Drafting Program Review
2012-2013

1. Program/Department Description

1A. Description

Training in Drafting will prepare one for challenging careers as drafters, designers, engineering assistants, 3-D modelers, estimators, and design/drafting checkers. Students may obtain an AS, Certificate of Achievement or preparation for transfer to a four year university in the fields of industrial design, manufacturing or industrial technology. Specialized application of various software programs are taught using current technology and methods found in the Architectural, manufacturing, and design industries. There is a broad range of career opportunities such as Drafters, Designers, Illustrators, and Model Makers.
See also: Architecture and Construction Technology

Degrees/Certificates

Program's courses are designed to articulate to UC and CSU for
transfer students. Associates in Science Degree
Certificate of Achievement -
Drafting Technology
Electronic Drafting and
Manufacturing Option
Industrial Design and
Manufacturing Option

1B. 2012-2013 Estimated Costs (Certificate of Achievement ONLY)
Required for Gainful Employment regulations.

	Cost		Cost		Cost		Cost
Enrollment Fees		Enrollment Fees					
Books/ Supplies		Books/ Supplies					
Total		Total		Total		Total	

1C. Criteria Used for Admission

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)

1.   The Drafting Program provides drafting students with skills necessary for higher education or Employment in a wide array and diverse area of employment. Students may choose a specific area of study or to gain broad knowledge to use in diverse fields.

2.   The Drafting Program provides drafting students with the skills necessary to model or present a wide array of components according to the latest standards and advances in technology. The use of state of the art parametric modeling programs provide students with employment and advanced education skills

3.   The Drafting Program uses some of the most modern software and modeling techniques in "real world" design problem applications providing students with the knowledge and skill of the advancing science of computer generated models, model 3D printing and model testing.

4.   The Drafting Program faculty continue to represent Ventura College on committees such as the Basic Skills Subcommittee of the WIB- Ventura County Workforce Investment Board, the Hueneme High School Advisory Board for the Engineering and Design Careers Pathway Program, other program-focused high school advisory boards, and local professional groups.

5. This is the third year of faculty participation in the NSF National Science Foundation ATE grant STEM Education through the design and manufacture of solid body electric guitars. This project provides innovative professional development to high school and college faculty in collaborative design and rapid manufacturing.

6.   Continued local high school relationships provide access for underserved populations in Ventura County.

7.   The Drafting Program has just completed its move to the new MCE building. The move to the new facility allowed the program a state of the art facility and provides the program with 90% new equipment.

8.   The Drafting Program supports students in various programs at Ventura College, such as: Engineering, Architecture, Manufacturing, Construction Technology, and Welding

K. Organizational Structure

President: Robin Calote
  Executive Vice President: Ramiro Sanchez
    Dean: Kathleen Schrader
      Department Chair: Casey Mansfield

Instructors and Staff

Name	Ralph Fernandez
Classification	Professor
Year Hired	1989
Years of Work-Related Experience	28
Degrees/Credentials	B.A.

Name	Scot Rabe
Classification	Professor
Year Hired	1984
Years of Work-Related Experience	30
Degrees/Credentials	B.A.

Name	Casey Mansfield
Classification	Professor
Year Hired	1991
Years of Work-Related Experience	30
Degrees/Credentials	B.A., M.A.

Name	Chiiho Terada
Classification	Adjunct Professor
Year Hired	1971
Years of Work-Related Experience	40
Degrees/Credentials	B.A.

Name	Rick Leduc
Classification	Adjunct Professor
Year Hired	2001
Years of Work-Related Experience	20
Degrees/Credentials	B.A.

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* Level Student Learning Outcomes
For programs/departments offering degrees and/or certificates

1. Demonstrate an understanding of drawing methods and graphic composition techniques

2. Prepare technical drawings using computer-aided drafting (CAD) and design software.

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

2B. 2012-2013 Student SUCCESS Outcomes

1. The program will work to maintain or increase its retention rate from the average of the **program's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade

2. The program will work to maintain or increase its retention rate from the average of the **college's** prior   three-year retention rate. The retention rate is the number of students who finish a term with any grade   other than W or DR divided by the number of students at census.

2C. 2012-2013 Program OPERATING Outcomes

1. The program will work to maintain WSCH/FTEF above the 450 goal set by the district.

2. Inventory of all equipment over $200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over $5,000 will be budgeted if funds are available.

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.

