Diablo Valley College

Self Evaluation Report of Educational Quality and Institutional Effectiveness

In Support of Reaffirmation of Accreditation

Submitted by:

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

Submitted to:

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

June 25, 2014
To: Accreditng Commission for Community and Junior Colleges, Western Association of Schools and Colleges

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

This Institutional Self Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution’s accreditation status.

I certify there was broad participation by the campus community, and I believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

Helen Benjamin, Ph.D., Chancellor  6-26-14
John E. Márquez, President, Governing Board  6/25/2014
Peter Garcia, President, Diablo Valley College  5/12/14
Laurie Lema, M.A., President, Faculty Senate  6/4/14
Ann Langelier-Patton, President, Classified Senate  5-12-14
Sam Park, President, Associated Students of DVC  5-12-14
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A. Introduction

1. History
Diablo Valley College (DVC) is located on land originally home to the Costanoan Indians that was incorporated into the expanding Spanish frontier in the late eighteenth century. In 1844, the Mexican government granted the land to William Welch and it became part of his huge Rancho Las Juntas, which included northwestern Walnut Creek, all of Pleasant Hill, and the northeastern half of Martinez. After World War II, the land was subdivided into housing tracts; and on November 2, 1950, the College Governing Board purchased the DVC Pleasant Hill site for $172,500. Construction of the College buildings began in September 1951. DVC’s first classes were held in an elementary school in Martinez in the fall of 1950 (A-1). DVC now has two campuses, one located in Pleasant Hill and one 20 miles south in San Ramon. Diablo Valley College is now in its 63rd year of operation.

The Pleasant Hill Campus is located at 321 Golf Club Road, Pleasant Hill, California 94523. The phone number is (925) 685-1230. The San Ramon Campus is located at 160 Watermill Road, San Ramon, California, 94582. The phone number is (925) 866-1822.

Building at the College has continued over the last 63 years. Most recently, voters in Contra Costa County approved two facilities bonds; one in March of 2002 and one in June of 2006. The bonds have funded renovation of older buildings and the construction of new ones. In 2006, the San Ramon Campus moved from leased buildings into a permanent structure. Since 2000, the Pleasant Hill Campus has opened a new Physical Sciences Building, a new Business and Foreign Languages Building, a new Book Center, and most recently a new Student Services Building. Construction is ongoing in the center of campus for a new Hospitality Studies and Food Court facility which will replace the existing Diablo Room Cafeteria Building and will house the hospitality studies program.

In fall 2013, 20,775 students took classes at the College, and the College employed 901 full and part-time faculty, 31 supervisors and managers, and 535 classified staff, a total of 1,467 personnel (A-2). As of fall 2014, the College offers 80 different associate degrees and 111 certificate programs (A-3). The number of degrees and certificates awarded has been dramatically increasing and surpassing goals set by the College. In 2012-2013, 1,030 degrees were awarded which almost doubled the institution set goal of 573. 1250 certificates were awarded, which doubled the institution goal of 561 (A-4).

2. Major developments since the last report
The last comprehensive visit to Diablo Valley College was conducted from October 13-16, 2008, as part of the comprehensive evaluation of the College. Based on the Self Study Report and the report from the visiting team, the Commission acted to impose ‘Show Cause’ in January 2009. The College was required to prepare and submit a Show Cause Report by October 15, 2009. The submittal of the Show Cause Report was followed by a team visit from November 3-4, 2009. Based on the Show Cause Report and the report from the visiting team, the Commission acted to remove Show Cause and impose Probation in January 2010. The College was required to submit a Follow-Up Report by October 15,
The submittal of the Follow-Up Report was followed by a team visit from the Commission on November 18, 2010. Based on the Follow-Up Report and the report from the visiting team, the Commission acted to remove Probation and reaffirm accreditation in January 2011. The College was directed to prepare a Focused Mid-Term Report by October 15, 2011. The College submitted the required Focused Mid-Term Report in October 2011 but did not include all team recommendations from the original October 2008 team report. The Commission requested a revised Focused Mid-Term Report by March 15, 2012. The College prepared and submitted a revised Focused Mid-Term Report by March 15, 2012. In July 2012 the College received notice that the Commission had accepted the revised Focused Mid-Term Report at its June 2012 meeting.

### Accreditation History Chronology

<table>
<thead>
<tr>
<th>College Event</th>
<th>Date(s)</th>
<th>Commission Action</th>
<th>Action Letter Date</th>
<th>Future Action</th>
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<td>Self Study (with visit)</td>
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<td>Show Cause</td>
<td>2/3/2009</td>
<td>Show Cause Report due by 10/15/2009</td>
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<td>Show Cause Report Addendum 1</td>
<td>10/23/2009</td>
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<td>Show Cause Site Visit</td>
<td>11/3-4/2009</td>
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<td>Follow-up Report</td>
<td>10/15/2010</td>
<td>Request additional information in format of a mid-term report</td>
<td>2/1/2012</td>
<td>Revised Focused Mid-term Report due by 3/15/2012</td>
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<td>Probation Site Visit</td>
<td>11/18/2010</td>
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<tr>
<td>Focused Mid-Term Report</td>
<td>10/15/2011</td>
<td>Accepted</td>
<td>11/30/2011</td>
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<td>Substantive Change Proposal (DE and SRC)</td>
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<td>August 2014</td>
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**a. Student enrollment data**

Diablo Valley College (DVC) is the college of choice for many students from the area’s private and public high schools and in fall 2013, 20,775 students took classes at the Pleasant Hill and San Ramon Campuses. All demographic data in this section combines student information from both campuses and was published by the Contra Costa Community College District research office (A-5).

The student body represents many communities throughout the larger Bay Area, with the largest percentage of students coming from Concord, Pleasant Hill, Walnut Creek, Martinez, and San Ramon. In recent years DVC has drawn a significant number of international students and in fall 2013, 1551 students attended DVC on F-1 Visas (A-6). The overall total number of students at the college has decreased slightly over the last five years, although the total headcount has remained steady over the last three.

![Number of Students](chart.png)

As of fall 2013, the majority of DVC students indicate transfer to a four-year institution as their primary goal for attending. Eleven percent are working toward a career degree or certificate and eleven percent have educational development as their goal.
The number of students receiving financial aid has significantly increased over the last five years. Thirty four percent of fall 2013 students received financial aid.

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</thead>
<tbody>
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<td>Percent Receiving Financial Aid Total</td>
<td>22%</td>
<td>24%</td>
<td>26%</td>
<td>30%</td>
<td>33%</td>
<td>34%</td>
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<tr>
<td>Number of Students (Head Count) Total</td>
<td>21,912</td>
<td>22,490</td>
<td>21,027</td>
<td>20,584</td>
<td>20,715</td>
<td>20,775</td>
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<tr>
<td>Number Receiving Financial Aid Total</td>
<td>4,766</td>
<td>5,314</td>
<td>5,516</td>
<td>6,173</td>
<td>6,856</td>
<td>7,115</td>
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</table>

Slightly more than the majority of students are female and the racial background of students illustrates the diversity of the region, with no single race being in the majority in fall 2013. The number of Hispanic students has increased over the last five years as the number of White students has decreased.
Sixty eight percent of the fall 2013 students were under twenty four years of age.
A major accomplishment of the College is the steady increase in students who have earned degrees and certificates. The increase in degrees and certificates can be seen across all demographic groups.

### BY AGE GROUP

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<tr>
<td>&lt; 20 years old</td>
<td>33%</td>
<td>33%</td>
<td>33%</td>
<td>32%</td>
<td>32%</td>
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<tr>
<td>20 to 24 years old</td>
<td>31%</td>
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<td>33%</td>
<td>35%</td>
<td>36%</td>
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<tr>
<td>25 to 49 years old</td>
<td>29%</td>
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<tr>
<td>50 + years old</td>
<td>8%</td>
<td>8%</td>
<td>6%</td>
<td>6%</td>
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<td>6%</td>
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<td>0%</td>
<td>0%</td>
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</table>

### Number of Students by Age Group

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<tbody>
<tr>
<td>&lt; 20 years old</td>
<td>7,160</td>
<td>7,377</td>
<td>6,850</td>
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<td>6,626</td>
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<tr>
<td>20 to 24 years old</td>
<td>6,710</td>
<td>6,968</td>
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<td>7,139</td>
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<td>25 to 49 years old</td>
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<td>50 + years old</td>
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<td>7</td>
<td>3</td>
<td>1</td>
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</table>

Success and retention rates at the college have remained consistent over the last five years. The student success rate for the last four years, 72 percent, is equal to the College’s institution-set standard for successful student completion (A-7). Success is defined as the percentage of students who receive a passing or satisfactory grade in a course (A, B, C or passing/credit). Retention is defined as the percentage of students who are enrolled as of
census for an initial and subsequent term. Fall-to-fall retention rates exceed the institution-set standard of 48 percent. Completion is the percentage of students who do not withdraw from a class and receive a valid grade at the end of the term.

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<td>20,775</td>
</tr>
<tr>
<td>Percent Receiving Financial Aid</td>
<td>22%</td>
<td>24%</td>
<td>26%</td>
<td>30%</td>
<td>33%</td>
<td>34%</td>
</tr>
<tr>
<td>Course Success Rate</td>
<td>71%</td>
<td>71%</td>
<td>72%</td>
<td>72%</td>
<td>72%</td>
<td>72%</td>
</tr>
<tr>
<td>Course Completion Rate</td>
<td>84%</td>
<td>84%</td>
<td>84%</td>
<td>85%</td>
<td>85%</td>
<td>84%</td>
</tr>
<tr>
<td>Fall-to-Spring Retention Rate</td>
<td>69%</td>
<td>69%</td>
<td>71%</td>
<td>73%</td>
<td>73%</td>
<td>72%</td>
</tr>
<tr>
<td>Fall-to-Fall Retention Rate</td>
<td>49%</td>
<td>48%</td>
<td>51%</td>
<td>52%</td>
<td>51%</td>
<td>na</td>
</tr>
<tr>
<td>Number of Course Enrollments</td>
<td>61,351</td>
<td>63,192</td>
<td>59,193</td>
<td>59,272</td>
<td>60,749</td>
<td>60,278</td>
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<tr>
<td>Number Successful</td>
<td>43,285</td>
<td>44,960</td>
<td>42,524</td>
<td>42,932</td>
<td>43,516</td>
<td>43,650</td>
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<tr>
<td>Number Retained</td>
<td>51,442</td>
<td>52,845</td>
<td>49,626</td>
<td>50,367</td>
<td>51,496</td>
<td>50,836</td>
</tr>
</tbody>
</table>

The success and retention rates for online courses have shown steady increases over the last five years and the gap between online success rates and traditional classroom success rates narrowed to seven percent in 2013. In the following charts, “Face-to-face” data include only classes that have no online component. “Hybrid 0-50%” means less than half of the total hours of instruction are done online, so the majority of the instruction is face-to-face. “Hybrid 51%-99%” means over half of the instructional hours are completed online. For example, a course that required students to attend an on-campus session for 5 hours a semester would fall in this category since most of the instruction is online. The category of “Online” includes no face-to-face instruction.

Data beginning in fall 2011 show a separation between the two hybrid categories. Prior to that date, the “Hybrid 51-99%” category was included in the “100% online” counts. After breaking the data into four categories, the College observed the low success rates for the “Hybrid 51%-99%” category. The College is currently in the process of verifying the accuracy of this information and if confirmed, will review data from spring 2014 to determine if it is a trend. If it is found to be a trend, the College will evaluate which specific courses fall into this instructional method and determine what actions need to be taken to improve success in them.
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<td><strong>ALL COURSES</strong></td>
<td>Instr. Method</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Success Rate</td>
<td>Face-to-face</td>
<td>72%</td>
<td>73%</td>
<td>74%</td>
<td>74%</td>
<td>74%</td>
<td>73%</td>
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<tr>
<td></td>
<td>Hybrid 0-50%</td>
<td>43%</td>
<td>53%</td>
<td>60%</td>
<td>59%</td>
<td>60%</td>
<td>75%</td>
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<tr>
<td></td>
<td>Hybrid 51-99%</td>
<td>46%</td>
<td>54%</td>
<td>54%</td>
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<td>54%</td>
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<tr>
<td></td>
<td>100% Online</td>
<td>60%</td>
<td>64%</td>
<td>63%</td>
<td>65%</td>
<td>64%</td>
<td>66%</td>
</tr>
<tr>
<td>Retention Rate</td>
<td>Face-to-face</td>
<td>85%</td>
<td>85%</td>
<td>85%</td>
<td>86%</td>
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<tr>
<td></td>
<td>Hybrid 0-50%</td>
<td>50%</td>
<td>73%</td>
<td>77%</td>
<td>76%</td>
<td>77%</td>
<td>86%</td>
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<tr>
<td></td>
<td>Hybrid 51-99%</td>
<td>57%</td>
<td>71%</td>
<td>71%</td>
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<tr>
<td></td>
<td>100% Online</td>
<td>76%</td>
<td>80%</td>
<td>80%</td>
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<td>81%</td>
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<tr>
<td>Number of Course Enrollments</td>
<td>Face-to-face</td>
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<td>Hybrid 51-99%</td>
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<td>Number Successful</td>
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<td>937</td>
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<td>100% Online</td>
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<td>3,427</td>
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<td>Number Retained</td>
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<td>Face-to-face</td>
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<td>83%</td>
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</table>
Fall-to-fall retention rates have remained consistent over the last five years.

**Fall-to-Fall Retention Rate for All Courses by Demographic Group**

- **Fall-to-Fall Retention Rate by Gender**
  - Female 48% 47% 50% 51% 51%
  - Male 51% 49% 52% 51% 52%

- **Fall-to-Fall Retention Rate by Race/Ethnicity**
  - African Am. 44% 43% 46% 45% 46%
  - Asian 53% 47% 52% 52% 52%
  - Hispanic 50% 49% 53% 55% 54%
  - White 48% 46% 48% 50% 50%
  - Other/Ukn. 52% 55% 55% 55% 53%

- **Fall-to-Fall Retention Rate by Age Group**
  - <20 years 62% 62% 64% 66% 65%
  - 20-24 years 45% 44% 45% 47% 47%
  - 25-49 years 41% 40% 43% 43% 42%
  - 50+ years 42% 36% 44% 42% 48%

**b. Demographic data on service area**

Contra Costa County is a suburban-commercial county of 1,037,817 persons. The county covers about 716 square miles and is currently the 9th most populous county among California’s 58 counties. The county is served by three publicly-supported community colleges that comprise the Contra Costa Community College District. The colleges are strategically located in the eastern (Los Medanos College), central (Diablo Valley College), and the western (Contra Costa College) parts of the county. Although access to any of the colleges is open to all residents, the county has been traditionally divided into three service areas, one for each of the three colleges in the district. Diablo Valley College’s service area includes the north and south central parts of the county and encompasses ten incorporated cities and several unincorporated communities. All of the data in this section were published in an external environmental scan conducted by the Contra Costa Community College District research office in August 2013 (A-8).
The population of the county has been growing steadily over the past 100 years. The number of county residents increased from fewer than 20,000 persons in 1900 to more than one million in 2011. In the last decade, the county’s population grew by 16 percent compared to 10 percent for California and 9.7 percent for the United States. Demographers predict a relatively slower rate of growth in the county’s population in the next 25 years. By the year 2030, more than 200,000 persons are expected to be added to the current population of the county, making the total more than 1.25 million persons. The age distribution of the county’s population shows over a quarter of the residents are under 18.
Population growth over the last ten years can also be observed in the percentage increase in public high school graduates in the county from 2000 through 2010.

The growth in high school graduates is expected to continue over the next ten years.

Of the high school students who graduate from public schools in the county, approximately one third of them attend the University of California (UC) system, the California State University (CSU) system, or the Contra Costa Community College District (CCC).
Over nine percent of the adult residents between 18 and 64 years of age in Central Contra Costa County attended Diablo Valley College in 2011-2012.

<table>
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<th>Year</th>
<th>Graduates from Public High Schools</th>
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<th>College-Going Rate</th>
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<td>CSU</td>
<td>CCC</td>
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<tr>
<td>2000</td>
<td>8,738</td>
<td>870</td>
<td>751</td>
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<td>2001</td>
<td>9,098</td>
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<td>938</td>
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<td>2004</td>
<td>9,903</td>
<td>904</td>
<td>995</td>
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<td>10,091</td>
<td>942</td>
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<tr>
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<td>2007</td>
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<td>1,288</td>
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<tr>
<td>2008</td>
<td>10,336</td>
<td>1,070</td>
<td>1,247</td>
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<tr>
<td>2009</td>
<td>10,600</td>
<td>1,013</td>
<td>1,258</td>
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</table>

Average Rate 2000 to 2009: 10.1% | 10.6% | 14.1% | 34.8%

Source: CPEC

Contra Costa County as a whole surpasses the state in terms of higher levels of educational attainment and the central part of the county, DVC’s service area, leads the rest of the county. In 2011, 32.3 percent of residents of Central Costa County possessed bachelor’s degrees compared to 19.3 percent for California. 20.0 percent of Central County residents possessed graduate or professional degrees, compared to 11.0 percent for the state as a whole.
In 2011, 48.5 percent of the population in the county reported their race as White, compared to 74 percent for the state and 78.1 percent for the country. African Americans represented 8.9 percent in the county, compared with 6.6 percent in the state and 13.6 percent in the country. Asians and Pacific Islanders constituted 14.5 percent in the county, compared to 13.6 percent in the state and 5.2 percent in the United States. The population of the county is 23.9 percent Hispanic, compared to 38.1 percent in California and 16.7 percent in the nation as a whole. The number of foreign-born residents in the county increased from 180,488 in 2000 to 245,126 persons in 2011, or a 35.8 percent increase during this period.
In 2011, the median household income in Contra Costa County was $79,135, compared to $61,632 in California and $52,762 in the United States. The relatively high income level in the county is a reflection of the higher than average level of educational attainment and the relatively high cost of living in the county. Furthermore, 39 percent of the households in the county had incomes of $100,000 or more, compared to 28 percent in California and 22 percent of the country as a whole. Despite the county’s wealth, the poverty rate for the individuals living in the county stood at 10 percent, compared to 14 percent for California and the country. In 2011, the median household income for the wealthiest city in the county (Danville) was $133,360, compared to $45,305 for the lowest income city (San Pablo). All of the data in this section were published in an external environmental scan conducted by the Contra Costa Community College District research office in August 2013 (A-9).
In Contra Costa County, the unemployment rate in April 2013 was 7.0 percent, compared to 8.5 percent for California and 7.1 percent for the United States. While unemployment rates have improved significantly since 2009, the regions within Contra Costa County have experienced improvement at different rates. In Diablo Valley College’s service area of the central section of the county, unemployment has remained consistently lower than that of both the eastern and western portions of the county. In 2013, Central County’s unemployment rate was 4.4 percent, while West County’s was 8.6 percent and East County’s was 9.2 percent.

The major industries in Contra Costa County in 2013 and projected into 2018 are listed on the chart below.

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<th>2011 ACS (b)</th>
<th>Change: 2000 to 2011</th>
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<td>(b-a)</td>
<td>(b-a)/a</td>
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<tr>
<td>United States</td>
<td>$41,994</td>
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<tr>
<td>California</td>
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<td>Contra County County</td>
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<tr>
<td>Central County</td>
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<tr>
<td>East County</td>
<td>$68,464</td>
<td>$82,640</td>
<td>$14,176</td>
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</table>

Source: 2000 U.S. Census and 2011 American Community Survey (ACS) for Contra Costa County.
Occupations expected to add the most jobs in the county through 2018 are projected to be in Sales, Business, Food Preparation, Personal Care and Service Occupations, and in Office and Administrative Support Occupations.

The economic outlook for the county is for expanding labor markets and continued population growth. Diablo Valley College is committed to serving the educational needs of the county.

**Evidence A**

A-1  
*Sharing Memories: Contra Costa Community College District: 1948-2008*, p. xviii

A-2  
Email from C. Lento, Employee statistics, September 26, 2013

A-3  
*2014-2015 Catalog*, p. 59-62

A-4  
Faculty Senate minutes, April 30, 2013
Institution set standards

A-5 DVC-SRC accreditation evidence from District Research, fall 2014
A-6 Email from G. Zarabozo, International student enrollment, February 5, 2014
A-7 Faculty Senate minutes, April 30, 2013

Institution set standards

A-8 *Environmental Scan*, Contra Costa Community College District, August 2013
A-9 *Environmental Scan*, Contra Costa Community College District, August 2013
B. Organization of the self evaluation process

In preparation for the completion of the Diablo Valley College (DVC) 2014 Institutional Self Evaluation 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 monthly to discuss issues related to accreditation and to monitor the timeline for completion of the 2014 Institutional Self Evaluation Report (B-1).

In fall 2012, the Accreditation Advisory Group (AAG) 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 (B-2). 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. At this time, a technical writer position was created and filled by a faculty member to assist with the completion of the 2014 Institutional Self Evaluation Report.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Co-Chairs</th>
<th>Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>IA</td>
<td>Tom Barber (Faculty) Michelle Krup (Faculty)</td>
<td>Joe Gorga* (Faculty) Barbara Hewitt (Faculty) Tish Young (Manager)</td>
</tr>
<tr>
<td>IB</td>
<td>Maria Barno ( Classified) Beth Hauscarriague (Manager) Rene Sporer (Faculty)</td>
<td>Lesley Agostino (Classified) Kathleen Costa* (Manager) Ellen Kruse (Faculty) Lindsey Lang (Faculty) Mario Tejada* (Faculty) Julie Walters* (Faculty)</td>
</tr>
<tr>
<td>IIA</td>
<td>Mike Chisar (Faculty) Kim Schenk (Manager)</td>
<td></td>
</tr>
<tr>
<td>IIB</td>
<td>Raine Dougan (Faculty) Sonja Nilsen (Classified) Newin Orante (Manager)</td>
<td>Jennifer Curtis* (Classified) Dennis Franco (Faculty)</td>
</tr>
<tr>
<td>IIC</td>
<td>Florence Espiritu (Faculty) Andy Kivel (Manager)</td>
<td>Katy Agnost (Faculty) Anna Carbonell* (Faculty) Maria Giuili (Faculty) Joseph Hickey (Faculty) Jocelyn Iannucci ( Classified)</td>
</tr>
</tbody>
</table>
The Accreditation Advisory Group (AAG) and the co-chairs of the Standard writing committees met in March 2013 when the accreditation liaison officer held training sessions for co-chairs. The training was comprehensive and discussed the goals of accreditation, the specific process of the self-evaluation, the responsibilities of the co-chairs, and the timelines for completion.
In spring 2013, each Standard committee began working on its section. Minutes and agendas for committee meetings were available to the campus community through the District’s InSite portal (B-3). In spring 2013, documents relating to accreditation were placed on the portal so all committees could have easy access to them. For example, previous DVC reports and current Accrediting Commission for Community and Junior College manuals are available on the portal. Each Standard committee was provided with folders on the portal to store evidence and documents and a template for the formatting of each Standard was placed in the appropriate folder. In May 2013, the co-chairs met with the full Accreditation Advisory Group to touch base on progress and to discuss any questions the co-chairs had at that time.

In fall 2013, the Accreditation Advisory Group continued to meet twice monthly and the Standard writing committee co-chairs joined the group once a month (B-4). The sessions were advertised on campus and were open to the entire College to attend and give comments on the progress of the self evaluation (B-5). The College community was informed about the ongoing process through Governance at a Glance newsletters, which are prepared by the marketing office and are distributed to all employees via email (B-6). On October 31, 2013, the vice president of instruction, who also held the duties of accreditation liaison officer, took a leave of absence from DVC. The duties of the vice president of instruction were assumed by an interim replacement; a senior dean position was created and filled to assume the accreditation liaison officer position and other responsibilities.

At the end of fall 2013, all writing committees submitted a draft document for review by the entire College community. The drafts were put online and readers were able to make comments. In January 2014, the accreditation liaison officer coordinated two activities before classes started during faculty in-service flex time. The two sessions were designed as round tables, where any members of the College community could meet with separate Standard writing committees to discuss their thoughts about the draft report (B-7). There were 30 participants at the January 8 session and 28 on January 9, 2014 (B-8). On January 9, 23 people attended an expanded Accreditation Advisory Group meeting to discuss the drafts of the Standards and comments received at that point (B-9). Also during this flex period, the accreditation liaison officer attended five instructional division meetings to solicit additional feedback (B-10).

To encourage widespread commentary on the draft document from the campus community, the accreditation liaison officer held five meetings with classified staff and one with the Associated Students of Diablo Valley College. On January 21, he met with 12 staff members from buildings and grounds; January 14, 23 members of the custodial staff; January 30, eight classified staff; January 31, two classified staff; and on February 3, 12 classified staff on the San Ramon Campus (B-11). The College president attended the meetings on January 14, 30, and 31. The accreditation technical writer attended the meetings on January 30 and 31. On February 4, the accreditation liaison officer made a presentation to 21 members of the Associated Students of Diablo Valley College; the accreditation technical writer was in attendance at that meeting (B-12).
After the drafts were reviewed by the College community, the writing committees submitted their Standards to the accreditation liaison officer and the technical writer. In April 2014, the 2014 Institutional Self Evaluation was approved by the Associated Students at Diablo Valley College. In May 2014, it was approved by the Faculty Senate and the Classified Senate (B-13). In June 2014 it was reviewed by the Governing Board. Meeting minutes are available on the district webpage.

**Evidence B**

B-1  Accreditation Advisory Group meetings and membership, 2012-2013
     Accreditation Advisory Group meetings and membership, 2013-2014
     Screenshot accreditation InSite portal page with minutes and agendas
     Timeline for completion of 2014 Institutional Self Evaluation Report
B-2  Faculty Senate minutes, February 12, 2013, item five
     Faculty Senate minutes, February 26, 2013, item five
     Faculty Senate minutes, August 14, 2013, item five
     Faculty Senate minutes, August 27, 2013, item five
     Faculty Senate minutes, October 22, 2013, item six
     Faculty Senate minutes, November 22, 2013, item five
     Classified Senate minutes, March 27, 2013, item 5
B-3  Screenshot sample Standard committee minutes and meetings
B-4  Accreditation Advisory Group membership and meeting schedule, 2013-2014
B-5  Screenshot DVC Events Calendar
B-6  Governance at a Glance newsletter, February 14, 2014
B-7  Flex information on open sessions for comments on drafts, January 8, 2014
     Flex information on open sessions for comment on drafts, January 9, 2014
     Email from T. Wieden, Accreditation, December 18, 2013
     Email from T. Wieden, Reminder drafts, January 6, 2014
B-8  Flex activity draft review sign-in, January 8, 2014
     Flex activity draft review sign-in, January 9, 2014
B-9  Flex information on Accreditation Advisory Group meeting, January 9, 2014
     Flex activity Accreditation Advisory Group sign-in, January 9, 2014
B-10 Flex Applied and Fine Arts Division sign-in, spring 2014
     Flex Social Science Division sign-in, spring 2014
     Flex English Division sign-in, spring 2014
     Flex Physical Science Division sign-in, spring 2014
     Flex Math and Business Division sign-in, spring 2014
B-11 Buildings and Grounds accreditation meeting sign-in, January 21, 2014
     Custodial accreditation meeting sign-in, January 24 2014
     Classified Staff accreditation meeting sign-in, January 30, 2104
     Classified Staff accreditation meeting sign-in, January 31, 2014
     PowerPoint information on accreditation classified staff, January 30 and 31, 2014
     Classified staff accreditation meeting sign-in at San Ramon campus, February 3, 2014
B-12  PowerPoint information on accreditation Associated Students of Diablo Valley College, February 4, 2014
Associated Students of Diablo Valley College attendee list February 4, 2014

B-13  Associated Students of DVC minutes, April 22, 2014
Associated Students of DVC minutes, April 29, 2014
Faculty Senate minutes, May 6, 2014
Classified Senate minutes, May 8, 2014
C. Organizational Information
Diablo Valley College is a part of a three-college system that constitutes the Contra Costa Community College District (sometimes hereinafter referred to as “District”). The District is headed by a chancellor and a five-member, publicly elected Governing Board with staggered, four-year terms of office. Either two or three members are elected every two years. Though the members are elected from discrete geographical areas, Board members are charged with adopting a District wide vision and are expected to advocate for issues that benefit all the colleges in the District. A non-voting student trustee, elected on a rotating basis from one of the three colleges, also serves on the board. For academic year 2014-2015, the student trustee is from DVC. The chancellor is appointed by the Governing Board.

The Governing Board delegates responsibility to implement District policies to the chancellor and her staff. Since its inception in 1949, the District has been headed successively by eight chief executive officers. In the mid-1970s, the title of the District head was changed from superintendent to chancellor. The current chancellor has been in office since August 2005. Diablo Valley College is headed by a president who reports to the chancellor of the District. The current and seventh president of the College was transferred to DVC on an interim basis in October 2010 and was appointed by the Board as the permanent president on July 1, 2011.

Diablo Valley College is organized in traditional units established to achieve specific goals. The major units of this organizational architecture include seven functional areas that report directly to the president: Instruction, Student Services, Business and Administrative Services, Information Technology, San Ramon Campus, Foundation, and Marketing and Communication. The names of the individuals in charge of each of the seven areas are included on the organization chart (C-1). In addition, Police Services, although housed on campus, reports to a District office manager, with dotted line responsibilities to the three colleges. In fall 2013, the College employed 901 full and part-time faculty, 31 supervisors and managers, and 535 classified staff for a total of 1,467 personnel (C-2).

Instruction. Instruction constitutes the largest unit on campus. It is headed by a vice president, a senior dean of curriculum and instruction, and contains ten academic divisions.

1. Applied and Fine Arts
2. Biological and Heath Science
3. Business
4. Counseling and Library
5. English
6. Kinesiology, Athletics, and Dance
7. Math and Computer Science
8. Physical Science
9. San Ramon Campus
10. Social Sciences

Student services. Student services is the second largest unit and is headed by a vice president. This unit consists of two major divisions, each headed by a dean.
1. Counseling and Enrollment Services
2. Student Support Services

**Business and administrative services.** Business and administrative services is headed by a vice president. The previous vice president retired on December 31, 2013. Seven areas make up this unit.

1. Book Center
2. Buildings and Grounds
3. Business Services
4. Central Services
5. Custodial Services
6. Food Services
7. Information Technology

**Information technology.** Two technology areas report to the vice president of business and administrative services.

1. Computer Network and Services
2. Media Services

**San Ramon Campus.** The San Ramon Campus is headed by a senior dean who reports directly to the president. There is a dotted line relationship to the vice president of instruction for matters of instruction.

1. San Ramon Campus Computer Services
2. San Ramon Campus Custodial
3. San Ramon Campus Academic Division
4. San Ramon Campus Student Services and Instructional Support

**Marketing and communication.** The Marketing and Communication includes web administration, media design and public communication for the College. The director of the office reports to the College president.

**DVC Foundation.** The director of the DVC Foundation reports to the College president.

**Accreditation liaison officer.** On January 1, 2014 an interim senior dean of efficiency/accreditation liaison officer position was created. This position reports to the College president.

**College committees and councils.** The formal organizational structure of the College is served by numerous councils and governance committees comprised of representatives of the four constituency groups: management, faculty, classified staff, and students. The College has four governance committees: College Council, Budget Committee, Institutional Planning Committee, and the Integration Council. Resource allocation at the College is done
through the program review process, where units submit self evaluations which include resource requests. Requests go to the Integration Council, which develops a ranked list of resource requests, by category. The list is forwarded to the Budget Committee which verifies the projected cost for each request and aligns the requests with the appropriate funding category. The Budget Committee recommends funding on as many requests (based on available College resources and determined allocations to each category) as each funding category will support. The Budget Committees’ recommendations for resource allocation are then sent to the College Council which is a final recommending body to the president.

**Faculty Senate.** Diablo Valley College faculty members exercise a voice in academic and professional matters in their own areas of expertise. They play a major role in faculty hiring and evaluation, faculty development activities, program development, course and program approval, budget development, program review, and development and assessment of student learning outcomes. The Faculty Senate Council authorizes and oversees a number of committees, such as the Curriculum Committee and the Distance Education Committee (C-3). The faculty role in governance, both at the College and District, is defined by board policy and administrative procedures (C-4), the constitution and bylaws of the Faculty Senate (C-5), and the *California Code of Regulations* in Title 5. All faculty are members of the Faculty Senate. The Faculty Senate president (or designee) is a standing member of the College Council.

**Classified Senate.** The role of classified staff in governance is outlined in district board policy, *California Code of Regulations* in Title 5, and administrative procedures (C-6). The Classified Senate represents classified staff, providing a voice in determining institutional policies, procedures, and regulations. The Classified Senate president (or designee) is a standing member of the College Council.

**Students.** The role of students in institutional governance is outlined in District Governing Board policies, *California Code of Regulations* in Title 5, and administrative procedures (C-7). Students have the right to effective participation in governance and to consultation on items that have direct relationship to their role as students including grading, code of student conduct, academic disciplinary policies, fees, and other College and District policies that will significantly affect them. Students are invited to serve on the College Council, Institutional Planning Committee, and other committees and councils at the College and at the District. Students are active on campus through the Associated Students of Diablo Valley College, membership of which is selected through annual elections in which all students can vote (C-8).

**College wide committees.** There are eight College wide committees: College Professional Development, Environmental Sustainability, Equal Employment Opportunity Advisory, Foundation for College Success, Information Technology, Matriculation, Student Equity, and Workforce Development. The charge, function, and membership of these bodies, together with their annual report of activities, appear in the College’s *Committee Handbook* which is publicly available on the College website (C-9).
Career Technical Education Advisory Committees. In addition to College committees, career and technical academic programs are served by 27 advisory committees that include representatives from business and industry and are designed to provide assistance to college programs. Published guidelines require that program meeting agendas are to include a review of current programs, review of student learning outcomes for the program and courses, discussion of enrollment trends, projected course offerings, and course or program modification recommendations if needed (C-10).

Diablo Valley College does not have any contracts with third party providers.
President's Office

President
Peter Garcia

- Senior Executive Assistant
  Jeanné Dewhurst
- Administrative Assistant
  Mary Long
- Director
  Marketing & Communication
  Christiane Kloe
- Director
  Development
  Cindy Doga
- Faculty Senate President
  Leslie Lena
- Classified Senate President
  Ann Patton
- Media Design Specialist
  Charlie Bottencourt
  Judy Klein Flynn
- Web Administrator
  Leslie Leong—50%
Instruction

Vice President
Instruction
Rachel Westlake (Interim)

English Division Dean
Obad Yaqub

Sr Office Assistant (English Lab)
Kyame Messam – 50%

Instructional Lab Coordinator
Heather Lee – 11 sq

Communication, English & Reading Department
Antonia Finkin, Chair

Journalism Department
Mary MacCormac

Math & Computer Science Dean
Michael Norris (Interim)

Math Department
Despina Papawossi, Chair
Daniel Bach, Jane Bereza, Jamilla Carter, Monte Collazo, Karen Edwards, Eric Federspeth, Jenny Feldman, David E. Johnson, Kaita Keeling, Lynn Knight, Holly Kresh, Lindsey Lane, Patricia Leitner, Tina Levy, Jamee Maga, Tom Mony, Sam Needham, Ted Ng’iris, Beatrice Osborne, Will Parks, John R. Vanderbilt, Cheryl Wilson, Peter Willen

Math Lab Coordinator
Lili Lin

Senior Office Assistant (Math Lab)
Karen Lujan – 75%

Kinesiology, Athletics & Dance Department
Ralph Dipone, Chair
Mike Chiar, Steve Cocciniglio, Mike Farr, Theresa Flores-Loray, Rich Millington, Callie Mullins, Shelly Pearson, Jocia Pontil-Babb, Kimberly Valenza, Steve Ward

Kinesiology, Athletics & Dance Department
Athletic Director
Christine Wolosy

Administrative Secretary
Maria Greenberg

Athletic Equipment Manager
Jason Butler, Arnie Mohr

Athletic Trainer
Wendy Holt – 10 sq
Student Services

Vice President
Student Services
Newin Orante

Dean
Student Support Services
Emily Stone

Manager
Student Life, KDPS, CalWORKS
Lindsey Feng

Administrative Assistant
Leigh Apodaca

Student Activities Coordinator
Sara Letch—60% (10 mc)

Student Activities Assistant
Vacant—30% (10 mc)
**District-College Functional Map.** Operational responsibilities and functions of the District Office and the colleges in the District are delineated in the document titled *District and College Roles, Responsibilities, and Service Outcomes – Functional Map (C-11)*. The document was developed in 2010 by college and District office personnel who have responsibility for the functions listed in the document. Every major function performed in the District is listed, and the role of the colleges and the District office for each function is stated. The document was updated in 2013 as a result of more centralization and consolidation due to restructuring at the District level. The document reflects accurately the roles and responsibilities of the colleges and the District office and is followed in practice.

Every four years, as part of its administrative services review process (C-12), each department at the District Office meets with its college counterpart(s) to review and update the document (C-13). In addition to the process for updating the *Functional Map*, the executive vice chancellors conduct informational sessions at various workgroup meetings at each of the colleges to communicate the application and reinforcement of the document. Further, the chancellor engages the college presidents and the cabinet in the discussion and review of the *Functional Map* (C-14).

**Evidence C**

C-1 Organization chart
C-2 Email from C. Lento, Employee statistics, September 26, 2013
C-3 Faculty Senate *Bylaws*
C-4 District Board Policy 1009, Institutional Leadership, Governance, and Decision-Making
District Administrative Procedure 1009.01, Participatory Governance
District Administrative Procedure 1009.02, Process to Reach Agreement
DVC Procedure 1009.01, College Governance
C-5 Faculty Senate *Constitution*
Faculty Senate *Bylaws*
C-6 District Board Policy 1009, Institutional Leadership, Governance, and Decision Making
District Administrative Procedure 1009.01, Participatory Governance
District Administrative Procedure 1009.02, Process to Reach Agreement,
DVC Procedure 1009.01, College Governance
C-7 District Board Policy 1009, Institutional Leadership, Governance, and Decision-Making
District Administrative Procedure 1009.01, Participatory Governance
District Administrative Procedure 1009.02, Process to Reach Agreement,
DVC Procedure 1009.01, College Governance
C-8 Associated Students of Diablo Valley College *Constitution*
Associated Students of Diablo Valley College *Bylaws*
C-9 *Committee Handbook*, November 2013
C-10 Career Technical Education Committee Guidelines
C-11 *District and College Roles, Responsibilities, and Service Outcomes-Functional Map*
C-12 District office department/unit review guide and report template
District office operational and administrative program review planning calendar

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C-13  District and College Roles, Responsibilities, and Service Outcomes-Functional Map

C-14  Chancellor’s Cabinet meeting notes, October 22, 2013
D. Certification of Compliance with Eligibility Requirements

1. Authority
Diablo Valley College is authorized by the state of California to operate as a public community college. As such, the College is authorized under Title 5 of the Administrative Code to offer Associate in Arts and Associate in Science degrees, and appropriate approved certificates.

2. Mission
The College has an approved mission appropriate for a public California community college that clearly defines the College’s primary purposes and describes the institutional commitment to achieving student learning (D-1). The mission is reviewed every two years by the constituent groups and is then approved by the Contra Costa Community College District Governing Board, most recently in January 2013 (D-2). On January 23, 2013 the College made a presentation to the Board regarding its mission and how it was achieving it (D-3). The mission, vision, and values statement are available online as well as published in the College Catalog and other public documents (D-4).

3. Governing Board
Diablo Valley College is governed by the Governing Board for the Contra Costa Community College District. The Governing Board is responsible for the quality and integrity of the institution, for ensuring that the institution’s mission is carried out, and for ensuring that the institution’s financial resources are directed toward a sound educational program. The Governing Board, composed of five members elected to represent specific areas of Contra Costa County, is sufficient in size and composition to fulfill its responsibilities. As a body charged with independent policy-making, it is capable of reflecting the interests of the public and constituents in its decisions. Board members do not have employment, family, ownership, or personal financial interests in the institution. The Board adheres to a conflict of interest policy that ensures impartiality in all their deliberations and decisions (D-5). The Board has an evaluation process that is completed every other year (D-6).

4. Chief Executive Officer
The chief executive officer of the College is appointed to his/her role as president by the Governing Board and has full-time responsibility to the institution. The Board delegates to the president the authority to administer Board policies for the College, as outlined in the Rules and Regulations of the Governing Board (D-7). Neither the College president nor the District chancellor serves as chair of the Board.

5. Administrative Capacity
Diablo Valley College is staffed by a sufficient number of administrators to provide the services necessary to support the College’s mission and purposes. Administrators are selected competitively and all possess the appropriate preparation and experience to fulfill their assigned roles.

6. Operational Status
The College is in full and continuous operation. Approximately 20,775 students in fall 2013 actively pursued degree and certificate programs in a wide variety of academic areas offered by
the institution. The College operates on a year-round schedule, with fall, spring, and summer terms.

7. Degrees
The majority of Diablo Valley College’s course offerings lead to associate degrees or certificates and the College routinely scrutinizes course offerings through its curriculum processes to assure that they meet degree and program objectives. Students’ educational goals and their progress toward them are monitored and provide evidence that a significant proportion of student enrollments are in courses leading to degree/certificate offerings.

8. Educational Programs
As of the 2014-2015 Catalog, Diablo Valley College offers 80 associate degrees and 111 certificate programs, which are consistent with the College’s mission. All programs are developed based on needs assessments and recommendations from discipline experts; input from industry advisory committees and transfer institutions are utilized in program development. New courses and programs are proposed and reviewed by departments and promoted to the technical review team and then Curriculum Committee for approval. The technical review team is supported by an administrative assistant and consists of the Curriculum Committee chair, senior dean of curriculum and instruction, and the articulation officer. This level of review ensures consistency in the development of course outlines, as well as working with faculty to ensure that courses present college-level breadth, depth, and rigor. Programs are offered in a variety of delivery formats, including face-to-face instruction, instruction through distance education, and activity courses. Degree and certificate requirements are consistent with California Code of Regulations, Title 5 in their extent, depth, rigor, and intensity. Students completing degrees and certificates are required to demonstrate outcomes. Degree programs require a minimum of 60 credit units and are, generally, two years in length.

9. Academic Credit
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 one unit 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 (D-8).

10. Student Learning and Achievement
Students are informed of course level student learning outcomes (SLOs) in all classes on course syllabi and can also find SLOs for other courses on the College website. Students earn credit by achieving the course level SLOs (D-9). Program learning outcomes (PLOs) are available through a link in the College Catalog, www.dvc.edu/slo (D-10). Course content is aligned with PLOs (D-11) and students earn degrees and certificates based on their achievement of learning outcomes in the program’s sequence of courses.

Faculty assess course student learning outcomes (SLOs) at a minimum on a three year cycle (D-12) and program learning outcomes (PLOs) at a minimum on a two year cycle (D-13) and use assessment results to make improvements in courses (D-14) and programs (D-15). Some course
level SLOs may be assessed more often depending on the assessment results and the nature of the curriculum. The outcome statements, the schedule of assessments, and comprehensive reports about assessment tasks are in a database called WebSLOs, available on the College website (D-16). Assessment results and plans for improvement of courses and programs are on the college internal storage drive, available to all faculty and staff (D-17). Program assessment results are available on the College website to students and the public. Assessment results are integrated into the College’s program review process, informing each instructional unit’s short term and long term goals and resource allocation requests (D-18).

The course level student learning outcomes (SLOs) are aligned with programs (including certificates and degrees) in two ways. First, course content is aligned with program learning outcomes (PLOs) in an alignment matrix for that degree or certificate. Second, course level SLO assessment data are applied to program level outcomes (D-19). All course level SLOs are aligned with program level outcomes to ensure that degrees and certificates are awarded based on achievement of learning outcomes. Dialogue regarding assessment results and changes that might be needed in programs or certificates as a result happen at the department level. Program matrices and alignments are evaluated every two years and whenever a change is made in program requirements (D-20). In addition, faculty teaching in career technical education programs work with their advisory committees to align their course SLOs and program PLOs to certificate requirements (D-21) and to ensure that student learning outcomes necessary for certificates and degrees are embedded in courses and students are making appropriate progress. Achievement of course level student learning outcomes and program learning outcomes are addressed as part of the program review process with results being distributed and integrated into the resource allocation processes of the College.

All courses and programs undergo a thorough internal departmental review and a validation process done by a different academic division regularly as part of the program review and resource allocation processes (D-22). During the program review and resource allocation processes, departments examine both results from learning outcome assessments and information about student achievement in the courses and programs. All departments are provided with data on course completion rates and on how many students are successful in passing courses with a grade of C or better. These data are disaggregated into face-to-face sections (subdivided by teaching location), distance education sections, and by a wide variety of student demographic factors. Departments also examine data that track how many students are earning their degrees and certificates over time. The review process allows departments to closely examine their degrees and certificate offerings, objectives, and outcomes. After this self evaluation, if a department determines it needs more resources to improve student success, it will submit that request in its written program review (D-23). Departments may request a variety of types of resources: human, equipment, technological, or financial. The written program reviews go through a cross-campus validation process and then are advanced to the 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 (D-24).
11. General Education
All associate degrees offered by Diablo Valley College require a general education component. General education requirements are defined by Contra Costa Community College District Board Policy 4011, which is consistent with Title 5 general education policy (California Code of Regulations, Title 5, Section 55063) for California colleges and is consistent with the Accrediting Commission for Community and Junior College’s Standard II.A.3., as well as with levels of quality and rigor appropriate to higher education (D-25). The College’s general education requirements are designed to ensure breadth of knowledge and promote intellectual inquiry. The requirements include demonstrated proficiency in writing and mathematics. General education learning outcomes have been established and are regularly assessed for general education programs.

12. Academic Freedom
Contra Costa Community College District Board Policy 2018, adopted by the board on June 27, 1984, and revised on July 21, 1999, defines academic freedom for faculty, staff and students (D-26). Faculty, staff and students are free to teach, study, conduct research, write, and challenge viewpoints without undue restriction. Diablo Valley College supports and sustains a culture that protects intellectual freedom and independence. The student freedom of expression policy is in the DVC Catalog, which guarantees students the right to express their views on campus (D-27).

13. Faculty
Diablo Valley College has a core of well qualified and experienced full-time faculty to sufficiently support the College’s educational programs. The faculty union contract clearly specifies the responsibilities of a faculty member (D-28). Both the contract and the evaluation procedures describe the faculty’s responsibilities for program and curriculum development as well as for assessment of student learning (D-29).

14. Student Services
Diablo Valley College provides a wide range of student services to meet the needs of all of its students and the mission of the College. Student services are organized to best support and encourage learning. Point of service data are acquired and assessed as part of the program review process for all service areas. Information about student services is available to all students and the public on the College website.

15. Admissions
Diablo Valley College has adopted and strictly follows admissions policies that are consistent with the community college mission and California Code of Regulations Title 5 requirements. The policies, printed in the Catalog and class schedules, specify the qualifications necessary for admission to the institution and to specific programs (D-30). The dental hygiene, dental assisting, and steam-fitting programs have specific admissions requirements that are outlined in the College Catalog (D-31). Student services programs with admissions requirements, like extended opportunity programs and services (EOPS), have those requirements clearly outlined on their program webpages (D-32).
16. Information and Learning Resources
Diablo Valley College at both its campuses provides a wide range of information and learning resources to support the College’s mission and educational programs. The library owns or licenses a large inventory of print, non-print, and web-accessible materials. Students may access library database resources through dedicated campus computer labs or remotely through the web, whether on or off campus.

17. Financial Resources
The College has sufficient financial resources to support student learning programs and services and to improve institutional effectiveness. Planning takes place at both the College and the district levels and is evaluated and modified as changes require. The Contra Costa Community College District (CCCCD) has maintained at least a 13.84 percent reserve over the last five years and DVC maintains a separate four percent reserve above the CCCCD. Financial resources support the mission and provide financial stability.

18. Financial Accountability
As required by law, Diablo Valley College undergoes regular financial audits in concert with the rest of the Contra Costa Community College District. The audits are conducted by external auditors who are certified public accountants and have no other relationship to the District or College. The annual audit reports along with an annual financial report are submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) as part of the College’s Annual Report.

19. Institutional Planning and Evaluation
Student learning is systematically assessed at the course, program, and institutional levels (D-33). Faculty assess course student learning outcomes (SLOs) across all types of delivery methods on a minimum three year cycle (D-34) and program learning outcomes (PLOs) on a minimum two year cycle (D-35) and use assessment results to make improvements in courses (D-36) and programs (D-37). Some course level SLOs may be assessed more often depending on the assessment results or on the nature of the curriculum. The SLOs, the schedule of assessments, and comprehensive reports about SLO assessment tasks are in a database called WebSLOs, available on the College website (D-38).

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 (D-39). During program review, units examine both results from learning outcome assessments and information about student achievement in the 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 (D-40). 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 (D-41).
DVC Procedure 1010.01, Integrated Planning, establishes processes and timelines for College wide planning (D-42). The process involves five components: College wide planning, program review and validation, resource allocation, the implementation of plans, and ongoing re-evaluation and annual reports. The Institutional Planning Committee is charged with the development and evaluation of College wide plans and with evaluation of the ongoing processes.

20. Integrity in Communication with the Public
Diablo Valley College revises and publishes its Catalog annually (D-43). To ensure accuracy and currency, the entire Catalog is reviewed by the appropriate contributors. The Catalog is published in printed form and is also available in electronic format on the College web site.

The Catalog contains general information including demographic information about the institution; its mission, vision, values and goals; course, program, and degree offerings; academic calendar and program length; academic freedom statement; available student financial aid and learning resources; names and degrees of administrators and faculty; names of governing board members; admission requirements and procedures; policies, rules and requirements directly affecting students, including fees and other financial obligations; refund of fees policies; degree, certificate, graduation and transfer requirements; academic regulations, including academic honesty, acceptance of transfer credits; statement of nondiscrimination, sexual harassment policy, and complaint and grievance procedures. Some of this information is also published in the class schedule and Student Handbook.

21. Integrity in Relations with the Accrediting Commission
The Governing Board of the Contra Costa Community College District affirms that Diablo Valley College adheres strictly to the eligibility requirements, accreditation Standards and policies of the Commission, describes itself in identical terms to all of its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. Moreover, the College will comply with Commission requests, directives, decisions and policies, and will make complete, accurate and honest disclosures in all communications.

The College states its accreditation status on its website and current accreditation documents are available on the website for viewing by the public.

Evidence D
D-1 DVC mission statement
D-2 DVC Procedure 1017.01, Review of College Mission Statement
Governing Board minutes, January 23, 2013, item 51-A
D-3 Governing Board minutes, January 23, 2013 item 51-A
D-4 2014-2015 Catalog, p. 7-8
D-5 District Board Policy 1020, Conflict of Interest
District Administrative Procedure 1020.01, Conflict of Interest
D-6 District Administrative Procedure 1012.01, Institutional Effectiveness
District Administrative Procedure 1015.01, Evaluation of the Board
District Board Policy 1012, Institutional Effectiveness
D-7 District Rules and Regulations of the Governing Board, number 41
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<td>Samples of instructional unit and student services program reviews</td>
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<td>DVC Procedure 1010.01, Integrated Planning</td>
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</table>
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DVC Procedure 1018.01, Student Learning Outcomes
Institutional Planning Committee charge and membership
Integration Council charge and membership
Integration Council meeting schedule and membership, 2011-2012

D-25 District Board Policy 4011, Philosophy and Requirements for Associates Degree and General Education

D-26 District Board Policy 2018, Academic Freedom

D-27 2014-2015 Catalog, p. 34

D-28 United Faculty contract webpage

D-29 Faculty evaluation forms
United Faculty contract

D-30 2014-2015 Catalog, p. 9


D-32 Extended opportunity programs and services admission requirements webpage

D-33 DVC Procedure 1018.01, Student Learning Outcomes

D-34 Sample action report on student learning outcomes
Sample status report on student learning outcomes, May 21, 2014
Student learning outcome assessment schedule for the current year

D-35 Student Learning Outcome Assessment Committee program level assessment process, October 10, 2012

D-36 Summary course assessment histories with action plans, May 21, 2014

D-37 Program assessment histories with action plans

D-38 Screenshot WebSLO’s homepage

D-39 DVC Procedure 1010.01, Integrated Planning
DVC Procedure 1016.1, Program Review
DVC Procedure 1018.01, Student Learning Outcomes

D-40 Instructional program review validation and recommendation form
Samples of instructional unit and student services program reviews (2)

D-41 DVC Procedure 1010.01, Integrated Planning
DVC Procedure 1016.1, Program Review
DVC Procedure 1018.01, Student Learning Outcomes

D-42 DVC Procedure 1010.01, Integrated Planning

D-43 2014-2015 Catalog
E. Responses to Commission Policies
Policy on Distance Education and Correspondence Education (PDE)

Development, implementation and evaluation of all courses and programs, including those offered via Distance Education or correspondence education, must take place within the institution’s total educational mission.

College procedures are in place to ensure that courses taught through distance education and the programs that support these courses are aligned with the institutional mission (PDE-1). All courses and programs at Diablo Valley College must demonstrate how they are aligned with the College mission (PDE-2). Offering courses through distance education is intended to broaden opportunities for access to students.

Institutions are expected to control development, implementation and evaluation of all courses and programs offered in their names, including those offered via Distance Education or correspondence education.

All courses and programs at DVC follow the same curriculum development, implementation, and evaluation processes (PDE-3). All courses are initiated by faculty and approved through established Curriculum Committee processes. Distance education courses follow the same development, implementation, and evaluation processes as all other courses (PDE-4). Courses identified for distance education are required to complete a separate distance education supplement form, which identifies the mode of delivery, the forms of student interaction and assessment to insure that student interaction will be substantive and effective. This form is then voted on separately by the Curriculum Committee.

Institutions are expected to have clearly defined and appropriate student learning outcomes for all courses and programs, including those delivered through Distance Education or correspondence education.

In accordance with DVC Procedure 4003.01, Distance Education and Correspondence Education, all distance education courses have established student learning outcomes (SLOs) which are regularly assessed through the same process as all College courses. All new courses and programs must have appropriate SLOs for the discipline developed prior to consideration by the DVC Curriculum Committee. Course level SLOs are aligned with program learning outcomes and assessed regularly (PDE-5).

Institutions are expected to provide the resources and structure needed to accomplish these outcomes and to demonstrate that their students achieve these outcomes through application of appropriate assessment.

Diablo Valley College provides financial, technological, and human resources through established structures to accomplish these outcomes. The College has paid for Learning Management System licensing and professional development activities. Through the DVC Information Technology Committee, the Distance Education Committee, and with the support of District information technology staff the College and District have upgraded the campus
infrastructure to meet the current needs for effective distance education. The College’s distance education coordinator oversees all issues regarding distance education compliance, coordination, and support. DVC provides two classified positions in support of distance education in addition to information technology support staff both at the College and the District office.

Distance education courses are assessed through the student learning outcome process and program review. Student success in distance education courses is comparable to that achieved in face-to-face format course (PDE-6).

**Institutions are expected to provide the Commission advance notice of intent to initiate a new delivery mode through the substantive change process.**

DVC will notify the Commission, in advance, of any intent to initiate a new delivery mode. At this time, the College does not envision such a move in the near future.

**Institutions are expected to provide the Commission advance notice of intent to offer a program, degree, or certificate in which 50 percent or more of the courses are via Distance Education.**

Diablo Valley College reviews certificates and degrees to determine whether 50 percent or more are offered through Distance Education. Notification is made and substantive change reports are filed as required with the Accreditation Commission on Community and Junior College (ACCJC). Since the 2008 Self Evaluation Report, the College has submitted and received approval on two substantive change proposals informing the ACCJC about programs for which more than 50 percent of the courses may be offered through distance education.

**Institutions that offer Distance Education must have processes in place through which the institution established that the student who registers in a Distance Education course is the same person who participated every time in and completes the course and is awarded academic credit.**

Faculty are required to use the College’s current Learning Management System as the landing page for all distance education courses. Doing so ensures that all students use their confidential District issued login and password to access the distance education course, thereby meeting this requirement. These procedures are detailed in DVC’s Procedure 4003.01, Distance Education and Correspondence Education (PDE-7).

Diablo Valley College is in compliance with the Policy on Distance Education and Correspondence Education.

**Evidence PDE**

| PDE-1 | DVC Procedure 4003.01, Distance Education and Correspondence Education  
|       | Mission statement  
|       | Curriculum Committee distance education supplement form |

| PDE-2 | New program proposal form |
Curriculum Committee distance education supplement form
New course proposal form

PDE-3  Curriculum Committee Bylaws
PDE-4  DVC Procedure 4003.01, Distance Education and Correspondence Education
PDE-5  DVC Procedure 1018.01, Student Learning Outcomes and Achievement
       New program proposal form
       Curriculum Committee distance education supplement form
       New course proposal form
PDE-6  Distance Education Substantive Change Report, October 2013, Item #8 p. 21
PDE-7  DVC Procedure 4003.01, Distance Education and Correspondence Education
Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status (PIA)

Advertising, Publications, and Promotional Literature

Diablo Valley College provides clear and accurate information to students and the public in all College publications and through the website. The College utilizes the College Catalog, the schedule of classes, and the 2013-2014 Student Resource Guide as primary informational tools available in print and electronic formats to supplement all recruitment efforts (PIA-1).

The office of marketing and communications works with College offices to ensure that content, style and format are reviewed for accuracy. These publications are focused primarily on course and education program information along with regulatory and enrollment information related to educational programs.

Required information can be found in the Catalog, schedule of classes, and 2013-2014 Student Resource Guide as follows:

<table>
<thead>
<tr>
<th>Required information</th>
<th>Catalog</th>
<th>Schedule</th>
<th>Resource Guide</th>
<th>Website</th>
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</thead>
<tbody>
<tr>
<td>Official name, address, and telephone</td>
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<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Mission statement, purposes and objectives; entrance requirements and procedures</td>
<td>X</td>
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<tr>
<td>Information on programs and courses with required sequences and frequency of course offerings explicitly stated</td>
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<td>Fees and other program costs</td>
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<td>Financial aid opportunities and requirements</td>
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<td>Nondiscrimination policy</td>
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<td>Other locations for policies</td>
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<td>Governing board</td>
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In institutional Catalogs and/or official publications describing career opportunities, clear and accurate information is provided on national and/or state legal requirements for eligibility for licensure or entry into an occupation or profession for which education and training are offered.

Diablo Valley College lists occupational programs in the College Catalog with licensure information and/or any unique requirements where applicable. For example, Dental Assisting and Dental Hygiene information
includes state certification requirements and accreditation information. Gainful employment information is also included for occupational programs on the College website.

A. Student Recruitment for Admissions
Diablo Valley College complies with all legal and regulatory practices relating to recruitment and admissions. Student recruitment is guided by qualified College staff and trained student ambassadors. DVC does not use any independent contractors for recruiting purposes.

B. Representation of ACCJC Accreditation Status
Information regarding accreditation status is provided in the Catalog, schedule of classes, and on the website as required by the Accrediting Commission for Community and Junior Colleges. The College posts information regarding accrediting bodies for specific programs in the Catalog and on the website.

Diablo Valley College is in compliance with the Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.

Evidence PIA
PIA-1
2014-2015 Catalog
Schedule of classes spring 2014
DVC 2013-2014 Student Resource Guide
Policy on Institutional Degrees and Credits (IDC)

Diablo Valley College conforms to all generally accepted standards when awarding degrees and credits.

Diablo Valley College utilizes a multi-step process to ensure that courses and programs are of sufficient content, breadth, length, and rigor. Development of courses and programs begins with the faculty at the department level. In career technical education programs, curriculum is informed and reviewed by the program advisory committee. For general education courses and programs, close attention is paid to the transferability of the coursework to four-year institutions.

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.

Diablo Valley College assures appropriate levels of rigor for programs and degrees through review and approval by the Curriculum Committee. All associate degrees conferred by Diablo Valley College are composed of at least 60 semester credit units.

Course student learning outcomes (SLOs) are developed by the faculty at the time of new course creation and recorded in the Web Curriculum System and locally developed learning outcomes tracking system, WebSLOs. SLOs are reviewed and approved by the Curriculum Committee as integral parts of course outlines and are a required element of syllabi. Program learning outcomes are developed at the time of program creation and mapped to the courses within the program to ensure appropriateness of the courses contained within each degree.

Diablo Valley College has a faculty-driven process for the assessment of course and program learning outcomes. Courses and program outcomes are assessed on a regular cycle, with analysis included in program review and used to improve curriculum. The assessments are reviewed by the Student Learning Outcome Assessment Committee to ensure evidence documents that students achieve key learning outcomes.

Diablo Valley College utilizes the Carnegie Unit to determine credit hours. The Curriculum Committee considers the Carnegie Unit formula as the basis for the assignment of course hours and units, which is supported by Title 5, section 55002.5 and further interpreted through guidance in the Program and Course Approval Handbook, official guidelines provided by the state chancellor’s office.

The DVC Catalog contains a description of the relationship between units and college credit, which is supported by DVC Procedure 4001.02, Grades, last revised on May 10, 2010, and based on the faculty’s philosophy, Title 5, and District Governing Board Policy 4001(IDC-1).

Diablo Valley College does not offer clock-hour or direct assessment programs. Diablo Valley College is in compliance with the Policy on Institutional Degrees and Credits.
Evidence IDC
IDC-1

2014-2015 Catalog, p. 16-19
DVC Procedure 4001.02, Grades
District Board Policy 4001, Standards of Scholarship
Policy on Institutional Integrity & Ethics (PIIE)

An accredited institution will uphold and protect the integrity of its practices.

Diablo Valley College protects the integrity of its practices through adherence to its mission and values, Contra Costa Community College District (CCCCD) Board policies, College procedures, and compliance with California Education Code and California Code of Regulations, Title 5.

An institution applying for eligibility, candidacy, or extension of candidacy, accreditation or reaffirmation of accreditation, or responding to Commission requests for information or reporting requirements, such as the annual reports, provides the Commission with information that is readily available, current, complete, and accurate, including reports of other accrediting agencies, licensing and auditing agencies. This includes any information on matters that may affect an institution’s integrity.

Diablo Valley College responds to all Commission requests for information in a timely manner, including annual reports, special reports and substantive change reports as appropriate, ensuring that all submitted materials are current, complete and accurate. The College complies with all Commission reporting requirements.

The institution assures the clarity, accuracy and availability of information provided to all persons or organizations and related to its mission statement; its educational programs; its admissions requirements; its student services; its tuition and other fees and costs; its financial aid programs; its policies related to transcripts, transfer of credit and refunds of tuition and fees. The institution reports accurately to the public its accreditation status.

Diablo Valley College publishes information related to its mission statement, educational programs, student services, financial aid programs, transcripts, transfer of credit, accreditation status, tuition and fees including refund policies via the College Catalog, the College schedule, and online postings. The College assures that all information is clear, accurate, current, and complete. Diablo Valley College’s accreditation status is posted on the College website and in print publications such as the Catalog (PIIE-1).

The institution has policies to ensure academic honesty, policies to ensure integrity in the hiring process and policies and procedures to prevent conflict of interest throughout the organization, including governing board decision-making and contracting, and policies that provide due process protections. Such policies are reviewed regularly and are widely available to institutional staff, students, governing board members and to the public. The institution is able to provide evidence that it upholds its policies.

Diablo Valley College (DVC) and the Contra Costa Community College District (CCCCD) each have policies and procedures to ensure academic honesty including CCCCD Student Services Procedure 3027, Student Code of Conduct; DVC Procedure 4001.04, Academic Integrity; DVC Procedure 3012.01, Student Code of Conduct; DVC Procedure 3012.04, Student Athlete Code of Conduct (PIIE-2). Policies to ensure integrity in the hiring process include CCCCD HR
Procedure 1010.02, Uniform Employment Selection Guide and DVC Procedure 2001.01, Nondiscrimination at DVC (PIIE-3). Policies and procedures to prevent conflict of interest throughout the organization including governing board decision-making and contracting CCCCD Board Policy 1020, Conflict of Interest; CCCCD Administrative Procedure 1020.01, Conflict of Interest; CCCCD Business Procedure 11.24, Code of Ethics for Purchasing; and CCCCD Board Policy 1010, Code of Ethics for the Governing Board (PIIE-4). Policies to ensure that employees and students receive due process protections CCCCD Human Resources Procedure 2070.01, Academic Employee Discipline/Dismissal; CCCCD Human Resources Procedure 3210.01, Guidelines for Classified Disciplinary Action; CCCCD Human Resources Procedure 3201.02, Hearing Procedures for Suspension or Dismissal of Classified Employees; CCCCD Student Services Procedure 3027, Student Code of Conduct; and DVC Procedure 3012.01, Student Code of Conduct (PIIE-5).

DVC Procedure 1001.01, Process to Introduce New or Revise Existing Procedures and District Administrative Procedure 1001.01, Process to Introduce New or Revise Existing Governing Board Policy are in place to provide a process for revisions and additions to policies and procedures. Regular review of policies occurs through the shared governance process. All policies and procedures are widely available. District policies and procedures are available online (PIIE-6). DVC procedures are available at the governance link on the College homepage (PIIE-7). As part of the biennial CCCCD leadership institute, the DVC president leads a discussion on ethical behavior, both on and off campus (PIIE-8).

The institution demonstrates integrity and honesty in interactions with students and prospective students in all academic, student support and administrative functions and services as well as statements and other information provided about its accredited status, its transfer for credit policies, and whether successful completion of its courses qualify students to receive, to apply, and/or to take licensure examinations or non-governmental certification.

The following District and College policies and procedures ensure the professional and respectful behavior of the Governing Board and all employees in their interactions with students, the public, and each other (PIIE-9): Contra Costa Community College District Board Policy 2056, Code of Ethics; District Human Resources Procedure 1040.08, Employee Code of Ethical Behavior; DVC Procedure 1007.01, Gifts; DVC Procedure 4101.01, Students’ Rights and Responsibilities. Diablo Valley College’s accreditation status is posted on the College website and included in print publications such as the Catalog (PIIE-10). Transfer-of-credit policies and information on licensure examinations are included in the College Catalog in both print and electronic versions (PIIE-11).

The institution establishes and publicizes policies ensuring institutional integrity that contain clear statements of responsibility for assuring integrity and describe how violations of integrity are to be resolved.

Diablo Valley College publicizes policies ensuring institutional integrity through the College Catalog and the Student Code of Conduct (Contra Costa Community College District Student Services Procedure 3027 and DVC Procedure 3012.01), both made widely available online and
in print to all students, staff and faculty (PIIE-12). Contra Costa Community College District Board Policy 2056, Code of Ethics, and complementary Contra Costa Community College District Human Resources Procedure 1040.08, Employee Code of Ethical Behavior, outline expectations for ethical behavior for all employees and describe how violations will be addressed (PIIE-13). The Employee Code of Ethical Behavior is reviewed with all new permanent employees in the District orientation for new employees offered monthly. The documents clearly state how violations of integrity are to be resolved.

The institution establishes a governance process and policies to receive and address complaints regarding questionable accounting practices, operational activity which is a violation of applicable law, rules, and regulations, or questionable activities which may indicate potential fraud, waste, and/or abuse. The process shall allow for the confidential and anonymous submission of complaints.

The Contra Costa Community College District Board Policy 2055, Whistleblower Protection, requires the Chancellor to establish procedures regarding the reporting and investigation of suspected unlawful activities by district employees and the protection from retaliation of those who make such reports (PIIE-14). DVC Procedure 2002.01, Unlawful Discrimination and Sexual Harassment, also provides for confidential reporting and protection for those making such reports (PIIE-15). In addition, the CCCCDD Police Services has established a silent witness tip line that students, faculty and staff can call to provide information without having to leave any personal information (PIIE-16). The CCCCDD has also implemented an ethics hotline through a third party provider, Ethics Point. Students, employees or members of the public can make confidential reports by either calling or by going online. A link to this confidential site is on the homepage of the CCCCDD (PIIE-17). Information on the implementation of the ethics hotline was presented at a Management Council meeting on August 29, 2012 (PIIE-18). Complaints related to DVC will produce a notification going to the executive vice chancellor of human resources and administration, the District internal auditor and the DVC vice president of business and administrative services. The chancellor apprises all employees of the hotline via e-mail annually (PIIE-19). The College makes available to all students information needed to file a complaint with either the college or with external agencies. This information is located one click from the homepage (PIIE-20).

The institution, in its relationship with the Commission, cooperates in preparation for site visits, receives evaluation teams or Commission representatives in a spirit of collegiality, and complies with the Eligibility Requirements, Accreditation Standards, and Commission policies. The institution maintains an openness and commitment to external evaluation and assists peer evaluators in performing their duties.

Diablo Valley College holds accreditation activities as a priority. The College cooperates with the Commission, complies with the Eligibility Requirements, Accreditation Standards and Commission Policies, and ensures that the campus is prepared for all accreditation requirements throughout the year. DVC maintains an openness and commitment to external evaluation and assists evaluators in the performance of their duties. The College also welcomes the opportunity to increase the number of its employees who participate as members of evaluation teams.
The institution makes complete, accurate and honest disclosure of information required by the Commission, and complies with Commission requests, directives, decisions and policies. The institution acknowledges that if it fails to do so, the Commission may act to impose a sanction, or to deny or revoke candidacy or accreditation.

Diablo Valley College responds to all Commission requests for information in a timely manner, ensuring that all submitted materials are current, complete and accurate. The college complies with all Commission reporting requirements.

Diablo Valley College complies with the Commission Policy on Institutional Integrity and Ethics.

Evidence PIIE

PIIE-1  Screenshot accreditation webpage
2014-2015 Catalog, front page

PIIE-2  District Student Services Procedure 3027, Student Code of Conduct
DVC Procedure 4001.04, Academic Integrity
DVC Procedure 3012.01, Student Code of Conduct
DVC Procedure 3012.04, Student Athlete Code of Conduct

PIIE-3  District Human Resources Procedure 1010.02, Uniform Employment Selection Guide
DVC Procedure 2001.01, Nondiscrimination at DVC

PIIE-4  District Board Policy 1020, Conflict of Interest
District Administrative Procedure 1020.01, Conflict of Interest
District Business Procedure 11.24, Code of Ethics for Purchasing
District Board Policy 1010, Code of Ethics for the Governing Board

PIIE-5  District Human Resources Procedure 2070.01, Academic Employee Discipline/Dismissal
District Human Resources Procedure 3210.01, Guidelines for Classified Disciplinary Action
District Human Resources Procedure 3201.02, Hearing Procedures for Suspension or Dismissal of Classified Employees
District Student Services Procedure 3027, Student Code of Conduct
DVC Procedure 3012.01, Student Code of Conduct

PIIE-6  Screenshot District procedures

PIIE-7  Screenshot College procedures

PIIE-8  P. Garcia presentation to 4CDLI spring 2014

PIIE-9  District Board Policy 2056, Code of Ethics
District Human Resources Procedure 1040.08, Employee Code of Ethical Behavior
DVC Procedure 1007.01, Gifts
DVC Procedure 4101.01, Students’ Rights and Responsibilities

PIIE-10  Screenshot accreditation webpage
2014-2015 Catalog, front page

PIIE-11  Transfer of credit policies, 2014-2015 Catalog, p. 18
Dental Assisting licensure examination information, 2014-2015 Catalog, p. 198

**PIIE-12** District Student Services Procedure 3027, Student Code of Conduct
DVC Procedure 3012.01, Student Code of Conduct

**PIIE-13** District Board Policy 2056, Code of Ethics
District Human Resources Procedure 1040.08, Employee Code of Ethical Behavior

**PIIE-14** District Board Policy 2055, Whistleblower Protection

**PIIE-15** DVC Procedure 2002.01, Unlawful Discrimination and Sexual Harassment

**PIIE-16** Screenshot Silent Witness tip line

**PIIE-17** Screenshot Ethics Point webpage

**PIIE-18** Management Council minutes, August 29, 2012

**PIIE-19** Email from H. Benjamin, District hotline, January 18, 2013

**PIIE-20** Screenshot complaints and grievances webpage
Policy on Institutional Compliance with Title IV (PICTIV)

Diablo Valley College monitors the institutional Cohort Default Rate (CDR) annually and provides comprehensive financial aid information and advising to student borrowers. An external audit of student loan default rates affirms institutional compliance with federal requirements. Federal student financial aid programs require that colleges maintain three-year CDRs below 30 percent for the three most recent years to avoid losing eligibility as a Title IV granting institutions. Currently, cohort default rate measurements are transitioning from a two-year evaluation period to a three-year evaluation period, meaning the Department is monitoring student borrowers for a longer period of time which is resulting in higher institutional default rates nationally. For the last three years, DVC student loan default rates have been acceptable.

- 2010: 14.4 percent (3 YR)
- 2009: 8.4 percent (3 YR)
- 2008: 2.4 percent (2 YR)

These relatively low default rates can be attributed to the institution’s work with new and former borrowers. DVC financial aid requires new student borrowers to attend a comprehensive loan workshop to learn their rights and responsibilities as student borrowers and the options available to them if they have difficulty with re-payment. DVC complies with federal requirements by requesting completion of online entrance counseling and master promissory notes at the U.S. Department’s loan application website (PICTIV-1). Students are also directed to log into the National Student Loan Database System (NSLDS) to review their loan history, servicer information, and calculate their anticipated loan repayment amount (PICTIV-2). Additionally, all student loan applicants with student loan debt portfolios over $20,000 have a one-on-one meeting with the dean of student support services as a proactive measure to discuss loan indebtedness and responsible borrowing practices before a decision is made regarding a loan application. Per federal requirements, DVC student borrowers that graduate, withdraw, or drop below half-time are also provided exit counseling as a delinquency and default aversion measure, providing students with information about grace periods, repayment, and options available when facing difficulty making loan payments.

Although DVC’s Cohort Default Rates have been below the 30 percent threshold for the last three years, the financial aid office actively manages the student loan portfolio by reviewing delinquent and default borrower reports accessible through the National Student Loan Database System (NSLDS) and reaching out to delinquent and defaulted borrowers as an intervention measure. Former borrowers are contacted and encouraged to contact their loan servicers to seek loan payment deferrals or forbearances and achieve resolution to their delinquent and defaulted status. DVC financial aid will continue to monitor the college’s CDR and revise their default management strategies to best serve former borrowers and mitigate potential increases in the institution’s CDR.

Diablo Valley College is in compliance with the Commission Policy on Title IV.

Evidence PICTIV
PICTIV-1 Screenshot Studentloans.gov
PICTIV-2 Screenshot National Student Loans Database
F. Responses to Previous Recommendations

The last comprehensive visit was conducted in October 2008 as part of the Self Evaluation process. As a result of this visit and the subsequent action by the Commission, Diablo Valley College received seven College recommendations and four District recommendations. The College was also notified that it was deficient with regard to two Eligibility Requirements. An action letter from the Commission dated February 3, 2009, and revised on March 31, 2009, informed the College that the Commission had issued Show Cause and directed the College to respond to College Recommendations 1, 2, 3, 6, 7 as well as District Recommendation 8 and Eligibility Requirements 10 and 19 in a Show Cause Report to be submitted by October 15, 2009. The College submitted a Show Cause Report on October 15, 2009, and hosted a visiting team November 3-4, 2009. Based on the Show Cause Report and the report from the visiting team, the Commission acted in January 2010 to remove Show Cause and impose Probation. The College was directed to prepare a Follow-Up Report by October 15, 2010, addressing College Recommendations 1, 2, 3, 7 and District Recommendation 8. The College submitted a Follow-Up Report on October 15, 2010, and hosted a visiting team on November 18, 2010. Based on the Follow-Up Report and the report from the visiting team, the Commission acted in January 2011 to remove Probation and reaffirm accreditation. The College was directed to prepare a Focused Midterm Report by October 15, 2011, demonstrating the resolution of District Recommendations 9, 10 and 11, College Recommendations 4 and 5, any team recommendations for improvement and including a summary of progress on College-identified plans for improvement as expressed in the Self Study Report. The College submitted a Focused Midterm Report on October 15, 2011. The College received a letter from the Commission dated February 1, 2012 requiring the College to resubmit the Focused Midterm Report in complete form by March 15, 2012. The College prepared and resubmitted the Focused Midterm Report on March 15, 2012. The College subsequently received a letter from the Commission dated July 2, 2012, indicating that the Commission had considered the resubmitted Focused Midterm Report at its meeting June 6-8, 2012, to ensure the College had met the recommendations from the Commission. A concise recent history of accreditation actions regarding DVC is displayed in tabular form on pages 6-7, above.
Response to Previous Recommendation 1 (R1)
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: IA3, IB1, IB2, IVA1, IVA2a, IVA3, IVB2b)

Descriptive Summary of Resolution
As noted in the Commission’s letter to the College dated January 31, 2011 (R1-1) in response to the Follow-Up Report and team visit, the College has resolved this recommendation. The College has revised the College organizational structure and has used the results of the spring 2011 and spring 2013 College wide surveys (R1-2) and annual committee reports (R1-3) 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 (R1-4).

In response to College wide surveys (2010, 2011, and 2013) and annual committee reports, it became clear that the College believed that there were too many committees. In an effort to streamline the committee structure, without losing any of the key functions, the College Council acted to disband three committees, Facilities, Safety, and Institutional Effectiveness. Responsibilities for the Facilities Committee were reviewed and assigned to individual College managers with the planning responsibilities being handled by the Institutional Planning Committee (R1-5). The Safety Committee was reclassified as a workgroup by College Council on October 22, 2012. The workgroup meets at the discretion of the College president, and the workgroup will be included in the program review of the vice president of business and administrative services (R1-6). Responsibilities for the Institutional Effectiveness Committee were distributed as follows (R1-7).

1. Tracking the extent to which the College is achieving its stated goals is now tied to the California community college chancellor’s office Scorecard. The scorecard has replaced local college reports on annual institutional effectiveness. The College has tied itself to the annual Scorecard results and to the College’s institution set standards.
2. The coordination of the assessment of student learning outcomes has been moved to the instruction office.
3. Integrated planning is a key component of the recently adopted strategic plan and is being accomplished in accordance with DVC Procedure 1010.01, Integrated Planning. The resource allocation process is evaluated by the Integration Council. Plans are evaluated by the Institutional Planning Committee.
4. Program review and effective rubrics for validation are addressed by the Faculty Senate in consultation with administrators. Integration Council prepares an annual report on program review improvement.
5. Overseeing and improving institutional effectiveness is one of the key goals in the recently adopted strategic plan. The president works closely with the District’s research coordinator on all data requests. The District research office will work on a summary report of all College requests and data supplied.
6. District research office reviews survey instruments.
The College will reevaluate how well this revised structure works through future College wide surveys and annual committee reports.

The following new procedures have been adopted.

- 1016.01, Program Review Procedure, January 25, 2010* (R1-8)
- 1018.01, Student Learning Outcomes and Achievement Procedure, February 22, 2010 (R1-9)
- 1018.02, DVC Institutional Learning Outcomes, May 10, 2013 (R1-10)
- 1010.01, Integrated Planning, May 17, 2010 (R1-11)
- 4001.07, Course Compliance Update, February 22, 2010 (R1-12)
- 4001.08, Program Revitalization/Discontinuance, March 19, 2012 (R1-13)
- 4003.01, Distance Education and Correspondence Education, August 12, 2013 (R1-14)
- 5018.01, Tentative Adopted Budget Preparation, October 17, 2013 (R1-15)

*Templates for the instructional unit program review (IUPR), student services program review (SSPR) and administrative program review (APR) were modified as a result of the evaluation process conducted in the spring of 2010, 2011, and again in spring of 2014. Program reviews for all three areas are now synchronized and conducted every two years. All three program review processes use a standardized summary sheet which allows for easy comparison by the Integration Council.

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.

In order to improve coordination among the four College wide governance committees, the co-chairs of these four committees (College Council, Budget Committee, Integration Council, and the Institutional Planning Committee) meet on a regular basis to discuss common agenda items and issues that span multiple governance committees (R1-16).

**Analysis of Results**
This recommendation was initially satisfied as evidenced by a letter from the ACCJC dated January 31, 2011 (R1-17). The College continues to meet this Standard and engage in continuous improvement around it.

Below are links to the College’s detailed responses from DVC’s comprehensive self-evaluation to the Standards listed in Previous Recommendation 1. Included here are summaries of the evidence cited in the report. The full text for each Standard can be found by using the highlighted link below.

**Responses to Standards Cited Within Previous Recommendation 1**

I.A.3. Using the institutions governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.
DVC Procedure 1017.01 outlines the process for revisions to the mission statement (IA3-1). Reviews may lead to revising the mission statement or the maintenance of the existing mission statement without changes. Review of the mission statement takes place every two years or at shorter intervals. Revisions are approved by the College Council, College president, District chancellor, and the Governing Board. The Diablo Valley College Institutional Planning Committee reviewed and revised the mission statement in September 2008, 2009, 2011, and 2012. Each time the mission was reviewed, the revised statement was sent to the respective constituent groups of faculty, staff, administration, and students for feedback and approval before final approval by the Governing Board (IA3-2). The last review was conducted by the Institutional Planning Committee in January of 2013 with the mission statement being approved by the Governing Board on January 23, 2013 (IA3-3).

I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

The primary way the College engages in these conversations is the shared governance process which 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, and the Committee Handbook includes information about membership and charge of all College committees in a single document (IB1-2). Representation is based on a balance of constituency membership and expertise in subject areas. The Institutional Planning Committee, Integration Council, and Budget Committee inform and make recommendations to the College Council. The College Council 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 respective groups. The College president confers with the Faculty Senate on all academic and professional matters including those that affect student learning. The College community is notified of meetings and all agendas and minutes are posted to the District’s InSite portal which is available to all employees and placed on the U drive, a local hard drive available to all employees. All committees complete self-evaluations annually (IB1-3). Self evaluations include a holistic assessment of the charge and membership of the committee and also identify objectives completed, obstacles, goals, and recommendations for change.

The program review and resource allocation process is used to inform self-reflective dialogue. The process includes instructional, student services, and administrative program reviews. A revised program review process was implemented in fall 2009, where the instructional and administrative processes followed an annual cycle while student services followed a tri-annual cycle with an annual update on off years. In fall 2012, as a result of discussions among College Council, Integration Council, Faculty Senate, Management Council, and Classified Senate an effort was made to align all three processes. As a result, program review is conducted every other year for all units and the first process under the new cycle was completed in fall 2013. Information in program review is used to inform and drive the budget allocation process.
I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

The 2006-2011 Strategic Plan was developed under the guidance of the College wide Planning Council. The Planning Council included representatives from the Faculty Senate, Classified Senate, Associated Students of DVC, representatives from administration, and the College president (IB2-3). The 2006-2011 Strategic Plan identified the overarching principles of the College’s mission and values. It included the philosophy statement that, “At DVC, student learning is paramount and comprises not simply the transference of knowledge and skills, but also a process of intellectual, artistic, political, ethical, physical, and spiritual exploration” (IB2-4). The 2006-2011 Strategic Plan included 31 different strategic directions and goals under six overarching themes.

In May 2010, the president worked with the Faculty Senate and the College community through representatives on the College Council to identify three targeted goals to focus on for 2010-2013, which became Goals and Strategies 2010-2103.

A survey conducted in spring 2013 included questions on the College community’s understanding of the strategic directions and how what they did supported the College goals. The 2013-2017 Strategic Plan was completed in fall 2013. It was circulated to all the College constituencies and governance committees for input and endorsement and to the College Council for a recommendation of approval to the president (IB2-16). The College president presented the final directive, values, and goals to the campus community at the fall 2013 opening day meeting (IB2-17) and by email (IB2-18). The directive is that “Diablo Valley College will increase student success.” The document outlines values, goals, objectives and strategies for the College. The annual DVC Accomplishments Report is submitted to the Contra Costa Community College District Governing Board each fall and is used to demonstrate progress toward student achievement in specific areas as well as progress toward achieving College goals (IB2-31). The report identifies accomplishments from the previous year and how they align with the College’s strategic directions. For example, in the 2012-2013 document, DVC reported that in the 2012-2013 academic year, 991 degrees were awarded for an annual increase of 31 percent from the previous year and 1209 certificates were awarded for an annual increase of 33 percent (IB2-32). This increase relates directly to the goal of increasing the number of students receiving degrees and certificates to address the workforce needs of the community. Both the number of degrees awarded and number of certificates awarded exceed the institution set standards.

IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.
Institutional leaders, including the college president, constituency leaders, department chairs, college administrators, bargaining group leaders, classified staff leaders, associated students, committee chairs, and individual faculty and staff across the College, create and foster an environment for empowerment, innovation, and institutional excellence. Participative processes allow for inclusive dialogue and problem solving to improve student learning and success and institutional effectiveness through governance, departmental, staff and committee meetings, flex workshops and informal conversations among two or more people.

When ideas for improvement and innovation within units have planning implications or require resources beyond the unit operating budgets, College leadership supports systematic participative processes to ensure effective discussion, planning, and implementation (IVA1-17).

IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

DVC Procedure 1009.01 outlines the roles for faculty, classified and administrative staff, and students in institutional governance consistent with Contra Costa Community College District Governing Board Policy 1009 (IVA2a-1). The College procedure specifies the manner in which individuals bring forward ideas. Faculty and administrators have clearly defined roles in institutional governance and employ a substantial voice in institutional policies, planning, and budget. Students and staff have mechanisms for providing input. All constituencies have mechanisms for providing input through the three major constituent governance bodies and College-wide governance committees. Membership on these committees and councils is assigned through the Faculty Senate, the Classified Senate, the Associated Students of Diablo Valley College, and the College president.

IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

The Contra Costa Community College District Governing Board, administrators, faculty, staff, and students work together for the good of the institution through established governance structures, processes, and practices. The College and the Governing Board have procedures which address institutional leadership, participatory governance, decision making, the process to reach agreement between the Governing Board and the Faculty Senate Coordinating Council, the Code of Ethics, and statements of cooperation (IVA3-1).

The current governance structure includes processes for continual self-evaluation and improvement based on changing College needs and with the goal of constantly improving institutional effectiveness. Each committee completes an annual report (IVA3-4) in which it examines its accomplishments, challenges, and goals for the coming year. The reports are submitted to College Council whose charge includes ensuring that committees are integral to the
functioning of the College and the good of the institution. Ongoing dialogue between the committees and College Council ensures that DVC is working collaboratively on establishing and achieving institutional goals.

IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

• Establishing a collegial process that sets values, goals, and priorities; and
• Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; and
• Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
• Establishing procedures to evaluate overall institutional planning and implementation efforts.

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 and a periodic Governance at a Glance newsletter (IVB2b-9). Other communication vehicles are described in detail under Standard IV.B.2.b.

In July 2011, in support of a District effort to move toward greater consistency and efficacy of research design and to improve integrated planning and institutional effectiveness across the District, the president eliminated its College position of dean of planning, research, and student outcomes and contributed financially to the establishment of a new senior dean of research and planning position at the District office (IVB2b-18). This position reports directly to the executive vice chancellor of education and technology and meets regularly with the District leadership, including the college presidents, and at the Chancellor’s Cabinet (IVB2b-19). The College president is in active dialogue with the District research office about College research needs and results and invites the senior dean of research and planning to the College to meet with his cabinet and deans (IVB2b-20).

The president ensures that educational planning is integrated with the resource allocation process (IVB2b-24). The president led the College through the strategic planning process in 2011-2014 which resulted in a new College directive, three College values, and four goals to help guide the resource allocation process. Measurable objectives and strategies to meet the objectives were developed to achieve the goals of the Strategic Plan (IVB2b-25). As part of the program review process, units request resources and create goals aligned with the College strategic direction and goals and based on student success data and student learning outcomes (IVB2b-26). Instructional and student service units also reflect in program review on the ways previous resources received have enhanced their service to students and impacted on student success (IVB2b-27).

Each year, the president collects information from the College administrators about College accomplishments towards the strategic directions in order to evaluate progress toward improving student learning (IVB2b-30). The College president annually reports these accomplishments to the Contra Costa Community College District Governing Board (IVB2b-31).
Evidence R1
R1-1  Accrediting Commission for Community and Junior Colleges Letter, January 31, 2011
R1-2  College wide survey of committees, spring 2011
       College wide College Council survey, spring 2013
R1-3  Screenshot District’s InSite portal, wisdom and power
R1-4  College Council minutes, August 26, 2013
R1-5  College Council minutes, September 24, 2012
R1-6  College Council minutes, October 22, 2012
R1-7  College Council Minutes of August 29, 2011
R1-8  DVC Procedure 1016.01, Program Review
R1-9  DVC Procedure 1018.01, Student Learning Outcomes and Achievement
R1-10 DVC Procedure 1018.02, DVC Institutional Learning Outcomes
R1-11 DVC Procedure 1010.01, Integrated Planning
R1-12 DVC Procedure 4001.07, Course Compliance Update
R1-13 DVC Procedure 4008.01, Program Revitalization/Discontinuance
R1-14 DVC Procedure 4003.01, Distance Education and Correspondence Education
R1-15 DVC Procedure 5018.01, Tentative Adopted Budget Preparation
R1-16 Governance Committee Co-Chairs meeting notes, February 20, 2014
       Governance Committee Co-Chairs meeting notes, March 13, 2014
       Governance Committee Co-Chairs meeting notes, November 14, 2013
R1-17 Accrediting Commission for Community and Junior Colleges Letter, January 31, 2011
Response to Previous Recommendation 2 (R2)

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: IB3, IB4, IIA1, IIA2, IIB1, IIB, 4, IIC2, IIIA.6, IIC2, IID1a, IID2g, IID3, IVA5, IV2b);
- Is well defined, widely disseminated and discussed through reflective College wide dialogue (Standards: IB4, IB5, IID4, IVA2a); and
- Includes faculty, staff, students and administration from the Diablo Valley College’s main campus and its San Ramon Campus (Standards: IB4, IIA1, IIB1, IIC1c, IIA1, IIB, IIC, IID, IVA.1, IVA2, and IVA3).

Descriptive Summary of Resolution

This recommendation was initially satisfied as evidenced by a letter from the Accrediting Commission for Community and Junior Colleges dated January 31, 2011 (R2-1) in response to a Follow-Up Report and team visit. The College continues to meet this Standard and engage in continuous improvement around it.

With the College president’s acceptance of a resource allocation recommendation from the College Council in spring 2014, the College will have completed its third cycle of integrated planning and resource allocation in accordance with DVC Procedure 1010.01, Integrated Planning (R2-2). College leadership has evaluated and improved the effectiveness of the model through a series of meetings of the co-chairs from the four college wide governance committees (R2-3). During the 2010-2011 fiscal year, the Institutional Planning Committee (IPC) convened three meetings with co-chairs of committees that are responsible for College wide plans and the co-chairs of the four College wide governance committees to discuss the integrated planning model implementation and other items that need to be coordinated among the four College wide governance committees. In addition, a College wide flex workshop on the integrated planning model was offered on August 9, 2011 (R2-4). The intent of these meetings was to discuss the implementation of the integrated planning and resource allocation model and to offer recommendations for improvement. The co-chairs of the four governance committees have continued to meet on a monthly basis to address a wide range of topics surrounding the coordination of governance activities at the College (R2-5).

For the fiscal year, 2011-2012, the College moved to a partial implementation of Phase III of the College’s allocation model as described in the original Show Cause Report (R2-6). This phase focused on bringing the College governance committees and the College as a whole to a more transparent understanding of the operating budget and a redistribution of operational funds to align with the College Strategic Plan. At its October 11, 2013, meeting the Budget Committee decided to postpone the full implementation of Phase III pending the completion of the 2013-2017 Strategic Plan. The College has made significant progress on the goal of improving the College wide understanding of the budget (R2-7). As part of the implementation process, the Budget Committee required all units to review their budgets and how those funds are allocated among the various budget categories (R2-8). Funding categories now accurately reflect where expenditures are being made. This will facilitate the Budget Committee’s efforts to do a
comparative analysis of expenditures across all units thereby promoting fiscal efficiency and ensuring that limited resources are being focused on student learning and achievement.

All program review templates have direct links between unit plans, College wide plans, and the College mission statement. The Integration Council, comprised of representatives from both the Pleasant Hill and the San Ramon Campuses and at least one representative from all constituent groups, continues to evaluate all program reviews, synthesizes key areas of needs related to College strategic directions, and makes recommendations to the Budget Committee to inform the allocation of resources in an open, transparent process (R2-9). The Budget Committee is expertise and constituency based with at least one representative from both the Pleasant Hill and the San Ramon Campuses. The Budget Committee reviews ranked resource requests from the Integration Council and recommends the allocation of resources, as available, to the College Council (R2-10). The College Council has representation from both the Pleasant Hill and San Ramon Campuses and all constituency groups. It, in turn, reviews requests from both the Integration Council and the Budget Committee in open meetings before making recommendations on resource allocation to the College president.

As part of the College’s commitment to continuous improvement, the Integration Council has conducted multiple evaluations of the process by which resource requests come from validated program reviews and are ranked for allocation of college resources. One evaluation conducted in 2010 resulted in the development of an assessment rubric as well as evaluating program reviews for specific categories of resources using four categories (R2-11). A second evaluation of the process was finalized in spring 2013 (R2-12) and resulted in recommended improvements in several categories. These recommendations were reviewed by College Council (R2-13). The Faculty Senate established a taskforce to review the program review process and make improvements (R2-14).

The adoption of the new DVC 2013-2017 Strategic Plan in the spring of 2014 is the culmination of over two years of College wide discussions involving all constituent groups from both the Pleasant Hill Campus and the San Ramon Campus (R2-15). The 2013-2017 Strategic Plan is linked to the College mission and is consistent with existing DVC Procedure 1010.01, Integrated Planning. As stated in the executive summary, “The plan’s simplicity is an invitation for programs and college innovators to posit measurable objectives and successful strategies to achieve College goals through program review and college plans.” Additional College plans under review in the spring 2014 term include the Technology Master Plan, the Student Equity Plan and the Professional Development Plan, all of which will be aligned with the strategic directive and goals of the 2013-2017 Strategic Plan.

On a monthly basis the public information officer sends out an email newsletter entitled Governance at a Glance which contains a synopsis of all actions taken by any of the four governance committees (R2-16). The emails are sent to all employees at the College on both campuses.
Analysis of Results
This recommendation was initially satisfied as evidenced by a letter from the ACCJC dated January 31, 2011 (R2-17). The College continues to meet this Standard and engages in continuous improvement around it.

Below are links to the College’s detailed responses from DVC’s comprehensive self-evaluation to the Standards listed in Previous Recommendation 2. Included here are summaries of the evidence cited in the report. The full text for each Standard can be found by using the highlighted link below.

Responses to Standards Cited Within Previous Recommendation 2

I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

The iterative process of evaluation and re-evaluation can be seen in the ongoing development of the program review process for the College. It was developed in 2009 and implemented in the fall of 2010 as a result of the Show Cause action instituted by the Accrediting Commission for Community and Junior Colleges (ACCJC). All programs were reviewed in 2010 and a timeline was established for a comprehensive evaluation of one third of the programs each year and have each program provide annual updates in the other two years. In 2011, the data driven process of review shifted to a biennial schedule to give more time for gathering and assessing information effectively. The most recent cycle was completed successfully in fall 2013 and all units completed comprehensive evaluations.

Evaluation occurs throughout the planning process based on qualitative and quantitative data. Quantitative data analysis is used in program reviews, assessment of course, program, institutional, and general education student learning outcomes. Both qualitative and quantitative data enter the evaluation process in point of service surveys by student services; student surveys with the ACT student opinion survey, faculty evaluations, flex activity exit surveys, and College wide surveys of service.

I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Diablo Valley College offers opportunities for faculty, classified staff, managers, and students to fully participate in the planning process. The four constituency governance committees, the Faculty Senate, the Classified Senate, the Management Council, and the Associated Students of DVC work collaboratively to oversee the planning and resource allocation processes. The College Council, Budget Committee, Integration Council, and Institutional Planning Committee have assigned membership from each of the four constituency groups to ensure that all voices are heard. The four College wide governance committees are chaired by faculty, classified staff, and administrators on a rotational basis, to guarantee broad participation. The College Council
includes an appointment for a student vice-chair (IB4-1). Committee members are charged with communicating feedback to and from the various committees and their constituencies, which provides a cyclical process for information sharing.

Planning informs resource allocation through the program review process, which includes input from all constituencies. Program review is a systematic process for the collection, analysis, and interpretation of data for student services, administrative, and instructional units. Resource requests from College wide plans are included in the administrative program review from the administrator with responsibility for that plan. The Integration Council links program review reports, annual reports, and College wide plans when it prioritizes resource requests from program reviews and forwards them to the Budget Committee (IB4-11). Integration Council members continue to work to include the College wide plans in the resource allocation process. In spring 2013, College Council approved the revision to the Institutional Planning Committee’s charge to annually review the progress of College wide plans, the alignment of resource allocation with plans, and the effectiveness of College wide plans through an evaluative process (IB4-12).

Broad-based involvement in decision making is used when managing the College’s most important resource, the course schedule. The Faculty Senate Scheduling Committee, an enrollment management group made up of faculty and managers, was created in spring 2011 and supports the College by making expertise-based recommendations about the College’s course offerings (IB4-13). The committee is charged with developing, communicating, and implementing the criteria used for making scheduling additions and cuts (IB4-14). Discussions on full-time equivalent students and full-time equivalent faculty at the Faculty Senate Scheduling Committee have raised the awareness of the importance of course productivity at the College. During a period of declining budgets in fall 2012, the committee was able to make strategic schedule cuts that resulted in increased average productivity for that term (IB4-15), thereby improving institutional efficiency and allowing more students to be served with fewer resources. As State funding has improved, the Scheduling Committee identified courses to add strategically that will support the College’s goals. With the foresight of planning and a focus on the goals of the College, the Faculty Senate Scheduling Committee continues to work toward maintaining the breadth of the College programs while maximizing productivity (IB4-16).

**I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.**

Diablo Valley College gathers assessment results in a variety of ways and uses the results in discussions that lead to institutional change. The College is committed to using data to drive decision making to make the College more efficient and effective. Data are communicated internally to employees and students as well as externally to the community and to interested groups.

The major venues for internal discussions about assessment data are at meetings of governance committees, Faculty Senate, Classified Senate, instructional deans, dean and department chairs, division and departments, and other committees (IB5-1). Information analyzed by these bodies guides each committee’s actions and may lead to recommendations to the College Council and
president for College wide improvements. The Faculty Senate Scheduling Committee scrutinizes course productivity, fill rates and the number of course offerings to provide guidance to the administration in the development of the semester course offerings in the context of maximizing student access (IB5-2). The Equity Committee examines disaggregated data on student performance by ethnicity, gender, and age to develop the Student Equity Plan (IB5-3). The Institutional Planning Committee’s Strategic Planning Taskforce engaged in interviews and focus groups of faculty, staff, administrators and students to ascertain the future directions important to the College in the next five years (IB5-4). The College communicates with external constituencies through website postings, reports to the Governing Board (IB5-14), meetings with external partners (IB5-15) and community events (IB5-16).

The College reports data and assessment results to the Contra Costa Community College District (IB5-18), California community college chancellor’s office (CCCCO) (IB5-19) and the federal government (IB5-20). Data posted on the CCCCO Scorecard and in the CCCCO System Data Mart is widely available to the public.

The program review process highlights major assessment measures and provides a focus for discussions about quality assurance across the campus (IB5-5). Disaggregated data on student success, retention, and course delivery modes are included in each review. Each unit rationalizes spending of current funds and outlines specific uses for additional allocated funds to make requests for human, supply, equipment, technology, and facilities resources that they believe will increase their students’ learning and success. Validation teams involve scores of faculty, classified staff, and managers in small teams reading program reviews and providing feedback to the authors ensuring the quality of the documents. The College wide Integration Council reviews all program reviews, ranks resource requests, and communicates to the College Council about themes that emerged in their readings and discussions (IB5-6).

II.A.1. 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.

The College has improved the program approval process through additional support for the program development process by the instruction office staff, publishing program development materials online, and implementing a program development and approval timeline that includes input from the department or area, followed by College and District approval (IIA1-26). Since 2007-2008, the College has added 56 degrees, 56 certificates of achievement, and 6 certificates of accomplishment to the Catalog, evidence that the program development and approval process is functioning.

When program development is called for, the College relies on the expertise of the faculty. The College has developed a process for the development and revision of instructional programs that aligns local process with requirements for high quality programs as established by the state chancellor’s office (IIA1-27). Program proposal forms are available on the Web Curriculum System website and support for the completion of forms, assistance with process and timelines is available from instruction office staff (IIA1-28).
DVC does not offer any non-credit programs.

For-credit courses and programs are conceived, developed, delivered, assessed and improved by the faculty, who focus on high-quality instruction that enables students to successfully transfer to four-year universities; transition to careers that help grow and retain business so that our region grows economically; and develop skills in English and mathematics that allow them to successfully complete college-level coursework. In addition, the College offers not-for-credit fee-based classes that allow our community members to participate in learning experiences that meet their individual needs for personal growth and life-long learning.

Diablo Valley College offers instruction at the Pleasant Hill Campus, the San Ramon Campus and at off-site locations. Some courses are offered in an online or hybrid format. All credit courses and programs offered, regardless of location or method of delivery, undergo a strict faculty-controlled review and approval process. The fee-based, not-for-credit classes operate independently of the DVC curriculum process and are monitored and evaluated by their own curriculum processes.

In addition to emphasizing improvement of student learning outcomes as part of program review, DVC has implemented a comprehensive system of student learning outcomes assessment at the course and program levels, designed to ensure that courses and programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes.

II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Diablo Valley College assures the quality of its instructional programs from the beginning of the course and program development and approval process, through scheduling, student learning outcome (SLO) assessment, Career Technical Education Advisory Committee review, and the program review and resource allocation process. All courses and programs, regardless of type, location offered, or modality in which they are offered, go through rigorous steps to ensure that they are of high quality and continuously meet the mission of the College and student needs. The College offers developmental and collegiate courses and programs, community education (not-for-credit), study abroad, short-term training courses, a limited contract education program, and a variety of linked classes and learning communities such as Puente and Umoja.

The College’s Curriculum Committee ensures the quality of courses offered at the College by evaluating and verifying prerequisites, student learning outcomes, content, methods of instruction, evaluation methods, and number of credits and units awarded. All courses that are included in developmental, collegiate, international, study-abroad, learning communities such as Puente and Umoja, and career technical training programs must go through the approval process.
of the Curriculum Committee. The committee is composed of a representative from each academic division, which includes library, counseling, San Ramon Campus, as well as the articulation officer ensuring that faculty members have the primary role in the curriculum process (IIA2-1). Since the last accreditation cycle, the College has fully implemented the Web Curriculum System (WCS), a locally-developed course management system and has made regular improvements to it (IIA2-2). A major revision was completed in spring 2014. (IIA2-3). The College has implemented a regular cycle of course review locally known as “Title 5 rewrites”. These revisions, as well as any new course proposals, must be put through the approval process supported by the WCS. Each existing course is reviewed by the Curriculum Committee on a five-year cycle (IIA2-4). Each new course proposal, whether proposed as experimental, topics, or permanent, is reviewed and approved prior to inclusion in the schedule or Catalog (IIA2-5). New courses, and those being updated per their five-year cycle, are first reviewed by the technical review process.

II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

To ensure that the College focuses on student learning outcomes (SLOs), the College developed DVC Procedure 1018.01, Student Learning Outcomes and Achievement, February 22, 2010. The procedure describes expectations and standards for learning outcomes (IIA2a-1). Compliance with continuous course and program level SLO assessment is a requirement of all programs and included in instructional unit program reviews (IIA2a-2). If an instructional unit does not adhere to the prescribed timelines, that unit becomes ineligible for resources through the College resource allocation process, including eligibility for faculty hires (IIA2a-3).

In 2007-2008, the College established a five-year plan for initiating the assessment of course level student learning outcomes (IIA2a-9). Once a course has been assessed it must be reassessed within three years. The Student Learning Outcome Assessment Committee (SLOAC), in coordination with the department or area, selects 33 percent of the courses from that department or area to be assessed each academic year over a 3-year cycle. All departments and areas have the option of assessing their courses more frequently, at their discretion (IIA2a-10).

Faculty review and update their courses regularly as part of a process locally known as “Title 5 rewrites.” All courses are on a five-year cycle of review and revision (IIA2a-20). When a course is scheduled for Title 5 revision, the faculty evaluates its effectiveness in relation to student learning and its place in the curriculum for certificate and degree requirements. Faculty evaluation of the courses may include analysis of student learning outcomes, latest research in the field, changes in technology, or information from advisory boards. Based on their evaluation, faculty revise the course outlines and send the course through the Web Curriculum System (WCS) for review by Curriculum Committee representatives, department chair, division dean, Curriculum Committee and vice president of instruction. In addition to reviewing and revising courses on a regular schedule, faculty also develop new courses, remove courses from the curriculum, and revise certificate or degree requirements. All new courses and revisions to
courses, as well as certificates and degrees must be approved by the Faculty Senate Curriculum Committee (IIA2a-21).

By the end of May 2009, all course outlines of record had been reviewed and have followed the regular cycle of Title 5 rewrite since that time (IIA2a-22). The senior dean of curriculum and instruction under the supervision of the vice president of instruction and the Curriculum Committee chair are responsible for course and program approval processes. All course outlines are maintained in a locally developed database, the Web Curriculum System (WCS). The Curriculum Committee chairperson receives 40 percent reassigned time, a 100 percent full time equivalent classified employee supports the Curriculum Committee procedures, and programming for the database is provided by the College Information Technology and Services Department staff. A detailed outline and description of the process to maintain the currency of outlines and the approval of new courses and programs was prepared and approved by the Curriculum Committee in the fall of 2009 (IIA2a-23), which ultimately resulted in the Course Update Compliance Procedure 4001.07 (IIA2a-24).

IIA.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Diablo Valley College faculty bring their expertise to bear on the identification and evaluation of competency levels and measurable student learning outcomes (SLOs) in their classes and at all levels of planning of curricula, programs, certificates, and degrees. In 2012, in consultation with the Curriculum Committee, the Student Learning Outcome Assessment Committee, and the state chancellor’s office, the DVC Faculty Senate approved the alignment of course objectives with student learning outcomes on the official course outline of record (IIA2b-1). The decision improved the review of SLOs, assigning that purview to the Curriculum Committee, while ongoing assessment is the purview of the Student Learning Outcome Assessment Committee (SLOAC). Course student learning outcomes are thus thoroughly reviewed and approved since they travel through the curriculum approval process of department, division, Curriculum Committee, and vice president of instruction (IIA2b-2).

Faculty members in career technical education (CTE) programs consult with their Advisory Committees regularly on curricular and programmatic matters (IIA2b-3). All CTE programs are required to convene an Advisory Committee meeting each term (IIA2b-4). Development and review of program learning outcomes occurs at the advisory meetings (IIA2b-5). The focus of the program Advisory Committees is to ensure that programs deliver instruction that addresses employment competencies and, when applicable, prepare students for licensure and/or certification by external agencies. The College has devoted resources to supporting the coordination of Advisory Committees through the instruction office support staff, which schedule meetings, provide logistical support for agendas and parking passes, and record meeting notes to ensure that a longitudinal record of program improvement recommendations is kept on file (IIA2b-6).
As of fall 2013, four cycles of student learning outcomes (SLO) assessment review in fall semesters and two cycles of program learning outcomes (PLOs) reviews in spring semesters have been completed. These ongoing process improvement cycles have resulted in a review process that is institutionalized.

IIA.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

The Curriculum Committee approves all new courses and programs as discrete actions, not as consent agenda items. The review of new courses in the Curriculum Committee focuses on the student learning outcomes (SLOs), ensuring that outcomes are written to be measurable and to address multiples levels of Bloom’s Taxonomy. The alignment of course description, student learning outcomes, and content with assignments is examined. Selected textbooks must be college-level and current. Any program or course pre-requisites are approved as separate actions, as is any designation of a course to be taught in a distance education format (IIA2c-3).

Program and course development adheres to all criteria established by the state chancellor’s office in accordance with Title 5 regulations and Education Code, ensuring that all educational standards are met. New course outlines include student learning outcomes (SLOs) which, after review and approval by the Curriculum Committee, are transferred into WebSLOs database, a locally developed assessment tracking and accountability database (IIA2c-4). Course SLO assessments are maintained in the WebSLOs system. All programs have developed program learning outcomes, which represent the synthesis of learning resulting from student learning outcomes developed by a variety of experiences integrated into courses within the program (IIA2c-5).

IIA.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Students learn in different ways, so DVC provides a variety of delivery modes to address different learning styles including face-to-face, online, hybrid, lecture, and laboratory courses, as well as internships and other work-based learning opportunities. The College has a Learning Styles Assessment instrument. This online assessment of student learning styles is incorporated into various courses to help students understand which learning strategies are best for them as an individual (IIA2d-6). Self-paced and computer-aided instruction is also provided as an option for some courses.

Faculty members provide instruction through a variety of methods including lecture, discussion, small group activities, field trips, and the use of technology. Tutoring is available in many disciplines. Learning communities such as Pre-Apprenticeship, Puente and Umoja provide additional teaching methodologies to address the diverse needs and learning styles of our students. The College has engaged in campus wide discussion on closing the achievement gap between groups of students based on race/ethnicity and student data are disaggregated in program reviews to help faculty identify areas for improvement (IIA2d-7).
II.A.2.c. **The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.**

As of fall term 2009, all course outlines of record for all courses have been brought up-to-date, and have maintained currency, through the revised process of technical review and Curriculum Committee review and approval, locally known as “Title 5 review” (IIA2e-12). Active courses (1,342 effective with the 2013-2014 Catalog) are systematically reviewed on a five-year cycle of “Title 5 review” (20 percent of all courses each year). In order to manage the process, the on-going cycle of review is divided into five steps.

- The course initiator reviews and updates the outline in the Web Curriculum System (WCS). Depending on departmental bylaws, review of all full-time faculty members in the department may be required.
- The outline is promoted through a review and approval process in WCS in which the outline is subject to review by the department chair, division dean, and Curriculum Committee division representative. Any of these reviewers can return the outline to the previous reviewer with comments and requests for improvement.
- The outline is reviewed by the technical review team, a sub-group of the full Curriculum Committee. The technical review team applies a checklist for consistency of formatting and organization across all outlines (IIA2e-13).
- The outline is assigned to a sub-set of the Curriculum Committee for final review.
- The outline is placed on agenda of the Curriculum Committee.

In addition to this ongoing assessment and scrutiny, course and program level learning outcomes are a compliance component of all instructional unit program reviews. If an instructional unit does not adhere to the prescribed assessment timelines, that unit becomes ineligible for resources through the College resource allocation process (IIA2e-9). Following each course level or program level deadline, a report of programs out of compliance is generated, which is integrated into the decision-making regarding resource allocation (IIA2e-10).

II.A.2.f. **The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.**

DVC’s program review process ensures on-going, campus-wide dialogue about student learning outcomes (SLO) assessment results and plans for improvement to programs. SLO assessment is integrated with program review and planning through sections IIC.1 and 2 of the instructional unit program review template, which allow faculty to detail the changes in curriculum and pedagogy that have been made as a result of course and program assessments. Improvements to student learning are recorded; plans for further changes are described and any needed resources requested (IIA2f-20). Campus wide dialogue is promoted through the validation process in which faculty members from other departments and divisions review the submitted program review and provide feedback for clarifications and improvements (IIA2f-21). Once accepted by
the validation committee and submitted to the office of instruction, the Integration Council receives the program reviews. Assessment results are further examined as proposals for program improvement are forwarded as part of the College’s integrated planning and resource allocation process in Integration Council, Budget Committee and College Council.

II.A.2.g. If an institution uses departmental course and/or program examinations it validates their effectiveness in measuring student learning and minimizes test biases.

The Contra Costa Community College District (CCCCD) has adopted an approved set of second-party assessment instruments for evaluating and placing incoming students into English, reading, math, chemistry, and English as a Second Language. These tests are validated by the chancellor’s office on a regular cycle (IIA2g-1).

II.A.2.h. The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Diablo Valley College awards credit based on student achievement of the course’s stated student learning outcomes and units of credit awarded are consistent with DVC’s policies and accepted norms in higher education.

The official course outline for each course, as approved by the Curriculum Committee, includes the measurable learning objectives/outcomes for the course, as well as course content and evaluation methods. DVC instructors have latitude in how they structure and conduct their courses, as long as they adhere to the College’s approved course outline. Credits and grades are awarded based on student attainment of the learning outcomes and other objectives. This information is provided directly to student in the course syllabus. Course level student learning outcomes are also available to the public on the course outline of record published on the College website (IIA2h-6).

Course outlines are reviewed regularly by the campus wide Curriculum Committee in compliance with Title 5, which ensures that the number of units of credit granted is consistent with generally accepted norms in higher education. The Curriculum Committee considers the Carnegie Unit formula as the basis for the assignment of course hours and units, which is supported by Title 5, section 55002.5 and further interpreted through guidance in the Program and Course Approval Handbook (PCAH) (IIA2h-7). All new courses are mandated to follow the Carnegie Unit formula.

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.

At Diablo Valley College, the award of degrees and certificates is based on completion of coursework in which program learning outcomes are embedded. Faculty engage in dialogue about learning outcomes for courses and programs (certificates and degrees) at the departmental level, at the Faculty Senate Curriculum Committee, and at the Student Learning Outcome Assessment Committee meetings.
For each degree or certificate, the faculty members in the instructional unit that offers the program are responsible for the creation and assessment of the program learning outcomes (PLOs). With input and assistance from guidelines developed by the Student Learning Outcome Assessment Committee (SLOAC), the department members discuss the learning expected of students who successfully accomplish the student learning outcomes (SLOs) in individual courses and how those accomplishments lead to the earning of each degree or certificate. The SLOAC developed the course-program alignment matrix, which references the course SLOs to the PLOs and ensures that a student’s completion of a series of courses will result in achieving the PLOs (IIA2i-1). The PLO matrix and alignment are reviewed by instructional units at least every 2 years (IIA2i-2). The SLOAC recommends that when instructional units complete a Title 5 course outline rewrite for a course, that the unit review if the change affects any certificates or degrees it has developed.

II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Diablo Valley College ensures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

In keeping with the mission of the College, DVC offers comprehensive support programs and services to its diverse student body at both the Pleasant Hill Campus and the San Ramon Campus, as well as online. The College’s individual student services are listed with a detailed description in the full response to Standard II.B.1.

II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Diablo Valley College (DVC) evaluates student support services to assure adequacy in meeting identified student needs. DVC systematically assesses student support services by engaging student, faculty, and staff input and other appropriate measures in order to improve the effectiveness of services. The college has developed a systematic cycle of ongoing evaluation that includes integrated planning and evaluation through program review of college plans, student services, instructional units, and administration. The College aligns programs and services with the institutional mission, character, and student population through a process of faculty and staff dialogue related to program review, planning and development, and assessment of student learning outcomes (IIB4-1).

Student Services evaluation and integrated planning are conducted primarily through the following processes: program review, student learning outcome assessment, state and federal program reporting, and program initiated assessments.
II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

The Diablo Valley College Library provides robust quality library services at both the Pleasant Hill and the San Ramon Campuses. The library at the Pleasant Hill Campus is open 61 hours a week, Monday through Saturday during the fall and spring terms (IIC1c-1). At the San Ramon Campus, the College provides funding through a joint-use agreement for the Contra Costa County’s Dougherty Station Library (DSL) to employ a 0.5 FTE library specialist. This specialist assists the College community by providing library instruction, collaborating with faculty members, and participating in College activities. This College-provided funding also secures an additional 13 hours a week to the DSL to support a 50 hour a week schedule more responsive to the College schedule and needs (IIC1c-2).

Library and media collections are accessible to all from the library catalog on the library website, which includes books, e-books, periodicals, course reserve materials, and media in all formats held by DVC and other Contra Costa Community College District libraries. Students can access electronic materials through 55 online subscription databases containing over 12,000 full-text journals and over 100,000 e-books (IIC1c-11).

Diablo Valley College offers 14 tutoring programs to students at the Pleasant Hill Campus and five at the San Ramon Campus. (IIC1c-16) In addition to subject specific tutoring, the College provides tutoring through the equal opportunity program services and disability support services programs.

Access to audio visual materials and equipment is provided in the media center. The media center is open from 9:00am to 9:45pm Monday through Thursday and 1pm to 5pm on Fridays. The Media Service Department website includes information about the department’s services (IIC1c-20). All the media materials are displayed in the DVC Library catalog and can be searched online.

II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

The College evaluates library and learning support services and uses those evaluations as the basis for improvement. The library utilizes the College’s program review process, data from College wide faculty, staff and student surveys, and the library’s student satisfaction survey which is conducted every two years. The library provides statistics to the state chancellor’s office Annual Data Survey, the U.S. Department of Education’s Academic Library’s Survey, and the Association of College and Research Libraries’ Data Survey. These statistics are used to make comparisons with peer institutions, establish benchmarks, and inform improvement strategies. The library relies on College and District planning documents and strategic goals to guide evaluations. Data from these multiple instruments are used to assess the quality of library services and their direct contribution to student success.
The Faculty Senate Tutoring Advisory Committee (TAC) evaluates College tutoring services and makes recommendations based on its findings. The TAC student survey team developed and implemented a student survey tool for students who received tutoring at DVC, assessing the students’ perceptions of the impact of tutoring services (IIC2-5). The survey tool evolved into an ongoing annual research study of all campus tutoring programs.

A student survey in fall 2013 assessed perceptions of the effectiveness of Media Services Department materials in contributing to their understanding of coursework, their likelihood of staying in class, and their ability to improve their grades, become independent learners, and improve their technical abilities.

III.A. Human Resources. The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

The College follows the Contra Costa Community College District Uniform Employment Selection Guide in the hiring of all College personnel (IIIA1a-1). Minimum qualifications for faculty positions are set by the state and are followed by the College in creating job descriptions and criteria for the evaluation of candidates. The hiring procedures for all full-time and part-time faculty are clearly and publicly stated in the United Faculty contract and are available on the United Faculty website and in the Faculty Hiring Booklets (IIIA1a-2). All employees are evaluated systematically and at regular intervals. Criteria used for the evaluation and the specific steps involved vary according to the negotiated agreement with each constituency’s collective bargaining unit.

Diablo Valley College’s Procedure 2001.01, Non-discrimination, affirms the College’s commitment to non-discriminatory practices (IIIA4c-1). The College and District have human resources and business procedures and policies that have been developed, implemented, and evaluated through collective bargaining units as well as the Management Council executive board (IIIA4c-2). The Manager and Supervisory and Confidential Manual, Local 1 agreement, and the United Faculty contract all include statements regarding unlawful discrimination and affirmation of mutual respect. Processes have been established to report grievances (IIIA4c-3). The District has established a confidential Hotline to report concerns that is open to employees or the public at large (IIIA4c-4).

Diablo Valley College has professional development activities that are open to all employees and support their diverse needs. The activities are consistent with the DVC mission and strategic plan, that “DVC is passionately committed to student learning through the intellectual, scientific, artistic, psychological, and ethical development of its diverse student body. DVC 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” (IIIA5a-1).

DVC Procedure 1010.01, Integrated Planning, provides an ongoing, documented, and systematic cycle of planning, resource allocation, implementation, and evaluation that links resource allocation to planning, enhances institutional effectiveness, and promotes student learning and achievement (IIIA6-1). DVC Procedure 1016.01, Program Review, establishes that program reviews are the primary basis for resource allocation requests for additional staff, equipment, or other needs (IIIA6-2). Administrative, student services, and instructional units regularly conduct program reviews which include a section on evaluating human resources and strategies for improvement (IIIA6-3).

III.B. Physical resources, which include facilities, equipment, land and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

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 (IIIB1a-1). The College plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services. Diablo Valley College provides the necessary physical space for the number of students for which it serves at both campus locations (IIIB1a-2).

Physical resource planning is integrated with institutional planning. Physical resource planning is guided by the 2007-2017 Facilities Master Plan (IIIB1a-3), the 2007-2017 Educational Master Plan (IIIB1a-4), the 2006-2011 Strategic Plan, and the 2013-2017 Strategic Plan (IIIB1a-5). The 2007-2017 Facilities Master Plan (IIIB1a-6) was developed under the leadership of the College wide Planning Council with input from a wide range of stakeholders.

Planning and resource allocation for the improvement of physical resources is included in the instructional, student service, and administrative units program review process (IIIB1a-23). Completed program reviews are evaluated and ranked by the Integration Council. A specific sub-committee of the Integration Council is charged to review the facilities section. 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 (IIIB1a-24) a final list of recommendations for funding is given to the college president who makes the final decision. This process assures the continuing quality necessary to support the College’s programs and services.

III.C. Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

Diablo Valley College 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.

Technology planning is directed through two documents, the District Technology Master Plan and the College’s Technology Master Plan. DVC’s Technology Master Plan is a renewable, multi-year planning document, listing goals and accomplishments since the previous plan. The most recently completed plan describes itself as “a guide to the allocation and use of technology resources in support of student learning and institutional effectiveness,” and explains that “program review plans are tied to resource allocation processes” (IIC1a-1). The College’s plan is informed by the District’s plan.

III.D. Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources’ planning is integrated with institutional planning at both college and district/system levels in multi-college systems.

Diablo Valley College’s mission and goals are student centered, as is its financial planning. In the current fiscal year (2013-2014), 95 percent of the College revenue is generated by full-time equivalent students (IIID1a-1).

In fiscal year 2010-2011, the Contra Costa Community College District changed its internal allocation process when it established a new, decentralized funding model based on California State Senate Bill 361 (IIID1a-2). With this new model the District office and each college in the District are responsible for establishing its own priorities in order to meet its mission and goals. This requires each site to establish internal processes to allocate funding in an efficient manner. At Diablo Valley College financial planning is now based on two procedures: Procedure 5018.06, Tentative and Adopted Budget Preparation, (IIID1a-3) and 5018.01, Budget Allocation Process, both of which describe the integrated approach to financial planning used at the College (IIID1a-4). Although procedure 5018.06 was officially adopted in October 2013, the process itself has been utilized for many years. DVC Procedure 5018.01 specifies that the annual budget be based on validated College program reviews, College wide plans, District/State mandates as well as overarching principles within the College’s 2013-2017 Strategic Plan, statement of values and mission statement (IIID1a-5).

College planning processes are outlined in the College’s Procedure 1010.01, Integrated Planning, which ties together College planning, program reviews and their validation, student learning outcomes, and resource allocations (IIID1a-7). The program review process provides an ongoing 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. The College’s budget allocation process is outlined in Procedure 5018.01 (IIID1a-8).

The Contra Costa 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, Diablo Valley College’s total reserves were approximately four percent.

**IVA.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence.** They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Diablo Valley College is passionately committed to increasing student learning and success. This is the core of the College mission statement, its values, and its strategic directive (IVA1-1). To achieve the twin goals of student learning and success, institutional leaders, including the College president, constituency leaders, department chairs, College administrators, bargaining group leaders, associated students, committee chairs, and individual faculty and staff across the College create and foster an environment for empowerment, innovation, and institutional excellence. 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.

When ideas for improvement and innovation within units have planning implications or require resources beyond the unit operating budgets, College leadership supports systematic participative processes to ensure effective discussion, planning, and implementation (IVA1-17). Units request additional resources through the systematic College program review process on a regular cycle as agreed upon by the Faculty Senate in consultation with the president (IVA1-18). Instructional, student services, and administrative units write comprehensive program reviews, requesting resources and reflecting on program needs for improvements and innovations (IVA1-19). Multi-constituency validation teams from different units examine the program review, make observations about the quality of the program review, and make suggestions for improvement to the document (IVA1-20). Finalized program reviews are forwarded to the Integration Council, whose charge in part is to “fulfill the institution’s commitment to College wide dialogue on program review and other data for the purposes of recommending improvements to the College Council on student services, instructional programs, and administrative support services as well as the processes for governance and identifying institutional improvement needs” (IVA1-21).
IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

DVC Procedure 1009.01 outlines the roles for faculty, classified and administrative staff, and students in institutional governance consistent with Contra Costa Community College District Governing Board Policy 1009 (IVA2a-1). The College procedure specifies the manner in which individuals bring forward ideas. Faculty and administrators have clearly defined roles in institutional governance and employ a substantial voice in institutional policies, planning, and budget. Students and staff have mechanisms for providing input. All constituencies have mechanisms for providing input through the three major constituent governance bodies and College-wide governance committees. Membership on these committees and councils is assigned through the Faculty Senate, the Classified Senate, the Associated Students of Diablo Valley College, and the College president.

IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

DVC Procedure 1009.01 outlines the roles for faculty, classified and administrative staff, and students in institutional governance consistent with Contra Costa Community College District Governing Board Policy 1009 (IVA2a-1). The College procedure specifies the manner in which individuals bring forward ideas. Faculty and administrators have clearly defined roles in institutional governance and employ a substantial voice in institutional policies, planning, and budget. Students and staff have mechanisms for providing input. All constituencies have mechanisms for providing input through the three major constituent governance bodies and College-wide governance committees. Membership on these committees and councils is assigned through the Faculty Senate, the Classified Senate, the Associated Students of Diablo Valley College, and the College president.

IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the Curriculum Committee, and academic administrators for recommendations about student learning programs and services.

The College relies on the expertise of the Faculty Senate, its Faculty Senate committees, and collaboration with academic administrators for recommendations about student learning programs and services (IVA2b-1). Faculty Senate processes and committee bylaws and College procedures describe the official responsibilities and authority of the faculty and of academic administrators in curricular and other educational matters (IVA2b-2). The procedures are consistent with Contra Costa Community College District Governing Board policies and procedures. Title 5 of the California Code of Regulations clearly describes the academic and
IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

The Contra Costa Community College District Governing Board, administrators, faculty, staff, and students work together for the good of the institution through established governance structures, processes, and practices. The College and the Governing Board have procedures which address institutional leadership, participatory governance, decision making, the process to reach agreement between the Governing Board and the Faculty Senate Coordinating Council, the Code of Ethics, and statements of cooperation (IVA3-1).

The current governance structure includes processes for continual self-evaluation and improvement based on changing College needs and with the goal of constantly improving institutional effectiveness. Each committee completes an annual report (IVA3-4) in which it examines its accomplishments, challenges, and goals for the coming year. The reports are submitted to College Council whose charge includes ensuring that committees are integral to the functioning of the College and the good of the institution. Ongoing dialogue between the committees and College Council ensures that DVC is working collaboratively on establishing and achieving institutional goals.

IV.A.5. The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The first two College wide decision-making surveys results indicated that the College community believed there were too many committees for the College to sustain in membership. The College has now reduced to four College wide governance committees and eight College wide operational committees. The last survey results were generally positive. The College continues to focus on informing the community about venues and processes for proposing new ideas, initiatives, practices, programs and services, meeting dates, and agendas.

IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

- Establishing a collegial process that sets values, goals, and priorities; and
- Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; and
- Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
• Establishing procedures to evaluate overall institutional planning and implementation efforts.

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 and periodic Governance at a Glance newsletter (IVB2b-9). Other communication vehicles are described in detail under Standard IV.B.2.b.

In July 2011, in support of a District effort to move toward greater consistency and efficacy of research design and to improve integrated planning and institutional effectiveness across the District, the president eliminated its College position of dean of planning, research, and student outcomes and contributed financially to the establishment of a new senior dean of research and planning position at the District office (IVB2b-18). This position reports directly to the executive vice chancellor of education and technology and meets regularly with the District leadership, including the college presidents, and at the Chancellor’s Cabinet (IVB2b-19). The College president is in active dialogue with the District research office about College research needs and results and invites the senior dean of research and planning to the College to meet with his cabinet and deans (IVB2b-20).

The president ensures that educational planning is integrated with the resource allocation process (IVB2b-24). The president led the College through the strategic planning process in 2011-2014 which resulted in a new College directive, three College values, and four goals to help guide the resource allocation process. Measurable objectives and strategies to meet the objectives were developed to achieve the goals of the 2013-2017 Strategic Plan (IVB2b-25). As part of the program review process, units request resources and create goals aligned with the College strategic direction and goals and based on student success data and student learning outcomes (IVB2b-26). Instructional and student service units also reflect in program review on the ways previous resources received have enhanced their service to students and impacted on student success (IVB2b-27).

Each year, the President collects information from the College administrators about College accomplishments towards the strategic directions in order to evaluate progress toward improving student learning (IVB2b-30). The College President annually reports these accomplishments to the Contra Costa Community College District Governing Board (IVB2b-31).

