



Admissions and Records

ADM2002

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.

2025-2026

New/Replacement: New **Priority:** 03

Previously Requested in Years: 2023-2024; 2022-2023; 2021-2022; 2020-2021; 2019-2020; 2024-2025

Primary Contact: Gaby Asamsama-Acuna

Categorical funds available to fund this request: No

Resource Request Description: Student Success & Support Specialist II - Evaluator

How critical is this position to your program's ability to function? The Evaluator position is critical to maintaining the operational integrity and compliance of the Admissions & Records program as Ventura College expands its degree and certificate completion initiatives. Over the past four academic years, the number of degrees and certificates awarded has increased from 4,430 in 2020–21 to over 5,000 in 2024–25, reflecting a steady upward trend in student completion.

This growth has significantly increased the department's workload in transcript evaluation, transfer credit articulation, and graduation processing. The Evaluator will play a key role in supporting the Auto-Award Project, ensuring eligible students receive earned credentials without delay, and the Transfer Articulation Project, which improves alignment with CSU, UC, and private university transfer pathways.

Without this position, current staff must balance evaluation tasks alongside general student service responsibilities, resulting in processing delays, missed completion opportunities, and potential noncompliance with state-mandated timelines under Title 5 and Education Code §55063. This role ensures timely, accurate evaluations and advances the college's Vision 2030 goals of equitable access, completion, and student success.

Any considerations unique to this position: Yes. This position directly supports compliance with Title 5 of the California Code of Regulations, Education Code §70901, and state and federal reporting requirements related to degree and certificate completion. Additionally, the Evaluator ensures alignment with statewide initiatives such as:

-AB 1805 – Increasing transparency and reporting of placement and completion data.

-AB 927 – Expansion of community college baccalaureate programs requiring rigorous evaluation standards.



-AB 1111 – Common Course Numbering System, requiring accurate articulation and course equivalency updates.

-SB 1440 / SB 440 – Transfer Model Curriculum (TMC) and Associate Degrees for Transfer (ADT) alignment with CSU.

-Vision 2030 – Focus on equitable access, accelerated completion, and seamless transfer pathways.

The Evaluator will also ensure compliance with Chancellor’s Office initiatives for the Auto-Award and Transfer Articulation Projects, which aim to identify students eligible for degrees or certificates automatically through data-driven evaluations. This position is essential to maintain Ventura College’s accreditation and uphold data integrity for state and federal reporting (MIS, SCFF metrics).

Impact of position on enrollment: This position directly supports enrollment and retention by accelerating the degree and transfer process for students, which increases satisfaction and promotes persistence. Students who receive timely evaluations and automated credential recognition are more likely to remain engaged, continue their studies, or transfer successfully.

Additionally, improved transcript evaluation turnaround times support the admission-to-enrollment conversion rate, especially for transfer and returning students who rely on accurate credit posting to register for the correct courses. By strengthening articulation and reducing delays, this position enhances student confidence in the enrollment process and supports institutional growth.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole: The impact would be campuswide and substantial. The Evaluators work affects multiple departments, including Counseling, Financial Aid, Institutional Research, and the Transfer Center. Streamlined evaluations will improve degree audits, student advising accuracy, and scheduling efficiency.

This position will also enhance collaboration across the district, aligning Ventura Colleges processes with Moorpark and Oxnard Colleges through the shared Auto-Award and Articulation initiatives, ensuring consistency and compliance systemwide. The Evaluator will also contribute to faculty and articulation officer partnerships by maintaining accurate course equivalencies and supporting curriculum updates that benefit all academic programs.

Impact of this position on the surrounding community: This position would significantly benefit the surrounding community by ensuring that Ventura College students many of whom are first-generation, working adults, or transfer-bound receive timely recognition for their academic achievements. Automated credential awarding and efficient transcript evaluations reduce administrative barriers, helping students transition seamlessly to the workforce or four-year institutions.

In turn, the community gains a more credentialed, transfer-ready workforce, aligning with regional economic development goals and the states Vision 2030 objectives for equitable access and completion. By increasing degree visibility and accelerating time to completion, this position enhances Ventura Colleges reputation as a community-centered institution that champions student success and mobility.



Admissions and Records

ADM2003

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

2025-2026

New/Replacement: New **Priority:** 04

Previously Requested in Years: 2023-2024; 2022-2023; 2021-2022; 2020-2021; 2019-2020; 2024-2025

Primary Contact: Gabriella Asamsama-Acuna

Categorical funds available to fund this request: No

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 essential to the successful operation of the Veterans Services program and the college's compliance with federal and state regulations. This role ensures that all veteran and military-affiliated students receive accurate and timely certification of their educational benefits in accordance with U.S. Department of Veterans Affairs (VA) requirements. The SCO position is central to maintaining institutional eligibility for VA funding, preventing compliance risks, and upholding student trust in the college's ability to manage their benefits effectively.

Beyond compliance, the SCO plays a vital role in student success and retention by serving as a dedicated liaison between veterans, the Veterans Resource Center (VRC), Financial Aid, and Admissions & Records. This coordination streamlines services, minimizes delays, and supports a seamless transition from military to academic life. The position directly supports Vision 2030 goals by advancing equitable access, promoting educational attainment among veterans, and strengthening institutional capacity to serve this population with excellence and integrity.

Any considerations unique to this position: Yes. The School Certifying Official (SCO) position is governed by strict federal and state regulations established by the U.S. Department of Veterans Affairs (VA). The VA mandates a staffing ratio of one SCO for every 120 GI Bill beneficiaries, a recommendation further reinforced by VA compliance auditor Kevin Irons to ensure timely and accurate certification of benefits. These federal requirements are directly tied to institutional accreditation and eligibility to receive VA educational benefits on behalf of students.

Failure to meet these requirements can result in delayed benefit disbursements, compliance findings, or loss of certification authority—jeopardizing both institutional standing and student access to critical educational funding. This position safeguards those compliance standards by ensuring timely processing, adherence to audit expectations, and accurate recordkeeping. Furthermore, it advances Vision 2030's



Request Type: **Staff**

statewide focus on equitable access, workforce readiness, and veteran student success through efficient, compliant, and student-centered service delivery.

Impact of position on enrollment:

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole:

Impact of this position on the surrounding community:



Admissions and Records

ADM2105

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

2025-2026

New/Replacement: New **Priority:** 01

Previously Requested in Years: 2023-2024; 2022-2023; 2021-2022; 2020-2021; 2019-2020; 2024-2025

Primary Contact: Gaby Asamsama-Acuna

Categorical funds available to fund this request: No

Resource Request Description: Program Coordinator II (Athletics Eligibility and Residency Coordinator)

How critical is this position to your program's ability to function? The Athletics Eligibility and Residency Coordinator is essential to improving the efficiency, compliance, and coordination of student-athlete eligibility and residency processing at Ventura College. Currently, one Admissions & Records Technician carries full technician responsibilities while also managing eligibility documentation for nearly 500 student-athletes across 19 intercollegiate sports. Each term requires multiple eligibility certifications under the California Community College Athletic Association (CCCAA), which involves extensive review of transcripts, GPA, unit completion, and enrollment verification.

This position would provide the dedicated oversight necessary to ensure that all athletic certifications are completed accurately and on time while maintaining compliance with CCCAA and Title 5 regulations. In addition, the role would assume responsibility for residency and nonresident tuition determinations, helping manage petitions such as AB 540 Nonresident Tuition Exemption Requests, AB 1540 for mixed-status and Dreamer students, and military/veteran residency reclassifications.

By combining athletic eligibility and residency coordination, this position directly enhances operational efficiency, reduces duplication of effort, and provides equitable, timely support for all student populations. Without this dedicated role, the program faces continued processing delays, potential compliance risks, and the loss of service quality critical to both athletics and enrollment operations.

Any considerations unique to this position: Yes. This position is subject to strict oversight from the CCCAA, California Education Code, and district residency policies. Student-athlete eligibility is regulated under CCCAA bylaws, requiring meticulous review of enrollment patterns, academic progress, and GPA verification each term. Delays or inaccuracies can result in forfeiture of competition, institutional sanctions, or reputational risk.

The residency component of this role ensures compliance with Title 5 and California Education Code §68000 et seq., which govern residency determination for tuition purposes. In particular, it supports



compliance with AB 540 and AB 1540, which expanded access to in-state tuition for undocumented and mixed-status students (Dreamers). This includes assisting students who may not initially meet all AB 540 criteria to still qualify for nonresident tuition exemption through supplemental documentation or completion of specified coursework.

This position therefore plays a vital equity role—ensuring that all students, regardless of immigration or residency status, receive fair and timely evaluations in alignment with Vision 2030’s goals of expanding access, improving completion, and removing systemic barriers for historically marginalized populations.

Impact of position on enrollment: This position would have a substantial, positive impact on enrollment and retention. Timely eligibility verification ensures student-athletes remain active in their courses and eligible for competition, which strongly correlates with academic persistence and success. Delays in eligibility processing can lead to athletes dropping courses, losing eligibility, or disengaging from college altogether.

Similarly, accurate and timely residency processing particularly for AB 540 and AB 1540 students directly impacts affordability and access. When students are misclassified as nonresidents, many are unable to enroll due to cost barriers. By ensuring that residency and eligibility determinations are accurate and completed promptly, this position directly supports student success, promotes equitable access, and helps Ventura College maintain strong enrollment levels across both athletic and general student populations.

In short, this position strengthens two critical enrollment pipelines: (1) the student-athlete population that contributes to college engagement and community visibility, and (2) underrepresented and Dreamer students who depend on accurate residency determinations to access higher education opportunities.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole: The Athletics Eligibility and Residency Coordinator would have a high impact campuswide, strengthening operations across multiple divisions. Athletics, Admissions & Records, Counseling, and Financial Aid all depend on timely, accurate eligibility and residency determinations to serve students effectively. By centralizing these critical functions, this position would improve interdepartmental communication, reduce errors, and accelerate service delivery for hundreds of student-athletes and thousands of students requiring residency evaluation each year.

This role would directly support student retention and completion by ensuring athletes remain eligible to compete and by removing financial barriers for students qualifying under AB 540 and AB 1540. In doing so, it reinforces Ventura College’s commitment to equity, compliance, and operational excellence. The position also supports institutional accreditation and Vision 2030’s goals of access, success, and streamlined student services. Overall, this role enhances the college’s capacity to deliver a coordinated, student-centered experience that benefits every department connected to enrollment and student success.

Impact of this position on the surrounding community: The Athletics Eligibility and Residency Coordinator would have a high impact campuswide, strengthening operations across multiple divisions.



Request Type: **Staff**

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Architecture, Drafting, and Construction Technology

ARC2103

Objective: Increase student success rate

2025-2026

New/Replacement: New **Priority:** 01

Previously Requested in Years: 2023-2024; 2022-2023; 2021-2022; 2020-2021; 2019-2020; 2018-2019; 2017-2018; 2016-2017; 2015-2016; 2014-2015; 2013-2014; 2012-2013; 2024-2025

Primary Contact: Ralph Fernandez

Categorical funds available to fund this request: No

Resource Request Description: Lab Technician

A Lab Technician is needed to provide essential maintenance, supervision and oversight of over \$400,000 worth of modeling equipment used by students. This position is essential for the protection of the equipment, and the protection and safety of the students.

The Lab Technician duties will include daily repair, maintenance, care, and supervision of modeling equipment.

The Lab Technician would assist students in the use of modeling equipment. The proper use of equipment ensures the safety of the students and mitigates misuse of equipment causing the need for 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? This position is essential to the programs ability to function. When equipment is not working, the classes cannot function properly.

Any considerations unique to this position: This position ensures that classes can be function using the required lab equipment. The position could also create the ability to expand the use of the programs modeling labs.

Impact of position on enrollment: This position would provide direct support for all classes. Students would be able to get the support needed to complete required projects to be successful.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole: This position would create an environment that could be used to help interconnect various departments.



Request Type: **Staff**

Impact of this position on the surrounding community: The position may be one step in creating a "Maker Space" that could be used by the community.

Art**ART2004**

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

2020-2021

New/Replacement: Replacement – position has been vacant for less than 1 year **Priority:**

Previously Requested in Years: 2023-2024; 2022-2023; 2021-2022; 2024-2025

Primary Contact: Jenchi Wu

Categorical funds available to fund this request: No

Resource Request Description: Continue to request to Increase the ILT Ceramics position to 100%

With the current kiln tech hours it is impossible for all student work to be glazed and fired. To insure the highest degree of student success and outcomes, all work must be completed. Currently there are not enough contract hours in the week for the kiln tech to insure that outcomes will be achieved. For years the tech is allotted more hours of extra time to keep up with general demand.

How critical is this position to your program's ability to function? Critical for the safe and efficient operation of the 3D areas, which has an enrollment of approximately 400 students a year

Any considerations unique to this position:

Impact of position on enrollment: Our 3D classes always fill. We would be able to offer more sections each semester.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole: Our 3D classes always fill. We would be able to offer more sections each semester.

Impact of this position on the surrounding community: Our 3D classes always fill. We would be able to offer more sections each semester. People from the community take our art classes.



Art

ART2110

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

2025-2026

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

Previously Requested in Years: 2023-2024; 2022-2023; 2021-2022; 2024-2025

Primary Contact: Monica Furmanski

Categorical funds available to fund this request:

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? highly critical for safety reason.

Any considerations unique to this position:

Impact of position on enrollment: Students are more likely to enroll and stay in classes with support and safety concerns addressed

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole: safety

Impact of this position on the surrounding community: Safer and more efficient operation of our photography lab

Athletics/Kinesiology

A/K2507

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

2025-2026

New/Replacement: New **Priority:** 07

Previously Requested in Years:

Primary Contact:

Categorical funds available to fund this request: No

Resource Request Description: A full time Sports Information Director is needed for our 20 Intercollegiate sports to help with recruitment of potential student athletes and the transferring of current student athletes to 4 year institutions. The full time Sports Information Director keeps the Ventura College Athletics website up to date with content, they will over see all social media platforms and build necessary content for the platforms and run game management for home events with duties in stat keeping, scorekeeping and promotion of home events

How critical is this position to your program's ability to function? With 20 sports and over 400 student athletes, the current model of a 16 hour a week part time employee leaves us lacking in supporting our current and future student athletes

Any considerations unique to this position: N/A

Impact of position on enrollment: possible increase of enrollment due to timely website updates of Athletic news and

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area: Due to lack of hours available to compensate and the amount of hours needed to complete the work weekly, part time help would need to be spread among multiple individuals and contractors

Impact of this position on campus, as a whole: Help in the marketing of Ventura College Athletics and the campus as a whole. The ability to put out timely content engages future and current students as well as Ventura College alumni

Impact of this position on the surrounding community: We will be able to engage the community in a readily fashion and hopefully have them come to campus more often using Athletics as the front door to other programs and opportunities on campus for the community



Automotive/Diesel

AUT2202

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

2025-2026

New/Replacement: **Priority:** 01

Previously Requested in Years: 2023-2024

Primary Contact: Chad Stangeland

Categorical funds available to fund this request:

Resource Request Description: Permenant 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.

Any considerations unique to this position: Minimum qulifications are 3 years experience in the feild.

Impact of position on enrollment:

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole:

Impact of this position on the surrounding community:



Basic Needs

BNC2402

Objective: Increase student participation in CalFresh and expand access to housing and community resources through coordinated outreach and partnerships.

2025-2026

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

Previously Requested in Years: 2024-2025

Primary Contact: Alma Rodriguez

Categorical funds available to fund this request: No- SEA funding or General funds should be explored to serve this need

Resource Request Description: Funding is requested to establish a Basic Needs Center Assistant position (modeled after the Student Services Assistant classification) to strengthen daily operations and student support within the Ventura College Basic Needs Center.

This position is critical to sustaining and expanding services amid a 45% increase in student visits and 3,400+ unique users. The Assistant will coordinate intake management, scheduling, pantry operations, and resource distribution, ensuring students experiencing food, housing, and financial insecurity receive timely, equitable support.

By enhancing operational efficiency, communication, and data tracking, this role will enable professional staff to focus on case management, CalFresh application support, and strategic community partnerships — ensuring compliance with AB 132 (Education Code §66027.8) and advancing the College’s equity and student success goals.

How critical is this position to your program’s ability to function? This position is vital to the Center’s ability to function effectively. The Basic Needs Center currently operates with minimal staffing despite exponential growth in student demand. An Assistant will provide the operational backbone needed to manage front-line services, allowing professional staff to focus on case management, CalFresh application support, and strategic partnerships.

Without this role, the Center’s capacity to meet student needs and sustain current service levels will remain severely limited.

Any considerations unique to this position: Yes. California Education Code (AB 132, Section 66027.8) requires all community colleges to operate a Basic Needs Center with designated staff to coordinate essential needs services. Adequate staffing is therefore necessary for compliance with both state law and Student Equity and Achievement (SEA) regulations.



This position directly supports compliance while demonstrating Ventura College's institutional commitment to equity, student wellness, and belonging.

Impact of position on enrollment: Stable and accessible Basic Needs services directly support retention, persistence, and completion. Students facing food or housing insecurity are at higher risk of withdrawal; by providing timely assistance and consistent outreach, this position will help students remain enrolled and succeed academically.

The Assistant will also expand outreach to high-need populations, improving awareness and utilization of available supports.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole: Campus-wide impact will be significant. The Assistant will strengthen collaboration across Financial Aid, EOPS, FYE, Counseling, and Student Equity, streamlining referrals and reducing duplication of effort. The position enhances the visibility and accessibility of the Basic Needs Center as a key equity-driven resource, fostering a more compassionate, student-centered campus culture.

Over 3,400 unique students and 45,000+ annual visits will benefit from improved service coordination, reduced wait times, and expanded outreach capacity.

Impact of this position on the surrounding community: The position will support and expand partnerships with Food Share, Interface, Community Action, and the Salvation Army, enabling Ventura College to connect more students and families with food, housing, and emergency resources. Consistent staffing will enhance coordination of community events, food distributions, and referral systems, strengthening the college's role as a community anchor for essential needs.



Ventura County Community College District Student Services Assistant

CLASS CODE	CU106	SALARY	\$4,142.00 - \$5,732.00 Monthly \$49,704.00 - \$68,784.00 Annually
ESTABLISHED DATE	February 22, 2018	REVISION DATE	February 15, 2023

Basic Function

Under the direction of an assigned supervisor, perform specialized clerical duties in a student services area such as registration, record maintenance, financial assistance, EOPS, veterans' benefits, disabled student services and counseling services.

Representative Duties

Provide assistance and information to students regarding records, registration, EOPS, veterans benefits, Financial Aid, Disabled Student Services or Counseling services. **E**

Instruct students in correct procedures for completion of forms and applications; explain applications, requirements and restrictions; review completed forms for completeness. **E**

Serve as clerical support for a student services program including receptionist, typing and data entry duties. **E**

Process applications and forms; review records for changes in status; request transcripts, records and other information needed to determine status of applications and forms. **E**

Prepare and transmit correspondence for students; verify student status and other related information; respond to

requests from educational institutions and agencies; provide information and verification of student status and records. **E**

Maintain confidential records and files. **E**

Respond to requests for information from District officials, faculty, and students. **E**

Monitor student progress to assure program compliance as directed; assist students in a variety of ways according to program needs. **E**

Operate computer terminal to update student records, generate reports and verify student information. **E**

Prepare letters and other correspondence. **E**

Resolve issues involving student applications, forms and records; prepare, verify and distribute payments to students as assigned.

Assist in training and providing work direction and guidance to student workers and other staff in assigned area of student services.

