

EAC Program Review

2011-2012

1. Program Description

A. Description

The [Educational Assistance Center](#) (EAC) promotes the educational and vocational potential of students with disabilities by supporting each student's integration into the mainstream of college life. Students with learning disabilities, mobility, visual, hearing, speech, or psychological impairments, acquired brain injuries, or other health impairments, such as seizure disorders or attention deficit/hyperactivity disorder, are eligible for support services and special classes that are needed to fully participate in the educational process. Support services or instruction provided by EAC is any service or classroom instruction that is above and beyond the regular services or instruction offered by the college. These classes, activities or services are offered to enable the student with an educational limitation due to a disability to fully benefit in the offerings of the college.

B. Service Unit Outcomes:

1. Students will know which accommodations provided by EAC are appropriate to their disability.
2. Students will be able to request appropriate accommodations of the EAC staff and classroom professors.
3. Students will demonstrate self-advocacy skills with instructors and staff.
4. After completion of a Learning Assistance class/es, students will be more prepared for general education classes from techniques learned when managing with a disability.

C. College Level Student Learning Outcomes:

1. Information Competency
2. Critical Thinking and Problem Solving
3. Social Interaction and Life Skills

D. Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

E. Mission

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning

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outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

F. Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

G. What services are provided by the program?

Support services are those specialized services available to students with disabilities defined in Sections 56002 of the TITLE 5 Guidelines which are in addition to the regular services provided to all students. Such services enable students to participate in regular activities, programs and classes offered by the college. They include:

Access to and arrangements for adaptive educational equipment, materials and supplies required by students with disabilities;

Job placement and development services related to transition to employment;

Liaison with campus and/or community agencies, including referral to campus or community agencies and follow-up services;

Registration assistance relating to on- or off-campus college registration, including priority enrollment assistance, application for financial aid and related college services;

Special parking, including on-campus parking registration or while an application for the State handicapped placard or license plate is pending, provision of a temporary parking permit;

Supplemental specialized orientation to acquaint students with environmental aspects of the college and community;

Test-taking facilitation, including arrangement, proctoring and modification of tests and test administration for students with disabilities;

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Counseling, including specialized academic, vocational, personal, and peer counseling services specifically for students with disabilities, not duplicated by ongoing general counseling services available to all students;

Interpreter services, including manual and oral interpreting for hearing-impaired students;

Mobility assistance (on-campus), including manual or motorized transportation to and from college courses and related educational activities;

Notetaker services, to provide assistance to students with disabilities in the classroom;

Reader services, including the coordination and provision of services for students with disabilities in the instructional setting;

Transcription services, including but not limited to, the provision of braille and print materials;

Specialized tutoring services not otherwise provided by the college;

Outreach activities designed to recruit potential students with disabilities to the college;

Accommodations for participation in co-curricular activities directly related to the student's enrollment in state-funded educational courses or programs; and

One-time variable costs for purchase of DSPS equipment, such as adapted educational equipment, materials, supplies, and transportation vehicles.

The EAC also offers a variety of specialized classes in learning skills, assistive computer technology and adapted physical education.

H. What are the strengths, successes, and significant events of the program?

- The department has an extremely positive reputation within the college and throughout the community. Many students from outside of our service area, and even from outside of the county, report choosing to attend Ventura College due to the reputation of the EAC.
- Comments given by the last Technical Assistance Visit by the State Chancellor's Office:
 - *Ventura College is utilizing the Banner tracking System exceptionally well...*
 - *Ventura College has developed and implemented an excellent universal design approach to their new buildings. They have a comprehensive barrier-removal self-evaluation plan and steps for implementation. The EAC is involved in all appropriate committees to ensure the universal*

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design concept and the needs of students with disabilities are fully met in all aspects of building and program accessibility.

- *The EAC provides a comprehensive range of classes including computer access, writing and spelling skills, college and life strategies, and adaptive physical education...*
- *Students interviewed portrayed the EAC staff as caring helpful and respectful. All stated they felt the services and assistance provided to them had helped them immeasurably in their studies and ability to stay in college.*
- The Assistive Technology Training Center is state-of-the-art and is renowned throughout the state. The ATTC Director frequently conducts tours for individuals and groups from the community. The integration and access to technology for students throughout the LRC, and the inclusion of ATTC and EAC in the college Technology Plan, are also particularly exemplary.
- We offer particularly comprehensive alternate media services so that students with print impairments are able to receive all their classroom materials in a timely way, whether it be Braille, large print, audio, or e-text. We have piloted an innovative program which allows students to have a screen reader program installed on their home computers under the college's site license, which greatly enhances the convenient access of many students to their textbooks in alternate format.
- We work cooperatively with all other Student Services and Instructional programs. A particularly noteworthy project was a recent joint effort by EAC, EOPS and FA to make presentations in all English 2, 3 and 4 classes on the services we offer students. EAC staff members frequently speak in other classes as requested by instructors. The ACT instructor has also frequently provided training to English, and other, faculty on technology which is applicable and valuable for their students, both with and without disabilities.
- EAC actively collaborates with the English and Math departments to promote universal design of instruction. The ACT instructor works closely with English and other instructors to be sure students with disabilities have the assistive technology to enable them to succeed in mainstream classes. EAC representatives are participating in the Basic Skills Committee and contributed to the planning for the Title V grant. EAC staff frequently provides staff development on topics such as learning styles, which impact *all* students, not just those with disabilities.
- A counselor, a learning disabilities specialist, the test proctor, and the alternate media specialist all work very closely with the Nursing Program, including sometimes attending Nursing Dept. meetings.

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I. Organizational Structure

President: Robin Calote

Executive Vice President: Ramiro Sanchez

Dean: Victoria Lugo

Instructors and Staff

Name	Patricia Wendt
Classification	Professor, EAC/Counseling
Year Hired	2001
Years of Industry Experience	16
Degrees/Credentials	B.A., 1993, M.S., 1995, California State University, Fresno

Name	Tom Dalton
Classification	Professor, Learning Disabilities
Year Hired	2004
Year of Industry Experience	25
Degrees/Credentials	B.A., 1979, Taylor University, Indiana; M.A., 1983, Psy.D., 1986, Biola University, California

Name	Steven Turner
Classification	Professor, EAC
Year Hired	2000
Years of Industry Experience	21
Degrees/Credentials	B.A., 1988, California State University, Fresno; M.S., 1999, San Diego State University

Name	Lori Annala
Classification	Support Services Assistant
Year Hired	2000
Years of Industry Experience	13.5
Degrees/Credentials	A.A., Ventura College

Name	John Elmer
Classification	Assistive Computer Technician/Media Specialist
Year Hired	2001
Years of Industry Experience	32
Degrees/Credentials	B.A., University of Wisconsin M.S., University of Wisconsin

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Name	Cathy Mundy
Classification	Disabled Student Services Technician
Year Hired	1993
Years of Industry Experience	18
Degrees/Credentials	B.S., CSU Northridge

Name	Erin Braam
Classification	Adjunct Learning Disability Specialist
Year Hired	1998
Years of Industry Experience	20
Degrees/Credentials	M.S., California Lutheran University

Name	Warren Glasser
Classification	Adjunct Adapted Physical Education Instructor, EAC
Year Hired	1972-83, 1998
Years of Industry Experience	23
Degrees/Credentials	B.A., 1961 University of Santa Barbara

Name	Nancy Coleman
Classification	Adjunct EAC Counselor
Year Hired	2011
Years of Industry Experience	35
Degrees/Credentials	B.S., 1979 California State University, Northridge M.S., 2001 San Diego State University

Name	Ivana Gjurasic
Classification	Adjunct EAC Counselor
Year Hired	2011
Years of Industry Experience	5
Degrees/Credentials	B.A., 1994 University of Santa Barbara M.S., 2008 University of LaVerne

Name	
Classification	
Year Hired	
Years of Industry Experience	
Degrees/Credentials	

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2. Performance Expectations

A. Service Unit Outcomes

Students utilizing this service will be able to:

1. Students will be able to request appropriate accommodations of the EAC staff and classroom professors.

Performance indicator: 80% or higher will request accommodations in the first 3 weeks of the semester that has been authorized per student and counselor.

2. Students will demonstrate self-advocacy skills with instructors and staff.

Performance indicator: 60% or higher will make appointments at least 1 day prior to testing date

3. EAC students will demonstrate satisfaction with alternative testing accommodations at the end of the semester.

Performance indicator: 90% or higher will demonstrate satisfaction with alternative testing process at the end of the semester.

4. After completion of a Learning Assistance class/es, students will be more prepared for general education classes from techniques learned when coping with a disability.

Performance indicator: 75% of students who have taken Learning Assistance classes will pass with a C or better a general education/degree applicable course they enroll into.

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B. Program Operating Outcomes (Budget, Facilities, scheduling, equipment and technology – hardware/software)

1. EAC will expand on our advocacy for universal design of facilities and instruction on campus.
Performance Indicator: EAC will continue to have active participation by EAC staff on the Facilities Oversight Group (FOG) to ensure communication and selection of appropriate furniture and equipment.
2. EAC will hire a part time Deaf/Hard of Hearing (DHH) Coordinator to schedule interpreters for student classes, substitute when interpreters are absent, and communicate with hearing impaired students.
Performance Indicator: EAC staff will survey hearing impaired students to determine if communication needs are being met.
3. Alternative media and assistive technology licenses for electronic media and software will be kept current and new updates will be purchased when needed.
Performance Indicator: An inventory of all alternative media and assistive technology licenses will be maintained so that an upgrade or renew can be easily referenced when needed.
4. EAC will provide Learning Assistance classes to increase academic levels of its students, bring them to college level.
Performance Indicator: EAC will offer 15 sections of Learning Assistance classes during each semester.
5. EAC will provide learning disability assessment to eligible Ventura College students thus increasing retention and success in academic classes.
Performance Indicator: EAC will assess 25 students per semester for Learning Disabilities.
6. In continuing to meet Title V guidelines for students with disabilities, EAC will maintain the current level of faculty and staff to meet the needs of serving mandated services to EAC students in a timely manner.
Performance Indicator: All EAC faculty and staff will be maintained to ensure mandated serves to students with disabilities are met.

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3. Operating Information

A1: Budget Summary Table

To simplify the reporting and analysis of the Banner budget detail report, the budget accounts were consolidated into nine expense categories. The personnel categories include employee payroll expenses (benefits). The “3 Year Average” was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 expenses. The “FY11 College” expense percentages are included to provide a benchmark to compare the program’s expenses to the overall college expenses.

111 Fund:

Category	Title	FY08	FY09	FY10	3 Year Average	FY11	FY11 Program	FY11 College
	Revenue	-	-	342	342	-	-100%	12%
1	FT Faculty	217,890	255,365	216,902	230,052	252,873	10%	-10%
2	PT Faculty	162,848	159,509	135,977	152,778	80,932	-47%	-1%
3	PT Faculty	61,793	88,482	31,387	60,554	19,376	-68%	10%
4	Classified	510	562	-	536	-	-100%	-8%
6	Managers	2,411	4,684	1,807	2,967	3,099	4%	24%
7	Supplies	-	130	-	130	-	-100%	-17%
8	Services	475	300	190	322	239	-26%	-42%
9	Equipment	6,192	-	-	6,192	-		
	Total	445,927	509,032	386,605	447,188	356,519	-20%	0%

121 Fund:

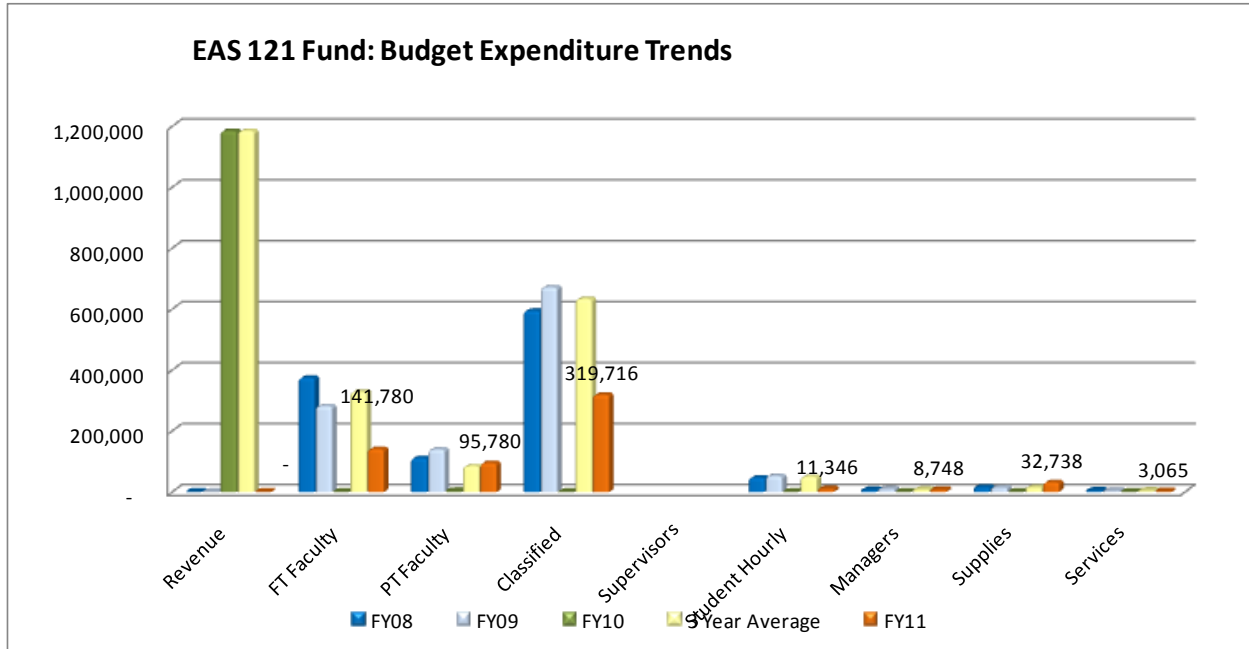
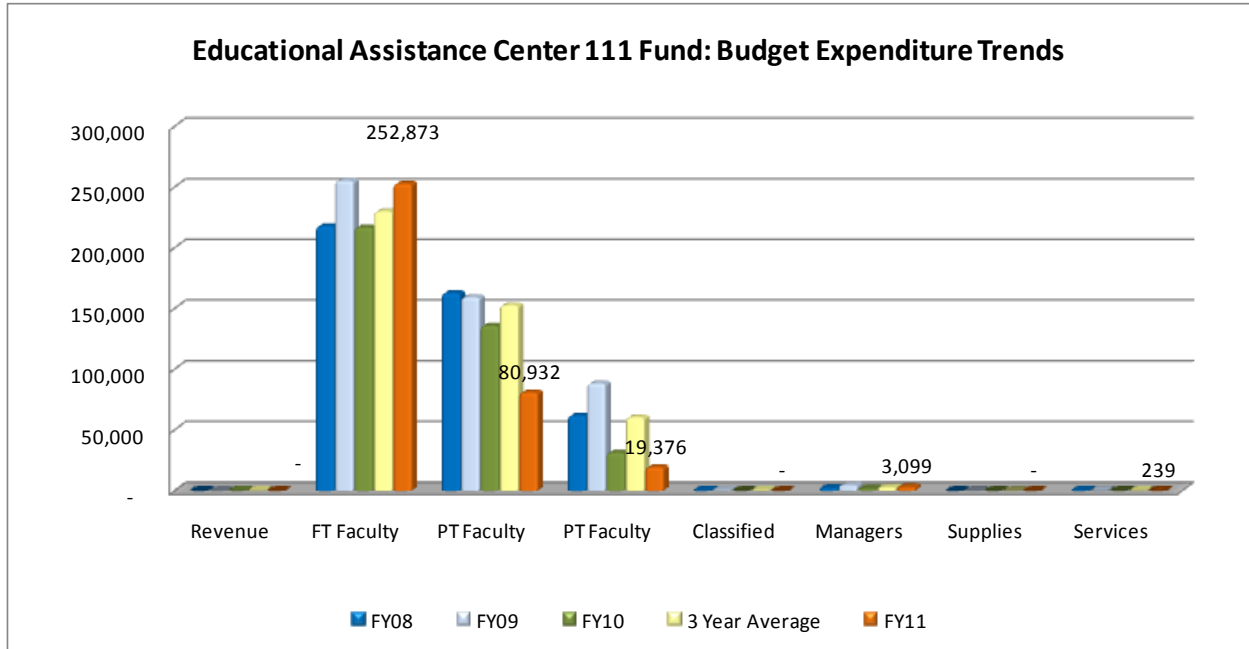
Category	Title	FY08	FY09	FY10	3 Year Average	FY11	FY11 Program	FY11 College
	Revenue	-	-	1,185,732	1,185,732	-	-100%	12%
1	FT Faculty	375,593	282,421	-	329,007	141,780	-57%	-10%
2	PT Faculty	111,993	140,420	3,330	85,248	95,780	12%	-1%
3	Classified	595,565	672,507	-	634,036	319,716	-50%	10%
5	Supervisors							7%
4	Student Hourly	47,859	53,259	-	50,559	11,346	-78%	-8%
6	Managers	7,549	11,012	-	9,281	8,748	-6%	24%
7	Supplies	16,866	15,507	-	16,187	32,738	102%	-17%
8	Services	5,528	4,715	-	5,122	3,065	-40%	-42%
	Total	1,160,953	1,179,841	1,189,062	1,176,619	613,173	-48%	0%

A2: Budget Summary Chart

This chart illustrates the program’s expense trends. The data label identifies the FY11 expenses (the last bar in each group). The second-to-last bar is the program’s prior three year average.

The information on the 121 Fund is inaccurate, figures shown are inflated for the FY10 thus making 3 year average incorrect.

