EVALUATION REPORT

Diablo Valley College

321 Golf Club Road

Pleasant Hill, CA 94523

A Confidential Report Prepared for the
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the external evaluation team that visited
Diablo Valley College from October 6-9, 2014

Donald J. Warkentin
Chair

DIABLO VALLEY COLLEGE

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SUMMARY OF THE EVALUATION REPORT

INSTITUTION: **Diablo Valley College**

DATE OF VISIT: **October 6-9, 2014**

TEAM CHAIR: **Donald J. Warkentin**
                              West Hills College Lemoore

An eleven member accreditation team visited Diablo Valley College from October 6-9, 2014 for the purpose of evaluating the college's request for reaffirmation of accreditation. In preparation for the visit, the team chair attended a team chair training workshop on August 22, 2014 and the chair and team assistant conducted a pre-visit to the college and the District office on August 12, 2014. During the pre-visit, the chair and team assistant met with District and College leadership and key personnel involved in the self-evaluation preparation process. The entire evaluation team received team training provided by staff from the Accrediting Commission on September 12, 2014.

The evaluation team received the college's self-evaluation document several weeks prior to the October 2014 visit, and team members found it to be comprehensive and addressed all standards including the Commission's eligibility requirements, commission policies and pertinent federal regulations. The team confirmed that the Self Evaluation Report was compiled through broad participation by the entire Campus community including faculty, staff, students, and administration.

Diablo Valley College is one of three colleges in the Contra Costa Community College District. Several members of the Diablo Valley College Evaluation Team, along with members from the teams visiting the other colleges, met with the chancellor, District staff, and board members at the District office on Monday October 6, 2014 prior to arriving at the Diablo Valley College Campus. Team members met with District staff to assess areas such as finance, physical facilities, human resources, technology resources, governance, and board relations for the operation of the District. Team members attended a regular meeting of the Contra Costa Community College District Governing Board on Wednesday October 8, 2014 at the District board room.

Also, on Monday, two Diablo Valley College team members traveled to the college's San Ramon Campus to assess the quality of instruction and services for students enrolled at SRC. Team members met with several SRC staff and students. SRC enrolls over 3000 students each semester. Almost half of the San Ramon Campus students also are enrolled at the Diablo Valley College, Pleasant Hill Campus. The San Ramon Campus employs 16 full-time faculty, numerous part-time faculty, one full-time counselor, a senior dean and approximately 20 classified staff. The College's computer information systems program is housed at SRC. SRC also offers a wide variety of general education courses along with science and computer science courses. The Dougherty Station Library at SRC in collaboration with the City of San Ramon provides a full complement of services to DVC students at no cost to the College. SRC also provides an array of student services.

Prior to the arrival on the Diablo Valley Campus, the visiting team received access to distance education classes via a log-in account with password. In addition, the team had secure internet access to the college and District's internal information and data. The team reviewed numerous documents and evidence supporting each accreditation standard in the Self Evaluation Report available to the team in the team room. The team requested and received additional documents from individuals and at Campus meetings. Documents reviewed by the team included Board policies and administrative procedures, program review information, student learning outcomes assessments and improvement plans, strategic planning information, enrollment information, committee minutes, the DVC Committee Handbook and Catalog. The team also viewed evidence and documentation through the District and College websites and the evidence flash drive that was provided along with the Self Evaluation Report prior to the team visit. The college also provided the team access to the college's online classes including courses in disciplines such as business, communications, history, library science, math, psychology, and Spanish, to name a few. The team received further access to college and District data through the college's learning management system (Desire2Learn).

Upon arrival at the Campus, the College invited team members to attend an open reception where team members were introduced to key staff members of the College and members of the accreditation self-evaluation preparation team. The College provided team members with a short tour of the Campus. Diablo Valley College is a 100 acre campus situated in the heart of Contra Costa County in Pleasant Hill, CA. The Campus serves the communities of Pleasant Hill, Concord, Martinez, San Ramon, Walnut Creek, Danville, and several smaller communities. Thirty-one feeder high schools comprise the college's primary service area.

Throughout the visit, team members held numerous meetings and interviews with college committees, staff, students, and administration. Two opportunities for the college community to meet with members of the evaluation team in an open forum were held. Both open forums were well attended, and the visiting team was impressed by the positive comments expressed by Diablo Valley College employees and constituents.

Team members attended meetings of the Academic Senate, District Consultation Council, Student Learning Outcomes Committee, Curriculum Committee, Technology Committee and Associated Students. These visits allowed the team to gain an understanding of the organizational and governance structure of the College.

Several team members attended meetings with the college's accreditation standard team members and District staff to gain a greater understanding of the college's processes in developing their self-study report. In addition, the team observed several class sessions both face to face and online. Team members met with several students, both formally in interviews and informally in conversations around Campus. These interviews were largely positive and enlightening for the team.

The team greatly appreciated the enthusiasm and support from college staff throughout the visit. The team appreciated the willingness of key staff to assist with team requests for individual meetings and other needs throughout the evaluation process. College staff met every request for documentation and meetings with individual members and groups of the college community.

The team found Diablo Valley College to be in compliance with all Eligibility Requirements, relevant Commission policies and relevant Federal regulations. The team assessed the college's response to the 2008 recommendations and follow-up reports and found that the college has made great progress in meeting the recommendations. One previous recommendation (District Recommendation 3) was not adequately addressed.

Accreditation Evaluation Report
Diablo Valley College

Introduction

Diablo Valley College was established in 1950 and began offering classes in Martinez in 1951 and soon after moved to its new location in Pleasant Hill, CA. The Pleasant Hill Campus is comprised of approximately 110 acres in the center of Contra Costa County. Diablo Valley College is one of three colleges in the Contra Costa District and enrolls approximately 20,000 students each semester. Diablo Valley serves students from 31 high schools in the communities of Concord, Pleasant Hill, Martinez, Walnut Creek, and San Ramon. Slightly over 51% of its students are female and the majority student ethnicity is white with 40% enrollment. The next largest group is Hispanic at 21%.

Diablo Valley College employs over 900 full and part time faculty and 535 classified staff. Approximately 30 staff members are administrative or managers. The college student body is fairly affluent with only 34% receiving financial aid. The most recent unemployment rate for its service area is slightly over 4%.

Diablo Valley College offers over 80 different associate degrees and 111 certificate programs. For 2012-2013, over 2200 degrees and certificates were awarded.

The Contra Costa CCD recently passed a $450 million general obligation bond to provide new construction, modernization, and seismic retrofits throughout the District. Diablo Valley College is undergoing modernization of older buildings from proceeds from previous bonds. A new Hospitality Studies and Food Court facility opened recently and a new Student Services Quad area is under construction. A newly remodeled Student Services building opened two years ago. DVC is projected to receive approximately $180 million from the bond to construct new Police department facilities and remodel aging facilities. The addition of new facilities is not currently being planned in that enrollment projections in the District are leveling.

The College also operates a full service Center in San Ramon known as the San Ramon Campus. The San Ramon Campus is one multipurpose building and enrolls approximately 3000 students each semester. The San Ramon Campus has a partnership with the Contra Costa County Library for library and research needs.

Previous Progress Reports and any Special Follow up Reports

As a result of Diablo Valley College's comprehensive evaluation visit in 2008, the College was placed on Show Cause by the Accrediting Commission at its meeting in January 2009. The College was required to submit a Show Cause Report by October 2009. The Show Cause Report was followed by a team visit in November 2009. As a result of this visit and a review of the College's Show Cause Report, the Commission acted to remove Show Cause and imposed Probation at its meeting in January 2010. The College was again required to submit a Follow-up Report with a visit that occurred in November 2010. At its January 2011 meeting, the Commission

removed Probation and reaffirmed accreditation for Diablo Valley College. Diablo Valley College was directed to prepare a Focused Mid-term Report by October 2011. The Commission acted to require Diablo Valley College to submit a revised Focused Mid-term Report by March 2012. In June of 2012, the Commission accepted the revised Focused Mid-term Report.

Diablo Valley College Commendations:

The College impressed the team with a number of programs, activities, and services observed during the visit. In particular the team makes the following commendations:

Commendation 1: The visiting team commends the College's leadership and its culture of collegiality and collaboration in support of decision making and its holistic focus on student success. The visiting team heard repeatedly from faculty, staff, administration, and students the value of focusing on College-wide goals.

Commendation 2: The visiting team commends the College for its innovative approach to developing and implementing automated, integrated systems (Web Curriculum System and Web SLOs with Program Review) to support institutional effectiveness and student success.

Commendation 3: The visiting team commends faculty who have taken a lead role in developing and maintaining tutorial services to assess and enhance student learning.

Commendation 4: The visiting team commends the College's comprehensive approach to diversity and equity through a shared vision of inclusive excellence. The multi-disciplinary and cross-functional activities effectively engage College constituencies and local community.

Commendation 5: The visiting team commends the College's focus and deep commitment to student success and leadership as modeled by the excellent student ambassadors program.

Diablo Valley College Recommendations:

Recommendation 1: In order to fully meet the Standard the team recommends that the College provide equitable student services to the San Ramon Campus. (II.B.1, II.B.3.a. II.B.4)

Recommendation 2: In order to fully meet the Standards, it is recommended that the library develop and systematically assess administrative unit outcomes to ensure quality improvement. (II.C.2)

Recommendation 3: In order to fully meet the Standard, the College needs to identify its long term facilities needs by incorporating facilities management into the governance process. In order to capture all future operating costs, it is recommended that a total cost of ownership model be developed and incorporated into facilities and equipment acquisition and maintenance. (III.B.1, III.B.2.a, III.D.1.b, III.D.1.c, III.D.1.d)

District Office Review:

During the course of the simultaneous accreditation visit at Diablo Valley College, Contra Costa College, and Los Medanos College, the chancellor, board members, and District office personnel were interviewed by team chairs and team members, individually and jointly, for the purpose of evaluating College and District operational relationships. A District Office Accreditation Chair was assigned to coordinate the District office site review. Joint team members reviewed Board policies, administrative procedures, and District documents as they assessed evidence regarding District operations, financial requirements, and overall support to the colleges.

District Commendations

District Commendation 1: The accreditation District Team commends the entire Contra Costa Community College District for its work in reviewing and revising the budget allocation model. The District Team acknowledges the time and effort and the comprehensive nature of the feedback sought from throughout the District to develop a budget model that would adhere to certain principles: transparency, flexibility, accountability, local control and shared governance.

District Commendation 2: The accreditation District Team commends the Contra Costa Community College District in taking deliberative and measured steps in reviewing and consolidating redundant District and college functions as it did in centralizing the roles and responsibilities of institutional research. The District Team noted that as result of this effort there has been increased capacity for institutional research support for the Colleges' focus on student achievement and success.

District Commendation 3: The accreditation District Team commends the Contra Costa Community College District's steps in developing and implementing a New Employee Orientation program which includes training conducted by the Chancellor on the Code of Ethical Behavior.

District Commendation 4: The accreditation District Team commends the Contra Costa Community College District for its successful passage of a third bond election totaling $450 million signaling strong support from the communities it serves

District Recommendations:

2014 College/District Recommendation 1: In order to meet the Standard, the College and the District should thoroughly integrate student learning outcomes into the evaluation process for those who have a direct responsibility for student progress toward achieving student learning outcomes, including non-instructional faculty and staff. (III.A.1.c)

Team Evaluation of Institutional Responses

to the 2008 Recommendations

Recommendation 1

The team recommends that the College clarify the decision making roles of constituent groups in the establishment of the campus organizational structure and implement a participatory process to advance the mission and goals of the institution. (Standards: I.A.3, I.B.1, I.B.2, IV.A.1, IV.A.2.a, IV.A.3, IV.B.2.b)

The College revised its organizational structure and used data from college-wide surveys and annual committee reports to make improvements. The College Committee Handbook published in 2013 provides committee, council and task force information and the charge and function of each group. The College also provided a governance organizational committee and decision making chart. The chart indicates that all college-wide committees feed into the College Council.

The College has addressed this recommendation and meets the Standards.

Recommendation 2

The team recommends that the College must develop and implement college-wide planning that is tied to the Strategic Plan, mission, and resource allocation that:

- **Integrates all aspects of planning, evaluation, and resource allocation (Standards: I.B.3, I.B.4, II.A.1, II.A.2, II.B.1, II.B.4, II.C.2, III.A.6, III.C.2, III.D.1.a, III.D.2.g, III.D.3, IV.A.5, IV.2.b);**
- **Is well defined, widely disseminated and discussed through reflective college-wide dialogue (Standards: I.B.4, I.B.5, III.D.4, IV.A.2.a);**
- **Includes faculty, staff, students and administration from the Diablo Valley College's main campus and its San Ramon Campus (Standards: IB4, IIA1, IIB1, IIC1c, IIIA, IIIB,IIIC, IIID, IVA.1, IVA2, and IVA3).**

All instructional units, student services units, and administrative units undergo a thorough internal and a cross-campus validation regularly as part of the program review and resource allocation process. During program review, units examine both results from learning outcome assessments and information about student achievement in courses and programs. Units then will write reviews evaluating the effectiveness of the programs. As part of the written self-evaluations, all units connect their programs to the college-wide Strategic Plan and to the mission of the College. Written program reviews then go through a cross-campus validation process and then are advanced to the College Integration Council, which makes recommendations to the Budget Committee, the

College Council, and the president as to how best to allocate resources. The process assures continuous improvement of courses and programs

Leadership and participative processes allow for inclusive dialogue and problem solving to improve student learning, success, and institutional effectiveness through governance, department meetings, staff meetings, committee meetings, flex workshops, and informal conversations among two or more people.

The College has addressed this recommendation and meets the Standards.

Recommendation 3

The team recommends that Diablo Valley College fully implement Recommendation 1 in the 2002, Accreditation Evaluation Report which states: "Implementation of a uniform process of program review which includes direct evidence of student learning and is used to inform and influence planning and resource allocation and leads to improvements in programs and services." (Standards: I.B.3, I.B.4, II.A.1, II.A.2, II.B.1, II.B.4, III.A.6, II.C.2, III.D.1.a, IV.A.5, IV.A.2.b)

The College implemented a program review process that contains evidence of student learning and is used to inform planning and resource allocation and leads to improvements in programs and services. The College has an established procedure for administrative, student service and instructional program review. All three complete the program review by February of each year. Student services and administrative units program review is implemented in a two-year cycle with all units completing a review every two years. Annual updates are required in the interim years.

