



## Health and Holistic Studies Program Review 2013-2014

Department Chairs,

It is program review time again! Enclosed you will find your program review document that needs to be completed and turned in to your Dean by October 7, 2013. The purpose of program review is for faculty and staff members to evaluate their program's performance based on an analysis of data and to develop initiatives for improvement. Through the creation of initiatives, some requiring resources and some not, programs will establish goals and long-term program plans.

You will see that the document has been simplified in order to provide a more cohesive but functional document that we hope will be easier for your department to complete. You will also find included appendices with helpful information such as the Process Map, What to Leave In and What to Leave Out Guidelines, and the Academic Senate Rubric for Instructional Program Vitality.

Please note that instruction prompts have been provided in italics throughout sections of the document to provide guidance for interpreting data and providing analysis statements. You may remove these instructions as you complete each section. Please use 11 point, Calibri font for consistency.

Areas such as your program/department description and the staffing chart have been pre-populated using information from your last program review document. Please revise as necessary. Please note that you are not required to create initiatives for each area of data. However, programs are required, at a minimum, to create initiatives that do not require resources as every program should have some area (i.e. student success, retention) in which it is trying to improve. And programs, which offer degrees and/or certificates, need to set goals for increasing program completion rates (per direction from the Accrediting Commission).

The last page of the document includes a process verification section where you will note the participants and document the meeting dates. Your Division Dean will also need to electronically verify review prior to submitting the document, so be sure to plan accordingly.

### **Appendices:**

A-Program Review Process Map-Instructional Programs

B-What to Leave In and What to Leave Out

C-Academic Senate Rubric for Instructional Program Vitality-Instructional Academic Programs

D-Academic Senate Rubric for Instructional Program Vitality-Instructional CTE Programs

E-Appeal Form

### **Attachments:**

Data packets for your program/department

### **WHO TO CALL FOR ASSISTANCE**

#### **Budget and Inventory Data:**

David Keebler, VP-Administrative Services, ext. 6354

#### **Data Analysis and Interpretation:**

Michael Callahan, Institutional Researcher, ext. 6344

#### **Instructional Programs:**

Kathy Scott, Dean-Institutional Effectiveness, ext. 6468

Debbie Newcomb, Faculty Facilitator, ext. 6368

Sandy Hajas, LRC Supervisor, ext. 6179

#### **Services:**

Susan Bricker, Registrar, ext. 6044

Sandy Hajas, LRC Supervisor, ext. 6179

Kathy Scott, Dean-Institutional Effectiveness, ext. 6468



**Due October 7, 2013**



## Health and Holistic Studies Program Review 2013-2014

### Section I – Accomplishments and Status of 2012 Program Review Report

#### A. Last Year's Initiatives

*Instructions:*

- *Provide a brief status of initiatives created last year that did not require funding. Include an explanation of what changes occurred (i.e. in student learning) as a result of those initiatives.*

##### **Initiative 1:**

Three dedicated Health Education large capacity, classrooms with fully modernized technology.

This initiative received a high priority at last year's (2012) division program review meeting. It was also approved at the college program review level. However, the EVP ignored this directive. ***The program review process was ineffective regarding the implementation of this approved initiative!***

##### **Initiative 3:**

Increase collaboration with the nursing and other departments. Advertise the creation of the holistic nursing scholarship, the Osher Holistic Studies scholarship, and the holistic studies transfer scholarship.

Two \$1000 holistic studies scholarships were awarded at the Ventura College Foundation's Scholarship Luncheon last spring. We are beginning to collaborate with the English Department. Last year, we co-sponsored an essay contest on the safety of GMOs. This year we are co-sponsoring another essay contest regarding healthy food. We need to advertise the holistic nursing scholarship more.

##### **Initiative 4:**

Meet the needs of the many students in the holistic studies program by curriculum development and course scheduling changes.

This initiative has been accomplished. Courses in the holistic studies degree are being offered during the morning, afternoon and evening in order to accommodate students' scheduling needs. A new course, KIN V72: Stress Management Relaxation Exercises was created and will be offered in spring, 2014.

##### **Initiative 5:**

Move HED V70, Spiritual Health, to the Core courses # 1 tier. Move KIN V74 Core Applications in Functional Kinesiology, and KIN V73 Holistic Movement, to tier # 1. Move KIN V70: Physiology and Fundamentals of Yoga and KIN V76: Tai Chi for Balance and Health to tier # 2, and offer a new mind/body integrative kinesiology course.

The tiering issue has been a frustrating subject because of poor communication between the department chair and dean with the EVP. Requested justification for re-tiering of courses was given to the EVP, who never responded, despite numerous requests to do so. This issue of stonewalling by the EVP on re-tiering was brought up at the department chair meeting on 10/24/13 and will hopefully be addressed when the new EVP is hired in January 2014. However, as to the last part of Initiative 5, we are offering a newly created KIN V72 Stress Management Relaxation Exercises in the spring 2014 schedule.



## Health and Holistic Studies Program Review 2013-2014

- Provide a brief status of initiatives created last year that required funding. For those that were funded, what changes occurred (i.e. in student learning) as a result of the initiatives/funding.

### **Initiative 2:**

Purchase additional instructional aids and resources that help promote an increase in student interaction. Continue to replace old, outdated VHS & DVDs with California Mandated DVDs that include closed captioning.

We received money to replace several outdated health videos and purchased several DVDs with embedded closed captioning. We still need to replace other outdated health videos with current DVDs.

**Initiative 6:** Hire a full-time health instructor/head coach of a woman's sport. There are 11 part-time instructors in health education who are all teaching full loads as adjunct faculty. There are four full-time coaches coaching men's teams, while only one full-time coach coaching a women's team. One full-time coach coaches both men's and women's swim teams.

This was not accomplished.

### **B. Updates/accomplishments pertaining to any of the Student Success or Operating Goals from last year's report.**

*Instructions: Provide any updates/accomplishments pertaining to Student Success or Operating Goals you created last year (see your last year's program review). The goals will not be continued in this same manner, but we want to provide faculty and staff the opportunity to provide any updates/accomplishments that may have taken place since last year.*

## **Section II - Description**

### **A. Description of Program/Department**

The objective of the Health Education Program is to enrich students' education, career, and life by learning integrated wellness strategies. This helps promote a healthy lifestyle as well as to prepare students for higher education and professional careers in the health industry. With a foundation based in liberal arts and the natural and behavioral sciences, the curriculum is directed to prepare students for the multitude of activities in the health profession. Transfer students interested in specializing in Health Education who wish to qualify for an Associates' Degree could explore Nursing Science or Holistic Studies as a possible major.