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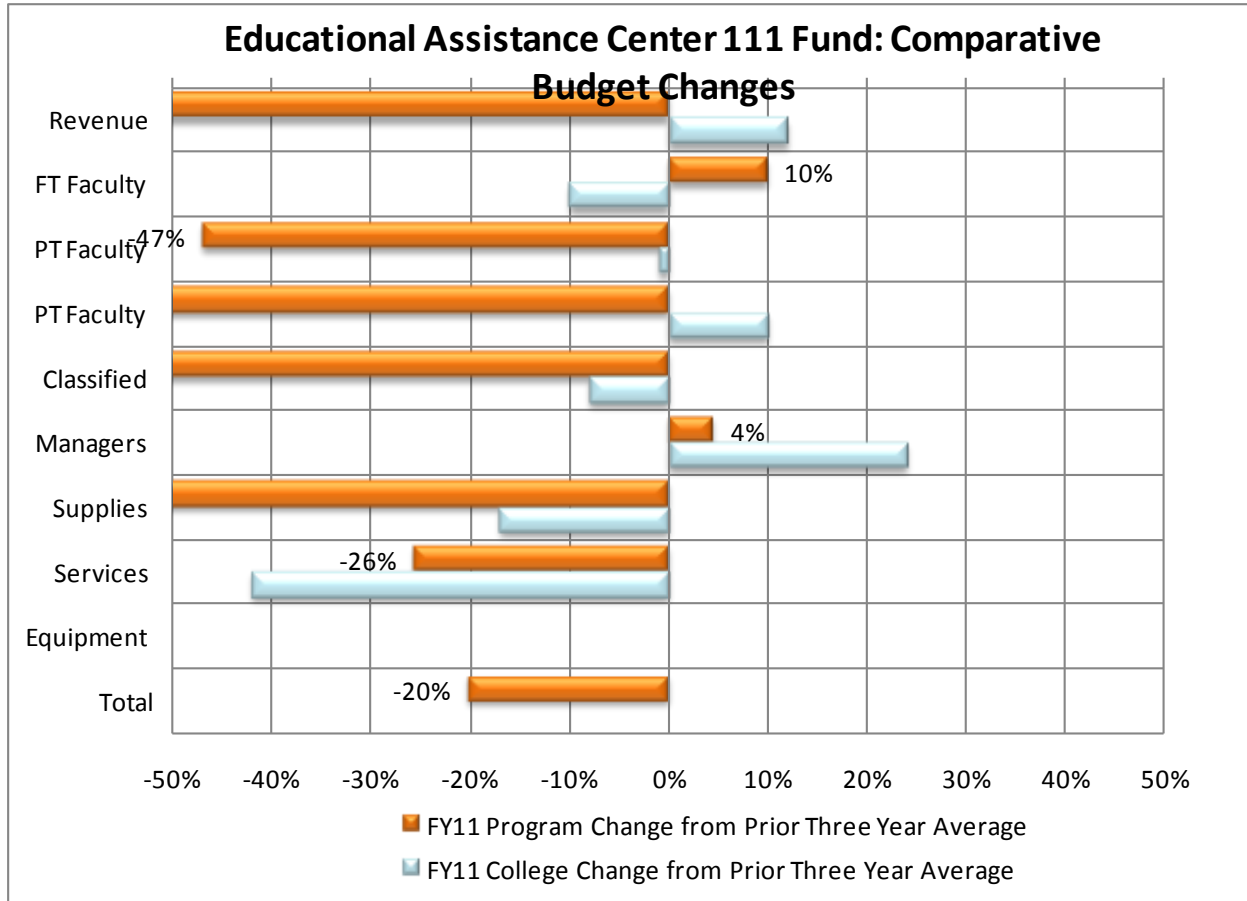


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A3: Comparative Budget Changes Chart

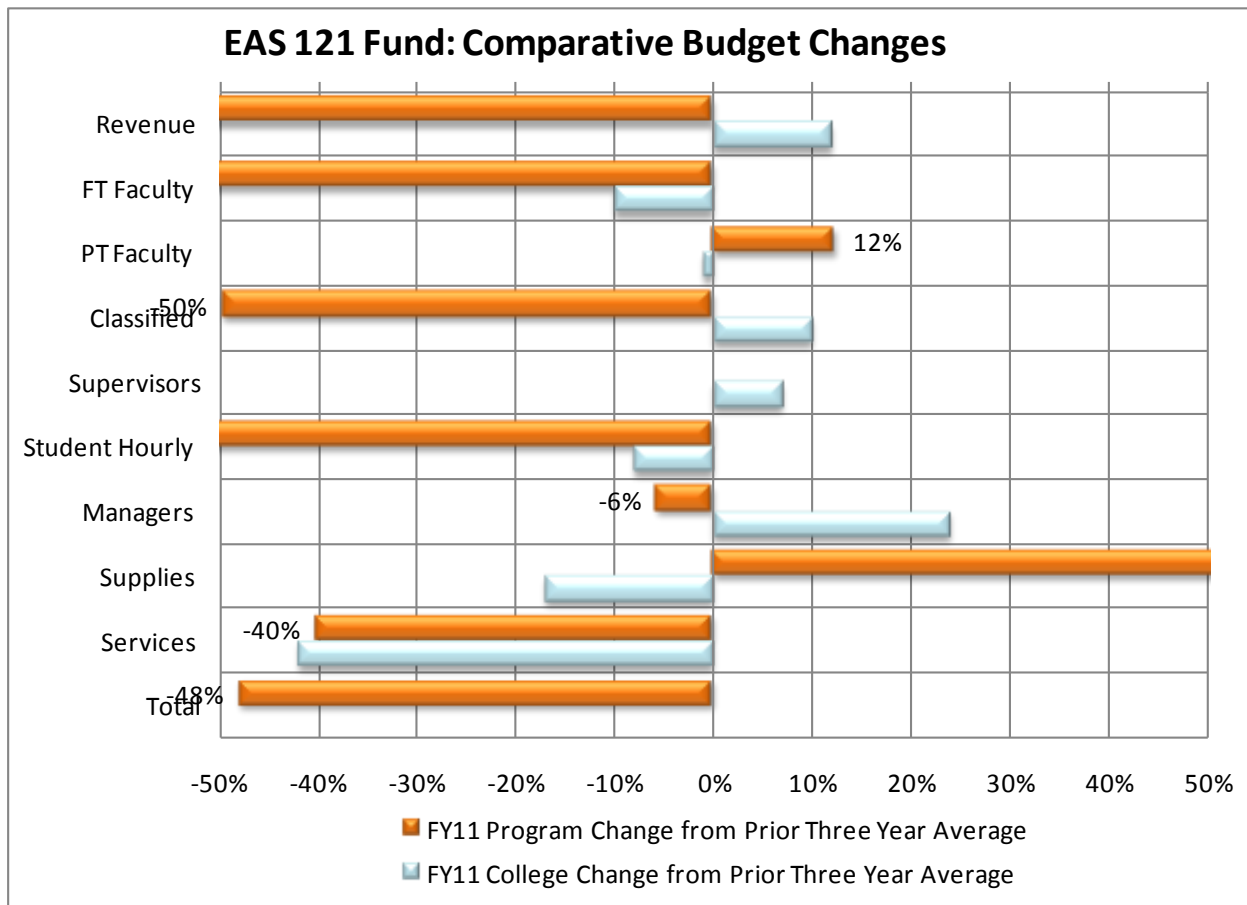
This chart illustrates the percentage change from the prior three year average expense to the FY11 expenses. The top bar for each budget category represents the program's change in expenses and includes the data label. The second bar represents the college's change in expenses.

Fund 111:



Fund 121:

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A4: Budget Detail Table

The program's detail budget information is available in *Appendix A – Program Review Budget Report*. This report is a PDF document and is searchable. The budget information was extracted from the District's Banner Financial System. The program budget includes all expenses associated to the program's Banner program codes within the following funds: general fund (111), designated college equipment fund (114-35012), State supplies and equipment funds (128xx), and the technology refresh fund (445). The *Program Review Budget Report* is sorted by program (in alphabetical order) and includes the following sections: total program expenses summary; subtotal program expenses for each different program code; detail expenses by fund, organization and account; and program inventory (as posted in Banner). To simplify the report, the Banner personnel benefit accounts (3xxx) were consolidated into employee type benefit accounts (3xxx1 = FT Faculty, 3xxx2 = PT Faculty, 3xxx3 = Classified, etc.).

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111 Fund:

FOAP	Title	FY08	FY09	FY10	3 Year Average	FY11
111 30064 1110 080900	Faculty -Full Time Instructional	112,585	136,595	150,140	180,149	182,432
111 30064 1130 080900	Faculty -Instr - Sabbatical Leave	40,152	-	-	-	-
111 30064 1230 631000	Faculty - Non-Instr - Sabbatical	-	43,327	-	-	-
111 30064 1311 080900	Faculty Summer Instructional Hour	17,646	7,114	15,783	8,152	15,783
111 30064 1317 080900	Faculty Summer - 4-week	4,671	-	-	-	-
111 30064 1321 080900	Faculty Fall Instructional Hourly	52,718	74,153	57,259	44,832	54,679
111 30064 1323 080900	Faculty Fall Extr Pay Stip Hourly	2,253	-	-	-	-
111 30064 1331 080900	Faculty Spring Instructional Hourly	74,593	68,498	53,802	23,985	46,203
111 30064 1340 080900	Faculty Facilitr/Coord/Hrly Stipend	1,000	1,500	1,000	500	2,000
111 30064 1342 080900	Faculty -Office Hours - PT Faculty	391	270	-	78	-
111 30064 1360 080900	Faculty - Hourly - Substitutes	650	1,420	2,749	272	-
111 30064 1420 631000	Faculty -Non-Instructional - Hourly	1,967	-	-	-	-
111 30064 1442 642000	Faculty - Coordinators	88	-	-	-	-
111 30064 2121 642000	Classified Regular	1,253	-	-	-	-
111 30064 2130 080900	Classified - Vacation Payout	1,457	-	2,410	-	-
111 30064 2211 080900	Classified Regular/Inst Aides	26,984	38,389	9,897	-	-
111 30064 2510 080900	Student Hourly-Instructional Aides	500	-	-	-	184
111 30064 2530 642000	Student Hourly-Non-Instructional	-	536	-	-	-
111 30064 2826 080210	Provisional, Ltd Term-NonPos Cntrl	17,616	30,107	13,624	19,376	18,000
111 30064 3XXX0 080900	Benefits Revenue	-	-	342	-	-
111 30064 3XXX1 080900	Benefits FT Faculty	65,153	75,443	66,762	72,724	101,438
111 30064 3XXX2 080900	Benefits PT Faculty	6,871	6,554	5,385	3,112	3,928
111 30064 3XXX3 080900	Benefits Classified	14,484	19,986	5,455	-	-
111 30064 3XXX4 080900	Benefits Student Hourly	10	26	-	-	3
111 30064 3XXX6 080210	Benefits Managers	2,411	4,684	1,807	3,099	1,973
111 30064 4100 080900	Instructional Supplies and Material	-	130	-	-	-
111 30064 5241 080900	Faculty Travel (\$100 Per Contract)	475	300	190	-	-
111 30064 5870 080900	Printing And Duplicating	-	-	-	239	-
12845 30064 6415 080900	Equip-Instruc Furn-\$200-\$999	6,192	-	-	-	-
	Total	452,120	509,032	386,605	449,252	426,623

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Fund 121:

FOAP	Title	FY08	FY09	FY10	3 Year Average	FY11
121 36002 1110 080900	Faculty -Full Time Instructional	10,038	21,664	-	-	-
121 36002 1220 631000	Faculty -Non-Instructional	267,014	172,621	-	100,938	100,336
121 36002 1311 083580	Faculty Summer Instructional Hour	-	-	-	-	3,000
121 36002 1342 631000	Faculty -Office Hours - PT Faculty	-	379	-	-	-
121 36002 1420 631000	Faculty -Non-Instructional - Hourly	86,570	118,201	3,269	91,860	93,000
121 36002 1442 642000	Faculty - Coordinators	21,839	17,688	-	-	-
121 36002 2121 642000	Classified Regular	251,717	276,908	-	173,680	184,084
121 36002 2130 642000	Classified - Vacation Payout	-	-	-	1,171	-
121 36002 2211 080900	Classified Regular/Inst Aides	97,682	95,095	-	-	-
121 36002 2510 080100	Student Hourly-Instructional Aides	26,790	34,188	-	2,486	6,000
121 36002 2530 080900	Student Hourly-Non-Instructional	19,407	17,440	-	8,622	9,000
121 36002 2826 080100	Provisional, Ltd Term-NonPos Cntrl	59,253	88,731	-	57,243	60,000
121 36002 3XXX0 080210	Benefits Revenue	-	-	-	-	-
121 36002 3XXX1 080900	Benefits FT Faculty	98,540	88,136	-	40,841	43,176
121 36002 3XXX2 083580	Benefits PT Faculty	3,584	4,152	61	3,920	3,178
121 36002 3XXX3 080900	Benefits Classified	186,912	211,774	-	87,621	96,739
121 36002 3XXX4 080100	Benefits Student Hourly	1,662	1,631	-	239	255
121 36002 3XXX6 080100	Benefits Managers	7,549	11,012	-	8,748	6,576
121 36002 4100 080900	Instructional Supplies and Material	4,399	3,205	-	2,921	1,500
121 36002 4200 080900	Office Supplies and Material	9,219	10,610	-	8,669	5,000
121 36002 4300 080900	Computer Software and Supplies	2,512	890	-	16,691	8,000
121 36002 4800 080900	General Supplies & Materials	736	803	-	600	1,500
121 36002 4801 642000	Outreach Supplies & Materials	-	-	-	3,857	-
121 36002 5211 642000	Employee Travel	814	80	-	249	-
121 36002 5220 642000	Mileage Reimbursement	67	-	-	-	-
121 36002 5242 080900	Other Faculty Travel	884	309	-	921	-
121 36002 5300 642000	Dues & Memberships	950	2,175	-	1,754	-
121 36002 5622 080900	Maint/Repair-Equipment	1,405	-	-	-	-
121 36002 5822 080900	Licenses And Fees	(421)	-	-	-	-
121 36002 5870 642000	Printing And Duplicating	1,527	1,706	-	-	-
121 36002 5890 080900	Other Expense & Services	302	444	-	142	1,220
121 36002 6411 080900	Equip-Instruc Computers \$200-\$999	-	2,076	-	-	-
121 36002 6413 080900	Equip-Instruc Equip-\$200-\$999	-	-	-	6,695	-
121 36002 6423 080900	Equip-Non Instruc Equip \$200-\$999	-	714	-	3,981	-
121 36002 6441 080900	Equip-Instruc Computers \$1000+	2,981	-	-	6,240	-
121 36002 6443 080900	Equip-Instruc Equip-\$1000+	3,010	-	-	22,334	-
121 36002 6453 080900	Equip-Non Instruc Equip \$1000+	7,271	3,102	-	-	-
121 36002 7991 642000	Bal Fwd-Proj. To Date- Expend (Act	-	-	1,185,732	-	-
	Total	1,174,213	1,185,734	1,189,062	1,183,003	622,564

The figures are inaccurate for FY 10 therefore 3 year average is not correct.

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A5: Program Staffing

The following table shows the staffing in the FY12 budget.

Fund 111:

Educational Assistance Center 111 Fund							
Fund Org Account	Title	Name	Months	Pos%	Assign%	Total%	FTE
111300641110	Instructor	Turner, Steven Charles	10	1.000	1.000	1.000	1.000
111300641110	Learning Disab. Speciali	Dalton, Thomas W	10	1.000	1.000	1.000	1.000
111300641311	0	Braam, Erin	0	-	0.200	-	-
111300641311	0	Cowan, Patricia S	0	-	0.200	-	-
111300641321	0	Wendt, Patricia A	0	-	0.200	-	0.100
111300641321	0	Turner, Steven C	0	-	0.100	-	0.050
111300641321	0	Dalton, Thomas W	0	-	0.200	-	0.100
111300641321	0	Dalton, Thomas W	0	-	0.200	-	0.100
111300641321	0	Glaser, Warren	0	-	0.150	-	0.075
111300641321	0	Braam, Erin	0	-	0.200	-	0.100
111300641420	0	Wendt, Patricia A	0	-	0.198	-	0.099
						2.000	2.624

Fund 121:

EAS 121 Fund							
Fund Org Account	Title	Name	Months	Pos%	Assign%	Total%	FTE
121360021220	Counselor - DSP&S	Wendt, Patricia Ann	11	1.000	1.000	1.000	1.000
121360021311	0	Glaser, Warren	0	-	0.155	-	-
121360021420	0	Coleman, Nancy R	0	-	0.416	-	0.208
121360021420	0	Braam, Erin	0	-	0.163	-	0.082
121360021420	0	Wendt, Patricia A	0	-	0.163	-	0.082
121360021420	0	Coleman, Nancy R	0	-	0.245	-	0.122
121360021420	0	Gjurasic, Ivana M	0	-	0.470	-	0.235
121360022121	Support Svcs Asst/Dis St	Annala, Lori L	12	0.750	1.000	0.750	0.750
121360022121	Dis. Std. Svcs. Tech.	Mundy, Catherine A	12	1.000	1.000	1.000	1.000
121360022121	Assistive Comp Tech/M	Elmer, John F	12	1.000	1.000	1.000	1.000
						3.750	4.479

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A5: Interpretation of the Program Budget Information

EAC has experienced a drop in both budgets, the 111 (which is General Fund/instructional dollars) and the 121 (which is State allocated dollars) used exclusively for EAC purposes only! In the 111 budget, there was an approximate 5% drop from the three year average. In this budget, the college is given special FTES revenue that can only be used in the EAC area.

08-09: FTES 107.74

09-10: FTES 87.98

10-11: FTES 83.45

This past year EAC classes generated \$265, 819 from the 83.45 FTES in this budget.

There was a much bigger drop in the 121 budget, approximately 41% from the three year average. This drop came from severe cuts from the state to categorical funding. Due to these cuts, EAC lost many faculty and staff positions.

Classified: 2 Learning Disability Technicians
 1 Test Proctor
 1 DSPS Student Services Specials
 2 Assistive Computer Technology Assistant

Faculty: 1 Counselor moved to general counseling
 2 Adjunct counselors
 1 50% counselor (reassigned to EAC Coordinator)
 1 Adjunct LD specialist

Wow! We have lost many positions but fortunately we were able to hire 2 adjunct counselors in this past year to help in the counseling area of EAC.

EAC Program Review

2011-2012

B1: Program Inventory Table

This chart shows the inventory (assets) as currently posted in the Banner Financial System. This inventory list is not complete and will require review by each program. Based on this review an updated inventory list will be maintained by the college. A result of developing a complete and accurate inventory list is to provide an adequate budget for equipment maintenance and replacement (total-cost-of-ownership). The college will be working on this later this fall.

111 Fund:

Educational Assistance Center 111 Fund								
Item	Vendor	Org	Fund	Purchased	Age	Price	Perm Inv #	Serial #
OptiPlex 745 Desktop, Pentium	Dell Computer C	30064	12845	7/10/07	4	1,019	N00018336	8LTT4D1
OptiPlex 745 Desktop, Core 2 Du	Dell Computer C	30064	12845	7/10/07	4	1,477	N00018337	8M0R4D1
OptiPlex 745 Desktop, Core 2 Du	Dell Computer C	30064	12845	7/10/07	4	1,477	N00018338	BM0R4D1
OptiPlex 745 Desktop, Core 2 Du	Dell Computer C	30064	12845	7/10/07	4	1,477	N00018339	9M0R4D1
OptiPlex 745 Desktop, Core 2 Du	Dell Computer C	30064	12845	7/10/07	4	1,477	N00018340	CM0R4D1
						6,927		

121 Fund:

B2: Interpretation of the Inventory Information

EAC 121 funds can purchase equipment/furniture as long as it is solely for student use. We keep the maintance and updated software licenses up to date with this fund as well.

EAC Program Review

2011-2012

C1: Service Data:

a) *What populations are served by the program?*

Students with verified learning, visual, hearing, speech, mobility and psychological disabilities, acquired brain injuries, developmental delays, autism, attention deficit disorders, as well as other health impairments, are eligible to receive services from the EAC. Reports have not been generated to break down the populations into ethnicities.

b) *How many students, classes, etc. have been served by the program over the last two years (per semester)?*

Many students are referred to EAC for possible disabilities, many students come to the EAC reporting disabilities, and many of these referrals are not counted in the number below due to not qualifying or providing verification to EAC.

Students that had verified disabilities:

2009-2010: 1288

2010-2011: 1279

Classes/Sections:

2009-10:	Summer	6
	Fall	21
	Spring	24
2010-11:	Summer	2
	Fall	19
	Spring	18

EAC Program Review

2011-2012

c) What other operational data is pertinent to your program? Please provide.

It is observable that the student count has been increasing over the past years while the staff, faculty and class offerings have been decreasing. The cost of interpreting services has been increasing over the past few years. Last year we spent \$133,000 on services to the hearing impaired. The college did cover approximately \$20,000 of this cost, however the majority came from the 121 budget which as previously shown, is shrinking!

C2: Times of Operation (per semester/summer):

Fall and Spring Semesters:

Hours of operation: MWTH 8-5, T 8-7, F 8-3

Summer:

Hours of operation: M-TH 7:30-6:30

EAC Program Review 2011-2012

3. Operating Information (Instructional)

A1: Budget Summary Table

To simplify the reporting and analysis of the Banner budget detail report, the budget accounts were consolidated into nine expense categories. The personnel categories include employee payroll expenses (benefits). The “3 Year Average” was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 expenses. The “FY11 College” expense percentages are included to provide a benchmark to compare the program’s expenses to the overall college expenses.

