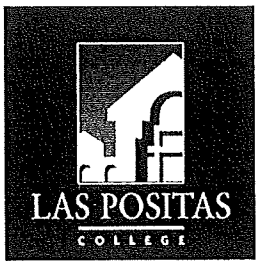
ATTACHMENT D



Small Projects Prioritization 2013-2014
Draft Idea #2

This draft criteria attempts to address two problems with the rubric suggested earlier: 1) not every small project is mentioned in or has any relation to program review; 2) establishing a ranking for small projects creates an expectation that they be completed in order, which causes constituents to count on that order being followed and to be angered when it is not. The reality is that administration will need some flexibility in deciding what to fund and when to fund it, and this criteria keeps college priorities at the forefront of their minds without making it difficult for them to react to changing circumstances. The idea to make academics and infrastructure two separate categories is on one level artificial, but might allow administrators to perceive whether they have a good balance of academic and infrastructure projects. Whether that is desirable is another conversation—some may think that academic projects are more important, while others may argue that if the bones aren't strong, academics will suffer.

Criteria	Emergency Status	Important Status	Desirable Status
Program Integrity **Curriculum** **SLO's** **Teaching and Learning**	**Clear and compelling** evidence/data (as stated in program review) that program integrity, curriculum, teaching and learning will be threatened if small project not completed.	**Clear** evidence/data that program integrity, curriculum, teaching and learning will be compromised but still maintained if small project not completed. Project being mentioned in program review may or may not mean that it is completed earlier than other projects that have important status.	**Limited** evidence/data that program integrity, curriculum, teaching and learning will be negatively affected if the small project is not completed. Project would create a better learning environment or allow program development in a desired direction, for example, but project not sufficiently important or emergency.
Infrastructure	**Clear and compelling** evidence/data (as stated in program review) that infrastructure will be	Project provides enhanced instruction that is not currently met through current means. Project will	Project allows for little or no enhancement of current instructional opportunities and **limited**

	threatened if small project not completed. For example, failure to maintain classroom furniture will just delay costs	allow the program to **operate on par** with other institutions.	or no appeal to potential students.