



## Transfer Center Program Review 2013-2014

### Section I – Accomplishments and Status of 2012 Program Review Report

#### **A. Last Year’s Initiatives**

Seven initiatives were submitted for consideration during last year’s program review and five were achieved: 1) a 100% Transfer Center coordinator was named in April 2013 with the HSI *Velocidad* providing .50 FTE daytime counseling hourly services as backfill of the reassignment of the full-time counselor; 2) technology and equipment upgrades occurred in October, 2013; 3) reconfiguration of the Transfer Center space completed in October, 2013; 4) Training for Transfer Center Website updates completed in June, 2013; 5) updates to transfer center workshops completed July 2013. These changes enhance the delivery of services to students.

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

The changes made in the reconfiguration of the Transfer Center with regard to the upgrades to the equipment, technology and space improve the functionality of the Transfer Center immensely. Achieving these goals was essential in providing direct student transfer services. Students have access to transfer services and can utilize the services in the center to apply online to universities and colleges.

### Section II - Description

#### **A. Description of Program/Department**

The Ventura College Transfer Center provides services to students planning to transfer to universities and or colleges granting baccalaureate degrees. The Center schedules on-campus visits by representatives from various colleges and universities and sponsors an annual University/College Fair event, commonly referred to as “Transfer Day” that is attended by over 50 colleges and universities. Workshops are held to assist students on various topics, including transfer admissions (**four systems**: UC, CSU, independent and out-of-state); university application process; major preparation & selection; and transitional workshops. The Center provides reference materials, college catalogs, applications, and other services necessary for planning and achieving a smooth transition between institutions.

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

*Staffing* – Marian Carrasco Nungaray, a full-time counselor was reassigned to the Transfer Center as a 100% Transfer Center Coordinator in April 2013 and the HSI grant *Velocidad* provided .50 FTE backfill for daytime counseling hourly. Veronica Allen was reassigned to the Transfer Center in July 2013. These two significant staffing changes improve direct student service to students aspiring to transfer.



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*Transfer Center space* – In October 2013, the Transfer Center underwent a reconfiguration of the space as requested in the previous year’s program review to enhance the delivery of direct student services. Equipment upgrades included a larger screen, brighter LCD projector, wiring enhancement and additional computers for student use.

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

### F. Organizational Structure

**President:** Dr. Greg Gillespie    **Executive Vice President:** Dr. Daniel Seymour (interim)

**Dean:** Victoria Lugo    **Coordinator:** Dr. Marian Carrasco Nungaray

<b>Name</b>	Veronica Allen
Classification	Student Services II
Year Hired	1996
Years of Industry Experience	
Degrees/Credentials	A.A., 2006, Oxnard College; B.S. 2008, University of La Verne.

<b>Name</b>	Marian Carrasco Nungaray
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Classification	Faculty, Transfer Center Coordinator
Year Hired	1993
Years of Industry Experience	
Degrees/Credentials	A.A., 1985, Oxnard College; A.S., Ventura College; B.A., 1987, University of California, Berkeley; M.S., 1992, Ed.D., 2011, California Lutheran University.

### Section IIIa – Data and Analysis

#### A. SUO Data

There were three service unit outcomes developed last year for the Transfer Center. Because the appropriate mechanism for the accurate collection of data was not available to evaluate two of the SUO's, only one was assessed: *Students will identify the pathways to reach their transfer goal(s)*. This SUO was assessed by providing 200 students (those that attended workshops and/or met one-on-one with counselors) a survey which asked them to identify the pathway needed to reach their transfer goal(s). 70% of the students identified their pathway and 35% of services and resources available to assist them. The SUO was met successfully.

