Section A – Instructional Enrollment and Demographics

Examine the enrollment and demographic data in Section A of the datasheet.

1. Is your program's enrollment increasing, decreasing, or remaining constant?
    Remaining Constant

2. Describe the reason(s) for the trend in your program's enrollment (600 characters max).

    > (Please note that this is the first year that ACT, EAC and LS classes are lumped together in the data report. These classes are very different from each other-Adapted PE, basic math/writing skills, assistive computer technology and transfer level College success classes.)
    >
    > After the drop in enrollment due to budget cuts for DSPS programs, class enrollment has remained constant with a slight increase for 2014. This is surprising since we did drop two sections of LS classes due to the instructor completing LD Assessments as part of load.

3. Are the demographics of students in your program similar to those of the College, as a whole?
    Yes

4. If no, please describe why they differ (600 characters max).

5. Are you able to increase your program's enrollment and/or enroll more students from underrepresented groups?
    Yes

    If yes, please create an initiative in Section K that describes how your program will do this, and what resources, if any, are necessary to achieve it.

6. If no, please describe why your program is unable to do this. (600 characters max).

> We are currently in the process of hiring an additional LD Specialist so this will help increase enrollment. Therefore, an initiative will not be created for this area.

Section B - Instructional Course Success Rate

Examine your program's course success rate data in Section B of the datasheet. To satisfy an accreditation requirement, the College has set a standard of 66.7% for the course success rate that all programs are expected to meet.

1. Was your program's course success rate in 2014 higher than the college standard of 66.7%?
   Yes
2. Was your program's course success rate in 2014 higher than the overall college success rate?
   Yes
3. Is your program's course success rate increasing, decreasing, or remaining constant?
   Remaining Constant
4. Are there gaps between demographic groups (ethnicity, gender) in your program's course success rate?
   No
5. Briefly describe the reason(s) for the trend in your program's course success rate, and for any gaps between demographic groups (600 characters max).

> The course success rate is much higher than both the standard and overall rates. This can be attributed to lower class sizes and the approach to teaching tends to be more individualized. While these classes do have open enrollment, they are defined as "special classes" and are populated with students who have a variety of disabilities. Another point is that ACT classes are graded Pass/No Pass so this could also play a part in the success rates.

6. Are you able to increase your program's course success rate and/or close gaps between demographic groups?
   Yes

   If yes, please create an initiative in Section K that describes how your program will do this, and what resources, if any, are necessary to achieve it.

7. If no, why not? (600 characters max)

Section C - Instructional Productivity

Examine your program's productivity data in Section C of the datasheet. The college has set an overall productivity standard of 525.

1. Was your program's productivity in 2014 higher, lower, or equal to the overall college standard of 525?
   Lower
2. Is your program's productivity increasing, decreasing, or remaining constant?
   Remaining Constant
3. Is your program's course fill rate increasing, decreasing, or remaining constant?
   Remaining Constant
4. Briefly describe the reasons for the trends in your program's productivity and course fill rate (600 characters max).

It is important to keep in mind that Ventura College has one of the only comprehensive curriculums in the state for assistive technology and learning skill classes whereas most schools have a triage or individualized approach to student instruction when it comes to the delivery of training/learning. Curricular acuity is higher among typical ACT/EAC/LS students than the general student population. This requires a higher instructor to student ratio which makes using the same productivity goals inappropriate.

5. Are you able to increase your productivity and/or course fill rate?
   No

   If yes, please create an initiative in Section K that describes how your program will do this, and what resources, if any, are necessary to achieve it.

6. If no, why not? (600 characters max)

> Productivity will not be increased due to contractual limits of class size for this population of students.

Section E - Instructional Student Learning Outcomes

1. Are there any courses your program offers that have never been assessed?
    Yes
2. If yes, why haven't they been assessed? (600 characters max)

> LS V03A, V03B and V03C: Will be offered Spring 16 and assessed.
> CDL v01 and V03: Program of CDL (Cognitively Diverse Learning) was stopped due to budget cuts and lack of adminstrative support but CDL V01 will be offered in Spring 16 (and assessed)with CDL V03 planning a Fall 16 offering and assessing.
> EAC V32: Again, this class was not offered due to budget cuts and we are planning for the 16-17 year to revive this class and improve opportunity for students with disabilities for employment.

3. What percentage of your program's courses have assessed at least half of their SLO's?
    65%
4. Have you made any changes to courses based on the results of SLO assessment?
    Yes
5. If yes, briefly describe the changes were made and the impact they had on student learning.
    (600 characters max).

> Many of the classes instituted technological features such as D2L. They also collabored with other instructors related to the class that was taught.

