**Section I – Accomplishments and Status of 2013 Program Review Report**

1. **Last Year’s Initiatives**

*Instructions: Answer the following questions:*

* Provide a brief status of initiatives created last year that did not require funding. Include an explanation of what changes occurred.

Hi1203. Re-evaluate district WSCH for History. Nothing changed, and this initiative was simply ignored. For reasons undetermined, the History Program has been assigned the highest WSCH goal of 750 for several years. No changes have occurred since this initiative was first made.

Hi1204. Increase the number of history courses that focus on Latino/ Hispanic and other Minority students (African Americans, Asian Americans, and Native Americans). This was a high priority initiative for the History Program, but evidently receives little attention outside the Program. Though no action was taken, this concern continues to be followed, noting that offerings of these courses (Chicano Studies, History V03, History V04, History V05, History V10, History V12, and History V19) have been fairly consistent in frequency between 11 (Fall 2011) and 13 (Fall 2014), with maximums of 15 (Spring 2012 and Spring 2013).

Several departments. Proved administrative support and funding for Learning Communities; this initiative received a Low endorsement from the Program and a Moderate endorsement from the College. No action. The number of Learning Communities courses has declined to the extent that in the 2013-2014 cycle the History Program offered no Learning Community courses.

* Provide a brief status of initiatives created last year that required funding. For those that were funded, what changes occurred (i.e. in student learning) as a result of the initiatives/funding.

Hi1201. Replace Ft faculty position in History and Chicano Studies. Received High support from the Department of the Social Sciences and the Division. This initiative was funded but the hire was disallowed as the result of errors in the hiring process.

Several departments. Proved administrative support and funding for learning community. Received Low endorsement from the program and Moderate from the College. No action. The number of learning communities classes declined. In 2013-14 the History Program is not offering any learning community classes. A learning community linking History V18A with English V01A was successfully conducted in the Fall of 2014.

1. **Updates/accomplishments pertaining to any of the Student Success or Operating Goals from last year’s report.**

*Instructions: Provide any updates/accomplishments pertaining to Student Success or Operating Goals you created last year (see your last year’s program review). The goals will not be continued in this same manner, but we want to provide faculty and staff the opportunity to provide any updates/accomplishments that may have taken place since last year.*

**Section II - Description**

1. **Description of Program/Department**

Through the critical evaluation of the causes and significance of events in the past, students of history learn about the individuals, ideas, actions, and events that have shaped our present. History teaches students to find and interpret relevant information and to evaluate the authority and bias of information. It promotes an understanding of cultures and societies from the past while it helps students consider their own identities in the world of today. A student graduating with an Associate of Arts degree in History will usually transfers to a four-year institution to complete a Bachelor's Degree. History is an excellent preparation for careers in teaching, law, business, communications, journalism, librarianship, archival and research work, public administration and a wide variety of public service and government careers. Professional schools in these and related fields are looking for students who can weigh conflicting evidence, evaluate alternative courses of action or divergent points of view, and express conclusions logically and clearly. For students that are not majoring in History, this subject area meets important transfer requirements and promotes a basic understanding of the world.

**Degrees/Certificates**

Program offers an Associate of Art Degree in History.

1. **Program/Department Significant Events (Strengths and Successes), and Accomplishments**
2. *Instructions: Answer the questions below.*

* What has changed over the past year (i.e. faculty, degrees/certificates, curriculum, etc.)?

The Department was successful in winning selection from the California State Bar Association to become a participant in the state-wide Pathway to Law School program, that is in development with significant student interest and participation.

* What is impacting the program now?

The failure to fully replace the retired faulty member and expert in Latin American, Mexican, and Chicano histories with someone who can teach both History and Chicano Studies courses, compounded by the death of a dedicated and valued part-time instructor with expertise in these fields, impacts the Department in course offerings and the achievement of previous goals to expand the number of Chicano Studies and Chicano History classes offered.

The History Program and the History & Pre-Law Association (a professional association of faculty and students within the Social Sciences Division) continues to expand the association’s Ventura County History & Oral History Project into its fourth year, and has strong support from the Museum of Ventura County. This project offers significant opportunities for interested students in the field of Public History. So far, three of our students have taken positions (two permanent and one temporary) with the Museum, with two of these jobs directly resulting from their participation in this project.

1. **2013-2014 Estimated Costs/Gainful Employment – for Certificates of Achievement ONLY**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Cost** |  | **Cost** |  | **Cost** |  | **Cost** |
| Enrollment Fees |  | Enrollment Fees |  |  |  |  |  |
| Books/  Supplies |  | Books/  Supplies |  |  |  |  |  |
| Total |  | Total |  | Total |  | Total |  |

1. **Criteria Used for Admission**
2. **College Vision**

Ventura College will be a beacon of learning—a source of inspiration and guidance—for our students and community.

1. **College Mission**

At Ventura College, we transform students’ lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of their learning experience, we serve a highly diverse student body by providing innovative instruction and student support, focusing on associate degree and certificate completion, transfer, workforce preparation, and basic skills. We are committed to the sustainable continuous improvement of our college and its services.

1. **College Guiding Principles**

Guiding Principles: At Ventura College we believe that students come first and all else follows.  We strive to create a campus environment that fosters collaboration, communication, and mutual respect.  We are committed to these Guiding Principles in all that we do:

* Embrace the strength of diversity
* Listen with intensity and compassion
* Communicate with integrity and patience
* Design student-centered solutions
* Spark self-confidence and a sense of discovery
* Pursue our vision and goals with passion

1. **Organizational Structure**

*Instructions: Fill-in the appropriate information below.*

**College President:** Greg Gillespie

**Executive Vice President:** Patrick Jefferson

**Dean:** Gwendolyn Lewis-Huddleston

**Department Chair(s)**: Michael Ward

**Faculty/Staff**:

|  |  |
| --- | --- |
| **Name** | **Coffey, Colleen** |
| Classification | Associate Professor |
| Year Hired | 2011 |
| Years of Work-Related Experience | 12 |
| Degrees/Credentials | A.A., B.A., M.A. |

|  |  |
| --- | --- |
| **Name** | **Corbett, P. Scott** |
| Classification | Professor |
| Year Hired | 1996 |
| Years of Work-Related Experience | 30 |
| Degrees/Credentials | B.A., M.A., Ph.D. |

|  |  |
| --- | --- |
| **Name** | **Ward, Michael** |
| Classification | Associate Professor |
| Year Hired | 2011 |
| Years of Work-Related Experience | 16 |
| Degrees/Credentials | A.A., B.A., M.A., Ph.D. |

|  |  |
| --- | --- |
| **Name** |  |
| Classification |  |
| Year Hired |  |
| Years of Work-Related Experience |  |
| Degrees/Credentials |  |

**Section III – Data and Analysis**

1. **SLO Data**

*Instructions: Answer the questions below.*

* Provide highlights of what you learned last year in your assessments and discussions.