Programs are systematically assessed using the instructional unit program review process, which is run on a two-year cycle in order to assure currency, improve teaching and learning strategies, and achieve stated program learning outcomes. The College is expected to evaluate the effectiveness of using program reviews to address resource requests for college-wide plans. Through the program review process, program resource requests were incorporated into the resource allocation model, and plans to effect program improvement developed. The program review process itself has been reviewed and improved with each review cycle.

The College has addressed this recommendation and meets Standards.

Recommendation 4

The team recommends that the College accelerate its Student Learning Outcomes (SLO) and assessment cycle in the instruction area to fully demonstrate proficiency by 2012 as stated in the ACCJC rubric for SLOs. The team further recommends that Student Learning Outcomes should be incorporated into the College mission statement. (Standard: I.A)

There is evidence that DVC has accelerated its student learning outcomes and assessment cycle in all areas. The team verified that DVC has defined student learning outcomes for all of its courses

and 90% have been assessed at least once. Some courses have been assessed multiple times. Of the 200 programs offered by the college, 195 have been currently assessed. The team also verified that course and program SLOs are a component of all instructional unit program reviews.   The college's student learning Outcome Assessment committee is charged with reviewing and improving course and program level SLOs. Approximately one-third of a program's SLOs are assessed each year, ensuring that over a three year period, all SLOs in each program are assessed.

The team verified that Diablo Valley College's mission supports student learning.

The College has addressed this recommendation and meets the Standard.

Recommendation 5

The team recommends that Diablo Valley College develop a new technology master plan that reflects current and future needs which is integrated into college-wide planning and resource allocation including the evaluation and support of instructional, student services and administration functions for the College and off-campus sites. (Standards: II.C.1.d, III.c.1.c, III.c.1.d, III.c.2)

The College is implementing its 2014-2016 Technology Master Plan, conducts a wide range of surveys to assess user satisfaction, and links technology requests to the budget process and program review.

The College has addressed this recommendation and meets Standards.

Recommendation 6

The team recommends that Diablo Valley College fully implement recommendation 2 from the 2002 Accreditation Evaluation Report which states, "Improvement of the existing curriculum process to include a timely, systematic review and efficient procedures for course and program approval with adequate technology and staff support." Furthermore, the team recommends that the curriculum process be fully integrated with the program review process. (Standards: II.A.2.a, II.A.2.e)

The College developed its own online curriculum management system that automates review by key decision makers prior to curriculum committee technical review. All courses are reviewed and updated as necessary every 5 years. There is evidence to show that the curriculum process has been fully integrated with SLO assessment and program review.

The College has addressed this recommendation and meets Standards.

Recommendation 7

The team recommends that the College further improve communication to increase collaboration across organizational structures by promoting transparent decision making,

honest dialogue and widespread dissemination of internal College documents. (Standards: III.B.2.b, III.C, III.C.2, IIID.1.a, IIID.1.d, IV.A.1, IV.A.2, IV.A.2.b)

College communication has been improved with the implementation of a new electronic announcement that is sent to all employees. *Governance at a Glance* is a regular announcement updating the College community on the status of the four College governance committees and accreditation. An innovative approach to increasing collaboration across organizational structures is the Faculty Senate Scheduling Committee. Originally conceived to address dramatic schedule reduction in a more open, transparent manner, the committee has been institutionalized and continues to make data-driven decisions to improve institutional efficiency while maintaining or increasing student access.

To increase transparency and collaboration, Diablo Valley College's four governance committees (Budget Committee, College Council, Institutional Planning Committee, and Integration Council) have representatives from every Campus constituency, including representatives from the San Ramon Campus, who bring items to their appropriate councils for feedback. The co-chairs of the four college-wide governance committees meet monthly to share what each of the committees are working on and to get feedback, providing an opportunity for dialogue and coordination in the integrated planning process.

The College has addressed this recommendation and meets Standards.

Recommendation 8

The team recommends that in order to improve its resources allocation process, the District should expedite the development of a financial allocation model, including the following (Standards III.C.1, IIID.1.a, IIID.3, IV.B.3c):
   a. **the model as a whole;**
   b. **funding for adjunct faculty in a way that will support the District and College intentions to increase student enrollment; and**
   c. **technology funding.**

The three District colleges (Contra Costa, Diablo Valley, and Los Medanos) described a comprehensive, participatory process begun in 2008 aimed at revising the budget allocation formula. The Chancellor's Cabinet agreed on 20 guiding principles for the allocation model and determined that the model decided upon would be a "College First" model. The model delineated clearly the College and District roles and allowed for financial decisions to be made at the college level.

To ensure a transparent formula development process, a series of meetings and open forums were held throughout the District. The new budget model, based on the SB 361 community college funding model, replaced the individual funding formulas for adjunct, management, and classified positions as well as for technology and other District wide costs. In its place were "assessments" taken off the top to pay for regulatory, contractual, or committed costs. After these obligations were met, all sites received an allocation which required each site to "live within it means."

The elements of the model were memorialized in District Business Procedure 18.01 and 18.02.

The accreditation District Team noted that the process undertaken to revise the budget model has been extensive and comprehensive. The process involved development of preliminary models which adhered strictly to SB 361 before determining in 2009 that strict adherence to this model would not be feasible. Subsequently, forums were conducted throughout the District during which a budget model was presented which combined the elements of SB 361 with a "College First" model.

The District Team noted that although discussions began with the Chancellor's Cabinet, input was sought throughout the District with the District Governance Council taking a prominent role. The budget model was reviewed and refined for implementation in fiscal year 2010-11. Additionally, two business procedures were revised and adopted by the Governing Board in 2014.

The District and College teams reviewed business processes that had been updated to reflect the new funding formula including: Business Procedure 18.01, The Contra Costa Community College District General Fund Budget, and Business Procedure 18.02, Parameters for Budget Development and Preparation.

The District Team noted that the District has implemented a phased-in approach to stabilizing funding for District wide technology to address the recommendation regarding technology funding. The District Team confirmed that the first phase of this approach began in 2009-10 with a number of upgrades which had previously been funded through one-time dollars.

The District Team concluded that the District has addressed this recommendation and meets Standards.

Recommendation 9

In order to meet the Standard, the District should establish a written code of professional ethics, which includes managers. (IIIA.1.d)

A Code of Ethics applicable to all members of the District, including managers, was adopted by the Governing Board on October 21, 2009 (Board Policy 2056, Code of Ethics). Previously, the Chancellor's Cabinet had adopted an Employee Code of Ethical Behavior on April 5, 2005 which covers all employees, including administrators (District Human Resources Procedure 1040. 08, Employee Code of Ethical Behavior).

The accreditation District Team noted that the Code of Ethics has been developed and approved by the Governing Board as a Board policy. The District Team further noted that the District has adopted a parallel administrative procedure: District Human Resources Procedure 1040.08, Employee Code of Ethical Behavior. An anonymous Hotline to report fraud has been available as of 2012 with a link on the District's webpage. The Hotline is coordinated internally by the internal auditor and the associate vice chancellor for human resources (III.A.1.d-8). ? Additionally, the

District developed a New Employee Training Program during which the Code of Ethical Behavior is explained and reviewed in depth by the Chancellor or her designee.

The District Team concluded that the District has addressed this recommendation and meets the Standard.

Recommendation 10

In order to meet the Standard, the District should integrate student learning outcomes into the evaluation process for those who have a direct responsibility for student progress toward achieving student learning outcomes. (III.A.1.c)

The District reached agreement with the United Faculty to revise the faculty evaluation forms to include two questions as part of the faculty self-evaluation process (United Faculty revised evaluation forms):

1. I use appropriate and varied tools for evaluating and assessing student learning outcomes
2. I participate in department committees/tasks (i.e. curriculum development, SLOs, Course Outline/Title 5 rewrites/Content Review)

United Faculty and the District agreed to modify an article in their agreement to add to department chair duties to "oversee and facilitate the development and assessment of course and program-level student learning outcomes." (United Faculty Contract, department chair duties)

The accreditation District Team reviewed the statements which are included in the faculty member's self-evaluation questionnaire. The District Team acknowledged that this is only one aspect of a faculty member's evaluation. However, it was unclear to the District Team how during a faculty member's evaluation, the faculty member's self-report is validated. Interviews among District Office staff confirmed that the faculty evaluation process is managed at each college under the auspices of the Vice President for Instruction. Review of redacted evaluation forms indicated that no validation other than the faculty member's self-report occurs with regard to integration of student learning outcomes in the evaluation process. The District Team noted that other members of a college's academic team, such as counselors and deans, also have responsibility for student learning outcomes. Evidence was not provided showing that the evaluation of these college staff has included integration of student learning outcomes.

More specifically, as stipulated in the 2008-2011 United Faculty contract, Appendix X, faculty are provided with forms to use throughout the evaluation process. Forms are available on the District and College websites. Those forms include in-class observation, outside-of-class activity, and a checklist that individual faculty use as a guide for their personal self-reflection. However, it is suggested, not required, that the faculty reflect on two statements related to SLO participation: 1) I use appropriate and varied tools for evaluating and assessing student learning outcomes; and, 2) I participate in department committees/tasks, which include curriculum development, assessment of

SLOs, course outline rewrites, and course content review. Peer and administrative comments about the faculty member's teaching may or may not include specific reference to SLOs.

A review of random full-time faculty evaluation personnel files at the three colleges, revealed inconsistent responses to the issue. Team members noted that the depth of comments concerning student learning varied widely, both from individuals being reviewed and those participating as evaluators. Although much discourse seems to have taken place regarding student learning outcomes, there is little evidence that the faculty evaluation systematically, consistently, and thoroughly includes attention to SLOs. (III.A.1.c)

The District Team determined that this Standard has not been met (see 2014 District Recommendation 1).

Recommendation 11:

In order to meet Standards, the District should develop a policy and implement procedures for evaluating the effectiveness of the District's administrative organization, the delineation of responsibilities of the District and the Colleges, and the governance and decision making structures. The results should be widely communicated and used as a basis for improvement. (IV.A, IVA.1, IV.A.2, IV.A.3, IV.B, IV.B.3.a, IV.B.3.b, IV.B.3.e, IV.B.3.f, IV.B.3.g)

A document, "District and College Roles, Responsibilities and Service Outcomes," was developed in 2010 and updated in 2013 (Administrative Procedure 1012.01, Institutional Effectiveness: Planning, Assessment, and Continuous Improvement). The document delineates the roles and responsibilities between the Colleges and the District and is scheduled to be reviewed every four years by District Office staff and their counterparts at the Colleges.

Two Board policies were revised to clarify institutional leadership/governance and institutional effectiveness (Board Policy 1009 and Board Policy 1012). A District Governance Survey was developed to gauge effectiveness of the governance and decision-making process; it was administered in 2010, 2011 and 2012. The District Governance Council distributes the results to constituency groups. Additionally, the Chancellor's Cabinet conducts an annual self-evaluation.

The District Team noted that the District and College Roles, Responsibilities and Service Outcomes Functional Map clearly delineates the roles and responsibilities of the District Office versus those of the corresponding College office. Evidence was presented as a result of confirming interviews with District Office staff that a periodic program review process is in place and that District level services are evaluated on a regular basis.

The District Team concluded that the District has addressed this recommendation and meets the Standards.

Evaluation of Diablo Valley College
Eligibility Requirements

1. **Authority**
   The visiting team verified that Diablo Valley College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. The College is authorized by the State of California Community Colleges Chancellor's Office to operate as an educational institution and to offer two-year courses of study leading to certificates and degrees.

2. **Mission**
   The visiting team verified that Diablo Valley College has a clearly defined mission statement. The mission statement is regularly reviewed and revised according to the policy of the Contra Costa Community College District. The mission statement was last approved by the CCCCD Board of Trustees in January 2013.

3. **Governing Board**
   The team confirmed that the College operates under the direction of a five-member Governing Board. The Board members serve staggered four-year terms ensuring that there are always at least two returning members after each election. A non-voting student trustee sits on the board and represents the students from all three colleges. This seat is rotated amongst the colleges.

4. **Chief Executive Officer**
   The visiting team verified that Diablo Valley College has a president whose full-time responsibility is to provide overall leadership and direction to the College. The Chief Executive Officer of the Contra Costa Community College District is the Chancellor.

5. **Administrative capacity**
   The team verified that the College has adequately prepared and experienced administrative staff sufficient in number to support the College's mission and purpose. The administration supports the scope and purpose of the institution.

6. **Operational Status**
   The visiting team confirmed that the Diablo Valley College is fully operational with students actively pursuing degree and certificate programs. The Campus has modern facilities to support teaching and learning. The Campus is currently undergoing modernization and new construction to meet it needs.

7. **Degrees**
   The team verified that the College offers approximately 80 programs which lead to associates degrees. The majority of students are enrolled in credit courses for the achievement of degrees.

8. **Educational Programs**
   The visiting team verified that the Diablo Valley College offers a range of degree, certificate and transfer programs consistent with the College mission. These programs are offered in a manner and of rigor consistent with California Community College standards and culminate in identified student outcomes.

9. **Academic Credit**
   The team confirmed that Diablo Valley College awards academic credits based on generally accepted practices of degree-granting institutions of higher education. The College adheres to standards set forth in the California Code of Regulations, Title 5, Education Code Section 55002.5 and the Carnegie Unit of 16 hours of each unit of instruction in granting course credit. The College curriculum committee regularly approves new curriculum or curriculum changes. The College has publicly disclosed transfer of credit policies in the College catalog.

10. **Student Learning and Achievement**
    Diablo Valley College defines and publishes its student performance objectives in its course outlines. In addition, Diablo Valley College is performing assessment of its course and program level student learning outcomes. The team feels that the College is proficient in the student learning outcomes process.

11. **General Education**
    The team confirmed that Diablo Valley College defines and incorporates into all of its degree programs a substantial component of general education courses designed to ensure breadth of knowledge and promote intellectual inquiry. General Education requirements are published in its College catalog.

12. **Academic Freedom**
    The visiting team verified that the College faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study. The Academic Freedom Policy adopted by the College and District is made public in the College catalog.

13. **Faculty**
    The team confirmed that Diablo Valley College has approximately 240 full-time faculty including certificated counselors and librarians. Instructional faculty meets the minimum qualifications as established by the Academic Senate of California Community Colleges. The duties and responsibilities of faculty are outlined in board policy, and the collective bargaining contract. The team verified with the Human Resources Department that its faculty received their academic degrees from accredited colleges and universities.

