

**Program Review Committee
Membership List
Appointment Dates and Terms of Service, 2019-2020**

AREA REPRESENTED	CONSTITUENCY	COMMITTEE MEMBER	DATE APPOINTED	TERM ENDS*
Applied & Fine Arts	Faculty			
Biological & Health Sciences	Faculty			
Business Education	Faculty			
Counseling	Faculty			
English	Faculty			
Kinesiology, Athletics & Dance	Faculty			
Library & Learning Resources	Faculty			
Math & Computer Science	Faculty			
Physical Sciences & Engineering	Faculty			
Social Sciences	Faculty			
SRC	Faculty			
Administration	Classified			
Administration	Administration			
Instructional Services	Classified			
Instructional Services	Administration			
Ex-Officio	Administration			
Student Services	Classified			
Student Services	Classified			
Student Services	Administration			
Student Services	Administration			
Student Services/ <i>Instruction</i> , SRC	Classified			
Students, ASDVC	Student			
Students, ASDVC	Student			
<i>Foundations for College Success Committee</i>	<i>Committee Rep</i>	VACANT		
<i>Information Technology Committee</i>	<i>Committee Rep</i>	VACANT		
<i>Research and Planning Committee</i>	<i>Committee Rep</i>	VACANT		
<i>Matriculation Committee</i>	<i>Committee Rep</i>	VACANT		
<i>Workforce Development Committee</i>	<i>Committee Rep</i>	VACANT		

*Term of services: Three years years, staggered terms

2018-2019 2019-2020 Program Review Rubric

1. Link to strategic directive-DVC Vision

10 points possible	0-10	<p>Student Success: To what degree does the request justify a strategy (through one or more of the four college goals) to increase student success?</p> <p>To what degree does the request provide evidence of programmatic transformation that targets educational excellence, equity, and inclusion?</p> <p>0 _____ 5 _____ 10 None or unclear Minor Linked, but indirectly Moderate Strongly and directly linked Major</p>
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2. Student Impact

25 35 points possible	0-10	<p>Core Values: To what degree does the request address commitment to Equity, Excellence, and Student Learning?</p> <p>DVC Values: To what degree does the request address commitment to Equity, Excellence, and Student Learning?</p> <p>0 _____ 5 _____ 10 Minor Moderate Major</p>
	0-10	<p>Student Experience (Instructional and Student Services): To what degree does this request target increases in equitable student success in one or more of the four stages of the student experience?</p> <p>Student Experience (Administrative): To what degree does this request target changes to cultural and structural conditions that increase equitable student success in one or more of the four stages of the student experience?</p> <p>0 _____ 5 _____ 10 Minor Moderate Major</p>
	0-10	<p>Student Success/ Achievement Gap: To what degree does will this request target closure of achievement gaps for sub-populations of students across any or all five student success indicators: Access, Course Completion, Persistence, ESL/Basic Skills Completion, Degree/Certificate Completion and Transfer Rate</p> <p>0 _____ 5 _____ 10 Not supported Incomplete support Solid support</p> <p>Student Achievement: To what degree will this request support improvement and/or closure of achievement gaps for student success indicators such as: Access, Course Completion, Persistence, ESL Sequence Completion, Degree/Certificate Completion and Transfer Rate.</p> <p>0 _____ 5 _____ 10 Minor Moderate Major</p>

Commented [KS1]: Talk to Becky

2018-2019 2019-2020 Program Review Rubric

	0-5	College Scale: What is the scale of the potential impact in terms of number and percentage of students in the college? <div style="display: flex; justify-content: space-between; align-items: center;"> 0 3 5 </div> <div style="display: flex; justify-content: space-between; align-items: center; font-size: small;"> Small # Moderate# Campus-wide </div>

3. Program Impact

25 points possible	0-10	Consequences: To what degree will the request affect the ability of the area/program to continue to operate and function? <div style="display: flex; justify-content: space-between; align-items: center;"> 0 5 10 </div> <div style="font-size: x-small;"> 0 = Program could function the same without request 10 = Program could not function without request </div>
	0-10	Improvement: To what degree will the request have an impact on the identified area, allowing the program to improve and/or expand? <div style="display: flex; justify-content: space-between; align-items: center;"> 0 5 10 </div> <div style="font-size: x-small;"> 0 = no impact 5 = moderately improves & expands program, while having an effect on some students 10 = program could improve in way that effects the majority of students in the program, and may have college-level impact. </div>
	0-5	How well did the program justify the cost and need of the request? <div style="display: flex; justify-content: space-between; align-items: center;"> 0 5 </div> <div style="display: flex; justify-content: space-between; align-items: center; font-size: x-small;"> Not supported Highly supported </div>

4. Themes: Qualitative

What overall themes are found in this request?	Previous themes captured: Proliferation of technology; Campus-wide policies for tech and publications; Subject specific counseling; Reassign time; New themes
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The Research, Planning, and Evaluation Committee (RPEC), taking direction from College Council, supports the work of the college to achieve its Educational Master Plan, annual priorities and other objectives. The Research, Planning and Evaluation Committee supports data-~~driven~~ *informed* decision-making throughout the college thereby promoting a culture of evaluation. This Committee supports the alignment of all existing college plans.

Charge and Function

Research

The RPEC evaluates the data and research needs of the college.

The RPEC facilitates administration and evaluation of college wide research initiatives. When warranted, the RPEC communicates the results of the evaluation.

As per Procedure 4001.01, the RPEC serves as the research conduit for the college. The Procedure outlines the steps through which individuals within and from outside of the college submit research proposals and how those proposals are processed.

Planning

The RPEC makes recommendations to the College Council on college goals, provides summative evaluations of plans and activities, and makes recommendations for the future.

The RPEC works with college committees on the alignment of goals across planning documents.

This committee supports the College Council's efforts to set annual priorities.

Evaluation

The RPEC reviews research and data collected by the college and other sources, writes reports that interpret the data, and assists with developing instruments for projects.

The RPEC makes recommendations to the College Council on metrics.

Professional Development

RPEC, in collaboration with the Professional Development Committees, *the Classified Senate*, and the Academic Senate, facilitates activities and trainings about research, evaluation, and planning.

Special Projects

The RPEC completes special projects as directed by the College Council.

It works with the Academic Senate, Classified Senate, college committees, and others to align plans and activities with the Educational Master Plan.

It works collaboratively on district-wide planning efforts with the District Office and with Los Medanos and Contra Costa College.

Meeting Time and Dates: Every other Wednesday at 2:30 - 4:30 pm

Reporting Status: Reports to College Council

Co or Tri-Chairs: The Dean of Institutional Effectiveness, ~~and one person selected from the membership~~ *one faculty member selected by the Academic Senate, and one classified member selected by the Classified Senate. The RPEC will make the determination of which two of the three tri-chairs will represent the RPEC on the College Council.*

Membership:

Membership is drawn from all areas of the college, including both the San Ramon Campus and the Pleasant Hill Campus, and includes faculty, managers, classified staff, and students.

Members:

3 administration (The Dean of Institutional Effectiveness and two others)

5 faculty

2 classified staff

1 student

Term of Membership:

Three-year staggered terms, may be reappointed for additional terms.

Draft September 26, 2019