

Section 1 - Comprehensive Planning Summary or Annual Unit/Program Update

Unit:

Date:

A. Unit/Program Planning			
DVC Directive: Diablo Valley College will increase student success.			
DVC Values:			
Excellence- Diablo Valley college is dedicated to the highest standards of excellence.			
Student Learning- Diablo Valley college is dedicated to providing students with the support they need to achieve their educational goals.			
Equity- Diablo Valley College is dedicated to institutional and inclusive excellence.			
Four Goals			
1. The college will foster excellence by integrating best practices in academic programs and student support services.			
2. The college will align its governance, operational and planning processes to ensure institutional effectiveness.			
3. The college will effectively direct and augment its resources to increase student learning and success.			
4. The college will develop and implement a human resources plan to maximize employee expertise to support the institution's commitment to excellence and equity.			
Unit/Program Plan - Update Annually- Unit/Program Strategies/Activities should address challenges and/or enhance achievements identified in Section III, and should incorporate measurable action that furthers DVC's Strategic Plan Goals (see above), supports equitable student success and targets improvement of student learning outcomes.			
A.1	Priority	Strategy/Activity	How does this strategy/activity improve student success/student learning/ inclusive excellence/institutional effectiveness or respond to other key college initiatives? Resource requests should relate to an improvement strategy.
A.1.a		New or Continuing? (checkbox)	Link to DVC Strategic Plan Goal/Objective
Progress:			
Revision/Deletion:			
A.1.b			
Progress:			
Revision/Deletion:			
A.1.c			
Progress:			
Revision/Deletion:			
A.1.d			
Progress:			
Revision/Deletion:			

4 additional rows as needed

A.2 Improvement of Student Achievement: Explain how achievement of strategies/activities will increase student achievement (course completion, degree, certificate, or transfer ready) in the course and program. (Optional for UPDATE, required for COMPREHENSIVE PROGRAM REVIEW)

A.3 Alignment with Learning Outcomes: Describe how achievement of strategies/activities will increase achievement of learning outcomes: (SLOs, PLOs, GELOs, ILOs). (Optional for UPDATE, required for COMPREHENSIVE PROGRAM REVIEW)

B. Unit/Program accomplishments, improvements in implementing strategies/activities that support the college's Strategic Plan goals and objectives since the last update/review: (bulleted list)

C. Unit/Program significant changes that impact implementation of strategies/activities that support the college's Strategic Plan goals and objectives since the last update/review:(bulleted list)

D. Utilization of total budget available over five year period (operating, cocurricular, grants, foundation, other - add columns to accommodate)

Budget Year	Total Funds Available	Actual Expenditure	Total % Expenditure
2010-11			
2011-12			
2012-13			
2013-14			
2014-15			

Comment on over or under-expenditure of funds:

Unit/Program Resources and Support - Use the tables below to summarize any resource requests necessary to achieve your unit/program strategies/activities for which no unit/program funds are available. These requests should only be for needed items that cannot be funded from your existing unit/program budget. NOTE: Issues that pose a risk to safety or ADA compliance should be immediately referred to management. These issues are inappropriate in Program Review. Add rows as needed.					
E.1 PERMANENT STAFF NEEDS: List/summarize needs below. One position per line. Add lines as required. Include in H. Critical Human Resource Needs					
Position Needed	Position Type	Related Unit/Program Strategies/Activities (see A.1)	Academic Year	Approx Compensation (Salary + Benefits)	Is this request shared by other units/programs or related to other requests in the review/update?
Describe impact/s (dropdown menu): 1. student success 2. student learning 3. inclusive excellence 4. institutional effectiveness 5. other key college initiative.					
If request/s impact more than one metric, describe:					

E.2 FACULTY NEEDS (can include request for reassigned time): List/summarize needs below. One position per line. Add lines as required. Include in H. Critical HR Needs					
Position Needed	Position Type	Related Unit/Program Strategies/Activities (see A.1)	Academic Year	Approx Compensation (Salary + Benefits)	Is this request shared by other units/programs or related to other requests in the review/update?
Describe impact/s (dropdown menu): 1. student success 2. student learning 3. inclusive excellence 4. institutional effectiveness 5. other key college initiative.					
If request/s impacts more than one metric, describe:					

E.3 EQUIPMENT (NOT TECHNOLOGY - see Guidelines) : List/summarize needs below. One item per line. Add lines as required.								
Equipment Needed (indicate N-new, R- Replacement RF- Refreshment)	Related Unit/Program Strategies/Activities (see A.1)	Cost per item	Number	Total Cost	Ongoing costs/fees per year	Projected Lifespan	Disposal Cost	Is this request shared by other units/programs or related to other requests in the review/update? Explain.

