

Home Economics
(including Fashion Design & Merchandising, Interior Design)
Program Review
2011-2012

1. Program Description

A. Description

Home Economics is the study of the relationships among people and their personal environments. Students who major in Home Economics learn to improve the quality of life for individuals and families across the life span. They study issues related to food and diet, apparel and interior design, child development and family relations, and family and consumer resource management. In addition to the Home Economics degree, students may select an emphasis in Fashion Design and Merchandising or Interior Design.

B. Program Student Learning Outcomes - Successful students in the program are able to:

No program level student learning outcomes have been identified for Home Economics or Fashion Design & Merchandising.

Interior Design:

1. Apply foundational knowledge of the elements and principles of Interior Design.
2. Demonstrate the use and application of color, materials, and space planning.
3. Research product types and manufactures and apply interior environmental components such as surface materials, furniture, lighting, art, and accessories to interior design.
4. Research architectural and interior styles and designers.

C. College Level Student learning Outcomes

College level student learning outcomes have not been identified for Home Economics and Fashion Design & Merchandising

1. Creative Expression: Generate new ideas, express them creatively, or solve complex problems in an original way.
2. Communication: Demonstrate active listening skills and effective interpersonal skills while employing the vocabulary of the discipline.

D. Estimated Costs (Required for Certificate of Achievement ONLY)

	Cost
Enrollment Fees	1560
Books	560
Supplies	200
Total	2420

E. Criteria Used for Admission

No criteria other than regular college admission requirements

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F. Vision

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

G. Mission

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

H. 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

I. Degrees/Certificates

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Program's courses are designed to articulate to UC and CSU for transfer students.

Associate in Science Degree -Home Economics

Associate in Science Degree – Fashion Design & Merchandising

Certificate of Achievement – Home Economics

Certificate of Achievement – Fashion Design & Merchandising

Proficiency Award – Interior Design

J. Program Strengths, Successes, and Significant Events

- The Interior Design program was successfully moved to East Campus.
- The instructor for Interior Design classes owns and operates his own Interior Design business.
- Some Home Economics courses have been moved into other programs to create easier accessibility for students and to better align those courses with the specific disciplines.
- Fashion Design & Merchandising and sewing classes were offered for the last time last spring due to challenging circumstances as the building they were housed in was slated for demolition.

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K. Organizational Structure

President: Robin Calote
 Executive Vice President: Ramiro Sanchez
 Dean: Karen Gorback
 Department Chair: Jennifer Parker

Instructors and Staff

Name	Jennifer Parker
Classification	Professor
Year Hired	1998
Years of Work-Related Experience	
Degrees/Credentials	B.S., M.S.

Name	
Classification	
Year Hired	
Years of Work-Related Experience	
Degrees/Credentials	

Name	
Classification	
Year Hired	
Years of Work-Related Experience	
Degrees/Credentials	

Name	
Classification	
Year Hired	
Years of Work-Related Experience	
Degrees/Credentials	

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2. Performance Expectations

A. Program Student Learning Outcomes -

Home Economics and Fashion Design & Merchandising have no identified program student learning outcomes.

Interior Design: Successful students in the program are able to:

- Apply foundational knowledge of the elements and principles of Interior Design.
- Demonstrate the use and application of color, materials, and space planning.
- Research product types and manufactures and apply interior environmental components such as surface materials, furniture, lighting, art, and accessories to interior design.
- Research architectural and interior styles and designers.

B. Student Success Outcomes

1. The program will increase its retention rate from the average of the **program's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
2. The program will increase its retention rate from the average of the **college's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
3. The program will increase the student success rates from the average of the **program's** prior three-year success rates. The student success rate is the percentage of students who receive a grade of c or better.
4. The program will increase the student success rates from the average of the **college's** prior three-year success rates. The student success rate is the percentage of students who receive a grade of C or better.
5. Students will complete the program earning certificates and/or degrees.

C. Program Operating Outcomes

1. The program will maintain WSCH/FTEF above the 450 goal set by the district.
2. Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over \$200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over \$5,000 will be budgeted if funds are available.

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D. Courses to Student Learning Outcomes Map

Course to Program-Level Student Learning Outcome Mapping (CLSLO)
I: This program-level student learning outcome is **INTRODUCED** in this course.
P: This program-level student learning outcome is **PRACTICED** in this course.
M: This program-level student learning outcome is **MASTERED** in this course.
 Leave blank if program-level student learning outcome is not addressed.

No mapping has been completed for Home Economics, Fashion Design & Merchandising or Interior Design.

Courses	PLSLO #1	PLSLO #2	PLSLO #3
Art 11A			
CD V02			
CD V24			
HED V87			
HEC V18			
HEC V05A			
HEC V05B			
HEC V07			
HEC V09			
HEC V10			
HEC V11			
HEC V12A			
HEC V12B			
HEC V13A			
HEC V13B			
HEC V15			
HEC V17			
HEC V18			
HEC V21			
HEC V31			
FDM 10			
FDM 17			
FDM 18A			
FDM 18B			
FDM V90			

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3. Operating Information

A1: Budget Summary Table

To simplify the reporting and analysis of the Banner budget detail report, the budget accounts were consolidated into nine expense categories. The personnel categories include employee payroll expenses (benefits). The “3 Year Average” was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 expenses. The “FY11 College” expense percentages are included to provide a benchmark to compare the program’s expenses to the overall college expenses.

Category	Title	FY08	FY09	FY10	3 Year Average	FY11	FY11 Program	FY11 College
1	FT Faculty	5,064	4,649	3,987	4,567	3,961	-13%	12%
2	PT Faculty	80,822	75,620	75,238	77,227	74,180	-4%	-10%
7	Supplies	27	3,408	278	1,238	-	-100%	24%
8	Services	946	507	704	719	487	-32%	-17%
	Total	86,859	84,184	80,207	83,750	78,628	-6%	0%

A2: Budget Summary Chart

This chart illustrates the program’s expense trends. The data label identifies the FY11 expenses (the last bar in each group). The second-to-last bar is the program’s prior three year average.



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A3: Comparative Budget Changes Chart

This chart illustrates the percentage change from the prior three year average expense to the FY11 expenses. The top bar for each budget category represents the program's change in expenses and includes the data label. The second bar represents the college's change in expenses.



