

The Ventura College
Program Review System Handbook:
Integrating Planning to Resource Allocation Using a
Continuous Improvement System to Assess Performance

First Reading at Academic Senate April 21,2011

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Program Review Handbook

Introduction

This document is not an attempt to be comprehensive in explaining the value of program review in general nor is it exhaustive in its attempt to the processes of program review at Ventura College. Instead, this document provides an overview of the progress made in revising and strengthening the college planning and progress review processes. At the conclusion of the fall 2011 cycle of program review, this document itself, as well as the entirety of the program review process, will be evaluated for its effectiveness and modifications will be made as are necessary.

Background

Program review is the annual process by which all defined programs have the opportunity to review their function and effectiveness as a programmatic element of the campus. It is vital that all staff at the college engage in program review as this process allows all parts of the campus to examine their effectiveness, to demonstrate their program's need for resources, and to document how their program supports the educational effectiveness of the institution as a whole. As stated by the Statewide Academic Senate (hereafter ASCCC in parenthetical citations) in both its 1996 and 2009 reports on program review, "as public support for funding colleges and universities diminishes and fiscal resources become increasingly constrained, planning and effective use of the sparse educational dollars is paramount" (ASCCC, 2009, p. 2).

Since at least the 1990s, the Western Association of School and Colleges, Accrediting Commission for Community and Junior Colleges (hereafter ACCJC), has required that "institutions provide evidence that program review [has been] conducted and that plans to improve education were being developed and implemented." (ACCJC, p. 11) Indeed, the entirety of Accreditation Standard I.B. and significant portions of Standards II and III specifically calls out for institutions to provide evidence that "broad-based" dialogue occurs about "making decisions regarding planning and allocation of resources" (ACCJC, p. 20). Additionally, our regional accreditor requires that we provide evidence that we not only have a "current, systematic program review process" but also that the outcomes of this process are both implemented and "systematically reviewed" (ACCJC, p. 21). Even more importantly than what external agencies say about program review is the degree to which we as an institution use this process to guide our decision-making.

As we further develop and refine our own program review process, we must strive to make data-driven decision-making a part of our campus culture. The ultimate goal of our own program review process will be to have our planning fully drive our budgeting process. While it is unlikely that we will ever achieve a complete linkage of planning and budgeting as in a zero-based budgeting scenario, by more fully embracing a culture of both qualitative and quantitative evidence, our own program review process will directly impact the way that both new/future as well existing/current resources will be allocated.

As stated in California Education Code §66050, "It is the intent of the Legislature that the segments of higher education recognize that quality teaching is the core ingredient of the undergraduate educational experience. The segments of higher education are encouraged to improve the quality of undergraduate education as a central priority of California's public colleges and universities." While Ed Code §53200 specifically calls out that the "Processes for program review" is one of the 10+1 items listed under the domain of the Academic Senate, the buy-in and implementation of the program review system at Ventura College should be as broad-based as possible, but with Ventura College faculty playing a central and vital role in the development and implementation of that process. In other words, program review is the responsibility of all segments and constituencies on campus.

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Linking Planning and Budgeting

