

College Wide Professional Development Committee

Revised: September 15, 2008
Revised: September 20, 2010
Revised: October 10, 2011
Accreditation Standards III.A.8 and III.A.14

Charge and Function:

- Create and recommend annual or biannual professional development (PD) goals to College Council.
- Based on PD goals, define priorities for evaluating categorical funding requests for individual, programmatic, and institutional activities.
- On a monthly basis, review and approve funding requests that seek categorical funds.
- Revise College's Professional Development Plan.
- Provide a forum for communication and collaboration between the constituency-based PD Committees and other governance committees.

Meeting Times/Days: Once a month during the academic year.

Monthly funding review and approval may be completed online and/or in-person as needed.

Reporting Status: Reports to the College Council

Chair and/or Co-Chairs: Selected by committee members

Membership (6 voting; 4 non-voting):

Role	Voting	Affiliation
Dean	Yes	Library, Educational Technology, and Learning Support
Faculty Development Coordinator	Yes	Faculty Development Committee (chair)
Professional Development Facilitator	Yes	Classified Staff PD Committee (chair)
1 Faculty	Yes	Any discipline
1 Classified Staff	Yes	Any department
Manager (<i>or proxy</i>)	Yes	Accounting/Business and Admin (ex officio)
Manager <non-voting>	No	Strong Work Force/Perkins funds
Manager <non-voting>	No	SEA funds (Student Equity/BSI/SSSP)
Manager <non-voting>	No	Guided Pathways funds
Student Representation	No	ASDVC appointee

Term of Membership: Two years with opportunity for renewal

Institution Set Standards and Stretch Goals
 RPEC Recommendations to College Council 9/15/18
 Presented to Academic Senate 9/25/18
 Approved by the Classified Senate 10/19/18
 Approved by the Academic Senate 10/30/18
 Vote at College Council 11/7/18

Institution Set Standard (Floor)
Topic **Years** **Actuals** **Stretch Goal** **Recommended changes**
Job Placement Rate

2013-2014	69.12	varied	n/a	May 2018: CC voted a 10% increase in stretch goals, based on values not percentages
2014-2015	69.12	varied	n/a	
2015-2016	69.12	varied	n/a	
2016-2017	69.12		n/a	
2017-2018	69.12		n/a	
2018-2019	set by Perkins		varied +.5%	We have many program with varied placement rates RPEC proposal #1: since this is reported in percentages, change the stretch goal to be plus 0.5% per year up to a max of 100% for next 3 years based on the most recent years data. This lines up with what we did for course success percentages
2019-2020	set by Perkins		varied +1%	
2020-2021	set by Perkins		varied +1.5%	

Examination pass rates

2013-2014	69.12	varied	n/a	The Annual Report historically has not asked for stretch goals on this item. The new form does.
2014-2015	69.12	varied	n/a	
2015-2016	69.12	varied	n/a	We have 2 exams - dental hygiene and dental assisting RPEC proposal #2: since this is reported in percentages, change the stretch goal to be plus 0.5% per year up to a max of 100% for next 3 years based on the most recent years data. This lines up with what we did for course success percentages
2016-2017	69.12		n/a	
2017-2018	69.12		n/a	
2018-2019	set by Perkins		varied +.5%	
2019-2020	set by Perkins		varied +1%	
2020-2021	set by Perkins		varied +1.5%	

Course completion

2014-2015	72%	74.50%	n/a	May 2108: CC voted .5% increase in stretch goals for next 3 years, based on 2017-2018 number RPEC Proposal #3: leave the floor here as 72%. Revisit at the end of 2021
2015-2016	72%	74.50%	n/a	
2016-2017	72%	75.60%	n/a	
2017-2018	72%	76.10%	n/a	
2018-2019	72%	76.60%	76.60%	
2019-2020	72%	77.10%	77.10%	
2020-2021	72%	77.60%	77.60%	

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Institution Set Standard (Floor) **Actuals** **Stretch Goal** **Recommended changes**

Topic **Years** **Degrees Awarded**

2014-2015	573	1163	n/a
2015-2016	573	1470	n/a
2016-2017	573	1463	n/a
2017-2018	573	2126	n/a
2018-2019	1701	2339	
2019-2020	1701		not set yet
2020-2021	1701		not set yet