In general the SLO reports showed that the program is dynamic and strong. With minor exceptions most courses showed 75% C grade or better.

* Provide highlights of some of the changes made as a result of the assessments and discussions.

The program did not make any changes as a result of the success cited above. In order to improve the percentage, the program recommended more learning community, swing, and community service classes.

* How did the changes affect student learning – or how do you anticipate that they will?

Because of the budget situation none of the hoped-for improvements took place.

* Based on what you learned, what initiatives requiring resources could you develop (or have you developed) to improve student learning?  Explain briefly.  Initiatives need to be entered in more detail in Section V.

The History Program requested a full time teaching position which has yet to be filled. Having full time professors improves student success, and we anticipate filling this position within the next 12 to 18 months.

* What are the most significant initiatives not requiring resources you could (or have developed) to improve student learning?    Explain briefly.  Initiative(s) need to be entered in more detail in Section V.
* Comment on the status of your SLO rotational plan, mapping, and other TracDat work.

The History Program offers up to forty five sections per semester. It is very difficult to assess all of them in one or two semester. The rotational plan makes more sense. We will evaluate 1/3, 1/3, and 1/3.

The mapping is still confusing. All our history classes are introduction. None of our courses qualify as masters.

1. **Performance Data**
2. **Retention – Program and Course**

*Instructions: Answer the questions below. Retention refers to the number/percentage of students completing the class.*

* How does your program’s retention rate compare to the college overall? Is comparing it to the college average appropriate or not? Please explain.

The History Program’s retention rates for F13 of 84% and F14 of 84% closely mirrors the College F13 of 86%. However, for the three years prior to F13 the History retention rate of 86% is equal to the prior three year College average of 86%.

* In looking at your program’s retention rate over the past three years, is there a trend? If so, explain.

No. Comparable. The retention rate has been consistent.

* In looking at the disaggregated data by gender, ethnicity, and age are there gaps in retention for certain groups of students? Also, is the retention going down for certain groups? If there are gaps, what might be done to address them?

There are no gaps. The retention rates for most of the ethnic groups are greater than the History program rate of 84%. The Hispanic rate dropped by 1% to 83%. The group with the highest rate was the Filipino American with 91%.

* Do your retention rates meet your expectations? Are there areas that need improvement?

Yes. It meets our expectations and is consistent with the past three years.

* What initiative(s) could you develop based on what you have learned? Explain briefly. Initiatives need to be entered in more detail in Section V.

Greater cooperation with student services, i.e. tutoring and counseling.

Utilization of alternative teaching modes such as Learning communities, link classes, and community service.

Providing greater support with basic skills support, writing across the community, and SSI leadership/tutoring support.

1. **Success – Program and Course**

*Instructions: Answer the questions below. Success refers to the number/percentage of students who pass the class with a grade of C or better or a “pass.”*

* How does your program’s success rate compare to the college overall? Is comparing it to the college average appropriate or not? Please explain.

The History Program three-year average of 72% is greater than the College year average of 70%. However in FY 13 the Program success rate dropped to 66%, but it is back up to 72% for F14.

* In looking at your program’s success rate over the past three years, is there a trend?

No. The three year averages are similar. The 66% rate is not consistent.

* In looking at the disaggregated data by gender, ethnicity, and age are there gaps in success for certain groups of students? Also, is the success rate going down for certain groups? If there are gaps, what might be done to address them?

Yes. The success rates of most groups are consistent with the average for the past three years. However in FY13 the Hispanic rate dropped to 63% and Africa Americans to 51%. Hispanic students seem to be doing poorly in History 1A-B, Introduction to Western civilization, U.S. History with focus on Women, and the History of East Asia. African American students are doing poorly in History of Western Civilization.

* Do your success rates at the program and college level meet your expectations? Are there areas that need improvement?

Yes the Program’s success rates meet the expected target, though there can always be improvements.

* What initiative(s) could you develop based on what you have learned? Explain briefly. Initiatives need to be entered in more detail in Section V.

Increased staffing will be proposed in the next program review cycle.

1. **Program Completion – for “Programs” with Degrees/Certificates Only**
2. *Instructions: Answer the questions below. Completion refers to the number of students in the program receiving degrees and/or certificates. The Executive Team uses these data in creating its annual Planning Parameters. Are the numbers of degrees AND certificates (look at separately) awarded over the last four years increasing, decreasing, or staying about the same?*

As stated above, the Associate of Arts Transfer Degree was initiated last year. In FY2013 nine students completed the A.A. Degree in History and in FY 2014 fourteen students completed the A.A. Degree in History.

* In looking at the disaggregated data for completion over the past four years, are there gaps in success for certain groups of students? Also, is the completion rate going down for certain groups? If there are gaps, what might be done to address them?

In FY2013 six of the 9 students were women and three were male. In FY2014 two of the 14 students were women and 12 were male. In FY2013 three of the students were Hispanic and three were white students. In FY2014 six of the students were Hispanic and seven were white students. This moderate growth has met the program’s expectations for the first two years. Continued growth is expected. The degree programs need to be promoted. Many students do not realize that the A.A. Degree in History exists. The College’s History & Pre-Law Association has made efforts to that end.

* Do the completion rates meet your expectations? Why or why not?

Yes. With a good promotional campaign, the number of students completing the degree should increase. It should be noted that the FY2014 numbers show a significantly reduced success rate by female students.

* What should be the goal for program completion? NOTE: ACCJC, our accrediting commission, has advised colleges that visiting teams will now be looking for program and institution-set standards for completion.

The History Program is very proud of the A.A. Degree in History and the opportunities it affords our students. (1) Student mentor programs, (2) increased supports for and from the Tutoring Center, and (3)increased full-time faculty will significantly increase student success rates. Item 1 is being addressed by the History & Pre-Law Association which consistently has very robust participation, and especially by female students (which incidentally should influence the numbers of women who take A.A. Degrees in History). Regarding Item 2, faculty members regularly make recommendations for tutoring, both for students in need and students who excel and make very good candidates for tutors. The last Item (3) depends on funding and will be addressed in the next program review cycle.

