

History Program Review

2011-2012

1. Program Description

A. Description

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

B. Program Student Learning Outcomes - Successful students in the program are able to:

Students will demonstrate an understanding of the effects of time and place on shaping and molding the human experience.

Students will appraise the significance of specific people, places and events in understanding the larger trends and themes of history.

Students will assess and/or evaluate the causes and effects of trends and historical developments over time.

C. College Level Student learning Outcomes

Critical Thinking and Problem Solving
Communication
Information Competency

D. Estimated Costs (Required for Certificate of Achievement ONLY)

	Cost
Enrollment Fees	
Books	
Supplies	
Total	

E. Criteria Used for Admission

Meet math and chemistry prerequisites.

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F. Vision

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

G. 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.

H. 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

I. Degrees/Certificates

Program's courses are designed to articulate to UC and CSU for transfer students.

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J. Program Strengths, Successes, and Significant Events

Within the past two years the History program and department has substantially retooled and reshaped itself with the replacement of two retirees and the hiring of three full-time history instructors. The number of full time faculty has not improved. Even with the three new additions the number of full time faculty is the same as it was in 2009. The program is supported by 15 part time faculty that account for 64% of the classes and is also impacted by the .8 FTE in reassigned time for the Department Chair and the SLO Coordinator.

These three instructors, well experienced in local, regional and even international venues, combined with the sagacious leadership of the remaining long-time member of and current chair of the history department provide a depth of experience, a variety of expertise and hard-earned pedagogical expertise that create unique and abundant learning opportunities for Ventura College students.

The infusion of new faculty blood has also fueled the creation and the continuation of the History Club and Pre-Law club for students interested in studying, focusing on and intending majors in history or potentially seeking law degrees. Both of the previously-part time faculty who are not full-time faculty have worked closely with this group of students and hosted and organized historical walking tours of both Los Angeles and Santa Barbara and several very successful History Movie Nights.

K. Organizational Structure

President: Robin Calote

Executive Vice President: Ramiro Sanchez

Dean: Gwendolyn Lewis Huddleston

Department Chair: Ismael de la Rocha

Instructors and Staff

Name	Coffey, Colleen
Classification	Assistant Professor
Year Hired	2011
Years of Work-Related Experience	9
Degrees/Credentials	A.A., B.A., M.A.

Name	Corbett, Scott
Classification	Professor
Year Hired	1996
Years of Work-Related Experience	27
Degrees/Credentials	B.A., M.A., Ph.D.

Name	Ismael de la Rocha
Classification	Professor

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Year Hired	1974
Years of Work-Related Experience	38
Degrees/Credentials	B.A., M.A.

Name	Michael Ward
Classification	Assistant Professor
Year Hired	2011
Years of Work-Related Experience	13
Degrees/Credentials	A.A., B.A., M.A., Ph.D.

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2. Performance Expectations

A. Program Student Learning Outcomes - Successful students in the program are able to:

1. Students will demonstrate an understanding of the effects of time and place on shaping and molding the human experience.
2. Students will appraise the significance of specific people, places and events in understanding the larger trends and themes of history.
3. Students will assess and/or evaluate the causes and effects of trends and historical developments over time

B. Student Success Outcomes

Given the fact that the program's retention rate has been in excess of 80% and closely mirrors the college's retention rate, the program will seek to maintain its retention rate from the average of the **program's** prior three-year retention rate.

The program will maintain its retention rate from the average of the **college's** prior three-year retention rate.

Given the fact that the program's success rate has exceeded 70% each year for three years the program will seek to maintain or to increase that rate by 2%.

The program will maintain or seek to surpass the student success rates from the average of the **college's** prior three-year success rates.

C. Program Operating Outcomes

The program will seek to come as close to the district WSCH/FTEF goal of 750 while attempting to right-size the program's classes and sustain and improve learning outcomes and student achievement.

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D. Courses to Student Learning Outcomes Map

Course to Program-Level Student Learning Outcome Mapping (CLSLO) I: This program-level student learning outcome is INTRODUCED in this course. P: This program-level student learning outcome is PRACTICED in this course. M: This program-level student learning outcome is MASTERED in this course. Leave blank if program-level student learning outcome is not addressed.							
Courses (i.e. CHEM1A)	PLSLO #1	PLSLO #2	PLSLO #3	PLSLO #4	PLSLO #5	PLSLO #6	PLSLO #7
Hist1A	M	M	M				
Hist1B	M	M	M				
Hist2A	M	M	M				
Hist2B	M	M	M				
Hist3A	M	M	M				
Hist3B	M	M	M				
Hist4A	M	M	M				
Hist4B	M	M	M				
Hist5A	M	M	M				
Hist5B	M	M	M				
Hist7A	M	M	M				
Hist7B	M	M	M				
Hist8	M	M	M				
Hist9	M	M	M				
Hist10A	M	M	M				
Hist10B	M	M	M				
Hist12	M	M	M				
Hist13	M	M	M				
Hist14A	M	M	M				
Hist14B	M	M	M				
Hist15	M	M	M				
Hist16	M	M	M				
Hist17	M	M	M				
Hist18A	M	M	M				
Hist18B	M	M	M				
Hist20	M	M	M				
Hist21	M	M	M				

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3. Operating Information

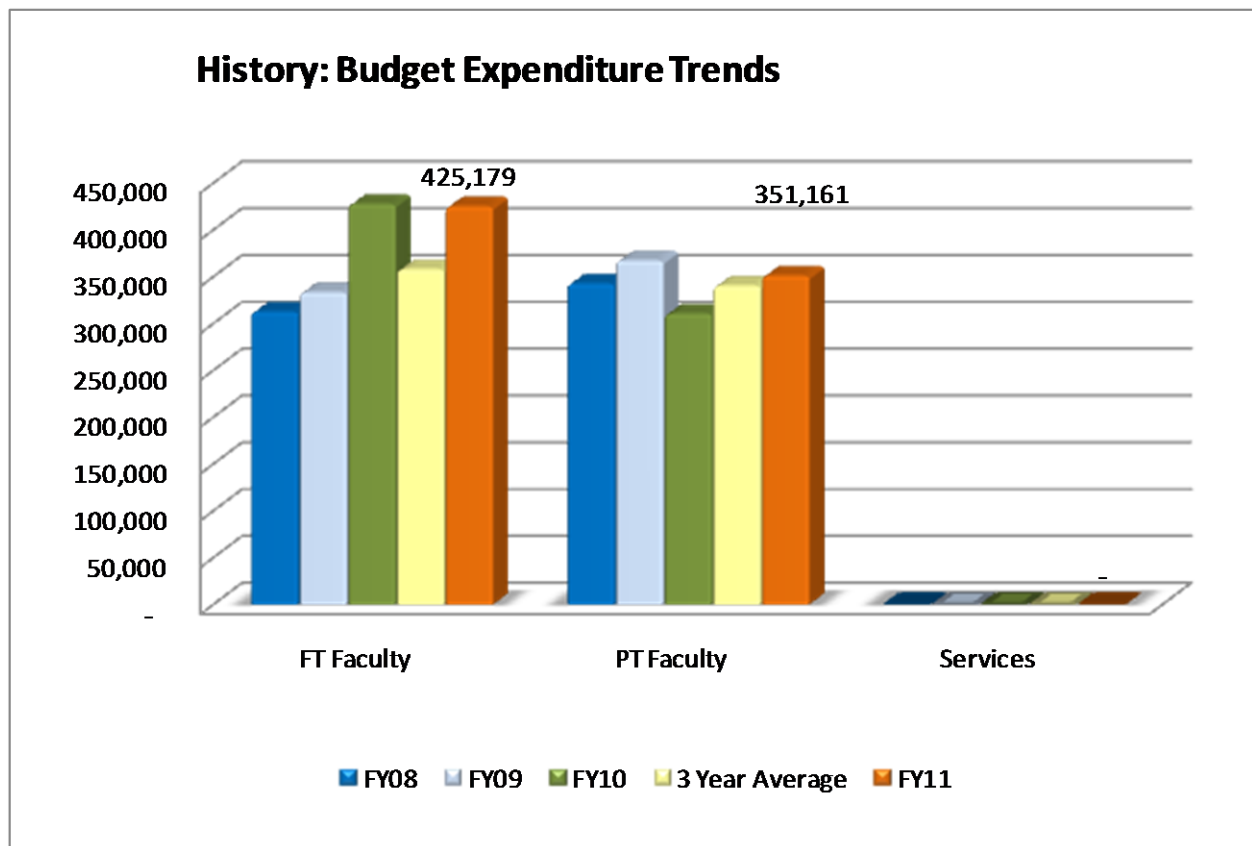
A1: Budget Summary Table

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.