Furniture/Fixture Request (indicate new, R-Replacement RF-Refreshment)	Related Unit/Program Strategies/Activities (see A.1)	Cost per item	Number	Total Cost	Ongoing costs/fees per year	Projected Lifespan	Disposal Cost	Is this request shared by other units/programs or related to other requests in the review/update? Explain.
<p>Describe impact/s (dropdown menu): 1. student success 2. student learning 3. inclusive excellence 4. institutional effectiveness 5. other key college initiative.</p> <p>If request/s impact more than one metric, describe:</p>								
<p>E.7 FACILITIES: List/summarize needs below. One request/issue per line. Add lines as required. Please do not include facilities requests that are already identified in the Scheduled Maintenance list. NOTE: Facilities issues that pose a risk to safety or ADA compliance should be immediately referred to management. These issues are inappropriate in Program Review. Refer to Program Review Guidelines for clarifications regarding Facilities Requests.</p>								
Facility Request	Related Unit/Program Strategies/Activities (see A.1)	Cost	Ongoing costs/fees per year	Projected Lifespan	Projected Lifespan	Is this request shared by other units/programs or related to other requests in the review/update? Explain.		
<p>Describe impact/s (dropdown menu): 1. student success 2. student learning 3. inclusive excellence 4. institutional effectiveness 5. other key college initiative.</p> <p>If request/s impact more than one metric, describe:</p>								
<p>E.8 PROFESSIONAL DEVELOPMENT NEEDS: List/summarize needs below. One request per line. Add lines as required.</p>								
Professional Development Need	Related Unit/Program Strategies/Activities (see A.1)	Cost	Ongoing costs/fees per year	Is this request shared by other units/programs or related to other requests in the review/update? Explain.				

Describe impact/s (dropdown menu); 1. student success 2. student learning 3. inclusive excellence 4. institutional effectiveness 5. other key college initiative.									
If request/s impact more than one metric, describe:									
E.9 SERVICE NEEDS: List/summarize service needs below (Research, Marketing, Technical Training, etc.) One request per line. Add lines as required.									
Service Need	Related Unit/Program Strategies/Activities (see A.1)	Cost	Ongoing costs/fees per year	Is this request shared by other units/programs or related to other requests in the review/update? Explain.					
E.10 SUPPLIES BUDGET AUGMENTATION (ONE TIME) instructional supplies items - individual items under \$1000 with minimum total purchase over \$1000): List/summarize needs below, One request per line. Add lines as required.									
Supply Need	Related Unit/Program Strategies/Activities (see A.1)	Cost per item	Number	Total Cost	Is this request shared by other units/programs or related to other requests in the review/update? Explain.				

E.11 OPERATING BUDGET AUGMENTATION (ONGOING): List/summarize other needs below. One request per line. Add lines as required. See PROGRAM REVIEW HANDBOOK for appropriate Operating Budget expenditures.

Requested Augmentation	Related Unit/Program Strategies/Activities (see A.1)	Total augmentation per year	Is this request shared by other units/programs or related to other requests in the review/update? Explain.
Describe impact/s (dropdown menu): 1. student success 2. student learning 3. inclusive excellence 4. institutional effectiveness 5. other key college initiative.			
if request/s impact more than one metric, describe:			

E.12 OTHER NEEDS: List/summarize other needs below. One request per line. Add lines as required.

Other Need	Related Unit/Program Strategies/Activities (see A.1)	Cost	Ongoing costs/fees per year	Is this request shared by other units/programs or related to other requests in the review/update?
Describe impact/s (dropdown menu): 1. student success 2. student learning 3. inclusive excellence 4. institutional effectiveness 5. other key college initiative.				
if request/s impact more than one metric, describe:				

F. CRITICAL NEEDS RANKING: Rank from 1 (most critical) to 10 (less critical) the UNFUNDED resource requests from above necessary to achieve implement your Unit/Program goals- strategies/activities supporting the college's Strategic Plan goals and objectives. Do not include HR needs. Indicate HR needs in H. below.

Priority	Request	Related Unit/Program Strategies/Activities (see A.1)	Approx Initial Cost	Ongoing costs/fees per year	Source of Estimate	Category (pull-down)	Is this request shared by other units/programs or related to other requests in the review/update? Explain
1	Justification:						
2	Justification:						
3	Justification:						
4	Justification:						
5	Justification:						
6	Justification:						
7	Justification:						
8	Justification:						
9	Justification:						
10	Justification:						

G. CRITICAL HUMAN RESOURCES NEEDS RANKING: Rank from 1 (most critical) to ?? (less critical) the positions required to achieve implement your Unit/Program -goals strategies/activities

Priority	Request	Related Unit/Program Strategies/Activities (see A.1)	Approx Initial Cost	Ongoing costs/fees per year	Source of Estimate	Category (pull-down)	Is this request shared by other units/programs or related to other requests in the review/update? Explain
1	Justification: How will this position assist DVC to address our strategic goals and values?						
2	Justification: How will this position assist DVC to address our strategic goals and values?						
3	Justification: How will this position assist DVC to address our strategic goals and values?						
4	Justification: How will this position assist DVC to address our strategic goals and values?						
5	Justification: How will this position assist DVC to address our strategic goals and values?						
6	Justification: How will this position assist DVC to address our strategic goals and values?						

Justification: How will this position assist DVC to address our strategic goals and values?

H.	Reflections on Program Review Process (Commentary on unit/program participation/involvement in the development of the PR, dialogue on process and outcomes, recommendations for PR process improvement, etc. Complete for COMPREHENSIVE PROGRAM REVIEW ONLY)
I.	Suggestions for improvement to the program review templates.

