Revised Date: 11/13/2015

Origin of Recommendation: 2016-17

Expense Category: Other

Unit Rank: 14

Program Rank: 05

Rationale & Expected Outcome: Enhance student success and retention

Anticipated Cost: 5000

Primary SI Supporting Recommendation: A - Student Learning

Any Impact On Other Programs, Areas, or Units?: No

Funding Status: Proposed

Funding Type: Ongoing or Permanent Funds Needed (Enhancement)

Annual Evaluation Date: 06/07/2016

Recommendation: Machine Tool Technology 2016 Program Review Recommendation 1

Compton: PRP (AA) - Unit: Division 2

Purchase the following to support Manufacturing and Engineering Technology (see Program's Opportunities).

1- Thirteen (13) hardwood tables to function as computer/work tables

2016

2- Upgrade/Replace existing Amatrol Pegasus Robotics

2016

3- Implement a more secure gate behind the aerospace fastener shop

2016

4- Extend the machine shop and aerospace fastener lab into the present empty lots adjacent to them - Two (2) years after hiring and promoting the new personnel 2018

5- Increase lighting in the existing labs to twice the exiting foot-candle rating - this is absolutely necessary for the students safety and lab work efficiency 2016

6- Purchase 25 new computers and double monitors and work tables to be placed in the open area of the lab to improve MTT course efficiency 2016

7- Upgrade and update the existing hydraulics trainer

2016

8- Upgrade and update the existing electrical logic trainer

2016

9- SolidWorks update/upgrade (To instruct Students in 3D Modeling)

ON Going

10- MasterCAM upgrade/update (To generate Codes for CNC)

ON Going

11- CATIA (To generate 3D modeling more specialized toward Aerospace)

2016

12- Implement a cooperative program with HAAS

2017

13- One 4th axis for CNC

2017

14- One 5th axis for CNC

2017

15- Tombstone rotary tool for CNC

16- MasterCAM University (to assist in MasterCAM training)

17- A "B" size professional strength color Printer

18- Printer consumable items; cartridges and paper

19- Misc. Price increase, Shipping and deliveries, etc.

Recommendation Status: Not Started

Input/Last Revised Date: 10/29/2015

Completion Date: 12/16/2016

Origin of Recommendation: 2016-17

Expense Category: Instructional Equipment

Unit Rank: 15

Program Rank: 01

Rationale & Expected Outcome: Without these items it will be impossible to continue the existing program.

the outcome is keep the present numbers

Anticipated Cost: 260000

Primary SI Supporting Recommendation: B - Student Success & Support

Any Impact On Other Programs, Areas, or Units?: Yes

List impacted areas and describe potential impact: IT, MIS, Computers, facilities

Funding Status: Proposed

Funding Type: Ongoing or Permanent Funds Needed (Enhancement)

Annual Evaluation Date: 11/01/2016

Annual Evaluation: Establish the engineering and robotics department and increase student numbers.

Recommendation: Machine Tool Technology 2016 Program Review

Compton: PRP (AA) - Unit: Division 2

Recommendation 2

1 Hire a full time recruiter for all manufacturing departments - promotion of an insider is probably ideal
2016

Recommendation Status: Partially Completed

Input/Last Revised Date: 10/29/2015

Completion Date: 10/29/2016

Origin of Recommendation: 2016-17

Expense Category: Staffing

Unit Rank: 15

Program Rank: 02

Rationale & Expected Outcome: The present staff are overloaded and will not be able to fulfill the new objective of Engineering and Robotics

Anticipated Cost: 300000

Primary SI Supporting Recommendation: B - Student Success & Support

Any Impact On Other Programs, Areas, or Units?: No

Funding Status: Proposed

Funding Type: Ongoing or Permanent Funds Needed (Enhancement)

Annual Evaluation Date: 10/31/2016

Program Review Components

Increase teaching efficiency (Active)

Recommendation: Music Department 2016 Program Review Recommendation 1

Hire a part-time employee to supervise the music labs, monitor the practicing rooms, and tutor various music courses such as Piano, Band, Voice, Guitar, Commercial Music.

Recommendation Status: Not Started

Implementation Timeline: Program Review

Input/Last Revised Date: 02/19/2015

Origin of Recommendation: 2016-17

Expense Category: Staffing

Unit Rank: 16

Program Rank: 01

Rationale & Expected Outcome: To meet the needs of the program. The success rate increase by 10%.

