

PSV Teams

MINUTES

March 25, 2014

District Board Room

Tandberg / CCC Confer

12:00 PM – 1:00 PM

PSVT 1: Rod Beilby, Kayleigh Carabajal, Dale Holder, Kuldeep Kaur, Al Konuwa, Lisa Jensen-Martin, Judy Walters, Jacques Whitfield

PSVT 2: Leslie Deniz, Irma Guzman, Mike Sinn, Cheryl Latimer, David Perez, Judy Smart, Joseph Stottmann, Dan Turner

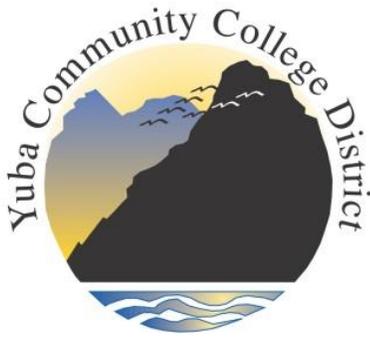
PSVT 3: Marisela Arce, Danny Manzanares, Art Pimentel, Fatima Ruiz, Sherry Spina, Karen Trimble, Angela Willson

Present: Brandi Asmus, Rod Beilby, Kayleigh Carabajal, Irma Guzman, Renee Hamilton (Recorder), Lisa Jensen-Martin, Al Konuwa, Cheryl Latimer, David Perez, Art Pimentel, Fatima Ruiz, Judy Smart, Sherry Spina, Joseph Stottmann, Karen Trimble, Dan Turner, Angela Willson

1.	Check-In	Members
Notes:		
2.	PSVT Rating Results	Carabajal
<p>Notes: Carabajal explained that when the teams were first made up, there was equal representation. We assured that we had student representation, off site representation, and both colleges. Had all 23 individuals been able to participate, the balance would likely have occurred at a different level. To adjust for the fact the WCC had fewer participants, the WCC results were double weighted.</p> <p>Carabajal reviewed the PSV Rating results saying that they were split according to academic results and non-instructional. The tables at the top are the raw results. The table below is the adjusted scores in which WCC had double weight. Yes, there was disparity among the colleges, but it did not change the placement of what was in the top three and</p>		

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bottom four. We will go by the bottom table with the double weight for WCC.

Team 2 was the largest of the teams and Team 3 was the smallest. Looking at the tables, WCC #1a-1d was collapsed into one item. WCC #1c, fume hoods, was removed because Mr. Hunter said those are being addressed right now. There were 7 requests from WCC and 6 from YC.

Carabajal reported that we had high participation rate in the PSV rating. In speaking to the individuals who completed PSV rating, it took an average of 2 hours. Taking into account the time for meetings and rating, the time involved in the process is about 80 person hours.

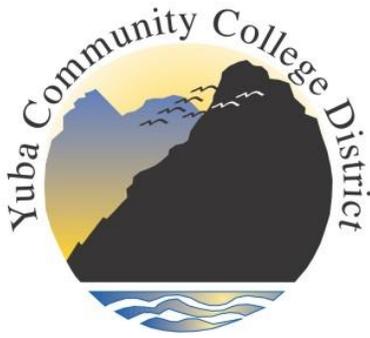
3.	Evaluation of the Process	Teams
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What Changes Can We Make for the Next Round?

- Questions:
 - Did we have ample opportunity to discuss and analyze the ratings?
 - Would the group scoring have been more valid than individual scoring?
- Konuwa: Initially, when we first got together, it was our opinion that the groups would get together and discuss this. Believe that by doing it individually, it brought results different than had we been able to look at it in a group where we could discuss questions about the various priorities. When WCC did the process at the college level, they found it very helpful to do it as a group. Also, not being able to talk to anybody when doing the ratings was frustrating. It was my understanding that we were looking at four sources of one-time funding. It now looks like general funds are included.
- Willson: Would like to do it on my own first, then get with the group and discuss it because the group may have seen something I did not see.
- Carabajal: The intent is saying please don't talk to anyone not in your group, was not to have cross-bias. The whole point of the process was to keep the group scoring separate.

