

Diablo Valley College
Integration Council

MINUTES
 Unapproved

April 24, 2015 (Friday)
10:00 a.m. – 12:00 p.m.
 Advanced Technology Center, Room ATC-114

The meeting was called to order at 10:15 a.m.

Present: Beth McBrien, Obed Vazquez, Bill Oye, Ruth Sison, Paul Sasse, Holly Kresch, Claudia Eckelmann, Teresa Molnar, Tina Dodson, Laura Cremin, Christine Worsley

Absent: Steve Coccimiglio, Lindsay Kong, Vivian Natalia, Maina Sato, Kim Schenk, Nancy Malone, Beth Hauscarriague, James Hoffman, Anne Horeis

Note Taker: Mary Jane Long

ITEM	TOPIC / ACTIVITY	OUTCOME
1.	Adoption of 4/24/15 Agenda	After it was decided that Item #4 (Review of Templates from PRTF) should be moved to occur after Item #7 on the 4/24/15 agenda, a motion was made (Eckelmann) and seconded (Oye) to approve the 4/24/15 amended agenda with nine absences (Coccimiglio, Kong, Natalia, Sato, Schenk, Malone, Hauscarriague, Hoffmann and Horeis). The vote was unanimous to approve the amended agenda; there were no abstentions.
2.	Review and Approval of 3/20/15 Minutes	A motion was made (Oye) and seconded (Molnar) to approve the 3/20/15 minutes as written with nine absences (Coccimiglio, Kong, Natalia, Sato, Schenk, Malone, Hauscarriague, Hoffmann and Horeis). The vote was unanimous to approve the minutes; there were no abstentions.
3.	Announcements & Updates	<p>Bill Oye spoke about the new quad area and the Earth Day activities that took place there recently sponsored by the Sustainability Committee and what a good use of shared space the new quad area is. He also mentioned the speaker who visited the campus recently to speak about disability issues and indicated what a good thing this was. Bill wished to acknowledge those who organized this event, among whom were Newin Orante and Emily Stone.</p> <p>Tina Dodson gave an update regarding the Work Force Development Committee which is in the process of wrapping up its planning process for its five year master plan. A final draft will be available in the next several weeks and then it will be taken to College Council, Academic Senate and IPC for approval. The plan will then go into effect on July 1. She also spoke about the Chevron grant which is enabling DVC to host its second annual 'Expanding Your Horizons' event which will bring 200 middle school girls onto the campus to have them participate in the all-female conference centered on career exploration. This year's event is scheduled for Saturday, May 2, 2015.</p>

		<p>Obed stated that, as part of the outreach for high schools and local areas, College Day is scheduled for Wednesday, April 29th at which time 500 high school students will be coming onto the DVC campus. Representation is needed from all the different areas on campus; members are asked to please contact Kenyetta Tribble for more information if interested in setting up a table to show case a particular area. Members were asked let other faculty members know as well. Related to outreach efforts, Obed also discussed the Comcast TV spotlight on DVC. He said our college enrollments are estimated to be low next year, so outreach is crucial and indicated that low enrolled classes won't be allowed to continue. He also spoke about two events that happened last weekend. First, the United Nation's Model group that went to Los Angeles in Studio City and, secondly he had traveled to Ontario, California with 12 DVC students to the Honor Society for California Community Colleges convention.</p> <p>Beth announced first place national honors for several DVC students at the Kennedy Center American College Theater Festival.</p> <p>Claudia Eckelmann discussed business leadership events and the hugely successful Phi Beta Lambda (PBL) competition that took place recently in Ontario, California with DVC receiving multiple awards.</p>
4.	Integration Council Charge and Membership	Obed spoke about the IC charge and membership. One of the questions that has arisen is in regards to how individuals are appointed.
5.	Election of Integration Council Co-chairperson	Obed stated that he is willing to serve as co-chair for the Integration Council for the next 3 years and will put his name in to be nominated, but said another co-chair is also needed to serve and there's no process currently in place for this. The IC is to think of nominations between now and the next meeting and then make nominations at the May 8, 2015 meeting for co-chairs. Members who are timing out for serving their terms on the committee was also discussed; it was noted that 12 members have terms expiring this May. Finding qualified potential co-chair nominees was discussed. Obed will put a list of names together to draw from for potentially eligible co-chair nominees. Beth McBrien volunteered to be a resource for the next co-chairs who will serve on this committee. The need to keep balanced representation on the IC between classified, managers and faculty was discussed.
6.	Fall 2015 / Spring 2016 Integration Council Meeting Date Selection	<p>The Integration Council meeting calendar for fall 2015 and spring 2016 was discussed. The following meeting dates were agreed upon with the following notation, <i>'meetings to be held more frequently as needed'</i>:</p> <p>FALL 2015: 8/21/15; 9/18/15; 10/16/15; 11/20/15; 12/11/15 SPRING 2016: 1/22/16; 2/19/16; 3/18/16; 4/15/16; 5/20/16</p>
7.	Review of Templates from PRTF	This item was tabled until the 5/08/15 meeting.
8.	Adjournment	The meeting adjourned at 11:59 a.m.

