History Program Review
2013-2014

10/07/13
Department Chairs,

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

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

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

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

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

Appendices:
A-Program Review Process Map-Instructional Programs
B-What to Leave In and What to Leave Out
C-Academic Senate Rubric for Instructional Program Vitality-Instructional Academic Programs
D-Academic Senate Rubric for Instructional Program Vitality-Instructional CTE Programs
E-Appeal Form

Attachments:
Data packets for your program/department

WHO TO CALL FOR ASSISTANCE
Budget and Inventory Data:
    David Keebler, VP-Administrative Services, ext. 6354
Data Analysis and Interpretation:
    Michael Callahan, Institutional Researcher, ext. 6344
Instructional Programs:
    Kathy Scott, Dean-Institutional Effectiveness, ext. 6468
    Debbie Newcomb, Faculty Facilitator, ext. 6368
    Sandy Hajas, LRC Supervisor, ext. 6179
Services:

Due October7, 2013

1

Susan Bricker, Registrar, ext. 6044
Sandy Hajas, LRC Supervisor, ext. 6179
Kathy Scott, Dean-Institutional Effectiveness, ext. 6468

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.*

-

- *The program submitted one initiative that did not required funding:*

  Hi1203 Re-evaluate district WSCH for history. Nothing changed. Initiative ignored. For unknown reasons, the history program has the highest WSCH goal of 750. The initiative received strong support from the Program but none from the Division.

- *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.*
  The program submitted four initiatives that required funding:

  >Hi1201. Replace Ft faculty position in History and Chicano Studies. Received High support from the Department of the Social Sciences and the Division. No action. Not endorsed by the College.

  >Hi1204. Increase history courses that focus on Hispanic and Minority students. High priority for program but not important to the committee and College. No action taken.

  >Several departments. Proved administrative support and funding for learning community. Received Low endorsement from the program and Moderate from the College. No action. The number of learning communities classes declined. In 2013-14 the History Program is not offering any learning community classes.

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.
Program Student Learning Outcomes

1. *Students will demonstrate an understanding of the effect of time and place on shaping and molding the human experience.*
2. *Students will appraise the significance of specific people, places and events in understanding the larger trends and themes of history.*
3. *Students will assess and/or evaluate the causes and effects of trends and historical development over time.*

Student Success Outcome

1. *The program successfully met the 2011 goal to maintain the retention rate from the average of the programs prior three-year retention rate. The programs prior three year rate was 84%. The program 2013 rate is 84%.*
2. *"Maintain retention rate from the average college's prior three years." Program fell short. The College rate was 86% and the program is 84%.*

3. *"The program will increase the retention rate by 2%." The Program fell short. The success rate for the Program's prior three years is 72% and the program 2013 rate is 66%.*
Program Operating Outcomes

1. *The History Program will seek to come close to the district WSCH/FTEF of 750. One our initiative last year was to challenge the District WSCH of 750 for the History Program. The WSCH is unrealistic and impossible. History has the highest district goal of all programs.*

Section II - Description

A. Description of Program/Department

Through the critical evaluation of the causes and significance of events in the past, students of history learn about the individuals, ideas, actions, and events that have shaped our present. History teaches students to find and interpret relevant information and to evaluate the authority and bias of information. It promotes an understanding of cultures and societies from the past while it helps students consider their own identities in the world of today. A student graduating with an Associate of Arts degree in History will usually transfers to a four-year institution to complete a Bachelor's Degree. History is an excellent preparation for careers in teaching, law, business, communications, journalism, librarianship, archival and research work, public administration and a wide variety of public service and government careers. Professional schools in these and related fields are looking for students who can weigh conflicting evidence, evaluate alternative courses of action or divergent points of view, and express conclusions logically and clearly. For students that are not majoring in History, this subject area meets important transfer requirements and promotes a basic understanding of the world.

Degrees/Certificates
Program's courses are designed to articulate to UC and CSU for transfer students.
Program offers an Associate of Art Degree in History

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.)?*
- *The Program now offers an Associate of Arts Degree in History. This AA Trasfer Degree was initiated in 2012. In Spring 2013, ten students graduated with the AA degree. This is too soon to evaluate impact. The existence of the AA degree needs to be promoted in a number of ways including the use of a department informational brochure or pamphlet and a History Majors Orientation at the beginning of each semester.*
- *What is impacting the program now?*
  The History program and the History Club (joint venture of faculty and students) have launched an outstanding ORAL HISTORY PROJECT, which is appealing to many students' academic interests and has furthered relationships between the College and the History Department with the community, and county museums in particular. Student leadership skills and academic confidence have been greatly enhanced by their experiences in this project, and it has contributed significantly to student transferability to leading California universities (UCs, CSUs, and private universities). Moreover, through research and other opportunities performed in partnership with the Museum of Ventura County, a few of our students have taken part-time and full-time employment positions in the field

of public history (with the City of San Buenaventura Department of Community Services and the Museum of Ventura County).