A4: Budget Detail Report

The program's detail budget information is available in *Appendix A – Program Review Budget Report*. This report is a PDF document and is searchable. The budget information was extracted from the District's Banner Financial System. The program budget includes all expenses associated to the program's Banner program codes within the following funds: general fund (111), designated college equipment fund (114-35012), State supplies and equipment funds (128xx), and the technology refresh fund (445). The *Program Review Budget Report* is sorted by program (in alphabetical order) and includes the following sections: total program expenses summary; subtotal program expenses for each different program code; detail expenses by fund, organization and account; and program inventory (as posted in Banner). To simplify the report, the Banner personnel benefit accounts (3xxx) were consolidated into employee type benefit accounts (3xxx1 = FT Faculty, 3xxx2 = PT Faculty, 3xxx3 = Classified, etc.).

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A5: Interpretation of the Program Budget Information

It is uncertainty as to the accuracy of the program budget data. The table above indicates that there are funds assigned to full time faculty yet there are no full time faculty dedicated to Home Economics. The program is entirely staffed by part-faculty. From Fall 2008 through Fall 2009 the program was under Department Chair Casey Mansfield. In Spring 2010, it was given to Jennifer Parker as Department Chair to work on adjusting the schedule of classes. Each section needed to house one specific class rather than several levels of classes.

The data does not provide details as to supplies and services, therefore, no interpretation is possible.

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B1: Program Inventory Table

This chart shows the inventory (assets) as currently posted in the Banner Financial System. This inventory list is not complete and will require review by each program. Based on this review an updated inventory list will be maintained by the college. A result of developing a complete and accurate inventory list is to provide an adequate budget for equipment maintenance and replacement (total-cost-of-ownership). The college will be working on this later this fall.

Item	Vendor	Org	Fund	Purchased	Age	Price	Perm Inv #	Serial #
No equipment inventory in the Banner Asset system.								

B2: Interpretation of the Program Inventory Information

The last sewing classes were offered in Spring 2011. The machines were then sent to the warehouse where they were disseminated to any other college program or persons who could use them. There is no equipment left to be inventoried.

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C1: Productivity Terminology Table

Sections	A credit or non-credit class. Does not include not-for-credit classes (community education).
Census	Number of students enrolled at census (typically the 4 th week of class for fall and spring).
FTES	Full Time Equivalent Students A student in the classroom 15 hours/week for 35 weeks (or two semesters) = 525 student contact hours. 525 student contact hours = 1 FTES. Example: 400 student contact hours = $400/525 = 0.762$ FTES. The State apportionment process and District allocation model both use FTES as the primary funding criterion.
FTEF	Full Time Equivalent Faculty A faculty member teaching 15 units for two semesters (30 units for the year) = 1 FTE. Example: a 6 unit assignment = $6/30 = 0.20$ FTEF (annual). The college also computes semester FTEF by changing the denominator to 15 units. However, in the program review data, all FTE is annual. FTEF includes both Full-Time Faculty and Part-Time Faculty. FTEF in this program review includes faculty assigned to teach extra large sections (XL Faculty). This deviates from the district practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly produce represent faculty productivity and associated costs.
Cross Listed FTEF	FTEF is assigned to all faculty teaching cross-listed sections. The FTEF assignment is proportional to the number of students enrolled at census. This deviates from the practice of assigning load only to the primary section. It is necessary to account for these cross-listed assignments to properly represent faculty productivity and associated costs.
XL FTE	Extra Large FTE: This is the calculated assignment for faculty assigned to extra large sections (greater than 60 census enrollments). The current practice is not to assign FTE. Example: if census > 60, 50% of the section FTE assignment for each additional group of 25 (additional tiers).
WSCH	Weekly Student Contact Hours The term "WSCH" is used as a total for weekly student contact hours AND as the ratio of the total WSCH divided by assigned FTEF. Example: 20 sections of 40 students at census enrolled for 3 hours per week taught by 4.00 FTEF faculty. $(20 \times 40 \times 3) = 2,400$ WSCH / 4.00 FTEF = 600 WSCH/FTEF.
WSCH to FTES	Using the example above: $2,400$ WSCH x 35 weeks = 84,000 student contact hours = $84,000 / 525 = 160$ FTES (see FTES definition). Simplified Formulas: $FTES = WSCH/15$ or $WSCH = FTES \times 15$
District Goal	Program WSCH ratio goal. WSCH/FTEF The District goal was set in 2006 to recognize the differences in program productivity.

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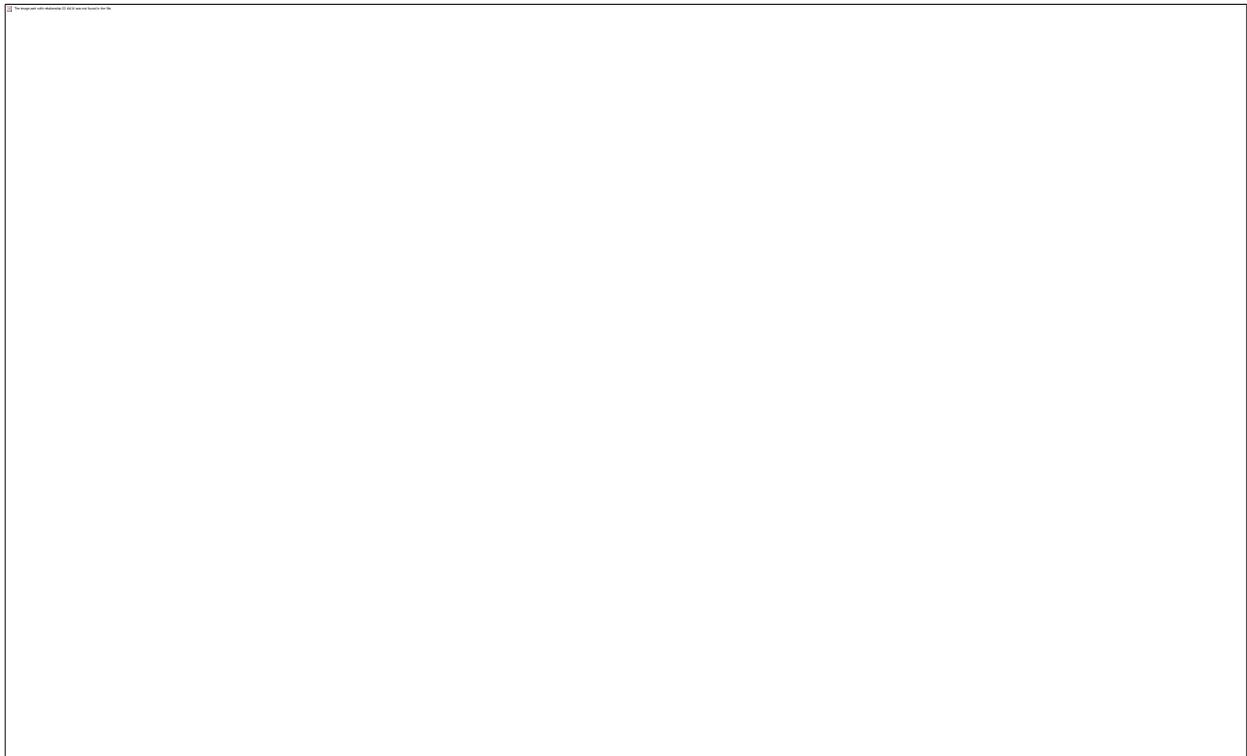
C2: Productivity Summary Table

