



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?

Decreasing

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

Our enrollment stayed steady from 2010-2013 but we have had a slight decrease in enrollment since 2013. There has been a low enrollment trend district wide so our program mirrors the campus enrollment. The exception is that our programs enrollment shows a slightly higher increase than the campus enrollment.

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

Yes

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

Our demographics are almost identical with the campus demographics. The student ethnicity percentages are very similar with the exception that our programs population of Hispanic students is higher at 58.4% versus the campus rate of 55%.

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?
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 programs success rate exceeds the campus standard by 10.5%. Our course success rate is above the college success rate of 72.9% which is an increase of 4.3%. We have had a steady increase since 2012 where we were at 73% and now we are at 77%.

We are within +/- 5% as it relates to the demographic groups in our program.

Our course success rate between demographic groups is slightly above the college's rates in a majority of groups because of the vast array of teaching modalities in which all students have the ability to reach their fullest potential.

6. Are you able to increase your program's course success rate and/or close gaps between demographic 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.



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

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?
Higher
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).

Our program's productivity was 536 which is above the college productivity of 525. But, we have had a decrease in productivity since 2012. We had added extra sections of Health classes and our cap was reduced due to the loss of of our large classroom (MCW 110). This resulted in a lower classroom capacity which did keep classes at a manageable level, but would reflect the decline. Since college enrollment is down district wide, we did delete two sections of our Health offerings and will continue to assess our classroom productivity so that we can have a fill rate closer to the 100% again.

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?

Yes

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).

Our program has awarded 51 degrees/certificates since 2010, with a high of 17 awarded in 2013. Between 2013 and 2014 we did have a slight decrease in awards. We need to work with the counselors to promote the program more effectively. We would like to create a tri fold pamphlet advertising all 3 of our degrees and our certificate programs so that students are aware of our degrees. We currently have two additional ADT's waiting State approval which will bring additional awards to our program.

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?

Yes

6. If yes, please describe the reasons for any gaps between demographic groups (600 characters max).

Although there are gaps that exist there is a (+) correlation between our program and the college, with the Hispanic population making up 53% of our school wide population. Within our African American student population, our program exceeds the school wide numbers by 17.6% Our largest discrepancy within our awards was between 2013 - 2014 within the white population and among males. We need to increase awareness through marketing, commicate programs available and work with our campus counselors to promote our programs targeting those areas.

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?

No

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?

100%

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

Yes

5. If yes, briefly describe the changes were made and the impact they had on student learning.

(600 characters max).

We purchased instructor resources to aid in teaching, engaged in collaborative teaching, two of our faculty members attended the Faculty Academy this past Spring 15-Fall 15 and will continue to share best teaching/equitable practices/tools with the faculty.



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

9 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)

In our HED V93 course, we devised a poor assessment tool which nullified our ability to accurately assess the course. We will reassess the course Fall 2015.

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

Our program links to ISLO #5. Our program facilitates the achievement of this ISLO by addressing Personal/Community Awareness/ Career responsibilities as well as having students develop skills and employ strategies to self manage their personal, academic and career goals that successfully interact within groups of a variety of cultures, peoples and situations.

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

10

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.)?

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.



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 program had an increase in budget from 2013-2014, but in 2015 we were awarded less than half. Our Health department has grown and we had an increase in hourly. We have been able to expand our class offerings due to the increase in budget, but due to low enrollment across the district we had to decrease our class offerings to meet the 100% course full rate.



