Assessment/Matriculation Program Review

2012-2013

1. Program Description

1A. Description

The assessment/matriculation program at Ventura College provides comprehensive matriculation and assessment services to assist students in determining their appropriate placement into English, reading and math classes. Math testing is also used to determine math competency for awarding of Associate degrees. Additionally, the assessment/matriculation program provides limited ability to benefit testing services to determine eligibility for financial aid for students with neither a high school diploma nor a GED Certificate. The assessment/matriculation program provides information regarding assessment/matriculation activities and provides related data to interested campus entities. The program also provides prerequisite verification for students who completed course prerequisites at other institutions, and who need prerequisites verified before they can register for classes at Ventura College.

1B. Services Provided by the Program

1**. Assessment Testing**: The Assessment/Matriculation program offers assessment testing to assist students in selecting appropriate English, reading and math classes. Ventura College uses the College Tests for English Placement (CTEP) for English and reading placement, and the CSU/UC Mathematics Diagnostic Testing Project (MDTP) for math placement. Both tests are offered on a computerized format as well as on a paper and pencil basis. Students may select either format for their testing session. Assessment/Matriculation staff members are available to explain test results and answer questions which the students may have regarding their test results. Students may retest if they provide a valid reason for making another attempt at the assessment test.

The Assessment/Matriculation program is also responsible for maintaining data related to testing activities and for dispensing the information to interested campus entities upon request or as needed. Those requesting or requiring assessment data in the past include the Institutional Researcher, Deans and department chairs for English, math and other interested departments, the Counseling Department, and the Executive Vice President. Data collected for the 2011-12 academic year indicate that 4215 students were tested by the Matriculation Office during the Spring testing period (September 1, 2011 through January 31, 2012), and 8,327 students were tested during the Summer/Fall testing period (February 1, 2012 through August 31, 2012). This indicates that a total of 12,542 students were served during the two testing periods. As part of the high school on-campus matriculation effort, the program assessed 1692 students on 21 high school campuses in the Spring of 2012. Additionally, 3,341 prerequisite

releases have been processed by the Matriculation Office from January 1, 2012 until the present (10/04/2012), and approximately 400 Prerequisite Challenges were processed by the Matriculation Office during the Summer/Fall testing period in 2012. These numbers were accomplished by three full-time staff and two part-time student workers.

 During the months of September and October of 2011, the math cut scores were reviewed and readjusted.   The Institutional Researcher conducted analyses of math test scores and placements and found disparate impact from the prior adjustments. Scores have now been readjusted to the pre-2011 levels. Results from testing in 2011-12 are presented in the chart below:

Testing statistics for math, reading and English for the Summer/Fall 2012 testing period (02/01/2012 – 08/31/2012) are currently available (please see below).   In summary, the Assessment office conducted 3300 assessments during the 2012 Summer/Fall testing period.

English Placement – 3051 Records

Course Placement	Frequency	%	Cumulative	Cum. Freq.
"We strongly advise that you see a counselor." (ENGL V04A)	162	5%	162	5%
ENGL V03	880	29%	1042	34%
ENGL V02	1190	39%	2232	73%
ENGL V01A	819	27%	3051	100%

 Math Placement - 2669 Records

Course Placement	Frequency	%	Cumulative Frequency	Cumulative %
Take Math Test I	105	4%	105	4%
Take Math Test II	404	15%	509	19%
Take Math Test III	147	6%	656	25%
LSV07	31	1%	687	26%
Math V09	220	8%	907	34%
Math V10	305	11%	1212	45%
Math V01, V01A, V11A, V30	812	31%	2024	76%
Math V02, V03, V03A, V35	478	18%	2502	94%
Math V04, V05 V40, V44	55	2%	2557	96%
Math V20 or Math V46	81	3%	2638	99%
Math V21A	31	1%	2969	100%

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2. Ability to Benefit Testing: The Assessment/Matriculation program also provides limited Ability to Benefit (ATB) testing for students wishing to apply for Financial Aid, but who lack a high school diploma or a GED certificate. Sweeping federal changes to financial aid have provided a very limited window for students to qualify to take the ATB exam.

