**Section I – Accomplishments and Status of 2013 Program Review Report**

1. **Last Year’s Initiatives**

*Instructions: Answer the following questions:*

* Provide a brief status of initiatives created last year that did not require funding. Include an explanation of what changes occurred.
* **Performance Indicator: 25 Initiative: Degrees and Certificates**

**Initiative ID: ART1401**

**Link to Data: We have a very high transfer rate but have not awarded degrees or certificates at a high rate.**

**Expected Benefits: To be more in line with the way the state, district and college is measuring success.**

**Goal: Double the amount of degrees and certificates awarded by the end of 2014-2015**

**degrees and certificates awarded by spring 2015.**

**Timeline:** 2014-2015

**Funding Resource Category:** No new resources needed

**Ranking: H**

*We are exceeding our goal.*

* 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: Annual Software Maintenance Agreement**

**Initiative ID: ART 1300**

**Link to Data: Current software is required all classes where the computer is used to fulfill course objectives and outcomes.**

**Expected Benefits: Students will continue to achieve a high rate of success.**

**Goal: Maintain viability.**

**Performance Indicator: Students will continue to achieve outcomes.**

**Timeline:** 2013-2014

**Funding Resource Category:** Services(including maintenance contracts)

**Ranking: R**

***Students continue to achieve student learning outcomes. This initiative must continue to be funded to run all of our classes that use computer software.***

*Last year the district purchased full licenses to Adobe Products across the district. We continue to need for this to be renewed each year. This has proven to assist in creating student access and success as we continue to see a growing need for student skills in high technology areas such as Adobe products.*

* **Initiative: Digital Future/ 10 Mac Book Pro Computers/ Graphic Pads and Printers**

**Initiative ID: ART1404**

**Link to Data: Photography and Digital programs are vital.**

**Expected Benefits: Equipment needs to be updated. All photography students will be able to combine analogue skills with a digital cross-over.**

**Goal: Students will be better prepared for transfer and or employment.**

**Performance Indicator: Students will move comfortably through traditional wet lab and digital techniques.**

**10 Macbook Pros, 10 Intuos 5 Wacom Graphic Pads, 2 Epson Stylus Printers.**

**Timeline:** 2013-2014

**Funding Resource Category:** Technology Funds $45,000

**Ranking: H**

*We received fewer Macbook Pros and no graphic pads. There is still a need to fulfil this initiative in its entirety. We need to create a full 25 seat lab of these computers. We currently have 10 and last year’s initiative was designed to assist us in providing more mac books. We did not receive this and still need it. Our goal is to have 15 more as opposed to only 10. We also need the Wacom style tablets to accompany these macbooks. $2,500 per macbook and 500 per tablet*

* **Initiative: 2-D/ 3-D Equipment**

**Initiative ID: ART1402**

**Expected Benefits: High rate of student success.**

**Link to Data: Program serves 1200 students per year.**

***Initiative was funded.***

* **Initiative: Full Time Art Historian**

**Initiative ID: ART1406**

**Link to Data: Art History serves 1,700 students per year.**

**Expected Benefits: All important areas of art history will be covered and program will be compliant with state minimum qualifications.**

**Goal: Better ratio of classes being taught by full time faculty.**

**Timeline: 2014**

**Fund Resource Category: Staffing Funds**

**Ranking: H**

*This initiative was not fulfilled for the second year in a row. We have expanded in this area so an even higher percentage of classes are being taught by part time faculty.*

**New Initiatives**

**Initiative Title: iMAC Viability**

**Initiative ID. ART1501**

**Links to findings: #4 MAC Desktop computers can no longer be updated or supported by I.T. and must be replaced.**

**Links to Ventura College Master Plan Goals: #1, #2 and #4. All computer hardware has a limited life expectancy and can be updated up to a certain point. After that point the computers can no longer run current software and cannot be supported by I.T.**

**Initiative Action: For MAC-205 Computer lab, replace the 15end of life iMACs with 15 with 15 MAC Minis., 3.0GHz Dual-Core i7, 16GB Ram, 1TBFusion Drive, OS X, Keyboards, Mouse, HDMI to DisplayPort cable, misc. parts and Dell 24” Monitors P2414H/w 3yr warrenty. $2,000.00 per station**