14. **Student Services**
    The visiting team verified that the College provides comprehensive student services. The services are aligned with the mission of the College and meet the needs of the students.

15. Admissions
The team confirmed that the College adheres to admission policies consistent with its mission.

16. Informational and Learning Resources
The team verified that Diablo Valley College operates a library and learning center which provides student access to electronic and print resources sufficient to its educational purposes.

17. Financial Resources
The team verified that Diablo Valley College currently has an adequate funding base, financial reserves, and plans for financial development that are adequate to support its mission and to ensure financial stability.

18. Financial Accountability
The team verified that the College annually undergoes and makes available an independent external financial audit performed by a certified public accountant.

19. Institutional Planning and Evaluation
The visiting team confirmed that Diablo Valley College has a system of planning and program review process complete with unit action plans. The College has an educational master plan that guides its planning process.

20. Public Information
The team verified that all the eligibility requirements for public information are contained in the Diablo Valley College published catalog, website, and an array of other materials.

21. Relations with the Accrediting Commission
The visiting team confirmed that the Diablo Valley College adheres to the Eligibility Requirements, Standards, and policies of the Accreditation Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges, describes itself in identical terms to all of its accrediting agencies, communicates any changes in its accreditation status in a timely manner, and agrees to disclose information required by ACCJC to carry out its accrediting responsibilities.

Evaluation of Diablo Valley College

Commission Policy Compliance

Policy on Distance Education and on Correspondence Education

Board Policy 4014 and Administrative Procedure 4003.01 define distance education courses for the Contra Costa Community College District. Recently ACCJC approved a substantive change proposal for distance education course offerings. There is a separate curriculum review and approval process for Distance Education courses. The College offers approximately 130 distance education courses. Students are issued a unique identifier and password by the Contra Costa Community College District as part of enrollment process.

Policy on Institutional Compliance with Title IV

Board policy 3023 and Student Services Procedure 3023 provide guidelines for compliance with federal, state and other regulatory agencies. The Vice President of Student services provides oversight. Financial aid staff is regularly updated on federal and state policy changes. The team did not observe any compliance issues.

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

The institution meets the ACCJC requirements for advertisement and publication of accreditation status. The College website adequately publishes information on all of the required elements.

Policy on Institutional Degrees and Credits

This policy is reflected in the College catalog and Board Policy 4011 and Curriculum and Instruction Procedure 4007. The Diablo Valley College catalog describes the academic course requirement and credit, open course policy, prerequisite policy, acceptance of transfer credit, alternative course credit, and course substitution.

Policy on Integrity and Ethics

Board Policy 1010 and Human Resources Procedure 1040.08 define and address the code of ethics for board members and employees of the College. DVC complies with all accrediting commission requirements including midterm, follow-up and focused reports. Additionally, the College catalog and website demonstrates the College's integrity in communication with its students.

Policy on Transfer of Credit

The Diablo Valley College catalog, website, describes the College's policy on transfer of credit in compliance with accreditation standards.

Policy on Student and Public Complaints against Intuitions

The Accrediting Commission has no student complaints on file.

Diablo Valley College

Federal Regulations

Public Notification of an Evaluation Visit and Third Party Comment
The visiting team found evidence that Diablo Valley College publicized, in advance, to its constituents of the upcoming evaluation visit for reaffirmation of accreditation.

Standards and Performance with Respect to Student Achievement
Diablo Valley College has institution-set standards for student achievement and monitors them annually.

Credits, Program Length, and Tuition
See response to commission Policy on Institutional Degrees and Credits

Transfer Policies
See response to Commission policy on Transfer of Credit

Distance Education and Correspondence Education
See response to Commission policy concerning Distance Education and Correspondence.

Student Complaints
The Accrediting Commission has no student complaints on file.

Institutional Disclosure and Advertising and Recruitment Materials
See response to Commission policy on Institutional Advertising, Student Recruitment, and Representation of Accreditation Status.

Title IV Compliance
See previous response to Commission policy concerning Institutional Compliance with Title IV

Standard I – Institutional Mission and Effectiveness

Standard IA: Institutional Mission

General Observations:

Diablo Valley College has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning. The mission statement is reviewed a minimum of every two years according to the shared governance structure within the College, with the most recent review in 2012, and its approval by the governing board in 2013. The mission statement is widely distributed throughout the College's two campuses and appears in documents such as the strategic plan. The mission statement was central to the development of the College's 2013-2017 strategic plan and provides guidance for allocation of resources and allocation decisions. Administrative, student services, and instructional units evaluate their processes and how they increase student success utilizing the program review process. The Integration Council ranks requests for resources, and these rankings are used to guide resource allocation decisions made by the Budget Committee, the College Council and the College President. This process guarantees that the College mission is the foundation of institutional decision-making.

Findings and Evidence:

The Diablo Valley College mission statement is as follows:

Diablo Valley College is passionately committed to student learning through the intellectual, scientific, artistic, psychological and ethical development of its diverse student body. Diablo Valley College prepares students for transfer to four-year universities; provides career and technical education; supports the economic development of the region; offers pre-collegiate programs; and promotes personal growth and lifelong learning.

In light of its mission, the College has established student learning programs and services that are aligned with its purposes, its character and its student population. Diablo Valley College is a comprehensive community college that offers instruction at two facilities, one located at the Pleasant Hill Campus and the second at the San Ramon Campus. The College enrolls approximately 20,775 students the majority of whom are from the local region, but it also serves approximately 1670 international students from over 60 countries. To serve its student population, the College offers programs to prepare students for transfer to four-year colleges and universities, career and technical education courses & programs, and pre-collegiate programs in math, writing, reading, and English as a second language to provide opportunities for students who need to achieve college readiness. The College also offers study abroad programs and programs that promote personal growth and lifelong learning. In addition, the College supports economic development in the region. The College does not offer any non-credit programs.
Although not explicitly stated in the mission statement, the College offers total of 80 associate degrees and 111 certificate programs to meet the needs of the student population; in 2012-2013, 2,280 students completed a degree or certificate. Its 1,265 active courses of instruction are taught by 901 full and part-time faculty through face-to-face, hybrid, and distance learning modes. (I.A.1)

The mission statement is reviewed every two years, or at shorter intervals as necessary, as a component of the participatory governance structure of the College. The mission statement is systematically and regularly reviewed according to DVC Procedure 1017.01.   The review is conducted by the Institutional Planning Committee, and proposed revisions are vetted through faculty, staff, administration constituency groups for feedback and approval; revisions are approved by the College Council, College President, District chancellor, and governing board. The mission statement was reviewed in 2008, 2009, 2011 and 2012 by the Institutional Planning Committee, and was approved by the Governing Board on April 29, 2009, March 23, 2011, and most recently, on January 23, 2013. The College has an ongoing campaign to communicate and highlight the mission statement; it is printed on posters that are displayed throughout both the Pleasant Hill and San Ramon Campuses, it is published annually in the College Catalog, and is posted on the College's website. Additionally, the mission statement is printed on a pocket card that is widely distributed on campus. (I.A.2)

The Strategic Plan 2013-2017 was developed after two years of college-wide dialogue involving all constituencies from both the Pleasant Hill and San Ramon Campuses. The mission statement and its values were affirmed as the cornerstone of the College's strategic planning efforts. The statement of value and mission provide guidance to resource allocation decisions that drive increases in student success, especially with regard to attainment of degrees and certificates. Self-evaluative program reviews that address all methods of course delivery including distance education are completed within each unit and are read by the college-wide Integration Council; requests are integrated and ranked using an established rubric where the central questions on the rubric ask how the requests for resources will improve student success and if they are tied to the strategic goals of the College. The Integration Council rankings are then used to guide the resource allocation decisions made by the Budget Committee, the College Council, and the College President. This system ensures that the College mission is the basis of institutional planning and decision-making. (I.A.3, I.A.4)

Conclusions:

Diablo Valley College offers courses, certificates and degrees that meet the learning needs of the student population. The College also provides a full range of student support services from application assistance, to financial aid, to employment counseling. Student services conducts point-of-service surveys and uses the program review process to determine student learning and understanding related to College processes and services.

Diablo Valley College has a mission statement that is approved by the governing board, The current mission statement was approved by the governing board in 2013.The mission statement is published in the *Catalog*, the *Strategic Plan*, and on the College website and is also widely disseminated throughout both campuses by several additional methods including posters and pocket cards.

Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary. The Self Evaluation Report provides evidence that the mission statement was reviewed in 2008, 2009, 2011, 2012 and 2013 (as part of the strategic plan) according to DVC Procedure 1017.01. Proposed revisions were sent

to the constituent groups of faculty, staff, administration, and students for feedback and approval before final approval by the Governing board.

The mission statement was central to the development of the College's 2013-2017 Strategic Plan. The mission statement and its values are central to the College's strategic planning efforts. The statement of values and mission has the goal to increase student success, especially the attainment of transfer, associate degrees, and certificates. Through the program review and resource allocation process, administrative, student service, and instructional units evaluate their programs and how they increase student success.

The institution meets this Standard.

Recommendations:
None.

Standard 1B: Improving Institutional Effectiveness

General Observations:

The College constituencies engage in a collegial, self-reflective dialog focusing on student learning and institutional processes. The dialog is primarily carried out through the College's shared-governance committees that have broad representation from the various campus constituencies. The Program Review process is used to inform the self-reflective dialog and to drive the budget allocation process. This dialog has resulted in several cyclical improvements that have been made in the Program Review process since 2009, and as a result, Program Review is now conducted every other year for all units. The process continues to evolve and be refined through shared governance.

The College sets goals to improve its effectiveness consistent with its stated purposes. Program reviews go through a cross validation process, and the information is used to drive budget allocations. Research is now a District function as a result of centralization and consolidation in 2013. The executive vice chancellors conduct informational sessions at various workgroup meetings at each of the colleges to communicate the application and reinforcement of the procedures and regulations. The District provides a leadership role in technology and research, whereas colleges develop new courses and programs and maintain existing inventory. All courses including distance education courses at DVC follow the same curriculum development, implementation, and evaluation process.

All courses are created using the Web Curriculum System (WCS), a locally-developed curriculum management database that ensures the consistent quality and presentation of all course information. All courses and programs are reviewed by the technical review committee, composed of the Curriculum Committee chair, the senior dean of curriculum and instruction, and the articulation officer, followed by approval of the Curriculum Committee

The Scheduling Committee uses quantitative and qualitative data to make expertise-based decisions to ensure the effective allocations of the class offerings. This has resulted in many collegial discussions and improved understanding of discipline needs at the College.

Findings and Evidence:

An extensive revision of the self-reflective dialog process at the College began in the fall of 2009. The development of this process involved workgroups representing faculty, classified staff, managers, and students. The self-reflective dialog, based on this improved process, is now on-going as part of the College's continuous improvement process focused on student learning and institutional processes. The Faculty Senate, Classified Senate, Associated Students of DVC, and the Management Council participate in this dialog. These conversations occur primarily through the College's shared governance process that includes four college-wide governance committees: the Institutional Planning Committee, Integration Council, Budget Committee, and College Council. Membership on the four committees includes faculty, classified staff, management, confidential employees, and students. Representation is based on expertise in the subject area. *The Committee Handbook* contains information about the membership and charge of all College

committees. The Institutional Planning Committee, Integration Council, and Budget Committee inform and make recommendations to the College Council, which makes recommendations to the College President on institutional processes and non-academic processes that impact student learning. Constituent members of each committee are responsible for sharing information with their respective groups through meetings of departments, divisions, committees and councils.

The Program Review process is used to inform the self-reflective dialog and to drive the budget allocation process. This dialog has resulted in several cyclical improvements have been made in the Program Review process since 2009, and as a result, Program Review is now conducted every other year for all units. In preparation for the Integration Council's review, the college conducts a cross-unit validation of each program review that promotes broad dialog. All resource requests from validated program reviews are subsequently ranked into one of four categories by the Integration Council, and all requests are integrated before forwarding the findings to the Budget Committee, which subsequently forwards their recommendations to the College Council. The College has a robust, home grown software system that facilitates assessment and reporting of SLOs, and then integrates the SLO data and resulting plans with the Program Review. Program Review forms the basis of further conversations at the College and further rounds of continuous improvement of student learning. (I.B.1)

The College 2013-2017 Strategic Plan identifies the four main goals of 1) increasing student learning and success, 2) improve organizational effectiveness, 3) enhancing College resources, and 4) developing and implementing a human resources plan. The Institutional Planning Committee took the lead on the development of this plan with the input and approval of the Faculty Senate, Classified Senate, Associated Students of DVC, and representation from administration and the College President. To ensure that the College community has an understanding of the strategic goals and how the College's planning and resource allocation processes are linked to these goals, the goals have been integrated into the program reviews for all instructional, student services, and administrative units.

The institutional learning outcomes were assembled by the Institutional Effectiveness Committee, with feedback from the Institutional Planning Committee and the College Council. Progress on meeting institutional learning outcomes has been measured through the ACT student opinion survey. The institutional effectiveness committee has been disbanded with its responsibilities being absorbed by College Council. DVC has a comprehensive planning process for hiring managers and classifieds similar to those used for hiring faculty.

Program review procedure DVC 1016.01 defines the systematic process for the collection, analysis and interpretation of data concerning the student services, administrative or instructional program reviews. The program review process is going through another iteration review. The Program Review process provides an ongoing assessment of the use of resources within the College. (I.B.2)

Institutional standards were set up in terms of success, completion, and transfer. The standards were reviewed and approved by the Faculty Senate, supported by the College Council, and forwarded to the President. These standards will be integrated into the next cycle of Program Review scheduled for fall 2015 so that all units will have quantitative standards by which the College can measure progress. The College currently meets or exceeds all of these institution-set

standards. The institution uses the Student Success Scorecard supplemented by data provided by the District research office to measure itself against the standards. (I.B.3)

The *Strategic Plan 2013-2017* was developed after two years of college-wide dialog involving all constituent groups and representation from both the Pleasant Hill and San Ramon Campuses. The College is organized in traditional units established to achieve specific goals. It has seven functional areas that report directly to the President: Instruction, Student Services, Business and Administrative Services, Information Technology, the San Ramon Campus, the Foundation, and Marketing and Communication. The Dean at the San Ramon Campus reports directly to the President; however, for matters of instruction, the Dean at the San Ramon campus reports to the Vice President of Instruction.