3. Prerequisite Verification: Responsibility for verifying completion of appropriate prerequisite courses for classes taken at Ventura College is assigned to the Assessment program.   Ventura College currently enforces all prerequisites by blocking enrollment of students who have not completed the prerequisite class or classes at one of the three District colleges. Students who have completed the prerequisite courses in high school or at another college level institution must present evidence of having passed those prerequisites with grades of "C" or better. Students may present official or unofficial transcripts to Assessment personnel either in person, by fax, or by email. These documents are reviewed, and if it is determined that the student has adequately fulfilled the prerequisite, the appropriate release code is input into the student's District database file, and the student is then able to register for the class. If it is determined that the student has not adequately satisfied the prerequisite(s) for the class into which he/she is attempting to enroll, Assessment staff explains the student's options which may include submitting a petition to challenge a prerequisite, or simply attempting to enroll in the prerequisite class.

4. Prerequisite Challenges: Students who do not meet prerequisites have the option to petition to challenge the prerequisite. The Assessment program oversees and facilitates this process. The challenge process frequently requires a significant amount of follow-up by the Assessment staff. Students generally return to the Assessment Office to make an inquiry, and staff must follow up to determine the reason if a prerequisite challenge is delayed.

5. High School On-Campus Matriculation: Ventura College offers a high school outreach matriculation program on an annual basis. The high school outreach program has focused on bringing the basic matriculation process to local high school campuses in Ventura, Oxnard, Fillmore, Santa Paula, Ojai, and Camarillo. This outreach program involves the Assessment program, the Counseling Department, and the recently implemented Outreach/New Student component established by the Welcome Center. Activities which are included in this annual outreach include completion of the application process, assessment, orientation, and counseling. The Matriculation Specialist II has been the liaison between the high schools and the college for the past ten years, and has been responsible for scheduling the assessment, orientation and counseling activities. This program has been successful in involving high school students in early application, assessment and registration activities, however, is currently undergoing some changes in partnership with the Welcome Center.

6. Early Alert: The Assessment program is responsible for coordinating the Early Alert function on the Ventura College campus. This activity is made available to students and instructors as a means of informing those students who may be encountering some difficulty in one or more of their classes of the options and services available to them. Early Alert is intended to encourage students to recognize that they may be having difficulties in one or more of their courses and to offer them intervention strategies to assist them to be successful. Instructor participation in Early Alert has dwindled during the past few years, and the entire process is currently under review in efforts to improve the level of participation in the program. The college is currently in year 3 of a Title V Collaborative grant which will revise and update the student portal. It is hoped that the early alert process will be integrated into the student portal project and encourage both increased faculty participation and automation of the work intensive Early Alert process.

7. Data Collection and Dissemination: The Assessment program is responsible for collecting, maintaining, and disseminating data related to the services and activities it conducts during the course of the school year. Data is used to assist users in making prudent, information driven decisions.

8. CYA Testing: On an annual basis, the California Youth Authority requests the Ventura College Assessment Specialist to conduct assessment testing at their Ventura County facility. A number of the young men and women who are incarcerated at this facility are enrolled in or interested in enrolling in classes which are conducted at the CYA campus through Ventura College. Testing must be conducted separately for the male and female participants. Since the CYA facility is a lock down prison, staff must submit personal information prior to the testing session in order to obtain clearance to enter the facility. Test results are faxed back to the on-site instructor who distributes them to the individual students. The data is then used to determine which English and math classes will be offered at the facility during the school year.

9. Math Competency Testing: : Students who are interested in obtaining an associate degree must demonstrate competency in mathematics at the level of Intermediate Algebra by either passing a math class at that level or higher (with a grade of "C" or better), or by passing an exam which demonstrates competency at the level of Intermediate Algebra or higher. The math departments at the three VCCCD colleges developed a test to determine competency at the level of Intermediate Algebra for this purpose. Students who choose to demonstrate competency by taking the exam are able to do so through the Assessment Office. The math department scores the test and informs the student of his/her test results.

