



**Section A - Enrollment and Demographics**

Examine the enrollment and demographic data in Section A of the datasheet.

1. Is your program's enrollment increasing, decreasing, or remaining constant?

Increasing

2. Describe the reason(s) for the trend in your program's enrollment (600 characters max).

We have added men's cross country after a brief hibernation due to budget cuts and our baseball and football programs have had large numbers.

3. Are the demographics of students in your program similar to those of the College, as a whole?

No

4. If no, please describe why they differ (600 characters max).

We have more black and white students than the college averages.

5. Are you able to increase your program's enrollment and/or enroll more students from underrepresented groups?

No

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



6. If no, please describe why your program is unable to do this. (600 characters max).

We have only added women's sand volleyball, which will not help accomplish this goal.

**Section B - Course Success Rate**

Examine your program's course success rate data in Section B of the datasheet. To satisfy an accreditation requirement, the College has set a standard of 66.7% for the course success rate that all programs are expected to meet.

1. Was your program's course success rate in 2014 higher than the college standard of 66.7%?  
Yes
2. Was your program's course success rate in 2014 higher than the overall college success rate?  
Yes
3. Is your program's course success rate increasing, decreasing, or remaining constant?  
Remaining Constant
4. Are there gaps between demographic groups (ethnicity, gender) in your program's course success rate?  
No
5. Briefly describe the reason(s) for the trend in your program's course success rate, and for any gaps between demographic groups (600 characters max).

Our success rates are higherr than the college average and there is no trend of gaps as they are all grouped closely together.

6. Are you able to increase your program's course success rate and/or close gaps between demographic groups?  
No

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



7. If no, why not? (600 characters max)

We are already near 100%

### **Section C - Productivity**

Examine your program's productivity data in Section C of the datasheet. The college has set an overall productivity standard of 525.

1. Was your program's productivity in 2014 higher, lower, or equal to the overall college standard of 525?  
Lower
2. Is your program's productivity increasing, decreasing, or remaining constant?  
Remaining Constant
3. Is your program's course fill rate increasing, decreasing, or remaining constant?  
Decreasing
4. Briefly describe the reasons for the trends in your program's productivity and course fill rate (600 characters max).

We had an extremely bad recruitment year in softball, swimming and women's track and field causing the sudden drop. Steps have been taken to reverse this trend.

5. Are you able to increase your productivity and/or course fill rate?  
Yes

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



6. If no, why not? (600 characters max)

**Section D - Degrees and Certificates Awarded**

1. Does your program offer a degree or certificate of achievement?

No

If yes, please examine the degree and certificate data on Section D of the datasheet and answer the questions below. If no, skip to Section E.

To satisfy an accreditation requirement, the college has set a standard to award a minimum of 1,178 degrees and certificates each year.

2. Briefly describe the trend in the number of degrees and certificates that your program has awarded over the last five years (600 characters max).

Although our program does not offer a degree, historically over 75% of our sophomore student athletes transfer to the four year level with scholarships valued over one million annually.

Programs that have awarded fewer than 15 degrees and certificates over the past five years may be placed on possible discontinuance.

3. Has your program awarded fewer than 15 total degrees and certificates over the past five years?

No



4. If yes, please describe the reason(s) why your program has awarded fewer than 15 total degrees and certificates (600 characters max). Also please create an initiative in Section H that describes how your program will increase the number of degrees/certificates awarded, and what resources, if any, are necessary to achieve it.

5. Are there gaps between demographic groups (ethnicity, gender) in your program's awarding of degrees and certificates?  
No
6. If yes, please describe the reasons for any gaps between demographic groups (600 characters max).

7. Are you able to increase the number of degrees/certificates that your program awards each year and/or close any gaps between demographic groups?  
No
- If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



8. If no, why not? (600 characters max)

we do not award degrees and certificates, however, we work to move all sophomore student athletes toward the AA degree even though many times not required to transfer in athletics.

**Section E - Student Learning Outcomes**

1. Are there any courses your program offers that have never been assessed?

No

2. If yes, why haven't they been assessed? (600 characters max)

[Empty text box for response to question 2]

3. What percentage of your program's courses have assessed at least half of their SLO's?  
100%

4. Have you made any changes to courses based on the results of SLO assessment?

No

5. If yes, briefly describe the changes were made and the impact they had on student learning.  
(600 characters max).

[Empty text box for response to question 5]



6. How many courses have assessed SLO's, implemented a change, and then re-assessed the SLO's (i.e. "closed the loop")?

0 Courses

7. How closely have you adhered to your SLO rotational plan?

Completely

8. Did anything impede your ability to adhere to your SLO rotational plan? (600 characters max)

NO

9. How does your program facilitate the achievement of the college's institutional learning outcomes? (600 characters max)

they are impeded in our rotational plan, course objectives and integrated in the instructor's syllabus.

10. How many department/program meetings have you held in the previous year in which SLO's have been discussed?

6

11. Are you able to improve the student learning outcomes for your program (i.e. number of SLO's assessed, adherence to rotational plan, student SLO attainment, etc.)?

No

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



12. If no, why not? (600 characters max)

In athletics there is only one instructor per team class and we are 100% compliant with SLO completion and success rates near 100%. The basis of our requests for funding, staffing and resources are based on: graduation rates, income to the college, recruitment of full time transfer students, community impact, scholarships earned and other cost of ownership.