Several discussions occurred during the counseling department business meetings and by consensus, it was agreed that a more comprehensive way of reaching students on campus needs to be implemented as the data revealed that students who seek Transfer Center services benefited greatly and understood the transfer process and resources and services available. Students who attend Transfer Center activities (university representative visits, counseling appointments, workshops, etc.) gain valuable information and gain confidence in understanding what process they need to do to gain admissions to universities and/or colleges. But what about those students who do not attend or seek out services from the Transfer Center or counselors? How many students are not getting the help they need? Counselors are interested in understanding who is not being served, and what can be implemented to reach more students. The Transfer Center is closed in the evenings and on Friday's and that limits access to counselors. Goals will be included in this year's program review including the need for a more appropriate mechanism for the outreach to students and the accurate collection of data, need for service in evenings and Friday's and need for adjunct counselors in the day. 66% of Ventura College students (as reported in the VCCCD 4<sup>th</sup> week census data for fall 2013) indicate transfer to a university/college as their educational goal. This is a huge amount of students and the institution must assist the Transfer Center with a systematic mechanism to reach students who need assistance with understanding the process of transferring to a university/college.

Based on last year's assessment, we are requesting resources to assist us with the purchase of a comprehensive systematic data collection mechanism so data and feedback from students can be collected and analyzed to make changes based on data. The Transfer Center is interested in determining what is working, what needs to be changed and how do students evaluate our services. This student feedback is essential towards improving the services to students. In addition, based on last year's assessment, we learned that a better way to capture student input



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is needed, as well as a way to capture services provided to students (walk-in immediate services, telephone services, email contacts, etc.). At present, an adequate data collection process exists. There is not a systematic comprehensive way of collecting data or evaluating services. These goals are listed in this year's initiatives.

With regard to this fall's SUO, we are on task. A survey was developed and provided to students at the conclusion of workshops. In November, all of this data will be entered into Tracdat.

### B. Operating Data

#### 1. Service Data

- *What populations are served by the program?*
  - One of the more important program goals as outlined in both the Ventura College Institutional plan for Transfer and the previous Transfer Center Program Reviews is the collection of accurate data that describes and better identifies the transfer student population at Ventura College Transfer Center. The collection of information on the exact demographic make-up of students who come in contact and utilize with Center either directly or through the Transfer website is an ongoing developmental process.
  - Since 1991, the Ventura College Transfer Center has operated under State of California Title V mandates that provide Minimum Program for transfer efforts. These Standards also spell out goals that target certain student populations. One goal reads; "In cooperation with baccalaureate-level universities, increase the percentage of students (including low-income, disabled, and first generation college students) who establish transfer as their educational goal, and who actually transfer." To this end, the Transfer Center works in collaboration with other campus programs such as Extended Opportunity Programs and Services and the Educational Assistance Center in providing activities and information to students on transfer.
  - The Ventura College Transfer Center is available for all students that have an interest and can benefit from transfer services. As reported by the District Institutional Research Office, more than 66% of all enrolled students during any one semester have indicated a transfer related goal. As the data collection capabilities of Ventura College in general and the Transfer Center in particular become more refined, the extent to which the noted students are served qualitatively should be more evident.
  - Another targeted transfer population involves students who will pursue Associate Degrees offered through the new Senate Bill 1440. The legislation, designed to improve the processes for students to transfer while attaining a two-year degree has augmented the number of students who seek information and make an effort to eventually transfer under the prescribed requirements. During the spring 2013 application period to California State Universities, the number of AA/AS-T applicants to California State



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Universities increased by 100% and even more students are expected to apply for similar degrees during fall 2014 admissions.

- *How many students, classes, etc., have been served by the program over the last two years (per semester)?*

The Transfer Center provides services directly to students in several modes; walk-in, appointments, online, workshops, transfer events, and as part of outreach to prospective students. The actual number of student served is inaccurate and methods to collect website visits and the use of other services need to be developed. The student count below reflects the number of students who visited the Transfer Center, classroom visits, emails, telephone contacts, and walk-in immediate services and the count also includes an approximate number of students that participated in Transfer Day.

