# Manufacturing Technology Program Review
## 2013-2014

## 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) as a result of those initiatives.*
- *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) as a result of the initiatives/funding.*

Initiative MT1201: Laboratory maintenance, control and review of machine and tooling life cycle. Review and organization of current tooling used in manufacturing laboratory with the removal of redundant and out of date tools making room for current technology. Addition of 1 CNC Super Mini Mill for student use increasing student stations to 3 per class. Students are able to spend more time learning operation and setup of CNC machine tools.

Initiative MT1202: Evaluation of the degree and award certificate requirements, making the awards more attainable to all students. Brochures for the VC CTE programs were created and were given to all manufacturing students along with a description of the process for attaining the award. This cleared up some miss understandings of the college's intent to give more awards and certificates.

Initiative MT1203: Curriculum content and development, Curriculum changes based on changing industry and educational standards and requirements. Continuous technology updates. A review of curriculum of MTV05 CNC operation and setup reviewing basic manufacturing concepts and technical math. To support less prepared students that have not taken the entry level MTV02 fundamentals course. A new Certificate of Achievement developed from a proposed Manufacturing Proficiency Award in Biomedical Devise Technology. This certificate was developed with the guidance and support of the Manufacturing committee of the Workforce Investment Board of Ventura County. This certificate is projected to be offered fall 2014.

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

*Instructions: Provide any updates/accomplishments pertaining to Student Success or Operating Goals you created last year (see your last year's program review). The goals will not be continued in this same manner, but we want to provide faculty and staff the opportunity to provide any updates/accomplishments that may have taken place since last year.*

The program had 2012 a goal to increase the work in basic communication through precision measurement and technical blueprint reading. This has become a focus of the entry level courses DRFTV2A/WELDV2 and MTV02, MTV05. The increased instruction of basic measurement and manufacturing calculations (shop math) is helping students understand more advanced concepts taught later during the term in these courses.

## Section II - Description

### A. Description of Program/Department

The Manufacturing Technology Department offers the opportunity for students to excel by providing the latest information and technology in both the lecture and laboratory settings. The Manufacturing

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Technology program has included the most modern software and hardware to provide a good environment for learning. The inclusion of new computer controlled laser technology and continuing the use of general manufacturing process technology gives the students access to industrial tools and technologies found in industry. A comprehensive set of undergraduate courses are offered for students interested in working toward the completion of proficiency awards in CNC Operation and Manufacturing Applications, transfer classes for university credit and general interest courses for the returning student looking for skill improvement and employment in local industry.

**Degrees/Certificates**
Program's courses are designed to articulate to UC and CSU for transfer students.
Proficiency Award – CNC Machine Operator and/or Manufacturing Applications

**B.  Program/Department Significant Events (Strengths and Successes), and Accomplishments**
*Instructions:*
Manufacturing Technology Department significant accomplishments:
- A new certificate of achievement developed and offered with the Biotech program at Moorpark College, titled Biomedical Device Technology.
- Continued participation in the Haas TECH educational program of schools and colleges offering manufacturing education and training in North America.
- Manufacturing program articulation with local high schools
- NSF Grant titled Lead With Guitars in STEM education, 3 year grant starting 2013

**C.  2013-2014 Estimated Costs/Gainful Employment – for Certificates of Achievement ONLY**

|  | Cost |  | Cost |  | Cost |  | Cost |
|---|---|---|---|---|---|---|---|
| Enrollment Fees |  | Enrollment Fees |  |  |  |  |  |
| Books/Supplies |  | Books/Supplies |  |  |  |  |  |
| Total |  | Total |  | Total |  | Total |  |

