Student Success and Support Program Review
(Formerly Assessment and Matriculation)
2013-2014

Section I – Accomplishments and Status of 2012 Program Review Report

A. Last Year's Initiatives

New Computers for classified staff (Initiative ID AM1301)

Two of the program's staff requested new computers to replace machines that were becoming obsolete and which were regularly presenting problems which resulted in down time and requiring attention from the college IT department. The new computers were purchased, and have provided excellent and reliable service since.

HVAC Update and Noise Reduction

Last year's Program Review also indicated that high temperatures significantly disrupted the testing environment in the testing lab and interfered with students' ability to perform at optimal levels during their testing sessions. Initiatives were proposed to have an HVAC inspection and update done to suggest and carry out adjustments and/or repairs which could possibly provide some relief from the heat when this was needed. The temperature continues to present a problem for students taking the assessment test on hot days.

An additional issue interfering with optimum program operation is noise. Disruptive noise levels generated by special events which were occasionally held in the adjacent quad area were also discussed and an initiative was proposed which would involve purchase of a number of small fans which could produce "white noise" and would thus reduce the disruption caused by the noise caused by the student events. The fans were not purchased, and the noise has continued to be disruptive when events are scheduled.

Currently, the Assessment Center has 21 computers. With the implementation of the Student Success Act, which requires mandatory assessment for all new first time students, it is clear that the SSSP program has outgrown its current location. The noise and HAVC issues also make the location of the SSSP assessment center less than optimal.

Recognition of staff doing more with less/Workload Reallocation (Initiative AM1304)

Statistics revealed that staff has handled a high volume of student traffic to render the various services components of the program. Discussions were tentatively scheduled with the Counseling department Chairperson to consider possible reallocation of some of the work load and to distribute the workload more equitably. Due to funding and other constraints, no workable solutions were agreed upon. Consequently, program staff continues to perform at a high level of efficiency and has consistently served the assessment, prerequisite verification, and

other matriculation needs of Ventura College students in a professional and effective manner. However, the Division Dean and the program staff have continued to consider possible solutions including hiring additional personnel, hiring a faculty program coordinator, modifying schedules and other possible adjustments.

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

Instructions: Report any changes however; this question does not require an answer. Updates/accomplishments of SLO work will be entered in Section IIIa-A.

Section II - Description

A. **Description of Program/Department**

The passage Senate Bill 1456 in 2012, led to a name change in The Student Success and Support Program (formerly known as Matriculation) at Ventura College. This legislation was signed by Governor Brown on September 27, 2012 and provides the basis for implementation of recommendations made by the Student Success Task Force. Emphasis was placed on provision of primary or "core" activities including orientation, assessment, counseling, advising and other student educational planning activities. Within the legislative guidelines, the Student Success and Support Program will provide mandatory assessment services for new first-time students. In addition, staff will continue to do the following:

- Assessment testing for placement into appropriate Math, English, and Reading classes;
- ATB (Ability to Benefit) testing to determine eligibility for financial aid for students who have not achieved a high school diploma or GED certificate;
- Prerequisite verification for students who are attempting to enroll in classes at VC, but completed prerequisites at other institutions, or who are simply being blocked from registration due to prerequisite issues;
- Administration and proctoring of English challenge exams;
- Administration and proctoring of math competency exams;
- Managing intake and distribution of Pre and Co Requisite Challenge Petitions prior to the second scheduled day of classes for any given term;
- Providing opportunities for high school seniors from local feeder schools who intend to matriculate at Ventura, Oxnard, or Moorpark College to complete assessment testing on their own high school campuses;
- Providing assessment testing opportunities for inmates at the California Youth Authority facility located in Camarillo, CA upon request from appropriate officials; and

- Collection, compilation, and distribution of statistical data pertaining to activities provided by the Student Success and Support Program as detailed above, and as related to the Program's stated SUO's (Student Unit Outcomes).

