EDUCATIONAL ASSISTANCE CENTER
PROGRAM REVIEW 2012-2013

1. Program/Department Description

1A. 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.

1B. Services 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;

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;

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;

Note taking 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;

Alternate Media 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;

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

1C. Criteria Used for Admission

Students with verified disabilities are eligible to receive EAC services.

1D. College Vision

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

1E. College 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 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.

1F. College 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

1G. Program/Department Significant Events (Strengths and Successes)

- 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:

  o *Ventura College is utilizing the Banner tracking System exceptionally well…*
  o *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 design concept and the needs of students with disabilities are fully met in all aspects of building and program accessibility.*
  o *The EAC provides a comprehensive range of classes including computer access, writing and spelling skills, college and life strategies, and adaptive physical education…*
  o *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.

K. Organizational Structure

President: Robin Calote
    Executive Vice President: Ramiro Sanchez
        Dean: Victoria Lugo

Instructors and Staff

Name	Patricia Wendt
Classification	Professor, EAC/Counseling/Coordinator
Year Hired	2001
Years of Industry Experience	
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	
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	
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	
Degrees/Credentials	A.A., Ventura College

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

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

Name	Erin Braam
Classification	Adjunct Learning Disability Specialist
Year Hired	1998
Years of Industry Experience	
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	
Degrees/Credentials	B.A., 1961 University of Santa Barbara

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

2. Performance Expectations

2A. Student Learning Outcomes

2A1. 2012-2013 - *Institutional* Student Learning Outcomes

1. Communication - written, oral and visual
2. Reasoning - Scientific and quantitative
3. Critical thinking and problem solving
4. Information literacy
5. Personal/community awareness and academic/career responsibilities

2A2. 2012-2013 - *Program* Service Unit Outcomes

1. Students will be able to request appropriate accommodations of the EAC staff and classroom professors.
2. Students will demonstrate self-advocacy skills with instructors and staff.
3. EAC students will demonstrate satisfaction with alternative testing accommodations at the end of the semester.
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.

2A3. 2012-2013 - *Program Operating* Outcomes

1. EAC will have a new and improved backup system for alternative media production storage to help insure media will not be lost.
2. Alternative media and assistive technology licenses for electronic media and software will be kept current and new updates will be purchased when needed.

3. EAC will provide Learning Assistance classes to increase academic levels of its students, bring them to college level.
4. EAC will provide learning disability assessment to eligible Ventura College student's thus increasing retention and success in academic classes.
5. 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.

3A. Budget Summary Tables, Trends, and Detail

Program specific data was provided in Section 3 for all programs last year. This year, please refer to the data sources available on the Program Review webpage (link will be provided).

In addition, the 2011-2012 program review documents will provide examples of last year's data and interpretations.

2012 - 2013 **Please provide program interpretation for the following:**

	FY:11	FY:12	FY:13
Budget 111	$403,851	$425,984	$372,993
Budget 121	$653,264	$626,102	$539,391 (tentative)

Interpretation of the Program Budget Information:

The program budget information given in this report is inaccurate. EAC has 2 budgets. The categorical budget, which supports the EAC center and comes directly from the State, is the 121. The instruction budget, which supports classes (EAC, ACT, CDL and LS) and comes directly from the college budget, is the 111. Above are numbers that I gathered from Banner reports. Both budgets have been shrinking for the past few years. The 111 budget has been reduced due to cut in sections that EAC/LS/ACT offer as well as only covering instruction and the mandated match of interpreter costs. The 121 budget from the state has been smaller mostly due to EAC not being allowed to assess students for a learning disability. We have lost tremendous amounts of money in this area since our allocation model pays for students per disability category and we have been losing in this category. Also, when our classes (FTES) are reduced this effects the amount of college effort that EAC 121 budget receives from the state.

Interpretation of the Program Inventory Table

The college budget, 111 does not indicate that any equipment or supplies were purchased in the past 3 years. We are in need of computer refresh in our area. Any equipment or supplies that we have needed have been purchased by the 121 categorical budget and not the college budget.

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
2011-2012: 1327

	2011-12	2010-11	2009-10
ABI (Head Injury)	32	38	61
DD (Developmental Delay)	24	34	42
HI (Hearing Impairment)	20	26	27
LD (Learning Disabled)	218	258	324
Mob (Mobility Impaired)	125	113	122
OH (Other)	607	557	469
Psych (Psychological)	252	204	204
Spch (Speech Impaired	20	18	13
VD (Visual)	31	31	31

Classes/Sections:

2009-10:	Summer	6	2011-12:	Summer	3
	Fall	21		Fall	18
	Spring	24			
2010-11:	Summer	2			
	Fall	19			
	Spring	18			

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

4. Performance Assessment

4A1:2012-2013Institutional Level Student Learning Outcomes

Institutional Level Student Learning Outcome 1	Performance Indicators
Communication	This ISLO will be assessed in the 2012-13 academic year per the institutional ISLO calendar.
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 2	Performance Indicators
Reasoning	This ISLO will not be assessed by EAC.
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 3	Performance Indicators
Critical Thinking and problem solving	This ISLO will not be assessed by EAC.
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 4	Performance Indicators
Information Literacy	This ISLO will be assessed in the 2013-14 academic year per the institutional ISLO calendar.
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 5	Performance Indicators
Personal/community awareness and academic / career responsibilities	This ISLO will be assessed in the 2014-15 academic year per the institutional ISLO calendar.
Operating Information	
Analysis – Assessment	

4A2: **2012-2013** **Service Unit Outcomes**

Service Unit Outcome-1	Performance Indicators
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.
Operating Information	
This service unit outcome was evaluated through survey of students during finals week.	
Analysis – Assessment	
The performance indicator was met for this SUO.	

Service Unit Outcome-2	Performance Indicators
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. This SUO will be assessed in fall 2012 focusing on alternative media.
Operating Information	
Analysis - Assessment	

Service Unit Outcome-3	Performance Indicators
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. This SUO will be assessed in fall 2013.
Operating Information	
Analysis – Assessment	

Service Unit Outcome-4	Performance Indicators
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 This SUO will be assessed in fall 2014.
Operating Information	
Analysis – Assessment	

4C. 2012-2013 Program Operating Outcomes

Operating Goal-1	Performance Indicators
EAC will have a new and improved backup system for alternative media production storage to help insure media will not be lost.	Performance Indicator: The college will purchase a backup system to ensure data is not lost due to technology failures.
Operating Information	
Technology failed and 1,000s of books that were already formatted in alternative media were in jeopardy of being lost. The computer had to be sent out to a recovery vendor that cost over $2,000 for files to be recovered.	
Analysis – Assessment	
We need an upgraded backup system to protect the years of work that alternative media performs, thus ensuring student's accommodations are met in a timely manner.	

	Performance Indicators
Operating Goal-2	
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 current EAC faculty and staff will be maintained to ensure mandated serves to students with disabilities are met.
Operating Information	

Currently, all faculty and staff have been maintained but will lose one adjunct faculty next year.

Analysis – Assessment
In the Planning Parameters published through the President's office, all classes that EAC offers (ACT, LS, and EAC) were slated to be discontinued. However, after discussion of the monetary effects of this on the entire EAC program it was decided that only overload and part time classes would be discontinued. This will put one adjunct faculty member out of work.

Operating Goal-3	Performance Indicators
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
Licenses were purchased to keep software up to date on computers that students use in ACT lab area.

Analysis – Assessment
However, due to the emergence of smart phones and tablet users, new technology is emerging. We need to be knowledgeable on this technology in order to adequately meet the needs of students.

Operating Goal-4	Performance Indicators
EAC will provide Learning Assistance classes to increase academic levels of its students, bring them to college level.	Performance Indicator: EAC will continue to offer classes during the fall, spring and summer semesters.

Operating Information
Currently, all faculty and staff have been maintained but will lose one adjunct faculty next year.

Analysis – Assessment
In the Planning Parameters published through the President's office, all classes that EAC offers (ACT, LS, and EAC) were slated to be discontinued. However, after discussion of the monetary effects of this on the entire EAC program it was decided that only overload and part time classes would be discontinued. This will put one adjunct faculty member out of work.

Operating Goal-5	Performance Indicators
EAC will provide learning disability assessments to eligible Ventura College student's thus increasing retention and success in academic classes.	Performance Indicator: EAC will assess 25 students per semester for Learning Disabilities.
Operating Information	
EAC is not assessing students for LD's. Currently the EAC has a long list of names of students needing LD assessment. They are been referred to outside agencies however due to the high cost of this assessment, students are not getting help.	
Analysis – Assessment	

5. Findings

2012-2013 - **FINDINGS**

Finding 1: EAC needs to have a new and updated backup system for alternative media storage.

Finding 2: Students will have fewer options for LS/EAC classes for 2013-14 years.

Finding 3: With the emergence of new technology; EAC needs newer technology that can assist in allowing us to gain knowledge of effective methods for producing materials in these new formats.

Finding 4: Students will have fewer options for LS/EAC classes for 2013-14 years.

Finding 5: EAC should reinstate the LD assessment process thus helping many students pursue higher education.

6. Initiatives

6A: 2011-2012 - FINAL Program Initiative Priority Ratings

6B: 2012-2013 Initiatives

Initiative ID should be consistent. For example:
2011-2012 identified initiatives - LC1201, LC1202, etc.
2012-2013 identified initiatives – LC1301, LC1302, etc.

These initiatives are being included for your reference. If they still apply in 2012-13 keep them on. If they do not, delete them. Add any new initiative for 2012-13.

Initiative 1: Backup System for Alternative Media Data
New
Initiative ID: EAC1301
Link to Finding #1:

EAC will not be able to accommodate students in a timely manner if 1,000's of books already available in various formats are lost.

Benefits: Primarily, this will benefits students. They will receive mandated accommodations in a timely manner and as a result, this will keep the college clear of any OCR complaints.

Request for Resources: LaCie 2big Quadra - hard drive array   **$515.94**

Funding Sources:

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

Initiative 2: Technology updates
New
Initiative ID: EAC1302
Link to Finding #3:

Benefits: This again is a benefit to students. Alternative media production is changing with the emergence of new technology and we need to gain knowledge of effective methods for producing materials in these new formats.

Request for Resources: iPad: $535.18
Google Nexus Tablet: $302.48

Funding Sources:

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

6C: **2012-2013** **Program Initiative Priority Ratings**

Program	Category	Program Priority (0,1,2,3)	Division Priority (R,H,M,L)	Committee Priority	College Priority	Initiative ID	Initiative Title	Resource Description	Estimated Cost	Adjusted Cost	Accumulated Costs	Personnel	FT OR PT
EAC	Tech	1				EAC1301	Backup System	Data storage for alt media	$515.94	0	0	0	
EAC	Tech	2				EAC1302	Technology Updates	Updated tech for alt media	$900.	0	0		0

6D: Program/Department Level Initiative Prioritization
All initiatives will first be prioritized by the program/department staff. Prioritize the initiatives using the **RHML** priority levels defined below.

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 will then be prioritized using the **RHML** priority levels defined below.

Committee Level Initiative Prioritization
The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the **RHML** priority levels defined below.

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 **RHML** priority levels defined below.

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

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

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

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

7. Process Assessment and Appeal

7A. Purpose of Process Assessment

The purpose of program review assessment is to evaluate the process for continual improvement. The process is required for accreditation and your input is very important to us as we strive to improve.

7B. 2012 - 2013 ASSESSMENT QUESTIONS

1. Did you complete the program review process last year, and if so, did you identify program initiatives?

Yes, program initiatives were developed however none were funded.

2a. Were the identified initiatives implemented?