**List of Individuals Eligible
to be Nominated to Serve in the Position of
Integration Council Co-Chair**

1. COCCIMIGLIO, Steve
2. CREMIN, Laura
3. DODSON, Tina
4. HAUSCARRIAGUE, Beth
5. HOFFMANN, James
6. HOREIS, Anne
7. KONG, Lindsay
8. KRESCH, Holly
9. MOLNAR, Teresa
10. OYE, Bill
11. SASSE, Paul
12. SCHENK, Kim
13. SISON, Ruth
14. VAZQUEZ, Obed
15. WORSLEY, Christine

Integration Council

Schedule of Meetings
Fall 2015 – Spring 2016*

Business-Foreign Language Community Conference Center

10:00 a.m. – 12:00 p.m.

FALL 2015

August 21

September 18

October 16

November 20

December 11

SPRING 2016

January 22

February 19

March 18

April 15

May 20

** Meetings to be held more frequently as needed.*

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 <input type="radio"/> Decreasing	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					
	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	Total IU										
		<input type="radio"/> Stable	Total Department										
		<input type="radio"/> Decreasing	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	IU Max Productivity										
		<input type="radio"/> Stable	IU Productivity										
		<input type="radio"/> Decreasing	Department Max Productivity										
			Department Productivity										
			Division Max Productivity										
			Division Productivity										
			College Max Productivity										
			College Productivity										

Comment on Section A (Enrollment Measures)

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										
		Year	2010-11		2011-12		2012-13		2013-14		2014-15	
			#	%	#	%	#	%	#	%	#	%
<input type="radio"/> Increasing	Total IU/Discipline - Online											
<input type="radio"/> Stable	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											

B.2	Status	Course Success (C or better) - Gender										
		Year	2010-11		2011-12		2012-13		2013-14		2014-15	
			#	%	#	%	#	%	#	%	#	%
<input type="radio"/> Increasing	Total IU/Discipline - Female											
<input type="radio"/> Stable	Total IU/Discipline - Male											
<input type="radio"/> Decreasing	Total IU/Discipline - Unknown											
	Total College - All Students											
	College Standard											

B.3	Status	Course Success (C or better) - Racial/Ethnic Background										
		Year	2010-11		2011-12		2012-13		2013-14		2014-15	
			#	%	#	%	#	%	#	%	#	%
<input checked="" type="radio"/> Increasing												
<input type="radio"/> Stable	Total IU/Discipline - African-American											
<input type="radio"/> Decreasing	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	Course Success (C or better) - Age										
		Year	2010-11		2011-12		2012-13		2013-14		2014-15	
			#	%	#	%	#	%	#	%	#	%
<input type="radio"/> Increasing												
<input type="radio"/> Stable	Total IU/Discipline - under 20 years											
<input type="radio"/> Decreasing	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	Course Success (C or better) - Disability										
		Year	2010-11		2011-12		2012-13		2013-14		2014-15	
			#	%	#	%	#	%	#	%	#	%
<input type="radio"/> Increasing												
<input type="radio"/> Stable	Total IU/Discipline - Disabled											
<input type="radio"/> Decreasing	Total IU/Discipline - Non-disabled											
	Total College - All Students											
	College Standard											

B.6	Status	Course Retention Rate										
		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											
	Total IU/Discipline - All Courses											
<input type="radio"/> Decreasing	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					
	<input checked="" type="radio"/> On schedule	Year	2010-11	2011-12	2012-13	2013-14	2014-15
	<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.							

C.2	Status	Student Learning Outcomes - Program Level					
	Degree and certificate programs included in this review:						
	<input type="radio"/> On schedule	Year	2010-11	2011-12	2012-13	2013-14	2014-15
	<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.)						