\*Description revised 9/13/ 11 @ Health Department Meeting

### **Degrees/Certificates**

Program's courses are designed to articulate to UC and CSU for transfer students. An Associate of Arts Degree in General Studies, emphasis Holistic Studies was approved in July, 2009. Twelve (12) students graduated with the Holistic Studies degree in May, 2012. Eleven (11) students graduated with the Holistic Studies Degree in May 2013.



## Health and Holistic Studies Program Review 2013-2014

### B. Program/Department Significant Events (Strengths and Successes), and Accomplishments

*Instructions:*

- *What has changed over the past year (i.e. faculty, degrees/certificates, curriculum, etc.)?*

We created a new course, KIN V72 Stress Management Relaxation Exercises, as part of the Holistic Studies degree. We will be offering this new class beginning in the spring semester, 2014.

*What is impacting the program now?*

All of the kinesiology courses, including those which are part of the holistic studies degree, are now 1 unit. (formerly 1.5 units) Due to changes in Title V regulations, Kinesiology classes can no longer be repeated. Therefore, many of our courses have been changed so as to offer a level one and a level two course within the subject. (Example: Yoga 1, Yoga II) Title V also required us to group our Kinesiology courses into families, which affects the number of times courses within a family may be taken. We are not sure how this will impact students in our holistic studies program.

### C. 2013-2014 Estimated Costs/Gainful Employment – for Certificates of Achievement ONLY

	Cost		Cost		Cost		Cost
Enrollment Fees		Enrollment Fees					
Books/Supplies		Books/Supplies					
Total		Total		Total		Total	

### D. Criteria Used for Admission

There are no prerequisites for any of the Health Education courses.

### E. College Vision

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

### F. College Mission

At Ventura College, we transform students' lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of the educational experience, we serve a highly diverse student body by providing quality instruction and student support, focusing on associate degree and certificate completion, transfer, workforce preparation, and basic skills. We are committed to the sustainable continuous improvement of our college and its services.



## Health and Holistic Studies Program Review 2013-2014

### G. College 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.

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Student Success</li> <li>• Respect</li> <li>• Integrity</li> <li>• Quality</li> <li>• Collegiality</li> <li>• Access</li> </ul> | <ul style="list-style-type: none"> <li>• Innovation</li> <li>• Diversity</li> <li>• Service</li> <li>• Collaboration</li> <li>• Sustainability</li> <li>• Continuous Improvement</li> </ul> |
|--|---|

### H. Organizational Structure

**President:** Greg Gillespie

**Executive Vice President:**

**Dean:** Tim Harrison

**Department Chair:** Raeann Koerner and Terry Morris (co-chairs)

**Faculty/Staff:**

<b>Name</b>	<b>Koerner, Raeann</b>
Classification	Professor
Year Hired	1982
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.A.

<b>Name</b>	<b>Morris, Terry J</b>
Classification	Professor
Year Hired	1997
Years of Work-Related Experience	
Degrees/Credentials	B.S., M.A.

<b>Name</b>	<b>Cowen, William</b>
Classification	Athletics Director
Year Hired	2009
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.A.

<b>Name</b>	<b>Eliot, Maureen</b>
Classification	Professor
Year Hired	2004
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.A.



## Health and Holistic Studies Program Review 2013-2014

Name	Fredrickson, Nancy
Classification	Professor
Year Hired	1999
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.A.

Name	Ramirez, Joey
Classification	Professor
Year Hired	2011
Years of Work-Related Experience	
Degrees/Credentials	B.S., M.A.

### Section IIIa – Data and Analysis

#### A. SLO Data

*Instructions:*

- *Provide highlights of what you learned last year in your assessments and discussions.*  
The most important effect of the SLO process has been that it has brought the instructors who teach the same course together to engage in discussions relevant to the course. The process has stimulated a healthy conversation regarding the most important concepts and skills we want our students to learn and achieve in our classes.
- *Provide highlights of some of the changes made as a result of the assessments and discussions.*  
A positive outcome is that it brought faculty together to update SLOs to better represent current course topics being taught. The highlight of the SLO meetings is the sharing of best practices within the discipline, sharing teaching strategies and interactive lessons for the various topics within a particular health course.
- *How did the changes affect student learning – or how do you anticipate that they will?*  
A recurring theme is “How can we enhance student learning?” This has led to numerous discussions as how to best do this. We are trying to create more “hands on” learning opportunities in the classroom.
- *Based on what you learned, what initiatives requiring resources could you develop (or have you developed) to improve student learning? Explain briefly. Initiatives need to be entered in more detail in Section V.*  
We purchased new videos with closed captioning. We have purchased instructional materials, such as anatomical models and “blood alcohol simulation goggles” in past years which proved to greatly enhance student learning.
- *What are the most significant initiatives not requiring resources you could (or have developed) to improve student learning? Explain briefly. Initiative(s) need to be entered in more detail in Section V.*  
We will continue to have a health teachers’ meeting each semester to review best practices for student learning in the classroom.
- *Comment on the status of your SLO rotational plan, mapping, and other TracDat work.*  
We finished our 5 year plan and have decided to assess our student learning outcomes in the fall semester only. We will evaluate whether or not this is the best model for our department.

#### B. Performance Data



## Health and Holistic Studies Program Review 2013-2014

### 1. Retention – Program and Course

*Instructions:*

*Retention refers to the number/percentage of students completing the class.*

- *How does your program's retention rate compare to the college overall? Is comparing it to the college average appropriate or not? Please explain.*

The prior 3 year average health education retention rate is 91% as compared with the prior 3 year average college wide retention rate of 86%. The health education retention rate was 5% higher than the overall college wide retention rate for that period.

- *In looking at your program's retention rate over the past three years, is there a trend? If so, explain.*

The FY 2013 health education retention rate dropped 4% from the prior 3 year average. This is a concern that we will closely monitor our retention rates.

