DISTRICT PROGRAM REVIEW MEETING AGENDA
MEETING DATE: NOVEMBER 5, 2019
12:50 P.M. – 1:50 P.M.
VIA ZOOM PHONE: 1-646-876-9923 / MEETING ID 672 113 0391

A. **Call to Order**

B. **Approval of Agenda:** November 5, 2019
Approval of Minutes: May 30, 2019

C. **Committee Members:** Alexis Gray, Anya-Kristina Marquis, Cynthia Morrill (Chair), David Torres,
Unable to attend: Susan Mills - Lijuan Zhai (Designee)
Guests: Greg Aycock, Wendy McEwen, Brandon Owashi, Sheila Pisa

D. **Discussion Items:**

- Revisit Statement of Purpose

District Program Review Committee Statement of Purpose
The District Program Committee is responsible for overseeing the best practices for program review within the district while supporting the autonomy of each college and fostering collegial discourse to maintain continuity for strategic planning and resource allocation within the District.

- The District Strategic Planning Council is in the process of changes within the structure of Program Review. There is a possibility this committee may be rolled into Strategic Planning and Institutional Effectiveness Council. Several factors must be considered including, but not limited to, how DPR changes will fit into the new role and/or the District's five-year plan. What impact, if any, will there be to the District's Strategic Plan Goals?

- Possibility of Co-Chair(s) vs. one Chair of the committee.

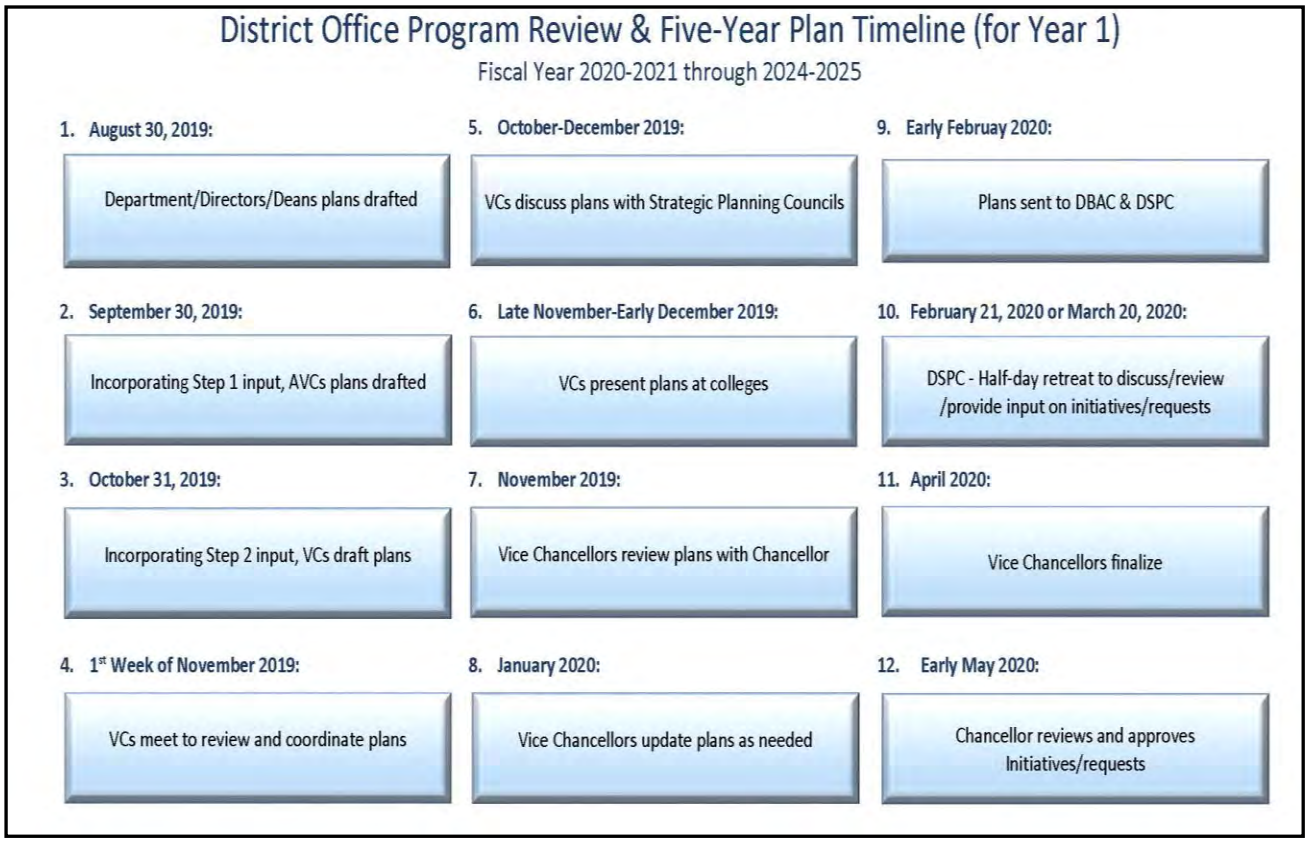
- Results/recommendations to update the information on the District website: https://www.rccd.edu/administration/educationalservices/ieffectiveness/Pages/ProgramReviewCommittee.aspx

E. **Information Items:**

District Committee Report

RCCD District Office Report to DPRC (11/5/2019)

1. District office is implementing the program review and five-year plan time line (Year 1). See below:



2. District office purchased the Nuventive which will be implemented in the fall of 2019.

3. District office is actively doing planning and program reviews based on the newly approved strategic plan. All the plans and program reviews will be submitted to Vice Chancellors in November.

Moreno Valley College Fall 2019 Committee Report

- All CTE Comprehensive Reports submitted Spring 19 were accepted as complete, with one exception. Reports are currently being uploaded to the MVC IPRC website.

- Program Review training sessions were offered weekly August-September 2019 at MVC to assist with Comprehensive Reports due Oct. 1. Ten program reports due, plus two overdue.

- The IPRC met in early October to review Fall Comprehensive Reports for completeness and accept reports or recommend revisions. For this meeting new committee members were partnered with more veteran committee members to lead discussions on reports.

- Fall Comprehensives: seven reports were accepted, one submitted requires further revisions, two not submitted, two overdue not submitted.

- Annual Checks for all disciplines except CTE (who just submitted Comprehensive Reports in May) were also due Oct.
    - 1. Deans are reviewing the Annual Checks. Some programs neglected to update the Annual Check as completed inNuventive, but it appears all checks were completed except one program.

- The IPRC website was updated in September with new 3 year cycle information, 2019-20 committee membership. The committee has grown significantly over the past several years.

- IPRC has begun to map the Program Review Institution Objectives to the current College Goals with department feedback.

- IPRC was made aware that the chair position will be up for election in spring of 2020.

Norco College Fall 2019 Committee Report

- We had a small number of annual updates that came in the spring.
- We designated a sub-committee to clarify the program review resource allocation process. From this committee we have developed a draft that has been presented to the committee and will be voted upon at the November meeting. I am attaching the draft below as an information item only. We expect more revisions to the draft before it is accepted but we expect it to be accepted before the end of the semester.
- We are working on integrating multiple platforms with Nuventive so we also expect that by the time the new Comprehensive cycle begins, we will have an entirely different system

Norco College

DRAFT Program Review Process: 2019-2020

Introduction

The program review process is an opportunity for each academic discipline or administrative unit (program) to evaluate their outcomes data and reflect on: 1. Current goals; 2. Set new goals; 3. Align program goals with college strategic goals; 4. Determine how the college can help the unit achieve their goals (through resource allocation or improvements to process and procedure). It is a chance for us to get an overall picture of how our various programs operate and document how they align with mission and contribute to the goals of the college. Program review is the beginning of our continuous improvement process; informs our decision-making and resource allocation process; and serves as the basis for strategic planning at the college.

For the purposes of program review, a program is an administrative unit, student services unit, or a discipline of study for which certificated staff (faculty) are hired based on the Academic Senate for California Community Colleges minimum qualifications. While all disciplines must complete a program review, it is not restricted to academic disciplines at Norco College. This decision was made to better integrate all of the working components of the college. We hold all areas to the charge of the Academic Senate 10+1.

NOTE: A program may also be a Program of Study, which is a sequence of study leading to a certificate or degree of 16 or more units.

