



Extended Opportunity Programs and Services Office Program Review 2013-2014

Section I – Accomplishments and Status of 2012 Program Review Report

A. Last Year's Initiatives

Initiative 3 did not require funding. EOPS requested Information technology access to pull data from Banner in to an ACCESS database. This request was a low EOPS program priority and was ranked medium priority by the Division and received 4 votes out of 12. EOPS has been unable to obtain this access which has resulted in excessive manual data entry time.

EOPS submitted five initiatives that required funding:

Initiative 1 requested a certificated full time bilingual Counselor. This was a high priority for the EOPS department and was ranked medium priority by the Division, and received 1 vote out of 12. Since this position was not funded, EOPS was not able to fill this full time EOPS Counselor position.

Initiative 2 requested a full time front office bilingual classified clerical assistant. This position was ranked high by the EOPS Department and was ranked low by the Division and received 2 votes out of 12. Since this position was not funded, EOPS was not able to fill this full time classified clerical assistant position.

Initiative 4 requested replacement of outdated computers, laptops and Xerox This was a medium priority for the EOPS Department and was ranked a low priority by the Division and received 0 votes out of 12. The EOPS computers were replaced as part of an overall Student Services computer upgrading. The EOPS laptops and Xerox were not replaced. Since these last two items were not funded EOPS has not been able to replace them.

Initiative 5 requested an HVAC inspection, roof repair and termite extermination. This request received 12 votes from the Division. The roof and termite extermination took place over this last summer. The HVAC was recently replaced this Fall semester. WEARESTANDARD

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

See IIa-A

Section II - Description

A. Description of Program/Department

Extended Opportunity Programs and Services Office (EOPS) provides programs and services over, above, and in addition to the regular educational programs of the College to assist educationally and



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economically disadvantaged students to be successful in their educational program at Ventura College as delineated in Title 5 and Ed. Code.

EOPS is to identify those students affected by language, social and economic disadvantages; to increase the number of eligible EOPS students achieving their educational objective and goals including but not limited to obtaining job skills, occupational certificates, associate degrees or transferring to four-year universities.

Cooperative Agencies Resources for Education (CARE), is a supplemental component under the umbrella of EOPS, further assists EOPS students who are recipients of CalWORKs, single heads of household with children under 14 years old, to break the welfare-dependency cycle by completing college-level educational training programs, and therefore become more employable and economically self-sufficient.

CARE students are EOPS students. For purposes of this program review, EOPS will be the program identification that will be used primarily throughout this program review.

Instructional courses are one of the integral services of EOPS. The college program review process has separated the program as a service unit and an instructional unit. For efficiency, this EOPS program review is organized as a hybrid to organize the two program reviews into one.

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

Due to legislature support, EOPS funding has been increased statewide by 23% for this 13-14 year. Although the program budget has been increased for this 13-14 year, it is not enough to bring back the Fulltime Counselor and Clerical Assistant that was lost when the budget was reduced by 40%. Outreach and recruitment has been reduced, EOPS workshops, university field trips, attention to EOPSA student organization and the production of the EOPS Newsletter are no longer offered.

Despite program cutbacks, the program successfully continues to especially focus on EOPS student degree completion, to universities and emphasis on student achievement.

Criteria for Admission

To qualify for EOPS, the student applicant to the program must: be a California resident or AB 540 student; be enrolled full-time; not have completed more than 70 degree applicable units; qualify to receive a Board of Governors (BOGW) fee waiver A or B; be educationally disadvantaged which includes not qualifying for enrollment into the college level English or Math; not graduated from high school or obtained GED; be a high school graduate with GPA below 2.5 or have previously enrolled in remedial courses.

