

Self Evaluation Report of Educational Quality and Institutional Effectiveness

In Support of Reaffirmation of Accreditation

Executive Summary

Diablo Valley College
321 Golf Club Road
Pleasant Hill, California 94523

May 2014

The complete *Self-Evaluation Report* is available at:
<http://www.dvc.edu/org/info/accreditation/pdfs/2014-self-eval-final.pdf>

Organization of the Self-Evaluation Process

In preparation for the completion of the Diablo Valley College (DVC) *Institutional Self-Evaluation Report* for the Accrediting Commission for Community and Junior Colleges (ACCJC), DVC formed an Accreditation Advisory Group (AAG) in fall 2012. 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, classified staff, confidential employees, managers, and students. Since September 2012, the AAG has met twice each month to discuss issues related to accreditation.

In fall 2012, the Accreditation Advisory Group (AAG) broke the accreditation Standards into sections and selected co-chairs to lead the writing of each Standard. The AAG, the Faculty Senate, the Classified Senate, and the co-chairs worked collaboratively to find writing committee members who brought expertise and experience on each particular Standard to their committee. The Faculty Senate and Classified Senate approved all co-chairs and members of the committees from their respective constituencies. The Associated Students of Diablo Valley College was asked to provide student representatives for the writing committees, but unfortunately only one student volunteered to participate. The result was a committee structure comprised of a diversity of faculty, classified staff, confidential employees, and management where each Standard committee had members who possessed subject area expertise on their particular Standard and represented both the Pleasant Hill and San Ramon Campuses of DVC.

Standard	Title	Co-Chairs	Members
IA	Mission	Tom Barber (Faculty) Michelle Krup (Faculty)	
IB	Institutional Effectiveness	Maria Barno (Classified) Beth Hauscarriague (Manager) Rene Sporer (Faculty)	Joe Gorga* (Faculty) Barbara Hewitt (Faculty) Tish Young (Manager)
IIA	Instructional Programs	Mike Chisar (Faculty) Kim Schenk (Manager)	Lesley Agostino (Classified) Kathleen Costa* (Manager) Ellen Kruse (Faculty) Lindsey Lang (Faculty) Mario Tejada* (Faculty) Julie Walters* (Faculty)
IIB	Student Support Services	Raine Dougan (Faculty) Sonja Nilsen (Classified) Newin Orante (Manager)	Jennifer Curtis* (Classified) Dennis Franco (Faculty)
IIC	Library and Learning Support Services	Florence Espiritu (Faculty) Andy Kivel (Manager)	Katy Agnost (Faculty) Anna Carbonell* (Faculty) Maria Giuili (Faculty) Joseph Hickey (Faculty) Jocelyn Iannucci (Classified) Martha Laham (Faculty) Heather Lee (Classified) Vivian Natalia (Student) Betsy Ruszel (Classified) Anna Sohi (Faculty) Florence Trinos (Student) Ted Walker (Faculty) Christine Wasmund (Classified) Christine Worsley (Manager)
IIIA	Human Resources	Julie Catalano (Classified) Jennifer Tejada* (Faculty)	Catherine Franco (Classified) Mark Isham (Faculty) Coleen Lento (Classified) Emily Stone (Manager)
IIIB	Physical Resources	Claudia Eckelmann (Faculty) Cathy Walton-Woodson (Manager)	Tim Murphy (Faculty) Laurence Orme (Classified) Lori Vickers (Classified) Chris Wilson* (Classified)

III C	Technological Resources	Michael Almaguer (Manager) Robert Burns (Faculty)	Stephanie Alves (Manager) Michael Gong (Classified) Daniel Kiley (Faculty) Chrisanne Knox (Manager) Percy Roper (Manager) Mark Steidel (Faculty) Mario Tejada* (Faculty) Chris Wilson* (Classified)
III D	Fiscal Resources	John Hanecak (Faculty) Katrina Keating (Faculty) Chris Leivas (Manager until Retirement 12/31/13)	Julie Catalano (Classified) Ray Goralka (Faculty) Patrick Leong (Faculty) Jason Mayfield (Faculty) Beth McBrien (Faculty) Lisa Orta (Faculty) Teresa Towers (Classified)
IVA/IVB	Decision-Making Roles and Processes/ Board and Administrative Organization	Jeanie Dewhurst (Confidential) Ann Langelier-Patton (Classified) Beth McBrien (Faculty)	John Freytag (Faculty) Teresa Molnar (Classified) Julie Walters* (Faculty) Rachel Westlake (Manager)

*San Ramon Campus representative

Responses to Recommendations from the 2008 Self Study Process

As a result of the 2008 Self Study process, DVC received 7 College recommendations and 4 District 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.