10. Other Services/Events/Activities offered by Assessment Program Personnel: The Assessment program also lends its support and effort to a number of other events, and activities which are offered by various other departments and programs at Ventura College. These include disseminating information and verification forms for Priority Registration, assisting with planning and participating in Freshman Week, assisting with planning and participating in the annual High school Counselor Exchange Day (this event is planned and staged by the VC Counseling Department). The Assessment/Matriculation program also informs students regarding the Ventura Promise and provides appropriate forms for students who are interested in pursuing this option.

1C. College Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

1D. College Mission

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

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1E. Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

1F. Program Significant Events (Strengths and Successes)

The program staff continues to provide the primary strength for the Assessment/Matriculation Program. The state legislature passed Senate Bill 1456, the Student Success Act of 2012. This bill represents a recommitment to the matriculation principles originally established in the Seymour-Campbell Matriculation Act of 1986. Passage of this legislation and its subsequent signing by the governor signifies a recommitment to the matriculation process. In preparation for implementation of this new legislation, the Assessment/Matriculation office has sponsored two Region 6 meetings and will sponsor a third on October 24. Assessment/Matriculation staff will continue to attend training and remain up to date as new regulations are put in place.

At the end of the Summer/Fall testing period, the program's Main Computer which stores all of the data generated by the testing program, "crashed" and a considerable amount of data was lost. Information technology did an excellent job of recovering much of the data from the incapacitated hard drive, and replaced it on the new computer. However, a significant portion of the data remains lost and unavailable at the present time.

1G. Organizational Structure

President: Robin Calote

   Executive Vice President: Ramiro Sanchez

   Dean: Victoria Lugo

Instructors and Staff

Name	Steve Manriquez
Classification	Matriculation Specialist II
Year Hired	2001
Years of Industry Experience	26
Degrees/Credentials	AA, SBCC.B.A. Psychology UCSB

Name	Margaret Dominguez
Classification	Matriculation Specialist I/Bilingual
Year Hired	1999
Years of Industry Experience	21
Degrees/Credentials	AA, VC, BA Liberal Arts, CLU

Name	Angeles Rodriguez
Classification	Administrative Assistant/Bilingual
Year Hired	
Years of Industry Experience	
Degrees/Credentials	

Please note that all full time counseling staff are included in the matriculation budget.

2. Performance Expectations

2A. Student Learning Outcomes

2A1. 2012-2013 - *Institutional* **Student Learning Outcomes**

1. Communication - written, oral and visual
2. Reasoning - Scientific and quantitative
3. Critical thinking and problem solving
4. Information literacy
5. Personal/community awareness and academic/career responsibilities

2A2. 2012-2013 – *Program* **Service Unit Outcomes**

1. Students who take the assessment test should understand why they are taking the test, and that their test results will be used to help them select the most appropriate math and English classes.
2. Students who take the assessment test should be aware of their option to challenge a prerequisite if they are not able to meet the prerequisite, but still feel that they are capable of passing the class.
3. Students who take the assessment test will understand what a prerequisite is and how they are used.

2A3. 2012-2013 – *Program Operating* **Outcomes**

1. The program offers enough testing slots so that students do not have to wait more than two weeks to take their assessment test.
2. The computers and printers in the assessment center are functional and create a positive testing experience for students.
3. The testing area has sufficient ventilation to maintain a comfortable testing environment for students.
4. The testing area is sufficiently quiet so that students can focus on their testing with limited distractions.