Semester	Transfer Counseling Students Contacts	Transfer Day
Fall 2011	1729	850
Spring 2012	1194	
Summer 2012	583	
Fall 2012	1800	750
Spring 2013	1250	
Summer 2013	500	

*Does the program/department have any other operational data from any other source (i.e., program generated, state generated, etc.) that should be reviewed/discussed in this program review?*

- A significant percentage of students obtain information on transfer through the Transfer website, based on data provided by the Ventura County Community College District Information Technology unit, in 2012/13, 17,993 visits were made to the website. Based on this finding, the transfer center website needs to be updated regularly and is included as an initiative in this year's program review.
- It should be noted that the Transfer Center shares space in the Student Services Building with the Career Center. As such, the volume of telephone calls, walk-ins, and student referrals is quite extensive. The staffing for the Transfer Center is inadequate to meet the numbers of students that are in contact with the center. The Center is closed at night and closed on Fridays and during the month of June and July, due to the lack of budget.
- *What does the data indicate about the students, student performance, program performance, or any other aspect of the program?*
- 66% of all enrolled students at Ventura College indicate interest in transfer (as indicated by the VCCCD District Institutional Research), however, due to lack of budget, staffing, and institutional priority, these students are not all being served.



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- It is anticipated that the need for transfer services will increase with the recent passage of the Seymour-Campbell Student Success Act of 2012 and changes with federal and state financial aid. More than ever, pressure is upon students to decide their major and complete their course of study quickly. Students seek assistance with their course of study and educational plans and more immediate service is needed to meet the student demand.
- *What about the data encourages or gives you cause for concern?*
  - The data indicates that more students at Ventura College aspire to transfer to a university or college. This data encourages the Transfer Center to create programming to meet this increased demand, however due to an extremely limited budget causes great concern. Request for an increase in programming is included in this year's program review.
- *Does the data meet your expectations? Why or why not?*
  - As the UC, CSU and independent cost of attendance increases at colleges and universities, many more students will be coming to Ventura College with transfer to a university as their educational goal. Additional staffing is required to meet our current student needs as well as the projected increase of transfer services.
- *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 IV.*
  - Transfer Center programming to include: university/college visits; marketing materials, update of website information
  - Request for additional staffing: full-time counselor, two adjunct counselors, and increase in classified support from .80 to 1.0.
  - An on-reach Transfer Plan to reach out to students enrolled at Ventura College

### 2. Budget

- Program members have reviewed the budget data.

The Transfer Center program budget has been drastically reduced over the last three years. In several budget categories, the amount of committed funds has diminished to a level below the minimum budgetary requirements to make the Transfer Center operationally feasible. Particularly with reference to faculty, the program has no faculty FTE budgeted. While the reassignment of a full-time counselor to 100% full-time coordinator occurred in April 2013, no additional adjunct or classified support is available to provide direct student services to students. This is a major problem as more students are seeking transfer services and become frustrated because there are no counselors available. The permanent re-assignment needs to be permanently part of the Transfer Center budget. Counseling assignments change from year to year and it's at the discretion of management thus the Transfer Center faculty assignment is not a guarantee. Classified support, which has been historically inadequate for needs of the Transfer Center (.80 FTE), continues to be funded at the same level in the face of increased student traffic and greater range of responsibilities.



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Overall, it appears that the Transfer Center budget has been spiraling downward for several years and has reached the point of critical mass. If the Counseling Department were not to assign a counselor to the Transfer Center, the most basic operational goals of the Center would not be met. The significant negative funding trend over the past three year period is reflected as follows:

- 0% part-time faculty support in hourly counseling in the past six years
- 0% FTE classified support increase in the past six years
- 0% programming budget for marketing, materials, activities and student services
- No evening services for student, center closes at 5pm
- No Transfer Center services during the months of June and July, center closes
- No Friday services available for students

### C. Resources

#### 1. Non- Instructional Faculty

- Two hourly adjuncts and one full-time faculty are requested to provide day, Friday, and evening services in this year's program review. Students need access to more on-site assistance for transfer counseling in addition to maintaining the level of services at the Transfer Center that is concomitant to the number of students pursuing transfer goals, 66% of all students at Ventura College indicate transfer as their educational goal (VCCCD dept. of institutional research). This increase in FTE will help with full implementation of the Transfer Center objectives and to increase, improve services, and comply with SB 1440, TAG, HIS, and the Student Success and Support program (3SP) mandates.

