Services Program Review Template
2013-2014

Service Program Department Chairs and Supervisors,

It is program review time again! Enclosed you will find your program review document that needs to be completed and turned in to your Dean by October 7, 2013. The purpose of program review is for faculty and staff members to evaluate their program's performance based on an analysis of data and to develop initiatives for improvement. Through the creation of initiatives, some requiring resources and some not, programs will establish goals and long-term program plans.

You will see that the document has been simplified in order to provide a more cohesive but functional document that we hope will be easier for your department to complete. You will also find included appendices with helpful information such as the Process Map and What to Leave In and What to Leave Out Guidelines.

Please note that prompts have been provided in italics throughout sections of the document to provide guidance for interpreting data and providing analysis statements. You may remove these instructions as you complete each section. Please use 11 point, Calibri font for consistency.

Areas such as your program/department description and the staffing chart have been pre-populated using information from your last program review document. Please revise as necessary. Please note that you are not required to create initiatives for each area of data. However, programs are required, at a minimum, to create initiatives that do not require resources as every program should have some area (i.e. student access or service satisfaction) in which it is trying to improve.

The last page of the document includes a process verification section where you will note the participants and document the meeting dates. Your Division Dean will also need to electronically verify review prior to submitting the document, so be sure to plan accordingly.

Appendices:
A-Program Review Process Map-Instructional Programs
B-What to Leave Out
C-What to Leave In
D-Appeals Form

Attachments:
Data packet for your program/department

WHO TO CALL FOR ASSISTANCE

Budget and Inventory Data:
David Keebler, VP-Administrative Services, ext. 6354

Data Analysis and Interpretation:
Michael Callahan, Institutional Researcher, ext. 6344

Services:
Susan Bricker, Registrar, ext. 6044
Sandy Hajas, LRC Supervisor, ext. 6179
Kathy Scott, Dean-Inst. Effectiveness, ext. 6468

Due October 7, 2013

Section I – Accomplishments and Status of 2012 Program Review Report

A. Last Year's Initiatives

Instructions:

- *Provide a brief status of initiatives created last year that did not require funding. Include an explanation of what changes occurred (i.e. in student learning or student satisfaction) as a result of those initiatives.*

  We had two initiatives but they both required funding. However, we did have a goal to continue development of our distance education committee, development of the distance education handbook, and achieve total attendance for training of all distance education faculty in our new fully online distance education training. We also made plans to increase overall training for web enhancing face to face classrooms. Another goal was to increase and improve our face to face orientations for students new to online education.

  All goals were achieved.

- *Provide a brief status of initiatives created last year that required funding. For those that were funded, what changes occurred (i.e. in student learning or student satisfaction) as a result of the initiatives/funding.*
  We had two initiatives last year that required funding.
  1. General fund support for an Instructional Technology Support Assistant
  2. Facility furnishing of a training studio and the refurbishment of the faculty resource room.
     Goal 1 did not occur. No funding was provided to support this initiative.
     Goal 2 was achieved. The Title V Cooperative Grant supported this initiative.

B. Updates/accomplishments pertaining to any of the Student Success or Operating Goals from last year's report.

Instructions: Report any changes however; this question does not require an answer. Updates/accomplishments of SLO work will be entered in Section IIIa-A.

1. Twenty percent or more of students completing a distance education orientation will demonstrate an ability to navigate a commonly formatted distance education course shell.
   a. Achieved
2. Twenty percent or more of Faculty attending a distance education training provided by Ventura College will implement one or more teaching tools/techniques in their distance education class room.
   a. Achieved
3. Twenty percent or more of students completing the Distance Education Assessment tool will follow the guidelines given by the assessment outcome.
   a. Achieved

C. College Level Student Learning Outcomes:
Students utilizing this service will enhance their skills in the following areas:
1. Information Competency
   a. DE SLO's were linked to this college level outcome. We linked specifically the new to online student orientations to this goal.

