

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

In Fall 2017, the Guided Pathways Steering Team created an 18-month work plan that articulated goals and activities. In the plan, each Design Team specified what it planned to do over that period. The 18-month plan went through the college governance process that fall and was submitted to the state. Over the last 10 months, there have been slight modifications to the activities on the plan. In some situations, groups were able to move faster in completing tasks and in other situations, they moved slower. The plan has been edited accordingly to reflect the Design Teams' work.

With the enactment of AB 705, the external situation changed significantly. Given the far-ranging impact of the law on the College's processes, procedures and curriculum, the Guided Pathways Steering Team voted at the October 19, 2018 meeting to change the focus of Design Team work so that all teams are now working primarily on the Entry phase of the student experience. The Guided Pathways Steering Team has therefore altered its 18-month plan to facilitate the required implementation of that law by Fall 2019., the group Work will center on meta-majors and the features that comprise them, with focus on the Entry phase across all five Design Teams. On November 2, the group voted to move forward with the creation of a student advisory group to formalize the process of collecting student input to inform our work.

Institution Set Standard

Topic Years (Floor) Actuals Stretch Goal Recommended changes

Topic	Years	(Floor)	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	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
	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%	

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	
2016-2017	69.12		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
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%		
2019-2020	72%	77.10%		
2020-2021	72%	77.60%		

Institution Set Standard (Floor)

Topic	Years	Actuals	Stretch Goal	Recommended changes
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Degrees Awarded

2014-2015	573	1163	n/a	
2015-2016	573	1470	n/a	May 2018: CC voted a 10% increase in stretch goal for 2018-2019 based on 2017-2018 number
2016-2017	573	1463	n/a	
2017-2018	573	2126	n/a	RPEC Proposal #4: make floor here 20% less than the 2017-2018 number. Revisit at the end of 2021
2018-2019	1701	2339		
2019-2020	1701		not set yet	
2020-2021	1701		not set yet	

Certificates awarded

2014-2015	561	964	n/a	
2015-2016	561	945	n/a	May 2018: CC voted a 10% increase in stretch goal for 2018-2019 based on 2017-2018 number
2016-2017	561	1041	n/a	All of these include ONLY Chancellor's Office approved certificates
2017-2018	561	1515	n/a	
2018-2019	1212	1889		RPEC Proposal #4: make floor here 20% less than the 2017-2018 number. Revisit at the end of 2021
2019-2020	1212		not set yet	
2020-2021	1212		not set yet	

Transfers

2014-2015	1674	2271	n/a	
2015-2016	1674	2291	n/a	May 2018: CC voted a 10% increase in stretch goal for 2018-2019 based on 2017-2018 number
2016-2017	1674	2434	n/a	2107-2018 CSU plus UC transfer = 1964. Waiting on transfer # to privates and out of state
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	RPEC Proposal #4: make floor here 20% less than the 2017-2018 number. Revisit at the end of 2021

Draft History: 9/12 at RPEC, 9/19 at CC, 9/26 at RPEC. RPEC reviewed 10/24. College Council on 11/7 (tabled), Classified Senate 11/7, Academic Senate 11/13 (tabled), Academic Senate 11/27, Academic Senate 12/11, College Council 12/12

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.

Draft History: 9/12 at RPEC, 9/19 at CC, 9/26 at RPEC. RPEC reviewed 10/24. College Council on 11/7 (tabled), Classified Senate 11/7, Academic Senate 11/13 (tabled), Academic Senate 11/20, Academic Senate 11/27, College Council 12/05

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.

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? *

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

4. This request is fulfilling 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? *

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? *

College Council **DRAFT REVISIONS**

(Most recent version found on webpage)

(Established 8/19/2015)

Introduction:

The college has established the College Council as its college-wide governance body to support, facilitate and monitor the overall progress of the college toward achieving its goals as established in the DVC Educational Master Plan. The college's goals are informed by many internal and external sources, such as the college's mission, vision and values, program review, college wide planning, the Academic Senate, state, federal or accreditation mandates, or other sources. Although College Council has an explicit governance role in the advancement of college goals, every employee, governance body, committee, task force, work group, unit, and program of DVC shares the responsibility of helping the college achieve its goals. [I, III.A.1, IV.A.1]