3. Operating Information

Program:	Matriculation					Combined Budgets
Category	**Title**	**FY09**	**FY10**	**FY11**	**FY12**	**FY13**
1	FT Faculty	36,306	5,272	42,703	5,328	1,040
2	PT Faculty	153,060	68,776	94,989	69,636	16,979
3	Classified	404,794	250,106	205,953	220,736	226,452
4	Student Hourly	23,139	0	22,124	35,480	37,259
5	Supervisors	0	0	0	0	0
6	Managers	0	0	0	0	0
7	Supplies	11,270	3,573	16,424	4,963	5,717
8	Services	20,502	12,665	14,032	13,770	50,082
9	Equipment	2,769	0	10,610	20,000	0
	Total	**651,840**	**340,392**	**406,835**	**369,913**	**337,529**

Matriculation: Budget Expenditure Trends

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Category	Title	FY09	FY10	FY11	3 Year Average	FY12	FY12 Program Change from Prior Three Year Average	FY12 College Change from Prior Three Year Average
1	FT Faculty	36,306	5,272	42,703	28,094	5,328	-81%	8%
2	PT Faculty	153,060	68,776	94,989	105,608	69,636	-34%	-8%
3	Classified	404,794	250,106	205,953	286,951	220,736	-23%	-7%
4	Students	23,139	-	22,124	22,632	35,480	57%	2%
5	Supervisors	-	-	-	-	-	0%	6%
6	Managers	-	-	-	-	-	0%	0%
7	Supplies	11,270	3,573	16,424	10,422	4,963	-52%	1%
8	Services	20,502	12,665	14,032	15,733	13,770	-12%	2%
9	Equipment	2,769	-	10,610	6,690	20,000	199%	18%
	Total	651,840	340,392	406,835	466,356	369,913		0%

Matriculation: Budget Expenditure Trends
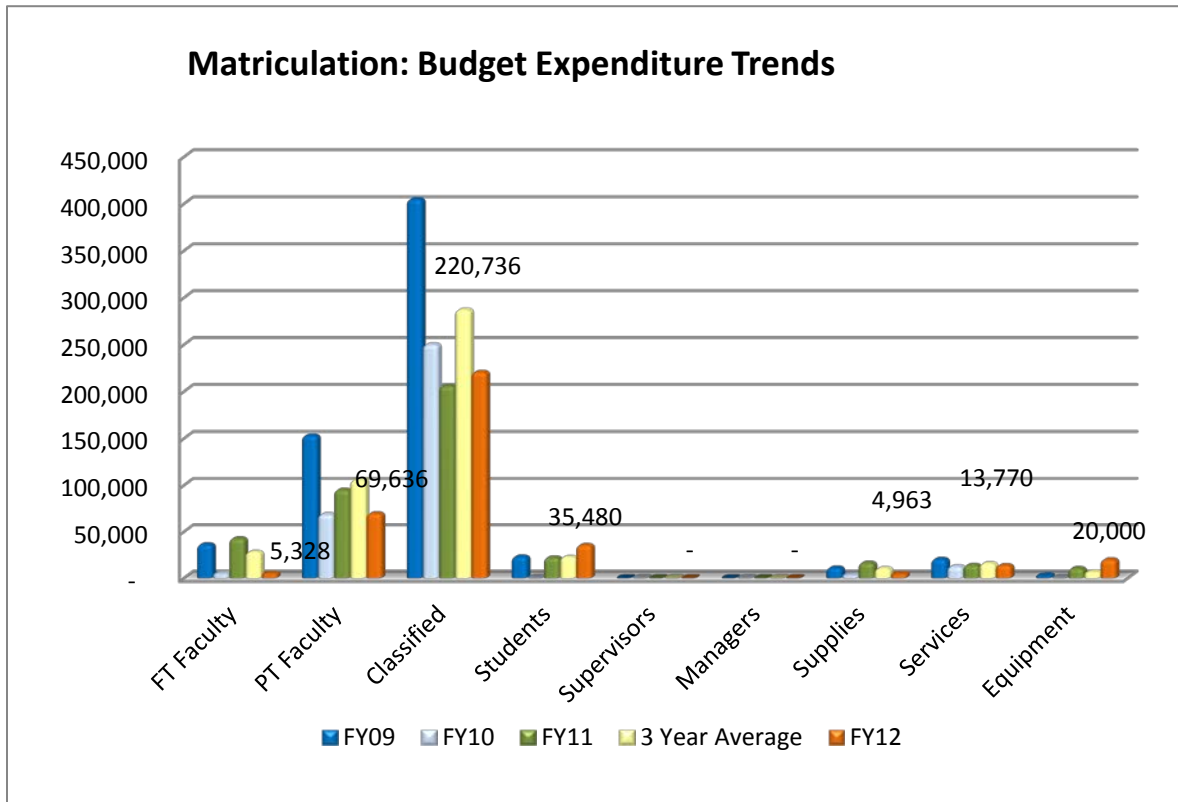
Interpretation of the Program Budget Information