Category	Title	FY08	FY09	FY10	3 Year Average	FY11	FY11 Program	FY11 College
1	FT Faculty	312,478	333,399	427,688	357,855	425,179	19%	12%
2	PT Faculty	342,704	367,343	310,573	340,207	351,161	3%	-10%
8	Services	-	300	300	300	-	-100%	-17%
	Total	655,182	701,042	738,561	698,262	776,340	11%	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.

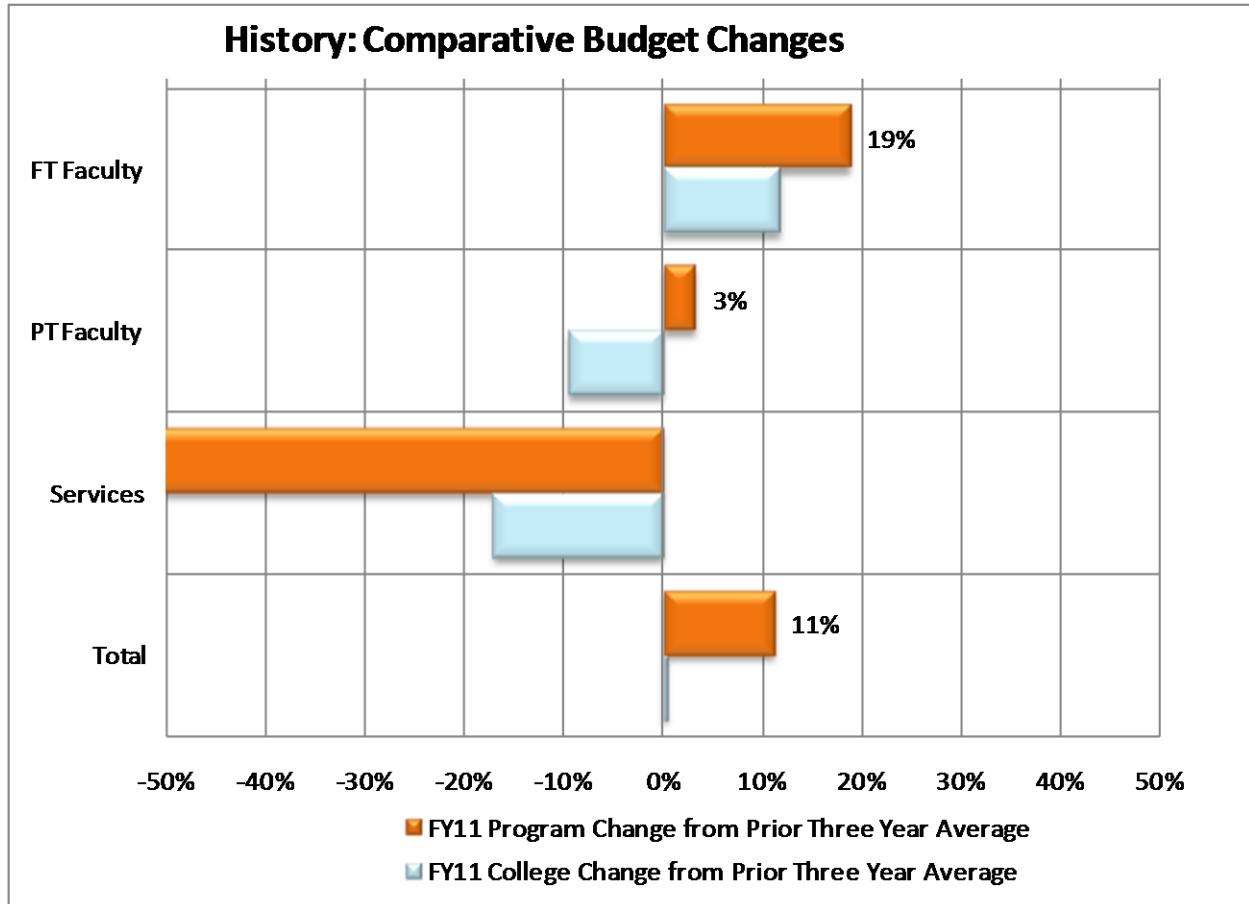


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A3: Comparative Budget Changes Chart

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.



A4: Budget Detail Report

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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A5: Interpretation of the Program Budget Information

In the academic year 09-10 two full-time historians were hired. One was the replacement for a retiree and the second was hired on the basis of the WSCH and load being generated by the department. The additional expenses account for the bump in the department's annual budget from \$333,399 to \$427,688. Conversely the addition of two full-time instructors depressed the part-time expenses from \$367,343 to \$310,573. Still as the staffing of the program has stabilized, the FY 11 expenses of \$425,179 for full-time faculty services is a small savings of \$2,509 and the part-time expenses recouped some \$16,182 (from the peak of \$367,343 to \$351,161

The potential for growth has remained with the new MCW building with its large enrollment classroom, plus the large lecture rooms in the MAC building. Higher enrollments will produce greater FTES and additional monies.

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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 #
No Inventory Items								

B2: Interpretation of the Program Inventory Information

Nothing to report or comment on.

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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.

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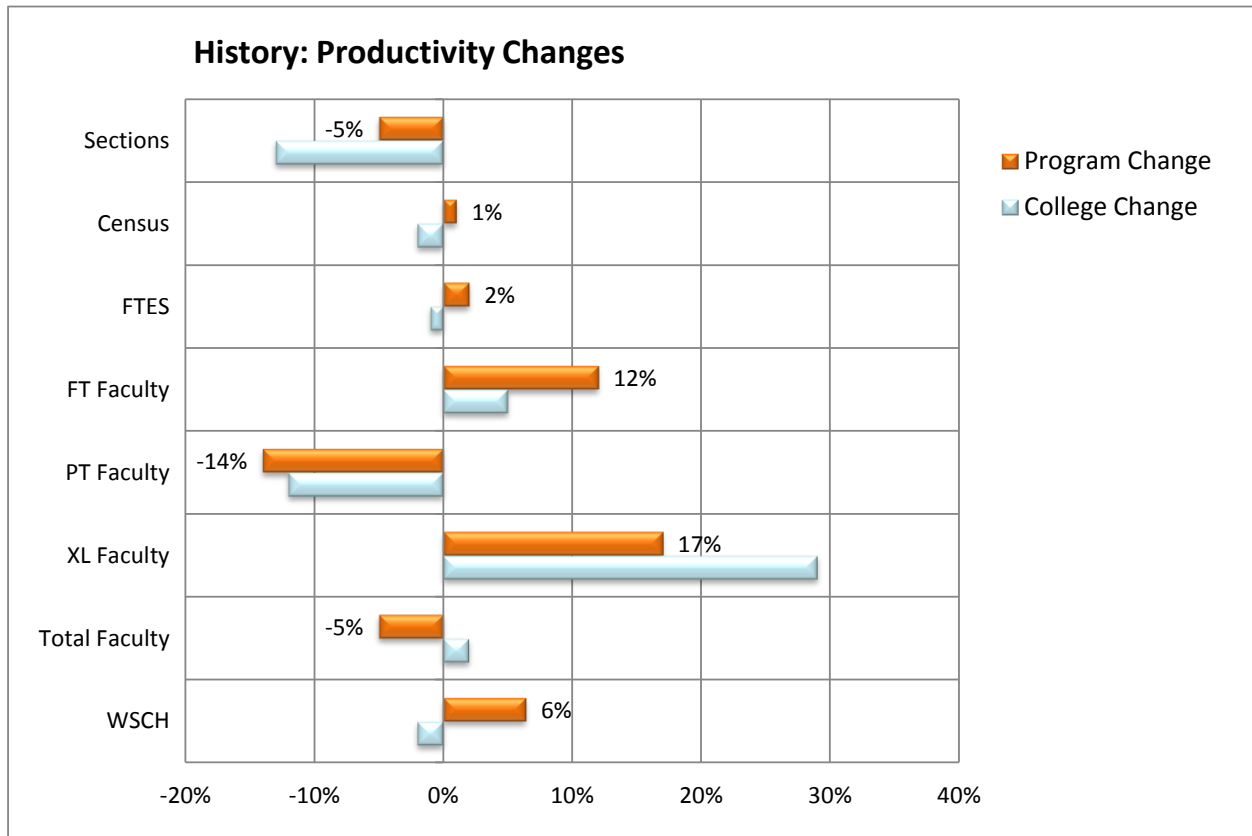
C2: Productivity Summary Table