C.3	Status <input type="radio"/> Increasing <input type="radio"/> Stable <input type="radio"/> N/A <input checked="" type="radio"/> Decreasing	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:																																																																																																																																																																																																																
		<table border="1"> <thead> <tr> <th>Year</th> <th>2010-11</th> <th>2011-12</th> <th>2012-13</th> <th>2013-14</th> <th>2014-15</th> </tr> </thead> <tbody> <tr><td>Total IU Degrees</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Total IU Degrees - Female</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Total IU Degrees - Male</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Total IU Degrees - African America</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Total IU Degrees - American Indian/Alaskan Native</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Total IU Degrees - Asian</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Total IU Degrees - Filipino</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Total IU Degrees - Hispanic</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Total IU Degrees - Multi-Ethnicity</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Total IU Degrees - Pacific Islander</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Total IU Degrees - Unknown</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Total IU Degrees - White Non-Hispanic</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Total IU Certificates</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Total IU Certificates - African America</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Total IU Certificates - American Indian/Alaskan Native</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Total IU Certificates - Asian</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Total IU Certificates - Filipino</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Total IU Certificates - Hispanic</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Total IU Certificates - Multi-Ethnicity</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Total IU Certificates - Pacific Islander</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Total IU Certificates - Unknown</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Total IU Certificates - White Non-Hispanic</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Total IU/Discipline - under 20 years</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Total IU/Discipline - 20 to <24</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Total IU/Discipline - 25 to <29</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Total IU/Discipline - 30 to <34</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Total IU/Discipline - 35 to <39</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Total IU/Discipline - 40 to <49</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Total IU/Discipline - Disabled</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Total IU/Discipline - 50 and over</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Total IU/Discipline - Unknown</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Total College Degrees</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Total College Certificates</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>College Goal</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	Year	2010-11	2011-12	2012-13	2013-14	2014-15	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						Total IU/Discipline - Unknown						Total College Degrees						Total College Certificates						College Goal			
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C.4	Instructional Unit Curriculum																																				
	Title 5 on schedule: <input checked="" type="radio"/> Yes <input type="radio"/> No	<table border="1"> <thead> <tr> <th>Year</th> <th>2010-11</th> <th>2011-12</th> <th>2012-13</th> <th>2013-14</th> <th>2014-15</th> </tr> </thead> <tbody> <tr><td>Total number of courses in catalog</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Number of new courses added</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Number of courses deleted</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Number of courses approved for online</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Number of courses not offered in the past 5 years</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	Year	2010-11	2011-12	2012-13	2013-14	2014-15	Total number of courses in catalog						Number of new courses added						Number of courses deleted						Number of courses approved for online						Number of courses not offered in the past 5 years				
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Number of courses approved for online																																					
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.5.	Status	Course Articulation										
	○ Increasing	Year	2010-11		2011-12		2012-13		2013-14		2014-15	
			CSU	UC	CSU	UC	CSU	UC	CSU	UC	CSU	UC
	○ Stable	Number of courses currently articulated (4 yr.)										
○ Decreasing	Number of current high school articulation agreements (CTE Programs Only)											
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	Faculty (Teaching)					
	○ Increasing	Year	2010-11	2011-12	2012-13	2013-14	2014-15
		Total IU FT Faculty Headcount					
	○ Stable	Total IU PT Faculty Headcount					
	○ Decreasing	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					

E.2	Status	Faculty Gender										
	<input type="radio"/> Increasing <input type="radio"/> Stable <input type="radio"/> Decreasing	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	Division Faculty Racial/Ethnic Background										
	<input type="radio"/> Increasing <input type="radio"/> Stable <input checked="" type="radio"/> Decreasing	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	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:					

E.5	Status	Instructional Unit Support Staff					
	<input type="radio"/> Increasing <input type="radio"/> Stable <input type="radio"/> Decreasing <input type="radio"/> N/A	Year	2010-11	2011-12	2012-13	2013-14	2014-15
		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:						

E.6	Status	Instructional Unit Operating Budget					
		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					
		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:							

E.7	EQUIPMENT (NOT TECHNOLOGY - see Guidelines)					
	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					
	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					
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:					

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

Unit:

Date:

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	New or Continuing? (checkbox)	Link to DVC Strategic Plan Goal/Objective
A.1.a			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.
	Progress:		Timeline
	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

11

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.

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.4 TECHNOLOGY/HARDWARE: List/summarize needs below. One hardware item per line. Add lines as required. Please do not include items already identified in a refreshment cycle.

Hardware 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 Costs	Is this request shared by other units/programs or related to other

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.5 TECHNOLOGY/SOFTWARE: List/summarize needs below. One software item per line. Add lines as required. Please do not include items already identified in a refreshment cycle.

Software 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	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.6 FURNITURE/FIXTURES: List/summarize needs below. One request/issue per line. Shipping, tax and installation costs should be included.

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Furniture/Fixture Request (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.
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.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.								
Facility Request	Related Unit/Program Strategies/Activities (see A.1)	Cost	Ongoing costs/fees per year	Projected Lifespan	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.8 PROFESSIONAL DEVELOPMENT NEEDS: List/summarize needs below. One request per line. Add lines as required.								
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.
Describe impact (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.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.
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.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?

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

Committee Members

Print Name

Signature

Print Name

Signature

Print Name

Signature

Print Name

Signature

Print Name

Signature

Print Name

Signature

Print Name

Signature

Print Name

Signature

Print Name

Signature

Print Name

Signature

Division Council Comments:

Print Name

Signature

Advisory Committee Chair Review:

Print Name

Signature

Comments:

Print Name

Signature