2. Critical Thinking and Problem Solving
    a. This SLO was not measured last year.

Section II - Description

A. **Description of Program/Department**

B. Ventura College offers convenient, expanded access to higher education and learning opportunities via distance education. Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. [55205, *Distance Education guidelines*, March 2004, Second Edition] Distance Education courses are ideal for independent, self-directed and motivated students who have functional computers at their home or office and have access to broad band internet on an ongoing basis. Distance Education has become a common learning method for students who are seeking to achieve their educational goals.

C. **Program/Department Significant Events (Strengths and Successes), and Accomplishments**

We have increased our new to online student orientation offerings which have assisted in providing support to 352 students during Fall 2013 beginning semester.

All online faculty were trained in the newly updated D2L platform. At the same time faculty participated in training on best practices in online teaching pedagogy.

Data demonstrates that we are closing the gap on student success and retention between distance education and like face to face courses. We have moved from a 11% gap to 7% gap.

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

E. **College Mission**
At Ventura College, we transform students' lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of the educational experience, we serve a highly diverse student body by providing quality instruction and student support, focusing on associate degree and certificate completion, transfer, workforce preparation, and basic skills. We are committed to the sustainable continuous improvement of our college and its services.

F. **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

G. **Organizational Structure**
President: Dr. Greg Gillespie
      Executive Vice President: Dr. Daniel Seymour
        Dean: Dr. Gwendolyn Lewis Huddleston

Section IIIa – Data and Analysis

A. **SUO Data**
Instructions:
- *Provide highlights of what you learned last year in your assessments and discussions.*
- *Provide highlights of some of the changes made as a result of the assessments and discussions.*
- *How did the changes affect student learning/service performance – or how do you anticipate that they will?*
- *Based on what you learned, what initiatives requiring resources could you develop (or have developed) to improve student learning/service performance? Explain briefly. Initiatives need to be entered in more detail in Section IV.*
- *What are the most significant initiatives not requiring resources you could (or have developed) to improve student learning? Explain briefly. Initiative(s) need to be entered in more detail in Section IV*
- *Comment on the status of your SUO rotational plan and TracDat work.*

B. **Operating Data**

1. **Service Data**
Instructions:
- *What populations are served by the program?*
  - *Students, and faculty*
- *How many students, classes, etc., have been served by the program over the last two years (per semester)?*
  - *All distance education classes, and 90% of web enhanced classes*
- *Does the program/department have any other operational data from any other source (i.e., program generated, state generated, etc.) that should be reviewed/discussed in this program review?*
  - *Distance education data that demonstrates a narrowing of the gap between distance education and like face to face classes for student success and retention*
- *What does the data indicate about the students, student performance, program performance, or any other aspect of the program?*
  - *Distance education data that demonstrates a narrowing of the gap between distance education and like face to face classes for student success and retention*

- *What about the data encourages or gives you cause for concern?*
  - *We are encouraged that with continued focus on developing pedagogy techniques and practices in distance education courses and increasing student training and support we will continue to close the gap on student success and retention.*
- *Does the data meet your expectations? Why or why not?*

- o *Yes, although we were hoping to have achieved an even better closing percent in the gap between distance education and face to face classes in student success and retention.*
- *What initiative(s) could you develop based on what you have learned from the data. Explain briefly. Initiative to be entered in more detail in Section IV.*
  - o *We think the addition of an Instructional Technologist Assistant that can further assist with faculty needs, and also add increased student support would assist in improving the data.*
  - o *We also think the new realignment and division of duties for the Instructional Designer and Instructional Technologist will improve our ability to serve faculty needs and assist the development of pedagogy and regular and effective contact.*
  - o
- *Provide the data in an attachment or provide an online link.*

2. Budget

Instructions:
- *Review of summarized budget information is required. Budget summaries are provided to you. Detail data is available if you want to see additional information; however, reviewing the backup data is not required. Check the boxes below if you have no further comments to make. Note: do not delete these boxes when/if you delete instructions from this document.*