**D.  Criteria Used for Admission**
None

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

**F.  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.

G. **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

H. **Organizational Structure**
   **President:**  Greg Gillespie
   **Executive Vice President:**
   **Dean:** Dr. Kathleen Schrader
   **Department Chair**: Casey Mansfield
   **Faculty/Staff**:

| Name | Rabe, P. Scott |
|---|---|
| Classification | Professor |
| Year Hired | 1984 |
| Years of Work-Related Experience | |
| Degrees/Credentials | B.A. |

| Name | Mike Hoffman |
|---|---|
| Classification | Part time instructor |
| Year Hired | 1990 |
| Years of Work-Related Experience | |
| Degrees/Credentials | B.A. M.A. |

**Section IIIa – Data and Analysis**

A. **SLO 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 – or how do you anticipate that they will?*
   - *Based on what you learned, what initiatives requiring resources could you develop (or have you developed) to improve student learning?  Explain briefly.  Initiatives need to be entered in more detail in Section V.*
   - *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 V.*
   - *Comment on the status of your SLO rotational plan, mapping, and other TracDat work.*

- Last year was a big year for SLO data development.  Identifying and establishing ISLO, PSLO and CSLO goals and objectives required many hours of Department time.  Once the SLO data was established it had to be entered into TracDat.  Again this required many hours of Department time.  Now that SLO standards have been identified and a rotational evaluation plan has been developed, it should be easy to implement.

- Our 2013-14 Initiatives will be a continuation of our 2012-13 Initiatives.  These Initiatives do not require resources and each are designed to help improve our SLO goals.

B.  **Performance Data**

1.  **Retention – Program and Course**
    *Instructions:*
    *Retention refers to the number/percentage of students completing the class.*
    - *How does your program's retention rate compare to the college overall?  Is comparing it to the college average appropriate or not?  Please explain.*
      Program retention is 65% and varies by course with the second semester and later courses in the program showing better retention rates. As the college puts more $$ toward CTE counseling services for all students including CTE this will give better information and help students into the correct class or program which will help them and improve retention. Having manufacturing localy advertised as the high paying career it  is in Ventura County it naturally attracts students with little background or understanding of the type of careers available to them.
    - *In looking at your program's retention rate over the past three years, is there a trend?  If so, explain.*
      Retention continues to be a performance indicator the department is concerned with. The trend seems to be steady.
    - *In looking at the disaggregated data by gender, ethnicity, and age are there gaps in retention for certain groups of students?   Also, is the retention going down for certain groups?  If there are gaps, what might be done to address them?*
      The retention rate for the two largest groups, Hispanic and White is equal at 63% .
      These two groups are the lowest with the group Id Other having 67% retention.
    - *Do your retention rates meet your expectations? Are there areas that need improvement?*
      All areas need improvement.

    - *What initiative(s) could you develop based on what you have learned?  Explain briefly.  Initiatives need to be entered in more detail in Section V.*
      Basic skills remains the main focus of the program. We feel this area will promote better retention.
      The department completion rate that is too low, yet the level of instruction offered in the program is such that there is a high level of commitment required of MT students to successfully master the information and skills expected by the manufacturing community.
      The introduction classes MTV02 and MTV03 may need revision to reduce the amount and depth of lecture topics these classes cover.

2.  **Success – Program and Course**
    *Instructions:*
    *Success refers to the number/percentage of students who pass the class with a grade of C or better or a "pass."*
    - *How does your program's success rate compare to the college overall?  Is comparing it to the college average appropriate or not?  Please explain.*

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Success rates are holding around 64% which is slightly under the college success of 70%. Success like retention is a reflection of students being prepared and possessing the basic skills expected of all college course work. The success rate varies with the number of "W" drops which is higher in Manufacturing than the college average at 2013 rate of 35% verses a college rate of 14%

- *In looking at your program's success rate over the past three years, is there a trend?*
  No Trend as the average is holding around 64-65%
- *In looking at the disaggregated data by gender, ethnicity, and age are there gaps in success for certain groups of students? Also, is the success rate going down for certain groups? If there are gaps, what might be done to address them?*
  The Hispanic success rate is lower at 51% and the department is looking at why and what could be the cause? If there is a possible follow up questionnaire that could be used to track down this trend.
- *Do your success rates at the program and college level meet your expectations? Are there areas that need improvement?*
  Improvements in success and retention in all areas is a department goal. Working on reducing the "W" drops in particular.
- *What initiative(s) could you develop based on what you have learned? Explain briefly. Initiatives need to be entered in more detail in Section V.*
  Offering help with basic skills in math and communication is a probable initiative for the department.