- *In looking at the disaggregated data by gender, ethnicity, and age are there gaps in retention for certain groups of students? Also, is the retention going down for certain groups? If there are gaps, what might be done to address them?*

Analyzing the disaggregated data by ethnicity, our health education class retention rates are within 3%, plus or minus, of the college retention rates among all identified ethnic groups.

- *Do your retention rates meet your expectations? Are there areas that need improvement?*

The HED retention rate dropped during the 2013 fiscal year from a prior three year average of 91% to 87%. The majority of the HED courses were within several points of their previous years' retention rates. There was one course, HED V82, where the retention rate plummeted from 89% to 68%. This was discussed with the instructor of the course and changes to the course description have been identified and are in the process of being implemented through CurricUNET. After discussing this slight program level decline among several health instructors, it was determined we need to make sure that we drop students who are not attending class by the census date. It appears that several health instructors did not drop students in a timely manner, which may account for the lower retention rate.

- *What initiative(s) could you develop based on what you have learned? Explain briefly. Initiatives need to be entered in more detail in Section V.*

Initiative D has been developed to address student retention and student success. The health faculty will meet to discuss this one year drop in retention and will develop strategies to enhance student engagement, student retention, and student success.

### 2. Success – Program and Course

*Instructions:*

*Success refers to the number/percentage of students who pass the class with a grade of C or better or a "pass."*

- *How does your program's success rate compare to the college overall? Is comparing it to the college average appropriate or not? Please explain.*

The HED program's overall success rate for fiscal year 2013 is 73%. This is down 2% from the prior three year success rate of 75%. The 73% success rate is still 2% above the college wide success rate.

- *In looking at your program's success rate over the past three years, is there a trend?*

This appears to be an anomaly. However, we will continue to monitor our retention and success rates.



## Health and Holistic Studies Program Review 2013-2014

- *In looking at the disaggregated data by gender, ethnicity, and age are there gaps in success for certain groups of students? Also, is the success rate going down for certain groups? If there are gaps, what might be done to address them?*

Analyzing the disaggregated data by ethnicity, our health education class success rates are within 3%, plus or minus, of the college success rates among all identified ethnic groups.

- *Do your success rates at the program and college level meet your expectations? Are there areas that need improvement?*

We are concerned that the success rate in our HED classes has declined 2% so we will track this. After discussing this decline among several health instructors, it was determined we need to make sure that we drop students who are not attending class by the census date. It appears that several instructors did not drop students in a timely manner, which may have accounted for the lower success rate.

- *What initiative(s) could you develop based on what you have learned? Explain briefly. Initiatives need to be entered in more detail in Section V.*

Initiative D has been developed to address student retention and student success. The health faculty will meet to discuss this one year drop in student success and will develop strategies to enhance student engagement, student retention, and student success.

### 3. Program Completion – for “Programs” with Degrees/Certificates Only

*Instructions:*

*Completion refers to the number of students in the program receiving degrees and/or certificates. The Executive Team uses these data in creating its annual Planning Parameters. Are the numbers of degrees AND certificates (look at separately) awarded over the last four years increasing, decreasing, or staying about the same?*

The Holistic Studies degree has been in place for four years. The number of graduates grew from one student the first year, to an average of 12 students the past two years.

- *In looking at the disaggregated data for completion over the past four years, are there gaps in success for certain groups of students? Also, is the completion rate going down for certain groups? If there are gaps, what might be done to address them?*

There is a discrepancy in the number of males (6) and the number of females (22) who have earned the Holistic Studies degree. However, in FY 2013, the gap narrowed somewhat: 4 males and 7 females. We hope this is the beginning of a trend.

- *Do the completion rates meet your expectations? Why or why not?*

We are quite satisfied with completion rates, especially since this is a relatively new program.

*What should be the goal for program completion? NOTE: ACCJC, our accrediting commission, has advised colleges that visiting teams will now be looking for program and institution-set standards for completion.*

A realistic holistic studies program completion goal is 6-8 graduates a year.

- *What initiative(s) could you develop based on what you have learned? Explain briefly. Initiatives need to be entered in more detail in Section V and need to include a goal/performance indicator (i.e. Program completion will increase by 10% over the next 3 years).*

We are satisfied with our completion rates. However, we will monitor the number of male and female graduates from year to year.





## Health and Holistic Studies Program Review 2013-2014

- Programs that have awarded fewer than 12 certificates or degrees over the past four years may be placed on possible discontinuance. If this is the situation for your program, what changes can be made to increase the number? (i.e., Is it possible to combine programs in your area? Does the curriculum need updating?, etc.). In general, what can be done to increase the number of degrees and certificates awarded? **N/A**

### C. Operating Data

#### 1. Demographics - Program and Course

Instructions:

Demographics refer to the students enrolled in the program/course.

- What does the data indicate/say about the students enrolled in the program/course? (Provide a **very brief summary**).  
Our HED classes are comprised of 50% Hispanic students, 33% White students, 2 % Asian, 6% African American and 3% Filipino. 59% of our students are female. 40% of our students are male.
- How do your students compare to the college demographics? Is there a significant difference? What trends/changes do you see over the past three years?  
Our student demographics mirror the college demographics with respect to ethnicity. There is a slight difference in the ratio of male and female students as compared with the college ratio. The health student population is 59% female (as compared to 54% college wide) and 40% male (as compared to 46% college wide.)
- Is there a need to diversify the program in terms of age, gender or ethnicity?  
The HED program is a diverse program.
- What initiative(s) could you develop based on what you have learned from the data or other information? Explain briefly. Initiatives to be entered in more detail in Section V. **N/A**

#### 2. Budget

Instructions:

- Review of summarized budget information is required. The yellow and blue sections of your budget data provide summaries. Detail data is provided if you want to see additional information; however, reviewing the backup data is not required. Check the boxes below if you have no further comments to make.
- Have there been any significant changes in the budget over the past three years? Have these changes had a positive or negative effect on student learning? If additional funds are needed, explain why. Initiatives will be required to be noted in more detail in Section V.  
The budget for fiscal year 2014 has been reduced by \$20,000, with most of it coming from part time faculty. If this were to happen, 5-6 class would have to be cut from the schedule. The data shows no justification for cuts. The HED classes are very popular with students. If anything, the data justifies an increase in budget so as to be able to add additional classes.
- (Requests for contract/full time faculty or classified staff should be addressed in the resource section on the next page.)
- Please check the appropriate box below then provide your summary beginning on the next line.