#### 2. Classified Staff

- Access to transfer services is compromised when staff is not available during critical periods throughout the year (evenings, Friday's and summer months- June and July). The continued decrease trend in staffing negatively impacts the current operation and diminishes the quality of services available for students.
- An increase in classified support from .80 to 1.0 is included in this program review.

#### 3. Inventory

- The Transfer Center received a reconfiguration in October 2013. A new screen and LCD projector and upgraded computers were provided. These equipment changes provided enhanced student services as students can hear and see the screen better during workshops and classes.

#### 4. Facilities or other Resource Requests



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- Since 2006, the Transfer Center has operated in the renovated student services building. Multiple activities occur simultaneously in the Transfer Center such as workshops, counseling appointments and university representative visits causing high levels of noise volume which results in a chaotic environment for students. No confidentiality exists as one can hear all noise at the same time. Needed are enclosed office spaces.

### 5. Combined Initiatives

- The Transfer and Career Center share the same space and also share a .80 classified support person. We are requesting an increase to 1.0 in classified support.

### 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         | • New Technology                     |
| • Legislation        | • Professional Development           |
| • Regulations        | • Advisory Committee Recommendations |
| • Industry Standards |                                      |

### Section IV - 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)





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**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.*

**Funding Source Category:**

- 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)*

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: Update student tracking and data collection system**

**Initiative ID: TC 1201**

**Link to Data:** The Transfer Center is mandated through Title V and the California State Chancellors Office to collect data on the number of students its serves, the level/ kind of service given, and operational effectiveness. Service Unit Outcomes and Operating Goals also require additional validation in order to improve the center and implement the Institutional Transfer Center Plan.

**Expected Benefits:** Requesting a computer log-in system using “kiosk” model approach: The Ventura College transfer effort will have data that will help define the students that are served through the Center and categorize the type of services needed by students in order to achieve their transfer goals.

**Goal:** To collect data so data drives decisions on plans and goals for improved transfer services.

**Performance Indicator:** Data tracking mechanism in place by spring 2014.

**Timeline:** 2013-2014

**Funding Resource Category:** Technology Funds

**Ranking:** H

### **B. Initiative: Increase Transfer Center Faculty Staffing (one full-time and two adjunct counselors)**

**Initiative ID: TC 1202**



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**Link to Data:** Access to transfer services is compromised when staff members are not available during critical periods throughout the year (day hours, evening hours, Friday's and months of June and July). The continued decrease trend in staffing will negatively impact the current operation overall, and diminish the quality of services to students for TAG, HSI, SB 1440, and Student Success and Support Program, etc. Students need to be contacted about transfer services and with additional faculty, reports can be generated and students targeted to come in for services. Without staffing, activities are limited.

**Expected Benefits:** Students will have access to more on-site faculty for transfer counseling. In addition to maintaining the level of services at the Transfer Center that is concomitant to the number of students pursuing transfer goals (66% of all Ventura College students indicate transfer as their desired educational goal as reported in VCCCD Institutional Research fall 2013 4<sup>th</sup> week census). This increase in FTE will help with full implementation of the Transfer Center objectives and to increase, improve services, and comply with SB 1440, TAG, HSI and the Student Success and Support Act of 2012 mandates.

**Goal:** Provide direct transfer counseling services to students and improve commitment to completion, i.e. ADT, IGETC, CSU & major preparation course work.