**Funding Resource Category: Technology Funds**

**Ranking: R**

* **Initiative: Annual Software Maintenance Agreement**

**Initiative ID: ART1300**

**Link to Data: Current software is required all classes where the computer is used to fulfill course objectives and outcomes.**

**Link to Finding:**

**Expected Benefits: Students will continue to achieve a high rate of success.**

**Goal: Maintain viability.**

**Performance Indicator: Students will continue to achieve outcomes.**

**Timeline:** 2013-2014

**Funding Resource Category:** Services(including maintenance contracts)

**Ranking: R**

***Students continue to achieve student learning outcomes. This initiative must continue to be funded to run all of our classes that use computer software.***

**Initiative Title: 3-D Art Equipment**

**Initiative ID:** ART1502

**Links to Finding: #5** To insure continued student success in our ceramics, sculpture and 3-D Design classes and to be handicap accessible. We need one Amaco No. 16 handicap accessible wheel @ $2478.88, and 12 Brent Model CXC Pottery Wheels @$1276.88 ea. Teaching tool to project demonstrations onto a screen, $199.00. Dewalt Angle Grinder, $196.00, two Dewalt small angle grinders @ $95.00 ea., four Dewalt cordless drills @216.91 ea. and a Dewalt ¼ in. circular saw @$151.51. **Fans for life model classrooms.** 2 @ 45.00 **Total 19,494.71 Links to Ventura College Master Plan Goals #1, #2 and #4.**

**Initiative Finding Link**: ARTF1501

**Initiative Action:** Purchase various 3-D equipment to keep our ceramic, sculpture and 3-D design classes current and viable. Insure a continued high rate of student success in these classes and prepare majors for transfer.

Timeline: Spring 2015

**Expected Benefits**: Insure a continued high rate of student success in these classes and prepare majors for transfer.

Funding Resource Category: Equipment-non computer

Estimated Cost: $19,404.00

Ranking: H

**Initiative Title: PC Laptops**

**Initiative ID:** PHOT1503

**Links to Finding: #3** To insure the success of all of our art and photography students we need more laptop computers. The one computer lab is scheduled to capacity and there are other classes that need access to computers.

Six Dell laptops to run Photoshop and other software will give students the opportunity to work on their assignments in class.

**Initiative Finding Link**: **Links to Ventura College Master Plan Goals #1, #2 and #4.**

**Initiative Action:** Purchase ~~six~~ 10 dell laptops that will run Photoshop and editing software,

Timeline: Spring 2015

**Expected Benefits**: Students will be able to work on projects during class and achieve a higher rate of success.

Funding Resource Category: Technology Funds

Estimated Cost: $2,000 per computer plus storage cabinet($11,000) plus Wacom graphic pads, $500 each x 10.

Ranking: H

**Initiative Title:** Painting Carts(Taberets)and Stools, and curtains for sound proofing temporary ceramic and sculpture areas.

**Initiative ID:** ART1504

**Links to Finding: #6**

**Initiative Finding Link**: : **Links to Ventura College Master Plan Goals #1, #2 and #4. Initiative Action:** Purchase 25 painting carts and stools, and sound damping curtains.

Timeline: Fall 2015

**Expected Benefits**:

Funding Resource Category: Equipment-non computer

Estimated Cost: $3,500 for carts and stools, $850 for sound damping curtains.

Ranking: M

**Initiative Title: Life Drawing Skeleton**

**Initiative ID:** ART1505

**Links to Finding: #7**

**Initiative Finding Link**: Skeleton is needed for life drawing and painting classes. **Links to Ventura College Master Plan Goals #1, #2 and #4.**

**Initiative Action:** Purchase new skeleton with all of its parts intact.

Timeline: Fall 2015

**Expected Benefits**: Students will work from a fully intact visual resource.

Funding Resource Category: Supply Funds

Estimated Cost: $2,500

Ranking: M

**Initiative Title: Furniture for Posing Model**

**Initiative ID:** ART1506

**Links to Finding: #7**

**Initiative Finding Link**: Skeleton is needed for life drawing and painting classes. Links to Ventura College Master Plan Goals #1, #2 and #4.

**Initiative Action:** Purchase skeleton

Timeline: fall 2015

**Expected Benefits**: Facilitates more options for posing the model and gives students more natural drawing and painting options.