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.

Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change	College Change
Sections	100	97	93	97	92	-5%	-13%
Census	3,789	4,231	4,374	4,131	4,183	1%	-2%
FTES	373	418	433	408	414	2%	-1%
FT Faculty	2.34	2.34	3.35	2.68	3.01	12%	5%
PT Faculty	7.29	7.12	5.76	6.73	5.75	-14%	-12%
XL Faculty	0.70	1.00	1.25	0.98	1.15	17%	29%
Total Faculty	10.33	10.46	10.37	10.39	9.91	-5%	2%
WSCH	542	599	626	589	627	6%	-2%

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.



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C4: Interpretation of the Program Productivity Information

Because of budgetary cuts, in the Fall 2009, the number of history sections were reduced from 97 to 93 thus bring forth the onset of larger classes and the demand for large classrooms or online courses.

Comparing developments within the History program with the overall trends at the college we can see that the total number of sections offered in the History program trended downward by 5% representing the History program's attempt to contribute to the budget solutions plaguing the college in recent years. With the faculty and staffing changes the total result was a -3% decline in the total history faculty (full and part-time FTEF combined). Yet the History program's productivity improved a bit by increasing their FTES by 2% as the college's overall FTES declined by about 1%. Hence, in the midst of staffing changes and the inevitable process of acclimation for and by new faculty, the History program staff were able to at least maintain their previous levels of productivity if not improve upon them slightly. Finally, in comparing the program's WSHC to the college's WSCH we can see that the program was achieving a slightly higher WSCH than the college as a whole.

	08	09	10
History Program FTES	373	418	433
College FTES ¹	11,806	11,515	10,964
History % of College	.03	.03	.03
College FTEF ²	454	454	454
Total History Faculty	11	11	11
History Faculty % of College	.02	.02	.02

From the above table it should be clear that the History program is generating a healthy portion of the college's total FTES slightly in excess to its total faculty FTEF.

¹ Figures obtained from California Community College Chancellor's Office Data Mart website found at: <http://www.cccco.edu/ChancellorsOffice/Divisions/TechResearchInfo/MIS/DataMartandReports/tabid/282/Default.aspx>, accessed 9/17/2011.

² Extrapolated from Budget forum information provided in March 2011.

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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).

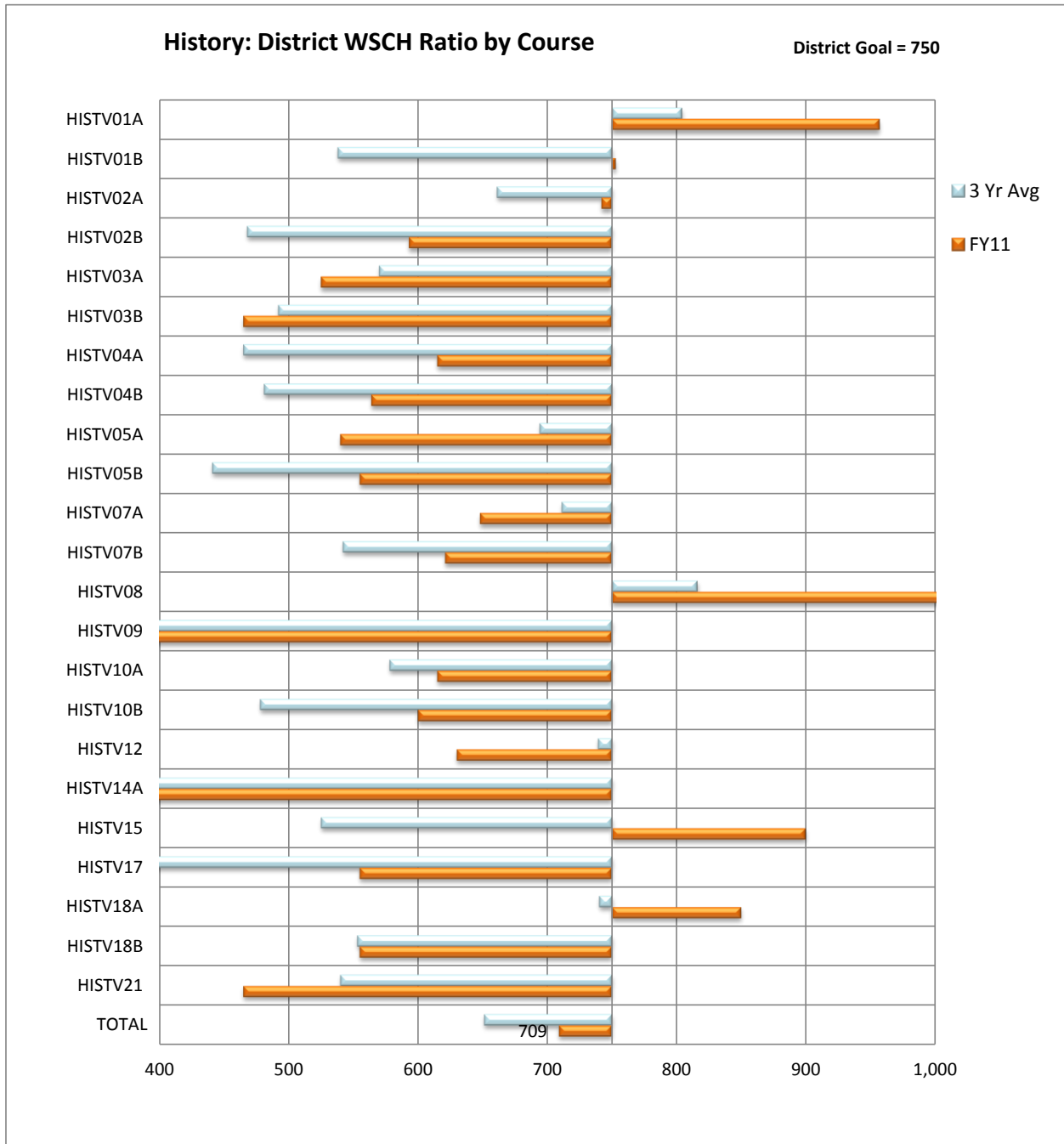
District WSCH Ratio: Weekly Student Contact Hours/(FT FTE+PT FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
HISTV01A	Intro to Western Civilizatn I	657	845	936	804	957	19%	750	128%
HISTV01B	Intro to Western Civilizatn II	379	558	678	538	753	40%	750	100%
HISTV02A	U.S. History: Women I	638	642	702	661	742	12%	750	99%
HISTV02B	U.S. History: Women II	315	480	608	468	593	27%	750	79%
HISTV03A	U.S. Hist: African Americans I	398	675	765	570	525	-8%	750	70%
HISTV03B	U.S. Hist: African American II	387	615	495	492	465	-6%	750	62%
HISTV04A	History of the Americas I	330	540	525	465	615	32%	750	82%
HISTV04B	History of the Americas II	439	511	492	481	564	17%	750	75%
HISTV05A	U.S. Hist: Native Americans I	646	767	615	694	540	-22%	750	72%
HISTV05B	U.S. Hist: Native Americans II	360	405	525	441	555	26%	750	74%
HISTV07A	United States History I	718	700	714	711	648	-9%	750	86%
HISTV07B	United States History II	499	531	602	542	621	14%	750	83%
HISTV08	History of California	638	818	1,170	816	1,170	43%	750	156%
HISTV09	The Vietnam Era	285	465	-	375	-	-100%	750	0%
HISTV10A	The Heritage of Mexico I	570	-	585	578	615	6%	750	82%
HISTV10B	The Heritage of Mexico II	435	495	510	478	600	26%	750	80%
HISTV12	U.S. History: Focus on Chicanos	713	787	720	739	630	-15%	750	84%
HISTV14A	African History to 1800	225	-	-	225	-	-100%	750	0%
HISTV15	Intro to History of East Asia	-	-	525	525	900	71%	750	120%
HISTV17	U.S. History: Asian Americans	270	-	-	270	555	106%	750	74%
HISTV18A	World History I	621	731	868	740	850	15%	750	113%
HISTV18B	World History II	510	540	608	553	555	0%	750	74%
HISTV21	History of Modern Middle East	-	540	-	540	465	-14%	750	62%
TOTAL	Annual District WSCH Ratio	581	662	712	651	709	9%	750	95%