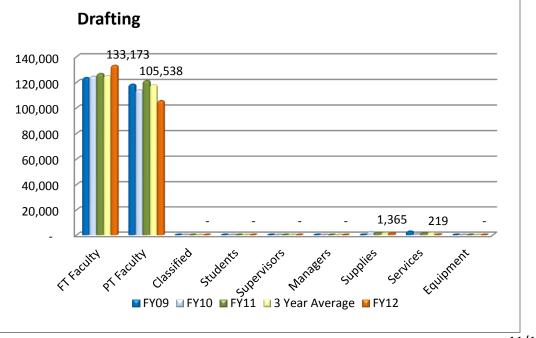**Program specific data was provided in Section 3 for all programs last year. This year, please refer to the data sources available at**_http://www.venturacollege.edu/faculty_staff/academic_resources/program_review.shtml_

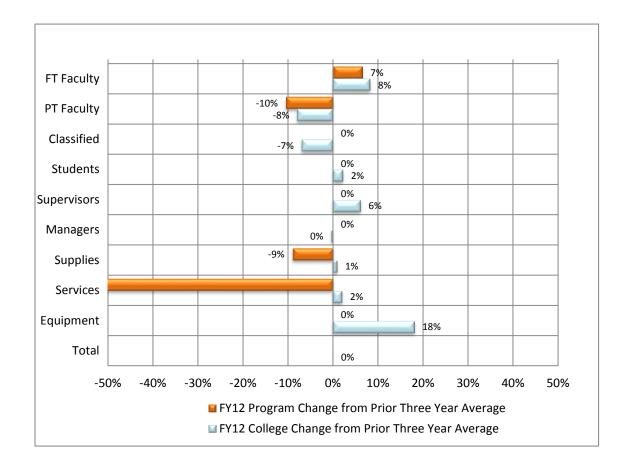**In addition, the 2011-2012 program review documents will provide examples of last year's data and interpretations.**

Program: DRAFTING

Category	Title	FY09	FY10	FY11	FY12	FY13
1	FT Faculty	123,587	124,608	126,796	133,173	137,022
2	PT Faculty	118,411	114,009	121,260	105,538	92,507
3	Classified	0	0	0	0	0
4	Student Hourly	0	0	0	0	0
5	Supervisors	0	0	0	0	0
6	Managers	0	0	0	0	0
7	Supplies	101	2,559	1,839	1,365	1,500
8	Services	2,910	703	1,639	219	750
9	Equipment	0	0	0	0	0
	Total	245,009	241,879	251,534	240,295	231,779

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Category	Title	FY09	FY10	FY11	3 Year Average	FY12	FY12 Program Change from Prior Three Year Average	FY12 College Change from Prior Three Year Average
1	FT Faculty	123,587	124,608	126,796	124,997	133,173	7%	8%
2	PT Faculty	118,411	114,009	121,260	117,893	105,538	-10%	-8%
3	Classified	-	-	-	-	-	0%	-7%
4	Students	-	-	-	-	-	0%	2%
5	Supervisors	-	-	-	-	-	0%	6%
6	Managers	-	-	-	-	-	0%	0%
7	Supplies	101	2,559	1,839	1,500	1,365	-9%	1%
8	Services	2,910	703	1,639	1,751	219	-87%	2%
9	Equipment	-	-	-	-	-	0%	18%
	Total	245,009	241,879	251,534	246,141	240,295		0%

Chart legend:
- FY12 Program Change from Prior Three Year Average
- FY12 College Change from Prior Three Year Average

Data values shown:
- FT Faculty: 7% (Program), 8% (College)
- PT Faculty: -10% (Program), -8% (College)
- Classified: 0% (Program), -7% (College)
- Students: 0% (Program), 2% (College)
- Supervisors: 0% (Program), 6% (College)
- Managers: 0% (Program), 0% (College)
- Supplies: -9% (Program), 1% (College)
- Services: (Program off chart left), 2% (College)
- Equipment: 0% (Program), 18% (College)
- Total: 0%

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

3C1: Interpretation of the Program Budget Information

The Program budget information shows that the program operating expenses have been relatively stable over the years. Operational information may need to be further analyzed to accurately reflect the program's operating budget information.   Further analysis of the program's budget information will need to be assessed.

3C2: Interpretation of the Program Inventory Information

The equipment list may not accurately reflect the program's holdings. An inventory survey will need to be completed to provide an accurate equipment list. A quick survey of existing equipment will show that the equipment has a value of over $350,000, of which approximately 90% is new, having been replaced with our current move to the new MCE building. Most of the additional equipment was purchased through VTEA fund in place to support technology students and programs.