The budget implies that funds have been significantly reduced for part time faculty. During FY 10, part time faculty funds were converted to hire two full time counseling faculty. An additional counseling faculty position was converted from the business division, resulting in the addition of 3 full time counseling positions in FY 10. At the same time, the number of budged classified positions in the assessment/matriculation office has declined by over 59%. Classified staff continues to take on extra work load while faculty positions have grown. It may be time to reassess which duties that classified staff is currently doing should be reallocated to faculty. The student hourly budget has increased significantly. This is due to the fact that the matriculation budget is used to fund three student ambassador positions as part of the pre-admissions function of the welcome center.

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Interpretation of the Program Inventory Table

The assessment/matriculation program has chosen not to use the outdated program inventory table at this time. However, we will be requesting that both the Administrative Assistant and Matriculation Specialist I get updated computers. The computers that are in use by these two staff are over 4 years old and are constantly needed to be repaired. The assessment/matriculation office also has 3 laptops that need to be updated. These are used when staff does presentations and/or testing at the high schools. They are outdated and take a long time to boot up.

Service Data:

The Assessment/Matriculation Program serve a diverse, multiethnic mix of students at Ventura College. Students who took the assessment test represent a cross-section of the students served at VC during the past year. The samples of students that will be considered are students who took the assessment test from September 1, 2011 through August 31, 2012. 4035 students were tested during the noted time period. 70% of these students were under 18 years of age, while 29% indicated that they were under 19, and 41% indicated that they were 18 or 19 years of age. 12% indicated that they were 20 to 24, 11% indicated that they were 25 to 39 years of age, and the rest indicated that they were 40 or older.

The ethnic breakdown of the sample shows that 50% of the students tested during the noted testing periods reported that they were Hispanic, while 23% of the students responding indicated that they were White/not of Hispanic origin, and 4% reported their ethnic background as Black/Not of Hispanic origin. The remainder of the students who took the assessment test reported various ethnic backgrounds including American Indian/Alaskan Native (1%), Asian (2%), Pacific Islander (1%), with13% declined to respond. Sixty-five percent of these students reported that English is their primary language and 23% indicated that it was not their primary language while 12% did not respond to this item. On the basis of gender, 48% of the students in the sample were female, 41% male and 11% did not respond regarding their gender.

Sixty-six percent of the students tested in the sample indicated that this was the first time they had applied or attended any college. Five percent indicated that they were transferring from another college, 5% reported that they were returning to the college and 10% indicated that they were continuing students at Ventura College.

a) *How many students, classes, etc. have been served by the program over the last two years (per semester)?*

b)

Service Provided	Students Served Spring 2012	Students Served Summer/Fall 2012	Students Served Spring 2011	Students Served Fall 2011	Total Students Served (2010/11)
Assessment Testing	735	3300	839	3663	8537
Prerequisite Verification	→	3341	→	5605	8946
Prerequisite Challenges	→	450 (Approx)	→	400+ (approx.)	850+
ATB (Ability to Benefit Testing)	61	→	142	→	203
High School On-Campus Matriculation	1692	→	1763	→	3455
Early Alert	→	788	→	662	1450
Priority Registration	4215	8327	Not Available	Not Available	12,542 (2012 only)

Prerequisite challenges have been approximated because the math and science department did many of their own and many were done partially through the matriculation office and partially through math and science, thus maintaining accurate number was difficult.

c) *What other operational data is pertinent to your program? Please provide.*

The state is looking to purchase one assessment tool that would be available to all community colleges. Legislation is currently in process that would facilitate this process.