3. **Program Completion – for "Programs" with Degrees/Certificates Only**
   *Instructions:*
   *Completion refers to the number of students in the program receiving degrees and/or certificates. The Executive Team uses these data in creating its annual Planning Parameters. Are the numbers of degrees AND certificates (look at separately) awarded over the last four years increasing, decreasing, or staying about the same?*
   - *In looking at the disaggregated data for completion over the past four years, are there gaps in success for certain groups of students? Also, is the completion rate going down for certain groups? If there are gaps, what might be done to address them?*
   - *Do the completion rates meet your expectations? Why or why not?*
   - *What should be the goal for program completion? NOTE: ACCJC, our accrediting commission, has advised colleges that visiting teams will now be looking for program and institution-set standards for completion.*
   - *What initiative(s) could you develop based on what you have learned? Explain briefly. Initiatives need to be entered in more detail in Section V and need to include a goal/performance indicator (i.e. Program completion will increase by 10% over the next 3 years).*
   - *Programs that have awarded fewer than 12 certificates or degrees over the past four years may be placed on possible discontinuance. If this is the situation for your program, what changes can be made to increase the number? (i.e., Is it possible to combine programs in your area? Does the curriculum need updating?, etc.). In general, what can be done to increase the number of degrees and certificates awarded?*

C. **Operating Data**

1. **Demographics - Program and Course**
   *Instructions:*
   *Demographics refer to the students enrolled in the program/course.*
   - *What does the data indicate/say about the students enrolled in the program/course? (Provide a **very brief summary**).*
     Demographics mirror the college averages with 52% Hispanic, 38% White. The Female average is very low compared to the college at 5%.

- *How do your students compare to the college demographics? Is there a significant difference? What trends/changes do you see over the past three years?*
  The Hispanic numbers are growing each year reflecting the college wide trends.
- *Is there a need to diversify the program in terms of age, gender or ethnicity?*
  Although there are great careers for females in manufacturing it remains a male dominated career tract.
- *What initiative(s) could you develop based on what you have learned from the data or other information? Explain briefly. Initiatives to be entered in more detail in Section V.*
  Counseling students and advertising careers for females in manufacturing might improve these percentages.

## 2. Budget

*Instructions:*

- *Review of summarized budget information is required. The yellow and blue sections of your budget data provide summaries. Detail data is provided 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.*
- *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 V.*
- *(Requests for contract/full time faculty or classified staff should be addressed in the resource section on the next page.)*
- *Please check the appropriate box below then provide your summary beginning on the next line.*

  ✓ Program members have reviewed the budget data.
  Equipment and services budgets through the Perkins IV and SB 70 grants has increased. This allows students more access to laboratory equipment. This increases the amount of time each student has with the equipment during labs and projects and improves the quality of the work.

## 3. Productivity – Program and Course

*Instructions:*

*Productivity is based on the number of student contact hours that a faculty member teaches per week. The typical productivity factor is 525 (35 students/class x 5 classes x 3 hours per week = 525). Our overall college productivity goal for 2013-2014 is 530. Your analysis here should pertain to the number of students enrolled in your courses as that number relates to the program's productivity goal.*

*Are courses filling to the college productivity goal for your program? If that goal is inaccurate, what should the program and/or department productivity level be? How many students should be in each course? Are any of the productivity goals at the course level inaccurate? If so, what should they be?*

*See the productivity chart included in your data packet to help you determine the appropriate productivity level for your program/courses.*

- *Do the enrollment/productivity ratios meet your expectations for the program as a whole? Do the enrollment/productivity ratios meet your expectations for individual courses? Why or why not?*
  Enrollment and productivity is a very high (118%) in the manufacturing program, well above the district goal and this is due to student demand and faculty willing to enroll a few extra students. This is important since we have very few sections in the schedule and there is no other college/school in the

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county with training or course work in manufacturing technology. The seat counts have increased this past year and we are at capacity in all sections.