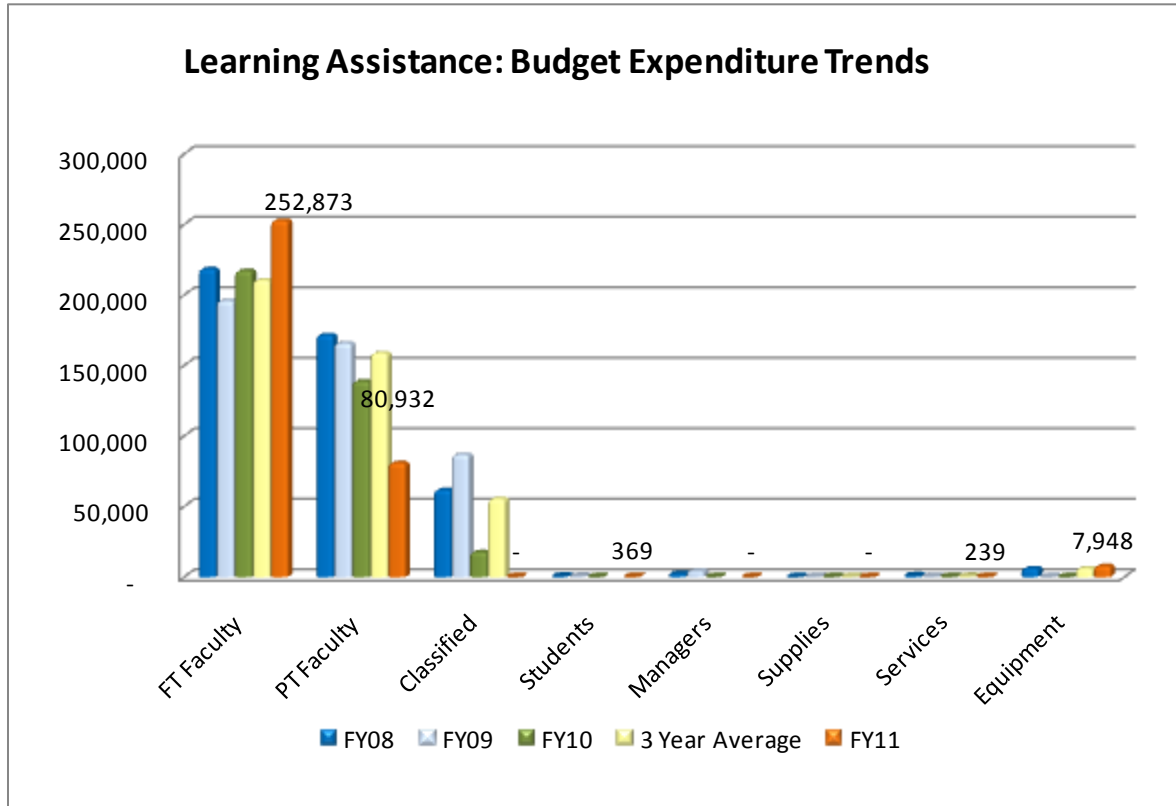
111 Fund:

Category	Title	FY08	FY09	FY10	3 Year Average	FY11	FY11 Program	FY11 College
1	FT Faculty	218,550	195,964	217,129	210,548	252,873	20%	12%
2	PT Faculty	171,672	165,855	138,833	158,787	80,932	-49%	-10%
3	Classified	61,793	86,826	17,763	55,461	-	-100%	-1%
4	Students	653	562	-		369		10%
6	Managers	2,411	4,471	-		-		-8%
7	Supplies	-	130	-	130	-	-100%	24%
8	Services	1,096	300	190	529	239	-55%	-17%
9	Equipment	6,192	-	-	6,192	7,948	28%	-42%
	Total	462,367	454,108	373,915	430,130	342,361	-20%	0%

EAC Program Review 2011-2012

A2: Budget Summary Chart

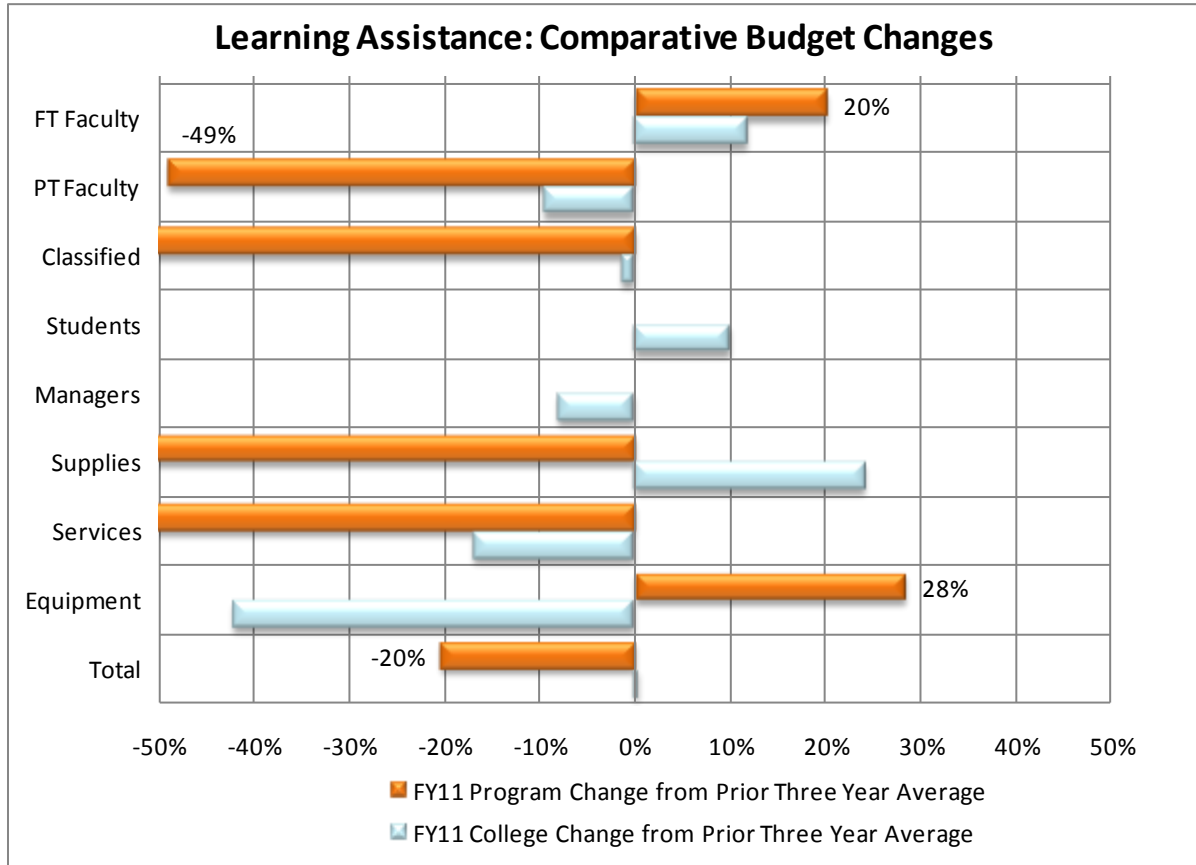
This chart illustrates the program's expense trends. The data label identifies the FY11 expenses (the last bar in each group). The second-to-last bar is the program's prior three year average.



EAC Program Review 2011-2012

A3: Comparative Budget Changes Chart

This chart illustrates the percentage change from the prior three year average expense to the FY11 expenses. The top bar for each budget category represents the program's change in expenses and includes the data label. The second bar represents the college's change in expenses.



EAC Program Review

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A4: Budget Detail Table

The program's detail budget information is available in *Appendix A – Program Review Budget Report*. This report is a PDF document and is searchable. The budget information was extracted from the District's Banner Financial System. The program budget includes all expenses associated to the program's Banner program codes within the following funds: general fund (111), designated college equipment fund (114-35012), State supplies and equipment funds (128xx), and the technology refresh fund (445). The *Program Review Budget Report* is sorted by program (in alphabetical order) and includes the following sections: total program expenses summary; subtotal program expenses for each different program code; detail expenses by fund, organization and account; and program inventory (as posted in Banner). To simplify the report, the Banner personnel benefit accounts (3xxx) were consolidated into employee type benefit accounts (3xxx1 = FT Faculty, 3xxx2 = PT Faculty, 3xxx3 = Classified, etc.).

FOAP	Title	FY08	FY09	FY10	3 Year Average	FY11
111 30064 1110 080900	Faculty -Full Time Instructional	112,585	136,595	150,140	180,149	182,432
111 30064 1130 080900	Faculty -Instr - Sabbatical Leave	40,152	-	-	-	-
111 30064 1230 631000	Faculty - Non-Instr - Sabbatical	-	43,327	-	-	-
111 30064 1311 080900	Faculty Summer Instructional Hour	17,646	7,114	15,783	8,152	15,783
111 30064 1317 080900	Faculty Summer - 4-week	4,671	-	-	-	-
111 30064 1321 080900	Faculty Fall Instructional Hourly	52,718	74,153	57,259	44,832	54,679
111 30064 1323 080900	Faculty Fall Extr Pay Stip Hourly	2,253	-	-	-	-
111 30064 1331 080900	Faculty Spring Instructional Hourly	74,593	68,498	53,802	23,985	46,203
111 30064 1340 080900	Faculty Facilitr/Coord/Hrly Stipend	1,000	1,500	1,000	500	2,000
111 30064 1342 080900	Faculty -Office Hours - PT Faculty	391	270	-	78	-
111 30064 1360 080900	Faculty - Hourly - Substitutes	650	1,420	2,749	272	-
111 30064 1420 631000	Faculty -Non-Instructional - Hourly	1,967	-	-	-	-
111 30064 1442 642000	Faculty - Coordinators	88	-	-	-	-
111 30064 2121 642000	Classified Regular	1,253	-	-	-	-
111 30064 2130 080900	Classified - Vacation Payout	1,457	-	2,410	-	-
111 30064 2211 080900	Classified Regular/Inst Aides	26,984	38,389	9,897	-	-
111 30064 2510 080900	Student Hourly-Instructional Aides	500	-	-	-	184
111 30064 2530 642000	Student Hourly-Non-Instructional	-	536	-	-	-
111 30064 2826 080210	Provisional, Ltd Term-NonPos Cntrl	17,616	30,107	13,624	19,376	18,000
111 30064 3XXX0 080900	Benefits Revenue	-	-	342	-	-
111 30064 3XXX1 080900	Benefits FT Faculty	65,153	75,443	66,762	72,724	101,438
111 30064 3XXX2 080900	Benefits PT Faculty	6,871	6,554	5,385	3,112	3,928
111 30064 3XXX3 080900	Benefits Classified	14,484	19,986	5,455	-	-
111 30064 3XXX4 080900	Benefits Student Hourly	10	26	-	-	3
111 30064 3XXX6 080210	Benefits Managers	2,411	4,684	1,807	3,099	1,973
111 30064 4100 080900	Instructional Supplies and Material	-	130	-	-	-
111 30064 5241 080900	Faculty Travel (\$100 Per Contract)	475	300	190	-	-
111 30064 5870 080900	Printing And Duplicating	-	-	-	239	-
12845 30064 6415 080900	Equip-Instruc Furn-\$200-\$999	6,192	-	-	-	-
	Total	452,120	509,032	386,605	449,252	426,623

EAC Program Review

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A5: Interpretation of the Program Budget Information

The program shows a 20% increase in FT faculty budgeting however we still only have 2 FT faculty. This increase would account for additional steps and pay increases along with overload teaching. A significant decrease in PT Faculty, 49%, is what is eye catching. Since classes have been reduced the 2 FT faculty are the ones teaching not leaving extra classes for PT faculty. Another factor in the 111 budget is the counselor position of the EAC was previously covered 75%. However, FY 11 it was changed to only cover 15% of that position. For FY 12 it is not even covered in the 111 budget, it has been moved 100% to the 121 budget.

In the past, some classified positions were paid from the 111 budget however these positions posted as classified are really provisional positions for sign language interpreters. Even though it does indicate that for the FY 11 there was not any expenditure, the 111 budget did pay \$22,475 for sign language interpreters. This is where the explanation of this gets confusing, sorry. EAC is funded by some DHH (Deaf and Hard of Hearing) funding from the state to help pay for this expensive accommodations. The college must agree to match 20% of the funding that the state gives while EAC can pay the remaining 80% (even though the college can fund more if they can!). So, this is what is considered classified and yes, there was funding for FY 11.

Another significant part of the 111 budget is that the money generated from the Learning Assistance classes goes directly back into this budget. The state mandates that all FTES generated from specialized classes must be used by EAC. This past FY11 \$265,000 was generated and put into this fund, leaving the college money to fund instruction in these areas.

Funding for equipment and supplies have been from the 121 account and not the 111.

EAC Program Review 2011-2012

B1: Program Inventory Table

This chart shows the inventory (assets) as currently posted in the Banner Financial System. This inventory list is not complete and will require review by each program. Based on this review an updated inventory list will be maintained by the college. A result of developing a complete and accurate inventory list is to provide an adequate budget for equipment maintenance and replacement (total-cost-of-ownership). The college will be working on this later this fall.

Item	Vendor	Org	Fund	Purchased	Age	Price	Perm Inv #	Serial #
OptiPlex 745 Desktop, Core 2 Du	Dell Computer C	30064	12845	7/10/2007	4	1,477	N00018337	8M0R4D1
OptiPlex 745 Desktop, Core 2 Du	Dell Computer C	30064	12845	7/10/2007	4	1,477	N00018339	9M0R4D1
OptiPlex 745 Desktop, Core 2 Du	Dell Computer C	30064	12845	7/10/2007	4	1,477	N00018340	CM0R4D1
OptiPlex 745 Desktop, Core 2 Du	Dell Computer C	30064	12845	7/10/2007	4	1,477	N00018338	BM0R4D1
OptiPlex 745 Desktop, Pentium	Dell Computer C	30064	12845	7/10/2007	4	1,019	N00018336	8LTT4D1
Amiga HD 450 Model 650000	Merlin Technolo	36002	121	6/30/2009	2	3,102	N00018872	AM10109276
Wireless Connector WC6-NA	California Weste	36002	121	5/22/2008	3	3,010	N00018693	Unknown
Laptop D630c 426323060 + \$8 ST	Dell Computer C	36002	121	7/8/2008	3	1,490	N00018568	FNN2NG1
Laptop D630c 426323060 + \$8 ST	Dell Computer C	36002	121	7/8/2008	3	1,490	N00018569	GNNONG1
Amigo 350 Electronic Cart	Merlin Technolo	36002	121	9/2/2004	7	3,726	N00011215	71302
Infinity 6030 Adjustable table	InfoGrip	36102	121	10/14/2004	7	1,717	N0001219	D-Drive
SB 580 Pro Interactive White Bo	Sehi Computers	36102	121	8/9/2004	7	1,672	N00011218	SB580P-16105
Hp Color Laserjet 4650 DTN	Sehi Computers	36102	121	8/4/2004	7	3,100	N00011217	JCPAC01191
						26,234		

B2: Interpretation of the Inventory Information

The equipment list provided by Banner is inaccurate since it is showing EAC 121 account and not the 111 instructional account. The 111 account does not fund supplies and equipment.

EAC Program Review

2011-2012

C1: Productivity Terminology Table

Sections	A credit or non-credit class. Does not include not-for-credit classes (community education).
Census	Number of students enrolled at census (typically the 4 th week of class for fall and spring).
FTES	Full Time Equivalent Students A student in the classroom 15 hours/week for 35 weeks (or two semesters) = 525 student contact hours. 525 student contact hours = 1 FTES. Example: 400 student contact hours = $400/525 = 0.762$ FTES. The State apportionment process and District allocation model both use FTES as the primary funding criterion.
FTEF	Full Time Equivalent Faculty A faculty member teaching 15 units for two semesters (30 units for the year) = 1 FTE. Example: a 6 unit assignment = $6/30 = 0.20$ FTEF (annual). The college also computes semester FTEF by changing the denominator to 15 units. However, in the program review data, all FTE is annual. FTEF includes both Full-Time Faculty and Part-Time Faculty. FTEF in this program review includes faculty assigned to teach extra large sections (XL Faculty). This deviates from the district practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly produce represent faculty productivity and associated costs.
Cross Listed FTEF	FTEF is assigned to all faculty teaching cross-listed sections. The FTEF assignment is proportional to the number of students enrolled at census. This deviates from the practice of assigning load only to the primary section. It is necessary to account for these cross-listed assignments to properly represent faculty productivity and associated costs.
XL FTE	Extra Large FTE: This is the calculated assignment for faculty assigned to extra large sections (greater than 60 census enrollments). The current practice is not to assign FTE. Example: if census > 60, 50% of the section FTE assignment for each additional group of 25 (additional tiers).
WSCH	Weekly Student Contact Hours The term "WSCH" is used as a total for weekly student contact hours AND as the ratio of the total WSCH divided by assigned FTEF. Example: 20 sections of 40 students at census enrolled for 3 hours per week taught by 4.00 FTEF faculty. $(20 \times 40 \times 3) = 2,400$ WSCH / 4.00 FTEF = 600 WSCH/FTEF.
WSCH to FTES	Using the example above: $2,400$ WSCH x 35 weeks = 84,000 student contact hours = $84,000 / 525 = 160$ FTES (see FTES definition). Simplified Formulas: $FTES = WSCH/15$ or $WSCH = FTES \times 15$
District Goal	Program WSCH ratio goal. WSCH/FTEF The District goal was set in 2006 to recognize the differences in program productivity.

EAC Program Review 2011-2012

C2: Productivity Summary Table

This table is a summary of the detail information provided in the *Program Review Productivity Report*. The “3 Year Average” was computed to provide a trend benchmark to compare the results of the prior three years to the FY11 results. The “FY11 College” percentages are included to provide a benchmark to compare the program’s percentages.

Assistive Computer Technology							
Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change	College Change
Sections	16	15	16	16	11	-30%	-12%
Census	293	311	312	305	243	-20%	0%
FTES	24	28	24	25	24	-4%	-1%
FT Faculty	0.50	0.30	0.55	0.45	0.75	67%	3%
PT Faculty	0.55	0.73	0.40	0.56	0.08	-87%	-11%
XL Faculty	-	-	-	-	-	0%	5%
Total Faculty	1.05	1.03	0.95	1.01	0.83	-18%	-4%
WSCH	343	408	379	371	434	17%	3%

Education Assistance Center							
Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change	College Change
Sections	22	21	13	19	12	-36%	-12%
Census	360	383	290	344	219	-36%	0%
FTES	31	30	25	29	21	-28%	-1%
FT Faculty	0.31	0.16	0.31	0.26	0.23	-10%	3%
PT Faculty	1.17	1.13	0.64	0.98	0.56	-43%	-11%
XL Faculty	-	-	-	-	-	0%	5%
Total Faculty	1.48	1.29	0.95	1.24	0.79	-36%	-4%
WSCH	314	349	395	351	399	14%	3%

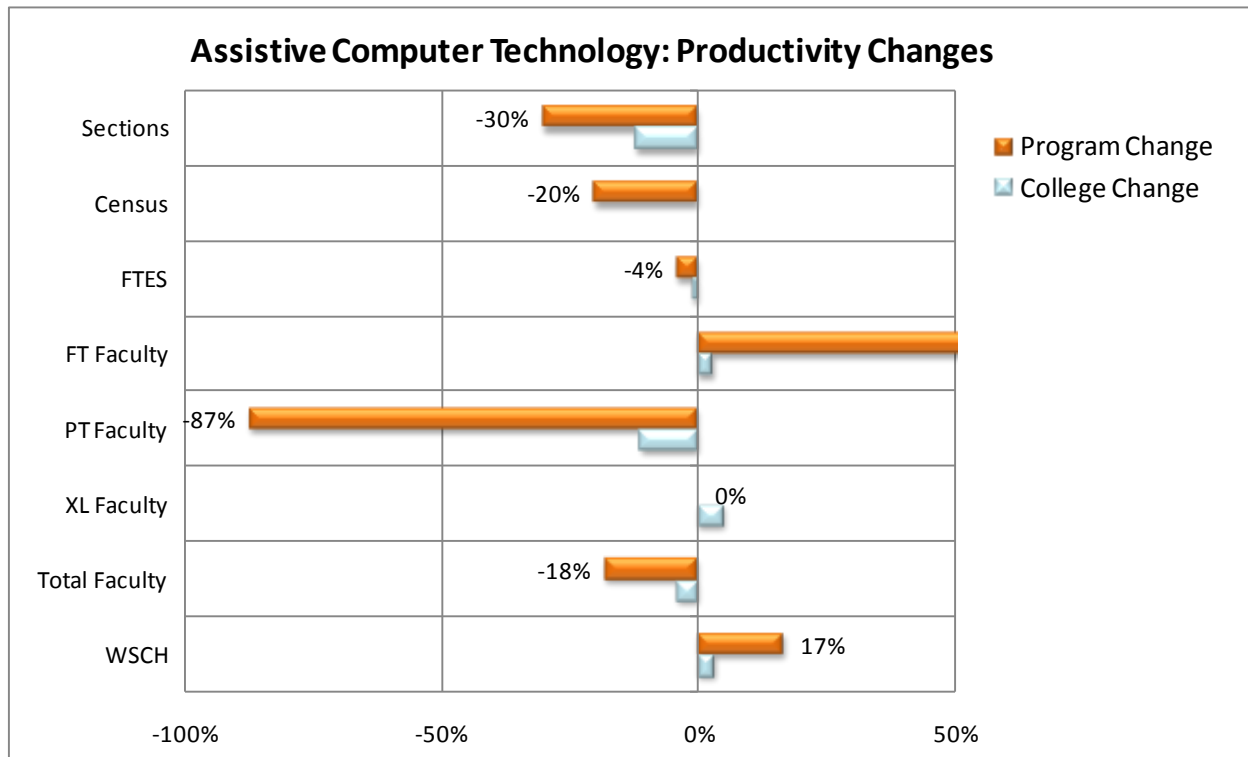
Cognitively Diverse Learners							
Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change	College Change
Sections	-	-	2	1	3	350%	-12%
Census	-	-	48	16	74	363%	0%
FTES	-	-	5	2	7	363%	-1%
FT Faculty	-	-	0.15	0.05	0.25	400%	3%
PT Faculty	-	-	-	-	-	0%	-11%
XL Faculty	-	-	-	-	-	0%	5%
Total Faculty	-	-	0.15	0.05	0.25	400%	-4%
WSCH			500	600	420	-30%	3%

