



# Program Review Handbook

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## Comprehensive Program Review Process Overview

The [Ventura College 2024-2030 Educational Master Plan](#) took effect on July 1, 2024. This plan has three overarching goals:

1. Equity in Access: address systemic practices and barriers to ensure student-ready access to an equity-minded student experience.
2. Build Capacity for Engagement and Servingness: build trusting relationships and foster a deeper sense of connection across the campus to move from a transactional culture to a relational one.
3. Equity in Success: implement equitable servingness practices that intentionally maximize student academic and career achievement.

The primary purpose of the comprehensive review process is to ensure that all programs on campus are working towards these goals.

### 5-Year Comprehensive Review

- Each program completes a comprehensive review every five years.
- The cycle is staggered so that approximately a fifth of programs are completing a comprehensive review in any given year.
- In the comprehensive review, programs analyze prior-year data and objectives, develop objectives for the next five years that align with the Educational Master Plan and/or the Student Equity Plan, and request resources to meet those objectives.
- In each subsequent year, programs analyze progress made towards their objectives, and request additional resources.

### Executive Team Review and Recommendations

- Programs undergoing a comprehensive review will meet with the Executive Team to discuss their program's data and long-term goals.
- The Executive Team will review the program's comprehensive review and data in advance of the meeting.
- The Executive Team will then provide commendations and recommendations for programs that are undergoing a comprehensive review.
- In subsequent years, the program will then address progress made towards their own objectives, as well as the Executive Team recommendations

## Data Metrics

As part of the program review, programs will examine key data metrics that align with the 2024-2030 Educational Master Plan. The metrics for each type of program are shown below.

Instructional Programs	Instructional Divisions	Student Services	Administrative Services	Executive Team
1. Enrollment	1. FTES targets	1. Student usage of service	1. Faculty survey data	1. College enrollment
2. Course success rate	2. FTEF allocation	2. Student perception of service (as measured through 6 Success Factors survey)	2. Student survey data	2. Course success rate
3. Student completion (degrees, certificates, UC/CSU Transfers)	3. Productivity (WSCH/FTEF) targets	3. SUOs	3. SUOs	3. Student completion (degrees, certificates, UC/CSU Transfers)
4. Labor market data (CE Programs Only)			Distance Education Program:	4. Employee survey data
5. % of courses in catalog that haven't been offered in last 5 years			• DE Course Success Rate	5. ISLOs and ISUOs
6. SLOs				

## Comprehensive Program Review Schedule

Comprehensive program reviews are staggered across a five-year cycle. This information is detailed in the tables below.

### Instructional Programs (29)

Program	Division	Year of Comprehensive Review
Architecture, Drafting, and Const Tech	CE	Fall 2023
Behavioral Sciences	Beh, Soc Sci	Fall 2023
Business	CE	Fall 2023
Life Science	Sciences	Fall 2023
Performing Arts	Health, Kin, Arts	Fall 2023
Art	Beh, Soc Sci	Fall 2024
Engineering	Sciences	Fall 2024
ESL	English/Math	Fall 2024
Mathematics	English/Math	Fall 2024
Medical Assistant	CE	Fall 2024
Water Science	CE	Fall 2024
Child Development	CE	Fall 2025
Ethnic Studies	Beh, Soc Sci	Fall 2025
Geosciences	Sciences	Fall 2025
Health Education	Health, Kin, Arts	Fall 2025
Physics/Astronomy	Sciences	Fall 2025
Social Sciences	Beh, Soc Sci	Fall 2023
Chemistry	Sciences	Fall 2026
English	English/Math	Fall 2026
Health Sciences	CE	Fall 2026
Manufacturing Tech and Welding	CE	Fall 2026
Athletics/Kinesiology	Health, Kin, Arts	Fall 2026
Modern Languages	Beh, Soc Sci	Fall 2026

Agriculture	CE	Fall 2027
Anthropology	Sciences	Fall 2027
Automotive/Diesel	CE	Fall 2027
Communication Studies	English/Math	Fall 2027
Criminal Justice	CE	Fall 2027
Paramedic/EMT	CE	Fall 2027

## Divisions (7)

Division	Year of Comprehensive Review
Behavioral, Social Sciences, and Arts	Fall 2024
Career Education	Fall 2023
English, Math, Communications, and Learning Resources	Fall 2025
Health, Kinesiology, and Athletics	Fall 2025
East Campus	Fall 2026
Sciences	Fall 2026
Student Affairs	Fall 2027