The Program Review process is led by the Program Review Committee--a standing committee of the Academic Senate. Their statement of purpose is:

> *We establish guidelines, tools, and content requirements for the Program Review process at Norco College. We review and evaluate the program review and annual update unit reviews to facilitate intentional self-evaluation and planning in order to support program quality, improve student success and equity, enhance teaching and learning, and connect resource allocation to strategic planning (last Updated 09/26/2019)*

Committee Membership

Dr. Alexis Gray……Social & Behavioral Sciences (Co-chair)
Dr. Samuel Lee……..Vice President, Academic Affairs (Co-chair)
Nicole C. Brown……Office of Academic Affairs
Dr. Greg Aycock……Dean of Institutional Effectiveness
Dr. Kaneesha Tarrant …Interim Vice President of Student Services
Caitlin Welch ……..Office of Institutional Effectiveness
Dr. Laura Adams……Social & Behavioral Sciences
Dr. Khalil Andacheh……Social & Behavioral Sciences
Dr. Tim Russell…… Social & Behavioral Sciences
Kris Anderson……Communications
Joseph DeGuzman……..Math
Beverly Wimer……..Sciences & Kinesiology
Farshid Mirzaei ……Business, Engineering, Informational Technology
Jose M. Sentmanat ……Arts, Humanities & World Languages
Dr. Jason Parks……..Dean of Instruction
Stephen Park……..Math
Dr. Michael Collins……..Vice President, Business Services
Damien Saelak……ASNC

Norco College Fall 2019 Committee Report

History

The program review process at Norco College changed substantially in the Spring of 2018, with all units reporting at the same deadline in order to ensure equity in resource allocation and planning cycles. During this transition we all moved to a comprehensive three-year cycle (previously it was every four years and they were staggered), and we changed the name of the Comprehensive Program Review to just Program Review. This allowed us to achieve 100% participation with a clearer deadline set. This also allowed us to achieve more clarity in our long-range planning, as with staggered reports we were missing a Comprehensive picture of the needs of our individual units. In the intervening years, we have an annual update that allows for resource requests that were unforeseen because of changes to units. This cycle was aligned with our Assessment cycle so that Comprehensive views of the process of Unit Assessment could be gathered in one location. In addition, moving to a three-year cycle allowed Norco college to have more agency in District wide curriculum authorship.

Process

During the Winter, the Program new review website launched. The website utilizes Nuventive Improve to integrate Assessment and Program Review. The process and prompts differ slightly based on unit type: Administrative vs. Instructional vs. Student Services program reviews.

Administrative programs respond to the following prompts

- Mission
- Identify or outline how your unit serves the mission of Norco College
- List the major functions of your unit
- SAO Assessment: Reflect on the last 3 years of SAO assessment and describe what you've learned.
- Goals

Instructional programs respond to the following prompts

Program Update Section

- Has your unit shifted departments in the PAST 4 years?:
- Do you anticipate your unit will shift departments in the NEXT 4 years?:
- New certificates programs created by your unit in the PAST 4 years?:
- New certificate programs anticipated by your unit in the NEXT 4 years?:
- Substantial modifications made to certificates/degrees in the PAST 4 years.:
- Substantial modifications anticipated to certificates/degrees in the NEXT 4 years.:
- Activities in other units that impacted your unit in the PAST 4 years.:
- Activities in other units that impacted your unit in the NEXT 4 years.:
- Previous Program Review Resource Requests
- Resource Requests Received:
- How did the resources received impact student learning?:
- If you requested resources but did not receive them, how did that impact student learning?
- Program Data Highlights Section
- COR Review
- Program Metric Highlights
- Assessment Report Highlights

Supplemental Reports

- Fill in and complete the following documents/forms and attach here.

Please make sure to attach the following items:

- Student Learning Assessment Report(s)
- Resource Request Report
- Data Reports from Impact: Retention, Success, Efficiency and Curriculum Analysis
  NOTE: This area was a discussion/reflection area with the data provided.

Norco College Fall 2019 Committee Report

Student Services programs respond to the following prompts:

Area Overview

- Mission
- Philosophy Statement
- Summary
- Strengths
- Students Served

Assessment

- Assessment results attached

Budget Priorities

College annual planning and decision making on program review requests is informed by the Budget Priorites recommended by ISPC and adopted by the Executive Cabinet. Below is a sample of the DRAFT 2019/20 Norco College Budget Priorities under consideration by ISPC.

> ***In compliance with all regulations and laws, and alignment with Norco College's strategic plan goals of Student, Regional, and College Transformation, the College will primarily focus its resource allocation on the following strategic objectives.***

Student Transformation

- Maximize efficient FTES generation to meet established targets and provide access
- Continue to implement Guided Pathways
- Continue to close student equity gaps
- Improve program of study completion rates
- Implement an improved professional development program

Regional Transformation

- Establish distinct regional identity
- Initiatives that impact regional development
- Invest in workforce and economic development initiatives

College Transformation

- Invest strategically in new programs that develop a "comprehensive college"
- Support integrated planning, effective governance, continuous improvement
- Strategic investment in college personnel
- Develop/improve physical facilities to meet the demands of a "comprehensive college"
- Implement technology-enhanced operational systems
- Strategic investments to increase resource capacity and revenue generating projects

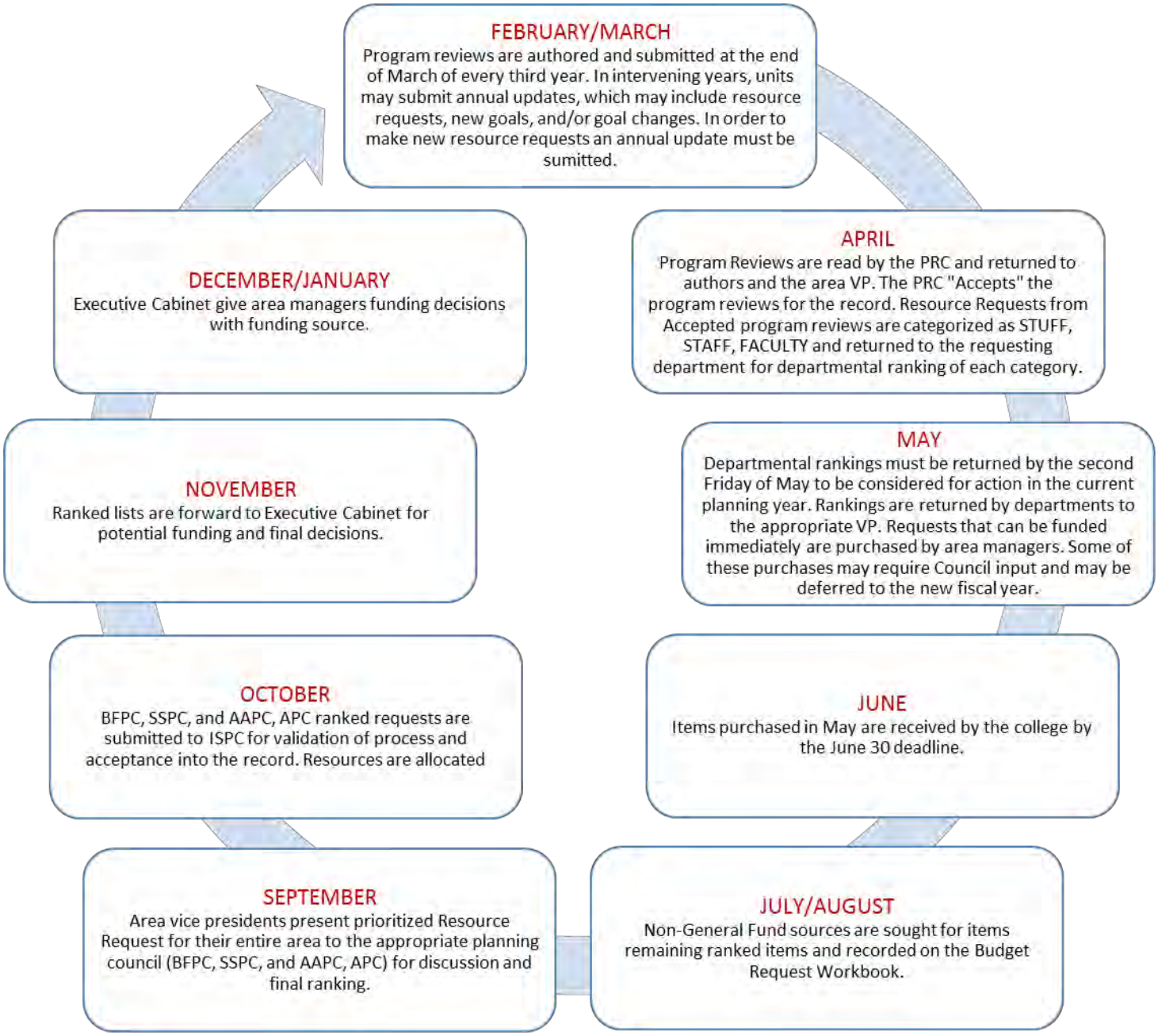
Revised May 10, 2019 (awaiting formal adoption after revision to PR process is completed in Oct. 2019)

Norco College Fall 2019 Committee Report

DRAFT PROGRAM REVIEW AND RESOURCE PRIORITIZATION TIMELINE

Comprehensive (3-year) program previews for all programs (instructional disciplines and programs of study), administrative, student services) are completed in March at the beginning of each 3-year cycle. Prior to the current 2018-2021 cycle, the college conducted comprehensive program reviews for the period 2014-2017.