X  Program members have reviewed the budget data.

No comments or requests to make about the budget



## Health and Holistic Studies Program Review 2013-2014

### 3. Productivity – Program and Course

*Instructions:*

*Productivity is based on the number of student contact hours that a faculty member teaches per week. The typical productivity factor is 525 (35 students/class x 5 classes x 3 hours per week = 525). Our overall college productivity goal for 2013-2014 is 530. Your analysis here should pertain to the number of students enrolled in your courses as that number relates to the program's productivity goal.*

- *Are courses filling to the college productivity goal for your program? If that goal is inaccurate, what should the program and/or department productivity level be? How many students should be in each course? Are any of the productivity goals at the course level inaccurate? If so, what should they be?*

The district goal for all HED classes is 650 WSCH. This seems to be a reasonable goal.  
The HED classes meet or exceed this goal every year.

- *Do the enrollment/productivity ratios meet your expectations for the program as a whole? Do the enrollment/productivity ratios meet your expectations for individual courses? Why or why not?*

The enrollment/productivity ratios for our health program consistently meet or exceed the district goal. The enrollment/productivity ratios meet our own expectations. Our class enrollment numbers are dependent upon the size of the class room as the Health classes fill each semester.

- *How can you improve the performance overall or in some courses if they do not meet your expectations? (For example, at the course level, do some courses need to be offered or scheduled differently to try to increase enrollment?)* **N/A**

*What initiative(s) could you like to develop based on what you have learned? Explain briefly. Initiatives will be required to be noted in more detail in Section V.* **N/A**

### D. Resources

#### 1. Faculty

*Instructions:*

- *How does your program/department's Full Time Equivalent Faculty (FTEF) compare to the college? (trends and ratios)*

The HED department's fiscal year 2013 FTEF is 24.3; the HED 3 year FTEF is 24.6. The college wide fiscal year 2013 FTEF is 42.4; the 3 year FTEF college wide is 39.0. The Health Education department is significantly below the college in FTEF. These numbers justify an additional full time health instructor.

- *Have there been any significant changes in (FTEF) for part and/or full time faculty over the last three years? If so, what are the effects of these changes?*

No significant changes.

- *Does your area have difficulty finding hourly instructors?*

Yes. All of our part time instructors are at their maximum contractual load.

- *Is the program lacking faculty with a particular specialty?*



## Health and Holistic Studies Program Review 2013-2014

The department is lacking a full-time Nutrition instructor. This will be a significant issue if an ADT (Associate Degree for Transfer) is developed in Nutrition/Food Science. The FTEF numbers justify an additional full time health instructor.

Are there any specific accreditation requirements for FT faculty? **No.**

- What contract faculty member(s) (if any) will you be requesting based on what you have learned? Explain briefly. Requests need to be entered in more detail in Section V.

**We will be requesting a full-time instructor in Nutrition to develop and coordinate the Nutrition transfer degree, once transfer model curriculum is developed and approved at the state chancellor's office for an associates degree.**

### 2. Classified Staff

Instructions:

- Have there been changes in the number of classified staff in the program/department over the last three years? **No.**
- What has been the effect of decreases/increases in classified staff on the program or department? **N/A**  
What classified positions (if any) will you be requesting based on the data/numbers/changes in program/department? Explain briefly. Requests need to be entered in more detail in Section V. **N/A**

### 3. Inventory

Instructions:

In the last year, a complete inventory has been taken of all college equipment. Detailed inventory lists, by room, are now available for your review. If you are requesting equipment, you need to review the inventory list and explain whether or not it is accurate. If you have any questions pertaining to inventory lists, please contact Dave Keebler.

- What equipment requests are you making (if any) to ensure that the program/department has functional, current, and otherwise adequate inventory to maintain a quality learning environment? Is the current equipment aging and need replacement or is new equipment needed? Is ongoing maintenance required for some equipment? If so explain. Requests need to be entered in more detail in Section V.

**We have no requests for equipment.**

### 4. Facilities or other Resource Requests

Instructions:

- Is your program/department making any other requests for resources, including for facilities?  
**Yes. We are requesting three (3) dedicated classrooms for Health Education classes.**
- Initiatives will be entered in more detail in Section V.
- Note: Any safety issues need to be reported immediately and not wait for program review. Safety issues may be reported here in addition to being reported to the dean.

### 5. Combined Initiatives

Instructions:

Does your program have any combined initiatives that address more than one data element? If so, explain and enter the initiative with more detail in Section V.

### E. Other Program/Department Data

Instructions:



## Health and Holistic Studies Program Review 2013-2014

- Does the program/department have any other data from any other source (i.e., program generated, state generated, program accreditation, advisory committee, etc.) that should be reviewed/discussed in this program review? **No.**
- What does the data indicate about the students, student performance, or any other aspect of the program?
- What about the data encourages or gives you cause for concern? **N/A**
- Does the data meet your expectations? Why or why not? **N/A**
- What initiative(s) could you develop based on what you have learned from the data. Explain briefly. **N/A**  
Initiative to be entered in more detail in Section V.
- Provide the data in an attachment or provide an online link. **N/A**

### Section IIIb – Other Program Goals and Initiatives

#### **A. Other Program Goals**

Instructions: Aside from the goals determined from looking at specific institutional and program data, are there any other program goals for which you may or may not request funding? If so, please explain and enter it as an initiative with more detail in Section V. Such goals may include:

- Innovation
- Legislation
- Regulations
- Industry Standards
- New Technology
- Professional Development
- Advisory Committee Recommendations

**A program goal is to develop a transfer agreement with several non-traditional institutions, such as Traditional Chinese Medicine Colleges, Chiropractic Colleges and Naturopathic Colleges.**

### Section IV – Program Vitality (Academic Senate Approved Self-Evaluation)

Instructions:

Complete the Rubric for Instructional Program Vitality (Appendix C or D) created by the Academic Senate. It is a tool for further self-evaluation of your program. This rubric will be used in conjunction with (not in place of) resource requests and provide further input for any programs being considered for program discontinuance. This form must be submitted with your program review document. Answer the following question after completing the rubric:

- What is your score? **23 points.**
- What does that score mean to you? **It demonstrates that the Health and Holistic Studies Program is thriving.**

### Section V - Initiatives

Instructions:

Please list your initiatives below, including any you are carrying forward from prior years. Add as many as needed. Deans/division offices will put the information onto the initiatives charts. Every program/department needs initiatives that do not require resources.