## Student Service Programs (21)

Program	Division	Year of Comprehensive Review
CalWORKS	Student Affairs	Fall 2023
EAC*	Student Affairs	Fall 2023
Financial Aid	Bus and Adm Services	Fall 2023
STEM Harbor	Sciences	Fall 2023
Admissions and Records	Student Affairs	Fall 2024
Counseling*	Student Affairs	Fall 2024
Student Health Center	Student Affairs	Fall 2024
University Transfer Center	Student Affairs	Fall 2024
EOPS*	Student Affairs	Fall 2025
FYE	Student Affairs	Fall 2025
Learning Resource and Testing Center	English/Math	Fall 2025
The Welcome Center	Student Affairs	Fall 2025
Career Center	CE	Fall 2026
Outreach	Student Affairs	Fall 2026
Student Activities	Student Affairs	Fall 2026
Tutoring Center	English/Math	Fall 2026
Basic Needs	Bus and Adm Services	Fall 2027
Child Development Center	CE	Fall 2027
International Students Center	Student Affairs	Fall 2027
MESA	Student Affairs	Fall 2027
Veterans Resource Center	Student Affairs	Fall 2027

## Administrative Service Programs (7)

Program	Year of Comprehensive Review
College Marketing	Fall 2024
Distance Education	Fall 2025
Facilities, Maintenance, and Operations	Fall 2025
Information Technology	Fall 2026
Institutional Effectiveness	Fall 2026
Library	Fall 2027
Student Business Office	Fall 2027

**Executive Team (1)**

Program	Year of Comprehensive Review
Executive Team	Fall 2025

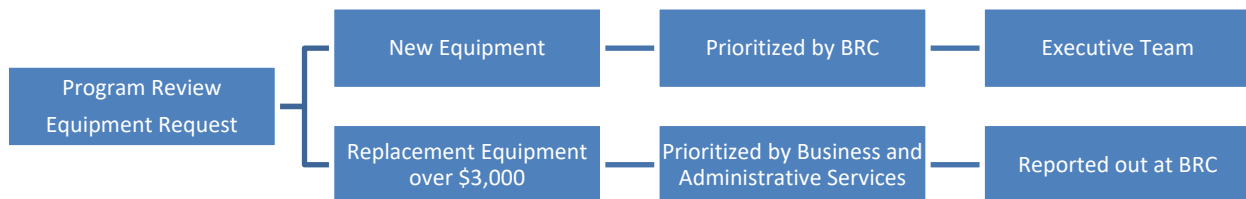
## Five-Year Objectives and Resource Requests

In the comprehensive review, programs analyze prior-year data and objectives, and then develop measurable objectives for the next five years that align with the Educational Master Plan and/or Student Equity Plan. Here are some examples of measurable objectives:

- Increase the course success rate by 5 percentage points
- Close equity gaps in student usage of Service X
- Improve survey scores related to work order timeliness

Once objectives are created, programs can then request resources to meet those objectives. All resource requests must be directly associated with a 5-year program objective. The following types of resources can be requested through program review:

- Full-time faculty
  - Program review faculty requests are limited to full-time positions. All instructional departments are provided with an FTEF (i.e. faculty load) allocation each semester. Additional part-time faculty positions can be augmented through this existing allocation process. Part-time non-instructional positions can be augmented through the division budgeting process.
- Classified Staff
  - Due to the wide variety of staff needs across different programs, both full-time and part-time staff positions can be requested through program review.
- Equipment
  - Requests for new equipment can be made through program review.
  - Requests for replacement equipment can only be made through program review if the cost is over \$3,000. Requests under \$3,000 need to go through the division budgeting process.
  - The college is currently developing an equipment refresh list. Once this list is completed, equipment will be replaced as its effective life comes to an end, and replacements will no longer need to be requested through program review.



- Facilities
  - New or innovative facilities requests – requests that are under \$100K, and do not fall into the scheduled maintenance or Facilities Master Plan categories below. These requests will be prioritized by FOG, and sent to the Executive Team for their rankings, as well.
  - Facilities Master Plan – large-scale facilities requests that fall under the Facilities Master Plan (e.g. new buildings, etc.). These requests will be discussed by the Facilities Director, FOG, and the Executive Team to determine potential implementation. These are long-term facilities projects that may potentially require bond funds to be implemented. These requests will no longer be requested through program review. Instead, they will be discussed at FOG as part of the Facilities Master Plan annual review process.
  - Scheduled maintenance – requests related to maintenance, upkeep, and safety of current facilities. These requests will no longer be requested through program review. Instead, they will be requested through the [existing work order process](#).
- Technology
  - Requests for new technology can be made through program review.
  - Requests for technology replacements will be addressed through the college’s existing technology refresh process. The IT Department maintains an [updated list of campus technology that is scheduled to be refreshed on their website](#). Thus, technology replacements no longer need to also be requested through program review.
- Other
  - This category is for requests for resources that do not fall into any of the above categories.
  - These requests will not be sent to campus committees or the Executive Team for prioritization.
  - Rather, they can be used as documentation and information for annual division budget meetings.

