



**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?

Increasing

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

In response to the Student Success Initiative, Guidance Workshop courses were replaced by Counseling courses. The purpose of these courses is to increase the success of our students. This required a major revision of courses and the deletion of some GW courses. The Fall 2015 marks the first semester that Counseling courses are being offered. We are expecting to offer 10-15 class sections each Fall and Spring semester with a total enrollment of nearly 1000 students for the year, which would more than double our Fall 14 enrollment numbers.

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).

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%?  
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?  
Remaining Constant
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).

6. Are you able to increase your program's course success rate and/or close gaps between demographic groups?  
No

If yes, please create an initiative in Section 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)

Our success rates are quite a bit higher than the college standard and college average. It will be difficult to increase this rate any higher as it is currently above 85 percent. However, our goal will be to increase it to 90 percent.

### **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?  
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).

Prior to Fall 15, courses were titled as Guidance Workshop courses and were not offered with a robust schedule nor in a consistent matter. Much as this was due to the lack of administrative support for college success courses due to budget concerns over the past several years. With the Student Success Initiative, an emphasis is once again being placed on student success. It is expected that productivity rates will increase with the newly revamped COUN courses. It is expected that our fill rate will also increase with the emphasis on student success at Ventura College.

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?

Yes

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

This is the first semester we have offered COUN courses. We do have a plan to assess COUN V01 and COUN V02 this semester and will input the pertinent data and information in TRAC DAT during the Spring 2016 semester.

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

0%

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?  
Not at All
8. Did anything impede your ability to adhere to your SLO rotational plan? (600 characters max)

COUN V01 and V02 are new courses. COUN V03 and V04 are major revisions. The SLO Rotational plan is being developed Fall 15 semester and will be strictly followed going forward.

9. How many program meetings have you held in the previous year in which SLO's have been discussed?  
2
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			19574
2013-2014			18788
2014-2015			24484



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).

5696 more student contacts in 14-15 vs 13-14, which is a 30 percent increase. The Student Success Initiative requires all students to develop both an abbreviated education plan and a comprehensive education plan in order to maintain registration priority. This is a good thing, but it has put additional pressure on an already depleted counseling staff serving the general student population. The numbers above are actual numbers of student contacts. Specific services are listed below.

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

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

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?

Unknown

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).

**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
Group Counseling for New Students (1772)	Yes	Yes	No	10.00%
Nursing Information Workshops and Nursing counseling (500)	Yes	Yes	No	2.00%
Abbreviated Educational Plan Development (5476)	Yes	Yes	Yes	22.50%
Comprehensive Educational Plan Development (1765)	Yes	Yes	Yes	19.50%
Orientation to Ventura College (9764)	Yes	Yes	Yes	36.00%
Visits to Basic Skills classes (150)	Yes	Yes	No	1.00%
Athletic Eligibility Workshops (approx 500)	Yes	Yes	No	2.00%

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).

There is no room above but other services tha should be noted include COUN V01 and V02 courses above, External Transcript Evaluations, Financial Aid Probation Workshops, Appeals Reviewed for Financial Aid.



**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
New freshmen students will identify the courses needed to meet their educational goal (educational pathway) as indicated on their first semester educational plan after attending a New Student Workshop	August 2015	95 percent of students who completed Group Counseling Session in Spring 2015 correctly identified first semester coursework as indicated on their counselor approved abbreviated (first-semester) educational plan. SEE TracDat for further details	Finding indicates that Group Counseling Sessions are an effective way to deliver information to students in regards to appropriate course selection for their first semester. Next step is to review the success and persistence of these students.	Spring 2019
New Student Athletes will develop a valid educational plan by the end of 1st semester after attending an eligibility workshop and an individual counseling session.	September 2014	94 percent of athletes participating in Fall 2013 sports had a valid comprehensive educational plan developed and approved by the counselor serving Athletes. Specifically 214 out of 227 athletes participating had valid and approved comprehensive educ	Student education plans are being developed for nearly every student athlete. The next step is to track the success and progress of students with comprehensive education plans. A new SUO for student athletes is being developed to track success.	Fall 16
Students participating in a Group Counseling Session will be given a pre- and post- survey to determine their knowledge of student support services.	Spring 2016	It is expected that 80 percent of students will increase their knowledge of student support services after completing the Group Counseling Session.		To be assessed in Summer 2016.

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



With regard to ISUO #1-, the Counseling Department facilitates a positive learning or service environment for students as indicated by assessment findings reported on Trac Dat. The Counseling Department falls short with regards to providing adequate appointments to all enrolled students due to the significantly inadequate ratio of General Counselors to the student population. With regards to ISLO #5, which is scheduled to be assessed this year, Counselors work with students to develop goals, set goals, and develop plans to reach their goals, as indicated by number of educational plans.

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

**Section I – Program Staffing**

Please enter the following staffing information.

Type	Headcount	FTE
Full-Time Non-Instructional Faculty	10	7.2
Adjunct Non-Instructional Faculty	6	2.05



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Classified Staff	2.5	
Unclassified Staff	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).