EAC Program Review 2011-2012

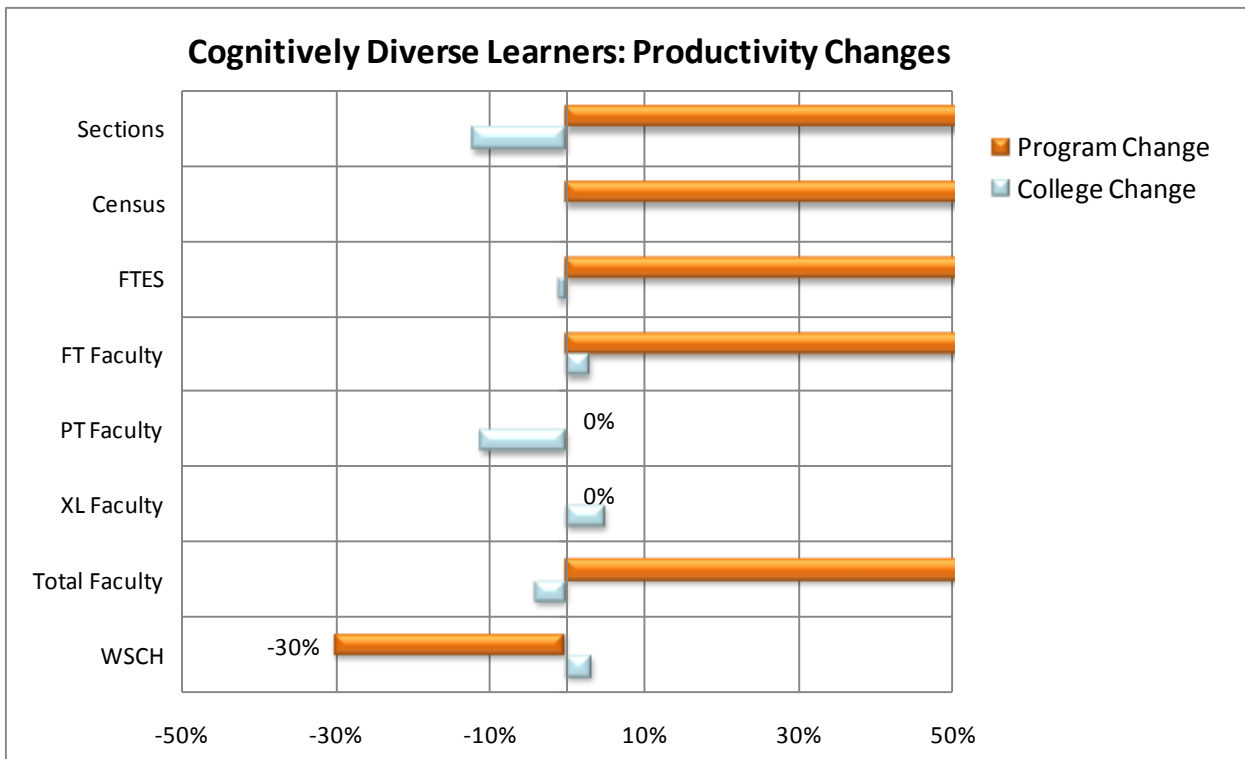
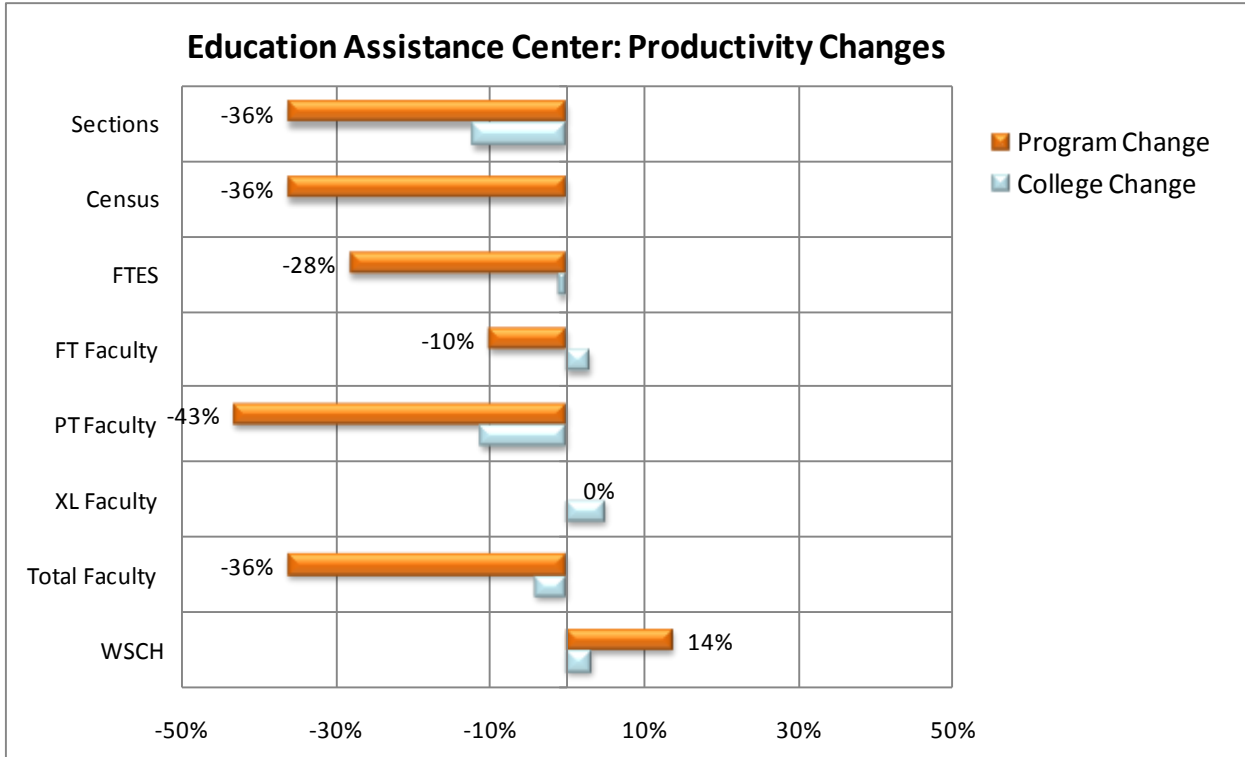
Learning Skills							
Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change	College Change
Sections	50	44	22	39	16	-59%	-12%
Census	866	883	484	744	359	-52%	0%
FTES	61	68	43	57	36	-38%	-1%
FT Faculty	1.03	1.00	-	0.68	0.40	-41%	3%
PT Faculty	2.10	1.87	1.93	1.97	1.18	-40%	-11%
XL Faculty	-	-	-	-	-	0%	5%
Total Faculty	3.13	2.87	1.93	2.64	1.58	-40%	-4%
WSCH			334	324	342	6%	3%

C3: Comparative Productivity Changes Chart

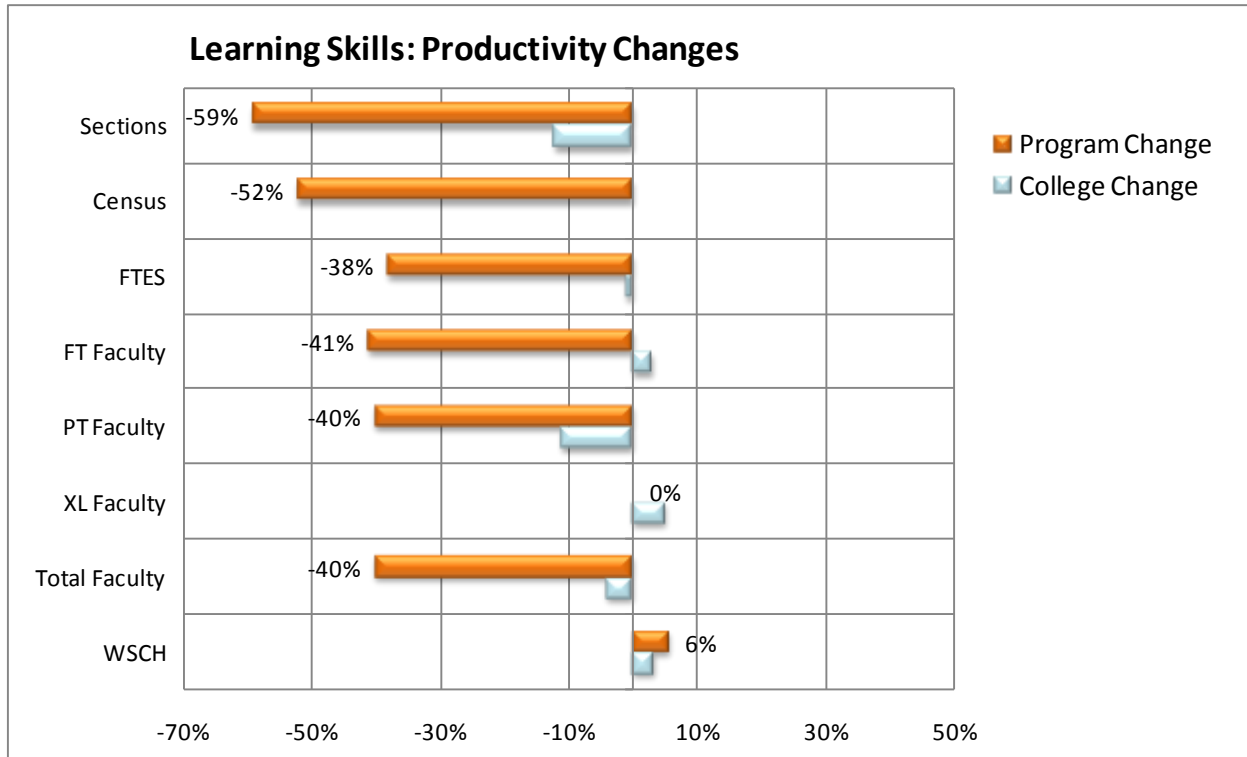
This chart illustrates the percentage change from the prior three year average productivity to the FY11 productivity. The top bar for each budget category represents the program's change in productivity and includes the data label. The second bar represents the college's change in productivity.



EAC Program Review 2011-2012



EAC Program Review 2011-2012



C4: Interpretation of the Program Productivity Information

The C2 productivity table clearly indicates the loss of sections/classes that we have historically been offering. And, the percentage of change is significantly higher than that which the college experienced. The ACT area experienced a 30% decrease, EAC 36% decrease and LS 59% decrease while a new area, CDL was established. The WSCH ratio for all areas of our program are lower than the district goal of 525 however this is due to these classes being capped at 20-25 student level due to state mandates of special classes.

EAC Program Review

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D1: District WSCH Ratio Productivity Table

This table shows the District WSCH ratio (WSCH/FTEF) for each course by year for this program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table distributes FTEF to all cross-listed sections (proportional to census enrollment) but does not include the associated faculty costs of extra large assignment.

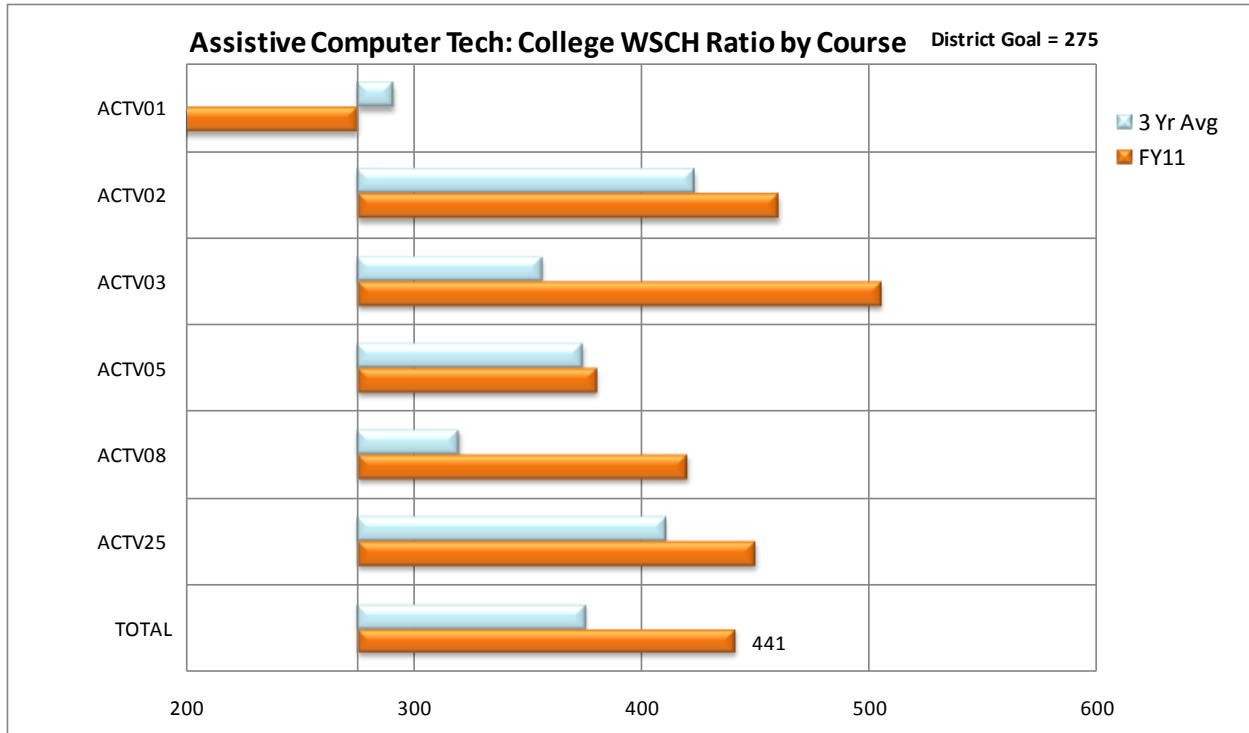
District WSCH Ratio = WSCH / (PT FTE + FT FTE).

Educaton Assistance Ctr									
District WSCH Ratio: Weekly Student Contact Hours/(FT FTE+PT FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
EACV01	College & Life Strategies	308	405	323	333	360	8%	325	111%
EACV11	S.A.V.E.S. Assessment	-	29	-	29	-	-100%	325	0%
EACV19	Learning Strategies & Technology	244	375	348	313	300	-4%	325	92%
EACV21	Weight Train/Conditn:Adaptive	403	341	531	412	434	5%	325	134%
EACV21	Weight Train/Cond: Adaptive	403	341	531	412	434	5%	325	134%
EACV25	Introduction to Dance:Adaptive	444	640	-	537	-	-100%	325	0%
EACV26	Indiv & Team Sports: Adaptive	221	401	347	305	393	29%	325	121%
EACV27	Adaptive Swimming/Aquatics	290	251	-	270	-	-100%	325	0%
EACV28	Multicultural Dance:Adaptive	444	619	-	535	-	-100%	325	0%
EACV32	Job-Seeking Strategies	267	50	-	158	-	-100%	325	0%
EACV60G	Grief: Death, Loss, Disability	247	241	-	245	-	-100%	325	0%
EACV60H	Holistic Health & Disabilities	-	324	300	310	-	-100%	325	0%
TOTAL	Annual District WSCH Ratio	315	355	399	351	395	13%	325	122%

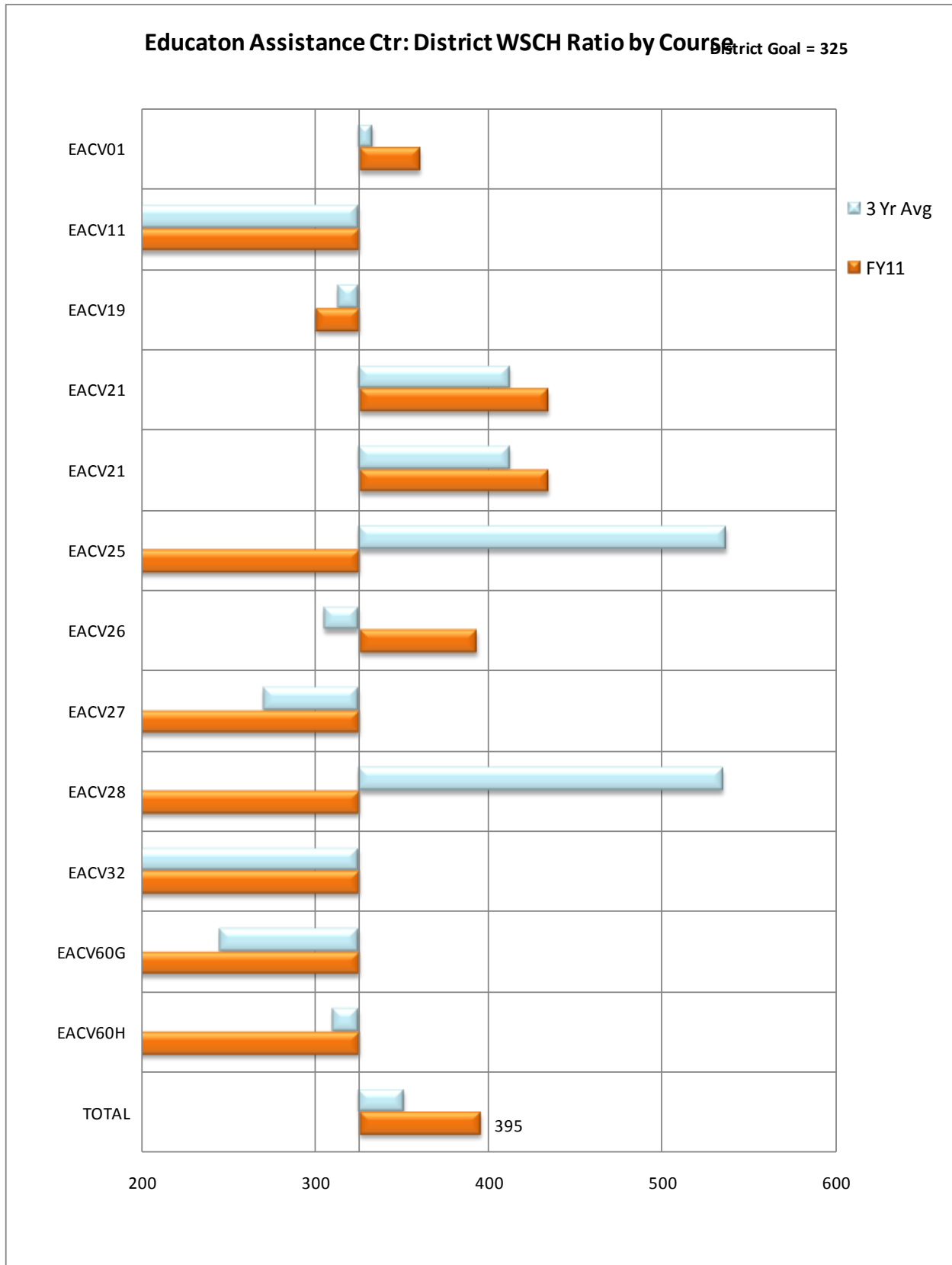
EAC Program Review 2011-2012

D2: District WSCH Ratio Productivity Chart

This chart illustrates the course level District WSCH ratio. The top bar shows the program's three year average. The second bar shows the program's FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart.