Program Review Signature Page

Unit Program Review Chair/Lead/Contact

Print Name

Signature

Print Name

Signature

Print Name

Signature

Print Name

Signature

Committee Members

Print Name

Signature

Print Name

Signature

Print Name

Signature

Print Name

Signature

Department Chair:

Print Name

Signature

Division Council Reviewers:

Print Name

Signature

Print Name

Signature

Print Name

Signature

Print Name

Signature

Print Name

Signature

Division Council Comments:

Advisory Committee Chair Review:

(CTE Only)

Comments:

Division Dean:

Comments:

Print Name

Signature

Diablo Valley College - Administrative Program Review SECTION III

Administrative Division:

Unit:

A. What types of data/information do you use to conduct an assessment of your unit's impact on equitable student success and effectiveness? Comment on your unit's impact on equitable student success and effectiveness.

Types of data/information for assessment:

Unit impact on equitable student success and effectiveness:

B. Unit Staff Analysis

Five Year Unit Staffing Profile (FTE)

Unit Staffing					
Position	10-11	11-12	12-13	13-14	14-15
Administration					
Classified Staff FT					
Classified Staff PT					

Unit Staffing					
Position	10-11	11-12	12-13	13-14	14-15
Hourly Staff					
Student Workers					
Faculty Reassigned FTE FT					
Faculty Reassigned FTE PT					
Year	10-11	11-12	12-13	13-14	14-15
Total positions hired					
Describe impact (dropdown menu): 1. student success 2. student learning 3. equity 4. institutional effectiveness 5. other key college initiative.					
If request impacted more than one metric, describe:					

1. Considering the workload of your unit since the last program review:

- 1) Has staff increased, decreased or remained the same?
 - 2) Has technology made it possible to do more work with the same staff?
 - 3) Has technology increased your workload?
 - 4) Does workload have significant peaks and valleys during the fiscal year? Describe.
 - 5) Do you anticipate that workload will increase, decrease or remain constant in the upcoming one to three years? Is this a temporary situation?
 - 6) Does the staffing structure meet the unit's needs?
2. Does the staffing structure meet the unit's needs? Discuss.
 3. What steps can be taken to improve your unit's organizational efficiency within its current budget?
 4. Are there any critical professional development needs for staff in your area due to changes discussed above? For any other reasons? If so, please discuss how you are meeting these needs.
 5. What strategies have been used to improve delivery of services within and by the unit? (e.g. technology, online options, etc.)

C. Five Year Unit Budget Utilization

Utilization of Operating Budget funds over five-year period			
Budget Year	Total Funds Available	Actual Expenditure	Total % Expenditure
2010-11			
2011-12			
2012-13			
2013-14			
2014-15			
Does the operating budget meet the unit's need? Discuss. Comment on over or under-expenditure of funds.			

D. Unit Resource Analysis

1- Equipment (Not Technology-see Guidelines)

Year	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Total value equipment acquired from all sources:					
List equipment acquired, value, source of funds in previous cycles and impact on (dropdown): 1. student success 2. student learning 3. inclusive excellence 4.institutional effectiveness 5. other key college initiative.					
If request impacted more than one metric, describe:					

2- TECHNOLOGY/HARDWARE

Year	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015

Total value of hardware acquired from all sources:									
List hardware acquired, value, source of funds in previous cycles and impact on:	1. student success 2. student learning 3. inclusive excellence 4. institutional effectiveness 5. other key college initiative:								
If request impacted more than one metric, describe:									

3. TECHNOLOGY/SOFTWARE

Year	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Total value of software acquired from all sources:					
List software acquired, value, source of funds in previous cycles and impact on:	1. student success 2. student learning 3. inclusive excellence 4. institutional effectiveness 5. other key college initiative.				
If request impacted more than one metric, describe:					

4. FURNITURE/FIXTURES

Year	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Total value of furniture/fixtures acquired from all sources:					
List furniture/fixtures acquired, value, source of funds in previous cycles and impact on (dropdown):	1. student success 2. student learning 3. inclusive excellence 4. institutional effectiveness 5. other key college initiative:				
If request impacted more than one metric, describe:					

5. FACILITIES

Year	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Total value of facilities projects completed from all sources:					
List facilities projects completed, value, source of funds in previous cycles and impact on (dropdown menu): 1. student success 2. student learning 3. inclusive excellence 4. institutional effectiveness 5. other key college initiative.					
If request impacted more than one metric, describe:					

6. Professional Development

Year	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Total value PD funds allocated from all sources:					
Describe how professional development completed in the previous cycle has impacted (dropdown menu): 1. student success 2. student learning 3. inclusive excellence 4. institutional effectiveness 5. other key college initiative.					
If request impacted more than one metric, describe:					

7. Services (Research, Marketing, Technical Training, etc.)

Year	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Total value services received from all sources:					
Describe how services received in the previous cycle has impacted (dropdown menu): 1. student success 2. student learning 3. inclusive excellence 4. institutional effectiveness 5. other key college initiative.					