C. College Vision



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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
Dean: Victoria Lugo **Coordinator:** Paula Munoz

Name	Paula Munoz
Classification	Professor, Coordinator EOPS
Year Hired	1981
Years of Industry Experience	
Degrees/Credentials	B.A., 1973, California State University, Northridge; M.S., 1975, University of Wisconsin

Name	Robert Chaparro
Classification	Professor, Counseling/EOPS
Year Hired	1998



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Year of Industry Experience	
Degrees/Credentials	A.A., 1980, Ventura College; B.A., 1984, University of California, Santa Barbara; M.S., 1989, California Lutheran University

Name	Tim Suel
Classification	Professor, Counseling/EOPS
Year Hired	1985
Years of Industry Experience	
Degrees/Credentials	B.S., 1970, California State University, Los Angeles; M.A., 1971, M.S., 1977, University of Southern California

Name	Laura Hilton
Classification	EOPS/CARE Technician
Year Hired	1982
Years of Industry Experience	
Degrees/Credentials	A.A., 1994, Ventura College

Section IIIa – Data and Analysis

A. SUO Data

EOPS students are in general (over 80%) very satisfied with the EOPS programs and services. EOPS students credit EOPS with increasing their academic confidence and identifying their academic goals.

Provide highlights of what you learned last year in your assessments and discussions. *EOPS students credit the program with their success. They also understand that the required three EOPS counseling appointments are critical for their continued success. These met appointments ensure access to early registration and other program benefits. Upon completion of the required EOPSGW2X Orientation course, students understand the value of the course and the program.*

EOPS students indicated that while they appreciated the program and its staff, there were times when there was no front office staff to assist them or to answer phones. Students also indicated that the Counselors were not as available for the three counseling appointments. The EOPS grants, Book Voucher, bus tokens and Tutoring were also significantly reduced as well.

The Program’s ability to gather data for program reporting and evaluation is tedious, not adequate which needs to be improved.

Provide highlights of some of the changes made as a result of the assessments and discussions.

Anticipated changes are expected due to EOPS program’s slight increase in state funding. With these limited funds, the program plans to hire a part-time bilingual clerical assistant and a seasonal clerical assistant to assist with front office and heavy data collection and inputting for reporting.

How did the changes affect student learning/service performance – or how do you anticipate that they will?

The part time staff requests are in progress. It is expected, that once these positions are in place, the delivery of EOPS services will be much more efficient resulting in better service to EOPS students.



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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.

EOPS plans to carry over the unfunded initiatives from 12-13 to 13-14.

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

The EOPS program plans to increase the numbers of Latino male students in EOPS. EOPS also plans to increase the numbers of AB 540 students in EOPS.

Comment on the status of your SUO rotational plan and TracDat work.

The EOPS SUO's are on track and scheduled for revisiting Fall of 2015.

SLO Data

EOPS Counselors/Instructors learned that EOPS students initially do not value the EOPS GW2X Orientation course until they complete it. Once they complete the course, the students sing its praises and value. The students also express appreciation for the EOPS Instructors.

Changes made as a result of the student learning assessments and faculty discussions are the emphasis on what the student has to learn. The most important learning points are reinforced through power point, class exercises and repetition to keep it interesting. Multimedia videos for goal setting and other related course topics were used to keep the learning matter interesting.

The EOPS Orientation courses are required for Ventura College students wishing to enroll in the EOPS program. EOPS regulations Title 5 require that the EOPS program provide college orientation to familiarize the EOPS eligible student to the location and function of college and EOPS programs and services; the college catalog, standards, college terminology (e.g., grade points, units), course add and drop procedures and related rules; financial aid application procedures; and transfer procedures to four year institutions.

EOPS GW2X is a one unit required course for all EOPS/CARE students. All EOPS/CARE counselors teach this course and a team teaching approach is used. It is an introduction to College and Survival Skills course in which students are offered the necessary tools for them to be successful in college.

Approximately four orientation courses are offered each semester, including summer. These courses are funded by EOPS and do not generate FTES for the College.

Retention – Course

The EOPS GW2X information pulled from the data above indicates that the retention rate for the EOPS courses averaged 90%. The success rates averaged 80%. The retention and success rate average for the last three years was not available for EOPS GW2X. Although this course is required for EOPS program enrollment, some students are enrolled in the course, but do not show up the first day of this one unit short term course. Absences are not allowed. Students absent the first day should not be counted in the retention rate because they did not have the opportunity to evaluate the instructors or the course.