- *Have there been any significant changes in the budget over the past three years? Have these changes had a positive or negative effect on student learning? If additional funds are needed, explain why. Initiatives will be required to be noted in more detail in Section IV.*
- *Requests for contract/full time faculty or classified staff should be addressed in the resource section below.*
- *Please check the appropriate box below then provide your summary beginning on the next line.*

☐ Program members have reviewed the budget data.
☐ No comments or requests to make about the budget

C. Resources

1. Non- Instructional Faculty

Instructions:
- *How does your program/department's FTEF compare to the college? Have there been any changes in FTEF for part and/or full time faculty over the last three years?*
- *What is the effect of part time FTEF on your program/department (i.e., Does your area have difficulty finding hourly instructors? Is the program lacking faculty with a particular specialty? Are there any accreditation requirements for FT faculty?, etc.)*
- *What contract faculty member(s) (if any) will you be requesting based on what you have learned? Explain briefly. Requests need to be entered in more detail in Section IV.*

Not applicable.

2. Classified Staff

Instructions:
- *Have there been changes in the number of classified staff in the program/department over the last three years?*

        o   No
- *What has been the effect of decreases/increases in classified staff on the program or department?*
  - o   Not applicable.
- *What classified positions (if any) will you be requesting based on the data/numbers/changes in program/department? Explain briefly. Requests need to be entered in more detail in Section IV.*

Requesting an Instructional Technology Assistant, 10 months
This position will assist in supporting faculty and will offer additional support for students. Student support will assist faculty in improving student success and retention. This position can assist student retention with the opportunity to reach out to online students that are not actively participating with their faculty and class. Such practices of reaching out to struggling and delinquent students and offering support or referrals to appropriate services improves student retention and success.

3. **Inventory**
Instructions:
In the last year, a complete inventory has been taken of all college equipment. Detailed inventory lists, by room, are now available for your review. If you are requesting equipment, you need to review the inventory list and explain whether or not it is accurate. If you have any questions pertaining to inventory lists, please contact Dave Keebler.
- *What equipment requests are you making (if any) to ensure that the program/department has functional, current, and otherwise adequate inventory to maintain a quality learning environment? Is the current equipment aging and need replacement or is new equipment needed? Is ongoing maintenance required for some equipment? If so explain. Requests need to be entered in more detail in Section IV.*

The inventory of equipment and furnishings for this area include the Faculty Resource Room, The Training and Teaching Studio, and two offices for employees. The areas contents are recorded in the inventory. A full inventory list is attached from our areas review of the inventory. All areas have been updated and established over the last year and a half. The refurbishing and establishment of these facilities has been a Title V Cooperative Grant activity supporting professional development and the value of distance education awareness for training and attention to student success and retention.

4. **Facilities or other Resource Requests**
Instructions:
- *Is your program/department making any other requests for resources, including for facilities?*
  No new resources at this time if we continue the percentage of growth we are currently planning.

  We currently expect growth in distance education offerings by 5%. That rate of development we can maintain but would be greatly improved by the addition of the Instructional Technologist.

  However, we request offering additional funds for release time for 3 faculty to found and develop and online faculty mentor program that is responsible for peer mentoring the development and preparedness of online courses. and supporters for developing and implementing online classes. Is a highly effective practice for improving online course development and implementation?

- *Initiatives will be entered in more detail in Section IV.*
- *Note: Any safety issues need to be reported immediately and not wait for program review. Safety issues may be reported here in addition to being reported to the dean.*

5. **Combined Initiatives**
Instructions:
Does your program have any combined initiatives that address more than one data element? If so, explain and enter the initiative with more detail in Section IV.

Distance Education's request for the position of Instructional Technologist Assistant is a combined initiative across multiple disciplines.