As noted in the [Commission's letter to the College dated January 31, 2011](#), the College has resolved the issues that led to this recommendation. With this in mind, the College has continued to implement its revised campus organizational structure and has used the results of the spring 2011 and spring 2013 College wide surveys and annual committee reports to make continuous improvements. The College Council continues to review periodic College wide survey results and annual reports, most recently on August 26, 2013 to improve the work being done by College committees. The College continues to codify processes into College procedures to establish transparency and consistency as well as to clarify the roles and responsibilities of various individuals involved in these processes. The College continues to focus on committee membership based on expertise first, if possible, then constituency representation. Refer to the Committee and Decision Making Chart on page 14 of this Executive Summary.

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;**
- **Is well defined, widely disseminated and discussed through reflective College wide dialogue; and**
- **Includes faculty, staff, students and administration from the Diablo Valley College's main campus and its San Ramon Campus.**

As noted in the [Commission's letter to the College dated January 31, 2011](#), the College has resolved the issues that led to this recommendation. The College continues to meet this recommendation and engage in continuous improvement around it through the following actions:

- Implementation of the third cycle of the integrated planning and resource allocation process in spring 2014 in accordance with college procedures
- Adoption of the new *2013-2017 Strategic Plan* after two years of College wide dialogue involving all constituent groups and representatives from both the Pleasant Hill and San Ramon campuses.

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."

As noted in the [Follow-Up Report from the Commission dated November 18, 2010](#), "Recommendation 3 has been fully satisfied and the process that has been developed is at the sustainable continuous quality improvement level. The team recommends the College sustain this effort by revising the Program Review process to focus on those elements they determine necessary to improve student learning and institutional effectiveness."

Since November 2010, the College has continued using its agreed upon program review processes with periodic evaluations and changes for continuous improvement. The College is completing its fourth consecutive year of program review pursuant to DVC Procedure 1016.01, Program Review. All College units including student services, instructional, and administrative units completed program reviews and in 2011-2012 and 2013-2014. As a part of the College's commitment to continuous improvement, all program review processes and templates are evaluated after each program review cycle.

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.

As documented in the [Mid-Term Report of March 2012](#), DVC has accelerated its student learning outcomes (SLO) and assessment cycle in the instruction area and the process that has been developed is at the sustainable continuous quality improvement level. As of spring 2014, all 1,268 courses have defined SLOs and 71 percent of all courses have been assessed at least once,

with 42 percent of courses having been assessed multiple times. Program level learning outcomes have been developed for all programs with all having been assessed.

To ensure that the College continues to focus on student learning outcomes, the College established DVC Procedure 1018.01, Student Learning Outcomes and Achievement, February 22, 2010. Course and program level SLOs are a compliance component on all instructional unit program reviews. If an instructional unit does not adhere to the prescribed timelines, that unit becomes ineligible for resources through the College resource allocation process.

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.

In reference to the College's 2009-2013 *Technology Master Plan*, the [Show Cause Report issued by the Accrediting Commission for Community and Junior Colleges visiting team on November 3-4, 2009](#), noted, "This plan was well designed, well written and had input from all of the DVC constituent groups. This plan should serve as a model for Diablo Valley College in the development of their future planning documents. The plan was comprehensive, user friendly and relevant." This recommendation has been resolved and the College continues to implement its new 2014-2016 *Technology Master Plan* as permitted in very difficult budgetary times.

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.

This recommendation has been satisfied, as witnessed by the statement in the [visiting team report dated November 3-4, 2009](#) and a [letter from the Accrediting Commission for Community and Junior Colleges dated January 31, 2011](#). The College continues to meet this Standard and engages in continuous improvement around it.