This table is a summary of the detail information provided in the *Program Review Productivity Report*. The “3 Year Average” was computed to provide a trend benchmark to compare the results of the prior three years to the FY11 results. The “FY11 College” percentages are included to provide a benchmark to compare the program’s percentages.

Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change	College Change
Sections	57	59	54	57	21	-63%	-13%
Census	577	560	594	577	546	-5%	-2%
FTES	63	62	65	63	56	-11%	-1%
FT Faculty	0.01	0.01	0.02	0.01	-	0%	5%
PT Faculty	2.20	2.10	2.09	2.13	1.97	-8%	-12%
XL Faculty	-	-	-	-	-	0%	29%
Total Faculty	2.21	2.11	2.11	2.14	1.97	-8%	2%
WSCH	428	441	462	442	426	-3%	-2%

C3: Comparative Productivity Changes Chart

This chart illustrates the percentage change from the prior three year average productivity to the FY11 productivity. The top bar for each budget category represents the program’s change in productivity and includes the data label. The second bar represents the college’s change in productivity.



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C4: Interpretation of the Program Productivity Information

There was a 63% decrease in sections offered FY11 as compared to previous years resulting in a decrease in part-time faculty. The enrollment remained steady however with a WSCH of 426, slightly below the district goal of 450.

The decrease in sections was due to not offering classes that were not degree/certificate applicable.

D1: District WSCH Ratio Productivity Table

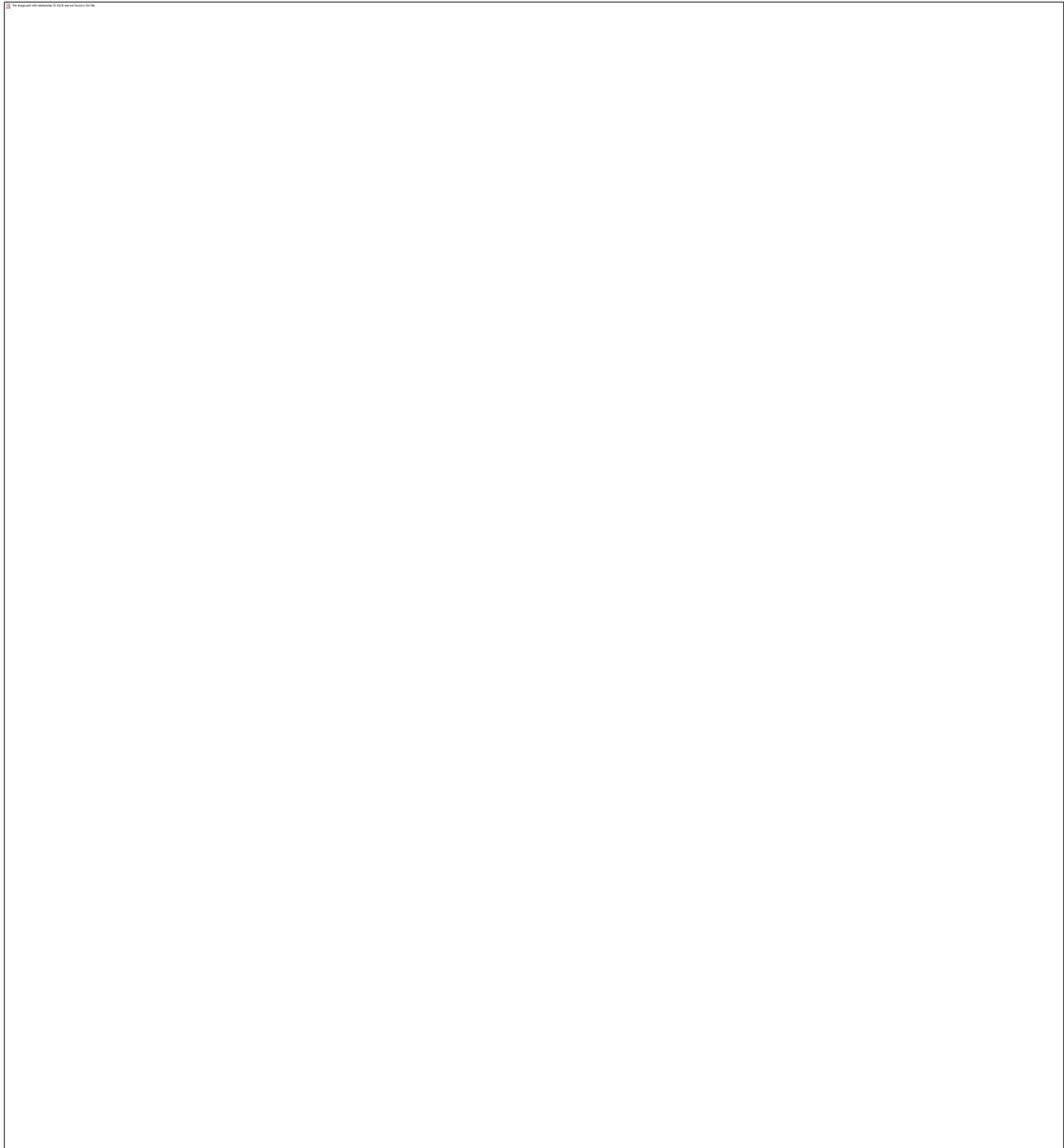
This table shows the District WSCH ratio (WSCH/FTEF) for each course by year for this program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table distributes FTEF to all cross-listed sections (proportional to census enrollment) but does not include the associated faculty costs of extra large assignment.
District WSCH Ratio = WSCH / (PT FTE + FT FTE).

