**Section I – Accomplishments and Status of 2014 Program Review Report**

1. **Last Year’s Initiatives**

**Initiative: Increase number of Certificates and Degrees**

Initiative ID: ENGR 1402

Link to Data: Program Review, Section IIIaB3

Expected Benefits: Meet ACCJC Criteria for standards

Goal: Increase number of Certificates and Degrees awarded

Performance Indicator: Minimum of 20% of students enrolled in second-year courses complete program.

Timeline: 2013-2014

Funding Resource Category: Staffing Funds

Ranking: L

Unfunded

**Initiative: Complete renovation to engineering lab**

Initiative ID: ENGR 1403

Link to Data: Program Review, SectionIIIaD4

Expected Benefits: Students have improved access to lab equipment

Goal: Improve student learning and success

Performance Indicator: Lab work complete

Timeline: 2015-2016

Funding Resource Category: Facilities Funds

Ranking: H

BENEFIT: Learning space in SCI-101 is better utilized. It is a safer and more comfortable learning environment.

**Initiative: Student preparedness**

Initiative ID: ENGR 1404

Link to Data: Program Review, Section IIIaB3

Expected Benefits: Improved success in ENGRV12

Goal: Students able to apply prerequisite skills in engineering courses

Performance Indicator: 20% increase in student success in using vectors to solve engineering statics problems

Timeline: 2015-2016

Funding Resource Category: No new resources needed

Ranking: M

BENEFIT: Students are better prepared to work with vectors in the course, though the benefit of students having required knowledge of 3-D vectors in the pre-requisite course was diminished when the topic of vectors was moved from MATHV21B to MATHV21C.

Initiative: Change Prerequisite for ENGRV02

Initiative ID:ENGR 1405 (formerly 2-12)

Link to Data: Finding 4 and 5, Program Review FY13

Expected Benefits: Student performance will be enhanced.

Goal: Students will be better prepared and retention/success will be favorably impacted

Performance Indicator: Improve student retention by 10%

Timeline: 2013-2014

Funding Resource Category: No new resources needed

Ranking: M

BENEFIT: 100% of students enrolled in Fall, 2014 were successful.

 **Initiative: Build shield to be used with the Universal Tester in lab.**

Initiative ID:ENGR 1406 (Formerly 1305)

Link to Data: Finding 7, Program Review FY13

Expected Benefits: Maintain a safe learning environment

Goal: Work with welding department to build frame for shield to be used with the Universal Tester.

Performance Indicator: Completion of frame

Timeline: Fall 2013

Funding Resource Category: No new resources needed

Ranking: H

BENEFIT: Complete and in use, creating a safer learning environment.

**Initiative: Increase Department Budget**

Initiative ID: ENGR 1407

Link to Finding: Finding 3, The Engineering program needs to maintain the learning environment and laboratory equipment. Critical equipment need to be upgraded or replaced.

Initiative Finding Link: ENGRF1407

Initiative Action: Increase Department Supply Budget to $1000/year

Expected Benefits: Engineering properties of materials are determined by testing, experimentation, and making measurements. Activities require unique material samples. Tests employ standardized specimens and are destructive, resulting in specimens that are broken or otherwise permanently modified rendering them unusable for future use. The Engineering Department budget is dominated the cost of replacing material specimens. Increasing the Engineering Budget to cover the cost of replacing lab specimens and supplies will allow the course to maintain articulation with universities.

Timeline: 2014-2015

Funding Resource Category: Supply Funds

Ranking: H

**Initiative: Review SLO’s and rubrics for all courses**

Initiative ID: ENGR 1408

Link to Data: Program Review, Section IIIaA

Expected Benefits:

Goal: Complete update

Performance Indicator: All work entered in TracDat

Timeline: Spring 2014

Funding Resource Category: No new resources needed

Ranking: H

 BENEFIT: SLO’s and RUBIKS up-to-date

**Initiative: Purchase Pasco Capstone Software for engineering lecture demonstrations**

Initiative ID: ENGR 1412

Link to Data Link to Data: Program Review, Section IIIaA

Expected Benefits: Increase student visualization of structural geometry and material response to external loads.

