Sociology Program Review
2013-2014

Section I – Accomplishments and Status of 2012 Program Review Report

A. Last Year's Initiatives

a. No resources needed

1. Students need more accessibility to the department via online and distance education course offerings. *Met*. Soc VO2 is now offered on-line summer, spring and fall. This is in addition to Soc 1 on-line offering. It is expected that Soc VO7 will be offered on-line starting fall 2014.
2. More qualified instructors to teach Human Service courses. *Not met*. One instructor continues to teach all offered human service courses. The department is exploring the possibility of using psychology instructors to teach some of the courses beginning fall 2014.
3. Faculty will meet at least once a semester to share best practices and assessment techniques. *Met.*

b. Resources requested

1. SPSS access/licensing. *Met.* SPSS 21 has been installed in 50 classroom laptops and 2 pods (approximately 18 computers) in the learning resource center. Fulltime Sociology faculty will have the program available on their office computers.
2. Increase in Distance Education support staff and faculty. *Not met.* There have been no additional personnel added to distant education.

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

Goal: To maintain student success and retention at or above the college average. *Met.*

Section II - Description

A. Description of Program/Department

Sociology is the scientific study of human behavior in groups and the social forces that influence that behavior. The Sociology program offers a diverse curriculum in an effort to provide students with the tools necessary to comprehend their social world, using sociological theory and methodology to focus on the building blocks of the social structure and culture. The program includes courses that explore how social institutions play integral roles in our society, how class, race, ethnicity, and gender interact with these fundamental social institutions, the inequalities that exist in society, the importance of norms and values, the deviations therein, and the origins of social problems, their potential solutions, and the challenge to the status quo. Upon completion of a sociology course, the student will have a greater understanding of her/his part in the social world, enhancing interpersonal relationships and relationships to the social structure. A student graduating with an Associate of Arts in Sociology may transfer to a four-year institution to complete a Bachelor's Degree. Because of the broad scope of subject matter, sociology is excellent preparation for a wide range of career paths, including teaching, journalism, law, business, communications, non-profit management, corrections/law enforcement, and employment in the human services fields.

(Human Services): Human Services is a course of study for those interested in employment in such diverse settings as group homes and halfway houses; correctional, developmental disability agencies, and community mental health centers; family, child, and youth service agencies and programs

concerned with alcoholism, drug abuse, family violence, homelessness, aging or other social issues. The primary focus of the human service worker is to assist individual and communities to function as effectively as possible in the major domains of living as case managers, advocates, grant writers, youth workers, volunteer coordinators, human resource specialists, fundraisers, trainers, para-educators or advocacy. The Human Services AA and certificate programs are structured around interrelated components including: theoretical foundations/intervention strategies; client population/cultural diversity; research /evaluation; and skill development/field experience. Successful completion of appropriate coursework will enable students to either further their education, seek employment in a variety of social service organizations or both.

Degrees/Certificates

Program's courses are designed to articulate to UC and CSU for transfer students.
There are now Associates of Arts Sociology and Associates of Arts Human Services degree. Additionally, there are four proficiency awards in Human Services.

B. **Program/Department Significant Events (Strengths and Successes), and Accomplishments**
  Sociology: 30 AA-T degrees in FY13. When disaggregated by ethnicity 50% (15) were earned by students that identified as non-white Hispanic, (whites 37% (1), African American, Asian, Native American and other each 3% (1))
  Human Services: 5 AA degrees in FY13. When disaggregated by ethnicity 40% (2) were earned by students that identified as non-white Hispanic, white 40% (2) and Asian 20% (1).
  Human Services: 3 certificates in FY13. When disaggregated by ethnicity 67% (2) were earned by students that identified as non-white Hispanic, Native America 33% (1).

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

Human Services

	Cost		Cost	
Enrollment Fees	*46 per unit	Enrollment Fees		
Books/ Supplies	Approx. $65 per course	Books/Supplies		
Total	$1169-1215 *	Total		Total

D. **Criteria Used for Admission**
  No pre-requisites

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.