- *How can you improve the performance overall or in some courses if they do not meet your expectations? (For example, at the course level, do some courses need to be offered or scheduled differently to try to increase enrollment?)*

*What initiative(s) could you like to develop based on what you have learned? Explain briefly. Initiatives will be required to be noted in more detail in Section V.*

The spring 2014 schedule has added one afternoon course hoping to attract day students into the program. If this works as planned we will continue to push for more afternoon/day sections. This may reduce somewhat the productivity level of some classes but will provide a better learning environment. There is a limit to what we might see in increased retention and success due to over booked classes and limited student work stations. Offering more sections of MT courses will improve these numbers.

### D. Resources

#### 1. Faculty
*Instructions:*
- *How does your program/department's Full Time Equivalent Faculty (FTEF) compare to the college? (trends and ratios)*
- *Have there been any significant changes in (FTEF) for part and/or full time faculty over the last three years? If so, what are the effects of these changes?*
- *Does your area have difficulty finding hourly instructors?*
- *Is the program lacking faculty with a particular specialty?*
- *Are there any specific accreditation requirements for FT faculty?*
- *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 V.*

The added sections in MT will be filled with part time faculty and the current support and FTE ratios are working.

#### 2. Classified Staff
*Instructions:*
- *Have there been changes in the number of classified staff in the program/department over the last three years?*
- *What has been the effect of decreases/increases in classified staff on the program or department?*
- *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 V.*

No changes to classified staffing at this time, and the sharing of staff with the Welding department seems to be working.

#### 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 V.*

Limited equipment for 2013-14, with the Welding department we are planning to replace two pieces of manufacturing equipment and move two pieces currently in the manufacturing lab into the welding lab.

4. **Facilities or other Resource Requests**

*Instructions:*
- *Is your program/department making any other requests for resources, including for facilities?*
- *Initiatives will be entered in more detail in Section V.*
- *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.*

The Manufacturing department plans to review all aspects of the Manufacturing Lab and Lecture rooms for safety and efficiency.

Department to review and recommend the replacement of the Heat Treat and Casting Melting Furnace.

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 V.*

The department is looking at ways to increase student success and this will be a function of increasing retention so these two data elements will be addressed.

E. **Other Program/Department Data**

*Instructions:*
- *Does the program/department have any other data from any other source (i.e., program generated, state generated, program accreditation, advisory committee, etc.) that should be reviewed/discussed in this program review?*
- *What does the data indicate about the students, student performance, or any other aspect of the program?*
- *What about the data encourages or gives you cause for concern?*
- *Does the data meet your expectations? Why or why not?*
- *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 V.*
- *Provide the data in an attachment or provide an online link.*

CTE basic skills needs to be a future focus for the division in general. The Manufacturing Advisory committee and Ventura County WIB committee has stressed the need for training basic skills to help county and local businesses grow.

**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*
- *Legislation*
- *Regulations*
- *Industry Standards*

- *New Technology*
- *Professional Development*
- *Advisory Committee Recommendations*

### Section IV – Program Vitality (Academic Senate Approved Self-Evaluation)

*Instructions:*

*Complete the <u>Rubric for Instructional Program Vitality (Appendix C or D)</u> created by the Academic Senate.  It is a tool for further self-evaluation of your program.  This rubric will be used in conjunction with (not in place of) resource requests and provide further input for any programs being considered for program discontinuance.  This form must be submitted with your program review document.  Answer the following question after completing the rubric:*