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Success - Course

The EOPS GW2X information pulled from the data above indicates that the success rate for the EOPS courses averaged 80%. The rate average for the last three years has been 80%.

Demographics – Course

The demographic information EOPS GW2X for year 2012-13 was not available. The GW2X courses have historically served diverse student populations. However, there is a need to increase the Latino male population.

Productivity – Course

The EOPS GW2X courses reflect a “0” productivity and WSCH ratio because they are funded by EOPS.

B. Operating Data

1. Service Data

What populations are served by the program?

To receive EOPS programs and services a student must: be a resident of California or AB 540 student; be enrolled full-time when accepted in the EOPS program; not have completed more than 70 units of degree applicable credit coursework; qualify to receive the Board of Governors Waiver; be educationally disadvantaged as determined by Title V.

EOPS serves educationally and economically disadvantaged students. The educationally disadvantaged student is defined by EOPS Title 5 as a student who must:

a.) Be a resident of California or AB 540 student b.) Be enrolled full-time when accepted in to the EOPS program. The EOPS director may authorize up to 10% of EOPS students accepted to be enrolled for 9 units. C) Not have completed more than 70 units of degree applicable credit coursework in any combination of post-secondary higher education institutions. d) Qualify to receive a Board of Governors Grant pursuant to Section 58620 (1) or (2). e) Be educationally disadvantaged as determined by the EOPS director or designee. In making this determination the EOPS director or designee shall consider one or more of the following factors:

- 1) The student does not qualify at the college of attendance for enrollment into the minimum level English (Engl VO2) or mathematics course (Math VO1) that is applicable to the associate degree.
- 2) The student did not graduate from high school or did not obtain the General Education Diploma (G.E.D).
- 3) The student graduated from high school with a grade point average below 2.50 on a 4.00 scale.



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- 4) The student was previously enrolled in high school or college remedial education.
- 5) A student meets other factors set forth in the district's plan submitted to the Chancellor pursuant to Section 56270 of this part.

2012-13 Populations Served: EOPS Students 605

Gender: 69% Female
31% Male

High School Grad Status:

HS Diploma: 87%
Non-graduate: 5%
GED: 8%

Educational Goal:

Transfer with AA/AS Degree: 78%
Transfer w/o AA/AS Degree: 7%
AA/AS: 1%
Vocational/Job Skills: 12%
Certificate: 2%

Ethnicity:

Anglo 10%
Asian/Pacific Islander 3%
African-American 5%
Filipino 3%
Latino 77%
Native-American 2%

Honor Students:

Dean's List: 68
Honorable Mention: 63

EOPS Students Awarded Scholarships: 29

EOPS Students Requesting Transcripts for Transfer: 52

AGE:

Under 18 4%
18-25 71%
26-35 15%
36+ 10%

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

In 2012-13, 605 students were served and in 2011-12, 671 students were served.

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?

One of the implications of the latest college environmental scan indicates that the college must work to assess, understand and meet the needs of its majority Hispanic College population. Another implication is that given that there are relatively low educational attainment of residents in the college service area there is a need to meet the wide ranging educational needs and that the college will continue to serve a large number of first-generation students who may need extra support to be successful.



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EOPS data indicates a higher level of representation of the Latino population compared to their percentages in the general college population. This may be attributed to the lower socioeconomic status of this historically underrepresented group in higher education

What does the data indicate about the students, student performance, program performance, or any other aspect of the program?

It is clear from the data that the EOPS program is successful in serving first generation college students from economically disadvantaged backgrounds. EOPS students received nearly twice the percentages of Associates degrees and certificates than their non-EOPS counterparts. Students participating in the EOPS program receive AA/AS degrees at greater rates than the general student population. In some years, EOPS students received AA/AS degrees at more than twice the rate of non-EOPS students.

What about the data encourages or gives you cause for concern?

Only 31% of the EOPS population is male with even less of this population being Latino male. The CARE student enrollment has dropped significantly due to County CalWORKS referral policies.