Work collaboratively and professionally with faculty, staff, students, and stakeholders from diverse academic, socioeconomic, cultural, disability, gender identity, and ethnic communities. **E**

Demonstrate cultural humility, sensitivity, and equity-mindedness in working with individuals from diverse communities; model inclusive behaviors; and achieve equity in assignment-related outcomes. **E**

Perform related duties as assigned.

E = Essential duties

Minimum Qualifications

Any combination equivalent to: graduation from high school and three years of clerical experience involving frequent public contact.

Knowledge, Skills, and AbilitiesKNOWLEDGE OF:

Modern office practices, procedures and equipment
Record-keeping techniques
Correct English usage, grammar, spelling, punctuation and vocabulary
Oral and written communications skills
District organization, operations, policies and objectives
Applicable sections of State Education Code and other applicable laws
Basic math

ABILITY TO:

Learn to interpret rules, regulations and policies regarding assigned Student Services area
Operate office equipment including a computer terminal
Operate keyboard/type at 45 net words per minute from clear copy
Communicate effectively both orally and in writing
Understand and follow oral and written directions
Maintain records and prepare reports
Work effectively with students with special needs
Make simple arithmetic calculations
Demonstrate empathy, value, and appreciation for the experiences of students from diverse academic, socioeconomic, cultural, disability, gender, and ethnic communities
Be sensitive to and understanding of the diverse academic, socioeconomic, cultural, disability, gender, and ethnic backgrounds of community college students, and promote and remove barriers to equal opportunity and participation

Working Conditions

ENVIRONMENT:

College Student Services office environment

PHYSICAL ABILITIES:

Hearing and speaking to communicate with others

Seeing to observe and assure accurate completion of documents

Dexterity of hands and fingers to prepare documents and operate a computer keyboard

Sitting and standing for extended periods of time

Reaching to retrieve and file record

VC Basic Needs Center Intake & User Agreement Form

930

Responses

59:39

Average time to complete

Active

Status

1. First Name:

927

Responses

Latest Responses

"amy"

"Cyrus"

"Aaron "

[Update](#)

11 respondents (1%) answered **Daniel** for this question.



2. Last Name:

926
Responses

Latest Responses

- "nelson"
- "Moore"
- "Giron"

[Update](#)

21 respondents (2%) answered **Garcia** for this question.



3. Student ID (900#)

924
Responses

Latest Responses

- "900612980"
- "900716930"
- "900907167"

[Update](#)

2 respondents (0%) answered **900804300** for this question.



4. Student email address (my.vcccd.edu)

901
Responses

Latest Responses
"amy_nelson7@my.vcccd.edu"
"Cyrus_moore1@my.vcccd.edu"

Update

2 respondents (0%) answered **ldk** for this question.

Sergeorge_dizon1	Jariss_montiel1	Gjvanwanseele1	
Ivan con_meads22myvcccdedu	Jessica_collins1	Angel_Romero	
Jaxon_shearer12myvcccdedu	Ejmedi a1@myvcccdedu	ldk	Latoya_tate1@ myv
Isaac_Parsons12myvcccdedu	Fm	Irاندokht panoussi181	
AngelinaJasmine_cha1	Ttmccoynunn1	lagarcia1	Victor_vaz

5. Phone number:

886
Responses

Latest Responses
"8052406217"
"8056673467"

Update

2 respondents (0%) answered **8057581084** for this question.

8056519810	+33	8052363074	80525348
8058733093	3468952598	8057581084	20670808!
8057077712	8052363642	8052896360	31073889;
8057932168		8058737872	8052

6. Marital status:

● Single	849
● Married	41
● Divorced	11
● Widowed	2
● Separated	7
● Other	4

7. Who are you interested in receiving VC Basic Needs Food Pantry services for?

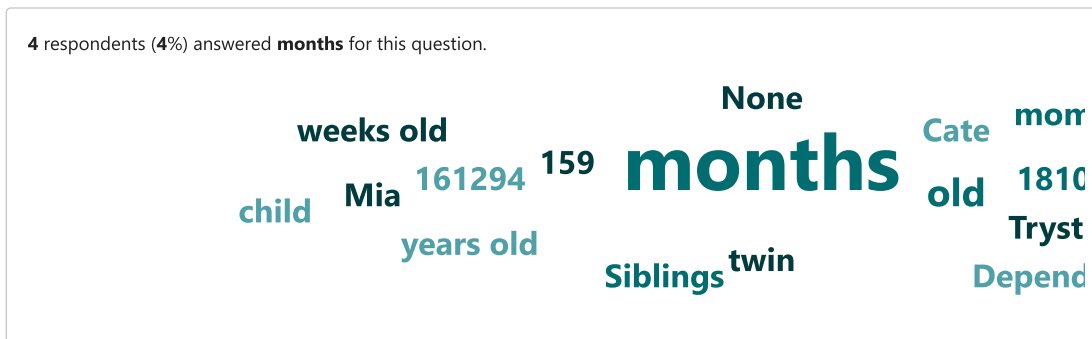
● Self	847
● Self and spouse	8
● Self, spouse, and children	15
● Self and children	34
● Self and other dependents	25



8. If you listed children or dependents, please list their ages below.

114
Responses

Latest Responses



9. Please choose the statement that best describes your current work status.

- Working fulltime (40 hours or m... 59
- Working part-time (20-39 hours) 222
- Working part-time (1-19 hours) 185
- Actively looking but unable to fi... 254
- Not interested or unable to wor... 191



10. Have you applied for Financial Aid?

- Yes 752
- No 165



11. Please choose the statement that best describes your current CalFresh (formerly known as food stamps) status.

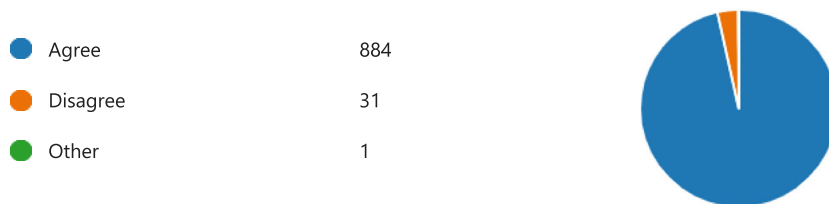
- I am currently receiving CalFresh 157
- I applied but was denied 81
- I have not applied 674



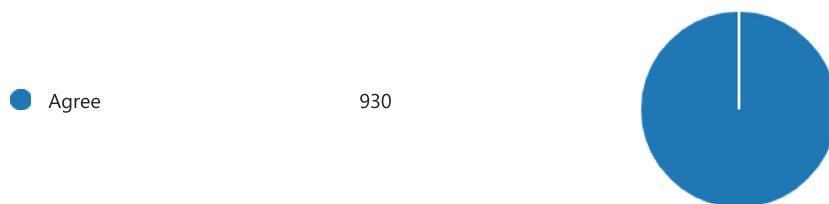
12. Please mark any other resource you would be interested in learning about:

- Cal-Fresh 273
- Housing Referrals 104
- Transportation Assistance 88
- Services for Homeless Students 37
- Mental Health and Wellness Ref... 135
- VC Student Emergency Grant 127
- Medi-Cal 114
- Technology 89
- Utility assistance 92
- Food 374
- Other 7

13. **I consent that the Ventura College Basic Needs Center staff may contact me for any purpose in any manner at the telephone number or electronic email mail address provided on this form. I understand that I may revoke this consent at any time by contacting the VC Basic Needs Center.**



14. *I acknowledge receipt of free food from the Ventura College Basic Needs Center Food Pantry. I understand this is a gift and not a reoccurring obligation by the Ventura College or VC Basic Needs Center. I further understand and agree that by accepting this donated food I freely and voluntarily, with full knowledge, hold harmless and in no way liable or responsible for the quality, condition or packaging of the food, the Ventura College or VC Basic Needs Center, its officers, agents, employees, students, volunteers, and food suppliers.*





2024 REPORT

Basic Needs Services Centers

California Community Colleges Chancellor's Office | Sonya Christian, Chancellor



California
Community
Colleges

SONYA CHRISTIAN
Chancellor

May 1, 2024

The Honorable Gavin Newsom
Governor of California
State Capitol
Sacramento, CA 95814

RE: Receipt of Basic Needs Centers Report for Fiscal Year 2022-2023

Dear Governor Newsom:

Pursuant to Education Code 66023.5, please find enclosed report for Basic Needs Centers, as reported by our local community colleges, for fiscal year 2022-2023.

If you have any further questions on this report, please contact Vice Chancellor Rebecca Ruan-O'Shaughnessy at rruan-oshaughnessy@cccco.edu.

Sincerely,

A handwritten signature in black ink that reads "Sonya Christian".

Sonya Christian,
Chancellor

Enclosure: Report

2024 BASIC NEEDS SERVICES CENTERS REPORT

Prepared By

California Community Colleges Chancellor's Office
Educational Services and Support Division

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CALIFORNIA COMMUNITY COLLEGE BASIC NEEDS SERVICES INFORMATION

INTRODUCTION

Access to basic needs services is crucial for student success. It guarantees that students have the necessary resources, including food, housing, health care and mental health support. When students' fundamental needs are fulfilled, they are more prepared to actively participate in the learning process, accomplish their academic objectives, and focus on their overall welfare. Now, as of January 2024, every California community college provides basic needs services to students, including food security, transportation, technology, health and mental health, housing security and childcare.

In 2022-2023, the Budget Act of 2023 allocated \$43.5 million annually to the California Community Colleges to establish a Basic Needs Center and designate at least one staff person as the campus basic needs coordinator. The Budget Act required that colleges annually report to the California Community Colleges Chancellor's Office on services provided, and any challenges and best practices associated with operating and establishing Basic Needs Centers.

As described in our 2023 report, data collection for basic needs services is recent. It takes least two years of data collection and reporting for robust statewide data to be available. The following data represents one primary term (spring 2023) reported from 80 colleges, with variation in the completeness and robustness of available data. We continue to provide ongoing technical assistance and training for colleges to support their data collection. We anticipate a more complete data picture following the completion of 2024-25 academic year, which would capture the first two full years of the implementation of campus efforts.

PROGRAM DATA

While 100% of colleges report offering basic needs services based on a recent survey conducted in 2023, only 80 colleges have submitted data to the Chancellor's Office at the time of this report. Based on data submission from 80 colleges reporting student-level data, 68,429 California community college students accessed basic needs services through the Basic Needs Center (a 31% increase of services accessed from fall 2022). Nearly half of all students who accessed Basic Needs Center resources received food security assistance. Transportation services and technology support services were the next most frequent basic need category that was addressed.

Service Provided	Description	Students Served
Food security services	Food security services include: CalFresh application assistance and referral, accessing the on-campus food pantry, drive-thru food distribution, on-campus meal vouchers, and grocery store gift cards, partnering with on-campus student support programs and community organizations that provide food security resources or other types of services designed to improve food security.	50,268
Transportation Services	Transportation services include free or discounted public transit vouchers, gas gift cards, waive or reduce on-campus parking fees, and partnering with local transit authority to increase public transportation options.	14,000
Technology Support Services	Technology support services includes access to on-campus high-speed internet, providing laptops and tablets, Wi-Fi hotspots, and referrals to discounted internet service providers.	9,827
Physical Health Services	Physical health services include Medi-Cal and Covered California application assistance, provide basic on-campus preventative health appointments, provide healthy cooking demonstrations.	6,828
Housing Security Services	Housing security services include rapid rehousing, rental vouchers, eviction assistance, emergency funds for rent payments, referrals to available student with the county housing authority, or other types of services designed to improve housing security	3,813
Mental Health Services	Mental health services include Medi-Cal application assistance, provide early intervention and suicide prevention support, incorporating trauma-informed principles into service delivery models, develop peer-to-peer mental health support programs, partner with county behavioral mental health service providers, and contract with third-party mental health service providers	3,206
Childcare support Services	Childcare support includes priority access to on-campus childcare facilities, awarding grants to cover the cost of childcare, providing play areas near computer/study labs for student-parents, and providing lactation rooms	1,209

The socioeconomic and demographic backgrounds of these students.

Of the students receiving basic needs services:	
Female	58%
Male	39%
Unknown	2%
Non-binary	<1%

Of the students receiving basic needs services:	
18 years of age or younger	3%
18-24 years of age	54%
25 years or older	43%

Of the students receiving basic needs services:	
Hispanic/Latino	50%
White	19%
Asian	14%
Black/African American	7%
Unknown	5%
Two or more races	4%
American Indian/Alaska Native	<1%
Native Hawaiian/Pacific Islander	<1%

Challenges and best practices in the implementation of the basic needs services and resources.

According to the Basic Needs Center annual survey responses, 100% of colleges report offering basic needs services, 67% of colleges report having a fully operational basic needs center, 29% report having a fully operational basic needs center and are currently building larger centers, and 4% report having a basic needs center and are investigating the option to expand their centers.

Challenges as reported by the colleges include:

- Identifying and hiring qualified staff to oversee and administer services through the basic needs service centers.
- Identifying adequate space on campus to co-locate all basic needs services.

Best practices as identified by the colleges include:

- Creation and/or expansion of campus-based food pantries.
- Increase student CalFresh/public benefit outreach, information, and application assistance.
- Provide campus-based mental/health services.
- Student outreach, identification and recruitment:
 - Analyze income data from the Free Application for Federal Student Aid.
 - Include information about basic needs services on course syllabi, college catalogs, Canvas student portals and other web-based tools.
 - Implementation of streamline application and intake processes for basic needs services.
- Basic needs services:
 - Creation and/or expansion of campus-based food pantries.
 - Increase student CalFresh/public benefit outreach, information and application assistance.
 - Provide campus-based mental/health services.
 - Establish community-based partnerships:
 - Co-location of county CalFresh and other public benefit access staff to provide real-time eligibility determination.
 - Create referral/emergency housing placement process with county housing authority.
 - Develop or expand relationships with the county behavioral health and community-based mental health service provider.
 - Engaging in thoughtful local planning with students and community stakeholders, which enhances the local governance process.

Whether students who used the basic needs services and resources remained enrolled or graduated from a campus maintained by the district

Because student-level data collection for basic needs services within the California Community Colleges system were initiated in the 2022-2023 academic year, persistence and graduation rates for students receiving services through the Basic Needs Center are not yet available. Additionally, the impacts on graduation rates of basic needs assistance wouldn't likely start to be revealed in graduation rates for two to three years at the earliest.

Alternatively, below are average Course Success Rates, an often-used short-term measure of student success that measures the percentage of courses attempted that a student successfully completes with a C or better, for students receiving basic needs services as reported by the 80 colleges that were able to initiate reporting.

For Spring 2023, the systemwide average course success rate for students receiving basic needs services was 68%, which is 2% points higher than the systemwide average course rate for all students (66% in spring 2023). Given that students receiving services from a basic needs center are, by definition, disproportionately facing far greater challenges than students in general, the improvement of these success rates provide some initial suggestion of the meaningfulness and effectiveness of these services (e.g., they are helping students be able to stay enrolled and successfully complete their courses in the midst of the food or housing insecurity or other challenges they are facing).

As data collection and reporting becomes more mature, more substantive and longer-term analyses will be conducted to explicate these effects in further detail in the future. Given the myriad challenges students receiving basic needs services are facing in their higher education journey and the disproportionate impact basic needs insecurity has on underrepresented student populations, this data begins to help highlight the importance of basic needs services to advancing equity and student success.

Basic Needs Center funding

Basic Needs Center funding requires each California community college campus to establish and/or expand a Basic Needs Center and designate at least one staff person as the Basic Needs Coordinator to provide holistic, comprehensive basic needs services and resources to students to support their successful matriculation through the California community colleges and beyond. The Basic Needs Center is intended to be a one-stop, single location and point of contact for students to more easily access and gain awareness of basic needs services and resources. The colleges shall make a reasonable effort, when feasible, to locate all on-campus basic needs services and resources at the Basic Needs Center.

Districts report actual expenses in the following categories: salaries and benefits, supplies and materials, operating expenses and services, capital outlay, and other. As shown in Figure 1, instructional and non-instructional salaries and benefits account for 63% of Basic Needs Center funding expenditures with operating expenses and supplies and materials accounting for about 20%. Approximately 14% of total expenditures was direct aid to students, represented in the Other category.

Figure 1

Expenditure Category	Percentage of Total Expenditures
Salaries and Benefits (instructional & non-instructional)	63%
Operating Expenses	11%
Supplies and Materials	9%
Other (includes direct aid to students)	14%
Capital Outlay	3%

Students Receiving CalFresh Benefits/Data Sharing Agreements

The data on the total number of students currently in receipt of CalFresh benefits is only available through the agencies administering CalFresh benefits. The Chancellor’s Office is also in discussion with CDSS regarding a statewide data sharing MOU, which would provide data regarding the total number of students in receipt of CalFresh benefits. During the next annual Basic Needs Center Program Survey, the Chancellor’s Office will collect data regarding the total number of colleges that have or who are pursuing data sharing agreements. Currently the Chancellor’s Office is aware of one California community college, Compton College, that has a fully executed data sharing agreement in place with their local CalFresh Agency.

Additionally, the Chancellor’s Office is currently in discussion with the California Department of Social Services (CDSS) to determine the total number of students, by campus, in receipt of CalFresh benefits.

The data on the total number of students currently in receipt of CalFresh benefits is only available through the California Department of Social Services (CDSS), the agency administering CalFresh benefits. The Chancellor’s Office is currently in discussion with CDSS to partner on accessing this data, including supporting colleges’ effort to pursue data sharing agreements locally, and exploring the option of a statewide data sharing MOU.. During the next annual Basic Needs Center Program Survey, the Chancellor’s Office will collect data regarding the total number of colleges that have or who are pursuing data sharing agreements. Currently the Chancellor’s Office is aware of one California community college, Compton College, that has a fully executed data sharing agreement in place with their local CalFresh Agency.

CONCLUSION

The Chancellor’s Office, in partnership with the 116 California community colleges, are deeply committed to ensuring that students have the resources necessary to succeed. The California community college system has made significant progress building the necessary infrastructure and capacity to support students experiencing basic needs insecurities. As was previously noted, 100% of California community colleges are offering basic need services through recently established basic needs centers. Data supports that California community colleges students receiving these services are succeeding academically at a rate exceeding the general California community college student body. This level of progress well exceeds anticipated outcomes at this emergent stage of implementation.

The Chancellor's Office, the 116 California community colleges and the students being served, acknowledge and applaud the commitment made by both the California State Legislature and the Governor's Office to ensuring that students experiencing basic needs insecurities are able to pursue and be successful in their higher education and career goals. The California community college system is open access to 100% of students throughout California and seeks to ensure that all learners are supported regardless of their starting point.

The ongoing investments made by the State, combined with strong commitments from all California community colleges will continue to have multigenerational impact. These investments have created an educational environment that enable economically vulnerable students to succeed. In addition to providing critically needed supports, the children and families of these students, are able witness and ideally seek higher education as a pathway to upward social mobility. The Chancellor's Office looks forward to the ongoing partnership with the Legislature and the Governor's Office to ensure equitable outcomes for all California community college students.

Front cover photo:
San Diego Mesa College

Photo at right:
San Diego Mesa College

Back cover photo:
Los Angeles Pierce College



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California Community Colleges Chancellor's Office
1102 Q Street | Suite 4400 | Sacramento, CA 95811
www.cccco.edu



Basic Needs

BNC2501

Objective: Ensure equitable access to nutritious food and essential supplies through sustained operations, infrastructure, and staffing support.