### **Pirate Codes for Equipment, Technology, and Facilities Requests**

The majority of equipment, facilities, and technology requests require work to be completed by the IT and/or Facilities, Maintenance, and Operations (FMO) Departments. Thus, it is necessary for requestors to have a realistic assessment of the amount of work that will be required for each of these requests, as well as a reasonable cost estimate.

Prior to entering a request for equipment, technology, or facilities in the online program review system, programs are required to discuss their request with the IT and/or FMO Director. The respective Director will provide them with information regarding their request, as well as a cost estimate. They will also provide the requestor with a Pirate Code to enter into the online system. Requests that do not have a valid Pirate Code will not be considered for funding.

### **Resource Request Prioritization Process**

Unfortunately, VC does not have the resources to fund every program review resource request. Thus, requests go through an extensive and inclusive prioritization process in which they are ranked by constituency groups from across the campus.

## Full-Time Faculty Request Prioritization

Full-time faculty requests are prioritized via an inclusive and transparent process. This occurs at a campus-wide faculty prioritization meeting, in which various constituencies meet together to review and score requests using a common rubric. The scores are then be averaged together, and sent to the College President and Executive Team, who would make the final allocation decisions.

### *Meeting Representatives*

This meeting includes representatives from the following constituencies:

- Academic Senate - one faculty representative per department (approx. 20-30 faculty)
- Deans - all Academic Affairs and Student Affairs Deans and Assistant Deans (9)
- Vice Presidents – all Vice Presidents (non-voting)
- Academic Senate President – non-voting co-chair
- Dean of Institutional Effectiveness – non-voting co-chair

Meeting attendees are provided with all faculty requests and relevant program data at least a week in advance of the meeting. Representatives are expected to have reviewed this information prior to the meeting.

### *Meeting Format*

The meeting is approximately 3-4 hours long, and is held in an in-person format. Programs requesting a faculty position will have the opportunity to provide a 3-minute presentation to the group. Programs requesting multiple positions will be given a maximum of 5 minutes to discuss all of their requests. Presentations can either be given in person, or via a pre-recorded video. There is then a maximum of two minutes for questions.

Voting representatives will then complete an electronic scoring sheet for each request (see faculty prioritization rubric in Appendix B). Representatives must rank all requests for their scores to be counted. Scoring sheets will be completed before the end of the meeting. Average scores will then be calculated by the Office of Institutional Effectiveness, and will be distributed to the meeting attendees, as well as to the College President and Executive Team.

The College President and Executive Team will then make the final allocation decisions, and will communicate them to the campus.

All full-time faculty requests made through the program review process will be provided to the voting representatives. However, representatives will only rank requests that do not have dedicated categorical funds available. When entering the request into the program review system, programs will indicate if they have categorical funds available for the request, and if so, they will be required to enter a FOAP. Requests that have been submitted with a valid categorical FOAP will be provided as informational items, and will be sent directly to the College President and Executive Team for final allocation decisions.



## Classified Staff Request Prioritization

Classified staff requests are prioritized via an inclusive and transparent process. This occurs at a campus-wide staff prioritization meeting, in which various constituencies meet together to review and score requests using a common rubric. The scores are then be averaged together, and sent to the College President and Executive Team, who would make the final allocation decisions.

### *Meeting Representatives*

This meeting includes representatives from the following constituencies:

- Classified Senate - one classified representative per department (approx. 20-30 faculty)
- Deans - all Academic Affairs and Student Affairs Deans and Assistant Deans (9)
- Vice Presidents – all Vice Presidents (non-voting)
- Classified Senate President – non-voting co-chair
- Dean of Institutional Effectiveness – non-voting co-chair

Meeting attendees are provided with all staff requests and relevant program data at least a week in advance of the meeting. Representatives are expected to have reviewed this information prior to the meeting.

### *Meeting Format*

The meeting is approximately 3-4 hours long, and is held in an in-person format. Programs requesting a staff position will have the opportunity to provide a 3-minute presentation to the group. Programs requesting multiple positions will be given a maximum of 5 minutes to discuss all of their requests. Presentations can either be given in person, or via a pre-recorded video. There is then a maximum of two minutes for questions.

Voting representatives will then complete an electronic scoring sheet for each request (see classified staff prioritization rubric in Appendix C). Representatives must rank all requests for their scores to be counted. Scoring sheets will be completed before the end of the meeting. Average scores will then be calculated by the Office of Institutional Effectiveness, and will be distributed to the meeting attendees, as well as to the College President and Executive Team.