DVC Procedure 4001.07, Course Update Compliance, was developed and adopted February 22, 2010, to address course update non-compliance. The procedure requires each department or area to establish a calendar for regularly updating course outlines every five years and to adhere to that timeline. If the unit does not complete the regularly scheduled course updates, the course(s) in question will be removed from the following fall schedule. If the unit has not completed the update approval process by the end of the fall semester, the course(s) will be deleted from the College *Catalog*. In addition, course currency is a compliance element required of all instructional unit program reviews. If an instructional unit does not maintain its curriculum, that unit's program review will not be validated and will not be eligible for resource allocation through the program review process

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.

This recommendation has been satisfied, as witnessed by a [letter from the Accrediting Commission for Community and Junior Colleges dated January 31, 2011](#). The College continues to meet this Standard and engages in continuous improvement around it. With respect to the recommendation to increase collaboration, transparent decision making and honest dialogue, the College has transformed itself. Numerous meetings among the chairs of various key governance committees, constituent leader meetings with the president, and two historic joint meetings among the three senates are testament to this change. Increasing College communication has been achieved 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.

Recommendation 8/District Recommendation 1: The team recommends that in order to improve its resource allocation process, the District should expedite development of a financial allocation model, including the following:

- 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 technology funding

The District and colleges have responded to the visiting team's recommendation to expedite development of a financial allocation model to address the recommendation. In February 2010, administration began the process of creating and/or amending policies and procedure to codify the new funding model. This resulted in Business Procedure 18.01, The Contra Costa Community College District General Fund Budget, being approved on July 28, 2010, and Business Procedure 18.02, Parameters for Budget Development and Preparation, being approved on June 22, 2010. Both procedures went through the shared governance process for approval. As hoped, the model was ready to be utilized for fiscal year 2010-2011 and was ultimately approved by the Chancellor's Cabinet, DGC, Faculty Senate and the Board of Governors through Business Procedure 18.01.

Recommendation 9/District Recommendation 2: In order to meet the Standard, the district should establish a written code of professional ethics, which includes managers.

The District drafted a proposed Board policy to create a code of ethics that included managers. The new policy followed the participatory governance approval process in that it was presented to District Governance Council (DGC) and to employee groups (Local 1, United Faculty and Management Council) for input. Following consideration of all the input, the new Board policy was submitted to the Chancellor's Cabinet and then to the Governing Board for final approval.

The Governing Board adopted new Board Policy 2056, Code of Ethics, at its October 21, 2009 meeting.

Recommendation 10/District Recommendation 3: 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.

Faculty have a direct responsibility for student progress toward achieving the stipulated student learning outcomes (SLOs) so the District has incorporated assessment of SLOs into the faculty self-evaluation process. As part of the self-evaluation process, faculty evaluate themselves on the following two measurements related to this recommendation:

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

The evaluation of student learning outcomes criterion was implemented as part of the faculty evaluation process during the fall 2010 semester. All faculty evaluated since that time responded to the queries on his/her progress in the two required areas.

Recommendation 11/District Recommendation 4: 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.

The District has developed policies and implemented procedures for evaluating the effectiveness of its administrative organization, college and District roles/responsibilities and decision-making structures. The District's administrative organization is referenced in the [Rules and Regulations of the Governing Board](#) and the roles and responsibilities of the colleges and District are included in the same document. The governance and decision-making structure as a whole is now defined in the revised Board Policy 1009, Institutional Leadership and Governance. The District delineates the operational responsibilities and functions of the District and colleges in the document [District and College Roles, Responsibilities and Service Outcomes](#).

Responses to Accreditation Standards

Standard I: Institutional Mission and Effectiveness

Diablo Valley College has a mission statement that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning. The mission statement is:

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.

The mission statement is reviewed every two years and was most recently approved by the Governing Board on January 23, 2013. The mission is central to both institutional planning and resource allocation.