May 2018: CC voted a 10% increase in stretch goal for 2018-2019 based on 2017-2018 number

RPEC Proposal #4: make floor here 20% less than the 2017-2018 number. Revisit at the end of 2021

Certificates awarded

2014-2015	561	964	n/a
2015-2016	561	945	n/a
2016-2017	561	1041	n/a
2017-2018	561	1515	n/a
2018-2019	1212	1889	
2019-2020	1212		not set yet
2020-2021	1212		not set yet

May 2018: CC voted a 10% increase in stretch goal for 2018-2019 based on 2017-2018 number

All of these include ONLY Chancellor's Office approved certificates

RPEC Proposal #4: make floor here 20% less than the 2017-2018 number. Revisit at the end of 2021

Transfers

2014-2015	1674	2271	n/a
2015-2016	1674	2291	n/a
2016-2017	1674	2434	n/a
2017-2018	1674	need to get	n/a
2018-2019	need to get - 20%		need to get +.5
2019-2020			plus .5
2020-2021			plus .5

May 2018: CC voted a 10% increase in stretch goal for 2018-2019 based on 2017-2018 number

2107-2018 CSU plus UC transfer = 1964. Waiting on transfer # to privates and out of state

RPEC Proposal #4: make floor here 20% less than the 2017-2018 number. Revisit at the end of 2021

EMP Vision Statement

At Diablo Valley College, we empower and transform ourselves and our community through educational excellence, equity, and inclusion.

Proposed Mission Statements

Work Group Revised Proposed Mission Statements

- We are committed to the intellectual, scientific, artistic, psychological, and ethical development of all students by empowering them to learn, achieve their goals, and contribute to their communities.
- We inspire, educate and empower students to achieve their goals, transform their lives and their communities.

Academic Senate Endorsed Mission Statement

- We inspire, educate, and empower students to transform their lives and their communities.

Classified Senate Endorsed Mission Statement

- We inspire, educate and empower students to achieve their goals and transform their lives and communities.

For consideration - additions to meet accreditation standard

Expand to include at the end of the sentence

- by providing opportunities to earn degrees, certificates, transfer and expand their career and personal development.
- by advancing their goals which includes earning degrees, certificates, transfer, career and personal development.
- by providing opportunities to earn degrees and certificates, to prepare for transfer to four-year colleges and universities, to develop work skills and for personal improvement.

Expand by adding an additional sentence

- We provide opportunities for people in our community to earn degrees and certificates, to prepare for transfer to four-year colleges and universities, to develop work skills and for personal improvement.

DVC Procedure 4100.01
RESEARCH PROTOCOLS

Campus-wide research, surveys or questionnaires shall be consistent with the college's mission, values and Educational Master Plan goals. The purpose of this procedure is to ensure that all research conducted at DVC will advance data-informed decision making which improves student success and promotes quality education and improved institutional effectiveness. Any data that can be broken to the individual student level must be kept confidential to protect student identities. Data must be protected and stored safely.

Research from existing data source

DVC employees wanting to access data from the college or district that is not openly available on the district website should submit the online research request form, which is then automatically forwarded to the Dean of Institutional Effectiveness and Accreditation for approval. The form can be found in Insite, under the Resources tab.

Research conducted within a department or program

DVC employees wanting to conduct research activities that are directly tied to their assigned department or program are able to do so and are not required to submit a request for approval. This includes service area evaluations of programs and special event effectiveness. (An example of something not directly tied to an assigned department or program is research an individual may want to conduct as part of a personal dissertation project.) All research will require the informed consent of the participants and all people must be given the choice to opt out of participation in the project if they desire. Individuals may contact the Dean of Institutional Effectiveness and Accreditation for guidance.

Research conducted outside a department or program for new data acquisition

Employees wishing to conduct research beyond their individual department or program are required to complete the On-Campus Entity Research Request Form which is available on the Research, Planning and Evaluation Committee webpage. Materials including but not limited to surveys and focus groups questions must be attached to the form. All research will require the informed consent of the participants and all people must be given the choice to opt out of participation in the project if they desire. The Dean of Institutional Effectiveness and Accreditation will consult with the Research, Planning and Evaluation Committee (RPEC) to review the research requests and instruments prior to approval. The RPEC will make a recommendation to the College Council about the project. After the College Council makes a decision, the Dean of Institutional Effectiveness and Accreditation will inform the person who put in the request of the outcome.