Ranking:

The ranking provided below indicated the program/department's ranking. The initiatives will be ranked again later at the division level before going to the appropriate committees (i.e. technology) for additional ranking.

**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

**M** = Medium – Approximately 1/3 of the total program/department/division's initiative by resource category

**L** = Low – Approximately 1/3 of the total program/department/division's initiatives by resource category

Example:

**Initiative:** Provide a brief title



## Health and Holistic Studies Program Review 2013-2014

**Initiative ID:** (i.e. CD1301 = Child Development, 2013, first initiative. Maintain initiative numbers from prior program review if any are being carried forward into this new year.)

**Link to data (Required):** From which area of data is this request associated? Within the category, be specific. (i.e. Success data for a specific course, PSLO #1, . . . , etc.)

**Expected Benefits:** What benefits to student learning or completion, etc. do you anticipate?

**Goal:** What do you believe needs to occur? (i.e. raise student success in \_\_\_\_ course)

**Performance Indicator:** What do you see as a realistic goal? (i.e. a 5% increase in student success)

**Timeline:** When do you expect to achieve this success within in the next three years? (i.e. by May 2015). These timelines will create a multi-year plan for your program/department. (a drop down menu is provided.)

**Funding Source Category:** (a drop down menu is provided)

- No new resources
- Additional general funds for hourly instruction, supplies and services (includes maintenance contracts)
- College equipment funds (non computer)
- Technology funds
- Facilities funds
- Staffing resources
- Grant funds

**Ranking:** (i.e. H) (a drop down menu is provided) Note: Your program/department will need to rank its initiatives (1/3 High, 1/3 Medium, 1/3 Low). These initiatives will be further ranked by the division.

### Initiative

#### A. Dedicated Classrooms

**Initiative ID:** HED1301

**Link to Data:** There was a drop in student retention and student success in FY13. New and/or updated dedicated health education classrooms will enhance the student learning environment and increase student success and student retention. We currently use 10 different classrooms. We need to be able to store sets of clickers and other instructional materials in the dedicated classrooms. With dedicated classrooms, a set of clickers will be stored in each dedicated classroom. Clicker technology enhances student engagement, which tends to increase student retention and student success. An additional benefit of having dedicated classrooms is that faculty will have additional time between classes to speak with students. This may also enhance student retention and success.

**Expected Benefits:** Improved student engagement and student learning, increased instructional effectiveness, and decreased environmental distractions (noise, temperature, climate)

**Goal:** Three dedicated health education classrooms.

**Performance Indicator:** Three dedicated health education classrooms.



## Health and Holistic Studies Program Review 2013-2014

**Request for Resources:** Three smart classrooms dedicated for Health Education classes. NOTE: This was the health departments' # 1 initiative the past 2 years, as well as this year! This initiative was approved at the division level last year and approved for implementation during the college wide program review process. It was sent to the EVP's office for implementation where, despite several meetings with the EVP, it was ignored. Program review failed two years in a row with respect to the health department's top priority initiative!

**Timeline:** 2013-2014

**Funding Resource Category:** No new resources needed

**Item Description:** Three dedicated Health Education classrooms with fully modernized technology. We have lost the one dedicated classroom we had, MCW-110. In order to fully meet student and department needs, additional modern dedicated classrooms will increase the instructional effectiveness and enhance the students' ability to learn.

**Cost:** \$0.00

**Ranking:** H

### **B. Initiative: HED Instructional Aids**

**Initiative ID:** [HED1202](#)

**Links to Data:** Research shows that student success is related to student interaction in the classroom. The purchase of additional instructional supplies for the classroom will help clarify important concepts to students. We replaced several videos last year as a result of program review. However, there are still outdated videos that do not have closed captioning. These still need to be replaced with videos which have closed captioning to satisfy *California State Law*.

**Expected Benefits:** Increasing student interaction increases student engagement and student learning and helps to increase the effectiveness of the instructional material. Students with hearing impairment will greatly benefit from closed captioning to somewhat level the learning field.

**Goal:** Increase student engagement, student retention and student success.

**Performance Indicator:** Student retention rates and student success rates will increase 1-3%

**Timeline:** 2013-2014

**Funding Resource Category:** Supply Funds

**Item Description:** Purchase additional instructional aids and materials that help promote an increase in student interaction. Replace old, outdated VHS & DVDs with California Mandated DVDs that include closed captioning.

**Cost:** \$1,000

**Ranking:** M

### **C. Initiative: Articulation agreements with non-traditional educational institutions**

**Initiative ID:** HED1401

**Link to Data:** This relates to the completion rate of students in the Holistic Studies Program.

**Expected Benefits:** Students will be given access to greater educational and career opportunities in the Holistic Health field.



## Health and Holistic Studies Program Review 2013-2014

**Goal:** Contact all of the non-traditional holistic health related colleges in Southern California and work with them to create an articulation agreement between their college and Ventura College.

**Performance Indicator:** At least one transfer agreement is created with a holistic health related college.

**Timeline:** 2015-2016

**Funding Resource Category:** No new resources needed

**Item Description:** Create articulation agreements with non-traditional educational institutions related to the field of Holistic Health, such as colleges of Traditional Chinese Medicine, Colleges of Naturopathic Medicine, and Chiropractic Colleges.

**Cost:** \$0.00

**Ranking:** M

**D. Initiative:** Student engagement initiative

**Initiative ID:** HED 1402.

**Link to Data:** Linked to the finding that student retention and student success rates dropped slightly during FY13.

**Expected Benefits:** The development & implementation of strategies to enhance student learning.

**Goal:** Increase student engagement, student learning, student retention and student success.

**Performance Indicator:** Student retention rates and student success rates will increase 1-3%

**Timeline:** 2013-2014

**Funding Resource Category:** No new resources needed

**Item Description:** Develop strategies to enhance student engagement, student learning, student success and retention.

**Cost:** \$0.00

**Ranking:** H

**D. Initiative:** Hire a full-time health instructor with expertise in nutrition.

**Initiative ID:** HED 1403

**Link to Data:** The development of proposed transfer model curriculum (TMC) at the state chancellor's office and the subsequent creation of an associates degree for transfer at Ventura College in the area of Nutrition/Dietetics/Food Science will necessitate the hiring of a full time nutrition instructor to spearhead the development of the program.

