



Drafting

Section A - Enrollment and Demographics

Examine the enrollment and demographic data in Section A of the datasheet.

1. Is your program's enrollment increasing, decreasing, or remaining constant?

Decreasing

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

The program has transitioned from a traditional drafting program to a diverse drafting program using the latest hardware and software for student education. The program is in the process of establishing a new certificate for students. We are working with local high schools to make students aware of our program and to create new articulation agreements. We expect to see enrollment and retention increase substantially.

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?
Yes
3. Is your program's course success rate increasing, decreasing, or remaining constant?
Increasing
4. Are there gaps between demographic groups (ethnicity, gender) in your program's course success rate?
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 success rate for the program is higher than the college average in all demographic groups. Students in the program need to be successful to find employment or transfer on to a university. Many students in the program transfer to 4-year colleges and universities such. Most of the students in the program are males. We are looking are ways to attract more females into our program.

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?
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).

The Drafting Program has a productivity rate of 450 set by the district. Most of the classes in the program are lab classes with a limit of 24 seats. As a program we continue to exvaluate ways to increase productivity and fill rate. We are visiting local high schools to make more students aware of our offerings and we have established articulation agreements with local high schools. The program is working with VC inovates to establish career pathways for students.

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

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



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

Section D - Degrees and Certificates Awarded

1. Does your program offer a degree or certificate of achievement?

Yes

If yes, please examine the degree and certificate data on Section D of the datasheet and answer the questions below. If no, skip to Section E.

To satisfy an accreditation requirement, the college has set a standard to award a minimum of 1,178 degrees and certificates each year.

2. Briefly describe the trend in the number of degrees and certificates that your program has awarded over the last five years (600 characters max).

The Drafting Program has awarded 22 degrees and certificates over the last five years, with seven in 2014 alone. We are adding an additional certificate of achievement in drafting which should increase the number of degrees and certificates we award.

Programs that have awarded fewer than 15 degrees and certificates over the past five years may be placed on possible discontinuance.

3. Has your program awarded fewer than 15 total degrees and certificates over the past five years?

No



4. If yes, please describe the reason(s) why your program has awarded fewer than 15 total degrees and certificates (600 characters max). Also please create an initiative in Section H that describes how your program will increase the number of degrees/certificates awarded, and what resources, if any, are necessary to achieve it.

5. Are there gaps between demographic groups (ethnicity, gender) in your program's awarding of degrees and certificates?
Yes
6. If yes, please describe the reasons for any gaps between demographic groups (600 characters max).

Most of the students in the Drafting Program are male. We are evaluating way to attract more female students into the program. The creation of the new certificate may help attract more female students to the program as it is a streamlined certificate.

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?

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?

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")?

4 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 program adhered to the SLO rotational plan unless the course was not offered.

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

Students are evaluated on the course work in each class. The course work is designed to meet the requirements of industry and the institutional learning outcomes. The courses are designed to make students successful on leaving the institution.

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

3

11. Are you able to improve the student learning outcomes for your program (i.e. number of SLO's assessed, adherence to rotational plan, student SLO attainment, etc.)?

Yes

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



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

Section F - Budget

1. Have there been any significant changes in your program's budget over the past 3 years?
Yes
2. How have these changes impacted student learning? (600 characters max)

With the purchase of new equipment we have be able to provide students training on current equipment needed for employment .



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
Drafting	Computer	VCIT1508	Upgrade the drafting computers in WAM, MCE-125, MCE-129, MCE-130	The drafting computers are starting to show their age and are not keeping up with the demands of the latest AutoCAD software releases. We would like to upgrade these computers with 180 GB SSD and 8 GB RAM. Each machine will cost \$320/kit to upgrade.	32,000		32,000	M	M	M	M	Yes	Ongoing	increase retention and success rates
Drafting	Computer	VCIT1508	Upgrade the drafting computers in WAM, MCE-125, MCE-129, MCE-130	The drafting computers are starting to show their age and are not keeping up with the demands of the latest	32,000		32,000	M	M	M	M	Yes	Ongoing	increase retention and success rates



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				AutoCAD software releases. We would like to upgrade these computers with 180 GB SSD and 8 GB RAM. Each machine will cost \$320/kit to upgrade.										
Drafting, Architecture & Manufacturing	Computer	DRFT 1402, ARCH 1403 & MT 1406	Upgrade the drafting computers in WAM, MCE-125, MCE-129, MCE-130	The drafting computers are starting to show their age and are not keeping up with the demands of the latest AutoCAD software releases. We would like to upgrade these computers with 180 GB SSD and 8 GB RAM. Each machine will cost \$320/kit to upgrade.	32,000		32,000	H	L	L	L	- Select -	- Select -	
Drafting, Architecture & Manufacturing	Facilities	DRFT1501	Lighting upgrade	New lighting MCE 125, 129, 130	30,000	30,000	-	H	H	H	H	Yes	Ongoing	increase retention and success rates



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Drafting & Architecture	Equipment	DRFT 1406, ARCH 1406	Develop modeling lab	Need to build lab for model making for Drafting 42,43,44	30,000		30,000	M	M	M	M	No	Ongoing	increase retention and success rates
Drafting, Architecture & Manufacturing	Equipment	DRFT1502	Replace whiteboards	Replace white boards that are small, inadequate and not useable	5,000		5,000	M	L	L	L	No	Ongoing	increase retention and success rates



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
DRFT	DRFT16-01	Establish Certificate of Completion	Establish Certificate of Completion	N/A	None	Other	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/Fill Rate <input checked="" type="checkbox"/> Degrees/Certificates <input checked="" type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
DRFT	DRFT16-02	Curriculum Improvement	Curriculum Improvement	N/A	None	Other	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/Fill Rate <input type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low



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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
DRFT (used by Architecture,, Engineering and Manufacturing Technology)	DRFT16-03	Continuous Technology Updates	Continuous hardware, software and equipment updates	\$35000	Grant	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	<input checked="" type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/Fill Rate <input type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
DRFT	DRFT16-04	Instructional Skills Upgrades	Instructor Training	\$18000	Grant	Other	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/Fill Rate <input type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low



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Drafting

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
DRFT (used by Architecture,, Engineering and Manufacturing Technology)	DRFT16-05	Training Lab Equipment	Tools for Modeling Lab	\$30000	College Funds	Equipment	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/ Fill Rate <input type="checkbox"/> Degrees/ Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
DRFT (used by Architecture,, Engineering and Manufacturing Technology)	DRFT16-06	Lab Assistant	Lab Assistant	\$40000	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"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/ Fill Rate <input type="checkbox"/> Degrees/ Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low



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?**

The program review process is much better this year. The ability to look at data for enrollment, completion and success is what is important to us as a department. The process also allows us to look at things we want to accomplish as a program in the form of initiatives.

How would you improve the program review process based on this experience?

Keeping the process simple and to the point is what is important. Having a process that is cumbersome is a waste of peoples time and not beneficial. What is important is keeping people looking at the trend in their program and making changes as necessary.

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:**

Ralph Fernandez

Dates met (include email discussions):

9/24/15, 10/8/15, 10/17/15

List of Faculty who participated in the program Review Process:

Ralph Fernandez, Scot Rabe, Casey Mansfield, Curtis Cormane, Rick Leduc

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.