Funding Resource Category: Equipment-non computer

Estimated Cost: $500.00

Ranking: M

**Initiative Title: Canvas and Paper Spools**

**Initiative ID:** ART1507

**Links to Finding: #9**

**Initiative Finding Link**: Mountable spools for canvas and paper rolls will make it easier to facilitate the handling of materials for students. Links to Ventura College Master Plan Goals #1.

**Initiative Action: Purchase mountable spools**

Timeline: fall 2015

**Expected Benefits**: Accessibility and time management improvements

Funding Resource Category: Equipment-non computer

Estimated Cost: $300.00

Ranking: L

**Initiative Title: External Hard Drives**

**Initiative ID:** ART1508

**Links to Finding: #10**

**Initiative Finding Link**: External hard drives for art and photography faculty will insure that data is safely backed up and available for use in teaching. Links to Ventura College Master Plan Goals #1, #2 and #3.

**Initiative Action:** Purchase external hard drives

Timeline: Spring 2015

**Expected Benefits**: Will insure that data is safely backed up and available for use in teaching.

Funding Resource Category: Technology Funds

Estimated Cost: $1,800.00

Ranking: L

**Initiative Title: I-Pads**

**Initiative ID:** ART1508

**Links to Finding: #12**

**Initiative Finding Link**: I-Pads for full time faculty will enhance student learning because of the convenience and immediacy they provide for showing imagery so necessary in our classrooms. Links to Ventura College Master Plan Goals #1, #2 and #4.

**Initiative Action:** Purchase six new I-Pads

Timeline: Fall 2015

**Expected Benefits**: Enhance student learning because of the convenience and immediacy they provide for showing imagery so necessary in our classrooms.

Funding Resource Category: Technology Funds

Estimated Cost: $329 each x 6 = $1974.00

Ranking: L

1. **Updates/accomplishments pertaining to any of the Student Success or Operating Goals from last year’s report.**

***We have continued to transfer students at a high rate and have been granting more degrees.***

**Section II - Description**

1. **Description of Program/Department**
2. The Art Department offers beginning and intermediate courses that provide students with the knowledge and experience for a broad understanding of the visual arts. The beginning (foundation) courses are based in the belief that a strong foundation is the building block to insure student success in each of the art discipline areas. The foundation courses are; Color and Design, Drawing, Life Drawing, Three-Dimensional Design, Color Theory, and Art History. Upon completion of foundation courses students are encouraged to focus on one or more concentrated areas in, Painting, Photography, Ceramics, Sculpture, Printmaking, Graphic Design, Digital Art, or Art History. The combination of the foundation courses in the visual arts and focused arts curriculum prepares students for transfer to universities and art schools and for gaining necessary skills to enter the arts workforce. In all courses we expect students in the arts to think creatively and critically. To assist students in gaining insight in creative and critical thinking the department maintains two professional art galleries bringing work by a variety of nationally established artists to our campus. The galleries also provide students with the opportunity to develop gallery management skills. We are proud of our notoriety as one of the top art programs in southern California. The Ventura College Art program has a long tradition of producing many of the region’s most important artists. Career opportunities for arts majors includes exhibiting artist, art teacher, graphic designer, photographer, illustrator, art technician, art historian, commercial artist, gallery and museum exhibitions’ assistance and management, arts organizations employment, and other professions in creative endeavor areas. Those wishing to teach at a College level must earn a Masters or Masters of Fine Arts degree. Those wishing to teach Art History at the University level must earn a Ph.D.

**Degrees/Certificates**

Program’s courses are designed to articulate to UC and CSU for transfer students and prepare art majors for transfer to more competitive public and private art programs.

Associate in Art Degree – Ceramics

Associate in Art Degree – Graphic Art *(under review)(A.A. Transfer degree in Digital Media in planning stage)*

Associate in Art Degree – Fine Art

Associate in Photography Degree

Associate in Art Degree – Studio Arts for Transfer

Associate in Art Degree – Art History for Transfer

Certificate of Achievement:

Ceramics

Commercial Art *(under review)*

Fine Art

1. **Program/Department Significant Events (Strengths and Successes), and Accomplishments**
2. *Instructions: Answer the questions below.*

* What has changed over the past year (i.e. faculty, degrees/certificates, curriculum, etc.)?

*The Art Department is awarding more degrees.*

* What is impacting the program now?