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EAC Program Review

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D3: College WSCH Ratio Productivity Table

This table shows the College's WSCH ratio (WSCH/FTEF) for each course by year for the program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table includes the associated faculty costs of extra large sections. Faculty teaching extra large sections are paid stipends equal to 50% of their section FTE assignment for each group of 25 students beyond the first 60 students (calculated in this table as XL FTE). This College WSCH Ratio is a more valid representation of WSCH productivity. The College WSCH Ratio will be used in the program review process.

College WSCH Ratio = WSCH / (PT FTE + FT FTE + XL FTE)

Assistive Computer Tech									
College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
ACTV01	ACT Evaluation	423	245	206	291	-	-100%	275	0%
ACTV02	ACT Keyboarding Skills	353	490	427	423	460	9%	275	167%
ACTV03	ACT Access to Computers	355	348	366	356	505	42%	275	184%
ACTV05	ACT Internet Skills	360	406	356	374	380	2%	275	138%
ACTV08	ACT Spelling Skills	230	360	460	320	420	31%	275	153%
ACTV25	ACT Writing Skills	320	450	460	410	450	10%	275	164%
TOTAL	Annual College WSCH Ratio	339	405	384	375	441	18%	275	160%

Educaton Assistance Ctr									
College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
EACV01	College & Life Strategies	308	405	323	333	360	8%	325	111%
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EACV28	Multicultural Dance: Adaptive	444	619	-	535	-	-100%	325	0%
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EACV60H	Holistic Health & Disabilities	-	324	300	310	-	-100%	325	0%
TOTAL	Annual College WSCH Ratio	315	355	399	351	395	13%	325	122%

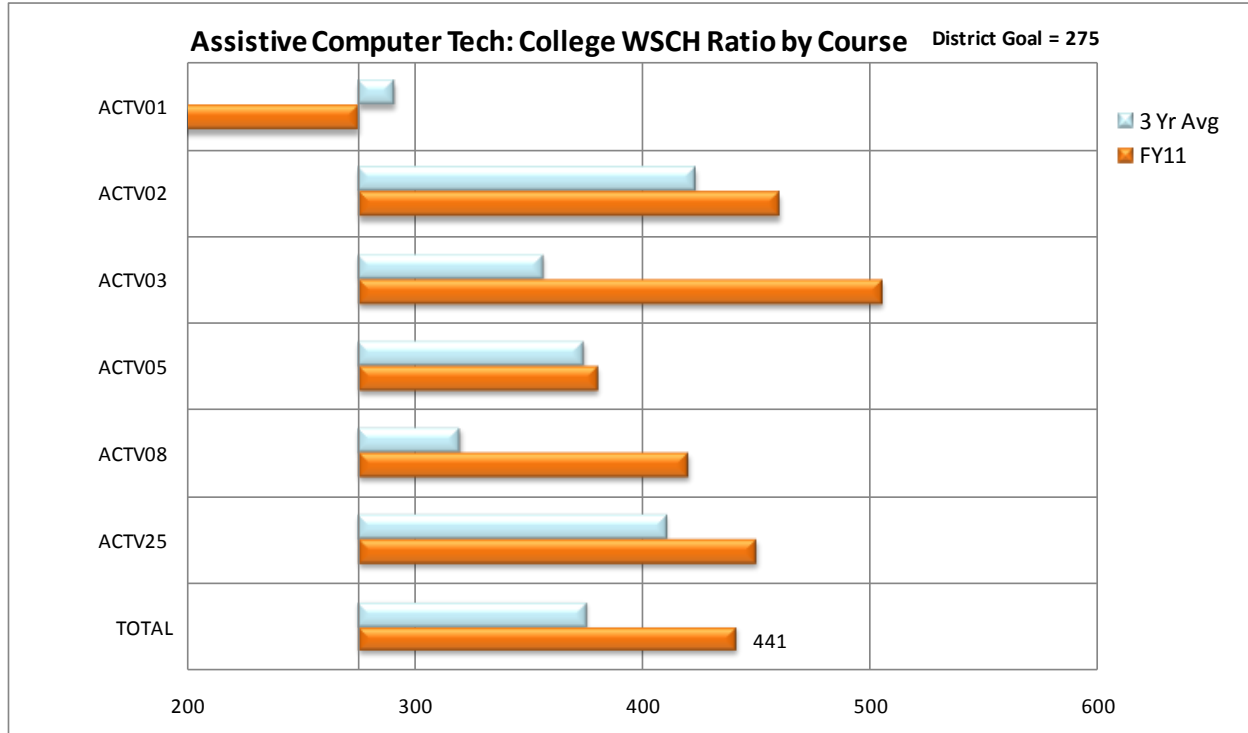
Cognitively Diverse Learners									
College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
CDLV01	Skills for Cognitively Diverse	-	-	480	480	480	0%	525	91%
CDLV03	Finance: Cognitively Diverse	-	-	-	-	390	0%	525	74%
TOTAL	Annual College WSCH Ratio			480	480	444	-8%	525	85%

EAC Program Review 2011-2012

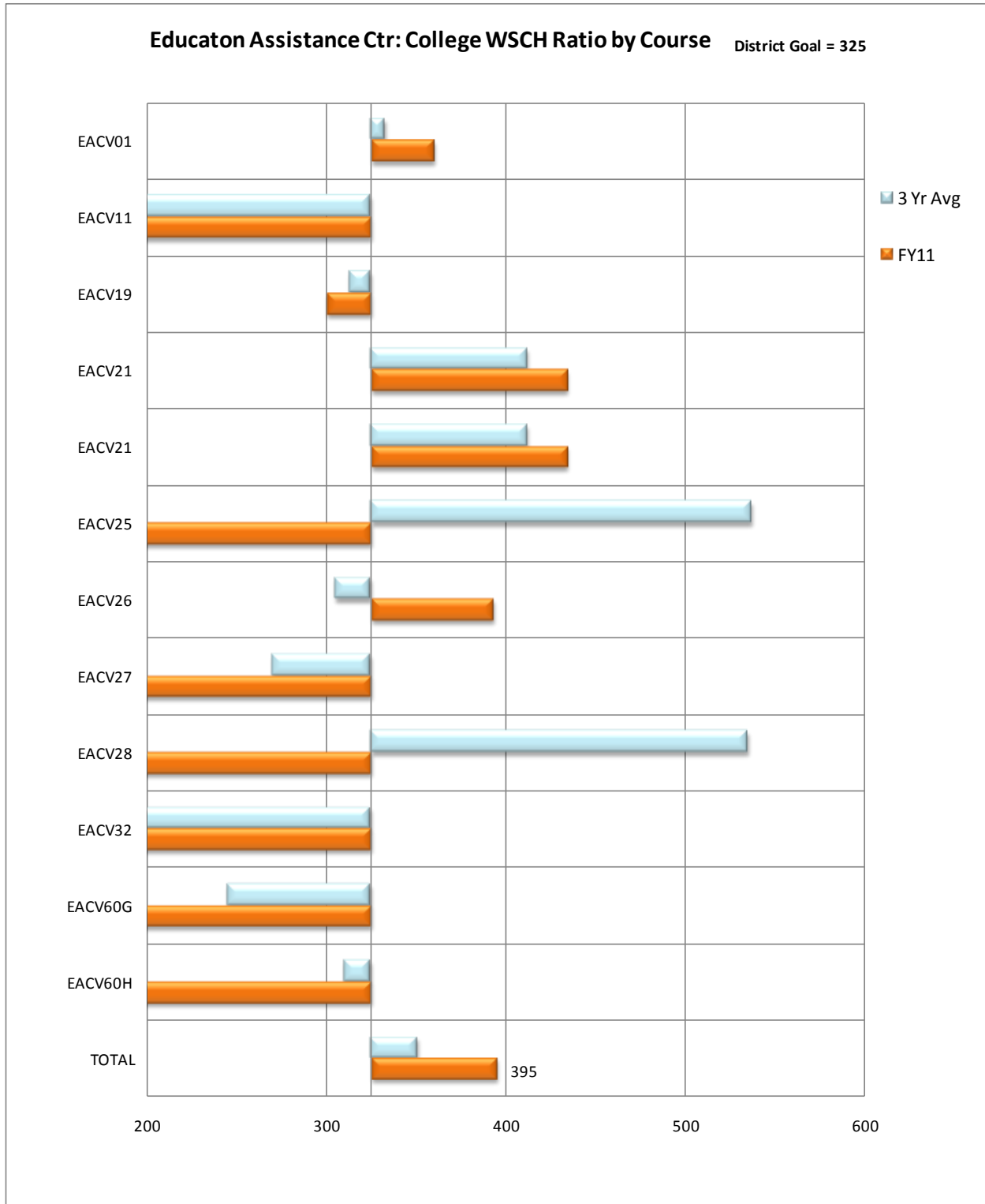
Learning Skills									
College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
LSV01L	Assessment/Learning Skills Lab	220	256	215	236	-	-100%	300	0%
LSV02		323	353	308	328	338	3%	300	113%
LSV03A	Study Skills: Notetaking	135	111	-	127	-	-100%	300	0%
LSV03B	Study Skills: Test Taking	148	184	241	181	-	-100%	300	0%
LSV03C	Study Skills: Research Paper	139	111	326	179	-	-100%	300	0%
LSV07	LS: Fundamentals of Math	376	449	352	391	352	-10%	300	117%
LSV08	Spelling Improvement	300	278	-	289	-	-100%	300	0%
LSV09	Personal Development	180	330	-	255	-	-100%	300	0%
LSV10	Vocabulary Building	300	405	330	345	300	-13%	300	100%
LSV14	Memory Power	316	330	353	331	353	6%	300	118%
LSV19	Learning Strategies & Tech	120	-	-	120	-	-100%	300	0%
LSV25	Improve Grammar/Writing Skills	319	394	336	349	328	-6%	300	109%
TOTAL	Annual College WSCH Ratio	294	355	335	326	341	5%	300	114%

D4: College WSCH Ratio Productivity Chart

This chart illustrates the course level College WSCH ratio. The top bar shows the program's three year average. The second bar shows the FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart. The computation used for the College WSCH Ratio includes XL FTE (extra-large sections) and the assignment of FTEF to all cross-listed sections (proportional to census enrollment).

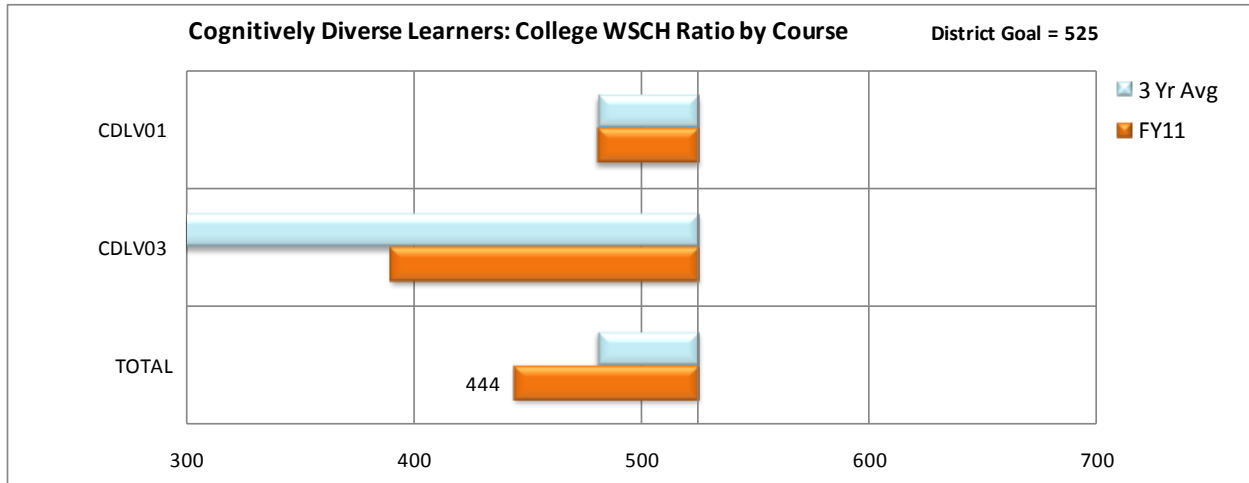


EAC Program Review 2011-2012

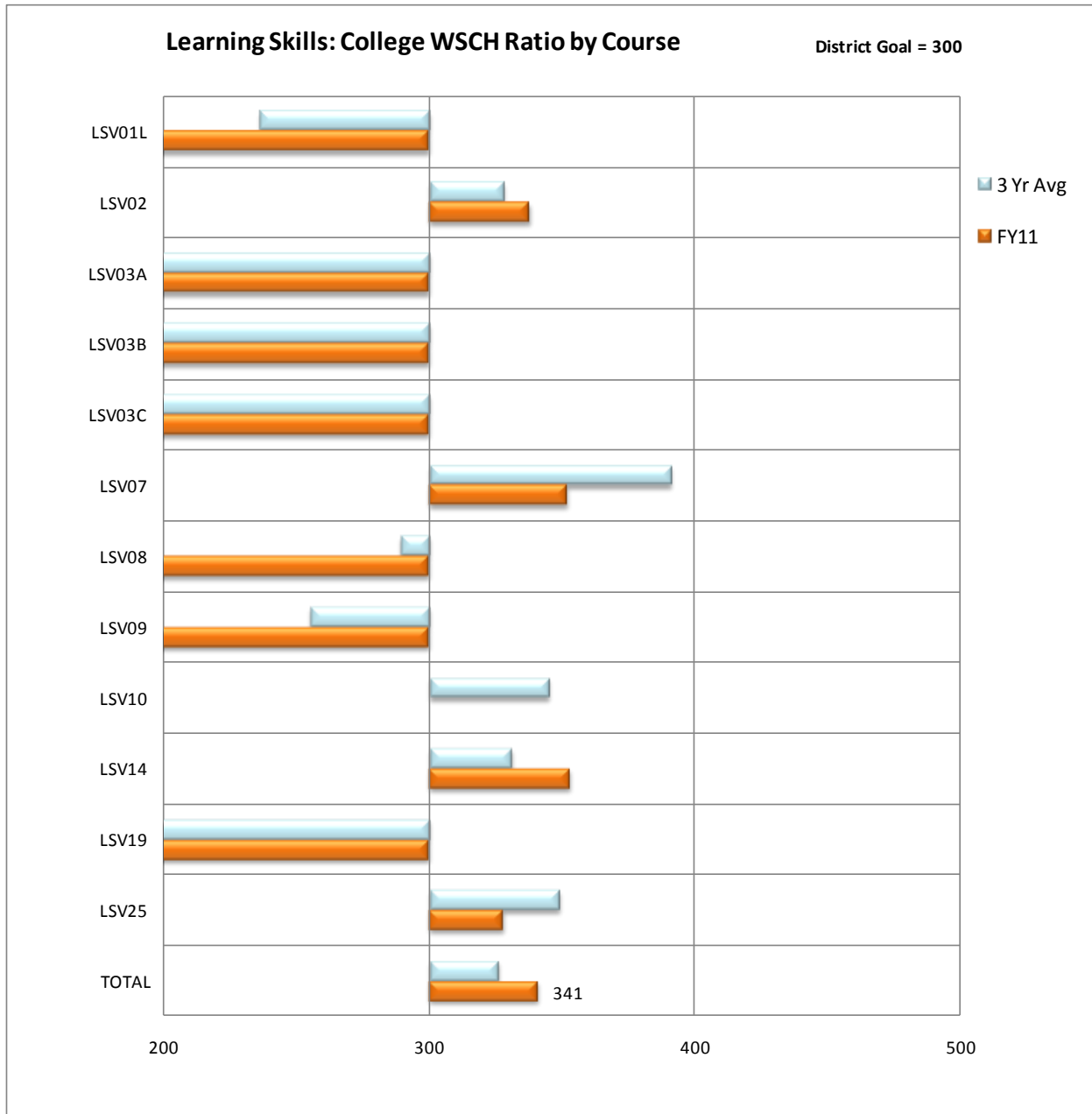


EAC Program Review

2011-2012



EAC Program Review 2011-2012



D5: Productivity Detail Report

The program’s detail productivity information is available in *Appendix B – Program Review Productivity Report*. This report is a PDF document and is searchable. The productivity information was extracted from the District’s Banner Student System. The productivity information includes all information associated with the program’s subject codes. The *Program Review Productivity Report* is sorted by subject code (alphabetical order) and includes the following sections: productivity measures and WSCH ratios by course by year.

EAC Program Review

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D6: Interpretation of the Program Course Productivity Information

First off, incomplete information was given for part D1 and D2. Missing in part D1 was the table for ACT, CDL and LS classes. Missing in part D2 was the chart for CDL and LS classes.

When looking at the WSCH ratio for ACT, LS and EAC, all far exceed the district goal in each of the separate areas. ACT is at 160%, EAC is at 122% and LS is at 114%. It is interesting to observe that for each area, there is a different district goal. This can be contributed to the definition of a specialized class and how student enrollment is limited. However in the area of CDL, the district goal is 525. This may be an error in the report and with this error; it indicates that CDL is under in WSCH ratio.

Observations of the WSCH ratio charts were interesting to look at. All classes currently being offered by ACT, LS and EAC are all on the positive side of the chart, and classes that have not been offered for at least 1+ year are on the negative side of the chart. Again, CDL is all negative due to the high district ratio that is indicated.

An overall assessment can be made is that EAC, LS and ACT classes are very successful in the program course productivity area that is being evaluated.

EAC Program Review 2011-2012

E1: Student Success Terminology

Census	Number of students enrolled at Census (typically the 4 th week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes.
Retain	Students completing the class with any grade other than W or DR divided by Census Example: 40 students enrolled, 5 students dropped prior to census, 35 students were enrolled at census, 25 students completed the class with a grade other than W or DR: Retention Rate = 25/35 = 71%
Success	Students completing the class with grades A, B, C, CR or P divided by Census Excludes students with grades D, F, or NC.

E2: Student Success Summary

The following two tables summarize the detail information provided in the *Appendix C - Program Review Student Success Report*. The first table shows the number of students. The second table shows the percentage of students. Both tables show the distribution of student grades by year for the program (subject). They show the number of students who were counted at census, completed the class (retention), and were successful. The “3 Year Average” was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 success measures. The “College” success percentages are included to compare the results of the program to the results of the college.