Anticipated Cost: 20000

Primary SI Supporting Recommendation: B - Student Success & Support

Any Impact On Other Programs, Areas, or Units?: Yes

List impacted areas and describe potential impact: Student Success Center

Funding Status: Proposed

Funding Type: Ongoing or Permanent Funds Needed (Enhancement)

Annual Evaluation Date: 06/06/2016

Recommendation: Music Department 2016 Program Review Recommendation 2

Compton: PRP (AA) - Unit: Division 2

The students in the Music Program on the Compton Center Campus need the Applied Lessons component (Music 190) in Vocals and Instrumentals for the Music Major.

Recommendation Status: Not Started

Implementation Timeline: Staffing Need

Input/Last Revised Date: 02/19/2015

Origin of Recommendation: 2016-17

Expense Category: Staffing

Unit Rank: 16

Program Rank: 02

Rationale & Expected Outcome: This will give the students the necessary course requirements needed to transfer to a University to complete a B.M. or a B.A. Degree in Music. Music (190) the applied lesson should be offered on the Compton Center Campus every semester, just as it is offered on the Torrance Campus. In fact, the El Camino College Compton Center is the only California State Community College without the applied lesson component. Not having the Applied Music program makes it very difficult to recruit and retain Music Majors. In addition, we currently cannot service the music students in a way that will lead them to their A.A. Degree in Music. In addition, we need this more now than ever now, especially, since each Middle and High School in Compton has functioning and thriving Instrumental and Vocal Programs. "The Compton Center loses a great number of Music Majors and new recruits each year due to the lack of Applied Lessons". Our Music Faculty is literally forced to recommend these students to other institutions that are out side of their Community", students must have this course work to get their A.A. and B.A. in Music.

Anticipated Cost: 50000

Primary SI Supporting Recommendation: A - Student Learning

Any Impact On Other Programs, Areas, or Units?: Yes

List impacted areas and describe potential impact: Transfer Center. This recommendation is related to the AA-T.

Funding Status: Proposed

Funding Type: Ongoing or Permanent Funds Needed (Enhancement)

Annual Evaluation Date: 11/15/2016

Recommendation: Music Department 2016 Program Review Recommendation 3

Provide a functional performance facility such a recital hall.

Recommendation Status: Not Started

Implementation Timeline: Facilities & Equipment

Input/Last Revised Date: 02/19/2015

Origin of Recommendation: 2016-17

Expense Category: Facilities

Unit Rank: 17

Program Rank: 03

Rationale & Expected Outcome: A functioning music department need at least one performance venue. The current Band Room is deplorable, the tiles are missing from the walls and ceilings, no air circulation (due to the lack of an air conditioning unit), and it leaks when it rains, even after thousands of dollars have been spent by the College to repair the roofs. In fact, Y82 is also being used for various music and theatre classes. In music classes such as our voice and choir faculty and students are constantly struggling for air as they try to sing and maintain class sessions. This situation has not been resolved in over 15 years. Some Fine Arts faculty members are serving on the campus Facility Committee to address these extremely important issues. Progress has only been made through discussions and meetings by planning and budget groups to renovate the Little Theatre. However, the venue itself is still on hold to be re-built or renovated. The rest of the music Y area has also been without air conditioning and/or air circulation for the last 15 years. This makes it very stressful on the faculty and students to conduct classes and learn efficiently.

Anticipated Cost: 1300000

Primary SI Supporting Recommendation: B - Student Success & Support

Any Impact On Other Programs, Areas, or Units?: Yes

List impacted areas and describe potential impact: Music, Theatre, Dance, ASB. When completed we will have a functional venue for presenting students and faculty talent and success. The venue can also be used for hosting other institutional use.

Funding Status: Funded

Funding Type: Ongoing or Permanent Funds Needed (Enhancement)

Compton: PRP (AA) - Unit: Division 2

Annual Evaluation Date: 11/01/2016

Recommendation: Political Science 2016 Program Review Recommendation 1

Decrease maximum class size from 45 to 35.

Recommendation Status: Not Started

Implementation Timeline: Program Overview & Information

Input/Last Revised Date: 12/09/2015

Origin of Recommendation: 2016-17

Expense Category: Staffing

Unit Rank: 17

Program Rank: 01

Rationale & Expected Outcome: Recent data from SLO assessments indicate that classes with fewer students have greater success rates. We would like to see all students reap the benefits of smaller class sizes.

We expect an incremental increase of student success (measured as % who pass the class). We expect to see a 3% increase.