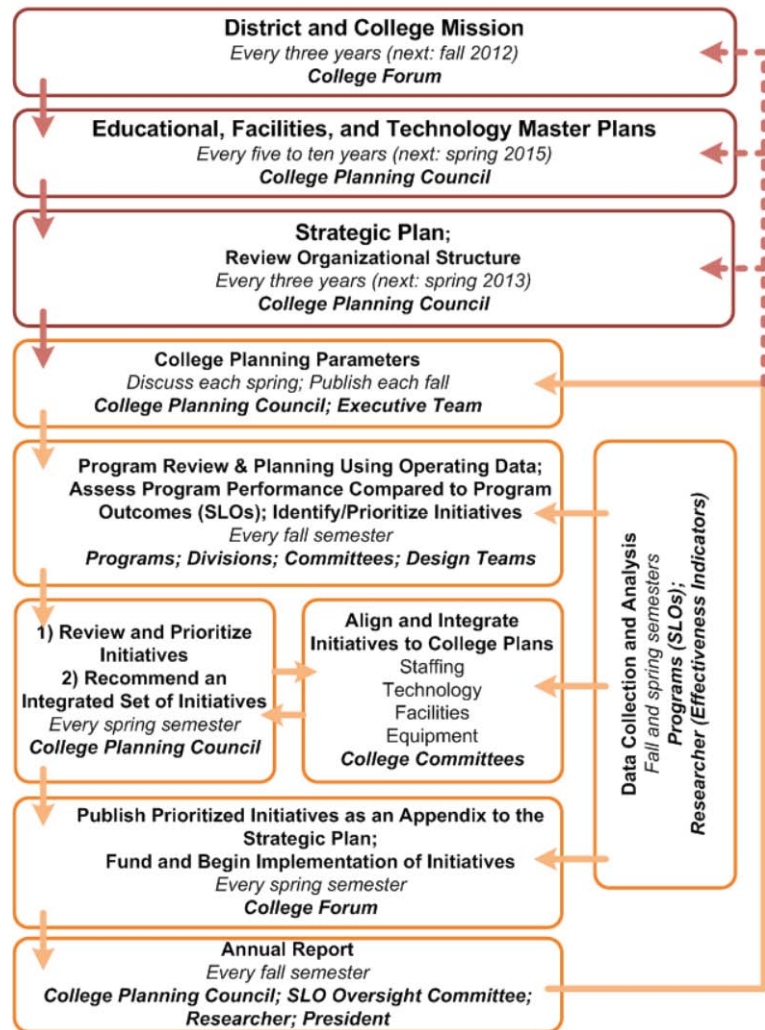
Program Review is an annual process that enables programs to use data to assess their performance relative to established goals and expectations and to use these findings to design initiatives for improvement that are linked to budget decisions.

Overall, the main goal of the Ventura College program review system is to link our planning and budgeting processes so as to create a sustainable and dynamic program mix that meets the needs of our students and campus community.

The program review process allows for the streamlined integration of fiscally-related resource requests. Requests or initiatives, as they are called throughout the program review process, may be made for the following types of fiscally-related resources: Personnel, Facilities, Equipment, Technology, and Other. Initiatives may also include non-fiscal items. However, whenever an initiative would require either the allocation of new funds or the reallocation of existing funds, said initiative would require the review and recommendation at departmental, divisional and governance committee levels. The process part of this document will include greater discussion of how fiscally-related initiatives are processed.

It is also important to recognize that program review itself does not exist within a vacuum. Indeed, program review at Ventura College exists within a large sphere of integrated planning at both the college and district level. Many of the data elements created, found and used within program review also serve to meet the needs of both Ventura College's and the Ventura County Community College District's model of integrated planning. The illustration on the right shows how program review works within the larger scheme of integrated planning at VC and the VCCCD.

Integrated Planning



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What is a Program?

Before we go any further, it is important that everyone understands how the term program is defined. While California Code of Regulations, Title 5 §55000(g) defines an “educational program” as “an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education,” the Ventura College Academic Senate has broadened this definition of program for the purposes of both program review and student learning outcomes. As approved by the Ventura College Academic Senate, and as stated in the Senate-approved *Toolkit for Assessment & Program Improvement: A Guideline for Student Learning Outcomes and Service Unit Outcomes*, “[a]t Ventura College, a program is defined as any course of study that counts toward a certificate, degree or transfer and/or any stand-alone or combined student support services that may enhance students’ academic achievement.* These are broken down into two main categories: Instructional Programs and Service Unit Programs. Further, Service Unit Programs are divided into three subcategories: Student and Instructional Service Programs, Business Service Programs and Institutional Offices.” (*Toolkit*, p. 5). This definition applied to Ventura College means that the following are programs for the purposes of both SLOs/SUOs and program review.