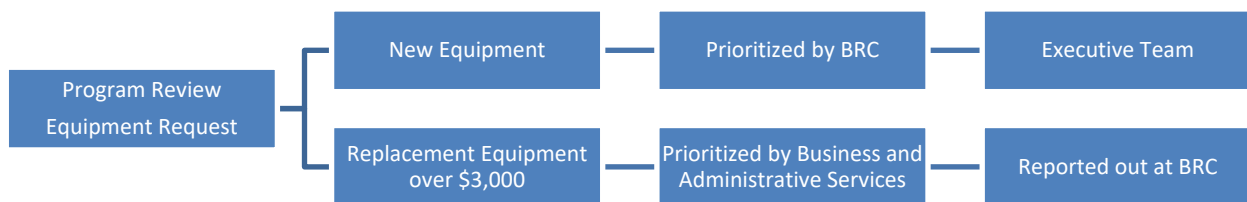
The College President and Executive Team will then make the final allocation decisions, and will communicate them to the campus.

All classified staff requests made through the program review process will be provided to the voting representatives. However, representatives will only rank requests that do not have dedicated categorical funds available. When entering the request into the program review system, programs will indicate if they have categorical funds available for the request, and if so, they will be required to enter a FOAP. Requests that have been submitted with a valid categorical FOAP will be provided as informational items, and will be sent directly to the College President and Executive Team for final allocation decisions.

## Non-Staffing Resource Request Prioritization

First, requests are ranked by the program that is making the request. Then, they are ranked by their respective area (i.e. Academic Affairs, Student Affairs, Business and Administrative Services). Next, they are ranked by a shared governance committee. Once all of these entities rank the requests, the requests and the rankings are sent to the College President and Executive Team, who make the final prioritization decisions. They create a final ranked list, and requests are funded in rank order until all available funding is exhausted.

- Equipment
  - Requests for new equipment can be made through program review, and are prioritized by the Budget Resource Committee (see rubric in Appendix D).
  - Requests for replacement equipment can only be made through program review if the cost is over \$3,000. Requests under \$3,000 need to go through the division budgeting process.
  - The college is currently developing an equipment refresh list. Once this list is completed, equipment will be replaced as its effective life comes to an end, and replacements will no longer need to be requested through program review.



- Facilities
  - New or innovative facilities requests – requests that are under \$100K, and do not fall into the scheduled maintenance or Facilities Master Plan categories below. These requests will be prioritized by Facilities Operations Group (see rubric in Appendix E), and sent to the Executive Team for their rankings, as well.
  - Facilities Master Plan – large-scale facilities requests that fall under the Facilities Master Plan (e.g. new buildings, etc.). These requests will be discussed by the Facilities Director, FOG, and the Executive Team to determine potential implementation. These are long-term facilities projects that may potentially require bond funds to be implemented. These requests will no longer be requested through program review. Instead, they will be discussed at FOG as part of the Facilities Master Plan annual review process.
  - Scheduled maintenance – requests related to maintenance, upkeep, and safety of current facilities. These requests will no longer be requested through program review. Instead, they will be requested through the [existing work order process](#).
- Technology
  - Requests for new technology can be made through program review, and are prioritized by the Technology Advisory Group (see rubric in Appendix F).
  - Requests for technology replacements will be addressed through the college’s existing technology refresh process. The IT Department maintains an [updated list of campus technology that is scheduled to be refreshed on their website](#). Thus, technology replacements no longer need to also be requested through program review.

## Resource Request Limits

Programs will be able to document an unlimited number of resource needs in their program review. However, depending on the size of the program, they will only be able to send forward 6-12 requests for prioritization each year.

## Instructional Programs

Program size was determined using fall 2019 FTES. The VC Executive Team then reviewed this data to determine the maximum number of resource requests each program can send forward each year.

Instructional Program	Fall 2019 Total FTES*	FTES Category	Max Resource Requests
English	521.8	250+	12
Math	499.7	250+	12
Behavioral Sciences	380.5	250+	12
Life Science	310.0	250+	12
Art	272.8	250+	12
Social Sciences	238.0	150-250	10
Athletics and Kinesiology	236.7	150-250	10
Chemistry	214.3	150-250	10
Business	203.6	150-250	10
Criminal Justice	169.8	150-250	10
Modern Languages	131.3	100-150	8
Health Sciences	129.2	100-150	8
Health Education	122.7	100-150	8
Performing Arts	121.7	100-150	8
Geosciences	107.4	100-150	8
Communication Studies	103.1	100-150	8
Automotive and Diesel	101.4	100-150	8
Physics and Astronomy	92.7	0-100	6
Child Development	90.3	0-100	6
Anthropology	80.3	0-100	6
Manufacturing Tech and Welding	56.4	0-100	6
Architecture-Drafting-Const Tech	55.7	0-100	6
Paramedic and EMT	52.2	0-100	6
Medical Assistant	35.1	0-100	6
Engineering	22.8	0-100	6
Water Science	18.8	0-100	6
ESL	15.0	0-100	6
Ethnic Studies	10.0	0-100	6
Agriculture	5.7	0-100	6

\*Total FTES, including non-residents

## Divisions

In 2020, instructional divisions were re-organized in order to (among other things) more equally spread work across the college. Thus, with two exceptions, each division will be able to send forward 8 resource requests for prioritization each year. The East Campus Division will be able to send forward 12 requests. The English, Math, and Learning Resources Division will be able to send forward 10 requests.