Section IIIb – Other Program Goals and Initiatives

A. Other Program Goals

Instructions: Aside from the goals determined from looking at specific institutional and program data, are there any other program goals for which you may or may not request funding? If so, please explain and enter it as an initiative with more detail in Section V. Such goals may include:

- *Innovation, Mentor program, Online tutoring*
- *Legislation, Define and implement ground work for regular and effective contact practices*
- *Regulations, Provide increased student services in accessible means through online options.*
- *Industry Standards, maintain industry standard online platform and instructional tools and software*

- *New Technology, continue research, purchasing, and training on current technology that is deemed specific for improved student success*
- *Professional Development, ongoing training and learning opportunities continue*
- *Advisory Committee Recommendations, the Distance Education Committee reviews all distance education plans and discusses.*

Section IV - Initiatives

Instructions:

Please list your initiatives below, including any you are carrying forward from prior years. Add as many as needed. Deans/division offices will put the information onto the initiatives charts. Every program/department needs initiatives that do not require resources.

These initiatives are being introduced to the EVP office for college wide initiatives.

1301 Online Tutoring
1201 Instructional Technologist Assistant to support faculty and provide student proactive support
1302 Develop clarity, definition, and practices in online classes for regular and effective contact, and instructor availability
1303 Consider funding the support of 3 faculty release times to mentor and peer review the development and implementation and review of new distance education courses.

Ranking:

The ranking provided below indicated the program/department's ranking. The initiatives will be ranked again later at the division level before going to the appropriate committees (i.e. technology) for additional ranking.

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
M = Medium – Approximately 1/3 of the total program/department/division's initiative by resource category
L = Low – Approximately 1/3 of the total program/department/division's initiatives by resource category

Example:

> **Initiative:** *Provide a brief title*
> **Initiative ID**: *(i.e. CD1301 = Child Development, 2013, first initiative. Maintain initiative numbers from prior program review if any are being carried forward into this new year.)*
> **Link to data (Required):** *From which area of data is this request associated? Within the category, be specific. (i.e. Success data for a specific course, PSLO #1, . . . , etc.)*
> **Expected Benefits:** *What benefits to student learning or completion, etc. do you anticipate?*
> **Goal:** *What do you believe needs to occur? (i.e. raise student success in _____ course)*

Performance Indicator: *What do you see as a realistic goal? (i.e. a 5% increase in student success)*

Timeline: *When do you expect to achieve this success within in the next three years? (i.e. by May 2015). These timelines will create a multi-year plan for your program/department.*

Funding Source Category:

- *No new resources*
- *Additional general funds for hourly instruction, supplies and services (includes maintenance contracts)*
- *College equipment funds (non computer)*
- *Technology funds*
- *Facilities funds*
- *Staffing resources*
- Grant funds

Ranking: (i.e. H)

List your initiatives below, including any you are carrying forward from prior years. Please note that every program/department needs to include initiatives that do not require resources. You may copy and paste this section

A.

Initiative ID: 1301 Online Tutoring

Link to Data: No data exist for this new program, however, data on tutoring center demand demonstrates a need. This initiative links to the tutoring center requests.

Expected Benefits: Achieve high quality tutoring to support our students in an online format.

Goal: This goal would assist us in achieving the requirements to provide all student services online if we offer substantial online education. This goal assists the achievement of the district goal to offer competitive quality distance education.

Performance Indicator: Improved student success and retention.
Timeline: 2014-2015
Funding Resource Category: Grant Funds
Ranking: H

B. **Initiative: Instructional Technologist**
Initiative ID: 1201
Link to Data: List of online class and web enhancement numbers. Students served, and student success numbers. Demonstrate the need for proactive student support and increased faculty support.
Expected Benefits: Achievement of accreditation expectations for student services online to support distance education students and faculty. Achievement of district goal to offer competitive and quality distance education.
Goal: To achieve the benefits addressed.
Performance Indicator: Improved student success and retention.
Timeline: 2014-2015

Funding Resource Category: Staffing Funds
Ranking: Choose an item.