3C3: Interpretation of the Program Productivity Information

The program's offerings have decreased 30% over the past three years, while the college offerings have decreased 11% over the same period. This decrease in course offerings was primarily caused by the program being directed to eliminate offering courses that were historically co-listed courses. This has occurred over the past few years. Co listed courses had been the standard method of instruction for as long as the program has existed. Even with the decreased offerings the number of students in the program is up 13%.

Although the program's numbers appear to be acceptable, cross list course with other programs appear to be detrimental to the WSCH/FTEF ratio, the program will be looking at ways to correct this issue.

Due to space and equipment limitations typical Drafting Classes are limited to 24 seats. With our move to a new facility the program will be looking at ways to increase seating capacity where possible and re-establish students tracking through the program. Over the next few years with stabilized course offerings and a new facility the program expects to see a rise in enrollment and a rise in WSCH/FTEF.

3C4: Interpretation of the Program Course Productivity Information

Tables D1-D4 show the program remains strong with the three year average overall WSCH at over 90% of the District goal. The individual courses show a decline as expected when course offerings were changed to eliminate the co-listing of classes, as due the FY11 numbers. Some individual courses show up to 131%WSCH goal while others show 0% of the WSCH goals as they were not offered on a regular basis due to mandated scheduling changes. The WSCH numbers need to be relooked at as they are not accurate for co-listed classes and do not reflect a true representation of the program.   The program will be looking at the practice of cross-listing classes with other departments as this may not provide the college with accurate information on individual courses. As course offerings stabilize again the WSCH is expected to rise. The program has moved

into its new facility with state of the art equipment, this is expected to have a positive effect on enrollment and WSCH. We will be looking at ways to make the WSCH rise in low performing classes.

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

In a vocational program students understand that success is measured on the demonstration of skill, knowledge and ability. Successful students strive to consistently generate portfolio quality work. Gainful employment and/or successful articulation of classes to universities are dependent on the quality of work students generated in the program. Students work to achieve success in the program as is shown. The three year average retention and success rates mirror the college's three year average.

Grade Summary shows the effort extended by students in the program. The graphs do not show the number of current and former students gainfully employed in local industry or the number of successful transfer students from the program. As a program we are always looking at ways to improve courses and course offerings based on student needs and we will continue this practice

3C6: Interpretation of the Program Completion Information

Co listed courses had been the standard method of instruction for as long as the program has existed. The program has been directed to eliminate historically co-listed course offerings. The elimination of co-listed courses has made it difficult for students to achieve success. The program is in the process ofl re-evaluate its certificate and degree requirements and course offerings to make successful completion of the program more attainable to students.

3C7: Interpretation of the Program Demographic Information

The ethnic and gender distribution in the Drafting Program has remained relatively constant over the past three years. The ethnic distribution roughly mirrors the college distribution, while the program's gender distribution shows a greater number of males than the college average. From the data it can be seen that the program serves many under-represented students.

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
Demonstrate an understanding of drawing methods and graphic composition techniques.	Students complete projects using industry standard drawing methods and techniques. Students will complete graphic compositions at a professional level.
Operating Information	
In courses with a graphic element, projects are reviewed for format, content and graphic composition. Students view methods and techniques used by other students and learn from examples and instructor reviews. Students are able to refine their presentation ability through increasing projects complexities.	
Analysis – Assessment	
Project work is evaluated for graphic composition, drawing methods, completeness and professional	

industry standards.

Program-Level Student Learning Outcome 2	Performance Indicators
Prepare technical drawings using computer-aided drafting (CAD) and design software.	Students create concept and detailed drawings and/or models using professional methods and standards.
Operating Information	
Students create technical drawings using the latest computer-aided software. Students will develop technical drawings from 2D drawings and 3D models they complete from information provided.	
Analysis – Assessment	
Student work is evaluated for technical ability, drafting skills and professional standards.	

Program-Level Student Learning Outcome 3	Performance Indicators
Analyze technical drawings and provide appropriate solution.	Students evaluate and select appropriate method of solutions to technical problem.
Operating Information	
Students develop problem solutions to technical problems using appropriate software, graphic drawings and/or model creation. Instructor will guide student in appropriate solution selection.	
Analysis – Assessment	
Student work is evaluated for appropriate solution to given problem, technical methods and professional standards.	