Instructional Division	Max Resource Requests
Behavioral, Social Sciences, and Arts	8
Career Education	8
English, Math, Communications, and Learning Resources	10
Health, Kinesiology, and Athletics	8
Learning, Equity, Achievement, and Persistence (LEAP)	8
East Campus	12
Sciences	8
Student Affairs	8

### Student Service Programs

Student Service program size was based on the number of unique students served between July 1, 2019, and June 12, 2020. In some cases, this number was estimated due to a lack of uniform data collection mechanisms. The VC Executive Team then reviewed this data to determine the maximum number of resource requests each program can send forward.

Student Service Program	Headcount Source	2019-2020 Headcount	Headcount Range	Max Resource Requests
Counseling	Starfish	12,691	5,000+	12
Admissions and Records	Starfish	6,278	5,000+	12
Financial Aid	Starfish	5,784	5,000+	12
LRC/Testing Center	Starfish and Accudemia	4,331	2,000-5,000	10
Welcome Center	Starfish	3,392	2,000-5,000	10
Outreach	Starfish and Internal Database	1,993	2,000-5,000	10
Tutoring Centers	Accudemia	1,959	1,000-2,000	8
Basic Needs	Starfish	1,171	1,000-2,000	8
EAC	SARS	1,118	1,000-2,000	8
Student Health Center	Internal Data System	944	0-1,000	6
University Transfer Center	Starfish	912	0-1,000	6
FYE	Starfish	852	0-1,000	6
EOPS	Starfish	568	0-1,000	6
Student Activities	Estimate based on Prior Year	518	0-1,000	6
Veterans Resource Center	Starfish and Accudemia	415	0-1,000	6
STEM Harbor	Accudemia	414	0-1,000	6
Career Center	Starfish	368	0-1,000	6
MESA	Starfish and Accudemia	288	0-1,000	6
CalWorks	Starfish	122	0-1,000	6
Child Development Center	Accudemia	93	0-1,000	6
International Students Center	Banner	38	0-1,000	6

### Administrative Service Programs

It is more difficult to quantify program size for administrative service programs because they indirectly impact nearly all students on campus. Thus, program size was determined by examining a variety of different factors. After this examination, the VC Executive Team determined the maximum number of resource requests that each program can send forward each year.

Administrative Service Program	Max Resource Requests
College Marketing	6
Distance Education*	12
Facilities, Maintenance, and Operations	12
Information Technology	12
Institutional Effectiveness*	6
Library*	12
Student Business Office	6

### Executive Team

The Executive Team will be able to send forward a maximum of 6 resource requests each year.

## “No SLO, No Dough” Policy

In May 2018, VC’s current “No SLO, No Dough” policy was approved by the Academic Senate and Classified Senate. This policy was developed to ensure that all programs are actively participating in the SLO/SUO assessment process. Programs that do not meet the criteria below will not have their program review resource requests considered for funding:

### Instructional Programs

- All active courses in the program have at least two course SLOs.
- All active courses in the program have at least one ISLO.
- All Course SLOs have been assessed in accordance with their assessment cycle
- All Program SLOs have been assessed in accordance with their assessment cycle

### Service Programs

- The program has at least two SUOs.
- The program has at least one ISLO/ISUO.
- All SUOs have been assessed in accordance with their assessment cycle.

In 2022, this policy was refined by the College Outcomes Group (COG). The refinements below were approved by the College Planning Committee and the Academic Senate in April 2022:

1. The policy is only limited to courses that were offered during the scheduled assessment semester. If a course is not offered during the semester in which its SLOs are scheduled to be assessed, it will not count as not having been assessed. Instead, its scheduled assessment semester will be shifted to a future semester.
2. Faculty and Staff requests – the College President and Executive Team will delay the hiring of approved faculty and staff requests until all scheduled SLOs/SUOs have been assessed from the previous fall term.
3. Non-Staffing requests – non-staffing resource requests (equipment, technology, facilities, other) will be considered for funding based on the percentage of scheduled SLOs/SUOs that were assessed in the previous year.
  - a. Example:
    - i. Program A assessed 75% of its scheduled SLOs in 2021-2022.
    - ii. In the 2022-2023 program review, they submit 4 non-staffing resource requests.
    - iii. Only the top 3 of 4 (i.e. 75%) requests would be considered for funding.

## Appendix A - Programs that Complete Program Review

### Instructional Programs (29)

Department chairs, Deans, and the VP of Academic Affairs were sent a survey to assess their preferences for how programs are defined. In the April 25, 2017, Department Chair Council meeting, the survey results were discussed and modifications were made to the program list. Further modifications were made as new programs and disciplines were developed.