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

As previously mentioned, the most significant changes affecting the program over the past two years occurred as the result of the passage of the Student Success Act of 2012 (Senate Bill 1459, Lowenthal). This legislation changed the name of the Matriculation program to the Student Success and Support Program. Although the bill essentially reaffirms the basic precepts outlined in the previous Matriculation Bill, the new bill also recommended the following:

- Students will be required to complete core matriculation services in order to receive priority registration;
- Students will be required to declare a course of study early;
- SSSP funds will be targeted for provision of orientation, assessment, counseling, advisory, and other student education planning services.

Ways in which the legislation can be most effectively implemented are currently being discussed. Staffing has remained constant at three full-time classified workers and one or two student workers. The program's funding will depend upon the number of students served and the types and services that are provided. These criteria for funding will demand continued and intensified emphasis on gathering, maintaining and reporting statistical data related to the services provided to students through the program.

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

D. 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.

E. 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

F. **Organizational Structure**
    President: Greg Gillespie   **Executive Vice President:** Daniel Seymour
         Dean: Victoria Lugo   **Supervisor**: Victoria Lugo

Name	Steve Manriquez
Classification	Matriculation Specialist II
Year Hired	2001
Years of Industry Experience	27
Degrees/Credentials	AA, SBCC. B.A. Psychology UCSB

Name	Margaret Dominguez
Classification	Matriculation Specialist I/Bilingual
Year Hired	1999
Years of Industry Experience	21
Degrees/Credentials	AA, VC, BA Liberal Arts, CLU

Name	Angeles Rodriguez
Classification	Administrative Assistant/Bilingual
Year Hired	1999
Years of Industry Experience	30
Degrees/Credentials	In progress

Name	Victoria Lugo
Classification	Dean of Student Services/Matriculation Coordinator
Year Hired	2008
Years of Industry Experience	25
Degrees/Credentials	BA Economics, UCSC, MA Counseling SJSU

Section IIIa – Data and Analysis

A. **SUO Data**
    a. A year ago, the Assessment and Matriculation staff, in collaboration with the Institutional Researcher, developed an SUO survey with the outcome that at least 90%

of students who responded to the survey would indicate that they understood the prerequisite verification processes, or had a positive opinion regarding their ability to utilize the process:

    i. I understand how to challenge a prerequisite.

    ii. I understand the role and use of prerequisites.

    iii. The prerequisite clearance process at VC is easy or hard.

b. The Institutional Researcher surveyed 906 students who had taken the English assessment test, but received a low number of returns.

c. Results of this survey (2012) did not meet the projected 90% Performance Target as had been originally established. Survey results made it clear that students were not always aware of their options or the process of prerequisite verification. Additionally, flaws in the survey protocol were noted which adversely affected the survey's success. The process and the survey itself were reviewed by staff in collaboration with the Institutional Researcher, and the following changes were implemented as a means of improving the current year's SUO survey:

    i. The survey was uniformly presented to all students taking the assessment test in order to obtain a valid sample.

    ii. Survey questions were stated in multiple choice formats with correct and incorrect answers in order to simplify students' response choices.

    iii. Information needed to correctly respond to the survey questions was routinely provided as part of the proctor's opening instructions.

    iv. Students taking the assessment test were requested to complete the surveys prior to commencing their tests.

    v. Staff kept track of the survey responses and cataloged the survey forms in three ring binders.

    vi. The current survey posed three multiple choice questions concerning:

        1. Prerequisites.

        2. Prerequisite challenges.

        3. Benefits/reasons for taking the assessment test.

    vii. The Performance Target was adjusted down from 90% to 80% of students participating answering all three survey questions correctly.

    viii. The following results were obtained:

Testing Period	0 of 3 Correct Responses	1 of 3 Correct Responses	2 of 3 Correct Responses	3 of 3 Correct Responses	Totals
Spring 2013	4	22	121	441	588
Summer/Fall 2013	10	202	230	3108	3550
Total	**14**	**224**	**351**	**3549**	**4138**
%	**1%**	**5%**	**8%**	**86%**	

As indicated on the chart above, 4138 students completed the survey from September 1, 2012 to August 31, 2013. Of those students taking the survey, **3549 (86%) responded correctly to all three** of the survey questions. This exceeded the projected outcome by 6%.

