



Services Program Review Template 2013-2014

Service Program Department Chairs and Supervisors,

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

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

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

Areas such as your program/department description and the staffing chart have been pre-populated using information from your last program review document. Please revise as necessary. Please note that you are not required to create initiatives for each area of data. However, programs are required, at a minimum, to create initiatives that do not require resources as every program should have some area (i.e. student access or service satisfaction) in which it is trying to improve.

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

Appendices:

- A-Program Review Process Map-Instructional Programs
- B-What to Leave Out
- C-What to Leave In
- D-Appeals Form

Attachments:

Data packet for your program/department

WHO TO CALL FOR ASSISTANCE

Budget and Inventory Data:

David Keebler, VP-Administrative Services, ext. 6354

Data Analysis and Interpretation:

Michael Callahan, Institutional Researcher, ext. 6344

Services:

Susan Bricker, Registrar, ext. 6044

Sandy Hajas, LRC Supervisor, ext. 6179

Kathy Scott, Dean-Inst. Effectiveness, ext. 6468



Due October 7, 2013



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Section I – Accomplishments and Status of 2012 Program Review Report

A. Last Year's Initiatives

Instructions:

- *Provide a brief status of initiatives created last year that did not require funding. Include an explanation of what changes occurred (i.e. in student learning or student satisfaction) as a result of those initiatives.*

None, we did not do a program review in the previous room. This is our first one.

- *Provide a brief status of initiatives created last year that required funding. For those that were funded, what changes occurred (i.e. in student learning or student satisfaction) as a result of the initiatives/funding.*

We did not have an initiative last year; however, the President's Office did provide \$5,000 for Classified Professional Development which met one of our four goals established in the previous year. A Classified Staff retreat was held with a guest speaker whose topic was being happy to work and customer service. Classified Staff had an opportunity to learn about the variety of staff positions and responsibilities on this campus as well as at the district. Several district staff attended the classified retreat day as well as staff from multiple departments on campus. Staff reported that this was positive experience for them, especially in light of the recent cut in classified staff positions throughout the district.

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 IIac-A.

Section II - Description

A. Description of Program/Department

The Faculty and Staff Professional Development Committee, provides ongoing professional development leadership for both Faculty and Staff. The committee is made up of faculty that is a subcommittee of the Academic Senate, as well as classified staff that represent the Classified Senate. The committee is charged with (1) developing equitable processes for the disbursement of contractually-obligated professional development funds; (2) developing of Flex Week activities, (3) hosting other professional development activities related to academic, professional and pedagogic matters that foster the continued professional growth of the members of the faculty as specialists within their disciplines as well as community college educators (4) hosting professional development activities that support the ongoing development of the classified staff. In addition, the Faculty Professional Development Committee monitors compliance with portions of Accreditation Standard IIIA. The Chair of the Faculty Professional Development Committee serves as a member of the Accreditation Steering Committee.

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

Flex Week August 2012 Workshops



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911 What to do Before EMS Arrives
Academic Integrity
Assistive Technology and the "Average Student" Find Out How Computers Can Help Every Learning Style
Brain Theory and Stress in the Classroom
Clickers
Come Proust with Us! The VC Literary Salon Begins!
Course Studio vs. Desire2Learn
Curriculum Updates: Using Curricunet & Assist Online tools
How to Make PowerPoint More Engaging
I Know What You Did Last Semester
Movement in the Classroom
Polite Write
Student Field-Trip Electronic Workflow Process
Tablet Apps to Enhance Personal Organization and Fun!
Teaching in the Evening What You Should Know about Safety & Services
Teaching Techniques Exchange
Technology in the Active Classroom
Using Smart Classroom Technology
VC Technology Showcase-Prezi and Tegrity
Verbal Judo
Voyager! Experience the New Library System
Want to Teach Online?
Yoga for Stress in the Classroom, Some Simple Strategies that Don't Require a Mat

VC Fall 2012 Professional Development Calendar Workshops

September

SITE Follow-up
Faculty Adventures
Literary Salon
Math Best Practices Gathering

October

Teaching Exchange Group
Your Rights as a Consumer
Web Enhancement Trainings
Yoga for Stress (
Power Point Flex Activity Part Two
CPR Training
Math Best Practices Gathering
Coffee Klatch
English Teaching Communities
Literary Salon
SITE Follow-Up