District WSCH Ratio: Weekly Student Contact Hours/(FT FTE+PT FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
HECV05A	Introductn to Interior Design	455	420	480	452	431	-5%	450	96%
HECV05B	Appl Principle:Interior Design	390	-	270	330	-	-100%	450	0%
HECV07	History of Environmental Arts	390	210	225	275	-	-100%	450	0%
HECV10	Nutrition	518	566	630	566	575	2%	450	128%
HECV11	Basic Sewing Techniques	437	448	435	439	461	5%	450	102%
HECV12A	Clothing Construction I	573	563	559	564	413	-27%	450	92%
HECV12B	Clothing Construction II	409	455	460	444	320	-28%	450	71%
HECV13A	Advanced Sewing Techniques	394	404	466	405	-	-100%	450	0%
HECV13B	Tailoring	453	394	412	420	-	-100%	450	0%
HECV14A	Beginning Quilt Making	397	420	494	436	-	-100%	450	0%
HECV14B	Intermediate Quilt Making	369	390	505	429	-	-100%	450	0%
HECV14C	Advanced Quilt Making	387	420	514	430	-	-100%	450	0%
HECV15	Textiles	240	-	360	300	390	30%	450	87%
HECV16	Flat Pattern Design	180	460	380	340	-	-100%	450	0%
HECV17	Knit Fabrics	392	446	441	420	-	-100%	450	0%
HECV18	Fashion Analysis	-	360	-	360	360	0%	450	80%
HECV30	Space Planning: Interiors	-	-	274	274	247	-10%	450	55%
HECV31	Lighting Design	274	192	343	270	343	27%	450	76%
HECV32	Kitchen & Bath Design	357	192	-	274	439	60%	450	98%
HECV60A	Special Clothing Construction	421	424	407	415	-	-100%	450	0%
HECV60G	Puppet Construct:Lit/Language	-	-	-	-	-	0%	-	0%
HECV90	Directed Study: Home Economic	-	-	-	-	-	0%	450	0%
TOTAL	Annual District WSCH Ratio	426	444	464	444	431	-3%	450	96%

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D2: District WSCH Ratio Productivity Chart

This chart illustrates the course level District WSCH ratio. The top bar shows the program's three year average. The second bar shows the program's FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart.



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D3: College WSCH Ratio Productivity Table

This table shows the College's WSCH ratio (WSCH/FTEF) for each course by year for the program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table includes the associated faculty costs of extra large sections. Faculty teaching extra large sections are paid stipends equal to 50% of their section FTE assignment for each group of 25 students beyond the first 60 students (calculated in this table as XL TE). This College WSCH Ratio is a more valid representation of WSCH productivity. The College WSCH Ratio will be used in the program review process.

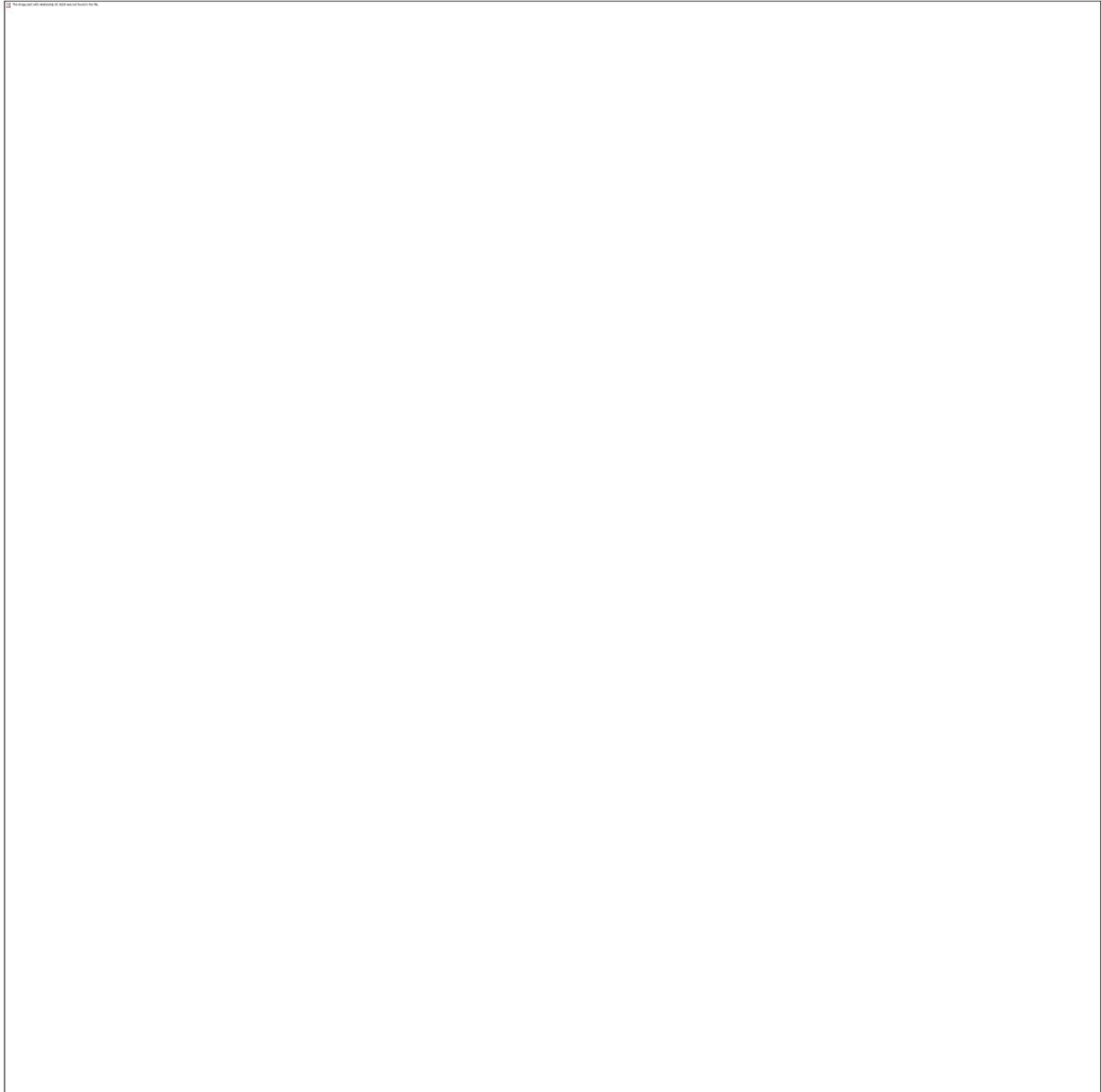
College WSCH Ratio = WSCH / (PT FTE + FT FTE + XL FTE)