It was also suggested in further discussion between staff members that student service could be improved significantly if software applications currently available through the test scoring company could be downloaded on all staff computers and possibly on counselors' computers as well. Access to this software would allow student test scores to be accessed from a number of locations rather than just in the assessment office, as is currently the case.

Staff also discussed addition of a full time classified worker to assist the program in meeting the intent of the Student Success Act and redistributing some of the workload to the new person. The program's rotational plan is current and information related to this has been appropriately entered into TracDat.
Operating Data

1. **Service Data**
    a. The Student Success and Support program at Ventura College serves a diverse student population. The following demographic analysis is based on data collected from 3352 students who tested during the Summer/Fall testing period of 2013.

ETHNICITY	FREQUENCY #	FREQUENCY %
American Indian/Alaskan Native	28	1%
Asian	67	2%
Pacific Islander	20	.5%
Black/ Not of Hispanic Origin	119	4%
White/ Not of Hispanic Origin	748	22%
Hispanic	1751	52%
Filipino	74	2%
Other	130	4%
No Response	397	12%
Unclear Response	18	.5%
Totals	**3352**	**100%**

Ventura College's ethnic diversity is clearly evident in this chart showing the disaggregated data of students who took the assessment test during the Summer/Fall 2013 testing period. The data in the chart also points to the reason that VC has established itself as one of the state's leading Hispanic serving institutions. The Hispanic segment of the test taker sample was by far the largest ethnic group represented at 52% of the total. The next largest ethnic group represented, White/not of Hispanic Origin, trailed the Hispanic group by

30 percentage points. Demographic data also showed that 47% of this test taking sample reported as male and 46% as female, with 7% not responding to this questionnaire item. Although the students' reported their age as ranging from under 18 years to over 50, 76% of the students reported their age as 19 or under. Twenty-two percent of the students in the sample indicated that English was not their primary language, while 72% indicated that they were new to the college experience and that this would be their first time attending any college.

The following chart details the number of students who visited the Student Success and Support office during the past two years. Of note, these numbers only represent the number of students who actually visited the office in person. All students (and other visitors) who came to the office requesting assistance were asked to "sign in" on a log book before they were assisted. A VCCCD ID number was required and the student was requested to log in with his/her name and ID number. Students were also requested to identify the reason for their visit (e.g. to make an appointment for the assessment test, to seek prerequisite verification, etc.).

Testing Period	Students
September 02, 2011 to January 31, 2012	4233
February 01, 2012 to August 31, 2012	8347
September 02, 2012 to January 31, 2013	3203
February 01, 2013 to August 31, 2013	8495
Total	**24,278**

As mentioned, the numbers displayed in the chart above only represent the number of students who visited the office in person**. Students also accessed the Student Success and Support staff by telephone, email and fax.** Staff estimated the number of emails (including follow-up emails) which arrived requesting assistance as approximately 1700 during the Spring testing period (09/01/2012 – 08/31/2013) and 3300 during the Summer/Fall 2013 testing period (02/01/2013 – 08/31/2013). Faxes for the same respective testing periods were estimated at 227 and 238. Staff has maintained as much of the raw data as possible and will make it available upon request.

2. **Budget**

Categorical funding for the matriculation program has been drastically reduced over the past four years. The average fund has been approximately $337,000. This fund supports 3 full time classified staff in matriculation as well as summer hourly funds.

Have there been any significant changes in the budget over the past three years?

- The Student Success Act has provided for increased funding for the new SSSP program. Approximately $718,556 has been allocated to the college for 13-14 and 14-15 fiscal years. During the 15-16 fiscal years, the allocation will be based on a combination of student head count (40%) with 60% funding coming from successfully meeting the mandates of assessment, orientation and counseling.
- **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 IV.**
- We have had an opportunity to assess the impact of the increased funding. However, for the first time in many years, the SSSP will have sufficient funding to pay for additional counseling for summer 2014. This will assist the college in meeting the mandates of SB 1456.
- *Requests for contract/full time faculty or classified staff should be addressed in the resource section below.*
  Please check the appropriate box below then provide your summary beginning on the next line.