Goal: Successfully determine scope and approach to analyze engineering material projects

Performance Indicator: 80% of students are able to analyze material load response at a level of B or above

Timeline: 2013-2014

Funding Resource Category: Technology Funds

Ranking: H

 Unfunded but obtained through another source.

BENEFIT: Software now compatible with Windows operating system, reestablishing the ability for classroom demonstrations

**Initiative: Purchase 3 metallurgical microscopes with UBS digital cameras.**

Initiative ID: ENGR 1413

Link to Data: Program Review, SectionIIIaD3

Expected Benefits: Students have improved access to lab equipment

Goal: Improve student learning and success

Performance Indicator: Lab work complete

Timeline: 2014-2015

Funding Resource Category: Equipment-non computer

Ranking: H

Unfunded

**Initiative:** Purchase tension test and izod impact test coupons

**Initiative ID:**ENGR 1416 (formerly 9-12)

**Link to Data:** Finding 7, Program Review FY13

**Expected Benefits:** Perform required laboratory experiments

**Goal:** Maintain currency in engineering education to maintain course articulation with universities.

**Performance Indicator:** Purchase required consumables

**Timeline:** 2013-2014

**Funding Resource Category:** Supply Funds

**Ranking:** H

Funding obtained from another source.

BENEFIT: Students were able to perform required laboratory experiments and conduct expanded crystallographic analysis, enhancing student interest and learning.

**Section II - Description**

1. **Description of Program/Department**

Ventura College offers a two-year lower-division engineering program that prepares students for transfer to colleges and universities in California and across the nation. The first two years of the engineering curriculum, at most colleges and universities, are similar with specialization commencing in the junior year. Completion of the lower division core courses listed is essential in facilitating progress as an upper division engineering transfer student. It is important that engineering students meet with an engineering transfer counselor and/or the Engineering Department for specific requirements for transfer.

 **Degrees/Certificates**

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

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

ENGRV12 schedule changed from 2 days/ weeks to 3 days/week.

Microscope cameras purchased through VC Foundation grant.

An articulation study was undertaken to determine the state of constantly changing engineering articulation with CSU’s and UC’s.

Faculty participated in Faculty Discipline Review Group (FDRG) for Engineering TMC and C-IDs.

Engineering Lab expansion and remodel began – phase I complete.

Computers purchased and installed with microscopes and printer to facilitate student learning in ENGRV18 Lab.

Program is currently impacted by the inability to meet student needs for TAG agreements with some UC’s. An example of this is the inability of students to have a TAG with UCBS because we do not have a MATLAB course.

1. **2013-2014 Estimated Costs/Gainful Employment – for Certificates of Achievement ONLY**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Cost** |  | **Cost** |  | **Cost** |  | **Cost** |
| Enrollment Fees | 2900\* | Enrollment Fees |  |  |  |  |  |
| Books/Supplies | 1800 | Books/Supplies |  |  |  |  |  |
| Total | 4700 | Total |  | Total |  | Total |  |

\*At $50/unit and includes 15 units of prerequisite courses – MATHV20, CHEMV20 and PHYSV01

1. **Criteria Used for Admission**

Meet prerequisites for courses.

