# PROGRAM REVIEW Fall 2021

**Program: ENGINEERING TECHNOLOGY LEARNING COMMUNITY**
**Division: STUDENT SERVICES**
**Date: OCTOBER 12, 2021**
**Writer(s): Todd Steffan / Jean O'Neil Opipari**
**SLO/SAO Point-Person: Todd Steffan / Jean O'Neil Opipari**

**Audience:** Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

**Uses:** This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

**Please note:** Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your Dean or supervisor.

**Time Frame:** This Program Review should reflect on program status during the 2021-22 academic year. It should describe plans starting now and continuing through 2022-23.

**Sections**: There are three sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section is a review of curriculum, to be filled out only by programs with curriculum.
- The third section is a review for CTE programs, to be filled out only by these programs.

**Topics:** The Program Review Glossary defines key terms. Writers should review this glossary before writing: https://bit.ly/2LqPxOW

**For Help:** Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the "tools for writers" tab. [https://bit.ly/3fY7Ead]

**Instructions:**

1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
2) If the requested information does not apply to your program, write "Not Applicable."
3) Optional/suggested: Communicate with your dean while completing this document.
4) Send an electronic copy of this form to Nadiyah Taylor and your dean by when?

***Links***:

Program Review Home Page
Fall 2020 Program Reviews
Frequently Asked Questions

## Section One: Your Program In 20-21 – Please check N/A where relevant

***A. Accomplishments: How did your Program's accomplishments during AY20-21 support the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism?*** *Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.*

- *College Mission*
- *Educational Master Plan*
- *Presidential Task Force: Call to Action*

| Description | Mission | Master Plan | Presidential Task Force |
|---|---|---|---|
| 1 Expand services and programs to support student success | X | X | |
| 2 Meet the needs of current and future growth - space | X | X | |
| 3 Develop the feeling of belonging for students in Engineering Tech | X | X | |
| 4 Call individual students before the semester started | | | |
| 5 Instituted regular class visits | | | |
| 6 | | | |

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***B. Challenges, Obstacles and Needs: What significant challenges or obstacles did your Program face during AY20-21 in supporting the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism?*** *Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.*

_____N/A

| Description | Mission | Master Plan | Presidential Task Force |
|---|---|---|---|
| 1 Funding. Currently no dedicated general funds specifically for Engineering Tech | X | X | |
| 2 Space was not an issue 20-21 due to the virtual environment, but will be a challenge when returning back on campus | X | X | |
| 3 Sense of belonging. Without the cohort model, it is a challenge to create a sense of belonging | X | X | X |
| 4 Data- Need a IR packet for analyzing program | X | X | |
| 5 Counseling – All other learning communities have a dedicated counselor for their students. Currently Engineering Tech Learning Community only has a counselor for Veterans and not for non-Veterans. | X | X | |
| 6 Virtual environment did not lend itself to interaction with students or peer support groups | | | |

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***C. Planning: What are the most important plans, either new or continuing, for your Program?***
_____N/A

| Plan | New | Continuing | Short term | Long term |
|---|---|---|---|---|
| Conitnie to develop the sense of belonging | | X | X | X |
| Expand designated counseling for ETLC | | X | X | X |
| Develop funding for ETLC | X | | X | X |
| Designated space for ETLC | | X | X | X |
| Increase enrollment in ETLC. LLNL and others need more graduates | | X | X | |
| Improve tracking of student success to improve graduation rate | | | | |
| Improve tracking of employment of transfer after degree completion | | | | |
| Initiate class visits earlier and often during the semester | | | | |

Tab to add more lines as needed

***D. How have your program's interactions with the larger campus systems benefitted your students? For example, working with allocation committees, participation on committees, etc.***
__X_____N/A

| Campus system or Committee | How has it benefitted your students? |
|---|---|
| Guided Pathways | No benefit yet. Will work closely with this committee |
| | |

***E. If you have outreached to students in your department, program or classes, please share information about what you discovered and how you have used the feedback***

_____N/A

| | |
|---|---|
| Describe student outreach used to gather feedback? For example, through surveys, conversations, etc. | Workshops and surveys to collect data. |
| What did you learn? | Need to continue to develop the sense of belonging. Students more likely to access enrichment if they can see a direct benefit |
| How will you use the feedback? | Develop new ways to connect students in ETLC together |

## Section Two: Data Analysis – Quantitative and Qualitative

***A. IR Data Review: Describe any significant trends in your program's data provided by the office of Institutional Research and Planning. (Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.) You may also discuss any other data used by your program for decision-making and planning.***

- IR Data packets are available here: https://bit.ly/2IYaFu7 - will be updated with fall 21 data

- Course Success Rates Dashboard can be found at the bottom of this page: https://bit.ly/2Y9vGpl