Instructional Programs	
Accounting	Foreign Languages (French, German, Italian, Japanese, Spanish)
Agriculture	Geography & Geographic Information Systems (GIS)
Anthropology	Geology
Architecture	Health Education
Art (Art, Art History, Ceramics, Drawing, Multimedia, Painting, Photography)	History
Astronomy	Holistic Studies
Athletics	Human Services
Automotive Technology	International Studies
Biological Sciences (Anatomy, Biology, Biotechnology, Microbiology, Physiology)	Kinesiology (Physical Education)
Business	Leadership
Business Information Systems	Learning Assistance (Assistive Computer Technology, Learning Skills, Guidance Workshops, Work Experience)
Business Management	Manufacturing Technology
Certified Nursing Assistant	Mathematics
Chemistry	Medical Assisting
Chicano Studies	Music
Child Development (Child Development, Education, Home Economics)	Nursing Science
Communication Studies	Paramedic Studies
Computer Science	Philosophy
Construction Technology	Phlebotomy
Criminal Justice	Physical Science
Dance	Physics
Drafting	Political Science
Economics	Psychology
Emergency Medical Technologies (EMT)	Reading
Engineering	Real Estate
English (English, Interdisciplinary Studies, Library Instruction [Credit-Based], Study Skills)	Sign Language
English as a Second Language (ESL)	Sociology
Environmental Science & Resource Mgmt (ESRM)	Supervision
	Theater Arts
	Water Science
	Welding

*Note: Courses that are cross-listed should only be covered in one program for the purposes of program review and the development of student learning outcomes.

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Service Unit Programs	
Instructional Support	
College Technology Services (CTS) Distance Education Educational Assistance Center (EAC) Executive Vice-President’s Office Learning Resource Center Library	Staff Resource Center Student Learning Outcomes Office Supplemental Instruction/Reading Writing Center/VCSP SI Tutoring Center/Math Center/VCSP Tutoring
Student Services	
Admission and Records Assessment Office CalWORKS Counseling EOPS Financial Aide International Students	MESA Off-Campus Programs Student Activities/Student Government Student Health Center Transfer & Career Center Welcome/Intake Center

Governance:

Academic Senate
 Classified Senate

Institutional Support

Business Office
 Institutional Research
 Operator/Mail Services
 President’s Office
 Vice-President’s Office

Auxiliaries:	Facilities:
Bookstore Child Development Center Food Services	Custodial Grounds Maintenance & Operations (M&O) Warehouse

Each of the programs listed above should develop both a program mission and student learning outcomes/service unit outcomes. The creation of a program mission for instructional programs would not necessarily be too distinct from its program description found in Ventura College’s annually-produced *General Catalog and Announcement of Courses*. As stated in the State Academic Senate’s document *Program Review: Setting a Standard*, “[j]ust as the college’s mission should align with the statewide community college mission as defined in Education Code §66010.4, so the program’s mission should align with the college’s locally defined mission. This discussion need not be exhaustive and participants should recognize that with regular program review,...” the program’s mission will become refined through discussion, as this is an important aspect of the program review process. (ASCCC, 2009, p. 20) Programs are referred to Ventura College’s *Toolkit for Assessment & Program Improvement: A Guideline for Student Learning Outcomes and Service Unit Outcomes* (posted at:

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http://www.venturacollege.edu/college_information/student_learning_outcomes/faculty_resources.shtml) and to the current campus Student Learning Outcomes coordinators for help in creating and assessing course, program and institutional SLOs/SUOs.

The above definition and list of programs at Ventura College is not final but rather the campus' best attempt at codifying the term program and applying it to who we are and what we do at VC. In order to ensure that the definition and list of program(s) is accurate, up-to-date and reflective of the college's current awareness of the term "program," prior to the end of each academic year, the Academic Senate will poll the campus to determine if the definition and list of programs need to be updated. This process shall occur no later than by the April Senate meeting of the Academic Year and the list will be updated thereafter, which in any event shall be no later than the last Senate meeting of the year. When/if new academic instructional programs are created through the Ventura College Curriculum Committee, requests to fund these new programs shall be directed through the Ventura College program review process established herein.