If request impacted more than one metric, describe:	
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8. SUPPLIES BUDGET AUGMENTATION (ONE TIME) instructional supplies items - individual items under \$1000 with minimum total purchase over \$1000)

Year	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Total value one-time supply budget augmentation received from all sources:					
Describe how one-time supply budget augmentation received in the previous cycle has impacted (dropdown menu): 1. student success 2. student learning 3. inclusive excellence 4. institutional effectiveness 5. other key college initiative.					
If request impacted more than one metric, describe:					

9. OPERATING BUDGET AUGMENTATION (ONGOING)

Year	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Total value on-going supply budget augmentation received from all sources:					
Describe how on-going supply budget augmentation received in the previous cycle has impacted (dropdown menu): 1. student success 2. student learning 3. inclusive excellence 4. institutional effectiveness 5.					

other key college initiative.	
If request impacted more than one metric, describe:	

10. OTHER NEEDS

Year	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Total value other resources received from all sources:					
Describe how other resources received in the previous cycle has impacted (dropdown menu): 1. student success 2. student learning 3. inclusive excellence 4.institutional effectiveness 5. other key college initiative.					
if request impacted more than one metric, describe:					

IPR Section III, Data and Analysis Form for 2015-16

A. Enrollment Measures

Please rate the status of your program based on the data and provide commentary that describes what the data tells us about the unit's enrollment accomplishments and challenges in supporting the goals and objectives of the strategic plan - particularly Goal 1 Objectives 1-3 and Goal 3 Objectives 1 and 3. A change of 3% or greater is considered significant. Refer to the Program Review Guidelines for explanation.

A.1	Status	Program Size				
		Year	2010-11	2011-12	2012-13	2013-14
<input checked="" type="radio"/> Increasing <input type="radio"/> Stable <input type="radio"/> Decreasing	Total # of IU Courses in Catalog					
	Total # of IU Courses approved for Online					
	Total # of IU Courses Offered					
	Total # of IU Courses Offered Online					
	Total # of IU Sections Offered					
	Total # of IU Sections Offered Online					
	Total # of IU 299 Sections Offered					

A.2	Status	Enrollment (FTEs)				
		Year	2010-11	2011-12	2012-13	2013-14
<input type="radio"/> Increasing <input type="radio"/> Stable <input type="radio"/> Decreasing	Total IU FTEs					
	Total IU FTEs-African American					
	Total IU FTEs-American Indian/Alaskan Native					
	Total IU FTEs-Asian					
	Total IU FTEs-Filipino					
	Total IU FTEs-Hispanic					
	Total IU FTEs-Multi-Ethnicity					
	Total IU FTEs-Pacific Islander					
	Total IU FTEs-Unknown					
	Total IU FTEs-White Non-Hispanic					
	Total Department FTEs					
	Total Division FTEs					
	Total College					

A.3	Status	Faculty				
		Year	2010-11	2011-12	2012-13	2013-14
<input type="radio"/> Increasing <input type="radio"/> Stable	Total IU FT Faculty Headcount					

Decreasing

Total IU PT Faculty Headcount									
Total IU FTEF									
Total IU FTEF "A" Load									
Total College FTEF "A" Load									
Total IU FTEF "AC" Load									
Total College FTEF "AC" Load									
Total IU FTEF Online									
Total IU FTEF Sabbatical									
Total IU FTEF Load Bank Used									
IU FTEF Reassigned Time									
% IU FTEF-FT									
% IU FTEF-PT									
% College FTEF-FT									
% College FTEF-PT									

Note: This chart is repeated in D.1.

A.4	Status	Census Fill Rates														
		Term	FA10	SP11	FA11	SP12	FA12	SP13	FA13	SP14	FA14	SP15				
	<input type="radio"/> Increasing <input type="radio"/> Stable <input type="radio"/> Decreasing	Total IU														
		Total Department														
		Total Division														
		Total College														

A.5	Status	Productivity (FTES/FTEF)														
		Term	FA10	SP11	FA11	SP12	FA12	SP13	FA13	SP14	FA14	SP15				
	<input type="radio"/> Increasing <input type="radio"/> Stable <input type="radio"/> Decreasing	IU Max Productivity														
		IU Productivity														
		Department Max Productivity														
		Department Productivity														
		Division Max Productivity														
		Division Productivity														
		College Max Productivity														
		College Productivity														

Comment on Section A (Enrollment Measures)

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B. Student Success Measures

Please rate the status of your program based on the data and provide commentary that describes what the data tells us about the unit's student success accomplishments and challenges in supporting the goals and objectives of the strategic plan - particularly Goal 1 Objectives 1-3 and Goal 3 Objectives 1 and 3. A change of 3% or greater is considered significant. Refer to the Program Review Guidelines for explanation.