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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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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.

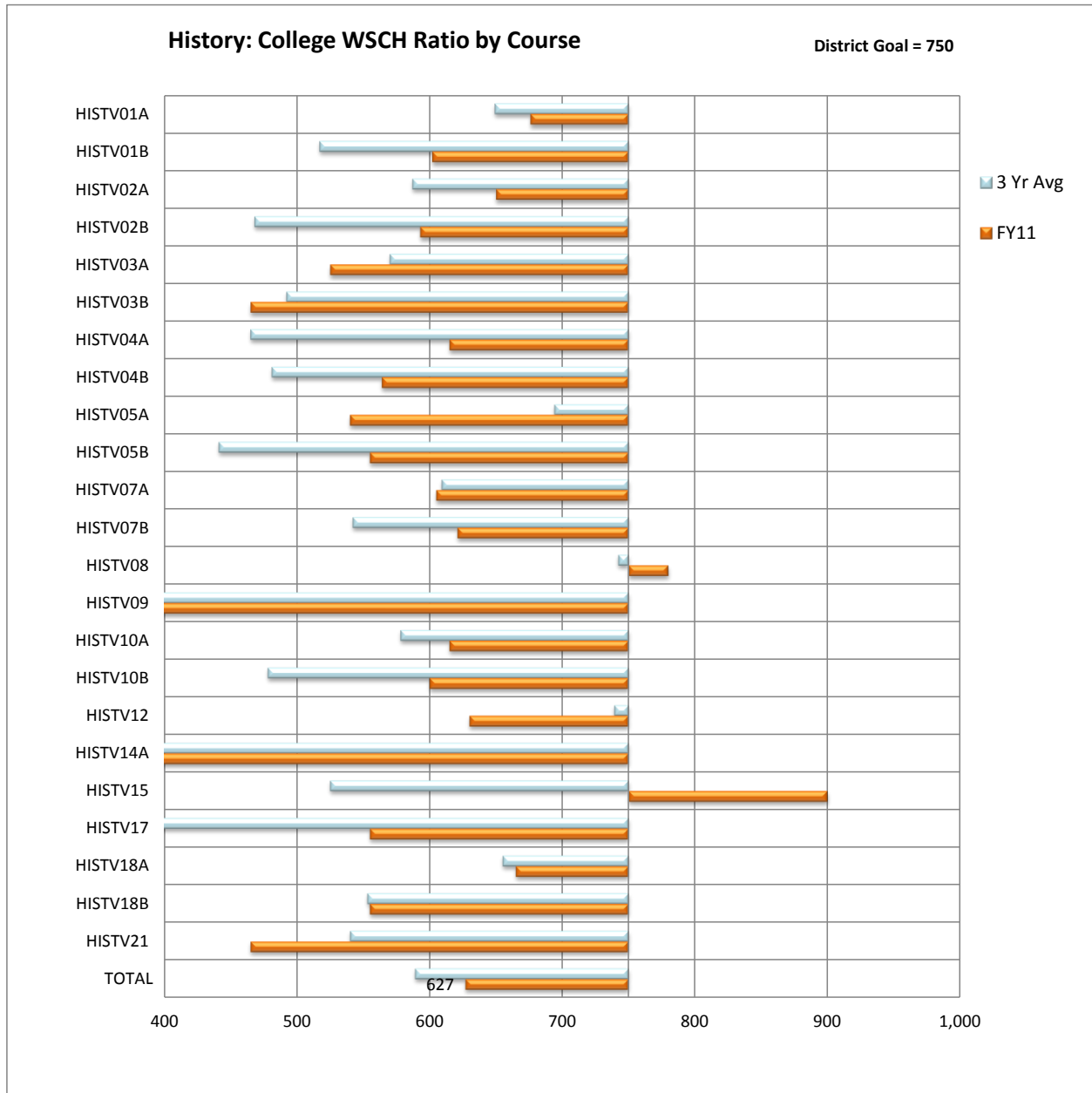
College WSCH Ratio = WSCH / (PT FTE + FT FTE + XL FTE)

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
HISTV01A	Intro to Western Civilizatn I	584	667	696	649	676	4%	750	90%
HISTV01B	Intro to Western Civilizatn II	379	558	603	517	602	17%	750	80%
HISTV02A	U.S. History: Women I	567	571	624	587	650	11%	750	87%
HISTV02B	U.S. History: Women II	315	480	608	468	593	27%	750	79%
HISTV03A	U.S. Hist: African Americans I	398	675	765	570	525	-8%	750	70%
HISTV03B	U.S. Hist: African American II	387	615	495	492	465	-6%	750	62%
HISTV04A	History of the Americas I	330	540	525	465	615	32%	750	82%
HISTV04B	History of the Americas II	439	511	492	481	564	17%	750	75%
HISTV05A	U.S. Hist: Native Americans I	646	767	615	694	540	-22%	750	72%
HISTV05B	U.S. Hist: Native Americans II	360	405	525	441	555	26%	750	74%
HISTV07A	United States History I	608	597	624	609	605	-1%	750	81%
HISTV07B	United States History II	499	531	602	542	621	14%	750	83%
HISTV08	History of California	638	818	780	742	780	5%	750	104%
HISTV09	The Vietnam Era	285	465	-	375	-	-100%	750	0%
HISTV10A	The Heritage of Mexico I	570	-	585	578	615	6%	750	82%
HISTV10B	The Heritage of Mexico II	435	495	510	478	600	26%	750	80%
HISTV12	U.S. History: Focus on Chicanos	713	787	720	739	630	-15%	750	84%
HISTV14A	African History to 1800	225	-	-	225	-	-100%	750	0%
HISTV15	Intro to History of East Asia	-	-	525	525	900	71%	750	120%
HISTV17	U.S. History: Asian Americans	270	-	-	270	555	106%	750	74%
HISTV18A	World History I	621	658	680	655	665	1%	750	89%
HISTV18B	World History II	510	540	608	553	555	0%	750	74%
HISTV21	History of Modern Middle East	-	540	-	540	465	-14%	750	62%
TOTAL	Annual College WSCH Ratio	542	599	626	589	627	6%	750	84%

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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).