Assistive Computer Technology												
Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
ACT	FY08	-	-	-	230	-	-	16	45	291	275	230
ACT	FY09	-	-	-	220	-	-	28	55	303	274	220
ACT	FY10	-	-	-	244	-	-	24	41	309	285	244
ACT	3 Year Avg	-	-	-	231	-	-	23	47	301	278	231
ACT	FY11	-	-	-	207	-	-	9	22	238	229	207
Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
ACT	FY08	0%	0%	0%	79%	0%	0%	5%	15%		95%	79%
ACT	FY09	0%	0%	0%	73%	0%	0%	9%	18%		90%	73%
ACT	FY10	0%	0%	0%	79%	0%	0%	8%	13%		92%	79%
ACT	3 Year Avg	0%	0%	0%	77%	0%	0%	8%	16%		92%	77%
ACT	FY11	0%	0%	0%	87%	0%	0%	4%	9%		96%	87%
College	3 Year Avg	33%	19%	12%	5%	5%	10%	15%	2%		85%	68%
College	FY11	33%	20%	13%	3%	5%	10%	14%	2%		86%	70%

EAC Program Review 2011-2012

Education Assistance Center												
Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
EAC	FY08	134	9	21	51	5	13	32	32	297	265	215
EAC	FY09	147	19	14	49	1	11	28	52	321	291	229
EAC	FY10	101	16	12	35	3	11	24	31	233	209	164
EAC	3 Year Avg	127	15	16	45	3	12	28	38	284	255	203
EAC	FY11	87	17	13	10	5	15	15	9	171	155	127
Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
EAC	FY08	45%	3%	7%	17%	2%	4%	11%	11%		89%	72%
EAC	FY09	46%	6%	4%	15%	0%	3%	9%	16%		91%	71%
EAC	FY10	43%	7%	5%	15%	1%	5%	10%	13%		90%	70%
EAC	3 Year Avg	45%	5%	6%	16%	1%	4%	10%	13%		90%	71%
EAC	FY11	51%	10%	8%	6%	3%	9%	9%	5%		91%	74%
College	3 Year Avg	33%	19%	12%	5%	5%	10%	15%	2%		85%	68%
College	FY11	33%	20%	13%	3%	5%	10%	14%	2%		86%	70%

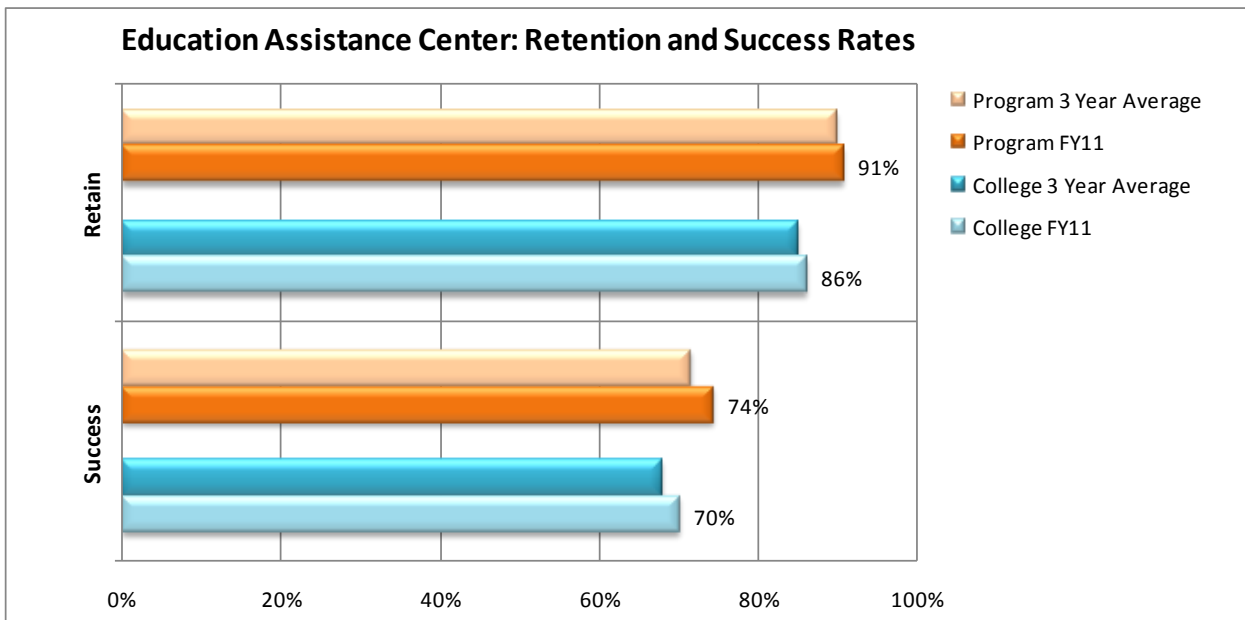
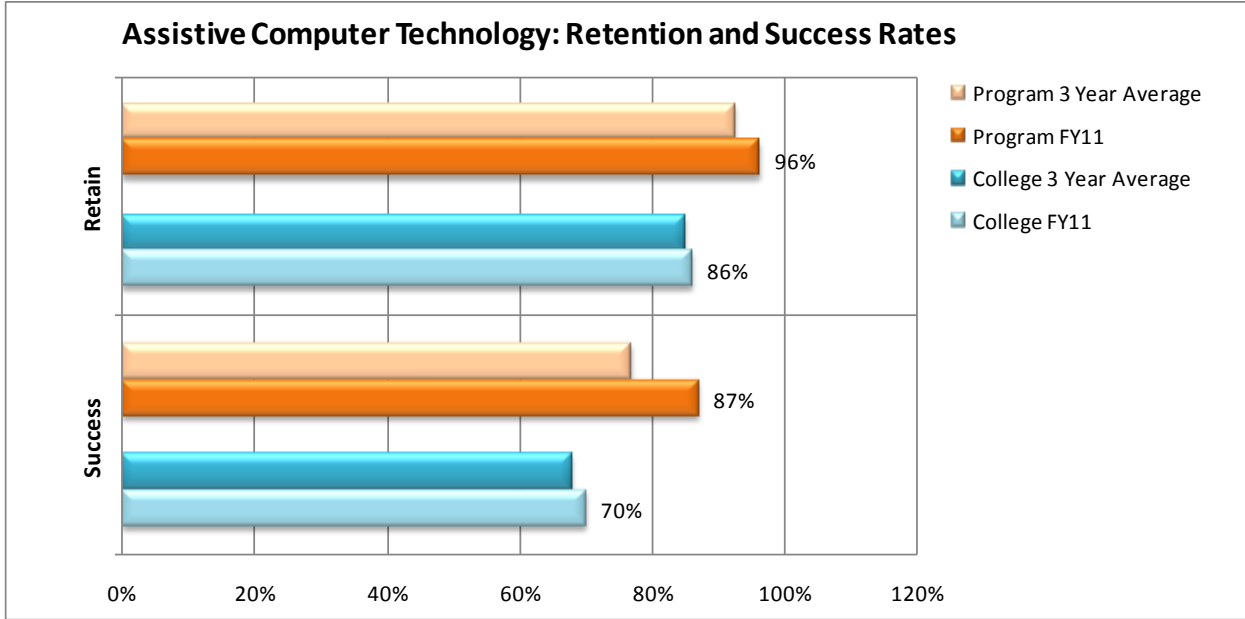
Cognitively Diverse Learner												
Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
CDL	FY08	-	-	-	230	-	-	16	45	291	275	230
CDL	FY09	-	-	-	220	-	-	28	55	303	274	220
CDL	FY10	-	-	-	44	-	-	-	4	48	48	44
CDL	3 Year Avg	-	-	-	15	-	-	-	1	16	16	15
CDL	FY11	-	-	-	73	-	-	-	1	74	74	73
Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
CDL	FY08	0%	0%	0%	79%	0%	0%	5%	15%		95%	79%
CDL	FY09	0%	0%	0%	73%	0%	0%	9%	18%		90%	73%
CDL	FY10	0%	0%	0%	92%	0%	0%	0%	8%		100%	92%
CDL	3 Year Avg	0%	0%	0%	94%	0%	0%	0%	6%		100%	94%
CDL	FY11	0%	0%	0%	99%	0%	0%	0%	1%		100%	99%
College	3 Year Avg	33%	19%	12%	5%	5%	10%	15%	2%		85%	68%
College	FY11	33%	20%	13%	3%	5%	10%	14%	2%		86%	70%

Learning Skills												
Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
LS	FY08	151	120	90	192	53	28	116	91	841	725	553
LS	FY09	163	117	113	207	56	42	101	62	861	759	600
LS	FY10	100	96	89	66	20	19	65	20	475	410	351
LS	3 Year Avg	138	111	97	155	43	30	94	58	726	631	501
LS	FY11	84	58	62	45	21	20	47	12	349	302	249
Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
LS	FY08	18%	14%	11%	23%	6%	3%	14%	11%		86%	66%
LS	FY09	19%	14%	13%	24%	7%	5%	12%	7%		88%	70%
LS	FY10	21%	20%	19%	14%	4%	4%	14%	4%		86%	74%
LS	3 Year Avg	19%	15%	13%	21%	6%	4%	13%	8%		87%	69%
LS	FY11	24%	17%	18%	13%	6%	6%	13%	3%		87%	71%
College	3 Year Avg	33%	19%	12%	5%	5%	10%	15%	2%		85%	68%
College	FY11	33%	20%	13%	3%	5%	10%	14%	2%		86%	70%

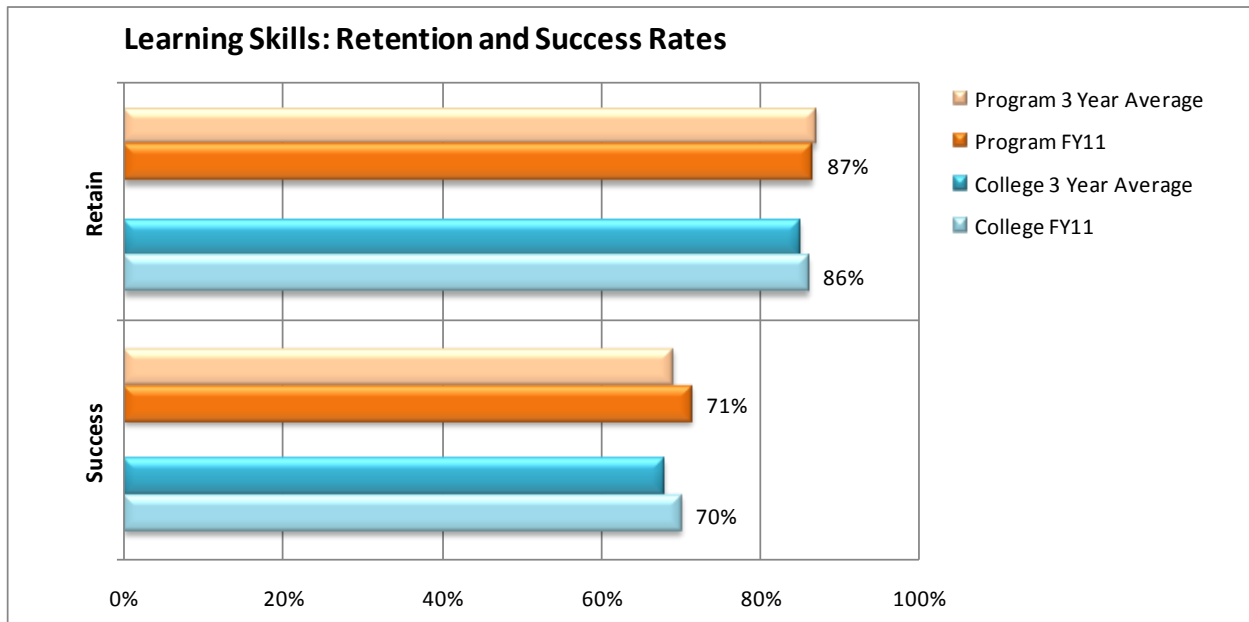
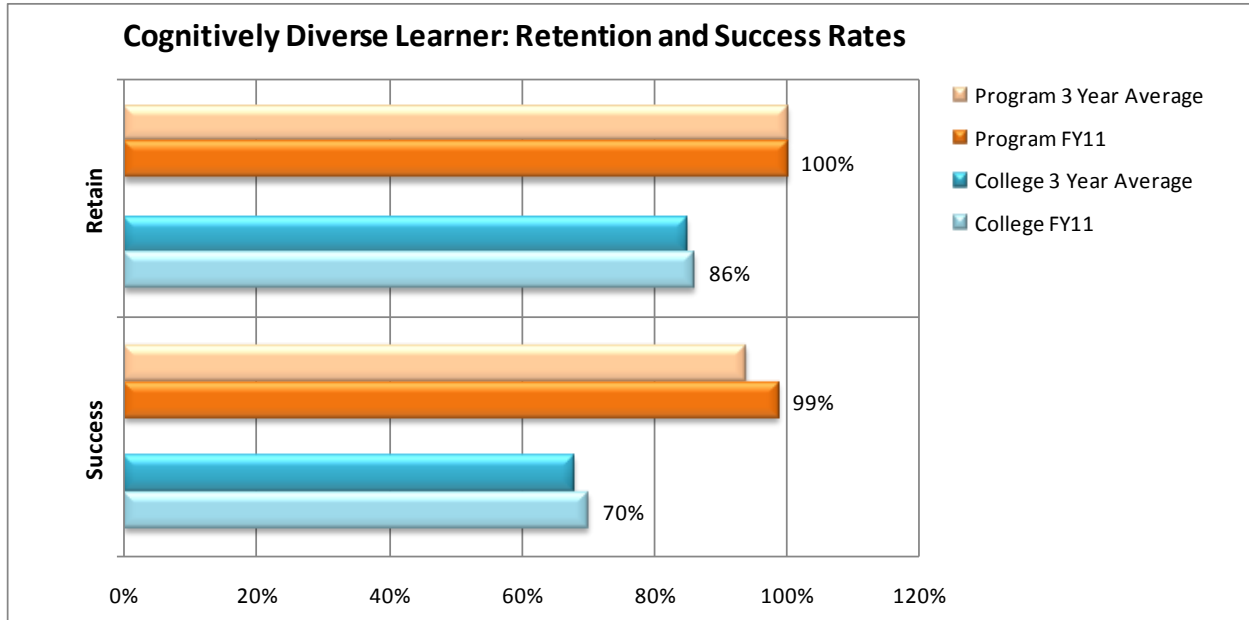
EAC Program Review 2011-2012

E3: Retention and Success Rates

This chart illustrates the retention and success rates of students who were counted at census. Each measure has four bars. The first bar represents the program's prior three year average percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.



