



Drafting 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.*
- *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.*

During 2012-13 the Drafting Program had eight Initiatives, four requiring no funding and four requiring funding.

The four Initiatives that required no funding were as follows:

Initiative 1301 Curriculum improvements.

Initiative 1304 Evaluate degree and certificates offered.

Initiative 1305 Continue to evaluate the benefit/detriment of cross listing classes .

Initiative 1308 Meet Perkins Core Indicators.

The four Initiatives that required funding were as follows:

Initiative 1302 Continuous technology updates: Students received training on current software.

Initiative 1303 Instructional skills upgrades: Instructors received training on current software and teaching skills.

Initiative 1306 Lab Tech/Assistant: Not Funded.

Initiative 1307 Rapid prototype Machine: Students are able to be trained on current equipment.

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.

Last year's students' success and operational goals gave us a comprehensive view as to the strengths and weaknesses of the program. After review we continue transition the program to implement emerging instructional techniques and technologies and to identify improved strategies to advance student attainment of degrees, certificates and workplace skills in a manner that strengthens the path to completion, thus enabling greater access to educational opportunity. Classes have implemented the use of 3D models, 3D scanning and rapid prototyping to continue to strengthen the skills of our students, thus providing for greater success and completion for our students. The Drafting Program provides drafting students with skills necessary for higher education or employment in a wide array and diverse area of employment. Students may choose a specific area of study or to gain broad knowledge to use in diverse fields. The Drafting Program provides drafting students with the skills necessary to model or present a wide array of components according to the latest standards and advances in technology. The use of state-of-the-art parametric modeling programs provides students with employment and advanced education skills. The Drafting Program uses some of the most modern software and modeling techniques in "real world" design problem applications providing students with the knowledge and skill of the advancing science of computer generated models, model 3D printing and model testing. As a program we continue to develop our degrees and certificates and work to offer new proficiency awards that should benefit our students and dramatically elevate our student success and completion rates.



Drafting Program Review

2013-2014

Section II - Description

A. Description of Program/Department

Training in Drafting will prepare one for challenging careers as drafters, designers, engineering assistants, 3-D modelers, estimators, and design/drafting checkers. Students may obtain an AS, Certificate of Achievement or preparation for transfer to a four year university in the fields of industrial design, manufacturing or industrial technology. Specialized application of various software programs are taught using current technology and methods found in the Architectural, manufacturing, and design industries. There is a broad range of career opportunities such as Drafters, Designers, Illustrators, and Model Makers. The Drafting Program explores the use of 3D printing technology and its corporate use. The use of 3D printing technology reduces project cycle times and increases global competitiveness. See also: Architecture and Construction Technology

Degrees/Certificates

Program's courses are designed to articulate to UC and CSU for transfer students. Associates in Science Degree

Certificate of Achievement - Drafting Technology

Industrial Design and Manufacturing Option

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.)?*
- *What is impacting the program now?*

The significant event was the implementation of 3D models, 3D scanning and rapid prototyping to continue to strengthen the skills of our students, thus providing for greater success and completion rates for our students. The use of state-of-the-art parametric modeling programs provides students with employment and advanced education skills. The Drafting Program uses some of the most modern software and modeling techniques in "real world" design problem applications providing students with the knowledge and skill of the advancing science of computer generated models, model 3D printing and model testing. The implementation of these tools should benefit our students' competitiveness and dramatically elevate our student success and completion rates.

1. The Drafting Program provides drafting students with skills necessary for higher education or employment in a wide array and diverse area of employment. Students may choose a specific area of study or to gain broad knowledge to use in diverse fields.
2. The Drafting Program provides drafting students with the skills necessary to model or present a wide array of components according to the latest standards and advances in technology. The use of state of the art parametric modeling programs provide students with employment and advanced education skills.
3. The Drafting Program uses some of the most modern software and modeling techniques in "real world" design problem applications providing students with the knowledge and skill of the advancing science of computer generated models, model 3D printing and model testing.
4. The Drafting Program faculty continues to represent Ventura College on committees such as the Manufacturing



Drafting Program Review

2013-2014

Basic Skills Subcommittee of the WIB- Ventura County Workforce Investment Board, the Hueneme High School Advisory Board for the Engineering and Design Careers Pathway Program, other program-focused high school advisory boards, and local professional groups.