*We need more computer lab space/another lab to serve all of our students.*

*We need support to expand our minimal digital class offerings to serve the needs of the community.*

1. **2014-2015 Estimated Costs/Gainful Employment – for Certificates of Achievement ONLY**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Fine Arts** | **Cost** | **Photography** | **Cost** | **Ceramics** | **Cost** | **Commercial Art** | **Cost** | | Enrollment Fees | $780 - $1539 | Enrollment Fees | $780 - $1539 | Enrollment Fees | $780 - $1539 | Enrollment Fees | $780 - $1539 | | Books/  Supplies | $1,500- $4,500 | Books/  Supplies | $1,500- $3,500 | Books/  Supplies | $1,500- $4,500 | Books/  Supplies | $1,500- $4,500 | | Total | $2,280-$6,039 | Total | $2,280-  $5,039 | Total | $2,280-$6,039 | Total | $2,280-$6,039 | | **Cost** |  | **Cost** |  | **Cost** |  | **Cost** |
|  |  | Enrollment Fees |  |  |  |  |  |
|  |  | Books/  Supplies |  |  |  |  |  |
|  |  | Total |  | Total |  | Total |  |

1. **Criteria Used for Admission**

Open enrollment

1. **College Vision**

Ventura College will be a beacon of learning—a source of inspiration and guidance—for our students and community.

1. **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 their learning experience, we serve a highly diverse student body by providing innovative 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.

1. **College Guiding Principles**

Guiding Principles: At Ventura College we believe that students come first and all else follows.  We strive to create a campus environment that fosters collaboration, communication, and mutual respect.  We are committed to these Guiding Principles in all that we do:

* Embrace the strength of diversity
* Listen with intensity and compassion
* Communicate with integrity and patience
* Design student-centered solutions
* Spark self-confidence and a sense of discovery
* Pursue our vision and goals with passion

1. **Organizational Structure**

*Instructions: Fill-in the appropriate information below.*

**College President:** Greg Gillespie

**Executive Vice President:** Patrick Jefferson

**Dean:** Gwendolyn Lewis Huddleston

**Department Chair(s)**: Bob Moskowitz

**Faculty/Staff**:

|  |  |
| --- | --- |
| **Name** | Robert Moskowitz |
| Classification | Professor |
| Year Hired | 1998 |
| Years of Work-Related Experience | 36 |
| Degrees/Credentials | B.A., Four Year certificate, M.F.A. |

|  |  |
| --- | --- |
| **Name** | David Young |
| Classification | Associate Professor |
| Year Hired | 2012 |
| Years of Work-Related Experience | 14 |
| Degrees/Credentials | B.A., M.F.A. |

|  |  |
| --- | --- |
| **Name** | **Sharla Fell** |
| Classification | Professor |
| Year Hired | 2004 |
| Years of Work-Related Experience | 12 |
| Degrees/Credentials | A.A., B.F.A., M.F.A. |

|  |  |
| --- | --- |
| **Name** | **Jenchi Wu** |
| Classification | Associate Professor |
| Year Hired | 2010 |
| Years of Work-Related Experience | 6 |
| Degrees/Credentials | B.F.A., M.F.A. |

|  |  |
| --- | --- |
| **Name** | **William Hendricks** |
| Classification | Professor |
| Year Hired | 1990 |
| Years of Work-Related Experience | 24 |
| Degrees/Credentials | B.A., M.S. |

|  |  |
| --- | --- |
| **Name** | **Ann Bittl** |
| Classification | Professor |
| Year Hired | 2007 |
| Years of Work-Related Experience | 10 |
| Degrees/Credentials | A.A., B.A., M.A. |

**Section III – Data and Analysis**

1. **SLO Data**

*Instructions: Answer the questions below.*

* Provide highlights of what you learned last year in your assessments and discussions.
* The assessments for all of our art studio courses in fine arts, photography and digital media continue to include either mid-term projects, portfolios or presentation of work for critique. This methodology for insuring student success at Ventura College precedes the SLO assessment process currently being practiced here. This way of measuring student progress and preparation for the next level of art education is part of the tradition of teaching art since the creation of art academies in Europe and later in the United States and finally in college and university art departments. This art department continues to enjoy a high rate of student success in its classes. This does not mean that our assessment criteria are too easy or liberal. As students work and improve it is vitally important that they have the opportunity to compare their work with not only their fellow students but with artists throughout history. Perspective is most important for growth. We will continue to encourage students to practice skill sets while challenging them to define themselves through the content of their art. Much of art is subjective and cannot be measured the way a math problem is either correct or not. The practice of art includes a diversity of ideas and methods which we will continue to encourage. As we continue to assess through this SLO process and compile data validating our assessments we will remain mindful of the reality that our job is much larger than the limits of this process. We will encourage scholarship and curiosity. We will encourage persistence and dedication. We will encourage risk-taking. We are educating artists.
* Provide highlights of some of the changes made as a result of the assessments and discussions.