- *What is your score?*
- *What does that score mean to you?*

### Section V - 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.

MTV1304 – <u>Equipment and Technology</u>: Facilities Data Link; Department to review and recommend the replacement of the Heat Treat and Casting Melting Furnace, current furnace is vintage 1954? Natural Gas fired, currently working and in good shape but will need to be rebuilt and maintained in the near future. Replacement with modern electrical furnace with modern safety features is desired. This equipment is used for the metals section of MTV15 Manufacturing Processes and Metallurgy. Cost $15,000.00 plus installation cost $5,000.00. Cost Perkins IV grant. Rank M

<u>Ranking:</u>

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.  (a drop down menu is provided.*
> **Funding Source Category:** *(a drop down menu is provided)*
> - *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**) (a drop down menu is provided)* <u>*Note:*</u>  *Your program/department will need to rank its initiatives (1/3 High, 1/3 Medium, 1/3 Low).  These initiatives will be further ranked by the division.*

Begin listing your initiatives here, 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:** - <u>Facilities Maintenance and Survey</u>
**Initiative ID:** MT1301
**Link to Data:** Facilities Data link
**Expected Benefits:** for safety and efficiency, removing all barriers or safety hazards
**Goal:** The Manufacturing department plans to review all aspects of the Manufacturing Lab and Lecture rooms for safety and efficiency.
**Performance Indicator:** - Facilities Maintenance and Survey locating and then removing safety hazards
**Timeline:**  2013-2014
**Funding Resource Category:**  No new resources needed
**Ranking:**  H

B.  **Initiative:** - <u>Curriculum Content and Development</u>
**Initiative ID:** MT1302
**Link to Data:** Success and Retention Data link
**Expected Benefits:** Students find no schedule barriers to attaining Proficiency Awards
**Goal:** Department to review carefully the schedule of classes offered to plan better the progress of students moving through the courses for the Proficiency Awards
**Performance Indicator:** Increase in student success measure
**Timeline:**  2014-2015
**Funding Resource Category:**  No new resources needed
**Ranking:**  M

C.  **Initiative:**  <u>Review Curriculum</u>
**Initiative ID:** MTV1303
**Link to Data:** Success and Retention Data link
**Expected Benefits:** Planning that will increase retention and success measures
**Goal:** The department will review issues in curriculum that cause students to drop classes. Identify what areas need clarification and remediation.
**Performance Indicator:** increase retention and success measures

**Timeline:** 2014-2015
**Funding Resource Category:** No new resources needed
**Ranking:** H

D. **Initiative:** Equipment and Technology
**Initiative ID:** MT1304
**Link to Data:** Facilities Data Link
**Expected Benefits:** Current furnace is vintage 1954? Natural Gas fired, currently working and in good shape but will need to be rebuilt and maintained in the near future. Replacement with modern electrical furnace with modern safety features is desired.
**Goal:** Department to review and recommend the replacement of the Heat Treat and Casting Melting Furnace
**Performance Indicator:** Equipment Replaced
**Timeline:** 2014-2015
**Funding Resource Category:** Grant Funds
**Ranking:** M

**Section VI – Process Assessment**
*Instructions: Please answer the following questions:*

A. **How have the changes in the program review process this year worked for your area?**
Better and less complex so I think it is better than previous.

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

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 E) 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.

**VII – Submission Verification**
*Instructions: Please complete the following section:*

**Program/Department: Manufacturing Technology**
**Preparer: Scot Rabe**

**Dates met (include email discussions): 8/16/13 - 9/16/13 - 10/2,3/13**
**List of Faculty who participated in the program Review Process:**
**Scot Rabe, Ralph Fernandez, Casey Mansfield**

✓     **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):

**Manufacturing Technology Program Review**
**2013-2014**

# 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.**    **Program vitality-(Academic Senate rubric)**

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

**VI.**    **Process assessment**

**VII.**    **Verification of review**

# Manufacturing Technology Program Review
## 2013-2014

Program Review Resource Initiatives Guidelines
**WHAT TO LEAVE OUT**

*The purpose of this document is to clarify what kinds of resource requests should <u>NOT</u> 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. |