1. Agriculture
  - a. AG
2. Anthropology
  - a. ANTH
3. Architecture, Drafting, and Construction Technology
  - a. ARCH
  - b. CT
  - c. DRFT
4. Art
  - a. ART
  - b. FILM
  - c. PHOT
5. Athletics/Kinesiology
  - a. ICA
  - b. KIN
6. Automotive/Diesel
  - a. ACE
  - b. AUTO
  - c. DM
7. Behavioral Sciences
  - a. PHIL
  - b. PSY
  - c. SOC
  - d. SWHS
8. Business
  - a. ATEB
  - b. BUS
  - c. CS
  - d. SUP
9. Chemistry
  - a. CHEM
10. Child Development
  - a. CD
  - b. EDU
11. Communication Studies
  - a. COMM
12. Criminal Justice
  - a. CJ
  - b. POSC
13. Engineering
  - a. ENGR

14. Ethnic Studies
  - a. CHST
  - b. ETHS
15. English
  - a. ATEW
  - b. ENGL
  - c. IDS
  - d. SS
16. ESL
  - a. ESL
  - b. ENGM
17. Geosciences
  - a. ESRM
  - b. GIS
  - c. GEOG
  - d. GEOL
18. Health Education
  - a. HED
19. Health Sciences
  - a. HS
  - b. NS
20. Life Science
  - a. ANAT
  - b. ANPH
  - c. BIOL
  - d. MICR
  - e. PHSO
21. Manufacturing Technology and Welding
  - a. ATET
  - b. MT
  - c. WEL
22. Mathematics
  - a. ATEM
  - b. MATH
23. Medical Assistant
  - a. Selected BUS courses
24. Modern Languages
  - a. FREN
  - b. GERM
  - c. ITAL
  - d. JAPN
  - e. SL
  - f. SPAN
25. Paramedic/EMT
  - a. EMS
  - b. PM
26. Performing Arts
  - a. DANC
  - b. MUS
  - c. THA

- 27. Physics/Astronomy
  - a. AST
  - b. PHYS
  - c. PHSC
- 28. Social Sciences
  - a. ECON
  - b. HIST
  - c. POLS
- 29. Water Science
  - a. WS

**Instructional Divisions (8)**

- 1. Behavioral, Social Sciences, and Arts
- 2. Career Education
- 3. English, Math, Communications, and Learning Resources
- 4. Health, Kinesiology, and Athletics
- 5. Learning, Equity, Achievement, and Persistence (LEAP)
- 6. East Campus\* - includes some student service metrics
- 7. Sciences
- 8. Student Affairs

**Student Service Programs (21)**

- 1. Admissions and Records
- 2. Basic Needs\*\*\*
- 3. CalWORKS
- 4. Career Center
- 5. Child Development Center\*\*
- 6. Counseling\*
- 7. EAC\*
- 8. EOPS\*
- 9. Financial Aid\*\*\*
- 10. First Year Experience
- 11. International Students Center
- 12. Learning Resource and Testing Center\*\*
- 13. MESA\*\*
- 14. Outreach
- 15. STEM Harbor\*\*
- 16. Student Activities
- 17. Student Health Center
- 18. Tutoring Center\*\*
- 19. University Transfer Center
- 20. Veterans Resource Center
- 21. Welcome Center

\*Includes both instructional and service components. These programs will complete a service review, with the addition of a course success rate module.

\*\*Program is under Academic Affairs

\*\*\*Program is under Business and Administrative Services



**Administrative Service Programs (7)**

1. College Marketing
2. Distance Education\*\*
3. Facilities, Maintenance, and Operations
4. Information Technology
5. Institutional Effectiveness\*
6. Library\*\*
7. Student Business Office

\*Program is under President's Office

\*\*Program is under Academic Affairs

**Executive Team (1)**

1. Executive Team

## Appendix B – Full-Time Faculty Prioritization Rubric

The faculty prioritization rubric was developed by Rachel Johnson (2024 Academic Senate President), James Walker (2023-24 Academic Senate Faculty Staffing Priorities Workgroup Leader), and Phillip Briggs (Dean of Institutional Effectiveness). It borrows heavily from Moorpark College’s faculty prioritization rubric, and is aligned with the VC classified staff prioritization rubric. It has been developed in a manner to be applied to both instructional and non-instructional faculty requests. It includes two types of criteria:

1. Quantitative criteria – based on key data metrics. Data provided by the Office of Institutional Effectiveness.
2. Qualitative criteria – based on key considerations that are not easily measured by data metrics. Assessed by voting representatives at campus-wide faculty prioritization meeting.