6. How many courses have assessed SLO's, implemented a change, and then re-assessed the SLO's (i.e. "closed the loop")?
    0 Courses
7. How closely have you adhered to your SLO rotational plan?
    Mostly
8. Did anything impede your ability to adhere to your SLO rotational plan? (600 characters max)

9. How many program meetings have you held in the previous year in which SLO's have been discussed?
    6
10. Are you able to improve the student learning outcomes for your program (i.e. number of SLO's assessed, adherence to rotational plan, student SLO attainment, etc.)?
    Yes
    If yes, please create an initiative in Section K that describes how your program will do this, and what resources, if any, are necessary to achieve it.
11. If no, why not? (600 characters max)

Section F – Service Operating Data
1. Please enter the number of students that your program has served over the previous three years.

Year	Fall	Spring	Total
2012-2013			1108
2013-2014			1131
2014-2015			1184

2. Is the number of students served by your program increasing, decreasing, or remaining constant?
   Increasing

3. Describe the reason(s) for this trend (600 characters max).

   The EAC has slowly been increasing in students served over the past three years. This can be attributed to the restoration of State Funding to the DSPS categorical programs. With this restoration, EAC hired two new full time counselors. We have also been able to help supplement more support services for our students. We have also brought back the Learning Disability Assessments for those students who have yet to be determined elgible for EAC services. This is an area that we would like to increase in numbers.

4. Enter the number of students from each demographic group that your program served in the 2014-2015 academic year.

Race/Ethnicity	Number of Students Served in 2014-2015
Asian	NA
Black	NA
Hispanic	NA
Native Amer	NA
Pacific Islander	NA
Two or More Races	NA
Unknown	NA
White	NA
Gender	Number of Students Served in 2014-2015
Female	NA
Male	NA

5. Examine the Ventura College demographic data in the datasheet. Are the demographics of students that your program serves similar to the demographics of the College, as a whole?
   Unknown

6. Are you able to increase the number of students your program serves and/or serve more students from underrepresented groups?
   Yes
   If yes, please create an initiative in Section K that describes how your program will do this, and what resources, if any, are necessary to achieve it.

7. If no, please describe why your program is unable to do this (600 characters max).

The question in increasing in numbers to our program makes us ask- can we get the data that support this report so we can fully see how we compare with the demographics to other areas of the campus.

Section G – Services Offered

Please describe the type of services that your program offers.

Service Offered (100 characters max)	Offered Face to Face (Day)	Offered Face to Face (Evening)	Offered Online	% of Total Students Served who Used this Service in the Past Year
Academic, vocational, personal and disability related counseling	Yes	Yes	No	0.00%
Registration Assistance	Yes	Yes	Yes	0.00%
Learning Disability Assessment	Yes	No	No	0.00%
Instructional Classes	Yes	No	No	0.00%
Alternative Testing Center	Yes	No	No	0.00%
Instructional Materials in alternate format	Yes	N/A	Yes	0.00%
Assistive Computer Technology	Yes	No	N/A	0.00%

1. Are you able to improve the quantity or quality of services that your program offers?
   Yes
   If yes, please create an initiative in Section K that describes how your program will do this, and what resources, if any, are necessary to achieve it.
2. If no, please describe why your program is unable to do this (600 characters max).

Section H – Service Unit Outcomes
Please enter the following SUO information for your program.

Service Unit Outcome	Date/Semester of Most Recent Assessment	Brief Description of Assessment Results	Changes Made as Result of Assessment	Date/Semester of Next Assessment
Students will be able to request appropriate accommodations of the EAC staff and classroom professors.	Spring 2013	85% students success	More advocacy for student with instructor	Fall 16
Students will demonstrate self-advocacy skills with instructors and staff.	Spring 2012	More then 60% of students made testing appointments prior to test date	Student reading and signing test rules	Fall 17
Students will participate with feedback/development of updating of accommodation forms that are given to instructors.	FALL 2015	IP		

1. How does your program facilitate the achievement of the college's institutional student learning outcomes or institutional service unit outcomes? (600 characters max)

   > We follow the process established by the college

2. How many department/program meetings have you held in the previous year in which SUO's have been discussed?
   08 meetings

3. Are you able to improve the service unit outcomes for your program (i.e. number of SUO's assessed, adherence to rotational plan, improved SUO assessment results, etc.)?
   Yes

   If yes, please create an initiative in Section K that describes how your program will do this, and what resources, if any, are necessary to achieve it.

4. If no, please describe why your program is unable to do this (600 characters max).

Section I – Program Staffing

Please enter the following staffing information.

Type	Headcount	FTE
Full-Time Non-Instructional Faculty	3	3.
Adjunct Non-Instructional Faculty	2	
Classified Staff	3	
Unclassified Staff	full time instructional	2

1. Describe any changes in the staffing levels in your program over the past three years, and if applicable, describe how these changes have impacted your program (600 characters max).

Staffing has been a challenge over the last 3 years in the EAC. We are very excited that we were able to hire 2 full time counselors over the past year to replace the positions that were lost with the budget cuts. This fall, we are hiring another full time Learning Disability Specialist position that replaces a retirement from 9 years ago. We are now focusing on a retirement that was not replaced for an interpreter/coordinator for hearing impaired students.