*We have re-affirmed our methodology.*

* How did the changes affect student learning – or how do you anticipate that they will?

*We apply our methodology with confidence.*

* 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.

*Our highest priority is to maintain our software licenses, to replace outdated and to make available more computers for our students.*

* 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.

*We have established a five year rotational plan with the freedom to access earlier in any areas where we feel that need attention.*

1. **Performance Data**
2. **Retention – Program and Course**

*Instructions: Answer the questions below. 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.
* **-The program retention rate stands at 87% compared with the college rate of 86%. PHOTOGRAPHY’s rate is 89%, 3% higher than the college average.**
* **-We have trended upward by three percentage points over the last three years as the percentage of Hispanic students in our program has grown to be the majority.**
* **- There is no consistent pattern to explain any random deviation from the norm.**
* **-We see our retention rate falling into an expected and consistent range during a period of a volatile economy.**
* In looking at your program’s retention rate over the past three years, is there a trend? If so, explain.
* **-Our success rate has trended upward. Our studio courses where students receive a lot of one on one attention have a higher rate of success than art appreciation/art history classes which are much larger and include sections taught on line.**
* **-ART’s overall success rate is 87%, up 5% from FY11 and 4% higher than the college average. PHOT’s success rate averaged 77% but is trending higher in FY13 up to 80%, 9% better than the college as a whole.**
* **-There are no consistent patterns of success based on gender or ethnicity. However, the youngest students tend to have a little lower success rate in some classes.**
* 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?
* Do your retention rates meet your expectations? Are there areas that 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.

1. **Success – Program and Course**

*Instructions: Answer the questions below. 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.
* In looking at your program’s success rate over the past three years, is there a trend?

It continues to remain strong.

* 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?

Student success remains consistent with all groups.

* Do your success rates at the program and college level meet your expectations? Are there areas that need improvement?

Success rates remain high and those areas where success rates were lower have been addressed.

* 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.

More classroom participation have been encourage in art appreciation classes.

1. **Program Completion – for “Programs” with Degrees/Certificates Only**
2. *Instructions: Answer the questions below. 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?*

**Program completion rates should include transfers.** **Transfer certification is the best measure of successful completion. Using data compiled from a recent four year period showed that the art department ranked fourth at the college by departments for numbers of transfers. Preparing students for transfer was always the major goal of the department. Historically, few students earned degrees because of local requirements not needed for transfer to CSU, UC or private art schools. With the introduction of studio art and art history transfer degrees we are seeing more degrees granted at a higher rate than we predicted. We understand however that these TMC’s do not prepare students for success at competitive art programs where a portfolio is required for admission or ultimate acceptance to the B.F.A. track.**

* 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?

There are no measurable success gaps with any group taking art and photography classes.

* Do the completion rates meet your expectations? Why or why not?

Completion rates have exceeded our expectations

* 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.

The department’s completion goal is support every major in achieving success leading to 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).
* Completion rates have exceeded our expectations

We continue to encourage students to work towards degrees.

* 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?

1. **Operating Data**
2. **Demographics - Program and Course**

*Instructions: Answer the questions below. 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**).

The program continues to attract a diverse group of students. The largest group is comprised of art/Photography/Art History majors hoping to transfer to four year school. We also serve student with their general education track and students of all ages who are life time learners.

* 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 art department is in line with the college averages.

* Is there a need to diversify the program in terms of age, gender or ethnicity?
* 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.

1. **Budget**

*Instructions: Answer the questions below. 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.

☐ No comments or requests to make about the budget.