Program Review Components

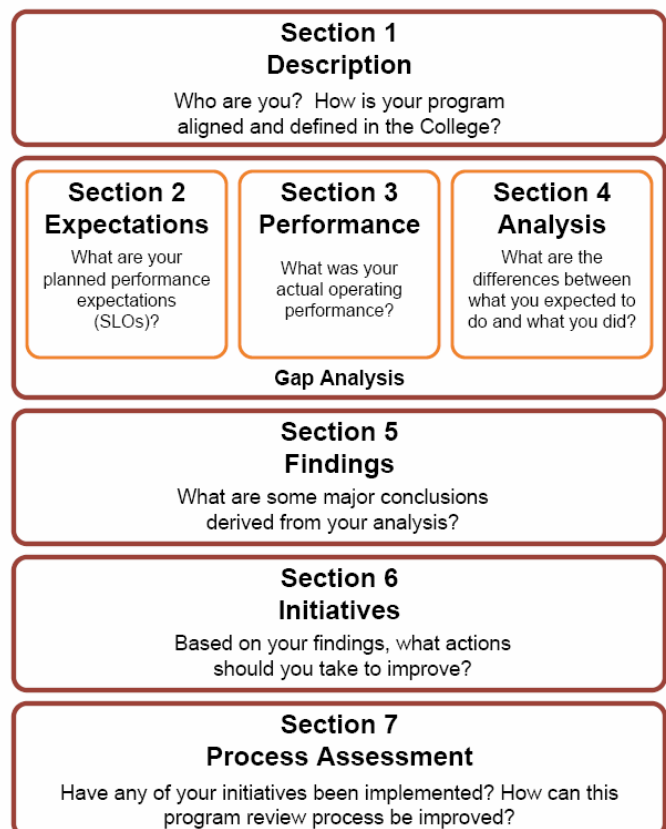
Program Review at Ventura College is composed of seven component parts, or sections: Description and Alignment; Performance Expectations; Operating Information; Performance Assessment; Findings; Initiatives; Process Assessment. Graphically, the program review sections are:

Sections one-six are primarily completed at the program level and are then subject to peer and governance committee review. Section seven requires some program level input and reflection at the completion of the program review process but perhaps more importantly, this section demands campus-wide evaluation of the effectiveness of sections one-six as a process. Evaluation of the effectiveness of our program review process will reside primarily with the Academic Senate acting in concert with the College Planning Council.

Within each of the seven sections of program review at Ventura College various data elements will be required. What follows below is an enumerated list of the data elements that will be required for program review. As noted previously, some programs will generate more of these data elements than others. However, all programs are required to supply data and analysis for all seven sections outlined in the program review process. Due to the accountability nature of Career & Technical Education (CTE) programs that receive Carl D. Perkins Vocational and Technical Education Act (VATEA) and the fact that many CTE have external advisory committees that provide program guidance, many data elements included in the list below are additional requirements unique to CTE programs and are indicated as such.

Please note that some of the data are found or evidentiary (e.g., student demographics), while other data are analytical or created (e.g., analysis of student performance meeting SLOs/SUOs).

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Provided below are some data elements to consider while developing your program review report. The following key will indicate which types of programs must provide which types of data elements:

Section 1: Description and Alignment

Who are you? How is your program or unit aligned with and defined in the College?

- Ventura College Vision, Mission, Core Values (A)
- Program Description and Mission (A)
- Link between Program Mission and Institutional Mission (A)
- Catalog Description (IP)
- Degrees/Certificates/Awards (IP)
- History/Significant Unit Events (A)
- Organizational Structure (A)
- Instructors and Staff (IP and A)

Section 2: Performance Expectations

What are your planned performance expectations or objectives (SLOs/SUOs)?

What measures will you use to assess your performance?