Each year by mid March, all programs complete an annual review, which consists of updated resource requests based on the evolving needs of the program. Annual updates



Norco College Fall 2019 Committee Report

DRAFT RESOURCE CATEGORIES, DESCRIPTION, GOVERNANCE RANKING

TYPE	ITEM	DEFINITION	GOV	ON GOING
STUFF	Instructional Supplies and Materials used by students and teachers as a learning resource	Software (purchased or licensed), books, textbooks (owned by the college), tests, periodicals, instructional media, digital subscriptions, library databases, and non-durable equipment. Non-durable equipment (regardless of cost) is generally not expected to last more than a year or two and is not readily repairable and therefore disposable (equipment eligibility determinations are made on a case-by-case basis in consultation with the District Controller). Expenditures NOT allowed include replacing computers in a computer lab or replacing audio-visual equipment in a classroom. Based on Education Code Section 60010(h) and 60010(m)(1).	AAPC	NO
	Instructional Equipment, Furniture, Technology used by students as learning resource	Classroom/Laboratory Equipment, Whiteboard, Projector screen, Projector, Desks, Tables, Podium, Chairs, Desktop Computers, Laptops, Monitors, Printers, Servers, Network/Wireless infrastructure, AV/TV, Multi-media, software licensing (for first year of use), Systems for Registration, Counseling, Student Services, Learning Management Systems, Adaptive equipment for ADA/OCR.	AAPC	NO
	Equipment and Furnishings (non-instructional)	Items designed for long term use and is generally repairable and maintainable (not consumable) and is not categorized as Technology and is not Instructional Equipment (see Technology definition). Includes machinery, copiers, vehicles, tools, lab equipment (autoclave, microscopes, etc.), cabinetry, office furnishings, etc.	AAPC or SSPC or BFPC	NO
	Technology (does not include software)	Computers (desktop, laptop, tablet, laptop/tablet carts), Audi-Visual Equipment (projectors, document projectors, smart panels, sound systems, podium systems, portable AV/Computer systems, telephones), Peripherals (printers, cable locks, etc.), Classroom Lighting, Networking, Tech Wiring (cabling and electrical drops).	TECH	NO
	Facilities	Requests for changes to facilities for program improvement or expansion purposes. Includes repurposing or remodeling or creating space, including estimated costs of facility changes.	BFPC	NO
	Professional Development	Training, travel, participation in conferences, professional organization, workshops, state-sponsored activities	PDC	NO
	Budget Change	Establish or Change an Ongoing Budget for Administrative Supplies, Equipment (non-instructional), Contracts and Agreements, Software Licensing (non-instructional), Special Projects, Services, Maintenance, Travel (non-prof dev), Promotional Supplies, Advertising, Outreach Support, Transportation (local), Printing.	BFPC	YES
STAFF	STAFF	Requests for new or reclassified positions for staff, manager, professional expert, faculty coordinator, temporary employee, and ongoing special projects, including requests for changing PT to FT	AAPC or SSPC or BFPC	YES
FACULTY	FACULTY	Requests for new. Note: replacement and temporary full-time faculty positions handled in a separate process that is not generally included in program review	APC	YES

Norco College Fall 2019 Committee Report

SAMPLE RANKING CRITERIA FOR PROGRAM REVIEW RESOURCE REQUESTS

Academic Affairs Prioritization Subcommittee

PRIORITY: 5=Very; High 4=High; 3=Medium; 2=Low; 1=Very Low; 0=NA					
COUNCIL RANK (Sum of Each Critereon)	*To what extent does this request support student ACCESS?*	To what extent does this request support student SUCCESS?	To what extent does this request support student EQUITY?	To what extent does this request support student SAFETY?	To what extent is this request supported by OUTCOMES ASSESSMENT DATA?
17	3	4	2	5	3
AAPC Notes about request…					

1920 Program Review Resource Request Process (Draft 04-12-2019)

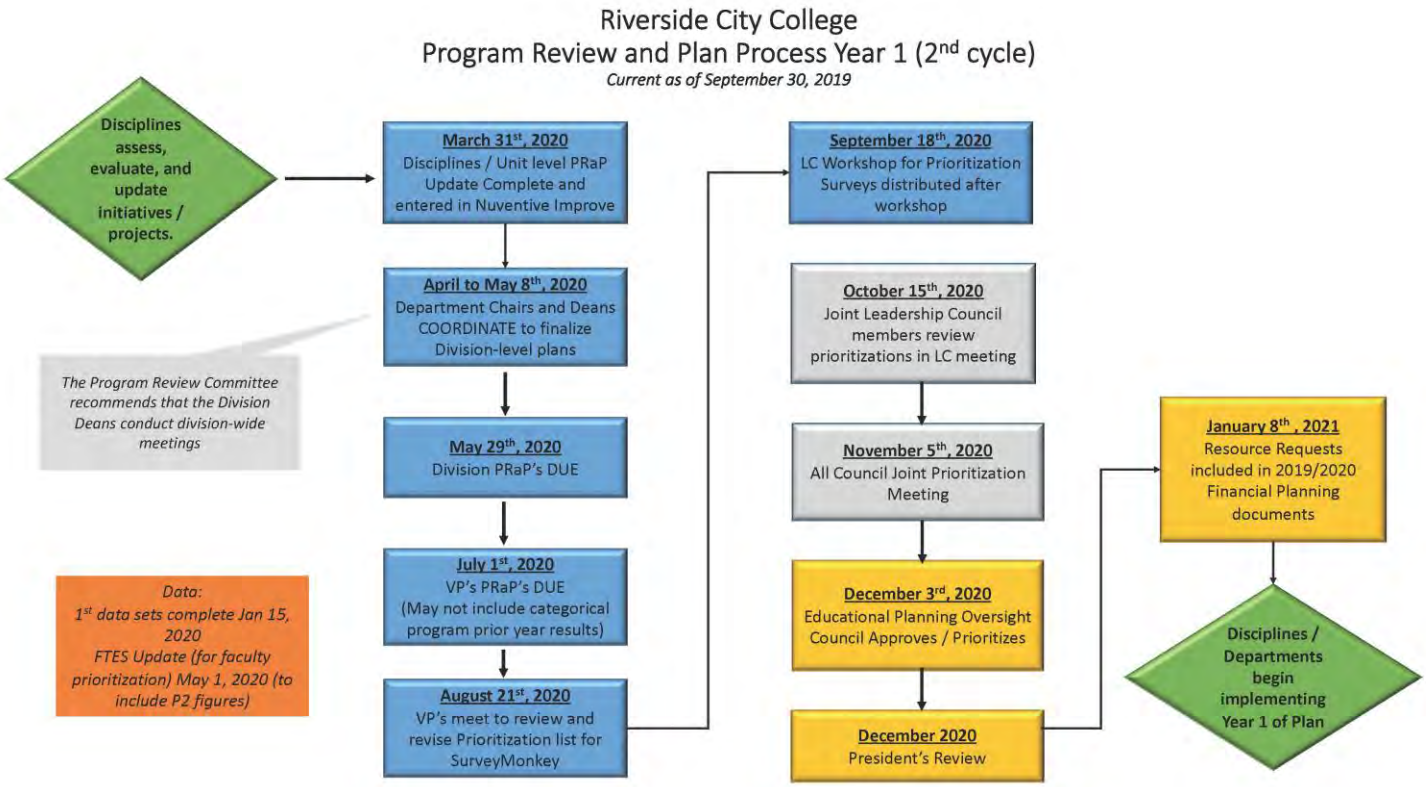
A Resource Request is a request for human or physical resources or a request for a budget augmentation (ongoing or one-time). Resource Requests should not include faculty positions nor currently budgeted on-going operational needs (e.g., annual instructional supplies). Program Review at Norco College is on a three-year cycle, with all units undertaking Program Review in 2017. Each subsequent year, annual goals are updated as needed, and college units submit Resource Requests. This planning starts in Feb./Mar. of every year to ensure appropriate connection and timing related to college budget processes and institutional planning needs.

1. College Budget priorities for FY 2019/20 are discussed and recommended by ISPC *(February 2019)*
2. In addition to budgeting funds for regular administration of the college, Executive Cabinet designates the following allocation categories to be used for normal operations: *(April 2019)*
   a. Total Program Review Resource Requests Funds (for items not operational or funded below)
   b. Lottery Funds Restricted (Academic)
   c. Facilities and Furnishings
   d. Professional Development
   e. Technology Allocation (not software)
   f. Marketing Allocation (Strategic Development)
   g. Strategic Opportunity Allocation (President's Office)
3. The Resource Request process is initiated in program review by area personnel. *(March 2019)*
   Requests include items identified and justified in program review:
   a. Items not funded in the previous year (these are rolled over if not funded)
   b. New items that were not listed in program review but are needed now to achieve outcomes.
   c. Items considered outside of normal operating needs (e.g., new furniture, software, instructional supplies, instructional equipment, facilities needs and non-faculty personnel).
4. Area managers work with faculty and staff to prioritize Resource Requests each year. *(Due May 15, 2019)*.
   - Full-time faculty requests follow the Academic Planning Council process.
   - The requests need to be prioritized by the program areas, including direct ties to college mission, strategic plan, budget priorities and intended outcomes.
   - Area managers identify top priorities for their areas.
5. Area vice presidents review prioritized list with respective departments/divisions and communicate the availability of possible funding. Some requests might be funded by grants or categorical funds. *(August 30 2019)*
6. Area vice presidents present prioritized Resource Request for their entire area to the appropriate planning council (BFPC, SSPC, and AAPC) for discussion. *(September, 2019)*
7. Area Vice Presidents present funding priorities from their respective councils to President's Cabinet for analysis and final determination of funding in accordance with strategic plan. *(September, 2019)*
   a. Items not funded in the current year are notated with a rationale, such as:
      - Request not related to College Mission, Strategic Plan, Budget Priorities, Intended Outcomes
      - Insufficient funding
      - Not enough information provided
      - No longer needed