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**

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**

**President:** Greg Gillespie

 **Executive Vice President:**  Daniel Seymour

**Dean:** Dan Kumpf

**Department Chair**: Michelle Millea

 **Faculty/Staff**:

|  |  |
| --- | --- |
| **Name** | **Michelle Millea** |
| Classification | Professor |
| Year Hired  | 1992 |
| Years of Work-Related Experience | 7 years engineering experience |
| Degrees/Credentials | B.S., M.S., P.E. |

|  |  |
| --- | --- |
| **Name** | **George Warren** |
| Classification | Adjunct Professor |
| Year Hired  | 2007 |
| Years of Work-Related Experience | 40 years engineering experience |
| Degrees/Credentials | B.S., M.S., PhD, P.E. |

|  |  |
| --- | --- |
| **Name** | **Hadi Darejeh** |
| Classification | Adjunct Professor |
| Year Hired  | 2010 |
| Years of Work-Related Experience | 30 years engineering experience |
| Degrees/Credentials | B.S., M.S. |

**Section IIIa – Data and Analysis**

1. **SLO Data**

ENGRV18, Engineering Materials Laboratory, was the only course assessed in FY13. Only 70% of students were able to analyze materials in a design project at a level of B or above. Students are intimidated and some are overwhelmed with initial exposure to complex, multifaceted problem solving that is required in engineering materials.

Initiatives:

We need more exposure to demonstrations followed by hands-on problems. Initiative does not require resources unless determined that equipment or supplies are needed for demonstrations.

Suggest a pre-term weeklong session of indoctrination to engineering materials and what is expected of students as future engineers to ease the transition from math/science to engineering. The Engineering faculty is willing to develop the curriculum (no financial resources required) but financial resources are required to hold the class/workshop.

SLO rotational plan, mapping and assessments are up to date. Faculty is in the process of reviewing SLO’s and rubrics for all courses and will continue to update TracDat.

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

Retention data is just above the college as a whole and remain stable over the past three years at 88-89%.

Retention of all ethnicities mirrors the college rates though we continue to focus on an increase in retention.

1. **Success – Program and Course**

Success rates remain high in FY13. The success rate is significantly higher (12% higher in FY 13) than the college success rate. Engineering students tend to be focused on academic success.

The grade distribution shows a much higher proportion of A’s and B’s than the college as a whole and a lower proportion of D’s, F’s. This is primarily due to the introductory to engineering course that filters out students without the interest, background or commitment to the field of study. The introduction to engineering courses focuses on academic planning and success factors as well as exploring a career in engineering. Students in the course are dedicated to a goal of getting a BS in engineering. They put in a high level of effort, resulting in high grades in the one-unit course.

While the success of all ethnicities is well above than the college average, the engineering department always seeks to improve that number. Preparation of students for engineering coursework continues to be our focus.

1. **Program Completion – for “Programs” with Degrees/Certificates Only**

The vast majority of Engineering students transfer to a university without an associate degree or certificate. The degree requires 43 units, not including prerequisite math, physics and chemistry courses often required. Often, students are not able or interested in completing the extra courses required for the A.S. degree. Students are being made aware of will be made aware of the availability of Certificates and A.S. degrees in the Introduction to Engineering Course and are encouraged to visit with a counselor to determine eligibility prior to transfer. Though the college does not collect transfer data, the engineering department asks engineering majors in our highest level math, physics and engineering courses to tell us where they are transferring. We have 30 – 40 transfers each year.

Our program is completed with a certificate or AS degree by about 10 students per year. In the past four years, 19% of those completing the program with a certificate or AS degree have been female, slightly higher that the percent of females in the department.

Our goal is to have the number of students earning a certificate be a minimum of 20% of the number of students enrolled in second-year courses. We will to work with counselors to determine eligible students and continue to encourage students to complete the program. Funding may be required to have a database formulated with students eligible for degrees and certificates and outreach to those students.

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

While the racial demographic distribution mirrors the college as a whole, the gender distribution is skewed toward male. This follows the demographics of engineering undergraduates nationally where 17% of engineering undergraduates are female. The distribution of Hispanic students is eight times higher than the national demographic of 5.4%.

 While our three year average is the same as the college, we are seeing a downward trend in the number of Hispanics in the program and an increase in the number of Whites, though the numbers may be too small to be of significance.