5. This is the third year of faculty participation in the NSF National Science Foundation ATE Grant STEM Education through the design and manufacture of solid body electric guitars. This project provides innovative professional development to high school and college faculty in collaborative design and rapid manufacturing.

6. Continuing relationships with local high schools provide access for underserved populations in Ventura County.

7. The Drafting Program completed its move to the new MCE building. The move to the new facility allowed the program a state –of- the- art facility and provides the program with 90% new equipment.

8. The Drafting Program supports students in various programs at Ventura College, such as: Engineering, Architecture, Manufacturing, Construction Technology, and Welding

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

	Cost
Enrollment Fees	\$1242
Books/Supplies	\$600
Total	\$1842

D. Criteria Used for Admission

No special requirements or prerequisites are necessary for admission.

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.



Drafting 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.

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

H. Organizational Structure

President: Greg Gillespie

Executive Vice President:

Dean: Dr. Kathleen Schrader

Department Chair: Casey Mansfield

Faculty/Staff:

Name	Ralph Fernandez
Classification	Professor
Year Hired	1989
Years of Work-Related Experience	30
Degrees/Credentials	B.A.

Name	Scot Rabe
Classification	Professor
Year Hired	1984
Years of Work-Related Experience	31
Degrees/Credentials	B.A.

Name	Casey Mansfield
Classification	Professor
Year Hired	1991
Years of Work-Related Experience	31
Degrees/Credentials	B.A., M.A.

Name	Chiiho Terada
Classification	Adjunct Professor
Year Hired	1971
Years of Work-Related Experience	41
Degrees/Credentials	B.A.



Drafting Program Review

2013-2014

Name	Rick Leduc
Classification	Adjunct Professor
Year Hired	2001
Years of Work-Related Experience	21
Degrees/Credentials	B.A.

Section IIIa – Data and Analysis

A. SLO Data

Instructions:

- Provide highlights of what you learned last year in your assessments and discussions.
- Provide highlights of some of the changes made as a result of the assessments and discussions.
- How did the changes affect student learning – or how do you anticipate that they will?
- 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.
- 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.
- Comment on the status of your SLO rotational plan, mapping, and other TracDat work.

Last year's SLO gave us a chance to look at the strengths and weaknesses of our courses and the Drafting Program as a whole. After review we continue to transition the program to implement emerging instructional techniques and technologies and to identify improved strategies to enhance SLOs and advance student attainment of degrees, certificates and workplace skills in a manner that straightens the path to completion, thus enabling greater access to educational opportunity. Classes have implemented the use of 3D models, 3D scanning and rapid prototyping to continue to strengthen the skills of our students, thus providing for greater success and completion rates for our students. The Drafting Program provides drafting students with skills necessary for higher education or employment in a wide array and diverse area of employment. Students may choose a specific area of study or to gain broad knowledge to use in diverse fields. The Drafting Program provides drafting students with the skills necessary to model or present a wide array of components according to the latest standards and advances in technology. The use of state-of-the-art parametric modeling programs provides students with employment and advanced education skills. The Drafting Program uses some of the most modern software and modeling techniques in "real world" design problem applications providing students with the knowledge and skill of the advancing science of computer generated models, model 3D printing and model testing.

Performance Data

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.
- In looking at your program's retention rate over the past three years, is there a trend? If so, explain.
- 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?
- Do your retention rates meet your expectations? Are there areas that need improvement?



Drafting Program Review

2013-2014

- *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.*

In a vocational program students understand that success is measured by the demonstration of skill, knowledge and ability. Successful students strive to consistently generate portfolio quality work. Gainful employment and/or successful articulation of classes to universities are dependent on the quality of work students generate in the program. Students work to achieve success in the program as is shown by the quality of the work produced. The three year average retention rates mirror the college's three year average with the three year program average being 85% compared to 86% for the college.