EAC 1201	Coordinator of Deaf Services	Did not have funds

2b. Did they make a difference?

3. If you appealed or presented a minority opinion for the program review process last year, what was the result?

4. How have the changes in the program review process worked for your area?

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

7C.   Appeals

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

If you choose to appeal, please complete the appropriate form 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.

EAC Classes:

2A.   Student Learning Outcomes

2A1. **2012-2013** - *Institutional* **Student Learning Outcomes**
1.   Communication - written, oral and visual
2.   Reasoning - scientific and quantitative
3.   Critical thinking and problem solving
4.   Information literacy
5.   Personal/community awareness and academic/career responsibilities

2A2. **2012-2013** - *Program* **Level Student Learning Outcomes**
   For programs/departments offering degrees and/or certificates
1.

2.

2A3. **2012-2013** - *Course* **Level Student Learning Outcomes**
   Attached to program review (See appendices).

2B. **2012-2013** **Student SUCCESS Outcomes**
   1.

   2.

2C. 2012-2013 Program OPERATING Outcomes

1.

2.

2D. Mapping of Student Learning Outcomes - *Refer to TracDat*

3. Operating Information

3A. 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 4th 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 prior practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly 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 x 40 x 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 x 15
District Goal	Program WSCH ratio goal. WSCH/FTEF The District goal was set in 2006 to recognize the differences in program productivity.

3B: Student Success Terminology

Census	Number of students enrolled at Census (typically the 4th 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.

Program specific data was provided in Section 3 for all programs last year. This year, please refer to the data sources available at
http://www.venturacollege.edu/faculty_staff/academic_resources/program_review.shtml

In addition, the 2011-2012 program review documents will provide examples of last year's data and interpretations.

3C: 2012 - 2013 **Please provide program interpretation for the following:**

3C1: Interpretation of the Program Budget Information

EAC classes use the 111 budget and it is combined together with all instruction classes that EAC Service Unit offers. Therefore there is not any comment for this area. The below information pertains only to the EAC Support Center and not classes. (This should be located somewhere else in this report but….)

Category	Title	FY09	FY10	FY11	3 Year Average	FY12	Program Change from Prior Three Year Average	College Change from Prior Three Year Average
1	FT Faculty	82,422	82,421	24,599	63,147	137,478	118%	8%
2	PT Faculty	36,237	1,546	35,855	24,546	2,360	-90%	-8%
3	Classified	434,917	452,358	284,748	390,674	280,595	-28%	-7%
4	Students	18,854	5,352	9,105	11,104	15,893	43%	2%
5	Supervisors	-	-	-	-	-	0%	6%
6	Managers	-	-	-	-	-	0%	0%
7	Supplies	11,254	9,475	31,563	17,431	5,407	-69%	1%
8	Services	4,805	460	2,924	2,730	4,311	58%	2%
9	Equipment	714	-	10,069	5,392	4,133	-23%	18%
	Total	**589,203**	**551,612**	**398,863**	**513,226**	**450,177**		**0%**

EAC: Budget Expenditure Trends
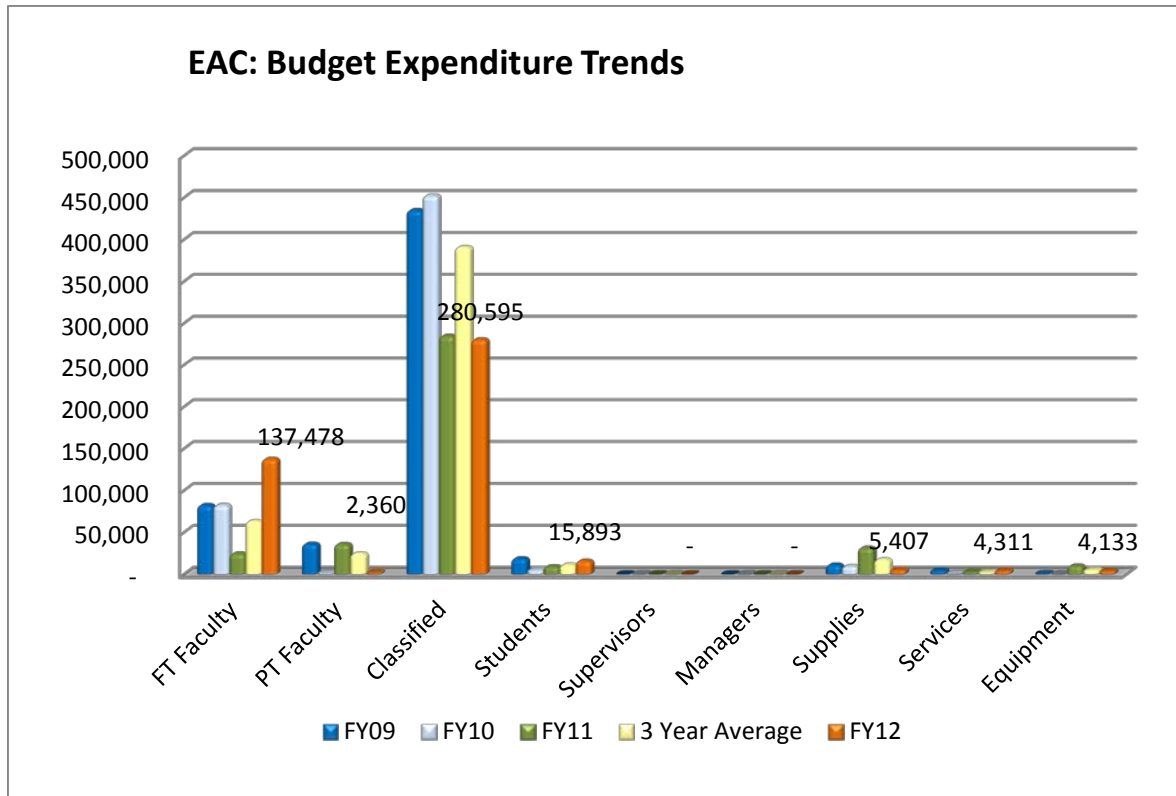
3C2: Interpretation of the Program Inventory Information

http://www.venturacollege.edu/assets/pdf/program_review/2012-2013/3C2a%20Inventory%20by%20Program.pdf

There is no data available for EAC classes.

3C3: Interpretation of the Program Productivity Information

This chart again has nothing to do with EAC classes. We have only offer 3 sections of classes the past few fall and springs and only 1 section in the summer.

EAC: Productivity Changes							
Title	**FY09**	**FY10**	**FY11**	**3 Year Average**	**FY12**	**Program Change**	**College Change**
Sections	18	11	9	13	13	3%	-11%
Census	326	235	174	245	245	0%	-8%
FTES	25	20	16	20	21	3%	-6%
FT Faculty	0.16	0.31	0.23	0	0.23	-1%	10%
PT Faculty	0.90	0.49	0.41	1	0.60	0%	-12%
XL Faculty	-	-	-	-	-	0%	-24%
Total Faculty	1.05	0.80	0.64	1	0.83	0%	-5%
WSCH	375	300	240	305	315	3%	-6%
WSCH/Faculty	357	375	375	367	380	3%	-2%
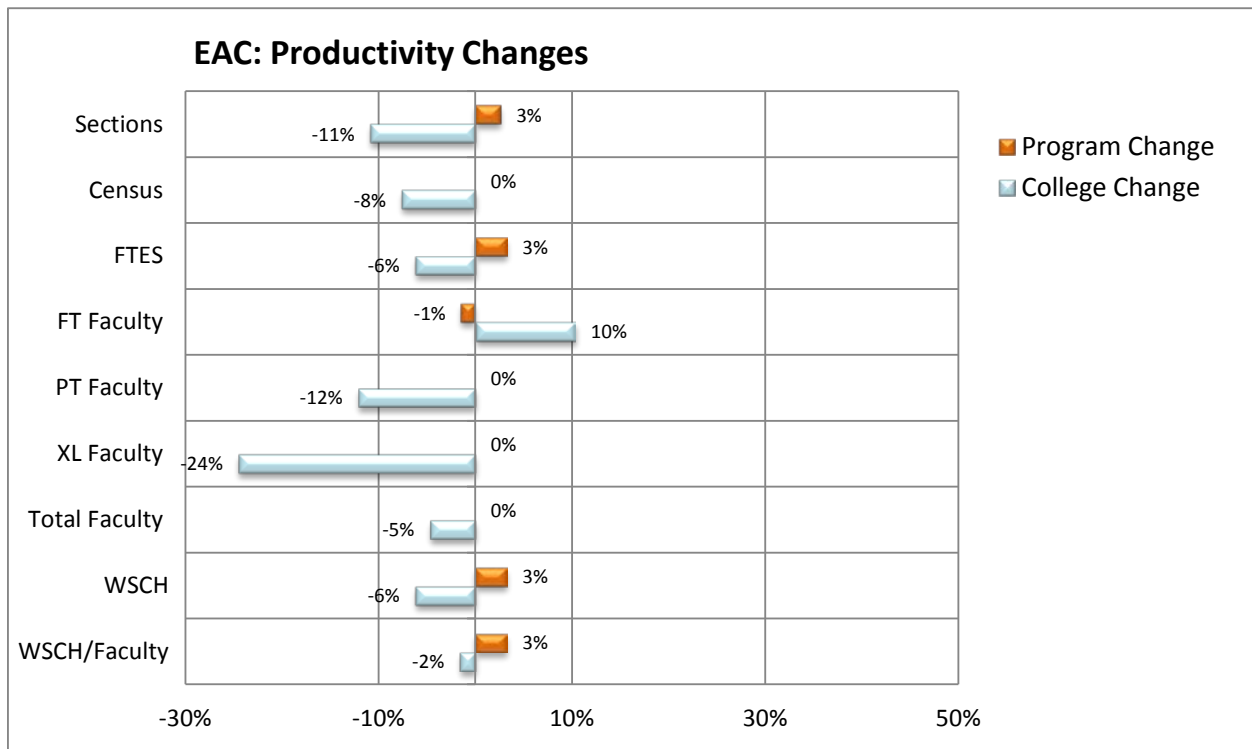
EAC: Productivity Changes

3C3: ACT Productivity Information interpretation:

ACT: Productivity Changes							
Title	FY09	FY10	FY11	3 Year Average	FY12	Program Change	College Change
Sections	15	16	11	14	10	-29%	-11%
Census	311	312	243	289	218	-24%	-8%
FTES	28	24	24	25	22	-13%	-6%
FT Faculty	0.30	0.55	0.75	1	0.68	28%	10%
PT Faculty	0.73	0.40	0.08	0	0.08	-80%	-12%
XL Faculty	-	-	-	-	-	0%	-24%
Total Faculty	1.03	0.95	0.83	1	0.75	-20%	-5%
WSCH	420	360	360	380	330	-13%	-6%
WSCH/Faculty	408	379	434	406	440	8%	-2%
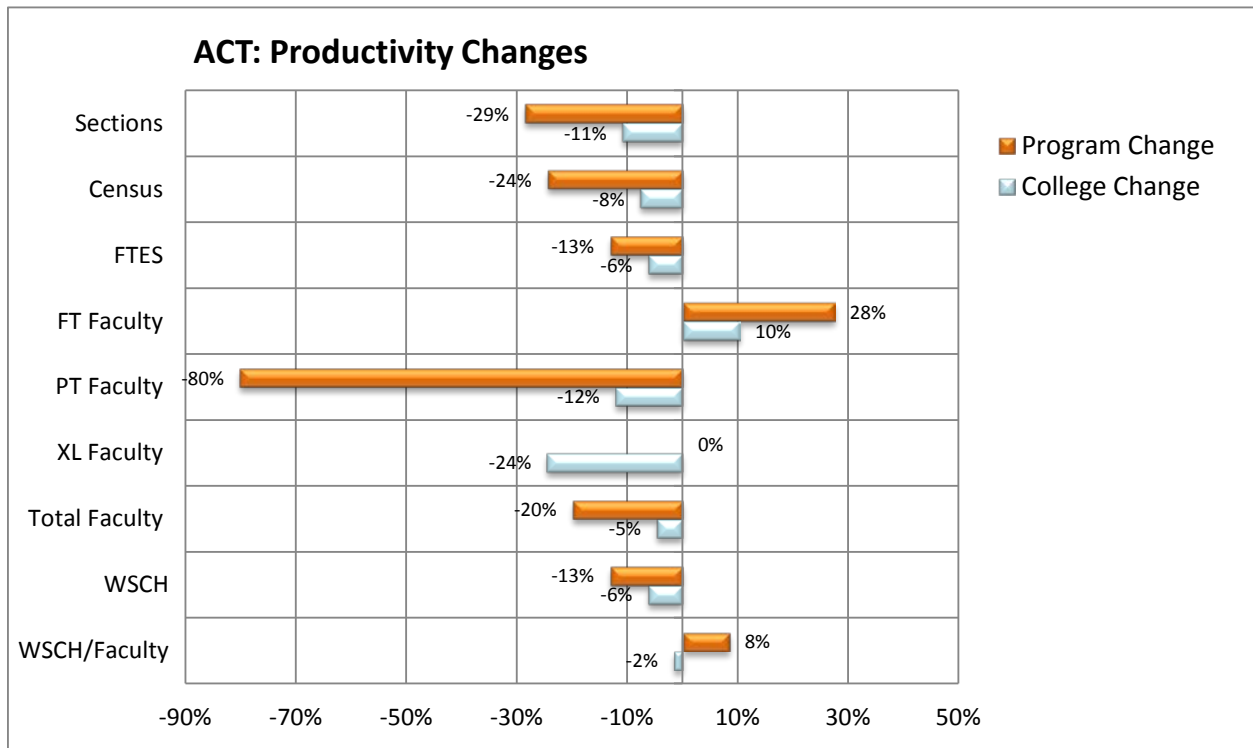
ACT: Productivity Changes

3C3: LS Productivity Information interpretation

Learning Skills: Productivity Changes							
Title	FY09	FY10	FY11	3 Year Average	FY12	Program Change	College Change
Sections	44	22	16	27	27	-1%	-11%
Census	883	484	359	575	575	0%	-8%
FTES	68	43	36	49	49	0%	-6%
FT Faculty	1.00	-	0.40	0	0.47	1%	10%
PT Faculty	1.87	1.93	1.18	2	1.66	0%	-12%
XL Faculty	-	-	-	-	-	0%	-24%
Total Faculty	2.87	1.93	1.58	2	2.12	0%	-5%
WSCH	1,020	645	540	735	735	0%	-6%
WSCH/Faculty	355	334	342	346	347	0%	-2%

Learning Skills: Productivity Changes
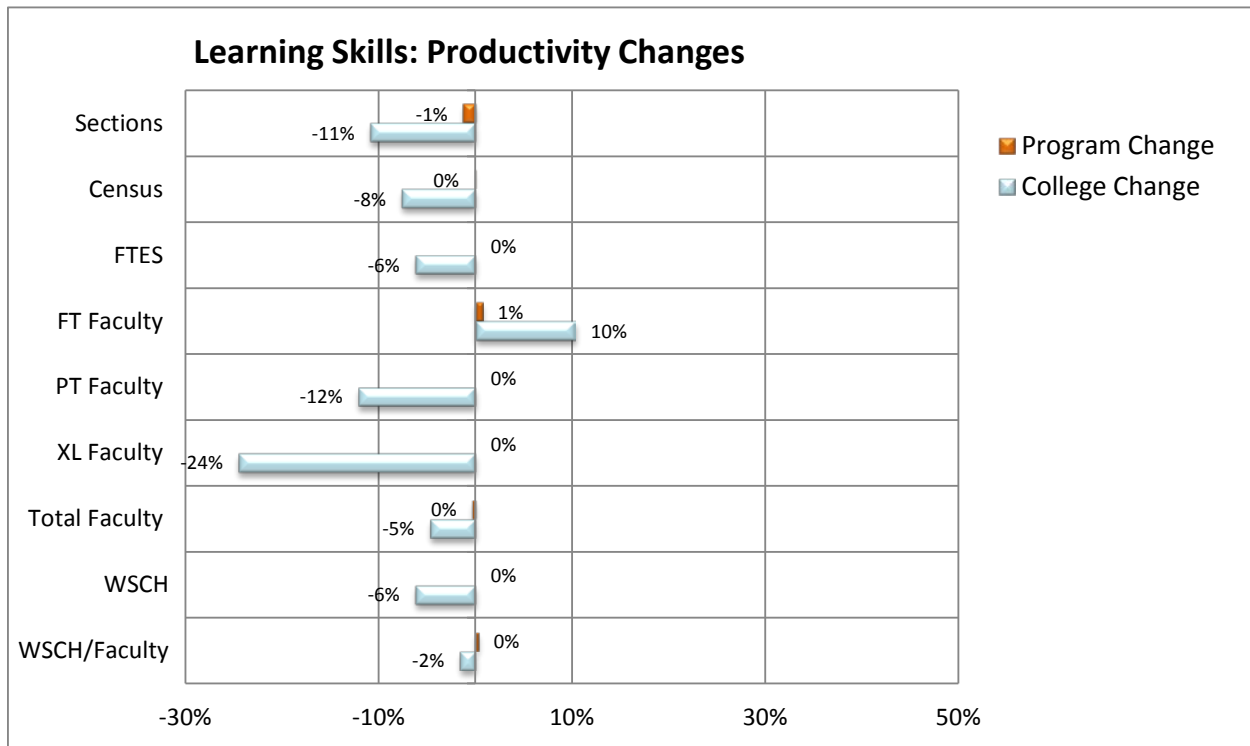
3C4: Interpretation of the Program Course (EAC) Productivity Information

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY09	FY10	FY11	3 Yr Avg	FY12	Change	Dist Goal	% Goal
EACV01	College & Life Strategies	405	323	360	363	293	(70)	325	90%
EACV11	S.A.V.E.S. Assessment	29	-	-	10	-	(10)	325	0%
EACV19	Learning Strategies&Technology	375	348	300	341	-	(341)	325	0%
EACV21	Weight Train/Conditn:Adaptive	341	531	434	435	600	165	325	185%
EACV25	Introduction to Dance:Adaptive	640	-	-	213	-	(213)	325	0%
EACV26	Indiv & Team Sports: Adaptive	401	347	393	380	570	190	325	175%
EACV27	Adaptive Swimming/Aquatics	251	-	-	84	-	(84)	325	0%
EACV28	Multicultural Dance:Adaptive	619	-	-	206	-	(206)	325	0%
EACV32	Job-Seeking Strategies	50	-	-	17	-	(17)	325	0%
EACV60G	Grief: Death, Loss, Disability	241	-	-	80	-	(80)	325	0%
EACV60H	Holistic Health & Disabilities	324	300	-	208	-	(208)	325	0%
TOTAL	**Annual WSCH Ratio for EAC**	358	374	385	372	468	96	325	144%

EAC: College WSCH Ratio by Course

District Goal = 325

Chart data (WSCH Ratio by Course):

Course	3 Yr Avg	FY12
EACV01	363	293
EACV11		
EACV19	341	
EACV21	435	600
EACV25	213	
EACV26	380	570
EACV27	84	
EACV28	206	
EACV32		
EACV60G	80	
EACV60H	208	
TOTAL	372	468

Horizontal axis: 25, 125, 225, 325, 425, 525, 625
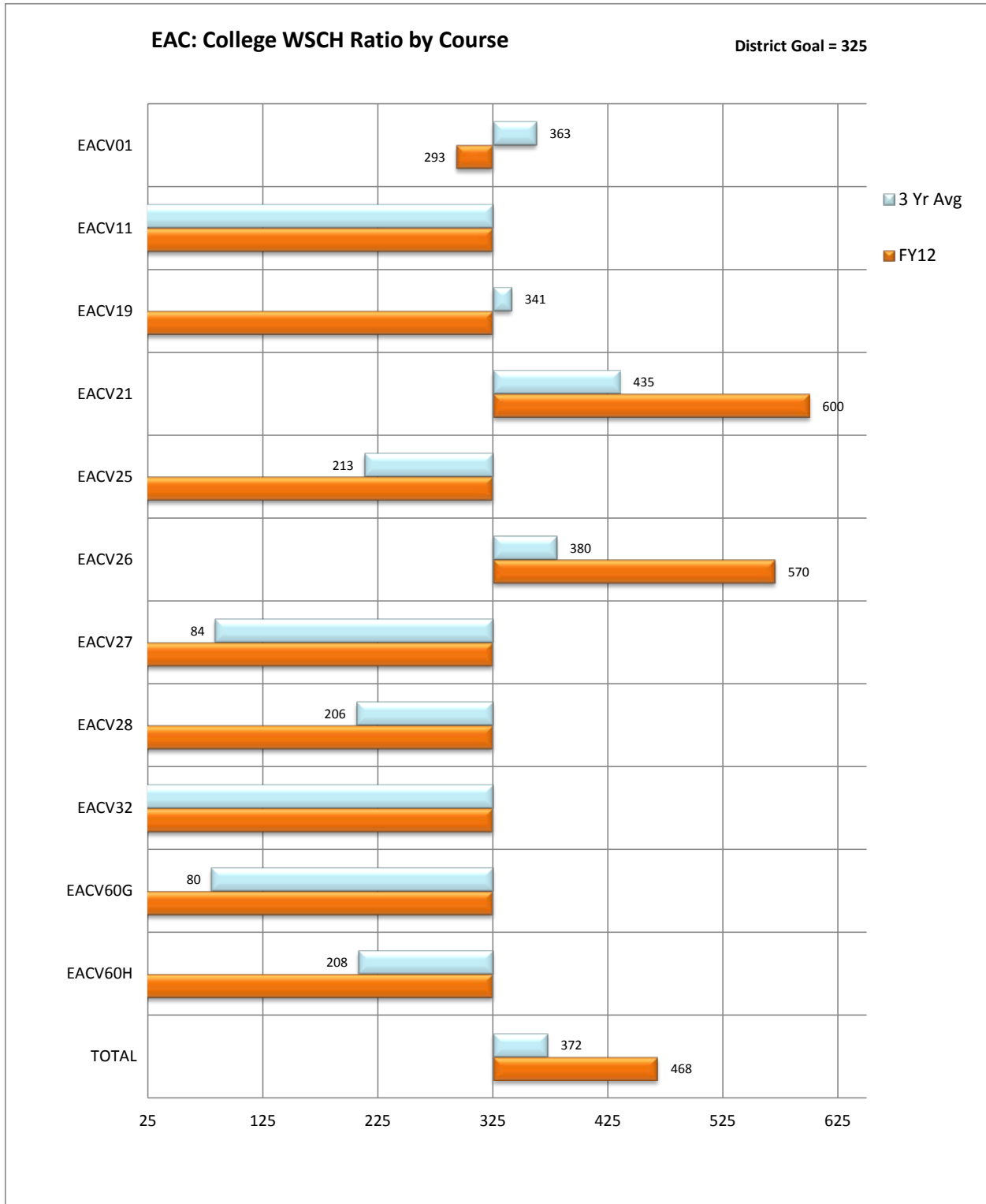
Legend: ☐ 3 Yr Avg   ■ FY12