1. **Budget**

x Program members have reviewed the budget data.

☐ No comments or requests to make about the budget

The supply budget has been approximately $600 for the past three years (A donation allowed for a larger expenditure in FY11). This is inadequate for the supplies of engineering courses, including four lab sections and should be rectified to maintain the viability of the lab courses.

Equipment expenditures are $0 for FY 10, FY11 and FY12. $3,956 in computer equipment was purchased via program review in FY 13. $0 is budgeted for FY14. No institutional support is given to Engineering for equipment or maintenance of equipment, a situation that should be rectified.

1. **Productivity – Program and Course**

The programs WSCH Ratio is above the district goal. Some courses were higher than the 3 year average, some the same and one course and lab was lower. Engineering enrollments ebb and flow, following the economy. An additional impact on the program may be due to Moorpark College’s recently expanded Engineering program. They now offer double the number of engineering course section previously taught.

FY13 enrollment and productivity ratios were below expectation in ENGRV18 and 18L. We are working to improve the classroom and lab environment.

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

*None requested*

1. **Classified Staff**

*None requested*

1. **Inventory**

Inventory list appears accurate though condition of some equipment may be mislabeled.

VC12009313 is not in SCI-101

VC12009276 was removed by M&O Summer 2013

The Engineering Department is requesting three metallurgical microscopes with UBS digital cameras to ensure a functional inventory to maintain a quality learning environment.

In addition, a service contract is required for the hardness and tensile testers.

1. **Facilities or other Resource Requests**

We are requesting completion of the improvements to the engineering lab that began last summer. Currently, we have expanded into room SCI-104 and 105, two small rooms. Currently, we must access these rooms by going outside from the main lab room. It is inconvenient and the students and faculty cannot access all necessary equipment. We want to complete the expansion, providing a doorway between the rooms.

Additional/new classroom lighting room MCE-130

Replace white board doors (min. 4’ wide surface) in MCE-130

1. **Combined Initiatives**
2. **Other Program/Department Data**

Data is collected from engineering students in MathV21C, MathV24, PhysV05, PhysV06, Engrv12 and EngrV16 near the end of the spring semester. Engineering students who are transferring in the following fall semester provide information on which university program they will be attending. We are proud to have VC engineering students attending a wide variety of CSU’s, UC’s and private institutions.

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

1. **Other Program Goals**

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

*SCORE: 21*

The engineering program is healthy but needs to work on a more robust program of student enrollment and retention. We need to have the equipment for our labs maintained and updated and to introduce new courses that are required for transfer to 4-year institutions.

**Section V – Findings and Initiatives**

1. **Findings**
2. Finding 1

The Engineering program is meeting its learning, student success and operating goals. Students are successfully transferring to universities to complete their engineering education. The program is efficient in the use of resources to accomplish its goals.

*Aligns with the College’s Educational Master Plan Goals 1, 3, and 4.*

1. Finding 2

The Engineering program needs to enroll and retain more female and racially diverse students. Women and racially diverse students enrolled in the Engineering program are twice as likely to fail or drop out as the average student engineer.

*Aligns with the College’s Educational Master Plan Goals 1 and 2.*

1. Finding 3

The Engineering program needs to maintain the learning environment and laboratory equipment. Critical equipment need to be upgraded or replaced.

*Aligns with the College’s Educational Master Plan Goal 4.*

1. Finding 4

The Engineering program needs to continuously improve its curriculum and operations. The program should acquire new technologies to keep current with advances in engineering and instructional technologies.

*Aligns with the College’s Educational Master Plan Goals 1 and 4.*

1. **Initiatives**

**Initiative: Improve Critical Thinking Skills in ENGRV02**

**Initiative ID:** ENGR 1401

**Link to Finding:** Finding 4, The Engineering program needs to continuously improve its curriculum and operations. The program should acquire new technologies to keep current with advances in engineering and instructional technologies.