2025-2026

New/Replacement: New **Priority:** 01

Previously Requested in Years:

Primary Contact: Alma Rodriguez

Categorical funds available to fund this request: No

Resource Request Description: Basic Needs Center Warehouse Assistant-The Basic Needs Center requests funding for a 75% Warehouse Assistant position to support food pantry and essential supply operations at both the Ventura College Main Campus and East Campus (VCEC). This position will oversee receiving, organizing, storing, and rotating large quantities of food and essential goods from multiple community partners.

In 2024–2025 alone, the Center picked up more than 36,000 pounds of food from Food Share, in addition to weekly pickups from WinCo, Trader Joe’s, Vons, Smart & Final, Sprouts, Salvation Army, Panera, and Dollar Tree. This high volume requires consistent logistics support to maintain food safety, operational efficiency, and equitable distribution.

The Warehouse Assistant will play a critical role in ensuring reliable daily operations, improving inventory management, coordinating deliveries, and supporting special events and donation drives. By handling back-end logistics, this position will allow Basic Needs Specialists to focus on direct student engagement, CalFresh application support, and case management.

How critical is this position to your program’s ability to function? This position is essential to maintaining the Basic Needs Center’s ability to meet growing student demand. With an average of 500 students served daily and over 45,000 annual visits, the Center requires dedicated logistical support to sustain operations and reduce strain on existing staff. Without this role, staff must split time between front-line student services and physically demanding warehouse functions, limiting capacity and efficiency.

Any considerations unique to this position: Yes. Under AB 132 (Education Code § 66027.8), California community colleges must maintain a Basic Needs Center with dedicated staffing to coordinate essential needs services. This position strengthens the colleges capacity to remain in compliance with state mandates, food safety requirements, and equitable access standards.



Impact of position on enrollment: Reliable access to food and essential supplies is directly linked to retention and persistence. Students experiencing food insecurity are at higher risk of dropping out or stopping out. This position will ensure uninterrupted services, helping students remain enrolled and engaged in their educational pathways.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole: This role would have a significant campus-wide impact. The Warehouse Assistant will stabilize core operations, ensuring that pantry services remain consistent and accessible to thousands of students each year. This also supports other departments including Financial Aid, EOPS, FYE, Veterans Resource Center, and Student Equity by ensuring referrals result in timely access to resources.

Impact of this position on the surrounding community: The Basic Needs Center is a hub of community collaboration. This position will strengthen partnerships with Food Share, Salvation Army, Interface, and local grocers, increasing the colleges capacity to accept and distribute donations efficiently. It will also help Ventura College remain a trusted partner in addressing food insecurity at the regional level.



Basic Needs

BNO2301

Objective: Enhance student intake and referral systems to improve service coordination and data-informed decision-making across departments and partners.

2024-2025

New/Replacement: New **Priority:** 09

Previously Requested in Years: 2023-2024; 2024-2025

Primary Contact: Alma Rodriguez

Categorical funds available to fund this request: No

Resource Request Description: Funding is requested to hire a Basic Needs Office Assistant to strengthen support services for students and ensure efficient management of the Center’s intake and referral systems. This position will assist with daily administrative operations, coordinate outreach initiatives, process student forms, and manage intake data to support seamless access to services.

By providing dedicated clerical and intake support, this position will enable staff to focus on direct student engagement and case management. The Office Assistant will also help maintain accurate records, facilitate communication, and ensure timely follow-up with students requesting food, housing, or emergency assistance. This role is critical to advancing the Center’s goal of creating a streamlined, responsive intake process that enhances efficiency and student satisfaction.

How critical is this position to your program’s ability to function? This position is critical to the effective operation of the Basic Needs Center. It will support key functions such as intake management, outreach coordination, communication with students, and maintenance of digital and paper records.

Currently, these duties are being managed by the Financial Aid Officer and Administrative Assistant, significantly reducing their capacity to perform their primary roles. Hiring a Basic Needs Office Assistant will ensure that students receive timely assistance, improve office organization, and allow staff to focus on direct service and case management.

Any considerations unique to this position: Yes. California Education Code (AB 132, Section 66027.8) requires community colleges to establish and staff Basic Needs Centers that coordinate food, housing, and essential needs services.

This position supports compliance with these mandates by ensuring that the Center has adequate staffing to manage intake, outreach, and reporting processes. It also aligns with accreditation standards that emphasize equitable student access to support services and institutional responsibility for meeting basic needs.



Impact of position on enrollment: Stable and accessible Basic Needs services directly contribute to student retention, persistence, and completion. When students food, housing, and financial needs are met, they are more likely to stay enrolled and achieve academic success.

By streamlining the intake process and improving communication, this position will reduce barriers to accessing support, which in turn strengthens overall student engagement and enrollment stability.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole: The impact would be significant campus-wide. This position will enhance the efficiency of student support services, improve cross-departmental coordination (particularly with Financial Aid, EOPS, and Counseling), and help maintain compliance with state mandates.

It will also strengthen the colleges culture of care and equity by ensuring that all students particularly those facing food and housing insecurity receive prompt and effective support.

Impact of this position on the surrounding community: This position will strengthen Ventura Colleges partnerships with community organizations such as Food Share, Interface Children & Family Services, and the Ventura County Human Services Agency.

By supporting a more organized and responsive intake system, the position will help connect students and their families to local food, housing, and emergency resources, extending the colleges impact beyond campus and fostering stronger community ties.



Ventura County Community College District Office Assistant

CLASS CODE	CU309	SALARY	\$47,124.00 - \$65,160.00 Annually
ESTABLISHED DATE	March 01, 2012	REVISION DATE	February 15, 2023

Basic Function

Under the general supervision of an assigned supervisor, perform a variety of office support, clerical, and routine secretarial duties of a general or specialized nature.

Representative Duties

Serve as receptionist for assigned area; receive office and telephone callers; provide general and technical information in accordance with established guidelines. **E**

Verify and review materials such as applications, records, files, and reports for completeness and conformance with established regulations and procedures; apply applicable policies and procedures in determining completeness of applications, records, files, and reports; collect and process appropriate information. **E**

Prepare, review, edit, and proofread a variety of documents and forms including general correspondence, agendas, requisitions, purchase orders, reports, minutes, and memoranda from rough draft, recordings, or verbal instruction; disseminate information as appropriate. **E**

Maintain accurate and up-to-date files and records for assigned areas; develop and monitor various logs, accounts, and files for current and accurate information; maintain and generate reports from a database or network system;

verify accuracy of information and research discrepancies. **E**

Perform a variety of routine clerical accounting duties and responsibilities pertaining to financial record keeping and reporting; compile information and data for statistical and financial reports; check and tabulate data; maintain a variety of accounting records, logs, and files. **E**

Produce newsletters, brochures, technical handouts, and other specialized documents using desktop publishing software and other computer applications. **E**

Receive, sort, and distribute incoming and outgoing correspondence. **E**

Maintain office supplies and inventories; order, receive, and maintain office supplies and equipment; prepare requisitions, purchase orders, and work order forms. **E**

Maintain calendar of activities, meetings, and various events; schedule appointments; reserve facilities for specific uses. **E**

Assist in the preparation and distribution of meeting agendas and associated material; take and prepare minutes. **E**

Make reservations and travel arrangements; process a variety of travel and expense forms. **E**

Assist in training and providing work direction to student workers. **E**

Work collaboratively and professionally with faculty, staff, students, and stakeholders from diverse academic, socioeconomic, cultural, disability, gender identity, and ethnic communities. **E**

Demonstrate cultural humility, sensitivity, and equity-mindedness in working with individuals from diverse communities; model inclusive behaviors; and achieve equity in assignment-related outcomes. **E**

Perform related duties as required.

E = Essential duties

Minimum Qualifications

Any combination equivalent to:

Education: Graduation from high school or evidence of equivalent educational proficiency.

Experience: One year of responsible clerical experience involving public contact and the use of a computer and office applications OR two years of customer service experience that required the use of computer applications to enter and retrieve information.

Knowledge, Skills, and Abilities

KNOWLEDGE OF:

Office procedures, methods, and equipment including computers

Office productivity computer applications including word processing, spreadsheet, email, and database

Principles and procedures of records management, including those related to maintaining filing systems

Methods and techniques of proper phone etiquette

Mathematical principles

Basic principles of business letter writing and report preparation

Fundamentals of English grammar, spelling, and composition

Principles and practices of sound business communication

Customer service and public relations methods and techniques

ABILITY TO:

Interpret and apply general administrative and departmental policies and procedures

Apply applicable federal, state, and local laws, codes, and regulations

2025-2026 Program Review Staff Request

Operate office equipment including computers and supporting word processing, spreadsheet, and publishing applications

Learn and apply new information and skills

Type, keyboard, and/or enter data at a speed necessary for successful job performance

Establish and maintain a variety of files and records

Prepare routine correspondence and memoranda

Accurately count, record, and balance assigned transactions

Make arithmetic calculations quickly and accurately

Work under steady pressure with frequent interruptions and a high degree of public contact by phone or in person

Plan and organize work to meet changing priorities and deadlines

Understand and carry out oral and written directions

Communicate clearly and concisely, both orally and in writing

Establish and maintain effective working relationships with those contacted in the course of work

Exercise good judgment and maintain confidentiality in maintaining critical and sensitive information, records, and reports

Exercise initiative and independence of judgment and action

Prepare reports by gathering and organizing data from a variety of sources

Demonstrate empathy, value, and appreciation for the experiences of students from diverse academic, socioeconomic, cultural, disability, gender, and ethnic communities

Be sensitive to and understanding of the diverse academic, socioeconomic, cultural, disability, gender, and ethnic backgrounds of community college students, and promote and remove barriers to equal opportunity and participation

Working Conditions

ENVIRONMENT:

College or District Office environment

Constant interruptions

PHYSICAL ABILITIES:

Dexterity of hands and fingers to take and transcribe dictation and to operate a computer keyboard and other office equipment

Sitting for extended periods of time

Hearing and speaking to exchange information on the telephone or in person

Seeing to read and review documents

Reaching to retrieve and file records



Career Center

CAR2003

Objective: Exec Team4: Support efforts to hire and develop consistent staffing in the area.

2025-2026

New/Replacement: New **Priority:** 01

Previously Requested in Years: 2023-2024; 2022-2023; 2021-2022; 2020-2021; 2019-2020; 2018-2019; 2024-2025

Primary Contact: Sergio Gonzalez

Categorical funds available to fund this request:

Resource Request Description: 100% Program Coordinator II (Career) -Under the general direction of an assigned administrator, coordinates and evaluates a broad set of activities pertaining to a program. For the past 2 years this position was filled with a part-time provisional staff. Provisional positions are not meant to be filled long-term. This position is essential to the day-to-day oversight and functionality of the career center. A Program Coordinator is imperative to relieve the Placement Project Specialist from providing all strategic and operational direction in addition to their original hiring intent as a Job Developer - this includes the need to direct, plan, envision and supervise services and activities of the Center and staff, including those funded by Strong Workforce.

How critical is this position to your program's ability to function? This is highly critical as there currently is no PPS and there is no coordinator for the center. There is currently only one permanent classified staff member who concentrates on student internships and not on coordinating career service, the center, and employer engagement.

Any considerations unique to this position: It's important to note that as of July 2024, The U.S. Department of Education now requires that institutions offering programs eligible for Title IV funding provide adequate career services to students. This is part of a broader push to ensure students are better prepared for the workforce, especially as many students rely on loans to fund their education (US Dept. Of Education - Title IV updates).

Impact of position on enrollment: Career exploration can assist with entering students and finding a major/career choice which can help a student obtain a two year degree/transfer sooner.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole: As a whole, campus completion and persistence rates can increase with less students claiming exploratory/undecided as a major.

Impact of this position on the surrounding community: The student community would have access to more robust career fairs, and resources in the center.



College Marketing

MAR2401

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

2025-2026

New/Replacement: New **Priority:** 01

Previously Requested in Years: 2022-2023; 2024-2025

Primary Contact: Vanessa Stotler

Categorical funds available to fund this request: No

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.

Any considerations unique to this position: Remote position

Impact of position on enrollment: enrollment would be positively impacted by this position in them being able to provide timely communications and engaging content to students.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole: It would be a major impact as marketing touches every department at VC.

Impact of this position on the surrounding community: it would positively impact the image of VC in our surrounding community.

Janeene Nagaoka- MarCom Cc (100)

▼ Before today 19

- March - 2023 - STEM Student and ... **New** 09 - Aug 8 PP **Mar 7, 2023**
- July - 2023 - Creating Your Cover L... **New** **Incoming VC** **Jul 7, 2023**
- College Colors Day Aug 30 **Art Completed** Mar... **Aug 24, 2023**
- World Distance Learning day AUG 31 **Art Completed** Mar... **Aug 31, 2023**
- New Classes Start Sept 11 **Art Completed** Marq... **Sep 5, 2023**
- PATRIOTS DAY **Art Completed** Marq... **Sep 11, 2023**
- October - 2023 - Seed to Tree Sch... **New** 10 - Oct 12 PP **Oct 9, 2023**
- August - 2024 - New Board Membe... **New** 09 - SNAP SHOT 2024 **Jul 31**
- August - 2024 - Thank You Ventur... **New** 09 - SNAP SHOT 2024 **Jul 31**
- August - 2024 - VC Foundation Sc... **New** 09 - SNAP SHOT 2024 **Jul 31**
- May - 2025 - 2025 Scholarship Aw... **New** **Jeanne's Current Proj...** **Aug 20**
- September - 2024 - VC Voter Regi... **New** 09 - Sept 12 PP **Sep 8**
- October - 2024 - County Supervis... **New** 11 - SNAP SHOT 2024 **Sep 26**
- October - 2024 - University Transf... **New** 11 - SNAP SHOT 2024 **Sep 26**
- October - 2024 - University Transf... **New** 10 - SNAP SHOT 2024 **Sep 26**
- October - 2024 - University Transf... **New** **Janeene's Curre...** +1 **Sep 26**
- September - 2024 - Student Affair... **New** 11 - SNAP SHOT 2024 **Sep 26**
- September - 2024 - HSI Summit **New** 11 - SNAP SHOT 2024 **Oct 1**
- Sunday in the Park Oct 10-13

Jeanne Tanner- Provisional Ma (103)

▼ Before today 17

- March - 2023 - STEM Student and ... **New** 09 - Aug 8 PP **Mar 7, 2023**
- Research TikTok for Education **In Progress** TikTok **Jun 30, 2023**
- July - 2023 - Creating Your Cover L... **New** **Incoming VC** **Jul 7, 2023**
- October - 2023 - Seed to Tree Sch... **New** 10 - Oct 12 PP **Oct 9, 2023**
- VC Opera to Marquee **New** VC Opera presents: "L... **Jan 23**
- August - 2024 - New Board Membe... **New** 09 - SNAP SHOT 2024 **Jul 31**
- August - 2024 - Thank You Ventur... **New** 09 - SNAP SHOT 2024 **Jul 31**
- August - 2024 - VC Foundation Sc... **New** 09 - SNAP SHOT 2024 **Jul 31**
- May - 2025 - 2025 Scholarship Aw... **New** **Jeanne's Current Proj...** **Aug 20**
- September - 2024 - VC Voter Regi... **New** 09 - Sept 12 PP **Sep 8**
- Mental Health Posters to SM **New** Resizing Mental Healt... **Sep 23**
- October - 2024 - County Supervis... **New** 11 - SNAP SHOT 2024 **Sep 26**
- October - 2024 - University Transf... **New** 11 - SNAP SHOT 2024 **Sep 26**
- October - 2024 - University Transf... **New** 10 - SNAP SHOT 2024 **Sep 26**
- October - 2024 - University Transf... **New** **Janeene's Curre...** +1 **Sep 26**
- September - 2024 - Student Affair... **New** 11 - SNAP SHOT 2024 **Sep 26**
- September - 2024 - HSI Summit **New** 11 - SNAP SHOT 2024 **Oct 1**

▼ Next week 3

- By Love Be Bound Social Media **New** By Love be Bound (VC... **Oct 21**

Salvador Salgado- Provisional W (15)

▼ Before today 1

- Diversity in Culture Update Website ... **In Progress** Save the Date ... **Sep 19**

▼ Empty 14

- Arts: Create two program pages for... **New** **Sal's Daily Projects**
- Cheat Sheet **New** Chat GPT
- CNA Program: Update page with ne... **New** **Sal's Daily Projects**
- CNA: Begin with updates on outdat... **In Progress** **Sal's Daily Pr...**
- ESL Details to VCEC Page **New** ESL Orientation
- Financial Aid: New Page for Jobs **In Progress** Ventura ... +1
- PACE: Update steps to apply for PA... **New** **Sal's Daily Proj...** +1
- Siteimprove Daily Tasks **In Progress** **Sal's Daily Pr...**
- Student Equity Plan Webpage **Under Review** Student Eq...
- Student Health Center WEBPAGE up... **New** **Janeene's Current Pr...**
- University College Fair: Begin updat... **In Progress** **Sal's Daily Pr...**
- VCEC: Update page with new info s... **Under Review** **Sal's Daily ...**
- VCEC: Update staff list to replace J... **Scheduled** **Sal's Daily Pro...**
- Veterans: Create a new page featuri... **Under Review** **Sal's Daily ...**

Vanessa Stotler- Communicator (21)

▼ Before today 14

- March - 2023 - STEM Student and ... **New** 09 - Aug 8 PP **Mar 7, 2023**
- July - 2023 - Creating Your Cover L... **New** **Incoming VC** **Jul 7, 2023**
- October - 2023 - Seed to Tree Sch... **New** 10 - Oct 12 PP **Oct 9, 2023**
- August - 2024 - New Board Membe... **New** 09 - SNAP SHOT 2024 **Jul 31**
- August - 2024 - Thank You Ventur... **New** 09 - SNAP SHOT 2024 **Jul 31**
- August - 2024 - VC Foundation Sc... **New** 09 - SNAP SHOT 2024 **Jul 31**

Activity stream

Ventura College (22)

- November - 2021 ... **Comp...** Nov 5, 2021
- October - 2021 - ... **Comp...** Oct 15, 2021
- October - 2021 - ... **Comp...** Oct 15, 2021
- Financial Aid: New ... **In Progress**
- Santa Paula Phone ... **In Progress**
- 398515146: Photo... **Cancelled**
- Poetry Slam Page I... **Com...** Feb 28, 2022
- Show JT how to se... **Com...** Feb 24, 2022
- Paramedic Program... **Com...** Feb 18, 2022
- Book Store Hours c... **Completed**
- Book Store Hours **Completed**
- VC Sympathy Card **New**
- VenturaCollege.edu **New**
- [Stars I Shall Find] ... **Com...** Mar 15, 2021
- 427722162: Photo... **Com...** Jan 24, 2020
- 370256067: Marce... **Completed**
- 425435575: Photo... **On Hold**
- 397869727: Photo... **Completed**
- 397871184: Photo... **Cancelled**



Counseling

COU2002

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

2025-2026

New/Replacement: New **Priority:** 07

Previously Requested in Years: 2023-2024; 2022-2023; 2021-2022; 2020-2021; 2024-2025

Primary Contact: Gema Sanchez

Categorical funds available to fund this request: No

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.

Any considerations unique to this position: 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.



Request Type: **Staff**

Impact of position on enrollment: This position would directly impact our retention and success numbers in terms of how many students complete degrees at Ventura College as they would be providing essential follow up services needed by our students.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area: N/A

Impact of this position on campus, as a whole: This position would have a great positive impact on our campus 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 students 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.