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: Dr. Greg Gillespie
Executive Vice President: Dr. Daniel Seymour
Dean: Dr. Gwendolyn Lewis-Huddleston
Department Chair: Ronald Mules
Faculty/Staff:

Name	Albert Chen
Classification	Associate Professor
Year Hired	2007
Years of Work-Related Experience	
Degrees/Credentials	A.A.,B.A., M.A.

Name	Andrea Horigan
Classification	Assistant Professor
Year Hired	2011
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.A.

Name	Lauri Moore
Classification	Professor
Year Hired	1996
Years of Work-Related Experience	
Degrees/Credentials	A.A.,B.A., M.A.

Section IIIa – Data and Analysis

A. **SLO Data**

Completion of the Student Learning Outcomes provided Sociology/Human Service faculty to collaborate on assignments used for assessment. While SLOs were met in most cases, we were able to re-evaluate not only our course objectives but our rubrics used for assessments. This collaboration enabled us to see where we were excelling in some areas and where improvement was needed in others.

For Human Services, the 5 year rotational plan made it apparent that to assess each course in a timely manner more Humans Service courses needed to be offered each semester. (See HMSV131)

For both Sociology and Humans Services, the SLO process allows us to continue to re-evaluate course objectives, assessment and improvement of student learning.

B. **Performance Data**

1. **Retention – Program and Course**

Sociology: retention rates exceeds that of the college: (3yrSoc 91%,College 86%), (FY13 Soc 89%, College 86%)

Human Services: 3yr retention rates exceed that of the college (HMSV 91%, College 86%); however, FY13 retention rate is slightly below the college (HMSV 83%, College 86%)

Initiative response would be offering multiple (more than 1) Human Service course per semester (see Initiative HMSV131). Currently students must wait for 4 semesters to complete all courses.

2. **Success – Program and Course**

Sociology: Success rates exceed that of the college (3ysSoc 74%, College 70%), (FY13 Soc 72%, College 71%) We will explore options to bring success rates up to or above our SLO goal of 75%

Sociology: Gender: Students continue to be mostly female (63%) while the college as a whole serves only a slight majority of females (54%). There may be a need to survey students to find out why males do not take sociology courses at the same rate as females.

Sociology: Age: The age of sociology students is slightly younger than the college (3yrSoc 24 yrs, college 26 years)

Human Services: Success rates slightly exceed that of the college (3yrHMSV 72%, College 71%) We will explore options to bring success rates up to or above our SLO goal of 75%

Human Services: Gender of the students population is disproportionately female (3yrHMSV 83%, College 54%) The Human Service profession is largely gendered. Spotlighting males in this field may increase male student participation in coursework.

Human Services: Age: The average student is significantly older (3yr 32, college 26). The student population is much more varied by age with many "re-entry" students. Human Service courses have been historically offered in the afternoon from 4-7pm to accommodate working adults. A possible initiative is to offer these courses during traditional student hours (8-2pm) which may provide more exposure to the younger student.

3. **Program Completion – for "Programs" with Degrees/Certificates Only**
   Sociology

   Program Completion by Ethnicity and Gender Sociology, CSU Transfer Program Code: 220800
   FY13 Sociology, CSU Transfer

	Certificates 0	Degrees 30	Female 18	Male 12
Hispanic	0	15	7	8
White	0	11	8	3
African American	0	1	1	0
Asian	0	1	0	1
Native American	0	1	1	0
Other	0	1	1	0

4 Year Total for Sociology, CSU Transfer
Sociology's AA-T became effective FY13, so our 4 year total is actually a one year total.