Planning is integral to the process of resource management. It supports the resource allocation process through the analysis of Program Review resource requests. The program review and resource allocation process drives the decisions for all areas of the College.

The Integration Council ranks requests for resources based on an established rubric where the central questions on the rubric ask how the requests for resources will improve student success and if they are tied to the strategic goals of the College. The Integration Council rankings are used to guide resource allocation decisions made by the Budget Committee, the College Council, and the College President. This system guarantees that the College mission is the basis of institutional planning and decision-making. One example of how the planning process has been successful is in the improved management of the College's most valuable resource, the course schedule. To this end, the college developed a scheduling committee to address reductions and additions by learning area. (I.B.4)

Over 6,000 individual student-learning outcomes are assessed regularly as a means of improving student learning. Student learning outcomes for courses, programs and the institution are published on the DVC website. Findings of assessments and resulting department dialogue lead to course and program revisions. In addition, the College evaluates career technical education program outcomes through performance measures provided by the chancellor's office that provide the basis for development of program improvement strategies to be supported by Perkins funding. The College gathers assessment results through various surveys and institutional data supported by the District Research Office and the state Chancellor's office.

Continuous review and self-evaluations are done to improve planning and resource allocation processes to ensure educational outcomes. Significant changes and improvements have been made over time to help the College effectively allocate resources. Examples include the development of a scheduling process and improvements in the program review process. (I.B.5, I.B.6, I.B.7)

Conclusions:

Diablo Valley College has established channels of communication to foster dialog among the College's constituencies, and to disseminate information to internal and external entities, students, and the governing board.

The College has established college-wide governance committees for planning, decision-making, and resource allocation. The College's constituencies are well represented on these committees.

The College's Strategic Plan clearly defines the goals of the College. These goals are defined by institutional set standards against which performance is measured. Data is available and utilized from the state chancellor's office and from the District Research Office. The District Research Office is based upon a recently reorganized structure for the District.

The College has documented procedures for implementation of the resource allocation model and the Program Review process. The College has established procedures for the development of new programs and courses, and for scheduling. Training is provided and participation is encouraged to evaluate the impact of revenue and cost implications to the College.

Analysis, decision making, institutional effectiveness, and resource allocation: The institution demonstrates the availability of data from the State Chancellor's office and District Research Office.

The institution meets the Standard.

Recommendations:

None

Standard II: Student Learning Programs and Services

Standard IIA: Instructional Programs

General Observations:

Diablo Valley College is a comprehensive community college, offering pre-collegiate basic skills, general education, career technical education, apprenticeship, and contract and community education courses with the goals of preparing students for college level work, career entry through certificates and degrees, job skill development for incumbent workers, transfer to four-year colleges, and lifelong learning. The mission statement addresses student learning and speaks to a passionate commitment to student learning through intellectual, scientific, artistic, psychological, and ethical development of its diverse student body.

For the purpose of program review and learning outcomes assessment, programs are defined as sequences of courses leading to degrees and certificates for employment or transfer. Programs are assessed using standardized program review processes designed to ensure currency, improve teaching and learning strategies, and achieve stated program learning outcomes. All instructional programs offered are consistent with Diablo Valley College's mission, appropriate to higher education, and culminate in student attainment of identified student learning outcomes.

The College offers a wide complement of credit courses and programs and contract education for its community there is very little noncredit instruction offered. Instruction is provided at the main campus (Pleasant Hill) and at the San Ramon satellite campus in lecture, lab, learning lab, and online and hybrid formats. During lecture, students were observed engaging in group work, peer review of other student's work, class discussions, and asking questions. The College website provides information about learning styles and a self-assessment of learning style for students.

Students take assessments in math, English, ESL, chemistry, and math for placement in courses. The College allows for content review in establishing prerequisites compliant with state regulations and then reviews students success data to validate improvement in student success overall and look for disproportionate impact on subcategories of students. The Informed Student Self-Assessment tool provides feedback on anticipated overall time commitments and activities required for success in math courses.

Matriculation assessment data is used in schedule development to assure that there are sufficient sections of English, ESL, math, and chemistry courses. Discipline faculty in programs leading to degrees and certificates develop and publish a two-year schedule of offerings so that students and counselors can develop informed education plans and allow for two year completion time if a student attends full time. The Scheduling Committee reviews historical data provided by the office of instruction (standardized reports from the District data warehouse) for its use in making recommendations to add or reduce sections of particular courses.

The District services research office is staffed by a senior dean of research and planning and four research analysts. This office supports the entire District with request-driven research, program

review, strategic planning, and accreditation and other accountability reporting, data for grant applications, a variety of comprehensive research projects and reports used in decision-making. The College is well represented on a District research council. Data and reports made available to the College since centralization were shown to be a significant improvement over the decentralized (college-based) research function in a pre- and post-survey design, and discussion with the curriculum committee, Standard I and II committee members and others validated that this is still the perception.

A substantial menu of reports can now be run with a simple query at the College. Student data is disaggregated by gender, age, and ethnicity for program review to allow for analysis of the needs of different populations of students, and cohort tracking is available. Data that cannot be obtained by online query can be requested through a District request process; requests are prioritized following approval by the President and can be moved up in District priority for urgent needs such as grant development. Administrators, faculty, and staff can also access data in the Cognos SQL data warehouse if they have been trained to access raw data as well.

Distance education is supported by a College information technology (IT) committee. A Distance Education subcommittee of the Academic Senate, chaired by a faculty distance education coordinator, provides training and supports quality improvements in online courses. While distance education course approval requires submission and committee review of a supplemental distance education form and distance education approval by a separate action of the curriculum committee, the College does not yet have an approved college-wide standard for faculty who teach online. There has been considerable dialog in consideration of a standard, but currently each department has approved bylaws that include its criteria for online assignments in regard to experience teaching the course face-to-face (often at least twice for the course assigned) and completion of an online teaching program (@One certification of multiple local alternatives).

Student success and retention data are disaggregated by face-to-face and distance education methodologies, and the difference in distance education students is reported to be approximately 10% lower than for face-to-face students. This rate is down from several years ago when the difference in success rates caused elimination of a number of sections when workload reduction occurred. The Desire2Learn website provides an array of tutorials and information for students on how to navigate a course online and improve success. Because Desire2Learn is used throughout the District, a Districtwide distance education council has been formed and has met twice to discuss issues of concern at all sites.

There is evidence that technology is available to support all students and particularly those with disabilities, regardless of method of instruction or location of classes. The tutoring model used at both the Pleasant Hill and San Ramon sites is decentralized, with tutoring available free of charge to all DVC students who seek help or are referred by an instructor. Tutoring and instructional assistance in various academic subjects is provided by trained peer tutors and by instructional assistants. An interview with an English faculty member located in the language center revealed during budget reduction a few years ago, cuts were made to classified support staff, and she staffs the front counter herself so that the tutoring budget would be preserved.

Findings and Evidence:

The team found that the institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity. DVC holds classes at 36 off-campus sites including high schools, community sites, and sites for specialized training such as culinary facilities. They have one educational center at 1690 Watermill Rd., San Ramon, California, 94582. Courses offered at the San Ramon Campus include computer information systems (CIS) and business education, applied arts and social sciences, language arts, and math and sciences; degrees and certificates in CIS and Business can be earned in their entirety at this campus. Students have access to all of the student services there as are provided on the main campus, except for child care, during scheduled days and hours. Some services are provided only a few times a semester.

The San Ramon Campus is closed Friday through Sunday. An agreement with Dougherty Station Library provides students with access to books and reserve materials in addition to online reference resources available to students. The agreement also provides a dedicated half-time position for DVC students at the San Ramon Campus, paid for by the Library. The center serves about 3000 students a semester; more than half of these attend classes online and at the Pleasant Hill Campus in addition to the San Ramon Campus.

The Integration Council develops an annual report that demonstrates a thorough analysis of program review data and thoughtful recommendations for resource allocation as well as process improvement. Minutes from the 2011-2012 report indicated some challenges encountered and provided recommended improvements to the program review process that were identified in the assessment of processes used. Having completed two cycles, the council has just closed the assessment loop in planning for their work in the current year. This has been aided by work of the Institutional Planning Committee, which has focused on standardization of planning and the elements of college-wide plans for more streamlined assimilation into the Integration Council's work. (II.A.I, II.A.1.a)

Distance education offerings included 134 sections fully online last year, with additional sections as hybrid classes (less than 50% online). Many faculty also use the Desire2Learn platform to enhance face to face instruction, collect assignments and run them through Turnitin plagiarism software (included in Desire2Learn), or provide a testing environment for students. Satisfaction with this learning platform is high as there is little 'down time' and issues are corrected quickly, often within minutes. Other college-sanctioned publisher platforms are used where the cost of the service is less than the cost of a textbook alone; the Pearson platform for some math courses, for example, provides online homework support in addition to an online text and workbook materials for students.

In fall 2011, 24 associate degree and 49 certificate programs were approved by ACCJC through the substantive change process. Then, due to workload reductions, online sections were deliberately reduced at a higher percentage than face-to-face sections because success rates overall were lower for distance education than face-to-face sections. This decision spurred an initiative to improve online retention and success, and College Distance Education Committee dialog resulted in selection of Desire2Learn, the new learning management platform currently in use, and a

college-wide dialog regarding how to increase online course student success rates. (II.A.1.b)

Student learning outcomes are in place for every course, certificate and degree program. Course SLOs, synonymous with course objectives, are identified on all course outlines of record, in the Catalog, and on syllabi provided to all students. There was a recommendation to accelerate the SLO assessment cycle after the last comprehensive site evaluation, and efforts on this front have been highly focused and successful and resulted in quality improvement in instruction. Program learning outcomes are mapped to Institutional learning outcomes, and both are published in the Catalog. Program learning outcomes are assessed and analyzed; the resulting plans are published on the website under degrees and certificates. (II.A.1.c)

Diablo Valley College has established a procedure for SLO development, assessment, analysis of results, planning for improvement, and reassessment to resolve Recommendation 4 from the 2008 evaluation, as well as an infrastructure for the development and administration of SLO development and assessment by faculty. The DVC Integration Council synthesizes the reports annually for use in decision-making, in resource allocation, and published information about program improvement plans. Forms and processes for program assessment are evaluated by faculty committees prior to each assessment cycle. There is considerable evidence of the use of data in decision-making and resource allocation. For example, when data indicated an increase in the number of international students, a survey was used to identify high demand courses for this population. Program reviews require validation of the data used to justify resource requests and lead to greater understanding of program issues across the College; peer validation often results in technical assistance to program faculty to help them secure needed resources. (II.A.2, II.A.2.a)

The DVC Curriculum Committee, comprised of faculty representatives (voting) and the Vice President of Instruction (nonvoting), evaluates and approves courses, including community education courses, in compliance with California State Chancellor's Office standards, and assures that courses and programs are updated at least every 5 years. This committee also evaluates and approves courses and programs leading to degrees and certificates in compliance with California State Chancellor's Office standards and assures that courses and programs are updated every 5 years. Both the Student Learning Outcomes Assessment Committee and Curriculum Committee both assess curriculum quality. (II.A.2.b, II.A.2.c)

Online sections are defined as those with $\geq$51% of instruction online, and hybrid <50% by the College. The difference in student success and completion between face-to-face and online sections has been less than 10% in recent years. Separate curriculum approval is required for distance education courses, where faculty indicate the rationale, compliance, and the evaluation methods to assess student learning that will be utilized. A secure login is required for students to access courses they are enrolled in, and some faculty require on-campus testing. (II.A.2.d)

Pre- and co-requisites and distance education approval require a separate vote of the Curriculum Committee. Program review, SLO assessment analysis, and advisory committee input point to needed changes in curriculum. All instructional programs are assessed every two years, and the reports are scrutinized prior to acceptance. The DVC Integration Council synthesizes the reports annually for use in decision-making in resource allocation. Forms and processes for program assessment are evaluated by faculty committees prior to each assessment cycle. (II.A.2.e, II.A.2.f)

Diablo Valley College does not administer departmental course or program examinations. It does have two programs, Dental Assisting and Dental Hygiene, in which graduates are required to take licensure examinations; information on the DVC website identifies the 2012-2013 rates for both programs to be 100%. Students in other programs may take certification examinations, but these are not required for employment and the College does not collect information on these. (II.A.2.g)

Diablo Valley College offers academic credit in accordance with Section 55002.5, Credit Hour, of the *California Code of Regulations* in Title 5. DVC follows the minimum standards set by the Carnegie Unit for courses and as such all credit courses require a minimum of 48 hours of lecture, study, or laboratory work for 3 units of credit. DVC operates on a semester structure and offers courses in fall, spring, and summer. The College has publicly disclosed transfer of credit policies in the *College Catalog*. All certificates and degree requirements are published online and in the Catalog. (II.A.2.h, II.A.2.i)

Pre- and co-requisites and distance education approval for any course requires a separate vote of the Curriculum Committee in addition to course approval. New program development is consistent with State requirements. Curriculum for new programs is developed by faculty only after need for the program is evaluated by the College. Programs are updated when new courses are developed, and when program review, SLO assessment analysis, and advisory committee input points to needed changes. All instructional programs are assessed every two years, and the preliminary reports are scrutinized prior to acceptance. (II.A.3)

All degree programs include at least 18 semester units in a program of study, and a minimum of 60 semester units including general education requirements. Certificates and degrees are approved in accordance with California regulatory requirements and in accordance with norms in higher education. New degrees for transfer are being developed in compliance with regulations resulting from SB 440. A full-time articulation officer works with faculty to ensure that courses articulate with both public and private four-year institutions. Students interviewed reported, and College data supported, the fact that Diablo Valley College enjoys a high transfer rate to CSU East Bay, San Francisco, Sacramento and San Jose, to name the top transfer institutions. In addition, they had 251 students transfer to UC Berkeley, 194 to UC Davis and 76 to UC San Diego, each difficult to get accepted to, and a total of 1,372 transfers overall to other public and private colleges in 2012-2013. (II.A.4)

The Curriculum Committee also assures that State requirements for curriculum approval are met. CTE programs utilize information provided by advisory groups to ensure that curriculum is relevant to regional workforce development needs. Both the SLO Assessment Committee and Curriculum Committee assess curriculum quality. Curriculum is assessed with outcomes concerning the major areas of knowledge including humanities, natural and social sciences. The college also has outcomes in the areas of written communication, reasoning, information competency and critical analysis. It assesses courses in subject areas that include ethical living and citizenship.