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
The program will increase its retention rate from the average of the **program's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will increase the retention rate by above the average of the **program's** retention rate for the prior three years.
Operating Information	
The Drafting Program's average three year retention rate is 86%. This 86% is a 2% increase as was the prior year's goal. The college's three year average retention rate is 85%. The program is a mirror of the college's three year average retention rate.	
Analysis – Assessment	
An increase in retention rate will require the program to attain a retention rate of above 86% . The program will work to attain this goal.	

Student Success Outcome 2	Performance Indicators
The program will increase its retention rate from the average of the **college's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will increase the retention rate by above the average of the **college** retention rate for the prior three years
Operating Information	
The Drafting Program's average three year retention rate is 86%. The college's three year average retention rate is 85%. The program is a mirror of the college's three year average retention rate.	
Analysis – Assessment	
The program will work to increase its retention rate above the college average.	

4C. 2012-2013 Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
The program will maintain WSCH/FTEF above the 450 goal set by the district.	The program will work to the efficiency goal of 450 set by the district.
Operating Information	
The Drafting Program has a three year average WSCH/FTEF of 90% of the district goal.	
Analysis – Assessment	
The Drafting Program will work to attain the goal set by the district.	

Program Operating Outcome 2	Performance Indicators
Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over $200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over $5000 will be budgeted if funds are available.	A current inventory of all equipment in the program will be maintained. Equipment having a value over $5000 will have a service contract. A schedule for service life and replacement of outdated equipment will reflect the total cost of ownership.

Operating Information
The inventory list needs to be reviewed regularly for accuracy.

Analysis – Assessment
An inventory survey will need to be done to provide an accurate equipment list. A quick survey of existing equipment will show that the equipment has a value of over $350,000, of which approximately 90% is new, having been replaced with our current move to the new MCE building. Much of the program's equipment has a long term life span (+ 15 years) and was just purchased with the program's current move to the MCE building.   Additional equipment used in the program has been purchased through VTEA fund in place to support technology students and programs.

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	

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TOTAL

CTE Programs

Point Value	Element	Score
Up to 6	Enrollment demand	6
Up to 6	Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space)	6
Up to 6	Program success (degree / certificate / proficiency award completion over 4 year period)	3
Up to 4	Agreed-upon productivity rate	4
Up to 4	Retention rate	4
Up to 4	Employment outlook for graduates / job market relevance	4
Up to 3	Success rate (passing with C or higher)	3
Up to 3	Ongoing and active participation in SLO assessment process	3
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	

Total Score 33

5. Findings

2012-2013 - **FINDINGS**

Finding 1:

The program mirrors the college success and retention rates even with the current restrictions on scheduling and reductions on the number of sections The schedule must be carefully setup to help students complete certificate or degree options.

Finding 2:

In a vocational program students understand that success in the drafting program is measured on the demonstration of ability. Successful students strive to consistently generate portfolio quality work. Gainful employment and/or successful articulation of classes to universities are dependent on the quality of work students generated in the program. Students work to achieve success in the program which is shown in both retention and success rate. A look at the grade summary shows the effort extended by students in the program.   Data collected by the college does not show the number of successful university

transfers or the number of students or former students gainfully employed in local industry. As a program we are always looking at ways to improve courses and course offerings based on student needs.

Finding 3:

The program is in the process of evaluating the degree and certificates offered to verify that degrees/certificates are current with industry needs and are more attainable to students. It must be recognized that many students may be only taking specific classes to gain employment or to upgrade their employment skills. The program will work to attain a certificate/degree rate of 20% or more of students enrolled in second year courses. As a practice evaluations will need to be done of the goals of the students in the program

Finding 4:

90% of the equipment used in the program is new, having been replaced with the program's move to the new MCE building. Much of the program's equipment has a long term life span (+ 15 years). VTEA funds are used to support technology students and program.

Finding 5:

The program serves many under-represented students and offers them a method of attaining a higher education degree that may otherwise not be attainable to them. The program offers them a method of admittance to a university program and the ability to gain career and lifelong learning skills.

Finding 6:

The program is a valuable asset to the community and has both professional and community support. Professional and former students donate their time in support of the program.

6. Initiatives

6A: 2011-2012 - Initiatives

Please refer to last year's program review document identifying the initiatives for last year.

If there are any initiatives from last year that were not funded, and the program/department would like to request funding for them again this year, carry over the initiative maintaining the original identifier to this year's program review.