Human Services

Program Completion HumanServices-Sociology Option Program Code: 234800

	Certificates 8	Degrees 17	Female 23	Male 2
FY10 HumanServices-Sociology Option				
Hispanic	1	2	3	0
FY11 HumanServices-Sociology Option				
Hispanic	1	2	3	0
FY12 HumanServices-Sociology Option				
Hispanic	2	3	5	0
White	1	5	6	0
FY13 HumanServices-Sociology Option				
Hispanic	2	2	4	0
White	0	2	1	1
Asian	0	1	0	1
Native American	1	0	1	0
4 Year Total for HumanServices-Sociology Option	8	17	23	2

Human Services course enrollment has grown significantly over the past four years.

C. **Operating Data**

   1. **Demographics - Program and Course**
      See Performance data above for age and sex (B2)

Sociology: Ethnicity: With the exception of Hispanic and White students, students in sociology courses mirror that of the college. Sociology courses exceed the proportion of Hispanics (3yrSoc 51%, College 45%) and underrepresents whites (3YrSoc 31%, College 37%)

Human Services: Ethnicity: With the exception of Hispanic and White students, students in Human Service courses mirror that of the college. Sociology courses exceed the proportion of Hispanics (3yrHMSV 54%, College 45%) and underrepresents whites (3YrHMSV 31%, College 37%)

2. **Budget**

   X Program members have reviewed the budget data.
   X No comments or requests to make about the budget

3. **Productivity – Program and Course**

Sociology: 6 out of 8 of the sociology courses taught **exceed** DISTRICT GOAL of 650 WSCH. The 2 classes that do not exceed WSCH have a 99% and 92% ratio. Both of these courses are taught only once an academic year. Average 3yr WSCH for all courses is 712
Human Services: All human services courses offered **exceed** the DISTRICT GOAL of 525 WSCH. Average 3yr WSCH is 593.

Both areas of study are excelling and met or exceed expectations.

D. **Resources**

1. **Faculty**

   Sociology: Sociology has 3 full time instructors
   Fulltime faculty 3yr average is 34%
   Part time faculty 3yr average is 37%
   XL faculty average is 23% - these classes are taught 2 to 1 fulltime to part time
   3yr average FTEF has been influenced by a fulltime faculty member taking sabbatical leave in fall of 2013.
   Human Services: Human Services is taught by 1 fulltime instructor as an overload, currently 1 course is offered each semester. There is a need to offer additional courses (of the cycle rotation) per semester. This will either require an additional section of Sociology to be taught by part time faculty.

2. **Classified Staff**
   NA
3. **Inventory**
   NA
4. **Facilities or other Resource Requests**
   Document cameras are need in MAC 201 and 202

5. <u>**Combined Initiatives**</u>

E. **Other Program/Department Data**

<u>**Section IIIb – Other Program Goals and Initiatives**</u>

A. **Other Program Goals**

Human Services: A new advisory committee will be established to address changing needs of students and the possibility of creating an AA-T in Social Work

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*

<u>**Section IV – Program Vitality (Academic Senate Approved Self-Evaluation)**</u>

Sociology score 22 – vibrant program

Human Services (CTE) score 28 – vibrant program

<u>**Section V - Initiatives**</u>

Sociology

A. **Initiative: Continued collaboration among faculty**
Initiative ID: SOC1301
Link to Data: Variation in grading and success rates in individual courses show need for faculty to discuss course content/delivery/use of extra credit etc.
Expected Benefits: Normalize student experience within core sociology courses
Goal: Meet as a department at least 3 times per semester
Performance Indicator: more consistent grading and success reports
Timeline: 2014-2015
Funding Resource Category: No new resources needed
Ranking: H

B. **Initiative: SOC132**
Initiative ID: Increase AA-T completion
Link to Data: degree completion
Expected Benefits: Students will be more likely to transfer to a 4 year university if they obtain a degree.
Goal: Increase AA-T by 10%
Performance Indicator: completion of degrees
Timeline: 2014-2015
Funding Resource Category: No new resources needed
Ranking: H

C. **Initiative: SOC133**
Initiative ID: Offer all core Sociology courses in on-line modality as well as on ground
Link to Data: greater retention rates