Impact of this position on the surrounding community: The community would have an additional bilingual member in the counseling area that can support in their needs from our office. This individual would also be able to follow up with members of our community in a timely manner.



Counseling

COU2203

Objective: Increase the number of Comprehensive Education plans for students with 15 units to 75%
2025-2026

New/Replacement: Replacement – position has been vacant for 1-2 years **Priority:** 01

Previously Requested in Years: 2023-2024; 2022-2023; 2024-2025

Primary Contact: Gema Sanchez

Categorical funds available to fund this request: No

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.

Any considerations unique to this position: 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.

Impact of position on enrollment: Enrollment would increase by having this position as this role directly support all the counseling retention and proactive measures for student success.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area: N/A

Impact of this position on campus, as a whole: This position would have a great positive impact on our campus 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.

Impact of this position on the surrounding community: This position would have a great positive impact on our 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.

Distance Education

DIS2202

Objective: Strengthen Distance Education program support capacities through improved processes, infrastructure, and campus collaboration.

2025-2026

New/Replacement: **Priority:** 07

Previously Requested in Years: 2023-2024; 2022-2023; 2024-2025

Primary Contact: Brook Masters

Categorical funds available to fund this request: No

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.

Any considerations unique to this position: 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.

Impact of position on enrollment:

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole:

Impact of this position on the surrounding community:



East-Campus Programs

EAS2501

Objective: Increase Off-Campus Enrollment by 12%

2025-2026

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

Previously Requested in Years: 2023-2024; 2024-2025

Primary Contact: Kenya Johnson

Categorical funds available to fund this request:

Resource Request Description: Program Coordinator II (Bilingual) - NonCredit

How critical is this position to your program’s ability to function? The Program Coordinator II (Bilingual) position is highly critical to the ESL and noncredit programs ability to function effectively and sustain recent growth.

Ventura Colleges ESL program has experienced a 140% increase in headcount (Fall 2023Fall 2024) driven by expanded outreach and student support at East Campus. This growth was made possible by provisional staff providing essential wraparound services such as onboarding, registration, and retention support. The program has now reached its operational capacity under the current staffing model, and continued progress requires dedicated full-time, permanent coordination.

A bilingual coordinator is vital to serving our disproportionately impacted student populations, many of whom face barriers such as limited technology access, English proficiency, and fear stemming from recent ICE activity in Ventura County. The political and funding landscape, especially reduced federal support for Hispanic-Serving Institutions, has intensified the need for strategic, culturally responsive recruitment and retention approaches.

This request also includes support for noncredit coursework across multiple disciplines, which represents a high-impact strategy aligned with the California Community Colleges Chancellors Office Vision 2030 of Expanding noncredit offerings directly advances the Vision 2030 goals of access, equity, and economic mobility by providing adult learners and working students with flexible, low-barrier pathways to education and career advancement.

Without this position, the Colleges ability to sustain ESL growth, expand noncredit programs, and meet overarching priorities would be significantly limited.

Any considerations unique to this position: Yes. The Program Coordinator II (Bilingual) position has several unique and mission-critical considerations. The role requires bilingual (English/Spanish) proficiency to effectively serve Ventura Colleges diverse student population, particularly the large number of multilingual learners at East Campus. This requirement aligns with federal Title VI and Title V



mandates around language access and is vital to maintaining compliance as a Hispanic-Serving Institution (HSI).

The position also demands specialized knowledge of noncredit ESL registration, Guided Self-Placement, and student onboarding processes skills essential to ensuring compliance with California Education Code §84757 and Title 5 regulations governing noncredit instruction. It supports the intent of AB 705 and AB 1705 by helping students access and progress through ESL pathways more equitably.

Additionally, this role provides multi-campus and evening support to accommodate nontraditional students, undocumented students, working adults, and parents. Its focus on equity in access and student success directly advances the 20242030 Ventura College Educational Master Plan (Goal 1: Equity in Access) and the California Community Colleges Chancellors Office Vision 2030, which identifies noncredit programs as a high-impact strategy for adult learner re-engagement and equitable economic mobility.

Impact of position on enrollment: The Program Coordinator II (Bilingual) position would have a significant positive impact on enrollment in both noncredit ESL and other non credit programs. Sustaining and expanding growth in these areas now requires permanent, dedicated coordination and a proactive outreach and wraparound support structure.

By providing bilingual outreach, registration assistance, and onboarding support, this position removes key barriers for English language learners, adult reentry students, and working adults who often face barriers to completing complex enrollment processes. It will also strengthen dual enrollment and community partnerships, increasing early college participation among high school English learners.

With dedicated coordination and outreach, this position would enable Ventura College East Campus (VCEC) to experience a minimum of 20% growth in headcount within the next 2-3 years and support the expansion of both East and Ventura campuses. Because noncredit courses can easily expand into community spaces, this role will help reach adult learners eager to learn and upskill, directly advancing priorities around access, equity, and lifelong learning.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area: N/A

Impact of this position on campus, as a whole: The Program Coordinator II (Bilingual) position would have a collegewide impact. By strengthening noncredit pathways and partnering with faculty to develop noncredit offerings, this position supports student access, retention, and success for some of Ventura Colleges most disproportionately impacted student groups. The position directly contributes to institutional FTES growth, Vision 2030 goals around equity and lifelong learning, and the colleges Educational Master Plan Goal 1: Equity in Access.

The coordinator would also serve as a liaison between internal departments improving communication, alignment, and collaboration across departments such as Counseling, Outreach, Admissions & Records, and Academic Divisions. The bilingual capacity of this position would enhance the colleges ability to engage parents and families, particularly in predominantly Spanish-speaking communities, strengthening the colleges identity as a true Hispanic Serving Institution.



Request Type: **Staff**

Overall, this role would have a high impact on enrollment, community engagement, and institutional equity outcomes, helping Ventura College expand its presence while deepening its service to local communities.

Impact of this position on the surrounding community: The Program Coordinator II (Bilingual) position would have a significant impact on the surrounding Ventura County community by improving access to educational opportunities for English learners, adult learners, and working adults. By expanding noncredit courses, the college can reach students in community spaces, high schools, and adult education programs, making lifelong learning more accessible.

The position strengthens partnerships with local school districts, community organizations, and workforce programs, supporting upskilling, career pathways, and college readiness. By removing barriers such as language, registration complexity, and technology access, this role directly contributes to community empowerment, economic mobility, and social equity.

East-Campus Programs

PAC2501

Objective: Increase Off-Campus Enrollment by 12%

2025-2026

New/Replacement: New **Priority:** 01

Previously Requested in Years:

Primary Contact: Kenya Johnson

Categorical funds available to fund this request: No

Resource Request Description: Student Success & Support Specialist II for the PACE program

How critical is this position to your program's ability to function? The Student Success & Support Specialist II (SSSSII) position is absolutely critical to the survival and effectiveness of the Program for Accelerated College Education (PACE) at Ventura College. This is the only classified staff member fully dedicated to supporting PACE students and without this position there would be no PACE program. The position's current funding through the Title V PORT HSI Grant will end two years early on September 30, 2026, due to the federal government's withdrawal of funding for Title V HSI grants.

This position provides essential, high-touch support for outreach, recruitment, onboarding, and retention, ensuring students complete both certificates and degrees within the program's accelerated structure where students take a combination of 8-week and 5-week courses. Working closely with the college's marketing team, the SSSSII manages lead generation from social media campaigns, personally calling hundreds of prospective students each semester to explain PACE benefits and expectations. Through these conversations, the SSSSII screens for student fit, assessing factors such as prior coursework, academic readiness, and professional goals to ensure alignment with PACE's accelerated online pathways in Business, Sociology, Psychology, and Political Science (Public Administration emphasis).

PACE students, who are predominately post traditional students, benefit greatly from having one dedicated point of contact who helps them navigate college systems throughout their journey, from prospective student to enrolled learner and ultimately to graduation. This intentional, relationship-based approach supports both student recruitment and retention, fostering a sense of belonging and continuity that is especially important for working adults and reentry students.

Once prospective students are identified, the SSSSII provides comprehensive onboarding assistance, including application completion, registration, and ongoing support throughout their academic journey. Many PACE students earn a certificate in their first year and an associate degree by the end of year two, allowing them to upskill and re-enter the workforce while continuing their education.



Without this position, there would be no dedicated staff capacity to coordinate these critical student support functions. The impact would be immediate and severe declining enrollment, lower persistence and completion rates, and potential inability to sustain the PACE program. Given the success of PACE in helping working adults and reentry students' complete degrees efficiently, maintaining this position is essential to the college's mission of equity, access, and student success.

Any considerations unique to this position: Yes, there are several considerations that make this position unique:

Funding Source and Grant Dependencies: This position is currently funded through the Title V PORT HSI grant, which has specific federal guidelines and reporting requirements. Continuation of this role is tied to compliance with federal grant regulations, and the early termination of funding in September 2026 creates urgency for finding sustainable funding.

Equity and Student Support Mandates: As the only classified staff member fully dedicated to PACE students, this position is essential for meeting equity-focused goals, including supporting historically underserved populations in completing certificates and ADTs. Without this role, the college would be unable to maintain the targeted support needed to fulfill these equity objectives.

Program Accreditation and Outcomes: The PACE program is internally evaluated based on student persistence, retention, and completion rates. This position ensures accurate tracking, reporting, and intervention for students, which are critical for program review, accreditation compliance, and institutional accountability.

Specialized Knowledge and Training: The position requires knowledge of PACE program requirements, accelerated degree pathways, outreach strategies, and student success practices, which cannot easily be absorbed by other staff without significant disruption to the program.

Student-Centered Support: Many PACE students rely on structured guidance to complete certificates and degrees within the online format and accelerated timeline. This position is crucial for managing personalized outreach, case management, follow-ups, and early interventions, which are central to both student success and program sustainability.

Impact of position on enrollment: Student Demographics and Enrollment Impact

Age Demographics

Age 25 or older: 91

Ages 18–24: 14

Youngest student age: 19 years old

Oldest student age: 64 years old

Average student age: 33 years old

Gender

Female: 80



Male: 23

Non-Binary: 1

Declined to state: 1

Ethnicity

Hispanic or Latino: 77

Not Hispanic or Latino: 7

White Non-Hispanic: 15

Asian Indian: 1

Black Non-Hispanic: 1

Filipino: 1

Declined to state: 3

Student Zip Code / Location

Oxnard: 37

Ventura: 13

Santa Paula: 8

Enrollment Impact of Position

This position has a direct and significant impact on enrollment in the PACE program. Currently, the program serves 105 students generating approximately 125 FTES per term (Fall, Spring, and Summer), which totals approximately 375 FTES annually. The Student Success & Support Specialist II is central to maintaining and growing these numbers. This role provides essential support for outreach, recruitment, onboarding, and follow-up with prospective and current students, ensuring that students enroll in courses, complete registration, and remain engaged throughout the program.

Without this position, the PACE program would lack the capacity to perform these targeted student engagement activities, likely resulting in declines in enrollment, FTES, and retention. The ability to sustain current enrollment levels and expand program participation depends on the continued presence of this position to actively recruit and support students through the full PACE program pathway.

Additionally, the students enrolled are predominantly Hispanic or Latino (77 of 105), adult learners (average age 33), and largely female (80 of 105), highlighting the position's critical role in supporting diverse, underserved populations at Ventura College.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area: N/A

Impact of this position on campus, as a whole: This position has a substantial impact on the campus as a whole because it directly supports the success, retention, and completion of PACE students, who



represent a significant portion of East Campus and Extended Education enrollments. By ensuring that students complete outreach, onboarding, advising, and follow-up, this role strengthens overall student persistence and contributes to the colleges FTES, retention, and completion metrics.

Beyond PACE-specific outcomes, the position also enhances the colleges ability to meet its equity and access goals, particularly by supporting full time student status adult learners, first-generation college students, and historically underserved populations. The position contributes to cross-campus collaboration by coordinating with counseling, financial aid, instructional faculty, and student support services, thereby bolstering institutional capacity to provide coordinated support for all students.

Without this position, the campus would likely see reduced enrollment, lower student engagement, and diminished success outcomes, which would affect not only the PACE program but also the colleges overall performance metrics and reputation for serving its community. In essence, this position is key to maintaining both the academic and operational vitality of East Campus and Extended Education.

Impact of this position on the surrounding community: This position has a significant impact on the surrounding community by ensuring that the PACE program can effectively recruit, support, and retain local students, many of whom are post traditional adult learners, first-generation college students, and members of historically underserved populations. By providing consistent outreach, guidance, and support, this role helps community members access higher education opportunities, complete certificates and degrees, and advance in their careers.

Additionally, the position strengthens partnerships with local schools, employers, and community organizations, ensuring that the PACE program aligns with regional workforce needs and contributes to economic mobility and social equity in Ventura County and surrounding areas. Without this position, these community-centered efforts would be severely limited, reducing the programs ability to positively impact local students and the broader community.

Facilities, Maintenance, and Operations

FMO1706 Custodian

Objective: Improve Survey scores related to providing positive work environment

2025-2026

New/Replacement: **Priority:** 08

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

Primary Contact: Jesse Sluder

Categorical funds available to fund this request:

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 requesting the 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. Further, the campus continues to increase the square footage of space to be cleaned and managed by the Custodial Division however, the staff remain constant. The Campus will add nearly 70,000 additional square feet of space that will require additional staffing to maintain and/or make repairs throughout its lifecycle.

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. 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 Colleges 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.



Request Type: **Staff**

- 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.

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.

Any considerations unique to this position: N/A

Impact of position on enrollment:

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole:

Impact of this position on the surrounding community:



Facilities, Maintenance, and Operations

FMO1910 100% Warehouse Asst

Objective: Improve Customer Focus

2025-2026

New/Replacement: **Priority:** 01

Previously Requested in Years: 2023-2024; 2022-2023; 2020-2021; 2019-2020; 2024-2025

Primary Contact: Jesse Sluder

Categorical funds available to fund this request:

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.

Any considerations unique to this position:

Impact of position on enrollment:

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole:

Impact of this position on the surrounding community:

Facilities, Maintenance, and Operations

FMO2404

Objective: Improve Survey scores related to the campus grounds conditions

2025-2026

New/Replacement: **Priority:** 09

Previously Requested in Years:

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

Categorical funds available to fund this request: No

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.

Any considerations unique to this position:



Request Type: **Staff**

Impact of position on enrollment:

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole:

Impact of this position on the surrounding community:

Facilities, Maintenance, and Operations

FMO2405

Objective: Improve Survey scores related to providing positive work environment

2025-2026

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

Previously Requested in Years:

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

Categorical funds available to fund this request: No

Resource Request Description: Additional Custodial Worker

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.

We are requesting additional staff as campus activities and services continue to increase. Custodial staff are often called upon to support campus and community events, special projects, and other activities hosted both on and off Ventura College campus and at the Santa Paula facility. Further, the campus continues to increase the square footage of space to be addressed by the Custodial Division however, the staff remain constant. The Campus will add nearly 70,000 additional square feet of space that require additional staffing to maintain throughout its lifecycle.

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.

Any considerations unique to this position: The addition of the ~70KSF of facility with the construction of the new student housing complex.

Impact of position on enrollment: The additional staff will enhance the Facilities Department's ability to meet the increasing cleaning demands from the increased space.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole: The additional staff for the Custodial Division will make a significant impact on the facility's cleanliness, sanitation, and overall comfort levels.

Impact of this position on the surrounding community: The additional staff for the Custodial Division will also make a significant impact to the community users of the facilities due to enhanced cleanliness, sanitation, and overall comfort levels.

Facilities, Maintenance, and Operations

FMO2501

Objective: Improve Survey scores related to the campus grounds conditions

2025-2026

New/Replacement: New **Priority:** 06

Previously Requested in Years:

Primary Contact: Jesse Sluder

Categorical funds available to fund this request: No

Resource Request Description: Hire additional Grounds Maintenance Workers

How critical is this position to your program's ability to function? This position is critical to the Grounds Division being able to achieve a minimum level of standards (2) according to the Association of Physical Plant Administrators having more than 17 acres of land to manage. To achieve a level 2 (minimum standard) we need each member to be assigned no more than 10 acres. Achieving this level of overall campus grounds conditions, will be inviting to future students as well as creating an aesthetic work environment for faculty and classified professionals.

Any considerations unique to this position: None

Impact of position on enrollment: Enrollment would increase by creating an aesthetic and inviting environment for future students. Improvements to the campus grounds will also result in retaining students providing an aesthetic and enjoyable living, learning environment.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole: Improvements to the campus grounds will result in retaining students, faculty, and classified and administrative professionals by providing an aesthetic and enjoyable living, learning environment.

Impact of this position on the surrounding community: The community at large would benefit from having a serene park-like setting in which they can enjoy walks, civic center activities, and participate in collegiate events.

Facilities, Maintenance, and Operations

FMO2503

Objective: Improve Survey scores related to the campus grounds conditions

2025-2026

New/Replacement: New **Priority:** 07

Previously Requested in Years:

Primary Contact: Jesse Sluder

Categorical funds available to fund this request: No

Resource Request Description: Hire additional Grounds Maintenance Workers

How critical is this position to your program's ability to function? This position is critical to the Grounds Division being able to achieve a minimum level of standards (2) according to the Association of Physical Plant Administrators having more than 17 acres of land to manage. To achieve a level 2 (minimum standard) we need each member to be assigned no more than 10 acres. Achieving this level of overall campus grounds conditions, will be inviting to future students as well as creating an aesthetic work environment for faculty and classified professionals.

Any considerations unique to this position: None

Impact of position on enrollment: Enrollment would increase by creating an aesthetic and inviting environment for future students. Improvements to the campus grounds will also result in retaining students providing an aesthetic and enjoyable living, learning environment.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole: Improvements to the campus grounds will result in retaining students, faculty, and classified and administrative professionals by providing an aesthetic and enjoyable living, learning environment.

Impact of this position on the surrounding community: The community at large would benefit from having a serene park-like setting in which they can enjoy walks, civic center activities, and participate in collegiate events.



Facilities, Maintenance, and Operations

FMO2504

Objective: Improve Survey scores related to providing positive work environment

2025-2026

New/Replacement: New **Priority:** 03

Previously Requested in Years:

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

Categorical funds available to fund this request: No

Resource Request Description: Additional Custodial Worker

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.

We are requesting additional staff as campus activities and services continue to increase. Custodial staff are often called upon to support campus and community events, special projects, and other activities hosted both on and off Ventura College campus and at the Santa Paula facility. Further, the campus continues to increase the square footage of space to be addressed by the Custodial Division however, the staff remain constant. The Campus will add nearly 70,000 additional square feet of space that require additional staffing to maintain throughout its lifecycle.

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.

Any considerations unique to this position: The addition of the ~70KSF of facility with the construction of the new student housing complex.

Impact of position on enrollment: The additional staff will enhance the Facilities Department's ability to meet the increasing cleaning demands from the increased space.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole: The additional staff for the Custodial Division will make a significant impact on the facility's cleanliness, sanitation, and overall comfort levels.

Impact of this position on the surrounding community: The additional staff for the Custodial Division will also make a significant impact to the community users of the facilities due to enhanced cleanliness, sanitation, and overall comfort levels.

Facilities, Maintenance, and Operations

FMO2505

Objective: Improve Survey scores related to providing positive work environment

2025-2026

New/Replacement: New **Priority:** 04

Previously Requested in Years:

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

Categorical funds available to fund this request: No

Resource Request Description: Additional Custodial Worker

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.