November

The Disruptive Student
Teaching Exchange Group
English Teaching Communities



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Web Enhancement Trainings

Literary Salon

SITE Follow-Up

December

Teaching Exchange Group

Flex Week January 2013 Workshops

PowerPoint Part 1

One Book One Campus

Understanding the Transfer Process

Desire2Learn Assistance

Charge It Right-How to make a Credit Card Work for You

Entering the 3D World

Desire2Learn Assistance

Investment Discussion Group

PowerPoint Part 2

English Best Practices-Share Your Strategies

CSU SB 1440 Transfer Degrees

Desire2Learn Assistance

Supplemental Instruction

Desire2Learn Assistance

Spring 2013 Professional Development Calendar Workshops

February

Microsoft Math 4.0

D2L All Users - Student Communication Tools

The Disruptive Student

What is Interdisciplinary Studies and Why is it the Hottest New Topic on American Campuses

Suicide is the Number One Reason for Deaths of College Students

D2L All Current Users - New Content Tool in 10.1

Open Forum with Robin

SITE Follow Up

Writing Across the Curriculum

Teaching Techniques Exchange Group

Mathematical Demonstration

How Students Transfer from Community College to University - What Faculty Need to Know

March

Classified Senate Retreat

D2L Beginning - Gradebook Training

Pay For Yourself First

Classified Staff Development Retreat

Maximize Microsoft Outlook

What are the Platonic Solids all about?



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Communicating Expectations, Setting the Tone: The Interactive Syllabus

English Teaching Communities

CPR Training

SITE Follow Up

Teaching Techniques Exchange Group

D2L All Users - Quiz Tool

April

English Teaching Communities

Healthy lifestyle, Regular Exercise and its Contributions to a Healthy Mind, Body, and Spirit

The Basics of D2L - Discussion Boards

Cuba...a Path to Democracy?

CPR Training

D2L All Users - Drop box with Turnitin

SITE Follow Up

Teaching Techniques Exchange Group

English Teaching Communities

D2L Advanced Gradebook Training

May

Summer Institute for Teaching Excellence May 28-31, 2013

SITE, a project funded by a Title V grant through May 2015, serves as a teaching and learning forum for Ventura and Oxnard College faculty. Through on-going leadership training, guided workshops, and collegial consultation, SITE brings together experts in teaching and learning along with faculty from a variety of disciplines to generate and share ideas, develop initiatives, and implement new strategies to improve student learning and increase teaching effectiveness.

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



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

F. Organizational Structure

President: Greg Gillespie

Executive Vice President: Daniel Seymour

Dean: Gwendolyn Lewis Huddleston

Section IIIa – Data and Analysis

A. SUO Data

Instructions:

- *Provide highlights of what you learned last year in your assessments and discussions.*
- *Provide highlights of some of the changes made as a result of the assessments and discussions.*
- *How did the changes affect student learning/service performance – or how do you anticipate that they will?*
- *Based on what you learned, what initiatives requiring resources could you develop (or have developed) to improve student learning/service performance? Explain briefly. Initiatives need to be entered in more detail in Section IV.*
- *What are the most significant initiatives not requiring resources you could (or have developed) to improve student learning? Explain briefly. Initiative(s) need to be entered in more detail in Section IV*
- *Comment on the status of your SUO rotational plan and TracDat work.*

There are no SUOs developed for last year.

This year we have created two SUOs to measure.

1. *Increase attendance by 2% in 2013 /2014 academic year at professional development offerings.*
2. *Measure, qualitative and quantitative, faculty attendance and self-identified value of all professional development offerings.*

Last year attendance and evaluations were conducted for each professional development offering.

Our total attendance was:

SITE 115 over 3 years

Fall 2013 Flex Week, 327

Classified Retreat 2013, 63

Professional Development Workshops Fall 2012, 80

Spring 2013 Flex Week, 119

Professional Development Workshops Spring 2013, 80 (approx.)