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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.

D6: Interpretation of the Program Course Productivity Information

The program has made several inquiries into the District 750 WSCH goal for history. This is the highest in all the programs in the District. No reasonable reply has been made. The District goals were imposed in 2006 and no reasonable effort has been made to review or reconsider. Even with the shortage in staffing, the history program has succeed in reaching 95% of District goal.

The above figures and complicated ratios reveal an internal contradiction between the calculation of productivity and the concerted policies of the college in meeting the enrollment demands of our students. If we look at the District WSCH Ratio for Ventura College history courses, we can see that overall the Ventura College history program is doing rather well in attaining the District goal of 750 WSCH and in certain instances; the Ventura College classes far exceed those targets.

Course	District WSCH Ratio	College WSCH
Hist V01A	128%	70%
Hist V01B	100%	67%
Hist V02A	99%	77%
Hist V07A	86%	76%
Hist V08	156%	78%
Hist V15	120%	120%
Hist V18A	113%	73%

But if we examine the College_WSCH ratios which factor in extra large classes the percentage of achievement of the 750 gets depressed from 22 to 78%. But the increasingly common policy of the administration is to allow and even encourage those extra large classes to meet student enrollment demands. So by some standards complying with pedagogically questionable practices of amassing students in one space and working with one instructor to fulfill one objective of the college puts the history program at odds with other goals and objectives of the college and district. To calculate less than diligent and arduous service to the students, program, college and district on the part of the faculty because they accepted more taxing teaching loads and assignments is dispiriting in the least and not reflective of either the hard work the history faculty delivers to the students, program and college. Mathematically, the program would look better by refusing such large classes which would either force the college to retain more full or part-time faculty to meet the obvious demand or to turn away students and relinquish FTES. The table below indicates how the WSCH of certain classes, including their three

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year average WSCH, is impacted by a relatively few number of large sections. The population at census is indicated for all sections of the designated class followed by the total number of extra large sections. Looking at History V02A: U.S. History: Women I, one can see that in FY08 the average class size was 43 students. But two sections, with 61 and 62 students in them respectively, skewed the average and the WSCH for all the sections significantly. It should be obvious that in the case of History V08: California in FY10 and FY11 only one section was offered each year – both of which were extra large classes with census count at 78. But those figures, when factored into the three-year average, significantly reduced the WSCH of that course.

Year	1A	1B	2A	7A	08	18A
08	44.31/3	26/0	43.37/2*	48.95/5	42.5/0	41.77/0
09	56.86/6	38.25/0	43.62/2	47.69/6	54.5/0	55.12/2
10	62.92/6	46.75/1	47.62/2	48.41/5	78/1*	57.88/3
11	64.41/5	51.75/2	50/2	43.57/2	78/1	57/3

Several of the extra large sections included in the table above were online offerings. There are many issues regarding online offerings and the optimal size of those classes. Census date comes relatively early and it is highly likely that the actual student count in those online sections will reveal significant enrollment shrinkage which might or might not warrant extra-large designation. Nevertheless, referring back to our response in C4, even with the addition of the extra-large FTEF, the History program still contributes slightly more to the college's total FTES than is proportional to its size.

Finally, the History program faculty strongly maintain that the District WSCH goal of 750 is unrealistically high and pedagogically unsound. The above figures should amply illustrate that a class of 50 students with no extra large factor would equal a WSCH of 750. But going above that may or may not attain the District goal of 750. In FY10 a single section of History 7A had an enrollment of 120 but with an extra large factor of .15 factored in – the WSCH for that class was only 720.

History 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.

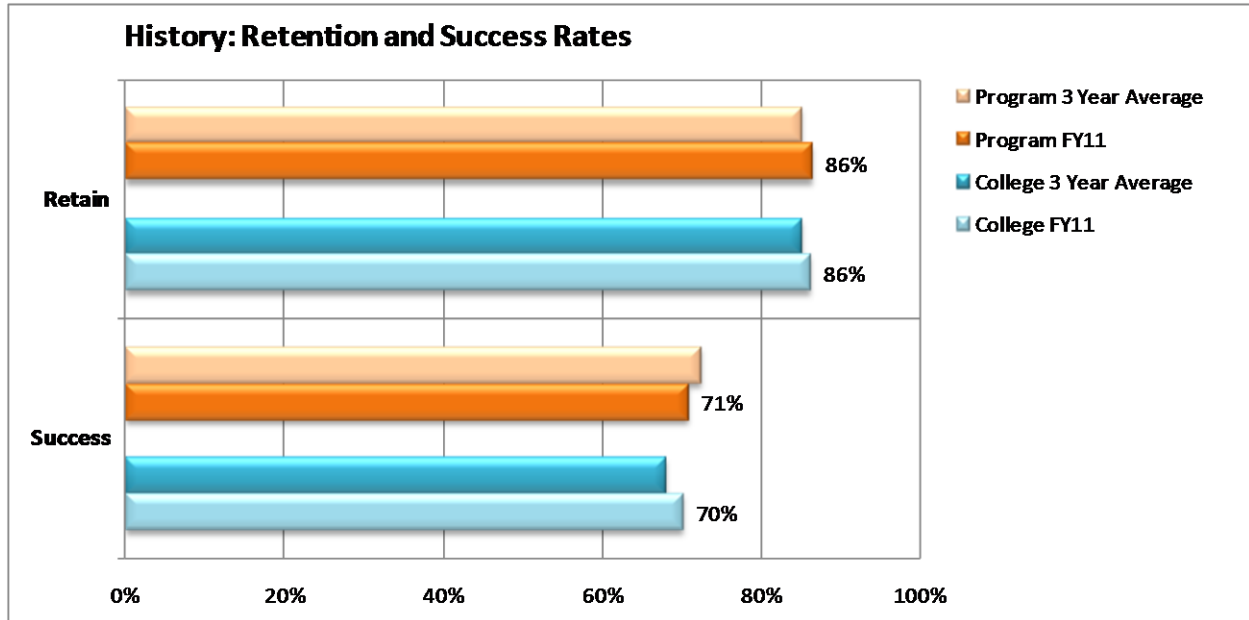
Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
HIST	FY08	1,219	861	510	5	147	313	643	2	3,702	3,057	2,595
HIST	FY09	1,446	939	649	7	199	278	627	-	4,146	3,518	3,041
HIST	FY10	1,548	992	581	6	218	372	556	1	4,274	3,717	3,127
HIST	3 Year Avg	1,404	931	580	6	188	321	609	1	4,041	3,431	2,921
HIST	FY11	1,383	855	647	1	231	362	561	44	4,084	3,523	2,886
Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
HIST	FY08	33%	23%	14%	0%	4%	8%	17%	0%		83%	70%
HIST	FY09	35%	23%	16%	0%	5%	7%	15%	0%		85%	73%
HIST	FY10	36%	23%	14%	0%	5%	9%	13%	0%		87%	73%
HIST	Program 3	35%	23%	14%	0%	5%	8%	15%	0%		85%	72%
HIST	Program FY	34%	21%	16%	0%	6%	9%	14%	1%		86%	71%
College	College 3 Yr	33%	19%	12%	5%	5%	10%	15%	2%		85%	68%
College	College FY1	33%	20%	13%	3%	5%	10%	14%	2%		86%	70%

History 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.