B.1	Status	Course Success Rate (C or better) - All Students											
		2010-11		2011-12		2012-13		2013-14		2014-15			
	<input type="radio"/> Increasing <input type="radio"/> Stable <input type="radio"/> Decreasing	Year	#	%	#	%	#	%	#	%	#	%	
		Total IU/Discipline - Online											
		Total IU/Discipline - Not Online											
		Total IU/Discipline - All courses											
		Total Department - All courses											
		Total Division - All courses											

B.3	Status <input checked="" type="radio"/> Increasing <input type="radio"/> Stable <input type="radio"/> Decreasing	Course Success (C or better) - Racial/Ethnic Background													
		Year	2010-11		2011-12		2012-13		2013-14		2014-15				
			#	%	#	%	#	%	#	%	#	%			
		Total IU/Discipline - African-American													
		Total IU/Discipline - American Indian/Alaskan Native													
		Total IU/Discipline - Asian													
		Total IU/Discipline - Filipino													
		Total IU/Discipline - Hispanic													
		Total IU/Discipline - Multi-Ethnicity													
		Total IU/Discipline - Pacific Islander													
		Total IU/Discipline - Unknown													
		Total IU/Discipline - White Non-Hispanic													
		Total College - All students													
		College Standard													

B.4	Status <input type="radio"/> Increasing <input type="radio"/> Stable <input type="radio"/> Decreasing	Course Success (C or better) - Age													
		Year	2010-11		2011-12		2012-13		2013-14		2014-15				
			#	%	#	%	#	%	#	%	#	%			
		Total IU/Discipline - under 20 years													
		Total IU/Discipline - 20 to <24													
		Total IU/Discipline - 25 to <29													
		Total IU/Discipline - 30 to <34													
		Total IU/Discipline - 35 to <39													
		Total IU/Discipline - 40 to <49													
		Total IU/Discipline - 50 and over													
		Total IU/Discipline - Unknown													
		Total College - All Students													
		College Standard													

B.5	Status <input type="radio"/> Increasing	Course Success (C or better) - Disability													
		Year	2010-11		2011-12		2012-13		2013-14		2014-15				
			#	%	#	%	#	%	#	%	#	%			

<input type="radio"/> Stable <input type="radio"/> Decreasing	Total IU/Discipline - Disabled																						
	Total IU/Discipline - Non-disabled																						
	Total College - All Students																						
	College Standard																						

		Course Retention Rate											
8.6	Status	Year	2010-11		2011-12		2012-13		2013-14		2014-15		
			#	%	#	%	#	%	#	%	#	%	
<input type="radio"/> Increasing <input type="radio"/> Stable	Total IU/Discipline - Online												
	Total IU/Discipline - Not Online												
<input type="radio"/> Decreasing	Total IU/Discipline - All Courses												
	Total Department - All Courses												
	Total Division - All Courses												
	Total College - All Courses												
		College Standard											

Comment on Section B (Student Success Measures)

C. Instructional Unit Program/Curriculum Measures

Please rate the status of your program based on the data and provide commentary that describes what the data tells us about the unit's program and curriculum accomplishments and challenges in supporting the goals and objectives of the strategic plan - particularly Goal 1 Objectives 1-3 and Goal 3 Objectives 1 and 3. A change of 3% or greater is considered significant. Refer to the Program Review Guidelines for explanation.

C.1	Status	Student Learning Outcomes - Course Level					
		Year	2010-11	2011-12	2012-13	2013-14	2014-15
	<input checked="" type="radio"/> On schedule <input type="radio"/> Behind schedule	Total number of IU courses in catalog					
		Minimum number of courses to assess in academic year (quota)					
		Number of courses assessed and reported by end of Dec (following end of academic year)					
		1. or more courses "Unapproved" by SLOAC (Note: "Unapproved" courses do not need to be redone; improvements are expected in future cycles and courses to meet minimum standards)					
		Made use of online assessment scheduling tools:					
		Annual schedule submitted online					
		FA assessment schedule submitted online					
		SP assessment schedule submitted online					
		SU assessment schedule submitted online					
		If "yes" to 1 or more courses "Unapproved" by SLOAC (see above), describe efforts and plans to improve the quality of SLO assessments in future cycles:					
		What's being done? What changes in curriculum and pedagogy has your program made as a result of course assessment? (Refer to course action plans on the assessment PDFs located on the U drive.)					
		Impact? What improvements to student learning were recorded as a result of the assessments?					
		Plans? What further changes are anticipated?					

Procedures? Describe efforts to ensure that SLO assessments include a representative sample of sections, including PHC, SRC online, hybrid, study abroad, learning communities, short term, weekend, off campus, dual enrollment.

Student Learning Outcomes - Program Level						
Status	Degree and certificate programs included in this review:					
	Year	2010-11	2011-12	2012-13	2013-14	2014-15
<input type="radio"/> On schedule <input type="radio"/> Not on schedule	Total number of IU programs in catalog (degrees and certificates)					
	Number of programs for which action plans were submitted by end of May					
What's been done? What changes in curriculum and pedagogy were made as a result of program assessment? (Refer to program action plans on the assessment PDFs located on the U-drive.)						
Impact? What program strategies/activities had an impact on student learning?						
Plans? What further changes are anticipated? (Required resources should be recorded in Section D.)						

