

**Diablo Valley College**  
**Integration**  
**Council**

**MINUTES**  
(Unapproved)

**August 21, 2015 (Friday)** **10:00 a.m. – 12:00 p.m.**  
Business-Foreign Language Community Conference Center (BFL-CCC)

**Present:** Jeannie Chiu, Laura Cremin (co-chair), Tina Dodson, James Hoffmann, Anne Horeis, Martha Laham, Jiating Lin (ASDVC Student Rep), Bill Oye, Kim Schenk, Ruth Sison, Obed Vazquez (co-chair)

**Absent:** Steve Coccimiglio, Lindsay Kong, Paul Sasse, Christine Worsley

**Guests:** Peter Garcia, Ted Wieden

**Note Taker:** Mary Jane Long

The meeting was called to order at 10:05 a.m.

ITEM	TOPIC /	OUTCOME
1.	Adoption of 8/21/15 Agenda	A motion was made (Hoffmann) and seconded (Dodson) to approve the 8/21/15 agenda as written with four absences (Coccimiglio, Kong, Sasse and Worsley). The vote was unanimous; there were no abstentions.
2.	Review and Approval of 5/8/15 Minutes	A motion was made (Oye) and seconded (Hoffmann) to approve the 5/8/15 minutes as written with four absences (Coccimiglio, Kong, Sasse and Worsley). The vote was unanimous; there were no abstentions.
3.	Introductions	Introductions were made.
4.	Announcements and Updates	Bill Oye mentioned that he recently participated in an opening day event on campus that was facilitated by the First Year Experience (FYE). An estimated 250 or more new students came to campus on the Saturday this was hosted; the events were well attended and Bill gave several workshops.  Peter Garcia thanked the committee members individually for the essential work they do as well as the co-chairs who will now sit on College Council.

5.	Accreditation and Governance Update	<p>Ted Wieden provided updates regarding the accreditation process. He spoke about the changing governance structure. College Council has been restructured and a new committee, the Research Planning and Evaluation Committee (RPEC) is being constituted. The college is being required to start increasing the use of both quantitative and qualitative data in making decisions. The RPEC will help guide College Council's decisions and also help groups on campus turn outcomes into actionable items.</p> <p>He discussed the need to change the name of the Integration Council to more accurately reflect its actual responsibilities. This new committee is a Brown Act committee. Obed asked if the College Council (CC) chooses this new name or if the IC does. Ted said CC makes that decision but, that if the IC has any ideas, they should send these to CC.</p> <p>Ted also discussed looking at themes coming out of the program reviews done by the IC. The dialogue about these themes will be very beneficial for the college because it serves as the basis for College Council's specific annual goals for the following academic year.</p>
6.	IC Purpose and Themes, Governance Structure	<p>Obed reviewed with the committee the IC purpose and themes. He highlighted the need for transparency between IC members and the rest of the college and the need to share information with the various constituencies. Reporting both to and from the constituencies/areas represented is important.</p>
7.	Membership	<p>There was discussion on the pros and cons of restructuring the membership of this committee and having reps from the various sectors (i.e., I.T., Student Services, Applied &amp; Fine Arts) serving and reporting 'as needed' and not needing to be present at every meeting or requiring reps to be present at every meeting. This idea will be taken to College Council. Each of the various constituency groups that are missing reps need to be contacted to let them know it is important that they have representation at every meeting. There was a discussion/clarification with members on their current terms of office.</p>
8.	Goals for 2015-2016 Academic Year and Calendar Deadlines	<p>The goals for 2015-2016 academic year were discussed as were calendar deadlines. Laura stated that coming up with a rubric for program review was primary. Training for program review was discussed.</p>
9.	Review of Fall Process Training Program Review Handbook (created by PR Task Force)	<p>The Fall Process Training Program Review Handbook was reviewed.</p>
10.	Review IPR Template	<p>The IPR template was reviewed.</p>
11.	Review of PR Scoring Rubric	<p>Obed will send the program review scoring rubric to the committee members. Members are to think about the IC membership composition and program review training.</p>
12.	Adjournment	<p>The meeting adjourned at 11:50 a.m.</p>



**Program Review Ranking Rubric: Scoring categories and guidelines**

**Weighting Option 1.** Degree and scale of impact applied for request as a whole.

1. Link to strategic goals. Does request demonstrate a valid and well-founded link to any of the following strategic goals?