8. Business Services begins allocation of funds for prioritized items based on funding availability, provides GL accounts for funded items and provides rationale for unfunded items. *(October-November, 2019)*
9. Area leaders work with faculty and staff to process purchases of funded Resource Requests. *(November 2019-April 2020)*
10. Area leaders ensure the measurement of the intended outcome related to the resource allocation request is undertaken. Results are documented in program review every three years. *(July 2020)*
11. Annual institution wide evaluation of effectiveness of the Resource Request Procedures (RRP) takes place, results are analyzed to enable continuous improvement. *(November 2019)*
12. Area VP reviews unfunded Resource Requests for FY 19/20 and funds additional requests according to priority previously established. (If additional funding exists). *(February 2020)*

Revised 10-14-2019 (based on discussions from the March 6, 2019 ISPC Meeting)

Riverside City College Fall 2019 Committee Report



Riverside City College Fall 2019 Committee Report

RCC Prioritization 101 for September 27th, 2019

Key Terms

Key Terms

Initiative/ Strategy: A specific action a given discipline, department, or area is going to engage in to meet a specific college goal/target, to improve equitable outcomes for students, to improve the learning environment, and/or to ensure institutional effectiveness.

Routine Resource Request: Budget augmentation not associated with a strategic initiative/strategy: routine life-cycle replacement of technology, safety issues in facilities, routine maintenance/upkeep/ life-cycle replacement of equipment and furnishings in facilities (e.g., my computer needs to be replaced, a desk is broken, etc.).

Key Indicator/ Metrics: How we measure student access and success. We track our performance as an institution on these metrics yearly. Some come from the Chancellor's Office (e.g., Vision for Success); some we track ourselves; some come from the District Strategic Plan.

Momentum Point: An early indicator that is highly predictive of a student's ultimate completion (e.g., successful completion of attempted units, first-year completion of math and English).

Target: A percentage or numerical increase that represents improvement for students on any given metric. These are typically established by looking at averages over a previous (often three-year) time-period and then consulting/discussing to establish an appropriate degree of improvement over an upcoming time- frame.

TCO: Total cost of ownership

Category 1: Discipline/area specific strategy and resource needs to support the strategy.

Category 2: Insufficient information in plan to prioritize.

Category 3: A resource request that should be addressed through another process.

Category 4: College-wide strategy and resource needs to support that strategy.

Category 5: Faculty Hires

Category 6: Management/Staff hires

Horizontal and Vertical Integration: Vertical integration is about approvals (e.g., discipline/department to division to VP for program review ***or*** from committee to leadership council to EPOC for something like an updated technology plan or improvements to the program review process). Horizontal integration has to do with communication and collaboration—not approvals.

Introduction and Overview

What is our **purpose** (mission) as a college? What do we take **pride** in (how we help our students achieve success)? What is the **plan** to help us accomplish our mission and continuously improve outcomes for all of our students? This is the guiding framework for strategic planning.

Each fall, RCC prioritizes initiatives/strategies that were integrated from the previous year's program review process. Disciplines/departments complete program reviews by the end of March. During April and May, deans consult with their divisions, integrating these plans into a single division or area plan. Over the summer and early fall, VPs collaborate with deans to integrate division/area plans into their VP plans. Program review (each spring/summer) and prioritization (each fall) is how RCC links resource allocation to planning, and this is a bottom up process.

Leadership council members all play critical roles in this process, with GEMQ council members overseeing the process itself and recommending changes to structures, forms, etc. to help the process work more effectively. Leadership council members on RDAS, SAS, and TL prioritize the initiatives/strategies put forward in the VP plans.

What is the aim of Prioritization?

Prioritization focuses not on routine resource requests (such as repairs to facilities, safety issues, replacement technology), but on strategically deciding which proposed strategies/initiatives to support in order to help the college meet its goals and equitable student success targets. And it is important to prioritize, even in the absence of identified funding, so that as funds beyond the general fund come in (such as monies coming in from grants, etc.), there is a strategic list of priorities already vetted to which those dollars should apply. Clearly, some grants have very specific restrictions, but prioritization facilitates determining how/where to apply those dollars and promotes transparency so that the college is working together strategically rather than in isolated silos.

Riverside City College Fall 2019 Committee Report

The Key College Initiatives/ Strategies to Promote Equitable Student Access and Success

To meet our college goals on equitable student access and success, RCC has adopted the Guided Pathways framework. The pillars of Guided Pathways include stronger support for students' completion of degrees, certificates, and transfer as well as attainment of a living wage in whatever career they ultimately pursue. This is accomplished through clarifying the path (hence the work on program maps, EduNav, emphasis on SEPs); this is pillar 1. Helping students enter a path (revamping of the onboarding process and reform of basic skills under AB 705 in English, ESL, and math); this is pillar 2. Supporting student success with student success teams in engagement centers to ensure they stay on the path; this is pillar 3. Finally, working to ensure students are learning through focused attention on professional development and supporting faculty in adopting best practices in the classroom; this is pillar 4. This is not an exhaustive list of efforts but is the overarching framework. All of these efforts also include an intensive focus on strategies that promote student equity.
Leadership council members should consider how any proposed strategy/item helps RCC improve the student experience and student outcomes through the Guided Pathways framework with particular attention to equity.

RCC Targets

The college targets are a combination of what we set for ourselves during the work on Vision for Success last year and now also the targets provided by the District in the District Strategic Plan. The metrics include access metrics as well as success metrics, such as momentum points as well as completion. So the metrics we are tracking include:

- FTES/ enrollment
- Capture rate from local high schools
- Increase in dual enrollment numbers
- % of students eligible for financial aid receiving financial aid
- Reducing average number of units for degree/ certificate/ transfer completers
- Completion of degrees and certificates
- Successful Transfer
- Success targets--Momentum points and completion:
- Attempted and Earned Units (and a move towards increasing students who are able moving to full-time)
- Completion of transfer-level math and English in the first year/ first 30 units
- Living wage attainment for certificate completers
- Equity targets for each of the above for our equity groups

Guiding Questions

- How will the proposed strategy/initiative and any associated resource request help the college meet its goals and targets?
- How many students will the proposed strategy/initiative serve and in what way? What is the anticipated outcome?
- Is the total cost of the proposed strategy/initiative clear?
- Are there grant funds identified that could help fund a proposed strategy/initiative? Are these funds restricted to a particular area covered by this proposed strategy/initiative?

For Faculty Hiring

1. Is there documented student need/demand that can't be addressed through other efficiencies (e.g., mode of delivery)?
2. What kind of FTES would the hire generate?
3. How would a hire in this area help the discipline, department, and college to meet its strategic goals/targets?
4. What is the full-time/part-time ratio in the discipline?
5. Are there additional resources needed that would come along with a hire in this area? (This might include where the faculty member will be housed or other augmentations—e.g. lab staff or something like this)
6. Are there other factors to consider?

Riverside City College Fall 2019 Committee Report

Council Roles and College Community Roles and Responsibilities

- **GEMQ**: monitors, assesses, evaluates the process each year and develops/ recommends improvements to process, forms/ instruments, etc..
- **RDAS**: responsible for prioritizing initiatives, with a special emphasis on council providing background, information, clarity on initiatives related to the areas RDAS oversees during discussions.
- **SAS**: responsible for prioritizing initiatives, with a special emphasis on providing background, information, clarity on initiatives related to the areas SAS oversees during discussions.
- **TL**: responsible for prioritizing initiatives, with a special emphasis on providing background, information, clarity on initiatives related to the areas TL oversees during discussions.
- **Faculty on RDAS, SAS, TL** also are responsible for prioritizing full-time faculty hires.
- **All RCC faculty, staff, managers**: are responsible for reviewing at least the executive summaries of VP plans and communicating with council representatives in their division or for their constituency group to help shape and inform the prioritization decisions of the council members who represent them.

Next Steps

DROP-IN WORKSHOPS TO ASSIST COUNCIL MEMBERS IN COMPLETING PRIORITIZATION VIA SURVEY MONKEY WILL BE PROVIDED.

- ***All leadership council members should have received the VP Executive Summaries and Plans and the Prioritization 101 guide***
- During October, leadership council members should consult with constituency groups and discuss prioritization at October leadership council meetings
- During late October, leadership council members should complete their survey monkeys.
- November 8th 9-12 will be the final prioritization meeting. Dedicated times will be identified to discuss initiatives—all leadership council members. Dedicated times will be full-time faculty hire prioritization—faculty members on RDAS, SAS, and TLLC— GEMQ to monitor, evaluate assess the process.
- The leadership councils' prioritization will go to the December EPOC meeting and EPOC will forward its recommendation to the president.
- The president will provide his response and final determination will be publicized in December.