3C4: Interpretation of the Program Course (LS) Productivity Information

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY09	FY10	FY11	3 Yr Avg	FY12	Change	Dist Goal	% Goal
LSV01L	Assessment/Learning Skills Lab	256	215	-	157	-	(157)	300	0%
LSV02	###########################	353	308	338	333	353	20	300	118%
LSV03A	Study Skills: Notetaking	111	-	-	37	-	(37)	300	0%
LSV03B	Study Skills: Test Taking	184	241	-	142	-	(142)	300	0%
LSV03C	Study Skills: Research Paper	111	326	-	146	-	(146)	300	0%
LSV07	LS: Fundamentals of Math	449	352	352	384	372	(12)	300	124%
LSV08	Spelling Improvement	278	-	-	93	-	(93)	300	0%
LSV09	Personal Development	330	-	-	110	-	(110)	300	0%
LSV10	Vocabulary Building	405	330	300	345	338	(7)	300	113%
LSV14	Memory Power	330	353	353	345	323	(22)	300	108%
LSV19	Learning Strategies & Tech	-	-	-	-	-	-	300	0%
LSV25	ImproveGrammar/WritingSkills	394	336	328	353	358	5	300	119%
TOTAL	Annual College WSCH Ratio	355	335	341	344	356	12	300	119%

Learning Skills: College WSCH Ratio by Course

District Goal = 300

Course	3 Yr Avg	FY12
LSV01L	157	
LSV02	333	353
LSV03A		
LSV03B	142	
LSV03C	146	
LSV07	384	372
LSV08	93	
LSV09	110	
LSV10	345	338
LSV14	345	323
LSV19		
LSV25	353	358
TOTAL	344	356

Legend: ☐ 3 Yr Avg ■ FY12

X-axis: 90, 190, 290, 390, 490
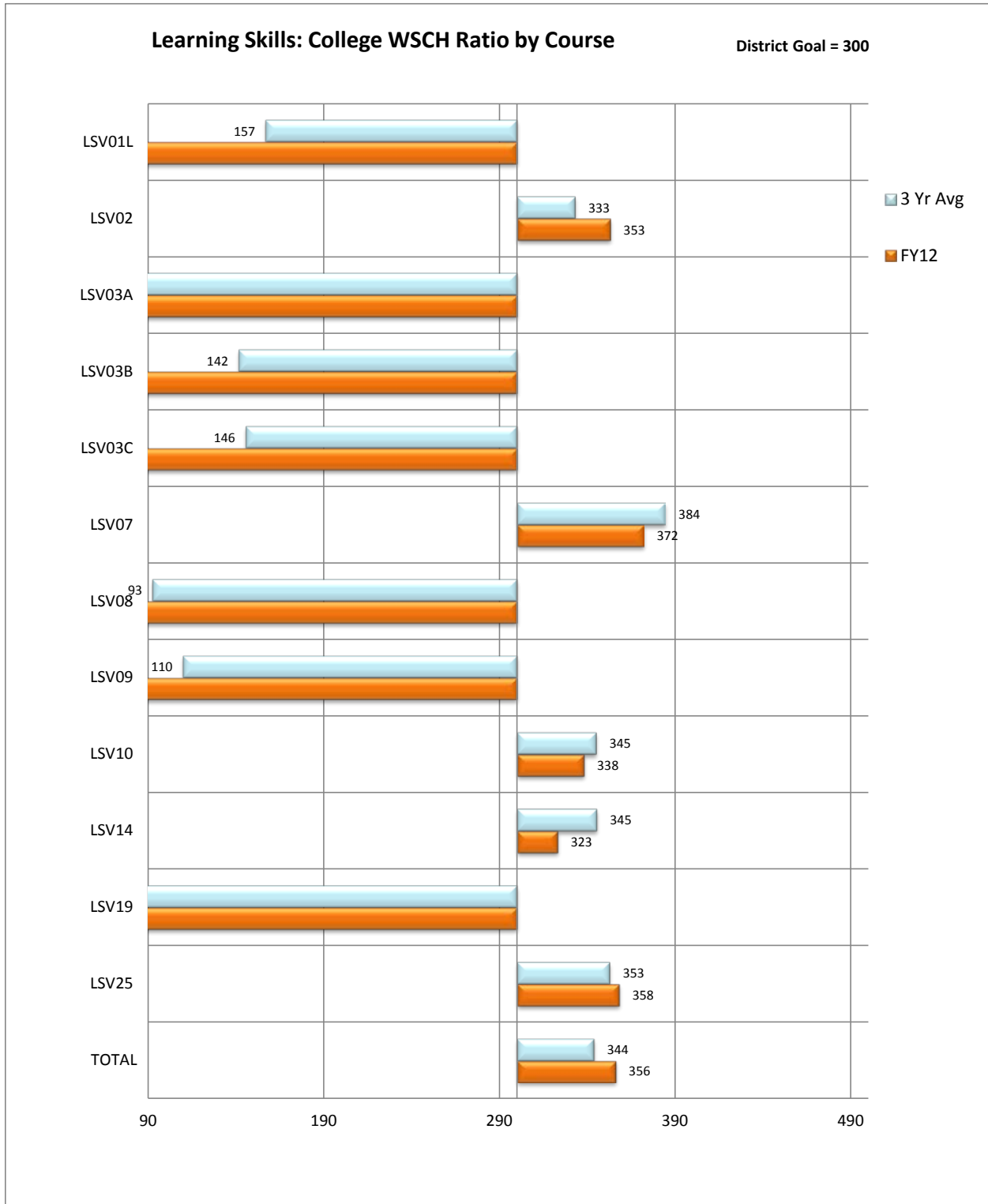
3C4: Interpretation of the Program Course (ACT)) Productivity Information

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)								
Course	Title	FY09	FY10	FY11	3 Yr Avg	FY12	Change	Dist Goal	% Goal
ACTV01	ACT Evaluation	245	206	-	150	-	(150)	275	0%
ACTV02	ACT Keyboarding Skills	490	427	460	459	439	(20)	275	160%
ACTV03	ACT Access to Computers	348	366	505	406	410	4	275	149%
ACTV05	ACT Internet Skills	406	356	380	381	420	39	275	153%
ACTV08	ACT Spelling Skills	360	460	420	413	-	(413)	275	0%
ACTV25	ACT Writing Skills	450	460	450	453	470	17	275	171%
TOTAL	Annual WSCH Ratio for ACT	405	384	441	410	436	26	275	159%

ACT: College WSCH Ratio by Course

District Goal = 275

Legend:
- 3 Yr Avg
- FY12

Course	3 Yr Avg	FY12
ACTV01		
ACTV02	459	439
ACTV03	406	410
ACTV05	381	420
ACTV08	413	
ACTV25	453	470
TOTAL	410	436

X-axis: 200, 300, 400, 500, 600
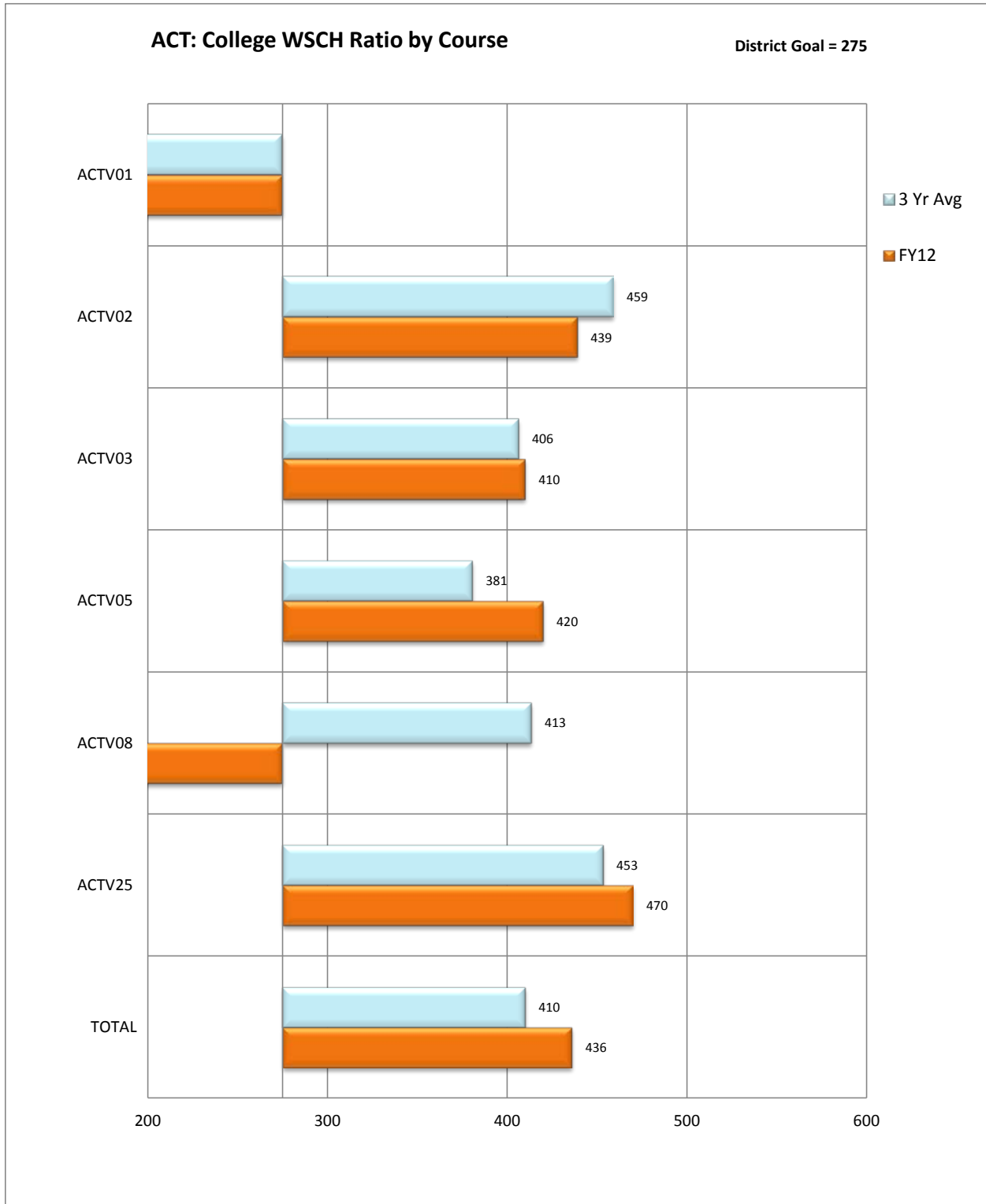
3C5: Interpretation of Program (EAC) Retention, Student Success, and Grade Distribution

Subject	Fiscal Year	A	B	C	P/CR	D	F	NP/NC	W	Graded	Completed	Success
EAC	FY09	147	19	14	49	1	11	50	28	319	291	229
EAC	FY10	101	16	12	35	3	11	31	24	233	209	164
EAC	FY11	87	17	13	10	5	15	8	15	170	155	127
EAC	3 Year Avg	112	17	13	31	3	12	30	22	241	218	173
EAC	FY12	109	17	13	-	4	26	2	13	184	171	139

Subject	Fiscal Year	A	B	C	P/CR	D	F	NP/NC	W	Graded	Completed	Success
EAC	FY09	46%	6%	4%	15%	0%	3%	16%	9%	100%	91%	72%
EAC	FY10	43%	7%	5%	15%	1%	5%	13%	10%	100%	90%	70%
EAC	FY11	51%	10%	8%	6%	3%	9%	5%	9%	100%	91%	75%
EAC	3 Year Avg	46%	7%	5%	13%	1%	5%	12%	9%	100%	91%	72%
EAC	FY12	59%	9%	7%	0%	2%	14%	1%	7%	100%	93%	76%
College	3 Year Avg	33%	19%	13%	4%	5%	10%	1%	15%	100%	85%	69%
College	FY12	32%	21%	14%	4%	5%	9%	1%	14%	100%	86%	71%