Total: 704 faculty and staff have attended professional development workshops over the last year.

Out of number of evaluations collected the average ratings stated they were satisfied with the trainings attended. Comments were made such as “this really helped,” “this is good information I want to repeat this in my department,” “more people should have attended this, it is really valuable.”

This year we have created a new measuring tool that is currently being conducted. This new instrument has an improved measuring tool. Thanks to the help of our expert in Qualitative Researcher.

B. Operating Data

1. Service Data

Instructions:



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- What populations are served by the program?
 - **All faculty and staff are served.**
- How many students, classes, etc., have been served by the program over the last two years (per semester)?
 - **Students are served by the skills that faculty and staff develop from attendance.**
- 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?
 - **See success rate increases from Distance Ed, and CSSE reports. Otherwise the evaluations that we conduct with each workshop.**
- What does the data indicate about the students, student performance, program performance, or any other aspect of the program?
 - **Data shows us that student success and retention is increasing in classes where faculty use skills learned to create engaging classrooms. We do not have data on the service components in the training.**
- What about the data encourages or gives you cause for concern?
 - **We are encouraged that student success and retention as well as camaraderie and faculty and staff engagement is increasing due to these efforts.**
- Does the data meet your expectations? Why or why not?
 - **We do not yet have enough data collection components in place but we are making progress.**
- 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.
 - **We need the college to committee to clerical support for professional development.**
 - **We need funds to operate higher level trainings for both classified and faculty.**
 - **We need the college to support active classrooms by converting classrooms into active classroom furnishings so we can have group discussions.**
 - **We need the college to support Learning Communities and Service Learning.**
 - **We would like the college to support speakers and Multicultural and Diversity Events across the campus. These require funds. We ask that the college supply funds to support these activities.**
- Provide the data in an attachment or provide an online link.

2. Budget

Instructions:

- Review of summarized budget information is required. Budget summaries are provided to you. Detail data is available if you want to see additional information; however, reviewing the backup data is not required. Check the boxes below if you have no further comments to make. Note: do not delete these boxes when/if you delete instructions from this document.
- Have there been any significant changes in the budget over the past three years? Have these changes had a positive or negative effect on student learning? If additional funds are needed, explain why. Initiatives will be required to be noted in more detail in Section IV.
- 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.

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

Professional Development does not have a budget. The majority of funding now comes from the Title V Cooperative Grant. The completion date for the grant is September 30, 2015, so funds will be needed to continue faculty and staff enhancement.

There is a faculty travel fund for conferences in which faculty funds are pooled together, but these funds are only available for faculty.



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The college last year received \$5000 from the general fund for classified staff. This money was used for an all-day Classified Senate Retreat and paid for the Classified Senate President to a conference in Sacramento.

Currently there is one administrative support staff for professional development that is paid entirely by the Title V Cooperative Grant, but that position will be eliminated once the grant is over in 2015.

The grant also pays 40% release time for a Professional Development Activity Director, but once this grant ends there will not be funds to pay for an activity director to oversee professional development.

Beginning with this Program Review we will request the establishment of a Professional Development budget.

C. Resources

1. Non- Instructional Faculty

Instructions:

- *How does your program/department's FTEF compare to the college? Have there been any changes in FTEF for part and/or full time faculty over the last three years?*
- *What is the effect of part time FTEF on your program/department (i.e., Does your area have difficulty finding hourly instructors? Is the program lacking faculty with a particular specialty? Are there any accreditation requirements for FT faculty?, etc.)*
- *What contract faculty member(s) (if any) will you be requesting based on what you have learned? Explain briefly. Requests need to be entered in more detail in Section IV.*

2. Classified Staff

Instructions:

- *Have there been changes in the number of classified staff in the program/department over the last three years?*
- *What has been the effect of decreases/increases in classified staff on the program or department?*
- *What classified positions (if any) will you be requesting based on the data/numbers/changes in program/department? Explain briefly. Requests need to be entered in more detail in Section IV.*

The college has never had a professional development department, so there has never been a need for an administrative support staff. With the Title V Cooperative Grant professional development has grown exponentially the past two years. If professional development is to continue and grow at Ventura College and be a vital force on campus a staff person will need to manage the administrative tasks involved in maintaining this department. The following daily tasks are currently performed by the administrative assistance.

