



Section A – Instructional 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).

Irregular scheduling is the cause of most of our problems in LIB V01. There is only one section offered each semester (when it is even scheduled). It is a 100% online course. It is a late start. It has not been scheduled every semester.

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).

To be perfectly honest, I am unsure why the enrollment demographics of LIB V01 differ from that of the college. The "n" for LIB V01 was only 29 in Spring 2015 so these data are skewed by how small this one class was. If more sections of LIB V01 were regularly scheduled and advertised, our enrollment numbers might increase to the mean.

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 K 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 - Instructional 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%?
No
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?
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).

While there are gaps between demographic groups in the success rate of students who take LIB V01, these data are small so small absolute numerical differences tend to skew the graphical percentages displayed in the charts. As a one unit, late start, stand-alone course that has not been offered every semester, many students take LIB V01 for reasons other than pedagogical. Reasons in the affective domain coupled with different teaching styles of the two instructors who have taught this course explain the zig-zagging success rates for this course.

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 K 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 - Instructional 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?
Increasing
3. Is your program’s course fill rate increasing, decreasing, or remaining constant?
Increasing
4. Briefly describe the reasons for the trends in your program’s productivity and course fill rate (600 characters max).

Irregular scheduling is the cause of most of our problems in LIB V01. There is only one section offered each semester (when it is even scheduled). It is a 100% online course. It is a late start. It has not been scheduled every semester.

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

If yes, please create an initiative in Section K 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 E - Instructional 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).

Greater detail and increased content (both descriptive and visual) have been added to the course shell to explain the concepts covered in the course.



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

001 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)

The ability to remember how to use TracDat. As with any skill or software, remembering how to use it was the trickiest part of the endeavor.

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

01

10. 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 K that describes how your program will do this, and what resources, if any, are necessary to achieve it.

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

Section F – Service Operating Data

1. Please enter the number of students that your program has served over the previous three years.

Year	Fall	Spring	Total
2012-2013			277,023
2013-2014			228,656
2014-2015			239,293



- 2. Is the number of students served by your program increasing, decreasing, or remaining constant?

Increasing

- 3. Describe the reason(s) for this trend (600 characters max).

We decreased from AY 2012-13 to AY 2013-14 but we have rebounded this past AY. This mirrors the enrollment trends of the college as a whole. Data were compiled on an annual basis. If term data are needed, simply request it and we can present those as well.

- 4. Enter the number of students from each demographic group that your program served in the 2014-2015 academic year.

Race/Ethnicity	Number of Students Served in 2014-2015
Asian	
Black	
Hispanic	
Native Amer	
Pacific Islander	
Two or More Races	
Unknown	
White	
Gender	Number of Students Served in 2014-2015
Female	
Male	

- 5. Examine the Ventura College demographic data in the datasheet. Are the demographics of students that your program serves similar to the demographics of the College, as a whole?
- Select -
- 6. Are you able to increase the number of students your program serves and/or serve more students from underrepresented groups?
Yes
If yes, please create an initiative in Section K that describes how your program will do this, and what resources, if any, are necessary to achieve it.

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

N.B.: As a subscriber to the American Library Association's Library Bill of Rights, we do not collect, compile or distribute personal data on our patrons as is requested in questions 4-7. We do not plan to collect this data, either, as it would compromise our ability to serve our students in a culturally competent manner.

Section G – Services Offered

Please describe the type of services that your program offers.

Service Offered (100 characters max)	Offered Face to Face (Day)	Offered Face to Face (Evening)	Offered Online	% of Total Students Served who Used this Service in the Past Year
Reference	Yes	Yes	No	0.00%
Information Lit Instruction	Yes	Yes	No	0.00%
Lending Library Circulation	Yes	Yes	N/A	0.00%
Reserves Circulation	Yes	Yes	N/A	0.00%
Leisure Reading Circulation	Yes	Yes	N/A	0.00%
Group Study Room Use	Yes	Yes	N/A	0.00%
Collection Development	N/A	N/A	Yes	0.00%

1. Are you able to improve the quantity or quality of services that your program offers?

Yes

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

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

N.B.: The percentage question simply does not make sense at all to our provision of service to our students.



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

Section G – Services Offered

Please describe the type of services that your program offers.

Service Offered (100 characters max)	Offered Face to Face (Day)	Offered Face to Face (Evening)	Offered Online	% of Total Students Served who Used this Service in the Past Year
Quiet Space Usage (Gate Count)	Yes	Yes	N/A	0.00%
Database Usage	N/A	N/A	Yes	0.00%
Library Guides Usage	N/A	N/A	Yes	0.00%
	- Select -	- Select -	- Select -	0.00%
	- Select -	- Select -	- Select -	0.00%
	- Select -	- Select -	- Select -	0.00%
	- Select -	- Select -	- Select -	0.00%

1. Are you able to improve the quantity or quality of services that your program offers?

- Select -

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

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



Section H – Service Unit Outcomes

Please enter the following SUO information for your program.

Service Unit Outcome	Date/Semester of Most Recent Assessment	Brief Description of Assessment Results	Changes Made as Result of Assessment	Date/Semester of Next Assessment
<p>#1 The Library will provide students, faculty and staff with adequate information about the library and access to its resources regardless of their location or means of delivery.</p>	<p>Fall 2012 & Spring 2013</p>	<p>Access to information and resources by students and faculty were assessed using comment cards and the collection and notation of verbal complaints. Patrons will be satisfied with their ability to access information and resources.</p>	<p>The Library Policy Manual was updated and the website was changed to highlight access to information and resources. Handouts were created to instruct students on how to access resources and information online regardless of their location.</p>	<p>Fall 2018</p>
<p>#2 The Library staff will ensure a facility that is effectively maintained and secure.</p>	<p>Spring 2014</p>	<p>The need for Library security and safety was the focus of this assessment by utilizing incident logs, BIT reports, counts, and committee discussions. The assessment became critical due to incidents occurring in the library and around the country.</p>	<p>Two security cameras were installed and linked to the campus police monitoring system. A camera and monitor was also installed so that patrons are aware that they are being monitored to deter aggressive behavior</p>	<p>Fall 2019</p>
<p>#3 Students will be able to select appropriate library resources that best meet a particular information need.</p> <p>#4 Students and instructional faculty will find the library collection...</p>	<p>Fall 2012</p> <p>Spring 2016</p>	<p>Students and faculty were surveyed to assess their ability to select the appropriate library resources to meet their information need. Computer usage statistics were also gathered and the circulation of the McNaughton Collection was also utilized</p> <p>*</p>	<p>Two ongoing projects, the transition of fixed computers to thin clients and the conversion to the Voyager automation system impacted this assessment. The target was not met and must be reassessed when projects are complete.</p> <p>*</p>	<p>Spring 2016</p> <p>*To be assessed in Spring</p>



1. How does your program facilitate the achievement of the college’s institutional student learning outcomes or institutional service unit outcomes? (600 characters max)

Meeting ISLO#4 and ISUO #1 is core to the library’s mission and goals. The Library achieves these outcomes through teaching information literacy and building research skills to locate and critically analyze information through library instruction classes and by providing reference guidance to students on a daily basis. The library also provides the tools and resources via various formats to support a positive learning environment such as online access to resources, tutorials, citation guides, and access to a librarian via face to face or through email.

2. How many department/program meetings have you held in the previous year in which SUO’s have been discussed?

4 meetings

3. Are you able to improve the service unit outcomes for your program (i.e. number of SUO’s assessed, adherence to rotational plan, improved SUO assessment results, etc.)?

Yes

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

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

SUO #4 still needs to be assessed. We will assess that SUO in Spring 2016. The Library also need to develop a rotational plan for all SLOs and SUOs. This rotational plan will be discussed at a future Library Dept meeting later this Fall 2015 term.

Section I – Program Staffing

Please enter the following staffing information.

Type	Headcount	FTE
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Full-Time Non-Instructional Faculty	2.0	4.0
Adjunct Non-Instructional Faculty	5.0	2.0
Classified Staff	4.0	2.0
Unclassified Staff	?	?

1. Describe any changes in the staffing levels in your program over the past three years, and if applicable, describe how these changes have impacted your program (600 characters max).

In the past nine (9) months (i.e., since Jan 2015), we have had major and significant staffing issues in the Library. We have two full-time librarians but have not had the full complement of these two librarians in over five years due to leaves and institutional service. Additionally, the library classified staff have been reduced in half (from 4.0 - 2.0) through mechanisms outside of the shared governance process. We need additional bodies as well as review of our current organizational structure. We simply are not able to continue functioning with the skeleton crew that we currently have.



Section J - 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
Library	Faculty	LIBR1501	DE/Digital Librarian	HIRE A LIBRARIAN TO SUPPORT DISTANCE ED STUDENTS	120,000		120,000	H	M	M	M	No	Ongoing	
LIBR	Computer	LIB 1502	LRC205 Tech Revitalization	Replace laptop computers in library classroom with desktop models that have wired Internet access, and replace old document camera & projector access with a Crestron unit	50,000		10,000	H	H	H	H	Yes	Ongoing	Only partially funded (\$10,000); total cost to fix the problem is closer to \$60k; discussing at next Dept Mtg on how to proceed
LIBR	Computer	LIB 1402	Increased Wireless Network Bandwidth	The wireless access in the Library needs to be further augmented. There are not enough IP addresses to accommodate	5,000		5,000	M	M	M	M	No	Discontinued	



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				students and all of their devices.										
LIBR	Computer	LIB 1503	Overdrive Ebooks	Overdrive Ebooks would allow distance ed students access to popular reading material, and satisfy on-campus users' demands for more popular reading material, which encourages reading.	10,000		10,000	M	M	M	M	No	Ongoing	
LIBR	Computer	LIB 1404	LRC205 Printer	Purchasing a printer for LRC205, so that students can print out articles at point of need during library instruction.	800		800	L	L	L	L	No	Ongoing	
LIBR	Computer	LIB 1405	PollEverywhere	PollEverywhere is a polling system that allows students to provide immediate assessment	3,500		3,500	L	L	L	L	No	Ongoing	



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				feedback via websites or cell phones, satisfying accreditation standards for assessment.										
LIBR	Facilities	LIB 1506	Computerized Security Gate Patron Counter	Purchasing a computerized security gate patron counter, to automate counting patrons entering the library.	800		800	L	L	L	L	No	Ongoing	
LIBR	Equipment	LIB 1304	Library chairs	Replace 11 old & unsteady bar-height chairs with new 25-year warranty ones. Completes the replacement of all the library's chairs and ensures safety as the old ones break often	4,080		4,080	H	H	H	H	Yes	Ongoing	Funded; in process of securing the chairs.
LIBR	General Fund	LIB 1303	Mango Language Database	Provide access to 63 languages for foreign	4,050		4,050	H	H	H	H	Yes	Ongoing	Approved and potentially funded;



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				language learners as well as 18 courses specifically for ESL learners										awaiting to hear if the general fund will support; if awarded, redirecting funding to another database as per VCBS
LIBR	General Fund	LIB 1403	Budget Augmentation	Augmentation of database budget to accommodate price increases of 4-5% in the past year	25,000	25,000	-	H	H	H	H	Yes	Ongoing	Approved and potentially funded; awaiting to hear if the general fund will support.
Library	None	LIB 1501	Library Department	Become its own sovereign department; it is unique as it combines instructional and service programs. FTEF = 3.4598	-		-	H	H			Yes	Completed	Library Dept created Fall 2015. Yay!
Library	None	LIB 1504	Allotment of Library Space	Reassess use of library space around microfiche and vinyl records area, to see if these areas could be	-		-	M	M			N/A	Discontinued	



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				reconfigured for different uses, such as study areas.										
Library	None	LIB 1505	Periodical Digital Subscriptions	Assessing how, and if, users may access the digital versions of the library's print periodicals accessed through EBSCO. Many of these are single-user versions.	-	-	L	L			N/A	Discontinued		