F. **Next Meeting:** May 14, 2020

G. **Adjourned**

DISTRICT PROGRAM REVIEW MEETING MINUTES
MEETING DATE: NOVEMBER 5, 2019
12:50 P.M. – 1:50 P.M.
VIA ZOOM PHONE: 1-646-876-9923 / MEETING ID 672 113 0391

A. **Call to Order 12:54 p.m.**

B. **Approval of Agenda:** November 5, 2019 **Motion Gray / 2nd Marquis - Approved**
Approval of Minutes: May 30, 2019 **Motion Gray / 2nd Marquis - Approved**

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Unable to attend: Sheila Pisa, Susan Mills
Guests: Greg Aycock, Wendy McEwen, Brandon Owashi

D. **Information Only:**

- Since this committee is a sub-committee of the District Academic Senate (DAS), any changes to the committee's role must be approved by the DAS. The Senate must be advised and must approve the request if the committee is rolled into the District Strategic Plan as we are a part of the 10 + 1.

- Dr. Morrill will schedule a meeting with Dr. Sellick (District/RCC Academic Senate President) to determine, from the Senate's perspective, the charge of this committee and what information is to be included in the annual report to the DAS.

E. **Discussion Items:**

- Revisit Statement of Purpose

  District Program Review Committee Statement of Purpose
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  Motion Gray / 2nd Marquis – Tabled

- Possibility of Co-Chair(s) vs. one Chair of the committee.
  Motion Marquis / 2nd Gray – Tabled

- Results/recommendations to update the information on the District website:
  https://www.rccd.edu/administration/educationalservices/ieffectiveness/Pages/ProgramReviewCommittee.aspx

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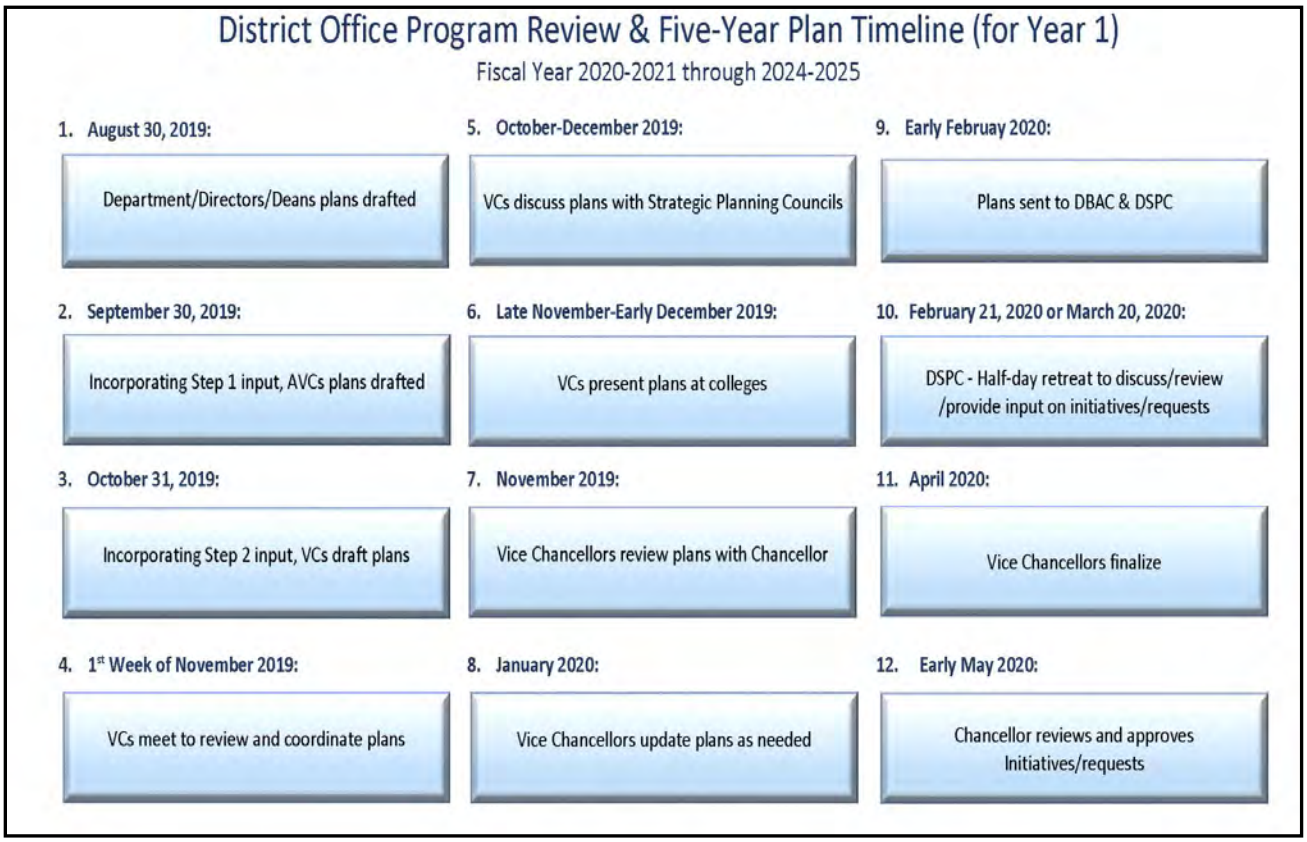

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- Program Review training sessions were offered weekly August-September 2019 at MVC to assist with Comprehensive Reports due Oct. 1. Ten program reports due, plus two overdue.

- The IPRC met in early October to review Fall Comprehensive Reports for completeness and accept reports or recommend revisions. For this meeting new committee members were partnered with more veteran committee members to lead discussions on reports.

- Fall Comprehensives: seven reports were accepted, one submitted requires further revisions, two not submitted, two overdue not submitted.

- Annual Checks for all disciplines except CTE (who just submitted Comprehensive Reports in May) were also due Oct.
    - 1. Deans are reviewing the Annual Checks. Some programs neglected to update the Annual Check as completed inNuventive, but it appears all checks were completed except one program.

- The IPRC website was updated in September with new 3 year cycle information, 2019-20 committee membership. The committee has grown significantly over the past several years.

- IPRC has begun to map the Program Review Institution Objectives to the current College Goals with department feedback.

- IPRC was made aware that the chair position will be up for election in spring of 2020.

Norco College Fall 2019 Committee Report

- We had a small number of annual updates that came in the spring.
- We designated a sub-committee to clarify the program review resource allocation process. From this committee we have developed a draft that has been presented to the committee and will be voted upon at the November meeting. I am attaching the draft below as an information item only. We expect more revisions to the draft before it is accepted but we expect it to be accepted before the end of the semester.
- We are working on integrating multiple platforms with Nuventive so we also expect that by the time the new Comprehensive cycle begins, we will have an entirely different system

Norco College

DRAFT Program Review Process: 2019-2020

Introduction

The program review process is an opportunity for each academic discipline or administrative unit (program) to evaluate their outcomes data and reflect on: 1. Current goals; 2. Set new goals; 3. Align program goals with college strategic goals; 4. Determine how the college can help the unit achieve their goals (through resource allocation or improvements to process and procedure). It is a chance for us to get an overall picture of how our various programs operate and document how they align with mission and contribute to the goals of the college. Program review is the beginning of our continuous improvement process; informs our decision-making and resource allocation process; and serves as the basis for strategic planning at the college.

For the purposes of program review, a program is an administrative unit, student services unit, or a discipline of study for which certificated staff (faculty) are hired based on the Academic Senate for California Community Colleges minimum qualifications. While all disciplines must complete a program review, it is not restricted to academic disciplines at Norco College. This decision was made to better integrate all of the working components of the college. We hold all areas to the charge of the Academic Senate 10+1.

NOTE: A program may also be a Program of Study, which is a sequence of study leading to a certificate or degree of 16 or more units.

The Program Review process is led by the Program Review Committee--a standing committee of the Academic Senate. Their statement of purpose is:

> *We establish guidelines, tools, and content requirements for the Program Review process at Norco College. We review and evaluate the program review and annual update unit reviews to facilitate intentional self-evaluation and planning in order to support program quality, improve student success and equity, enhance teaching and learning, and connect resource allocation to strategic planning (last Updated 09/26/2019)*

Committee Membership

Dr. Alexis Gray……Social & Behavioral Sciences (Co-chair)
Dr. Samuel Lee……..Vice President, Academic Affairs (Co-chair)
Nicole C. Brown……..Office of Academic Affairs
Dr. Greg Aycock……Dean of Institutional Effectiveness
Dr. Kaneesha Tarrant …Interim Vice President of Student Services
Caitlin Welch ……...Office of Institutional Effectiveness
Dr. Laura Adams……Social & Behavioral Sciences
Dr. Khalil Andacheh……Social & Behavioral Sciences
Dr. Tim Russell…… Social & Behavioral Sciences
Kris Anderson……..Communications
Joseph DeGuzman……..Math
Beverly Wimer……..Sciences & Kinesiology
Farshid Mirzaei ……Business, Engineering, Informational Technology
Jose M. Sentmanat ……Arts, Humanities & World Languages
Dr. Jason Parks……...Dean of Instruction
Stephen Park……...Math
Dr. Michael Collins……..Vice President, Business Services
Damien Saelak……ASNC

Norco College Fall 2019 Committee Report

History

The program review process at Norco College changed substantially in the Spring of 2018, with all units reporting at the same deadline in order to ensure equity in resource allocation and planning cycles. During this transition we all moved to a comprehensive three-year cycle (previously it was every four years and they were staggered), and we changed the name of the Comprehensive Program Review to just Program Review. This allowed us to achieve 100% participation with a clearer deadline set. This also allowed us to achieve more clarity in our long-range planning, as with staggered reports we were missing a Comprehensive picture of the needs of our individual units. In the intervening years, we have an annual update that allows for resource requests that were unforeseen because of changes to units. This cycle was aligned with our Assessment cycle so that Comprehensive views of the process of Unit Assessment could be gathered in one location. In addition, moving to a three-year cycle allowed Norco college to have more agency in District wide curriculum authorship.

Process

During the Winter, the Program new review website launched. The website utilizes Nuventive Improve to integrate Assessment and Program Review. The process and prompts differ slightly based on unit type: Administrative vs. Instructional vs. Student Services program reviews.

Administrative programs respond to the following prompts

- Mission
- Identify or outline how your unit serves the mission of Norco College
- List the major functions of your unit
- SAO Assessment: Reflect on the last 3 years of SAO assessment and describe what you've learned.
- Goals

Instructional programs respond to the following prompts

Program Update Section

- Has your unit shifted departments in the PAST 4 years?:
- Do you anticipate your unit will shift departments in the NEXT 4 years?:
- New certificates programs created by your unit in the PAST 4 years?:
- New certificate programs anticipated by your unit in the NEXT 4 years?:
- Substantial modifications made to certificates/degrees in the PAST 4 years.:
- Substantial modifications anticipated to certificates/degrees in the NEXT 4 years.:
- Activities in other units that impacted your unit in the PAST 4 years.:
- Activities in other units that impacted your unit in the NEXT 4 years.:
- Previous Program Review Resource Requests
- Resource Requests Received:
- How did the resources received impact student learning?:
- If you requested resources but did not receive them, how did that impact student learning?
- Program Data Highlights Section
- COR Review
- Program Metric Highlights
- Assessment Report Highlights

Supplemental Reports

- Fill in and complete the following documents/forms and attach here.

Please make sure to attach the following items:

- Student Learning Assessment Report(s)
- Resource Request Report
- Data Reports from Impact: Retention, Success, Efficiency and Curriculum Analysis
  NOTE: This area was a discussion/reflection area with the data provided.

Norco College Fall 2019 Committee Report

Student Services programs respond to the following prompts:
Area Overview

- Mission
- Philosophy Statement
- Summary
- Strengths
- Students Served

Assessment

- Assessment results attached

Budget Priorities

College annual planning and decision making on program review requests is informed by the Budget Priorites recommended by ISPC and adopted by the Executive Cabinet. Below is a sample of the DRAFT 2019/20 Norco College Budget Priorities under consideration by ISPC.

> ***In compliance with all regulations and laws, and alignment with Norco College's strategic plan goals of Student, Regional, and College Transformation, the College will primarily focus its resource allocation on the following strategic objectives.***

Student Transformation

- Maximize efficient FTES generation to meet established targets and provide access
- Continue to implement Guided Pathways
- Continue to close student equity gaps
- Improve program of study completion rates
- Implement an improved professional development program

Regional Transformation

- Establish distinct regional identity
- Initiatives that impact regional development
- Invest in workforce and economic development initiatives

College Transformation

- Invest strategically in new programs that develop a "comprehensive college"
- Support integrated planning, effective governance, continuous improvement
- Strategic investment in college personnel
- Develop/improve physical facilities to meet the demands of a "comprehensive college"
- Implement technology-enhanced operational systems
- Strategic investments to increase resource capacity and revenue generating projects

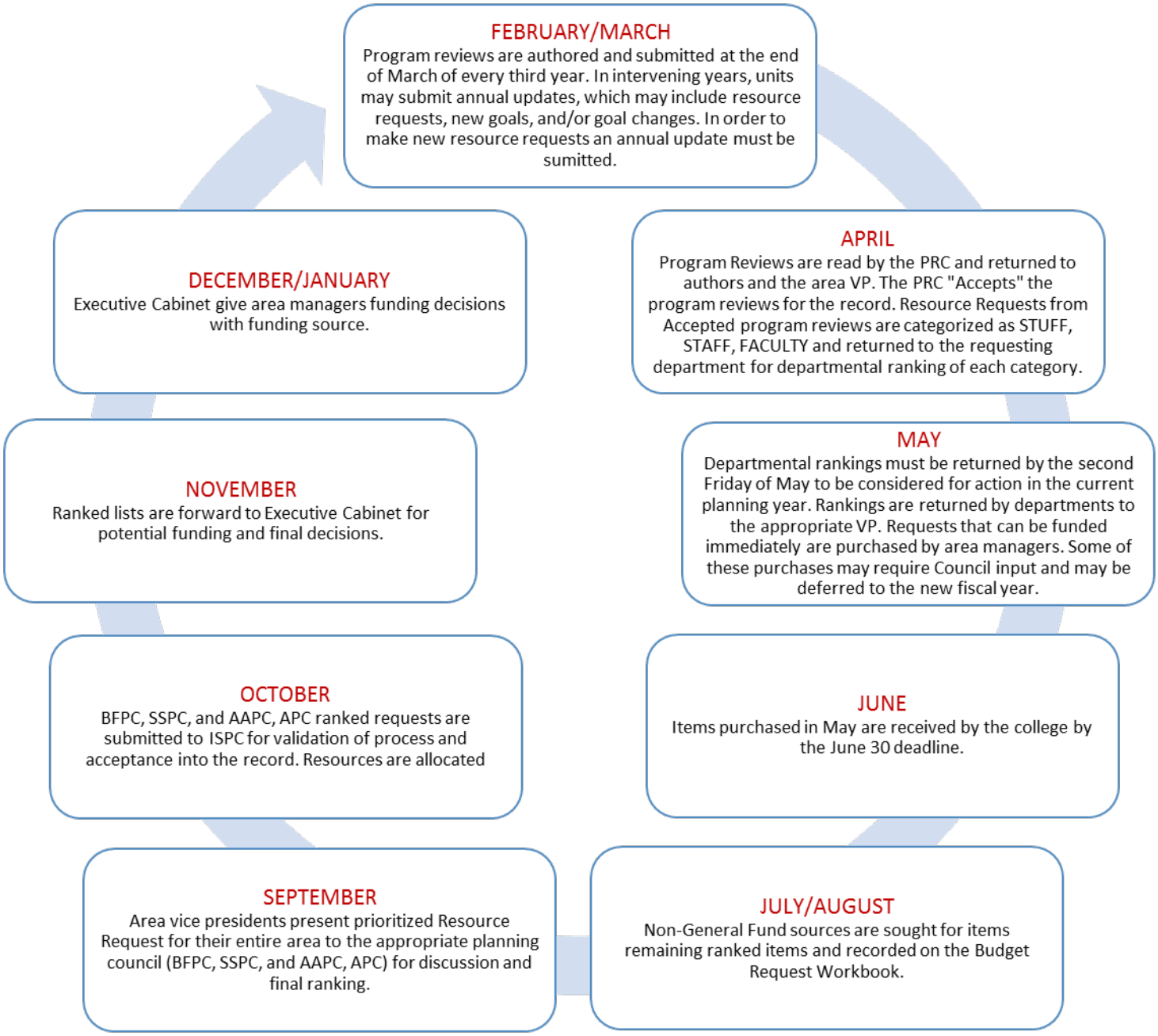
Revised May 10, 2019 (awaiting formal adoption after revision to PR process is completed in Oct. 2019)

Norco College Fall 2019 Committee Report

DRAFT PROGRAM REVIEW AND RESOURCE PRIORITIZATION TIMELINE

Comprehensive (3-year) program previews for all programs (instructional disciplines and programs of study), administrative, student services) are completed in March at the beginning of each 3-year cycle. Prior to the current 2018-2021 cycle, the college conducted comprehensive program reviews for the period 2014-2017.

Each year by mid March, all programs complete an annual review, which consists of updated resource requests based on the evolving needs of the program. Annual updates



Norco College Fall 2019 Committee Report

DRAFT RESOURCE CATEGORIES, DESCRIPTION, GOVERNANCE RANKING

TYPE	ITEM	DEFINITION	GOV	ON GOING
STUFF	Instructional Supplies and Materials used by students and teachers as a learning resource	Software (purchased or licensed), books, textbooks (owned by the college), tests, periodicals, instructional media, digital subscriptions, library databases, and non-durable equipment. Non-durable equipment (regardless of cost) is generally not expected to last more than a year or two and is not readily repairable and therefore disposable (equipment eligibility determinations are made on a case-by-case basis in consultation with the District Controller). Expenditures NOT allowed include replacing computers in a computer lab or replacing audio-visual equipment in a classroom. Based on Education Code Section 60010(h) and 60010(m)(1).	AAPC	NO
	Instructional Equipment, Furniture, Technology used by students as learning resource	Classroom/Laboratory Equipment, Whiteboard, Projector screen, Projector, Desks, Tables, Podium, Chairs, Desktop Computers, Laptops, Monitors, Printers, Servers, Network/Wireless infrastructure, AV/TV, Multi-media, software licensing (for first year of use), Systems for Registration, Counseling, Student Services, Learning Management Systems, Adaptive equipment for ADA/OCR.	AAPC	NO
	Equipment and Furnishings (non-instructional)	Items designed for long term use and is generally repairable and maintainable (not consumable) and is not categorized as Technology and is not Instructional Equipment (see Technology definition). Includes machinery, copiers, vehicles, tools, lab equipment (autoclave, microscopes, etc.), cabinetry, office furnishings, etc.	AAPC or SSPC or BFPC	NO
	Technology (does not include software)	Computers (desktop, laptop, tablet, laptop/tablet carts), Audi-Visual Equipment (projectors, document projectors, smart panels, sound systems, podium systems, portable AV/Computer systems, telephones), Peripherals (printers, cable locks, etc.), Classroom Lighting, Networking, Tech Wiring (cabling and electrical drops).	TECH	NO
	Facilities	Requests for changes to facilities for program improvement or expansion purposes. Includes repurposing or remodeling or creating space, including estimated costs of facility changes.	BFPC	NO
	Professional Development	Training, travel, participation in conferences, professional organization, workshops, state-sponsored activities	PDC	NO
	Budget Change	Establish or Change an Ongoing Budget for Administrative Supplies, Equipment (non-instructional), Contracts and Agreements, Software Licensing (non-instructional), Special Projects, Services, Maintenance, Travel (non-prof dev), Promotional Supplies, Advertising, Outreach Support, Transportation (local), Printing.	BFPC	YES
STAFF	STAFF	Requests for new or reclassified positions for staff, manager, professional expert, faculty coordinator, temporary employee, and ongoing special projects, including requests for changing PT to FT	AAPC or SSPC or BFPC	YES
FACULTY	FACULTY	Requests for new. Note: replacement and temporary full-time faculty positions handled in a separate process that is not generally included in program review	APC	YES

Norco College Fall 2019 Committee Report

SAMPLE RANKING CRITERIA FOR PROGRAM REVIEW RESOURCE REQUESTS

Academic Affairs Prioritization Subcommittee

PRIORITY: 5=Very; High 4=High; 3=Medium; 2=Low; 1=Very Low; 0=NA					
COUNCIL RANK (Sum of Each Critereon)	*To what extent does this request support student ACCESS?*	To what extent does this request support student SUCCESS?	To what extent does this request support student EQUITY?	To what extent does this request support student SAFETY?	To what extent is this request supported by OUTCOMES ASSESSMENT DATA?
17	3	4	2	5	3
AAPC Notes about request…					

1920 Program Review Resource Request Process (Draft 04-12-2019)

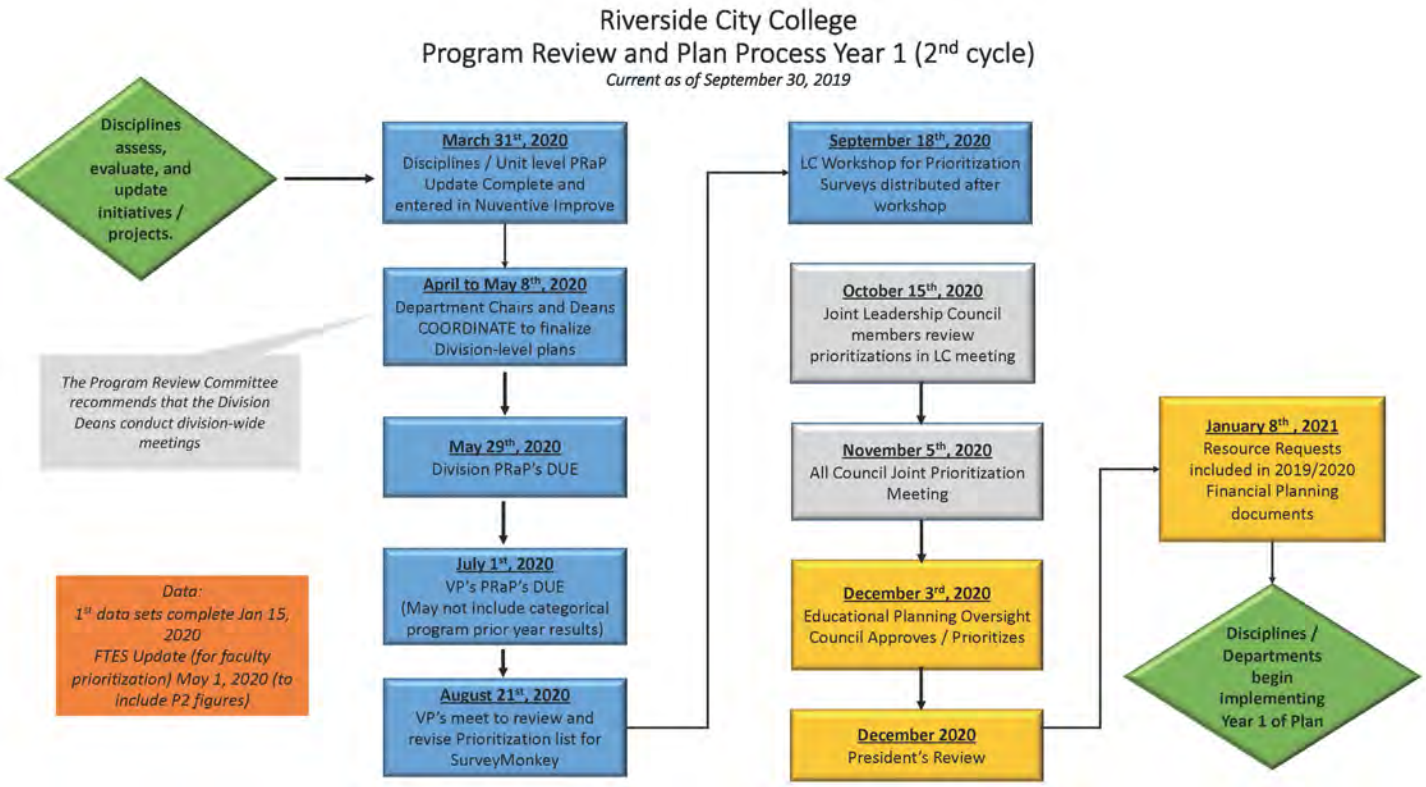
A Resource Request is a request for human or physical resources or a request for a budget augmentation (ongoing or one-time). Resource Requests should not include faculty positions nor currently budgeted on-going operational needs (e.g., annual instructional supplies). Program Review at Norco College is on a three-year cycle, with all units undertaking Program Review in 2017. Each subsequent year, annual goals are updated as needed, and college units submit Resource Requests. This planning starts in Feb./Mar. of every year to ensure appropriate connection and timing related to college budget processes and institutional planning needs.

1. College Budget priorities for FY 2019/20 are discussed and recommended by ISPC *(February 2019)*
2. In addition to budgeting funds for regular administration of the college, Executive Cabinet designates the following allocation categories to be used for normal operations: *(April 2019)*
   a. Total Program Review Resource Requests Funds (for items not operational or funded below)
   b. Lottery Funds Restricted (Academic)
   c. Facilities and Furnishings
   d. Professional Development
   e. Technology Allocation (not software)
   f. Marketing Allocation (Strategic Development)
   g. Strategic Opportunity Allocation (President's Office)
3. The Resource Request process is initiated in program review by area personnel. *(March 2019)*
   Requests include items identified and justified in program review:
   a. Items not funded in the previous year (these are rolled over if not funded)
   b. New items that were not listed in program review but are needed now to achieve outcomes.
   c. Items considered outside of normal operating needs (e.g., new furniture, software, instructional supplies, instructional equipment, facilities needs and non-faculty personnel).
4. Area managers work with faculty and staff to prioritize Resource Requests each year. *(Due May 15, 2019)*.
   - Full-time faculty requests follow the Academic Planning Council process.
   - The requests need to be prioritized by the program areas, including direct ties to college mission, strategic plan, budget priorities and intended outcomes.
   - Area managers identify top priorities for their areas.
5. Area vice presidents review prioritized list with respective departments/divisions and communicate the availability of possible funding. Some requests might be funded by grants or categorical funds. *(August 30 2019)*
6. Area vice presidents present prioritized Resource Request for their entire area to the appropriate planning council (BFPC, SSPC, and AAPC) for discussion. *(September, 2019)*
7. Area Vice Presidents present funding priorities from their respective councils to President's Cabinet for analysis and final determination of funding in accordance with strategic plan. *(September, 2019)*
   a. Items not funded in the current year are notated with a rationale, such as:
      - Request not related to College Mission, Strategic Plan, Budget Priorities, Intended Outcomes
      - Insufficient funding
      - Not enough information provided
      - No longer needed