- Student Learning Outcomes (SLOs) (IP)
- Service Unit Outcomes (SUOs) (SUP)
- Student Success, Retention, Persistence, Completion, Placement (IP)
- Program or Unit Objectives (*non-instructional*) (SUP)
- Benchmarks, Operating Ratios, Productivity Ratio (*525 or Target*) (IP)
- Accreditation or Industry Standards (IPv)
- College-wide Core Abilities (IP and SISP)
- Advisory/Community Expectations (IPv)
- Local/National Economic Outlook for Graduates of the Program (IP)

Section 3: Operating Information

What was your performance? (Prior Year and Trends) Include the following data elements:

- Enrollment (*Including Student Demographics*) (IP)
- FTES and Headcount Ratios (IP)
- Students Served Metrics (*Gate/head counts, Reference statistics, Instruction [GW, LIB] statistics, Ed Plan statistics, etc.*) (SUP)
- Labor Market Forecast (*WIB, BLS, DLS, OOH, etc.*) (IPv)
- Course Offerings (IP)
- Capacity Ratios (IP)
- Productivity Ratio (*Self-Assigned Goal or Institutionally/District-Determined?*) (IP)
- Student Success (IP)
- Success Rate (IP)
- Persistence (IP)
- Retention (*Benchmarked Locally or Districtwide or Statewide or Nationally?*) (IP)
- Completion/Placement (*Internal and External Data. I: Degrees, Certificates, Proficiency Awards granted; E: Licensure Pass Rate, Job Placement, Transfer Rate*) (I: IP; E: IPv, IPv, IP)
- Unit Efficiency and Effectiveness (*Benchmarked Locally or Districtwide or Statewide or Nationally?; Would require different rubrics for IP and SUP*) (A)
- Non-instructional Performance Measures ~ Benchmarks (SUP)

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- Incorporation of Student Learning Outcomes/Service Unit Outcomes (A)
- Budget (A)
- Program/Unit Budget Trends (A)
- Budget Ratios (Cost/FTES, Cost/Faculty, FT Costs/PT Costs) (IP)
- Personnel Ratios (FT Faculty/PT Faculty, Personnel/Non-personnel) (IP; A)
- Grants and Ancillary Activities (A—but only required for those who are using grants)
- Performance Measures ~ Benchmarks (?)
- Facilities and Equipment (A)
- Scheduling (Sections, Time of Day, Part of Term) (IP)
- Utilization Ratios (?)
- Equipment Inventory* (A)
- Replacement Cycles (Total Cost of Ownership)* (A)

Section 4: Performance Assessment

Was your performance what you thought it would be? What can be done to improve?

- Curriculum Improvements (Relevance to General Ed / Career Pathways / Degrees, Certificates & Proficiency Awards) (IP)
- Curriculum Content (Relevance to General Ed / Career Pathways / Degrees, Certificates & Proficiency Awards) (IP)
- Instructional Methods (IP)
- Learning Management (IP)
- Instructional Technologies (IP)
- Operating Improvements (A)
- Enrollment Management (IP)
- Resources Management (A)
- Other Opportunities (A)
- Integration / Optimization (A)
- Advisory Committee Input (IPv)
- Employer Surveys (IPv)
- Student Satisfaction Surveys (A; esp. SUP)
- Campus Climate/Staff Satisfaction Surveys (A; esp. SUP)
- New Programs, Courses, Services or Activities (IP)

Section 5: Findings

What are your primary findings (up to five) based on the assessment of your actual performance compared to your expected (planned) performance outcomes? Consider:

- Curriculum Improvements (IP)
- Services Improvements (SUP)
- Operating Improvements (A)
- Resource Management (A)
- Personnel (A)
- Material and Supplies (A)
- Equipment (A)
- Technologies (A)
- Facilities (A)

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Section 6: Initiatives (New Resource Allocation or Reallocation of Existing Resources)

Based on your findings, what initiatives (projects) should you implement to improve your performance? Initiatives may be either new proposals and ideas or requests for resources to continue existing initiatives.