The College has made student learning and success central to all we do with the adoption of a single strategic directive “Diablo Valley College will increase student success.” DVC has established learning outcomes at the course, program, and institutional levels and actively assesses how well learning is occurring. The organizational structure of the College facilitates and focuses discussion of student success at the department, program, and institutional level. College wide dialogue occurs in the three constituency senates as well as the College wide governance committees (College Council, Budget Committee, Integration Council, and the Institutional Planning Committee). Student success is central to decisions about resource allocation with assessment of learning outcomes and achievement of goals related to improving student success serving as key metrics. The Faculty Senate Scheduling Committee is an example of how recent reviews of College processes ensure continuous improvement. The Scheduling Committee uses quantitative and qualitative data to make expertise-based decisions to ensure the effective allocation of the College’s single, largest resource, the class schedule.

The College has established institution-set standards for the following student success measures:

Institution-Set Standard	Goal	2012-2013
Successful course completion (A, B, C or Pass)	72%	72%
Retention (Fall to Fall enrollment)	48%	51%
Students earning one or more degrees per year	573	989
Students earning one or more certificates per year	561	841
Students transferring to 4-year institutions	1,674	1,969

The program review and resource allocation process is used to inform self-reflective dialogue. The process includes instructional, student services, and administrative program reviews. Information in program review is used to inform and drive the budget allocation process. All program reviews go through a cross-unit validation process which promotes broader dialogue and reflection about student learning and institutional processes. The program review process itself is evaluated during each cycle by both the unit level authors and throughout the process. Improvements have been made in the program review template, the validation process, the organization of the program review content, and the review and ranking process of resource requests by the Integration Council. The need for additional improvements has resulted in the College developing the following Actionable Improvement Plan.

Actionable Improvement Plan: For continuous improvement and to guide future planning and decision-making, prior to the start of the next program review cycle, the College will evaluate the effectiveness of using program reviews to address resource requests for College wide plans (DVC Strategic Plan, Goals 2 and 3).

Standard II: Student Learning Programs and Services

II.A. Instructional Programs

As of spring 2014, DVC has 1268 active courses in the *Catalog* all of which have been reviewed and updated within the last five years in accordance with College procedures. As of the [2014-2015 Catalog](#), there are a total of 80 degrees and 111 certificates offered at the College. The degrees includes the following: 12 associate in art for transfer (AA-T) degrees, 6 associate in science for transfer degrees (AS-T), 18 associate in arts (AA) degrees, and 44 associate in science (AS) degrees. Effective with the [2014-2015 Catalog](#), DVC has established 35 Career Technical Education (CTE) programs that offer 46 degrees and 70 certificates that are approved by the State Chancellor's Office and an additional 22 certificates that are locally approved.

All active courses have course-level student learning outcomes (SLOs) established, with one or more assessments having occurred on 71% of active courses, excluding experimental/topics (8%), independent study/student instructional assistant courses (8%) and courses scheduled to enter their assessment results by December 31, 2014 (8%). All programs have established program-level SLOs with 100% of all programs having been assessed at least once.

The curriculum committee oversees the review and approval of all new curriculum as well as regular review and updating of existing curriculum. As a result of this review process, it was discovered that unit load and contact hours may not be consistent with the Carnegie Unit formula for select courses in several disciplines. The need to evaluate the extent of any inconsistency and take corrective action has resulted in the Actionable Improvement Plan below.

All instructional units complete regular program reviews containing quantitative and qualitative data about student learning, resources used, and additional resources needed. Program reviews must demonstrate compliance with course updates and student learning outcome assessments before being validated and eligible for resource allocation. The program review process itself is evaluated during each cycle by both the unit level authors and throughout the process. Improvements have been made in the program review template, the validation process, the organization of the program review content, and the review and ranking process of resource requests by the Integration Council. The need for additional improvements has resulted in the College developing the following Actionable Improvement Plan.

Actionable Improvement Plans: For continuous improvement, prior to the end of the fall 2014 semester, the College will institutionalize a process for multi-disciplinary programs (e.g. learning communities, distance education, Puente, Umoja, etc.) to submit program reviews, be validated, and prioritized for participation in the resource allocation process (DVC Strategic Plan, Goals 1 and 3).

For continuous improvement, the DVC Curriculum Committee will identify disciplines with courses for which contact hours and course units are not, or may not be, consistent with the Carnegie Unit formula. The committee will work with those disciplines to align contact hours with the Carnegie Unit formula. The College will ensure, subject to negotiations, that all courses that are clearly not in compliance will be brought into compliance by the end of the 2015-2016 academic year (DVC Strategic Plan, Goal 2).