Expected Benefits: Better access for students
Goal: Sociological analysis will be offered on-line
Performance Indicator:
Timeline: Fall 2014
Funding Resource Category: No new resources needed
Ranking: M

D. **Initiative: SOC134**
Initiative ID: Maintain Sociology Club
Link to Data: Student participation in campus activities is correlated to student success.
Expected Benefits: Greater awareness of sociology program
Goal: Sociology Club will meet regularly during fall and spring semesters
Performance Indicator: regular scheduling
Timeline: Spring 2014
Funding Resource Category: No new resources needed
Ranking: H

Human Services

A. **Initiative: HMSV131**
Initiative ID: More frequent class offerings
Link to Data: success and retention data would be more complete
Expected Benefits: Students would be able to complete certificates and degree faster
Goal: Offer 2 HMSV class each semester
Performance Indicator: schedule
Timeline: Spring 2014
Funding Resource Category: Staffing Funds
Ranking: H

B. **Initiative: HMSV132**
Initiative ID: Create new advisory board
Link to Data: none
Expected Benefits: Better serve student transfer and employment needs
Goal: Create new advisory board with broader scope of community leaders/service provider and college departments (i.e. child development)
Performance Indicator: meeting of committee
Timeline: Fall 2014
Funding Resource Category: No new resources needed
Ranking: H

FOR BOTH SOC AND HMSV
A. **Initiative: SOC135 & HMSV133**
Initiative ID: Increase DE support
Link to Data: See DE program Review
Expected Benefits: increase success for students taking on-line instruction

Goal: Increase DE faculty by 1
Performance Indicator: hiring of DE staff
Timeline: Fall 2014
Funding Resource Category: Staffing Funds
Ranking: H

B. **Initiative: SOC135 & HMSV134**
Initiative ID: Create funding for professional development
Link to Data: SEE PD Program Review
Expected Benefits: increase instructor skills (pedagogical, technology, etc.) The ultimate benefit would be great student success and retention.
Goal: Create line item budget category for PD
Performance Indicator: $ allotted to PD annually
Timeline: Fall 2014
Funding Resource Category: Facilities Funds
Ranking H

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 process is much more straightforward with new form.
B. **How would you improve the program review process based on this experience?**
   It would be helpful if the data pertaining to each question is produced by a quantitative expert. This would ensure quality control.
   I would also have the instructions on a separate page to make populating the form simpler. Too much cutting and pasting.

VII – Submission Verification

Instructions: Please complete the following section:

Program/Department: Sociology (with Human Services)/Social Sciences & Humanities
Preparer: Andrea Horigan
Dates met (include email discussions): 10/1 & 10/4
List of Faculty who participated in the program Review Process:
Andrea Horigan
Lauri Moore

X **Preparer Verification:** I verify that this program document was completed in accordance with the program review process.

X **Dean Verification:** I verify that I have reviewed this program review document and find it complete. Dean may also provide comments (optional):

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

Academic programs: Sociology – score 22

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.	6
	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.	

Point Value	Element	Score
	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.	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	**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	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.	Appendix-C

Point Value	Element	Score
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.	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.	
	A "0" would indicate that a program is at less than 70% of its productivity rate.	

Point Value	Element	Score
Up to 4	**Course completion rate** [3]	

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[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.

	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."	

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."	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 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 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.	

Appendix-C

Note rationale on next page.

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:

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[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.

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

Sociology Program Review
2013-2014

Rubric for Instructional Program Vitality-CTE

CTE programs: Human Services score 28

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.	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.	

Point Value	Element	Score
	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.	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	**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.	

Point Value	Element	Score
Up to 4	**Agreed-upon productivity rate** [6]	
	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.	
	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.	

Appendix-D

Point Value	Element	Score
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.	3
	A "2" would indicate that the program has granted 20-24 combined degrees, certificates and proficiency awards over the past four academic years.	

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[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.

	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.	

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 and/or "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.	2
	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 rate** [7]	
	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 rate** [8]	
	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."	Appendix-D
	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	**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	

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[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."

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.	

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

16