- Link the initiatives to findings (A)
- Initiatives can be both long and/or short term with multiple phases. (A)
- Initiatives can require new resources and/or the reallocation of existing resources. (A)
- Identify the expected costs and benefits. (A)
- List in priority and include a breakout of new resources (*personnel, operating budget, facilities, equipment, training, etc.*). (A)

Section 7: Process Assessment

- Have you implemented any initiatives derived from this process? If not, why? (A)
- Have you changed any of your performance expectations (SLOs/SUOs) based on this process? (A)
- Have you changed any of your instructional or operating procedures/activities based on this process? (A)
- Does this Program Review planning process work? (A; C)
- Do you feel this is a valid and fair process? (A; C)
- How can this process be improved? (A; C)

As noted previously, section seven contains elements that may require both evaluation at a program level (e.g., “Have you implemented any initiative derived from this process?”) while other elements of this section are both program-specific and campus-wide at the same time (e.g., “How can this process be improved?”). It will be the responsibility of the College Planning Council to engage the campus in a self-reflective dialogue about the effectiveness of the overall program review process.

A: All Programs

IP: Instructional Programs (All)

IPV: Career & Technical Instructional Programs

SUP: Service Unit Programs (All)

C: In Section Seven, several elements require campus-wide reflection on the effectiveness of this program review system as a whole. It shall be the requirement of Academic Senate to evaluate the effectiveness of the overall process by engaging all members of the campus community.

SISP: Student and Instructional Services Programs

BSP: Business Services Programs

IO: Institutional Offices

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Program Review Process

The ultimate goals of program review are both extrinsic and intrinsic. Extrinsic goals include resource allocation and the improvement of student learning through the documented exercise of systematic feedback. Intrinsic goals include strengthening programs by developing and/or refining - program purposes and descriptions, strengthening ties between - program purposes, program self-improvement and accountability, facilitating dialogue about sustainable and continuous program self-improvement and evaluating the program's contribution toward achieving the institution and the District's goals, objectives and initiatives. The intended outcomes of program review at Ventura College will be to do the following:

- To use data to measure performance relative to institutional and programmatic goals and objectives.
- To identify gaps between expectations and performance, leading to initiatives designed to support continuous improvement.
- To assist in the process of institutional growth and the development of new programs and initiatives through the acquisition of new dollars and/or the reallocation of existing dollars.

As stipulated in the 2001 statewide Academic Senate paper *The Faculty Role in Planning and Budgeting*, the Ventura College Program Review process functions as follows:

1. Planning begins at the classroom/student service level with observations and analysis of assessed student learning outcomes/student service outcomes.
2. Program review reports are developed by discipline faculty, classified staff and managers through an open and transparent process that encourages input that is as broad from knowledgeable staff. Each program is left to determine the exact mechanics of how it will develop its own program review report. Data is supplied to each program from the Institutional Research Office, the Vice President of Business Services and other entities no fewer than four (4) weeks prior to the deadline for when the program review reports are due at the division office.
3. Each program will prioritize its initiatives (#1, #2, etc.), according to category. Initiatives that do not require resources should also be listed and marked with a "0." All initiatives need to be entered onto an Initiative Spreadsheet with the Program Priority marked.
4. Completed program review plans (with Initiative Spreadsheets) are submitted to the division office in electronic format, with a copy also being sent to the Dean of Institutional Effectiveness for posting on the college web page.
5. Each division dean will call a meeting at which members from all division constituency groups will be invited.

The divisions will categorize their program initiatives into the following areas:

- Personnel – Faculty
- Personnel – Classified
- Equipment
- Facilities
- Technology

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- Other

Within each of these categories, division members will prioritize the initiatives in the following manner, with approximately one third being designated into each group:

- Required – mandated or unavoidable need (e.g. litigation, contracts, unsafe conditions, etc.)
- High – critical need
- Medium – important need
- Low – documented need

Initiatives not requiring resources will stay within the programs and should not be included on the division's prioritized list.

These division meetings will occur no later than one (1) week prior to the deadline for when division program review summary reports are due to the College Planning Council.