The History Department continues to develop learning community classes.

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

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

D.   Criteria Used for Admission
None

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: Ismael de la Rocha
Faculty/Staff:

Name	Coffey, Colleen
Classification	Assistant Professor
Year Hired	2011
Years of Work-Related Experience	9
Degrees/Credentials	A.A., B.A., M.A.

Name	Corbett, Scott
Classification	Professor
Year Hired	1996
Years of Work-Related Experience	27
Degrees/Credentials	B.A., M.A., Ph.D.

Name	Ismael de la Rocha
Classification	Professor
Year Hired	1974
Years of Work-Related Experience	38
Degrees/Credentials	B.A., M.A.

Name	Michael Ward
Classification	Assistant Professor
Year Hired	2011
Years of Work-Related Experience	13
Degrees/Credentials	A.A., B.A., M.A., Ph.D.

Section IIIa – Data and Analysis

A. **SLO Data**
Instructions:
- *Provide highlights of what you learned last year in your assessments and discussions.*
  - *>In general the SLO reports showed that the program is dynamic and strong. With minor exceptions most courses showed 75% C grade or better.*
  - *>The program did not make any changes as a result. To improve the percent, the program recommended more learning community, swing, and community service classes. Because of the budget situation none of this took place.*
- *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 <u>initiatives requiring resources</u> could you develop (or have you developed) to improve student learning? Explain briefly. Initiatives need to be entered in more detail in Section V.*
  The History Program requested a full time teaching position which was not approved. With one instructor retiring in December 2014, the program is proposing it again. Having full time professors improves student success.
- *What are the most significant <u>initiatives not requiring resources</u> 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.*

  >The History Program offers up to forty five sections per semester. It is very difficult to assess all of them in one or two semesters. The rotational plan makes more sense. We will evaluate 1/3, 1/3 and 1/3.
  >The mapping is still confusing. All our history classes are lower-division [introductory] level history surveys. None of our courses qualify as masters-level work.

B. 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.*

  .   The History Program's retention rate for F13 of 84% closely mirrors the College F13 of 86%. However, the prior three year History retention rate of 86% is equal to the prior three year College average of 86%.

- *In looking at your program's retention rate over the past three years, is there a trend? If so, explain.*
  No. Comparable. The retention rate has been consistent.
- *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?*

  There are no gaps. The retention rate for most of the ethnic groups is greater then the History program rate of 84%. The Hispanic rate dropped by 1% to 83%. The group with the highest rate was the Filipino American category with 91%.
- *Do your retention rates meet your expectations? Are there areas that need improvement?*

  Yes. It meets our expectations and is consistent with the past three years.

- *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.*
  - *Greater cooperation with student services, i.e. tutoring and counseling*
  - *Utilization of alternative teaching modes such as Learning communities, link classes, and community service.*
  - *Providing greater support with basic skills support, writing across the community, and SSI leadership/tutoring support.*

2. Success – Program and Course
Instructions:
Success refers to the number/percentage of students who pass the class with a grade of C or better or a "pass."
- *How does your program's success rate compare to the college overall? Is comparing it to the college average appropriate or not? Please explain.*

  The History Program three-year average of 72% is greater than the College year average of 70%. However in FY 13 the Program success rate dropped to 66%.

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

  No. The three-year averages are similar.   The 66% rate is not consistent.

- *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?*

  Yes. The success rates of most groups are consistent with the average for the past three years. However in FY13 the Hispanic rate dropped to 63% and Africa Americans to 51%. Hispanic student seem to be doing poorly in History 1A-B, Introduction to Western civilization, Us History with focus on Women, history of East Asia. African American students are doing poorly in History of Western Civilization.

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

  No. The FY13 rate is disturbing. We need to evaluate. Is it because of basic skills? Teaching modes?

- *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.*

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?

   As stated before, the Associate of Arts Transfer Degree was initiated just last year. In FY2013 ten students completed the AA degree.