8. Business Services begins allocation of funds for prioritized items based on funding availability, provides GL accounts for funded items and provides rationale for unfunded items. *(October-November, 2019)*
9. Area leaders work with faculty and staff to process purchases of funded Resource Requests. *(November 2019-April 2020)*
10. Area leaders ensure the measurement of the intended outcome related to the resource allocation request is undertaken. Results are documented in program review every three years. *(July 2020)*
11. Annual institution wide evaluation of effectiveness of the Resource Request Procedures (RRP) takes place, results are analyzed to enable continuous improvement. *(November 2019)*
12. Area VP reviews unfunded Resource Requests for FY 19/20 and funds additional requests according to priority previously established. (If additional funding exists). *(February 2020)*

Revised 10-14-2019 (based on discussions from the March 6, 2019 ISPC Meeting)

Riverside City College Fall 2019 Committee Report



Riverside City College Fall 2019 Committee Report

RCC Prioritization 101 for September 27th, 2019

Key Terms

Key Terms

Initiative/ Strategy: A specific action a given discipline, department, or area is going to engage in to meet a specific college goal/target, to improve equitable outcomes for students, to improve the learning environment, and/or to ensure institutional effectiveness.

Routine Resource Request: Budget augmentation not associated with a strategic initiative/strategy: routine life-cycle replacement of technology, safety issues in facilities, routine maintenance/upkeep/ life-cycle replacement of equipment and furnishings in facilities (e.g., my computer needs to be replaced, a desk is broken, etc.).

Key Indicator/ Metrics: How we measure student access and success. We track our performance as an institution on these metrics yearly. Some come from the Chancellor's Office (e.g., Vision for Success); some we track ourselves; some come from the District Strategic Plan.

Momentum Point: An early indicator that is highly predictive of a student's ultimate completion (e.g., successful completion of attempted units, first-year completion of math and English).

Target: A percentage or numerical increase that represents improvement for students on any given metric. These are typically established by looking at averages over a previous (often three-year) time-period and then consulting/discussing to establish an appropriate degree of improvement over an upcoming time- frame.

TCO: Total cost of ownership

Category 1: Discipline/area specific strategy and resource needs to support the strategy.

Category 2: Insufficient information in plan to prioritize.

Category 3: A resource request that should be addressed through another process.

Category 4: College-wide strategy and resource needs to support that strategy.

Category 5: Faculty Hires

Category 6: Management/Staff hires

Horizontal and Vertical Integration: Vertical integration is about approvals (e.g., discipline/department to division to VP for program review ***or*** from committee to leadership council to EPOC for something like an updated technology plan or improvements to the program review process). Horizontal integration has to do with communication and collaboration—not approvals.

Introduction and Overview

What is our **purpose** (mission) as a college? What do we take **pride** in (how we help our students achieve success)? What is the **plan** to help us accomplish our mission and continuously improve outcomes for all of our students? This is the guiding framework for strategic planning.

Each fall, RCC prioritizes initiatives/strategies that were integrated from the previous year's program review process. Disciplines/departments complete program reviews by the end of March. During April and May, deans consult with their divisions, integrating these plans into a single division or area plan. Over the summer and early fall, VPs collaborate with deans to integrate division/area plans into their VP plans. Program review (each spring/summer) and prioritization (each fall) is how RCC links resource allocation to planning, and this is a bottom up process.

Leadership council members all play critical roles in this process, with GEMQ council members overseeing the process itself and recommending changes to structures, forms, etc. to help the process work more effectively. Leadership council members on RDAS, SAS, and TL prioritize the initiatives/strategies put forward in the VP plans.

What is the aim of Prioritization?

Prioritization focuses not on routine resource requests (such as repairs to facilities, safety issues, replacement technology), but on strategically deciding which proposed strategies/initiatives to support in order to help the college meet its goals and equitable student success targets. And it is important to prioritize, even in the absence of identified funding, so that as funds beyond the general fund come in (such as monies coming in from grants, etc.), there is a strategic list of priorities already vetted to which those dollars should apply. Clearly, some grants have very specific restrictions, but prioritization facilitates determining how/where to apply those dollars and promotes transparency so that the college is working together strategically rather than in isolated silos.

Riverside City College Fall 2019 Committee Report

The Key College Initiatives/ Strategies to Promote Equitable Student Access and Success

To meet our college goals on equitable student access and success, RCC has adopted the Guided Pathways framework. The pillars of Guided Pathways include stronger support for students' completion of degrees, certificates, and transfer as well as attainment of a living wage in whatever career they ultimately pursue. This is accomplished through clarifying the path (hence the work on program maps, EduNav, emphasis on SEPs); this is pillar 1. Helping students enter a path (revamping of the onboarding process and reform of basic skills under AB 705 in English, ESL, and math); this is pillar 2. Supporting student success with student success teams in engagement centers to ensure they stay on the path; this is pillar 3. Finally, working to ensure students are learning through focused attention on professional development and supporting faculty in adopting best practices in the classroom; this is pillar 4. This is not an exhaustive list of efforts but is the overarching framework. All of these efforts also include an intensive focus on strategies that promote student equity.
Leadership council members should consider how any proposed strategy/item helps RCC improve the student experience and student outcomes through the Guided Pathways framework with particular attention to equity.

RCC Targets

The college targets are a combination of what we set for ourselves during the work on Vision for Success last year and now also the targets provided by the District in the District Strategic Plan. The metrics include access metrics as well as success metrics, such as momentum points as well as completion. So the metrics we are tracking include:

- FTES/ enrollment
- Capture rate from local high schools
- Increase in dual enrollment numbers
- % of students eligible for financial aid receiving financial aid
- Reducing average number of units for degree/ certificate/ transfer completers
- Completion of degrees and certificates
- Successful Transfer
- Success targets--Momentum points and completion:
- Attempted and Earned Units (and a move towards increasing students who are able moving to full-time)
- Completion of transfer-level math and English in the first year/ first 30 units
- Living wage attainment for certificate completers
- Equity targets for each of the above for our equity groups

Guiding Questions

- How will the proposed strategy/initiative and any associated resource request help the college meet its goals and targets?
- How many students will the proposed strategy/initiative serve and in what way? What is the anticipated outcome?
- Is the total cost of the proposed strategy/initiative clear?
- Are there grant funds identified that could help fund a proposed strategy/initiative? Are these funds restricted to a particular area covered by this proposed strategy/initiative?

For Faculty Hiring

1. Is there documented student need/demand that can't be addressed through other efficiencies (e.g., mode of delivery)?
2. What kind of FTES would the hire generate?
3. How would a hire in this area help the discipline, department, and college to meet its strategic goals/targets?
4. What is the full-time/part-time ratio in the discipline?
5. Are there additional resources needed that would come along with a hire in this area? (This might include where the faculty member will be housed or other augmentations—e.g. lab staff or something like this)
6. Are there other factors to consider?

Riverside City **College Fall 2019 Committee Report**

Council Roles and College Community Roles and Responsibilities

- **GEMQ**: monitors, assesses, evaluates the process each year and develops/ recommends improvements to process, forms/ instruments, etc..
- **RDAS**: responsible for prioritizing initiatives, with a special emphasis on council providing background, information, clarity on initiatives related to the areas RDAS oversees during discussions.
- **SAS**: responsible for prioritizing initiatives, with a special emphasis on providing background, information, clarity on initiatives related to the areas SAS oversees during discussions.
- **TL**: responsible for prioritizing initiatives, with a special emphasis on providing background, information, clarity on initiatives related to the areas TL oversees during discussions.
- **Faculty on RDAS, SAS, TL** also are responsible for prioritizing full-time faculty hires.
- **All RCC faculty, staff, managers**: are responsible for reviewing at least the executive summaries of VP plans and communicating with council representatives in their division or for their constituency group to help shape and inform the prioritization decisions of the council members who represent them.

Next Steps

DROP-IN WORKSHOPS TO ASSIST COUNCIL MEMBERS IN COMPLETING PRIORITIZATION VIA SURVEY MONKEY WILL BE PROVIDED.

- ***All leadership council members should have received the VP Executive Summaries and Plans and the Prioritization 101 guide***
- During October, leadership council members should consult with constituency groups and discuss prioritization at October leadership council meetings
- During late October, leadership council members should complete their survey monkeys.
- November 8th 9-12 will be the final prioritization meeting. Dedicated times will be identified to discuss initiatives—all leadership council members. Dedicated times will be full-time faculty hire prioritization—faculty members on RDAS, SAS, and TLLC— GEMQ to monitor, evaluate assess the process.
- The leadership councils' prioritization will go to the December EPOC meeting and EPOC will forward its recommendation to the president.
- The president will provide his response and final determination will be publicized in December.

F. **Next Meeting:** May 14, 2020

G. **Adjourned 1:43 p.m.**