- Create Fall Professional Development Calendar
- Create Spring Professional Development Calendar
- Schedule workshops and room reservations



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- Create Fall Flex Week Calendar
- Create Spring Flex Week Calendar
- Organize the four day Summer Institute for Teaching Excellence workshop
- Upload Professional Development Announcements on the VCCCD Portal
- Mange the online Professional Development Calendar
- Order supplies for workshops and office supplies
- Develop mailing lists.
- Process all requisitions, invoices, travel request, petty cash
- Coordinate meetings, conferences and other events, including venue and food arrangements
- Coordinate staff travel arrangements.
- Direct inquiries, mail distribution
- Maintain dean's calendar: schedule appointments, manage invitations.
- Prepare materials for committee meetings
- Take and prepare minutes of all committee meetings
- Maintain committee calendars
- Write funder acknowledgement letters and assist in assembling of grant application materials.
- Perform other related duties as assigned

3. Inventory

Instructions:

In the last year, a complete inventory has been taken of all college equipment. Detailed inventory lists, by room, are now available for your review. If you are requesting equipment, you need to review the inventory list and explain whether or not it is accurate. If you have any questions pertaining to inventory lists, please contact Dave Keebler.

- *What equipment requests are you making (if any) to ensure that the program/department has functional, current, and otherwise adequate inventory to maintain a quality learning environment? Is the current equipment aging and need replacement or is new equipment needed? Is ongoing maintenance required for some equipment? If so explain. Requests need to be entered in more detail in Section IV.*

No equipment is owned specifically by the professional development committee. No equipment is requested other than facilities and technology usage to conduct workshops and meetings. However, a good deal of equipment is used throughout professional development such as clickers, a training studio, computers, ipads, recording equipment, etc. Much of this has been purchased through the Title V Cooperative Grant which has a professional development component. Additionally, ongoing professional development access to equipment is housed in distance education and instructional technology.

4. Facilities or other Resource Requests

Instructions:

- *Is your program/department making any other requests for resources, including for facilities?*
- *Initiatives will be entered in more detail in Section IV.*
- *Note: Any safety issues need to be reported immediately and not wait for program review. Safety issues may be reported here in addition to being reported to the dean.*

We request that classrooms be converted to Active Classrooms to support the professional development trainings that are geared to create more interactivity in the classroom with students.

5. Combined Initiatives



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Instructions:

Does your program have any combined initiatives that address more than one data element? If so, explain and enter the initiative with more detail in Section IV.

The active classroom furnishings is combined to serve a campus wide initiative.

Section IIIb – Other Program Goals and Initiatives

A. Other Program Goals

Instructions: Aside from the goals determined from looking at specific institutional and program data, are there any other program goals for which you may or may not request funding? If so, please explain and enter it as an initiative with more detail in Section V. Such goals may include:

- Innovation
- Legislation
- Regulations
- Industry Standards
- New Technology
- Professional Development
- Advisory Committee Recommendations

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)

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



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- *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: 1401,

Initiative ID: Funding to support Staff and Faculty Professional Development, 10,000, 5,000 each

Link to Data: See list of activities above.

Expected Benefits: Ongoing improvement in student success and retention as faculty learn more about student services, and effective teaching methods for today's students.

Goal: Same as Benefits.

Performance Indicator: Increased student success and retention of students in the courses that are taught by faculty attending professional development opportunities.

Timeline: 2014-2015

Funding Resource Category: Staffing Funds

Ranking: Choose an item.

B. Initiative: 1402

Initiative ID: Clerical Assistance to support Professional Development. Linked with request for Clerical Assistance in the Dean's office

Link to Data: The lists in this report show the need for a designated clerical person to support this program. As well the new student success act requires professional development. We do need this support.

Expected Benefits: All professional development activities will have the clerical support needed to function.

Goal: Same as Benefits

Performance Indicator: All professional development activities will be supported.

Timeline: Choose an item.

Funding Resource Category: Staffing Funds

Ranking: Choose an item.