B. Student Support Services

DVC assures equitable access to its programs and services through many strategies including geographically locating services in a central location, providing comprehensive services at both the Pleasant Hill and San Ramon Campuses, providing online services for students, providing information at a variety of campus and community events, opening services for evening hours during peak registration periods, and providing access to students with disabilities. The College designs, maintains, and evaluates counseling and academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. DVC 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. All student support services programs develop student services learning outcomes (SSLOs) and create and update annual program plans. SSLOs include measurable outcomes and the assessment results are used to improve the access and the quality of programs and services.

DVC provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all students by providing opportunities for student development outside the classroom including: Associated Students of DVC, clubs, career and employment services, financial aid, educational talent search, veterans services, extended opportunity programs and services, and other services.

DVC designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity including Umoja, Puente, student clubs, and various campus events.

C. Library and Learning Support Services

The College supports instructional and student services programs and student learning by providing library services at both the Pleasant Hill and San Ramon campuses as well as online. The library's collection includes over 81,000 print titles, over 125,000 e-book titles (available online to students no matter where they are located), 55 electronic databases which provide access to thousands of full-text articles from journals, magazines, and newspapers. Recently, the library added [*Films on Demand*](#) which gives online access to over 12,000 full-length streaming videos.

Tutoring at Diablo Valley College is embedded within instructional and student service departments, so tutoring programs vary in scope, philosophy, and funding. Tutoring is sufficient in quantity, currency, depth, and variety. 19 tutoring programs are offered.

The Media Services Department provides materials, equipment, and staff to improve the quality of campus instructional programs. Student computer labs provide students access to a variety of essential technologies which support learning and academic success. Labs support classroom related student learning as well as contributing to the attainment of student competency in self-directed research and in the use of computer software applications. Students have access to a variety of services offered in 46 computer labs, 40 at the Pleasant Hill Campus and six at the San Ramon Campus.

Standard III: Resources

A. Human Resources

The College maintains sufficient number of faculty, staff, and administrators with appropriate educational and professional experience to support Diablo Valley College's commitment to student learning. In fall 2013, the College had 246 full-time faculty members and 655 part-time faculty. The College had 535 classified staff, 18 academic managers, and 13 classified supervisors and managers. All hiring is accomplished following well-documented policies and procedures. Employees are evaluated regularly using approved and documented procedures. Professional development activities, supported by both the College and District, are provided that are designed to meet identified needs. In addition the College is committed to understanding and working with an ever-increasingly diverse population and responding to community needs. The College's commitment to equity and diversity can be found across its programs and practices as well as its commitment to equity.

B. Physical Resources

Physical resources at Diablo Valley College support student learning programs and services and improve institutional effectiveness on both the Pleasant Hill and the San Ramon Campuses. The College plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization, safety, security, and the continuing quality necessary to support its programs and services in a healthful learning and working environment. Diablo Valley College provides the necessary physical space for the number of students for which it serves at both campus locations. Physical resource planning is integrated with institutional planning, although the College has identified that this integration could be improved in the following two actionable improvement plans.

Actionable Improvement Plans: For continuous improvement, the College will improve its facility evaluation process to be implemented in spring 2015. The results of the facility evaluation process will be widely disseminated and discussed (DVC Strategic Plan, Goals 2 and 3).

For continuous improvement, in preparation for work to update the Facilities Master Plan, the College will develop and use a transparent process to evaluate procedures used for planning, maintaining, and assessing the effective use of facilities to identify satisfaction and support issues (DVC Strategic Plan, Goals 2 and 3).

C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness through an integrated technological infrastructure of networks, computers, and communications equipment. Technology resource implementation is guided by the Information Technology Committee and the current *Technology Master Plan*. Technology resources are implemented and maintained by the campus Information Technology and Services Department under the supervision of the technology systems manager with support from the Contra Costa College District Education and Technology Department's staff and managers. The College currently provides and maintains more than 40 instructional computer labs, including discipline dedicated labs and open study labs.

Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement. Annual technology satisfaction surveys of faculty, classified staff, and students are conducted and used to inform the Information Technology Committee, the DVC Professional Development Committee, and DVC's Information Technology and Services Department.