Degrees, Certificates Awarded to Students A change of 3% or greater is considered significant. Refer to the Program Review Guidelines for explanation. List all AA/AS degrees, certificates of achievement and certificates of accomplishment offered by the IU:						
Status	Year	2010-11	2011-12	2012-13	2013-14	2014-15
○ Increasing ○ Stable ○ N/A ● Discontinuing	Total IU Degrees					
	Total IU Degrees - Female					
	Total IU Degrees - Male					
	Total IU Degrees - African America					
	Total IU Degrees - American Indian/Alaskan Native					
	Total IU Degrees - Asian					
	Total IU Degrees - Filipino					
	Total IU Degrees - Hispanic					
	Total IU Degrees - Multi-Ethnicity					
	Total IU Degrees - Pacific Islander					
	Total IU Degrees - Unknown					
	Total IU Degrees - White Non-Hispanic					
	Total IU Certificates					
	Total IU Certificates - African America					
	Total IU Certificates - American Indian/Alaskan Native					
	Total IU Certificates - Asian					
	Total IU Certificates - Filipino					
	Total IU Certificates - Hispanic					
	Total IU Certificates - Multi-Ethnicity					
	Total IU Certificates - Pacific Islander					
Total IU Certificates - Unknown						
Total IU Certificates - White Non-Hispanic						
Total IU/Discipline - under 20 years						
Total IU/Discipline - 20 to <24						
Total IU/Discipline - 25 to <29						
Total IU/Discipline - 30 to <34						
Total IU/Discipline - 35 to <39						
Total IU/Discipline - 40 to <49						
Total IU/Discipline - Disabled						
Total IU/Discipline - 50 and over						

C.3

Total IU/Discipline - Unknown							
Total College Degrees							
Total College Certificates							
College Goal							

Instructional Unit Curriculum							
	Year	2010-11	2011-12	2012-13	2013-14	2014-15	
Title 5 on schedule:							
<input checked="" type="radio"/> Yes							
<input type="radio"/> No							
Total number of courses in catalog							
Number of new courses added							
Number of courses deleted							
Number of courses approved for outline							
Number of courses not offered in the past 5 years							
Comment on changes in curriculum, including courses not offered in the past three years:							

C.A

C.S.	Status	Course Articulation											
		Year	2010-11		2011-12		2012-13		2013-14		2014-15		
	<input type="radio"/> Increasing <input type="radio"/> Stable <input type="radio"/> Decreasing		CSU	UC	CSU	UC	CSU	UC	CSU	UC	CSU	UC	
	Number of courses currently articulated (4 yr.)												
	Number of current high school articulation agreements (CTE)												
<small>Decreasing Data</small> Comment on Section C (Curriculum Measures):													

D. Impact Analysis

D.3	Connections to other Units
How effectively does the information flow from and to this unit to other units on campus? Identify any areas where communication could be improved or where services could be integrated with other units such as PHC/SRC; student services and instruction; etc. in order to address the strategic plan.	
Ex.: Collaborative outreach, events, student cohorts, integration of basic skills, CTE and general education instructional programs, etc.	

D.4	Student Equity
What projects/activities has your department identified that may improve student equity? What is the current status of this project? How are you planning to evaluate/currently evaluating the project's impact?	

D.5	Accreditation
In relation to the Accreditation Standards, if planning agendas or recommendations from the previous accreditation visit are applicable to your unit, please identify the steps taken to address them.	

E. Instructional Unit Resource Analysis Needs

Please rate the status of your program based on the data and provide commentary that describes what the data tells us about the unit's resource accomplishments and challenges in supporting the goals and objectives of the strategic plan - particularly Goal 1 Objectives 1-3 and Goal 3 Objectives 1 and 3. A change of 3% or greater is considered significant. Refer to the Program Review Guidelines for explanation.

E.1	Status <input type="radio"/> Increasing <input type="radio"/> Stable <input type="radio"/> Decreasing	Faculty (Teaching)						
		Year	2010-11	2011-12	2012-13	2013-14	2014-15	
		Total IU FT Faculty Headcount						
		Total IU PT Faculty Headcount						
		Total IU FTEF						
		Total IU FTEF "A" Load						
		Total College FTEF "A" Load						
		Total IU FTEF "AC" Load						
		Total College FTEF "AC" Load						
		Total IU FTEF Online						
		Total IU FTEF Sabbatical						
		Total IU FTEF Load Bank Used						
		Total IU FTEF Reassigned Time						
		% IU FTEF-FT						
		% IU FTEF-PT						
		% College FTEF-FT						
		% College FTEF-PT						

Note: This chart is repeated in A.3.

E.2	Status <input type="radio"/> Increasing <input type="radio"/> Stable <input type="radio"/> Decreasing	Faculty Gender													
		Year	2010-11		2011-12		2012-13		2013-14		2014-15				
			#	%	#	%	#	%	#	%	#	%			
		Total IU - Male													
		Total IU - Female													
		Total IU - Non-reporting													
		Total Division - Male													
		Total Division - Female													
		Total Division - Non-reporting													

E.3	Status <input type="radio"/> Increasing <input type="radio"/> Stable <input checked="" type="radio"/> Decreasing	Division Faculty Racial/Ethnic Background													
		Year	2010-11		2011-12		2012-13		2013-14		2014-15				
			#	%	#	%	#	%	#	%	#	%			
		Total Division													
		African American													
		American Indian/Alaskan Native													
		Asian													
		Filipino													
		Hispanic													
		Multi-Ethnicity													
		Pacific Islander													
		Unknown													
		White Non-Hispanic													

Comment on D1-3: Faculty - Discuss the unique aspects of the IU in terms of faculty, including the FT/PT ratio.