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
HECV05A	Introductn to Interior Design	455	420	480	452	431	-5%	450	96%
HECV05B	Appl Principle:Interior Design	390	-	270	330	-	-100%	450	0%
HECV07	History of Environmental Arts	390	210	225	275	-	-100%	450	0%
HECV10	Nutrition	518	566	630	566	575	2%	450	128%
HECV11	Basic Sewing Techniques	437	448	435	439	461	5%	450	102%
HECV12A	Clothing Construction I	573	563	559	564	413	-27%	450	92%
HECV12B	Clothing Construction II	409	455	460	444	320	-28%	450	71%
HECV13A	Advanced Sewing Techniques	394	404	466	405	-	-100%	450	0%
HECV13B	Tailoring	453	394	412	420	-	-100%	450	0%
HECV14A	Beginning Quilt Making	397	420	494	436	-	-100%	450	0%
HECV14B	Intermediate Quilt Making	369	390	505	429	-	-100%	450	0%
HECV14C	Advanced Quilt Making	387	420	514	430	-	-100%	450	0%
HECV15	Textiles	240	-	360	300	390	30%	450	87%
HECV16	Flat Pattern Design	180	460	380	340	-	-100%	450	0%
HECV17	Knit Fabrics	392	446	441	420	-	-100%	450	0%
HECV18	Fashion Analysis	-	360	-	360	360	0%	450	80%
HECV30	Space Planning: Interiors	-	-	274	274	247	-10%	450	55%
HECV31	Lighting Design	274	192	343	270	343	27%	450	76%
HECV32	Kitchen & Bath Design	357	192	-	274	439	60%	450	98%
HECV60A	Special Clothing Construction	421	424	407	415	-	-100%	450	0%
HECV60G	Puppet Construct:Lit/Language	-	-	-	-	-	0%	-	0%
HECV90	Directed Study: Home Economic	-	-	-	-	-	0%	450	0%
TOTAL	Annual College WSCH Ratio	426	444	464	444	431	-3%	450	96%

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D4: College WSCH Ratio Productivity Chart

This chart illustrates the course level College WSCH ratio. The top bar shows the program's three year average. The second bar shows the FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart. The computation used for the College WSCH Ratio includes XL FTE (extra-large sections) and the assignment of FTEF to all cross-listed sections (proportional to census enrollment).



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D5: Productivity Detail Report

The program's detail productivity information is available in *Appendix B – Program Review Productivity Report*. This report is a PDF document and is searchable. The productivity information was extracted from the District's Banner Student System. The productivity information includes all information associated with the program's subject codes. The *Program Review Productivity Report* is sorted by subject code (alphabetical order) and includes the following sections: productivity measures and WSCH ratios by course by year.

D6: Interpretation of the Program Course Productivity Information

While the overall WSCH is at 96% of the district goal, further analysis of the each course within the specific emphases of Interior Design, Nutrition, Fashion Design & Merchandising, and Home Economics provides a more accurate picture of the productivity of the overall program of Home Economics. More data is needed to give an actual overall WSCH percentage for each of these emphases.

Interior Design: The 3 year average for the Interior Design classes are 452, 330, 275, 270, 274, and 274, most of which are well below the district goal of 450. (This figures averaged are 267, 59% of the district goal)

Nutrition: The three year average for Nutrition is 566, well above the district goal of 450

Fashion Design & Merchandising: The 3 year average for Fashion Design and Merchandising program classes are 564, 444, 405, 420, 300, 340, 420, and 260. Note that there is no data for FDM V10, FDM V17, or FDM V18A. Other classes integrated into this program are ART V11A and BUS V06

Home Economics: The three year average of courses within the degree pattern for the HEC classes are 566, 360, 452, 405, 420, 420. ART V11A is unknown for this report CD V24 is 581 and HEC V23 is 486. It should be also noted that HEC V22, a core class for the A.S. degree has not been offered during the time period of FY08 through Fall 2011. It appears that if the WSCH were calculated for just the Home Economics degree related courses, the overall WSCH would be above the district goal of 450.

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E1: Student Success Terminology

Census	Number of students enrolled at Census (typically the 4 th week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes.
Retain	Students completing the class with any grade other than W or DR divided by Census Example: 40 students enrolled, 5 students dropped prior to census, 35 students were enrolled at census, 25 students completed the class with a grade other than W or DR: Retention Rate = 25/35 = 71%
Success	Students completing the class with grades A, B, C, CR or P divided by Census Excludes students with grades D, F, or NC.

E2: Student Success Summary

The following two tables summarize the detail information provided in the *Appendix C - Program Review Student Success Report*. The first table shows the number of students. The second table shows the percentage of students. Both tables show the distribution of student grades by year for the program (subject). They show the number of students who were counted at census, completed the class (retention), and were successful. The “3 Year Average” was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 success measures. The “College” success percentages are included to compare the results of the program to the results of the college.

Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
HEC	FY08	272	79	40	9	20	68	75	1	564	488	400
HEC	FY09	250	89	53	3	22	50	77	1	545	468	395
HEC	FY10	276	95	44	3	32	48	76	5	579	499	418
HEC	3 Year Avg	266	88	46	5	25	55	76	2	563	485	404
HEC	FY11	252	90	33	10	9	25	72	41	532	460	385
Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
HEC	FY08	48%	14%	7%	2%	4%	12%	13%	0%		87%	71%
HEC	FY09	46%	16%	10%	1%	4%	9%	14%	0%		86%	72%
HEC	FY10	48%	16%	8%	1%	6%	8%	13%	1%		86%	72%
HEC	3 Year Avg	47%	16%	8%	1%	4%	10%	13%	0%		86%	72%
HEC	FY11	47%	17%	6%	2%	2%	5%	14%	8%		86%	72%
College	3 Year Avg	33%	19%	12%	5%	5%	10%	15%	2%		85%	68%
College	FY11	33%	20%	13%	3%	5%	10%	14%	2%		86%	70%

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E3: Retention and Success Rates

This chart illustrates the retention and success rates of students who were counted at census. Each measure has four bars. The first bar represents the program's prior three year average percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.



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E4: Grade Distribution

This chart illustrates the program's distribution of grades (by subject). Each grade has four bars. The first bar represents the program's prior three year average percent of grades. The second bar shows last year's (FY11) grade distribution percents. The third and fourth bars represent the overall college distribution percents.