We were able to work with Institutional Research to develop a Engineering Technology Data packet. The data collected is from students who declared their major as Associate of Science in Engineering Technology. From the data packet, the number of students pusing an associates in Engineering Technolgy has grown from only 13 students in Fall 2016 to 121 students in Fall of 2020. There was a drop from the peak in Fall 2018 with 433 students, but not as significant of overall LPC enrollment. This decline was primiarily due to the pandemic. Employment demands continue to grow as there is a large retirement of Engineering Technologists at the National Labs. There has been a steady increase of females in this degree. In Fall 0217, only 7% were female while in Fall 2020 it increase to 21%. The largest % of race-ethnicity in Fall 2020 was 39% Latino. A area of concern as organizations, such as Lawrence Livermore National Laboratory, have increasing Engineering Technologists hiring needs, while LPC has a relatively a small number of graduates. 11 AS Engineering Technolgy degrees were awarded in 2020-21, this was an increase from 2019-2020, when 8 Associate degrees were awarded. The majority of students enrolled in Engineering Technolgy are full time ? continuing students which in Fall 2020 was 64%. With 36% attending part-time (6-11.5 units). There has been an increase in student performance/course success rate. In Fall 2016 55% had a passing grade (in what), but in Fall 2020 72% had passing gradesm wutg 44% with As ?. Withdrawal rates declined from Fall 2019 (19%) to Fall 2020 (16%). Those Engineering Technology students who completed college-level math was 78% vs. the college completion rate of 63%. Interventions and resources dedicated to support students in the Engineering Tech program has helped increase success rates, and lower withdrawal rates even with the challenge of remote learning. Many of the courses in Engineering Technology require hands on learning. Although the remote environment has made it very challenging for students, the support from the professors, dedicated classified professional, and the support from the college has helped this program continue to be successful. This program is a true Guided Pathways program, with industy and higher education working together to meet the industry/career needs for Engineering Technology students. Organizations such as LLNL have expressed the critical need for more students to complete this degree to meet their high expectations and hiring needs.

***B. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program***

***does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.***

Program-set standard data can be found on this page:

- *Did your program meet its program-set standard for successful course completion?*
  *___yes _____no*

- *If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.*

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## SLOs/SAOs:

For assistance with these questions, contact the SLO Committee Chair. [https://bit.ly/3fY7Ead]

*Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.*

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

C1: Instructional Programs with PSLOs
C2: Instructional Programs without PSLOs or with Special Circumstances
C3: Non-Instructional Programs

Go directly to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

### *C1: Instructional Programs with PSLOs*

#### PSLO Assessments:

(1) Please list the PSLO(s) that were reviewed in this last cycle and explain why these were chosen.

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

(3) Did you get the assessment data that you needed to complete this report? If not, then describe the barriers that you can identify. _____YES _____No

(4) Discuss the findings of the PSLO(s) that were up for review last year (according to your 3-year planning template). What conclusions can be drawn about student learning?

(5) Was the data disaggregated and, if so, on what parameters? What, if any, equity issues emerged?

(6) List changes that you plan on making to improve student learning and address inequities.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

(8) Are you planning on revising on your 3-year planning template? If so, describe.
_____YES _____No

## C2: Instructional Programs without PSLOs or with Special Circumstances

**CSLO Assessments**:

### Student Learning

(1) List the CSLO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these CSLOs for review.

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

(3) Discussion-based analysis of student learning: Using the CSLO data and answers to the reflection questions, what type of conclusions can be made about student learning?

(4) Describe the pertinent findings. What, if any, equity issues emerged?

(5) List changes that you plan on making to improve student learning.

Assessment Process: To be completed by the department/program or the SLO Coordinator

(1) List changes that you plan on making to improve student learning and address inequities.

(2) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

(3) Are you planning on revising your 3-year planning template? If so, describe.

_____YES _____No

## C3: Non-Instructional Programs

***SAO Assessments:***

Support of Student Learning

(1) List the SAO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these SAOs for review.

No SAO has been developed for Engineering Tech Learning Community. Working on this.

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

(3) Discussion-based analysis of student learning: Using the SAO data and answers to the reflection questions, what type of conclusions can be made about student learning?

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|---|
| **N/A** |

(4) Describe the pertinent findings. What, if any, equity issues emerged?

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| **N/A** |

(5) List changes that you plan on making to improve student learning.

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| **N/A** |

Assessment Process: To be completed by the department/program or the SLO Coordinator

(6) List changes that you plan on making to improve student learning and address inequities.

| |
|---|
| **N/A** |

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B. Are you planning on revising on your 3-year planning template and, if so, describe?

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|---|
| **N/A** |

(8) Are you planning on revising on your 3-year planning template? If so, describe.

___X___YES _____No

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| Need to develop a 3-year plan. |

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

## Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [https://bit.ly/3fY7Ead]

**The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:**

**1. Log in to CurricUNET**
**2. Select "Course Outline Report" under "Reports/Interfaces"**
**3. Select the report as an Excel file or as HTML**

**A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5-year cycle? List courses needing updates below.** *Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).*

_____YES _____No

| **Course Name & Number** |
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**B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? If yes, list them below.**

_____YES _____No

| **Certificate or Degree** |
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**C. Are there any courses or programs for which a non-mandatory update is planned?**

_____YES _____Not at this time

**If yes,** explain details, rationale, or any support that might be helpful

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**D. Does your program plan to create any new courses or programs this year?**

_____YES _____No

**If yes, please provide details and the rationale**

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# Section Four: CTE Updates

***(CTE Programs Only)***
***Vicki Shipman will provide you with or support any data needs***

**A. Labor Market Conditions: Examine your most recent labor market data (within the last 2 years).**

1) **Does your program continue to meet a documented labor market demand?**
_____YES _____No

**2) Does this program represent a training need that is not duplicated in the college's service area?**
_____YES _____No

**Please explain**

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**B. Advisory Boards: Has your program complied with advisory board recommendations?**
**____X__YES _____No**

**If not, please explain.**

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**C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.**

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**?

_____YES _____No

If not, what program improvements may be made to increase this metric?

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C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**?

_____YES _____No

If not, what program improvements may be made to increase this metric?

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C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**?

_____YES _____No

If not, what program improvements may be made to increase this metric?

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C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings?**

_____YES _____No

If not, what program improvements may be made to increase this metric?

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