**Initiative Finding Link:** ENGRF1401

**Initiative Action:** Increase students’ ability to apply guidelines in dimensioning

**Expected Benefits:** Students will be better prepared to apply critical thinking skills in dimensioning objects and carry those skills forward to other academic areas.

**Timeline:** 2015-2016

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

**Ranking:** M

**Initiative:** IncreaseEngineering Certificates and Degrees Awarded

**Initiative ID:** ENGR 1402

**Link to Finding:** Finding 1, The Engineering program is meeting its learning, student success and operating goals. Students are successfully transferring to universities to complete their engineering education. The program is efficient in the use of resources to accomplish its goals.

**Initiative Finding Link:** ENGRF1402

**Initiative Action:** Meet ACCJC Criteria for standards. Increase number of Certificates and Degrees awarded to minimum of 20% of students enrolled who complete second-year courses.

**Timeline:** 2013-2014

**Funding Resource Category:** Staffing Funds

**Ranking:** L

**Initiative:** Increase Department Budget

**Initiative ID:** ENGR 1407

**Link to Finding:** Finding 3,The Engineering program needs to maintain the learning environment and laboratory equipment. Critical equipment need to be upgraded or replaced.

**Initiative Finding Link:** ENGRF1407

**Initiative Action:** Increase Department Supply Budget to $1000/year

**Expected Benefits:** Engineering properties of materials are determined by testing, experimentation, and making measurements. Activities require unique material samples. Tests employ standardized specimens and are destructive, resulting in specimens that are broken or otherwise permanently modified rendering them unusable for future use. The Engineering Department budget is dominated the cost of replacing material specimens. Increasing the Engineering Budget to cover the cost of replacing lab specimens and supplies will allow the course to maintain articulation with universities.

**Timeline:** 2014-2015

**Funding Resource Category:** Supply Funds

**Ranking:** H

**Initiative: Demonstrations and hands-on problems in ENGRV18L**

**Initiative ID:** ENGR 1409

**Link to Findings:** Finding 2, The Engineering program needs to enroll and retain more female and racially diverse students. Women and racially diverse students enrolled in the Engineering program are twice as likely to fail or drop out as the average student engineer. Finding 4, The Engineering program needs to continuously improve its curriculum and operations. The program should acquire new technologies to keep current with advances in engineering and instructional technologies.

**Initiative Finding Link:** ENGRF1409

**Initiative Action:** Develop demonstrations followed by hands-on problems in ENGRV18L

**Expected Benefits:** Increase in student ability to successfully analyze materials in a design project. Ability for hands-on problems dependent upon equipment purchases in initiatives ENGR1501/ ENGR1413 and ENGR1502

**Timeline:** 2015-2016

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

**Ranking:** H

I**nitiative: Pre-term Engineering workshop for engineers**

**Initiative ID: ENGR 1410**

**Link to Finding:** Finding 2, The Engineering program needs to enroll and retain more female and racially diverse students. Women and racially diverse students enrolled in the Engineering program are twice as likely to fail or drop out as the average student engineer.

**Initiative Finding Link:** ENGRF1410

**Initiative Action:** Investigate the feasibility of preterm weeklong session of what is expected of students as future engineers to ease the transition from math/science to engineering.

**Expected Benefits:** Determine the feasibility of a workshop for engineering students. Students would get an introduction to engineering materials and what is expected of students as future engineers while easing the transition from math/science to engineering courses.

**Timeline:** 2015-2016

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

**Ranking:** L

**Initiative: Articulation Status**

**Initiative ID:** ENGR 1411

**Link to Finding:** Finding 1, The Engineering program is meeting its learning, student success and operating goals. Students are successfully transferring to universities to complete their engineering education. The program is efficient in the use of resources to accomplish its goals.