College Council aligns the college's annual goals and priorities with the goals of the college Educational Master Plan through a collaborative, transparent governance process (DVC procedure 1009.1). College Council sets measurable, expected outcomes based upon these annual goals and priorities. To achieve these expected outcomes, the college prioritizes its activities. College Council is responsible to ensure that the college engages in continuous, broad-based, systematic evaluation and planning based on the college's goals, annual priorities and outcomes to improve institutional effectiveness and inclusive academic excellence. [I.B.9]

Charge and Function:

College Council supports the following institutional responsibilities:

1. The college will have established priorities for its annual work supporting student success and institutional effectiveness. [I.B.3]
College Council becomes informed about the goals in the DVC Educational Master Plan and in all college plans and facilitates the establishment of the college's annual goals and priorities through a collaborative and transparent governance process (DVC procedure 1009.1).
College Council recommends the college's annual goals and priorities for that year. [I.B.1]
2. The college will have annual measurable, expected outcomes/goals to achieve. [I.B.3]
College Council calls for quantitative and qualitative data and analysis to understand the college's previous year's progress toward the goals of the DVC Educational Master Plan and annual goals.
College Council will facilitate the establishment of these outcomes through the governance process.
College Council establishes measurable, expected annual outcomes/goals for the college's priorities for that year. [I.B.3, I.B.4]

3. The college will have college-wide plans that are aligned with DVC's Educational Master Plan, mission and external mandates to support equitable student success through ~~inclusive excellence~~. [I.A.3]

College Council will develop a process and timeline for the review of all college plans.

College Council will monitor the alignment of all college plans with DVC's Educational Master Plan, mission statement and external mandates. [I.A.3]

4. The college will achieve its annual outcomes/goals.

College Council facilitates and supports the college's work toward achieving these expected annual outcomes/goals.

5. The college assesses accomplishment of its prioritized expected outcomes/goals. [I.B.5]

College Council synthesizes the annual summative review of all activities undertaken under all college plans and other mandates to determine the extent to which the college has achieved its annual expected outcomes/goals. [I.B.5]

6. The college has a budget that is aligned with the college's priorities. [I.B.4]

College Council ensures that a college budget is developed, transparent, and aligned with the college's annual priorities and long term goals.

7. The college will allocate resources for maintenance of effort, institutional effectiveness and innovation aligned with the annual priorities and goals that support student success and institutional effectiveness. [I.B.6, I.B.9]

College Council assesses resource allocation recommendations from Program Review and college-wide plans to insure that the resources support the colleges' progress towards its annual priorities and goals. [I.B.9]

8. The college will have effective and current policies and procedures. [IV.A.2]

College Council will establish a process and timeline for the regular review of all DVC Procedures for effectiveness and currency. (Excludes academic and professional matters as defined in DVC Procedure 1009.01, Board Policy 1009, District Administrative Procedure 1009.01 and Title 5, Section 53200). [I.B.7]

9. The college has governance roles clearly defined in policy that are designed to facilitate decisions that support student learning programs and improve institutional effectiveness. (IV.A.3)

College Council will ensure there are governance policies and procedures, well defined transparent structures and roles for constituency participation and decision making aligned with expertise and responsibilities. These policies, transparent structures and roles will be regularly evaluated and communicated across the institution as the basis for improvement. Both college-wide and operational committees report to College Council on a regular basis.

Reporting Status: College President

College Council Membership

Membership on the College Council is composed of representative leaders from faculty, classified staff, and students, and leadership from the college's core functional areas: instruction, student services and auxiliary services (e.g., business, facilities, technology). This structure is intended to assure that decisions by the College Council are based on well informed, timely and widely discussed input through the governance structure. Members of College Council, in their leadership roles in Academic Senate, Classified Senate and ASDVC, facilitate dialog with their respective constituencies. Membership also includes co-chairs of the Research, Planning and Evaluation Committee, the Program Review Committee, Budget Committee and Student Equity Achievement Program Committee to insure that College Council decisions are data informed and college wide efforts are integrated to advance college goals.