* What initiative(s) could you develop based on what you have learned? Explain briefly. Initiatives need to be entered in more detail in Section V and need to include a goal/performance indicator (i.e. Program completion will increase by 10% over the next 3 years).

Since it is new, most students are not aware that the A.A. Degree in History exists. One suggestion is to conduct an aggressive promotional campaign that will involve the development of brochures, cooperation with the History program at California State University at Channel Islands, regularly and systematically speaking to our students in the history classes, working closely with the History & Pre-Law Association, and supporting strong community outreach programs such as the Ventura County History & Oral History Project. Moreover, the Program expects increases in the numbers of A.A. Degree in History recipients as a result of the Pathways to Law School program at Ventura College, which is a new program co-sponsored by the California State Bar Association.

* Programs that have awarded fewer than 12 certificates or degrees over the past four years may be placed on possible discontinuance. If this is the situation for your program, what changes can be made to increase the number? (i.e., is it possible to combine programs in your area? Does the curriculum need updating?, etc.). In general, what can be done to increase the number of degrees and certificates awarded?

The numbers of recipients of the A.A. Degree in History is growing; for FY2014 the numbers were 14 and are expected to increase in 2015. The strategies outlined above will positively increase student success rates to this end in future years.

1. **Operating Data**
2. **Demographics - Program and Course**

*Instructions: Answer the questions below. Demographics refer to the students enrolled in the program/course.*

* What does the data indicate/say about the students enrolled in the program/course? (Provide a **very brief summary**).

History classes seem to have seen a significant bump in the number of Hispanic students enrolled compared to the department’s prior three year average moving from 45% to 52% and a continued equal breakdown of students by gender – 50% males and 50% females.

* How do your students compare to the college demographics? Is there a significant difference? What trends/changes do you see over the past three years?

With regards to the demographics of students enrolled in history courses for FY13, the history department pretty much mirrored the demographics of the college as a whole with the exception of the gender breakdown for history classes was 50% males and 50% females whereas the college’s break down was 54% males and 46% females. The college’s three year average has shown an increase of Hispanic students which caused the History demographics and college demographics to be virtually the same in terms of percentages.

* Is there a need to diversify the program in terms of age, gender or ethnicity?

It does not seem so.

* What initiative(s) could you develop based on what you have learned from the data or other information? Explain briefly. Initiatives to be entered in more detail in Section V.

Looking at the retention rates and success rates of Hispanic and African American student in the major gateway history courses of History 1A, 1B, 7A, 7B, 18A and 18B we can see that we should strive to improve those rates. In History 1A and 1B for example the success rates for Hispanic students were 51% and 48% respectively. For African Americans it was 38% and 20%. For History 7A and 7B the rates for Hispanics and African Americans were a bit higher. Hispanics succeeded in the two courses at a 65% and 70% rate and African Americans succeeded at a 54% and 53% rate. So the History faculty should seek to develop an initiative with strategies to improve those rates.

1. **Budget**

*Instructions: Answer the questions below. Review of summarized budget information is required. The yellow and blue sections of your budget data provide summaries. Detail data is provided if you want to see additional information; however, reviewing the backup data is not required. Check the boxes below if you have no further comments to make.*

* Have there been any significant changes in the budget over the past three years? Have these changes had a positive or negative effect on student learning? If additional funds are needed, explain why. Initiatives will be required to be noted in more detail in Section V.

Over the past three years the History program’s budget declined by $52,002 or roughly 7%.

* Requests for contract/full time faculty or classified staff should be addressed in the resource section on the next page.
* Please check the appropriate box below then provide your summary beginning on the next line.

X Program members have reviewed the budget data.

X No comments or requests to make about the budget.

1. **Productivity – Program and Course**

*Instructions: Answer the questions below. Productivity is based on the number of student contact hours that a faculty member teaches per week. The typical productivity factor is 525 (35 students/class x 5 classes x 3 hours per week = 525). Our overall college productivity goal for 2013-2014 is 530. Your analysis here should pertain to the number of students enrolled in your courses as that number relates to the program’s productivity goal.*

* Are courses filling to the college productivity goal for your program? If that goal is inaccurate, what should the program and/or department productivity level be? How many students should be in each course? Are any of the productivity goals at the course level inaccurate? If so, what should they be?
* Do the enrollment/productivity ratios meet your expectations for the program as a whole? Do the enrollment/productivity ratios meet your expectations for individual courses? Why or why not?

The WSCH ration of all history courses increased over the last three years from 626 to 645 or 121% of the college’s productivity goal of 530 and the college’s actual performance of 524. There have been some fluctuations in the WSCH ration of individual classes but nothing that would suggest any corrective action or initiative ought to be considered. However, the data continues to include the patently unrealistic District productivity goal of 750 which has been met or exceeded in only a few history classes.

* How can you improve the performance overall or in some courses if they do not meet your expectations? (For example, at the course level, do some courses need to be offered or scheduled differently to try to increase enrollment?)

Though on the whole the history courses do indeed met expectations it would seem that if the combined faculty of multi-section offering were to meet more often and discuss common expectations and comparable standards – then students across the board might be better able to succeed in their classes.

* What initiative(s) could you like to develop based on what you have learned? Explain briefly. Initiatives will be required to be noted in more detail in Section V.

The regular dialogue among the history faculty on course standards, expectations, and best practices on how to better serve the students.

1. **Resources**
2. **Faculty**

*Instructions: Answer the questions below.*

* *How does your program/department’s Full Time Equivalent Faculty (FTEF) compare to the college? (trends and ratios)*
* *Have there been any significant changes in (FTEF) for part and/or full time faculty over the last three years? If so, what are the effects of these changes?*
* *Does your area have difficulty finding hourly instructors?*

No.

* *Is the program lacking faculty with a particular specialty?*

No.

*Are there any specific accreditation requirements for FT faculty?*

No.

* *What contract faculty member(s) (if any) will you be requesting based on what you have learned? Explain briefly. Requests need to be entered in more detail in Section V.*

Given the retirement of one of the Division Chairs and senior faculty member who is a history faculty, the department will be asking for a replacement for that position in the next program review cycle.