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
Health Education	Faculty	HED1403	Full-time Health Instructor (nutrition emphasis)	Full-time health instructor with emphasis in nutrition science to develop the Nutrition/Dietetics Program for students interested in pursuing the new (ADT) Associates degree for transfer. (Growth)	120,000		120,000	H	H	M	M	No	Ongoing	Still our highest priority. Will bring position to the staffing priorities committee for consideration. New ADT is being approved.
HED	Faculty	HED1404/HEDF1503	Hire F/T HED faculty with experience in Nutrition.	HED program needs to align with the CCC Associates Degree for Transfer (ADT). Develop proposed transfer model curriculum	120,000		120,000	H	H	M	M	N/A	Discontinued	



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				(TMC) at the State Chancellor's office and the creation of an AA degree for transfer at VC in the area of Nutrition/Diet etics/Food Science will necessitate the hiring of a F/T Nutrition instructor to spearhead the program.										
HED	Computer	HED1505	Computers for Health Faculty	Upgrade of 10 computers for HED/KIN/ICA faculty	15,000		-	H	H	H	H	No	Ongoing	
HED	Other Funds	HED1501/ HEDF1502	Purchase instructional materials	Purchase instructional materials that promote student engagement. Meet with HED faculty to brainstorm the most effective insructional supplies and/or equipment for the classroom.	5,000	5,000	-	H	H			No	Ongoing	We were told that we had received funding, but actually did not receive funds. Would like to purchase updated instructional tools for our classes



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HED	None	HED1301/ HEDF1502	Dedicated HED classrooms	Acquire 3 dedicated HED classrooms with modernized technology	-	-	M	M			No	Ongoing	We currently have 2 dedicated classrooms but still need one more for our program to continue growth. Priority was previously ranked high
HED	None	HED1402/ HEDF1504	Create articulation agreements w/ non- traditional educational institutions related to Holistic Studies	Create articulation agreements w/ non- traditional educational institutions related to Holistic Studies - working with them to create an articulation agreement between their institution and VC	-	-	L	L			N/A	Discontinued	Progress was made creating a relationship with other institutions. Curriculum was discussed but more collaboratio n needs to take place.
HED	None	HED1502/ HEDF1502	Develop strategies to enhance student success/retention	2 HED faculty will be attending the faculty academy during Spring	-	-	H	H			Yes	Completed	Two faculty members are currently part of the Faculty



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				'15. They will share teaching strategies with all HED instructors. Increase student retention and success. Implement strategies to enhance student learning.										Academy and will share the strategies learned with the faculty.
HED	None	HED1503/ HEDF1503	Create Courses and ADT in Nutrition/Dietetics	Create the courses required and create the degree when the template for the ADT has been officially approved at the State level.	-	-	H	H			Yes	Completed	Waiting for State approval which should take place this month	
HED	None	HED1504/ HEDF1503	Create Courses and ADT in Public Health Science	Create the courses required for the degree and create the Public Health Science degree when the template for the ADT	-	-	M	M			No	Ongoing	We are offering two public health classes in Spring 16 and we are waiting on the State for final ADT approval	



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
Health Education	HED F1602	Change course formats to more Hybrid and 100% online.	Change our courses to include more Hybrid and 100% online to balance our face to face modality. This enables students to be more successful in whichever learning modality is best suited for their learning style.		College Funds	Other	<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 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
HED	HED F1603	Expand off campus programs	Expand and Continue to offer Off campus programs at VCSP and local high schools including Fillmore High school and Santa Paula High school to close gap between demographic groups.		College Funds	Other	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input 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 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
HED	HED1301/F1502/F1601	Dedicated HED classrooms	Acquire 1 more dedicated HED classroom with modernized technology		- Select -	Facilities	<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 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
HED	HEDF1604	Bring more trainings to our Health Meeting	Continue to attend SLO workshops, fine tune the SLO process in all sections of Health, communicate and work with faculty so that we are assessing, analyzing and closing the loop		None	- Select -	<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 type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input 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
HED	HED F1605	Create marketing plan to increase awards within demographic groups	To increase awards to close the gaps between demographic groups we will create a tri fold pamphlet promoting our programs, relay our information during the Freshman Experience and collaborate with our campus counselors to promote programs		College Funds	- Select -	<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 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
					- 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"/> 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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								<input type="checkbox"/> Close equity 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?

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.