- *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?*

  Six of the 10 students were women and four male. Three were Hispanic and four white students. This has met the programs expectation for the first year. The degree programs need to be promoted. Many students do not realize that the AA Degree in History exists.

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

  Yes. With a good promotional campaign, the number of students completing the degree should increase.

- *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 History Program is very proud of the AA Degree in History. Since it is new, most students are not aware that it exists. One of our new initiatives will be to conduct an aggressive promotional campaign that will involve the development of brochures, cooperation with the History program at the California State

University Channel Islands, speaking at the history classes, working closely with the History Club, and supporting program such as the Ventura College-Museum of Ventura County Oral History Project.

C. **Operating Data**

D. **Operating Data**

1. **Demographics - Program and Course**

Instructions:

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

- *What does the data indicate/say about the students enrolled in the program/course? (Provide a **very brief summary**).*
  History classes seem to have seen a significant bump in the number of Hispanic students enrolled compared to the department's prior three year average moving from 45% to 52% and a continued equal breakdown of students by gender – 50% males and 50% females.

- *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?*

-
  With regards to the demographics of students enrolled in history courses for FY13, the history department pretty much mirrored the demographics of the college as a whole with the exception of the gender breakdown for history classes was 50% males and 50% females whereas the college's break down was 54% males and 46% females. The college's three-year average has shown an increase of Hispanic students, which caused the History demographics and college demographics to be virtually the same in terms of percentages.

- *Is there a need to diversify the program in terms of age, gender or ethnicity?*
  It does not seem so.

- *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.*
  Looking at the retention rates and success rates of Hispanic and African American student in the major gateway history courses of History 1A, 1B, 7A, 7B, 18A and 18B we can see that we should strive to improve those rates. In History 1A and 1B for example the success rates for Hispanic students were 51% and 48% respectively. For African Americans it was 38% and 20%. For History 7A and 7B the rates for Hispanics and African Americans were a bit higher. Hispanics succeeded in the two courses at a 65% and 70% rate and African Americans succeeded at a 54% and 53% rate. So the History faculty should seek to develop an initiative with strategies to improve those rates.

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.*
  Over the past three years the History program's budget declined by $52,002 or roughly 7%.

- *(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.

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?*
  The WSCH ration of all history courses increased over the last three years from 626 to 645 or 121% of the college's productivity goal of 530 and the college's actual performance of 524. There have been some fluctuations in the WSCH ration of individual classes but nothing that would suggest any corrective action or initiative ought to be considered. However, the data continues to include the patently unrealistic District productivity goal of 750 which has been met or exceeded in only a few history classes.
- *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?)*
  Though on the whole the history courses do indeed meet expectations it would seem that if the combined faculty of multi-section offering were to meet more often and discuss common expectations and comparable standards – then students across the board might be better able to succeed in their classes.

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.

The regular dialogue among the history faculty on course standards, expectations, and best practices on how to better serve the students.

E. **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?*
  No
- *Is the program lacking faculty with a particular specialty?*
  No
- *Are there any specific accreditation requirements for FT faculty?*
  No
- *What contract faculty member(s) (if any) will you be requesting based on what you have learned? Explain briefly. Requests need to be entered in more detail in Section V.*
  Given the planned for retirement of one of the Division Chair and senior faculty member who is a history faculty, the department will be asking for a replacement for that position.

2. **Classified Staff**

    Instructions:

    - *Have there been changes in the number of classified staff in the program/department over the <u>last three years</u>?*
      While the number of staff available to the History program has not changed – the responsibilities of the Division Dean have increased dramatically which has resulted in a proportional loss of staff time and resources available to the History program.
    - *What has been the effect of decreases/increases in classified staff on the program or department?*
      Across the board the members of the History program and the Division chair have had to shoulder more and more of the administrative work associated with the program and the data collection, review and reporting necessary to meet the college's institutional and accreditation needs. This has resulted in more than one faculty member having less time available for class preparation, teaching activities and professional development.
    - *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.*
      The History program will be combining its expectations of increased administrative/staff support with other elements of the Division to warrant some additional clerical staff to assist the whole Division in the increased paperwork associated with a properly functioning Division and 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.*
      None

4. **Facilities or other Resource Requests**

    Instructions:

    - *Is your program/department making any other requests for resources, including for facilities?*
      Yes, we request active classrooms be developed for facilitation of flipped classes and learning communities.
    - *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.*
      None

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.

    The History program will seek administrative support with the other elements of the Social Science Division to support learning communities. It will also join with the Political Science department to seek administrative funding and support for the Model United Nations and a Guest Speaker series.