# Manufacturing Technology Program Review
## 2013-2014

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 initiative.*

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. |

**Rubric for Instructional Program Vitality-Academic (non-CTE)**

The purpose of this rubric is to aid a program in thoughtful, meaningful and reflective self-evaluation. This rubric is also a defensible and objective way at looking at program viability and efficacy. This rubric should not be used as the mechanism to justify funding requests or for resource allocation.  Lastly, a low score on this rubric does not preclude a program from requesting documented and necessary resource requests in other parts of this program review document.

**Academic programs:**

| Point Value | Element | Score |
|---|---|---|
| **Up to 6** | **Enrollment demand** [1] | |
| | A "6" would be the ability to fill 100% of sections prior to the start of the semester. | |
| | A "5" would be the ability to fill 95% or greater of class sections prior to the start of the semester for the past two terms. | |
| | A "4" would be the ability to fill 90% or greater of class sections prior to the start of a semester for the past two terms. | |
| | A "3" would be the ability to fill 85% or greater of class sections prior to the start of a semester for the past two terms. | |
| | A "2" would be the ability to fill 80% or greater of class sections prior to the start of a semester for the past two terms. | |
| | A "1" would be the ability to fill 75% or greater of class sections prior to the start of a semester for the past two terms. | |
| | A "0" would be the ability to fill less than 75% of class sections prior to the start of a semester for the past two terms. | |

| | **Sufficient capital / human resources to maintain the program, as defined by:** | |
|---|---|---|
| **Up to 3** | **Ability to find qualified instructors** | |
| | A "3" would indicate that no classes have been canceled due to the inability to find qualified instructors. | |
| | A "2" would indicate that rarely but occasionally have classes been canceled due to the inability to find qualified instructors. | |
| | A "1" would indicate that a significant number of sections in the past year have been canceled due to the inability to find qualified instructors. | |
| | A "0" would indicate that classes are not even scheduled due to the inability to find qualified instructors. | |
| **Up to 3** | **Financial resources, equipment, space** | |
| | A "3" would indicate that the program is fully supported with regards to dedicated class / lab space, supplies and equipment. | |
| | A "2" would indicate that the program is partially supported with regards to dedicated class / lab space, supplies and equipment | |
| | A "1" would indicate that the program is minimally supported with regards to dedicate class / lab space, supplies and equipment. | |
| | A "0" would indicate that there is no college support with regards to class / lab space, supplies and equipment. | |

| **Up to 4** | **Agreed-upon productivity rate** [2] | |
|---|---|---|
| | A "4" would indicate that a program has met or exceeded its productivity rate. | |
| | A "3" would indicate that a program is at 90% or greater of its productivity rate. | |

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[1] Enrollment demand is determined by the ability to fill classes.
[2] Productivity rate is defined as **WSCH/FTEF** as determined by the program faculty at the college.

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| | |
|---|---|
| A "2" would indicate that a program is at 80% or greater of its productivity rate. | |
| A "1" would indicate that a program is at 70% or greater of its productivity rate. | |
| A "0" would indicate that a program is at less than 70% of its productivity rate. | |

| Up to 4 | Course completion rate [3] | |
|---|---|---|
| | A "4" would indicate that the program's course completion rate is greater than 5 percentage points or greater than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report." | |
| | A "3" would indicate the program's course completion rate is equal to or greater than the most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report." | |
| | A "2" would indicate that a program's course completion rate is up to 2 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report." | |
| | A "1" would indicate that a program's course completion rate is up to 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report." | |
| | A "0" would indicate that a program's course completion rate is greater than 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report." | |