Section J - Previous Year Initiatives

Program	Funding Category	Initiative ID	Initiative Title	Initiative Description	Cost	Grants/ Categorical	College Funds	Program Priority	Division Priority	Committee Priority	College Priority	Funded	Status	Outcome
EAC	Classified	EAC 1402	.40 Instructional Lab Technician	Assist ACT instructor in the beach	18,500	18,500	-	M	L	L	L	No	Discontinued	
EAC	Computer	EAC1501	Update Alternative Media Equipment	Update computer equipment and software for production of alternative formats of media for students with disabilities	10,000		10,000	H	H	H	H	Yes	Completed	
EAC	Grants	EAC 1401	Full time LD specialist	Increase LD testing	100,000	100,000	-	H	H			Yes	Pending	
												- Select -	- Select -	

Section K – 2015-2016 Initiatives

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
EAC	EAC 1201	Interpreter Coordinator	32 hour wkly Interpreter/Coordinator	$50,625	College Funds	Classified	☒Goal 1 ☒Goal 2 ☐Goal 3 ☒Goal 4 ☐Goal 5	☒Enrollment ☐# Under-represented students ☒Quantity/ Quality of Services ☒Course Success Rate ☐Productivity/ Fill Rate ☒Close equity gaps	☐Req ☒High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low
EAC	EAC 1201	Interpreter Coordinator	32 hour wkly Interpreter/Coordinator	$16,875	Categorical	Classified	☒Goal 1 ☒Goal 2 ☐Goal 3 ☒Goal 4 ☐Goal 5	☒Enrollment ☐# Under-represented students ☒Quantity/ Quality of Services ☒Course Success Rate ☐Productivity/ Fill Rate ☒Close equity gaps	☐Req ☒High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low

2015-2016 Program Review
Educational Assistance Center (EAC)

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
EAC	EAC 1303	Institutional Data on Students with Disabilities	EAC has not received Data on Demographics, student success, or retention as compared to the campus numbers	None	None	Other	☒Goal 1 ☒Goal 2 ☐Goal 3 ☒Goal 4 ☐Goal 5	☐Enrollment ☒# Under-represented students ☒Quantity/Quality of Services ☒Course Success Rate ☐Productivity/Fill Rate ☐Close equity gaps	☐Req ☒High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low
EAC	EAC 1304	Increase the number of EAC students	Increase of 5% per year of EAC students	none	None	Other	☒Goal 1 ☒Goal 2 ☐Goal 3 ☒Goal 4 ☒Goal 5	☒Enrollment ☒# Under-represented students ☒Quantity/Quality of Services ☐Course Success Rate ☐Productivity/Fill Rate ☒Close equity gaps	☐Req ☐High ☒Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
EAC	EAC 1501	Close gap on under-represented students by increasing LD assessments	Student Equity funded initiative to help with identifying students with LD	$5,000	Categorical	Other	☒Goal 1 ☒Goal 2 ☒Goal 3 ☐Goal 4 ☐Goal 5	☐Enrollment ☒# Under-represented students ☒Quantity/ Quality of Services ☒Course Success Rate ☒Productivity/ Fill Rate ☒Close equity gaps	☐Req ☐High ☒Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low
EAC	EAC 1502	Increase vocational opportunity for students with disabilities	Offer EAC 32 class and develop more partnerships with community organizations	$5,000	College Funds	Faculty	☒Goal 1 ☒Goal 2 ☒Goal 3 ☒Goal 4 ☒Goal 5	☒Enrollment ☒# Under-represented students ☐Quantity/ Quality of Services ☐Course Success Rate ☐Productivity/ Fill Rate ☒Close equity gaps	☐Req ☐High ☒Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low

Educational Master Plan Goals

Goal 1: Continuously improve educational programs and services to meet student, community, and workforce development needs.

Goal 2: Provide students with information and access to diverse and comprehensive support services that lead to their success.

Goal 3: Partner with local and regional organizations to achieve mutual goals and strengthen the College, the community and the area's economic vitality.

Goal 4: Continuously enhance institutional operations and effectiveness.

Goal 5: Implement the Ventura College East Campus Educational Plan.

Section L – Process Assessment
How have the changes in the program review process this year worked for your area?

How would you improve the program review process based on this experience?

Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives (i.e. initiatives that should have been ranked high but were not, initiatives that were ranked high but should not have been), the division's decision to support/not support program discontinuance, or the process (either within the department/program or the division) itself.

If you choose to appeal, please complete the Appeals form (Appendix E) that explains and supports your position. Forms are located at the Program Review VC website.

The appeal will be handled at the next higher level of the program review process.

Section I – Submission Verification
Preparer:

Dates met (include email discussions):

List of Faculty/Staff who participated in the program Review Process:

Preparer Verification:
☒ I verify that this program document was completed in accordance with the program review process.
Dean/VP Verification:
☐ I verify that I have reviewed this program review document and find it complete. *The dean/VP may also provide comments (optional):*

APPEAL FORM

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.