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4. Performance Assessment

4A1: 2012-2013 Institutional Level Student Learning Outcomes

Institutional Level Student Learning Outcome 1	Performance Indicators
Communication	
Operating Information	
Analysis – Assessment	
This ISLO will not be assessed by the Assessment/Matriculation Program	

Institutional Level Student Learning Outcome 2	Performance Indicators
Reasoning	
Operating Information	
Analysis – Assessment	
This ISLO will not be assessed by the Assessment/Matriculation Program	

Institutional Level Student Learning Outcome 3	Performance Indicators
Critical Thinking and problem solving	
Operating Information	
Analysis – Assessment	
This ISLO will not be assessed by the Assessment/Matriculation Program	

Institutional Level Student Learning Outcome 4	Performance Indicators
Information Literacy	
Operating Information	
Analysis – Assessment	
This ISLO will not be assessed by the Assessment/Matriculation Program	

Institutional Level Student Learning Outcome 5	Performance Indicators
Personal/community awareness and academic / career responsibilities	Students will know how to find information on challenging a prerequisite
Operating Information	
Survey	
Analysis – Assessment	
80% of student surveyed will answer "yes" to the question "I know where to find information on challenging a prerequisite" on a survey.	

4A2: ☐2012-2013☐ **Service Unit Outcomes**

Service Unit Outcome-1	Performance Indicators
Students who take the assessment test will demonstrate understanding about how to use the test results.	*80% or higher will respond yes on the question "I understand how the results of the assessment test will be used."*
Operating Information	
Survey	
Analysis – Assessment	

Service Unit Outcome-2	Performance Indicators
Student who takes the assessment test should have a comprehensive understanding of the challenge process should they choose to challenge a prerequisite	*80% of students surveyed will answer yes to the question "I understand the role and use of prerequisites."*
Operating Information	
Survey	
Analysis - Assessment	

Service Unit Outcome-3	Performance Indicators
Operating Information	
Analysis – Assessment	

4C. 2012-2013 **Program Operating Outcomes**

Operating Goal-1	Performance Indicators
The program offers enough testing slots so that students do not have to wait more than two weeks to take their assessment test.	*The assessment center staff will monitor the number of students wanting to take the assessment test, and open up more slots if necessary.*
Operating Information	
Staff monitoring using SARS scheduling software	
Analysis – Assessment	
Staff will analyze SARS during peak times to determine if students have to wait more than two weeks for an assessment appointment.	

Operating Goal-2	Performance Indicators
The computers and printers in the assessment center are functional and create a positive testing experience for students.	*Students will have access to functional computers and the thin clients will reduce the high temperatures in the center.*
Operating Information	
Staff will monitor how many times/computers are unusable during peak testing times	
Analysis – Assessment	
Staff will track the number of computers and requests to the help desk for computer malfunction.	

Operating Goal-3	Performance Indicators
On hot days, the temperature in the assessment center is so hot that students have a difficult time completing their tests. Some have nearly passed out from the heat.	Staff will survey student and keep track of how many students wish to reschedule testing appointments due to the discomfort they experience in the testing room.
Operating Information	
Staff will put in a work order for heating and ventilation assistance.	
Analysis – Assessment	
Staff will evaluate the findings from the heating and ventilation specialist to determine the best course of action.	

5. Findings

2012-2013 - FINDINGS

Finding 1: Due to aging equipment technology, a computer holding years of data crashed resulting in a loss of data that cannot be recaptured. In addition, two staff members are desperately in need of computer upgrades.

Finding 2: The temperature in the assessment center is sometimes so hot that students are unable to have a pleasant testing environment.

Finding 3: When special events are taking place on the quad area of campus, students who are testing are often disturbed by loud noise.

Finding 4: The staff in the Assessment/Matriculation Office served over 12,000 students during the 2011-12 academic year. Staff continues to do more with less.