EAC: Completion and Success Rates

- Program 3 Year Average
- Program FY12
- College 3 Year Average
- College FY12
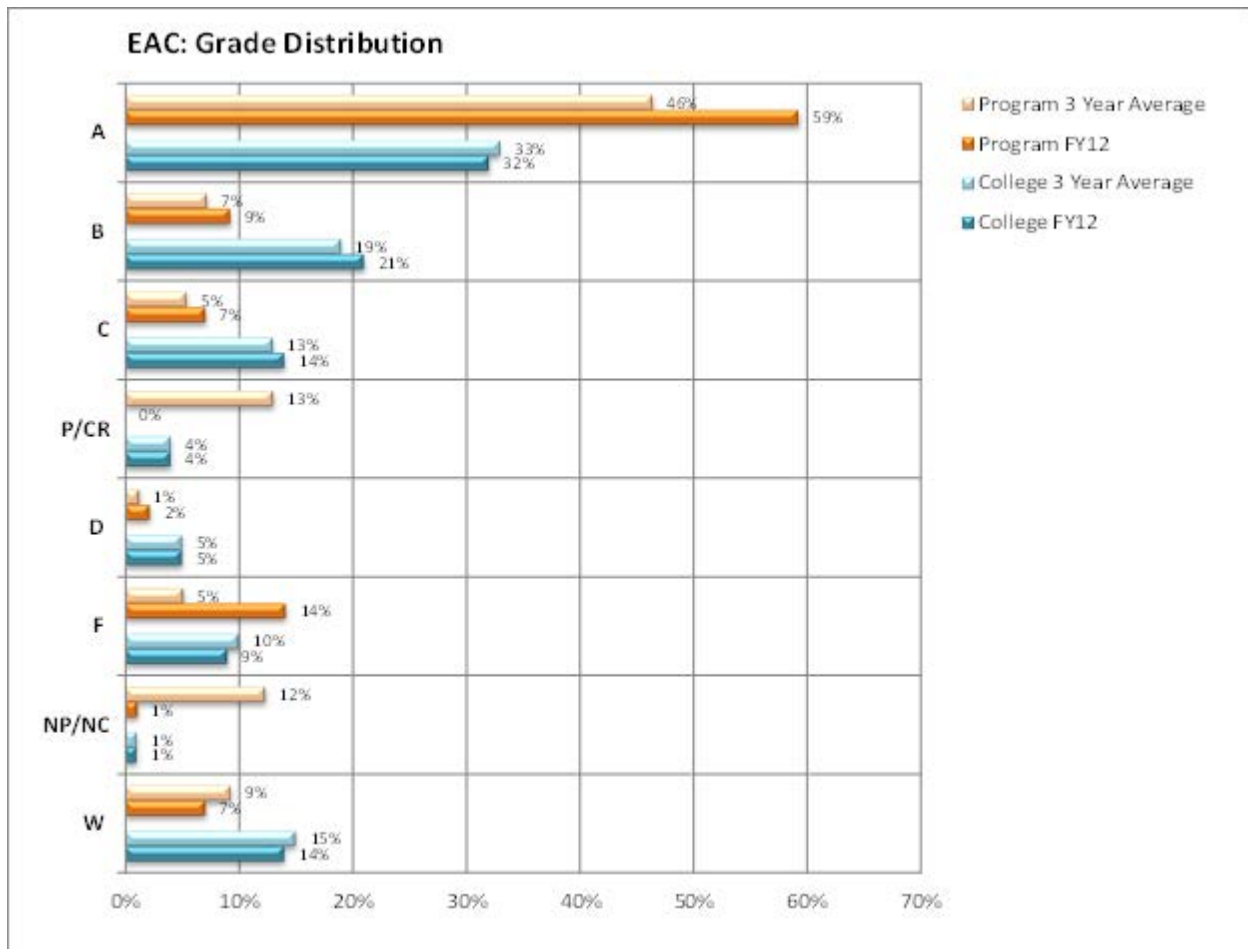
Completed
- 91%
- 93%
- 85%
- 86%

Success
- 72%
- 76%
- 69%
- 71%

3C5: Interpretation of Program (LS) Retention, Student Success, and Grade Distribution

Subject	Fiscal Year	A	B	C	P/CR	D	F	NP/NC	W	Graded	Completed	Success
LS	FY09	163	117	113	207	56	42	61	101	860	759	600
LS	FY10	100	96	89	66	20	19	20	65	475	410	351
LS	FY11	84	59	62	45	21	20	11	47	349	302	250
LS	3 Year Avg	116	91	88	106	32	27	31	71	561	490	400
LS	FY12	106	87	73	19	39	19	11	68	422	354	285

Subject	Fiscal Year	A	B	C	P/CR	D	F	NP/NC	W	Graded	Completed	Success
LS	FY09	19%	14%	13%	24%	7%	5%	7%	12%	100%	88%	70%
LS	FY10	21%	20%	19%	14%	4%	4%	4%	14%	100%	86%	74%
LS	FY11	24%	17%	18%	13%	6%	6%	3%	13%	100%	87%	72%
LS	3 Year Avg	21%	16%	16%	19%	6%	5%	5%	13%	100%	87%	71%
LS	FY12	25%	21%	17%	5%	9%	5%	3%	16%	100%	84%	68%
College	3 Year Avg	33%	19%	13%	4%	5%	10%	1%	15%	100%	85%	69%
College	FY12	32%	21%	14%	4%	5%	9%	1%	14%	100%	86%	71%

LS: Grade Distribution

Legend:
- Program 3 Year Average
- Program FY12
- College 3 Year Average
- College FY12

Grade	Program 3 Year Average	Program FY12	College 3 Year Average	College FY12
A	21%	25%	33%	32%
B	16%	21%	19%	21%
C	16%	17%	13%	14%
P/CR	19%	5%	4%	4%
D	6%	9%	5%	5%
F	5%	5%	10%	9%
NP/NC	5%	3%	1%	1%
W	13%	16%	15%	14%

LS: Completion and Success Rates

Legend:
- Program 3 Year Average
- Program FY12
- College 3 Year Average
- College FY12
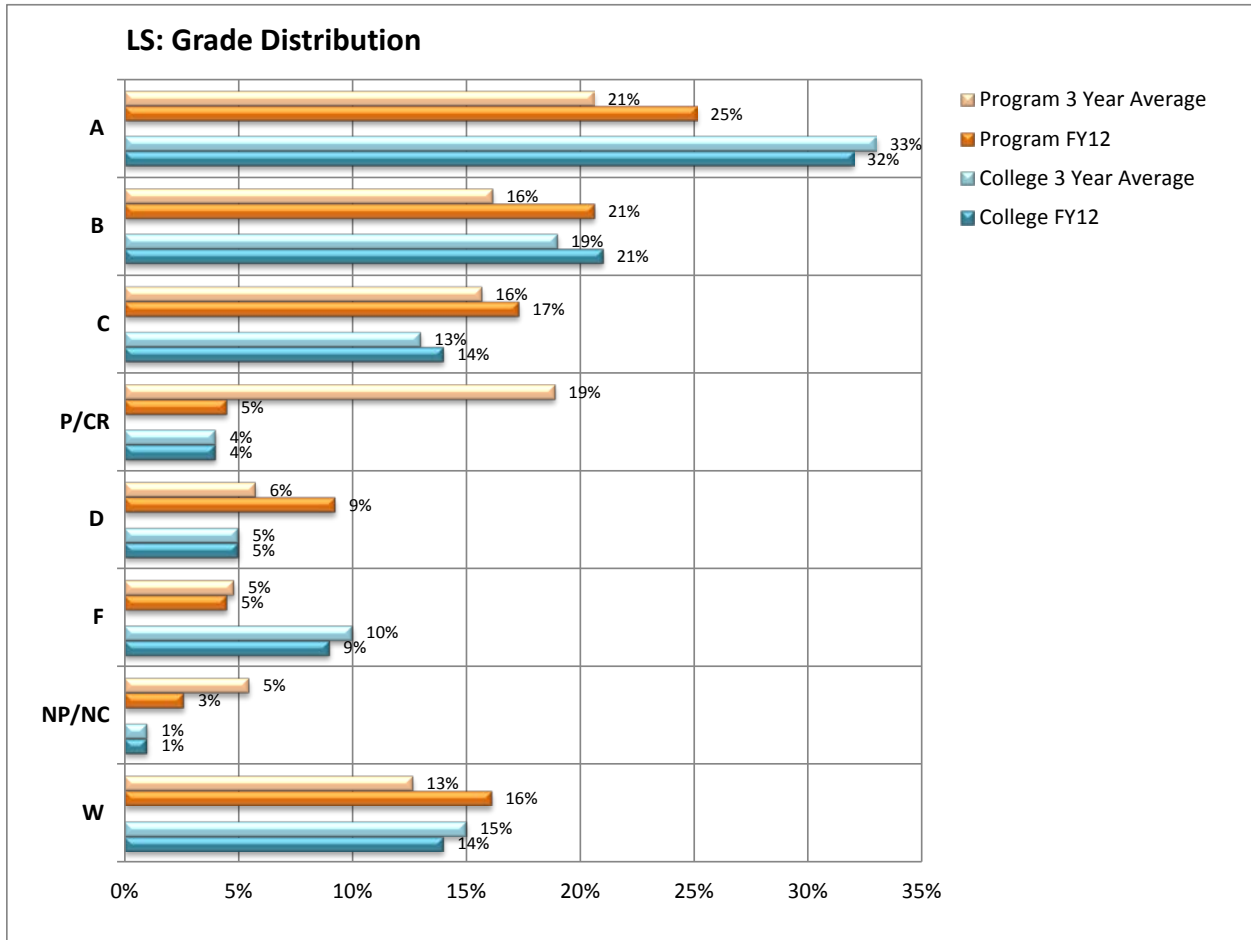
Completed:
- 87%
- 84%
- 85%
- 86%
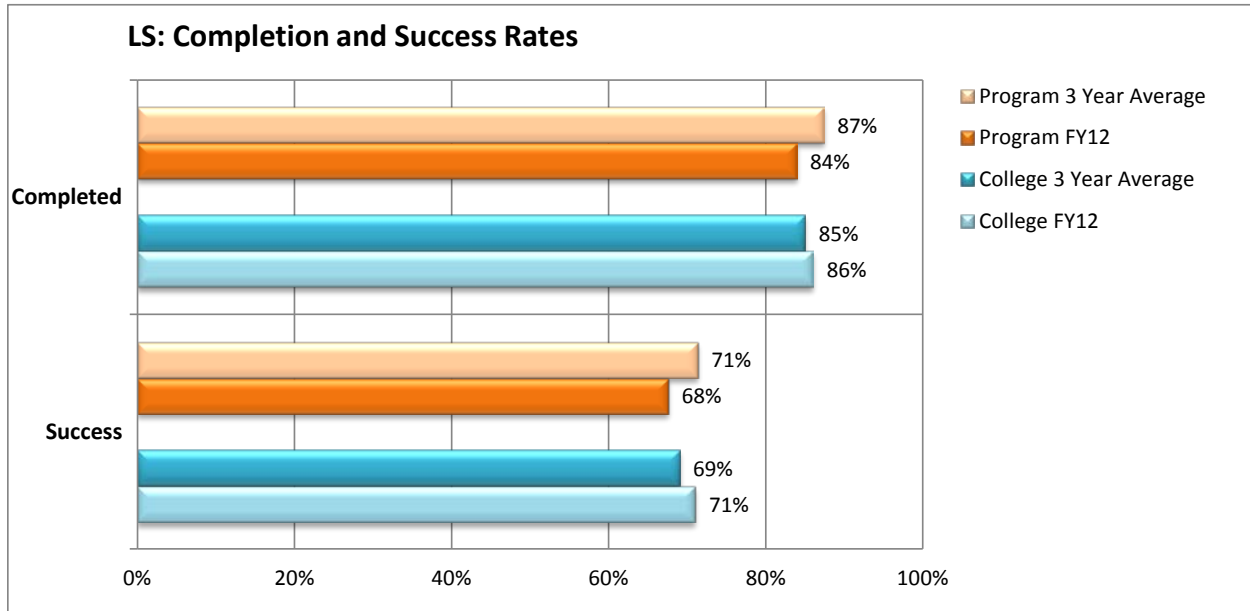
Success:
- 71%
- 68%
- 69%
- 71%