New Institutional Learning Outcomes (ILOs) were approved in 2012-2013 and program learning outcomes were aligned with the new ILOs in 2013-2014. The College SLO Committee is in the process of identifying an assessment schema for them. Previously a single ILO had been assessed

using student ACT survey data. A recent General Education Learning Outcome (GELO) assessment discussion resulted in rich, campus-wide, cross-disciplinary discussion within topical areas (for example, social behavioral sciences) and was reported by a member of the SLO Assessment Committee to "draw people out of silos." (II.A.3.a, II.A,3.b, II.A.2.c) Program assessments lead to improvement plans that are published on the College website. Program reviews are conducted on a two-year cycle and are validated by peers on a validation committee that ensures appropriate use and consistency of data prior to acceptance of the program review. CTE program reviews include Labor market data provided by the workforce development manager, and the faculty receive placement data obtained from the State Perkins core indicator data and the RP Group Completers and Leavers Survey. Partnerships with business and industry provide opportunities for students to participate in work-based learning through internship and cooperative work experience course participation. Career technical education programs also incorporate advice and input from an industry advisory committee to ensure that the program results in student outcomes valued by the industry. (II.A.5)

Diablo Valley College represents itself clearly, accurately and consistently to prospective and current students. Academic policies such as academic integrity and transfer policies are published. Students can complete a local (DVC), California State University, University of California, or Intersegmental General Education (IGETC) pattern. The College has a program revitalization/discontinuance process that can be initiated based on data in the program review, which, in conjunction with the Contra Costa Community College District Curriculum and Instruction Procedure 4008, would provide for a means for completion for students already working toward a degree or certificate. The College's program review process is robust and assures that the College mission and vision are carried out in its programs and services. (II.A.6.a, II.A.6.b, II.A.6.c)

Staff development is an important component of maintaining instructional quality. Faculty are encouraged to participate in conferences, workshops, and training to improve teaching and learning as well as stay current in their discipline. Instruction is evaluated through a variety of means. Students complete faculty classroom evaluations on a negotiated cycle for full, part-time, and tenure-track faculty. Faculty are evaluated by peers with discipline expertise who ensure that Board policies such as BP 2018, Academic Freedom, which states that "as persons of learning with institutional affiliations, they should remember that the public might judge their profession and institution by their statements. Likewise, Student Services Procedure 3027 – Student Code of Conduct, defines and outlines procedures of student academic honesty.   Hence, at all times be accurate, exercise appropriate restraint, show respect for the opinions of others and make every effort to indicate that they are not expressing their institution's views" and other established codes of conduct are being followed. The evaluation process includes classroom observation, student evaluations, and a self-evaluation component. DVC does not require conformity to specific codes of conduct or seek to instill specific beliefs or world views. (II.A.7a, II.A.7.b, II.A.7.c)

The College does not offer curricula in foreign locations, with the exception of study abroad courses offered as part of a four District consortium; each college provides courses that may be offered and can provide an instructor. When offered by the College, courses meet the same standards as at any other location, and SLOs are assessed. (II.A.8)

Conclusions:

Diablo Valley College has demonstrated that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity. There is evidence that analysis of course and program learning outcomes leads to quality improvement planning and achievement. CTE program curricula has been sequenced and published on the Diablo Valley College website for student and counseling use in student education planning.

Diablo Valley College uses effective delivery modes of instruction including face-to-face and online instruction. Teaching methodologies include lecture, lab, and credit by examination, work-based, and performance as means of instruction. Evaluation of teaching occurs through faculty evaluation and student surveys in addition to assessment and analysis of student learning outcomes and subsequent planning for quality improvement.

SLO assessment and key performance indicator data are included in the instructional program reviews. Plans for program improvement are available on the outward-facing website under degrees and certificates. There is evidence of CTE program advisory committee meetings and the information gleaned from these meetings is incorporated into the program reviews. Diablo Valley College schedules courses to allow students to complete a program consistent with established expectations for a community college.

The team concludes that the institution meets the Standard.

Recommendations:

None

Standard IIB: Student Support Services

General Observations:

The student support services and programs are consistent with the mission of the College. Diablo Valley College is passionately committed to student learning through a variety of modalities and services. It is clear that Diablo Valley College has worked hard to offer comprehensive support programs and services to all students, including students at both locations (Pleasant Hill Campus and San Ramon center). There are a remarkable number of online offerings, with many of these offerings available for the San Ramon Campus programs.

The College demonstrates the effective use of data for decisions making. The Counseling Department evaluates counseling services through the College program review process, which requires a comprehensive program review every two years. Student feedback and assessment results from course-level student learning outcomes are used for improvement. Not surprisingly, program review data show students who used counseling services had higher rates of success and retention.

Diablo Valley College ensures equitable access to programs and services by providing comprehensive services in multiple locations, venues, formats and modalities. The College ensures its services are appropriate and comprehensive by using a variety of methods to assess student needs and continually evaluating services to make sure they are meeting those needs. The student services area has responded to state mandates and worked to meet the needs of students, support student learning, and enhance the mission of the College. The College states that "Services available at the San Ramon campus parallel those on the Pleasant Hill Campus, although an ongoing challenge is that not all services are available every day."

The San Ramon campus functions adequately, considering the number of administrative resources have been decreased due to reductions in budget over the last several years. A full range of student services offered at the San Ramon site and include: counseling, advising, financial aid, scholarships, and study abroad programs when staff from the Pleasant Hill Campus visit.

Findings and Evidence:

Student services at the College focus on providing students with quality, clear communication of services and integration of services. There is one full-time counselor at the San Ramon site and the team observed her meeting with students during the visit. Several interviews with students indicate that the Admissions and Records department was not always able to answer their questions, so they contacted the Pleasant Hill Campus for additional information. It is suggested that continued assessment of student need be continually evaluated regarding the mix of services available to students at the San Ramon Campus. (II.B.1)

The College is actively engaged in outreach activities to the communities it serves to ensure access to higher education. The College reflects the diversity of the local community. Further, there is evidence that assessment of student needs is being conducted and that student learning outcomes are being evaluated. All constituent groups are actively engaged in the improvement of student

services.

Additional information is available to students, beyond the catalog and schedule of courses. The College website is robust and provides real time information on all College policies, options, and current course information. In addition, social media provides information for students in a manner and mode that seems to fit a wide variety of learners.

Placement data for students is collected and reviewed on an ongoing basis. This information is shared with the instruction units to assist with providing real time information to inform schedule development and help provide students with the courses that they need to complete degrees and certificates in a timely manner.

The Campus catalog provides precise, accurate and current information in both print and digital modes. General information, requirements, and major policies affecting students are clear and precise.

Advising and counseling services are available by individual appointments, drop-in and online. In addition, guidance counseling sessions and workshops provide students with a rich array of learning opportunities on transfer and career technical options. As demonstrated by student surveys of student services students indicate a high degree of satisfaction with these offerings. (II.B.2.a, II.B.2.b, II.B.2.c, II.B.2.d)

DVC provides support to students through an array of programs including Enrollment Lab. This provides integration between admissions and records and welcome services. Also noted, is a significant number of international students who totaled 1,670 last year. Services for these students include educational, employment, and social integration needs. The College is providing equitable access to student support services. Core to the integration of student services is cross training of staff to ensure facility with multiple student services functions. Student Services Procedure 3027 defines and describes the student code of conduct which encourages student behavior to be civil, ethical and appropriate. Through this policy and as seen during the visit, the team recognized a culture of general kindness and camaraderie. Counseling and advising as a part of the student services division are subject to regular evaluation through the program review process. The College in the student services unit designs and provides a comprehensive set of services to support student success and international student programs such as the outstanding student ambassador program. (II.B.3.a, II.B.3.b, II.B.3.c, II.B.3.d)

DVC regularly evaluates admissions and placement instruments and practices. The College uses Accuplacer, and a locally validated chemistry placement exam, both of which are subject to rigorous validation processes. All tests are evaluated for disproportionate impact with the help of the District research office. (II.B.3.e)

DVC maintains student records permanently, securely and confidentially with provisions for secure backup of all files. Massive reorganization to the career and employment services department removed cooperative education and placed it in a different division. (II.B.3.f)

The Student Services Division works closely with the District institutional research to develop

research designs, evaluation processes effective with research practices that address student needs. Student record files are maintained in a locked cabinet.

A student survey for students at the San Ramon Campus, conducted in spring 2013, indicates that the primary educational goal was to achieve a transfer degree. Over 95% of the students indicated that they preferred attending the San Ramon Campus. While visiting the San Ramon site the team met with students who indicated that they were pleased with the instructors and level of instruction; however, services such as Admissions and Records could be improved. Student ambassadors were helpful and provide peer support and information for all members of the campus community. The majority of students were taking courses related to business, biological science, and pre-nursing preparation. The primary frustration for most students at the San Ramon Campus was the desire for more classes (II.B.4).

Additional data and research is needed to identify the mix of courses needed for students at the San Ramon Campus.

Conclusions:

Diablo Valley College provides all students with high quality student support services that are comprehensive in nature and focused on supporting student learning and success. Student services are engaged in ongoing and frequent assessment of their efforts to ensure effectiveness. There is an ongoing dialog among the programs to optimize and coordinate limited resources and to support innovation in carrying out their mission. The student support services area generally meets this Standard except for the lack of comparable services at the San Ramon Campus.

The College partially meets the standard.

Recommendation 1:

In order to fully meet the standard the team recommends that the College provide equitable student services to the San Ramon Center. (II.B.1, II.B.3.a. II.B.4)

Standard IIC: Library and Learning Support Services

General Observations:

Diablo Valley College offers a variety of materials in print, media and electronic resources as well as access to tutoring services and learning support services computer labs. The College library provides access to over 80,000 books, 125,000 e-books, 55 electronic databases and over to 12,000 streaming audio and visual recordings. The College also provides a variety of learning support services, including the tutorial services, computing facilities, and a media services department. The San Ramon Campus has a joint use agreement with the Contra Costa County Library System to provide library services to its students.

Findings and Evidence:

Diablo Valley College supports the learning and teaching needs of all students through the hiring of librarians and support professionals, educational equipment, and materials. The Pleasant Hill Campus library is currently staffed by five full-time librarians, approximately 1 full-time equivalent adjunct faculty librarian, and five library support staff. The San Ramon Campus is staffed half-time through an M.O.U. with Contra Costa County and the City of San Ramon. (II.C.1)

The College has a comprehensive Collection Development Policy which guides the building and maintaining of the library's collection. The library should be commended for its outreach efforts to discipline faculty, especially with regards to collection development. A hallmark of this effort is the library "2010-2013 Faculty Outreach Log," an internal document detailing in-reach efforts of librarians to discipline faculty. A recent faculty and staff survey found that 84% of staff and faculty either agreed or strongly agreed that library patrons were able to find what they needed when they visited the library. Additional evidence supports that there is ongoing collaboration with faculty, clearly articulated selection guidelines, and regular evaluation of user feedback. (II.C.1.a)

Diablo Valley College has identified an institutional learning outcome that states "Students will develop skills that will allow them to be viable participants in a competitive workplace, e.g. competence in relevant 21st century literacies and effective communication of new knowledge in an ethical and legal manner." The library uses a variety of methods to support this outcome such as collaborating with faculty to integrate literacy across the curriculum, reference services, and website resources. Evidence supports ongoing integration of information literacy in the classroom, library skills courses, and professional development. Additionally, the Librarian is a voting member on the College's Curriculum Committee. (II.C.1.b)

The library is open 61 hours per week during fall and spring semester, including evening and weekend hours. The Dougherty Station Library serving the San Ramon Center is open 50 hours per week, including evening and weekend hours. Library and media collections are accessible remotely from the library catalog on the library website. In addition to a healthy circulating collection (44,438 circulations in an 80,000 volume collection), the library is used extensively by the Campus, as documented by over 400,000 visitors in 2012 alone. (II.C.1.c)

The library has a theft detection security system and all computers are adequately equipped with necessary security software and multi-year service contracts. (II.C.1.d)

The library collaborates with other institutions for support services that support the College's intended purposes and are evidenced with formal agreements. The College took the lead in developing an improved library online catalog and now hosts the shared integrated library system (ILS) for the Contra Costa Community College District. The team suggests that the ongoing maintenance of the system should be moved to a District level function. (II.C.1.e)

The library technology degree and certificate of completion regularly assess course and program level outcomes. Evidence supports that the results of these assessments are used to make curriculum changes to increase workplace success. The library uses several methods to evaluate its library services. The library makes use of assessments and surveys from students, faculty, and staff. Surveys of the Pleasant Hill and San Ramon Campus indicate above-average satisfaction with library services. The library regularly participates in the Program Review process and identifies program goals. The most recent review identifies a goal of "institutionalizing assessment methods." Although the library does a good job of making data-driven decisions, it has not identified Administrative Unit Outcomes. (II.C.2)

DVC is to be commended for the lead role that faculty play in evaluating tutorial services at the College. The Faculty Senate Tutoring Advisory Committee (TAC) regularly assesses and evaluates the services provided in the tutorial center as a means to improve services. Currently, tutoring services are housed in individual academic divisions. Interviews confirm that the TAC is currently working to bring college-wide consistency to tutoring programs. The sustainability of this effort is well-documented and is especially noteworthy.

Conclusions:

The College provides library and learning support services that support instructional programs. The library faculty has worked diligently to identify, create, and implement assessment mechanisms related to information competency. The library should be commended for its commitment to use the results of their assessments and surveys as the means to meet and improve services. The team concluded that the determination of learning resources needs should continue to rely on evidence gathered from student learning outcomes assessments, student/staff satisfaction surveys, and other empirical data as the means to determining the means on how to provide quality access to library materials and learning support services and as the basis for improvement in meeting stated student learning outcomes. It is recommended that the library strengthen the culture of assessment and planning through the development of administrative unit outcomes.

The College partially meets the Standard.