1. **Productivity – Program and Course**

*Instructions: Answer the questions below. 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?
* **The district goal of 600 is unrealistic for art studio classes that have seat limits of 25 students, 30 in ART V11A. The college goal of 530 is easier to attain but the way data is being collected does not reflect the cross-listing of many of our classes. For example, there are four sections of sculpture being taught at the same time by one instructor in a single classroom. Each level shows 87-88% of the district goal when in reality the class is full to capacity and closed. The same thing is true of painting, life drawing, sculpture and ceramics. Photography exceeds the district WSCH goal and additional sections are justified.**
* 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?
* **Art History and Art Appreciation classes exceed the college productivity goal of 530 and the district goal of 600.**
* **The district goal of 600 is unrealistic for art studio classes that have seat limits of 25 students, 30 in ART V11A. The college goal of 530 is easier to attain but the way data is being collected does not reflect the cross-listing of many of our classes. For example, there are four sections of sculpture being taught at the same time by one instructor in a single classroom. Each level shows 87-88% of the district goal when in reality the class is full to capacity and closed. The same thing is true of painting, life drawing, sculpture and ceramics. Photography exceeds the district WSCH goal and additional sections are justified.**
* **Most of our classes are enrolled at or near capacity. We believe that we are functioning at a high level of productivity. When we look at the program as a whole, our productivity level exceeds that of the college as a whole. We could add additional sections of foundation classes where there is enrollment demand. Additional art appreciation classes are justified and would enhance percentages because of their high rate of productivity.**
* 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.

1. **Resources**
2. **Faculty**

*Instructions: Answer the questions below.*

* *How does your program/department’s Full Time Equivalent Faculty (FTEF) compare to the college? (trends and ratios)*
* **Budget cuts hit the art department particularly hard and out of proportion to the rest of the college. In FY-12 we lost more than 20 sections per semester and went from 19.80 FTEF to 10.89. This followed earlier reductions in sections causing us to believe that the arts are seriously undervalued at Ventura College. The arts are an important component of a comprehensive college. The arts, along with athletics, are the programs that interface with the community and bring people to our campus. The results and impact of these reductions are that we are no longer able to offer certain classes where students could hone specific skills to bolster their portfolios and make them more competitive when applying for transfer to the top art programs where a student’s own creative work is the number one criteria for admission.**
* **%FT Faculty 35% Much lower than the college average.**
* **%PT Faculty 65% Above the college average.**
* **We will be requesting an Art History instructor. Spring 2014 the art department will offer 14 sections of Art History and Art Appreciation. Three of these sections will be taught on line. Five of these classes, 35% will be taught by our one full time art historian. The other nine classes will be taught by part time faculty. We have historically assigned many art appreciation classes to studio faculty for a lack of qualified art history instructors. These percentages and staffing realities are strong indicators that we need an additional instructor is this discipline.**
* **Art History has become its own discipline at the state level and all of our art history classes will now be ARTH. The minimum qualification to teach art history is now an M.A. in art history, not an M.A. in art. 1,700 students are served by this discipline each year. Art History enjoys a productivity score above 100% of the district’s goal of 600.**
* **We are only able to rotate in two specialty or period classes per semester because only the full time instructor has the expertise to teach these classes. The new instructor will have expertise that complements our one full time instructor.**
* *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?*

We have recently found it difficult to cover all art appreciation and photography classes.

* *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.*

1. **Classified Staff**

*Instructions: Answer the questions below.*

* *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.*

*The ceramics lab tech needs more hours as well as a contract that extends into the summer.*

1. **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.*
* **We are requesting equipment for classrooms and the computer lab.**

1. **Facilities or other Resource Requests**

*Instructions: Answer the questions below.*

* *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.*

1. **Combined Initiatives**

*Instructions: Answer the questions below.*

* *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.*

1. **Other Program/Department Data**

*Instructions: Answer the questions below.*

* *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.*

**Section IIIb – Other Program Goals and Initiatives**

1. **Other Program Goals**

*Instructions: Answer the questions below.*

* 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? Such goals may include:
  + Innovation
  + Legislation
  + Regulations
  + Industry Standards
  + New Technology
  + Professional Development
  + Advisory Committee Recommendations
* If so, please explain and enter it as an initiative with more detail in Section V.

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

*\*Service Areas – Skip this section.*

*Instructions: Complete the Rubric for Instructional Program Vitality (Appendix C or D) 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) resources 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?