The graphs do not show the number of current and former students gainfully employed in local industry, who have left the program for employment, or the number of successful transfer students from the program. As a program we are always looking at ways to improve courses and course offerings based on student needs and we will continue this practice.

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.*
- *In looking at your program's success rate over the past three years, is there a trend?*
- *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?*
- *Do your success rates at the program and college level meet your expectations? Are there areas that need improvement?*
- *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.*

In a vocational program, students understand that success is measured on the demonstration of skill, knowledge and ability. Successful students strive to consistently generate portfolio quality work. Gainful employment and/or successful articulation of classes to universities are dependent on the quality of work students generated in the program. Students work to achieve success in the Drafting Program as shown by the quality of the work produced. The three year average success rates mirror the college's three year average with the three year average being 71% compared to 70% for the college.

The success data shows that the programs ethnicity closely matches the college's ethnicity. The data shows that the three year average age of the students in the program is 31 years compared to 26 years for the college. Many students in the program return to college for skill enhancement or necessary job skills upgrades. The data also shows that the program is made up of 86% male compared to 46% for the college. As a program we are looking at ways to attract more female students to the program. As a program we are always looking at ways to improve courses and course offerings based on student needs and we will continue this practice.



Drafting Program Review

2013-2014

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?

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

The program has had 12 degrees or certificates in the last four years and is working to increase that number. The program is in the process of modifying the degrees and certificates offered to ensure that degrees/certificates are more attainable to students. Although some students may be only taking specific classes to gain employment or to upgrade their employment skills, it is important to provide degrees and certificates that are current and attainable to those students who desire to receive degrees or certificates. Students may become more competitive in the employment arena by the completion of the program, thus enhancing their employment opportunities. The program’s goal is to have 20% of its students attain a certificate/degree by the completion of the second year of courses.

Total of 12 degrees/certificates given out the last four years.

DRFT Program Completion	# of Certificates	# of degrees
FY10	3	1
*FY11	0	1
FY12	3	0
FY13	<u>3</u>	<u>1</u>
4 Year Total	9	3 Total = 12

***For Electronic Drafting. No data on Industrial Design Drafting given.**

5 Operating Data

1. Demographics - Program and Course



Drafting Program Review

2013-2014

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**).
- 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?
- Is there a need to diversify the program in terms of age, gender or ethnicity?
- 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.

Student Demographics

	%Hispanic	%White	%Female	%Male	% Ave. Age
DRFT Prior 3-year Average	44	41	14	86	31
DRFT FY13	37	50	15	85	28
College Prior 3-year Average	45	37	54	46	26
College FY13	51	32	54	46	24

The ethnicity data of the program closely matches that of the college as a whole. The data shows that the three year average age of the students in the program is 31 years old compared to the college’s average student age of 26 years. Many students in the program return to college for skill enhancement or necessary job skills upgrades. The data also shows that the program is made up of 86% male compared to 46% for the college. As a program we are looking at ways to attract more female students to the program. As a program we are always looking at ways to improve courses and course offerings based on student needs and we will continue this practice.

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.
- (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.

X No comments or requests to make about the budget

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.



Drafting Program Review

2013-2014

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?

See the productivity chart included in your data packet to help you determine the appropriate productivity level for your program/courses.

- *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?*
- *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?)*

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.

DRFT Productivity

3 year average	409
FY13	383

The Drafting Program has a goal of 450 which is very high base on the fact that our classrooms have a seating capacity of 24 seats compared to the college which uses a 35 students per class to set a 535 goal. Base on a 24 seat capacity the productivity goal should be less than 400 for the Drafting Program. The program's three year average is 91% of the goal and the FY13 is 85% of the goal of 450.

As a program we are evaluating ways to increase our enrollment. We are visiting local high schools to make more students aware of our offerings. We have also offered specialty class events to junior high students to both offer training to them and to make them aware of our courses.