E5: Student Success Detail Report

The program student success detail information is available in *Appendix C – Program Review Student Success Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student success information includes all information associated with the program's subject codes. The *Program Review Student Success Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary and course detail by term. The following table defines the terminology.

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E6: Interpretation of Program Retention, Student Success, and Grade Distribution

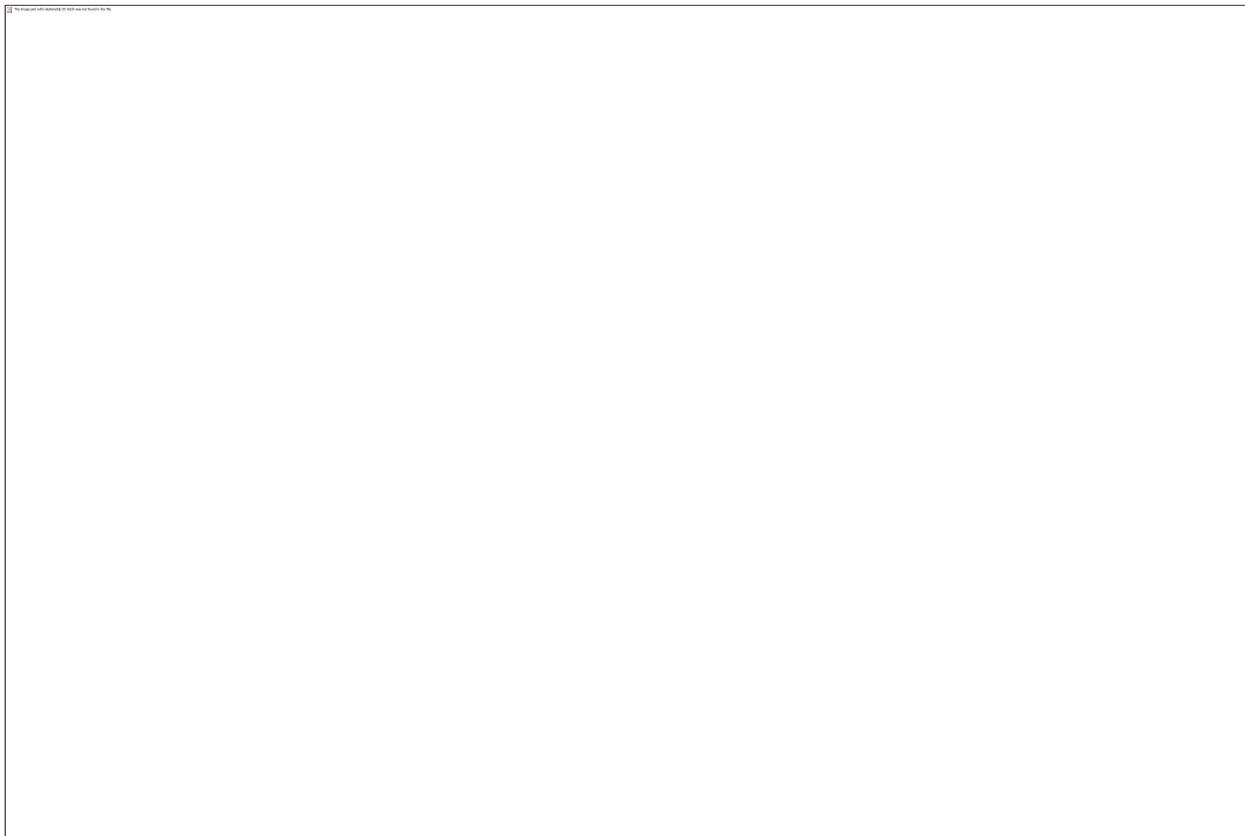
It is not possible to interpret the data with anything substantial for each of the emphases within the Home Economics department as the courses are lumped together. However, the data that is presented indicates that the retention and success are slightly below the college 3 year average levels and that the percentage of withdrawals is slightly above the college 3 year average levels.

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F1: Program Completion – Student Awards

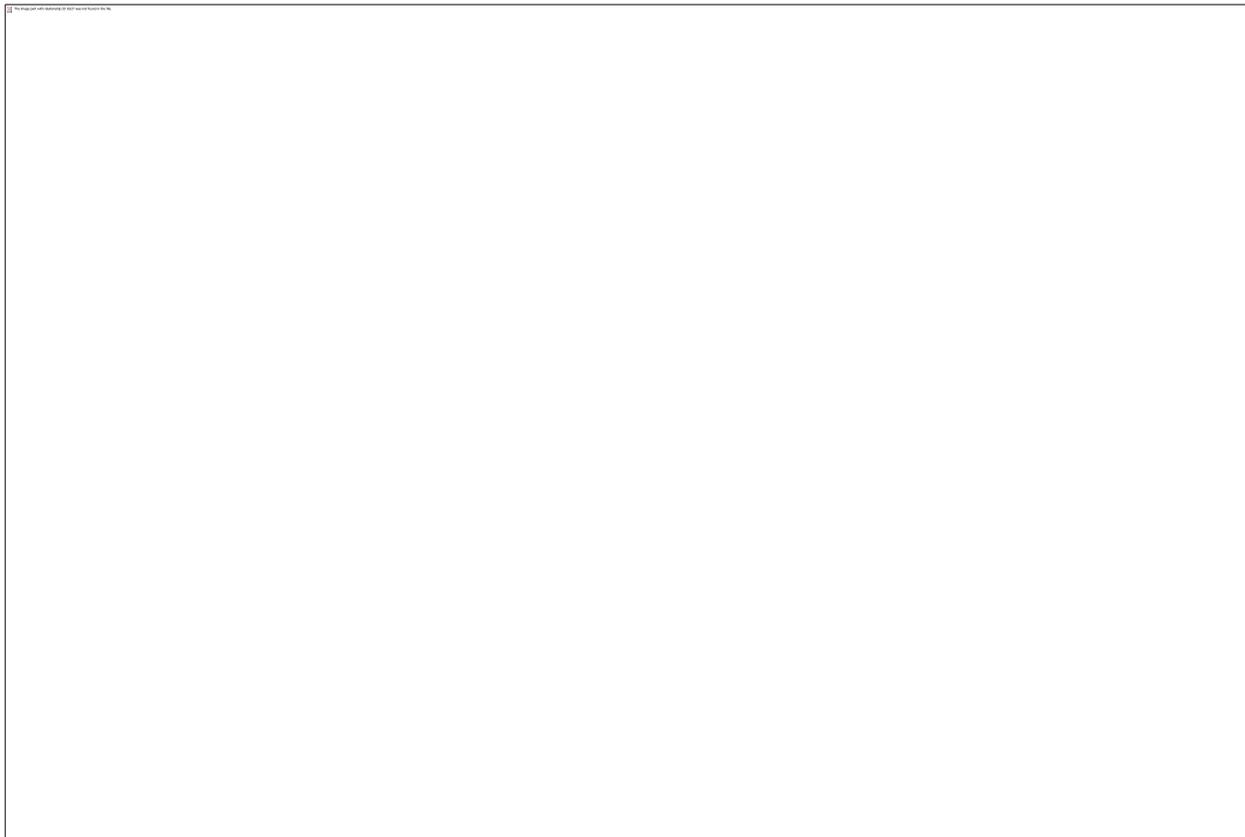
This table shows the number of students who completed a program certificate or degree during the fiscal year. Gender distribution is included. The following chart illustrates this information.