The data meets does not meet our expectations. We expect to see higher percentages of EOPS students successfully meeting their academic goals. We expect to increase our EOPS student numbers, as well as our Latino male student, AB540, and CARE student populations.

What initiative(s) could you develop based on what you have learned from the data. Explain briefly. EOPS expects to increase its outreach and recruitment efforts to target the populations mentioned.

2. Budget

EOPS staff has reviewed and understands the EOPS budget. EOPS staff is involved in developing the EOPS budget.

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?

The EOPS Budget has operated with a 40% state EOPS budget cut since 2009-10. These state budget cuts have had negative impacts on the EOPS program as has been stated elsewhere in this document. Additional funds are required to restore EOPS funding levels to 20008-09 to adequately serve EOPS as required by Title 5 EOPS regulations.

Requests for contract/full time faculty or classified staff should be addressed in the resource section below.

EOPS is seeking fulltime faculty and classified staff.

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

1. Resources



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1. Non- Instructional Faculty

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.)

This has not been an issue for EOPS.

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.

EOPS is requesting a full-time bilingual EOPS Counselor.

2. Classified Staff

Have there been changes in the number of classified staff in the program/department over the last three years?

In 2009-10 when EOPS suffered statewide 40% budget cuts we lost 1 classified staff position. We have not lost any classified since that year.

What has been the effect of decreases/increases in classified staff on the program or department? The decrease in classified staff has resulted in no front office staff to answer phones, make student appointments, handle new EOPS student applications, greet and handle walk ins and public. The loss of this classified impedes the work of the EOPS Technician, EOPS Coordinator and two EOPS Counselors who must stop their work to handle the clerical assistant tasks.

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.

EOPS is requesting a full time bilingual clerical office.

3. Inventory

EOPS is requesting a new XEROX, replacement of laptops, a TV to hang on wall in the outer student waiting area of the EOPS office.

4. Facilities or other Resource Requests

Is your program/department making any other requests for resources, including for facilities?

No.

5. Combined Initiatives

There are no combined initiatives.



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Section IV - Initiatives

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: Increase access to EOPS Counselors

Initiative ID: EOPS 1301

Link to Data: : EOPS students have indicated in the most recent surveys that it is difficult for them to get in the state mandated three counseling appointments per semester, per student, which consequently negatively impacts a student's ability to succeed. Due to a 40% loss in categorical funding, the third EOPS Counseling position was lost. We propose the reinstatement of the EOPS Full Time Bilingual Counselor.

Expected Benefits:

The increased access to EOPS Counselors will ensure that EOPS students meet their required three counseling appointments per semester.

Goal: To ensure EOPS student success by students keeping their required three semester counseling appointments. The three semester EOPS counseling appointments are required by Title 5 EOPS Regulations.

Performance Indicator: A 30% increase in students meeting their three semester counseling appointments.

Timeline: Fall 2014

Funding Resource Category: Staffing Funds

Ranking: H

B. Initiative: To provide full time front office professional classified staff and program communications.

Initiative ID: EOPS 1302

Link to Data: Students surveyed indicated that front office staff was frequently not available to assist them. In addition, that program communications was not as regular as they needed. We seek to provide professional bilingual information and assistance in the EOPS office to the public, students, campus and EOPS students. This information and assistance is required daily either by phone or in person and should be delivered by a trained professional in a courteous, empathic and sensitive manner. We propose the reinstatement of the EOPS Bilingual Clerical Assistant I which is required to fulfill this initiative.



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Expected Benefits: The EOPS students, public and campus will be greeted and assisted by a trained professional bilingual clerical classified.

Goal: To provide timely needed front office assistance to EOPS students, potential EOPS eligible, college staff and the general public.

Performance Indicator: A 100% satisfaction rate from EOPS students.

Timeline: Fall 2014

Funding Resource Category: Staffing Funds

Ranking: H

C. Initiative: To improve the information technology for data and information gathering for required college and EOPS state reporting.

Initiative ID: EOPS 1303

Link to Data: In order to have successful student outcomes the required information technology for data and information gathering is required. The program needs timely information to measure student progress, student retention and student persistence. Capability is needed to pull data from Banner to an ACCESS base. EOPS is required by the Chancellor Office and mandated through Title 5 EOPS regulations to collect MIS data each semester on the number of students it serves, student counseling appointments, student retention, persistence and success.