We are requesting additional staff as campus activities and services continue to increase. Custodial staff are often called upon to support campus and community events, special projects, and other activities hosted both on and off Ventura College campus and at the Santa Paula facility. Further, the campus continues to increase the square footage of space to be addressed by the Custodial Division however, the staff remain constant. The Campus will add nearly 70,000 additional square feet of space that require additional staffing to maintain throughout its lifecycle.

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

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- 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.
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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

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- 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.

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- 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.

Any considerations unique to this position: The addition of the ~70KSF of facility with the construction of the new student housing complex.

Impact of position on enrollment: The additional staff will enhance the Facilities Department's ability to meet the increasing cleaning demands from the increased space.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole: The additional staff for the Custodial Division will make a significant impact on the facility's cleanliness, sanitation, and overall comfort levels.

Impact of this position on the surrounding community: The additional staff for the Custodial Division will also make a significant impact to the community users of the facilities due to enhanced cleanliness, sanitation, and overall comfort levels.



Facilities, Maintenance, and Operations

FMO2506

Objective: Improve Survey scores related to providing positive work environment

2025-2026

New/Replacement: New **Priority:** 05

Previously Requested in Years:

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

Categorical funds available to fund this request: No

Resource Request Description: Additional Custodial Worker

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.

We are requesting additional staff as campus activities and services continue to increase. Custodial staff are often called upon to support campus and community events, special projects, and other activities hosted both on and off Ventura College campus and at the Santa Paula facility. Further, the campus continues to increase the square footage of space to be addressed by the Custodial Division however, the staff remain constant. The Campus will add nearly 70,000 additional square feet of space that require additional staffing to maintain throughout its lifecycle.

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Level 2: Ordinary

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- 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.
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- 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.
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- 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.

Any considerations unique to this position: The addition of the ~70KSF of facility with the construction of the new student housing complex.

Impact of position on enrollment: The additional staff will enhance the Facilities Department's ability to meet the increasing cleaning demands from the increased space.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole: The additional staff for the Custodial Division will make a significant impact on the facility's cleanliness, sanitation, and overall comfort levels.

Impact of this position on the surrounding community: The additional staff for the Custodial Division will also make a significant impact to the community users of the facilities due to enhanced cleanliness, sanitation, and overall comfort levels.



Financial Aid

FA1801 (same as Outreach request)

Objective: Enhance financial aid outreach to ensure equitable, timely, and accurate access to financial aid information, resources, and support for all students and the community.

2025-2026

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

Previously Requested in Years: 2020-2021; 2019-2020; 2018-2019; 2024-2025

Primary Contact: Alma Rodriguez and Vanessa Stotler

Categorical funds available to fund this request: No

Resource Request Description: Full-Time Bilingual Student Outreach Specialist (Financial Aid & Outreach)

This request seeks funding to hire a full-time bilingual Student Outreach Specialist, jointly supporting the Financial Aid Office and the Outreach Department. This shared position will significantly expand the college's capacity to serve students and families by coordinating outreach activities, delivering accurate financial aid information, leading FAFSA/CADAA workshops, and supporting campus tours, tabling, and K-12 partnerships.

By sharing this role across two high-demand service areas, the college can:

Maximize impact and coverage for outreach and financial aid events.

Increase early financial aid application completion, improving access to critical financial resources.

Expand access for disproportionately impacted students and their families through bilingual support.

Strengthen partnerships with K-12 schools and community organizations to meet AB 19 goals.

Reduce workload strain on existing Financial Aid and Outreach staff, improving service quality and response time.

This position directly supports Ventura College Educational Master Plan Goals 1-3 — Equity in Access, Capacity for Engagement & Servingness, and Equity in Success — as well as the Student Equity and Achievement (SEA) Plan. Funding this resource will advance equity, retention, and enrollment by ensuring students and families receive consistent, timely, and culturally responsive support.

How critical is this position to your program's ability to function? Hiring a shared, full-time Bilingual Student Outreach Specialist for Financial Aid and Outreach is essential to the effectiveness of both programs. This position will ensure students and families receive timely, accurate, and accessible



financial aid information while expanding the college's capacity for coordinated outreach and community engagement.

By supporting two high-demand departments, this role will reduce overtime and staff burnout, increase the number of workshops and FAFSA/CADAA completion events offered, and ensure consistent communication across all outreach initiatives. The shared structure maximizes impact, improves efficiency, and strengthens wraparound student services that promote access, retention, and success.

Any considerations unique to this position: Yes. This collaborative position directly supports ****, which requires colleges to expand access to higher education for low-income and underrepresented students through increased outreach and financial aid participation.

It also advances the goals of the ** Student Equity and Achievement (SEA) Plan** and the ** Educational Master Plan**, promoting equity in access and success. By helping students understand and complete financial aid applications early, this position supports full-time enrollment, persistence, and degree completion while addressing equity gaps in access to financial resources.

Impact of position on enrollment: This position will have a direct and positive impact on enrollment by increasing FAFSA/CADAA completion and ensuring more students receive financial aid early in the enrollment cycle. Through proactive outreach and collaboration with K–12 partners and community organizations, the college will see improved transitions from high school to college, stronger early engagement, and higher persistence rates among disproportionately impacted student groups.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole: This position benefits the entire campus by bridging two major student-facing areas—Financial Aid and Outreach—enhancing the college's collective capacity to serve current and prospective students. It ensures that outreach, enrollment, and financial aid efforts are coordinated and student-centered, aligning with institutional goals for equity, access, and completion.

Impact of this position on the surrounding community: This role strengthens Ventura College's presence in the community by deepening partnerships with K–12 districts, community-based organizations, and families across Ventura County. Through bilingual outreach and financial aid education, it supports a stronger college-going culture, promotes trust and engagement among underrepresented populations, and helps ensure every eligible student can access the financial support needed to pursue higher education.



Financial Aid

FA2301

Objective: Ensure compliance with all federal and state financial aid regulations by streamlining processes, managing team workload effectively, and fostering a supportive work environment to enhance operational efficiency and service delivery.

2023-2024

New/Replacement: New **Priority:** 03

Previously Requested in Years: 2023-2024; 2021-2022; 2020-2021; 2024-2025

Primary Contact: Alma Rodriguez

Categorical funds available to fund this request: No.

Resource Request Description: Financial Aid Specialist

This request seeks funding to hire a Financial Aid Specialist to expand processing and outreach capacity, strengthen compliance, and improve equitable access to financial aid services for students and families.

AB 469 requires all California high school seniors to either complete a FAFSA or CADAA or submit an opt-out waiver. This legislative mandate has significantly increased outreach and processing demand—particularly among first-generation, low-income, and disproportionately impacted students. To meet this demand, Ventura College must increase its staffing capacity to maintain timely service and compliance.

The Financial Aid Specialist will:

Serve as a liaison to K–12 partners to ensure students and families receive early and accurate financial aid information.

Provide application assistance and workshops to support FAFSA/CADAA completion.

Help manage the growing caseload associated with federal and state financial aid requirements.

Support daily front-line operations to improve response times and student service delivery.

According to the National Association of Student Financial Aid Administrators (NASFAA) staffing model, Ventura College should have 17.5 FTE to meet service and compliance demands. The Financial Aid Office currently has only 9 FTE, leaving a gap of 8.5 positions that impacts processing times, regulatory compliance, and the overall quality of student support.

Filling this position will:

Close part of the staffing gap, enhancing operational capacity and efficiency.



Strengthen compliance with AB 469 and other federal and state regulations.

Increase financial aid application completion, especially for disproportionately impacted students.

Improve service delivery, equity, and student success outcomes.

This is a high-priority staffing request that directly supports Ventura College's mission to provide equitable access to higher education through timely, accurate, and student-centered financial aid services.

How critical is this position to your program's ability to function? This position is critical to maintaining compliance with Title IV and state financial aid regulations. It will help address increased outreach and processing demands driven by AB 469, AB 19, and AB 2, while expanding access for disproportionately impacted student populations. The bilingual component is essential for removing language barriers and ensuring equitable service delivery.

Any considerations unique to this position: Yes. Compliance with Title IV, AB 469, AB 19, and AB 2 is mandatory. Accreditation standards also require equitable access to financial aid services. This position supports both regulatory compliance and institutional equity goals.

Impact of position on enrollment: Timely and accessible financial aid is directly tied to enrollment and persistence. By increasing FAFSA/CADAA completion rates and improving communication with students and families, this position will help boost enrollment, retention, and completion.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole: This role will improve service to more than 9,000 students annually, strengthen partnerships with Basic Needs, Dreamers Resource Center, Veterans Resource Center, and PACE, and enhance processing capacity and service delivery campuswide.

Impact of this position on the surrounding community: This position will expand outreach and support to families and K–12 partners throughout Ventura County, strengthening the college-going culture and increasing financial aid access for local students.

California Community Colleges Chancellor's Office
 Financial Aid Summary Report

		Annual 2023-2024	Annual 2023-2024	Annual 2023-2024
		Student Count	Award Count	Aid Amount
Ventura Total		10,003	35,074	\$33,386,936
California College Promise Grant Total		9,762	19,751	\$6,784,408
	California College Promise - Method A-1 based on TANF recipient status	1	1	\$276
	California College Promise - Method A-2 based on SSI recipient status	2	3	\$1,150
	California College Promise - Method B based on income standards	4,700	7,512	\$2,853,334
	California College Promise - Method C based on financial need	4,822	7,830	\$3,178,051
	California College Promise - Method D based on Homeless Youth determination	13	21	\$11,178
	California College Promise (AB19) Fee Waiver	2,291	4,299	\$703,113
	Fee Waiver – Dependent of (children) deceased or disabled Veteran	56	85	\$37,306
Grants Total		3,791	14,966	\$25,626,954
	Basic Needs Grant	115	117	\$100,834
	Cal Grant A	25	40	\$93,000
	Cal Grant B	1,568	2,744	\$2,584,927
	Cal Grant C	3	5	\$2,462
	CARE Grant	13	29	\$54,372
	Chafee Grant	25	41	\$102,500
	Disaster Relief Emergency Student Financial Aid (SB 116)	1	1	\$750
	EOPS Grant	405	670	\$301,500
	Other grant: institutional source	8	8	\$3,253
	Other grant: non-institutional source	1,061	1,578	\$1,195,040
	Pell Grant	3,582	6,820	\$16,297,510
	SEOG (Supplemental Educational Opportunity Grant)	624	861	\$236,895
	State Emergency Aid (AB540)	45	85	\$153,985
	Student Success Completion Grant (SSCG)	1,086	1,967	\$4,499,926
Loans Total		111	295	\$701,547
	Federal Direct Student Loan - subsidized	106	173	\$367,693
	Federal Direct Student Loan - unsubsidized	73	118	\$294,024
	PLUS loan: parent loan for undergraduate student	3	4	\$39,830
Work Study Total		62	62	\$274,027
	Federal Work Study (FWS) (Federal share)	62	62	\$274,027

Report Run Date As Of : 10/13/2024 4:41:20 PM



Financial Aid

FAO2401

Objective: Enhance financial aid outreach to ensure equitable, timely, and accurate access to financial aid information, resources, and support for all students and the community.

2025-2026

New/Replacement: Replacement – position has been vacant for 1-2 years **Priority:** 01

Previously Requested in Years: 2023-2024; 2022-2023; 2021-2022; 2024-2025

Primary Contact: Alma Rodriguez

Categorical funds available to fund this request: No

Resource Request Description: Financial Aid Technician (Full-Time)

This request seeks funding to hire a Financial Aid Technician to address the critical staffing shortage in the Ventura College Financial Aid Office. As a Hispanic-Serving Institution, Ventura College serves a high volume of first-generation and low-income students who rely on financial aid to access, persist, and complete their educational goals.

According to the National Association of Student Financial Aid Administrators (NASFAA) 2024 Staffing Model, Ventura College should have approximately 17.5 full-time equivalent (FTE) staff to meet service and compliance standards. Currently, the office operates with only 9 FTE, leaving a gap of 8.5 FTE. This deficit directly impacts processing timelines, communication capacity, regulatory compliance, and the overall quality of student services.

Hiring a Financial Aid Technician will:

Strengthen processing capacity and reduce delays in awarding and disbursing aid.

Ensure compliance with U.S. Department of Education administrative capability requirements.

Improve service delivery for disproportionately impacted student populations.

Support enrollment, retention, and timely access to critical financial resources.

This is the top staffing priority for the Financial Aid Office. Filling this position will stabilize core operations, enhance compliance, and directly contribute to student equity, success, and institutional effectiveness.

How critical is this position to your program's ability to function? This position is critical to the Financial Aid Office's ability to function effectively. The current staffing shortage forces existing staff to manage excessive caseloads while covering outreach, processing, and front-line student support. Without this



position, response times to student inquiries, application processing, and award disbursement are significantly delayed.

Hiring a Financial Aid Technician will restore capacity, help manage workload distribution, and strengthen timely delivery of financial aid services.

Any considerations unique to this position: Yes. The U.S. Department of Education requires institutions to maintain sufficient staffing levels to demonstrate administrative capability. Insufficient staffing may result in delays, compliance findings, or jeopardize program participation. Additionally, accreditation and state requirements emphasize timely and accurate financial aid delivery to support student success and institutional integrity.

Impact of position on enrollment: Timely financial aid processing directly affects students' ability to enroll, persist, and complete their educational programs. Filling this position will reduce awarding delays, improve communication, and increase access to aid—supporting enrollment and retention goals.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole: This position supports a critical student-facing function that impacts thousands of students each year. Improved processing timelines benefit students, as well as campus units such as Counseling, Admissions, Outreach, and other Student Services that depend on timely aid disbursement.

Impact of this position on the surrounding community: A stronger and better-staffed financial aid operation supports more local students in accessing college. Faster awarding and improved communication strengthen community trust in Ventura College and help advance college-going culture in the region.



Ventura County Community College District Financial Aid Technician

CLASS CODE	CU206	SALARY	\$4,376.00 - \$6,041.00 Monthly \$52,512.00 - \$72,492.00 Annually
ESTABLISHED DATE	February 21, 2019	REVISION DATE	February 15, 2023

Basic Function

Under the direction of the Financial Aid Officer, perform a variety of technical and clerical support duties pertaining to federal and State financial aid programs and other major functions of the Financial Aid Office.

Representative Duties

Process financial aid applications, review documents for accuracy and completeness, and prepare and maintain student records; ensure the timely processing of financial aid. **E**

Perform preliminary reviews of loan requests to ensure compliance with all federal requirements; provide loan counseling as needed. **E**

Review academic transcripts to verify courses, units completed, grade level, and compliance with Satisfactory Academic Progress Standards. **E**

Provide technical information and assistance to students, parents, staff, counselors, faculty, and administrators in the interpretation and clarification of federal and state programs in accordance with regulatory statutes; assist students with the completion of applications. **E**

Plan, develop, and present at financial aid workshops. **E**

Prepare and maintain a variety of records, reports, letters, and files; compile information and enter data using fully-integrated, computer-based student information systems, databases, scanning and image recording systems, and other appropriate tools; perform other clerical support duties as needed. **E**

Develop, maintain, and update financial aid webpage content, social media platforms, newsletters, publications, brochures, and other informational and promotional materials. **E**

Provide direction and guidance to student workers and other clerical personnel. **E**

Work collaboratively and professionally with faculty, staff, students, and stakeholders from diverse academic, socioeconomic, cultural, disability, gender identity, and ethnic communities. **E**

Demonstrate cultural humility, sensitivity, and equity-mindedness in working with individuals from diverse communities; model inclusive behaviors; and achieve equity in assignment-related outcomes. **E**

Perform other duties as required.

E = Essential duties

Minimum Qualifications

An associate degree from a recognized accredited college or university AND one year of experience performing technical and/or administrative support functions in a student services area with student contact.

OR

Graduation from high school or evidence of equivalent educational proficiency AND two years of experience performing technical and/or administrative support functions in a student services area with student contact.

Knowledge, Skills, and Abilities

KNOWLEDGE OF:

State, institutional, and federal student financial aid assistance programs, policies, rules, and regulations, including but not limited to State Education Code, Title IV regulations, Federal Register and other applicable laws, governing financial aid programs

Modern office practices, procedures, equipment, and computer software applications

Use of internet to access a variety of agency records and information

Fully-integrated, computer-based student information systems

Operation of document imaging systems

Methods and techniques of record-keeping

Basic mathematical principles

Principles of report preparation

Correct English usage, grammar, spelling, punctuation, and vocabulary

Financial aid programs for under-represented students

Interpersonal skills using tact, patience, and courtesy

Customer service and public relations methods and techniques

Oral and written communication skills

Operation of a computer and assigned software

ABILITY TO:

Interpret and explain rules, regulations, procedures, and policies regarding federal and State financial aid programs

Perform financial statistical record-keeping work for a variety of federal and State financial aid programs

Prepare and maintain reports, records, and files

Exercise sound judgment in fulfilling the responsibilities of the position

Relate to students from diverse backgrounds

Establish and maintain effective working relationships with others

Compile and review data

Type statistical information and business correspondence accurately

Operate office equipment, including a calculator, computer, copier, scanner, and document imaging software

Make arithmetic calculations quickly and accurately

Analyze situations accurately and adopt an effective course of action

Plan and organize work according to established schedules and deadlines

Work confidentially with discretion

Communicate effectively, both orally and in writing

Demonstrate empathy, value, and appreciation for the experiences of students from diverse academic, socioeconomic, cultural, disability, gender, and ethnic communities

Be sensitive to and understanding of the diverse academic, socioeconomic, cultural, disability, gender, and ethnic backgrounds of community college students, and promote and remove barriers to equal opportunity and participation

Information Technology

IT1702

Objective: Improve IT Environment on Campus

2025-2026

New/Replacement: **Priority:** 03

Previously Requested in Years: 2019-2020; 2018-2019; 2016-2017; 2015-2016; 2024-2025

Primary Contact: Grant Jones

Categorical funds available to fund this request: No

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.

Any considerations unique to this position: They would also need to report to the director of network, security and infrastructure.

Impact of position on enrollment:

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole:

Impact of this position on the surrounding community:



Information Technology

VCIT2403

Objective: Improve IT Environment on Campus

2025-2026

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

Previously Requested in Years:

Primary Contact: Grant Jones

Categorical funds available to fund this request: No

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.

Any considerations unique to this position: None

Impact of position on enrollment: Positive impact for night and weekend classes.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole: Whole campus.

Impact of this position on the surrounding community: None



Information Technology

VCIT2501

Objective: Improve IT Environment on Campus

2025-2026

New/Replacement: New **Priority:** 01

Previously Requested in Years:

Primary Contact: Grant Jones

Categorical funds available to fund this request: None

Resource Request Description: Hire a backup for a ITSSIII position.

How critical is this position to your program's ability to function? Very. When our current ITSSIII is out of the office, we are vulnerable without his skillset.

Any considerations unique to this position: Server administration, systems administration.

Impact of position on enrollment: All students.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole: Whole campus.

Impact of this position on the surrounding community: None

LEAP**LEA2402**

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

2025-2026

New/Replacement: New **Priority:** 01

Previously Requested in Years: 2024-2025

Primary Contact: Brook Masters

Categorical funds available to fund this request: No

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.

Any considerations unique to this position: The LEAP Division's programs support services and activities related to AB 1705, AB 928, AB 1111, ADA accessibility compliance requirements, Vision 2030, etc.

Impact of position on enrollment: The LEAP Division's programs support services and activities that directly impact student success, retention, persistence, and completion.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole: The LEAP Division comprises many programs and areas that serve the entire campus community.