F. **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?*
- *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*

No

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?*

1. Demographics - Program and Course

Instructions:

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

- *What does the data indicate/say about the students enrolled in the program/course? (Provide a **very brief summary**).*
  History classes seem to have seen a significant bump in the number of Hispanic students enrolled compared to the department's prior three year average moving from 45% to 52% and a continued equal breakdown of students by gender – 50% males and 50% females.

- *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?*
  With regards to the demographics of students enrolled in history courses for FY13, the history department pretty much mirrored the demographics of the college as a whole with the exception of the gender breakdown for history classes was 50% males and 50% females whereas the college's break down was 54% males and 46% females. The college's three-year average has shown an increase of Hispanic students which caused the History demographics and college demographics to be virtually the same in terms of percentages.

- *Is there a need to diversify the program in terms of age, gender or ethnicity?*
  It does not seem so.

- *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.*
  Looking at the retention rates and success rates of Hispanic and African American student in the major gateway history courses of History 1A, 1B, 7A, 7B, 18A and 18B we can see that we should strive to improve those rates. In History 1A and 1B for example the success rates for Hispanic students were 51% and 48% respectively. For African Americans it was 38% and 20%. For History 7A and 7B the rates

for Hispanics and African Americans were a bit higher. Hispanics succeeded in the two courses at a 65% and 70% rate and African Americans succeeded at a 54% and 53% rate. So the History faculty should seek to develop an initiative with strategies to improve those rates.

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.*
  Over the past three years the History program's budget declined by $52,002 or roughly 7%.
- *(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 <u>per week</u>. The typical productivity factor is 525 (<u>35</u> students/class x 5 classes x 3 hours per week = 525). Our overall college productivity goal for 2013-2014 is 530. Your analysis here should pertain to the number of students enrolled in your courses as that number relates to the program's productivity goal.

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

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?*
  The WSCH ration of all history courses increased over the last three years from 626 to 645 or 121% of the college's productivity goal of 530 and the college's actual performance of 524. There have been some fluctuations in the WSCH ration of individual classes but nothing that would suggest any corrective action or initiative ought to be considered. However, the data continues to include the patently unrealistic District productivity goal of 750 which has been met or exceeded in only a few history classes.
- *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?)*
  Though on the whole the history courses do indeed met expectations it would seem that if the combined faculty of multi-section offering were to meet more often and discuss common expectations and comparable standards – then students across the board might be better able to succeed in their classes.

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.

The regular dialogue among the history faculty on course standards, expectations, and best practices on how to better serve the students.

A. 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?*
  No
- *Is the program lacking faculty with a particular specialty?*
  No
- *Are there any specific accreditation requirements for FT faculty?*
  No
- *What contract faculty member(s) (if any) will you be requesting based on what you have learned? Explain briefly. Requests need to be entered in more detail in Section V.*
  Given the planned for retirement of one of the Division Chair and senior faculty member who is a history faculty, the department will be asking for a replacement for that position.

2. Classified Staff

Instructions:

- *Have there been changes in the number of classified staff in the program/department over the last three years?*
  While the number of staff available to the History program has not changed – the responsibilities of the Division Dean have increased dramatically which has resulted in a proportional loss of staff time and resources available to the History program.
- *What has been the effect of decreases/increases in classified staff on the program or department?*
  Across the board the members of the History program and the Division chair have had to shoulder more and more of the administrative work associated with the program and the data collection, review and reporting necessary to meet the college's institutional and accreditation needs. This has resulted in more than one faculty member having less time available for class preparation, teaching activities and professional development.
- *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.*
  The History program will be combining its expectations of increased administrative/staff support with other elements of the Division to warrant some additional clerical staff to assist the whole Division in the increased paperwork associated with a properly functioning Division and pro*gram.*

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.*
  None

3. Facilities or other Resource Requests

Instructions:

- *Is your program/department making any other requests for resources, including for facilities?*
  No
- *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.*
  None

4. **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.
   The History program will seek administrative support with the other elements of the Social Science Division to support learning communities. It will also join with the Political Science department to seek administrative funding and support for the Model United Nations and a Guest Speaker series.