### Instructional Faculty Prioritization Rubric

<b>Quantitative Criteria</b>	<b>1 (Low)</b>	<b>3 (Medium)</b>	<b>5 (High)</b>
Percentage of courses taught by full-time faculty	More than 60%	30-60%	Less than 30%
Course fill rate	Lower 3rd of college	Middle 3rd of college	Upper 3rd of college
<b>Qualitative Criteria</b>	<b>1 (Low)</b>	<b>3 (Medium)</b>	<b>5 (High)</b>
Discipline/Program need			
Campus and/or community impact			
Unique considerations			

### Non-Instructional Faculty Prioritization Rubric

<b>Quantitative Criteria</b>	<b>1 (Low)</b>	<b>3 (Medium)</b>	<b>5 (High)</b>
Percentage of services provided by full-time faculty	More than 60%	30-60%	Less than 30%
Student contacts per FTEF	Lower 3rd of college	Middle 3rd of college	Upper 3rd of college
<b>Qualitative Criteria</b>	<b>1 (Low)</b>	<b>3 (Medium)</b>	<b>5 (High)</b>
Discipline/Program need			
Campus and/or community impact			
Unique considerations			

Qualitative Criteria Detail:

- Discipline/Program Need – how critical is this request to the program’s ability to function? Please consider current staffing levels, as well as the current and future workload.
- Campus and/or Community Impact – how large of an impact would this position have on the campus, as a whole? What impact would this position have on the surrounding community?
- Unique Considerations – are there considerations unique to this position (i.e. legislative requirements, accreditation requirements, etc.)?

### Appendix C – Classified Staff Prioritization Rubric

The classified staff prioritization rubric was developed by Phillip Briggs (Dean of Institutional Effectiveness) and Michael Haydon (2024 Classified Senate President). It borrows heavily from Moorpark College’s prioritization rubric, and is also aligned with the VC faculty prioritization rubric.

**Classified Staff Prioritization Rubric**

<b>Criteria</b>	<b>1 (Low)</b>	<b>3 (Medium)</b>	<b>5 (High)</b>
Discipline/Program need			
Campus and/or community impact			
Unique considerations			

**Classified Staff Criteria Detail:**

- Discipline/Program Need – how critical is this request to the program’s ability to function? For this metric, consider current staffing levels, as well as the current and future workload.
- Campus and/or Community Impact – how large of an impact would this position have on the campus, as a whole? What impact would this position have on the surrounding community?
- Unique Considerations – are there considerations unique to this position (i.e. legislative requirements, accreditation requirements, etc.)?

## Appendix D – Equipment Prioritization Rubric

This guide outlines the criteria the Budget Resource Committee will use to evaluate your resource requests included. (These equipment requests are not computer related.) Please answer all requested questions accordingly.

### **Criticality: Impact on the Learning and/or Operating Environment**

In one or two sentences explain how critical this request is to your program’s goals. Is it essential to the success of your program? If so please explain why. Does this request duplicate or enhance already present resources? If not critical and redundant please explain how this request will provide additional value to your program. If this item promotes equity in your program, please explain.

### **Sustainability / Recurring Costs**

What, if any, ongoing maintenance and licensing costs will your request require? If your request requires ongoing maintenance, what funding source have you identified?

### **Innovation / Expansion**

How does your request improve the current learning environment, campus service, or operating conditions on campus?

Trait	Low (1 point)	Medium (2 or 3 points)	High (4 or 5 points)	Weight	Score
<b>Program's Ranking</b>	5 or more	3-4	1 -2	2	
<b>Criticality Impact on the Learning or Operating Environment</b>	Supplemental to the critical path. Provides additional value to the program activity but is not required to satisfactorily complete the activity. High cost to expected benefits. The existing equipment is within the first 50% of its expected useful life.	Some need for equipment to complete the critical path. Some redundant or alternative equipment are available. Normal cost to expected benefits. The existing equipment is within the last 50% of its expected useful life.	Essential equipment need, or is a compliance issue, in the critical path (no redundancy). If this equipment is not properly functioning the program's activities will stop. Low cost to expected benefits and association to other resource requests. The existing equipment exceeds its expected useful life.	2	
<b>Age of Initiative</b>	First year requested	Requested last year	Requested multiple years	1	
<b>Sustainability Recurring Costs</b>	Requires substantial additional maintenance budget.	Requires some additional maintenance budget.	Maintenance is already budgeted.	1	
<b>Innovation / Expansion</b>	Maintains the status quo.	Integrates or optimizes existing equipment.	Significantly improve the current learning, services, or operating environment.	2	
			<b>Total Score</b>		

## Appendix E – Facilities Prioritization Rubric

This guide outlines the criteria the Facilities Operation Group and the Budget Resource Committee will use to evaluate your resource requests. Please answer all requested questions accordingly.

### **Criticality: Impact on the Learning or Operating Environment**

In a few sentences explain how critical this request is to your program's goals. How does this request improve the environment as it relates to increased access or productivity? Does it resolve a compliance, structural or environmental systems deficiency?