Recommendation 2:

In order to fully meet the Standards, it is recommended that the library develop and systematically assess administrative unit outcomes to ensure quality improvement. (II.C.2)

Standard III – Resources

Standard III A – Human Resources

General Observations:

Established practices in hiring faculty and staff are clearly articulated in procedure manuals. The diversity of the faculty, in particular, parallels the diversity of the student population. The College separated the Cultural Diversity Committee into two separate entities—one directed toward employees and one toward student equity. Personnel needs flow through the internal Program Review and Budget Allocation process. Human resources functions are centralized at the District level, with primary responsibility for personnel records and evaluation resting with the College. Training of faculty and staff is responsive. Evaluation processes are well defined for staff, administration, and faculty.

Findings and Evidence:

The Contra Costa Community College District (CCCCD) Uniform Employment Selection Guide provides detailed descriptions of the position request and hiring procedures. An Equal Employment Opportunity (EEO) Officer participates on hiring committees to ensure nondiscriminatory practices. Mandatory training developed and presented by faculty and Human Resources personnel in writing job announcements and recruiting is required every three years. Similarly, mandatory training on screening and interviewing is required every two years. On the instructional side, annual trainings are held on how to address diversity in the recruitment and hiring process. The Governing Board approved a policy in 2012 that established an "applicant diversity pool check" process to ensure appropriate levels of representation. However, the same level of attention to diversity in the recruitment and selection of adjunct faculty is not apparent. For example, references in the CCCCD Uniform Employment Selection Guide related to part-time faculty include the statement: "EEO TBD." Data provided by the District research office demonstrate a relatively close parallel between employee and service area racial representation. During the site visit, faculty and staff commented that this accomplishment coincided with a strong shift in focus on the part of the College President. (III.A.1.a)

Evaluation processes for staff and administrators are specified in the Management, Supervisory, and Confidential Employee Personnel Manual. Collective bargaining agreements with the United Faculty and Local Union #1 detail evaluation and review cycles. The evaluation cycle for staff is held in the Human Resources office at the College. Access is controlled by two human resource assistants and the business services manager's assistant. Employees have access to their files. (III.A.1.b)

In response to previous Recommendation 10 regarding the issue of including SLO activity in faculty evaluation, the United Faculty contract includes reference to SLOs. As stipulated in the 2008-2011 United Faculty contract, Appendix X, faculty are provided with forms to use throughout the evaluation process. Forms are available on the District and College websites. Those forms include in-class observation, outside of class activity, and a checklist that individual faculty use as a guide for their personal self-reflection. However, it is suggested, not required, that

the faculty reflect on two statements related to SLO participation: 1) I use appropriate and varied tools for evaluating and assessing student learning outcomes; and, 2) I participate in department committees/tasks, which include curriculum development, assessment of SLOs, course outline rewrites, and course content review. Peer and administrative comments about the faculty member's teaching may or may not include specific reference to SLOs. A review of random full-time faculty evaluation personnel files housed in HR at the College, revealed inconsistent responses to the issue. There was a wide range of depth in comments about student learning, both from the individual being reviewed and those participating as evaluators. During the site visit, department chairs described SLO conversations among faculty at the department and discipline level. One department chair said that the assumption is that the faculty member is engaging in SLO activity and that references to SLOs in the faculty evaluation process would only occur if the faculty member was delinquent. Although the evaluation form is a result of negotiation between the United Faculty and the District, the evaluators' responses are not; therefore, written comments on faculty evaluation are not prescribed. There is little evidence that the faculty evaluation systematically, consistently, and thoroughly includes attention to SLOs. (III.A.1.c)

Board Policy 1010 and Human Resources Procedure 1040.08 describes the District's code of ethics policy. (III.A.1.d)

The College employs 901 faculty members, 27% of which are full-time. There are 535 classified staff and 31 supervisors/managers. The District works with the College in ensuring the full-time obligation, full-time/part-time staffing ratios, and the 50% Law status. Requests for positions flow through the Program Review and budget allocation process. Personnel records are maintained in a secure location at the College under the administrative responsibility of the Vice President of Business and Administrative Services. (III.A.2)

Board Policy 1010 and Human Resources Procedure 1040.08 describes the District's code of ethics policy. A signed copy of each new employee's review of the procedure is held in their personnel file. All procedures related to personnel matters are easily accessed on the College and District websites although trying to locate the complaint form maintained by the District takes significant navigation. Student grade appeals and the resolution of each are tracked at the College in the Office of Instruction. Complaints related to grievance are managed by the District office of Human Resources. Access to confidential information in the College's database was breached several years ago and as a result, the College and the District have taken steps to limit access to electronic files and reinforce policies related to confidentiality. (III.A.1.d, III.A.3.a, III.A.3.b)

As is noted above, data provided by the District research office demonstrate a relatively close parallel between employee and service area racial representation. District and College policy support and encourage a diverse workforce. During the site visit, faculty and staff commented that this accomplishment coincided with a strong inclusive shift in focus on the part of the College President. The presence and activity of the College's multicultural international student population also speak strongly to the appreciative attitude toward cultural diversity at the College site. (III.A.4.a, III.A.4.b, III.A.4.c)

The professional development of employees includes a range of topics from diversity and leadership to office software and personal growth. A summer mini-conference provides

opportunity for professional development outside of the traditional semesters. New faculty are mentored through the year-long Nexus program. Professional development is coordinated by four committees: a college-wide committee includes representation from the faculty, staff, and management committees. A part-time coordinator and part-time classified staff member provide support. Each committee has a budget allocation based on an FTE formula. Professional development includes technology training, an SLO drop-in center, flex activities, college-wide presentations, distance education, and cross-curricular initiatives. On the unit level, professional development is included in the Program Review process. The college-wide committee is currently drafting a strategic plan. Members of each of the committees also participate in the District Professional Development Committee, which conducts an annual needs assessment for programming. SurveyMonkey is used to collect feedback on presentations and programs, and inform future activities. (III.A.5.a, III.A.5.b)

Human resources are a district function, but campus committee structures are integrated with District functions at a planning level. The effectiveness of Human resources are assessed through the program review process which is integrated seamlessly with research and SLO functions of the College and District.

Conclusion:

Personnel policies and procedures are clearly articulated and well documented. Hiring processes roles and responsibilities are coordinated between the College and the District. Employees are afforded opportunity for professional development in a variety of forms. The District reinforces the importance of the code of ethics. Faculty evaluation does not include substantive attention to SLOs.

The College partially meets the standard.

Recommendations:

College/District Recommendation 1: 2014 College/District Recommendation 1: In order to meet the Standard, the College and the District should thoroughly integrate student learning outcomes into the evaluation process for those who have a direct responsibility for student progress toward achieving student learning outcomes, including non-instructional faculty and staff. (III.A.1.c)

Standard III.B – Physical Resources

General Comments:

Diablo Valley College consists of two locations, the Pleasant Hill Campus and the San Ramon Campus. The Pleasant Hill Campus consists of 49 buildings spread over 100 acres of land. The San Ramon Campus is a newer campus boasting an adjacent shopping mall and county library. In 2006 Contra Costa County voters approved the Measure A bond which will provide Diablo Valley College with approximately $80 million to renovate and construct facilities. Phase one of the construction project was recently completed resulting in a new Student Services Center. Phase two, titled the "Commons Project" is ongoing with four main areas: creating a "front door" to the campus, becoming pedestrian friendly, fostering communities of learning, and developing a unified campus character.

Although there is construction on campus as a result of Measure A, the grounds and facilities are clean and well-maintained. College pride in the campus was evident throughout, and facilities promote a welcoming and inviting space.

Findings and Evidence:

Diablo Valley College facilities, including the Pleasant Hill Campus and San Ramon Campus, are well-positioned to meet the College community's needs. The Facilities Master Plan provides a detailed and comprehensive plan for increasing capacity at both institutions as well as renovations to the Pleasant Hill Campus.

Until 2012, the College Safety Committee was responsible for all Campus safety matters and reported to the Vice President of Business and Administrative Services. The committee was disbanded and its status changed to a workgroup. Interviews reveal that safety concerns route through the Vice President of Business and Administrative Service's office. The Vice President then convenes the safety workgroup to address the issue. This is an informal process. Safety for both campuses falls under the Contra Costa Community College District Police Department. The department provides ample opportunities for a variety of safety training for its constituents. Currently, Diablo Valley College has a police lieutenant that works with the College President to provide safety and security at the campus.

The Scheduling Committee uses data to determine appropriate physical resources for instructional programs and services at each meeting. Classroom use is ultimately centered at that location. Instructional units provide room requests when they submit proposed instructional schedules. The instruction office and the senior dean of the San Ramon Campus compile the faculty requests and designate rooms so that facilities are scheduled for the most efficient utilization of space.

The 2007 – 2017 Educational Master Plan guides building planning at the College. The plan includes summary data from unit planning conducted by instructional, administrative, and student services units. The plan was created with input from the 2007 – 2011 Strategic Master Plan. The EMP was then used to guide the development of the 2007 -2017 Facilities Master Plan. Planning and resource allocation for the improvement of physical resources is included in the instructional unit's program review process. The Integration Council uses a program review

ranking rubric to rank resource requests generated by the program review process. The ranked list of recommended priorities is then forwarded to the Budget Committee for recommendations on allocation of resources. After consideration by the College Council a final list of recommendations for funding is given to the College President who makes the final decision.

Diablo Valley College uses the *Facilities Planning Manual for the California Community College* and the Facilities Utilization Space Inventories Options Net System (FUSION) to analyze space utilization on Campus. The *2007-2017 Facilities Master Plan* lists buildings with assignable square feet, the chronological age of each building, examines the instructional programs occupying space in a building, and uses a mathematical formula to determine the total assignable square feet and total building requirements for the College.

Ongoing building and facility maintenance is guided by Business Procedure 5.01 which charges the District Chief Facilities Planner and College business officers for planning maintenance and repairs. A five-year project and budget plan is created annually with input from building and grounds managers, College business officers, and the College President. Prior to each semester, representatives from technology systems, building and grounds, custodial services, and the Vice President of Business and Administrative Services inspect facilities and identify areas that need attention. To further improve effectiveness, it is suggested that this process be expanded to include Campus constituents and used in a more formal manner. (III.B.1)

Facility and equipment effectiveness is conducted through the program review process. Completed, validated program reviews are evaluated, and resource requests are ranked by the Integration Council. A specific sub-committee of the Integration Council is charged to review the facilities section. (III.B.1.a)

At the Pleasant Hill Campus, the Vice President of Business and Administrative Services is responsible for guaranteeing physical access to buildings and grounds while the facilities manager oversees daily operations. The San Ramon Campus is supported by building and custodial staff who report directly to the senior dean. Additionally, the Vice President of business and administrative services is responsible for guaranteeing physical access to buildings and grounds while the facilities manager oversees daily operations. The disability support services office and manager ensure that students have accommodations they need in and around Campus and in their classes. (III.B.1.b)

Instructional facility assessment is done by the instruction office. Classroom allocation data are reviewed and assessed before each scheduling cycle by the Vice President of business and administrative services and instructional staff. Program review is used to review ongoing and new facilities requests. (III.B.2)

Long-range capital projects are directed by the 2007 – 2017 Educational Master Plan which includes a comprehensive analysis of long-term planning. The plan was used to guide the 2007 – 2017 Facilities Master Plan. Responsibility for facilities planning lies with the Institutional Planning Committee that reports directly to the College Council. The District chief facilities planner, College President, and Vice Presidents review the DVC *2007-2017 Educational Master Plan* annually as part of completing the *Five-Year Capital Outlay Plan*.

These plans are well-linked to the College's Strategic Plan. One recurring strategy identified in the plan called for the creation of a "more welcoming, student-friendly culture." The campus'

current "Campus Commons" project identified in the Facilities Master Plan and currently underway supports that strategy. Additionally, the Strategic Plan states as an objective that it will "Design, construct and maintain building and grounds to provide quality and sustainable learning/working environments."

The College identifies the total cost of ownership of an asset as the initial cost plus the cost of operating the asset over its expected life (including power and labor) plus the cost of maintaining the asset, plus the cost of disposing of the asset at the end of its useful life cycle. Since recent capital improvement plans have not added additional capacity, the actual total cost of ownership has not been taken in to account for new buildings. In order to capture all future operating costs, a total cost of ownership model should be developed and incorporated into facilities and equipment acquisition and maintenance. (III.B.2.a)

The 2007 – 2017 Educational Master Plan included input from several Unit Planning documents. Planning and resource allocation for the improvement of physical resources are included in the instructional, administrative, and student services unit's program review process. Recent construction supports the findings identified in the plan. Campus connection, common space, and landscape design were all identified as ways to improve the overall flow of the campus and the academic community it serves. The Commons Project included the construction of the new Student Services Center at the center of campus and created space for a new Hospitality Studies and Food Court building. (III.B.2.b)

Conclusion:

The College has adequate physical resources including facilities, equipment, land, and other assets to support student learning and programs. In order to meet the Standards, the College needs to strengthen its long term facilities needs by incorporating facilities management into the governance process.

The College partially meets the Standard.

Recommendation 3:

In order to fully meet the standard, the College needs to identify its long term facilities needs by incorporating facilities management into the governance process. In order to capture all future operating costs, it is recommended that a total cost of ownership model be developed and incorporated into facilities and equipment acquisition and maintenance. (III.B.1, III.B.2.a, III.D.1.b, III.D.1.c, III.D.1.d)

Standard III.C. – Technology

General Observations:

The College continues to adapt to significant changes in technology management resulting from centralization of IT infrastructure, interconnectivity, and system security, which included a reduction in staffing at the College. Collaboration between the College and the District is accomplished through standing meetings and inclusion of the District in College Information Technology Committee meetings. The DVC Master Technology Plan was revised in 2013 and guides the Technology Committee activity.