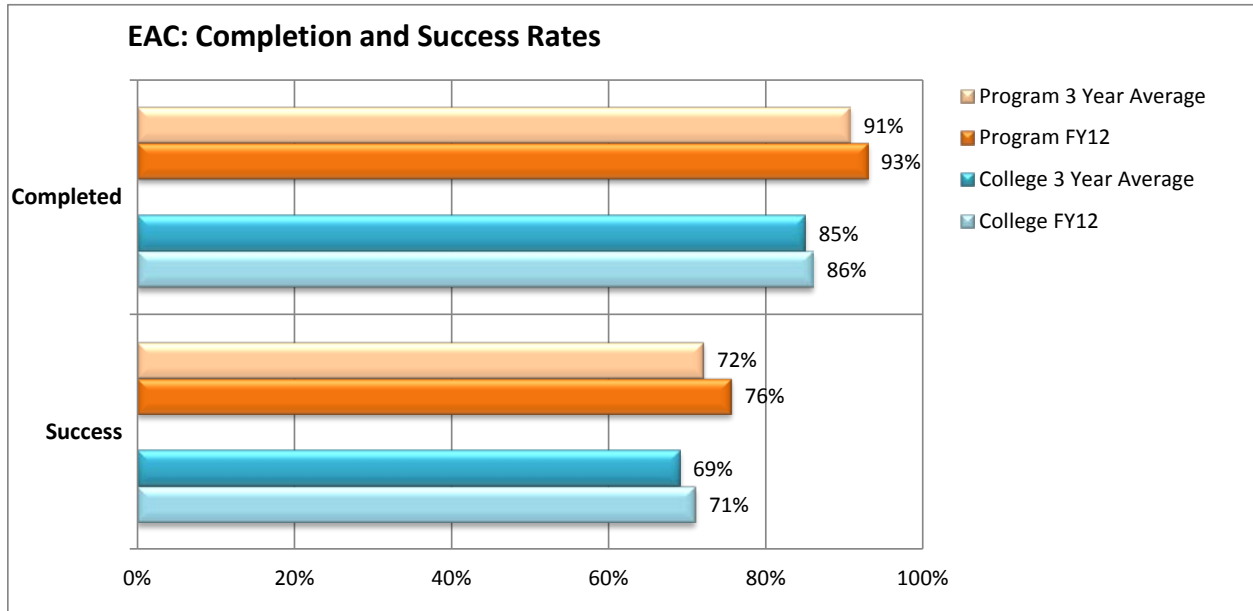## 3C5: Interpretation of Program (ACT) Retention, Student Success, and Grade Distribution

Subject	Fiscal Year	A	B	C	P/CR	D	F	NP/NC	W	Graded	Completed	Success
ACT	FY09	-	-	-	220	-	-	54	28	302	274	220
ACT	FY10	-	-	-	244	-	-	41	24	309	285	244
ACT	FY11	-	-	-	207	-	-	22	9	238	229	207
ACT	3 Year Avg	-	-	-	224	-	-	39	20	283	263	224
ACT	FY12	-	-	-	190	-	-	15	11	216	205	190

Subject	Fiscal Year	A	B	C	P/CR	D	F	NP/NC	W	Graded	Completed	Success
ACT	FY09	0%	0%	0%	73%	0%	0%	18%	9%	100%	91%	73%
ACT	FY10	0%	0%	0%	79%	0%	0%	13%	8%	100%	92%	79%
ACT	FY11	0%	0%	0%	87%	0%	0%	9%	4%	100%	96%	87%
ACT	3 Year Avg	0%	0%	0%	79%	0%	0%	14%	7%	100%	93%	79%
ACT	FY12	0%	0%	0%	88%	0%	0%	7%	5%	100%	95%	88%
College	3 Year Avg	33%	19%	13%	4%	5%	10%	1%	15%	100%	85%	69%
College	FY12	32%	21%	14%	4%	5%	9%	1%	14%	100%	86%	71%

ACT: Grade Distribution

Legend:
- Program 3 Year Average
- Program FY12
- College 3 Year Average
- College FY12

Grade	Program 3 Year Average	Program FY12	College 3 Year Average	College FY12
A	0%	0%	33%	32%
B	0%	0%	19%	21%
C	0%	0%	13%	14%
P/CR	79%	88%	4%	4%
D	0%	0%	5%	5%
F	0%	0%	10%	9%
NP/NC	14%	7%	1%	1%
W	7%	5%	15%	14%

ACT: Completion and Success Rates

Legend:
- Program 3 Year Average
- Program FY12
- College 3 Year Average
- College FY12

Completed
- Program 3 Year Average: 93%
- Program FY12: 95%
- College 3 Year Average: 85%
- College FY12: 86%

Success
- Program 3 Year Average: 79%
- Program FY12: 88%
- College 3 Year Average: 69%
- College FY12: 71%
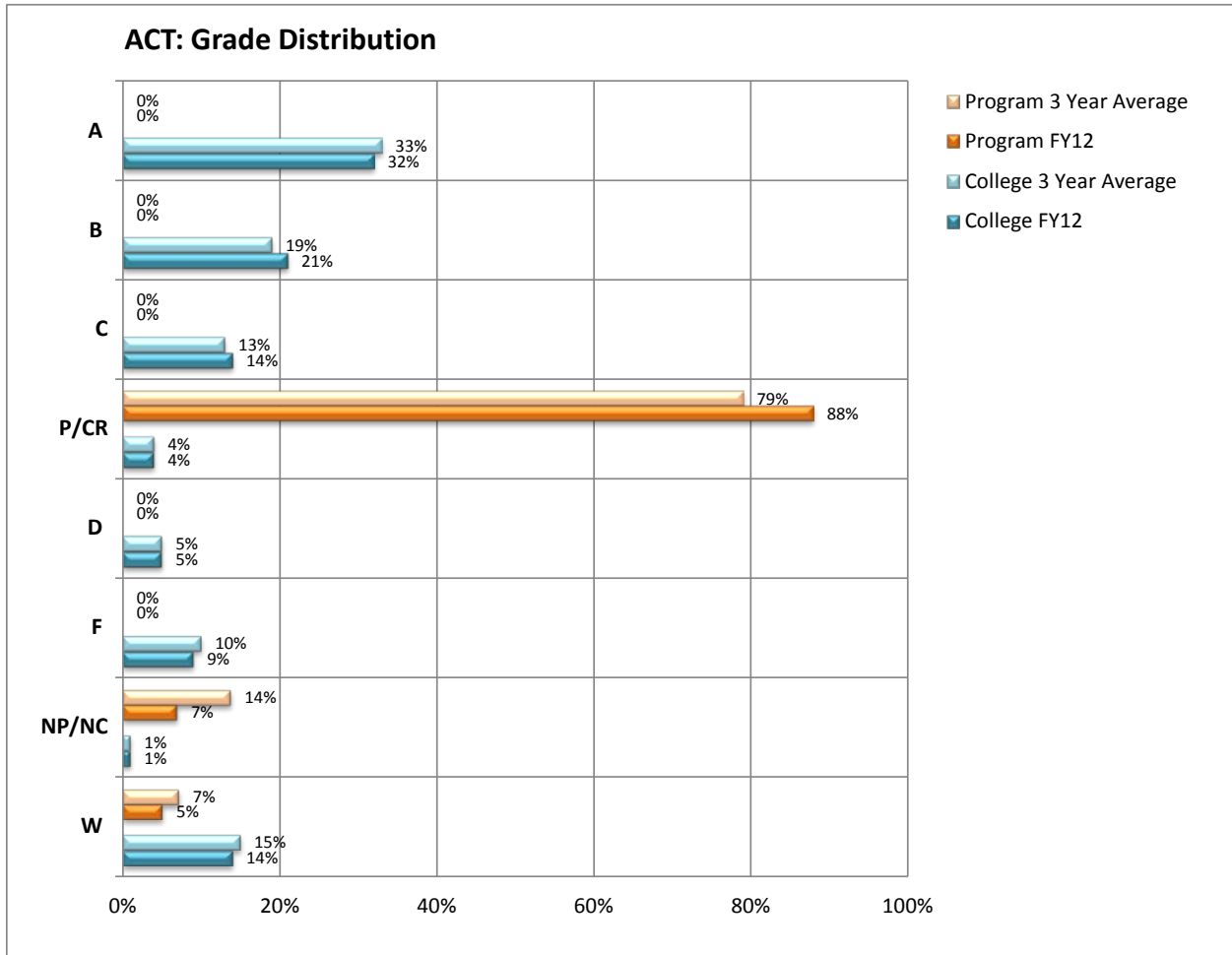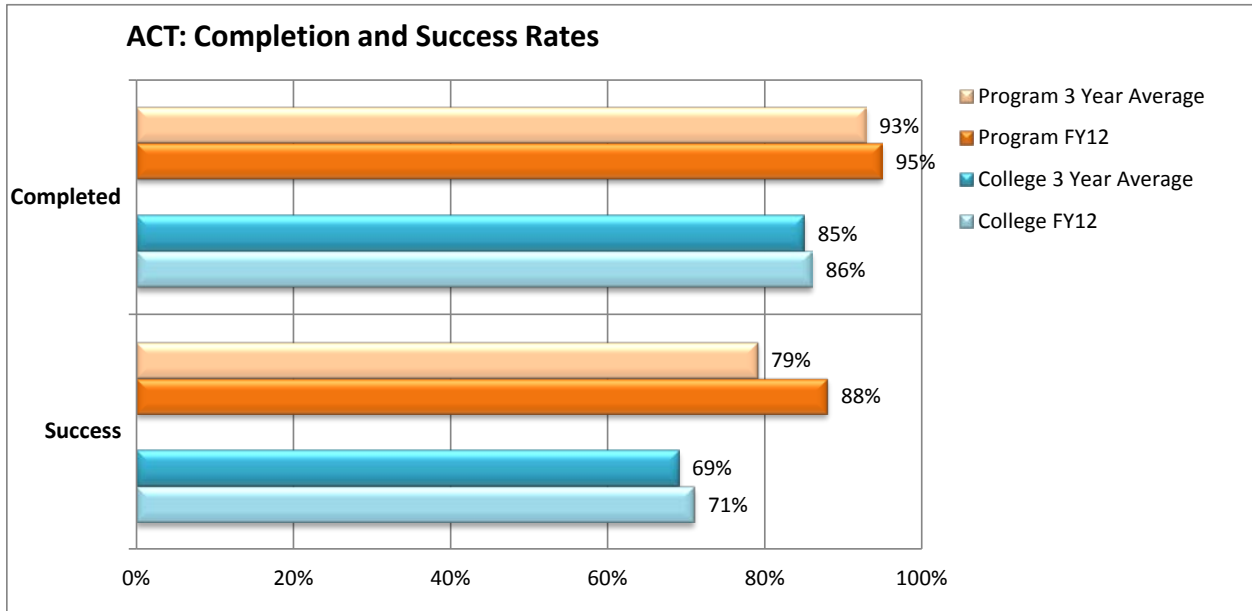
3C6: Interpretation of the Program Completion Information

None of the classes that are offered by EAC lead to degrees or certificates. However these classes are support classes so that student can then go on and take classes that lead to degrees and certificates. It would be nice to have the data of students who took EAC, LS or ACT classes and went on and obtained degrees and certificates.