**Initiative Finding Link:** ENGRF1411

**Initiative Action:** Review status of articulation with Articulation Officer and correct any identified problems.

**Timeline:** 2015-2016

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

**Ranking:** H

**Initiative: Maintenance contracts for Test Machines**

**Initiative ID:** ENGR 1414

**Link to Finding:** Finding 3,The Engineering program needs to maintain the learning environment and laboratory equipment. Critical equipment need to be upgraded or replaced.

**Initiative Finding Link:** ENGRF1414

**Initiative Action:** Purchase maintenance contract for Test Machines

**Expected Benefits:** Ability to do required laboratory experiments and maintain currency in engineering education which will also maintain course articulation with universities.

**Timeline:** 2014-2015

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

**Ranking:** M

**Initiative: Metallurgical microscopes with cameras**

**Initiative ID:** ENGR 1501 /ENGR 1413

**Link to Findings:** Finding 2, The Engineering program needs to enroll and retain more female and racially diverse students. Women and racially diverse students enrolled in the Engineering program are twice as likely to fail or drop out as the average student engineer. Finding 3, The Engineering program needs to maintain the learning environment and laboratory equipment. Critical equipment need to be upgraded or replaced. Finding 4, The Engineering program needs to continuously improve its curriculum and operations. The program should acquire new technologies to keep current with advances in engineering and instructional technologies.

**Initiative Finding Link:** ENGRF1501

**Initiative Action:** Purchase 3 metallurgical microscopes with UBS digital cameras.

**Expected Benefits:** Increase the number of microscope/camera stations from 3 to 6 in a lab materials engineering lab of 18 to 21 student engineers, eliminating the waiting time to view samples. This will manifest in a time savings of at least 1, and probably 2, lab sessions.

Students will have improved access to lab equipment. Student learning and success will improve by increasing student comfort in recognizing crystal grain characteristics while ensuring each student has the opportunity to experience the process of crystallographic data acquisition.

**Timeline:** 2014-2015

**Funding Resource Category:** Equipment-non computer

**Ranking:** H

**Initiative:** Bench Top Grinder/Polishers

**Initiative ID:** ENGR 1502

**Initiative Finding Link:** ENGRF1502

**Initiative Action:** Purchase Four 8 and 10 inch NANO 1000T Single Wheel, Bench Top Grinder/Polishers with Timers

**Link to Finding:** Finding 3,The Engineering program needs to maintain the learning environment and laboratory equipment. Critical equipment need to be upgraded or replaced.

**Expected Benefits:** The addition of 4 portable grinder/polishing stations to the 2 existing stations will eliminate wait time and tedious labor of hand polishing material specimens for a lab with 18 to 20 student engineers. The Materials Engineering lab would decrease specimen prep time by a factor of 3, improving student engagement and focus while maintaining currency in engineering education and course articulation with universities.

**Timeline:** 2014-2015

**Funding Resource Category:** Equipment-non computer

**Ranking:** H

**Initiative: Omega Strain Data Loggers**

**Initiative ID:** ENGR 1503

**Initiative Finding Link:** ENGRF1503

**Initiative Action:** Purchase Four Omega Strain Data Logger OM-CP-BRIDGE110-1000 plus software, batteries, terminals

**Link to Findings:** Finding 2, The Engineering program needs to enroll and retain more female and racially diverse students. Women and racially diverse students enrolled in the Engineering program are twice as likely to fail or drop out as the average student engineer. Finding 3, The Engineering program needs to maintain the learning environment and laboratory equipment. Critical equipment need to be upgraded or replaced. Finding 4, The Engineering program needs to continuously improve its curriculum and operations. The program should acquire new technologies to keep current with advances in engineering and instructional technologies.

**Expected Benefits:** Strain measurement by electronic gages is a recent addition to Engineering Materials Lab and has been popular with the students as an easier, more accurate, reproducible test measurement method. Our current strain gage data loggers, were built in 1960’s, are manually operated. Omega data loggers are PC, laptop, and tablet based, providing continuous monitoring and data evaluation. Strain results and resulting mechanical properties can be simultaneously projected to the entire class in the smart classroom using the Hitachi Projector (Initiative ENGR1506), improving laboratory data acquisition, increasing student engagement and maintaining currency in engineering education.