1. **Classified Staff**

*Instructions: Answer the questions below.*

* *Have there been changes in the number of classified staff in the program/department over the last three years?*

While the number of staff available to the History program has not changed – the responsibilities of the Division Dean have increased dramatically which has resulted in a proportional loss of staff time and resources available to the History program.

* *What has been the effect of decreases/increases in classified staff on the program or department?*

*What classified positions (if any) will you be requesting based on the data/numbers/changes in program/department? Explain briefly. Requests need to be entered in more detail in Section V.*

Across the board the members of the History program and the Division chair have had to shoulder more and more of the administrative work associated with the program and the data collection, review and reporting necessary to meet the college’s institutional and accreditation needs. This has resulted in more than one faculty member having less time available for class preparation, teaching activities and professional development.

* *What classified positions (if any) will you be requesting based on the data/numbers/changes in program/department? Explain briefly. Requests need to be entered in more detail in Section V.*

The History program will be combining its expectations of increased administrative/staff support with other elements of the Division to warrant some additional clerical staff to assist the whole Division in the increased paperwork associated with a properly functioning Division and program.

1. **Inventory**

Instructions: *In the last year, a complete inventory has been taken of all college equipment. Detailed inventory lists, by room, are now available for your review. If you are requesting equipment, you need to review the inventory list and explain whether or not it is accurate. If you have any questions pertaining to inventory lists, please contact Dave Keebler.*

* *What equipment requests are you making (if any) to ensure that the program/department has functional, current, and otherwise adequate inventory to maintain a quality learning environment? Is the current equipment aging and need replacement or is new equipment needed? Is ongoing maintenance required for some equipment? If so explain. Requests need to be entered in more detail in Section V.*

None.

1. **Facilities or other Resource Requests**

*Instructions: Answer the questions below.*

* *Is your program/department making any other requests for resources, including for facilities?*

No.

* *Initiatives will be entered in more detail in Section V.*
* *Note: Any safety issues need to be reported immediately and not wait for program review. Safety issues may be reported here in addition to being reported to the dean.*

None.

1. **Combined Initiatives**

*Instructions: Answer the questions below.*

* *Does your program have any combined initiatives that address more than one data element? If so, explain and enter the initiative with more detail in Section V.*

The History program will seek administrative support with the other elements of the Social Science Division to support learning communities. It will also join with the Political Science department to seek administrative funding and support for the Model United Nations and a Guest Speaker series.

1. **Other Program/Department Data**

*Instructions: Answer the questions below.*

* *Does the program/department have any other data from any other source (i.e., program generated, state generated, program accreditation, advisory committee, etc.) that should be reviewed/discussed in this program review?*
* *What does the data indicate about the students, student performance, or any other aspect of the program?*
* *What about the data encourages or gives you cause for concern?*
* *Does the data meet your expectations? Why or why not?*
* *What initiative(s) could you develop based on what you have learned from the data. Explain briefly. Initiative to be entered in more detail in Section V.*
* *Provide the data in an attachment or provide an online link.*

**Section IIIb – Other Program Goals and Initiatives**

1. **Other Program Goals**

*Instructions: Answer the questions below.*

* Aside from the goals determined from looking at specific institutional and program data, are there any other program goals for which you may or may not request funding? Such goals may include:
  + Innovation
  + Legislation
  + Regulations
  + Industry Standards
  + New Technology
  + Professional Development
  + Advisory Committee Recommendations
* If so, please explain and enter it as an initiative with more detail in Section V.

None.

**Section IV – Program Vitality\* (Academic Senate Approved Self-Evaluation)**

*\*Service Areas – Skip this section.*

*Instructions: Complete the Rubric for Instructional Program Vitality (Appendix C or D) created by the Academic Senate. It is a tool for further self-evaluation of your program. This rubric will be used in conjunction with (not in place of) resources requests and provide further input for any programs being considered for program discontinuance. This form must be submitted with your program review document. Answer the following question after completing the rubric:*

* What is your score?
* What does that score mean to you?

**Section V – Findings and Initiatives**

1. **Findings**

*Instructions: Please list your general finding(s) below. We did not do this step last year. General findings can have one or multiple initiatives. Every program/department needs one or multiple general findings as a result of analysis from student learning outcomes, institutional data or non-institutional data.*

*Example: Finding # 1 - Student retention and success is below the department goals.*

* Finding #1(HF1501) – It *may* be necessary to focus on the recruitment of female students to the History A.A. Degree Program.
* Finding #2 (HF1502) – Maintain and increase supports for Hispanic/ Latino and Chicano student interests through course offerings and support for related student organizations.
* Finding #3 (HF1503) – In the absence of formalized Collaborative Learning courses, encourage informal ad hoc collaboration among faculty and students in their individual courses.
* Finding #4 (HF1504) – Students would benefit from a flexible learning environment specifically designed to accommodate diverse teaching strategies.

Findings → Link to VC Educational Master Plan Goal(s) → Link to District Strategic Goal(s)

1. **Initiatives (Non-Staffing Initiatives)**

*Instructions: Please list your old and new initiatives below. Maintain initiative numbers from prior program reviews if any are being carried forward into this New Year. Deans/division offices will put the information onto the initiatives charts. Every program/department needs initiatives that do not require resources.*

*Link the Initiative(s): Link the initiatives with a finding. Findings link to one or multiple VC Educational Master Plan goals and VCCCD Strategic Goals. We did not do this last year. Copy and paste one or multiple goals below to each initiative.*

VC Educational Master Plan Goals

* Educational Master Plan Goal #1 - Continuously improve educational programs and services to meet student, community, and workforce development needs. Aligns with District Strategic Goal 1 (increase access and student success).
* VC Educational Master Plan Goal #2 - Provide students with information and access to diverse and comprehensive support services that lead to their success. Aligns with District Strategic Goal 1 (increase access and student success).
* VC Educational Master Plan Goal #3 - Partner with local and regional organizations to achieve mutual goals and strengthen the College, the community, and the area’s economic vitality. Aligns with District Strategic Goal 2 (partner more effectively to meet community needs).
* VC Educational Master Plan Goal #4 - Continuously enhance institutional operations and effectiveness. Aligns with District Goal 3 (promote effective use of organizational resources)
* VC Educational Master Plan Goal #5 - Implement the Ventura College East Campus educational plan. Aligns with District Goals 1, 2 and 3 (increase access and student success, partner more effectively to meet community needs, and promote effective use of organizational resources)