C. **Initiative: Develop clarity, definition, and practices in online classes for regular and effective contact, and instructor availability**
Initiative ID: 1302
Link to Data: Research of accreditation preparedness requires clarity of definitions and practices with evidence in the classroom, of regular and effective contact and clarity of instructor availability for contact
Expected Benefits: Achieve accreditation requirements and improve student faculty communication.
Goal: Achieve expected benefits.
Performance Indicator: Language to support this initiative will be adopted for Distance Education Handbook and trainings. As well it will be implemented in 100% of online classes.
Timeline: 2014-2015
Funding Resource Category: No new resources needed
Ranking: Choose an item.

Initiative: Consider funding the support of 3 faculty release times to mentor and peer review the development, implementation and review of new distance education courses.

D.
Initiative ID: 1303
Link to Data: Faculty peer mentoring programs such as Quality Matters has been identified as a high impact practice for improving the quality and success of online courses and programs.
Expected Benefits: Improved student satisfaction in online courses as noted in student evaluations.
Goal: Achieve expected benefits.
Performance Indicator: First success indicators will be to select the faculty to found, develop, and lead the peer mentoring program. Followed by a 10% improvement in student evaluation/survey regarding online education.
Timeline: 2014-2015
Funding Resource Category: Hourly Instruction Funds
Ranking: Choose an item.

Section V – Process Assessment
Instructions: Please answer the following questions:

A. **How have the changes in the program review process this year worked for your area?**
   a. **No comment.**

B.   **How would you improve the program review process based on this experience?**
Create a cycle so this long document is not necessary every year. Instead work toward 3 year plans.

C. **Appeals**

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

If you choose to appeal, please complete the Appeals Form (Appendix D) 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.

VI – Submission Verification
Instructions: Please complete the following section:

Program/Department: Distance Education
Preparer: Gwendolyn Lewis Huddleston, Erica Tartt, Rebecca Chandler, Distance Education Committee
Dates met (include email discussions): Multiple email discussions, regular monthly meeting with Distance Education Committee, September 25? And October 10, 2013, weekly meetings with Instructional Designer, Instructional Technologist
List of Faculty who participated in the program Review Process: List committee.

☐ **Preparer Verification:** I verify that this program document was completed in accordance with the program review process.

☐ **Dean Verification:** I verify that I have reviewed this program review document and find it complete. Dean may also provide comments (optional):

Program Review Process Map

I . **Status report and accomplishments from prior year**

II. **Description**

III(b). **Other program goals and initiatives**

(Innovations, regulations, legislation, new technology, industry standards, professional development, or advisory committee recommendations, etc.)

IV. **Summary of initiatives and requests**
Minority reports if any

VI. **Process assessment**

VII. **Verification of review**

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Program Review Resource Initiatives Guidelines
WHAT TO LEAVE OUT

The purpose of this document is to clarify what kinds of resource requests should NOT be included in the Program Review Document as initiatives.

The table below summarizes the types of resources that DO NOT need to be included in the Department Plans. The "Who to Contact" column lists who to contact when the resources or services are needed.