**Expected Benefits:** Create new transfer degree and new transfer opportunities for Ventura College Students.

**Goal:** Full time instructor (Nutrition/Dietetics/Food Science)

**Performance Indicator:** A full-time faculty member is hired in the discipline.

**Timeline:** 2014-2015

**Funding Resource Category:** Staffing Funds

**Item Description:** Hire a full time nutrition instructor to develop Ventura College's transfer model curriculum in Nutrition/Dietetics/Food Science.

**Cost:** \$80,000

**Ranking:** M

**E. Initiative:** Holistic Health Web Page

**Initiative ID:** HED 1404

**Link to Data:** Better communication. Links to ISLO-Communication.

**Expected Benefits:** Dissemination of information, events, Holistic Studies Degree, etc.



## Health and Holistic Studies Program Review 2013-2014

**Goal:** Develop a Holistic Health web page.  
**Performance Indicator:** Web page is created  
**Timeline:** 2014-2015  
**Funding Resource Category:** No new resources needed  
**Item Description:** Develop a Holistic Health Web Page  
**Cost:** \$ 0.00  
**Ranking:** M

### **Section VI – Process Assessment**

*Instructions: Please answer the following questions:*

**A. How have the changes in the program review process this year worked for your area?**

Reducing the amount of data given to the department chairs to the most relevant data was the most positive change in the program review process. There was too much data to sift through in the past two years.

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

A full program review doesn't need to be done every year. Every three years is probably optimal for program review. Also, keep this same general format for program review. When the format changes every few years, we are continually starting over, instead of building on the past few years, which is how program review should function.

**C. 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.

### **VII – Submission Verification**





## Health and Holistic Studies Program Review 2013-2014

*Instructions: Please complete the following section:*

**Program/Department: Health and Holistic Studies**

**Preparer: Raeann Koerner**

**Dates met (include email discussions): Health Education Faculty Meeting Dates:**

Monday, August 12, 2013.

Friday, August 16, 2013

Tuesday, September 24, 2013

**List of Faculty who participated in the program Review Process:**

Raeann Koerner, Nancy Fredrickson, Maureen Eliot, Mary McDonough

**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. Dean may also provide comments (optional):



**Health and Holistic Studies Program Review  
2013-2014**

# Program Review Process Map

**I . Status report and accomplishments from prior year**

**II. Description**

**III(b). Other program goals and initiatives**

(Innovations, regulations, legislation, new technology, industry standards, professional development, or advisory committee recommendations, etc.)

**IV. Program vitality-(Academic Senate rubric)**

**V. Summary of initiatives and requests  
Minority reports if any**

**VI. Process assessment**

**VII. Verification of review**



## Health and Holistic Studies Program Review 2013-2014

### Program Review Resource Initiatives Guidelines

#### WHAT TO LEAVE OUT

*The purpose of this document is to clarify what kinds of resource requests should NOT be included in the Program Review Document as initiatives.*

<p>The table below summarizes the types of resources that DO NOT need to be included in the Department Plans. The “Who to Contact” column lists who to contact when the resources or services are needed.</p>		
<b>Excluded Items</b>	<b>Who to Contact</b>	<b>Explanation</b>
Safety Issues, including but not limited to broken chairs or desks, etc. that can be resolved through the normal process.	Dean, M&O or Appropriate Office	All safety issues should be immediately reported to the Dean, M&O, or appropriate department.
EAC Accommodations that can be resolved through the normal process.	DSPS and Dean	Any accommodation should have the guidance of the DSPS office.
Routine M&O maintenance & repair (light fixtures not working, holes in walls, locks, cleaning, broken desks or chairs, etc.) that can be resolved through the normal process.	M&O or Division Office	Complete an email request to <a href="mailto:vcmaintenance@vcccd.edu">vcmaintenance@vcccd.edu</a> or notify your division office so they can handle for you.
Cyclical Maintenance (painting, flooring, carpet shampooed, windows, etc.) that can be resolved through the normal process.	M&O or Division Office	Complete an email request to <a href="mailto:vcmaintenance@vcccd.edu">vcmaintenance@vcccd.edu</a> or notify your division office so they can handle for you.
Classroom technology equipment repairs (projector light bulb out, video screen not working, computer not working, existing software updates) that can be resolved through the normal process.	Campus Technology Center or Division Office	Complete an email request to <a href="mailto:vchelpdesk@vcccd.edu">vchelpdesk@vcccd.edu</a> or notify your division office so they can handle for you.
Section Offerings/ Change of classrooms	Dean/Department Chair	Dean will take requests through the enrollment management process.
Substitutes	Dean	Dean will process in accordance with existing guidelines.
Conferences, Meetings, Individual Training	Professional Development Committee	Requests should first be addressed by the PDC and only go through program review if costs cannot be covered.



## Health and Holistic Studies Program Review 2013-2014

### Program Review Resource Initiatives Guidelines

#### WHAT TO LEAVE IN

*The purpose of this document is to clarify what kinds of resource requests should be included in the Program Review Document as initiative.*