The College and District have made many recent upgrades to technology infrastructure and software on campus. In light of these improvements, the College has identified the following two actionable improvement plans.

Actionable Improvement Plans: For continuous improvement, prior to the start of the next program review cycle, the College will develop a clear statement describing the computer replacement cycle that also explains why requests for computer replacements no longer need to appear in program reviews (DVC Strategic Plan, Goals 2 and 3).

For continuous improvement, the College will conduct an evaluation of recently implemented/upgraded technology including the new learning management system (D2L), migration to Microsoft email services for all employees and students, backbone/infrastructure upgrades, the new voice over internet protocol (VOIP) phones, and realignment of District versus College responsibilities in the area of technology with a purpose of identifying ongoing performance, satisfaction, and support issues (DVC Strategic Plan, Goals 2 and 3).

D. Financial Resources

Diablo Valley College's mission and goals are student centered, as is its financial planning. In the 2013-2014 fiscal year, 95 percent of the College revenue was generated by full-time equivalent students. The Contra Costa Community College District's new allocation model requires that all three of its colleges maintain at least a one percent emergency reserve. As of June 2013, DVC's total reserves were approximately four percent.

The College follows established procedures for the development of the annual budget and resource allocation. The resource allocation process ties together College planning, program reviews and their validation, and student learning outcomes. The program review process provides an on-going assessment of the use of financial resources. Each instructional, student service, and administrative unit self evaluates their programs to determine if they are meeting student needs and the mission of the College. If additional financial, human, physical, or technological resources are required, units justify their requests based on student success and access, and the College's strategic goals, plans, and mission. The College Integration Council ranks requests using a rubric that focuses on how well the requests will help students succeed. This ranking is used by the Budget Committee for fund allocation, which is then reviewed by the College Council and forwarded to the College president who makes ultimate funding decisions. Improvements in the process have occurred after each program review cycle and the College has identified the need for further improvements in the allocation of resources based on College wide plans. This has led to the following actionable improvement plan.

Actionable Improvement Plan: For continuous improvement and to guide future planning and decision-making, prior to the start of the next program review cycle, the College will evaluate

the effectiveness of using program reviews to address resource requests for College wide plans (DVC Strategic Plan, Goals 2 and 3).

Standard IV: Leadership and Governance

A. Decision-Making Roles and Processes

Decision-making roles and responsibilities are clearly defined in College procedures. DVC follows this procedure through a participative governance process that is inclusive and transparent with three constituency-based senates, four College wide governance committees, and other College committees to address operational issues. Membership in all committees ensures constituency representation and representation for both the Pleasant Hill and San Ramon campuses, yet also includes members with expertise related to the committee's charge. 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. This is evidenced by programs, initiatives, and processes that have been developed and improved using the talents, skills, and expertise of the entire College community. Individuals and groups at the College use the governance process to bring forward proposals for policies or institutional innovation and improvement.

B. Board and Administrative Organization

Governing Board members work together to support the interests of the District and take an active role in advocating for the interests of the community as a whole including working with elected officials and other community members when necessary on behalf of the District. They ensure that the interests of the District are protected.

Final approval and responsibility for the educational programs, all legal matters, and the fiscal integrity of the District rest with the Governing Board which acts together in accordance with Board Policy 1010, Code of Ethics of the Governing Board.