### **Costs/Benefits**

Please describe how this request will benefit your program. For example, if your program is an academic department how many courses will use the resource and how many students will utilize this resource over the course of a semester? If your program is a Student Success program, what percentage of your students will benefit from this resource? If your program is under Business and Administrative Services, what uses will the request fulfill?

### **Sustainability/Recurring Costs**

What kind of ongoing maintenance costs does this request require? If your request requires ongoing maintenance costs, what funding source have you identified to cover these costs?

### **Innovation**

How does this request improve the current learning environment, campus services or operating conditions on campus?

Trait	Low (1 point)	Medium (2 or 3 points)	High (4 or 5 points)	Weight	Score
<b>Division's Program Review Ranking</b>	Low	Medium	High	2	
<b>Age of Initiative</b>	First year requested	Requested last year	Requested multiple years	1	
<b>Criticality Impact on the Learning or Operating Environment</b>	Aesthetics or reorganization accommodation renovations.	Significantly improves the environment. Increases access or productivity.	Resolves major compliance, structural or environmental systems deficiencies.	2	
<b>Costs/Benefits</b>	High costs to expected benefits.	Normal costs to expected benefits.	Low costs to expected benefits.	1	
<b>Sustainability Recurring Costs</b>	Requires a substantial additional maintenance budget.	Requires some additional maintenance budget.	Maintenance costs are already budgeted.	1	
<b>Innovation</b>	Maintains the status quo.	Integrates or optimizes existing facilities.	Significantly improves the current learning, services, or operating environment.	1	
			<b>Total Score</b>		



## Appendix F – Technology Prioritization Rubric

This guide outlines the criteria the Technology Advisory Group and the Budget Resource Committee will use to evaluate your resource requests. Please answer all requested questions accordingly.

### **Alignment to the Technology Master Plan**

In a few sentences describe how your request aligns with the Technology Master Plan (TMP found here: <https://www.venturacollege.edu/committees/college-planning-committee>). Does the request align with a current master plan project already in process and/or does it align with the Master Plans standards? If it does not align with the Master Plans standards, projects or directions please elaborate on how your request will further the college’s mission and goals.

### **Criticality: Impact on the Learning or Operating Environment**

In one or two sentences explain how critical this request is to your program’s goals. Is it essential to the success of your program? If so please explain why. Does this request duplicate or enhance already present resources? If not critical and redundant please explain how this request will provide additional value to your program.

### **Life Cycle**

If this request replaces or updates a current resource please answer the following questions about the CURRENT resource your request would replace. What is the age of the current resource? Is the current resource still functional? Did the current resource meet its expected useful lifetime?

### **Costs/Benefits**

Which facets of your program will use resource? For example if your program is an academic department how many courses will use the resource and how many students will utilize this resource over the course of a semester? If your program is a Student Success program what percentage of your students will use this resource? If your program is under Business and Administrative Services what uses will the request fulfill?

### **Sustainability/Recurring Costs**

What if any ongoing maintenance and licensing costs will your request require? If your request requires ongoing maintenance or licensing costs what funding source have you identified to cover those expenses?

### **Innovation**

How does your request improve the current learning environment, campus service, or operating conditions on campus?

Trait	Low (1 point)	Medium (2 or 3 points)	High (4 or 5 points)	Weight	Score
<b>Age of Initiative</b>	Low - Current Year	Medium - Prior Year	High or Required - Older	1	
<b>Other Equivalent Facilities or Technology Currently Available</b>	Facilities or technologies are available on the same building floor used by the program.	Facilities or technologies are available in the same or adjacent building used by the program.	Facilities or technologies are available more than a 5+ min walk across campus.	1	
<b>Alignment to the Technology Master Plan</b>	Does not align to the technology master plan's standards, projects, or directions.	Aligns with the technology master plan's standards, projects or directions.	Is aligned with one of the technology master plan's projects scheduled implementation.	2	
<b>Criticality Impact on the Learning or Operating Environment</b>	Supplemental to the critical path. Provides additional value to the program activity but is not required to satisfactorily complete the activity.	Required technology to complete the critical path. Some redundant or alternative technologies are available.	Essential technology in the critical path (no redundancy). If this technology is not properly functioning the program's activities stop.	2	
<b>Life Cycle</b>	The existing technology is within the first 50% of its expected useful life.	The existing technology is within the last 50% of its expected useful life.	The existing technology exceeds its expected useful life.	1	
<b>Costs/Benefits</b>	High costs to expected benefits.	Normal costs to expected benefits.	Low costs to expected benefits.	1	
<b>Sustainability Recurring Costs</b>	Requires substantial additional maintenance or licensing budget.	Requires some additional maintenance or licensing budget.	Maintenance or licensing costs are already budgeted.	1	
<b>Innovation</b>	Maintains the status quo.	Integrates or optimizes existing technologies.	Creates the potential to significantly improve the current learning, services, or operating environment.	2	
			<b>Total Score</b>		