B. **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?*
   - *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*

- *What does that score mean to you?*

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*
> **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)* <u>Note:</u> *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

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*
> ***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)* <u>*Note:*</u> *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:Full time history/Chicano Studies position. Submitted in 2011-12**
> **Initiative ID:History 101**
> **Link to Data: Spring 2015**
> **Expected Benefits: Replacement of full time retirement in December 2014**
> **Goal:**
> **Performance Indicator: Consistent performance rate. Full time instructors make a difference in retention and success**
> **Timeline:**
> **Funding Resource Category: General Fund**
> **Ranking:** Click here for options

> **B. Initiative: Re-evaluate the District WSCH goal of 750 for History. Submitted in 2011-12**
> **Initiative ID: History 102**

Link to Data:

Expected Benefits: This would validate many goals and objectives of the college and the District in terms of the shared decision-making procedures and the ability of an administration/faculty partnership to properly design and build an effective curriculum.

Goal:

Performance Indicator: Retention and success rates

Timeline: Click here for options

Funding Resource Category: No new resources are required.

Ranking: Click here for options

C. **Initiative: Active promotion and support for learning communities, swing classes and community service. Submitted in 2011-12**

Initiative ID: History 103

Link to Data:

Expected Benefits: These courses, in addition to delivering to students proven techniques and learning environment, would significantly broaden the appeal and pertinence of historical studies; broaden interdisciplinary and critical analytical behavior.

Goal:

Performance Indicator: Retention and success rates

Timeline: Click here for options

Funding Resource Category: No new resources are required.

Ranking: Click here for options

D. **Initiative: Increase the vitality of the History Program, the value and worth of history classes, topical historical issues by an aggressive promotional campaign to support the new Associate of Arts Degree, and the presence and efforts of the History Club. This initiative would also require the publication of a brochure explaining the History Program.**

Initiative ID: History 104

Link to Data:

Expected Benefits: Greater amount of students completing the Associate of Arts Degree, participating with the History Club, larger enrollments, and a greater participation in the community.

Goal:

Performance Indicator: productivity

Timeline: Click here for options

Funding Resource Category: no new resources are required.

Ranking: Click here for options

E. **Initiative: Funding for Speakers and Films.**

Initiative ID: History 105

Expected Benefit: Support for classes

Funding Source: Required additional general funds.

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

G. **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

H. **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

I. **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?**

Though the process might have been simplified – this is the third different program review process complete with the third different set of forms and reports in three years. Hence, to some degree this process is still in motion and hard for faculty to get a handle on.

B. **How would you improve the program review process based on this experience?**
Stick with the same forms and process for long enough for the faculty to get good at participating.

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:
Preparer: Ismael de la Rocha
Dates met (include email discussions): September 19,20,25, October 2,3,7,2013
List of Faculty who participated in the program Review Process:
Ismael de la Rocha
Scott Corbett
Colleen Coffey
Michael Ward

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):

Program Review Process Map

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

II.   **Description**

III(a).   **Data**

1.   **Review**
2.   **Analysis**

A. SLO's	B. Success	C. Operating	D. Resources	E. Other
	▪ Retention	▪ Demographic	▪ Faculty	Data
	▪ Success	▪ Budget	▪ Classified Staff	
	▪ Completion	▪ Enrollment/Productivity	▪ Inventory	
			▪ Facilities or other Resource Requests	
			▪ Combined Initiatives	

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**

21

VII.   **Verification of review**

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.

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.

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.

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.

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.

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	Budget Resource Council/Dean	These items must include a compelling reason and be above what the normal budget will allow.

Workers/Printing/Duplicating		

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.	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	**Sufficient capital / human resources to maintain the program, as defined by:**	Score
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	
	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]	

---

[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 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.	

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

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.	

22

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.

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:

22 points. Program is strong and vibrant.

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

Program is vibrant, dynamic and strong

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.	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.	

	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.	

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.	

---

[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 "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 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

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 <u>and/or</u> "leavers" of the program make more money in their jobs based on taking courses at the college (with or without having completed a degree) than had they not taken courses at the college.	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 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."	3
	A "2" would indicate that the sum of the program's success rates for the past academic year is within 4 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that the sum of the program's success rates for the past academic year is within 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that the sum of the program's success rates for the past academic year is lesser than 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	

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."	
	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."	

[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."

	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 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:

The history program rated 0 IN PROGRAM COMPLETION BECAUSE THE ASSOCIATE OF ART TRANSFER DEGREE IS NEW. MOST STUDENTS ARE NOT AWARE OF THIS OPTION. TEN STUDENTS HAVE GRADUATED WITH THE AA. WE EXPECT MANY MORE AAS THIS ACADEMIC YEAR.

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

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: