

## Admissions and Records

### ADM2002

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**Objective:** Increase the transition rate of admitted students from admission to enrollment by 10% over the next five years through enhanced support services, personalized outreach, and early engagement strategies.

2024-2025

**New/Replacement:** New

**Priority:** 02

**Previously Requested in Years:** 2019-2020; 2020-2021; 2021-2022; 2022-2023; 2023-2024

**Primary Contact:** Gaby Asamsama-Acuna

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**Resource Request Description:** Student Success & Support Specialist II - Enrollment

**How critical is this position to your program's ability to function?** The Student Success & Support Specialist II position is critical to the Admissions and Records programs ability to function effectively by addressing essential program needs and supporting growing demands. As the department aims to increase the transition rate from admission to enrollment by 10%, this role will manage high-volume administrative tasks, such as processing forms and responding to student inquiries, ensuring timely communication and personalized outreach. Without this position, the department risks delays in processing, decreased student engagement, and missed enrollment opportunities, which would negatively impact the programs ability to meet institutional goals for student retention and success.

**Impact of position on campus and/or community:** The Student Success & Support Specialist II position is essential for enhancing the Admissions and Records program's ability to increase the transition rate of admitted students from admission to enrollment by 10%. This role would provide specialized, high-level support by managing complex student cases, offering personalized outreach, and ensuring seamless coordination between departments. With its focus on student success, this position would help reduce barriers to enrollment, increase retention, and foster stronger connections with underrepresented populations. The impact would extend beyond the campus by improving access to higher education within the community, promoting equitable opportunities, and supporting the college's long-term goals for student achievement and regional developmen

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

The Student Success & Support Specialist II position that support student's enrollment aligns with Vision 2030 by promoting equitable access, retention, and student success, which are strategic priorities for California Community Colleges. This role is also critical in meeting state legislative mandates such as AB 705, which ensures students enroll in appropriate courses to accelerate their progress. Additionally, it supports compliance with accreditation standards by providing the necessary infrastructure to track and



Request Type: **Staff**

improve student outcomes, such as enrollment, retention, and degree completion. These functions are essential for meeting institutional goals and maintaining alignment with statewide educational priorities.

## Admissions and Records

### ADM2003

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**Objective:** Expand access to student services for veterans by enhancing outreach, streamlining support processes, and fostering stronger connections with campus and community resources.

2023-2024

**New/Replacement:** New

**Priority:** 01

**Previously Requested in Years:** 2019-2020; 2020-2021; 2021-2022; 2022-2023; 2023-2024

**Primary Contact:** Gabriella Asamsama-Acuna

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**Resource Request Description:** Student Success and Support Specialist II - School Certifying Official

**How critical is this position to your program's ability to function?** The Student Success and Support Specialist II School Certifying Official (SCO) is critical to the program's ability to function effectively, ensuring compliance with both Veterans Affairs (VA) recommendations and state regulations. With the Department of Veterans Affairs and the VA auditor Kevin Irons recommending one SCO for every 120 GI Bill beneficiaries, this role is essential to maintaining accurate certification, preventing compliance issues, and providing timely support. The position aligns with Vision 2030 by enhancing access to education for veterans, streamlining services, and supporting retention efforts, ensuring veterans receive the resources they need to succeed.

**Impact of position on campus and/or community:** The Student Success and Support Specialist II School Certifying Official (SCO) would significantly impact both the campus and surrounding community by enhancing access to education and support for veterans. This role ensures that veterans receive timely certifications for their benefits, promoting retention and success, and aligns with Vision 2030 goals to increase equitable access to education. The position fosters stronger partnerships between the college and veteran organizations, supporting smoother transitions from military to academic life and strengthening community ties through improved services for veterans and their families.

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

The Student Success and Support Specialist II School Certifying Official (SCO) position carries unique considerations tied to Veterans Affairs (VA) compliance and federal regulations. The VA mandates specific staffing ratios one SCO per 120 GI Bill beneficiaries, with additional recommendations by auditor Kevin Irons for optimal compliance ensuring timely certification of benefits. Non-compliance could jeopardize the institutions ability to serve veterans effectively and maintain accreditation. This role ensures adherence to these requirements, supports Vision 2030 goals of equitable access, and safeguards critical funding streams for both veterans and the college.

## Admissions and Records

### ADM2105

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**Objective:** Improve the efficiency of service document processing to enhance coordination with other departments and streamline operations for optimal performance.

2023-2024

**New/Replacement:** New

**Priority:** 03

**Previously Requested in Years:** 2019-2020; 2020-2021; 2021-2022; 2022-2023

**Primary Contact:** Gaby Asamsama-Acuna

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**Resource Request Description:** Student Success and Support Specialist II - Evaluator

**How critical is this position to your program's ability to function?** The Student Success and Support Specialist II - Evaluator is essential to maintaining compliance with AB 789, which requires California community colleges to evaluate and award credit for prior learning. This role will ensure that credits for work experience, military service, and other prior learning are evaluated swiftly and accurately, enabling students to advance toward graduation without unnecessary delays. Without this dedicated position, the program risks significant processing delays, potentially disenfranchising students and negatively affecting retention and completion rates. This position is integral to meeting the growing demand for prior learning evaluations while ensuring that Ventura College remains compliant with state mandates.

**Impact of position on campus and/or community:** This position will have a profound impact on both the campus and the surrounding community by improving access and equity for students, particularly veterans, adult learners, and non-traditional students. By ensuring timely and accurate evaluations of prior learning, the Student Success and Support Specialist II will help students progress more quickly toward degree completion, saving them time and money. This directly supports Vision 2030's goal of increasing student success and equity in education. Additionally, it will enhance Ventura College's role as a key educational institution within the community, attracting more students who seek to leverage their prior experiences toward academic credentials.

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

This position is critical for ensuring compliance with AB 789, a legislative mandate that demands California community colleges evaluate and award credit for prior learning experiences such as military service, work experience, and certifications. Failing to comply not only jeopardizes the institutions ability to meet state requirements but also puts Ventura Colleges accreditation at risk, as accrediting bodies closely scrutinize adherence to state laws. Beyond compliance, this role is essential for ensuring that non-traditional students, including veterans and working adults, receive the recognition they deserve for their prior learning, thus improving educational equity. This position also supports Vision 2030 by promoting equitable access and accelerating student progress toward degree completion, which is



Request Type: **Staff**

crucial for meeting the states long-term educational goals. Without this position, the college risks falling behind on state-mandated evaluations, diminishing its ability to attract and serve diverse student populations, and potentially losing its standing as a competitive, inclusive educational institution.

## **Architecture, Drafting, and Construction Technology**

### **ARC2103**

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**Objective:** Increase student success rate

2023-2024

**New/Replacement:** New

**Priority:** 03

**Previously Requested in Years:** 2020-2021; 2019-2020; 2018-2019; 2017-2018; 2016-2017; 2015-2016; 2014-2015; 2013-2014; 2012-2013; 2021-2022; 2022-2023

**Primary Contact:** Ralph Fernandez

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**Resource Request Description:** Lab Technician

A Lab Technicians provide essential supervision and oversight for the protection and safety of students.

The position would assist in the daily repair, maintenance, and care of equipment.

Students would be assisted in the proper use of use of equipment. Proper use of equipment helps ensure the safety of students and mitigates misuse of equipment causing constant equipment repair.

This position would help strengthen and support the following programs: Architecture, Construction, Drafting, Engineering and Manufacturing.

**How critical is this position to your program's ability to function?**

**Impact of position on campus and/or community:**

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

**Art****ART2110**

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**Objective:** Support Student Safety and Completion of Studio Art Lab Courses

2020-2021

**New/Replacement:** New

**Priority:** 02

**Previously Requested in Years:** 2020-2021; 2021-2022

**Primary Contact:** Monica Furmanski

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**Resource Request Description:** Request ILT Photography position 100%. This is an essential position for the Photography Program.

We are putting students safety at risk by not having a Photography ILT on staff. There are many chemicals used in the Photography lab, and the ratio of students-to-faculty requires an additional employee in the photography lab area. This facility is made up of several different rooms (wet-lab/dark room, preparation room, and instructional classroom) and students can be in any given area of the facility at any time during the lab portion of the class session. The faculty member cannot be in all places at one time. Having an ILT in this area will provide the much needed increase in oversight of the facility and chemicals, but also the much needed added support directly provided to the students. The person hired into this position will be expected to: (1) Maintain photography wet lab as well as the photography computer lab; (2) Maintain inventory, including 125 individual cameras, chemicals, supplies, and materials; (3) Supports student success as well as safety in the studio/lab; (4) Maintain of computer equipment and enlargers; managing repair budget; interfacing with computer technicians (I.T.).

**How critical is this position to your program's ability to function?**

**Impact of position on campus and/or community:**

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

## Athletics/Kinesiology

### A/K2403

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**Objective:** Increase student enrollment, success, and transfer rates by 5%

2024-2025

**New/Replacement:** New

**Priority:** 03

**Previously Requested in Years:**

**Primary Contact:** James Walker

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**Resource Request Description:** FT Athletic Trainer

**How critical is this position to your program's ability to function?** We currently have 2 Full Time Athletic Trainers currently servicing 350-400 student athletes. Our training staff is being stretched with practices and games throughout the day and also on weekends. We are not adequately serving all our student athletes if practices are late at night or early in the morning.

**Impact of position on campus and/or community:** A third Athletic Trainer would give student athletes more coverage for practices and also split the athletic training load so we can avoid burn out from our Athletic Training Staff. This also gives us the ability to possibly add Women's sport(s) when the opportunity presents itself.

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

The National Athletic Trainers Association recommends 4.31 Athletic Trainers for the size of our Athletic Department



## **Automotive/Diesel**

### **AUT2202**

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**Objective:** Stabilize and improve automotive and diesel student success rates greater than 85%.

2024-2025

**New/Replacement:** New

**Priority:** 04

**Previously Requested in Years:**

**Primary Contact:** Russell Gardner

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**Resource Request Description:** Permanent part-time Instructional Lab Technician

**How critical is this position to your program's ability to function?** Currently the Automotive program runs 1 18-week course and depending on demand, a 2nd 18-week course in the evening. This requires an additional ILT to help facilitate the evening classes. As the Diesel program advances, we will introduce 1 additional 18-week course to run at night increasing the demand for the ILT position. Without this ILT we cannot run our current evening courses. A provisional ILT is currently being utilized.

**Impact of position on campus and/or community:** Traditionally evening classes are important to CTE programs. As students secure positions in industry, taking an evening class alleviates the stress of taking time off from a new position in the field. Our evening classes are designed for students already working in the field and wanting to advance their career. Not being able to offer this flexibility will impact the student success rate and community involvement negatively.

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

Minimum qualifications are 3 years experience in the field.

## Basic Needs

### **BN1905**

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**Objective:** Enhance the Basic Needs Peer Ambassador Program through targeted hiring, comprehensive training, and ongoing professional development to empower ambassadors in effectively supporting their peers and promoting awareness of available resources.

2024-2025

**New/Replacement:** New

**Priority:** 06

**Previously Requested in Years:** 2019-2020; 2020-2021; 2021-2022; 2022-2023; 2023-2024

**Primary Contact:** Alma Rodriguez

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**Resource Request Description:** The Basic Needs Office currently operates with just one full-time employee, making it essential to secure funding for at least five Basic Needs Student Ambassadors. These ambassadors will help us address departmental needs, meet state funding objectives, and increase awareness of our programs and services. We will prioritize hiring students through Federal Work-Study or Basic Needs funds before considering other funding sources

**How critical is this position to your program's ability to function?** This position is critical to the program's overall functionality. With only one permanent staff member currently available, the addition of a Basic Needs Peer Ambassador is essential for effectively managing daily operations and providing necessary support to students. This role not only facilitates peer-to-peer outreach but also ensures that students receive timely assistance and resources. Without this position, our ability to deliver comprehensive support and maintain program growth would be significantly hampered, ultimately affecting the well-being of our student community.

**Impact of position on campus and/or community:** This position would have a profound impact on both the campus and the surrounding community. By facilitating peer support and outreach, the Basic Needs Peer Ambassador would enhance awareness of available resources, helping to reduce stigma around seeking assistance. This role would empower students to access vital services, fostering a sense of community and collaboration on campus. Additionally, by improving the overall support network, the ambassador could contribute to higher retention and success rates among students facing basic needs challenges, ultimately benefiting the broader community by promoting academic achievement and well-being.

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

Yes, there are several unique considerations for this position. It must comply with specific legislative requirements related to student support services, including adherence to state and federal guidelines governing basic needs programs. Additionally, the role aligns with accreditation standards that emphasize the importance of accessible and effective support services for students. Ensuring



Request Type: **Staff**

compliance with these requirements is crucial for maintaining program integrity and delivering effective assistance to the student population, ultimately contributing to their success and well-being.

## Basic Needs

### BNC2401

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**Objective:** Secure funding to enhance awareness of Basic Needs Office services and support students with CalFresh applications, housing referrals, and community resources, ensuring greater access to vital assistance.

2024-2025

**New/Replacement:** New

**Priority:** 01

**Previously Requested in Years:**

**Primary Contact:** Alma Rodriguez

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**Resource Request Description:** We request funding to hire a Basic Needs Center Program Coordinator II to enhance our ability to meet the growing needs of our students. This position will focus on increasing awareness of Basic Needs Office services, coordinating outreach efforts for CalFresh applications, and facilitating housing referrals and access to community resources. The Program Coordinator will also be responsible for developing partnerships with local organizations, ensuring effective program implementation, and providing training for staff and peer ambassadors. By securing this position, we aim to improve overall program coordination, enhance student support services, and ultimately increase access to vital resources for our student population.

**How critical is this position to your program's ability to function?** This position is critical to the program's overall functionality. The Basic Needs Center Program Coordinator II will play a key role in organizing and overseeing outreach efforts, managing partnerships, and ensuring effective service delivery to students. Without this dedicated coordinator, our ability to implement initiatives to raise awareness, facilitate CalFresh applications, and connect students with essential resources would be severely limited. This position is essential for streamlining operations, enhancing collaboration, and ensuring that we can meet the diverse needs of our student population, ultimately supporting their academic success and well-being.

**Impact of position on campus and/or community:** This position would have a significant impact on both the campus and the surrounding community by enhancing the visibility and accessibility of Basic Needs services. The Program Coordinator will facilitate targeted outreach efforts, ensuring that more students are aware of and can access vital resources like CalFresh, housing referrals, and community support. By fostering partnerships with local organizations, this role will strengthen community ties and create a network of support that benefits both students and families in need. Ultimately, the presence of a dedicated coordinator will help reduce food insecurity and other basic needs challenges, contributing to a healthier, more resilient campus environment and community.

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**



## Request Type: **Staff**

Yes, there are several unique considerations for this position. The Program Coordinator must adhere to specific legislative requirements related to food assistance and housing programs, including compliance with state and federal regulations governing CalFresh eligibility and application processes. Currently, oversight of these initiatives falls to the Financial Aid Officer, who manages this responsibility without additional compensation, which limits their capacity to focus on their primary duties. This role must also align with accreditation standards that emphasize accessible support services for students. Ensuring compliance with these regulations is essential for maintaining program integrity and effectively delivering assistance, ultimately enhancing the success and well-being of our student population. Additionally, the coordinator will need to stay updated on any changes in legislation or funding opportunities that could impact program delivery.

## Basic Needs

### BNC2402

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**Objective:** Secure funding to enhance awareness of Basic Needs Office services and support students with CalFresh applications, housing referrals, and community resources, ensuring greater access to vital assistance.

2024-2025

**New/Replacement:** New

**Priority:** 02

**Previously Requested in Years:**

**Primary Contact:** Alma Rodriguez

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**Resource Request Description:** We propose the development of a Basic Needs Center Assistant position (similar to the Student Services Assistant) to enhance operations at the VC Basic Needs Center. This role is essential for providing much-needed support to our department, allowing us to better serve students facing food and basic insecurities. By adding this position, we can improve our service delivery, streamline processes, and ensure that all students have access to the resources they need to thrive. Your support in funding this position is vital for the continued success of our program.

**How critical is this position to your program's ability to function?** The Basic Needs Center Assistant position is essential to our program's functionality, enabling us to effectively meet the increasing demand for services. By managing daily operations, the assistant will allow our staff to focus on strategic initiatives and direct student support, enhancing our overall service delivery. This role will significantly improve response times, ensuring that students receive timely assistance and that no one falls through the cracks. Additionally, the assistant will drive outreach efforts, increasing awareness and engagement with our services, while also supporting resource management in the food pantry. Ultimately, this position is crucial for expanding our capacity to support students facing food and basic insecurities, allowing us to fulfill our mission more effectively.

**Impact of position on campus and/or community:** With over 70% of responses on our Basic Needs Center Intake form indicating that students need assistance applying for CalFresh and accessing food and basic essentials, the Basic Needs Center Assistant position is crucial. This role will significantly enhance the efficiency and effectiveness of our services, directly improving student access to essential resources like food and housing assistance. As more students receive the support they need, we can expect higher retention rates and improved academic success, fostering a healthier campus environment.

Additionally, the assistants outreach efforts will strengthen community ties by raising awareness of available resources both on campus and with local partners and organizations. This collaboration can create additional support networks for students, ultimately benefiting the broader community. In



Request Type: **Staff**

summary, this position is vital for cultivating a supportive and engaged campus culture while addressing food insecurity and basic needs within our community.

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

Yes, there are specific considerations unique to this position. Every California community college is mandated to have a Basic Needs Center on campus to support student success. To meet this requirement, we must ensure the center is properly staffed to effectively serve our students. Additionally, compliance with Californias student equity and achievement regulations is essential, as these frameworks emphasize the importance of addressing the diverse needs of all students, particularly those facing food and basic insecurities. By hiring a Basic Needs Center Assistant, we can better align with these legislative and accreditation requirements, ultimately enhancing our capacity to support student well-being and success.

## Basic Needs

### **BNO2301**

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**Objective:** Create a streamlined intake process within five years to facilitate seamless access to basic needs services and resources for students, improving efficiency and enhancing their overall experience.

2024-2025

**New/Replacement:** New

**Priority:** 05

**Previously Requested in Years:** 2023-2024

**Primary Contact:** Alma Rodriguez

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**Resource Request Description:** Secure funding to hire a Basic Needs Office Assistant to strengthen support services for students, streamline office operations, and improve overall efficiency. This position will be instrumental in managing day-to-day administrative tasks, coordinating outreach initiatives, and assisting with the intake process for various services. By providing dedicated support, the assistant will enable staff to focus on direct student engagement and resource delivery, ensuring that students receive timely assistance with their basic needs. Additionally, this role will help maintain accurate records, facilitate communication, and enhance the overall effectiveness of the Basic Needs Office, ultimately leading to better outcomes for students.

**How critical is this position to your program's ability to function?** This position is essential for the effective operation of the Basic Needs Center. It will support all clerical duties, including marketing, website management, student announcements, form processing, and ordering supplies. Currently, these responsibilities are being managed by the Financial Aid Officer and the Administrative Assistant, which limits their ability to focus on their primary roles. Hiring a Basic Needs Office Assistant will improve efficiency and ensure that our services run smoothly.

**Impact of position on campus and/or community:** This position will significantly impact both the campus and the surrounding community by streamlining processes and enhancing efficiency within the Basic Needs Center. With dedicated support for clerical tasks, we can improve customer service, ensuring that students receive timely assistance and resources. This, in turn, fosters a more supportive environment, helping to address student needs more effectively and positively contributing to overall campus wellbeing.

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

Yes, there are several unique considerations for this position. It must adhere to specific legislative requirements related to student support services and compliance with state and federal guidelines for basic needs programs. Additionally, the position aligns with accreditation standards that emphasize the importance of accessible support services for students. Ensuring that these requirements are met is essential for maintaining program integrity and delivering effective support to our student population.





Request Type: **Staff**

## College Marketing

**MAR2201**

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**Objective:** Improve coordination and communication for campus-wide messaging encompassing academics, student services, programs, and events internally. The objective supports VC's Goal 1: Educational Master Plan - increasing our students' success while closing equity

2022-2023

**New/Replacement:** New

**Priority:** 01

**Previously Requested in Years:**

**Primary Contact:** Vanessa Stotler

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**Resource Request Description:** Hire a Marketing, Communications and Web Design Coordinator. The person is to take on web development and marketing needs that are crucial at the campus

**How critical is this position to your program's ability to function?**

**Impact of position on campus and/or community:**

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

## College Marketing

**Mar2202**

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**Objective:** Improve coordination and communication for campus-wide messaging encompassing academics, student services, programs, and events internally. The objective supports VC's Goal 1: Educational Master Plan - increasing our students' success while closing equity gaps.

2022-2023

**New/Replacement:** New

**Priority:** 02

**Previously Requested in Years:**

**Primary Contact:** Vanessa Stotler

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**Resource Request Description:** Adding an administrative assistant

**How critical is this position to your program's ability to function?**

**Impact of position on campus and/or community:**

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

## College Marketing

### MAR2401

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**Objective:** Enhance coordination and communication for campus-wide messaging related to academics, student services, programs, and events to ensure consistent, timely, and inclusive information dissemination. This objective aligns with Ventura College's Goal 1 o

2024-2025

**New/Replacement:** New

**Priority:** 01

**Previously Requested in Years:** 2022-2023

**Primary Contact:** Vanessa Stotler

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**Resource Request Description:** Brining on board a part-time permanent Marketing Communications and Web Design Coordinator

**How critical is this position to your program's ability to function?** very critical especially since there is no longer assistance for marketing at the district level.

**Impact of position on campus and/or community:** it would impact our ability to get information out to our students greatly

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

Remote position

## Counseling

### COU2002

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**Objective:** Reduce the number of students on academic notice by 10%

2024-2025

**New/Replacement:** New

**Priority:** 07

**Previously Requested in Years:** 2020-2021; 2021-2022; 2022-2023; 2023-2024

**Primary Contact:** Gema Sanchez

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**Resource Request Description:** Full-time Student Success and Support Specialist I-Bilingual

**How critical is this position to your program's ability to function?** The Student Success and Support Specialist I-Bilingual is an essential role needed in our department to work in collaboration with our Counseling Services Specialist and our Counselor to ensure all activities required by the Student Success and Support Program (SSSP) are completed. As per the requirements of SSSP, our college is required to provide all new matriculated students with an orientation, English and Math placement, and abbreviated education plan and follow up services to ensure they successfully reach their educational objectives. However, our college but specifically our department is missing the mark with many of the follow up services to our students because we do not have the necessary staffing to complete them.

This position would allow our department to provide intentional follow up services to students who are not doing well academically as well as those who are undecided and who have already completed at least 15 credit units at VC. Additionally, the SSSP I Bilingual would assist in providing evening coverage for our counseling front desk and work closely in collaboration with our counselors and counseling services specialist to ensure we are providing services to post traditional students and those students who are not doing well academically.

The SSSP position would assist counselors in connecting students with necessary resources and more importantly would assist our department in ensuring that all newly matriculated students complete all aspects of 3SP. Additionally, this position would assist the department in offering workshops on academic standing, registration, and study skills that would further support the success of our students.

**Impact of position on campus and/or community:** This position would have a great positive impact on our campus and surrounding community because it would free up counselor availability to ensure counselors are focusing on meeting and assisting students rather than having to do many administrative duties and student follow via email and text. Further, this position would provide further coverage in our office with bilingual services to ensure we are able to answer the communities questions and can assist them effectively. The SSSP I would also serve as an additional liaison between counselors and instructional faculty to assist in providing services to our instructional colleagues as it relates to study skills workshops and presentations to connect students to services.



Request Type: **Staff**

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

As per the goals of Vision 2030 and with the recent implementation of parts of AB 928 and the upcoming implementation of AB 1111 and AB 1705, we need this position to assist us reaching out to students for follow up services. This position would closely monitor students missing any activities related to SSSP as well as check on the academic progress of our students to ensure our counselors are providing proactive instead of reactive services. The sooner we can set students on the right path, the more likely that they are to complete their educational goal at the community college.

## Counseling

### COU2203

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**Objective:** Increase the number of Comprehensive Education plans for students with 15 units to 75%  
2024-2025

**New/Replacement:** Replacement

**Priority:** 01

**Previously Requested in Years:** 2022-2023; 2023-2024

**Primary Contact:** Gema Sanchez

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**Resource Request Description:** Full time Counseling Services Specialist

**How critical is this position to your program's ability to function?** The Counselor Services Specialist is critical to our program's ability to function because per the Student Success and Support Program (SSSP), we are required to provide new matriculated students with an orientation, placement for English and Math courses, and abbreviated education plan and follow up services to ensure they successfully achieve their educational objectives.

Part of our follow up services include doing intentional follow up with students once they reach 15 units at Ventura College to ensure the student has a clearly identified goal and a comprehensive education plan to match that goal.

Additionally, part of these services includes checking on students academic standing to ensure they are successfully passing their courses and are referred and connect to services when they need it.

In collaboration with our counselors, the Counselor Services Specialist serves as a lead for the majority of these follow up activities. The Counselor Services Specialist leads marketing campaigns to invite students to meet with a counselor, runs reports to identify students who are not doing well academically or a nearing degree completion, sends students email or text messages with information about their major, transfer or resources and connects them to other support services as necessary. Without this role in our program, those responsibilities have fallen on counselors and while they are getting completed, this is taking time away from actual student appointments which is not a great option.

**Impact of position on campus and/or community:** This position would have a great positive impact on our campus and surrounding community because it would free up counselor availability to ensure counselors are focusing on meeting and assisting students rather than running marketing campaigns, reports or trying to call or email students to invite them to come to our office. Additionally, it allows our department to reach out to students sooner regarding not doing well academically or if they are nearing degree completion.

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**



Request Type: **Staff**

As per the goals of Vision 2030 and with the recent implementation of parts of AB 928 and the upcoming implementation of AB 1111 and CalGETC we need this position to assist us with our intentional efforts to have all students have current education plans that will lead to degree completion and/or transfer. Additionally, major changes with AB 1705 math placement will be implemented in Fall 2025 which means our students need to well informed about their options and how that can potentially affect their current goal. This position is critical for the success of our department and our students to ensure we are reaching as many students as possible and helping them reach their educational goal at the community college.

## Distance Education

### DIS2202

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**Objective:** Increase and Sustain Online Student Support and DE Program Support

2024-2025

**New/Replacement:** New

**Priority:** 03

**Previously Requested in Years:** 2022-2023; 2023-2024

**Primary Contact:** Brook Masters

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**Resource Request Description:** Part-time Instructional Technology Support Assistant

**How critical is this position to your program's ability to function?** Having the assistant position lessens the load on the full time Instructional Technologist Designers. Distance Education courses including fully online, hybrid, and web-enhanced modalities have increased sharply due to post-pandemic shifts. As a result, the workload of the DE Team has exceeded the team's capacity.

In order to provide on-going support for the required services (student support desk and orientation, faculty training, course quality review, accessibility compliance, and other intuitional initiatives (e.g., PACE Program), the DE Team needs an additional dedicated support staff member. The complexity of the work tasks necessitate a classified professional to fill the role. Additionally, the unreliability, turnover, and time-commitment to search for, train, and manage new student workers requires time from the ITDs that make it difficult to also meet the needs of the institution.

A dedicated full or part-time Instructional Technology Support Assistant would allow the DE department to meet the capacity of services to create a sustainable and robust DE program that can keep up with institutional requirements and past-paced growth in the areas of accreditation, Title 5, the CVC MOU, and Accessibility Section 508 compliance.

Without CARES/HEERF funds, there is no specific funding source to support and sustain these required student-facing initiatives.

**Impact of position on campus and/or community:** This would make it easier for the full-time ITDs to focus on the projects that are more critical to student equity and success and ensure sustainability for both faculty and students. It would all the DE team members to increase their involvement in committee meetings, professional development activities, and sophisticated usage of our complex software systems.



The department/division will be severely compromised if additional classified professionals are not hired:

1. The institution will be compromised if we do not have a dedicated staff member to lead Section 508 accessibility compliance efforts for online learning. The institution may be vulnerable to litigation if a complaint were brought forth from a student. This has happened recently with Los Angeles Community College and because of the viral video in 2021 and subsequent investigation of an Oxnard instructor's interactions with a deaf student, Ventura College has faced more public scrutiny for accessibility since then.

Other employees in the department/division have been working overtime or out of class in order to meet the needs that would be met by the requested position:

1. Every semester start, the DE team works overtime to keep up with the demands of last-minute EAC requests (video captioning, adding/removing interpreters from classes, document/course remediation), responding to the DE Student Help Desk and DE Faculty Help Desk calls/emails, and hosting important DE faculty training (FLEX) events.

2. Due to exhaustion of resources, DE has worked with the EAC Alternate Media Specialist to assist with document remediation for larger and complex accessibility projects. This person was only allowed to work overtime on these projects.

Provisional, seasonal or other temporary employees are not an option due to confidentiality or security issues, or because of the level of training required to perform the functions of the position.

1. Reviewing and remediating online courses for accessibility (508 compliance) is a specialized and technical skill that is ever evolving. We have had some success training student workers and other classified staff to assist with basic accessibility support like captioning or checking Canvas content, but the high turnover, lack of interest, and technical complexity of tasks remain a barrier to meeting the needs of the college.

2. Student workers who support our DE Student Help Desks and DE Orientations require a significant amount of technical training and some FERPA training. It is a significant investment that we have to make nearly every semester and we have been unable to maintain continuous support for these departmental needs as student workers graduate, change fields, and have limited availability.

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

This position would provide direct services to students to comply with the following regulations or requirements:

1. Section 508 of the Federal Rehabilitation Act of 1973: Assisting with institution-wide digital course materials remediation projects to ensure that online courses utilize technology and materials that comply with the accessibility requirements. Due to the large and complex scope of accessibility projects, the requested position is necessary to enable the department to meet legal mandates and/or standards compliance.
2. ACCJC Accreditation Standards – Standard II: Student Support Services (C3): Assisting with DE Student Support Desk and DE Student Orientations. Due to the unreliability and turnover of student staff who have assisted with this in the past, the requested position is necessary to enable the department to meet the standards compliance (ER 15).
3. CA Ed Code Title 5 (Regular Effective Contact) and ACCJC DE accreditation standards for Regular Substantive Interaction: Assisting with course quality reviews/redesign projects, faculty support, and effective implementation of instructional technology. Due to a large number of online courses and modalities offered, this position is necessary to support DE in making an impact with projects that ensure alignment with these state, federal, and accreditation requirements.
4. California Virtual Campus-Online Education Initiative MOU: By assisting with course quality review projects for local Peer Online Course Review. Due to the complexity and scale of CVC quality alignment, this position is necessary to meet the requirement to demonstrate progress toward the required alignment of at least 20% of online courses or sections within two (2) academic years of establishing a local POCR process. VC established local POCR in Spring 2022.

## East-Campus Programs

### ENG2402

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**Objective:** Increase Off-Campus Enrollment by 12%

2024-2025

**New/Replacement:** New

**Priority:** 02

**Previously Requested in Years:**

**Primary Contact:** Kenya Johnson

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**Resource Request Description:** Hire a Program Coordinator II (Bilingual) to assist with growth and program development for ESL at VC.

**How critical is this position to your program's ability to function?** The Program Coordinator II (Bilingual) is highly critical to the ESL programs ability to function. In recent years VC's ESL program has seen significant growth. For example there was a 140% growth in headcount from Fall 23 to Fall 24 in the ESL program. The program was able to grow due to the support of provisional staff at East Campus who have been tasked with helping plan and develop the supports offered to students such as providing out of the classroom wrap around services and support including registration and onboarding, outreach and recruitment efforts. The program has grown as much as it can with the current staffing model. At this time more staff is needed to help support additional growth and successful transfer of students interested in taking for credit courses. The program is thriving at our East Campus and there is a need to also grow the program at Ventura Campus which would require more coordination and collaboration across campus.

The ESL/ENGM Program Coordinator position is critical to our program's ability to function effectively due to the following factors:

**Program Complexity:** ESL is more than an academic program; it's comparable to MESA or the Veteran's Center in supporting a specific disproportionately impacted student population.

**Rapid Growth Management:** With our 299% enrollment increase over four years, dedicated support is crucial to managing this growth effectively.

**Student Support:** ESL students often face unique barriers, including low technology skills and limited English proficiency. A bilingual coordinator is essential to provide specialized assistance.

**Registration Process:** The position is critical for implementing and managing an abbreviated ESL registration process, reducing barriers for our student population.

**Evening Program Support:** With classes running until 9pm, dedicated evening support is necessary for student success and retention.

Communication Management: Centralized management of ESL-specific communication channels (email, social media, schedules) is crucial for program cohesion and student outreach.

**Impact of position on campus and/or community:** This position would have significant impact on both the campus and community:

Improved Access: By facilitating an easier registration process and providing bilingual support, this position would enhance access to education for the local multilingual community.

Student Success and Equity: Dedicated support would contribute to improved student success rates and promote equity for this disproportionately impacted population.

Community Outreach: The coordinator would attend community events, strengthening the college's presence in the multilingual community.

Cross-Campus Collaboration: By liaising with various departments (Admissions & Records, Welcome Center, Academic Counselors), this position would enhance cross-campus collaboration.

Program Visibility: Management of ESL social media and participation in outreach events would increase program visibility in the community.

Support for East Campus Growth: This position is crucial for supporting the growth of East Campus towards center status by facilitating program expansion.

California's Vision 2030 emphasizes the expansion of noncredit courses as part of its broader strategy to improve access to education and enhance student success. Noncredit courses can provide essential skills and training, particularly for adult learners and those seeking career advancement.

Expanding noncredit offerings such as ESL is seen as a way to address workforce needs, promote lifelong learning, and support equity in education by providing more accessible pathways to higher education and skill development.

Adding staff to strategically support the expansion of our ESL program has the potential to transform lives and broaden opportunities for members of our local community, particularly for those facing challenges due to language barriers.

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

This position has several unique considerations:

Bilingual Requirement: The position requires bilingual (English/Spanish) skills to effectively serve our student population, a unique requirement for this role.

Specialized Knowledge: The coordinator needs specific training in ESL registration processes and Guided Self-Placement, requiring specialized knowledge beyond typical staff roles.

Evening Hours: This position uniquely requires frequent evening availability to support classes and registration events running until 9pm.



## Request Type: **Staff**

**Multi-Campus Support:** The role involves supporting both the Ventura Campus and East Campus, requiring flexibility and understanding of different campus environments.

**Equity Focus:** In line with the college's status as a Hispanic Serving Institution and the 2024-2030 Educational Master Plan Goal 1: Equity in Access, this position has a unique focus on improving equity for a specific student population.

**Legislative Alignment:** While not directly tied to specific legislation, this position supports the intent of laws like AB1705 by facilitating easier access to and progression through ESL courses.

## **EOPS**

### **EOP1905**

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**Objective:** Increase EOPS students eligibles by 50%

2023-2024

**New/Replacement:** New

**Priority:** 01

**Previously Requested in Years:** 2014-2015; 2015-2016; 2016-2017; 2017-2018; 2018-2019; 2019-2020; 2020-2021; 2021-2022; 2022-2023

**Primary Contact:** Paula Munoz

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**Resource Request Description:** EOPS Bilingual Recruiter/Outreach Part-time

**How critical is this position to your program's ability to function?**

**Impact of position on campus and/or community:**

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

## ESL - East Campus

### ESL2403

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**Objective:** Improve fall-to-spring and fall-to-fall persistence by 20%.

2024-2025

**New/Replacement:** New

**Priority:** 03

**Previously Requested in Years:**

**Primary Contact:** Kenya Johnson

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**Resource Request Description:** [Support for East Campus Division Request] Hire a full-time Program Coordinator II (bilingual) to increase classified support for the ESL program

**How critical is this position to your program's ability to function?** The ESL/ENGM Program Coordinator position is critical to our program's ability to function effectively due to the following factors:

**Program Complexity:** ESL is more than an academic program; it's comparable to MESA or the Veteran's Center in supporting a specific disproportionately impacted student population.

**Rapid Growth Management:** With our 299% enrollment increase over four years, dedicated support is crucial to manage this growth effectively.

**Student Support:** ESL students often face unique barriers, including low tech skills and limited English proficiency. A bilingual coordinator is essential to provide specialized assistance.

**Registration Process:** The position is critical for implementing and managing an abbreviated ESL registration process, reducing barriers for our student population.

**Evening Program Support:** With classes running until 8pm, dedicated evening support is necessary for student success and retention.

**Communication Management:** Centralized management of ESL-specific communication channels (email, social media, schedules) is crucial for program cohesion and student outreach.

**Impact of position on campus and/or community:** This position would have significant impact on both the campus and community:

**Improved Access:** By facilitating an easier registration process and providing bilingual support, this position would enhance access to education for the local multilingual community.

**Student Success and Equity:** Dedicated support would contribute to improved student success rates and promote equity for this disproportionately impacted population.

**Community Outreach:** The coordinator would attend community events, strengthening the college's presence in the multilingual community.



## Request Type: **Staff**

**Cross-Campus Collaboration:** By liaising with various departments (Admissions & Records, Welcome Center, Academic Counselors), this position would enhance cross-campus collaboration.

**Program Visibility:** Management of ESL social media and participation in outreach events would increase program visibility in the community.

**Support for East Campus Growth:** This position is crucial for supporting the growth of East Campus towards center status by facilitating program expansion.

### **Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

This position has several unique considerations:

**Bilingual Requirement:** The position requires bilingual (English/Spanish) skills to effectively serve our student population, a unique requirement for this role.

**Specialized Knowledge:** The coordinator needs specific training in ESL registration processes and Guided Self-Placement, requiring specialized knowledge beyond typical staff roles.

**Evening Hours:** This position uniquely requires evening availability to support classes and registration events running until 8pm.

**Multi-Campus Support:** The role involves supporting both the main Ventura College campus and East Campus, requiring flexibility and understanding of different campus environments.

**Equity Focus:** In line with the college's status as a Hispanic Serving Institution and the 2024-2030 Educational Master Plan Goal 1: Equity in Access, this position has a unique focus on improving equity for a specific student population.

**Legislative Alignment:** While not directly tied to specific legislation, this position supports the intent of laws like AB1705 by facilitating easier access to and progression through ESL courses.



## Facilities, Maintenance, and Operations

### FMO1704 Sprinkler Repair Technician

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**Objective:** Improve Customer Focus

2024-2025

**New/Replacement:** New

**Priority:** 02

**Previously Requested in Years:** 2020-2021; 2019-2020; 2017-2018; 2016-2017; 2015-2016; 2014-2015; 2021-2022; 2022-2023; 2023-2024

**Primary Contact:** Jesse Sluder

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**Resource Request Description:** The Sprinkler Repair Technician will serve to maintain and repair the campus irrigation infrastructure (piping) and controls. This position will also serve as an additional Grounds Maintenance Worker.

**How critical is this position to your program's ability to function?** At present, FMO does not have a Sprinkler Repair Technician on staff. VC's Grounds Maintenance Workers are not trained in irrigation system repairs. However, they are capable of securing the water if they have knowledge of the infrastructure and valve locations. In many cases, this is managed by FMO's only plumber. In the past, these systems were secured to stop the flow of water, but permanent repairs were never completed. Ultimately, the temporary isolation became permanent when the matter and location of the rupture was forgotten. This is evident across campus where the health of hedges, shrubbery, planters, trees etc. have deteriorated or died due to a lack of water.

All irrigation system work is currently outsourced to a local landscape company, at costs much higher than would a permanent employee. Irrigation System repairs are currently being made through a local agency at a rate of \$80.00 per hour, plus rental fees (when required), and a 15% profit. All repair costs include travel time to and from the site and travel time to obtain repair parts when they are not on the technician's truck. These unfortunate times charges occur when the extent of the damages is unknown, being below grade. Our most recent irrigation repair pending repair will likely exceed \$3,500 in labor and equipment rental and profit.

The campus has experienced a number of ruptures, infrastructure strikes, and sprinkler valve failures. Every irrigation system failure result in the loss of a precious resource – water. Some much more than others when valves are stuck open or covered over from lack of address. The campus irrigation system needs a comprehensive assessment, and the irrigation restored where it has been isolated. This can be done by an outsourced contractor but at significantly higher costs than if we had a technician on staff.

This position would also increase water conservation through constant analysis and adjustment of the campus' irrigation system preventing excessive watering across campus. Costs will also be reduced by preventing replacement of dead and/or dying vegetation due to excessive or inefficient watering.



## Request Type: **Staff**

Finally, this position will also serve as a Grounds Maintenance Worker assisting to improve the appearance of the grounds by performing general landscape maintenance activities once irrigation systems have been restored and when the incumbent is not addressing irrigation system needs.

To increase water conservation, preserve the existing landscape, and bolster the Grounds Divisions workforce, VC should approve and fund the Sprinkler Repair Technician at the earliest opportunity.

**Impact of position on campus and/or community:** As water resources continue to diminish, a campus-wide analysis and address of the irrigation system will not only conserve resources it will enhance the aesthetic of Ventura College's landscape. In addition, this position would significantly reduce response time to correct damaged irrigation systems further conserving water resources. It would also enhance the campus by having a trained technician to assess existing irrigation systems and make the much-needed repairs and adjustments to the areas that have long been out of service having not had a technician on staff to make the repairs. Approving and funding this position has the potential of increasing student population by creating an aesthetic landscape while increasing pride in ownership and reducing abuse and willful disregard of campus facilities.

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

N/A

## Facilities, Maintenance, and Operations

### FMO1706 Custodian

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**Objective:** Improve Customer Focus

2024-2025

**New/Replacement:** New

**Priority:** 06

**Previously Requested in Years:** 2017-2018; 2016-2017; 2022-2023; 2023-2024

**Primary Contact:** Jesse Sluder

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**Resource Request Description:** This position was previously approved through program review 2015-16. However, the position has never been funded due to budget shortfalls in subsequent years. We are seeking funds to fill this position as campus activities and services continue to grow. The Custodial staff are often called upon to support the campus and community events, special projects, and other activities hosted both on and off Ventura College campus.

**How critical is this position to your program's ability to function?** The Custodial division of VC FMO is understaffed. The division has also experienced several vacancies due to injuries, retirement, and personnel departure. Current Staffing of the Custodial Division consists of 1 Supervisor, 1 Lead Custodian, and 13 Custodians.

VC and the other campuses of the VCCCD, continue to experience significant difficulties filling vacancies due to a shortage of qualified personnel passing the District examination.

VC has over 440-thousand square feet of classroom, office, assembly, and administrative spaces to maintain in a clean and sanitary condition. In accordance with the Association of Physical Plant Administrators (APPA) standards, VC Custodial Division's current staffing is not even capable of achieving a minimum level of service of a 3 - Casual Inattention with each staff member performing at 113% of capacity. This also assumes each professional is attending to an estimated 35,078 square feet of space. A level three service - does not meet the needs of the campus, especially during community engagement events such as athletic events, theatrical events, and any student-centered activities across the campus.

Level 3: Casual Inattention

This level reflects the first budget cut, or some other staffing- related Inattention problem. It is a lowering of normal expectations. While not totally acceptable, it has yet to reach an unacceptable level of cleanliness

- Floors are swept clean, but upon observation dust, dirt and stains, as well as a buildup of dirt, dust and/or floor finish in corners and along walls, can be seen.

- There are dull spots and/or matted carpet in walking lanes and streaks and splashes on base molding.
- All vertical and horizontal surfaces have obvious dust, dirt, marks, smudges and fingerprints.
- Lamps all work and all fixtures are clean.
- Trash containers and pencil sharpeners are empty, clean and odor-free.

To meet a Service Level of a 2 APPA's minimum Custodial Staffing guidelines, a Custodial Professional would be assigned a maximum of 16,700 square feet of space to maintain. To achieve a level 2 - Ordinary Tidiness, the Custodia Division of VC's FMO would need an additional 16 custodial professionals assuming each member would attend to approximately 17-thousand square feet of space.

#### Level 2: Ordinary

This level is the base upon which this study is established. Tidiness is the level at which cleaning should be maintained. Lower levels for washrooms, changing/locker rooms and similar type facilities are not acceptable.

- Floors and base moldings shine and/or are bright and clean. There is no buildup in corners or along walls, but there can be up to two days' worth of dirt, dust, stains or streaks.
- All vertical and horizontal surfaces are clean, but marks, dust, smudges and fingerprints are noticeable with close observation.
- Washroom and shower tile and fixtures gleam and are odor free. Supplies are adequate.
- Trash containers and pencil sharpeners are empty, clean and odor-free.

To cover events and maintain cleanliness and hygienic standards, there is a reliance on overtime on a consistent basis. This has led to worker burnout and increases the potential for work related accidents and injuries further impacting the division's ability to serve the campus. At periods of 80% staffing, or less, due to vacation and or illness of a staff member, the cleanliness standard could easily deteriorate to Level 4 (Unkempt Neglect) or even Level 5, an unacceptable condition for the College's facilities.

#### Level 4: Moderate

This level reflects the second budget cut, or some other significant Dinginess staffing-related problem. Areas are becoming unacceptable. People begin to accept an environment lacking normal cleanliness. In fact, the facility begins to constantly look like it requires a good "spring cleaning."

- Floors are swept clean, but are dull. Colors are dingy and there is an obvious buildup of dust, dirt and/or floor finish in corners and along walls. Molding is dull and contains streaks and splashes.
- All vertical and horizontal surfaces have conspicuous dust, dirt, smudges, fingerprints and marks that will be difficult to remove.
- Less than 5 percent of lamps are burned out and fixtures are dingy.



## Request Type: **Staff**

- Trash containers and pencil sharpeners have old trash and shavings. They are stained and marked. Trash cans smell sour.

Immediate Needs: Additional custodial staff are essential to ensure that cleanliness standards are upheld, especially given the high demand of campus events. To consistently meet the minimum industry standard of a (level 3), we need fund this position and authorize an additional 5 positions.

**Impact of position on campus and/or community:** All students on campus as well as faculty and classified professionals alike, will be impacted by additional custodial professionals through the division of labor reducing the square footage each member is responsible for allowing them to provide more detailed services. This resource will provide for more a sanitary, comfortable, and aesthetic conditions of our classrooms enhancing the learning environment, faculty offices improving the environment in which they work and prepare learning objectives and enhancing the working environment in which our classified staff work, potentially increasing productivity ultimately enhancing student learning.

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

N/A

## Facilities, Maintenance, and Operations

### FMO1910 100% Warehouse Asst

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**Objective:** Improve Customer Focus

2024-2025

**New/Replacement:** New

**Priority:** 03

**Previously Requested in Years:** 2020-2021; 2019-2020; 2022-2023; 2023-2024

**Primary Contact:** Jesse Sluder

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**Resource Request Description:** A Warehouse Assistant would support the full-time warehouse operator in all aspects of his duties, including warehouse management, receiving, Banner receipts, deliveries, event set-ups, shipping, assembly, delivery and setup of desks, tables, shelving etc. ordered campus-wide, maintain strict accountability of all property campus-wide and perform all duties related to campus fleet maintenance: tracking, monitoring and scheduling of services

**How critical is this position to your program's ability to function?** At present, the Warehouse Manager (WHM) is responsible for the management of all Warehouse activities including shipping, receiving, inventory, and Banner receipts. These activities predominantly take place within the warehouse.

The warehouse processes on average, 125 packages per week from various carriers. Some of these deliveries require forklift operations as they arrive on pallet. The delivery driver will move the pallets from their truck to the loading dock. Relocating them inside the warehouse is the responsibility of the WHM. This operation requires an additional staff member to serve as a safety or ground guide to ensure safe maneuvering of materials within the tight spaces of the warehouse. These items then have to be inventoried to ensure all items of the requisition have been fulfilled. The items then have to be received in Banner. This process takes considerable time when deliveries have multiple line items.

An additional duty of the WHM is the assembly of educational equipment and furniture requested by Faculty, Administrators, and Classified Professionals. He will then transport and deliver these items, some of which are heavy items such as desks requiring additional support. These items also require on occasion an additional staff member to lift heavy items and ensure safe transport of the items via forklift or other material handling equipment (MHE).

Further, the WHM is the primary support staff from M&O that stages and sets up equipment – tables, chairs, canopies, etc. for campus events – ASVC, Classified, and Administrative events. This requires additional staff to support setup. Events continue to increase in number and size and take place at various locations simultaneously at times. These events can be very large, requiring more than 50 tables, 100 chairs, and more than 40 canopies. These events can take upwards of an hour or more to set up. On multiple occasions, these events have to be taken down and immediately set up in another location across campus complicating the matter even further. The WHM does not have the ability to manage the

dates and times of the events and thus cannot effectively program the time between setups and coordinate locations.

In addition, the campus' vehicles are maintained by the WHM. This requires occasional delivery of the vehicles to the shop for repairs and services, which also requires an additional member to prevent having to wait for the repairs or services. This delays the deliveries until such time as there is an additional member of the staff to facilitate delivery. Fleet management requires cleaning and fueling the vehicles when the user forgets or fails to ensure the vehicle is fueled prior to returning the unit or leaves the vehicle in disarray from an out-of-town trip.

Finally, the WHM is the individual maintaining strict accountability of all campus property in accordance with the District's requirements. This requires site visits to inspect equipment or property. These activities, though few, require time away from the warehouse, which impact deliveries and other warehouse activities.

A Full-Time Warehouse Assistant would support the Warehouse Manager in all aspects of their duties, including receiving of shipments, Banner receipts/entries, equipment and material deliveries, event staging and set-ups, shipping support for campus staff and faculty, assembly, delivery & setup of desks, tables, shelving etc., maintaining strict accountability of all property campus-wide & at satellite facilities and perform all duties related to campus fleet maintenance: tracking, monitoring, cleaning, servicing, fueling, and repairs. It should be noted that Moorpark College currently has a full-time Warehouse Assistant that supports these activities and has shared that the position has had a significant impact increasing the efficiency of all aspect of warehouse operations across campus specifically - shipping and receiving and event support.

**Impact of position on campus and/or community:** A Warehouse Assistant would enable the department to meet campus demands during periods of absence of the Warehouse Manager as there is currently no back up for this position within the department. This position will also increase event support by providing additional staff to set up event resources (tables, chairs, canopies, etc.). The position will further enhance effectiveness by providing additional manpower to assemble and deliver furniture and equipment across campus. Approving and funding the Warehouse Assistant will significantly enhance warehouse operations and campus support including event setups, furniture assembly and delivery, property accountability, fleet maintenance services, and material shipping and receiving operations campus-wide and at our satellite facilities in both Camarillo and Santa Paula.

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

## Facilities, Maintenance, and Operations

### **FMO2404**

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**Objective:** Improve Customer Focus

2024-2025

**New/Replacement:** New

**Priority:** 05

**Previously Requested in Years:**

**Primary Contact:** Jesse Sluder - Director of Facilities, Maintenance, & Operations

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**Resource Request Description:** Athletic Field Specialist - Maintain and prepare athletic fields for athletic events.

**How critical is this position to your program's ability to function?** At present, VC FMO does not have a Grounds Athletic Field Specialist overseeing the professionals maintaining the campus landscape and grounds.

The Grounds Athletic Field Specialist is responsible for the daily maintenance of athletic fields utilizing specialized training and techniques not possessed by the Grounds Maintenance Workers currently on staff such as vector layout for competitive collegiate events. In addition, this position is responsible for the maintenance and grooming of athletic fields, maintenance of synthetic fields, synthetic running surfaces and various other athletic playing surfaces such as sand volleyball, steeple chase pools, etc. In addition, this position maintains a Qualified Applicators License through the State of California authorizing the application of herbicides on campus. This service is currently being conducted by a local vendor at a rate of \$2,955 per month. Roughly half of the salary burden of a full-time staff member at Step 6.

In addition to the management of Athletic Fields, the Grounds Athletic Field Specialist position performs general grounds duties, increasing the Grounds Divisions staff by 14%. Further, this position is considered a subject matter expert in all facets of landscape equipment operations such as mowers, trenchers, sod cutters, dump truck, skid-steer, etc. augmenting the maintenance staff performing maintenance repair activities.

Finally, this position is skilled in all facets of irrigation systems repairs. From infrastructure installation to control unit programming. This position would increase water conservation through constant analysis and adjustment of the athletic field and the campus' irrigation system preventing excessive watering.

To enhance the athletic fields conditions, conserve water, and support athletic events more efficiently, VC should approve and fund the Grounds Athletic Field Specialist at the earliest opportunity.

**Impact of position on campus and/or community:** Approving and funding the Grounds Athletic Field Specialist will directly impact the conditions of the athletic fields by having a trained subject matter





Request Type: **Staff**

expert manage the athletic field's turf, synthetic surfaces, and prepare the fields for collegiate competition. In addition, this position will also support Civic Center activities such as AYSO, Coast Soccer, and Ventura Surf.

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

## Facilities, Maintenance, and Operations

### FMO2405

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**Objective:** Improve Customer Focus

2024-2025

**New/Replacement:** New

**Priority:** 04

**Previously Requested in Years:**

**Primary Contact:** Jesse Sluder Director of Facilities, Maintenance, & Operations

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**Resource Request Description:** Additional 4 Custodial Workers

**How critical is this position to your program's ability to function?** The Custodial division of VC FMO is understaffed. The division has also experienced several vacancies due to injuries, retirement, and personnel departure. Current Staffing of the Custodial Division consists of 1 Supervisor, 1 Lead Custodian, and 13 Custodians.

VC and the other campuses of the VCCCD, continue to experience significant difficulties filling vacancies due to a shortage of qualified personnel passing the District examination.

VC has over 440-thousand square feet of classroom, office, assembly, and administrative spaces to maintain in a clean and sanitary condition. In accordance with the Association of Physical Plant Administrators (APPA) standards, VC Custodial Divisions current staffing is not even capable of achieving a minimum level of service of a 3 - Casual Inattention with each staff member performing at 113% of capacity. This also assumes each professional is attending to an estimated 35,078 square feet of space.

#### Level 2: Ordinary

This level is the base upon which this study is established. Tidiness is the level at which cleaning should be maintained. Lower levels for washrooms, changing/locker rooms and similar type facilities are not acceptable.

- Floors and base moldings shine and/or are bright and clean. There is no buildup in corners or along walls, but there can be up to two days worth of dirt, dust, stains or streaks.
- All vertical and horizontal surfaces are clean, but marks, dust, smudges and fingerprints are noticeable with close observation.
- Washroom and shower tile and fixtures gleam and are odor free. Supplies are adequate.
- Trash containers and pencil sharpeners are empty, clean and odor-free.

#### Level 3: Casual Inattention

This level reflects the first budget cut, or some other staffing- related Inattention problem. It is a lowering of normal expectations. While not totally acceptable, it has yet to reach an unacceptable level of cleanliness

- Floors are swept clean, but upon observation dust, dirt and stains, as well as a buildup of dirt, dust and/or floor finish in corners and along walls, can be seen.
- There are dull spots and/or matted carpet in walking lanes and streaks and splashes on base molding.
- All vertical and horizontal surfaces have obvious dust, dirt, marks, smudges and fingerprints.
- Lamps all work and all fixtures are clean.
- Trash containers and pencil sharpeners are empty, clean and odor-free.

#### Level 4: Moderate

This level reflects the second budget cut, or some other significant Dinginess staffing-related problem. Areas are becoming unacceptable. People begin to accept an environment lacking normal cleanliness. In fact, the facility begins to constantly look like it requires a good spring cleaning.

- Floors are swept clean, but are dull. Colors are dingy and there is an obvious buildup of dust, dirt and/or floor finish in corners and along walls. Molding is dull and contains streaks and splashes.
- All vertical and horizontal surfaces have conspicuous dust, dirt, smudges, fingerprints and marks that will be difficult to remove.
- Less than 5 percent of lamps are burned out and fixtures are dingy.
- Trash containers and pencil sharpeners have old trash and shavings. They are stained and marked. Trash cans smell sour.

To achieve a level 2 - Ordinary Tidiness, the Custodia Division would need an additional 16 custodial professionals assuming each member would attend to approximately 17-thousand square feet of space.

A level three service - does not meet the needs of the campus, especially during community engagement events such as athletic events, theatrical events, and any student-centered activities across the campus. To cover events and maintain cleanliness and hygienic standards, there is a reliance on overtime on a consistent basis. This has led to worker burnout and increases the potential for work related accidents and injuries further impacting the division's ability to serve the campus. At periods of 80% staffing, or less, due to vacation and or illness of a staff member, the cleanliness standard could easily deteriorate to Level 4 (Unkempt Neglect) or even Level 5, an unacceptable condition for the Colleges facilities. Immediate Needs: Additional custodial staff are essential to ensure that cleanliness standards are upheld, especially given the high demand of campus events. To consistently meet the minimum industry standard of a (level 3), VC should approve fund these positions at the earliest opportunity.

**Impact of position on campus and/or community:** All students on campus as well as faculty and classified professionals alike, will be impacted by additional custodial professionals through the division



Request Type: **Staff**

of labor reducing the square footage each member is responsible for allowing them to provide more detailed services.

This resource will provide for more a sanitary, comfortable, and aesthetic conditions of our classrooms enhancing the learning environment, faculty offices improving the environment in which they work and prepare learning objectives and enhancing the working environment in which our classified staff work, potentially increasing productivity ultimately enhancing student learning.

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

## Financial Aid

### FA1801

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**Objective:** Enhance financial aid outreach to effectively inform and engage students and the community, ensuring that all individuals have access to vital information and resources regarding financial aid opportunities.

2024-2025

**New/Replacement:** New

**Priority:** 02

**Previously Requested in Years:** 2020-2021; 2019-2020; 2018-2019

**Primary Contact:** Alma Rodriguez

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**Resource Request Description:** Student Outreach Specialist/Bilingual: This resource request seeks approval to hire a dedicated Student Outreach Specialist to collaborate with the Financial Aid and Outreach teams, a position essential for enhancing communication and support for students regarding financial aid processes and resources. The outreach specialist will serve as the primary contact for students, providing timely and accurate information about financial aid options, application processes, and deadlines. By focusing on outreach initiatives, this role will alleviate the burden on the Financial Aid Office, allowing staff to concentrate on more complex tasks and individualized support. Additionally, the specialist will conduct workshops and information sessions, reducing the time currently spent by Financial Aid staff on these activities, resulting in cost savings and less staff burnout. Collaborating closely with K-12 schools and community organizations, the outreach specialist will facilitate a smooth transition for students entering college, ensuring they receive essential information about financial aid resources. They will play an instrumental role in communicating with prospective students, especially through the use of two-way texting technology. This tool will significantly enhance our ability to reach students and guide them as they complete the enrollment process. The expected outcomes include improved access to financial aid information for students and families, increased engagement in workshops, enhanced collaboration between the Financial Aid Office and Outreach team, and greater overall effectiveness in meeting students' financial aid needs, ultimately supporting their academic success. Hiring this outreach specialist is a critical investment in our commitment to enhancing students' access to financial aid resources and ensuring they are well-informed and supported throughout their educational journey.

**How critical is this position to your program's ability to function?** Hiring a dedicated Student Outreach Specialist/Bilingual for Financial Aid and Outreach is vital to the effectiveness of our program. This position will ensure that students receive accurate information while significantly reducing the time the Financial Aid Office currently dedicates to conducting workshops. This will result in cost savings related to overtime and compensatory time, as well as help prevent staff burnout. Moreover, the specialist will offer crucial support to the outreach department, enhancing our overall effectiveness in serving students across the college.

**Impact of position on campus and/or community:** Hiring a dedicated Student Outreach Specialist/Bilingual would have a significant positive impact on both the campus and the surrounding community. On campus, this position would enhance student support by ensuring that students receive accurate and timely information about financial aid options, leading to increased enrollment and retention rates. The specialists focus on outreach initiatives would alleviate pressure on existing staff, allowing them to concentrate on more complex student needs and improving overall service quality. In the surrounding community, the outreach specialist would strengthen partnerships with K-12 schools and local organizations, facilitating a smoother transition for high school students into college. By providing essential information about financial aid resources, the specialist would empower more families to pursue higher education, ultimately contributing to a more educated community. This proactive engagement would help bridge the gap between the college and the community, fostering a culture of support and collaboration that benefits everyone involved.

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

This collaborative position between Financial Aid and Outreach will help us meet the goals of AB 19, which include expanding access to higher education for low-income and underrepresented students, thus encouraging their enrollment in community colleges. It will promote student success by supporting initiatives such as advising, counseling, and academic resources to help students complete their degrees. Additionally, AB 19 funding aims to strengthen community college resources, improve infrastructure, and enhancing student services. By targeting support for underserved populations, it seeks to close equity gaps in access to education and success outcomes while promoting full-time enrollment to ensure timely program completion.

## Financial Aid

### FA2301

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**Objective:** To ensure compliance with diverse federal and state financial aid regulations and programs while effectively managing team workload to enhance operational efficiency and foster a supportive work environment.

2023-2024

**New/Replacement:** New

**Priority:** 04

**Previously Requested in Years:** 2021-2022; 2020-2021; 2023-2024

**Primary Contact:** Alma Rodriguez

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**Resource Request Description:** To address the growing demand for financial aid outreach services, we urgently request the hiring of a Bilingual Financial Aid Specialist. The recent passage of AB 469, which requires all high school seniors to complete a financial aid application for graduation, has amplified the need for comprehensive outreach efforts. Coupled with the implementation of AB 19 and AB 2, our college is tasked with increasing awareness of financial aid and ensuring more students have access to the resources they need to achieve their educational goals. This specialist will play a crucial role as a liaison to our K-12 partners, fostering collaboration and communication. With the expansion of programs such as PACE, the statewide CVC Exchange, and the upcoming bachelor's degree program slated for Fall 2025, our outreach initiatives are more critical than ever. Currently, our staffing is well below the NASFAA-recommended level of 16.7, with only eight financial aid staff and one administrative assistant who does not handle financial aid tasks. By hiring a Bilingual Financial Aid Specialist, we can effectively manage the increased workload and better serve our diverse student population.

**How critical is this position to your program's ability to function?** The hiring of a Bilingual Financial Aid Specialist is crucial for ensuring compliance with Title IV aid and state financial aid programs, such as Cal Grants, especially given the requirements of AB 469, which mandates that all high school seniors complete a financial aid application for graduation. This specialist will bring the necessary administrative capabilities to navigate complex regulations and processes, ensuring our outreach effectively serves vulnerable populations, including foster youth, unhoused students, undocumented students, veterans, first-generation college students, and those from low-income areas. By enhancing collaboration with K-12 partners and improving our compliance efforts, this position will enable us to meet the increased demand for financial aid support and ensure that all students have access to the resources they need to succeed in their educational pursuits.

**Impact of position on campus and/or community:** The hiring of a Bilingual Financial Aid Specialist would profoundly impact both the campus and the surrounding community by enhancing access to financial aid resources for a diverse student population. On campus, this position would ensure that vulnerable groups such as foster youth, unhoused students, undocumented students, veterans, and first-generation college students receive the tailored support they need, leading to increased financial aid applications,

higher enrollment rates, and improved retention and graduation outcomes. In the broader community, the specialist would strengthen partnerships with local high schools and organizations, facilitating workshops and outreach programs to raise awareness about financial aid opportunities and empower families to navigate the financial aid process. This role would ultimately foster a more informed, supported, and equitable educational environment, creating lasting benefits for both students and the community as a whole.

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

The position of a Bilingual Financial Aid Specialist carries unique considerations related to legislative and accreditation requirements that are crucial for ensuring effective financial aid support. Compliance with Title IV regulations is paramount, as this specialist will directly oversee processes that impact federal student aid eligibility, ensuring all outreach and application procedures align with federal and state guidelines. With the recent passage of legislation such as AB 469, which mandates that high school seniors complete a financial aid application for graduation, the specialist must remain well-informed about these requirements to develop effective outreach initiatives and support students in meeting their obligations.

Moreover, accreditation standards require that financial aid services be equitable and accessible to all students, making it essential for the specialist to implement best practices in outreach and support tailored to diverse populations. The ability to communicate effectively in multiple languages is particularly important in this role, as it enables the specialist to bridge language barriers and ensure that all students—especially those from vulnerable backgrounds such as foster youth, undocumented students, and first-generation college students—receive the guidance they need. Overall, this position is critical not only for compliance but also for enhancing educational access and equity within the campus community.



## Financial Aid

### FAO2401

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**Objective:** Enhance financial aid outreach to effectively inform and engage students and the community, ensuring that all individuals have access to vital information and resources regarding financial aid opportunities.

2024-2025

**New/Replacement:** Replacement

**Priority:** 01

**Previously Requested in Years:** 2021-2022; 2022-2023; 2023-2024

**Primary Contact:** Alma Rodriguez

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**Resource Request Description:** There is a pressing need to hire a Financial Aid Technician for the Ventura College Financial Aid Office. As a Hispanic-Serving Institution (HSI) and a community college, we serve a significant population of first-generation students and individuals living below the poverty line. According to the Financial Aid NASFAA staffing model, our office should ideally be staffed by 16.7 full-time employees; however, we currently operate with just 9. Hiring a bilingual Financial Aid Technician would be instrumental in addressing these staffing deficiencies. Our current staff is stretched thin, managing large caseloads and numerous responsibilities, which limits our ability to effectively support our students. Additional support would enhance our capacity for call campaigns, text messaging, and setting up outreach initiatives, ultimately improving financial aid application completion rates and increasing the amount of aid awarded and received by our students.

**How critical is this position to your program's ability to function?** This position is critical to our program's ability to function effectively. The Financial Aid Technician would directly address our staffing shortfall, enabling us to provide the necessary support for our high volume of first-generation and low-income students. With the current team, we are stretched thin, we struggle to manage outreach efforts, respond to student inquiries, and ensure timely processing of financial aid applications. Hiring a bilingual technician would enhance our communication with diverse student populations, improve our outreach campaigns, and ultimately increase the application of financial assistance completion and disbursement rates. This role is essential for maintaining our commitment to supporting student success and accessibility in higher education.

**Impact of position on campus and/or community:** Hiring a Financial Aid Technician would greatly benefit both the campus and the surrounding community by increasing our capacity to assist more students, particularly first-generation and low-income individuals. This position would enhance communication through bilingual support, ensuring all students can access essential financial aid information. Additionally, improved outreach efforts, such as call campaigns and text messaging, would lead to higher financial aid application completion rates, resulting in increased enrollment and retention. Ultimately, as our students succeed, they contribute positively to the community, fostering a

cycle of empowerment and economic growth. This role is vital for expanding access to education and supporting our diverse student population.

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

Yes, there are unique considerations for this position related to federal requirements for administrative capability in financial aid operations. The U.S. Department of Education mandates that institutions demonstrate adequate staffing and expertise to manage financial aid programs effectively, ensuring compliance with regulations for timely processing and accurate communication about resources. Additionally, accreditation standards may require qualified personnel in financial aid offices to support student success and maintain institutional integrity. Hiring a Financial Aid Technician is essential for meeting these legislative and regulatory obligations while enhancing our operational efficiency and better serving our diverse student population.



Request Type: **Staff**

## First Year Experience

### **FYE2103**

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**Objective:** Increase Program Capacity

2024-2025

**New/Replacement:** New

**Priority:** 03

**Previously Requested in Years:** 2020-2021; 2019-2020; 2021-2022; 2022-2023

**Primary Contact:** Sergio Gonzalez

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**Resource Request Description:** Program Coordinator II

**How critical is this position to your program's ability to function?**

**Impact of position on campus and/or community:**

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**



Request Type: **Staff**

## First Year Experience

### FYE2401

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**Objective:** Increase Program Capacity

2024-2025

**New/Replacement:** New

**Priority:** 02

**Previously Requested in Years:**

**Primary Contact:** Sergio Gonzalez

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**Resource Request Description:** Student Success and Support Specialist II

**How critical is this position to your program's ability to function?**

**Impact of position on campus and/or community:**

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

## Information Technology

### IT1702

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**Objective:** Improve IT Environment on Campus

2024-2025

**New/Replacement:** New

**Priority:** 01

**Previously Requested in Years:** 2015-2016; 2016-2017; 2018-2019; 2019-2020

**Primary Contact:** Grant Jones

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**Resource Request Description:** As our learning environments move toward cloud technologies and streaming content, the need for a fast, reliable and redundant network will be crucial. We should have a dedicated network engineer for our campus. Currently we rely on a shared, district wide network engineer. I believe that our campus should have a dedicated network engineer.

**How critical is this position to your program's ability to function?** " The need for a fulltime, network engineer has been identified.

" We do not have a dedicated network engineer for our VC campus and VCEC. It is only fix on fail from the 2 , overworked DAC network engineers.

" Our Wi-Fi is not where it should be and is always a pain point on our yearly staff and student surveys.

" A dedicated network engineer could help us to continuously improve our Wi-Fi network and would be held accountable for our campus local networks.

**Impact of position on campus and/or community:** It would help to stabilize our network, including Wi-Fi.

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

They would also need to report to the director of network, security and infrastructure.



Request Type: **Staff**

## Information Technology

### VCIT2403

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**Objective:** Improve IT Environment on Campus

2024-2025

**New/Replacement:** New

**Priority:** 04

**Previously Requested in Years:**

**Primary Contact:**

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**Resource Request Description:** Hire a Fulltime ITSS1 Weekend and Evening Technician

**How critical is this position to your program's ability to function?** This will help with evening classes and our new dorms.

**Impact of position on campus and/or community:** Better service to our students and faculty.

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

None

**LEAP****LEA2401**

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**Objective:** Establish LEAP's institutional identity

2024-2025

**New/Replacement:** New

**Priority:** 01

**Previously Requested in Years:**

**Primary Contact:** Brook Masters

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**Resource Request Description:** Administrative Assistant Position

**How critical is this position to your program's ability to function?** Exceedingly critical. The LEAP Division is the only division without an Admin Assistant. This division needs an admin assistant to assist with budget processes for multiple divisions and process complex paperwork, requisitions, stipends, and committee work. The Dean of LEAP needs a dedicated admin assistant to assist with scheduling, communication, and the coordination of many campus-wide large scale events. The LEAP Division collaborates and communicates with many campus areas, departments, faculty, staff, and administrators. This work often requires a high level of judgment, tact, sensitivity, and the ability to interpret policies and procedures.

**Impact of position on campus and/or community:** The LEAP Division has a very broad reach between our many service areas, supporting students, faculty, and staff in critical need areas. A high functioning admin assistant will strengthen the quality, consistency, accuracy, and clarity of the LEAP processes, procedures, and communication. This critical support will better position the Dean to devote time and energy to the work of the division and the many initiatives and committees the division supports.

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

**LEAP****LEA2402**

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**Objective:** Support the advancement of institutional goals for DEIAJ work across college

2024-2025

**New/Replacement:** New

**Priority:** 02

**Previously Requested in Years:**

**Primary Contact:** Brook Masters

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**Resource Request Description:** Program Coordinator I

**How critical is this position to your program's ability to function?** The LEAP Division currently has a provisional Program Coordinator position funded through the end of June 2025. Establishing a permanent program coordinator for the division is critical to the successful implementation and oversight of many of our divisional areas. This role works with student researchers and student workers in the division to advance work related to the Equity Plan navigation, the operation of the I-ASC, and the day-to-day operations of the Learning Resource Center. Each semester, the LEAP division is responsible for dozens of events and activities that need dedicated staffing support for coordination and facilitation. The Program Coordinator partners with campus areas to determine logistical needs for event planning, management, staffing, and day-of coordination, including the Diversity Festival, Lavender Graduation, Dia de los Muertos, Transgender Day of Remembrance, and similar campus-wide events and collaborative partnerships.

**Impact of position on campus and/or community:** Without this position, many activities of the LEAP Division most closely related to student equity and DEIAJ support will suffer from a lack of program implementation and alignment, leaving the division and the campus at a disadvantage. This position is essential for successful implementation and achievement of the many LEAP Division goals. The college currently has no centralized, dedicated staffing area to assist faculty, staff, and students in the planning and operationalizing of essential programming to support visibility and inclusivity. Thus, the heavy burden falls to faculty and staff who already carry full-time loads and positions. Having a dedicated program coordinator ensures consistent, high-quality, and well-planned events that are calendared and marketed each year.

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**



## Learning Resource and Testing Center

### LEA2401

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**Objective:** Develop and codify the VC-aligned vision, mission, purpose and goals of the LRC and Testing Center.

2024-2025

**New/Replacement:** New

**Priority:** 02

**Previously Requested in Years:**

**Primary Contact:** Brook Masters

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**Resource Request Description:** Full Time Proctor Position

**How critical is this position to your program's ability to function?** The testing center is experiencing a surge in usage. The Center currently has one proctor with no additional staff to support administrative processes and exam proctoring. Without an additional proctor, the Center must limit the number of exams it can successfully proctor. Additionally, students are impacted when the one proctor must close the Center due to absence, illness, or vacation. Additionally, the professional growth and continual improvement processes of the Center are greatly limited as there is no flexibility in the schedule to allow for professional development and learning activities without directly limiting the services to students.

**Impact of position on campus and/or community:** An additional proctor will allow the Center to meet the increasing demand for services by expanding the number of available seats for proctored exams throughout the week. With an additional full time proctor, the Center will be able to expand hours into the evening and weekends to better meet the needs of critical populations such as part-time students, students who have full time jobs and/or family caregiving obligations. Many students in these populations are disadvantaged by the limited hours and availability of the Testing Center.

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

## Learning Resource and Testing Center

### LEA2402

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**Objective:** Increase utilization of facilities as we transition back to more in-person operations.

2024-2025

**New/Replacement:** Replacement

**Priority:** 01

**Previously Requested in Years:**

**Primary Contact:** Brook Masters

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**Resource Request Description:** Full time Instructional Lab Technician II - Learning Resources

**How critical is this position to your program's ability to function?** The LRC currently has a part-time (40%) ILT II position. However, the Center is in dire need of additional staffing and oversight to meet and sustain the needs of the increased utilization of the Center. With only one full-time ILT II, the Center is often without professional staff oversight and coverage due to absence, illness, vacation, and other demands, leaving the LRC with only student workers to support operations.

**Impact of position on campus and/or community:** An additional ILT II in the LRC will better position the Center to support student usage and needs. Additional staff coverage will minimize interruptions in critical services and will allow the LRC to expand service hours and programming to support student success.

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

## Life Sciences

### LIF2401

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**Objective:** Exec Team1: Increase in lab capacity is needed to meet the high student enrollment demands.

2024-2025

**New/Replacement:** New

**Priority:** 01

**Previously Requested in Years:**

**Primary Contact:** Ty Gardner

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**Resource Request Description:** Instructional Lab Technician II - Biology (full-time) to split hours between Ventura and VCEC

**How critical is this position to your program's ability to function?** We cannot increase lab capacity without increasing our capacity to prep labs.

This request is essential to the potential addition of PHSO at VCEC.

**Impact of position on campus and/or community:** This position would allow us to increase lab sections, primarily in allied health prerequisites, allowing us to offer more pathways to allied health and biological science careers. Additionally, this position would allow us to broaden our offerings at VCEC, making more courses and pathways available to students in the Santa Clara River Valley.

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

It looks as if AB1111 will require us to link our most common GE course (BIOL V01) to its associated lab (BIOL V01L). These courses have not been linked in the past, although BIOL V01 is a pre/co-requisite for BIOL V01L. We would be unable to offer this GE course at VCEC once common course numbering for this course takes effect unless we have the capacity to prep labs for this course at VCEC.

## Paramedic/EMT

### PAR2301

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**Objective:** EMT Program maintenance & Second Paramedic Cohort Continuance

2023-2024

**New/Replacement:** New

**Priority:** 03

**Previously Requested in Years:** 2023-2024

**Primary Contact:** Debbie Newcomb

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**Resource Request Description:** Office Assistant position to be moved from categorical to general fund

**How critical is this position to your program's ability to function?** This position is critical to the program's ability to function effectively. The support provided by this role directly impacts the smooth transition of students into hands-on learning environments, as well as onboarding to the paramedic program. Without it, there would be delays and challenges in getting students prepared for clinical rotations, which are essential for the practical education. The funding provided by Strong Workforce needs to be institutionalized for this position to continue long-term, allowing both faculty and students to focus on education and skill development. Spreadsheet outlining job functions available upon request.

**Impact of position on campus and/or community:** This position plays a key role in engaging with the community. Through participation in outreach events and coordination with local high schools, it helps raise awareness of the EMS programs, attract future students, and build connections between the campus and local education partners. Students are directly impacted by providing these support services to the ever-evolving clinical and field requirements.

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

Not at this time.

## Performing Arts

### PER1717

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**Objective:** Increase Performing Arts Department Enrollment, Retention and Completion Rates

2024-2025

**New/Replacement:** New

**Priority:** 01

**Previously Requested in Years:** 2020-2021; 2019-2020; 2018-2019; 2017-2018; 2016-2017; 2015-2016; 2021-2022; 2022-2023; 2023-2024

**Primary Contact:** Brent Wilson, Jamie Birkett

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**Resource Request Description:** Full-time Performing Arts Center Technician II - Lighting Emphasis

**How critical is this position to your program's ability to function?** A full-time technical theater position focused on lighting is essential for enhancing the quality and efficiency of productions. With a dedicated expert, the program can ensure that lighting design and implementation meet industry standards while aligning with the artistic vision of each production. This role not only improves the overall quality of performances but also provides students with hands-on training and mentorship, preparing them for successful careers in the field. The presence of a specialized technician fosters innovation and creativity, leading to unique lighting designs that elevate productions and enhance artistic expression. Moreover, a consistent presence in this role guarantees reliable management of lighting needs, effective troubleshooting, and proper maintenance of equipment, contributing to smoother operations during rehearsals and performances.

Additionally, expanding employable experience in the trades, particularly in technical theater, is increasingly important in today's job market. By integrating a full-time lighting position into the program, students gain access to practical skills and knowledge that enhance their employability upon graduation. This focus on technical training not only prepares them for careers in theater but also opens doors to related fields such as event production, broadcast, and multimedia design. As the demand for skilled professionals in these areas continues to grow, the program's commitment to providing comprehensive technical training can significantly enhance students' career prospects and attract a diverse range of talent. This investment in staffing not only enriches the educational experience but also strengthens the program's reputation, ultimately benefiting both students and the institution.

Establishing a full-time technical theater position focused on lighting brings crucial safety considerations to the forefront. In a theater setting, where complex lighting equipment and elevated rigging are common, a dedicated technician can enhance safety protocols and practices. This role ensures that safety measures are consistently implemented, reviewed, and updated to meet industry standards.

A full-time technician can oversee the training of students and staff in proper equipment handling, rigging techniques, and electrical safety, significantly reducing the risk of accidents and injuries. Regular

inspections of lighting systems can be conducted to ensure all equipment is functioning safely for rehearsals and performances. Additionally, the technician can lead emergency preparedness initiatives, educating the campus community on evacuation procedures and potential hazards. This proactive approach fosters a culture of safety, protecting everyone involved in productions and contributing to a more responsible and professional arts environment.

**Impact of position on campus and/or community:** 1. Impact on the Department of Performing Arts

- \* **Improving Production Quality:** A lighting specialist ensures that all performances have professional-grade lighting design, which enhances the artistic and technical quality of productions. This raises the standard of student performances, creating more polished and engaging shows.
- \* **Supporting Student Learning:** The technician provides students with hands-on training in lighting design, operation, and safety protocols. Students gain valuable skills in a critical aspect of theater production, preparing them for careers in technical theater and related fields. Enhance the quality of productions, making them more appealing to students, faculty, and the broader community.
- \* **Efficient Resource Management:** As a master electrician, the technician would also be responsible for maintaining, repairing, and upgrading lighting equipment. This ensures that the department has reliable, up-to-date lighting systems, which is crucial for the long-term sustainability of the program. This could also lead to greater collaboration among different academic departments, as theater productions often integrate elements from multiple disciplines, enriching the educational experience for all involved.
- \* **Increased Attendance:** Higher-quality performances can lead to increased attendance, fostering a vibrant arts culture on campus.

2. Impact on the Campus as a Whole

- \* **Supporting Campus Events:** The technician's expertise would benefit not only the Department of Performing Arts but also other campus events that require professional lighting, such as lectures, ceremonies, and special presentations. A skilled lighting technician ensures that these events are visually compelling and technically sound.
- \* **Enhancing Campus Aesthetics:** With advanced lighting designs, the technician can help transform spaces on campus for various performances, art installations, and events. This contributes to a vibrant campus environment, encouraging more participation and engagement in cultural and academic events.
- \* **Contributing to Cross-Disciplinary Collaborations:** The presence of a lighting specialist can foster collaborations between the Performing Arts Department and other departments, such as Film, Art, or Communications. These cross-disciplinary projects enrich the learning environment for all students on campus and promote creative thinking.

3. Impact on the Community

- \* **Boosting Community Engagement:** High-quality performances that are well-lit and professionally produced will attract more community members to attend events at Ventura College. This strengthens the college's relationship with the local community and establishes it as a cultural hub for the region. The program can become a hub for workshops, master classes, and public events, fostering a greater

appreciation for the arts within the community. Overall, this role has the potential to strengthen the relationship between the college and its surrounding community, creating a mutually beneficial partnership that promotes artistic engagement and professional development.

- \* **Offering Professional Development:** The technician can also support community outreach by offering workshops, training sessions, or educational programs on lighting design and technology. This provides opportunities for local high schools, community groups, and aspiring theater professionals to develop technical skills. A dedicated lighting technician can help elevate the standard of local performances, making them more professional and engaging. This not only attracts local audiences but can also encourage collaboration with community organizations, schools, and local artists.

- \* **Promoting Economic and Cultural Growth:** High-caliber productions not only bring audiences but can also stimulate local economic activity through partnerships with local businesses, sponsors, and tourism. Community members benefit from more frequent and higher-quality cultural offerings at Ventura College. Additionally, by providing technical training and employment opportunities for local residents, this position can contribute to the local economy and support the growth of a skilled workforce in the arts and entertainment sectors.

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

**1. Enhancing Production Quality and Professionalism**

- \* Accreditation bodies such as the National Association of Schools of Theatre (NAST) and the National Association of Schools of Music (NASM) require that performing arts programs meet high standards of production quality. Lighting is a crucial element of any performance, from theater to music and dance. A full-time lighting technician ensures that every production has professionally executed lighting design, which enhances the overall aesthetic and technical quality.

- \* High-quality lighting contributes to the artistic integrity of productions, showcasing the program's ability to deliver industry-standard performances, which accreditation bodies look for when assessing the quality of educational programs.

**2. Supporting Student Learning and Skill Development**

- \* A full-time lighting technician provides students with hands-on learning experiences in lighting design, setup, and execution. Accreditation bodies emphasize the importance of practical training in technical areas, and having a lighting specialist on staff directly supports student learning outcomes in this field.

- \* Students gain valuable experience in lighting design, rigging, and operation, which are critical skills for those pursuing careers in technical theater. A lighting technician would also help create structured learning opportunities through classes, workshops, and productions, ensuring that students are prepared for real-world technical roles, aligning with accreditation standards that emphasize career preparation.

**3. Demonstrating Adequate Staffing for Technical and Artistic Support**

- \* Accreditation reviews often evaluate whether a program has sufficient staffing to support its educational mission. A full-time lighting technician ensures that the department has the specialized

personnel needed to handle the complex technical requirements of lighting in productions. This is particularly important for maintaining safe, efficient, and professional operations in a field where lighting plays a vital role.

- \* Having dedicated staff for lighting design shows that the department is committed to providing students with a comprehensive education in all aspects of production, from performance to technical design. It also demonstrates that the program is adequately resourced, which is a key factor in accreditation evaluations.

#### 4. Ensuring Safe and Effective Learning and Performance Environments

- \* Safety is a major concern in accreditation evaluations, particularly in fields like performing arts where technical equipment like lighting rigs can pose risks. A full-time lighting technician ensures that lighting equipment is safely installed, maintained, and operated, which is essential for both student safety and compliance with regulatory standards (e.g., OSHA, Title V).

- \* Proper lighting setup and maintenance are critical for ensuring safe working conditions for students and staff during rehearsals and performances. Ensuring safety and professional standards in technical areas like lighting helps the department meet the facility and equipment standards required by accreditation bodies.

#### 5. Maintaining and Upgrading Facilities and Equipment

- \* Accreditation bodies require programs like the Performing Arts to demonstrate that their facilities and equipment are up-to-date and adequate for the program's needs. A full-time lighting technician can take responsibility for the maintenance, repair, and upgrading of lighting equipment. This includes ensuring that lighting systems are modern, energy-efficient, and capable of supporting advanced lighting designs, all of which are important for maintaining accreditation.

- \* By having a dedicated technician, the department can also plan for future equipment upgrades and technological improvements, which shows accreditation reviewers that the program is forward-thinking and committed to continuous improvement.

#### 6. Supporting Assessment of Student Learning Outcomes

- \* Accreditation processes often require programs to assess and demonstrate student learning outcomes in specific technical areas. A full-time lighting technician can contribute to the evaluation of student work in lighting design and technology, providing professional-level feedback and ensuring that students are meeting the technical competencies required for accreditation.

- \* The technician's expertise ensures that student projects and productions are assessed based on industry standards, and the feedback provided helps students develop the technical skills necessary for success in the performing arts industry.

#### 7. Expanding Program Offerings and Innovation

- \* A dedicated lighting technician allows the department to offer more advanced and innovative productions, incorporating complex lighting designs that push the boundaries of creativity and technology. Accreditation bodies often look for programs that innovate and grow, and having a lighting



technician enables the department to explore new types of performances and lighting techniques. This growth can include offering specialized courses or workshops in lighting design, further enriching the curriculum and enhancing the department's ability to attract students interested in technical theater. Offering these specialized learning opportunities strengthens the department's case during accreditation reviews.

#### 8. Aligning with Accreditation Requirements for Professional Development

\* Many accreditation bodies require that programs provide students with real world learning activities/opportunities. A full-time lighting technician can offer mentorship to students, guiding them through real-world lighting challenges in productions and preparing them for careers in the performing arts industry.

\* This hands-on mentorship and training align with accreditation standards that emphasize preparing students for post-graduation success, whether they pursue technical careers in theater, music, or other performance-related fields.

## Performing Arts

### PER2303

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**Objective:** Increase Performing Arts Department Enrollment, Retention and Completion Rates

2024-2025

**New/Replacement:** New

**Priority:** 04

**Previously Requested in Years:** 2022-2023; 2023-2024

**Primary Contact:** Brent Wilson, Nathan Cole, Jamie Birkett

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**Resource Request Description:** Full-time Performing Arts Technician II - Emphasis in Sound Engineering

**How critical is this position to your program's ability to function?** A full-time technician specializing in sound engineering and sound design is critical for the Department of Performing Arts at Ventura College to function effectively, especially considering the department's heavy reliance on sound for productions, performances, and instruction. Heres why:

#### 1. Technical Complexity of Sound in Productions

\* Sound Design and Engineering are essential components of modern theatrical, musical, and dance productions. The technician ensures that sound quality, acoustics, microphone setups, and playback systems are optimal for every performance. This includes managing live sound for actors, musicians, and multimedia, where any sound failure could severely impact the overall performance.

\* A full-time technician would handle the installation, maintenance, and troubleshooting of complex sound systems, equipment, and software, tasks that a general tech may not have the expertise to execute effectively.

#### 2. Specialized Expertise

\* Sound engineering requires specialized knowledge, from understanding audio signal flow and acoustics to working with digital soundboards and other advanced technologies. A full-time sound technician would provide the necessary expertise to maintain and improve the department's sound infrastructure, ensuring the department meets the high technical demands of its productions.

\* Sound design involves creating the aural environment for a performance, which can include effects, ambiance, and live mixing of sound elements. Without a dedicated professional, the quality of this essential component may be compromised.

#### 3. Consistency and Reliability

\* Full-time availability ensures that the department has consistent, reliable sound management across all rehearsals, performances, and classes. This minimizes the risk of technical failures, last-minute sound issues, or having to rely on undertrained personnel.

- \* Having a full-time sound technician allows the department to plan and execute productions more efficiently, knowing they have a dedicated expert to handle sound engineering, maintenance, and upgrades of equipment.

#### 4. Educational Support for Students

- \* The technician would also support student learning in sound design and engineering, offering mentorship to students interested in technical theater careers. This aligns with the department's educational mission, providing students with hands-on experience and technical skills relevant to the performing arts industry.

- \* Students will benefit from exposure to professional-grade sound systems and tools, which better prepares them for careers in the entertainment industry. Having a sound technician ensures that students have access to expert guidance, particularly in an area as specialized as sound engineering.

#### 5. Workload and Financial Relief for the Department

- \* Considering the department only has one full-time technician, adding a specialized sound technician is crucial to alleviate the overwhelming workload. The current tech likely handles all technical aspects lighting, set design, media, and sound which is unsustainable in the long term. A dedicated sound technician allows the department to distribute responsibilities more evenly, ensuring that all areas of production receive the necessary attention.

- \* This relief also helps avoid burnout and ensures that the quality of work remains high across all technical areas, not just sound.

- \* We currently spend thousands of dollars each academic year which could be diverted to acquire other resources to support student productions and classroom supplies.

#### 6. Professional-Grade Productions

- \* Hiring a full-time sound technician ensures that the department's productions maintain a professional standard, essential for attracting audiences, boosting ticket sales, and enhancing the reputation of the department. High-quality sound design elevates performances, from theater to music to dance, making them more immersive and engaging for audiences.

- \* It also allows the department to take on more complex productions that require advanced sound engineering, such as musicals, multimedia performances, and events that integrate digital media, which could otherwise be difficult to execute with a limited technical staff.

#### 7. Long-Term Growth and Infrastructure Maintenance

- \* As the department grows and its technical demands increase, a full-time sound technician will ensure the long-term viability and growth of the sound infrastructure. This includes maintaining and upgrading audio equipment, setting up new technologies, and adapting to industry advancements.

- \* Without a dedicated expert, the department risks falling behind on sound technology, which could affect the quality of student learning and our student performances.

**Impact of position on campus and/or community:** Impact on the Department of Performing Arts:

1. Improved Production Quality:

\* High-quality sound design and engineering are essential for delivering professional-grade performances. A dedicated technician ensures that each production benefits from excellent audio quality, including live sound management, sound effects, and proper acoustics. This improvement elevates the departments reputation and draws larger audiences.

\* A sound engineer would also enable more complex productions that integrate multimedia elements, enhancing the departments ability to experiment creatively and technically.

2. Enhanced Student Learning Opportunities:

\* A full-time sound technician would provide hands-on training and mentorship to students interested in technical theater and sound design, offering valuable real-world skills. These opportunities are critical for students aspiring to work in entertainment and performing arts fields, giving them a competitive edge in the job market.

\* Students in the department will also gain exposure to cutting-edge sound technology and practices, ensuring that their education stays relevant to current industry standards.

3. Increased Production Efficiency:

\* Having a specialized sound engineer streamlines the production process, allowing the department to prepare for performances more efficiently. The full-time technician would handle equipment setup, troubleshooting, and maintenance, which relieves stress on the existing technical staff and faculty. This would result in smoother, more reliable production timelines.

\* This dedicated role allows the department to focus on creative aspects of production while ensuring that the technical elements, especially sound, are executed flawlessly.

4. Reduced Workload on Current Tech Staff:

\* With only one full-time tech, the current staff member is likely stretched thin, handling multiple technical aspects of productions. A dedicated sound technician would significantly reduce the workload, allowing for more focus on other important areas like lighting, set design, and media. This division of labor leads to higher-quality work in every production area.

Impact on the Campus as a Whole:

1. Enhanced Campus Events and Collaborations:

\* A full-time sound technician could support not only the Performing Arts Department but also other campus events that require sound design and engineering expertise, such as graduation ceremonies, guest lectures, and campus-wide performances. This creates opportunities for cross-departmental collaboration and provides technical support for various events across campus.

\* Improved sound quality for campus-wide events enhances the overall experience for students, faculty, and attendees, contributing to a more dynamic and professional campus atmosphere.

2. Attracting New Students and Talent:

- \* High-quality performing arts productions are a major draw for prospective students, especially those interested in pursuing theater, music, and technical production fields. With a full-time sound engineer, the department can consistently deliver top-tier performances, which will likely boost enrollment and retention.

- \* Additionally, the department may attract guest artists, professional performers, and potential collaborations with outside entities, all of which increase the visibility and prestige of the college.

### 3. Supporting Institutional Goals:

- \* Hiring a full-time sound technician aligns with Ventura Colleges broader goals of enhancing the student experience and providing state-of-the-art resources for learning and performance. This role directly supports the mission of offering high-quality education and fostering a thriving cultural environment on campus.

### Impact on the Surrounding Community:

#### 1. Cultural Enrichment:

- \* Ventura Colleges Performing Arts Department plays a key role in enriching the cultural life of the surrounding community. A dedicated sound technician ensures that public performances whether plays, concerts, or community events are of the highest technical quality. This attracts larger audiences from the community, helping to solidify the college as a cultural hub for Ventura County.

- \* High-quality productions contribute to the cultural vibrancy of the region, offering the local community access to professional-grade performances at a community college level.

#### 2. Stronger Partnerships and Community Engagement:

- \* The presence of a full-time sound technician enables the department to take on more ambitious community outreach projects, such as workshops, concerts, or partnerships with local schools and arts organizations. Sound plays a critical role in events like these, and having an expert on staff ensures that such engagements run smoothly and professionally.

- \* This also opens the door for potential collaborations with local theaters, music venues, and organizations, increasing the visibility of the department and creating mutually beneficial relationships within the community.

#### 3. Boosting Local Economy:

- \* High-quality performances at Ventura College often lead to increased foot traffic in the area, benefiting local businesses such as restaurants, cafés, and shops. Larger, more frequent audiences can contribute to the local economy, especially during performances that draw in outside visitors.

### Long-Term Benefits:

#### 1. Sustained Growth of the Department:

- \* The hiring of a full-time sound technician is an investment in the long-term growth of the Performing Arts Department. As productions grow in size and complexity, sound design will continue to play a

pivotal role in their success. This ensures the department remains competitive and continues to attract students, talent, and community involvement.

- \* With a dedicated technician, the department can expand its range of performances and classes, integrating more multimedia projects, concerts, and innovative productions.

## 2. Reputation Enhancement:

- \* A well-staffed, technically capable department that consistently delivers high-quality performances elevates Ventura Colleges reputation in the region. This can lead to increased support from donors, potential funding from grants, and greater recognition within the arts community.

### **Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

#### 1. Supporting Accreditation Standards for Technical and Artistic Quality

- \* Accreditation bodies, such as the National Association of Schools of Theatre (NAST) or the National Association of Schools of Music (NASM), expect departments to maintain high standards of technical and artistic excellence. A full-time sound technician ensures that the department consistently delivers professional-grade sound design and engineering in its productions, which directly impacts the quality of student learning and overall production value.

- \* Sound is a critical component of performing arts, and having a dedicated expert on staff demonstrates that the department meets the industry-standard expectations in production, technology, and safety, which is often scrutinized during accreditation reviews.

#### 2. Ensuring Curriculum and Learning Outcomes Alignment

- \* Many accreditation processes require programs to demonstrate how they provide students with hands-on, industry-relevant experience. A full-time sound technician provides students with direct learning opportunities in sound design, sound mixing, and technical theater. These learning experiences are critical for preparing students for careers in the performing arts industry and are essential for maintaining accreditation.

- \* The technician supports the department in developing coursework, workshops, and practical training in sound engineering, ensuring that the curriculum aligns with accreditation guidelines that emphasize skill-building and competency in all technical aspects of performance.

#### 3. Enhancing Facilities and Resource Management

- \* Accreditation reviews often focus on the proper management of facilities, equipment, and resources. A full-time sound technician ensures that the department's audio equipment and technical infrastructure are regularly maintained, up-to-date, and meet industry standards. This is critical for both safety compliance and ensuring that students work in a professional environment, which aligns with accreditation standards regarding resource adequacy and management.

- \* Sound systems, mixing boards, microphones, and other equipment require constant monitoring and updates to stay current. A technician ensures the departments sound equipment is well-maintained and

fully operational, meeting the technological standards expected in an accredited performing arts program.

#### 4. Demonstrating Faculty and Staff Expertise

\* Accreditation reviews evaluate the qualifications and expertise of faculty and staff in providing a high-quality educational experience. A full-time technician specializing in sound engineering and design brings critical expertise to the department that enhances its overall capacity to offer comprehensive training in technical theater.

\* This addition strengthens the departments ability to demonstrate that it has qualified personnel managing specialized areas like sound, which can be a specific requirement or expectation in accreditation reviews. Having a full-time sound specialist indicates that the department is committed to providing students with professional-level instruction in all areas of production, not just performance.

#### 5. Supporting Safe and Effective Learning Environments

\* Accreditation bodies require that the department provide safe, effective learning environments. A sound technician ensures that audio systems, acoustics, and electrical components are properly installed and functioning, contributing to a safe working environment for students and staff during productions.

\* Furthermore, sound technicians play a crucial role in adhering to safety regulations related to sound levels, equipment operation, and venue acoustics, which are important in ensuring compliance with broader safety standards that accreditation bodies may review.

#### 6. Supporting Program Growth and Innovation

\* Accreditation processes often emphasize the importance of innovation and growth within a department. By hiring a full-time sound technician, Ventura College can expand its program offerings to include more complex productions and technologically advanced sound designs, demonstrating the departments ability to grow and adapt to changing industry standards.

\* A full-time technician allows the department to incorporate new technologies and methods, such as digital sound engineering, multimedia integration, and advanced acoustical treatments. These innovations are often viewed positively by accreditation bodies as indicators that the department is forward-thinking and responsive to industry trends.

#### 7. Ensuring Consistent Assessment of Learning Outcomes

\* Accreditation reviews often require departments to assess and report on student learning outcomes. A full-time sound technician contributes to the accurate assessment of students technical skills in sound design and engineering, helping the department to better measure student performance in this critical area.

\* The technician can assist in evaluating student projects, offering professional feedback on sound quality, setup, and technical proficiency, which strengthens the departments ability to demonstrate that students are meeting learning objectives in line with accreditation requirements.

## Performing Arts

### PER2403

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**Objective:** Safety in the Performing Arts Department

2024-2025

**New/Replacement:** New

**Priority:** 05

**Previously Requested in Years:**

**Primary Contact:** Brent Wilson

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**Resource Request Description:** Performing Arts Instructional Lab Technician II/Stage Crew-100%

**How critical is this position to your program's ability to function?** The Performing Arts Department is in need of a full-time music stage crew staff position to support the efficient setup and operation of our music classrooms, rehearsal spaces, and performances. As the number of events and rehearsals continues to grow, the demands for setting up chairs, stands, and other equipment, as well as ensuring optimal classroom layouts, have exceeded the capacity of our staff and student workers. A full-time crew member would streamline these processes, ensuring that spaces are consistently well-prepared for both instruction and performance. This position is critical for maintaining the flow of daily activities, minimizing disruptions, and enhancing the overall learning environment for students and faculty alike.

**Impact of position on campus and/or community:** Creating a full-time music stage crew position at your university could have several significant impacts on both the campus and the surrounding community. Here's an outline of potential effects:

#### 1. Enhancement of Campus Events

A. Professionalism and Quality: Having a dedicated stage crew would ensure higher technical and operational standards for concerts, master classes, and other events. This would elevate the quality of performances and productions on campus.

B. Consistency: A full-time crew would bring consistency to the execution of events, leading to smoother setups, fewer technical issues, and an overall more polished experience for artists and audiences.

#### 2. Support for Educational Goals

A. Hands-On Learning for Students: A professional stage crew could work with students interested in technical theater, audio engineering, and stage management, offering practical learning experiences. Students could intern or shadow professionals to gain industry skills.

B. Cross-Disciplinary Opportunities: Beyond music students, this position could benefit other departments, such as theater, film, and communications, by providing a resource for student-led productions, enhancing their educational experiences.



### 3. Expanded Programming and Events

A. Increased Capacity for Events: With a dedicated crew, the university may have the ability to host more events, such as larger-scale concerts, festivals, or community engagements that require technical expertise.

B. Professional Artist Attraction: A dedicated crew might make the campus more attractive to visiting artists and performers, who often require experienced technical support for their shows.

### 4. Community Engagement and Cultural Enrichment

A. Cultural Hub: The campus could become a more prominent cultural hub for the local community. High-quality productions could attract more visitors from surrounding areas, leading to increased cultural exchange and community engagement.

B. Partnerships and Outreach: The crew could support outreach programs, such as performances in local schools or community centers, fostering relationships between the university and local organizations.

### 5. Support for Diversity and Inclusion Efforts

A. Diverse Programming: With more technical support, the university could present a wider range of performances, including those that promote DEI and social justice themes, further aligning with the college's mission.

B. Accessible Productions: A skilled stage crew could ensure that events are accessible to all audience members, considering audio/visual accommodations for people with disabilities and making the campus more inclusive.

### 6. Job Creation and Economic Impact

A. Employment Opportunities: A full-time crew position creates a local job, which can have a direct positive impact on the local economy. It may also lead to additional part-time or student employment opportunities.

B. Event Revenue: More frequent and higher-quality events could generate additional revenue for the university through ticket sales, concessions, and community sponsorships, benefiting both the campus and surrounding businesses.

C. By creating this position, the university could enhance its reputation as a professional arts venue while providing practical benefits for students and increasing its role in the cultural life of the community.

### **Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

#### 1. Support for Educational Quality and Learning Outcomes

A. Efficient Setup and Operation: A dedicated music stage crew staff ensures that music classrooms, rehearsal spaces, and performances are set up efficiently, minimizing disruptions to classes and rehearsals. This improves the overall learning environment, which is essential for meeting accreditation standards that focus on student learning outcomes and the quality of the academic experience.

B. Enhanced Learning Opportunities: Consistent support for setting up and operating performance spaces allows students to focus on their craft without being burdened by technical issues, ensuring a smoother and more professional experience. Accreditation bodies look for programs that offer students high-quality learning experiences, both in the classroom and in practical settings.

## 2. Demonstration of Institutional Support

A. Resource Allocation: Accreditation bodies assess whether institutions provide sufficient resources, including staffing, to support their programs. A full-time music stage crew staff position demonstrates that Ventura College is committed to adequately supporting the operational needs of its music department, thereby meeting accreditation standards related to institutional support.

B. Sustained Program Delivery: Having a dedicated staff member to manage the logistical aspects of music performances and rehearsals ensures that the department can sustain its offerings without overburdening faculty or students. This kind of operational efficiency contributes to a stable and well-supported program, which is critical for accreditation.

## 3. Consistency in Production Quality

A. Professional-Level Performances: A full-time staff member overseeing technical and operational aspects of music performances contributes to maintaining high production standards. Accreditation reviews often consider the quality and consistency of a programs outputssuch as student performances and eventsas indicators of program excellence.

B. Timely and Safe Operations: Ensuring that all setups are done safely and on time aligns with accreditation requirements for maintaining a safe and effective learning environment. This staff member could also help address logistical challenges, which could otherwise impede the quality of student performances and assessments.

## 4. Improved Student and Faculty Support

A. Faculty Productivity: With a dedicated music stage crew staff, faculty can focus more on instruction and mentoring rather than the logistical setup of spaces and equipment. Accreditation bodies value programs that support faculty in focusing on their core instructional duties, thereby enhancing educational outcomes.

B. Increased Student Access: A full-time staff member can ensure that rehearsal and performance spaces are accessible and operational when needed, providing students with greater access to the facilities required for their practice, rehearsals, and performances, which is crucial for accreditation.

## 5. Resource and Facility Management

A. Effective Use of Resources: A full-time stage crew staff would ensure that spaces and equipment are managed effectively and maintained properly. Proper resource management is often part of the evaluation criteria during accreditation reviews, as accrediting bodies look for evidence that institutions are utilizing their resources efficiently to support educational programs.

B. Compliance with Safety and Accessibility Standards: Accreditation standards often require institutions to maintain facilities that are safe, accessible, and conducive to learning. A full-time stage crew staff



Request Type: **Staff**

would be instrumental in ensuring compliance with these standards in the music departments classrooms and performance spaces.

## Student Activities

### STU2401

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**Objective:** Strengthen Financial Oversight and Budget Management for Student Activities to Ensure Transparency, Efficiency, and Sustainability.

2024-2025

**New/Replacement:** New

**Priority:** 01

**Previously Requested in Years:** 2023-2024; 2022-2023; 2021-2022; 2020-2021; 2019-2020; 2018-2019; 2017-2018

**Primary Contact:** Jessica Perez

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**Resource Request Description:** The Student Activities Office seeks to hire an Office Assistant/Student Services Assistant to support the increasing administrative and clerical demands of our office. This position is essential to managing the growing volume of student programming, events, and fiscal responsibilities. The assistant will help with day-to-day operations, including processing financial paperwork, organizing event logistics, managing communication with student clubs, and providing general office support. By onboarding this role, the office will be able to operate more efficiently, ensuring that student programs and services are delivered effectively while maintaining compliance with District and College policies. This support will also allow current staff to focus on strategic student engagement initiatives, further enhancing the student experience at Ventura College.

**How critical is this position to your program's ability to function?** This position is critical to the Student Activities Offices ability to function effectively, especially as we expand our programming and services to the growing VC East Campus satellite location. The increased volume of student programs, events, and administrative tasks across both campuses necessitates additional support to ensure smooth operations. Without an Office Assistant/Student Services Assistant, we risk falling behind in crucial areas such as event planning, financial processing, and communication with student clubs and organizations. More staff support is essential to keep up with these demands and ensure that we continue providing high-quality engagement, professional development, and leadership opportunities for our students. Failing to add this position could result in reduced capacity to serve students, hindering their overall experience and access to resources.

**Impact of position on campus and/or community:** The addition of an Office Assistant/Student Services Assistant would have a significant positive impact on both the campus and the surrounding community. By enhancing the operational efficiency of the Student Activities Office, this position will enable us to deliver a higher quality of service and support to students, ensuring they have access to engaging programs, events, and resources. As we continue to grow our services at the VC East Campus satellite location, this role will facilitate smoother coordination and communication, fostering a sense of community among students across both campuses.

Furthermore, we have various ideas to continue uplifting student voices, such as creating mentorship programs and connecting with national organizations. However, the implementation of these initiatives is not feasible with our current limited staffing. The assistant would help streamline the planning and execution of events that promote student engagement, professional development, and leadership opportunities. This increased capacity will not only benefit our students but also strengthen our partnerships with local organizations and community members, encouraging greater involvement and collaboration. Ultimately, this position will enhance the overall campus environment, contributing to a vibrant and supportive educational experience for all students, which in turn positively affects the surrounding community by cultivating engaged and active citizens.

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

Yes, there are several unique considerations for the Office Assistant/Student Services Assistant position, particularly regarding civic engagement requirements. This role will be integral in assisting with student elections and maintaining compliance with the 9+1 rights of students, which ensures that students are actively engaged in governance and decision-making processes at the college.

Additionally, the assistant will play a vital role in supporting graduation activities, helping to ensure that students feel celebrated for their efforts and achievements. This includes coordinating graduation events, managing communications related to graduation requirements, and assisting in creating an inclusive atmosphere that honors the diverse accomplishments of all students.

Moreover, many campus departments, program initiatives, and curriculum rely on having active student clubs and organizations, as well as hands-on opportunities for students to get involved. The assistant will help facilitate these connections, ensuring that students are aware of and can participate in various initiatives that enhance their educational experience.

The position will require a strong understanding of legislative requirements related to student involvement in elections and the rights associated with civic engagement. The assistant will also ensure that all election procedures are conducted fairly and transparently, aligning with accreditation standards that promote student participation in institutional governance. By providing administrative support in these areas, the assistant will foster a culture of civic engagement and recognition on campus, ultimately contributing to a more inclusive and participatory environment where students feel valued and celebrated for their achievements.

## Student Business Office

### **SBO2303**

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**Objective:** Continue to provide quality service to students and staff in the SBO

2024-2025

**New/Replacement:** New

**Priority:** 02

**Previously Requested in Years:** 2023-2024

**Primary Contact:** Yvonne M. Corral

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**Resource Request Description:** Requesting Additional Full-Time Business Office Assistant Position for the Student Business Office

**How critical is this position to your program's ability to function?** This position is critical in allowing the SBO to streamlining processes, focus on deficiencies in some processes, continue to strengthen our areas of effectiveness and provide a higher level of customer service to our students.

**Impact of position on campus and/or community:** It would have a positive impact resulting in a much higher level of customer service to our students, invoicing for 3rd party billing in a timelier manner, meeting deadlines, focus on reducing outstanding balances/student debt and handling of scholarships. These areas all have a direct impact on our students.

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

## Student Health Center

### SHC2401

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**Objective:** 2. The Student Health Center (SHC) will increase health awareness and education through SHC sponsored interactive events

2024-2025

**New/Replacement:** Replacement

**Priority:** 01

**Previously Requested in Years:** 2022-2023

**Primary Contact:** Laura Hamilton

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**Resource Request Description:** College Nurse

**How critical is this position to your program's ability to function?** A school nurse is indispensable to a college health centers ability to provide comprehensive care, promote student well-being, and ensure a healthy, safe campus environment. Without this role, students may face delays in accessing care, and the overall efficiency of the health center would likely suffer.

**Impact of position on campus and/or community:** The presence of a school nurse in a college health center has a profound, far-reaching impact on student health and the campus community. By providing timely medical care, supporting mental health, promoting health education, and ensuring public health safety, the school nurse enhances students' overall well-being, contributing to their academic success and retention.

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

Yes, Licensed Registered Nurse

## Student Health Center

### SHC2403

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**Objective:** 7. The SHC will pursue additional funding sources and opportunities for program development

2024-2025

**New/Replacement:** New

**Priority:** 03

**Previously Requested in Years:** 2022-2023

**Primary Contact:** Laura Hamilton

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**Resource Request Description:** Mental Health Therapist

**How critical is this position to your program's ability to function?** A college mental health therapist is absolutely critical to our program's ability to function effectively. They provide essential support to students dealing with anxiety, depression, stress, and other mental health challenges that can directly impact academic performance, retention, and overall well-being. By offering counseling, crisis intervention, and coping strategies, the therapist helps students stay engaged in their studies and succeed in their academic and personal lives.

**Impact of position on campus and/or community:** The addition of a mental health counselor will improve access to individual and group counseling, campus-wide mental health awareness campaigns, enhance campus safety and ensures students have access to professional guidance during difficult times. Overall, a mental health counselor would create a safer, more supportive environment for students while fostering greater mental health awareness and partnerships that benefit both the campus and its community.

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

Licensed therapist or counselor



## Student Outreach & Assessment

### OUT2103

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**Objective:** Educational Master Plan Objectives are directly connected to Outreach efforts and VC Strategic Goals: Goal 1: VC Master Plan to increase student success of our students while closing equity gaps. Goal 2: Increase our community's access to transfer, workfo

2021-2022

**New/Replacement:** **Priority:** 02

**Previously Requested in Years:** 2020-2021; 2019-2020; 2018-2019

**Primary Contact:** Vanessa Stotler

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**Resource Request Description:** Requesting a Bilingual Student Services Assistant member to support our increased efforts to Spanish Speakers in the Santa Paula and Fillmore areas and throughout Ventura County. As a Hispanic Serving Institutions it is important that we have a Spanish speaking staff member within Outreach.

According to the U.S. Census Bureau Ventura County's population is 846,000, Ventura College's Outreach team is officially comprised of one staff member dedicated to Outreach and another staff member leading articulation, assessment, and supporting the students' needs in recruitment and retention. To feasibly meet the Ventura College's Strategic Plan and Equity Plan additional permanent staff is required. In the Equity Plan, Access Successful Enrollment, "increase college visibility in the community by addressing the importance of college to a broader audience." In the Educational Master Plan, Objective 5, "ensure that at least 95% of first-time students receive Student Success and Support Program services. One strategy listed, is to "improve coordination and communication of academic student support services." Another strategy is, "implement evaluate, and refined Guided Pathway Model to crease a cross functional group to work with middle schools, high schools, county and community colleges and universities." More over to meet Goal 2, in the 2020-2023 strategies "to continue outreach to local schools" additional staffing is required as well as to address the highlighted plans.

**How critical is this position to your program's ability to function?**

**Impact of position on campus and/or community:**

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

## Student Outreach & Assessment

### OUT2201

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**Objective:** Educational Master Plan Objectives are directly connected to Outreach efforts and VC Strategic Goals: Goal 1: VC Master Plan to increase student success of our students while closing equity gaps. Goal 2: Increase our community's access to transfer, workfo

2022-2023

**New/Replacement:** Replacement

**Priority:** 01

**Previously Requested in Years:**

**Primary Contact:** Vanessa Stotler

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**Resource Request Description:** Fill a Student Success &Support Specialist II

**How critical is this position to your program's ability to function?**

**Impact of position on campus and/or community:**

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

## Tutoring Center

### TUT2401

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**Objective:** Establish and maintain a Tutoring Team that meets the needs of our communities (VC, VCEC)

2024-2025

**New/Replacement:** New

**Priority:** 01

**Previously Requested in Years:**

**Primary Contact:** Brook Masters

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**Resource Request Description:** Tutorial Services Specialist I

**How critical is this position to your program's ability to function?** The Tutoring Center is in dire need of an additional tutorial services specialist. Currently, the Center has one full-time TSS II position. This staff member is running every program in the Center, although the position description for a TSS II is supposed to allow for a focus on embedded tutoring. Our TSS II is single-handedly running an active and robust center with over 70 employees and solely responsible for every operational task, including administrative processes, hiring, training, and observing/evaluating the tutoring and front desk staff. This limits the TSS II's capacity to properly oversee our growing embedded tutoring program, build critical relationships with faculty members and other campus stakeholders, and provide greater oversight of the tutoring services. Having a TSS I at the Tutoring Center will help ensure the effectiveness, quality, and growth of our tutoring services, not only at Ventura Campus but also at East Campus.

**Impact of position on campus and/or community:** Having a TSS I at the Tutoring Center would have a profound impact on the center's effectiveness and the success of our students and tutors. This position would provide ongoing support for tutors and front desk workers, providing tutors with day-to-day work direction, guidance, and support to ensure tutoring best practices. With our embedded tutoring program expanding from only covering six embedded courses in 2021 to over 55 courses in the fall of 2024 and providing tutoring services to 2,000 students, it is essential that we have the support staffing to support our growth at both Ventura Campus and East Campus. Currently, East Campus has no staffing for the tutoring center and therefore no direct observation and support for any tutors who work at East Campus. The TSS I will allow the Tutoring Center to have a greater impact on campus programming, student success, and programmatic demands, while enabling the Center to expand and strengthen services at East Campus and to achieve broader visibility through outreach and engagement activities such as tabling events at the Ventura and Santa Paula campuses and classroom visits to promote academic support services.

With the implementation of AB 928 in Fall 2025, along with our ongoing efforts to support students in English and Math as outlined in AB 1705, we will need to expand our tutoring services even further. The coming changes resulting from this legislation will put increased pressure on and demand for critical



Request Type: **Staff**

academic support in Math, English, Communications and Ethnic Studies. This will require us to recruit, hire, and train additional tutors, which will place added responsibilities on our only classified employee, the Tutorial Services Specialist - II.

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

AB 928; AB1705

## Tutoring Center

### TUT2403

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**Objective:** Provide state-of-the-art services to students.

2024-2025

**New/Replacement:** New

**Priority:** 03

**Previously Requested in Years:**

**Primary Contact:** Brook Masters

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**Resource Request Description:** Instructional Lab Tech - I

**How critical is this position to your program's ability to function?** With the increase of students taking courses online and increased tutoring at both Ventura Campus and East Campus, we have found that we lack the staffing resources to properly assist students. We currently have no staff to support the Tutoring Center at East Campus or to provide direct support for East Campus tutors. Prior to the pandemic, we had an ILT-1 who worked primarily at East Campus, from 2008 to 2021. That position was eliminated during COVID when in person services were dramatically reduced.

**Impact of position on campus and/or community:** Having an Instructional Lab Tech-I will allow us to have a dedicated person who can answer students' questions when it comes to Canvas and other online class software. They would also provide instructional assistance, helping students utilize online resources and specialized tools. The Instructional Lab Tech-I will also be able to assist students at East Campus, increasing student engagement and success.

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

## Tutoring Center

### TUT2404

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**Objective:** Increase visibility of and promote tutoring services

2024-2025

**New/Replacement:** New

**Priority:** 07

**Previously Requested in Years:**

**Primary Contact:** Brook Masters

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**Resource Request Description:** Office Assistant

**How critical is this position to your program's ability to function?** Highly critical.

**Impact of position on campus and/or community:** Having an Office Assistant is critical for the day-to-day operations of the Tutoring Center. The Office Assistant will ensure that tutoring materials such as textbooks, study guides, and subscriptions are ordered. The Office Assistant will serve as a link between students, tutors, staff, and faculty not only at the Ventura Campus but also at the East Campus. The Office Assistant will increase the Tutoring Center's visibility by creating promotional flyers, updating the website, managing social media accounts, coordinating outreach events, and assisting with campus wide communications.

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

## University Transfer Center

### UTC2301

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**Objective:** Hire full time classified staff (Counseling Specialist or Transfer Career Specialist level) member to serve students seeking transfer services inside the University Transfer Center.

2023-2024

**New/Replacement:** Replacement

**Priority:** 02

**Previously Requested in Years:** 2012-2013; 2013-2014; 2015-2016; 2017-2018

**Primary Contact:** Gema Sanchez, Interim Dean of Student Services

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**Resource Request Description:** Need full-time classified staff to provide direct student services inside the University Transfer Center

**How critical is this position to your program's ability to function?**

**Impact of position on campus and/or community:**

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

## Welcome Center

### WELC2401

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**Objective:** Expand support to facilitate a high quality, comprehensive service environment that contributes to increased enrollment.

2024-2025

**New/Replacement:** New

**Priority:** 01

**Previously Requested in Years:** 2021-2022; 2022-2023; 2023-2024

**Primary Contact:** Tatiana Lawler

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**Resource Request Description:** Request for Full-Time Bilingual Student Services Assistant Position

Over the past year, The Compass Welcome Center has continued to deliver high-quality, personalized support to our students and the community. Despite being a critical hub for enrollment services, the center currently has only one full-time permanent staff member. The rest of the staff consists of four provisional Student Services Assistants working 30-32 hours per week, along with one Student Ambassador. To enhance equitable student access, persistence, and success, we are requesting the addition of a full-time, bilingual Student Services Assistant.

As a key program at Ventura College, the Welcome Center serves as the first point of contact for prospective and continuing students. Our team guides students through each step of the onboarding process, assists with registration, and provides ongoing support from application through their time in the classroom. The center ensures a smooth transition to college for all students, with a particular focus on first-generation and underserved communities, making them feel supported, valued, and prepared to succeed.

Given that Ventura College is a Hispanic Serving Institution (HSI), the Welcome Center is especially critical to our mission. Data from the Office of Institutional Effectiveness shows that 66% of students served at the center are Hispanic. It is vital that our team demonstrates cultural humility, is knowledgeable, and Spanish-speaking whenever possible. Currently, three of our four provisional Student Services Assistants are bilingual. While our staff is equipped to assist with every aspect of onboarding and can resolve complex issues in both English and Spanish, their temporary status creates uncertainty and instability for our team and the services we provide.

Data shows that students who receive support from the Welcome Center often return for additional assistance. In the past year, the center had a student headcount of 3,991 but handled 6,539 total student interactions, indicating that over 63% of students see the Welcome Center as a trusted resource. To maintain this high level of engagement, it is crucial to establish a stable, permanent staff structure.



Currently, our temporary staff face uncertainty, which risks losing skilled and dedicated employees who may seek more stable positions with benefits elsewhere. To retain this talent and avoid turnover, we need a permanent solution. Furthermore, the center is expanding services, including new initiatives like Simple Texting for communication and implementing student ID card services. Temporary staffing is not sustainable for meeting these growing demands.

The Welcome Center is indispensable to the college's success, ensuring that the enrollment process is accessible to all. To continue providing these critical services and to effectively meet the needs of our community, we request the addition of a full-time, permanent Bilingual Student Services Assistant. This position will help secure the center's long-term capacity to support our students and ensure a positive impact on their educational journey.

**How critical is this position to your program's ability to function?** The addition of a full-time, permanent Student Services Assistant is essential for the Welcome Center to continue functioning at its current capacity and to accommodate future growth. The significant increase in student engagement shows the expanding demand for our services. According to data from the Office of Institutional Effectiveness, the student headcount at the Welcome Center grew by 53% over the past year, and total student contacts increased by 64%. These numbers illustrate the growing reliance on the Welcome Center for support, especially as we serve an increasing number of Hispanic and first-generation college students.

The impact of staffing stability is also shown in customer satisfaction data. The 2023 Six-Factor Survey showed improvements in all seven measured categories compared to 2019, when the center was primarily staffed by student employees. With our current provisional staffing configuration, satisfaction scores increased as follows:

- Connected: From 4.5 to 4.8
- Directed: From 4.7 to 4.9
- Engaged: From 4.6 to 4.8
- Focused: From 4.5 to 4.8
- Nurtured: From 4.7 to 4.9
- Valued: From 4.5 to 4.7

These improvements indicate that having dedicated, knowledgeable staff members significantly enhances the quality of service provided to students. The current provisional positions, however, create an unstable environment that compromises the consistency and quality of our services.

**Impact of position on campus and/or community:** The Welcome Center plays a critical role in fostering a supportive environment for all students, helping them navigate the enrollment process, and ensuring their long-term success. Making the Student Services Assistant positions permanent would enable us to sustain and further enhance our services, positively affecting enrollment, our campus, and our community.

The Welcome Center's capacity to offer a variety of tours and outreach opportunities directly depends on staffing stability. In the 2023 fiscal year, we conducted over 53 tours for local schools, community groups, and prospective students. Student Service Assistants guided 1,557 guests across campus for a total of 62 hours, in addition to hosting group tours for Pirate Days. As our services have expanded, we have been able to offer a diverse range of tours, including general campus tours, Career Education (CE) tours, Educational Access Center (EAC) tours, New Classified Employee Orientations, and Spanish-language tours. We are currently developing new Guided Pathways, Career & Major Community (CMC) tours to help students explore programs that align with their interests. Without permanent staff positions, we may not have the capacity to maintain or expand these important services.

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

As a Hispanic Serving Institution (HSI), the Welcome Center is essential in supporting our students. Data from the Office of Institutional Effectiveness indicates that 66% of students served at the Welcome Center identify as Hispanic. It is crucial for our team to embody cultural humility, be bilingual, and maintain a strong focus on service. Currently, three of our four Student Services Assistants are bilingual; however, their positions are provisional rather than permanent. Our center effectively represents the values of an HSI and is well-equipped to assist with all aspects of onboarding, including credit and non-credit admissions applications in both English and Spanish, as well as addressing more complex issues. Despite this, our team largely consists of temporary staff.

The Office of Institutional Effectiveness also shows that students who seek help at the Welcome Center often return for additional support. This year, we served a total student headcount of 3,991, resulting in 6,539 total student contacts. This data highlights the Welcome Center as a trusted space where students feel comfortable seeking assistance and connection. If our current provisional Student Services Assistants secure positions that offer benefits and full-time employment, we risk losing not only dedicated team members but also the strong relationships we have built with students, particularly those who require ongoing support and return regularly for assistance.

## Welcome Center

### WELC2402

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**Objective:** Expand support to facilitate a high quality, comprehensive service environment that contributes to increased enrollment.

2024-2025

**New/Replacement:** New

**Priority:** 02

**Previously Requested in Years:** 2021-2022; 2022-2023; 2023-2024

**Primary Contact:** Tatiana Lawler

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**Resource Request Description:** Request for one full-time Student Services Assistant position

Over the past year, The Compass Welcome Center has continued to deliver high-quality, personalized support to our students and the community. Despite being a critical hub for enrollment services, the center currently has only one full-time permanent staff member. The rest of the staff consists of four provisional Student Services Assistants working 30-32 hours per week, along with one Student Ambassador. To enhance equitable student access, persistence, and success, we are requesting the addition of a full-time Student Services Assistant.

As a key program at Ventura College, the Welcome Center serves as the first point of contact for prospective and continuing students. Our team guides students through each step of the onboarding process, assists with registration, and provides ongoing support from application through their time in the classroom. The center ensures a smooth transition to college for all students, with a particular focus on first-generation and underserved communities, making them feel supported, valued, and prepared to succeed.

Given that Ventura College is a Hispanic Serving Institution (HSI), the Welcome Center is especially critical to our mission. Data from the Office of Institutional Effectiveness shows that 66% of students served at the center are Hispanic. It is vital that our team demonstrates cultural humility, is knowledgeable, and Spanish-speaking whenever possible. Currently, three of our four provisional Student Services Assistants are bilingual. While our staff is equipped to assist with every aspect of onboarding and can resolve complex issues in both English and Spanish, their temporary status creates uncertainty and instability for our team and the services we provide.

Data shows that students who receive support from the Welcome Center often return for additional assistance. In the past year, the center had a student headcount of 3,991 but handled 6,539 total student interactions, indicating that over 63% of students see the Welcome Center as a trusted resource. To maintain this high level of engagement, it is crucial to establish a stable, permanent staff structure.

Currently, our temporary staff face uncertainty, which risks losing skilled and dedicated employees who may seek more stable positions with benefits elsewhere. To retain this talent and avoid turnover, we need a permanent solution. Furthermore, the center is expanding services, including new initiatives like Simple Texting for communication and implementing student ID card services. Temporary staffing is not sustainable for meeting these growing demands.

The Welcome Center is indispensable to the college's success, ensuring that the enrollment process is accessible to all. To continue providing these critical services and to effectively meet the needs of our community, we request the addition of a full-time, permanent Student Services Assistant. This position will help secure the center's long-term capacity to support our students and ensure a positive impact on their educational journey.

**How critical is this position to your program's ability to function?** The addition of a full-time, permanent Student Services Assistant is essential for the Welcome Center to continue functioning at its current capacity and to accommodate future growth. The significant increase in student engagement shows the expanding demand for our services. According to data from the Office of Institutional Effectiveness, the student headcount at the Welcome Center grew by 53% over the past year, and total student contacts increased by 64%. These numbers illustrate the growing reliance on the Welcome Center for support, especially as we serve an increasing number of Hispanic and first-generation college students.

The impact of staffing stability is also shown in customer satisfaction data. The 2023 Six-Factor Survey showed improvements in all seven measured categories compared to 2019, when the center was primarily staffed by student employees. With our current provisional staffing configuration, satisfaction scores increased as follows:

- Connected: From 4.5 to 4.8
- Directed: From 4.7 to 4.9
- Engaged: From 4.6 to 4.8
- Focused: From 4.5 to 4.8
- Nurtured: From 4.7 to 4.9
- Valued: From 4.5 to 4.7

These improvements indicate that having dedicated, knowledgeable staff members significantly enhances the quality of service provided to students. The current provisional positions, however, create an unstable environment that compromises the consistency and quality of our services.

**Impact of position on campus and/or community:** The Welcome Center plays a critical role in fostering a supportive environment for all students, helping them navigate the enrollment process, and ensuring their long-term success. Making the Student Services Assistant positions permanent would enable us to sustain and further enhance our services, positively affecting enrollment, our campus, and our community.

The Welcome Center's capacity to offer a variety of tours and outreach opportunities directly depends on staffing stability. In the 2023 fiscal year, we conducted over 53 tours for local schools, community groups, and prospective students. Student Service Assistants guided 1,557 guests across campus for a total of 62 hours, in addition to hosting group tours for Pirate Days. As our services have expanded, we have been able to offer a diverse range of tours, including general campus tours, Career Education (CE) tours, Educational Access Center (EAC) tours, New Classified Employee Orientations, and Spanish-language tours. We are currently developing new Guided Pathways, Career & Major Community (CMC) tours to help students explore programs that align with their interests. Without permanent staff positions, we may not have the capacity to maintain or expand these important services.

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

As a Hispanic Serving Institution (HSI), the Welcome Center is essential in supporting our students. Data from the Office of Institutional Effectiveness indicates that 66% of students served at the Welcome Center identify as Hispanic. It is crucial for our team to embody cultural humility, be bilingual, and maintain a strong focus on service. Currently, three of our four Student Services Assistants are bilingual; however, their positions are provisional rather than permanent. Our center effectively represents the values of an HSI and is well-equipped to assist with all aspects of onboarding, including credit and non-credit admissions applications in both English and Spanish, as well as addressing more complex issues. Despite this, our team largely consists of temporary staff.

The Office of Institutional Effectiveness also shows that students who seek help at the Welcome Center often return for additional support. This year, we served a total student headcount of 3,991, resulting in 6,539 total student contacts. This data highlights the Welcome Center as a trusted space where students feel comfortable seeking assistance and connection. If our current provisional Student Services Assistants secure positions that offer benefits and full-time employment, we risk losing not only dedicated team members but also the strong relationships we have built with students, particularly those who require ongoing support and return regularly for assistance.

## Welcome Center

### WELC2403

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**Objective:** Expand support to facilitate a high quality, comprehensive service environment that contributes to increased enrollment.

2024-2025

**New/Replacement:** New

**Priority:** 03

**Previously Requested in Years:** 2021-2022; 2022-2023; 2023-2024

**Primary Contact:** Tatiana Lawler

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**Resource Request Description:** Request for one full-time Student Services Assistant position

Over the past year, The Compass Welcome Center has continued to deliver high-quality, personalized support to our students and the community. Despite being a critical hub for enrollment services, the center currently has only one full-time permanent staff member. The rest of the staff consists of four provisional Student Services Assistants working 30-32 hours per week, along with one Student Ambassador. To enhance equitable student access, persistence, and success, we are requesting the addition of a full-time Student Services Assistant.

As a key program at Ventura College, the Welcome Center serves as the first point of contact for prospective and continuing students. Our team guides students through each step of the onboarding process, assists with registration, and provides ongoing support from application through their time in the classroom. The center ensures a smooth transition to college for all students, with a particular focus on first-generation and underserved communities, making them feel supported, valued, and prepared to succeed.

Given that Ventura College is a Hispanic Serving Institution (HSI), the Welcome Center is especially critical to our mission. Data from the Office of Institutional Effectiveness shows that 66% of students served at the center are Hispanic. It is vital that our team demonstrates cultural humility, is knowledgeable, and friendly. Currently, three of our four provisional Student Services Assistants are bilingual. While our staff is equipped to assist with every aspect of onboarding and can resolve complex issues in both English and Spanish, their temporary status creates uncertainty and instability for our team and the services we provide.

Data shows that students who receive support from the Welcome Center often return for additional assistance. In the past year, the center had a student headcount of 3,991 but handled 6,539 total student interactions, indicating that over 63% of students see the Welcome Center as a trusted resource. To maintain this high level of engagement, it is crucial to establish a stable, permanent staff structure.

Currently, our temporary staff face uncertainty, which risks losing skilled and dedicated employees who may seek more stable positions with benefits elsewhere. To retain this talent and avoid turnover, we need a permanent solution. Furthermore, the center is expanding services, including new initiatives like Simple Texting for communication and implementing student ID card services. Temporary staffing is not sustainable for meeting these growing demands.

The Welcome Center is indispensable to the college's success, ensuring that the enrollment process is accessible to all. To continue providing these critical services and to effectively meet the needs of our community, we request the addition of a full-time, permanent Student Services Assistant. This position will help secure the center's long-term capacity to support our students and ensure a positive impact on their educational journey.

**How critical is this position to your program's ability to function?** The addition of a full-time, permanent Student Services Assistant is essential for the Welcome Center to continue functioning at its current capacity and to accommodate future growth. The significant increase in student engagement shows the expanding demand for our services. According to data from the Office of Institutional Effectiveness, the student headcount at the Welcome Center grew by 53% over the past year, and total student contacts increased by 64%. These numbers illustrate the growing reliance on the Welcome Center for support, especially as we serve an increasing number of Hispanic and first-generation college students.

The impact of staffing stability is also shown in customer satisfaction data. The 2023 Six-Factor Survey showed improvements in all seven measured categories compared to 2019, when the center was primarily staffed by student employees. With our current provisional staffing configuration, satisfaction scores increased as follows:

- Connected: From 4.5 to 4.8
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These improvements indicate that having dedicated, knowledgeable staff members significantly enhances the quality of service provided to students. The current provisional positions, however, create an unstable environment that compromises the consistency and quality of our services.

**Impact of position on campus and/or community:** The Welcome Center plays a critical role in fostering a supportive environment for all students, helping them navigate the enrollment process, and ensuring their long-term success. Making the Student Services Assistant positions permanent would enable us to sustain and further enhance our services, positively affecting enrollment, our campus, and our community.

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## Welcome Center

### WELC2404

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**Objective:** Expand support to facilitate a high quality, comprehensive service environment that contributes to increased enrollment.

2024-2025

**New/Replacement:** New

**Priority:** 04

**Previously Requested in Years:** 2021-2022; 2022-2023; 2023-2024

**Primary Contact:** Tatiana Lawler

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**Resource Request Description:** Request for one full-time Student Services Assistant position

Over the past year, The Compass Welcome Center has continued to deliver high-quality, personalized support to our students and the community. Despite being a critical hub for enrollment services, the center currently has only one full-time permanent staff member. The rest of the staff consists of four provisional Student Services Assistants working 30-32 hours per week, along with one Student Ambassador. To enhance equitable student access, persistence, and success, we are requesting the addition of a full-time Student Services Assistant.

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**How critical is this position to your program's ability to function?** The addition of a full-time, permanent Student Services Assistant is essential for the Welcome Center to continue functioning at its current capacity and to accommodate future growth. The significant increase in student engagement shows the expanding demand for our services. According to data from the Office of Institutional Effectiveness, the student headcount at the Welcome Center grew by 53% over the past year, and total student contacts increased by 64%. These numbers illustrate the growing reliance on the Welcome Center for support, especially as we serve an increasing number of Hispanic and first-generation college students.

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These improvements indicate that having dedicated, knowledgeable staff members significantly enhances the quality of service provided to students. The current provisional positions, however, create an unstable environment that compromises the consistency and quality of our services.

**Impact of position on campus and/or community:** The Welcome Center plays a critical role in fostering a supportive environment for all students, helping them navigate the enrollment process, and ensuring their long-term success. Making the Student Services Assistant positions permanent would enable us to sustain and further enhance our services, positively affecting enrollment, our campus, and our community.

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**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**

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## Facilities, Maintenance, and Operations

### FMO2403

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**Objective:** Improve Customer Focus

**New/Replacement:** New

**Priority:** 01

**Previously Requested in Years:**

**Primary Contact:** Jesse Sluder, Director of Facilities, Maintenance, and Operations

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**Resource Request Description:** Grounds Supervisor

**How critical is this position to your program's ability to function?** At present, VC FMO does not have a Grounds Supervisor overseeing the professionals maintaining the campus landscape and grounds.

The Grounds Division needs a Supervisor to more effectively manage grounds professionals and coordinate their resources and assignments. These activities are currently performed by the Director of Facilities Maintenance and Operations on a part-time basis due to the demanding requirements of the Director's responsibilities and campus engagement.

The Grounds Supervisor is responsible for the daily coordination of the grounds staff duties and management of overall conditions of the campus' landscape and grounds conditions including common areas such as path of travel (sidewalks, ramps, stairs, landings, etc.), athletic fields, parking lots, and all exterior spaces of the campus' 114 acres of property.

Not only does the Grounds Supervisor manage the Grounds staff, but this position is a working position which increases the work staff by 14%. Further, this position is considered a subject matter expert in all facets of landscape management of a higher ed institution. This enables mentoring and training in facets of grounds maintenance for direct reports that are not familiar with tasks such as: irrigation repairs, irrigation control system's management, athletic field maintenance and management, horticulture maintenance, and a host of other activities which cannot take place without constant availability.

With the tasks the Director's position is responsible for, there is little time to support the staff of the Grounds Division. Failure to coordinate and monitor daily activities of the staff the grounds professionals is beginning to impact performance. Without diligent monitoring of work performance, staff more frequently shirk their duties. This is observed by coworkers creating division within the Grounds staff, further impacting performance and landscape conditions.

The elimination of the Grounds Supervisor position of the Campus Facilities Department has been attempted at other Community Colleges such as Santa Barbara and Oxnard College, only to be reinstated having demonstrated the loss of the position to be detrimental to the aesthetics of the campus landscape and the efficiency as well as development of a cohesive grounds team. Further, should this position not be approved and funded, the FMO's Director will continue to oversee the staff of the Grounds Division inhibiting the ability effective management of the Custodial and Maintenance Divisions of the department as well as engagement with the Divisions across the campus. The Grounds Supervisor position should be approved and funded at the earliest opportunity, thereby enhancing the workforce of the Grounds division by 14%, providing adequate oversight and resourcing of the Grounds Division's Staff, and reducing the impact on the FMO Director enabling the incumbent to more effectively perform the daily duties of the Director's position.

**Impact of position on campus and/or community:**

The impact to the campus and the community would be to continue to let the grounds division be left to their own devices and not appropriately resource them. The grounds irrigation system is in disrepair and needs a thorough assessment. This task will bring much of the dying and deteriorating vegetation back to life restoring the campus aesthetics. This task takes considerable time and is performed throughout the day. This responsibility falls within the duties of the Grounds Supervisor and is not able to be performed by the Director. In addition, the monitoring of the staff's daily activities is not being performed at the level is needs to effectively manage and accurately assess grounds staff performance. This results in some staff not performing at peak levels and encouraging those who are to decrease performance.

**Considerations unique to this position (legislative requirements, accreditation requirements, etc.):**