



Section A – 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	2504	3019	5523
2013-2014	3635	3946	7591
2014-2015	4300	4723	9023

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).

Distance Education enrollment is increasing due to student demand. The Distance Education staff and area of the college is proactive in training faculty to teach in an online format. Faculty are learning new tools and methods for teaching in this format to assure students have a quality education that meets the needs of their busy lives yet assures quality learning. Distance Education is also growing in community colleges across the state.

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	459
Black	306
Hispanic	4311
Native Amer	52
Pacific Islander	27
Two or More Races	455
Unknown	79
White	3315
Gender	Number of Students Served in 2014-2015
Female	5610
Male	2952

5. 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 F 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 – 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
online only offerings not sure what this area is asking	- Select -	- Select -	Yes	100%
	- Select -	- Select -	- Select -	0.00%
	- Select -	- Select -	- Select -	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?

Yes

If yes, please create an initiative in Section F 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 C – 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
SUO-1 - 20% Faculty attending a distance education training provided by Ventura College will implement one or more teaching tools/techniques in their DE class room.	Summer 2016	Faculty have to complete a training to teach online. 100% use two or more trained tools. However, this is completely revised due to the change of LMS 1/2 way through this assessment.	Initiative: Revise workshop or session content for new LMS Closing the Loop: Spring 2012 was the first pilot of the Desire 2 Learn training course. We now have 115 trained instructors who teach an online course at Ventura Resources Required: Yes	Summer 2017
SUO 2 - 40% of DE faculty will attend one or more trainings put on by DE staff and utilize one or more tools/techniques from the training.	Summer 2016	81% of FT faculty completed this SUO, plus many of those repeated a new training for the new LMS this was Achieved for all faculty that were teaching online with us in Fall and or Spring of last year.	We maintain this SUO as training is an essential tool for keeping faculty informed in this ever changing environment. Especiall needed as we change LMS to Canvas at this time.	Summer 2017
SUO-3 - 45% of DE Students will either complete a face to face or online LMS	Summer 2016	61% of students taking online classes are participating in our trainings.	This is an ongoing need. Feedback from students and faculty demonstrate that success of this SUO does assist students in we have already achieved	Summer 2017



student orientation. Start Date: 12/17/201			81% success with students in the revised orientations	
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1. How does your program facilitate the achievement of the college’s institutional student learning outcomes or institutional service unit outcomes? (600 characters max)

ISUO

The Service will support or facilitate a positive learning or service environment for students.

Students who have completed the online student orientation training will indicate Survey - Survey Tool ISUO-1 - The Service will support or facilitate a positive learning or service environment for students.

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SUOsAssessment ToolFindingsInitiatives confidence in learning and using each of the tools in the LMS. We will provide likert scales and calculate averages by group responses. Comments: Most likely LMS survey tool.

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

Section D – Program Staffing

Please enter the following staffing information.

Type	Headcount	FTE
Full-Time Non-Instructional Faculty	116	33.1
Adjunct Non-Instructional Faculty	73	14.3



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Classified Staff	2	0
Unclassified Staff	0	0

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).

We continue to hire and train faculty to teach in online formats across the campus. We continue to grow our DE program and our student success. We predict more of our full time and part time faculty currently employed will be training in online teaching. The number of Classified Staff supporting the increase in faculty staffing online classes has not increased in the last three years. We are currently hiring a new staff member to support the increased need.



Section E - 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
Distance Ed	Classified	DE1301	Increase Instructional Technologist /Designer from 11 to 12 months	Increase the Instructional Technologist/ Designer from 11 to 12 months to support the departments needs.	6,000		6,000	H	H	M	M	Yes	Completed	helps
Distance Ed	General Fund	DE 1401	Instructional Technologist /Desiger Level II	Aa higher level position in the Instructional technology area to meet the needs that we face in this growing and demanding area of service to students, faculty, and staff.	100,000		100,000	H	L	L	L	No	Pending	
												- Select -	- Select -	
												- Select -	- Select -	



Section F – 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
Distance Ed	DE 1601	Fully Online Hiring	Hire faculty in most disciplines part time to increase offerings in Distance Education to support expanding DE. Preferably train and hire faculty with diversity that reflects our student body.	Offset by ftes production	College Funds	Faculty	<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"/> Quantity/ Quality of Services <input checked="" type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/ Fill Rate <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 checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
Distance Ed	DE 1602	Online Professional Development	Create, implement, and post online Professional Development opportunities for faculty in both DE and F2F, in a 24/7 environment Partially college funds and grant plus purchase	\$12,000	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"/> Quantity/ Quality of Services <input checked="" type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/ Fill Rate <input checked="" type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input checked="" type="checkbox"/> Low	<input type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<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



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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
			\$5000 for subscription to canvas trainings and Alas grant HIPs training									
Distance Ed	DE 1603	Distance Ed. software for increased interactivity and visual support for DE course development	<p>For General DE Users: Snag IT – 10 Licenses (34.96 per license) = \$ 349.60</p> <p>For Advanced Users / Power User: We can still use our Camtasia Licenses for now. (upgrade is pricey = 149.50</p>	approx. 25,000	College Funds	Equipment	<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 checked="" type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Quantity/ Quality of Services <input checked="" type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/ Fill Rate <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 checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<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



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			<p>per upgrade for PC and 49.50 per upgrade for Mac) For Advanced Users / Power User: We can still use our Camtasia Licenses for now. (upgrade is pricey = 149.50 per upgrade for PC and 49.50 per upgrade for Mac)</p>									
Distance Ed	De 1604	Director or Assistant Dean for overseeing Distance Ed.	<p>Distance Education continues to increase in demand of Dean's leadership time. A dedicated Director or Assistant Dean to this area will support the continued growth and success of DE.</p>	Approx. 120,000	College Funds	Manager	<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"/> Quantity/ Quality of Services <input checked="" type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/ Fill Rate <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 checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<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



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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
Distance Education	DE 1605	Master Course Funding	Fund faculty with facilitator funds within departments to develop Master Class online shells for V01 level courses. These will model appropriate curriculum. Helping new faculty for online to start with an outline through the course and assuring all objectives are met in an organized fashion	\$28,000	College Funds	Faculty	<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"/> Quantity/ Quality of Services <input checked="" type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/ Fill Rate <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 checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<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
Increase DE Facility by adding one more office in DE area.	DE 1606	Facility to support newest DE Instructional Technologist /Designer	Increase service area to support faculty and students in DE. Add another office to our location to support our 3 rd	0 cost if move is made.	None	Facilities	<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 type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Quantity/ Quality of Services	<input checked="" type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input checked="" type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input checked="" type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input checked="" type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low



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			Instructional Technologist/Designer.					<input type="checkbox"/> Course Success Rate				
								<input type="checkbox"/> Productivity/Fill Rate				
								<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/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.