6. After the division meeting, the division dean will integrate the various program reviews, summarize the discussion, and provide the prioritized initiatives in a written program review summary report. These reports will be emailed to the Dean of Institutional Effectiveness, who will forward them to the College Planning Council, at least one (1) week prior to program review presentations to the College Planning Council.

The College Planning Council will review the consolidated reports to ensure that the program review process has been understood and that all required elements have been addressed.

Divisions will be invited to make up to 15 minute presentations before the College Planning Council on their divisional plan and the prioritization of their initiatives.

The College Planning Council will validate or request more information pertaining to the findings from the division plans. They will affirm that the process was followed. The College Planning Council will then forward the ranked initiatives lists from the divisions as follows:

- Personnel-Faculty requests will go to the Faculty Staffing Priorities Committee.
- Personnel-Classified requests will go the Classified Staffing Priorities Committee.
- Equipment and "Other" requests will go to the Budget Resource Council.
- Facilities requests will go to the Facilities Oversight Group.
- Technology requests will go to the Technology Committee.

All Personnel, Equipment, Facilities and Technology requests will be prioritized by the participatory governance committee or faculty committee assigned above. Using its own rubric/criteria, each committee mentioned above will rank all initiatives submitted to it with one of the following five recommendations:

R - Required (Mandatory or Safety Need)

H - High – Critical Need

M - Medium – Important Need

L - Low – Documented Need

U - Unranked – Non-documented need or not warranted

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Each participatory governance or faculty committee that receives these initiatives should be mindful of having roughly one-third of all initiatives falling into categories H, M, or L (i.e., 33%, 33%, 33%), but each year some initiatives may justifiably fall into either R or U.

All participatory governance or faculty committees entrusted with ranking program review initiatives shall complete their work no later than the Friday that falls closest to Nov. 15. All rankings shall be submitted to the Dean of Institutional Effectiveness and shall be submitted to the College Planning Council for final summation in report form. The final report shall be submitted to the College President no later than the December 15.

During the spring semester an evaluation mechanism will be deployed campus-wide to gauge the effectiveness of the program review process. The Academic Senate will work with the College Planning Council to effect any changes necessary to the program review process prior to next academic year’s program review process beginning.

Parameters for the next year’s program review process will be presented to the College Planning Council no later than the Friday closest to April 22 each spring.

Appeals

Any person who disagrees with a decision at any level of the program review process may attach an appeal or minority report to the program review document in Section 7 (Process Assessment). All program review processing groups should review all preceding appeals and document a resolution or action. Staff who were involved in the development of a program review report—or those who were invited to participate in the development of said report but elected not to—shall be excluded from attaching an appeal or minority report unless documented extraordinary circumstances are evident.

Request for Resources Processing Chart

Faculty	Classified	Management	Facilities	Equipment	Technology
Program	Program	Program	Program	Program	Program
Division	Division	President	Division	Division	Division
College Planning Council	College Planning Council	College Planning Council	College Planning Council	College Planning Council	College Planning Council
Faculty Staffing Priorities Committee	Classified Staffing Priorities Committee	Admin Council	Facilities Oversight Council	Budget Resource Council	Technology Committee
College Planning Council	College Planning Council	College Planning Council	College Planning Council	College Planning Council	College Planning Council

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Note: All personnel requests are for full-time positions.

This flow chart listed above shows the order in which requests are processed for requests through the Program Review process at Ventura College.