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

  Questions on the budget data provided to the Student Success and Support program included the following:

1. Where did these budget figures come from? They do not match the numbers on the actual budget.

B. **Resources**

1. **Non- Instructional Faculty**
   a. Counseling faculty positions are included in the annual SSSP expenditure report and the SSSP budget provides funds for summer hourly counseling. The Dean of Student Services has served as the Program Coordinator for the past five years. However, it has become increasingly evident that a full-time counselor/matriculation coordinator position is essential, particularly in light of the upcoming challenges in implementing SB 1456. A full time faculty coordinator position would benefit the program, as well as the college, by opening channels of communication between instruction and student services and the college in general.

   Instructions:
   - There have been no changes in FTEF over the past 3 years
   - The department does not have difficulty recruiting faculty.
   - The SSSP program will be requesting a 1.0 full-time counselor/coordinator to oversee the program.

2. **Classified Staff**
   Instructions:
   - There have been no changes in classified staff over the past three years.

- With increasing workload created by implementation of SB 1456, there is a need for another full-time Matriculation Specialist II to assist with testing, prerequisite verification and other similar duties.
- SSSP program will be requesting a full time 1.0 FTE Matriculation Specialist II

There have been no changes in the number of classified staff in the program over the last three years. The program has functioned with three classified staff including a Matriculation Specialist II, a Matriculation Specialist I/Bilingual, and an Administrative Assistant/Bilingual. We will be requesting a full time Matriculation Specialist II position in this program review to better serve students.

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.
   - The SSSP program will be requesting moveable tables and chairs for Guthrie Hall so that it can be set up and taken down to accommodate various needs.

4. **Facilities or other Resource Requests**
   a. SB 1456 will make assessment testing mandatory for all incoming first-time students. The current testing facility, which houses 21 computers and has HVAC and noise issues, has proved to be inadequate in meeting students' needs. The program will be requesting that the assessment function be moved to Guthrie Hall so that we can more efficiently assess students. The anticipated move will require the program to run its testing activities in a Wi-Fi format using laptop computers, and will also require adjustments to accommodate office needs. We will be requesting purchase of appropriate office furniture, equipment (e.g. copy machine, fax machine, etc.) and other items which would facilitate the transition.
   b.
      We are requesting to move from the current facility in the Student Services Center to Guthrie Hall and have Guthrie Hall converted into a Student Support and Success Center.

5. **Combined Initiatives**
   Described in greater detail in Section 4.

Section IIIb – Other Program Goals and Initiatives

A. **Other Program Goals**
   We are requesting the purchase of lap top computers and other technology that will assist us in transforming Guthrie Hall in to the Guthrie Student Success and Support Center. The center will be used for assessment testing, in person orientation and counseling services. The laptops will be used for both assessment testing and to assist students in submitting educational plans via Degree Works.

Section IV - Initiatives

Last year's initiatives included a request to replace the 21 computers in the Assessment Testing Lab with new machines in order to provide more opportunities for students to test. Many of the old computers had fallen into chronic disrepair and were frequently unavailable for student use during scheduled testing sessions. New machines were purchased and installed for use in the testing lab, however, students attempting to test using the new computers were either not able to log onto the network, or not able to retrieve testing information which had been input through the machines. Ventura College IT, the VC Student Success and Support program, and CAPP Associates (the assessment testing scoring software provider) are currently working to resolve these issues and to have the computers ready for use by the time testing activities resume in October. However, this issue may become irrelevant if the program moves to Guthrie Hall as anticipated, and runs its testing program on laptops connected to the internet through Wi-Fi connections.

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:***
> ***Initiative ID:*** SSSP 1301
> ***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:*** Increased collaboration between counseling, assessment and instruction
> ***Goal:***
> ***Performance Indicator:*** Increase the numbers of new students who take the assessment test by 10%
> ***Timeline:*** May, 2015
> ***Funding Source Category:***
> - *No new resources* (Funding to come from categorical funds)
> ***Ranking: H***

List your initiatives below, 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: Hire a full time Matriculation Specialist II**
> **Initiative ID: SSSP 1401**

Link to Data: Student Success Initiative Requirements
Expected Benefits: Serve students in a more efficient and timely manner.
Performance Indicator: Increase the number of students assessed by 10%
Timeline: Spring 2015
Funding Resource Category: Grant Funds
Ranking: H