**Performance Indicator:** Adjunct faculty hired by spring 2014.

**Timeline:** 2013-2014

**Funding Resource Category:** Staffing Funds

**Ranking:** H

### C. Initiative: Increase Transfer Center Classified Staffing

**Initiative ID:** TC 1203

**Link to Data:** Access to transfer services is compromised when staff is not available during critical periods throughout the year (evenings, Friday, June and July). The continued decrease trend in staffing will negatively impact the current operation overall and diminish the quality of services.

**Expected Benefits:** The Transfer Center will remain open during critical periods: on Friday's, evening and the months of June and July. Staff will assist in the collection of data, assist students who access the center, update the Transfer Center Website, and help process needed documents for TAG, HSI and SB 1440 students.

**Goal:** The Transfer Center will provide increased services to students.

**Performance Indicator:** More students will be served.

**Timeline:** 2013-2014

**Funding Resource Category:** Staffing Funds

**Ranking:** H

### D. Initiative: Enclose Transfer Center offices

**Initiative ID:** 1305



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**Link to Data:** Students need appropriate counseling environment in a confidential setting.

**Expected Benefits:** Offices in the Transfer Center are not enclosed they do not meet FERPA regulations and there is no confidentiality, as one can hear all discussions due to open office ceilings. Students become distracted and unable to focus because of the noise volume.

**Goal:** Provide appropriate counseling environment for individual counseling and group activities in center.

**Performance Indicator:** Maintenance department will conduct assessment of the site and provide plan for changes by spring 2014.

**Timeline:** 2013-2014

**Funding Resource Category:** Facilities Funds

**Ranking:** H

### E. Initiative: Increase budget for programming

**Initiative ID:** 1401

**Link to Data:** Students need access to transfer services and activities. There is no current budget for activities aimed towards providing students direct information about universities and colleges i.e. university/college tours. Studies have shown that students who visit universities/colleges gain motivation to transfer which is linked to our SUO's and the HSI Velocidad grant: increase transfer of Latinos. Upgrade of materials for student's awareness about the transfer process is needed. 17,993 website visits were made between July 1, 2012 to June 30, 2013 (VCCCD Google analytics). From July 1, 2013 to October 7, 2013 there was an increase of 5,549 hits. Student culture has changed and using mobile devices and social media and website is a common a practice. This data also shows that more students are referring to the website for information. In addition, the website is referred to during class presentations, orientations, workshops and during counseling sessions.

**Expected Benefits:** The Transfer Center program needs funds for activities. There is a need to create marketing materials, upgrade of the website, taking students to visit universities and colleges, attending conferences, and creating materials that explain to students the various course of study pathways to transfer to universities and colleges.

**Goal:** To increase information provided to students about Transfer Center and services

**Performance Indicator:** Appropriate advertisements for students by end of spring 2014.

**Timeline:** 2013-2014

**Funding Resource Category:** Grant Funds

**Ranking:** H

### F. Initiative: Place successful transfer student testimonials on Transfer Center website

**Initiative:** 1402

**Link to Data:** The HSI Velocidad grant aims to increase Latino transfer. The grant identified the need to work with alumni. Capturing alumni testimonials and placing them on the transfer center website is an attempt to meet that goal and also help current student understand the transfer services available on campus.

**Expected Benefits:** These transfer student alumni testimonials serve as a way of motivating current students. Their experiences may capture what Ventura College did to help them transfer.



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**Goal:** Provide successful Ventura College transfer student testimonials as a way of motivation and

**Performance Indicator:** Current students will learn about successful students and may increase commitment to complete studies at VC and transfer on.

**Timeline:** 2013-2014

**Funding Resource Category:** No new resources needed

**Ranking:** H

### G. Initiative: On-reach campus Transfer Center plan

**Initiative:** 1403

**Link to Data:** Research indicates community colleges need to reach out to students and inform them of the transfer services available on campus.

**Expected Benefits:** Students will learn about transfer services including counseling, transfer center, university representatives etc.