Expected Benefits: *That* the EOPS program will have the required data that will satisfy the Title 5 regulations and the Chancellor's Office requirements. The program will have timely information to measure student progress, student retention and student persistence.

Goal: Improvement in access to data will provide critical data to EOPS in its efforts to improve the program in its delivery of services and student outcomes.

Performance Indicator: 100% improvement in EOPS data access.

Timeline: Fall 2014.

Funding Resource Category: No new resources

Ranking: M

D. Initiative: Wall computer/TV for waiting area

Initiative ID: 1304

Link to Data: We also propose the installment of a flat screen LCD TV in the EOPS waiting area for the purpose of providing constant up to date EOPS and campus information to students. There is limited EOPS wall, counter and office space. The flat screen TV is a more efficient communication system for EOPS to help keep students abreast of new information.

Expected Benefits: A wall flat screen TV is a more efficient communication system for EOPS to help keep students abreast of new information.

Goal: The installment of a flat screen LCD TV in the EOPS waiting area for the purpose of providing constant up to date EOPS and campus information to students. There is limited EOPS wall, counter and



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office space. The flat screen TV is a more efficient communication system for EOPS to help keep students abreast of new information.

Performance Indicator: 80% of the students will have access to pertinent EOPS and college information that will be provided in a timely and efficient manner through the waiting room LCD.

Timeline: 2013-2014

Funding Resource Category: Technology Funds

Ranking: M

E. Initiative: New Xerox and laptops for program

Initiative ID: 1305

Link to Data: Equipment is outdated and not as efficient

Expected Benefits:

The updated equipment will provide an efficient delivery of EOPS services to students and staff.

Goal: To have readable, clear photo copied documents and laptops for efficient program information and data access.

Performance Indicator: 100% of the EOPS photo copied documents will be readable and EOPS staff information and data access will improve by 30%.

Timeline: Fall 2014

Funding Source Category: College equipment and technology funds.

Ranking: M

F. Initiative: Increase Latino Male EOPS Student Enrollment

Initiative ID: 1306

Link to Data: EOPS Latino male enrollment is significantly low compared to other groups

Expected Benefits:

Increased Latino male college enrollment leads to economic success in this educationally disadvantaged population.

Goal: To improve Latino male success and contributions to community and local economy. This is also an EOPS Advisory Committee recommendation.

Performance Indicator: A 30% increase of EOPS Latino male enrollment

Timeline: Fall 2014

Funding Source Category: No new resources

Ranking: M

G. Initiative: Increase AB 540 EOPS Student Enrollment

Initiative ID: 1307

Link to Data: AB 540 EOPS enrollment is low compared to college enrollment numbers

Expected Benefits: AB 540 EOPS students will benefit from EOPS services, it is one of the few college programs with benefits that AB 540 students qualify for.



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Goal: To increase the number of AB 540 EOPS students. is one of the few college programs with benefits that AB 540 students qualify for. Recent AB 540 Legislation encourages this student population to enroll in California colleges.

Performance Indicator: a 20% increase in AB 540 EOPS students

Timeline: Fall 2014

Funding Source Category: No new resources

Ranking: M

Section V – Process Assessment

A. How have the changes in the program review process this year worked for your area?

EOPS had two of the five initiatives met. EOPS computers were upgraded as were most Student Service computers. The EOPS building did undergo termite fumigation and roof repair and is now up to other College building standards. The air conditioning unit was replaced and is now working.

The two high ranked EOPS initiatives requesting a full time bilingual counselor and full time bilingual Clerical Assistant were ranked low by the Division. The initiative that included the replacement of laptops and Xerox was also not approved. The initiative requesting efficient capability to pull data from Banner to ACCESS base was also not made available.

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

The Student Services Division is encouraged to take into consideration the greater need of the Division when voting on initiatives. However, there appears to be disparate treatment of the EOPS and DSPTS categoricals within the Division. It seems that in this process these categoricals have little or no need.