When college-wide research requires the collection of data from students and may necessitate asking instructors to utilize portions of a class hour, efforts shall be made to limit the frequency of the class disruptions and the and length of the research instruments.

Draft History: 9/12 at RPEC, 9/19 at CC, 9/26 at RPEC. RPEC reviewed 10/24. To College Council on 11/7, Classified Senate 11/7, Academic Senate 11/13, Academic Senate 11/20, College Council 11/21

Research conducted by a non-DVC entity

Anyone not directly affiliated with the college who would like to conduct research about students or employees of the college must complete an Off-Campus Entity Research Request Form. All research will require the informed consent of the participants and all people must be given the choice to opt out of participation in the project if they desire. The form must be submitted to the Dean of Institutional Effectiveness and Accreditation who will consult with the Research, Planning and Evaluation Committee (RPEC) for approval. Submissions will be considered at the first RPEC meeting in the months of September, November, February and April. The RPEC will make a recommendation to the College Council about the project. The Dean of Institutional Effectiveness and Accreditation will inform the researcher about the final decision.

Accreditation Standard: I.B.4

Approval History:

ADOPTION: May 17, 2004

DVC Research Request – Internal

(For internal campus employee use only)

Today's Date *

 / / 

MM DD YYYY

Your Full Name *

First Last

Email *

Department/Program *

Manager/Supervisor's Name *

First Last

1. All research requests require prior approval from an area manager/supervisor. Has your supervisor approved this research request? *

- Yes
 No

2. What type of project is this request for? *

- State or Federal reporting
 Grant proposal or reporting
 Program review
 Accreditation
 Shared governance, advisory, or committee group
 Program, course, or department-level project
 Learning Outcome (SLO, PLO, SAO, ILO)
 Other

3. What is/are your research question(s)? What would you like to know?

(Ex: My students pass my class or courses in learning community, but are they graduating? How long does it take them to graduate?) *

4. This request is fulfilling which phase of your inquiry? *

<https://dvclib.wufoo.com/forms/dvc-research-request-internal/>

4. This request is running which phase of your inquiry:

- Discovery. I am gathering information to better understand my program/process.
- Planning/Designing/Redesigning. I am designing my program/process and would like the research to inform the development.
- Implementation. I have implemented a program/process and would like to know how it is doing.
- Evaluation. The program/process has been in place for some time and I want to identify gaps and areas to improve.

5. What do you need help with? *

- I need to gather and/or analyze data
- I need to develop a questionnaire for a survey or focus group
- I need a student list for outreach or recruitment
- I need training to use an online tool or database
- I need help identifying potential funding sources for my research
- Nothing
- Other

6. What are the parameters of your project?

Check All That Apply *

- a. Student characteristics (gender, ethnicity, first time college student, returning student)
- b. Time period being assessed (e.g., fall 2015 – fall 2017)
- c. Course tracking (specify the term, course name, course section number, and CRN)
- d. Desired outcome (retention, persistence, graduation, degree, transfer)

7. How often will you be conducting this research? *

- One time only
- Each term
- Annually
- Other

8. How will you get the informed consent of your participants? *

9. How will you safely store the data you acquire? *

10. Please list other departments or areas that may be impacted by this data. Is it necessary to coordinate your research project with other departments or areas? If yes, have you contacted the other areas? *

11. Attach files of your instruments here: *

No file chosen

DVC Research Request – External

(For use by non-DVC employees)

Today's Date *

/ / 
MM DD YYYY

Your Full Name *

First Last

Email *

Affiliation *

Phone Number *

- -
####

1. What is/are your research question(s)? What would you like to know? *

2. Describe your methodology for this research. *

3. Who will be the participants of your research? *

4. How will you get the informed consent of your participants? *

5. Has your research been approved by an Institutional Review Board at another institution? (If yes, please upload your IRB approval from your home institution).

- Yes
- No

6. How will you safely store the data you acquire? *

CCSSE survey supplemental questions

RPEC Edited Draft

October 24, 2018

Tutoring

1. During the current academic year at this college, which response best describes your experience with tutoring services on campus?