Anticipated Cost: 15000

Primary SI Supporting Recommendation: A - Student Learning

Any Impact On Other Programs, Areas, or Units?: No

Funding Status: Proposed

Funding Type: Existing Resources Will Be Used

Annual Evaluation Date: 06/03/2016

Recommendation: Political Science 2016 Program Review Recommendation 2

Support faculty development through conference attendance. Money should be set aside to allow continued development in student success, retention and SLO effectiveness, as well as attendance at professional conferences.

Recommendation Status: In Progress/Funded

Implementation Timeline: Program Overview & Information

Input/Last Revised Date: 12/09/2015

Origin of Recommendation: 2016-17

Expense Category: Other

Unit Rank: 18

Program Rank: 02

Rationale & Expected Outcome: It is crucial that faculty are able to attend conferences to help them develop classroom strategies, or update their knowledge of the discipline. We expect this to have a positive outcome on our students, as faculty are able to stay up to date on the latest classroom techniques, as well as the latest findings in the discipline.

Anticipated Cost: 2000

Primary SI Supporting Recommendation: A - Student Learning

Any Impact On Other Programs, Areas, or Units?: Yes

List impacted areas and describe potential impact: Professional Development

Funding Status: Proposed

Funding Type: Existing Resources Will Be Used

Annual Evaluation Date: 06/03/2016

Recommendation: Political Science 2016 Program Review Recommendation 3

We recommend continued supplemental instructor support for political science sections. Some instructors already utilize SI's, and

Compton: PRP (AA) - Unit: Division 2

we recommend providing that service to instructors who request it. We currently have two SI sections, and would like to add a third.

Recommendation Status: In Progress/Funded

Implementation Timeline: Program Overview & Information

Input/Last Revised Date: 12/09/2015

Origin of Recommendation: 2016-17

Expense Category: Staffing

Unit Rank: 18

Program Rank: 03

Rationale & Expected Outcome: SLO assessment data, and anecdotal accounts indicate that SI instruction is beneficial to student success. Continued support for SI's (in sections where they are wanted) should aid in student retention and pass rates. We expect a 3% increase in pass rates as a result of SI support.

Anticipated Cost: 5500

Primary SI Supporting Recommendation: B - Student Success & Support

Any Impact On Other Programs, Areas, or Units?: Yes

List impacted areas and describe potential impact: Student Success Center

Funding Status: Proposed

Funding Type: Existing Resources Will Be Used

Annual Evaluation Date: 06/03/2016

Recommendation: Welding 2016 Program Review Recommendation 1

Total upgrade of all outdated welding machinery that conform to current industry trends and "Green Technology" requirements.

Recommendation Status: Partially Completed

Implementation Timeline: Facilities & Equipment, Program Review, Technology Need

Input/Last Revised Date: 12/10/2015

Origin of Recommendation: 2016-17

Expense Category: Instructional Equipment

Unit Rank: 19

Program Rank: 01

Rationale & Expected Outcome: Present welding shop equipment and training environment are outdated and do not follow current industry trends of environment friendly or the "Green Technology" needs that exist in industry today. The addition of an AWS Testing Lab will generate revenue back into the program. Implementing each of these changes and all upgrades will strengthen the welding program.

Anticipated Cost: 50000

Primary SI Supporting Recommendation: F - Modernization

Any Impact On Other Programs, Areas, or Units?: No

Funding Status: Proposed

Funding Type: Ongoing or Permanent Funds Needed (Enhancement)

Annual Evaluation Date: 06/13/2016

Recommendation: Welding 2016 Program Review Recommendation 2

Implementation of an American Welding Society Testing Lab under the SENSE program. The purchase of a Tinus Olsen Testing Machine will be required for the testing lab.

Recommendation Status: Not Started

Implementation Timeline: Facilities & Equipment, Program Overview & Information, Technology Need

Input/Last Revised Date: 12/10/2015

Origin of Recommendation: 2016-17

Expense Category: Instructional Equipment

Unit Rank: 19

Program Rank: 02

Rationale & Expected Outcome: With the addition of a new testing site under AWS, El Camino Compton will be able to train and test

Compton: PRP (AA) - Unit: Division 2

our own students, and perhaps outside participants as an additional way to draw more students and to also generate funds back into the welding program

Anticipated Cost: 70000

Primary SI Supporting Recommendation: A - Student Learning

Any Impact On Other Programs, Areas, or Units?: No

Funding Status: Proposed

Funding Type: Ongoing or Permanent Funds Needed (Enhancement)

Annual Evaluation Date: 06/13/2016

Recommendation: Welding 2016 Program Review Recommendation 3

Robotic Arm- Laser

Recommendation Status: Not Started

Implementation Timeline: Facilities & Equipment, Program Overview & Information, Technology Need

Input/Last Revised Date: 12/08/2015

Origin of Recommendation: 2016-17

Expense Category: Instructional Equipment

Unit Rank: 20

Program Rank: 03

Rationale & Expected Outcome: The acquisition of a robotic arm will give ECC the opportunity to introduce students to advanced technology that may encounter in industry.