### **Section F - Budget**

1. Have there been any significant changes in your program's budget over the past 3 years?

No

2. How have these changes impacted student learning? (600 characters max)

Intercollegiate athletics continues to generate revenue to offset challenges with the general fund. Additionally we support all book store related activities, in order to keep the co curricular funds as high as possible.





**Section G - Previous Year Initiatives**

Program	Funding Category	Initiative ID	Initiative Title	Initiative Description	Cost	Grants/ Categorical	College Funds	Program Priority	Division Priority	Committee Priority	College Priority	Funded	Status	Outcome
Athletics	Classified	ICA1502	ICA 100% 12 Month College Trainers	11 month Classified Trainers increased to 12 month employees	18,000		18,000	H	H	H	H	Yes	Completed	success
Athletics	Classified	ICA1506	VC Housing Coordinator	A 10 Month 60% Housing coordinator for all students, with focus on supporting out-of-state and international students.	50,000		50,000	H	H	M	M	No	Ongoing	needed
Athletics	Classified	ICA1503	Athletics Fiscal Technician	50% Fiscal Technician to support the Athletics department	30,000		30,000	M	M	M	M	No	Ongoing	would help
Athletics	Faculty	ICA1501	ICA/KIN/HED Instructor	Replacement position for ICA/KIN/HED department (Retirement - Anglin)	120,000		120,000	H	H	M	M	Yes	Completed	success
Athletics	Faculty	ICA1504	KIN/ICA/HED Instructor	Full-time Instructor to	120,000		120,000	H	M	M	M	No	Ongoing	still needed



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				support the department (Growth)			0							
Athletics	Faculty	ICA1505	Part-time Coaching Instructors	PT coaching faculty needed in Sand Volleyball, Water Polo, Swimming, and cross country	100,000		100,000	M	M	M	M	No	Ongoing	still needed
Athletics	Faculty	ICA1506	Strength & Conditioning Facilitator	Strength & Conditioning Facilitator(s) to support all student-athletes.	20,000		20,000	M	M	M	M	No	Ongoing	still needed
Athletics	Faculty	ICA1301	HED/ICA/KIN Instructor	Full-time Instructor to support the department (Retirement in 2016)	120,000		120,000	L	L	L	L	No	Pending	waiting on retirement
Athletics	Faculty	ICA1302	KIN/ICA/HED Instructor	Full-time Instructor to support the department (Retirement in 2017)	120,000		120,000	L	L	L	L	No	Pending	waiting on retirement



Section H – 2015-2016 Initiatives

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
ICA	ICA1601	Student Success Center	Center to specifically support at risk students	120,000	Categorical	Other	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/Fill Rate <input checked="" type="checkbox"/> Degrees/Certificates <input checked="" type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
ICA	ICA1602	Sand Volleyball, tennis and aquatic area	build the facility planned in 2015	250,000	College Funds	Facilities	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/Fill Rate <input type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low



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Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
ICA	ICA1603	West Field II	rennovate basebll facility, improve grass and outer fencing with wind screen.	\$50,000	College Funds	Facilities	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/Fill Rate <input checked="" type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input type="checkbox"/> High <input checked="" type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
ICA	ICA1603	AEC Modernization	Bleachers, office renovations, expand foyer, repair HVAC and concessions.	\$500,000	College Funds	Facilities	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/Fill Rate <input type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input checked="" type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low



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Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
ICA	ICA1604	Meeting Space	7 Portable TRs needed in V lot and Sand VB	\$300,000	College Funds	Facilities	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/Fill Rate <input type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req High <input checked="" type="checkbox"/> Req Med <input type="checkbox"/> Req Low	<input type="checkbox"/> Req High <input type="checkbox"/> Req Med <input type="checkbox"/> Req Low	<input type="checkbox"/> Req High <input type="checkbox"/> Req Med <input type="checkbox"/> Req Low	<input type="checkbox"/> Req High <input type="checkbox"/> Req Med <input type="checkbox"/> Req Low
ICA	ICA1605	SPorts Information Office	Furniture, camera, large format printer, and AV supplies.	\$40,000	College Funds	Computer	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/Fill Rate <input checked="" type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req High <input checked="" type="checkbox"/> Req Med <input type="checkbox"/> Req Low	<input type="checkbox"/> Req High <input type="checkbox"/> Req Med <input type="checkbox"/> Req Low	<input type="checkbox"/> Req High <input type="checkbox"/> Req Med <input type="checkbox"/> Req Low	<input type="checkbox"/> Req High <input type="checkbox"/> Req Med <input type="checkbox"/> Req Low



### **Educational Master Plan Goals**

**Goal 1:** Continuously improve educational programs and services to meet student, community, and workforce development needs.

**Goal 2:** Provide students with information and access to diverse and comprehensive support services that lead to their success.

**Goal 3:** Partner with local and regional organizations to achieve mutual goals and strengthen the College, the community and the area's economic vitality.

**Goal 4:** Continuously enhance institutional operations and effectiveness.

**Goal 5:** Implement the Ventura College East Campus Educational Plan.



**Section I – Process Assessment**

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

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

**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.

**Section I – Submission Verification**

**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):*



**APPEAL FORM**

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.**