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	Drafting	None	0	M			DRFT1201	Curriculum Improvements	Curriculum changes based on changing industry and educational standards and requirements.	-		-	
2	Drafting	None	0	M			DRFT1204	Evaluation of the degree and certificate requirements	Degrees/certificates are more attainable to all students	-		-	
3	Drafting	None	0	M			DRFT1205	Re-evaluate practice of cross-listing classes	Re-evaluate practice of cross-listing classes	-		-	
4	Drafting	Grants	1	H			DRFT1202	Continuous technology updates	Hardware and software updates	10,000		-	
5	Drafting	Grants	1	H			DRFT1203	Instructional skills upgrades	Continuous training on software updates	3,000		-	

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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 1301   Curriculum Improvement
Initiative ID   Drafting Program
Links to Finding 1,2 and 6
Benefits -   Improved curriculum will provide students with employment and transfer skills
Request for Resources None at this time
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 1302:   Continuous technology updates
Initiative ID   Drafting Program
Links to Finding 1,2 and 6
Benefits -   Continuous hardware and software updates will provide the most current resources
for students. Current technology will provide the method for students to achieve
further success and retention in the program.
Request for Resources Continuous technology updates
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.)	X

Initiative 1303:   Instructional skills upgrades
Initiative ID   Drafting Program
Links to Finding 1,2 and 6
Benefits -   Students are trained on the most current software
Request for Resources Annual software training classes ($4000)
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.)	X

Initiative 1304: Evaluation of the degree and certificate requirements
Initiative ID   Drafting Program
Links to Finding 3 and 5
Benefits   Degrees/certificates are more attainable to students.
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 1305: The program will need to re-evaluate its practice of cross-listing classes.
Initiative ID   Drafting Program
Links to Finding 1
Benefits   The program data will be more reflective of actual student data.

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 1306: **Part time Lab Tech/assistant (30 hours per week)**
Initiative ID **Drafting Program**
Links to Finding 2 and 5
Benefits Class room support will help student retention.

Request for Resources
$20,000, May come from Perkins Funds
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.)	X

Initiative 1307: Mobile Rapid Prototype Machine
Initiative ID **Drafting Program**
Links to Finding 5
Benefits Support for student retention.

Request for Resources
$2,500
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.)	X

Initiative 1308: Meet Perkins Core Indicators
Initiative ID   **Drafting Program**
Links to Finding 5
Benefits   Support for student recruitment, retention, completion and workforce employment, especially for special population and non-traditional students. .

"Meet Perkins Core Indicators in regards to student recruitment, retention, completion and workforce employment, especially for special population and non-traditional students. No cost "

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.)	

Drafting Program Review
2012-2013

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
Drafting		None	M	M			1301	Curriculum Improvements	Curriculum changes based on changing industry and educational standards and requirements	-
Drafting		None	M	M			1304	Evaluate degree and certificates offered	Degrees and certificates offered are current with industry requirements	-
Drafting		None	M	M			1305	Continue to evaluate the benefit/detriment of cross listing classes	Continue to evaluate the benefit/detriment of cross listing classes	-
Drafting		Grants	H	H			1302	Continuous technology updates	Hardware and software updates	10,000
Drafting		Grants	H	H			1303	Instructional skills upgrades	Continuous training on software updates	3,000
Drafting		*Grants/ Gen Funds*	H	H			1306	Lab Tech/Assistant	Classroom support	20,000
Drafting		Grants	H	H			1307	Rapid prototype Machine	Mobile Rapid Prototype Machine and computer for program recruitment	4,500
Drafting		None	H	H			1308	Meet Perkins Core Indicators	Support for student	-

11/10/2012

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?
Yes program review was completed last year and we indentified program initiatives.
2a. Were the identified initiatives implemented?
Yes the program implemented and is still in the process of implementing the proposed initiatives.
2b. Did the initiatives make a difference?
Yes the program enrollment is up.
3.   If you appealed or presented a minority opinion for the program review process last year, what was the result?
N/A
4.   How have the changes in the program review process worked for your area?
The program review process made us more aware of college and state wide issues and goals. Based on this knowledge we can make appropriate changes and upgrades to the program.
5.   How would you improve the program review process based on this experience?
Many changes take time to implement and see the fruition of your changes. I would suggest that more abbreviated review take place annually with the appropriate Dean and advisory group, and that a full review take place every 3-5 years.

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.