| Up to 3 | Success rate [4] | |
|---|---|---|
| | A "3" would indicate that the sum of the program's course success rates for the past academic year is greater than the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report." | |
| | A "2" would indicate that the sum of the program's success rates for the past academic year is within 4 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report." | |
| | A "1" would indicate that the sum of the program's success rates for the past academic year is within 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report." | |
| | A "0" would indicate that the sum of the program's success rates for the past academic year is lesser than 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report." | |

| Up to 3 | Ongoing and active participation in SLO assessment process | |
|---|---|---|
| | A "3" would indicate that all required courses, programs and institutional level SLOs as indicated by the programs SLO mapping document found in TracDat have been assessed on a regular and robust manner within the past academic year. | |
| | A "2" would indicate that 95% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year. | |
| | A "1" would indicate that 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year. | |
| | A "0" would indicate than less than 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year. | |

Note rationale on next page.

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[3] As defined by the RP Group, the course completion rate is the "percentage of students who do not withdraw from class and who receive a valid grade."
[4] As defined by the RP Group, the success rate is "the percentage of students who receive a passing/satisfactory grade" notation of A, B, C, P, IB, or IC.

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In no more than two to three sentences, supply a narrative explanation, rationale or justification for the score you provided, especially for programs with a score of less than 22:

Score interpretation, academic programs:

**22-26**        Program is current and vibrant with no further action recommended
**18-21**        Recommendation to attempt to strengthen program
**Below 18**     Recommendation to consider discontinuation of the program

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### Rubric for Instructional Program Vitality-CTE

The purpose of this rubric is to aid a program in thoughtful, meaningful and reflective self-evaluation. This rubric is also a defensible and objective way at looking at program viability and efficacy. This rubric should not be used as the mechanism to justify funding requests or for resource allocation. Lastly, a low score on this rubric does not preclude a program from requesting documented and necessary resource requests in other parts of this program review document.

**CTE programs:**

| Point Value | Element | Score |
|---|---|---|
| **Up to 6** | **Enrollment demand / Fill rate** [5] | |
| | A "6" would be the ability to fill 100% of sections prior to the start of the semester. | |
| | A "5" would be the ability to fill 95% or greater of class sections prior to the start of the semester for the past two terms. | 5 |
| | A "4" would be the ability to fill 90% or greater of class sections prior to the start of a semester for the past two terms. | |
| | A "3" would be the ability to fill 85% or greater of class sections prior to the start of a semester for the past two terms. | |
| | A "2" would be the ability to fill 80% or greater of class sections prior to the start of a semester for the past two terms. | |
| | A "1" would be the ability to fill 75% or greater of class sections prior to the start of a semester for the past two terms. | |
| | A "0" would be the ability to fill less than 75% of class sections prior to the start of a semester for the past two terms. | |

| | **Sufficient capital / human resources to maintain the program, as defined by:** | |
|---|---|---|
| **Up to 3** | **Ability to find qualified instructors** | |
| | A "3" would indicate that no classes have been canceled due to the inability to find qualified instructors. | 3 |
| | A "2" would indicate that rarely but occasionally have classes been canceled due to the inability to find qualified instructors. | |
| | A "1" would indicate that a significant number of sections in the past year have been canceled due to the inability to find qualified instructors. | |
| | A "0" would indicate that classes are not even scheduled due to the inability to find qualified instructors. | |
| **Up to 3** | **Financial resources, equipment, space** | |
| | A "3" would indicate that the program is fully supported with regards to dedicated class / lab space, supplies and equipment. | 3 |
| | A "2" would indicate that the program is partially supported with regards to dedicated class / lab space, supplies and equipment | |
| | A "1" would indicate that the program is minimally supported with regards to dedicate class / lab space, supplies and equipment. | |
| | A "0" would indicate that there is no college support with regards to class / lab space, supplies and equipment. | |

| **Up to 4** | **Agreed-upon productivity rate** [6] | |
|---|---|---|
| | A "4" would indicate that a program has met or exceeded its productivity rate. | 4 |
| | A "3" would indicate that a program is at 90% or greater of its productivity rate. | |
| | A "2" would indicate that a program is at 80% or greater of its productivity rate. | |
| | A "1" would indicate that a program is at 70% or greater of its productivity rate. | |