C. Initiative: 1403

Initiative ID: Active classroom furnishings. Link to Social and Behavioral Sciences and Humanities goal to convert classrooms to active classroom furnishings to promote interactivity, flipped classrooms, group work. Convert PAC 117, Mac 200, Mac 201, Mac 202, Mac 205.

Link to Data: Active interactive classrooms are considered a high impact practice for improving student success and retention. There is much data to support this finding. We wish to implement these teaching techniques on this campus throughout trainings in



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professional development. However, we do not have the classrooms set up with furnishings to fully support this item.

Expected Benefits: Increased student success and retention

Goal: More instructors employing active classroom techniques.

Performance Indicator: Student success and retention will increase in classes that employ active classroom techniques.

Timeline: 2014-2015

Funding Resource Category: Facilities Funds

Ranking: Choose an item.

D. Initiative: 1404

Initiative ID: Support for Learning Communities and Service Learning. This is linked to an initiative in Social and Behavioral Sciences. However, this is a college wide initiative. Professional development actively supports learning communities and service learning training for faculty. This needs to be supported for implementation in the classrooms.

Link to Data: Both learning communities and service learning are high impact practices for student success and retention. We have been actively trying to support this and implement this in several areas across the campus. We need college wide support of funding these elements in student learning.

Expected Benefits: Increased student engagement and student success and retention.

Goal: Offer service learning in multiple areas across the campus. Offer learning communities where multiple areas can collaborate in student learning across the campus. Continue collecting data on our results and sharing with others on the campus. Continue training faculty in how to implement and monitor these two high impact practices in their classrooms and with their students.

Performance Indicator: Increased student engagement in CSSE report. Increased student success and retention in areas that offer these two high impact elements.

Timeline: 2014-2015

Funding Resource Category: Hourly Instruction Funds

Ranking: Choose an item.

E. Initiative: 1405

Initiative ID: Support for Multicultural and Diversity Celebration and Awareness.

Expected Benefits: Increased student engagement and student success and retention. As we celebrate and educate about Multicultural and Diversity Awareness. We are currently launching with a sub group a collection of events throughout the academic year to celebrate, recognize, and educate about multiple groups in our community. Such as Black History Month, Women's History Month, Hispanic Independence Day, Muslim Journeys, Spanish Film Series, Mardi Gras, Dia Los Muertos, Constitution Day, Earth Day, Think before you Drink, Oral History Symposium, and more. We believe as we actively draw students into these multiple view points and appreciation we will have greater engagement by students, and greater appreciation for their own and others cultures and points of view. We also believe this will be an active outreach to potential students and to our community at large.

Goal: Offer events throughout the academic year that encourage student engagement and celebrate the diversity throughout our campus. Bring in guest speakers and improve our



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connection with the greater community. Provide a single group location for all our active faculty and groups to unite for support and marketing of the various events that take place on the campus through this resource.

Performance Indicator: Increased student engagement and respect for diversity. Possibly measured through CSSE

Timeline: 2014-2015

Funding Resource Category: Supply Funds

Ranking:

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?**
 - a. Okay
- B. How would you improve the program review process based on this experience?**
 - a. Help assist in making it not so long.

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: Professional Development

Preparer: Dr. Gwendolyn Lewis Huddleston, Eileen Crump, and the Professional Development Committee

Dates met (include email discussions): September 30, and October 28, 2013

List of Faculty and Staff who participated in the program Review Process:

Alex Kolesnik

Andrea Horigan

Ayanna Gaines



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Barbara Cogert
Ben Somoza
Chelsea Guillermo-Wann
David Young Dina Pielat
Eileen Crump
Erica Tartt
Florence LaFermina
Gwendolyn Huddleston
Helen Galindo
Jennifer Garcia
Jose Gutierrez
Ken Drake
Lauri Moore
Gigi Fiumerodo
Peder Nielsen
Philip Clinton
Rebecca Chandler
Robert Porter
Ryan Petitfils
Sharla Fell
Sharon Beynon
Tom Dalton
William Hart
Eileen Crump

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>		
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@vccd.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@vccd.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@vccd.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.



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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.

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



Services Program Review Template 2013-2014

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.