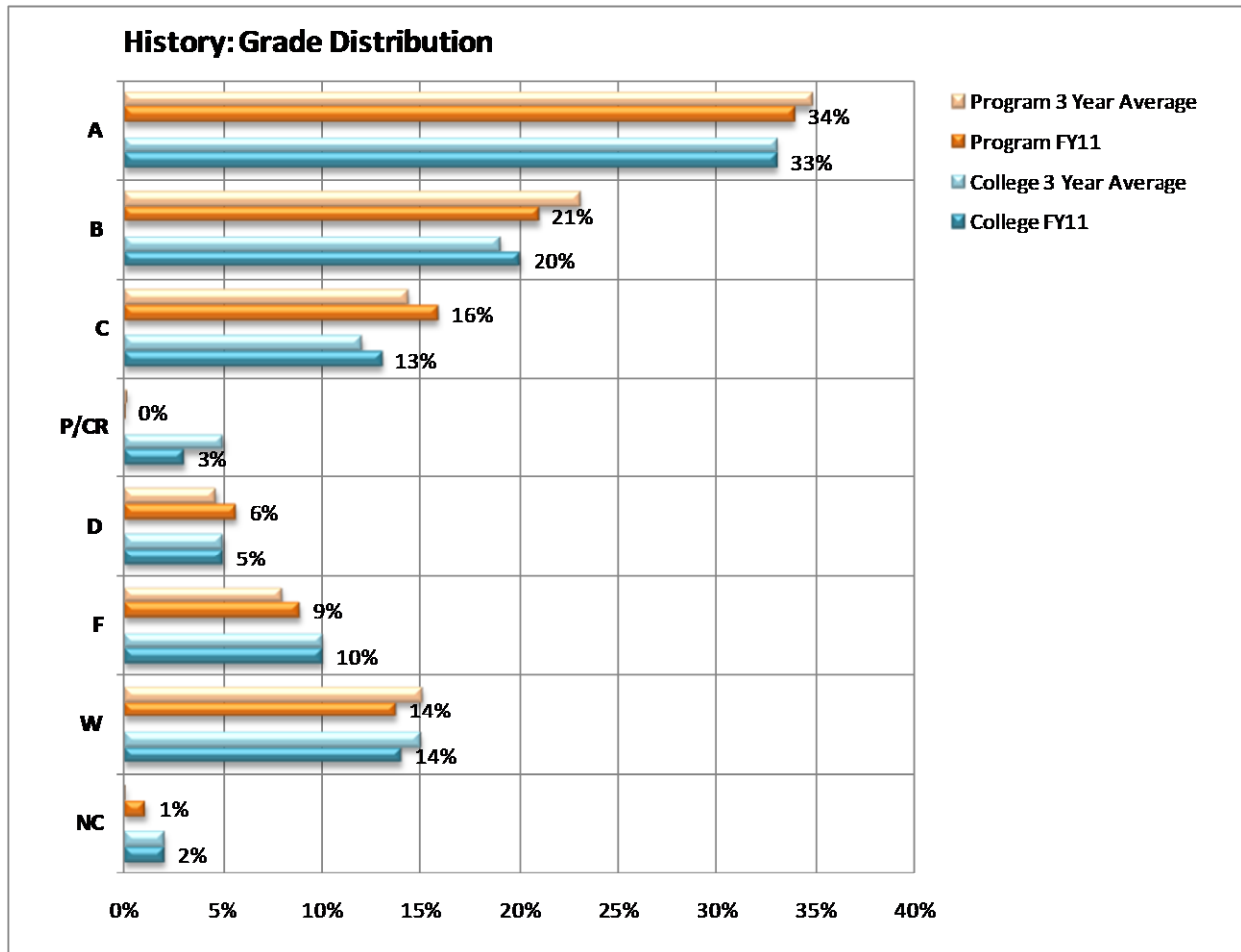


History Program Review

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.



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.

History Program Review

2011-2012

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

The figures on retention, student success and grade distribution for the History program closely mirror and in most cases slightly surpass the equivalent averages for the college. The History program is at least as good as the whole college in retaining students and enabling them to achieve success. The percentages for the Program were trending upwards for FY08, FY09 and Fy10 eventually surpassing the college average by 2%. But in FY11 the percentage fell back by 1% and the three-year average exactly matched the college three-year average of 85%.

As for the success rate, that also trended up from FY08 to FY09 but then fell-back by 2% in FY11. Still the program's three-year success rate of 72% was a bit higher than the college's rate of 68%.

Though the grade distribution for the History program still averages slightly above the college average (by a mere 1%) the internal trend within the History program is actually a decline in grade inflation by a few percentage points from the peak it reached in FY10.

Unquestionably, the lack of full time faculty has had an adverse impact on retention and productivity. The part time faculty do not have the time or responsibility to provide office hours, tutoring or to make referrals that would support the students and improve retention. This probably again reflects that as the staffing of the History program solidifies – a more substantial foundation is established for academic standards and the grading policies are likely to be more grounded.

History Program Review

2011-2012

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.

F2: Interpretation of the Program Completion Information

The history program does not provide degrees or certificates.

History 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.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
HIST	FY08	1,427	1,521	135	136	33	83	56	311	1,907	1,777	18	26
HIST	FY09	1,697	1,596	129	197	42	107	50	328	2,120	2,004	22	24
HIST	FY10	1,771	1,647	133	205	37	125	58	298	2,109	2,150	15	24
HIST	3 Year Avg	1,632	1,588	132	179	37	105	55	312	2,045	1,977	18	25
HIST	FY11	1,786	1,580	125	160	35	118	47	233	2,034	2,046	4	23
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

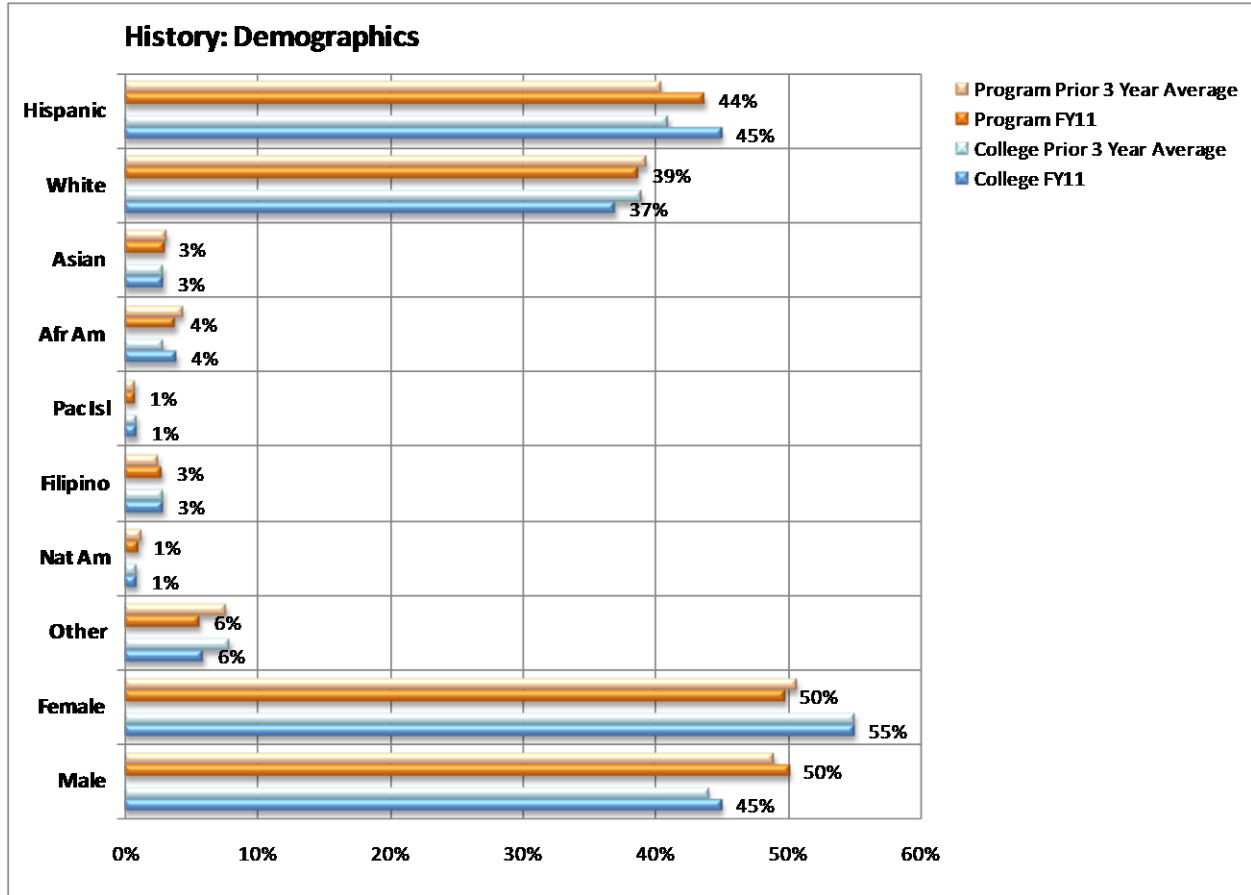
This table shows the program and college percentage of census enrollments for each demographic category.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
HIST	FY08	39%	41%	4%	4%	1%	2%	2%	8%	52%	48%	0%	26
HIST	FY09	41%	38%	3%	5%	1%	3%	1%	8%	51%	48%	1%	24
HIST	FY10	41%	39%	3%	5%	1%	3%	1%	7%	49%	50%	0%	24
HIST	3 Year Avg	40%	39%	3%	4%	1%	3%	1%	8%	51%	49%	0%	25
HIST	FY11	44%	39%	3%	4%	1%	3%	1%	6%	50%	50%	0%	23
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