6 Resources

1. Faculty

Instructions:

- *How does your program/department's Full Time Equivalent Faculty (FTEF) compare to the college? (trends and ratios)*
- *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?*
- *Does your area have difficulty finding hourly instructors?*
- *Is the program lacking faculty with a particular specialty?*
- *Are there any specific accreditation requirements for FT faculty?*
- *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.*

The FTEF for the Drafting Program is consistent with the college average. The program has been consistent in its three year average. For FY13 the program decreased its PT faculty by 47% due to campus budget cuts and decreased the number of sections offered. At this point we will not be requesting any additional faculty.

2. Classified Staff

Instructions:



Drafting Program Review

2013-2014

- Have there been changes in the number of classified staff in the program/department over the last three years?
- What has been the effect of decreases/increases in classified staff on the program or department?
- 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.

There is no classified staff in the Drafting Program.

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.

Same as Architecture, used by Engineering, Architecture, Drafting and MT

1. Copier/scanner: existing machine is aging and in need of replacement
2. New plotters: existing plotters are aging and in need of replacement
3. Monitor existing computers to establish a rotational plan for replacement

4. Facilities or other Resource Requests

Instructions:

- Is your program/department making any other requests for resources, including for facilities?
- 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.

Same as Architecture, used by Engineering, Architecture, Drafting and MT

Additional/new classroom lighting room MCE-129

Additional/new classroom lighting room MCE-130

Replace white board doors (min. 4' wide surface) in MCE-130

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.

7 Other Program/Department Data

Instructions:

- 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?
- What does the data indicate about the students, student performance, or any other aspect of the program?



Drafting Program Review

2013-2014

- What about the data encourages or gives you cause for concern?
- Does the data meet your expectations? Why or why not?
- What initiative(s) could you develop based on what you have learned from the data. Explain briefly. Initiative to be entered in more detail in Section V.
- Provide the data in an attachment or provide an online link.

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

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?
- What does that score mean to you?

The self assessment Vitality Score for the Drafting Program is 24. This score means we need to continue to make improvements to add strength to the program. We will continue to look at ways to improve the program.

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



Drafting 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.

Begin listing your initiatives here, including any you are carrying forward from prior years. Please note that every program/department needs to include initiatives that do not require resources. You may copy and paste this section

A. **Initiative:** Curriculum Improvement

Initiative ID: DRFT13-01

Link to Data: The program's productivity rate is 91% of the district goal. As a program we would like to see the productivity rate rise.

Expected Benefits: To increasing student numbers without increasing the number of courses.

Goal: Improved program productivity rate and student retention.

Performance Indicator: An increase in productivity over the next two years.

Timeline: 2015-2016

Funding Resource Category: No new resources needed

Ranking: M

B. **Initiative:** Continuous technology updates

Initiative ID: DRFT13-02

Link to Data: The student retention and success rate mirror the college average, we would like to see to see retention and success rates higher than the college average.



Drafting Program Review

2013-2014

- Expected Benefits:** Continuous hardware and software updates will provide the most current resources for students. Current technology will provide the method for students to achieve further success and retention in the program.
- Goal:** Improved retention and success rates.
- Performance Indicator:** An increase in retention and success over the next two years.
- Timeline:** 2015-2016
- Funding Resource Category:** Technology Funds
- Ranking:** H
- C. **Initiative:** Instructional skills upgrades
- Initiative ID:** DRFT13-03
- Link to Data:** The student retention and success rate mirror the college average, we would like to see to see retention and success rates higher than the college average.
- Expected Benefits:** Students are trained on the most current software.
- Goal:** Improved retention and success rates.
- Performance Indicator:** An increase in retention and success over the next two years.
- Timeline:** 2015-2016
- Funding Resource Category:** Grant Funds
- Ranking:** H
- D. **Initiative:** Modify degree and certificate requirements
- Initiative ID:** DRFT13-04
- Link to Data:** Currently the program has granted 12 degree/certificates over the last three years. The program would benefit by changes to the requirements for degrees/certificates.
- Expected Benefits:** Degrees/certificates are more attainable to students.
- Goal:** To increase the number of degrees/certificates attained by students.
- Performance Indicator:** A 10% increase in the number of degrees/certificates awarded.
- Timeline:** 2015-2016
- Funding Resource Category:** No new resources needed
- Ranking:** M
- E. **Initiative:** Evaluate use of online classes
- Initiative ID:** DRFT13-05
- Link to Data:** The program's productivity rate is 91% of the district goal. As a program we would like to see the productivity rate rise.
- Expected Benefits:** Increase enrollment
- Goal:** Increase enrollment
- Performance Indicator:** An increase in WSCH number.
- Timeline:** 2015-2016
- Funding Resource Category:** No new resources needed
- Ranking:** M