Finding 5: Classified staffing in the matriculation office had declined while staff has assumed increased workload, i.e. prerequisite verification, coordination of high school outreach activities, etc. The Dean of Student services will work with matriculation staff and counselors to redistribute workload

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6. Initiatives

(Assessment/Matriculation) Program Review Spreadsheet

Line Number	Division Code	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description
1	35	Assessment/Matric	H				AMT 1201	New Computers for staff	Purchase new computers for staff $3000
2	35	Assessment/Matric	H				AMT1202	HVAC Update	Schedule an HVAC inspection for testing area
3	35	Assessment/Matric	M				AMT1203	Noise Reduction	Purchase small fans for noise reduction purposes (4@$40) 160.00
4	35	Assessment/Matric	L				AMT 1204	Recognition of staff doing more with less	None
5	35	Assessment/Matric	L				AMT 1205	Meeting with Dean and Counseling Dept. chair to discuss workload reallocation	None

6A: 2011-2012 - FINAL Program Initiative Priority Ratings

6B: 2012-2013 Initiatives

Initiative: Provide upgraded computers to the Matriculation Specialist I and Administrative Assistant.

Initiative ID: AMT 3501

Link to Finding #1:

Benefits: Staff will be able to better serve students by having equipment that works.

Request for Resources: Computer Equipment funds

Funding Sources: General Fund

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	x
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative: Have an HAVAC inspection of the Testing Center to ensure that students experience a positive testing environment.

Initiative ID: AMT 3503

Link to Finding #2:

Benefits: Will improve the testing environment for students.

Request for Resources: Facilities Funds

Funding Sources: College facilities funds

No new resources are required (use existing resources)	x
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	x
Requires other resources (grants, etc.)	

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Initiative: **Purchase noise reduction devises to keep noise levels down where there is a special event in the quad.**

Initiative ID: AMT 3503

Link to Finding #3:

Benefits: Will improve the testing environment for students.

Request for Resources: Matriculation Supply Funds

Funding Sources: None

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	x

Initiative: AMT1205 : Classified staffing in the matriculation office had declined while staff has assumed increased workload, i.e. prerequisite verification, coordination of high school outreach activities, etc. The Dean of Student services will work with matriculation staff and counselors to redistribute workload

Initiative ID: AMT 1205

Link to Finding #5:

Benefits: Clarified roles between work of classified staff and faculty.

Request for Resources: None

Funding Sources: None

No new resources are required (use existing resources)	x
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

6C: **2012-2013** **Program Initiative Priority Ratings**

Program	Category	Program Priority (0,1,2,3)	Division Priority (R,H,M,L)	Committee Priority	College Priority	Initiative ID	Initiative Title	Resource Description	Estimated Cost	Adjusted Cost	Accumulated Costs	Personnel

6D: Program/Department Level Initiative Prioritization

All initiatives will first be prioritized by the program/department staff. Prioritize the initiatives using the **RHML** priority levels defined below.

Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives will then be prioritized using the **RHML** priority levels defined below.

Committee Level Initiative Prioritization

The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the **RHML** priority levels defined below.

College Level Initiative Prioritization

Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the **RHML** priority levels defined below.

> **R**: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).
>
> **H**: High – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)
>
> **M**: Medium – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.
>
> **L**: Low – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

7. Process Assessment and Appeal

7A.   Purpose of Process Assessment

The purpose of program review assessment is to evaluate the process for continual improvement. The process is required for accreditation and your input is very important to us as we strive to improve.

7B.   2012 - 2013 ASSESSMENT QUESTIONS

1. Did you complete the program review process last year, and if so, did you identify program initiatives?

Yes, program initiatives were developed and funded although still remains unfinished (thin clients to replace all PC's in the testing room.)

2a. Were the identified initiatives implemented? Yes

b. Did they make a difference? *We have not had an opportunity to test them yet.*

3.   If you appealed or presented a minority opinion for the program review process last year, what was the result?

No appeals or minority opinions were put forth.

4. How have the changes in the program review process worked for your area?

We benefitted from the use of a facilitator. The process seemed much smoother and easier with everyone in the division participating.

5. How would you improve the program review process based on this experience? *This year's process was much more difficult due to the tables not being populated and the use of acrobat software. Hopefully, this will be corrected during next year's program review process.*

7C.   Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives.

If you choose to appeal, please complete the appropriate form 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.