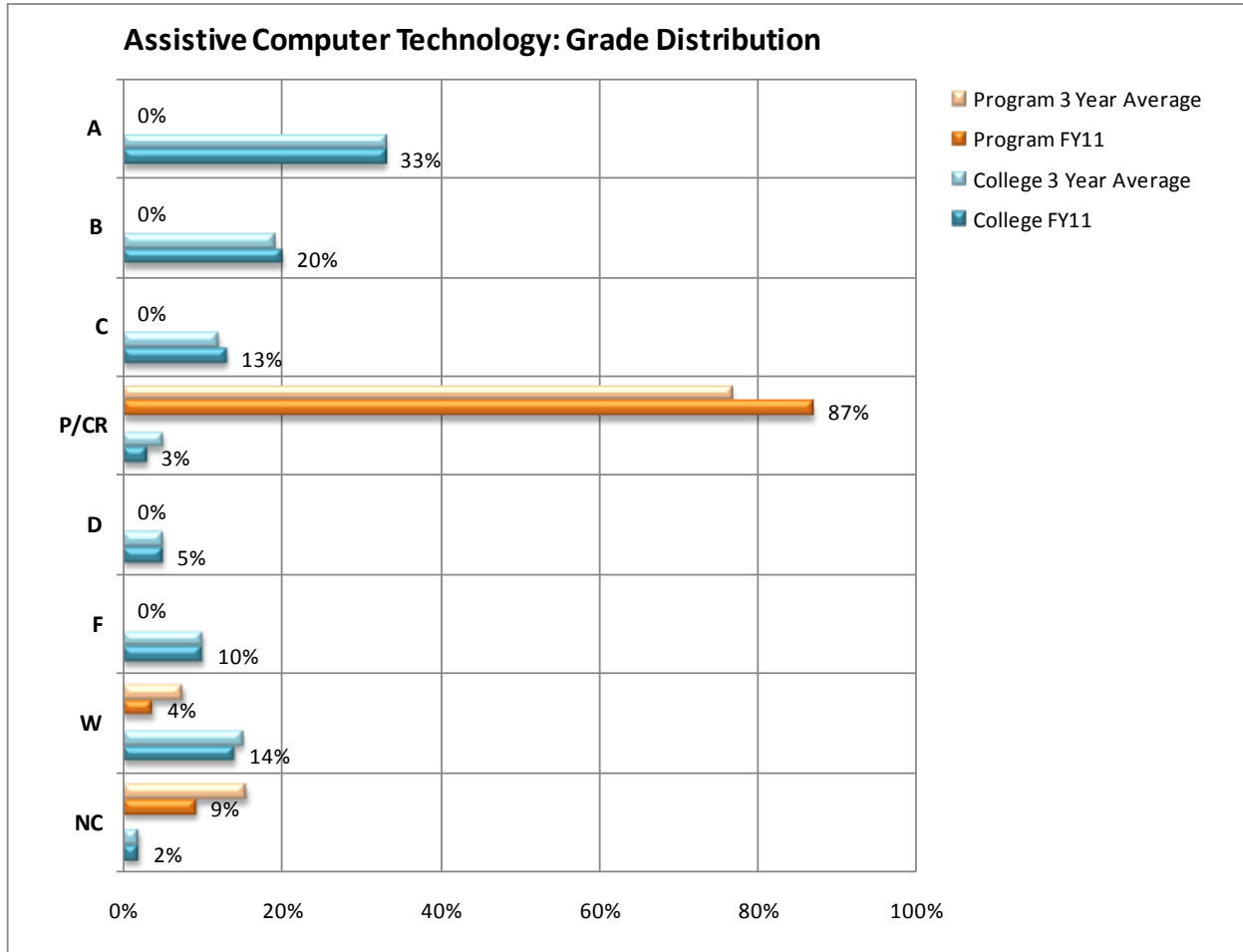
EAC Program Review 2011-2012



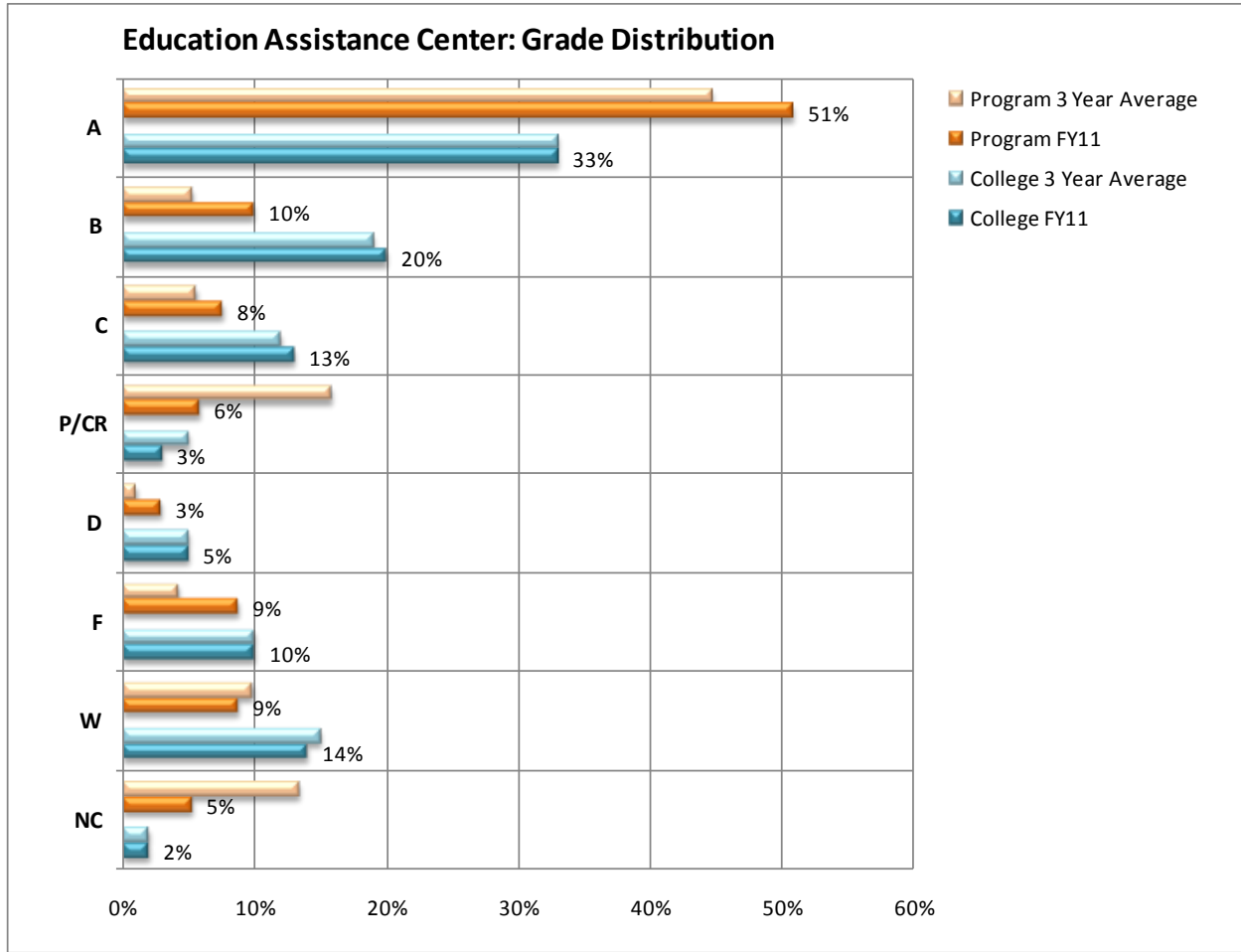
EAC Program Review 2011-2012

E4: Grade Distribution

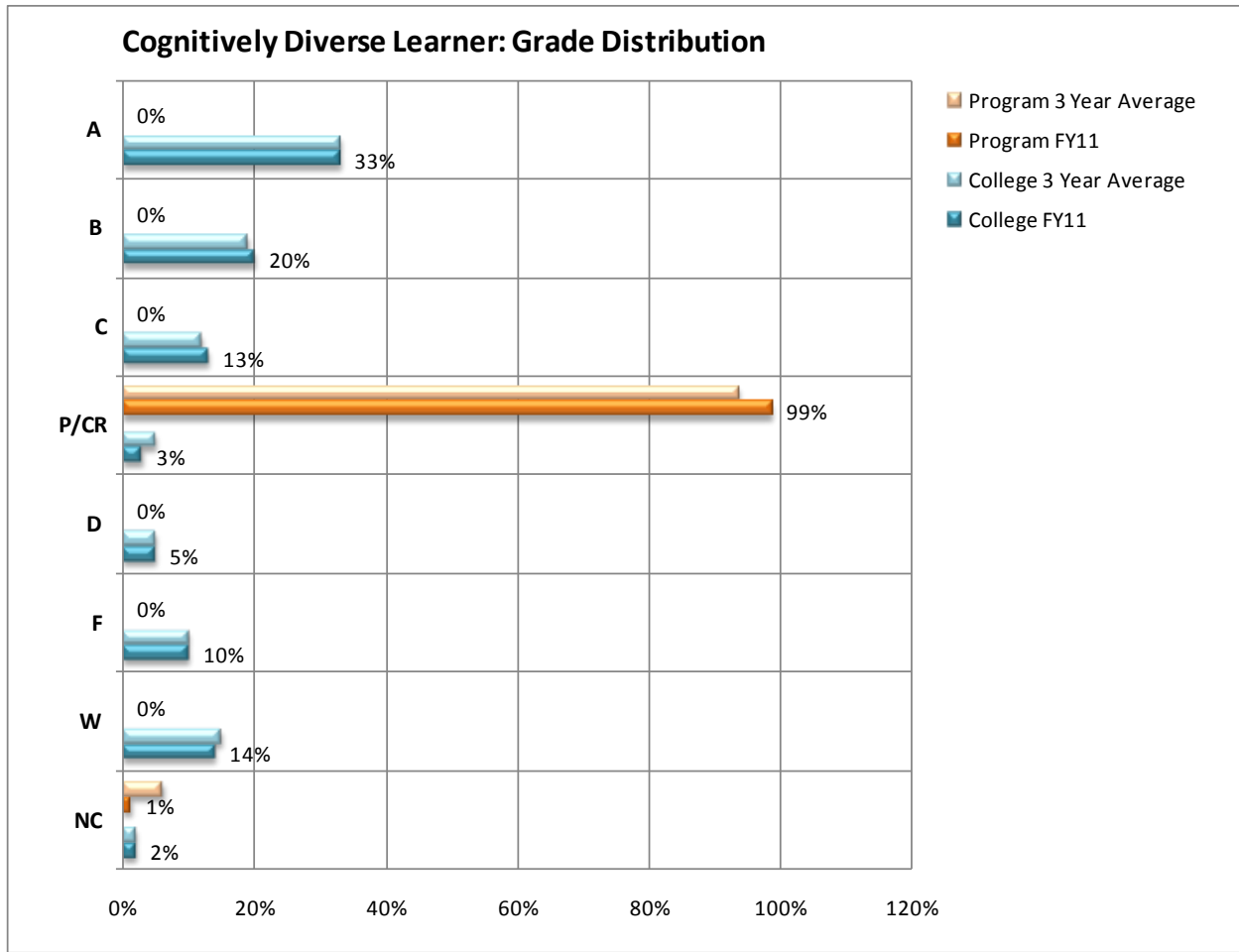
This chart illustrates the program's distribution of grades (by subject). Each grade has four bars. The first bar represents the program's prior three year average percent of grades. The second bar shows last year's (FY11) grade distribution percents. The third and fourth bars represent the overall college distribution percents.



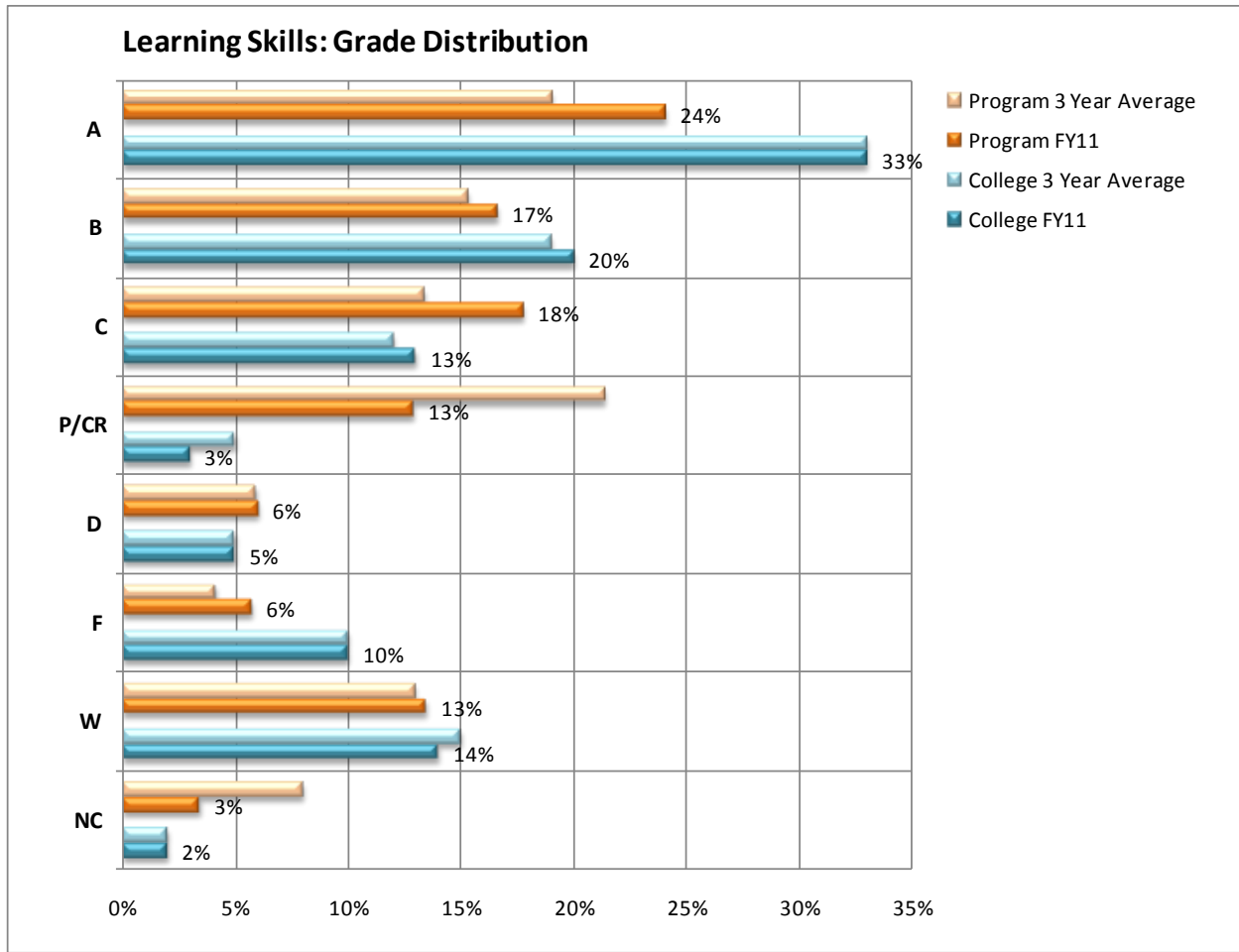
EAC Program Review 2011-2012



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E5: Student Success Detail Report

The program student success detail information is available in *Appendix C – Program Review Student Success Report*. This report is a PDF document and is searchable. The student success information was extracted from the District’s Banner Student System. The student success information includes all information associated with the program’s subject codes. The *Program Review Student Success Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary and course detail by term. The following table defines the terminology.

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E6: Interpretation of Program Retention, Student Success, and Grade Distribution

Student success and retention rates in Learning Assistance classes are all above the college averages. ACT is 10% higher, EAC is 5% higher, LS is 1% higher and CDL has a 100% level which is fantastic. This can be attributed to the student population of this area and that most of these students participate in a community day program and part of the program includes taking these classes at Ventura College.

Learning Assistance classes are a support system in itself and this helps with setting a standard of academic behavior for students which then flows out into general college courses. This increases retention and success rates there as well.

In the other areas of this program, students are coming to Ventura College underprepared in basic foundations of education, specifically students with disabilities. These students are dedicated in developing educational skills and find self motivation in these classes and get prepared to taking general education classes. This dedication and motivation highly influences the retention and student success rates, as well as grades, in Learning Assistance classes.

F1: Program Completion – Student Awards

This table shows the number of students who completed a program certificate or degree during the fiscal year. Gender distribution is included. The following chart illustrates this information.

NA

F2: Interpretation of the Program Completion Information

Learning assistance classes do not lead to degrees or certificates. They facilitate learning so that the student may reach their goal that might include degree or certificates or transfer.

EAC Program Review 2011-2012

G1: Student Demographics Summary Tables

This table shows the program and college census enrollments for each demographic category. It also shows the average age of the students. The program FY11 results can be compared to its prior three year average, the college FY11 results, and the college prior three year average.

Assistive Computer Technology													
Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
ACT	FY08,	73	152	5	4	1	3	8	45	138	152	1	40
ACT	FY09,	86	119	17	8	-	-	8	65	128	172	3	38
ACT	FY10,	83	135	6	9	-	8	2	66	136	172	1	33
ACT	3 Year Avg	81	135	9	7	-	4	6	59	134	165	2	37
ACT	FY11	71	114	6	7	1	2	1	36	107	130	1	31
College	3 Year Avg	11,806	11,169	988	1,005	217	827	403	2,302	15,888	12,694	134	27
College	FY11	13,034	10,566	977	1,040	196	886	402	1,688	15,734	13,014	40	24

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
ACT	FY08,	25%	52%	2%	1%	0%	1%	3%	15%	47%	52%	0%	40
ACT	FY09,	28%	39%	6%	3%	0%	0%	3%	21%	42%	57%	1%	38
ACT	FY10,	27%	44%	2%	3%	0%	3%	1%	21%	44%	56%	0%	33
ACT	3 Year Avg	27%	45%	3%	2%	0%	1%	2%	20%	45%	55%	1%	37
ACT	FY11	30%	48%	3%	3%	0%	1%	0%	15%	45%	55%	0%	31
College	3 Year Avg	41%	39%	3%	3%	1%	3%	1%	8%	55%	44%	0%	27
College	FY11	45%	37%	3%	4%	1%	3%	1%	6%	55%	45%	0%	24

Educational Assistance Center													
Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
EAC	FY08,	70	170	8	10	-	-	1	38	150	147	-	35
EAC	FY09,	83	163	9	8	2	2	6	48	164	156	1	35
EAC	FY10,	62	120	6	6	1	3	3	32	112	121	-	31
EAC	3 Year Avg	72	151	8	8	1	2	3	39	142	141	-	34
EAC	FY11	54	65	5	11	-	4	1	31	84	87	-	29
College	3 Year Avg	11,806	11,169	988	1,005	217	827	403	2,302	15,888	12,694	134	27
College	FY11	13,034	10,566	977	1,040	196	886	402	1,688	15,734	13,014	40	24

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
EAC	FY08,	24%	57%	3%	3%	0%	0%	0%	13%	51%	49%	0%	35
EAC	FY09,	26%	51%	3%	2%	1%	1%	2%	15%	51%	49%	0%	35
EAC	FY10,	27%	52%	3%	3%	0%	1%	1%	14%	48%	52%	0%	31
EAC	3 Year Avg	25%	53%	3%	3%	0%	1%	1%	14%	50%	50%	0%	34
EAC	FY11	32%	38%	3%	6%	0%	2%	1%	18%	49%	51%	0%	29
College	3 Year Avg	41%	39%	3%	3%	1%	3%	1%	8%	55%	44%	0%	27
College	FY11	45%	37%	3%	4%	1%	3%	1%	6%	55%	45%	0%	24

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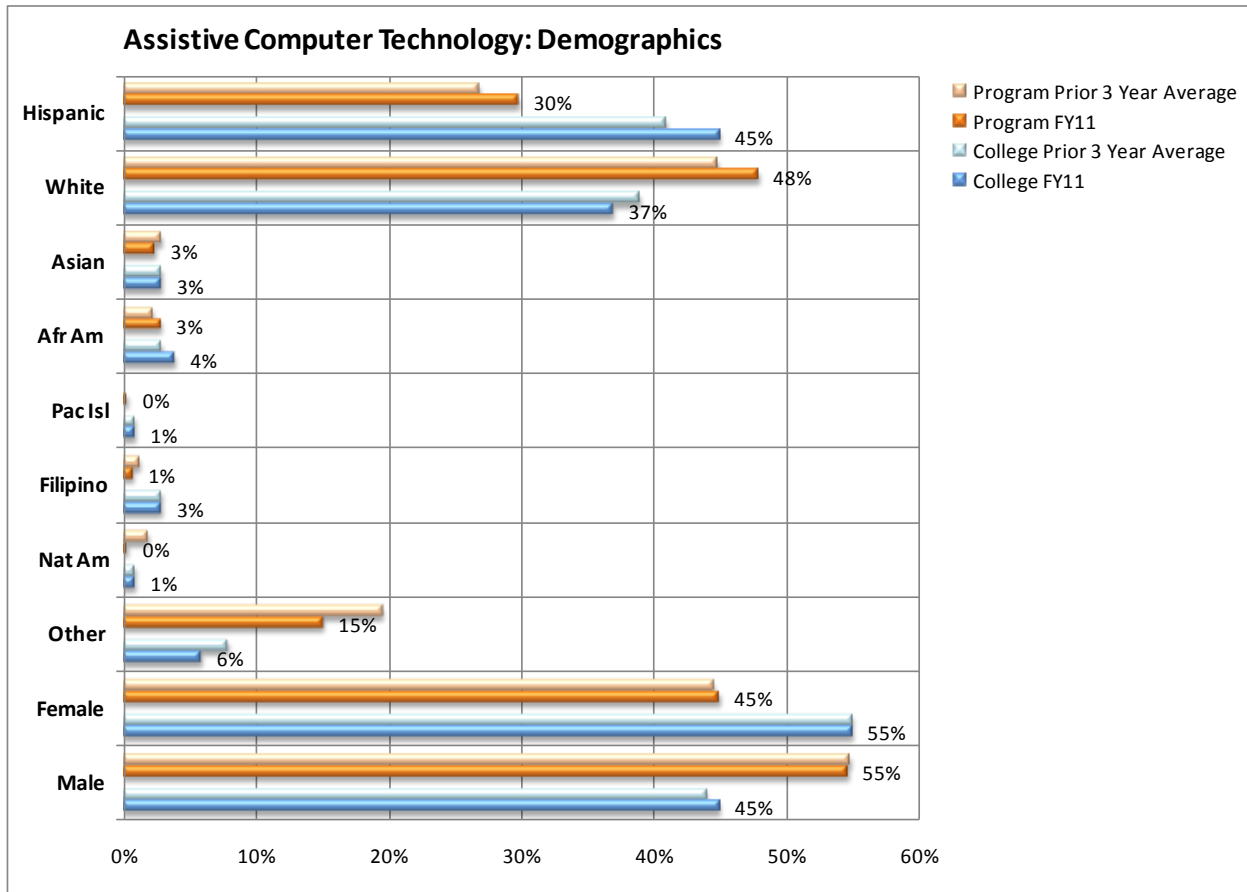
Cognitively Diverse Learners													
Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
CDL	FY08	-	-	-	-	-	-	-	-	-	-	-	-
CDL	FY09	-	-	-	-	-	-	-	-	-	-	-	-
CDL	FY10	8	26	1	-	-	-	-	13	19	29	-	29
CDL	3 Year Avg	3	9	-	-	-	-	-	4	6	10	-	29
CDL	FY11	21	34	1	2	-	3	-	13	28	46	-	33
College	3 Year Avg	11,806	11,169	988	1,005	217	827	403	2,302	15,888	12,694	134	27
College	FY11	13,034	10,566	977	1,040	196	886	402	1,688	15,734	13,014	40	24
Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
CDL	FY08												
CDL	FY09												
CDL	FY10	17%	54%	2%	0%	0%	0%	0%	27%	40%	60%	0%	29
CDL	3 Year Avg	19%	56%	0%	0%	0%	0%	0%	25%	38%	63%	0%	29
CDL	FY11	28%	46%	1%	3%	0%	4%	0%	18%	38%	62%	0%	33
College	3 Year Avg	41%	39%	3%	3%	1%	3%	1%	8%	55%	44%	0%	27
College	FY11	45%	37%	3%	4%	1%	3%	1%	6%	55%	45%	0%	24

Learning Skills													
Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
LS	FY08	329	310	29	33	8	2	20	110	509	322	10	32
LS	FY09	348	265	42	47	2	8	17	132	491	359	11	30
LS	FY10	189	158	18	20	2	4	13	71	260	210	5	31
LS	3 Year Avg	289	244	30	33	4	5	17	104	420	297	9	31
LS	FY11	148	113	9	14	3	12	9	41	179	169	1	30
College	3 Year Avg	11,806	11,169	988	1,005	217	827	403	2,302	15,888	12,694	134	27
College	FY11	13,034	10,566	977	1,040	196	886	402	1,688	15,734	13,014	40	24
Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
LS	FY08												
LS	FY09												
LS	FY10	40%	33%	4%	4%	0%	1%	3%	15%	55%	44%	1%	31
LS	3 Year Avg	40%	34%	4%	5%	1%	1%	2%	14%	58%	41%	1%	31
LS	FY11	42%	32%	3%	4%	1%	3%	3%	12%	51%	48%	0%	30
College	3 Year Avg	41%	39%	3%	3%	1%	3%	1%	8%	55%	44%	0%	27
College	FY11	45%	37%	3%	4%	1%	3%	1%	6%	55%	45%	0%	24