History 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.



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.

History Program Review

2011-2012

G4: Interpretation of the Program Demographic Information

The data shows that student enrollments in the History program closely mirror the demographics of student enrollments in the college as a whole and all of its programs.

History Program Review
2011-2012

History Program Review

2011-2012

4. Performance Assessment

A1: Program-Level Student Learning Outcomes

Program-Level Student Learning Outcome 1	Performance Indicators
Students will demonstrate an understanding of the effects of time and place on shaping and molding the human experience.	The faculty of the History program devised their own discrete instruments for assessing this SLO and administered them approximately mid-way through the semester for formative assessment. The target set was for 70% of the students to achieve the SLO.
Operating Information	
The target for the SLO was for 70% of the students to achieve the SLO. Each faculty member developed their own assessment instrument but all assessments were evaluated using the program's rubric for the SLO	
Analysis – Assessment	
Some 1607 students were assessed in the spring of 2011 as to their attainment of this SLO. Some 1135 students were judged to have achieved the SLO which represents a 70% success rate and met the expectations and target goals set by the program faculty.	

Program-Level Student Learning Outcome 2	Performance Indicators
Students will appraise the significance of specific people, places and events in understanding the larger trends and themes of history.	Not assessed.
Operating Information	
Analysis – Assessment	

History Program Review
2011-2012

Program-Level Student Learning Outcome 3	Performance Indicators
Students will assess and/or evaluate the causes and effects of trends and historical developments over time.	Not assessed.
Operating Information	
Analysis – Assessment	

History Program Review

2011-2012

4B: Student Success Outcomes

Student Success Outcome 1	Performance Indicators
The program will maintain its retention rate from the average of the program's prior three-year retention rate.	The program will maintain its three-year retention rate.
Operating Information	
Analysis – Assessment	
The History program's retention rate for FY08-10 actually improved slightly by 2% raising from 83% to 85%.	

Student Success Outcome 2	Performance Indicators
The program will at least match the retention rate of the college's prior three-year retention rate..	The program will equal the retention rate of the college retention rate for the prior three years.
Operating Information	
Analysis – Assessment	
The History program did exactly match the college's three-year average retention rate.	

History Program Review

2011-2012

Student Success Outcome 3	Performance Indicators
The program will maintain and try to slightly increase the student success rates from the average of the program's prior three-year success rates.	The program will maintain and/or slightly increase student success rate by 1% or more above the program's average student success rate for the prior three years.
Operating Information	
Analysis – Assessment	
The program's success rate increased from 70% to 73% between FY08 and FY10. It fell back by one percentage point to 71% in FY 11 producing a three-year average of 72%.	

Student Success Outcome 4	Performance Indicators
The program will match or surpass the student success rates from the average of the college's prior three-year success rates.	The program student success will match or slightly surpass the average of the college's student success rate for the prior three years.
Operating Information	
Analysis – Assessment	
The program's success rate did increase from 70% in FY 08 to a three-year average of 72%. That three-year average was 4% higher than the college's three-year average.	

History Program Review
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Student Success Outcome 5	Performance Indicators
Operating Information	
Analysis – Assessment	

History Program Review

2011-2012

C. Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
The program will seek to get close to WSCH/FTEF above the 750 goal set by the district.	The program will try to get within 5% of the efficiency goal of 750.
Operating Information	
Analysis – Assessment	
If the extra large class factor is not used in the calculation, then the History program met its goal of achieving 95% of the District WSCH goal. Factoring the extra large classes, though, reduced the program’s level of performance to 75% of the District goal.	

Program Operating Outcome 2	Performance Indicators
Operating Information	
Analysis – Assessment	

History Program Review
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Program Operating Outcome 3	Performance Indicators
Operating Information	
Analysis – Assessment	

Program Operating Outcome 4	Performance Indicators
Operating Information	
Analysis – Assessment	

History Program Review

2011-2012

5. Findings

Finding 1: That the History program is certainly shouldering a significant share of the burden in satisfying the student's general education requirements and generating FTES for the college. The evidence would indicate that in both achieving the College's and District's productivity goals – classes of 50 students at census would seem to be the most optimal design of the curriculum and program. Those more suitable sized classes might also enable the faculty to devote the attention and energy to their students to actually positively enhance the program's achievement of retention and success goals.

Finding 2: That the staffing changes within the program have created some dislocations and are in the process of solidifying a solid and academically robust program that will advance the general educational goals of the college significantly. The faculty can continue to focus on identifying the issues and problems that might restrain students from succeeding in their classes. This could include reducing the number of section taught by part time faculty and applying more diagnostic measures regarding student's skill sets and a continued consistent application of SLOs.

Finding 3: The current staff has mustered the energy and to foment the opportunity for students interested in history and or possibly a career in law to engage in extracurricular activities that might augment their ability to succeed at Ventura and move on to success after Ventura College.

Finding 4

History Program Review

2011-2012

6. Initiatives

Initiative: Right-sizing history classes and limiting enrollment to boost individualized instruction only requires the college's commitment to this with regards to its scheduling and enrollment procedures.

Initiative ID : Initiative #2 from our SLO Program Review Summary

Links to Finding 1: It would seem that the level of Part-time and Extra Large class utilization could well warrant the addition of one more Full-Time faculty member.

	08	09	10	Three Year
Fall sections	40	35	35	36
Spring Sections	41	41	44	42
Total Sections	81	76	79	78
FTES	373	418	433	408
WSCH	581	662	712	651
Full-time	2.34	2.34	3.35	2.68
Part-time	7.29	7.12	5.76	6.73
XL	1.40	2	2.5	1.97
College WSCH	507	547	559	538
Projected*				686 (an increase from the current 562)

If the XL factor were reduced by a factor of 1.5 and the PT by a factor of 1 and add a FT load of 5 sections at 59 students the WSCH would go up to 686 as opposed to the college WSCH ratio of 538 as reported in D3. This would represent a substantial step towards achieving the district goal of 750 and represent a 78% increase in the History program's productivity.