Initiative(s) link to a Finding → Link to VC Educational Master Plan Goal(s) → Link to District Strategic Goal(s)

**Example of an Initiative (***directions in italics***):**

**Initiative Title:** Replace Power Train Lab Station. *(provide a brief title)*

**Initiative ID:** DT1507 *(program abbreviation + 2 digit fiscal year + 2 digit initiative number. Maintain initiative numbers from prior program reviews if any are being carried forward into this review)*

**Links to Finding:** Finding #3 - The Diesel Technology program needs to maintain its laboratory equipment. *(New step this year. Choose the department finding related to this initiative)*

**Initiative Finding Link**: DTF1503 *(This is new for tracking purposes. Abbreviation + “F” for finding + 2 digit fiscal year + 2 digit finding number)*

**Initiative Action:** Purchase and install a replacement Power Train Lab Station = $20,000. This is an Allison automatic transmission training module, mounted on a stand, with full authority diagnostic control systems. *(Basic description and action for this initiative)*

Timeline: 2014-15 *(This is the academic year. The fiscal year is FY15. These timelines will create a multi-year plan for your program/department.)*

**Expected Benefits**: The current power train lab station is obsolete and failing. Students will benefit by learning to industry entry-level how to operate equipment that they will be expected to operate as they obtain employment in the field for which they are being trained. They will benefit by having access to dependable, safe and current technology. They will benefit by learning to work efficiently with efficient equipment. *(2-3 sentences on expected benefits)*

Funding Resource Category: Equipment-non computer

Estimated Cost: $20,000

Ranking: H

**R** = Required – mandated or unavoidable needs – only put in if pre-approved by EVP or VP (litigation, contracts, unsafe to operate conditions, etc.)

**H** = High – Approximately 1/3 of the total program/department/division’s initiatives by resource category

**M** = Medium – Approximately 1/3 of the total program/department/division’s initiative by resource category

**L** = Low – Approximately 1/3 of the total program/department/division’s initiatives by resource category

**Initiative Title: Re-evaluate district WSCH for History.**

**Initiative ID:** HD1501

**Links to Finding: Educational Master Plan Goal #1**

**Initiative Finding Link**: HF1502

**Initiative Action:** The seemingly arbitrary establishment of a WSCH of 750 for the History Program should be re-evaluated District wide and adjusted to be more realistic.

Timeline:

**Expected Benefits**: The unrealistic goal and expectations dispirits History Department faculty who feel that the underachievement of the goal discredits their work and dedication to their students.

Funding Resource Category: No new resources needed

Estimated Cost:

Ranking: L

**Initiative Title: Increase History courses that focus on Hispanic and Minority students.**

**Initiative ID:** HD1502

**Links to Finding: Educational Master Plan Goal #1**

**Initiative Finding Link**: HF1502, HF1504

**Initiative Action:** Given the HSI status of Ventura College it would seem only logical that a full array of courses designed to instill in the entire community (Hispanic/ Latino and non-Hispanic/ Latino alike) the history and culture of Hispanic/ Latino Americans.

Timeline:

**Expected Benefits**: More directly serving students and augmenting the awareness if all about their past and potential future while enhancing community cohesion.

Funding Resource Category: No new resources needed

Estimated Cost:

Ranking: M

**Initiative Title: Proved administrative support and funding for Learning Communities.**

**Initiative ID:** HD1503

**Links to Finding: Educational Master Plan Goal #1**

**Initiative Finding Link**: HF1503, HF1504

**Initiative Action:** Learning Communities constitute proven high impact strategies for achieving student success and the development of effective ways to balance enrollments with these smaller-class size activities needs to be achieved.

Timeline:

**Expected Benefits**: Enhanced student success and retention.

Funding Resource Category: No new resources needed

Estimated Cost:

Ranking: **M**

**Initiative Title: Electronic and Personal Skill Development Modules.**

**Initiative ID:** HD1504

**Links to Finding: Educational Master Plan Goal #4**

**Initiative Finding Link**: HF1503, HF1504

**Initiative Action:** Learning Communities constitute proven high impact strategies for achieving student success and the development of effective ways to balance enrollments with these smaller-class size activities needs to be achieved. Ensure student success by scheduling classrooms and resources appropriate for classes involved.

Timeline:

**Expected Benefits**: Enhanced student success and retention.

Funding Resource Category: No new resources needed

Estimated Cost:

Ranking: **H**

**Initiative Title: Pathway to Law School.**

**Initiative ID:** HD1505

**Links to Finding: Educational Master Plan Goal #3**

**Initiative Finding Link**: HF1502

**Initiative Action:** Continue to develop and improve the Pathway to Law School program that was recently initiated. S stipend or released time for a facilitator will be pursued in the next program review cycle.

Timeline:

**Expected Benefits**: Enhanced student success and retention.

Funding Resource Category: No new resources needed

Estimated Cost: $1600 for stipend for year.

Ranking: **H**

**Initiative Title: Investigating the feasibility of dedicated History classrooms.**

**Initiative ID:** HD1506

**Links to Finding: Educational Master Plan Goal #1**

**Initiative Finding Link**: HF1504

**Initiative Action:** Determine the feasibility of establishing classrooms on campus with a primary dedication for use as History classrooms.

Timeline:

**Expected Benefits**: Enhanced student environments for added success and retention.

Funding Resource Category: No new resources needed

Estimated Cost:

Ranking: **L**

**VI – Submission Verification**

*Instructions: Please complete the following section:*

**Program/Department: History**

**Preparer: Michael Ward**

**Dates met (include email discussions): February 3, 2015, February 5, 2015, and February 6, 2015.**

**List of Faculty who participated in the program Review Process: Colleen Coffey, Scott Corbett, and Michael Ward.**

**Preparer Verification:**

X I verify that this program document was completed in accordance with the program review process.