Program	FY	Certificates	Degrees	Female	Male
Family & Consumer Science	FY08	-	3	1	2
Family & Consumer Science	FY09	1	4	5	-
Family & Consumer Science	FY10	1	2	3	-
Family & Consumer Science	FY11	1	2	3	-
Total Awards in 4 Years		3	11	12	2



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Program	FY	Certificates	Degrees	Female	Male
Fashion Design	FY08	-	1	1	-
Fashion Design	FY09	1	1	2	-
Fashion Design	FY10	3	3	6	-
Fashion Design	FY11	1	3	4	-
Total Awards in 4 Years		5	8	13	-



F2: Interpretation of the Program Completion Information

The number of degrees and certificates for Fashion Design and Merchandising and for Home Economics (listed as Family and Consumer Science) are extremely low with combined totals of 4, 7, 9, and 7 respectively over the last 4 years. It is not known how many proficiency awards were completed in Interior Design however anecdotal information indicates that there are also less than 5 in any given year.

In order for students to have completed a degree in Home Economics, they must have received a course waiver for HEC V22 since it last offering was prior to FY08.

Courses from Ventura College, Home Economics are articulated with CSUN's Family and Consumer Science degree program. There were 297 graduates in Spring 2010 in Family and Consumer

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Science at CSUN. It is unknown as to how many of them had a start at Ventura College and transferred without a degree or certificate. And, the specific emphasis for these 297 graduates is unknown to us.

Ventura College has the only Home Economics program in our college district. Interior Design is a stand along program at Moorpark College. Interior Design is on both the Moorpark and Ventura College lists of possible programs facing extinction with the upcoming budget cuts.

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G1: Student Demographics Summary Tables

This table shows the program and college census enrollments for each demographic category. It also shows the average age of the students. The program FY11 results can be compared to its prior three year average, the college FY11 results, and the college prior three year average.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
HEC	FY08	168	290	18	13	8	19	11	37	479	81	4	34
HEC	FY09	211	223	14	10	5	10	9	63	468	73	4	31
HEC	FY10	198	264	21	13	4	11	8	60	470	107	2	30
HEC	3 Year Avg	192	259	18	12	6	13	9	53	472	87	3	32
HEC	FY11	212	228	25	10	5	14	10	28	433	97	2	27
College	3 Year Avg	11,806	11,169	988	1,005	217	827	403	2,302	15,888	12,694	134	27
College	FY11	13,034	10,566	977	1,040	196	886	402	1,688	15,734	13,014	40	24

This table shows the program and college percentage of census enrollments for each demographic category.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
HEC	FY08	30%	51%	3%	2%	1%	3%	2%	7%	85%	14%	1%	34
HEC	FY09	39%	41%	3%	2%	1%	2%	2%	12%	86%	13%	1%	31
HEC	FY10	34%	46%	4%	2%	1%	2%	1%	10%	81%	18%	0%	30
HEC	3 Year Avg	34%	46%	3%	2%	1%	2%	2%	9%	84%	15%	1%	32
HEC	FY11	40%	43%	5%	2%	1%	3%	2%	5%	81%	18%	0%	27
College	3 Year Avg	41%	39%	3%	3%	1%	3%	1%	8%	55%	44%	0%	27
College	FY11	45%	37%	3%	4%	1%	3%	1%	6%	55%	45%	0%	24

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G2: Student Demographics Chart

This chart illustrates the program's percentages of students by ethnic group. . Each group has four bars. The first bar represents the program's prior three year percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.



G3: Student Demographics Detail Report

The program student success detail information is available in *Appendix D – Program Review Student Demographics Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student demographic information includes all information associated with the program's subject codes. The *Program Review Student Demographics Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary by year, and detail demographics by term and course.

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G4: Interpretation of the Program Demographic Information

The demographics of the HEC classes closely mirrors those of the college with the exception of gender. There is a higher percentage of women to men in the classes. The data does not present the demographics in terms of the various emphases represented by the courses in Home Economics.

4. Performance Assessment

A1: Program-Level Student Learning Outcomes

Outcomes have not been developed for Fashion Design & Merchandising

Program-Level Student Learning Outcome 1	Performance Indicators
Interior Design: Apply foundational knowledge of the elements and principles of Interior Design.	This has not been developed
Operating Information	
Analysis – Assessment	

Program-Level Student Learning Outcome 2	Performance Indicators
Interior Design: Demonstrate the use and application of color, materials, and space planning.	This has not been developed
Operating Information	
This has not been measured. A rubric needs to be developed.	
Analysis – Assessment	

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Program-Level Student Learning Outcome 3	Performance Indicators
Interior Design: Research product types and manufactures and apply interior environmental components such as surface materials, furniture, lighting, art, and accessories to interior design.	This has not been developed
Operating Information	
This has not been measured. A rubric needs to be developed.	
Analysis – Assessment	

Program-Level Student Learning Outcome 4	Performance Indicators
Interior Design: Research architectural and interior styles and designers.	This has not been developed
Operating Information	
This has not been measured. A rubric needs to be developed.	
Analysis – Assessment	

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4B: Student Success Outcomes

Student Success Outcome 1	Performance Indicators
The program will increase its retention rate from the average of the program's prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will increase the retention rate by 2% or more above the average of the program's retention rate for the prior three years.
Operating Information	
The FY11 retention rate is the same as the 3 year average.	
Analysis – Assessment	
The data should be further stratified to determine retention within each of the emphases of Fashion Design and Merchandising, Interior Design, Health, and Home Economics.	