<p>Faculty and Staff from each department will meet as a division to prioritize initiatives resulting from the Program Review process. The initiatives will then go to each respective governance groups such as Staffing Priorities, Technology Committee, Budget Resource Council, etc., for further prioritization. Administrative Council and the Executive Team will develop the final prioritized list and distribute for implementation.</p>		
<b>Included Items</b>	<b>Committee Group</b>	<b>Explanation</b>
Replacement of classroom furniture	Facilities Oversight Group	Only when it is an entire classroom/lab/office at a time or a safety or disability issue that has not been resolve through the normal process.
Upgrade and/or replacement of computer and other technological equipment	Technology Committee	These items will go on to a list for replacement or upgrade per the technology plan.
New Equipment/Furniture/ classroom items (i.e. microscope, etc.)	Budget Resource Council	These items must be approved included in a plan to improve student learning and/or services.
Buildings/Office Space (new renovation, modernization)	Division Dean	The division dean will work with Administrative Council and the Fog Committee to pursue the projects.
New Software	Technology Committee	These items must be approved included in a plan to improve student learning and/or services.
New Faculty Positions	Faculty Staffing Priorities	Requests for new positions will compiled on a list and sent to the FSP committee.
New Classified Positions/or increase in percentage of existing positions.	Classified Staffing Priorities	Requests for classified positions will compiled on a list and sent to the CSP committee.
New Programs/certificates	Curriculum Committee	These program/certificates must be approved by the curriculum committee.
Training and Professional Development above normal	Professional Development/ Budget Resource Council	These are items over and above what the PDC can provide.
Expansion/Conversion to Distance Learning	Dean of Distance Learning and Distance Learning Committee	Requests will be compiled and sent to the committee process for discussion.
Service Agreements	Budget Resource Council	Requests must include justification.
Instructional Materials and Office Supplies/ Advertising/Student Workers/Printing/Duplicating	Budget Resource Council/Dean	These items must include a compelling reason and be above what the normal budget will allow.



## Health and Holistic Studies Program Review 2013-2014

### Rubric for Instructional Program Vitality-Academic (non-CTE)

The purpose of this rubric is to aid a program in thoughtful, meaningful and reflective self-evaluation. This rubric is also a defensible and objective way at looking at program viability and efficacy. This rubric should not be used as the mechanism to justify funding requests or for resource allocation. Lastly, a low score on this rubric does not preclude a program from requesting documented and necessary resource requests in other parts of this program review document.

**Academic programs:**

Point Value	Element	Score
Up to 6	<b>Enrollment demand</b> <sup>1</sup>	
	A "6" would be the ability to fill 100% of sections prior to the start of the semester.	
	A "5" would be the ability to fill 95% or greater of class sections prior to the start of the semester for the past two terms.	5
	A "4" would be the ability to fill 90% or greater of class sections prior to the start of a semester for the past two terms.	
	A "3" would be the ability to fill 85% or greater of class sections prior to the start of a semester for the past two terms.	
	A "2" would be the ability to fill 80% or greater of class sections prior to the start of a semester for the past two terms.	
	A "1" would be the ability to fill 75% or greater of class sections prior to the start of a semester for the past two terms.	
	A "0" would be the ability to fill less than 75% of class sections prior to the start of a semester for the past two terms.	
<b>Sufficient capital / human resources to maintain the program, as defined by:</b>		
Up to 3	<b>Ability to find qualified instructors</b>	
	A "3" would indicate that no classes have been canceled due to the inability to find qualified instructors.	3
	A "2" would indicate that rarely but occasionally have classes been canceled due to the inability to find qualified instructors.	
	A "1" would indicate that a significant number of sections in the past year have been canceled due to the inability to find qualified instructors.	
	A "0" would indicate that classes are not even scheduled due to the inability to find qualified instructors.	
Up to 3	<b>Financial resources, equipment, space</b>	
	A "3" would indicate that the program is fully supported with regards to dedicated class / lab space, supplies and equipment.	
	A "2" would indicate that the program is partially supported with regards to dedicated class / lab space, supplies and equipment	2
	A "1" would indicate that the program is minimally supported with regards to dedicate class / lab space, supplies and equipment.	
	A "0" would indicate that there is no college support with regards to class / lab space, supplies and equipment.	
Up to 4	<b>Agreed-upon productivity rate</b> <sup>2</sup>	
	A "4" would indicate that a program has met or exceeded its productivity rate.	4
	A "3" would indicate that a program is at 90% or greater of its productivity rate.	

<sup>1</sup> Enrollment demand is determined by the ability to fill classes.

<sup>2</sup> Productivity rate is defined as **WSCH/FTEF** as determined by the program faculty at the college.



## Health and Holistic Studies Program Review 2013-2014

A "2" would indicate that a program is at 80% or greater of its productivity rate.	
A "1" would indicate that a program is at 70% or greater of its productivity rate.	
A "0" would indicate that a program is at less than 70% of its productivity rate.	

<b>Up to 4</b>	<b>Course completion rate</b> <sup>3</sup>	
	A "4" would indicate that the program's course completion rate is greater than 5 percentage points or greater than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "3" would indicate the program's course completion rate is equal to or greater than the most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	3
	A "2" would indicate that a program's course completion rate is up to 2 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that a program's course completion rate is up to 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that a program's course completion rate is greater than 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	

<b>Up to 3</b>	<b>Success rate</b> <sup>4</sup>	
	A "3" would indicate that the sum of the program's course success rates for the past academic year is greater than the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	3
	A "2" would indicate that the sum of the program's success rates for the past academic year is within 4 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that the sum of the program's success rates for the past academic year is within 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that the sum of the program's success rates for the past academic year is lesser than 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	

<b>Up to 3</b>	<b>Ongoing and active participation in SLO assessment process</b>	
	A "3" would indicate that all required courses, programs and institutional level SLOs as indicated by the programs SLO mapping document found in TracDat have been assessed on a regular and robust manner within the past academic year.	3
	A "2" would indicate that 95% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "1" would indicate that 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "0" would indicate than less than 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	

23 points

Note rationale on next page.

<sup>3</sup> As defined by the RP Group, the course completion rate is the "percentage of students who do not withdraw from class and who receive a valid grade."

<sup>4</sup> As defined by the RP Group, the success rate is "the percentage of students who receive a passing/satisfactory grade" notation of A, B, C, P, IB, or IC.



## Health and Holistic Studies Program Review 2013-2014

In no more than two to three sentences, supply a narrative explanation, rationale or justification for the score you provided, especially for programs with a score of less than 22:

The point total for the Health and Holistic Studies Program Review is 23 points. It is a vibrant and popular program at Ventura College. It has a high success rate, retention rate and a solid completion rate based on the steady number of students graduating with the General Studies Degree: Holistic Studies Emphasis

Score interpretation, academic programs:

<b>22-26</b>	Program is current and vibrant with no further action recommended
<b>18-21</b>	Recommendation to attempt to strengthen program
<b>Below 18</b>	Recommendation to consider discontinuation of the program



## Health and Holistic Studies Program Review 2013-2014

### Rubric for Instructional Program Vitality-CTE

The purpose of this rubric is to aid a program in thoughtful, meaningful and reflective self-evaluation. This rubric is also a defensible and objective way at looking at program viability and efficacy. This rubric should not be used as the mechanism to justify funding requests or for resource allocation. Lastly, a low score on this rubric does not preclude a program from requesting documented and necessary resource requests in other parts of this program review document.