**Dean Verification:**

☐ I verify that I have reviewed this program review document and find it complete. *The dean may also provide comments (optional):*

**Program Review Process Map**

Appendix A

**I . Status report and accomplishments from prior year**

**o**

**III(a). Data**

1. **Review**
2. **Analysis**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **A. SLO’s** | 1. **B. Success** | 1. **C. Operating** | 1. **D. Resources** | 1. **E. Other** |
|  | * **Retention** | * **Demographic** | * **Faculty** | **Data** |
|  | * **Success** | * **Budget** | * **Classified Staff** |  |
|  | * **Completion** | * **Enrollment/Productivity** | * **Inventory** |  |
|  |  |  | * **Facilities or other Resource Requests** |  |
|  |  |  | * **Combined Initiatives** |  |

**II. Description**

**III(b). Other program goals and initiatives**

**(Innovations, regulations, legislation, new technology, industry standards, professional development, or advisory committee recommendations, etc.)**

**IV. Program vitality-(Academic Senate rubric)**

**VII. Verification of review**

**VI. Process assessment**

**V. Summary of initiatives and requests**

**Minority reports if any**

Appendix B

Program Review Resource Initiatives Guidelines

**WHAT TO LEAVE OUT**

*The purpose of this document is to clarify what kinds of resource requests should NOT be included in the Program Review Document as initiatives.*

|  |  |  |
| --- | --- | --- |
| The table below summarizes the types of resources that DO NOT need to be included in the Department Plans. The “Who to Contact” column lists who to contact when the resources or services are needed. | | |
| **Excluded Items** | **Who to Contact** | **Explanation** |
| Safety Issues, including but not limited to broken chairs or desks, etc. that can be resolved through the normal process. | Dean, M&O or Appropriate Office | All safety issues should be immediately reported to the Dean, M&O, or appropriate department. |
| EAC Accommodations that can be resolved through the normal process. | DSPS and Dean | Any accommodation should have the guidance of the DSPS office. |
| Routine M&O maintenance & repair  (light fixtures not working, holes in walls, locks, cleaning, broken desks or chairs, etc.) that can be resolved through the normal process. | M&O or Division Office | Complete an email request to [vcmaintenance@vcccd.edu](mailto:vcmaintenance@vcccd.edu) or notify your division office so they can handle for you. |
| Cyclical Maintenance  (painting, flooring, carpet shampooed, windows, etc.) that can be resolved through the normal process. | M&O or Division Office | Complete an email request to [vcmaintenance@vcccd.edu](mailto:vcmaintenance@vcccd.edu) or notify your division office so they can handle for you. |
| Classroom technology equipment repairs (projector light bulb out, video screen not working, computer not working, existing software updates) that can be resolved through the normal process. | Campus Technology Center or Division Office | Complete an email request to [vchelpdesk@vcccd.edu](mailto:vchelpdesk@vcccd.edu) or notify your division office so they can handle for you. |
| Section Offerings/  Change of classrooms | Dean/Department Chair | Dean will take requests through the enrollment management process. |
| Substitutes | Dean | Dean will process in accordance with existing guidelines. |
| Conferences, Meetings, Individual Training | Professional Development Committee | Requests should first be addressed by the PDC and only go through program review if costs cannot be covered. |

Program Review Resource Initiatives Guidelines

**WHAT TO LEAVE IN**

*The purpose of this document is to clarify what kinds of resource requests should be included in the Program Review Document as initiative.*

|  |  |  |
| --- | --- | --- |
| Faculty and Staff from each department will meet as a division to prioritize initiatives resulting from the Program Review process. The initiatives will then go to each respective governance groups such as Staffing Priorities, Technology Committee, Budget Resource Council, etc., for further prioritization. Administrative Council and the Executive Team will develop the final prioritized list and distribute for implementation. | | |
| **Included Items** | **Committee Group** | **Explanation** |
| Replacement of classroom furniture | Facilities Oversight Group | Only when it is an entire classroom/lab/office at a time or a safety or disability issue that has not been resolve through the normal process. |
| Upgrade and/or replacement of computer and other technological equipment | Technology Committee | These items will go on to a list for replacement or upgrade per the technology plan. |
| New Equipment/Furniture/ classroom items (i.e. microscope, etc.) | Budget Resource Council | These items must be approved included in a plan to improve student learning and/or services. |
| Buildings/Office Space  (new renovation, modernization) | Division Dean | The division dean will work with Administrative Council and the Fog Committee to pursue the projects. |
| New Software | Technology Committee | These items must be approved included in a plan to improve student learning and/or services. |
| New Faculty Positions | Faculty Staffing Priorities | Requests for new positions will compiled on a list and sent to the FSP committee. |
| New Classified Positions/or increase in percentage of existing positions. | Classified Staffing Priorities | Requests for classified positions will compiled on a list and sent to the CSP committee. |
| New Programs/certificates | Curriculum Committee | These program/certificates must be approved by the curriculum committee. |
| Training and Professional Development above normal | Professional Development/ Budget Resource Council | These are items over and above what the PDC can provide. |
| Expansion/Conversion to Distance Learning | Dean of Distance Learning and Distance Learning Committee | Requests will be compiled and sent to the committee process for discussion. |
| Service Agreements | Budget Resource Council | Requests must include justification. |
| Instructional Materials and Office Supplies/ Advertising/Student Workers/Printing/Duplicating | Budget Resource Council/Dean | These items must include a compelling reason and be above what the normal budget will allow. |

Appendix C

Rubric for Instructional Program Vitality-Academic (non-CTE)

The purpose of this rubric is to aid a program in thoughtful, meaningful and reflective self-evaluation. This rubric is also a defensible and objective way at looking at program viability and efficacy. This rubric should not be used as the mechanism to justify funding requests or for resource allocation. Lastly, a low score on this rubric does not preclude a program from requesting documented and necessary resource requests in other parts of this program review document.

**Academic programs:**

|  |  |  |
| --- | --- | --- |
| **Point Value** | **Element** | **Score** |
| **Up to 6** | **Enrollment demand** [[1]](#footnote-1) |  |
|  | A “6” would be the ability to fill 100% of sections prior to the start of the semester. |  |
|  | A “5” would be the ability to fill 95% or greater of class sections prior to the start of the semester for the past two terms. |  |
|  | A “4” would be the ability to fill 90% or greater of class sections prior to the start of a semester for the past two terms. |  |
|  | A “3” would be the ability to fill 85% or greater of class sections prior to the start of a semester for the past two terms. |  |
|  | A “2” would be the ability to fill 80% or greater of class sections prior to the start of a semester for the past two terms. |  |
|  | A “1” would be the ability to fill 75% or greater of class sections prior to the start of a semester for the past two terms. |  |
|  | A “0” would be the ability to fill less than 75% of class sections prior to the start of a semester for the past two terms. |  |
|  |  |  |
|  | **Sufficient capital / human resources to maintain the program, as defined by:** |  |
| **Up to 3** | **Ability to find qualified instructors** |  |
|  | A “3” would indicate that no classes have been canceled due to the inability to find qualified instructors. |  |
|  | A “2” would indicate that rarely but occasionally have classes been canceled due to the inability to find qualified instructors. |  |
|  | A “1” would indicate that a significant number of sections in the past year have been canceled due to the inability to find qualified instructors. |  |
|  | A “0” would indicate that classes are not even scheduled due to the inability to find qualified instructors. |  |
| **Up to 3** | **Financial resources, equipment, space** |  |
|  | A “3” would indicate that the program is fully supported with regards to dedicated class / lab space, supplies and equipment. |  |
|  | A “2” would indicate that the program is partially supported with regards to dedicated class / lab space, supplies and equipment |  |
|  | A “1” would indicate that the program is minimally supported with regards to dedicate class / lab space, supplies and equipment. |  |
|  | A “0” would indicate that there is no college support with regards to class / lab space, supplies and equipment. |  |
|  |  |  |
| **Up to 4** | **Agreed-upon productivity rate** [[2]](#footnote-2) |  |
|  | A “4” would indicate that a program has met or exceeded its productivity rate. |  |
|  | A “3” would indicate that a program is at 90% or greater of its productivity rate. |  |
|  | A “2” would indicate that a program is at 80% or greater of its productivity rate. |  |
|  | A “1” would indicate that a program is at 70% or greater of its productivity rate. |  |
|  | A “0” would indicate that a program is at less than 70% of its productivity rate. |  |
|  | | |
| **Up to 4** | **Course completion rate** [[3]](#footnote-3) |  |
|  | A “4” would indicate that the program’s course completion rate is greater than 5 percentage points or greater than most recent college-wide course completion rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  | A “3” would indicate the program’s course completion rate is equal to or greater than the most recent college-wide course completion rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  | A “2” would indicate that a program’s course completion rate is up to 2 percentage points less than most recent college-wide course completion rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  | A “1” would indicate that a program’s course completion rate is up to 5 percentage points less than most recent college-wide course completion rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  | A “0” would indicate that a program’s course completion rate is greater than 5 percentage points less than most recent college-wide course completion rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  |  |  |
| **Up to 3** | **Success rate** [[4]](#footnote-4) |  |
|  | A “3” would indicate that the sum of the program’s course success rates for the past academic year is greater than the most recent college-wide course success rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  | A “2” would indicate that the sum of the program’s success rates for the past academic year is within 4 percentage points of the most recent college-wide course success rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  | A “1” would indicate that the sum of the program’s success rates for the past academic year is within 8 percentage points of the most recent college-wide course success rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  | A “0” would indicate that the sum of the program’s success rates for the past academic year is lesser than 8 percentage points of the most recent college-wide course success rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  |  |  |
| **Up to 3** | **Ongoing and active participation in SLO assessment process** |  |
|  | A “3” would indicate that all required courses, programs and institutional level SLOs as indicated by the programs SLO mapping document found in TracDat have been assessed on a regular and robust manner within the past academic year. |  |
|  | A “2” would indicate that 95% of all required courses, programs and institutional level SLOs as indicated by the program’s SLO mapping document have been assessed on a regular and robust manner within the past academic year. |  |
|  | A “1” would indicate that 90% of all required courses, programs and institutional level SLOs as indicated by the program’s SLO mapping document have been assessed on a regular and robust manner within the past academic year. |  |
|  | A “0” would indicate than less than 90% of all required courses, programs and institutional level SLOs as indicated by the program’s SLO mapping document have been assessed on a regular and robust manner within the past academic year. |  |

In no more than two to three sentences, supply a narrative explanation, rationale or justification for the score you provided, especially for programs with a score of less than 22:

Score interpretation, academic programs:

**22-26** Program is current and vibrant with no further action recommended

**18-21** Recommendation to attempt to strengthen program

**Below 18** Recommendation to consider discontinuation of the program

**Appendix D**

**Rubric for Instructional Program Vitality-CTE**

The purpose of this rubric is to aid a program in thoughtful, meaningful and reflective self-evaluation. This rubric is also a defensible and objective way at looking at program viability and efficacy. This rubric should not be used as the mechanism to justify funding requests or for resource allocation. Lastly, a low score on this rubric does not preclude a program from requesting documented and necessary resource requests in other parts of this program review document.