E.4	Faculty								
	Year	2010-11		2011-12		2013-14		2014-15	
		#	%	#	%	#	%	#	%
	Total positions hired.								
	Describe impact (dropdown menu): 1. student success 2. student learning 3. inclusive excellence 4. institutional effectiveness 5. other key college initiative.								

If request impacted more than one metric, describe:

Instructional Unit Support Staff							
E.5	Status	Year	2010-11	2011-12	2012-13	2013-14	2014-15
		<input type="radio"/> Increasing <input type="radio"/> Stable <input type="radio"/> Decreasing <input type="radio"/> N/A	FTE Monthly Classified				
	Hourly Classified (FTE & number of hours)						
	Year	2010-11	2011-12	2012-13	2013-14	2014-15	
	Total positions hired.						
	Describe impact (dropdown menu): 1. student success 2. student learning 3. inclusive excellence 4. institutional effectiveness 5. other key college initiative.						
	If request impacted more than one metric, describe:						

Instructional Unit Operating Budget						
Status	Year	2010-11	2011-12	2012-13	2013-14	2014-15
		<input type="radio"/> Increasing <input type="radio"/> Stable <input checked="" type="radio"/> Decreasing Choose one: <input type="radio"/> Dept. Budget <input type="radio"/> IU Budget	Allocated Division Operating Budget			
	Expended Division Operating Budget					
	% Division Operating Budget					
	Expanded					
	Allocated Department/IU Operating Budget					
	Expended Department/IU Operating Budget					
	% Expended Department/IU Operating Budget					
	CoCurricular Funds*					
	Other Revenue*					
	Other Available Funds*					
	Total Available Funds					
	Total Expenditure					
	% Total Expenditure					
*Describe Revenue: Contract Ed, Fee-based, Student Enterprise, etc. Describe other Available Funds: Foundation, Grants, Material Fees.						
Comment on the funds allocated to the program and the effectiveness of its use in serving students:						

EQUIPMENT (NOT TECHNOLOGY - see Guidelines)						
Status	Year	2010-11	2011-12	2012-13	2013-14	2014-15
		Total value of equipment acquired from all sources: List equipment acquired, value, source of funds in previous cycles and impact on (dropdown): 1. student success 2. student learning 3. inclusive excellence 4. institutional effectiveness 5. other key college initiative. if request impacted more than one metric, describe:				

E.8 TECHNOLOGY/HARDWARE						
Status	Year	2010-11	2011-12	2012-13	2013-14	2014-15

Total value of hardware acquired from all sources:								
List hardware acquired, value, source of funds in previous cycles and impact on (dropdown): 1. student success 2. student learning 3. inclusive excellence 4. institutional effectiveness 5. other key college initiative:								
If request impacted more than one metric, describe:								

E.9 TECHNOLOGY/SOFTWARE								
	Year	2010-11	2011-12	2012-13	2013-14	2014-15		
Total value of software acquired from all sources:								
List software acquired, value, source of funds in previous cycles and impact on (dropdown) 1. student success 2. student learning 3. inclusive excellence 4. institutional effectiveness 5. other key college initiative.								
If request impacted more than one metric, describe:								

E.10 FURNITURE/FIXTURES					
Year	2010-11	2011-12	2012-13	2013-14	2014-15
Total value of furniture/fixtures acquired from all sources:					
List furniture/fixtures acquired, value, source of funds in previous cycles and impact on (dropdown): 1. student success 2. student learning 3. inclusive excellence 4. institutional effectiveness 5. other key college initiative:					
If request impacted more than one metric, describe:					

E.11 FACILITIES					
Year	2010-11	2011-12	2012-13	2013-14	2014-15
Total value of facilities projects completed from all sources:					
List facilities projects completed, value, source of funds in previous cycles and impact on (dropdown menu): 1. student success 2. student learning 3. inclusive excellence 4. institutional effectiveness 5. other key college initiative.					
If request impacted more than one metric, describe:					

E.12 PROFESSIONAL DEVELOPMENT					
Year	2010-11	2011-12	2012-13	2013-14	2014-15
Total value PD funds allocated from all sources:					

Describe how professional development completed in the previous cycle has impacted (dropdown menu): 1. student success 2. student learning 3. inclusive excellence 4. institutional effectiveness 5. other key college initiative.	
If request impacted more than one metric, describe:	

E.13 SERVICES (Research, Marketing, Technical Training, etc.)					
Year	2010-11	2011-12	2012-13	2013-14	2014-15
Total value services received from all sources:					
Describe how services received in the previous cycle has impacted (dropdown menu): 1. student success 2. student learning 3. inclusive excellence 4. institutional effectiveness 5. other key college initiative.					
If request impacted more than one metric, describe:					

E.14

SUPPLIES BUDGET AUGMENTATION (ONE TIME) instructional supplies items - individual items under \$1000 with minimum total purchase over \$1000)