B. **Initiative:** Hire a full time counselor/coordinator to coordinate the SSSP program.
   Initiative ID: SSSP 1402
   Link to Data: Student Success Initiative
   Expected Benefits: Provide increased assistance to the program
   Goal:
   Performance Indicator: Increase the numbers of student assessed
   Timeline: Spring 2015
   Funding Resource Category: Grant Funds
   Ranking: H

C. **Initiative: Move the assessment office to Guthrie Hall and rename "the Guthrie Student Success and Support Center."**
   Initiative ID: SSSP 1403
   Link to Data: Student Success Initiative
   Expected Benefits: Provide student support in a multi-functional center that can be utilized for assessment, orientation and group counseling
   Goal: Increase the number of student served to conform to SB 1456.
   Performance Indicator: 80% of incoming new students will be assessed, counseled and oriented.
   Timeline: Fall 2014

   Funding Resource Category: Grant Funds
   Ranking: H

D. **Initiative: Purchase 40 laptops and a charging station for the new Guthrie Student Success and Support Center.**
   Initiative ID: SSP 1404
   Link to Data: Student Success Initiative
   Expected Benefits: Students will be able to take the assessment test online as well as create educational plans online using Degree Works.
   Goal: 80% of new incoming first time students will be assessed counseled and oriented.
   Performance Indicator: Meet SSSP Requirements
   Timeline: Spring 2014
   Funding Resource Category: Grant Funds
   Ranking: H

E. **Initiative: Purchase rolling tables and chairs for ease of set up in Guthrie Center**

Initiative ID: SSP 1405
Link to Data: Student Success Initiative
Expected Benefits: Staff will be able to easily set up the center for various and multi-use activities.
Goal: More effective use of an under-utilized campus space.
Performance Indicator: Meeting SSSP requirements
Timeline: Spring 2014
Funding Resource Category: Grant Funds
Ranking: H

Section V – Process Assessment

Instructions: Please answer the following questions:

A. **How have the changes in the program review process this year worked for your area?**
   The changes in the process have made the Review more understandable and easier to respond to.

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

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 D) 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.

VI – Submission Verification

Instructions: Please complete the following section:

Program/Department: Student Success and Support Program
Preparer: Victoria Lugo/Steve Manriquez
Dates met (include email discussions): 9/30/2013
List of Faculty who participated in the program Review Process:

Χ **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(b).**   **Other program goals and initiatives**
>
> **(Innovations, regulations, legislation, new technology, industry standards, professional development, or advisory committee recommendations, etc.)**

> **IV.**   **Summary of initiatives and requests**
>   **Minority reports if any**

> **VI.**   **Process assessment**

> **VII.**   **Verification of review**

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Student Success and Support Program Review
(Formerly Assessment and Matriculation)
2013-2014

Program Review Resource Initiatives Guidelines
WHAT TO LEAVE OUT

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

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 initiatives.

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	Budget Resource	These items must include a compelling

Office Supplies/ Advertising/Student Workers/Printing/Duplicating	Council/Dean	reason and be above what budget will allow.	Appendix D

APPEAL FORM
(Due to Office of Institutional Effectiveness by November 8)

The program review appeals process is available to any faculty, staff, or administrator who feels strongly that the prioritization of initiatives (i.e. initiatives that were not ranked high but should have been, initiatives that were ranked high but should not have been), the decision to support or not support program discontinuance, or the process followed by the division should be reviewed by the College Planning Council.

Appeal submitted by: (name and program) _____

Date:_____

Category for appeal: _____ Faculty

_____ Personnel – Other

_____ Equipment- Computer

_____ Equipment – Other

_____ Facilities

_____ Operating Budget

_____ Program Discontinuance

_____ Other (Please specify)

Briefly explain the process that was used to prioritize the initiative(s) being appealed:

Briefly explain the rationale for asking that the prioritization of an initiative/resource request be changed:

Appeals will be heard by the College Planning Council on November 9, 2011 at its regularly scheduled meeting (3:00 – 5:00 p.m.). You will be notified of your time to present.