Impact of this position on the surrounding community:



LEAP

LEA2501

Objective: Establish LEAP's institutional identity

2025-2026

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

Previously Requested in Years:

Primary Contact: Brook Masters

Categorical funds available to fund this request: No

Resource Request Description: Office Assistant

How critical is this position to your program's ability to function? In 2025, the LEAP Division abolished the Office Assistant position in order to establish the Admin Assistant position. It was critical to have an Admin Assistant as a bare minimum for divisional program support. However, an Office Assistant is a much-needed resource to support the diverse and complex activities of this Division.

Any considerations unique to this position: The LEAP Division's programs support services and activities related to AB 1705, AB 928, AB 1111, ADA accessibility compliance requirements, Vision 2030, etc.

Impact of position on enrollment: The LEAP Division's programs support services and activities that directly impact student success, retention, persistence, and completion.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole: The LEAP Division comprises many programs and areas that serve the entire campus community.

Impact of this position on the surrounding community:



Learning Resource Center

LRC2501

Objective: Expand and Integrate Academic Support Services

2025-2026

New/Replacement: New **Priority:** 01

Previously Requested in Years:

Primary Contact: Brook Masters

Categorical funds available to fund this request: No

Resource Request Description: Learning Resources Supervisor

How critical is this position to your program's ability to function? Extremely critical. The LRC currently has no coordination or leadership other than the Dean, making it impossible to expand services, strategically plan, innovate, or move current initiatives forward to full implementation.

Any considerations unique to this position: AB 1705, AB 928, ADA Compliance

Impact of position on enrollment: Growing programming in the Learning Center through student success initiatives such as peer mentoring and academic coaching would support student retention and persistence, increasing enrollment.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole: With a Learning Resources Supervisor, the LRC could implement innovative programming that could transform the student experience.

Impact of this position on the surrounding community: N/A



Learning Resource Center

LRC2502

Objective: Increase LRC Utilization

2025-2026

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

Previously Requested in Years: 2024-2025

Primary Contact: Brook Masters

Categorical funds available to fund this request: No

Resource Request Description: Instructional Lab Technician II - Full Time

How critical is this position to your program's ability to function? This position is critical as the current operations and demands of the LRC have required that we hire a provisional ILT II just to cover the hours of operation that we currently have. Increasing the staffing with an additional full-time ILT II will allow us to expand both programmatic services and hours of operations.

Any considerations unique to this position: AB 1705, AB 928, ADA Compliance

Impact of position on enrollment: The LRC supports student retention and success by providing essential academic support services.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole: This position would allow the LRC to expand evening and weekend hours, a request echoed throughout the Student Equity Plan to better support our diverse community of learners.

Impact of this position on the surrounding community: N/A



Library

LIB2502

Objective: Support college-wide initiatives such as the Zero Textbook-Cost and Lending Library

2025-2026

New/Replacement: New **Priority:** 01

Previously Requested in Years:

Primary Contact: Peter Sezzi

Categorical funds available to fund this request: No

Resource Request Description: Bilingual current position enhancements. Both VC Main Campus and VCEC have front-line service personnel who speak Spanish. It seems odd that VC celebrates our HSI designation but then when we actually have staff who speak the preferred language of our students, we don't compensate these staff members accordingly. ¡Qué vergüenza!

How critical is this position to your program's ability to function? Many students prefer to speak in Spanish. It is vital that we continue to speak to our students in the language of their preference. Should we instead insist that they speak English because our staff is not compensated to speak to them in Spanish? This just doesn't make sense.

Any considerations unique to this position: We are an HSI. Let's not only celebrate that fact but let's also compensate staff who speak Spanish who provide direct front-line assistance to our Spanish-speaking students. The cost for this based on the following. There is one person (Library Technician) and VCEC and one person (ILT II) at VC Main Campus who speak Spanish on a regular basis when helping our students. Both of these staff members are at the 230 pay level. So at the top step, bilingual pay is 2.9% of the base pay. My calculations have the cost of this request coming in at under \$5,000 per year for both positions (so under \$2,500 per person, per year).

Impact of position on enrollment: Speaking the language preference of our students only aids in retention.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole: This impacts all Spanish-speaking students of VC and VCEC.

Impact of this position on the surrounding community: This would show that we celebrate our HSI designation by compensating fairly those who speak Spanish on our staff.



Library

LIB2503

Objective: Improve and maintain sustainable access to library resources (print and online) and instructional course materials at both the Main Campus and VCEC Libraries

2025-2026

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

Previously Requested in Years:

Primary Contact: Peter Sezzi

Categorical funds available to fund this request: No

Resource Request Description: 12 month current position enhancement. This request is promote equity between the VC Main Campus and VCEC libraries. Both VC Main and VCEC have a library technician but at Main Campus it is a 12 month position while at VCEC it is only an 11 month position. This request seeks to remedy this disparity. The position is truly a 12 month position at both sites. The work of a library technician is year-round work. It doesn't make sense that it is 11 month at one site location and 12 month at the other site location.

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

Any considerations unique to this position: No

Impact of position on enrollment: We have a Library Technician at VC Main Campus and also at VCEC. The VC Main Campus position is a 12 month position while the VCEC position is an 11 month position.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole: This position impacts equity at VCEC.

Impact of this position on the surrounding community: This position impacts equity at VCEC.

Life Sciences

LIF2401

Objective: Exec Team1: Increase in lab capacity (both at main campus and east campus) is needed to meet the high student enrollment demands.

2024-2025

New/Replacement: New **Priority:** 01

Previously Requested in Years:

Primary Contact: Kammy Algiers

Categorical funds available to fund this request:

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 expand lab capacity without increasing our ability to prep labs. We have a new anatomy modular that will be housing anatomy sections. Furthermore, SLPA program has asked us to begin teaching ANPH. This is an additional course we would need prep for and currently have no lab tech for this course. Also, this request is essential to the potential addition of courses and expansion of possible PHSO at VCEC.

Any considerations unique to this position: SLPA program has recently established with 171 students (duplicated numbers) who will need to take ANPH. This is an additional 12 hours of lab per week, without the capacity of a current lab tech to prep for it. Anatomy, Physiology, and Microbiology are core courses for nursing and allied health programs, and accreditation standards require these courses to be adequately supported with lab hours, equipment, and safety protocols. In addition, OSHA, CDC, and biosafety regulations must be followed in wet labs, requiring skilled preparation and oversight by trained staff. These external requirements make the lab tech position essential for compliance, student safety, and maintaining accreditation of our health science pathways.

Impact of position on enrollment: We would be able to offer ANPH each semester for the SLPA program if we had this position. With the new modular building for Anatomy requiring lab tech support, we also have the opportunity to expand Physiology offerings on the main campus (and eventually East Campus). Physiology is a wet lab with significant prep demands, and increasing both Anatomy and Physiology will ultimately increase demand for Microbiology, the third course in this sequence. Between the new Anatomy modular lab, added sections at East Campus, growth of BIOL V03/V04 on the main campus, linking BIOL V01 with labs, and the eventual increase in Microbiology demand, the workload for preparation and maintenance is expanding beyond current capacity. We will be linking BIOL V01 lecture with labs to increase student success, which may increase our need for additional lab sections. Our anatomy labs have not been getting the lab tech attention they need. To support these efforts and



Request Type: **Staff**

maintain the quality of instruction and student success, we request the addition of another lab technician.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area: N/A

Impact of this position on campus, as a whole: This would allow us to offer these lab courses, offer courses for the new program SLPA, increasing access to students who can't always get into these high impact courses. Since many of these students are pre-nursing, this would feed into our nursing program.

Impact of this position on the surrounding community: This would increase highly needed nursing and other allied health jobs in our community.

Manufacturing Technology and Welding

WEL2502

Objective: Increase Student Success

2025-2026

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

Previously Requested in Years:

Primary Contact: Sean Roper

Categorical funds available to fund this request:

Resource Request Description: Full Time ILT - The Welding programs continued enrollment growth and high student demand highlight the urgent need for a dedicated full-time Instructional Lab Technician (ILT). Currently, Welding and Manufacturing share one ILT, leaving instructors to manage full classes around hazardous and costly equipment without adequate support. This staffing gap was noted as a concern in the most recent Welding tenure review. Adding a full-time ILT will strengthen safety, improve instructional quality, and ensure the program remains aligned with industry standards while allowing faculty to focus on teaching and student success.

How critical is this position to your program's ability to function? A full-time Instructional Lab Technician (ILT) for Welding is critical to the safety, efficiency, and continued success of the program. Welding labs operate with heavy equipment, high temperatures, and multiple simultaneous processes that require constant supervision, setup, and maintenance. Without a dedicated ILT, instructors are forced to divide their attention between teaching, safety oversight, and equipment management creating unnecessary risk and limiting instructional effectiveness. The lack of dedicated support was specifically identified as a concern in the Welding instructors last tenure review, underscoring the urgency of this need. Adding a full-time ILT will ensure a safe, compliant, and professionally managed lab environment, allowing instructors to focus on teaching and students to receive the high-quality, hands-on training expected by local employers and industry partners.

Any considerations unique to this position: Yes. The Welding program presents unique safety and compliance considerations that make a dedicated Instructional Lab Technician essential. Students work with high-voltage equipment, pressurized gas systems, and open-arc welding processes that generate extreme heat, ultraviolet light, and toxic fumes. Strict adherence to Cal/OSHA regulations, NFPA 51B (Hot Work Safety), and college safety protocols requires continuous monitoring, equipment maintenance, and hazard mitigation all of which fall within the ILTs responsibilities. Proper supervision and setup are critical to preventing injuries, fires, and equipment damage. The presence of a full-time ILT ensures compliance with state safety standards, reduces institutional liability, and supports a secure learning environment where students can safely gain the hands-on skills required for certification and employment.



Impact of position on enrollment: Adding a full-time Instructional Lab Technician in Welding would have a direct and positive impact on enrollment. Currently, limited lab support restricts the number of students who can safely be accommodated in each section. With a dedicated ILT to assist with setup, supervision, and equipment maintenance, the program could safely increase section capacity and add new class offerings, particularly in high-demand areas such as TIG and Dual Shield welding. Improved safety oversight and more efficient lab operation would also enhance the student experience, leading to higher retention and completion rates. In short, this position would allow the program to serve more students effectively while maintaining the high safety and quality standards required for hands-on technical training.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole: The addition of a full-time Welding Instructional Lab Technician would have a significant, campus-wide impact by enhancing safety, efficiency, and instructional quality in one of Ventura Colleges most visible and industry-connected programs. Welding serves as a cornerstone of the colleges Career Education and workforce development mission, directly supporting regional manufacturing, construction, and energy sectors. A dedicated ILT would not only strengthen the Welding program but also improve coordination with related disciplines such as Manufacturing, Automotive, and Construction, creating broader opportunities for interdisciplinary learning and industry collaboration. Additionally, the position would help ensure college-wide compliance with safety and regulatory standards, reduce institutional liability, and uphold Ventura Colleges reputation for delivering high-quality, industry-aligned technical education.

Impact of this position on the surrounding community: The addition of a full-time Welding Instructional Lab Technician would have a positive and far-reaching impact on the local community. Ventura County and the surrounding region depend on skilled welders to support industries such as manufacturing, construction, agriculture, and energy. By improving safety, efficiency, and instructional capacity in the Welding program, this position would enable the college to train more students to industry standards, helping fill the growing demand for qualified welders in the regional workforce. A dedicated ILT ensures that students receive consistent, hands-on experience on modern equipment, which translates directly into employability and higher earning potential. Beyond workforce outcomes, the position supports the colleges broader mission to strengthen economic development and community partnerships by providing a reliable pipeline of skilled, safety-conscious graduates ready to meet local industry needs.



Paramedic/EMT

PAR2301

Objective: EMT Program maintenance & Second Paramedic Cohort Continuance

2023-2024

New/Replacement: **Priority:** 04

Previously Requested in Years: 2023-2024; 2024-2025

Primary Contact: Tom O'Connor

Categorical funds available to fund this request: Current funded under SWP but requesting to move to general fund

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.

Any considerations unique to this position: Not at this time.

Impact of position on enrollment:

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole:

Impact of this position on the surrounding community:



Paramedic/EMT

PAR2502

Objective: EMT Program maintenance & Second Paramedic Cohort Continuance

2025-2026

New/Replacement: New **Priority:** 01

Previously Requested in Years:

Primary Contact:

Categorical funds available to fund this request: No

Resource Request Description: Increase the VCU619-00 Office Assistant position from 60% to 100% from the General Fund.

How critical is this position to your program’s ability to function? Critical Workload Increase:
Programmatic Compliance

Since the office worker position was created, the overall workflow for the EMS programs has improved significantly; however, the administrative burden imposed by external clinical sites for student clearance processing has drastically increased in complexity and volume each semester. The current 60% FTE is no longer sufficient to manage this essential workload.

" System Migration and Support: Hospitals are migrating compliance training and onboarding to multiple, varied tracking systems, requiring the Office Assistant to master and maintain competency across several platforms. Dignity Health and Santa Barbara Cottage Hospital are the first two systems to implement these changes.

" Intensive Follow-up: Changes to hospital systems have recently required multiple days of follow-up with students and administrators to secure access and verify mandatory training completion.

" Risk Mitigation: As available clinical placements decline, securing and maintaining access to every site is mission-critical to maintaining the existing enrollment in the EMS programs. The current bandwidth risks delays that could jeopardize placement access.

Immediate Funding Solution and Request

The increase to 100% FTE is needed to handle the non-negotiable compliance requirements. We are requesting that the 40% increase in funding be sourced from the General Fund.

This funding reallocation recognizes the core operational nature of the required tasks: ensuring regulatory compliance and program continuity, which are essential, non-temporary functions of the department. The immediate proposed funding blend is 60% General Fund and 40% SWP Funding.



Secondary Request: Long-Term General Fund Stabilization

We request that the position be reviewed for 100% General Fund support in the next budget cycle (or as funding becomes available).

The tasks driving the need for this 100% position managing critical compliance, liaising with external hospital systems, and mitigating risk to student clinical placement are permanent, baseline operational requirements of the program, not temporary grant-based activities. Migrating the full 100% FTE to the General Fund will ensure the long-term stability of this essential position's function, protecting the viability of the EMS programs regardless of fluctuations in SWP funding.

Any considerations unique to this position: The increased workload is driven by the unique and critical need to manage regulatory compliance for student clinical practicum experiences. This involves continuously updating and verifying that all external agency agreements and student credentials meet ever-evolving federal (HIPAA/FERPA), state, and accreditation (CoAEMSP/CAAHEP) requirements. Failure to manage this volume of compliance documentation introduces high risk of losing clinical site access and jeopardizing the program's accreditation.

Impact of position on enrollment: The EMS programs are currently at full capacity, with more students seeking access than there are available seats. Many candidates frequently contact the office staff, creating outreach opportunities and increasing student interest in EMS.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole: The impact of this position on the Ventura College campus as a whole is extremely high and directly tied to programmatic stability and reputation. This position is a compliance and risk management role that ensures the operational integrity of one of the college's most essential and high-visibility career education programs.

Impact of this position on the surrounding community: The impact of this position on the surrounding community is direct, essential, and centers on public safety and local healthcare capacity.

Performing Arts

PER1717

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

2025-2026

New/Replacement: New **Priority:** 01

Previously Requested in Years: 2023-2024; 2022-2023; 2021-2022; 2020-2021; 2019-2020; 2018-2019; 2017-2018; 2016-2017; 2015-2016; 2024-2025

Primary Contact: Brent Wilson, Jamie Birkett

Categorical funds available to fund this request:

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.

Any considerations unique to this position: 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.

Impact of position on enrollment: Adding a full-time technical theatre position focused on lighting would have a significant positive impact on enrollment. With dedicated expertise, the program could offer more specialized courses and lab experiences in lighting design, programming, and production, which are increasingly in demand in the entertainment industry. This would attract students interested in both the artistic and technical sides of theatre, broadening the programs appeal.

In addition, consistent faculty presence would improve student retention through stronger mentorship, more ambitious productions, and clear professional pathways. Enhanced production quality and safety would also raise the programs profile, drawing more prospective students from local schools and the wider community.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole: This position would have a major campus-wide impact by strengthening the quality, safety, and scope of all campus performances and events. A dedicated lighting expert would support theatre, music, and dance productions, as well as lectures, ceremonies, and community events, ensuring professional-level lighting design and reliable technical operations. Their expertise would allow for more ambitious productions, improve scheduling efficiency, and reduce reliance on temporary staffing, benefiting multiple departments. In addition, this role would enhance student training opportunities across disciplines, support campus initiatives, and elevate the overall visibility and professionalism of the colleges performing arts programs.

Impact of this position on the surrounding community: This position would have a strong positive impact on the surrounding community by raising the quality and professionalism of campus performances, making the college a more attractive venue for community events, partnerships, and visiting artists. A dedicated lighting specialist would enable the college to host a wider range of productions, festivals, and outreach programs, creating more opportunities for local audiences to engage with the arts. Additionally, students trained under professional lighting standards would graduate with valuable, employable skills, strengthening the regional workforce in theatre, live events, and related industries. This increased cultural activity and workforce development would deepen the colleges role as a creative and educational hub for the community.

Performing Arts

PER2303

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

2025-2026

New/Replacement: **Priority:** 05

Previously Requested in Years: 2023-2024; 2022-2023; 2024-2025

Primary Contact: Brent Wilson, Nathan Cole, Jamie Birkett

Categorical funds available to fund this request: No

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 departments 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.

Any considerations unique to this position: 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.

Impact of position on enrollment: Adding a full-time sound technician would have a significant positive impact on enrollment by improving both the quality and scope of student learning experiences. With dedicated expertise in sound engineering and design, the department could offer more hands-on training, workshops, and technical theatre opportunities that attract students interested in behind-the-scenes production careersfields that are in high demand across the entertainment industry.

High-quality, reliable sound systems also elevate the overall production value of music, theatre, and dance performances, making the program more appealing to prospective students and strengthening recruitment efforts. Consistent technical support enhances the student experience in classes and rehearsals, increasing retention by ensuring productions run smoothly and students receive



professional-level mentorship. Over time, this role would help expand course offerings and co-curricular opportunities, driving both enrollment growth and program reputation.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole: This position would have a major campus-wide impact by elevating the quality, reliability, and technical capacity of all performances and events that rely on sound. A dedicated sound technician would support theatre, music, and dance productions, as well as lectures, ceremonies, and community events, ensuring clear, professional-grade audio for both live and recorded settings. Their expertise would allow for more ambitious productions, improved scheduling efficiency, and reduced dependence on external contractors, benefiting multiple departments and campus initiatives. In addition, this role would strengthen interdisciplinary collaborations, enhance student learning opportunities in sound technology, and raise the overall standard of campus events, contributing to a more vibrant and professional campus culture.

Impact of this position on the surrounding community: This position would have a significant impact on the surrounding community by enhancing the quality and professionalism of campus performances and events, making the college a more attractive venue for community productions, festivals, and partnerships. With dedicated sound expertise, the college could host a wider variety of performances, outreach programs, and collaborative events with local schools and arts organizations, strengthening its role as a regional cultural hub. Additionally, students trained in professional sound engineering would enter the local workforce with in-demand technical skills, supporting the growth of the regions performing arts, live event, and media industries. This investment would deepen community engagement, expand cultural offerings, and build stronger educational and professional pipelines between the college and the surrounding community.

Performing Arts

PER2403

Objective: Safety in the Performing Arts Department

2025-2026

New/Replacement: New **Priority:** 03

Previously Requested in Years: 2024-2025

Primary Contact: Brent Wilson

Categorical funds available to fund this request: No

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.