Year	2010-11	2011-12	2012-13	2013-14	2014-15
Total value one-time supply budget augmentation received from all sources:					
Describe how one-time supply budget augmentation received in the previous cycle has impacted (dropdown menu): 1. student success 2. student learning 3. inclusive excellence 4. institutional effectiveness 5. other key college initiative.					
If request impacted more than one metric, describe:					

E.15

OPERATING BUDGET AUGMENTATION (ONGOING)

Year	2010-11	2011-12	2012-13	2013-14	2014-15
Total value on-going supply budget augmentation received from all sources:					
Describe how on-going supply budget augmentation received in the previous cycle has impacted (dropdown menu): 1. student success 2. student learning 3. inclusive excellence 4. institutional effectiveness 5. other key college initiative.					
If request impacted more than one metric, describe:					

E.17

OTHER RESOURCES

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Year	2010-11	2011-12	2012-13	2013-14	2014-15
Total value other resources received from all sources:					
Describe how other resources received in the previous cycle has impacted (dropdown menu): 1. student success 2. student learning 3. inclusive excellence 4.institutional effectiveness 5. other key college initiative.					
If request impacted more than one metric, describe:					

COLLEGE GOVERNANCE COMMITTEE

INTEGRATION COUNCIL

Adopted: September 14, 2009

Revised: September 20, 2010

Charge/Function:

The Integration Council is charged with fulfilling the institution's commitment to college-wide dialog on program review and other data for the purposes of recommending improvements to the College Council on student services, instructional programs and administrative support services as well as the processes for governance and identifying institutional improvement needs. It will disseminate information on its findings to the college community. To ensure that institutional integrity is maintained, the Integration Council will:

- Be a forum for dialog and recommendations on program review, college plans, student learning and achievement, support services and other data that promotes student success and institutional improvement;
- Develop a knowledge base about all aspects of the DVC Pleasant Hill and San Ramon campuses—instruction, student services, administrative support—to make informed decisions about prioritizing resources;
- Request and share information from and with campus wide committees;
- Complete the linkage of program review reports, annual reports and college-wide plans by prioritizing the requests and allocating designated funds as identified by the Budget Committee's annual plan;
- Make recommendations to the Budget Committee, as part of the development of the Budget Committee's annual plan, on priorities for use of fiscal resources based upon the evaluation of college program reviews and college-wide plans;
- Maintain the recommended membership that provides for the broad representation of campus expertise.

Meeting Times/Days: Once each a month (more frequently as needed)

Reporting Status: College Council

Co-Chair Structure: Selected by committee members

Membership:

11 Faculty (1 from each division, including SRVC)

5 Classified (3 from student services, 1 from instruction, 1 from administration)

5 Administrators (2 from instruction, 2 from student services, 1 from administration)

2 Students

1 member from each of the following committees: Workforce Development, Institutional Planning, Matriculation, Information Technology, Foundations for College Success, and Enrollment Management

Term of Membership: Three-year staggered terms.

INTEGRATION COUNCIL

Membership List

Appointment Dates and Terms of Service

AREA REPRESENTED	CONSTITUENCY	COMMITTEE MEMBER	DATE APPOINTED	TERM ENDS	Willing to serve 2015-16 Yes/No	Recommendation?
Applied & Fine Arts	Faculty	Beth McBrien (+ Co-chair)	9/2009	May 2015		
Biological & Health Sciences	Faculty	James Hoffmann	9/2012	May 2015		
Business Education	Faculty	Claudia Eckelmann	9/2012	May 2015		
Counseling	Faculty	VACANT				
English	Faculty	Nancy Malone	9/2013	May 2016		
Kinesiology, Athletics & Dance	Faculty	Steve Coccimiglio	9/2013	May 2016		
Library & Learning Resources	Faculty	Ruth Sison	9/2012	May 2015		
Math & Computer Science	Faculty	Holly Kresch	9/2011	May 2014		
Physical Sciences & Engineering	Faculty	Paul Sasse	9/2013	May 2016		
Social Sciences	Faculty	Bill Oye	9/2014	May 2017		
SRVC	Faculty	Anne Horeis	9/2014	May 2017		
Administration	Classified	Teresa Molnar	9/2011	May 2014		
Administration	Administration	Christine Worsley	9/2013	May 2016		
Instructional Services	Classified	VACANT				
Instructional Services	Administration	Obed Vazquez	9/2013	May 2016		
Instructional Services	Administration	Kim Schenk	9/2011	May 2014		
Student Services	Classified	VACANT				
Student Services	Classified	VACANT				
Student Services	Administration	Lindsay Kong	9/2013	May 2016		
Student Services	Administration	Tina Dodson	9/2013	May 2016		
Student Services, SRC	Classified	Laura Cremin	11/2013	May 2016		
Students, ASDVC	Student	Vivian Natalia	9/2014	May 2015		
Students, ASDVC	Student	Felicia Novia	9/2014	May 2015		
Foundations for College Success Committee	Committee Rep	VACANT				
Information Technology Committee	Committee Rep	VACANT				
Institutional Planning Committee	Committee Rep	VACANT				
Matriculation Committee	Committee Rep	Beth Hauscarriague	10/2011	May 2014		
Workforce Development Committee	Committee Rep	Tina Dodson	9/2013	May 2016		