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Program Review Timelines for FY 2011-12

Spring 2011	Program review process approved by Academic Senate
Spring 2011	Planning parameters for FY 2011-12 program review process developed by the College Planning Council
Spring 2011	Participatory governance committees seated for FY 2011-12
Summer 2011	Data for program review reports is gathered by the Vice President of Business Services and the Institutional Researcher
August 22, 2011	Fall Semester begins
August 31, 2011	Planning parameters for FY 2011-12 program review process presented to College Planning Council
September 7, 2011	Vice President of Business Services and the Institutional Researcher provide to programs the data necessary to write program review reports
October 7, 2011	Program Review reports due to Division Dean's office, with a copy sent to the Dean of Institutional Effectiveness
October 7 – 14, 2011	Divisions meet to prioritize initiatives and complete initiative spreadsheet
October 17, 2011	Spreadsheets of prioritized initiatives by divisions due to Office of Institutional Effectiveness
October 19, 2011	Deans' Program Review summary reports due to Dean of Institutional Effectiveness
October 17, 2011	Deans' Program Review summary reports sent to College Planning Council
October 24 - 28, 2011	Program Review presentations, 3:00 – 5:00 p.m.
November 18, 2011	Initiatives due back from campus committees (e.g., FOG, Technology, etc.)
November 30, 2011	College Planning Council meets to review final prioritized initiatives
December 7, 2011	College Planning Council meets to review appeals
December 15, 2011*	Dean of Institutional Effectiveness complies Final Report from the College Planning Council and transmits it to the College President
January 9, 2012	Spring Semester begins
Spring 2012	Evaluation of FY 2011-12 program review process, outcomes and handbook are completed by the Academic Senate and recommendations are presented to the College Planning Council
April 20, 2012*	Parameters for FY 2012-13 program review process developed by the College Planning Council
April 27, 2012*	Participatory Governance committees seated for FY 2012-13

**No later than this date indicated*

*** These dates will need to be added to the scheduled meetings.*

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Committees Involved in the Program Review Process

College Planning Council (Participatory Governance [PG] Committee)

Charge: The College Planning Council is a participatory governance committee that monitors college compliance with Accreditation Standard I. As part of the college planning, program review and budget allocation cycle, the College Planning Council reviews the Educational, Facilities, and Technology Master Plans and calls for their revision in accordance with an established cycle; proposes a limited number of three-year strategic goals based on the Educational Master Plan to form the basis for the college's Strategic Plan; establishes the college planning parameters each spring; recommends priority lists for new programs and initiatives that emerge through the annual planning and program review process; responds to administration's recommendations for program growth, reduction and discontinuance; and contributes to the development of the college's Annual Report by documenting the progress made on the Strategic Plan. The Faculty Staffing Priorities Committee, a subcommittee of the Academic Senate, prioritizes recommendations for growth faculty positions. The Classified Staffing Priorities Committee, a subcommittee of the Classified Senate, prioritizes recommendations for growth classified positions. The faculty Co-Chair of the College Planning Council serves as a member of the Accreditation Steering Committee.

Membership: College President; Executive Vice President; Vice President, Business Services; Dean, Institutional Effectiveness, Communication & Learning Resources; fifteen faculty members drawn from all divisions (appointed by the Academic Senate as follows: the current Senate Executive committee, one (1) additional past senate president and ten (10) at-large members [two (2) from student services, two (2) from vocational/technology areas, and six (6) from general education areas, at least one (1) of whom should be a teacher in a basic skills area]; three classified staff members; three classified supervisors; three student representatives. All managers and supervisors shall serve on this committee in a ex-officio, non-voting but participatory fashion. Voting membership shall be limited to faculty, classified staff and student members. *(Committee Comp Breakdown: 6 Managers/Supervisors; 3 Classifieds; 3 Students; 15 Faculty // Voting: 15 Faculty; Up to 6 Non-Faculty)*

Co-Chairs: Academic Senate President, or designee; Dean, Communication & Learning Resources and Institutional Effectiveness.

Academic Senate (AS) (Faculty Committee)

Classified Senate (CS) (Classifieds Committee)

Administrative Council (AC) (Management Committee)

Faculty Staffing Priorities Committee (SPC) (Academic Senate Subcommittee)

Classified Staffing Priorities Committee (SPC2) (Classified Senate Subcommittee)

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Facilities Oversight Group (FOG) (PG Committee)

Technology Committee (TC) (PG Committee)

Budget Resource Council (BRC) (PG Committee)

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