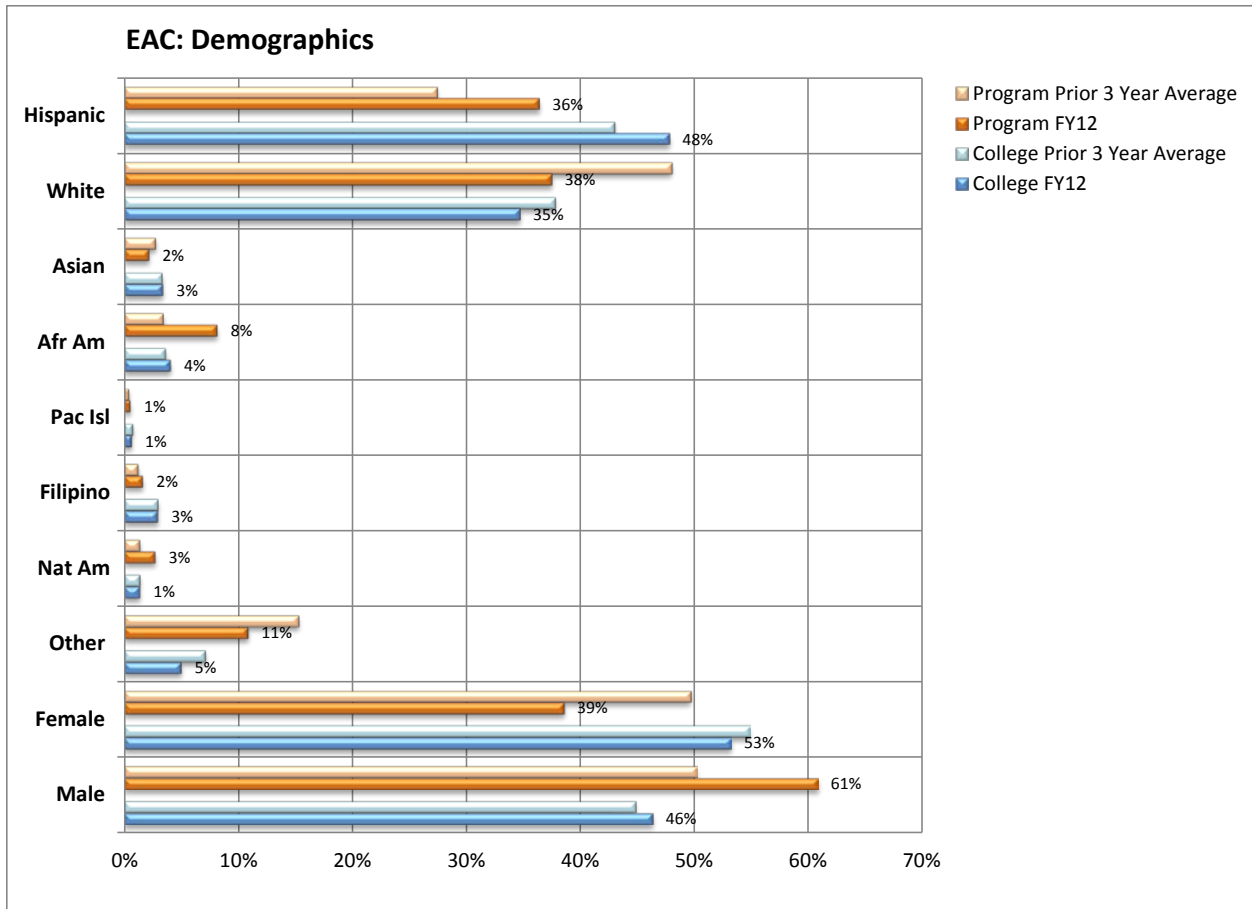| EAC: Student Certificates and Degrees					
Program	FY	Certificates	Degrees	Female	Male
EAC	FY09	-	-	-	-
EAC	FY10	-	-	-	-
EAC	FY11	-	-	-	-
EAC	FY12	-	-	-	-
Total Awards in 4 Years		-	-	-	-

3C7: Interpretation of the Program (EAC) Demographic Information

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
EAC	FY09	83	163	9	8	2	2	6	48	164	156	1	36
EAC	FY10	62	120	6	6	1	3	3	32	112	121	-	32
EAC	FY11	54	65	5	11	-	4	1	31	84	87	-	30
EAC	3 Year Avg	66	116	7	8	1	3	3	37	120	121	0	33
EAC	FY12	67	69	4	15	1	3	5	20	71	112	1	32
College	3 Year Avg	12,714	11,174	990	1,074	223	880	414	2,110	16,221	13,261	97	27
College	FY12	13,598	9,875	966	1,157	183	842	390	1,424	15,137	13,183	115	25

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
EAC	FY09	26%	51%	3%	2%	1%	1%	2%	15%	51%	49%	0%	36
EAC	FY10	27%	52%	3%	3%	0%	1%	1%	14%	48%	52%	0%	32
EAC	FY11	32%	38%	3%	6%	0%	2%	1%	18%	49%	51%	0%	30
EAC	3 Year Avg	27%	48%	3%	3%	0%	1%	1%	15%	50%	50%	0%	32
EAC	FY12	36%	38%	2%	8%	1%	2%	3%	11%	39%	61%	1%	32
College	3 Year Avg	43%	38%	3%	4%	1%	3%	1%	7%	55%	45%	0%	27
College	FY12	48%	35%	3%	4%	1%	3%	1%	5%	53%	46%	0%	24

EAC: Demographics

Legend:
- Program Prior 3 Year Average
- Program FY12
- College Prior 3 Year Average
- College FY12

Category	Values
Hispanic	36%, 48%
White	38%, 35%
Asian	2%, 3%
Afr Am	8%, 4%
Pac Isl	1%, 1%
Filipino	2%, 3%
Nat Am	3%, 1%
Other	11%, 5%
Female	39%, 53%
Male	61%, 46%

3C7: Interpretation of the Program (LS) Demographic Information

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
LS	FY09	348	265	42	47	2	8	17	132	491	359	11	31
LS	FY10	189	158	18	20	2	4	13	71	260	210	5	32
LS	FY11	146	113	9	14	3	12	9	43	179	169	1	31
LS	**3 Year Avg**	**228**	**179**	**23**	**27**	**2**	**8**	**13**	**82**	**310**	**246**	**6**	**31**
LS	FY12	212	126	7	25	1	8	4	41	198	223	3	28
College	**3 Year Avg**	**12,714**	**11,174**	**990**	**1,074**	**223**	**880**	**414**	**2,110**	**16,221**	**13,261**	**97**	**27**
College	FY12	13,598	9,875	966	1,157	183	842	390	1,424	15,137	13,183	115	25

EAC Program Review
2012-2013

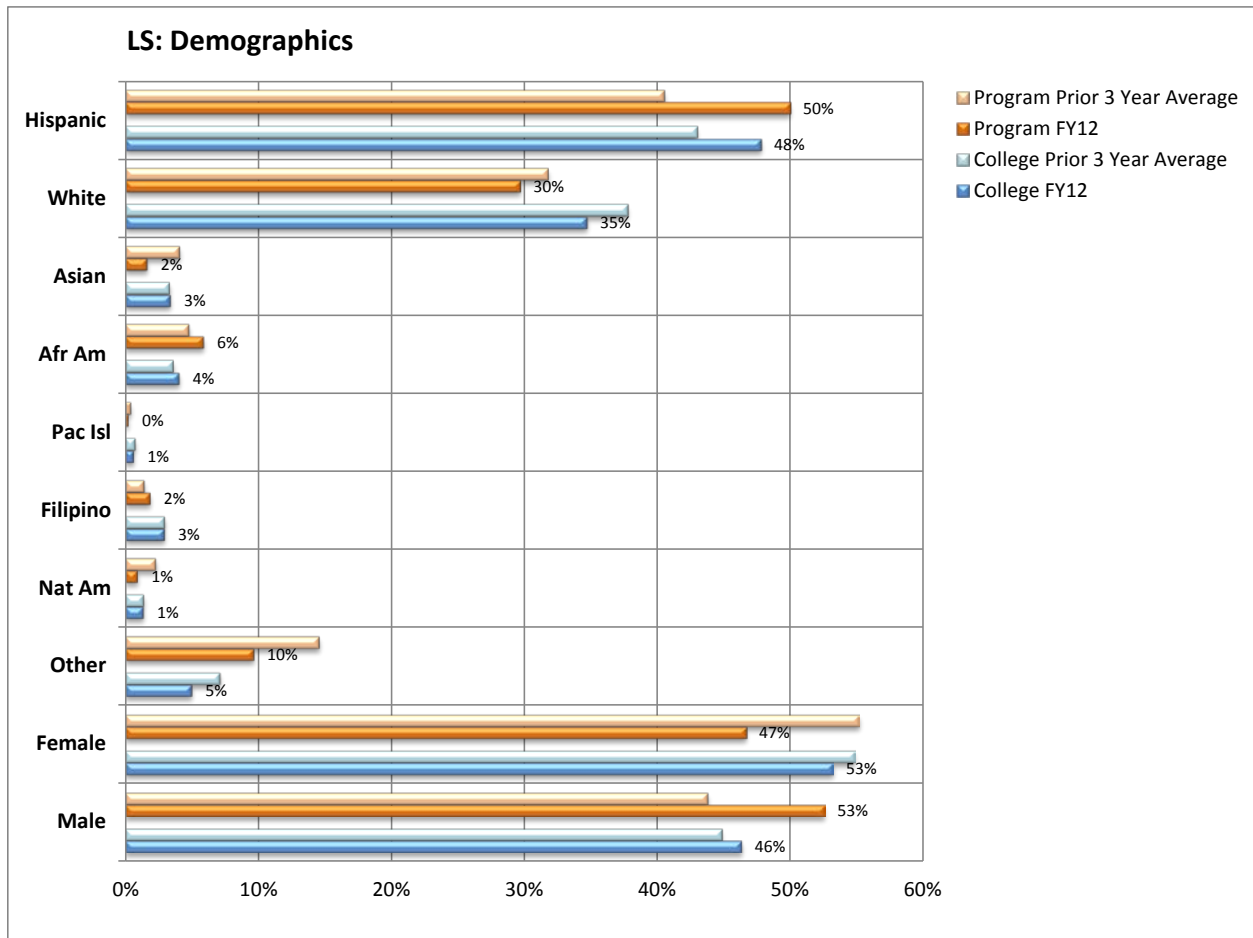| Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
LS	FY09	40%	31%	5%	5%	0%	1%	2%	15%	57%	42%	1%	31
LS	FY10	40%	33%	4%	4%	0%	1%	3%	15%	55%	44%	1%	32
LS	FY11	42%	32%	3%	4%	1%	3%	3%	12%	51%	48%	0%	31
LS	**3 Year Avg**	**41%**	**32%**	**4%**	**5%**	**0%**	**1%**	**2%**	**15%**	**55%**	**44%**	**1%**	28
LS	FY12	50%	30%	2%	6%	0%	2%	1%	10%	47%	53%	1%	28
College	**3 Year Avg**	**43%**	**38%**	**3%**	**4%**	**1%**	**3%**	**1%**	**7%**	**55%**	**45%**	**0%**	**27**
College	FY12	48%	35%	3%	4%	1%	3%	1%	5%	53%	46%	0%	24