Classified staff:

Classified Senate President

Classified Senate Vice-President (co-chair)

Faculty:

Academic Senate President

Academic Senate Vice-President (co-chair)

Management:

Vice President of Instruction

Vice President of Business and Administrative Services

Vice President of Student Services

Interim Dean of Institutional Effectiveness and ALO

Students:

ASDVC President

ASDVC representative

Co-chairs:

Program Review Committee

Research, Planning and Evaluation Committee

Student Equity and Achievement Committee

Budget Committee

Note: At least one of the representatives from classified, faculty, or management will be from San Ramon Campus, on a rotating basis.

The DVC College President serves as a non-voting member.

Term of Membership: Based upon length of the position identified to serve on the council.
~~Two years, may be reappointed for one additional term.~~

EMP Vision Statement

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

DVC Mission Statement

Revised Draft

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

We guide students to achieve their goals by awarding degrees and certificates, preparing them for transfer to four-year colleges and universities, entrance to and advancement in careers and personal growth.

Mission Statement Ideas

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.

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, entrance to advancement in careers and for personal growth.

Student Advisory Council

PURPOSE:

As DVC recognizes the value of student perspective, this Council informs the recommendations and decisions of the Guided Pathway Steering Team (GPST) as it strives to improve DVC's student experience and success. By sharing what is working, what needs fixing, and what would make the DVC experience better from a student perspective, the Council will provide unique information as part of the GPST to the student experience stages: connect, entry, through, and out. The Student Advisory Council will inform if considered actions will be useful, meaningful, and effective. It is expected the Council will be an important GPST partner, especially in meeting our tangible goals of increasing retention, decreasing completion time and closing the equity gaps.

PROPOSED TARGETED STUDENT DEMOGRAPHIC REACH

Measures will be taken for the SAC to reflect our diverse student demographics, their career and educational goals at the Pleasant Hill and San Ramon campuses. Some students may fill multiple areas with an important focus on diversity, equity, ethnic and racial representation. The following student profile describe categories of interest. Individual students may represent more than one category:

- AB540 and otherwise undocumented
- ASDVC/ICC representative
- Black Student Not Enrolled in any special program or learning community
- CalWORKS/CARE
- Career-Changers
- CE Student
- Concurrently enrolled student
- Current/former foster care
- Developmental ed student
- Disabled Services Student
- Dismissal/Probationary Student
- EOPS Student
- ESL
- Evening student
- Filipino student
- Financial Aid student
- First Year Student not involved in any programs
- FYE Student
- International student
- Latinx Student Not Enrolled in any special program or learning community
- LGBTQ Student
- Life-long learners (50+ yr)
- Native American student
- Part time student
- Puente Project Student
- Returning student (25-49 yr)
- San Ramon Campus
- Single Parent
- STEM Student
- Student Athlete
- Student from each GP phase
- Student in Process of transferring to 4 Year for Fall 2019
- Umoja Program
- Undecided Student
- Veteran Student
- Working student

Process for selection:

Students will be identified by reaching out to counselors or leads in associated areas to identify potential students.

Lead(s) of Student Advisory Council

4-6 hours/week of release or reassignment for a semester (renewal upon approval) to identify, train, assign students to teams and otherwise call on them as needed.

- be a point of contact for design teams who would like to present ideas to the student group
- working with the design teams, run the focus group sessions
- organize meetings and trainings of the students since they would need to be brought up to speed.
- Meetings with the students probably every other week.

- do the paperwork for payment of the students and the tracking of their activities
- be in charge of recruiting the students in the first place

Student Advisory Council membership and duties:

Establish a Council of 20-30 to work on providing input to Design Teams and work on various GP activities.
Create a team large enough to provide diversity, scheduling flexibility and assure student participation.
Student Advisory Council will meet with Lead 2 times per term for training including evening meeting times as well to accommodate evening students through different modalities.
Serve as representatives of a particular interest or identity group.
Work on task groups or special projects.

Student Acknowledgement and Incentive:

Students shall be paid at the student worker rate for participation on an hourly basis as approved by the Lead.
Students who complete a year of service will be recognized with a 'Certificate of Participation' that can be beneficial in their academic and career pursuits.

DRAFT