



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).

The overall recovery of the economy has a dual impact on enrollments: 1) decrease in evening courses, as ; 2) an increase in overall enrollment as families can better afford college for young adult children has led to a general trend of increased enrollments. Improvement in the overall State economy translates into increased spending on higher education, which in turn has led to increased 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).

[Empty text box for response to question 4]

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?
No
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?
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).

The History Program's 2014 course success rate is essentially constant, yet down 1% from 2013. Demographically, females are trending upwards with an improvement rate of nearly 1%, while the male success rate has dropped by 1.6%. Underrepresented groups are basically constant, generally dropping by a fraction of a percentage point among all groups, while students represented as "white" have success rates that have dropped by 1.7%. The reasons for the overall constancy in rates and slight dip are the result of the general lack of preparedness of students coming from the Public High Schools.

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?
Increasing
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 above-describe trends are the result of larger student populations per class and faculty member overall with regard to productivity, while the course fill rate has dropped because overall student enrollment has decreased across the board.

5. Are you able to increase your productivity and/or course fill rate?
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, why not? (600 characters max)

Productivity can be improved by assigning larger classes to fewer faculty perhaps, but the course fill rate is dependent upon economic trends and the success of promoting the College to the larger community.

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).

The History Associates Degree was awarded for the first time in 2012 and is still experiencing growth as students become aware of its availability. The trend is fairly constant though low. In 2012, 9 degrees were awarded, the were 14 in 2013, and just 8 in 2014. Essentially this is a measure of constancy.

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?

Yes



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.

Increased degrees in history will come with better promotion, something that is virtually nonexistent at present. For example, we still do not have a descriptive brochure and no campus promotion. The limited number of full-time tenured faculty (2.6) are doing their best by promoting a range of campus and community projects for History majors, including the History & Pre-Law Association (Club), the annual Research & Oral History Symposium, the annual Women's History discussion panel, internships at local and region museums, etc., but greater campus supports are sorely needed.

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).

Males outnumber females 3 to 1, while Hispanics outnumber whites and other groups at almost the same rate.

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?

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.



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?

Yes

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

These courses have not been offered for budgetary reasons and will be offered for the first time in years beginning in the fall of 2016.

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

80%

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).



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?

5

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?
No
2. How have these changes impacted student learning? (600 characters max)

Larger classes to meet productivity expectations result in diminished availability for student time and advisement with faculty, that in turn reduces student success rates. Increased dependency on contingent non-tenured faculty aggravates that problem as well, as reduced full-time, tenured faculty carry the load of shared governance and committee work, etc. on campus. Faculty compensation that has not kept pace with the rate of inflation leads many faculty members (full-time tenured and part-time contingent alike) to take extra work elsewhere; this also is an important factor to consider.



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
History	Faculty	HIST 1201	Full Time History/Chicano(a) Studies Instructor	A tenure track History/Chicano Studies instructor to meet the demands of the department.	120,000		120,000	H	M			- Select -	- Select -	
History	None	HIS 1204	Improve and assure that all History courses that focus on Latino or Minority areas are offered on a regular rotating course and not cancelled due to low enrollment.	History courses in some of the upper areas are not consistently offered to assure student access to the full range of courses.	-		-	M	M			- Select -	- Select -	
History	None	HIS 1506	Designated classrooms for History	We would like the college to determine the feasibility of designate classrooms	-		-	L	L			- Select -	- Select -	



2015-2016 Program Review
History

				that enhance active learning where History would have first priority for scheduling.										
												- 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
History	1601	Supports for student clubs	Through College supports to the History Program increased enrollments overall will be achieved, but especially for students from underrepresented groups. To this end a number of student organizations meet this goal, including MEChA, the History & Pre-Law Association.	minimal	None	Other	<input checked="" type="checkbox"/> Goal 1 <input checked="" 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 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 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



2015-2016 Program Review
History

History	1602	Supports through promotional materials for the History Program.	Additional supports and spending on promotional materials specific to the History Program and for the campus overall, will increase achievement of the History Associates Degree. Information about this Program should also be added to the Freshman Year Experience. By doing so, the Program will achieve success rates that close the History Associates Degree completion gaps between the demographic groups.	500	College Funds	General Fun	<input checked="" type="checkbox"/> Goal 1 <input checked="" 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 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 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
---------	------	---	---	-----	---------------	-------------	---	---	---	---	---	---



2015-2016 Program Review
History

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
History	1603	Supports through promotional materials for the Pathway to Law School Program.	Additional supports and spending on promotional materials specific to the Pathway to Law School Program and for the campus overall, will increase student success in this and its related fields and certificates. Information about this Program should also be added to the Freshman Year Experience. By doing so, the Program will achieve success rates differences between the demographic groups.	500	College Funds	General Fun	<input checked="" type="checkbox"/> Goal 1 <input checked="" 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 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 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



2015-2016 Program Review
History

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
History	1604	Active furniture furniture	The use of easily movable furniture in classrooms will fascilitate innovative and more effective teaching and learning methods.	5,000?	College Funds	General Fun	<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 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 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
History	1605	Additional D2L Staff assistance	Additional Staff assistance with D2L will help the efficiency of online teaching and learning,		College Funds	Classified	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input checked="" 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 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
History	1606	Display Cases for the LRC	Wall display cases installed on the 3 rd Flilor of the LRC will allow	2,500	College Funds	General Fun	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input checked="" type="checkbox"/> Goal 5	<input type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students	<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



2015-2016 Program Review
History

			departments to publicize their programs and provide a visual forum that informs students about the Program, Faculty, and Student Clubs and Activities.					<input checked="" type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/ Fill Rate <input checked="" type="checkbox"/> Degrees/ Certificates <input type="checkbox"/> Close equity gaps				
--	--	--	--	--	--	--	--	--	--	--	--	--



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.