	Points	Description
20 points possible	0 or 5	a. The college will foster excellence by integrating best practices in academic programs and student support services. 0 = does not meet goal 5 = meets goal
	0 or 5	b. The college will align its governance, operational, and planning processes to ensure institutional effectiveness. 0 = does not meet goal 5 = meets goal
	0 or 5	c. The college will effectively direct and augment its resources to increase student learning and success. 0 = does not meet goal 5 = meets goal
	0 or 5	d. The college will develop and implement a human resources plan to maximize the employee expertise required to support the institution's commitment to excellence and equity. 0 = does not meet goal 5 = meets goal

**2. Degree and Scale of Impact**

50 points possible	0-25	Degree: What degree will the request have an impact on the identified area? 0 _____ 12 _____ 25 Minor      Moderate      Major
	0-25	Scale: What is the scale of the potential impact in terms of number of students 0 _____ 12 _____ 25 Small #      Moderate#      Campus-wide

**3. Consequences: Program Area/Viability**

40 points possible	0-20	Consequences: What degree will the request/recommendation substantially affect the ability of the area/program to continue to operate and function? 0 _____ 10 _____ 20 0 = Program could function the same without request 20 = Program could not function without request
	0-10	Viability: Will the request allow the program to expand and improve, and could this be impactful at the college level? 0 _____ 5 _____ 10 No impact                                      Coilege Impact
	0-10	Broadest scale: Community or economic impact? <i>(Include this?)</i> 0 _____ 5 _____ 10

**4. Unique considerations**

10 points possible	0-10	Any factors that warrant additional consideration for the request? <i>E.g. Innovative request</i> Allows reviewer some flexibility to use their own "expert knowledge".
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**Program Review Ranking Rubric: Scoring categories and guidelines**

**Weighting Option 2.**

**1. Link to strategic goals.** Does request demonstrate a valid and well-founded link to any of the following strategic goals?

80 points possible. Each strategic goal gets yes (1) or no (0) if met by the request. It could meet none or all, but most likely each would meet one. Each is then scored by degree of impact and scale of impact for each goal that it meets (rather than scaling as a whole, as in Option 1).

20 points possible	0 or 1	<b>a.</b> The college will foster excellence by integrating best practices in academic programs and student support services.
	1-10	Degree of impact: What degree will the request have an impact on the identified area? 0 _____ 5 _____ 10 Minor    Moderate    Major
	1-10	Scale: What is the scale of the potential impact in terms of number of students 0 _____ 5 _____ 10 Small #    Moderate#    Campus-wide
20 points total possible	0 or 1	<b>b.</b> The college will align its governance, operational, and planning processes to ensure institutional effectiveness.
	1-10	Degree of impact: " "
	1-10	Scale: " "
20 points total possible	0 or 1	<b>c.</b> The college will effectively direct and augment its resources to increase student learning and success.
	1-10	Degree of impact: " "
	1-10	Scale: " "
20 points total possible	0 or 1	<b>d.</b> The college will develop and implement a human resources plan to maximize the employee expertise required to support the institution's commitment to excellence and equity.
	1-10	Degree of impact: " "
	1-10	Scale: " "

**2. Consequences: Program Area/Viability**

40 points possible	0-20	Consequences: What degree will the request/recommendation substantially affect the ability of the area/program to continue to operate and function? 0 _____ 10 _____ 20 0 =Program could function the same without request 20 = Program could not function without request
	0-10	Viability: Will the request allow the program to expand and improve, and could this be impactful at the college level?
	0-10	Broadest scale: Community or economic impact

**3. Unique considerations**

10 points possible	0-10	Any unique factors that warrant additional consideration for ranking the request? <i>E.g.</i> Innovative request Allows reviewer some flexibility to use their own "expert knowledge".
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**Program Review Ranking Rubric: Scoring categories and guidelines**

**Weighting Option 3.** Degree and scale of impact are separated into student impact and program impact (rather than applying it to each goal, as in option 1, here the scale/impact is split further as compared to option 3.)

**1. Link to strategic goals.** Does request demonstrate a valid and well-founded link to any of the following strategic goals?

	Points	Description
20 points possible	0 or 5	<b>a.</b> The college will foster excellence by integrating best practices in academic programs and student support services. 0 = does not meet goal 5 = meets goal
	0 or 5	<b>b.</b> The college will align its governance, operational, and planning processes to ensure institutional effectiveness. 0 = does not meet goal 5 = meets goal
	0 or 5	<b>c.</b> The college will effectively direct and augment its resources to increase student learning and success. 0 = does not meet goal 5 = meets goal
	0 or 5	<b>d.</b> The college will develop and implement a human resources plan to maximize the employee expertise required to support the institution’s commitment to excellence and equity. 0 = does not meet goal 5 = meets goal

**2. Student Impact**

50 points possible	0-25	Equity: What degree will the request address equity in the identified area? 0 _____ 12 _____ 25 Minor      Moderate      Major
	0-25	Scale: What is the scale of the potential impact in terms of number of students? 0 _____ 12 _____ 25 Small #      Moderate#      Campus-wide

**3. Program Impact**

50 points possible	0-20	Consequences: What degree will the request/recommendation substantially affect the ability of the area/program to continue to operate and function? 0 _____ 10 _____ 20 0 = Program could function the same without request 20 = Program could not function without request
	0-15	Viability: Will the request allow the program to expand and improve, and could this be impactful at the college level? 0 _____ 8 _____ 15 0 = no impact 8 = moderately expands & improves program 15 = program would improve in way that has college-level impact
	0-15	Cost effectiveness: Relative to the cost of a specific resource, how much impact does it have to the area or department or college? 0 _____ 8 _____ 15 High cost,                      Low cost, Low impact                      High impact

**4. Unique considerations**

10 points possible	0-10	Any factors that warrant additional consideration for the request? <i>E.g.</i> Innovative request, positive impact on the community, etc. Allows reviewer some flexibility to use their own “expert knowledge”.
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## Program Review Ranking- Timeline and workflow information for new members

### Fall =

IPR Training – Designed by the validation team to train writers. There will be three separate training sessions (grouped by department) for IPR, APR (administrative), and SSPR (student services).

Those ranking the resources requests (IC) are also highly recommended to attend a training session.

Six training sessions will be held during Sept. 28<sup>th</sup> – Oct. 9<sup>th</sup>

**The IPR-** View program review template at: [dvc.edu/wepr](http://dvc.edu/wepr)

\*Comprehensive program review- completed every four years by every program. They are staggered so a quarter of the programs complete a PR each year

\* Annual program review- Any program may optionally complete a PR if they have a resource request

For scoring resource requests, we must primarily rely on the information contained in Section I (this the only section that is completed for the optional annual program review, designed to stand on own).

### Spring =

Validation occurs during Jan/Feb. On 2/3/15: PRs (comprehensive and annual) will be posted to the portal. We will have validators' comments available.

**Subcommittees-** Resource requests are separated into 12 categories of "need" (section I.E. in the IPR). The IC will form subgroups (of 3-5 members) based on these 12 categories to read and rank the requests within them.

*We will not rank:* E. 1 Permanent Staff Needs; E.2 Faculty Needs; E.11 Operating Budget Augmentation; E.12 Other needs

These are still included in the resource requests for qualitative assessment of unit and program needs. We need a way to capture and evaluate these themes.

*We will rank:* E.3 Equipment; E.10 Supplies Budget Augmentation = **Equipment & Supply Group**  
E.4 Technology/Hardware; E.5 Technology/Software = **Technology Group**  
E.6 Furniture/Fixtures; E.7 Facilities = **Facilities Group**  
E.9 Service Needs = **Other Group?**

*We will possibly rank:* E.8 Professional Development Needs

**Ranking and banding:** The subgroup members come together to agree on rankings, then place requests into bands. We need to agree on the same method for all sub-groups to band requests.

**Bands:** Used 4-5 categories in the past, and funding was given across each band

*E.g.* A = Top priority funding; B = Good, Recommend funding; C = Average; D = Only fund if excess funds available; F = Do not fund

Potentially, we could consolidate rankings and bands between all subgroups

The bands and ranks are reported to College Council and the Budget Committee, where final funding decisions will be made.

**Themes:** Additionally, we need to read program reviews for "themes" that will be reported to College Council

**Due Dates:** Preliminary rankings are due May 2016, the final report to the College Council are due Sept. 2016



**Program Review Ranking- Timeline and workflow information for new members**

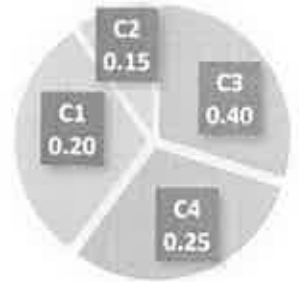
**Rubric we are updating for scoring:**

We are loosely using a weighted sum model for multi-criteria decision making. A weight is assigned to each category, depending on how important it is in the decision (should we fund this?).

Alts. = resource requests we are ranking scoring

	C <sub>1</sub>	C <sub>2</sub>	C <sub>3</sub>	C <sub>4</sub>
<b>Alts.</b>	0.20	0.15	0.40	0.25
A <sub>1</sub>	25	20	15	30
A <sub>2</sub>	10	30	20	30
A <sub>3</sub>	30	10	30	10

C = what categories we are scoring  
Weight we assign to each category.



The weights are transformed to a score (quantitatively valid scale that has a wide enough range for ranking).

To score resource requests, categories are described in a concise and easy to use 1 page rubric that is accompanied by a glossary of terms. *E.g.* rubric from last cycle of review.

IC Program Review Ranking Rubric 2-11-11  
Scoring Categories and Guidelines

Yes/No	<b>Link to Strategic Directions</b> Does the request demonstrate a valid and well-founded link to at least one of the college (and/or district) strategic directions?
1-10	<b>Student Success/Access</b> To what degree (1-10) does the request/recommendation address student success/access?
1-5	<b>Degree and Scale of Impact</b> To what degree (1-5) will the request/recommendation have an impact on the identified area? 1 _____ 3 _____ 5 Minor Moderate Major
1-5	What is the scale (1-5) of the potential impact? 1 _____ 3 _____ 5 Small # of students Moderate # of students Campus-wide



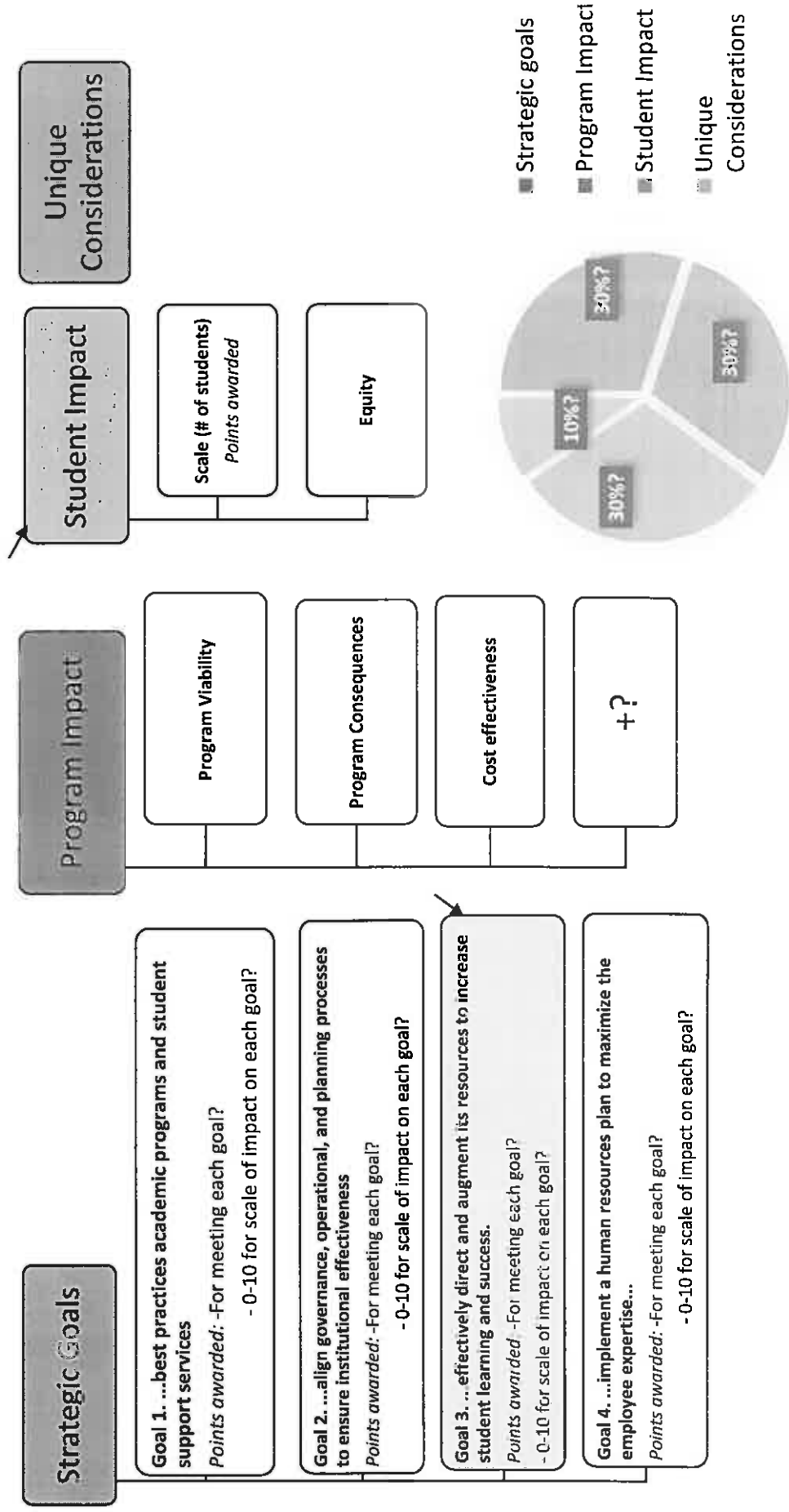
## Program Review Rubric

Goal: Determine Scoring Categories to include in rubric

### Previous categories:

- Link to strategic directions
- Degree and Scale of Impact
- Alternative Funds Available? (REMOVE)
- Unique Considerations
- Student Success/Access
- Consequences: Program/Area Viability
- Safety Regulation (REMOVE)

### Suggested categories:



What percent of total points should each category be weighted?