Findings and Evidence:

Centralization of information technology infrastructure, interconnectivity, and system security to the District required adaptation on the part of the College. The College responded with a revised Technology Master Plan for 2014-2016. The plan addresses technology needs at both the Pleasant Hill Campus and the San Ramon Campus, and represents the collaborative research and planning efforts of both the College Information Technology Committee and District Information Technology. The District continues to operate under the District Strategic Infrastructure/Telecommunications Plan developed in 2009, which includes a hardware replacement cycle. Thus, while the College has moved forward with substantive technology planning, the District has not. When asked about the status of the District Technology Master Plan and its alignment with the College's plan, DVC employees stated that it is intended to derive from regular and consistent meetings among the personnel and the District Information Technology Committee**. (III.C.1)

Prior to the selection of Desire2Learn, the District engaged in an inclusive process for choosing a new system. Moving from distinct learning management systems among the three colleges to a single District system resulted in greater efficiency, system-supported training, and improved ease of access for students. User satisfaction survey results indicate that faculty are generally satisfied with the technical solutions provided, although day-to-day problems with operations may not be handled as quickly as employees would prefer. (III.C.1.a)

A professional development lab is provided for training and computer access for faculty and staff. Professional development activities are offered at the start of each fall and spring semesters, and during the annual Summer Technology Institute. During the semester, drop-in support and workshops are offered daily in the professional development lab and in the Advanced Technology Center building. In December 2013, the Contra Costa Community College District Professional Development Committee voted to purchase Lynda.com licenses for all District employees for one year. Lynda.com is an online technology skills development system to help staff and faculty build skills on their own time. Currently, online training videos are available for faculty training in the use of WebSLOs and the WEPR program. The library provides instructional videos that show students and faculty how to use library databases, the online catalog, and citation tools. The library hosts an interactive FAQ system that allows librarians to answer student and faculty questions. (III.C.1.b)

The Contra Costa Community College District is responsible for network infrastructure, interconnectivity, and system security. Within the College, Program Review and the Technology Master Plan 2014-2016 are used for the distribution of resources. Student learning outcomes are reported and tracked through a custom database application—WebSLOs—and the District learning management system—Desire2Learn (D2L). These applications include learning and engagement analytics to help instructors cater instruction and support to students. In addition, all instructors of face-to-face courses have an available course shell in D2L.

The District executive vice chancellor for education and technology attends DVC's Information Technology Committee meetings, providing input on technology planning with regard to technology capabilities, restrictions, policies, and infrastructure or operational updates. District information technology data and perspective determine possibilities as well as parameters in developing technology plans and it has been provided as needed or requested by the Information Technology Committee. Additionally, DVC's IT manager meets regularly with his counterparts from the other two colleges and District IT personnel. (III.C.1.c, III.C.1.d.)

The Technology Master Plan includes 12 guiding principles to ensure that technology is used to its fullest potential and to further the College's mission statement and strategic plan. The current plan is referenced by the Integration Council and Budget Committee when making local technology decisions. The College allocates financial resources yearly to assist in the achievement of goals identified in the plan. Large-scale technology infrastructure decisions are made at the District level. (III.C.2.)

Conclusions:

Technology decisions are made strategically, with student success at the heart. Planning processes, such as Program Review and Strategic Planning, facilitate thoughtful, deliberate decisions regarding technology. The College's response to the centralization of particular technology functions continue to evolve. The College works closely with the District in implementing the College's Technology Master Plan.

The College meets the Standard.

Recommendations:

None

Standard IIID-Financial Resources

General Observations:

Diablo Valley College's (DVC) general unrestricted fund budget is $73,064,561. The College has sufficient revenues to support educational improvements and set aside $350,000 in support of FTES growth by expanding their course offerings and outreach and student services efforts.

As of June 30, 2013, the district set aside 36.5 percent of expenditures in reserve. Although the district appears to have ample reserves, it has experienced a challenge in meeting its FTES targets as evidenced by the fact that it went into stability funding in 2012-2013. As of 2013-14, it continues to remain in stability. The district has projected no growth for 2014-15, and there is concern of its ability to maintain its current FTES targets. The district's prudent approach to fiscal management has ensured financial stability while the FTES appears to be leveling off due to an insignificant increase in demand.

DVC's 2013-2017 strategic plan focuses on student success. The goals and strategic directives emphasize the importance of budget and planning with the focus on institutional effectiveness, student success, and excellence and equity. After assessing several cycles of the resource allocation process, the College is making some modifications to the process to more fully integrate the College planning efforts into the resource allocation process.

Documents, including budget and financial audits, indicate that the College has financial resources sufficient to support student learning programs and services and to improve institutional effectiveness. The resource allocation model supports the development, maintenance, and enhancement of programs and services. The financial audits of the institution, with continued unqualified opinions, support the assertion that the institution manages its financial affairs with integrity and continues to remain financially stable. The average reserve level for the past three years of 37.3 percent ensures that the district addresses the need to remain financially solvent in the future.

Findings and Evidence:

The College has undertaken a concerted effort to review evidence to inform integrated planning and resource allocation. The mission and goals of the College are student-centered, and resources are allocated accordingly. Program reviews and college-wide plans are the basis for resource allocation. DVC's financial planning is outlined in administrative procedures to insure procedures are adhered to for budget preparation and resource allocation. The goals and strategic directives emphasize the importance of budget and planning with the focus on institutional effectiveness, student success, excellence and equity. The College prepares close-out reports which include analysis of their plan, evaluating the extent to which the goals of the plans have been achieved and the effective use of College resources.

The College's program review process provides an ongoing assessment of the use of financial resources by all units' (instructional, student services and administrative) self-evaluation to validate that they are addressing the mission of the College and meeting student needs. If additional resources are needed, the resource request is supported by aligning with the strategic goals and plans. The result of the program review process is inclusive college participation from

all areas and constituencies of the College engaging in a transparent qualitative and quantitative dialogue. This dialog stimulates the development of broad holistic themes related to increasing student learning and success.   The College assesses the effective use of financial resources by reviewing revenue and expenditure data through the various College committees. The Governing Board is kept informed about fiscal planning through the periodic presentations of the status of the state budget process and monthly financial statements. (III.D.1, III.D.1.a)

The availability of College financial resources is determined by the current and multi-year budget projections based largely upon state revenue entitlement. The allocation that the College receives in the general unrestricted fund budget is determined by Business Procedure 18.01. College budget projections are prepared by administrative staff and reviewed and approved by the Budget Committee. Budget information is disseminated and shared with College constituents via budget forums held to discuss assumptions and future planning and projections. Financial statements and annual audits are presented to the Governing Board. The College resource allocation process establishes funding priorities that link the mission, College plans, and institutional goals which focus on student success. College constituents participate and provide feedback regarding fiscal and budget activities via various committees and councils. (III.D.1.b)

DVC considers its long-range financial priorities and obligations in the budget development process to assure financial stability. The plans for payment of all long-term liabilities and costs are included in the annual district budget development process and the annual College budget development process as outlined in applicable board policy and business procedures. As part of the new district funding model, each college is responsible for its proportional share of the liabilities in the areas of load bank liability, vacation liability, retiree health benefits and self-insurance. In the College projections, resources are dedicated to the payments of these liabilities as well as ongoing reserves for unforeseen emergencies. (III.D.1.c, III.D.1.d)

The goals and strategic directives emphasize the importance of budget and planning with the focus on institutional effectiveness, student success, excellence, and equity. College budget projections are prepared by administrative staff and reviewed and approved by the Budget Committee. Budget information is disseminated and shared with College constituents via budget forums held to discuss assumptions and future planning and projections. The College has appropriate fiscal controls in place, and financial data is distributed on a periodic basis to the Board and constituents of the College. The external audits of the College for the past several years have been unqualified with no material audit findings and no material weaknesses in the financial management of the district. All audit findings have been corrected and immediately implemented as evidenced in the fiscal audits of the past four years. Annual audit reports are received by the Governing Board in their finance committee and Board meetings. Financial information is communicated through monthly financial reports to the Governing Board and periodic financial data reports to various committees of the College. The annual audit is approved by the Governing Board. The College communicates information with potential fiscal impact on a timely basis throughout its various committees so that decisions can be made to react to significant changes in funding. (III.D.2, III.D.2.a, III.D.2.b, III.D.2.c, III.D.2.d, IIID.2.e)

The College receives the majority of its revenue from State General Apportionment and local property taxes. The district has reserves in excess of   36.5 million dollars for the year 2012-2013 which could be utilized for unforeseen emergencies. The district has secured bond funding for the

purpose of infrastructure renovation and new facilities. The district ending balances in the general unrestricted fund for the past three years were:

2012-2013	$ 35.2 million
2011-2012	37.6 million
2010-2011	37.8 million

The current ending balance represents 22 percent of the total College general unrestricted budget which is 17 percent in excess of the recommended reserve requirement from the Chancellor's Office. This amount appears sufficient to respond to any unforeseen emergencies.

The district has the benefit of a larger tax base than many other college districts in the state. As such, the district is less reliant on state apportionment payments. This advantage has allowed the district to avoid borrowing cash to pay operating obligations. If there were to be any type of cash issues, the College could draw upon established reserves. With the new funding model, the College is expected to maintain at least one percent of its budget in reserves. This is reflected in the district's total reserves. (III.D.3.a)

The College's Business Office is responsible for maintaining the various funds of the College in accordance with district business procedures. Proper fiscal management is validated by the annual external audit which is presented to the Governing Board each year. The district's internal audit services department conducts periodic reviews to insure compliance with policies, procedures, and accepted practices.

The district has Proposition 39 general obligation bond funds and Certificates of Participation (COP's). Payments on the COP's are paid by the Debt Service Fund. Payments on the general obligation bonds are made by their bond interest and redemption fund with local property tax revenue, and the COP's are offset by a student imposed fee. External audits for financial and bond funds as well as reviews performed by funding agencies for programs include financial aid, grants, and contracts. All deficiencies identified in external audits have been addressed and resolved in a timely manner. Because these programs have restrictions, they are maintained in separate funds.

The Diablo Valley College Foundation is a legally separate, tax exempt component unit of the district. The Foundation acts primarily as a fundraising organization to provide grants and scholarships to students and to support College operation. The Foundation activities are reported in separate financial statements. Annual external audits are performed and reviewed and approved by the board of directors. The College dedicates space on campus for the foundation office. The board of directors makes annual funding decisions with the input of the College President.

The College assesses the effective use of financial resources by reviewing revenue and expenditure data through the various College committees. The College's program review process provides an ongoing assessment of the use of financial resources by all units' (instructional, student services and administrative) self-evaluation to validate that they are addressing the mission of the College and meeting student needs. The result of the program review process is inclusive College participation from all areas and constituencies of the College engaging in a transparent qualitative and quantitative dialog. This dialog stimulates the development of broad holistic themes related to increasing student learning and success. (III.D.3.b)

The total amount of debt issued as of June 30, 2013 is:

General Obligation Bonds	$254,595,000
Bonds Outstanding	$201,555,000
COP's	$ 1,003,200

The district reviews its internal control systems through periodic internal audits on processes and systems. The annual audits have been continually free of material misstatements and material findings. In the past six years, the district received audit findings in the area of cash and account reconciliation, consistent application of financial aid policies and procedures, eligibility verifications, loan notification, and documentation support for the attendance accounting. These findings have all been addressed in a timely manner. For the year ending June 30, 2013 the district had no audit findings.

The District has plans for the payment of all its future obligations including Other Post-Employment Benefits (OPEB) and has fully funded its annual required OPEB contribution since 2009-2010. In fiscal year 2012-2013, the District made an $8.8 million contribution to its irrevocable trust. The total market value of the irrevocable trust as of June 30, 2013 was $52.3 million.

The last actuarial valuation on the district's Retiree Health and Liabilities plan was prepared as of March 1, 2013. The report was prepared in compliance with Government Accounting Standards Board (GASB) 43 and 45. The Annual Required Contribution (ARC) is the basis of calculating the annual OPEB cost and net OPEB obligation under GASB 43 and 45. The ARC as of February 2013 was $15,352,800. (III.D.3.c, III.D.3.d, III.D.3.e)

For the last three years DVC student loan default rates have been well below the national average. The following past three year rates were as follows:

2011 – 15.4%
2010 - 14.4%
2009 -   8.4 %

The default rates are within federal guidelines. The College monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements. (III.D.3.f)

Contracts are negotiated with the College based upon needs as determined by College administration. They are reviewed and authorized through the district Director of Purchasing. In order to protect the College, contracts have indemnification and termination clauses. The Board reviews all purchase orders for contracts on a monthly basis. The College administration reviews all contracts to ensure that contracts are in alignment with the College's mission and goals.

DVC's agreements with external entities are all made in the name of the Contra Costa Community College District in accordance with established district business procedures. College

administration ensures that all contracts are consistent with the mission and goals of the College and are in accordance with established procedures and contain the appropriate provisions to maintain the integrity and termination if necessary. (III.D.3.g)

The external audits of the College for the past several years have been unqualified with no material audit findings and have found no material weaknesses to exist in the financial management of the district. All audit findings have been corrected and immediately implemented as evidenced in the fiscal audits of the past four years. Annual audit reports are received by the Governing Board in their finance committee and Board meetings   Financial information is communicated through monthly financial reports to the Governing Board and periodic financial data reports to various committees of the College.

The College assesses the effective use of financial resources by reviewing revenue and expenditure data through the various College committees. The College's program review process provides an ongoing assessment of the use of financial resources by all units' (instructional, student services and administrative) self-evaluation to validate that they are addressing the mission of the College and meeting student needs. The result of the program review process is inclusive College participation from all areas and constituencies of the College engaging in a transparent qualitative and quantitative dialogue. (III.D.3.h)

The College has outlined its planning processes in a College procedure that integrates College planning, program reviews and their validation, student learning outcomes, and resource allocations. On-going assessment on the use of financial resources is accomplished through the program review process. All College units (instructional, student service, and administrative) perform a self-evaluation on their respective programs to determine if they are meeting student needs and adhering to the mission of the College. If additional resources are needed (financial, human, physical, or technological), requests are supported based on their ability to impact student success and access, align with the College's strategic goals, plans, and the College Mission. The College prioritizes the resource allocation needs in a rubric adopted by College committees which incorporates program review, alignment with strategic goals and College plans (III.D.4)

Conclusions:

The College has adequate financial resources sufficient to support student learning and improve institutional effectiveness. The College has established its own reserve to continue to serve students and to remain fiscally stable which is a priority for the College. The integrated planning model that DVC has developed has been fully implemented and assessed.

The College meets this Standard.

Recommendations:

None

STANDARD IV: LEADERSHIP AND GOVERNANCE

Standard IV.A. Decision-Making Roles and Processes

General Observations:

The District developed a Decision Making Roles and Process Functional Map, included representatives from all constituent groups to serve on specific campus--wide committees to address the issues addressed in the accreditation report, and developed campus-wide goals that were included in the College's and District's strategic plan. Administrators from the Contra Costa District Office and Diablo Valley College meet on a regular basis. A Code of Ethics and many board policies were developed or revised through participatory governance to assure that the College and the District would be lead in a consistent and effective manner. The board conducts an evaluation annually and uses the results to improve its performance.