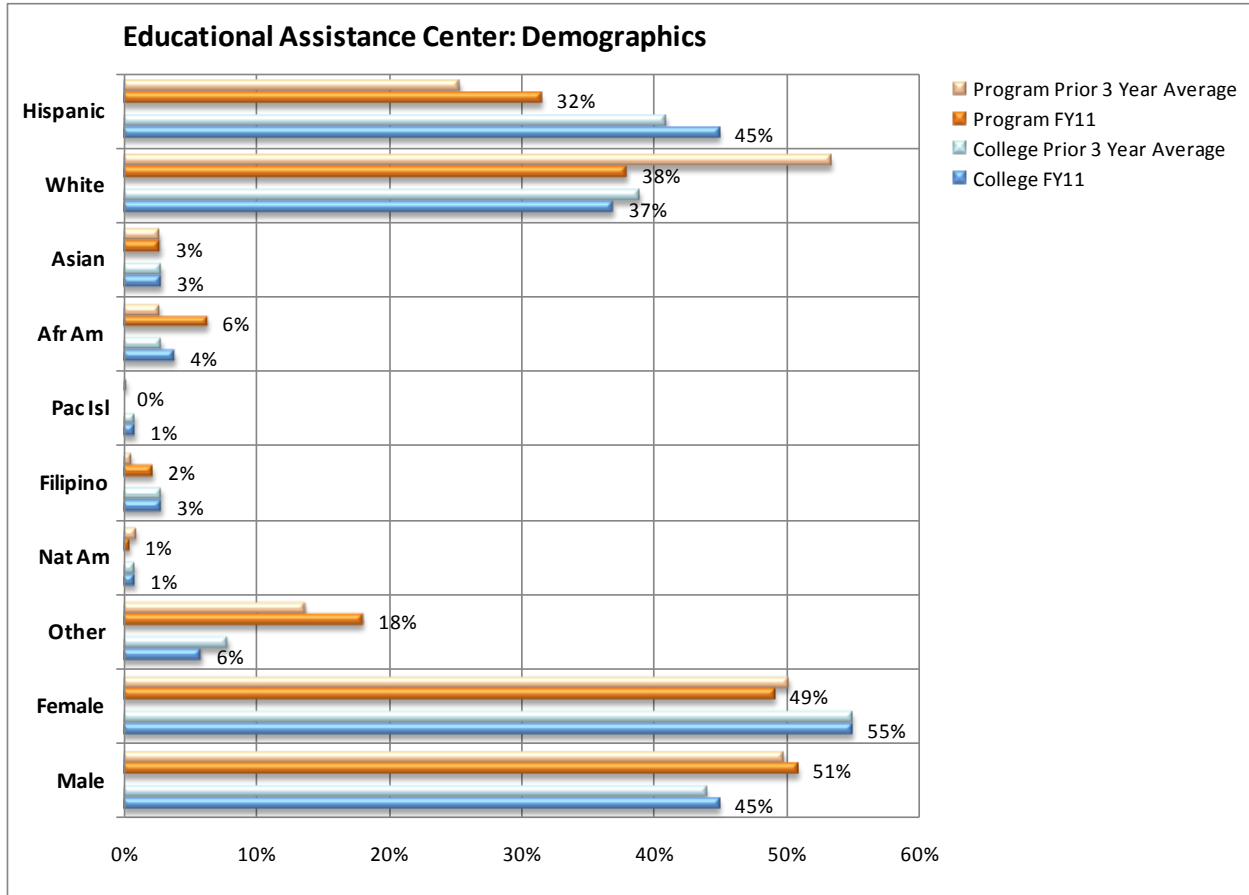
EAC Program Review 2011-2012

G2: Student Demographics Chart

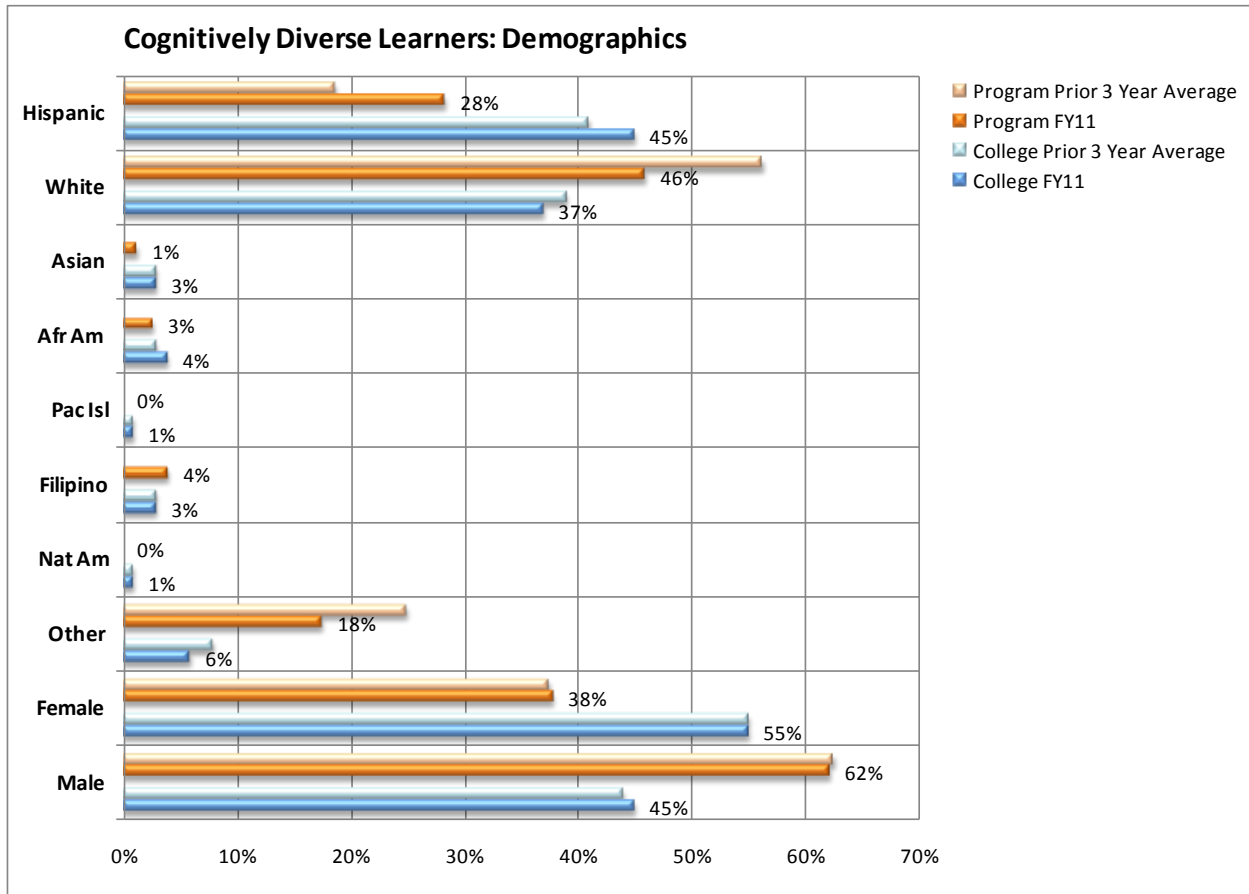
This chart illustrates the program's percentages of students by ethnic group. . Each group has four bars. The first bar represents the program's prior three year percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.



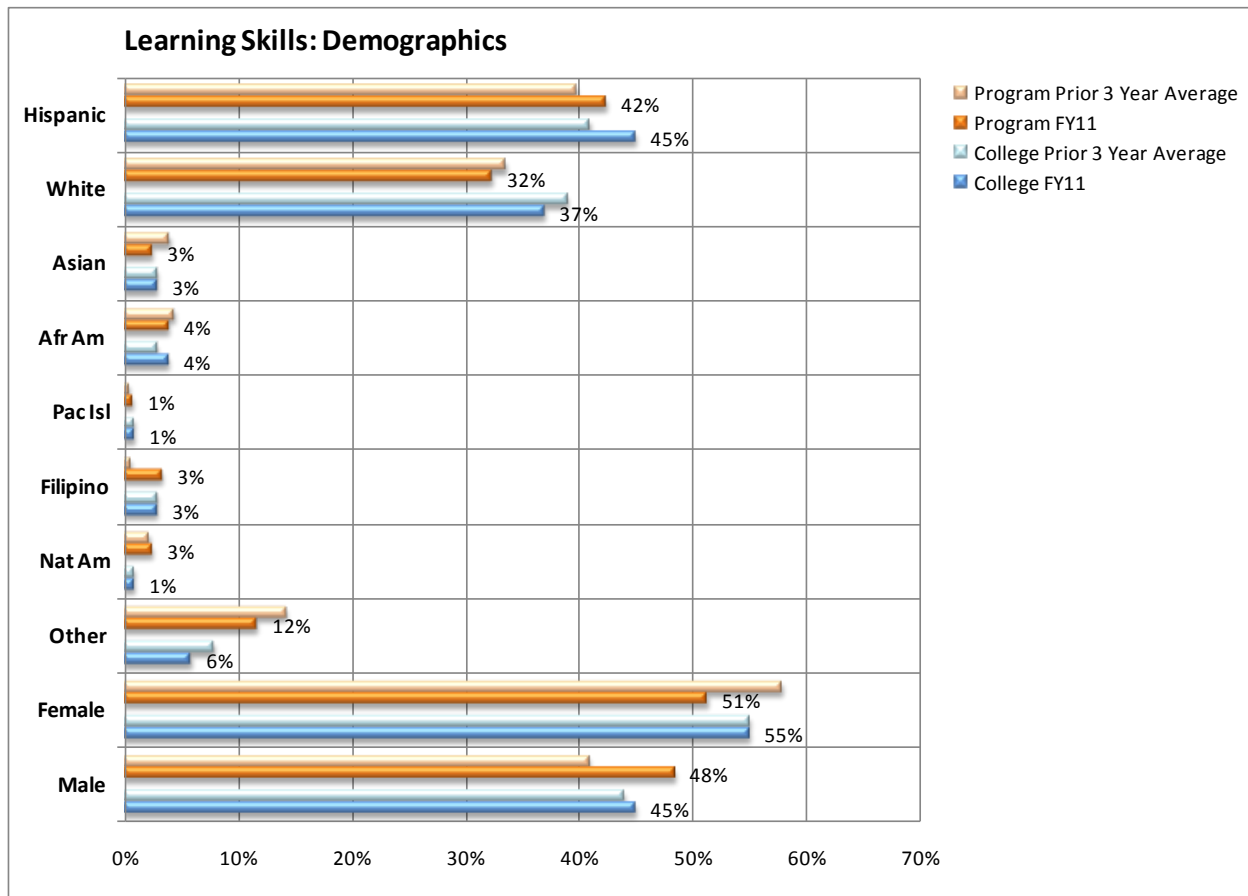
EAC Program Review 2011-2012



EAC Program Review 2011-2012



EAC Program Review 2011-2012



G3: Student Demographics Detail Report

The program student success detail information is available in *Appendix D – Program Review Student Demographics Report*. This report is a PDF document and is searchable. The student success information was extracted from the District’s Banner Student System. The student demographic information includes all information associated with the program’s subject codes. The *Program Review Student Demographics Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary by year, and detail demographics by term and course.

G4: Interpretation of the Program Demographic Information

The ethnic and gender distribution in Learning Assistance classes is somewhat constant but noticeably different in the white ethnic area in EAC and CDL classes. However in LD and ACT classes areas it roughly mirrors the college. When looking at the data of having a higher percentage of white groupings, statistics show that this category of people with disabilities are more likely to pursue education or employment than other cultures.

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4. Performance Assessment

A. Service Unit Outcomes

Service Unit Outcome	Performance Indicators
1. EAC students will demonstrate satisfaction with alternative testing accommodations at the end of the semester.	<i>Performance indicator:</i> 90% or higher will demonstrate satisfaction with alternative testing process at the end of the semester.
Operating Information	
EAC will give students a brief survey at the end of the semester to evaluate if SUO was attained.	
Analysis – Assessment	

Service Unit Outcome	Performance Indicators
2. Students will be able to request appropriate accommodations of the EAC staff and classroom professors.	<i>Performance indicator:</i> 80% or higher will request accommodations in the first 3 weeks of the semester that has been authorized per student and counselor.
Operating Information	
Data has not been collected to evaluate this SUO.	
Analysis – Assessment	

Service Unit Outcome	Performance Indicators
3. Students will demonstrate self-advocacy skills with instructors and staff.	<i>Performance indicator:</i> 60% or higher will make appointments at least 1 day prior to testing date.
Operating Information	
SARS Grid is the system used for appointments for the EAC. This system will give dates that student makes appointment and date that is requested for test.	
Analysis – Assessment	
74% of students did make testing appointments 1 day prior while 26% did not make testing appointment and just showed up for test. Another problem that we encountered was that students did call EAC to make appointment but due to lack of personnel to answer phones, students left phone messages that were not retrieved until the following day.	

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Service Unit Outcome	Performance Indicators
4. After completion of Learning Assistance class/es, students will be more prepared for general education classes from techniques learned when coping with a disability.	Performance indicator: 75% of students who have taken Learning Assistance classes will pass with a C or better a general education/degree applicable course they enroll into
Operating Information	
Learning Assistance classes given by the EAC department are not just remedial in nature, they are designed to educate a student with a disability about accommodations and success in an academic environment. These Learning assistance classes demonstrate tools that are necessary for degree/transfer goals. Many students take Learning Assistance classes (math or English) along with the General Education Math and English to help support the classes. EAC will query random student transcripts who meet this SUO. Currently, data for this has not been generated.	
Analysis – Assessment	

Service Unit Outcome	Performance Indicators
Operating Information	
Analysis – Assessment	

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B. Operating Goals

Operating Goal	Performance Indicators
1. EAC will expand on our advocacy for universal design of facilities and instruction on campus.	Performance Indicator: EAC will continue to have active participation by EAC staff on the Facilities Oversight Group (FOG) to ensure communication and selection of appropriate furniture and equipment.
Operating Information	
EAC currently has staff member on this committee and he is active in addressing universal design concepts to construction members/others on this committee.	
Analysis – Assessment	
Once the new G-building is completed, a thorough walk through with construction members will be completed to see if all areas of the building have incorporated the model of universal design.	

Operating Goal	Performance Indicators
2. EAC will hire a part time Deaf/Hard of Hearing (DHH) Coordinator to schedule interpreters for student classes, substitute when interpreters are absent, and communicate with hearing impaired students.	Performance Indicator: EAC staff will survey hearing impaired students to determine if communication needs are being met.
Operating Information	
Currently, EAC uses the Coordinator and test proctor to perform interpreting coordinating needs. Neither individual communicates fluently in ASL.	
Analysis – Assessment	
Students who use interpreters were asked if they felt that EAC was meeting the needs of providing interpreters for their classes as well as providing communication outside of the classroom. Students felt that they were getting interpreters for class however having a person in the EAC that communicated in ASL was preferred by all. Also noted was if an interpreter could not make a class, a substitute was rarely found to replace the absent interpreter. Having a person in EAC that could substitute when the need arises, would help to meet the needs of this population of students.	

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Operating Goal	Performance Indicators
3. Alternative media and assistive technology licenses for electronic media and software will be kept current and new updates will be purchased when needed.	Performance Indicator: An inventory of all alternative media and assistive technology licenses will be maintained so that an upgrade or renew can be easily referenced when needed.
Operating Information	
Alternative Media Specialist and Assistive Computer Technologist will set up an excel chart indicating site licenses and memberships that need upgrading or renewed each year.	
Analysis – Assessment	
No data collected at this time	

Operating Goal	Performance Indicators
4. EAC will provide Learning Assistance classes to increase academic levels of its students, bring them to college level.	Performance Indicator: EAC will offer 15 sections of Learning Assistance classes during Fall 12 and Spring 13 semesters and 3 during Summer 13.
Operating Information	
For the past 3 years, Learning Assistance classes offered by EAC have been reduced. Due to this reduction, funding from the state for FTES has been decreased thus leaving the college to pick up more EAC expenses.	
Analysis – Assessment	
Future data for Fall and Spring 12/13 have yet to be determined.	

Operating Goal	Performance Indicators
5. EAC will provide learning disability assessments to eligible Ventura College students thus increasing retention and success in academic	Performance Indicator: EAC will assess 25 students per semester for Learning Disabilities.

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classes.	
Operating Information	
<p>The VCCCD has instructed all colleges that they may no longer perform learning disability assessments for students. This has been very difficult for students who have never been assessed for a learning disability who show levels of intelligences to advance into higher education, but have processing information issues. Referring the students to outside agencies that perform LD assessments has not been successful due to the cost of this assessment. (\$650-\$2000) The cost for LD assessment here at VC has come from the 121 budget, not the 111, therefore not costing the college/district anything.</p>	
Analysis – Assessment	
<p>Advocacy at the District level by all three VCCCD colleges, yet to be determined.</p>	

Operating Goal	Performance Indicators
<p>6. In continuing to meet Title V guidelines for students with disabilities, EAC will maintain the current level of faculty and staff to meet the needs of serving mandated services to EAC students in a timely manner.</p>	<p>Performance Indicator: All EAC faculty and staff will be maintain to ensure mandated serves to students with disabilities are met.</p>
Operating Information	
<p>EAC has lost 11 staff and faculty members over the past few years. We have still been struggling to meet the needs of students with disabilities and some days we have not been successful.</p>	
Analysis – Assessment	
<p>Survey students to see what EAC has not been providing that students need. Data will come at a future date.</p>	

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5. Findings

Finding 1: 74% of students did make testing appointments 1 day prior while 26% did not make testing appointment and just showed up for test. Another problem that we encountered was that students did call EAC to make appointment but due to lack of personnel to answer phones, students left phone messages that were not retrieved until the following day. (SUO #2)

Finding 2: No current data exists to assess whether or not alternative testing services are meeting the needs of the student. (SUO#3)

Finding 3: No current data exists to assess whether or not needs of students are being met by current level of staffing. (OG#6)

Finding 4: Students with hearing impairments who need the use of an interpreter are not satisfied with the EAC for communications needs. (OG#2)

Finding 5: An inventory of equipment and licenses has not been performed as of yet. (OG#3)

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6. Initiatives

Initiative: Expand ways in which students can notify EAC that they will need testing accommodations appointment.

Initiative ID: EAC 01

Link to Finding #1: 74% of students did make testing appointments 1 day prior while 26% did not make testing appointment and just showed up for test. Another problem that we encountered was that students did call EAC to make appointment but due to lack of personnel to answer phones, students left phone messages that were not retrieved until the following day. (SUO #3)

Benefits: Alternative testing is an accommodation that is mandated for students with disabilities. The College and instructor have the responsibility to make sure this happens for students. EAC has been functioning as the testing facility for as long as I can remember. Student now need to make advanced testing appointments due to the reduced size of the testing room. It would be nice to see the evening test proctoring site changed to use the EAC testing room. It is a much quieter environment and already set up with proctoring parameters that work.

Request for Resources: None

Funding Sources:

No new resources are required (use existing resources)	x
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

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Initiative : EAC will hire a part time Deaf/Hard of Hearing (DHH) Coordinator.

Initiative ID: EAC 02

Link to Finding #4: Hearing impaired students all felt that EAC is not providing sufficient communication outside of the classroom and also when an interpreter is not able to attend a class.

Benefits: Hearing impaired students will not feel discriminated against due to Ventura College/EAC not providing adequate communication for them. And, if an interpreter cancels a class at the last minute, EAC will have an immediate back up ready. Having this person would also decrease the work load of the EAC Coordinator thus having more time for her to write fantastic reports like this one! Many years ago we did have this position and it was very accommodating for deaf students to walk into the EAC office and be able to have communication for immediate needs.

Request for Resources: Hire part time (10-15 hours weekly) interpreter coordinator, 11 month

Funding Sources: EAC 121 fund

No new resources are required (use existing resources)	x
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

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6A: Initiatives Priority Spreadsheet

The following blank tables represent Excel spreadsheets and will be substituted with a copy of the completed Excel spreadsheets. The program's initiatives will be entered into the Excel spreadsheets by resource category and consolidated into division and college-wide spreadsheets.

Personnel –Faculty Requests

Other	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

Personnel – Other Requests

Personnel - Other	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	New General Funds	Other
1												
2												
3												
4												
5												

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Computer Equipment and Software

Equipment - Computer Related	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Technology Fund	Other
1												
2												
3												
4												
5												

Other Equipment Requests

Equipment	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Equipment Fund	Other
1												
2												
3												
4												
5												

Facilities Requests

Facilities	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Facilities Fund	Other
1												
2												
3												
4												
5												

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Other Resource Requests

Other Resources	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

6B: Program Level Initiative Prioritization

All initiatives will first be prioritized by the program staff. If the initiative can be completed by the program staff and requires no new resources, then the initiative should be given a priority 0 (multiple priority 0 initiatives are allowed). All other initiatives should be given a priority number starting with 1 (only one 1, one 2, etc.).

6C: Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives (excluding the '0' program priorities) will then be prioritized using the following priority levels:

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

6D: Committee Level Initiative Prioritization

The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

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6E: College Level Initiative Prioritization

Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

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7A: Appeals:

After the service unit review process is complete, your unit has the right to appeal the ranking of initiatives.

If you choose to appeal, please complete the form that explains and supports your position. The appeal will be handled at the next higher level of the review process.

7B: Process Assessment

In this first year of service unit review using the new format, units will be establishing performance indicators (goals) for analysis next year. Review will take place annually, but until units have been through an entire annual cycle, they cannot completely assess the process. However, your input is very important to us as we strive to improve, and your initial comments on this new process are encouraged.