Anticipated Cost: 100000

Primary SI Supporting Recommendation: A - Student Learning

Any Impact On Other Programs, Areas, or Units?: Yes

List impacted areas and describe potential impact: Welding Shop- Install in the rear of shop area may cause the need to remove oxy-acetylene stations

Funding Status: Proposed

Funding Type: Ongoing or Permanent Funds Needed (Enhancement)

Annual Evaluation Date: 06/13/2016

Recommendation: Welding 2016 Program Review Recommendation 4

Ventilation Upgrades

Recommendation Status: Not Started

Implementation Timeline: Facilities & Equipment

Input/Last Revised Date: 12/10/2015

Origin of Recommendation: 2016-17

Expense Category: Facilities

Unit Rank: 21

Program Rank: 04

Rationale & Expected Outcome: Improved ventilation will help with the continual upgrade of the welding shop and training abilities.

Anticipated Cost: 100000

Primary SI Supporting Recommendation: F - Modernization

Any Impact On Other Programs, Areas, or Units?: No

Funding Status: Proposed

Funding Type: One-Time Funds Needed (Augmentation)

Annual Evaluation Date: 06/13/2016

Recommendation: Auto Collision Repair 2016 Program Review Recommendation 4

Exterior Canopies and lighting

Compton: PRP (AA) - Unit: Division 2

Recommendation Status: Not Started

Implementation Timeline: Facilities & Equipment

Input/Last Revised Date: 12/08/2015

Origin of Recommendation: 2016-17

Expense Category: Facilities

Unit Rank: 22

Program Rank: 04

Rationale & Expected Outcome: This would be beneficial do to high enrollment. More students will translate to more cars and a need for more work area.

Anticipated Cost: 250000

Primary SI Supporting Recommendation: F - Modernization

Any Impact On Other Programs, Areas, or Units?: No

Funding Status: Proposed

Funding Type: Ongoing or Permanent Funds Needed (Enhancement)

Annual Evaluation Date: 06/06/2016

Program Review Components

Due to our growing enrollment and constant changes going on in the industries, we must add and update our facilities and out tool inventory to meet these demands (Active)

Recommendation: Automotive Technology 2016 Program Review Recommendation 3

Mitchell on Demand soft ware for automotive program

Recommendation Status: Not Started

Implementation Timeline: Technology Need

Input/Last Revised Date: 12/07/2015

Origin of Recommendation: 2016-17

Expense Category: Software/Hardware

Unit Rank: 23

Program Rank: 03

Rationale & Expected Outcome: Technical information that Mitchell On Demand provides is needed to support the current ALLDATA software that we have.

Anticipated Cost: 3000

Primary SI Supporting Recommendation: A - Student Learning

Any Impact On Other Programs, Areas, or Units?: No

Funding Status: Forwarded to Unit Plan

Funding Type: Ongoing or Permanent Funds Needed (Enhancement)

Annual Evaluation Date: 11/15/2016

Annual Evaluation: Student improvement due to higher efficiency in the lab. This software will fill in the gaps when repair procedures and testing specifications are not available in ALLDATA

Recommendation: Automotive Technology 2016 Program Review Recommendation 4

Install two 20' shipping containers for additional storage. Costs are to include transportation and installation . The proposed location for the placement of the two containers is in the Automotive Technology parking lot.

Recommendation Status: Not Started

Implementation Timeline: Facilities & Equipment

Input/Last Revised Date: 12/09/2015

Compton: PRP (AA) - Unit: Division 2

Origin of Recommendation: 2016-17

Expense Category: Facilities

Unit Rank: 23

Program Rank: 04

Rationale & Expected Outcome: Additional storage is needed to secure resources such as engines, transmissions, misc. parts and extra shop equipment. This will help prevent theft of valuable resources and aid in creating a professional shop appearance as it will provide an area outside of the classrooms for storage of unsightly items. The expected outcome is to see two shipping containers delivered and installed in the parking

Anticipated Cost: 4500

Primary SI Supporting Recommendation: F - Modernization

Any Impact On Other Programs, Areas, or Units?: Yes

List impacted areas and describe potential impact: auto tech parking area

Funding Status: Proposed

Funding Type: Ongoing or Permanent Funds Needed (Enhancement)

Annual Evaluation Date: 11/16/2016