- a. I have used tutoring
- b. I do not use tutoring since I do not know where to get tutoring help
- c. I do not use tutoring since I do not have time to go to tutoring
- d. I do not use tutoring since I don't want to work with someone I don't know
- e. I do not use tutoring since I don't feel I need it

2. Tutoring has been proven to boost student success for those who use it. Of these choices, what would most persuade you to get tutoring at the college?

- a. If it was required by instructor
- b. If it was recommended by instructor
- c. If extra credit was offered to attend
- d. If more tutoring hours available
- e. It is was online and available 24 hours a day

3. When would you most prefer to use face-to-face in person tutoring?

- a. 8:00 am -12:00pm weekdays
- b. 12:00-5:00pm weekdays
- c. Evenings after 5:00 pm weekdays
- d. Fridays
- e. Saturdays

Compressed calendar

4. Before fall 2018, DVC had a traditional "finals week" where classes ended and finals were given in the next week. In fall 2018, the college got rid of the separate finals week and instead had a new system with finals during the last week of class. How did this impact you?

- a. I was not a student at DVC in fall 2018, so I did not experience this structure.
- b. I was a student at DVC in fall 2018. I like the new system with and support keeping it this way in the future.
- c. I was a student at DVC in fall 2018. I did not even notice there was a change and it did not seem to have an impact on my success.
- d. I was a student at DVC in fall 2018. I strongly disliked the new system and would like the traditional finals week format to return.

Obstacles

5. Which one of the following, if any, poses the biggest obstacle to your academic progress? (same as Q10 in 2016).

- a. I have a lack of motivation/lack of interest
- b. I have poor time management
- c. I have poor study skills
- d. I was not prepared for the difficulty level of the course work
- e. none of these have been obstacles to me

6. Which one of the following, if any, poses the biggest obstacle to your academic progress?

- a. I need to work a lot of hours at a job
- b. I have food and housing insecurity
- c. I have had a lack of counseling/academic advising
- d. Family responsibilities take up my time
- e. I do not face any of these obstacles

7. Have you ever not been successful in a class at this college? What was the reason?

- a. This doesn't apply to me, I have been successful in all my classes here
- b. the professor was not a good teacher
- c. the class had too much work
- d. the class was boring
- e. the class was too difficult, I did not understand the content

8. Thinking about your best class at this college, which was the most important thing that contributed to your success?

- a. The teaching style of the faculty member
- b. The content of the class
- c. I felt connected to the teacher and that they cared about me
- d. I was connected to other students in the class
- e. None of the above

9. What would be the most effective way for you to learn about financial aid and other financial resources that are available to you?

- a. The campus website
- b. In-class presentations about it
- c. Workshops
- d. Direct communication with me through email
- e. Direct communication with me through texts

10. What is the biggest obstacle you face that hurts your ability to succeed in college?

- a. Child care
- b. Cost of textbooks, tuition, and course materials
- c. Transportation cost or availability
- d. Lack of food
- e. I do not face any of the listed obstacles

11. When you enrolled in classes for this semester, how was your experience with the technology involved in the process?

a. It was easy, I used the enrollment app and I had no problems enrolling in my classes.

b. It was easy, I used the website and I had no problems enrolling in my classes.

c. It was difficult, when I used the enrollment app I had problems with the technology involved in the process.

d. It was difficult, when I used the website I had problems with the technology involved in the process.

12. Have you ever chosen not to take a specific class due to the cost of a textbook or of required materials?

a. Text and materials costs have not made any difference in my choices for what classes I have taken.

b. Text and materials costs have forced me to take less classes than I would have liked to take.

c. Text and materials costs have forced me to work more to pay for the costs.

d. Text and materials costs have forced me to share materials with another student.

e. I have taken less classes, had to work more, and been forced to share materials because of the high cost of textbooks and materials

13.

Facilities and stickiness – quad, bookstore etc – usage and enjoyment – cultural connection to gather and study

Could you use additional spaces on campus to study etc? Toni F to propose a facilities question

Safety – Toni F to propose a safety question

Multiple measures - Becky to ask English and math on Friday about it

Do you feel you are in the right class? Or something similar?

Professional Development and Research/Data/Planning/Evaluation

RPEC plus PD 11/1/18 draft

Outcome Goals

1. There will be a culture of consistent use of data to inform our decisions as described in the Educational Master Plan. The culture includes democratization of data, sharing of best practices, and engagement of faculty and staff. The culture shifts us from only evaluation, where we only rate how we are doing, to a stance of institutional learning, inquiry and exploration.