Drafting Program Review

2013-2014

- F. Initiative:**
 - Initiative ID:**
 - Link to Data:**
 - Expected Benefits:**
 - Goal:**
 - Performance Indicator:**
 - Timeline:** Click here for options
 - Funding Resource Category:** Click here for options
 - Ranking:** Click here for options

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?

The program review process in general gives us a detailed look at things that we may need to adjust to benefit our students. The program review process is still very labor intensive and takes many hours.

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

Different programs would be better served by making the process different for unique types of programs, i.e. specific to the Technology Division's goals as they relate to the college.

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

Instructions: Please complete the following section:

Program/Department: Drafting (DRFT)

Preparer: Ralph Fernandez

Dates met (include email discussions): September 10, 11, 12

List of Faculty who participated in the program Review Process: Ralph Fernandez, Scot Rabe, Casey Mansfield, Chiiho Terada, Rick Leduc



Drafting Program Review

2013-2014

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):



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



Drafting 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>		
Excluded Items	Who to Contact	Explanation
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 vcmaintenance@vcccd.edu 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 vcmaintenance@vcccd.edu 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 vchelpdesk@vcccd.edu 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.



Drafting 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>		
Included Items	Committee Group	Explanation
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.



Drafting 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	Enrollment demand ¹	
	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.	
Sufficient capital / human resources to maintain the program, as defined by:		
Up to 3	Ability to find qualified instructors	
	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.	
Up to 3	Financial resources, equipment, space	
	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.	
Up to 4	Agreed-upon productivity rate ²	
	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.	

¹ Enrollment demand is determined by the ability to fill classes.

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



Drafting 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.	

Up to 4	Course completion rate ³	
	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."	

Up to 3	Success rate ⁴	
	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."	

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 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.	

Note rationale on next page.

³ 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."

⁴ 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.



Drafting 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:

Score interpretation, academic programs:

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



Drafting 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
Up to 6	Enrollment demand / Fill rate ⁵	
	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.	4
	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.	
Up to 3	Sufficient capital / human resources to maintain the program, as defined by:	
	Ability to find qualified instructors	
	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.	
Up to 3	Financial resources, equipment, space	
	A "3" would indicate that the program is fully supported with regards to dedicated class / lab space, supplies and equipment.	3
	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.	
Up to 4	Agreed-upon productivity rate ⁶	
	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.	3
	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.	

⁵ Enrollment demand is determined by the ability to fill classes.

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



Drafting Program Review

2013-2014

Appendix-D

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

Up to 3	Program Completion	
	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.	0 (12/14)

Up to 3	Employment Outlook for Students/Job Market Relevance	
	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 <i>and/or</i> "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.	3
	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.	

Up to 3	Success rate⁷	
	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."	2
	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."	

Up to 4	Course completion rate⁸	
	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."	

⁷ 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.

⁸ 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."



Drafting 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.	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 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:

With a score of 24, we see that the program needs to increase the number of degrees/certificates awarded. We are working to make appropriate adjustments. As these changes take affect the program will be awarding more degrees/certificates. 12/14 certificates

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



Drafting 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.