**Timeline:** 2014-2015

**Funding Resource Category**: Equipment-non computer

**Ranking:** M

**Initiative:** Materials Testing System

**Initiative ID:** ENGR 1504

**Link to Findings:** Finding 2, The Engineering program needs to enroll and retain more female and racially diverse students. Women and racially diverse students enrolled in the Engineering program are twice as likely to fail or drop out as the average student engineer. Finding 3, The Engineering program needs to maintain the learning environment and laboratory equipment. Critical equipment need to be upgraded or replaced. Finding 4, The Engineering program needs to continuously improve its curriculum and operations. The program should acquire new technologies to keep current with advances in engineering and instructional technologies.

**Initiative Finding Link:** ENGRF1504

**Initiative Action:** Purchase PASCO Materials Testing System ME 8230

**Expected Benefits:** Materials Engineering universal test machines were built in the 1940’s. They are permanently placed in the lab, require several lab sessions for training, can need up to an hour of preparation, and are intimidating to uninitiated student engineers. Often, due to lack of prior exposure to heavy equipment, women student engineers are particularly intimidated by the noise and complexity of the materials test machines. Consequently, most raw materials data is generated by the instructor as demonstration exercises with individual students taking notes and data manually to generate material properties. The Pasco ME-8230 materials test machine is more akin to those used in industry labs. It is small, portable, fast, and is PC, laptop, or tablet controlled. Student engineers are able to conduct material tests right out of the box with little training. All students should feel more comfortable with the testing environment, **i**mproving student engagement by acquiring new technologies used in industry.

**Timeline:** 2014-2015

**Funding Resource Category:** Equipment-non computer

**Ranking:** H

**Initiative: White boards for SCI-101**

**Initiative ID:** ENGR 1505

**Link to Finding:** Finding 3,The Engineering program needs to maintain the learning environment and laboratory equipment. Critical equipment need to be upgraded or replaced.

**Initiative Finding Link:** ENGRF1505

**Initiative Action:** Provide adequate white board space for the Engineering Laboratory. This will allow space for students to work in groups, improving the learning environment.

**Performance Indicator:** Adequate white boards for laboratory use.

**Timeline:** 2014-2015

**Funding Resource Category:** Facilities Funds

**Ranking:** L

**Initiative: Hitachi CP-WX3015WN LCD Projector (wireless presentation ready) for SCI-101**

**Initiative ID:** ENGR 1506

**Link to Findings:** Finding 2, The Engineering program needs to enroll and retain more female and racially diverse students. Women and racially diverse students enrolled in the Engineering program are twice as likely to fail or drop out as the average student engineer. Finding 4, The Engineering program needs to continuously improve its curriculum and operations. The program should acquire new technologies to keep current with advances in engineering and instructional technologies.

**Initiative Finding Link:** ENGRF1506

**Initiative Action:** Purchase and install Hitachi Projector in SCI-101

**Expected Benefits:** This Hitachi projector precludes being tethered to the PC and allows multiple computer input from the instructor and the students through smart phones, laptops, and tablets. Using the projector will increase student involvement and engagement in lectures.

**Timeline:** 2014-2015

**Funding Resource Category:** Technology Funds

**Ranking:** M

**Initiative: Hitachi CP-WX3015WN LCD Projector (wireless presentation ready) for SCI-106**

**Initiative ID:** ENGR 1507

**Link to Findings:** Finding 2, The Engineering program needs to enroll and retain more female and racially diverse students. Women and racially diverse students enrolled in the Engineering program are twice as likely to fail or drop out as the average student engineer. Finding 4, The Engineering program needs to continuously improve its curriculum and operations. The program should acquire new technologies to keep current with advances in engineering and instructional technologies.

