



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).

Generally increasing, though it is down from a peak in 2012. We lost our well liked colleague, Bill Budke, which definitely took some steam out of the program.

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).

While it is getting closer to campus demographics, Hispanics, while now the majority, are still represented at a lower rate than the campus as a whole, but the demographics look better than they did a number of years ago for Hispanics. All along this data set, Black students are represented at a higher rate in this discipline, but that may not be statistically significant.

The male-female ratio seems inverted between the ESRM courses and the higher number of women on campus (except on semester where the male-female ratio was identical).

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

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, please describe why your program is unable to do this. (600 characters max).

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?
Increasing
4. Are there gaps between demographic groups (ethnicity, gender) in your program’s course success rate?
Yes
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).

Hispanics were performing quite a bit below white students, but in recent years Hispanics have may gains and even eclipsed whites one semester. Now there success rates close to mirror those of the campus as a whole.

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)

Not sure. 1st priority is hiring a full-time ESRM professor. That may allow effort to increase enrollment, work on diversity and success. Recently we have had a female PT instructor step up to cover Bill's courses. It will be interesting to see if that affects female enrollment and persistence?

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?
Decreasing
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).

The loss of our Full-time instructor led to classes with "Staff" on them and the loss of coherency of the program. Also for scheduling reasons or the end of what had been an ongoing pulse of AG certificate students, a couple classes lost a significant # of students. As AG comes back it will be interesting to see if the numbers from that source come back up.

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).

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?

- Select -



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?
- Select -
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?
- Select -

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)

Section E - Student Learning Outcomes

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

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

3. What percentage of your program's courses have assessed at least half of their SLO's?
00.0%

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

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



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

000 Courses

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

- Select -

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

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

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

00

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.)?

- Select -

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)

Section F - Budget

1. Have there been any significant changes in your program's budget over the past 3 years?
Yes
2. How have these changes impacted student learning? (600 characters max)

Our Geosciences Budget dried up and despite supposedly successful appeals through Program Review these past few years, we still do not have any departmental funds! This may be corrected soon, but if not we really do need an ongoing annual budget. We are making this the highest priority of GEOG, GEOL and ESRM.



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
ESRM	General Fund	ESRM 1501	Department Bud	The Geosciences Department needs a departmental budget that is adequate to fund the needs of the department to better serve the students. The previous budget for our three disciplines, Geology, Geography, and Environmental Sciences, had slipped down to \$0 in recent years, which has prevented the department from making necessary	2500		2500	H	H	H	H	Yes	Pending	This got lost in the shuffle. Jeanine Day is trying to find Lottery funds or other wise set up and ongoing budget for Geosciences , but we'll see.



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				supply requests and taken away the ability to cover maintenance and replacement of lab equipment. This is an untenable position for our department to be in budget-wise. A department budget must be restored.										
												- Select -	- Select -	
												- Select -	- Select -	
												- Select -	- Select -	



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
ESRM	ESRM 1501 was 1401	Department Budget	Despite being granted a department budget in the last two PR cycles, in the end the funds have not been provided. (see GEOG/GEOL 1501)	2500	College Funds	General Fun	<input checked="" type="checkbox"/> Goal 1 <input 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 checked="" 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
ESRM	ESRM 1402	ESRM AA Degree Development	Explore an AA degree, including how to integrate the ESRM courses that have come over from AG and may go back. Update the ES Proficiency Award. Having a full time ESRM faculty member would help.	0-	None	Other	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input checked="" 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 checked="" type="checkbox"/> Productivity/Fill Rate <input checked="" type="checkbox"/> Degrees/Certificates <input checked="" 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
ESRM	ESRM 1403	SCI 106 Upgrade	This was approved a couple years ago. Desks are fully quoted with carpet and paint also in the works. Just waiting funds. Original initiative ESRM 1301 asked for castors for extra Gesociences plastic chairs, but M&O took them away so we may need new chairs. We can also use a couple full height wall cabinets in the right back corner and 3-4 shallow depth tables for the back wall.	\$33,000 (desks) + \$7,000 rest	College Funds	Facilities	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input checked="" 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 checked="" 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



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ESRM	ESRM 1604	Replacement ESRM instructor (considered "Growth")	The loss of Bill Budke who spanned Geosciences, ESRM, and AG has left a very big hole in our campus staffing. Bill had taught all of our ESRM courses and I worked closely with him on the ESRM program. His load was heavy in ESRM and he was in the process of building up the discipline more. He also provided a great liaison to AG. This function is especially important as we begin to bring AG back to campus. We need a FT ESRM	\$100,000 death freed up funds	College Funds	Faculty	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input checked="" 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 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



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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
ESRM	ESRM 1605	Dual Projection in SCI 106 (See GEOG 1507)	As a highly visual discipline dual projection is a useful teaching strategy to show multiple visual and textual inputs.	2500	College Funds	Computer	<input checked="" type="checkbox"/> Goal 1 <input 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 checked="" type="checkbox"/> Productivity/Fill Rate <input checked="" type="checkbox"/> Degrees/Certificates <input checked="" 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
					- Select -	- Select -	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/Fill Rate <input type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity	<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	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low



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								gaps				
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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?

So far I am finding this a much better (streamlined) process.

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

Only trouble was switching back and forth from “protected” in order to add more table rows for initiatives and open text boxes, but then needing to get back to the formatted, protected status to complete other areas.

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: Steve Palladino (Geosciences Dept. Chair)

Dates met (include email discussions):

Aug. 16, Sept. 24, Oct. 2, Oct. 6

List of Faculty who participated in the program Review Process:

Steve Palladino, Chloe Branciforte, Philip Clinton, Cindy Lampe, Karen Stahl, Pattie Ridenour, James Danza, Marta de Jesus (Biology Dept. Chair).

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.