For many years, students at Ventura College have enjoyed, and the overall community has come to expect, access to a very dynamic History Program. The VC History Program is the largest in the Department of the Social Sciences, offering 36 course sections in the Fall Semester 2011. Enrollments are strong and the program has maintained a three year average 651 efficiency rating on the 525 Report. The History Program is the fifth largest program at Ventura College, serving a three year average (FY08-10) of 4,131 students.

Unfortunately, the VC History Program has been adversely affected over the past two decades by reductions in the numbers of full time faculty. In 1990 the program had 7 full time historians. As of 2011, this number has dwindled to 3.01. Even with the recent hiring of two new historians as retirement replacements for fall 2011, the total number of full time faculty is the same now as it was in 2008. Considering the ratio of full-time versus part-time instruction in history, it is essential to note that the History Program has an 11.06 FTEF for 2011. Of the total FTEF, 5.7 is extra hourly assignment (amounting to a total of 23 sections) or 64% of the program classes; again, these courses are currently taught by hourly faculty. Moreover, there is a possibility of an additional retirement in 2012, making the need to strengthen the ranks of full-time faculty in history all the more acute.

History Program Review

2011-2012

Unquestionably, there is a real need for an additional full time faculty member in history. The most significant issue is the adverse impact that staffing is having on retention and productivity. Twelve of twenty one courses offered help meet the American Ethnic Studies Requirement (AES) and the others satisfy the American Institutions and World Civilizations requirements for the Bachelor of Arts Degree.

In addition to its dynamism and superior service to Ventura College students, the History Program offers the most diverse curriculum on campus. To this end, there is a great need for the expertise in the History of the United States with Focus on the Chicano/ Mexican experience, with additional intermingling and connection with Chicano Studies. Historically, there has never been a full time Chicano Studies instructor at Ventura College, leaving a significant gap in an essential academic service portion of the VC curriculum. Obviously, Ventura College must offer coursework in this area; there remains a cultural, historical, and ethical obligation to do so. The predominant population at Ventura College is Latino/ Hispanic. It should be noted that it is a source of pride that the College has been designated as a Hispanic Serving Institution. It is therefore incumbent upon Ventura College, to consider these stated needs and establish a new position—a new full-time hire—in history. Doing so with special regard for the needs outlined above will strengthen VC’s success in complying with its stated Core Commitments, including Student Success, Respect, Integrity, Quality, Collegiality, Innovation, Collaboration, Sustainability, and Continuous Improvement. Of that list, special attention should be drawn to VC’s Core Commitments to Access (“Providing learning opportunities for all individuals”), Diversity (“Embracing and responding to our increasingly diverse student body and the global environment in which the college operates”), and Service (“Enhancing the quality of life of the community and meeting its needs”). The VC History Program offers more than the content of its courses and the valuable skills that come with the learning history; it has long established a tradition of leadership, diversity, and pride, especially regarding the Latino/ Hispanic heritage of Ventura County, an essential element that remains a key component of our shared legacy as a diverse and culturally rich community. We must have one new full-time faculty member in this area of history.

Benefits: The benefits would lead to an achievement of one of the History program’s initiatives derived from and vindicated by the SLO assessment and analysis in the spring – that the program needs to be right-sized for pedagogical, programmatic and budgetary reasons. A Full-time faculty member will be able to invest the time and energy in sustaining and building the History program in ways that neither Part-time faculty or XL faculty are capable of.

Request for Resources: Hiring of one Full-time faculty member.

Funding Sources

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

History Program Review

2011-2012

Initiative: The instructors will encourage the students to take the Reading Plus reading assessment to evaluate their reading levels. Then instructors can advise students who do not have sufficient reading abilities what their next best course of action might be. Also instructors will employ their own writing exercises to assess student skill levels and to adjust instruction accordingly. Resources needed are the college's Reading Plus program and the dedication and energy of the instructors.

Initiative ID : Initiative #1 from the Program Summary of the Course Level SLOs report

Links to Finding 2: This would be linked to the program's and the college's goals in success and retention.

Benefits: Assessing and potentially intervening in the reading issues that our students might have could significantly improve the specific and general success levels of students in the History program and the college as a whole. As history courses generally require a substantial level of reading and as many students put off taking their English courses and or reading/writing intensive courses until later in their enrollment cycles – this would present both the program and college a good second “early alert” technique in identifying literacy and comprehension problems and directing students towards the resources that are available to address their needs and improve their skill sets.

Request for Resources : None. The college already owns the program and staffs its implementation through the Reading/Writing center.

Funding Sources

Please check one or more of the following 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.)	

History Program Review

2011-2012

Initiative: The direct implementation of SLOs requires only the dedication and energies of the instructors. Improved utilization of technology could use some institutional support in the form of improved training and support services.

Initiative ID: This is the third initiative from the program's summary SLO report.

Links to Finding 2: This initiative would also be linked to retention, student success and the right-sizing of our course offerings.

Benefits: The appropriate and advanced use of technological tools in reaching out to our students can certainly augment and enhance the instruction that takes place in the program's offerings, stimulate student interest, facilitate timely and useful assessments, and provide variable and potentially individualized tailored instructional opportunities to meet the specific needs of our students.

Request for Resources: Minimal as it is envisioned that the existing campus resources in material and personnel assigned the tasks of facilitating and supporting instructional technology would merely be asked to work specifically with the History faculty and to help design tools and techniques more focused on the appropriate ingredients of solid pedagogy for History learning.

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.)	

History Program Review

2011-2012

Initiative: Increase the viability of the History Program, the value and worth of history classes, topical historical issues and themes and the presence and efforts of the History Club.

Initiative ID: New Initiative

Links to Finding 3: The program's efforts to reach out to students and sustain the History Club

Benefits: This will enable the program, its faculty and students, to present the public face of history and historical issues to the campus community.

Request for Resources: Purchase of an 8" by 4" display case

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)	X
Requires college facilities funds	
Requires other resources (grants, etc.)	

History Program Review

2011-2012

Initiative: Re-evaluation of District WSCH goal of 750

Initiative ID: New initiative.

Links to Finding 1: The unrealistic nature of the District WSCH goal is dispiriting and deflating to the program faculty who are working very hard to strike the right balance between class size, learning and student success.

Benefits: This would validate many goals and objectives of the college and the District in terms of the shared decision-making procedures and the ability of an administration/faculty partnership to properly design and build an effective curriculum.

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.)	

History Program Review

2011-2012

Initiative: Active promotion and support for learning communities.

Initiative ID: Relates to elements 1 and 2 of the SLP Program Review process and the overall goals of the History Program.

Links to Finding 1: These courses, in addition to delivering to students proven techniques and learning environments, would significantly broaden the appeal and pertinence of historical studies (in linking them with other disciplines); broaden interdisciplinary and critical analytical behaviors, and address the need to right size the program's offerings.

Benefits: Learning communities have a proven track record of increasing student connectivity to their studies and programs and helping to increase retention and success among students.

Request for Resources: Minimal resources, if any, depending on how the courses are linked and how the program is allowed to grow.

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.)	

History Program Review

2011-2012

6A: Initiatives Priority Spreadsheet

The following blank tables represent Excel spreadsheets and will be substituted with a copy of the completed Excel 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												

History Program Review

2011-2012

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												

History Program Review

2011-2012

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.)

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

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 program review process is complete, your program 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 program review process.

7B: Process Assessment

In this first year of program review using the new format, programs will be establishing performance indicators (goals) for analysis next year. Program review will take place annually, but until programs 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.