2. A robust training program will be established, which meets our varied needs for data use and evaluation with an equity lens. This will include faculty, staff and management needs.

A. Individuals will know how to access existing data sources and to understand what they find. This understanding will inform decisions, which will improve student success and institutional effectiveness.

B. Individuals who want data will know how to develop a research question and then will know whom to work with to answer it.

C. There will be a variety options for training. Some will be short stand-alone sessions, some will part of a complete series and some will be online only. Trainings will be offered on both campuses as much as possible.

D. Trainings will be interactive and hands-on.

E. People will have the ability to construct arguments with their data. For example, the scheduling committee examines numbers and discusses the stories behind the numbers when making decisions.

3. The college will expand its research narrative to accept other types of data beyond only numbers. For example, narrative data from students.

Professional Development Needs – Items which could be stand-alone trainings and/or could be incorporated into a larger programmed sequence

All Need

- Ability to find existing data & what is where (SQL, Tableau, Launch Board, Library database, Starfish)
- To put in what is possible with existing data
- Understand it
- Be able to identify its “truthiness”
- Writing surveys/interpreting survey results
- Writing research questions
- Budgeting

Discipline Faculty Need

- Get data to right places
- SLOs/PLOs/ILOs
- Demand analysis
- Extracurricular connections
- Student empowerment
- Classroom research
- Student recruitment/tracking (Starfish)
- Placement/assessment & results (what do they do? How do they do?)

Counselors Need

- Access to needed data
- Starfish queries/coding
- Service area outcomes and SLOs/PLOs/ILOs

Student Services Units Need

- Get data to right places
- Service area outcomes
- Demand analysis
- Extracurricular connections
- Student engagement

Other Programs (Learning Communities, Vets, EOPS, etc.) Need

- Enrollment data
- Required reporting outcomes
- Demand analysis
- Recruitment data/tracking
- Service area outcomes and SLOs/PLOs/ILOs

Career Education Needs

- Community & workforce trends/demand
- SLOs/PLOs/ILOs
- Employment data

Committees Need

- Planning and evaluation

The Institution Needs

- Demographics
- Success (transfer, degree, cert) after completion
- Community need analysis

Prioritized List of Needs

1. How to find and use existing data (datamart, existing reports, etc)
2. Starfish training
3. Program review training – scheduled for November 7 at 2:30 in H 107

Different Levels of Activities We May Do

1. Stand alone short trainings on particular items (F2F and online)

For example: how to use your PR data

For example: at a dept meeting or division meeting

For example: a training at opening day

For example: for new faculty - Nexus

2. Sequences of short trainings (F2F and online)
3. Sharing existing training material
4. Data coaching

Next Steps & Timeline

1. October & November: Finalize this draft list of priorities by RPEC and PD. Bring to governance for additional feedback.
2. November 7: New Training: Program Review Data with Rene
3. Fall: Look at existing online options and putting on the RPEC webpage. Becky will work on.
4. Fall: Screencast videos on here's how you login to existing items. Becky will work on.
5. Fall: See if effective data use can become a charge given to all committees that becomes part of their goals for next year. Laurie to bring up with talking about committees at the College Council.
6. Fall: Develop a strand for January flex week on data use (data for learning, how to use the existing data, how to do a research question/a queue, existing resources). PD and RPEC to continue to discuss.
7. Fall: Planning for next year with a schedule – including outreach to groups to see what they want. Perhaps a short survey of needs is needed.
8. Fall: develop a proposal for a data coaching program with goals and description. Rene and Kenyetta to look at the SMC program.
9. ? PD Strategic Plan – Incorporate this work as part of it??
10. Will Cornerstone provide the needed calendar function and if yes, when?

Short term to-do list:

How do we bring this to the next level?

Work on outcomes – condense and clarify – get them on paper and have us agree on them. Kris brings to the next PD meeting – and/or the PD coordination group. And we review those here.
~~Becky and Kris to edit.~~

Short term – list of needed one offs and what format works for those

Rosa and Becky continue to reach out to CUE

Laurie to bring CC on committees charge & function

Rene and Kenyetta look at the SMC data coaching materials