Any considerations unique to this position: 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 outputs such as student performances and events as 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 would be instrumental in ensuring compliance with these standards in the music departments classrooms and performance spaces.

Impact of position on enrollment: Adding a full-time music stage crew position would have a direct and positive impact on enrollment by improving the overall student and faculty experience. With consistent support for classroom and performance setups, rehearsals and events would run more smoothly, allowing faculty to focus on instruction and artistic development rather than logistics. This increased efficiency enables the department to offer more classes, rehearsals, and performances without overburdening existing staff, supporting growth in both GE and major course enrollments.



A well-run, professional environment also makes a strong impression on prospective students and visiting audiences, strengthening recruitment efforts. By ensuring that instructional and performance spaces are consistently prepared and functional, this position contributes to higher quality learning experiences that improve student satisfaction, retention, and program reputation.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole: This position would have a significant impact across the campus by improving the efficiency, safety, and professionalism of all music-related activities and events. A dedicated stage crew staff member would support the setup and breakdown of classrooms, rehearsals, and performances, ensuring spaces are consistently ready for instruction and campus events. This reliability benefits not only the music program but also other departments and community partners that use shared performance spaces, allowing for smoother scheduling and more frequent use of facilities. By reducing logistical bottlenecks and supporting high-quality events, this position would enhance the overall campus experience for students, faculty, and audiences.

Impact of this position on the surrounding community: This position would have a positive impact on the surrounding community by helping the college host more frequent and better organized concerts, festivals, and community events. A dedicated stage crew member would ensure that performance spaces are consistently prepared for visiting artists, school groups, and community partners, creating a more professional and welcoming environment. This reliability would strengthen the colleges role as a cultural hub, support partnerships with local schools and organizations, and make it easier to coordinate outreach events that bring the community onto campus. In turn, increased community engagement would enhance the colleges visibility and reputation as a vibrant center for the performing arts.

Performing Arts

PER2405

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

2025-2026

New/Replacement: **Priority:** 09

Previously Requested in Years: 2024-2025; 2022-2023

Primary Contact: Brent Wilson

Categorical funds available to fund this request: No

Resource Request Description: Performing Arts Instructional Lab Technician II/Staff Pianist-100%

How critical is this position to your program's ability to function? Having a staff pianist (or collaborative pianist) in a music department is essential for several key reasons, as they play a vital role in supporting students, faculty, and the overall functioning of the department. Heres an outline of why this position is critical:

1. Support for Vocalists and Instrumentalists

Accompaniment for Lessons and Recitals: Many vocal and instrumental students require regular accompaniment for private lessons, studio classes, juries, and recitals. A dedicated staff pianist ensures that students have consistent access to a professional accompanist who understands their repertoire and performance needs.

Rehearsal Efficiency: A staff pianist helps students rehearse efficiently by providing high-level musicianship, helping them develop their interpretation, phrasing, and ensemble skills. This can be especially crucial for performance majors who need ample preparation before their final recitals or competitions.

2. Faculty and Ensemble Support

Faculty Recitals and Master Classes: Faculty members who give recitals or teach master classes often need a skilled pianist to accompany their performances or workshops. A staff pianist ensures that faculty can present their work at a professional level, which reflects well on the department as a whole.

Choral and Ensemble Accompaniment: Choirs, opera workshops, and small chamber ensembles often require piano accompaniment, both in rehearsals and performances. A staff pianist who understands ensemble playing ensures that the group can rehearse effectively and perform cohesively, contributing to the success of the entire program.

3. Pedagogical Role and Student Development

Pedagogical Support: A staff pianist is often more than just an accompanist they play a key role in teaching. They can guide students in areas such as rhythm, interpretation, and collaboration. Working with a professional pianist helps students improve their musicianship and communication, essential skills for any performer.

Collaboration and Ensemble Skills: Students who regularly work with a staff pianist learn to collaborate in real-time with a professional musician. This experience is critical for their development as ensemble musicians, fostering the listening skills, adaptability, and teamwork necessary in professional music settings.

4. Efficiency and Continuity

Regular and Reliable Availability: Having a dedicated pianist means that the department doesn't need to constantly rely on outside freelancers or students, which can be logistically challenging and may result in inconsistent support. A staff pianist ensures continuity and reliability in accompaniment for the wide variety of performances and classes happening throughout the year.

Specialization and Knowledge: A staff pianist will develop an in-depth understanding of the department's curriculum, repertoire, and faculty expectations. They can tailor their accompaniment style to different professors, ensembles, and students, leading to smoother rehearsals and better outcomes in performances.

5. Attracting and Retaining High-Caliber Students and Faculty

Appeal to Prospective Students: The presence of a skilled staff pianist signals to prospective students that they will receive high-quality support in their musical studies, especially those pursuing degrees in performance. This can be a deciding factor for students when choosing a school.

Support for Faculty Recruitment and Retention: A well-supported music department, complete with professional collaborative pianists, helps attract and retain top-tier faculty. Professors who feel they have the resources they need to perform and teach at a high level are more likely to thrive and stay in the department.

6. Event and Production Support

Concerts and Competitions: A staff pianist is indispensable during departmental events such as student competitions, faculty recitals, and guest artist performances. Their role in providing accompaniment for these high-stakes situations is vital to the smooth running of such events.

Opera and Musical Theatre Productions: In the case of universities with opera or musical theatre programs, a staff pianist often plays an integral role during rehearsals, and sometimes even performances. Their ability to help singers and ensembles rehearse effectively can make the difference in the success of large productions.

7. Cultural and Community Engagement

Outreach Programs: If the university participates in community outreach, such as performances in local schools or collaborative events with community organizations, a staff pianist is often crucial for these

performances. Their involvement allows the department to maintain high musical standards while fostering connections with the local community.

Conclusion

A staff pianist in a collegiate music department is not only a logistical necessity but also a key contributor to the educational and artistic mission of the institution. Their role in supporting students and faculty, ensuring high-quality performances, and enriching the department's programming makes them indispensable. Without a staff pianist, the department may struggle to maintain the same level of artistic excellence and student success.

Any considerations unique to this position: 1. Supporting Instructional Quality and Student Learning Outcomes

* Accreditation bodies such as the National Association of Schools of Music (NASM) evaluate the quality of instruction and student learning outcomes as critical components of their review process. A full-time staff pianist provides essential support for student musicians in individual lessons, ensemble rehearsals, and performances. Having a dedicated pianist ensures that students receive consistent, high-quality accompaniment for vocalists, instrumentalists, and ensembles, which enhances their learning and performance experiences.

* Students benefit from regular access to a professional pianist, which allows them to focus more deeply on musical interpretation, technical execution, and collaboration with an accompanist—skills that are vital in music education and expected in professional performance settings.

2. Supporting Curriculum and Program Development

* A full-time staff pianist enables the department to offer a more comprehensive curriculum by supporting a variety of courses and performance opportunities that require piano accompaniment. For example, courses in vocal performance, chamber music, and ensemble work rely on high-quality accompaniment, and a staff pianist ensures these courses can be offered without logistical issues related to finding outside or part-time accompanists.

* This also allows the department to meet accreditation requirements related to curriculum breadth and depth, as it ensures that all students, regardless of their instrument or focus area, receive the necessary support to develop their collaborative and performance skills.

4. Meeting Accreditation Requirements for Faculty Expertise

* NASM and other accreditation bodies require that faculty and staff have the appropriate expertise and qualifications to support the program's educational objectives. A full-time staff pianist with a strong background in accompaniment and music performance demonstrates that the department has the necessary professional staff to support its students effectively.

* Having a qualified staff pianist on board allows the department to demonstrate that its staffing structure aligns with industry standards, ensuring that students are trained by professionals with real-world experience in performance and accompaniment.

5. Facilitating Student Success and Retention

* Accreditation reviews often focus on how well a department supports student success and prepares them for careers in music. A full-time staff pianist plays a key role in student development, offering direct support to student performers and contributing to their artistic growth. The presence of a dedicated accompanist also reduces logistical challenges and ensures that students can perform with confidence in key assessments like recitals and juries.

* Having a staff pianist available for rehearsals and performances improves the overall student experience, contributing to higher student retention and completion rates, which are often considered in accreditation assessments.

6. Supporting Faculty and Ensemble Directors

* A full-time staff pianist not only supports students but also assists faculty and ensemble directors in preparing for performances, rehearsals, and auditions. This contribution helps the department meet accreditation standards related to faculty support and collaborative teaching. The pianist can work closely with faculty to prepare for performances, ensuring that all rehearsals and performances are conducted at a professional level.

* This allows faculty to focus more on teaching and mentoring, rather than spending time arranging accompaniment, which directly improves the quality of the instructional program and aligns with accreditation expectations.

7. Contributing to Community Engagement and Outreach

* Many accreditation processes emphasize the importance of community engagement and outreach. A full-time staff pianist enables the department to offer more high-quality public performances, outreach events, and collaborations with local schools, organizations, or cultural institutions. These community-facing activities showcase the department's role in cultural enrichment, which can be a positive factor in accreditation evaluations.

* The pianist can accompany students in performances at community events, recitals, and festivals, enhancing the department's visibility and its contributions to the broader community, which aligns with the goals of many accreditation bodies to promote community engagement.

8. Ensuring Program Sustainability and Growth

* A full-time staff pianist helps the department plan for sustained growth by ensuring that there is always consistent support for performances and music education activities. This stability is important for long-term planning and for meeting accreditation standards related to program development and future growth.

* As the department expands, either by increasing enrollment or offering new programs, having a staff pianist ensures that the program's infrastructure remains robust and capable of supporting a growing student body. This helps the department remain competitive and aligned with accreditation standards for institutional planning and resource management.

Impact of position on enrollment:

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:



Request Type: **Staff**

Impact of this position on campus, as a whole:

Impact of this position on the surrounding community:

Student Activities

STU2401

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

2025-2026

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

Categorical funds available to fund this request: No, the Student Activities Office solely functions off of student fees, which are not a constant source of funding and fluctuate depending on student enrollment. As a result, there are no categorical funds available to fund this request.

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 essential for the Student Life Office to effectively serve the student population, particularly as the office expands programming and engagement initiatives at both VC Main Campus and VC East Campus. The growing demand for student programs, events, and administrative tasks across both campuses highlights the urgent need for additional support to ensure seamless operations. Without the contributions of an Office Assistant, the Student Life Office risks falling short in vital areas such as event planning, financial processing, and communication with student clubs and organizations. Enhancing staff support is not just important; it's imperative to meet the increasing demands and maintain a commitment to providing exceptional engagement, professional development, and leadership opportunities for students. Neglecting to add this position could severely limit Student Life's capacity to serve students effectively, ultimately detracting from their overall experience and access to invaluable resources. Investing in this role is crucial for the continued success of Student Life initiatives.

Any considerations unique to this position: 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.

Impact of position on enrollment: Through focus groups conducted with students and faculty, a significant finding emerged related to the concept of belonging. This critical data point has subsequently informed the college's master plan and student equity plan. The outcomes of this position will have a direct impact on students' experiences, particularly in terms of engagement and a sense of belonging. Research and existing studies from various institutions indicate that higher levels of student engagement correlate with increased retention and completion rates. An engaged student body has a direct impact on enrollment and student success.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole: Onboarding an Office Assistant for Student Life can significantly enhance operations and improve the student experience. This role streamlines processes, improves communication, and ensures timely access to services, which helps students feel more supported and engaged. It also frees up professional staff to focus on strategic initiatives, ultimately contributing to a more organized, inclusive, and responsive campus environment.

Impact of this position on the surrounding community: Hiring an office assistant to support student services can positively impact the surrounding community by improving the colleges ability to coordinate outreach, partnerships, and events that involve local organizations and schools. With better administrative support, the office of Student Life can more efficiently manage community-facing programs, respond to inquiries, and promote opportunities for collaboration, ultimately strengthening relationships and increasing access to campus collaborations.



Student Business Office

SBO2501

Objective: Provide quality service to students and staff in the SBO. Streamline processes, increase collaboration with Student Services and work on efficiencies and deficiencies within the Student Business Office

2025-2026

New/Replacement: New **Priority:** 01

Previously Requested in Years:

Primary Contact: Yvonne M. Corral

Categorical funds available to fund this request: 111 32070 2826 672000 to partially cover this position.

Resource Request Description: Student Business Office Assistant (Seasonal)

How critical is this position to your program's ability to function? This position is critical in allowing the SBO to streamline processes, focus on deficiencies, continue to strengthen our areas of effectiveness and provide a higher level of customer service to our students, assist with extended hour coverage as well as sick leave, vacation and other time off of personnel and still have adequate coverage in the department. Provide the department personnel with the required permissions to assist with daily task and providing more equity and balance of work schedules and working towards a more proactive vs reactive approach with student concerns, minimizing holds, reducing outstanding student debt and working towards removing enrollment obstacles.

Any considerations unique to this position:

Impact of position on enrollment:

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole:

Impact of this position on the surrounding community:

For Program review

Student Business Office Duties

Assisting students who walk in and call with payments, account questions, clay tickets, refunds, financial holds

Opening/closing daily

Preparation of daily reports and deposits for SBO

Trust and Agency deposits; Athletics, PAC, VC Foundation, Career Center etc.

Prepare Garda money bags for pick up daily

VBO Sale entries/Reports – refunds, customer inquiries on ticket sales and refunds

Veteran payments Chapter 33, 31, 35

Processing scholarship checks – issuing student scholarship reimbursements and transfer of scholarships to universities

Reconciling police cash from parking machines weekly

Servicing Givex machine in library and making Givex cash deposits

Adding charges in Banner for Paramedics Program, Welding test fees and Health Office etc.

Placing holds on student's accounts

Process ACH and Credit card returns/chargebacks

Processing EFT3 payments from District office

Setting up Contracts for 3rd party billing, Veterans, Dept of Rehab, CalWorks, Vista Real Charter School 3rd party billing/invoicing

Childcare billing

All duties above are handled by the Student Business Office. If the Bursar and/or Business Office Assistant I is out on vacation, sick or on leave, there is no one else in the department that has all the permissions to carry out these daily tasks. A Business Office Assistant I (Seasonal) would be beneficial to ensure that all work is done on a daily basis. The addition of a seasonal employee position would also allow for us to work on streamlining the processes of 3rd party billing for the various entities that provide tuition assistance for our students, handling of scholarships allowing for more effective and efficient

service in the areas that need it. The addition of this position in the Student Business Office would also take the place of the provisional worker and/or student worker we currently have and align more with the district/union guidelines on the use of provisional employees in a more temporary sense and to be utilized during peak times as intended. Having a permanent seasonal employee would also allow for this person to have more responsibility, permissions and accountability than a provisional worker would have. This is a much needed position within the Student Business Office in order to have the required department staffing to work on efficiencies and deficiencies within the department resulting in better customer service to our students and being more timely in meeting deadlines and processing of 3rd party billing and handling of scholarships as well as having adequate coverage to cover our extended hours of business, covering of vacation, leave and time off in general without effecting the demands and needs of our students. The addition of a seasonal employee in VC's SBO would also align with MC & OC SBO's staffing footprint, being the same across all 3 campuses.

VC Student Business Office

BUSINESS OFFICE ASSISTANT I (SEASONAL)



Current Staffing

- Bursar – VC SBO Supervisor (1.0 FTE)
- Business Office Assistant I (1.0 FTE)
- Provisional Employee (30 Hrs/week) Temporary Long-term
 - **Approx. cost per FY \$32,680**
- Student Worker (20 Hrs/week)

Optimal Staffing

- Bursar – VC SBO Supervisor (1.0 FTE)
- Business Office Assistant I (1.0 FTE)
- Business Office Assistant I (Seasonal - 6 Months/130 Days per FY)
 - Approx. cost per FY \$21,618.00
- Student Worker (As needed)

Provisional vs Seasonal Employee

- Currently the SBO utilizes a provisional employee which have limited permissions and responsibilities.
- Cost savings in salaries...Provisional cost approx. \$32,608 per FY vs a Seasonal Employee cost approx. \$21,618 per FY.
- A permanent seasonal employee would replace the need for a provisional employee. This would better conform to the expectation that provisional work should be temporary in nature.
- A permanent seasonal employee would be given full permissions as well as the ability to perform task with increasing responsibilities.
 1. Access to safe
 2. Opening/Closing of SBO
 3. Keyholder
 4. Reconciling cash monthly
 5. Processing refund request
 6. Scholarship reimbursements
 7. Entering contracts in banner for students receiving tuition assistance and invoicing to the VA, CalWork's, Dept. of Rehab. Etc.
 8. Preparing the daily deposit
 9. Posting EFT payments and returned checks/ACH received from the district
 10. Handling of holds on student accounts

Provisional vs Seasonal Employee

(Continued)

- The addition of a Business Office Assistant I (Seasonal) would replace the use of a Provisional Employee to better meet the needs of our students and the SBO as a whole. It would aid in coverage issues with the department's extended hours, vacation, sick and personal leaves of personnel.
- Will allow rotation of opening/closing schedules amongst the personnel, providing more equity and balance of work schedules.
- A Business Office Assistant I (Seasonal) will provide the department the personnel with the necessary permissions and increasing responsibilities needed to focus more on optimizing processes, improve efficiencies, increase productivity and elevate the level of customer service we provide to our students and external customers.
- Allowing the SBO to work towards a more proactive vs reactive approach with student concerns, account balances, minimizing holds and outstanding student debt.

Looking towards the future

- Reducing outstanding student debt will require us to become more proactive with our students, educating, providing alternative ways to pay fees in a timely manner, working towards timely invoicing to students to stay on top of student account balances.
- Navigate student concerns in regard to the re-implementation of the "Drop For Non-Payment" Policy and work towards mitigating student frustration.
- Reduction in COTOP (Chancellor's Office Tax Offset Program) Letters
- Timely processing and invoicing of tuition assistance for VA, CalWorks, Dept. of Rehab etc.
- Work towards a proactive approach with students and keeping student account balances current and manageable. (Possibly 30-60-90 Day type invoicing).
- Inter-Department collaborations to streamline processes that cross multiple departments (i.e. Tuition Assistance/Invoicing for VA Students, tracking, processing and maintaining scholarships, COTOP letter disputes).

Bottom Line

- VC Student Business Office is a student facing department handling various student related tasks in person, over the phone, and via email.
- There is a cost savings with a seasonal vs a provisional employee.
- Our department only has two full-time employees, which makes covering sick and vacation time difficult.
- We currently utilize a provisional employee with limited permissions working 30 hours a week. This has been continuous for at least the past 3 years.
 - *Provisional employees in this department have a limited scope and do not have the necessary permissions to complete some of the varying tasks in the department.*
- The addition of a Business Office Assistant I (Seasonal) would replace the use of a provisional employee and provide the department with the appropriate level of staffing to enable us to better serve students and manage the daily workload within the department.

Student Health Center

SHC2501

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

2025-2026

New/Replacement: Replacement – position has been vacant for 1-2 years **Priority:** 01

Previously Requested in Years: 2022-2023

Primary Contact: Laura Hamilton

Categorical funds available to fund this request: No

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.

Any considerations unique to this position: Yes, Licensed Registered Nurse

Impact of position on enrollment: Increased retention and persistence

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole: Increase the availability of medical provider who can respond to student emergencies, be present for appointments, provide additional health center and campus student support. Allow for expanded services such as increasing presence at VCEC.