**Academic Programs**

|  |  |  |
| --- | --- | --- |
| **Point Value** | **Element** | **Score** |
| Up to 6 | Enrollment demand | 5.5 |
| Up to 6 | Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space) | 3.5 |
| Up to 4 | Agreed-upon productivity rate | 4 |
| Up to 4 | Retention rate | 3 |
| 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** |
| 22 – 26 | Program is current and vibrant with no further action recommendation |
| 18 – 21 | Recommendation to attempt to strength the program |
| Below 18 | Recommendation to consider discontinuation of the program |

**TOTAL 22**

* What does that score mean to you?
* **Our program continues to be vibrant and we have made progress in retention and success rates in lecture classes.**

**Section V – Findings and Initiatives**

Finding 1: The assessments for all of our art studio courses in fine arts, photography and digital media continue to include either mid-term projects, portfolios or presentation of work for critique. This methodology for insuring student success at Ventura College precedes the SLO assessment process currently being practiced here. This way of measuring student progress and preparation for the next level of art education is part of the tradition of teaching art since the creation of art academies in Europe and later in the United States and finally in college and university art departments. This art department continues to enjoy a high rate of student success in its classes. This does not mean that our assessment criteria are too easy or liberal. As students work and improve it is vitally important that they have the opportunity to compare their work with not only their fellow students but with artists throughout history. Perspective is most important for growth. We will continue to encourage students to practice skill sets while challenging them to define themselves through the content of their art. Much of art is subjective and cannot be measured the way a math problem is either correct or not. The practice of art includes a diversity of ideas and methods which we will continue to encourage. As we continue to assess through this SLO process and compile data validating our assessments we will remain mindful of the reality that our job is much larger than the limits of this process. We will encourage scholarship and curiosity. We will encourage persistence and dedication. We will encourage risk-taking. We are educating artists.

Finding 2.

In our art history and art appreciation classes we have found that the encouraging and conducting more class discussions is helpful in increasing student retention and ultimately student success. We are mindful that these are all IGEC classes and the material should not be watered down. However it is painfully obvious that many students come to us ill-prepared for college level work. Instructors are now spending time in class orienting students on how to look, listen and study. We recognize that there will always be students who will not test well but can still realize success through writing and other extra credit opportunities. We agree that testing should not be the only measure of success.

Finding 3.

To insure the success of all of our art and photography students we need more laptop computers. The one computer lab is scheduled to capacity and there are other classes that need access to computers.

Six Dell laptops to run Photoshop and other software will give students the opportunity to work on their assignments in class. Links to Ventura College Master Plan Goals #1, #2 and #3.

Finding 4.

The MAC desktop computers in our computer lab can no longer be updated of supported by IT staff. They must be replaced. Links to Ventura College Master Plan Goals #1, #2 and #3.

Finding 5. To insure continued student success in our ceramics, sculpture and 3-D Design classes and to be handicap accessible. We need one Amaco No. 16 handicap accessible wheel @ $2478.88, and 12 Brent Model CXC Pottery Wheels @$1276.88 ea. Teaching tool to project demonstrations onto a screen, $199.00. Dewalt Angle Grinder, $196.00, two Dewalt small angle grinders @ $95.00 ea., four

Dewalt cordless drills @216.91 ea. and a Dewalt ¼ in. circular saw @$151.51.

Finding 6. Art Brochures are desired to advertise the art department offerings.

Finding 7. Skeleton is needed for life drawing and painting classes. Links to Ventura College Master Plan Goals #1, #2 and #3.

Finding 8. Studio Furniture for posing models will give students more of a variety of poses in more natural settings. Links to Ventura College Master Plan Goals #1, #2 and #3.

Finding 9. Mountable spools for canvas and paper rolls will make it easier to facilitate the handling of materials for students. Links to Ventura College Master Plan Goals #1.

Finding 10. External hard drives for art and photography faculty will insure that data is safely backed up and available for use in teaching. Links to Ventura College Master Plan Goals #1, #2 and #3.

Finding 11. Portable fans to insure the comfort of our models.

Finding 12. I-Pads for full time faculty will enhance student learning because of the convenience and immediacy they provide for showing imagery so necessary in our classrooms. Links to Ventura College Master Plan Goals #1, #2 and #4.