#### CTE programs:

Point Value	Element	Score
<b>Up to 6</b>	<b>Enrollment demand / Fill rate</b> <sup>5</sup>	
	A "6" would be the ability to fill 100% of sections prior to the start of the semester.	
	A "5" would be the ability to fill 95% or greater of class sections prior to the start of the semester for the past two terms.	
	A "4" would be the ability to fill 90% or greater of class sections prior to the start of a semester for the past two terms.	
	A "3" would be the ability to fill 85% or greater of class sections prior to the start of a semester for the past two terms.	
	A "2" would be the ability to fill 80% or greater of class sections prior to the start of a semester for the past two terms.	
	A "1" would be the ability to fill 75% or greater of class sections prior to the start of a semester for the past two terms.	
	A "0" would be the ability to fill less than 75% of class sections prior to the start of a semester for the past two terms.	
<b>Up to 3</b>	<b>Sufficient capital / human resources to maintain the program, as defined by:</b>	
	<b>Ability to find qualified instructors</b>	
	A "3" would indicate that no classes have been canceled due to the inability to find qualified instructors.	
	A "2" would indicate that rarely but occasionally have classes been canceled due to the inability to find qualified instructors.	
	A "1" would indicate that a significant number of sections in the past year have been canceled due to the inability to find qualified instructors.	
A "0" would indicate that classes are not even scheduled due to the inability to find qualified instructors.		
<b>Up to 3</b>	<b>Financial resources, equipment, space</b>	
	A "3" would indicate that the program is fully supported with regards to dedicated class / lab space, supplies and equipment.	
	A "2" would indicate that the program is partially supported with regards to dedicated class / lab space, supplies and equipment	
	A "1" would indicate that the program is minimally supported with regards to dedicate class / lab space, supplies and equipment.	
	A "0" would indicate that there is no college support with regards to class / lab space, supplies and equipment.	
<b>Up to 4</b>	<b>Agreed-upon productivity rate</b> <sup>6</sup>	
	A "4" would indicate that a program has met or exceeded its productivity rate.	
	A "3" would indicate that a program is at 90% or greater of its productivity rate.	
	A "2" would indicate that a program is at 80% or greater of its productivity rate.	
	A "1" would indicate that a program is at 70% or greater of its productivity rate.	

<sup>5</sup> Enrollment demand is determined by the ability to fill classes.

<sup>6</sup> Productivity rate is defined as **WSCH/FTEF** as determined by the program faculty at the college.





## Health and Holistic Studies Program Review 2013-2014

A "0" would indicate that a program is at less than 70% of its productivity rate.	
---	--

<b>Up to 3</b>	<b>Program Completion</b>	
	A "3" would indicate that the program has granted 25 or greater combined degrees, certificates and proficiency awards over the past four academic years.	
	A "2" would indicate that the program has granted 20-24 combined degrees, certificates and proficiency awards over the past four academic years.	
	A "1" would indicate that the program has granted 15-19 combined degrees, certificates and proficiency awards over the past four academic years.	
	A "0" would indicate that the program has granted fewer than 14 combined degrees, certificates and proficiency awards over the past four academic years.	

<b>Up to 3</b>	<b>Employment Outlook for Students/Job Market Relevance</b>	
	A "3" would indicate that the employment outlook for students in the program is greater than the projected county-wide employment average for the next three years <u>and/or</u> "leavers" of the program make more money in their jobs based on taking courses at the college (with or without having completed a degree) than had they not taken courses at the college.	
	A "2" would indicate the employment outlook for students in the program is about average with the projected county-wide employment average for the next three years.	
	A "1" would indicate that the employment outlook for students in the program is less than the projected county-wide employment average for the next three years.	
	A "0" would indicate that the employment outlook for students in the program is significantly less than the projected county-wide employment average for the next three years.	

<b>Up to 3</b>	<b>Success rate <sup>7</sup></b>	
	A "3" would indicate that the sum of the program's course success rates for the past academic year is greater than the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "2" would indicate that the sum of the program's success rates for the past academic year is within 4 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that the sum of the program's success rates for the past academic year is within 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that the sum of the program's success rates for the past academic year is lesser than 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	

<b>Up to 4</b>	<b>Course completion rate <sup>8</sup></b>	
	A "4" would indicate that the program's course completion rate is greater than 5 percentage points or greater than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "3" would indicate the program's course completion rate is equal to or greater than the most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "2" would indicate that a program's course completion rate is up to 2 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that a program's course completion rate is up to 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that a program's course completion rate is greater than 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	

<sup>7</sup> As defined by the RP Group, the success rate is "the percentage of students who receive a passing/satisfactory grade" notation of A, B, C, P, IB, or IC.

<sup>8</sup> As defined by the RP Group, the course completion rate is the "percentage of students who do not withdraw from class and who receive a valid grade."



## Health and Holistic Studies Program Review 2013-2014

Up to 3	Ongoing and active participation in SLO assessment process	
	A "3" would indicate that all required courses, programs and institutional level SLOs as indicated by the programs SLO mapping document found in TracDat have been assessed on a regular and robust manner within the past academic year.	
	A "2" would indicate that 95% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "1" would indicate that 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "0" would indicate that less than 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	

In no more than two to three sentences, supply a narrative explanation, rationale or justification for the score you provided, especially for programs with a score of less than 22:

Score interpretation, academic programs:

- 27-32**            Program is current and vibrant with no further action recommended
- 22-26**            Recommendation to attempt to strengthen program
- Below 22**        Recommendation to consider discontinuation of the program



## Health and Holistic Studies Program Review 2013-2014

### APPEAL FORM

(Due to Office of Institutional Effectiveness by November 8)

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 on November 9, 2011 at its regularly scheduled meeting (3:00 – 5:00 p.m.). You will be notified of your time to present.**