Impact of this position on the surrounding community:



Ventura County Community College District College Nurse

CLASS CODE	CU304	SALARY	\$7,100.00 - \$9,800.00 Monthly \$85,200.00 - \$117,600.00 Annually
ESTABLISHED DATE	October 01, 2010	REVISION DATE	February 15, 2023

Basic Function

Under the general supervision of an assigned supervisor, provide medical care for sick or injured students and district employees, perform laboratory tests and procedures, provide health information about a wide variety of health concerns, and perform related duties in support of a college health center.

Representative Duties

Provide medical care for sick or injured students and district employees; observe and record pertinent symptoms on medical records; respond to emergency situations with appropriate medical triage and care; administer first aid and cardiopulmonary resuscitation (CPR); arrange emergency transportation to medical facilities as needed. **E**

Perform laboratory tests and procedures such as venipuncture, Sexually Transmitted Infection (STI) tests, throat cultures, pregnancy tests, and tuberculin skin tests; read test results and provide referral and counseling as appropriate. **E**

Assist physicians and/or nurse practitioners during appointment hours; prepare patients for examination and check vital signs such as temperature, pulse, respiration, and blood pressure; measure height and weight; administer vision and hearing tests; administer treatments and medication under the direction of a physician or nurse practitioner; dispense drugs and apply devices such as splints; change dressings; adjust crutches for patients as requested by physician. **E**

Take health histories from patients and record pertinent information regarding symptoms, drug allergies, and family history; maintain accurate health records on patients; complete accident reports and student insurance forms. **E**

Provide students with health and wellness information about a wide variety of topics including nutrition, stress management, communicable diseases, sexually transmitted infections, and substance abuse; refer patients to appropriate community health and social service agencies; assist with special health care projects and workshops. **E**

Distribute and replenish first aid kits, dressings, and thermometers; inventory, order, and restock medications, antibiotics and other supplies in the Health Center and first aid kits throughout campus as needed. **E**

Assist with health service and educational activities by preparing visual aids and flyers; update bulletin boards and re-stock supplies of informational pamphlets and brochures. **E**

Perform a variety of clerical tasks as needed; type and complete accident reports; maintain a variety of files.

Attend a variety of professional workshops, seminars, conferences and meetings as required.

Work collaboratively and professionally with faculty, staff, students, and stakeholders from diverse academic, socioeconomic, cultural, disability, gender identity, and ethnic communities. **E**

Demonstrate cultural humility, sensitivity, and equity-mindedness in working with individuals from diverse communities; model inclusive behaviors; and achieve equity in assignment-related outcomes. **E**

Perform related duties as assigned.

Minimum Qualifications

Any combination equivalent to:

Education: Associate Degree in Nursing

Experience: Two years of recent experience as a professional nurse.

Licenses and other Requirements:

Valid Registered Nursing License issued by the California Board of Registered Nursing

Valid CPR Certification

Knowledge, Skills, and Abilities

KNOWLEDGE OF:

Health issues, needs, and concerns of college students

Registered Nurse ethical and legal boundaries, The Nurse Practice Act, and information, advisories, and guidelines set forth by the California Board of Registered Nursing

Medical terminology and equipment

Emergency medical response, triage protocols, first aid, and cardiopulmonary resuscitation procedures

Methods and techniques of clinical observation and intervention

Preparation and administration of drugs and medications

Assessment and diagnostic techniques

Modern computer software applications, including word processing and communications

Methods and techniques of effective record keeping

Principles, practices, and methods of effective customer service

Injection administration and phlebotomy

Confidentiality, Privacy Act, and HIPAA (Health Insurance Portability and Accountability Act) Guidelines

ABILITY TO:

Administer injections and immunizations; perform venipuncture, tuberculin skin tests, pregnancy tests, and cultures

Perform laboratory tests and interpret results

Operate medical and evaluation instruments including otoscope, stethoscope, and screening devices

Communicate effectively, both orally and in writing

Establish and maintain effective working relationships

Maintain confidentiality of patient records

Exercise tact and patience in interactions with patients

Analyze situations accurately and adopt effective course of action

Demonstrate empathy, value, and appreciation for the experiences of students from diverse academic, socioeconomic, cultural, disability, gender, and ethnic communities

Be sensitive to and understanding of the diverse academic, socioeconomic, cultural, disability, gender, and ethnic backgrounds of community college students, and promote and remove barriers to equal opportunity and participation

Working Conditions

ENVIRONMENT

Student Health Center environment

PHYSICAL ABILITIES

Standing for long periods of time

Sitting for long periods of time

Dexterity of hands and fingers to operate computer keyboard and medical equipment

Hearing and speaking to communicate with staff and patients

Bending, kneeling, and reaching to retrieve materials, supplies, and files and during patient examinations

HAZARDS:

Exposure to communicable diseases

Exposure to bodily fluids

Exposure to contaminated products such as, syringes, needles, waste, and equipment

Student Health Center

SHC2503

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

2025-2026

New/Replacement: New **Priority:** 03

Previously Requested in Years: 2022-2023

Primary Contact: Laura Hamilton

Categorical funds available to fund this request: No

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.

Any considerations unique to this position: Licensed therapist or counselor

Impact of position on enrollment: Mental health services directly correlate with higher persistence and completion, reducing dropout rates linked to untreated mental health issues.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole: Decreasing anxiety and depression will result in increased rates of retention and persistence

Impact of this position on the surrounding community: Campus therapists provide timely access to care, reducing crisis visits to local ERs and preventing long-term mental health deterioration. Students learn strategies to manage stress, anxiety, and traumaskills they bring home to their families, workplaces, and communities. When students see therapy normalized within their college, theyre more likely to encourage peers and family members to seek support in the community.

Student Life

STL2501

Objective: Improve fall to fall retention rates for marginalized communities by 10% with the TIDE Center as the central hub for culturally affirming programming, identity based support services and inclusive leadership development.

2025-2026

New/Replacement: New **Priority:** 01

Previously Requested in Years:

Primary Contact: Jeffery Alexander

Categorical funds available to fund this request: No

Resource Request Description: Program Coordinator - TIDE Center

How critical is this position to your program's ability to function? A full-time Program Coordinator provides consistent leadership, ensuring that the Centers programs, partnerships, and student support services are not fragmented or dependent on temporary staffing. This continuity is vital for building trust with students and maintaining momentum in equity-driven initiatives.

Any considerations unique to this position: This position directly address the goals outlined in the educational master plan and student equity plan.

Impact of position on enrollment: Research shows that culturally responsive spaces and programming improve student engagement, sense of belonging, and retention especially for historically marginalized groups.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole: Hiring a dedicated full-time Program Coordinator for the TIDE Center would significantly enhance student experiences at Ventura College, fostering a genuinely welcoming and inclusive environment on campus. This role would ensure that students voices are heard while producing diverse programs that resonate with our campus community's array of needs. Through strategic planning and collaborative efforts, the coordinator would drive change, boost student engagement, enrollment, retention, and transform the Center into a vibrant hub for celebrating cultural diversity and advocating for social justice. This investment is essential for cultivating an enriching college experience for all students.

Impact of this position on the surrounding community: A full-time Program Coordinator for the TIDE Center would extend Ventura Colleges impact beyond campus by actively engaging the surrounding community in equity-focused initiatives and cultural programming. This role would foster partnerships with local organizations, schools, and businesses, creating opportunities for collaboration, education,



Request Type: **Staff**

and shared celebration of diversity. The Program Coordinator's leadership would position the college as a hub for community engagement and equity, preparing students to thrive in multicultural professional settings and encouraging inclusive practices across multiple sectors.



Tutoring Center

TUT2401

Objective: Establish and maintain a Tutoring Team that meets the needs of our communities (VC, VCEC)
2025-2026

New/Replacement: New **Priority:** 01

Previously Requested in Years: 2024-2025

Primary Contact: Brook Masters

Categorical funds available to fund this request: No

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.

Any considerations unique to this position: AB 928; AB1705

Impact of position on enrollment: Tutoring services support success, persistence, and completion rates. By retaining students who may have otherwise stopped out of their educational pursuits, the tutoring services boost enrollment. The TSS I position specifically supports the expansion and improvement of critical academic support services.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole:

Impact of this position on the surrounding community:



Tutoring Center

TUT2403

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

2024-2025

New/Replacement: New **Priority:** 05

Previously Requested in Years: 2024-2025

Primary Contact: Brook Masters

Categorical funds available to fund this request: No

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.

Any considerations unique to this position: AB 1705; AB 928

Impact of position on enrollment: Tutoring services support success, persistence, and completion rates. By retaining students who may have otherwise stopped out of their educational pursuits, the tutoring services boost enrollment. The ILT I position specifically supports the expansion and improvement of critical academic support services.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole:

Impact of this position on the surrounding community:



Tutoring Center

TUT2404

Objective: Increase visibility of and promote tutoring services

2024-2025

New/Replacement: New **Priority:** 04

Previously Requested in Years: 2024-2025

Primary Contact: Brook Masters

Categorical funds available to fund this request:

Resource Request Description: Office Assistant

How critical is this position to your program's ability to function? Highly critical. With over 80 employees in the Tutoring Center, the workload for monthly time processing, scheduling, supply inventory, etc. is well beyond the capacity of our only full-time staff member, which is a TSS II. This position is intended to support higher levels of programmatic functions, such as tutor training, embedded tutor support, faculty support, etc. The Office Assistant would allow the TSS II to align the role and responsibilities and would better support the student employees working in our Center.

Any considerations unique to this position: AB 928, AB 1705

Impact of position on enrollment: Tutoring services support success, persistence, and completion rates. By retaining students who may have otherwise stopped out of their educational pursuits, the tutoring services boost enrollment. The Office Assistant position specifically supports the expansion and improvement of critical academic support services.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole:

Impact of this position on the surrounding community:



University Transfer Center

UTC2301

Objective: Hire full time Counseling Services Specialist to serve students seeking transfer services inside the University Transfer Center.

2025-2026

New/Replacement: Replacement – position has been vacant for 1-2 years **Priority:** 03

Previously Requested in Years: 2023-2024; 2017-2018; 2015-2016; 2013-2014; 2012-2013; 2024-2025

Primary Contact: Sergio Gonzalez

Categorical funds available to fund this request: No

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 supporting the college's mission in transfer as well as the Student Success and Support Program (SSSP). Per 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. In terms of transfer, we need ensure our students are successfully transferring within two to three years at the most.

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.

Any considerations unique to this position: 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 be 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.

Impact of position on enrollment: This position would ensure that not only students are successfully progression towards degree completion and transfer but also persisting from term to term.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area: N/A

Impact of this position on campus, as a whole: 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.

Impact of this position on the surrounding community: This position would allow the transfer center to provide services to students year round allowing for community members to be served any time.

Veterans Resource Center

VRC2501

Objective: Expand program services and secure the sustainability of the VRC

2025-2026

New/Replacement: New **Priority:** 01

Previously Requested in Years:

Primary Contact: Elizabeth Rubalcava

Categorical funds available to fund this request:

Resource Request Description: The Student Success and Support Specialist II – School Certifying Official (SCO)

How critical is this position to your program’s ability to function? The Student Success and Support Specialist II – School Certifying Official (SCO) is essential to the program’s ability to operate effectively. This role would either directly manage SCO duties or provide programming support that allows the Program Coordinator to fully assume SCO responsibilities. In both cases, the position ensures compliance with VA and state regulations, maintains accurate certifications, prevents compliance issues, and provides timely support for over 125 GI Bill beneficiaries per SCO as recommended by VA auditors. It directly supports Vision 2030 by expanding access, streamlining services, and strengthening retention efforts so veterans receive the resources they need to succeed.

Any considerations unique to this position: Yes. The SCO role carries federally mandated compliance requirements, including a staffing ratio of one SCO per 125 GI Bill students. This position would either cover SCO duties outright or support the Program Coordinator with programming, ensuring the Coordinator can fully focus on SCO responsibilities. Non-compliance risks delayed certifications, loss of accreditation, and jeopardized funding streams. This position safeguards institutional compliance, ensures timely certification of benefits, and advances Vision 2030’s goals of equitable access and veteran support.

Impact of position on enrollment: The Student Success and Support Specialist II School Certifying Official (SCO) would directly support enrollment by ensuring veterans can access and use their benefits without delay. By either covering SCO duties or supporting the Program Coordinator with programming so the Coordinator can fully certify, the position reduces processing backlogs and prevents disruptions that could discourage enrollment. Timely certification helps veterans secure tuition and living stipends, making the college a more attractive option and improving both recruitment and retention of veteran students.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:



Impact of this position on campus, as a whole:

Impact of this position on the surrounding community: Beyond enrollment, the position strengthens the colleges connection to the veteran community. Whether through direct SCO responsibilities or programmatic support, this role helps foster partnerships with veteran organizations, supports smoother transitions from military to academic life, and enhances services for veterans and their families. These efforts not only build trust and visibility for the college but also reinforce its reputation as a veteran-friendly institution, ultimately deepening ties with the broader community.



Welcome Center

WEL2503

Objective: Simplify and strengthen the onboarding experience for students by expanding access, improving cultural responsiveness, and enhancing service delivery through the Compass Welcome Center.

2025-2026

New/Replacement: New **Priority:** 03

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

Primary Contact: Tatiana Lawler

Categorical funds available to fund this request:

Resource Request Description: Request: One full time permanent Student Services Assistant (SSA)

To effectively support expanded hours and ensure consistent, high-quality student service, I am requesting one full-time permanent SSA position.

As the Compass Welcome Center extends hours of operation from 40 hours per week to over 70 hours, a nearly 30-hour increase to include evenings and Saturday, our current staffing structure will no longer meet student demand. Expanding hours directly supports the college's equity and access goals, particularly for the 70% of Ventura College students who work part-time and need services outside traditional business hours.

A full-time SSA is essential to ensure the Center has trained staff available to open and close each day, maintain consistent and culturally affirming service, and support ongoing onboarding, orientation, and outreach initiatives. This conversion will provide increased coverage, scheduling flexibility, and long-term efficiency in delivering high-touch student support aligned with the Educational Master Plan and Student Equity Plan.

How critical is this position to your program's ability to function? This request is essential to the operation and sustainability of the Compass Welcome Center. As the Center prepares to expand its operating hours from over 40 to over 70 hours per week, nearly 30 additional hours, our current staffing structure cannot support the increased demand.

At present, the Welcome Center employs one full-time SSA (40 hrs/week) and two provisional part-time SSAs (32 hrs/week each), along with student workers who assist but are not permitted to open or close the Center independently. Covering the expanded would require splitting staff into half-day shifts, which reduces productivity, limits student follow-up, and undermines service consistency.

By converting one provisional SSA to a full-time permanent position, the Center will achieve reliable coverage, improved operational stability, and full-day scheduling that enhances service continuity and



staff collaboration. This conversion is critical to the Center's ability to function effectively under the expanded hours and to support the college's broader student success and equity goals.

Any considerations unique to this position: Yes. The Compass Welcome Center is responsible for student onboarding, admissions, and enrollment, all of which involve handling confidential student records and personally identifiable information. Staff in these roles must maintain compliance with FERPA regulations, data security protocols, and district-level systems access requirements. Ensuring permanent coverage by trained staff during evening and weekend hours is essential to uphold these standards, maintain consistent service quality, and protect institutional data integrity.

Impact of position on enrollment: Expanding the Welcome Center's staffing structure directly supports Ventura College's commitment to increasing equitable access and successful enrollment. Approximately 70% of Ventura College students are part-time and working, many of whom are unable to access services during traditional daytime hours.

Adding a full-time SSA will:

- Enable extended service hours in the evening and on weekends.
- Reduce wait times and improve student onboarding efficiency.
- Enhance follow-up with students who need assistance completing applications or registration.
- Strengthen persistence and retention among working adult and ESL learners—two groups identified as priorities in the Student Equity Plan.

Overall, this position will expand the Welcome Center's capacity to serve more students effectively, aligning directly with the Educational Master Plan's goals to increase access and student success.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area: N/A

Impact of this position on campus, as a whole: A significant and far-reaching impact. The Compass Welcome Center serves as the primary entry point for nearly all new and returning students, making it a critical hub for onboarding, enrollment, and connection to essential student services. Strengthening staffing with a permanent, full-time Student Services Assistant will:

- Improve coordination across departments such as Admissions & Records, Financial Aid, and Counseling, resulting in smoother enrollment workflows and reduced service bottlenecks.
- Enhance campus-wide communication and efficiency during high-volume periods like registration and the start of each term.
- Increase student satisfaction and confidence by providing timely, consistent, and high-quality support.

Overall, this position will help create a more integrated and student-centered service model, advancing the college's vision to place students at the center of every process and interaction.

Impact of this position on the surrounding community: A positive and measurable impact. The Compass Welcome Center is often a student's first point of contact with Ventura College, especially for



Request Type: **Staff**

adult learners, working students, ESL populations, and community members exploring educational opportunities. Expanding staffing capacity allows the Center to:

- Offer extended evening and weekend hours, providing greater access for working adults and parents.
- Strengthen partnerships with Ventura Adult and Continuing Education (VACE), local high schools, and community organizations to support seamless transitions into college.
- Increase community engagement and visibility by participating in off-campus outreach events and bilingual information sessions.

By ensuring consistent, welcoming, and culturally responsive service, this position reinforces Ventura College's role as a trusted community partner and access point for higher education, supporting both individual advancement and regional workforce development.



Welcome Center

WEL2504

Objective: Expand service access and operational capacity to better serve part-time, working, and adult learners through technology, process improvements, cross-campus collaboration, and staff development.

2025-2026

New/Replacement: New **Priority:** 04

Previously Requested in Years:

Primary Contact: Felicia Duenas/Tatiana Lawler

Categorical funds available to fund this request: No

Resource Request Description: Student Success and Support Specialist II Bilingual

How critical is this position to your program's ability to function? This role is mission-critical. Without it, the Welcome Center and Career Education partnership would lack the dedicated bilingual capacity needed to turn adult education interest into actual enrollment and onboarding. The position ensures Ventura College meets its EMP Goal 1 (Equity in Access) by addressing barriers that impact working and bilingual adult learners. It also fulfills SEA/SEP priorities for providing equitable onboarding and enrollment services to multilingual and first-generation populations.

Any considerations unique to this position: Yes, this position supports compliance with Student Equity and Achievement (SEA) Program mandates, the California Adult Education Program alignment initiatives, and accreditation standards related to equitable student support, inclusion, and access. It advances statewide directives to create smoother adult education-to-college transitions and fulfills institutional commitments to closing equity gaps.

Impact of position on enrollment: The position will directly strengthen the VACE to Ventura College enrollment pipeline, leading to measurable growth in adult learner headcount. It supports the EMP Objective 1.3 goal of increasing enrollment of adults (25+) by 5% each year and will improve successful enrollment and persistence rates identified in the SEP metrics. By removing language and process barriers, this specialist converts more prospective adult learners into fully enrolled and supported students.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area: N/A

Impact of this position on campus, as a whole: This role builds institutional capacity for servingness, fostering a more relational and equity-minded service model across Student Affairs, Counseling, and Instructional divisions. It directly supports EMP Goal 2: Build Capacity for Engagement and Servingness by improving communication, belonging, and inclusion for students and employees. It will model



Request Type: **Staff**

culturally responsive service that strengthens Ventura Colleges identity as an HSI committed to equity and community connection.

Impact of this position on the surrounding community: This position deepens Ventura Colleges partnership with Ventura Adult and Continuing Education (VACE) and expands educational access for working adults and bilingual community members. It supports the colleges mission as the educational and cultural heart of Ventura County, fostering pathways to degree attainment, workforce development, and upward mobility. This collaboration enhances community trust and delivers on EMP and SEP commitments to equitable access, social justice, and economic opportunity.