The organizational leadership structure at Diablo Valley College consists of a President, Vice President of instruction, Vice President of student services and Vice President of business and administrative services, a director of foundation and grants, a director of marketing and communications, a senior dean who serves as the accreditation liaison officer, as well as a senior dean on the Ramon Campus who reports directly to the College President. Two of the three Vice Presidents, the VPI and VPBAS are listed as interim positions as of March 2014 when the organizational chart was last updated. There are five deans, one senior dean, one director and two managers who report to the Vice President of instruction. There are two deans, five managers, two supervisors and one registrar reporting to the Vice President of student services. The Vice President of business and administrative services has seven managers and one supervisor reporting to him. On the District's organizational chart the Diablo Valley College President is listed along with the other two colleges' Presidents as a direct report to the Chancellor.

Findings and Evidence

The President holds weekly cabinet meetings with his direct reports. The President's cabinet is expanded once a month to include instructional and student services deans. Each month the President hosts a Management Council that includes all managers and supervisors. The President meets with associated students periodically and also serves as an ex officio member of the College Council.

In 2011 during a difficult statewide budgeting period, the College formed a Faculty Senate Scheduling Committee as a means for faculty to collaboratively discuss scheduling with managers. This committee was implemented and charged with developing criteria for making schedule cuts. The established criteria for making scheduling decisions were based on a holistic look at campus program and student needs. Members of the committee included one full-time faculty member from each division, one union representative, Faculty Senate President and the Vice President of instruction. The charge of faculty who participated was to represent the overall needs of the College; not their respective departments. The committee is ongoing and will continue to focus on

best scheduling practices for growth as well as cuts, depending on the College and District enrollment goals. (IV.A.1)

Diablo Valley College engages in a shared governance model to bring about change, innovation, and improvement. The revised model included four campus-wide governance committees. These include the College Council, Budget Committee, Integration Council, and Institutional Planning Committee. These committees include members from all constituent groups and operate using a co-chair model. The co-chair model contributes to campus collaboration and continuity by providing ample training for new co-chairs.

The Budget Committee (BC) develops a plan each year for resource allocation. The plan is guided by the Integration Council's priorities for the need of fiscal resources. The priorities are based on the committee's evaluation of College program reviews, college-wide plans, District/State mandates, as well as the overarching principles within the College's Strategic Plan, Statement of Values, and Mission Statement.

Managers, faculty, classified staff, and students are appointed by its constituency group to serve on committees or College task force groups. Constituent groups meet regularly on campus. These groups include the President's Cabinet and Management Council, Faculty Senate Council, Classified Senate Council, and Associated Students.

The Classified Senate represents classified staff and provides the President of the College and the Governing Board with recommendations and views on matters affecting the conduct, welfare, and growth of the College. The Management Council consists of all managers and supervisors, and provides advice to the College President. Associated Students of Diablo Valley College (ASDVC) is the student governance body at the College and advocates for students who are invited to participate on College and District committees, councils, and taskforces. (IV.A.2, IV.A.2.a)

The Faculty Senate works with the Governing Board or its representatives in the Administration, on all educational policies of this institution including academic, professional, and personnel matters.

The College relies on the expertise of the Faculty Senate in making recommendations about student learning programs. The Faculty Senate has 9 standing committees and establishes task forces as needed. These include a committee for Curriculum, Student Services, Arts and Letters, Faculty/Staff Development, Tutoring Program Advisory, Student Learning Outcomes, Distance Education, Scholarships, and Scheduling.

The Curriculum Committee coordinates and approves all new and revised courses and programs. The Committee includes faculty representatives from all academic divisions and a senior dean of curriculum. The dean is a resource member who participates in technical review to assist in expediting approval of new courses and programs. (IV.A.2.b)

College constituents bring their concerns and ideas to the governance committees through their College representative groups such as senate leadership, deans, and department chairs. The agenda for the College Council includes an opportunity for public comments.

The College Council (CC) operates as the institution's primary procedure-making group and acts as a collective review forum. Constituent representative leaders validate and support

recommendations for the consideration of the College President. A vital component of the CC's governance structure is to provide directions to other College committees to ensure that DVC is working collaboratively on establishing college-wide goals. The President responds to the College community indicating his acceptance of recommendations made to College Council or provides reason(s) why the recommendation was not accepted.

The charge of the Integration Council (IC) is to fulfill the institution's commitment to college-wide dialog related to program review and other data. The Integration Council looked at program reviews qualitatively, as well as quantitatively, to suggest common themes across a wide variety of programs. The IC identifies how to improve campus governance and related procedures and makes recommendations to the College Council on issues related to student services, instructional programs, and administrative support services. The IC also submits its recommendations for prioritization of resource allocation to the Budget Committee.

Diablo Valley College is working to improve its governance and decision making processes. All constituent groups have representation on campus-wide committees. The College has a new strategic plan through 2017 with four goals that take into consideration themes that developed out of campus wide program review reports. The College made effort to ensure campus wide participation and representation across constituent groups. (IV.A.3)

Diablo Valley College established the Accreditation Advisory Group (AAG) in fall of 2012 to guide the College through the writing of this self-evaluation and to prepare for the onsite visit in fall of 2014. The AAG is comprised of the College President, the President of the Faculty Senate, the President of the Classified Senate, the accreditation liaison officer, the Vice President of student services, the accreditation technical writer, and representatives from faculty, management, confidential, and classified employees. (IV.A.4)

The Institutional Planning Committee (IPC) takes the lead to identify methods that makes planning meaningful to the College community. The IPC helps to ensure that college-wide plans adhere to and support the mission, values and strategic plan of the College.

On an annual basis, each committee, council, and task force on campus provides self-evaluations to the College Council. The self-evaluation consists of major obstacles with committee function, tentative goals for the next academic year, and general recommendations for change, if applicable.

There are four campus-wide governance committees, 8 college-wide operational committees and nine Faculty Senate committees. Every committee on Campus completes a self-evaluation report to document achievements and challenges. The College also distributed a campus-wide survey that indicates there is some tension with classified staff. The College leadership appears to have addressed these concerns and made an attempt to increase classified staff participation in the All College Opening Day event. Classified staff participation in the event continues to present challenges.

The college-wide survey distributed in 2010 indicated concerns in the number of committees and overlapping purpose. The College responded by implementing a revised governance and committee structure. This is reflected in a Diablo Valley College Handbook on College Committees. The handbook outlines the roles that committees, councils, and taskforces play in the

governance of the College. It includes guidelines for committee members and a reference to self-evaluations expected to be completed on an annual basis. The charge and function, meeting times and days, reporting status, co-chair structure, membership, terms of membership, and current membership are noted. (IV.A.5)

Conclusions:

The College provides sufficient opportunities to facilitate decisions that support learning and improve institutional effectiveness. The current administrative structure seems to be effective to provide support and supervisory methods of continuous evaluation and improvement.

All campus-wide committees have representation from all constituents. The current governance structure includes a process for continual self-evaluation and improvement. This is achieved by each committee completing an annual report to examine its accomplishments and challenges for the past year.

The College meets the Standard.

Recommendations:

None

Standard IV.B: Board and Administrative Organization

General Observations:

Diablo Valley College is one of three colleges and two centers in the Contra Costa Community District. The other two colleges are Contra Costa College and Los Medanos College and the two centers are the San Ramon Campus and the Brentwood Center. The Governing Board consists of five members elected by geographic regions, known as wards, for four-year terms. The Board members are elected by geographic regions but as a board they represent the interest of all county residents as stated in Board Policy 1010, and the Board's Code of Ethics. The sixth member of the board is a Student Trustee who is selected by rotation among the three Colleges and has an advisory vote on actions other than personnel-related and collective bargaining items.

Diablo Valley College stopped in the middle of every-day functions and operations of the College and seriously addressed the recommendations from the 2008 Comprehensive Accreditation Commissions actions. The College had an opportunity to reorganize and develop a complete new governance structure, new emphasis on how to accomplish College goals through an effective participatory governance process.

Diablo Valley College reorganized administration, decision making, identified new college-wide committees, workgroups were created to develop and clarify decision making roles, design and implemented a new participatory process to be able to move the College forward. The College constituents began with reviewing the existing Mission and updating it to focus on the current needs of the College. The renewed focus on Student Learning and Student Success has had a refreshing result and in a very short period of time the College is moving forward in a positive and effective manner.

Findings and Evidence:

The Governing Board consists of five members elected by geographic regions, known as wards, for four-year terms. The board members are elected by geographic regions but as a board they represent the interest of all county residents as stated in Board Policy 1010, and the Board's Code of Ethics. The governing board members work collectively to support the interest of the District and take an active role in advocating for the interest of the community as a whole. The board members attend many of the College and community meetings to provide information or speak on behalf of the District and the College. (IV.B.1.a)

Board policies were developed to address all legal matters, and the fiscal integrity of the District ultimately rests with the Governing Board. The most important Board policy was the Code of Ethics of the Governing Board. The Governing Board is knowledgeable that they are ultimately responsible for the quality of education, legal matters, and financial integrity. They have approved the various systems of communication, planning, and the decision making process of the College. The Governing Board is aware of its responsibility to ensure consistency between the mission and the actions taken on behalf of students and to ensure resources are available to support student achievement. (IV.B.1.b, IV.B 1.c)

The Board established policies at its open Board meetings and follows the established policy guidelines as also posted on the web. In order to assure consistency and adherence to the board policies the Board has developed an orientation program for all new board members. The Board continues to conduct an annual evaluation and uses the results to improve the performance of the members and added a new process that includes input from others. The board has an established code of ethics that is regularly reviewed. (IV.B.1.d, IV.B.1.e, IV.B.1.f, IV.B.1.g, IV.B.1.h)

The board has a clear view of the accreditation process as evidenced by the many "checks and balances" that are now in place since the last evaluation. (IV.B.1.i)

A new inclusive and effective process has been developed and implemented for the selection and evaluation of the chancellor of the District and a President for each of the colleges within the District.   The board and the chancellor share and develop their goals in order that the top leaders are going in the same direction which in turn is shared with the President of the College. (IV.B.1.j)

The College President took responsibility for assuring that the College constituents participated in the development of the decision-making roles and responsibilities that clearly identified the procedures to be followed at the College. There is sufficient evidence that the various campus committees had administrative, faculty, classified representation, and several committees also had students from the Pleasant Hill Campus and the San Ramon Campus. (IV.B.2, IV.B.2.a)

The Governing Board has based its annual goals and objectives on the strategic goals established by the District. The Board works diligently to identify resources needed to provide support to the delivery of programs and services to students. Accountability measures were identified in order for Board activities to be evaluated, discussed and changed if necessary. The Governing Board is mindful of its responsibility to monitor its polices to ensure consistency amongst the mission and action of the College and District on behalf of students and to ensure resources are available to support student achievement. (IV.B.1.b) (IV.B.3.e) (IV.B.3.g)

The President plans, oversees, and evaluates the administrative structure designed to address the changing needs of the College and delegates responsibility to his senior staff as appropriate. The current President has an effective leadership style that empowers the people closest to where a decision will be implemented to participate in the decision-making process. The President continues to cultivate effective relationships and keeps the lines of communication open between the constituents. He stresses the importance of engagement and in data based decision-making processes which includes broad and inclusive dialogue about student learning and student success. He has assured that the College community is aware of the standardized calculations for determining productivity and enrollment measures. The President took the leadership role in the development of the 2013-2017 Strategic Plan which contains measurable objectives and strategies to lead toward the accomplishment of the strategic initiative and goal to improve student success. The President has been given the authority to implement the statues, regulations, and Contra Costa Community College District Governing Board polices and the responsibility that the institutional practices be linked with the mission of the College. (IV.B.2.b, IV.B.2.c)

The budget planning of the College under the President's leadership has assured that the College retains a healthy reserve over the course of the fiscal crisis. (IV.B.2.d)

As a member of a variety of community organizations such as the East Bay Leadership Council and executive board of the East Bay Community Foundation, the President communicates effectively with the communities served by Diablo Valley College. The President also meets regularly with city managers and elected city officials and high school principals served by Diablo Valley College. (IV.B.2.e)

The District developed a Functional Map that is posted on the web site. There is now a process in place that reviews the roles and responsibilities for the District office and the College. The functional map delineates the services provided by the District, and the District administration meets regularly with the appropriate College administrators. (IV.B.3.a)

The District office provides services to the College in areas such as research and institutional data, facilities planning and instructional technology support. (IV.B.3.b)

The District has open, fair and transparent transactions on how funds are distributed; a performance incentive has been identified and implemented. The model addresses the growth and the decline of FTES and state allocation. Many expenditure controls have been developed and are now fully implemented. The District office and two of the colleges have been able to maintain fairly healthy reserves despite several years of severe budget crises. The board emphasizes a conservative approach to spending. (IV.B.3.c, IV.B.3.d)

The chancellor delegates full authority to each college President for the effective management of the College. The President of the College is the chief executive and educational leader, supervises and provides administrative direction for College policies and procedures, presides over the decision-making structure, and participates in the governance structure. (IV.B.3.e)

The chancellor meets regularly with the College Presidents and District office personnel to coordinate planning, communication, and budget development. The chancellor attends the District Governance Council which is chaired on a rotating basis by constituent groups and whose membership includes Campus academic senate representatives, faculty, classified staff, administration, and students. College and District concerns are shared in these meetings. (IV.B.3.f)

The District assesses its delineation of roles through its department/unit review process. Each department/unit of the district conducts its evaluation and meets with its College counterpart to update and assess the accuracy and effectiveness of its roles as delineated in the function map. (IV.B.3.g)

Conclusions:

The District participatory governance process is set up to include the Presidents in the decision-making process to review and discuss the impact of the decisions being considered for development or implementation at each College. The Governing Board, the chancellor, and the College Presidents have identified a strong commitment to maintain open communication between all of the constituents in order to be an effective District. Written and in-person meetings are now institutionalized within the District to ensure two-way communication between each college and the District office as well as among the three colleges, constituency groups, and the District office.

The District developed and implemented the District's role delineation, governance processes and decision making structures and processes making it easier to communicate effectively and lead the District using participatory governance as its base for making decisions. The constituents are working collegially and reaching their goals strategically.

The College meets the standard.

Recommendations:

None