Student Success Outcome 2	Performance Indicators
The program will increase its retention rate from the average of the college's prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will increase the retention rate by 2% or more above the average of the college retention rate for the prior three years.
Operating Information	
Retention in the overall Home Economics program is 1% below the college 3 year average.	
Analysis – Assessment	
The data should be further stratified to determine retention within each of the emphases of Fashion Design and Merchandising, Interior Design, Health, and Home Economics.	

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Student Success Outcome 3	Performance Indicators
The program will increase the student success rates from the average of the program's prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.	The program will increase student success rate by 2% or more above the program's average student success rate for the prior three years.
Operating Information	
FY 11 is the same success rate as the average of the prior three years success rate.	
Analysis – Assessment	
The data should be further stratified to determine retention within each of the emphases of Fashion Design and Merchandising, Interior Design, Health, and Home Economics.	

Student Success Outcome 4	Performance Indicators
The program will increase the student success rates from the average of the college's prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.	The program student success will increase by 5% over the average of the college's student success rate for the prior three years.
Operating Information	
FY 11 is 2% below the average of the college's three year prior success rate.	
Analysis – Assessment	
The data should be further stratified to determine retention within each of the emphases of Fashion Design and Merchandising, Interior Design, Health, and Home Economics.	

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Student Success Outcome 5	Performance Indicators
Students will complete the program earning certificates and/or degrees.	Increase the number of students earning a certificate to a minimum of 20% of the number of students enrolled in second-year courses.
Operating Information	
Students completing degrees or certificates from FY 08 through FY11 are 4, 7, 9, 7 respectively. These numbers do not include the proficiency awards	
Analysis – Assessment	
Of the nearly 400 plus students enrolled in Home Economics classes less than one percent completed a certificate or degree. Courses from Ventura College, Home Economics are articulated with CSUN's Family and Consumer Science degree program. There were 297 graduates in Spring 2010 in Family and Consumer Science at CSUN. It is unknown as to how many of them had a start at Ventura College and transferred without a degree.	

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C. Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
The program will maintain WSCH/FTEF above the 450 goal set by the district.	The program will exceed the efficiency goal of 450 set by the district by 2%.
Operating Information	
Unable to determine accurate WSCH/FTEF with given data. The Nutrition (Health) class (now moved to HED) is well above the WSCH/FTEF. The total of the courses within the actual degree pattern of HEC appear to be slightly above the WSCH/FTEF. Fashion Design & Merchandising classes and Interior Design classes appear in total to be below the district goal.	
Analysis – Assessment	
The data should be further stratified to determine WSCH/FTEF within each of the emphases of Fashion Design and Merchandising, Interior Design, Health, and Home Economics. Health	

Program Operating Outcome 2	Performance Indicators
Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over \$200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over \$5000 will be budgeted if funds are available.	A current inventory of all equipment in the program will be maintained. Equipment having a value over \$5000 will have a service contract. A schedule for service life and replacement of outdated equipment will reflect the total cost of ownership.
Operating Information	
The inventory list is out of date and needs to be reviewed (3B1)	
Analysis – Assessment	

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Program Operating Outcome 3	Performance Indicators
Operating Information	
Analysis – Assessment	

Program Operating Outcome 4	Performance Indicators
Operating Information	
Analysis – Assessment	

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5. Findings

Finding 1 The Home Economics program data is not sufficiently stratified into each of the emphases, Fashion Design & Merchandising, Home Economics, Nutrition, and Interior Design.

Finding 2 The course offerings for Home Economics have digressed from the degree pattern with courses not qualifying for a degree or a certificate. Additionally one class necessary for the degree/certificate has not been offered since before FY08.

Finding 3 The program called “Home Economics” is antiquated in that it does not coordinate well with the CSU’s programs and has not had a name change to “Family and Consumer Science.” The degree pattern lacks courses in basic Consumer Education.

Finding 4 Sewing equipment was disposed of and there is not classroom available to be dedicated to a sewing lab.

Finding 5 Interior Design as a potential stand alone program is not operating at a very efficient level (59% of the district goal).

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6. Initiatives

Initiative Restructure the degree pattern to create a program that better serves students in terms of transfer and more focused on consumer education.

Initiative ID HE1201

Links to Finding 3

Benefits: Students would have a viable set of classes that would lead them to transfer and many viable employment opportunities.

Request for Resources

Funding Sources

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

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Initiative

Initiative ID

Links to Finding 2

Benefits

Request for Resources

Funding Sources

Please check one or more of the following funding sources.

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

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Initiative

Initiative ID

Links to Finding 3

Benefits

Request for Resources

Funding Sources

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

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Initiative

Initiative ID

Links to Finding 4

Benefits

Request for Resources

Funding Sources

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

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6A: Initiatives Priority Spreadsheet

The following blank tables represent Excel spreadsheets and will be substituted with a copy of the completed Excel spreadsheets.

Personnel –Faculty Requests

Other	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

Personnel – Other Requests

Personnel - Other	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	New General Funds	Other
1												
2												
3												
4												
5												

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Computer Equipment and Software

Equipment - Computer Related	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Technology Fund	Other
1												
2												
3												
4												
5												

Other Equipment Requests

Equipment	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Equipment Fund	Other
1												
2												
3												
4												
5												

Facilities Requests

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Facilities	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Facilities Fund	Other
1												
2												
3												
4												
5												

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Other Resource Requests

Other Resources	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

6B: Program Level Initiative Prioritization

All initiatives will first be prioritized by the program staff. If the initiative can be completed by the program staff and requires no new resources, then the initiative should be given a priority 0 (multiple priority 0 initiatives are allowed). All other initiatives should be given a priority number starting with 1 (only one 1, one 2, etc.).

6C: Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives (excluding the '0' program priorities) will then be prioritized using the following priority levels:

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)

6D: Committee Level Initiative Prioritization

The division’s spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)

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L: Low – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)

6E: College Level Initiative Prioritization

Dean’s will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)

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7A: Appeals

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

If you choose to appeal, please complete the form that explains and supports your position. The appeal will be handled at the next higher level of the program review process.

7B: Process Assessment

In this first year of program review using the new format, programs will be establishing performance indicators (goals) for analysis next year. Program review will take place annually, but until programs have been through an entire annual cycle, they cannot completely assess the process. However, your input is very important to us as we strive to improve, and your initial comments on this new process are encouraged.