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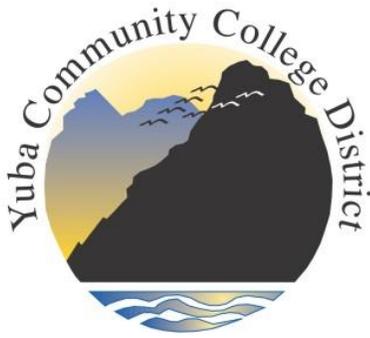
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- Ruiz: Had concern about how the recommendations came forward from the colleges. How was the process completed at the colleges? Was there student service presence at the college level?
- Carabajal: There was not a clear explanation of what funding sources were included because the intent was not to tie each priority to a funding source. This was to rank what was important to us as a District and then send it forward to have funds assigned to it. This does not mean there was enough funding to cover these items. This was to see how the PSV works because next year we will not be looking at just funding, but also priorities for programs and services. CBO Kaur asked that we not included deferred maintenance in this request. We went ahead and ranked it even though there were no deferred maintenance items from WCC and District Services. I put General Funds for YC Tutoring because the request was to institutionalize tutoring services. This process was for one-time funds only, so I identified general funds because the item should not have been on the list.
- Konuwa: I'm satisfied with the information on funding sources. We too have tried to institutionalize some of our tutoring services.
- Spina: If I understand, the deferred maintenance will not be funded now, but will go through another process.
- Pimentel: WCC #1 was very powerful and shows an academic need for deferred maintenance. Some of it may be equipment and some facilities. It may not all be deferred maintenance. Do we need to fund it?
- Spina: Will deferred maintenance requests go through another process? Do we have one-time deferred maintenance funds now?
- Carabajal: Yes, we have deferred maintenance funds. This will go forward along with YC and District Services deferred maintenance priorities. This will go forward as a top request, but we also have to give YC and District Services an opportunity to submit their deferred maintenance request since they had not been instructed to submit it for the PSV process.
- Turner: It was reported that we had 18 people respond out of 23. We had less people

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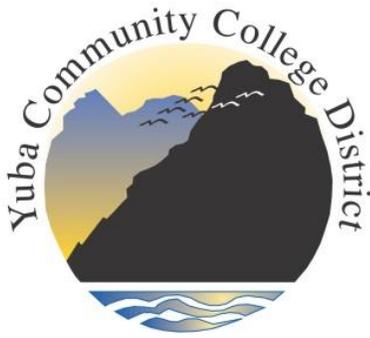
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from WCC respond than anyone else. Were all the missing votes from WCC? Also, we only had one person from CLC. Will we weight them more?

- Carabajal: No. For WCC there was illness and inability to meet the due date. There was also a misunderstanding about how many CTE faculty and other members were on the teams. Because of that, I weighted WCC twice. This is a concern for me. We need to make sure membership is confirmed and to also provide more time to accommodate illnesses.
- This process was not designed to ensure both colleges got the same amount of money. This is a test of our process to fund priorities. We are not funding by FTES, size, etc.
- Stottmann: Have a question about an item place in an area I did not expect it to be placed in. Although it was for instructional equipment, it was written using the non-instructional PSV criteria because it was not a single academic program, but across academic programs.
- Carabajal: If we had more time to identify which category it should go in, it would address this concern.
- Willson: When you look at demand, you almost can't be both. It would be better to look at as transfer courses vs. CTE. In some places, both might fit.
- Carabajal: That is an excellent point.
- Jensen-Martin: YC #2 is mentioned in Perkins and Instructional Equipment. Also, where did YC #3 rank?
- Carabajal: I purposely listed YC #2 in both because it ranked in 3rd order in both and it could be considered in both categories. Thank you for pointing out that YC #3 is missing. I did only have a short time in calculating and would like to ask the mathematicians to look at the scores. I will ask Clark to take a look at the numbers to ensure it is accurate.
- Jensen-Martin – It seems program vitality is more to rank programs, not to assess objectives or requests. It made it difficult to fund specific items. What we did at YC was to rank the program, then rank the equipment separately.

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- Carabajal: That makes sense and it will occur next year. Next year, we will be ranking the program portfolio and say in order to ensure the ranked programs are provided for, we will fund these items.
- We will have another opportunity to express concerns because I will send an online survey to all individuals on the process.

What Worked:

- Willson: Having representatives across the board with different perspectives.
- Turner: It opened my eyes to things happening across the District. I learned a lot about programs I didn't know about before.
- Konuwa: The intent to have a fair process for resource allocation was good as was the intent was to use data on which to base our decisions and requests for allocation. That was a good part of it. When we get this all finalized, we will be making true data-based decisions.
- Carabajal: I want to mention something that Irma said: having a deadline. I recognize this was a short process and next year we will do it over several months and start in fall.
- Turner: I liked the short deadline, even if we do it over several months, you will still have people who will do it at the last minute. I also see this as a true step for a participatory, visible process.
- Willson: Are you going to solicit recommendations on how the rubric can be improved?
- Carabajal: Both vitality rubrics were approved last year. The Academic Senates, College Councils, and DC3 had review and input. However, this is the first time we used it. Now both Colleges have used it at the college level and we used at the district level in the context of resource allocation. Now we will evaluate it.
- Jensen-Martin: how did you combine the academic with the non-instructional when the points were different?
- Carabajal: I went by ranks. For example, if it was ranked second place, the points were 110.135. I then looked at the ranking and possible funding source.

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- Jensen-Martin: You made the call to put the YC tutoring request in the General Fund bucket. The intent at YC was to make it a SSSP request. We understand that if SSSP funds left we would need to institutionalize it.
- Carabajal: Agree we need to have a discussion about how SSSP funds can be used and will have further discussion on it.

The meeting concluded at 1:00 p.m.

6.	Next Steps	Carabajal
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Notes:

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