**Goal:** Provide successful Ventura College transfer student testimonials as a way of motivation and encouragement to transfer on to the university level.

**Performance Indicator:** Strategic plans will focus on how to reach current students and provide much needed transfer information.

**Timeline:** 2013-2014

**Funding Resource Category:** No new resources needed

**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 are apparent. I found this year's forms to be much easier. The training was also very helpful. Kathy Scott, Rachel Marchioni, Sandy Hajas and Susan Bricker were extremely helpful. I had immediately assistance when I called and I am very thankful and grateful for their support.
- B. How would you improve the program review process based on this experience?** It would be nice to have the initiatives that were not funded from previous years to be automatically prepopulated.
- 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.



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### **VI – Submission Verification**

**Program/Department:** Transfer Center, Student Services

**Preparer:** Marian Carrasco Nungaray, Transfer Center Coordinator

**Dates met (include email discussions):** September 30, 2013

**List of Faculty who participated in the program Review Process:** Marian Carrasco Nungaray, Marcelino DeCierdo, Bea Herrera, Angelica Gonzales, Corey Wendt, Guadalupe Moriel-Guillen, Yia Vang, Jose Gutierrez, Scott Brewer, Helen Galindo, Dan Walsh, and Dave Farris.

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

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



# Program Review Process Map

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

**II. Description**

**III(b). Other program goals and initiatives**

(Innovations, regulations, legislation, new technology, industry standards, professional development, or advisory committee recommendations, etc.)

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

**VI. Process assessment**

**VII. Verification of review**



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### Program Review Resource Initiatives Guidelines

#### WHAT TO LEAVE OUT

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

<p>The table below summarizes the types of resources that DO NOT need to be included in the Department Plans. The “Who to Contact” column lists who to contact when the resources or services are needed.</p>		
<b>Excluded Items</b>	<b>Who to Contact</b>	<b>Explanation</b>
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 <a href="mailto:vcmaintenance@vccd.edu">vcmaintenance@vccd.edu</a> 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 <a href="mailto:vcmaintenance@vccd.edu">vcmaintenance@vccd.edu</a> 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 <a href="mailto:vchelpdesk@vccd.edu">vchelpdesk@vccd.edu</a> 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.



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#### 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.		
<b>Included Items</b>	<b>Committee Group</b>	<b>Explanation</b>
Replacement of classroom furniture	Facilities Oversight Group	Only when it is an entire classroom/lab/office at a time or a safety or disability issue that has not been resolve through the normal process.
Upgrade and/or replacement of computer and other technological equipment	Technology Committee	These items will go on to a list for replacement or upgrade per the technology plan.
New Equipment/Furniture/classroom items (i.e. microscope, etc.)	Budget Resource Council	These items must be approved included in a plan to improve student learning and/or services.
Buildings/Office Space (new renovation, modernization)	Division Dean	The division dean will work with Administrative Council and the Fog Committee to pursue the projects.
New Software	Technology Committee	These items must be approved included in a plan to improve student learning and/or services.
New Faculty Positions	Faculty Staffing Priorities	Requests for new positions will compiled on a list and sent to the FSP committee.
New Classified Positions/or increase in percentage of existing positions.	Classified Staffing Priorities	Requests for classified positions will compiled on a list and sent to the CSP committee.
New Programs/certificates	Curriculum Committee	These program/certificates must be approved by the curriculum committee.
Training and Professional Development above normal	Professional Development/Budget Resource Council	These are items over and above what the PDC can provide.
Expansion/Conversion to Distance Learning	Dean of Distance Learning and Distance Learning Committee	Requests will be compiled and sent to the committee process for discussion.
Service Agreements	Budget Resource Council	Requests must include justification.
Instructional Materials and Office Supplies/Advertising/Student Workers/Printing/Duplicating	Budget Resource Council/Dean	These items must include a compelling reason and be above what the normal budget will allow.





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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.**