Based on the last two years of this current program review process, the two categoricals, EOPS and DSPTS have fared poorly. With this in mind, at this rate it does not appear that we will ever be ranked high on our most important initiatives. Historically, for many years, these two programs were funded at greater levels from the state. However, since 2009, both of these programs budgets have been reduced by 40%. These programs are not institutionalized, yet successfully serve the most disadvantaged students. Based on the above mentioned statements it is obvious that we are the “step children” of the Student Services Division. Our program is every bit as legitimate as other college programs in this Division and should be respected and treated with equity. To date this has not happened.

The Dean implements an Executive Team comprised of the Financial Aid Director, Admissions and Records Registrar and Counseling Department Chair to make decisions regarding the Student Services Division. Aside from this smacking of exclusivity, lack of transparency and not building collaboration, in our opinion, this appears to have influenced the program review ranking outcomes. The present Student Services Division process seems futile under the present system and does not work for EOPS.

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.



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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: Extended Opportunity Program and Services (EOPS)

Preparer: Paula S. Muñoz

Dates met (include email discussions):

List of Faculty who participated in the program Review Process:

Paula S. Muñoz

Tim Suel

Robert Chaparro

Laura Hilton, Classified

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):



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Appendix A

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@vcccd.edu or notify your division office so they can handle for you.
Cyclical Maintenance (painting, flooring, carpet shampooed, windows, etc.) that can be resolved through the normal process.	M&O or Division Office	Complete an email request to vcmaintenance@vcccd.edu or notify your division office so they can handle for you.
Classroom technology equipment repairs (projector light bulb out, video screen not working, computer not working, existing software updates) that can be resolved through the normal process.	Campus Technology Center or Division Office	Complete an email request to vchelpdesk@vcccd.edu or notify your division office so they can handle for you.
Section Offerings/ Change of classrooms	Dean/Department Chair	Dean will take requests through the enrollment management process.
Substitutes	Dean	Dean will process in accordance with existing guidelines.
Conferences, Meetings, Individual Training	Professional Development Committee	Requests should first be addressed by the PDC and only go through program review if costs cannot be



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Appendix C

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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.

Faculty and Staff from each department will meet as a division to prioritize initiatives resulting from the Program Review process. The initiatives will then go to each respective governance groups such as Staffing Priorities, Technology Committee, Budget Resource Council, etc., for further prioritization. Administrative Council and the Executive Team will develop the final prioritized list and distribute for implementation.		
Included Items	Committee Group	Explanation
Replacement of classroom furniture	Facilities Oversight Group	Only when it is an entire classroom/lab/office at a time or a safety or disability issue that has not been resolve through the normal process.
Upgrade and/or replacement of computer and other technological equipment	Technology Committee	These items will go on to a list for replacement or upgrade per the technology plan.
New Equipment/Furniture/classroom items (i.e. microscope, etc.)	Budget Resource Council	These items must be approved included in a plan to improve student learning and/or services.
Buildings/Office Space (new renovation, modernization)	Division Dean	The division dean will work with Administrative Council and the Fog Committee to pursue the projects.
New Software	Technology Committee	These items must be approved included in a plan to improve student learning and/or services.
New Faculty Positions	Faculty Staffing Priorities	Requests for new positions will compiled on a list and sent to the FSP committee.
New Classified Positions/or increase in percentage of existing positions.	Classified Staffing Priorities	Requests for classified positions will compiled on a list and sent to the CSP committee.
New Programs/certificates	Curriculum Committee	These program/certificates must be approved by the curriculum committee.
Training and Professional Development above normal	Professional Development/Budget Resource Council	These are items over and above what the PDC can provide.
Expansion/Conversion to Distance Learning	Dean of Distance Learning and Distance Learning Committee	Requests will be compiled and sent to the committee process for discussion.
Service Agreements	Budget Resource Council	Requests must include justification.
Instructional Materials and	Budget Resource	These items must include a compelling



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



**Extended Opportunity Programs and Services Office
Program Review
2013-2014**

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.