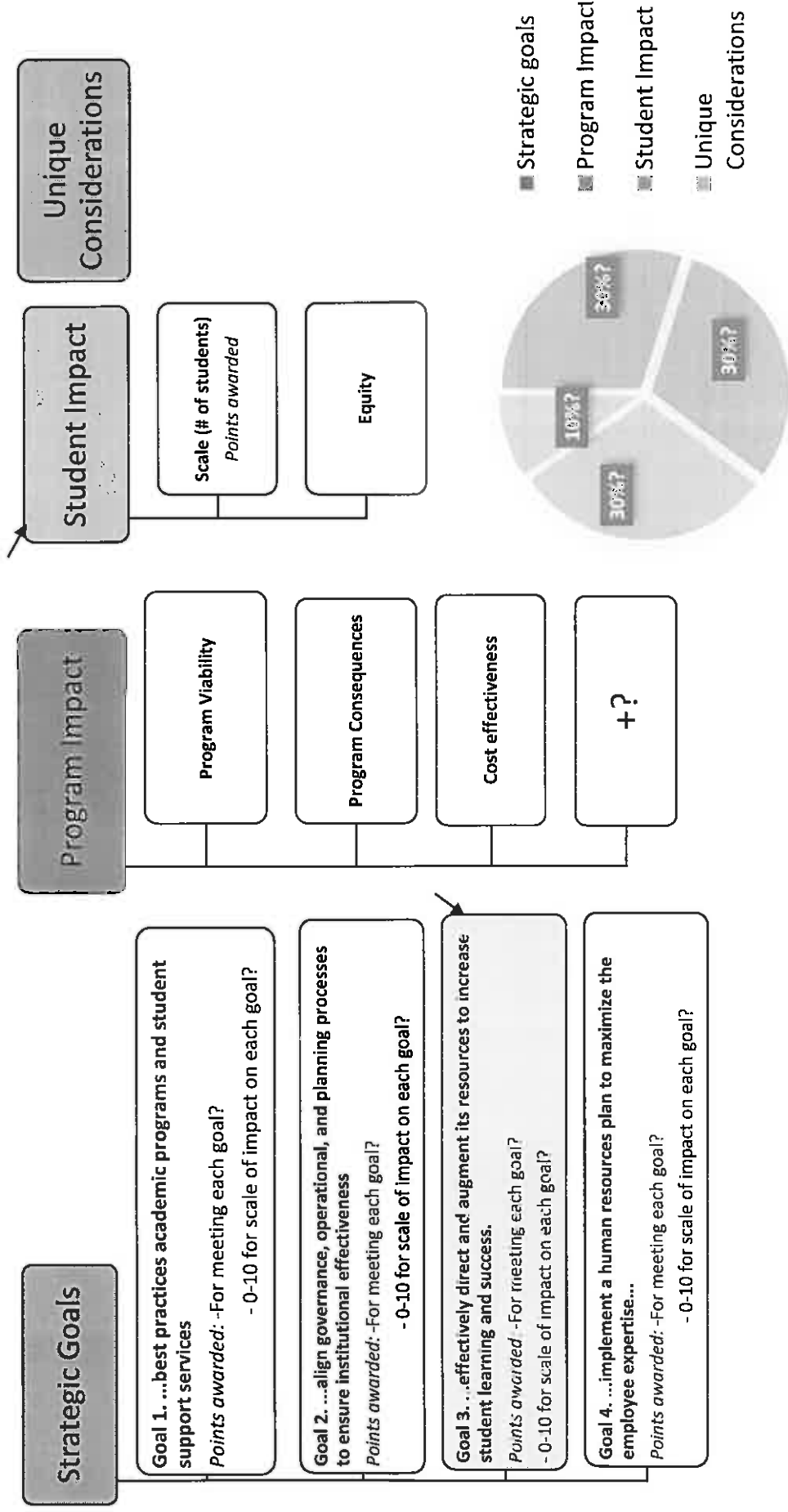
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#### Suggested categories:



What percent of total points should each category be weighted?