Despite having 10 counselors on the books, one is 1.0 athletics, one is .6 due to AFT, one is .6 due to department chair, and one has been vacant since Feb. 2015 for a total of 7.2 FTE. With the addition of adjunct, our total number of FTE counselors in General Counseling is currently 9.25. This will result in a ratio of 1 counselor for 1334 students based on Fall 15 student headcount enrollment (12342). California Comm. College Academic Senate recommends 1 to 320. VCCCD contract indicates 1 to 550-800. We are more than 6.0 FTE short of a 1-800 ratio, more than 12 FTE short of 1-550.



**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
Counseling	Computer	COUN15xx	2 Copy/Print Machines with scanners	Need two copy machines with scanning capabilities	8,000		-	H	H	H	H	No	- Select -	Counselors are relying on outdated equipment to provide copies of materials for students such as information regarding Ventura College Programs.
Counseling	Computer	COUN15xx	30 Microsoft Surfacepro w/keyborads	Allows counselors to conduct SEPs anywhere (ie. Classrooms, quad)	45,000		15,000	H	H	H	H	No	Pending	Quality of Group Counseling Sessions were negatively impacted as technology was inadequate at Ventura College to provide a robust experience.



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Counseling	Facilities	COUN15xx	Private offices in SSC for counselors	Counselors need private office spaces	150,000		150,000	H	H	H	H	No	Pending	Confidentiality and privacy has been negatively impacted as counseling sessions are being held in public spaces. This is a potential FERPA violation.
Counseling	Grants	COUN1403	Hire full time Counselor/Financial Aid Liaison	Work with students on financial aid and other Student Academic Progress	80,000	80,000	-	H	H			No	Ongoing	Several hundred students are negatively impacted by not having their financial aid appeals reviewed in a timely manner.
Counseling	Grants	COUN1404	Hire a full time counselor to meet the needs of SSSP	FYE counselor	120,000	120,000	-	H	H			Yes	Completed	Position was used to create a new program for first year students. Impact on General counseling



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														has been very minimal as position is 100 percent FYE..
Counseling	Grants	COUN1406	Increase Office Assistant Position to 100%	Hired Counselor Assistant Full Time through SSSP	70,000	70,000	-	H	H			No	Pending	The Office Assistant position was not increased. This is an error.
Counseling	Grants	COUN1407	Hire new Informaton Center Program Specialist	Hired 4 Full time Counselor Assisttants through SSSP	280,000	280,000	-	M	M			No	Ongoing	1 of 4 counselor assistants have been hired.
Counseling	Grants	COUN1402	Hire full time counselor/c oordinator	implentation of SSSP	120,000	120,000	-	H	L			No	- Select -	Department chair has not been adequately updated regarding this initiative, but no position was filled.



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
Counseling	COUN1601 (VCSP 1601)	BILINGUAL ACADEMIC COUNSELOR -tenure track FT VCSP	Full-time counselor needed to serve the growing student population through the VCSP center. Currently only adjunct counselor serving population.	120000	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 checked="" 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
COUNSELING	COUN1602	ACADEMIC COUNSELOR -tenure track	Student Success Initiative requires VC to provide an initial education plan, a comprehensive education plan and several follow up services to every enrolled student. The current ratio of full-time counselors is 1334.	120000	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	<input checked="" type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Quantity/ Quality of Services <input type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/ Fill Rate <input checked="" type="checkbox"/> Close equity gaps	<input checked="" 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 checked="" 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
COUNSELING	COUN1603	ACADEMIC COUNSELOR -tenure track-Foster Youth/General	Current ratio of full-time general counselors to Ventura College Student population is 1334. Needed in order to increase the number of students our program serves in all under-represented groups. This position will be assigned 40 percent to serve specifically the students identified as Foster Youth and 60 percent in general counseling.	120000	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	<input checked="" type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Quantity/Quality of Services <input type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/Fill Rate <input checked="" type="checkbox"/> Close equity gaps	<input checked="" 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
COUNSELING	COUN1604	ACADEMIC COUNSELOR -tenure track	Current ratio of full-time general counselors to Ventura College Student	120000	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	<input checked="" type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students	<input checked="" 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
		MESA/General	population is 1334. Needed in order to increase quality of services to our students in all underrepresented areas. This position will be assigned 40 percent to serve specifically the students identified in MESA 60 percent in general counseling..					<input checked="" type="checkbox"/> Quantity/ Quality of Services <input type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/ Fill Rate <input checked="" type="checkbox"/> Close equity gaps				
COUNSELING	COUN 1605	Instructional Data Support Specialis	In order to improve assessment of Counseling Service Unit Outcomes, it is requested that a Data Support Specialist be hired to work with department chairs,	NA	Categorical	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 type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Quantity/ Quality of Services <input type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/ Fill Rate	<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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			coordinators and directors of all student services to develop new SUOs, update assesseed SUOs, collect data and update the college community on the progress of the SUOs.					<input checked="" type="checkbox"/> Close equity gaps				
COUNSELING	COUN1606	IT SPECIALIST	Request to have an Information Technology Specialist dedicated 100 percent to Student Services Division to handle maintenance issues of DegreeWorks/GradesFirst/OnBase.		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 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 type="checkbox"/> Course Success Rate <input 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 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



### **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.**