Section K – 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
Library	LIB 1601	Tech Services Librarian	Need for an additional librarian to meet the tech services area of the library	\$120,000	College Funds	Faculty	<input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	Enrollment <input type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Quantity/quality of services <input type="checkbox"/> Course Access Rate <input type="checkbox"/> Productivity/Util Rate <input type="checkbox"/> Close equity gaps	Req <input type="checkbox"/> High <input checked="" type="checkbox"/> Med Low	Req <input type="checkbox"/> High <input type="checkbox"/> Med Low	Req <input type="checkbox"/> High <input type="checkbox"/> Med Low	Req <input type="checkbox"/> High <input type="checkbox"/> Med Low
Library	LIB 1602	Lending Library	Return control over the Lending Library back to Library staff -- librarians and library assistants	\$50,000	Grant	Equipment	<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	Enrollment <input checked="" type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Quantity/quality of services <input type="checkbox"/> Course Access Rate <input type="checkbox"/> Productivity/Util Rate <input checked="" type="checkbox"/> Close equity gaps	<input checked="" type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med Low	Req <input type="checkbox"/> High <input type="checkbox"/> Med Low	Req <input type="checkbox"/> High <input type="checkbox"/> Med Low	Req <input type="checkbox"/> High <input type="checkbox"/> Med 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
Library	LIB 1603	Drinking Water	Install reverse osmosis water filtration system in LRC 216	\$500	College Funds	Equipment	<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 type="checkbox"/> Enrollment # Under-represented students <input checked="" type="checkbox"/> Quantity/Quality of services <input type="checkbox"/> Course Access Rate <input type="checkbox"/> Productivity/Enrollment Rate <input type="checkbox"/> Close equity gaps	Req <input type="checkbox"/> High <input type="checkbox"/> Med <input checked="" type="checkbox"/> Low	Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
Library	LIB 1604	Hydration Station	Install hydration station in Library for students	\$500	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 type="checkbox"/> Enrollment # Under-represented students <input checked="" type="checkbox"/> Quantity/Quality of services <input type="checkbox"/> Course Access Rate <input type="checkbox"/> Productivity/Enrollment Rate <input type="checkbox"/> Close equity gaps	Req <input type="checkbox"/> High <input checked="" type="checkbox"/> Med <input type="checkbox"/> Low	Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	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
Library	LIB 1605	Reference Desk Computers	Install New Computers at Referecne Desk	\$6000	College Funds	Computer	<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	Enrollment <input type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Quantity/Quality of services <input type="checkbox"/> Course Access Rate <input type="checkbox"/> Productivity/Util Rate <input type="checkbox"/> Close equity gaps	Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
Library	LIB 1606	Reference Desk Instructional Computer	Install one instructional computer (plus desk/stand) near ref desk in order to show students how to look things up in the catalog or in the databases	\$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	Enrollment <input type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Quantity/Quality of services <input type="checkbox"/> Course Access Rate <input type="checkbox"/> Productivity/Util Rate <input type="checkbox"/> Close equity gaps	Req <input type="checkbox"/> High <input checked="" type="checkbox"/> Med <input type="checkbox"/> Low	Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low