3C7: Interpretation of the Program (ACT) Demographic Information

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
ACT	FY09	86	119	17	8	-	-	8	65	128	172	3	39
ACT	FY10	83	135	6	9	-	8	2	66	136	172	1	34
ACT	FY11	71	114	6	7	1	2	1	36	107	130	1	32
ACT	**3 Year Avg**	**80**	**123**	**10**	**8**	**0**	**3**	**4**	**56**	**124**	**158**	**2**	**35**
ACT	FY12	78	95	3	5	-	1	5	29	91	120	5	30
College	**3 Year Avg**	**12,714**	**11,174**	**990**	**1,074**	**223**	**880**	**414**	**2,110**	**16,221**	**13,261**	**97**	**27**
College	FY12	13,598	9,875	966	1,157	183	842	390	1,424	15,137	13,183	115	25

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
ACT	FY09	28%	39%	6%	3%	0%	0%	3%	21%	42%	57%	1%	39
ACT	FY10	27%	44%	2%	3%	0%	3%	1%	21%	44%	56%	0%	34
ACT	FY11	30%	48%	3%	3%	0%	1%	0%	15%	45%	55%	0%	32
ACT	**3 Year Avg**	**28%**	**43%**	**3%**	**3%**	**0%**	**1%**	**1%**	**20%**	**44%**	**56%**	**1%**	30
ACT	FY12	36%	44%	1%	2%	0%	0%	2%	13%	42%	56%	2%	30
College	**3 Year Avg**	**43%**	**38%**	**3%**	**4%**	**1%**	**3%**	**1%**	**7%**	**55%**	**45%**	**0%**	**27**
College	FY12	48%	35%	3%	4%	1%	3%	1%	5%	53%	46%	0%	24

ACT: Demographics

Legend:
- Program Prior 3 Year Average
- Program FY12
- College Prior 3 Year Average
- College FY12

Category	Program FY12	College FY12
Hispanic	36%	48%
White	44%	35%
Asian	1%	3%
Afr Am	2%	4%
Pac Isl	0%	1%
Filipino	0%	3%
Nat Am	2%	1%
Other	13%	5%
Female	42%	53%
Male	56%	46%
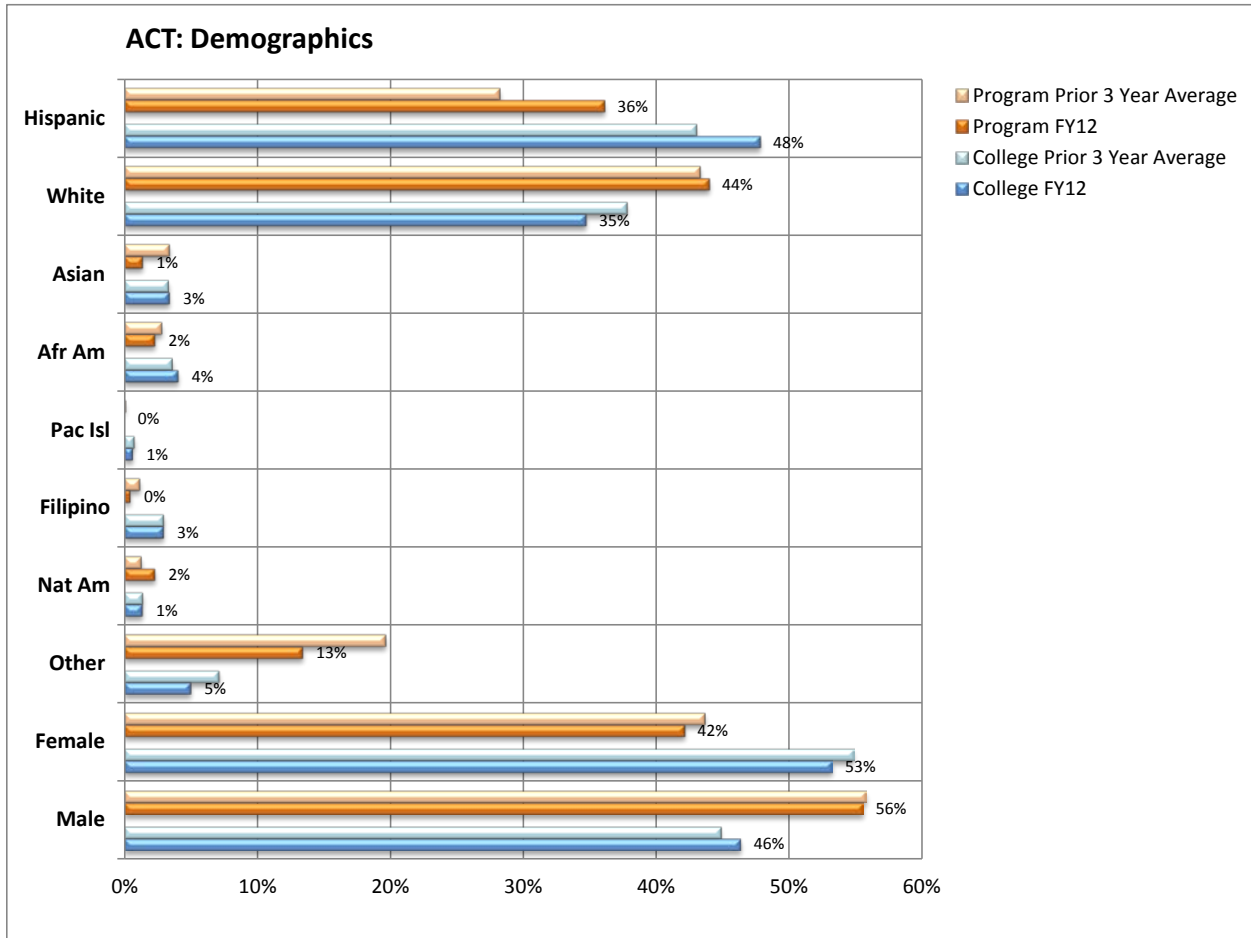
4. Performance Assessment

4A1:2012-2013 Institutional Level Student Learning Outcomes

Institutional Level Student Learning Outcome 1	Performance Indicators
Communication	
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 2	Performance Indicators
Reasoning – Scientific and Quantitative	
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 3	Performance Indicators
Critical Thinking and problem solving	
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 4	Performance Indicators
Information Literacy	
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 5	Performance Indicators
Personal/community awareness and academic / career responsibilities	
Operating Information	
Analysis – Assessment	

4A2: 2012-2013 Program Level Student Learning Outcomes - *For programs/departments offering degrees and/or certificates*

Program-Level Student Learning Outcome 1	Performance Indicators
Operating Information	
Analysis – Assessment	

Program-Level Student Learning Outcome 2	Performance Indicators
Operating Information	
Analysis – Assessment	

Program-Level Student Learning Outcome 3	Performance Indicators
Operating Information	
Analysis – Assessment	

Program-Level Student Learning Outcome 4	Performance Indicators
Operating Information	
Analysis – Assessment	

Program-Level Student Learning Outcome 5	Performance Indicators
Operating Information	
Analysis – Assessment	

4A3: **2012-2013** **Course Level Student Learning Outcomes - *Refer to TracDat***

4B: **2012-2013** **Student Success Outcomes**

Student Success Outcome 1	Performance Indicators
Operating Information	
Analysis – Assessment	

Student Success Outcome 2	Performance Indicators
Operating Information	
Analysis – Assessment	

4C. **2012-2013** **Program Operating Outcomes**

Program Operating Outcome 1	Performance Indicators
Operating Information	
Analysis – Assessment	

Program Operating Outcome 2	Performance Indicators
Operating Information	
Analysis – Assessment	

4D. Program Review Rubrics for Instructional Programs

Academic Programs

Point Value	Element	Score
Up to 6	Enrollment demand	
Up to 6	Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space)	
Up to 4	Agreed-upon productivity rate	
Up to 4	Retention rate	
Up to 3	Success rate (passing with C or higher)	
Up to 3	Ongoing and active participation in SLO assessment process	
Total Points	**Interpretation**	
22 – 26	Program is current and vibrant with no further action recommendation	
18 – 21	Recommendation to attempt to strengthen the program	
Below 18	Recommendation to consider discontinuation of the program	

TOTAL

CTE Programs

Point Value	Element	Score
Up to 6	Enrollment demand	
Up to 6	Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space)	
Up to 6	Program success (degree / certificate / proficiency award completion over 4 year period)	
Up to 4	Agreed-upon productivity rate	
Up to 4	Retention rate	
Up to 4	Employment outlook for graduates / job market relevance	
Up to 3	Success rate (passing with C or higher)	
Up to 3	Ongoing and active participation in SLO assessment process	
Total Points	**Interpretation**	
31 - 36	Program is current and vibrant with no further action recommendation	
25 - 30	Recommendation to attempt to strengthen the program	
Below 25	Recommendation to consider discontinuation of the program	

5. Findings

2012-2013 - FINDINGS

Finding 1:

Finding 2:

Finding 3:

Finding 4:

Finding 5:

6. Initiatives

6A: 2011-2012 - 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.)	

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.)	

2011 - 2012 FINAL Program Initiative Priority Ratings

Line Number	Program	Category	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	Adjusted Cost	Accumulated Costs	Full Time or Part Time
1	Educational Assistance Center (EAC)	Grants	0	R			EAC02	DHH Coordinator: No general fund $	Communicate with hearing impaired students, schedule sign language interpreters and substitute when needed, also find available sign language interpreters.	25,000		-	

6B: 2012-2013 INITIATIVES

Initiative ID should be consistent. For example:
2011-2012 identified initiatives - ART1201, ART1202, etc.
2012-2013 identified initiatives - ART1301, ART1302, etc.

Initiative 1
Initiative ID
Links to Finding
Benefits -
Request for Resources
Funding Sources

No new resources are required (use existing resources)	
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.)	

Initiative 2:

Initiative 3:

Initiative 4:

6C: **2012-2013** **Program Initiative Priority Ratings**

Program	Finding Number	Category	Program Priority (R, H, M, L)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost

6D: PRIORITIZATIONS OF INITIATIVES WILL TAKE PLACE AT THE PROGRAM, DIVISION, COMMITTEE, AND COLLEGE LEVELS:

Program/Department Level Initiative Prioritization

All initiatives will first be prioritized by the program/department staff. Prioritize the initiatives using the **RHML** priority levels defined below.

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 will then be prioritized using the **RHML** priority levels defined below.

Committee Level Initiative Prioritization

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

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 **RHML** priority levels defined below.

> **R**: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).
>
> **H**: High – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)
>
> **M**: Medium – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)
>
> **L**: Low – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

7. Process Assessment and Appeal

7A.   Purpose of Process Assessment

The purpose of program review assessment is to evaluate the process for continual improvement. The process is required for accreditation and your input is very important to us as we strive to improve.

7B.   2012 - 2013 ASSESSMENT QUESTIONS

1.   Did you complete the program review process last year, and if so, did you identify program initiatives?

2a. Were the identified initiatives implemented?

2b. Did the initiatives make a difference?

3.   If you appealed or presented a minority opinion for the program review process last year, what was the result?

4.   How have the changes in the program review process worked for your area?

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

7C.   Appeals

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

If you choose to appeal, please complete the appropriate form 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.