**Initiative Finding Link:** ENGRF1507

**Initiative Action:** Purchase and install Hitachi Projector in SCI-106

**Expected Benefits**: This Hitachi projector precludes being tethered to the PC and allows multiple computer input from the instructor and the students through smart phones, laptops, and tablets. Using the projector will increase student involvement and engagement in lectures.

**Timeline:** 2014-2015

**Funding Resource Category:** Technology Funds

**Ranking**: L

**Initiative: Stanat Static Rolling Mill**

**Initiative ID:** ENGR 1508

**Link to Finding:** Finding 4, The Engineering program needs to continuously improve its curriculum and operations. The program should acquire new technologies to keep current with advances in engineering and instructional technologies.

**Initiative Finding Link:** ENGRF1508

**Initiative Action:** Purchase Stanat Static Rolling Mill

**Expected Benefits:** The Stanat Rolling Mill replaces manual, unmeasurable methods of strain hardening soft metals (e.g. hammering copper wire) to enhance mechanical properties. The mill will provide measurable, verifiable changes (e.g. diameter reduction of copper rods) that can be correlated to material property changes that are accurate and reproducible. This testing adheres to industry practices and standards.

**Timeline:** 2014-2015

**Funding Resource Category:** Equipment-non computer

**Ranking:** L

**Initiative: Laboratory Consumables**

**Initiative ID:**ENGR 1509

**Link to Finding:** Finding 3,The Engineering program needs to maintain the learning environment and laboratory equipment. Critical equipment need to be upgraded or replaced.

**Initiative Finding Link:** ENGRF1509

**Initiative Action:** Purchase consumables for laboratory - tensile test coupons and polishing supplies

**Expected Benefits:** Perform required laboratory experiments, maintain currency in engineering education and maintain course articulation with universities.

**Timeline:** 2013-2014

**Funding Resource Category:** Supply Funds

**Ranking:** H

**Section VI – Process Assessment**

1. **How have the changes in the program review process this year worked for your area?**

The process continues to be quite time consuming and takes away from time spent preparing for classes and improving student learning. Initiatives to improve the number of degrees and certificates and like items require no funding but more and more time from engineering faculty and others whose help will be required. While the program review process is focused on improving student learning, it takes away from time to do so. The value of the exercise is understood, but time built into the work schedule to complete these tasks.

1. **How would you improve the program review process based on this experience?** All faculty preparing reports should get release time to review and comment on data, write the report and to prepare for and attend division meeting to present initiatives to the division.
2. **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:**Engineering

**Preparer:** Michelle Millea

**Dates met (include email discussions): OCT 15, DEC 3, 15, FEB 2, 4, 11, 25, MAR 2, 4, 5, 18, 20, 23**

**List of Faculty who participated in the program Review Process:** Michelle Millea and George Warren

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

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

**Program Review Process Map**

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**

Program Review Resource Initiatives Guidelines

Appendix-B

**WHAT TO LEAVE OUT**

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

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

Program Review Resource Initiatives Guidelines

Appendix-B

**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)**

Appendix-B

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. | 3 |
|  |  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. |  |
|  |  A “2” would indicate that the program is partially supported with regards to dedicated class / lab space, supplies and equipment | 2 |
|  |  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. | 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. | Appendix-C |
|  |  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.”  | 3 |
|  |  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.” | 3 |
|  |  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. | 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.  |  |

Note rationale on next page.

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:

Appendix-C

The engineering program is healthy but needs to work on a more robust program of student enrollment and retention. We need to have the equipment for our labs maintained and updated and to introduce new courses that are required for transfer to 4-year institutions.

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

**Rubric for Instructional Program Vitality-CTE**

Appendix-D

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. | Appendix-D |
|  |
| **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.” |  |
|  |  | Appendix-D |
| **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

(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.**

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)