1. **Initiatives (Non-Staffing Initiatives)**

*Instructions: Please list your old and new initiatives below. Maintain initiative numbers from prior program reviews if any are being carried forward into this New Year. Deans/division offices will put the information onto the initiatives charts. Every program/department needs initiatives that do not require resources.*

*Link the Initiative(s): Link the initiatives with a finding. Findings link to one or multiple VC Educational Master Plan goals and VCCCD Strategic Goals. We did not do this last year. Copy and paste one or multiple goals below to each initiative.*

VC Educational Master Plan Goals

* Educational Master Plan Goal #1 - Continuously improve educational programs and services to meet student, community, and workforce development needs. Aligns with District Strategic Goal 1 (increase access and student success).
* VC Educational Master Plan Goal #2 - Provide students with information and access to diverse and comprehensive support services that lead to their success. Aligns with District Strategic Goal 1 (increase access and student success).
* VC Educational Master Plan Goal #3 - Partner with local and regional organizations to achieve mutual goals and strengthen the College, the community, and the area’s economic vitality. Aligns with District Strategic Goal 2 (partner more effectively to meet community needs).
* VC Educational Master Plan Goal #4 - Continuously enhance institutional operations and effectiveness. Aligns with District Goal 3 (promote effective use of organizational resources)
* VC Educational Master Plan Goal #5 - Implement the Ventura College East Campus educational plan. Aligns with District Goals 1, 2 and 3 (increase access and student success, partner more effectively to meet community needs, and promote effective use of organizational resources)

Initiative(s) link to a Finding → Link to VC Educational Master Plan Goal(s) → Link to District Strategic Goal(s)

**Initiative Title:**

**Initiative ID:**

**Links to Finding:**

**Initiative Finding Link**:

**Initiative Action:**

Timeline:

**Expected Benefits**:

Funding Resource Category: Click here for options

Estimated Cost:

Ranking: Click here for options

**Initiative Title:**

**Initiative ID:**

**Links to Finding:**

**Initiative Finding Link**:

**Initiative Action:**

Timeline:

**Expected Benefits**:

Funding Resource Category: Click here for options

Estimated Cost:

Ranking: Click here for options

**Section VI – Process Assessment**

*Instructions: Answer the questions below.*

1. **How have the changes in the program review process this year worked for your area?**
2. **How would you improve the program review process based on this experience?**
3. **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:**

**Preparer:**

**Dates met (include email discussions):**

**List of Faculty who participated in the program Review Process:**

**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. *The dean may also provide comments (optional):*

**Program Review Process Map**

Appendix A

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

**o**

**III(a). Data**

1. **Review**
2. **Analysis**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **A. SLO’s** | 1. **B. Success** | 1. **C. Operating** | 1. **D. Resources** | 1. **E. Other** |
|  | * **Retention** | * **Demographic** | * **Faculty** | **Data** |
|  | * **Success** | * **Budget** | * **Classified Staff** |  |
|  | * **Completion** | * **Enrollment/Productivity** | * **Inventory** |  |
|  |  |  | * **Facilities or other Resource Requests** |  |
|  |  |  | * **Combined Initiatives** |  |

**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)**

**VII. Verification of review**

**VI. Process assessment**

**V. Summary of initiatives and requests**

**Minority reports if any**

Appendix B

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](mailto: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](mailto: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](mailto: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. |

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. |

Appendix C

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]](#footnote-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]](#footnote-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. |  |
|  | 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]](#footnote-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]](#footnote-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. |  |

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

**Appendix D**

**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]](#footnote-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. |  |
|  | 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** [[6]](#footnote-6) |  |
|  | 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. |  |
|  | 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 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. |  |
|  | 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. |  |
|  | 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]](#footnote-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.” |  |
|  | 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]](#footnote-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.” |  |
|  | 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** | **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. |  |

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:

**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

**APPEAL FORM**

Appendix-E

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. You will be notified of your time to present.**

1. Enrollment demand is determined by the ability to fill classes. [↑](#footnote-ref-1)
2. Productivity rate is defined as **WSCH/FTEF** as determined by the program faculty at the college. [↑](#footnote-ref-2)
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.” [↑](#footnote-ref-3)
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. [↑](#footnote-ref-4)
5. Enrollment demand is determined by the ability to fill classes. [↑](#footnote-ref-5)
6. Productivity rate is defined as **WSCH/FTEF** as determined by the program faculty at the college. [↑](#footnote-ref-6)
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. [↑](#footnote-ref-7)
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.” [↑](#footnote-ref-8)