Additional 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
Library	LIB 1607	Integrity	Maintain the departmental integrity of classified job descriptions within the library; Library/BEACH/ Tutoring/SI jobs are NOT interchangeable	0	None	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 type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input type="checkbox"/> Course Access Rate <input type="checkbox"/> Productivity/ Mill Rate <input type="checkbox"/> Degrees/ certificates <input type="checkbox"/> Close equity plans	<input checked="" 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
Library	LIB 1608	Organization	Evaluate the effectiveness of the current library organizational structure and our placement within a given division	0	None	Other	<input checked="" type="checkbox"/> Goal 1 <input checked="" 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 Access Rate <input checked="" type="checkbox"/> Productivity/ Mill Rate <input checked="" type="checkbox"/> Degrees/ certificates <input checked="" type="checkbox"/> Close equity plans	<input checked="" 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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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
Library	LIB 1609	Vacancies	Replace the two (2) vacant library classified positions	0	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 checked="" type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input type="checkbox"/> Course Access Rate <input type="checkbox"/> Productivity/Util Rate <input type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps	<input checked="" 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
Library	LIB 1610	Microforms	Evaluate the highest and best use of our microform collections / space	0	None	Facilities	<input checked="" type="checkbox"/> Goal 1 <input checked="" 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 type="checkbox"/> # Under-represented students <input type="checkbox"/> Course Access Rate <input type="checkbox"/> Productivity/Util 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
Library	LIB 1611	RDA	100 hours for additional hourly librarians to start (and complete!) our migration to RDA cataloging	\$7,200	College Funds	General Fun	<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	Enrollment <input type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Access Rate <input type="checkbox"/> Productivity/Util Rate <input type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity issues	Req <input type="checkbox"/> High <input checked="" type="checkbox"/> Med <input type="checkbox"/> Low	Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
Library	LIB 1612	Fridays	75-150 hours for additional hourly librarians to work on Fridays during the Spring and Fall semesters	\$10,800	College Funds	Faculty	<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	Enrollment <input checked="" type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Access Rate <input checked="" type="checkbox"/> Productivity/Util Rate <input checked="" type="checkbox"/> Degrees/Certificates <input checked="" type="checkbox"/> Close equity issues	Req <input type="checkbox"/> High <input checked="" type="checkbox"/> Med <input type="checkbox"/> Low	Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low



Additional 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
Library	LIB 1613	Sunday hours	Have the Library open during the last 5 Sundays of the Fall term; 14 Sundays of the Spring term; all Sundays in all future terms	\$13,680	Categorical	Faculty	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	Enrollment <input checked="" type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Access Rate <input type="checkbox"/> Productivity/ Mill Rate <input type="checkbox"/> Degrees/certificates <input checked="" type="checkbox"/> Close equity gaps	Req <input type="checkbox"/> High <input type="checkbox"/> Med <input checked="" type="checkbox"/> Low	Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
Library	LIB 1614	Equity Books	Purchase more books for the library that reflect the student population whom we serve	\$25,000	Categorical	Equipment	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	Enrollment <input checked="" type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Access Rate <input type="checkbox"/> Productivity/ Mill Rate <input type="checkbox"/> Degrees/certificates <input checked="" type="checkbox"/> Close equity gaps	Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low



2015-2016 Program Review Template

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
Library	LIB 1615	Bookcase	Purchase new barrister's-style bookcase to display more of the materials in the Rare Book Collection	\$8,000	College Funds	Equipment	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 type="checkbox"/>	Enrollment <input type="checkbox"/> # Under-represented students <input type="checkbox"/> Course Access Rate <input type="checkbox"/> Productivity/Enrollment Rate <input type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps <input type="checkbox"/>	Req <input type="checkbox"/> High <input type="checkbox"/> <input checked="" type="checkbox"/> Med Low	Req <input type="checkbox"/> High <input type="checkbox"/> <input type="checkbox"/> Med Low	Req <input type="checkbox"/> High <input type="checkbox"/> <input type="checkbox"/> Med Low	Req <input type="checkbox"/> High <input type="checkbox"/> <input type="checkbox"/> Med Low
Library	LIB 1616	Windows	Wash the Library windows inside and out; they are filthy	?	College Funds	Facilities	Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input checked="" type="checkbox"/> Goal 5 <input type="checkbox"/>	Enrollment <input type="checkbox"/> # Under-represented students <input type="checkbox"/> Course Access Rate <input type="checkbox"/> Productivity/Enrollment Rate <input type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps <input type="checkbox"/>	Req <input type="checkbox"/> High <input type="checkbox"/> <input checked="" type="checkbox"/> Med Low	Req <input type="checkbox"/> High <input type="checkbox"/> <input type="checkbox"/> Med Low	Req <input type="checkbox"/> High <input type="checkbox"/> <input type="checkbox"/> Med Low	Req <input type="checkbox"/> High <input type="checkbox"/> <input type="checkbox"/> Med 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 L – 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/Staff 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/VP Verification:

I verify that I have reviewed this program review document and find it complete. *The dean/VP 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.