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[5] Enrollment demand is determined by the ability to fill classes.
[6] Productivity rate is defined as **WSCH/FTEF** as determined by the program faculty at the college.

| A "0" would indicate that a program is at less than 70% of its productivity rate. | |
|---|---|

| Up to 3 | **Program Completion** | |
|---|---|---|
| | A "3" would indicate that the program has granted 25 or greater combined degrees, certificates and proficiency awards over the past four academic years. | |
| | A "2" would indicate that the program has granted 20-24 combined degrees, certificates and proficiency awards over the past four academic years. | |
| | A "1" would indicate that the program has granted 15-19 combined degrees, certificates and proficiency awards over the past four academic years. | 1 |
| | A "0" would indicate that the program has granted fewer than 14 combined degrees, certificates and proficiency awards over the past four academic years. | |

| Up to 3 | **Employment Outlook for Students/Job Market Relevance** | |
|---|---|---|
| | A "3" would indicate that the employment outlook for students in the program is greater than the projected county-wide employment average for the next three years and/or "leavers" of the program make more money in their jobs based on taking courses at the college (with or without having completed a degree) than had they not taken courses at the college. | 3 |
| | A "2" would indicate the employment outlook for students in the program is about average with the projected county-wide employment average for the next three years. | |
| | A "1" would indicate that the employment outlook for students in the program is less than the projected county-wide employment average for the next three years. | |
| | A "0" would indicate that the employment outlook for students in the program is significantly less than the projected county-wide employment average for the next three years. | |

| Up to 3 | **Success rate** [7] | |
|---|---|---|
| | A "3" would indicate that the sum of the program's course success rates for the past academic year is greater than the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report." | |
| | A "2" would indicate that the sum of the program's success rates for the past academic year is within 4 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report." | |
| | A "1" would indicate that the sum of the program's success rates for the past academic year is within 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report." | 1 |
| | A "0" would indicate that the sum of the program's success rates for the past academic year is lesser than 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report." | |

| Up to 4 | **Course completion rate** [8] | |
|---|---|---|
| | A "4" would indicate that the program's course completion rate is greater than 5 percentage points or greater than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report." | |
| | A "3" would indicate the program's course completion rate is equal to or greater than the most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report." | |
| | A "2" would indicate that a program's course completion rate is up to 2 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report." | |
| | A "1" would indicate that a program's course completion rate is up to 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report." | 1 |
| | A "0" would indicate that a program's course completion rate is greater than 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report." | |

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[7] As defined by the RP Group, the success rate is "the percentage of students who receive a passing/satisfactory grade" notation of A, B, C, P, IB, or IC.
[8] As defined by the RP Group, the course completion rate is the "percentage of students who do not withdraw from class and who receive a valid grade."

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| Up to 3 | Ongoing and active participation in SLO assessment process | |
|---|---|---|
| | A "3" would indicate that all required courses, programs and institutional level SLOs as indicated by the programs SLO mapping document found in TracDat have been assessed on a regular and robust manner within the past academic year. | 3 |
| | A "2" would indicate that 95% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year. | |
| | A "1" would indicate that 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year. | |
| | A "0" would indicate than less than 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year. | |

In no more than two to three sentences, supply a narrative explanation, rationale or justification for the score you provided, especially for programs with a score of less than 22:

Missing data for program completion after yr 2010.

A 20% dip in retention for year 2013 over previous 3 years which is not completely understood.

Score interpretation, academic programs:

| | |
|---|---|
| **27-32** | Program is current and vibrant with no further action recommended |
| **22-26** | Recommendation to attempt to strengthen program |
| Below **22** | Recommendation to consider discontinuation of the program |

# Manufacturing Technology Program Review
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**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.**