**CTE programs:**

|  |  |  |
| --- | --- | --- |
| **Point Value** | **Element** | **Score** |
| **Up to 6** | **Enrollment demand / Fill rate** [[5]](#footnote-5) |  |
|  | A “6” would be the ability to fill 100% of sections prior to the start of the semester. |  |
|  | A “5” would be the ability to fill 95% or greater of class sections prior to the start of the semester for the past two terms. |  |
|  | A “4” would be the ability to fill 90% or greater of class sections prior to the start of a semester for the past two terms. |  |
|  | A “3” would be the ability to fill 85% or greater of class sections prior to the start of a semester for the past two terms. |  |
|  | A “2” would be the ability to fill 80% or greater of class sections prior to the start of a semester for the past two terms. |  |
|  | A “1” would be the ability to fill 75% or greater of class sections prior to the start of a semester for the past two terms. |  |
|  | A “0” would be the ability to fill less than 75% of class sections prior to the start of a semester for the past two terms. |  |
|  |  |  |
|  | **Sufficient capital / human resources to maintain the program, as defined by:** |  |
| **Up to 3** | **Ability to find qualified instructors** |  |
|  | A “3” would indicate that no classes have been canceled due to the inability to find qualified instructors. |  |
|  | A “2” would indicate that rarely but occasionally have classes been canceled due to the inability to find qualified instructors. |  |
|  | A “1” would indicate that a significant number of sections in the past year have been canceled due to the inability to find qualified instructors. |  |
|  | A “0” would indicate that classes are not even scheduled due to the inability to find qualified instructors. |  |
| **Up to 3** | **Financial resources, equipment, space** |  |
|  | A “3” would indicate that the program is fully supported with regards to dedicated class / lab space, supplies and equipment. |  |
|  | A “2” would indicate that the program is partially supported with regards to dedicated class / lab space, supplies and equipment |  |
|  | A “1” would indicate that the program is minimally supported with regards to dedicate class / lab space, supplies and equipment. |  |
|  | A “0” would indicate that there is no college support with regards to class / lab space, supplies and equipment. |  |
|  |  |  |
| **Up to 4** | **Agreed-upon productivity rate** [[6]](#footnote-6) |  |
|  | A “4” would indicate that a program has met or exceeded its productivity rate. |  |
|  | A “3” would indicate that a program is at 90% or greater of its productivity rate. |  |
|  | A “2” would indicate that a program is at 80% or greater of its productivity rate. |  |
|  | A “1” would indicate that a program is at 70% or greater of its productivity rate. |  |
|  | A “0” would indicate that a program is at less than 70% of its productivity rate. |  |
|  | | |
| **Up to 3** | **Program Completion** |  |
|  | A “3” would indicate that the program has granted 25 or greater combined degrees, certificates and proficiency awards over the past four academic years. |  |
|  | A “2” would indicate that the program has granted 20-24 combined degrees, certificates and proficiency awards over the past four academic years. |  |
|  | A “1” would indicate that the program has granted 15-19 combined degrees, certificates and proficiency awards over the past four academic years. |  |
|  | A “0” would indicate that the program has granted fewer than 14 combined degrees, certificates and proficiency awards over the past four academic years. |  |
|  |  |  |
| **Up to 3** | **Employment Outlook for Students/Job Market Relevance** |  |
|  | A “3” would indicate that the employment outlook for students in the program is greater than the projected county-wide employment average for the next three years and/or “leavers” of the program make more money in their jobs based on taking courses at the college (with or without having completed a degree) than had they not taken courses at the college. |  |
|  | A “2” would indicate the employment outlook for students in the program is about average with the projected county-wide employment average for the next three years. |  |
|  | A “1” would indicate that the employment outlook for students in the program is less than the projected county-wide employment average for the next three years. |  |
|  | A “0” would indicate that the employment outlook for students in the program is significantly less than the projected county-wide employment average for the next three years. |  |
|  |  |  |
| **Up to 3** | **Success rate** [[7]](#footnote-7) |  |
|  | A “3” would indicate that the sum of the program’s course success rates for the past academic year is greater than the most recent college-wide course success rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  | A “2” would indicate that the sum of the program’s success rates for the past academic year is within 4 percentage points of the most recent college-wide course success rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  | A “1” would indicate that the sum of the program’s success rates for the past academic year is within 8 percentage points of the most recent college-wide course success rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  | A “0” would indicate that the sum of the program’s success rates for the past academic year is lesser than 8 percentage points of the most recent college-wide course success rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  |  |  |
| **Up to 4** | **Course completion rate** [[8]](#footnote-8) |  |
|  | A “4” would indicate that the program’s course completion rate is greater than 5 percentage points or greater than most recent college-wide course completion rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  | A “3” would indicate the program’s course completion rate is equal to or greater than the most recent college-wide course completion rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  | A “2” would indicate that a program’s course completion rate is up to 2 percentage points less than most recent college-wide course completion rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  | A “1” would indicate that a program’s course completion rate is up to 5 percentage points less than most recent college-wide course completion rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  | A “0” would indicate that a program’s course completion rate is greater than 5 percentage points less than most recent college-wide course completion rate metric found in the annual “VC Institutional Effectiveness Report.” |  |
|  |  |  |
| **Up to 3** | **Ongoing and active participation in SLO assessment process** |  |
|  | A “3” would indicate that all required courses, programs and institutional level SLOs as indicated by the programs SLO mapping document found in TracDat have been assessed on a regular and robust manner within the past academic year. |  |
|  | A “2” would indicate that 95% of all required courses, programs and institutional level SLOs as indicated by the program’s SLO mapping document have been assessed on a regular and robust manner within the past academic year. |  |
|  | A “1” would indicate that 90% of all required courses, programs and institutional level SLOs as indicated by the program’s SLO mapping document have been assessed on a regular and robust manner within the past academic year. |  |
|  | A “0” would indicate than less than 90% of all required courses, programs and institutional level SLOs as indicated by the program’s SLO mapping document have been assessed on a regular and robust manner within the past academic year. |  |

In no more than two to three sentences, supply a narrative explanation, rationale or justification for the score you provided, especially for programs with a score of less than 22:

Score interpretation, academic programs:

**27-32** Program is current and vibrant with no further action recommended

**22-26** Recommendation to attempt to strengthen program

Below **22** Recommendation to consider discontinuation of the program

**APPEAL FORM**

Appendix-E

The program review appeals process is available to any faculty, staff, or administrator who feels strongly that the prioritization of initiatives (i.e. initiatives that were not ranked high but should have been, initiatives that were ranked high but should not have been), the decision to support or not support program discontinuance, or the process followed by the division should be reviewed by the College Planning Council.

Appeal submitted by: (name and program) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Category for appeal: \_\_\_\_\_ Faculty

\_\_\_\_\_ Personnel – Other

\_\_\_\_\_ Equipment- Computer

\_\_\_\_\_ Equipment – Other

\_\_\_\_\_ Facilities

\_\_\_\_\_ Operating Budget

\_\_\_\_\_ Program Discontinuance

\_\_\_\_\_ Other (Please specify)

Briefly explain the process that was used to prioritize the initiative(s) being appealed:

Briefly explain the rationale for asking that the prioritization of an initiative/resource request be changed:

**Appeals will be heard by the College Planning Council. You will be notified of your time to present.**

1. Enrollment demand is determined by the ability to fill classes. [↑](#footnote-ref-1)
2. Productivity rate is defined as **WSCH/FTEF** as determined by the program faculty at the college. [↑](#footnote-ref-2)
3. As defined by the RP Group, the course completion rate is the “percentage of students who do not withdraw from class and who receive a valid grade.” [↑](#footnote-ref-3)
4. As defined by the RP Group, the success rate is “the percentage of students who receive a passing/satisfactory grade” notation of A, B, C, P, IB, or IC. [↑](#footnote-ref-4)
5. Enrollment demand is determined by the ability to fill classes. [↑](#footnote-ref-5)
6. Productivity rate is defined as **WSCH/FTEF** as determined by the program faculty at the college. [↑](#footnote-ref-6)
7. As defined by the RP Group, the success rate is “the percentage of students who receive a passing/satisfactory grade” notation of A, B, C, P, IB, or IC. [↑](#footnote-ref-7)
8. As defined by the RP Group, the course completion rate is the “percentage of students who do not withdraw from class and who receive a valid grade.” [↑](#footnote-ref-8)