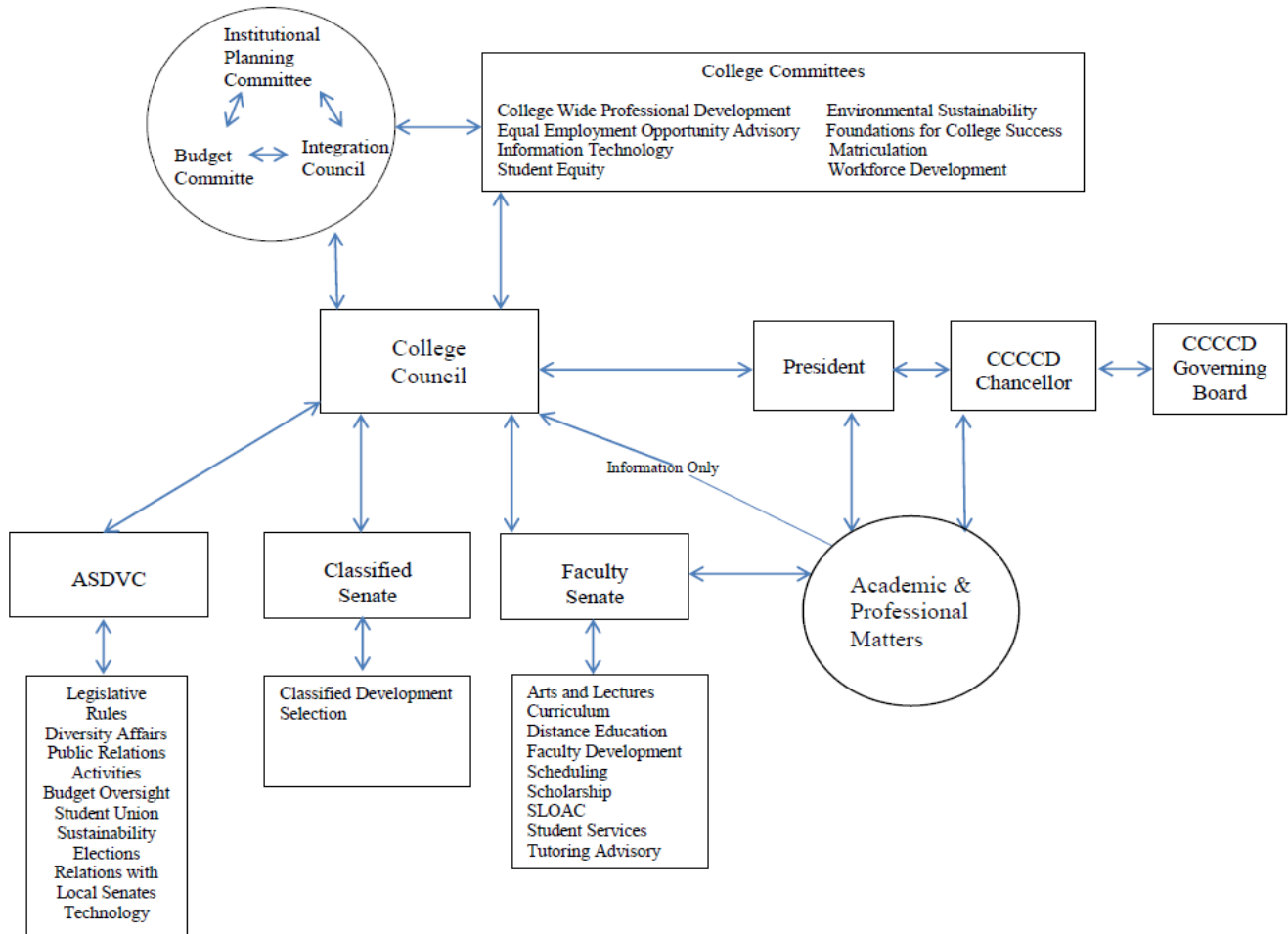
The Board exercises its responsibility in educational quality by adhering to all policies relating to educational planning, standards of scholarship, and student success. Board members ensure that adequate funding is maintained to support high quality programs and services. In addition, the Board reviews and approves curricular offerings, educational and facility master plans, the five-year construction plan, and other activities related to the maintenance of educational quality.

The College president plans, oversees, and evaluates an administrative structure staffed to reflect the College's purposes, size, and complexity. The president delegates authority to administrators and others consistent with their responsibilities. The current president continues to set the tone for collegiality at the College by communicating the College's values, goals, and priorities to the College at large. Communication occurs through many channels, including the annual opening day meeting for College employees, emails, and a periodic *Governance at a Glance* newsletter.

In addition, the [Self Evaluation Report](#) demonstrates DVC's compliance with the 21 Eligibility Requirements as well as with six Commission Policies. For more information, please see the full [Self Evaluation Report](#) at:

http://www3.dvc.edu/org/info/accreditation/self-evaluation-2014/DVC_Self_Evaluation_Report_Final.Aug.10.pdf

Governance: Committee and Decision Making Chart



2/24/14

6-4-14