Excluded Items	Who to Contact	Explanation
Safety Issues, including but not limited to broken chairs or desks, etc. that can be resolved through the normal process.	Dean, M&O or Appropriate Office	All safety issues should be immediately reported to the Dean, M&O, or appropriate department.
EAC Accommodations that can be resolved through the normal process.	DSPS and Dean	Any accommodation should have the guidance of the DSPS office.
Routine M&O maintenance & repair (light fixtures not working, holes in walls, locks, cleaning, broken desks or chairs, etc.) that can be resolved through the normal process.	M&O or Division Office	Complete an email request to vcmaintenance@vcccd.edu or notify your division office so they can handle for you.
Cyclical Maintenance (painting, flooring, carpet shampooed, windows, etc.) that can be resolved through the normal process.	M&O or Division Office	Complete an email request to vcmaintenance@vcccd.edu or notify your division office so they can handle for you.
Classroom technology equipment repairs (projector light bulb out, video screen not working, computer not working, existing software updates) that can be resolved through the normal process.	Campus Technology Center or Division Office	Complete an email request to vchelpdesk@vcccd.edu or notify your division office so they can handle for you.
Section Offerings/ Change of classrooms	Dean/Department Chair	Dean will take requests through the enrollment management process.
Substitutes	Dean	Dean will process in accordance with existing guidelines.
Conferences, Meetings, Individual Training	Professional Development Committee	Requests should first be addressed by the PDC and only go through program review if costs cannot be covered.

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Program Review Resource Initiatives Guidelines
WHAT TO LEAVE IN

The purpose of this document is to clarify what kinds of resource requests should be included in the Program Review Document as initiatives.

Faculty and Staff from each department will meet as a division to prioritize initiatives resulting from the Program Review process. The initiatives will then go to each respective governance groups such as Staffing Priorities, Technology Committee, Budget Resource Council, etc., for further prioritization. Administrative Council and the Executive Team will develop the final prioritized list and distribute for implementation.

Included Items	Committee Group	Explanation
Replacement of classroom furniture	Facilities Oversight Group	Only when it is an entire classroom/lab/office at a time or a safety or disability issue that has not been resolve through the normal process.
Upgrade and/or replacement of computer and other technological equipment	Technology Committee	These items will go on to a list for replacement or upgrade per the technology plan.
New Equipment/Furniture/ classroom items (i.e. microscope, etc.)	Budget Resource Council	These items must be approved included in a plan to improve student learning and/or services.
Buildings/Office Space (new renovation, modernization)	Division Dean	The division dean will work with Administrative Council and the Fog Committee to pursue the projects.
New Software	Technology Committee	These items must be approved included in a plan to improve student learning and/or services.
New Faculty Positions	Faculty Staffing Priorities	Requests for new positions will compiled on a list and sent to the FSP committee.
New Classified Positions/or increase in percentage of existing positions.	Classified Staffing Priorities	Requests for classified positions will compiled on a list and sent to the CSP committee.
New Programs/certificates	Curriculum Committee	These program/certificates must be approved by the curriculum committee.
Training and Professional Development above normal	Professional Development/Budget Resource Council	These are items over and above what the PDC can provide.
Expansion/Conversion to Distance Learning	Dean of Distance Learning and Distance Learning Committee	Requests will be compiled and sent to the committee process for discussion.
Service Agreements	Budget Resource Council	Requests must include justification.
Instructional Materials and Office Supplies/ Advertising/Student Workers/Printing/Duplicating	Budget Resource Council/Dean	These items must include a compelling reason and be above what the normal budget will allow.

APPEAL FORM
(Due to Office of Institutional Effectiveness by November 8)

The program review appeals process is available to any faculty, staff, or administrator who feels strongly that the prioritization of initiatives (i.e. initiatives that were not ranked high but should have been, initiatives that were ranked high but should not have been), the decision to support or not support program discontinuance, or the process followed by the division should be reviewed by the College Planning Council.

Appeal submitted by: (name and program) _____

Date:_____

Category for appeal: _____ Faculty

                          _____ Personnel – Other

                          _____ Equipment- Computer

                          _____ Equipment – Other

                          _____ Facilities

                          _____ Operating Budget

                          _____ Program Discontinuance

                          _____ Other (Please specify)

Briefly explain the process that was used to prioritize the initiative(s) being appealed:

Briefly explain the rationale for asking that the prioritization of an initiative/resource request be changed:

Appeals will be heard by the College Planning Council on November 9, 2011 at its regularly scheduled meeting (3:00 – 5:00 p.m.). You will be notified of your time to present.