Evidence R2
R2-1 Accrediting Commission for Community and Junior Colleges Letter, January 31, 2012
R2-2 Email from A. Patton, College Council Chair, February 6, 2012
DVC Procedure 1010.01, Integrated Planning
R2-3 Email from R. Westlake, Summary of meeting, November 21, 2011
Governance co-chairs meeting notes, December 14, 2011
Email from R. Westlake, Governance chair meeting, February 13, 2012
Email from R. Westlake, Documents and summary notes, February 13, 2012
R2-4 Fall 2011 staff development flex workshop announcement and attendance
| R2-5 | Email from R. Westlake, Summary of meeting, November 21, 2011  
Governance co-chairs meeting notes, December 14, 2011  
Email from R. Westlake, Governance chair meeting, February 13, 2012  
Email from R. Westlake, Documents and summary notes, February 13, 2012 |
|---|---|
| R2-6 | Show Cause Report, October 15, 2009, p.39  
Addendum to Show Cause Report, October 23, 2009  
Addendum to Show Cause Report, December 17, 2009 |
| R2-7 | Budget Committee minutes, February 25, 2012 |
| R2-8 | Budget Committee 2011-2012 Annual Plan |
| R2-9 | Integration Council minutes, March 18, 2011  
Integration Council minutes, April 15, 2011 |
| R2-10 | Integration Council report, April 1, 2011  
Integration Council ranking process summary, May 6, 2011 |
| R2-11 | Integration Council minutes, October 1, 2010  
Integration Council minutes, November 5, 2010 |
| R2-12 | Integration Council qualitative report, May 10, 2013 |
| R2-13 | College Council minutes, April 22, 2013 |
| R2-14 | Faculty Senate minutes, March 30, 2010 #8  
Faculty Senate minutes, April 13, 2010 #12  
Faculty Senate minutes, May 11, 2010 #7 |
| R2-15 | 2013-2017 Strategic Plan, p. 30 |
| R2-16 | Governance at a Glance newsletter samples |
| R2-17 | Accrediting Commission for Community and Junior Colleges Letter, January 31, 2012 |
Response to Previous Recommendation 3 (R3)
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: IB3, IB4, IIA1, IIA2, IIB1, IIB4, IIIA6, IIC2, IID1a, IV A5, IV2b)

Descriptive Summary of Resolution
As noted in the Commission’s letter to the College dated January 31, 2011 (R3-1) in response to the Follow-Up Report and team visit, the College has resolved this recommendation. 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” (R3-2).

Since November 2010, the College has continued using its agreed upon program review processes with periodic evaluations and changes for continuous improvement (R3-3). The College is completing its fourth consecutive year of program review pursuant to DVC Procedure 1016.01, Program Review (R3-4). 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 (R3-5).

In spring and summer of 2011, meetings were held with representatives from instruction, student services, and administration with the goal of aligning all three program review processes, templates, and timelines. As a result, the program review summary report was revised and adopted as a common form so that all units were using an identical summary. The Faculty Senate used a taskforce to evaluate the effectiveness of the program review process. The taskforce determined to eliminate the difference between the “Cumulative” and “Annual” reviews and to place all instructional unit program reviews (IUPRs) on the same two-year cycle, with an off-year to allow time for evaluation of program improvement efforts. The IUPRs and administrative program reviews were completed using the improved templates based on feedback obtained during the previous year with questions specifically directed to consider how the unit would implement reductions to operating funds and staffing. In 2011-2012, student service areas continued to conduct comprehensive and annual program reviews according to their established schedule using an updated template and the common summary. Therefore, in the academic year 2011-2012, all units completed program review by January 9, 2012.

At the completion of the 2011-2012 program review cycle pursuant to DVC Procedure 1016.01, Program Review, administration, instruction, and student services completed an evaluation of the program review templates and process. As a result, it was determined to place all program reviews on the same two-year cycle to better accommodate evaluation of program needs across the college as well as to build in time to evaluate the impact of improvements made as a result of
resource allocation. Effective 2013-2014, all College units will complete program review on a two year cycle.

All program reviews undergo a thorough validation process before being sent to the Integration Council for evaluation and recommendations for resource allocation to the Budget Committee (R3-6). In validation, program reviews are subject to trained cross discipline and cross constituency peer review, comment, and improvement. Regular course updates, career technical advisory committee meetings, and student learning outcome evaluation and assessment are examples of prerequisites for instructional and student service units to have their reviews validated so they may request resources. The Integration Council used only validated program reviews in the last three resource allocation cycles and approved resource recommendations made in one academic year are funded in the subsequent year with one-time funds (R3-7). Student learning outcomes are referenced further in Previous Recommendation 4.

In addition to one-time resource allocations, program reviews were used in the resource allocation decisions in the selection of full-time faculty positions open for recruiting in the fall 2010, fall 2011, fall 2012, and fall 2013 terms. The decision about which positions to fill was made through the College’s full-time hiring process (internally referred to as the “Box 2a process”).

In 2013-2014, the instructional unit program reviews (IUPRs) and administrative unit program reviews were completed using the improved templates based on feedback obtained after the 2011-2012 cycle with questions specifically directed to consider how the unit would implement reductions to operating funds and staffing (R3-8). Student services areas continued to conduct comprehensive and annual program reviews according to their established schedule using an updated template (R3-9).

In spring 2014, a Faculty Senate taskforce was convened to meet with administration to again review the effectiveness of the program review process and make recommendations for improvement. This taskforce convened in spring 2014 and is charged to: 1) Review and draft revisions to the program review process and timelines; 2) Develop a draft process for programs that don’t fit into traditional units (e.g. learning communities, Puente/Umoja) to submit program reviews, be validated and prioritized for resource allocation; 3) Review and draft revisions to the program review templates; and 4) Develop a College program review procedure to address material removed from DVC 1016.01 when it was modified. All of these changes are needed prior to the start of the next program review cycle.

**Analysis of Results**

This recommendation has been satisfied, as witnessed by a letter from the Accrediting Commission for Community and Junior Colleges dated July 2, 2012 (R3-10). The College continues to meet this Standard and actively engages constituents in sustainable continuous quality improvement efforts.

Below are links to the College’s detailed responses from DVC’s comprehensive self-evaluation to the Standards listed in Previous Recommendation 3. Included here are summaries of the
Responses to Standards Cited Within Previous Recommendation 3

I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Diablo Valley College assesses it progress toward achieving goals and makes decisions in an ongoing systematic cycle of evaluation that includes integrated planning, resource allocation, implementation, and re-evaluation. The program review and resource allocation process and the development of College plans are based on both quantitative and qualitative data.

The iterative process of evaluation and re-evaluation can be seen in the ongoing development of the program review process for the College. It was developed in 2009 and implemented in the fall of 2010 as a result of the Show Cause action instituted by the Accrediting Commission for Community and Junior Colleges (ACCJC). All programs were reviewed in 2010 and a timeline was established for a comprehensive evaluation of one third of the programs each year and have each program provide annual updates in the other two years. In 2011, the data driven process of review shifted to a biennial schedule to give more time for gathering and assessing information effectively. The most recent cycle was completed successfully in fall 2013 and all units completed comprehensive evaluations.

Evaluation occurs throughout the planning process based on qualitative and quantitative data. Quantitative and qualitative data analysis are used in program reviews, assessment of course, program, institutional, and general education student learning outcomes. Both qualitative and quantitative data enter the evaluation process in point of service surveys by student services; nationally-normed student opinion surveys, faculty evaluations, professional development activity exit surveys, and College wide surveys of service.

Another example of the College engaging in a systematic cycle of evaluation, integrated planning, resource allocation, implementation and re-evaluation is the establishment of the Faculty Senate Scheduling Committee.

I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Diablo Valley College offers opportunities for faculty, classified staff, managers, and students to fully participate in the planning process. The four constituency governance committees, the Faculty Senate, the Classified Senate, the Management Council, and the Associated Students of DVC work collaboratively to oversee the planning and resource allocation processes. The College Council, Budget Committee, Integration Council, and Institutional Planning Committee have assigned membership from each of the four constituency groups to ensure that all voices are
heard. The four College wide governance committees are chaired by faculty, classified staff, and administrators on a rotational basis, to guarantee broad participation. The College Council includes an appointment for a student vice-chair (IB4-1). Committee members are charged with communicating feedback to and from the various committees and their constituencies, which provides a cyclical process for information sharing.

Planning informs resource allocation through the program review process, which includes input from all constituencies. Program review is a systematic process for the collection, analysis, and interpretation of data for student services, administrative, and instructional units. The Integration Council links program review reports, annual reports, and College wide plans when it prioritizes resource requests from program reviews and forwards them to the Budget Committee (IB4-11). Integration Council members continue to work to include the College wide plans in the resource allocation process. In spring 2013, College Council approved the revision to the Institutional Planning Committee’s charge to annually review the progress of College wide plans, the alignment of resource allocation with plans, and the effectiveness of College wide plans through an evaluative process (IB4-12).

Broad-based involvement in decision making is used when managing the College’s most important resource, the course schedule. The Faculty Senate Scheduling Committee, an enrollment management group made up of faculty and managers, was created in spring 2011 and supports the College by making expertise-based recommendations about the College’s course offerings (IB4-13). The committee is charged with developing, communicating, and implementing the criteria used for making scheduling additions and cuts (IB4-14). Discussions on full-time equivalent students and full-time equivalent faculty at the Faculty Senate Scheduling Committee have raised the awareness of the importance of course productivity at the College. During a period of declining budgets in fall 2012, the committee was able to make strategic schedule cuts that resulted in increased average productivity for that term (IB4-15), thereby improving institutional efficiency and allowing more students to be served with fewer resources. As State funding has improved, the Scheduling Committee identified courses to add strategically that will support the College’s goals. With the foresight of planning and a focus on the goals of the College, the Faculty Senate Scheduling Committee continues to work toward maintaining the breadth of the College programs while maximizing productivity (IB4-16).

II.A.1. 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.

All instructional unit program review validation forms contain information that indicates whether each instructional unit has reviewed and updated its curriculum according to an established schedule as recommended by the November 2009 visiting team, as well as completing student learning outcome assessment cycles (IIA1-6). In addition to the revised instructional program review process, there were five comprehensive and nine annual student services program reviews in 2009-2010. There were three comprehensive and 12 annual administrative program reviews in 2009-2010. In 2009-2010, for the first time, all program reviews were brought into one evaluation process, enabling the College to further its continuous improvement process.
In addition to emphasizing improvement of student learning outcomes as part of program review, DVC has implemented a comprehensive system of student learning outcomes assessment at the course and program levels, designed to ensure that courses and programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes.

As of May 2014, 1,268 active courses had defined student learning outcomes (SLOs) and 899 (71 percent) courses had reported assessment results at least once, and some key courses have been assessed multiple times (IIA1-9). The student learning outcomes assessment process is overseen by the Student Learning Outcome Assessment Committee (SLOAC). The committee has two faculty co-chairs, a faculty SLO facilitator, a management representative, and division representatives for all academic divisions. The committee is supported by a classified staff position. The committee meets twice per month and reviews all SLOs and program learning outcomes as well as plans, assessment methods, and assessment outcomes on a regular calendar. (IIA1-10). Course level SLOs are established on the course outline of record, are reviewed by the department, division, Curriculum Committee, and SLOAC and are required to be included in all course syllabi. All programs offered by the College have established program level outcomes that are available through a link in the College Catalog, www.dvc.edu/slo. The SLOAC works in collaboration with the Curriculum Committee, which approves all new and updated course and program learning outcomes that are part of the course outline of record or program application. Any new or updated course or program outcomes are transferred by the SLO facilitator who adds them to the annual calendar and to the WebSLOs 2.0 system. The SLO committee evaluates its process on a regular basis as part of continuous improvement (IIA1-11).

In 2009-2010, the College established a five-year plan for initiating the assessment of course-level student learning outcomes (SLOs) (IIA1-16). Once a course has been assessed it must be reassessed within three years. All departments and areas have the option of assessing their courses more frequently, but that is at the discretion of the department or area. As of spring 2014, 71 percent of all courses have been assessed (IIA1-9). The SLO assessment committee in coordination with the department or area currently selects 33 percent of the courses from that department or area to be assessed each academic year over a 3 year cycle. The SLO assessment committee developed alignment matrices to align program level SLOs with course level SLOs (IIA1-17). The committee uses the alignment matrices to review program level SLOs. All program level SLOs have been aligned with course content so that they have relevance to the program. As course level SLOs are assessed and changes occur, action plans are created which may include changes to program level SLOs. As new courses or programs are developed, course and program learning outcomes are reviewed prior to approval by the Curriculum Committee (IIA1-18).

To ensure that the College maintains focus on student learning outcomes, the College developed DVC Procedure 1018.01, Student Learning Outcomes and Achievement, adopted in February of 2010 (IIA1-21). The procedure codifies the process of development and assessment of course, program, student service, and administrative learning outcomes. In addition to the procedure, course and program level student learning outcomes 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.

As programs are developed, identification of program learning outcomes (PLOs) are a required component both in the program development proposal and the new program application in the section “Program Goals and Objectives” with the result that that PLOs are vetted by the Curriculum Committee as part of the approval process (IIA-25). The Student Learning Outcome Assessment Committee (SLOAC) uses alignment matrices to ensure that course content relates to the PLOs (IIA-26). All PLOs have been aligned with course content so they clearly demonstrate their relevance to the program. PLO assessment is ongoing with 100 percent of programs assessing one or more PLOs each year. The results of the assessment are posted in the WebSLOs 2.0 system at the end of the assessment year and an analysis of those assessments is conducted by the SLOAC during the following fall term, including a review of the alignment matrix (IIA-27). In addition, as course SLOs are assessed and changes occur, action plans are created which may include changes to PLOs.

To assist with the development, assessment, modification, and tracking of both course and program level student learning outcomes (SLOs), in fall 2009, the College granted a permanent, full-time faculty member reassigned time for technical support for development of a web-based SLO system, WebSLOs 2.0. The system has helped to streamline and track the SLO process so that faculty can focus on student learning rather than the mechanics of tracking. The system allows faculty to generate reports showing when courses have been assessed and the results and improvements from those assessments (IIA1-12).

Since November 2010, the College has implemented a program review process that has been developed with all constituency group input. On a two-year cycle, all units conduct a program review: instructional unit program review (IUPR), student services program review (SSPR), or administrative program review (APR). All program reviews contain data that are analyzed by the unit and must be used to substantiate planning and resource allocation requests. Data included in Section II of the IUPRs include longitudinal enrollment data, student success data, and financial data, among other metrics (IIA1a-23). Data included in SSPRs include data such as student satisfaction surveys, student utilization of services, and student gains in self-efficacy; administrative program reviews include data on personnel and budgets. Based on the data provided, the units conduct a self evaluation and develop improvement plans and requests for resource allocations. All program reviews go through a peer review validation process. Resource allocation is tied to completion of program review and acceptance through the validation process. For career technical education (CTE) programs, program review includes approval by the Advisory Committee chair, which serves to confirm that the program meets community needs. The College completed its most recent program reviews in January 2014.

As a part of the College’s commitment to continuous improvement, all College units evaluate the effectiveness of the program review process, including an evaluation of the templates, timelines, and data provided. (IIA1a-24). Each implementation of the program review resulted in changes to the templates and process with the goal of improving outcomes. In the spring and summer of 2011, meetings were held with representatives from instruction, student services, and
II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

The College uses the program review process to assess the quality of its coursework and programs. Administrative program reviews, student services program reviews, and instructional unit program reviews are conducted every two years. Effective 2011-2012 all three completed their reviews on the same two-year cycle and used identical summary templates to allow for comparison of requests for additional College one-time resources. In an effort to continue to align and improve these processes, the program review procedure is assessed at the conclusion of each cycle to determine if further revision is warranted (IIA2-20).

In 2009-2010, a taskforce comprised of Faculty Senate representatives and administrators met to revise the instructional unit program review process as part of the College’s commitment to continuous quality improvement and in response to a recommendation from the Accrediting Commission for Community and Junior College’s previous evaluation of DVC. The taskforce received input from the Integration Council and other constituents (IIA2e-22). A focus was placed on developing an instrument that would better address relevancy, currency, and appropriateness of the program, incorporate student learning outcome achievement, and include future needs and plans. The instrument included program data such as student success rates, program completions, and fill rates that indicate demand for the program and the impact on students. For career technical education (CTE) programs, Advisory Committees are a requirement, and compliance with this requirement is included in program review. Advisory Committees are a key factor in ensuring that CTE programs stay up-to-date and relevant.

The instructional unit program review instrument and process was piloted in 2009-2010 (IIA2e-23). The taskforce met after that implementation to evaluate the success of the process and adjustments were made based on feedback from constituents. Instructional unit program review was done again in 2010-2011, including the changes recommended by the taskforce (IIA2e-24). That process led the taskforce to recommend that the instrument be placed in a web-enabled modality and that the cycle move to a two-year cycle rather than annual, because it was observed that an annual cycle did not allow for evaluation of improvement strategies implemented. The web-enabled program review instrument, WebPR 1.0, was rolled out in 2011-2012, representing the first year of the two-year cycle. Effective 2011-2012, all instructional units completed the same program review in the same cycle, so that all requests for resource allocation have an equal opportunity for consideration.

The program review process includes a validation step, in which teams of faculty from other divisions and departments read and provide feedback to the instructional unit program review (IUPR) teams on the content and analysis contained in the IUPR (IIA2e-25). The goal of
validation is to promote College wide dialogue and to provide reflections and feedback to units that will allow them to prepare the most thoughtful program reviews possible. The IUPR consists of three sections: overview, data and analysis, and summary. Section one, overview, includes a discussion of the role of the program in the overall college curriculum, focusing on appropriateness to mission, students served, progress made since the previous program review. Section two presents extensive student and program data for commentary and analysis. Course success is disaggregated by online and not online, student demographics are disaggregated by gender, ethnicity and age. Career technical education programs have additional accountability requirements such as evaluation of performance on core indicator measures (IIA2e-26), convening of Advisory Committees, and reviewing labor market data (IIA2e-27). Program relevance is established by Advisory Committee recommendations, labor market analysis, and is further inferred by student demand as evidenced by fill rates and productivity. The analysis of these trends helps to inform enrollment management.

Student learning outcome (SLO) assessments start with faculty at the course level and are an integral part of the decision-making process to support and improve student learning in every area of the College (IIA2a-4). As of May 9, 2014, DVC had 1,268 active courses with defined student learning outcomes (SLOs) and 71 percent of all courses had been assessed at least once, with over a third having been assessed multiple times (IIA2a-5). Course level SLOs are included in all section syllabi (IIA2a-6). In addition, all 195 programs offered by the College have established program level SLOs that are available through a link in the College Catalog, www.dvc.edu/slo (IIA2a-7). Program assessments have been reviewed and approved by the Student Learning Outcome Assessment Committee for 144 programs (66 percent) (IIA2a-8).

In 2007-2008, the College established a five-year plan for initiating the assessment of course level student learning outcomes (IIA2a-9). Once a course has been assessed it must be reassessed within three years. The Student Learning Outcome Assessment Committee (SLOAC), in coordination with the department or area, selects 33 percent of the courses from that department or area to be assessed each academic year over a three-year cycle. All departments and areas have the option of assessing their courses more frequently, at their discretion (IIA2a-10).

Faculty members analyze assessment results and can decide to modify or replace the assessment method or criteria used for assessing the student learning outcomes (SLOs). Action plans focus on how to change the curriculum or improve the SLO assessment process itself. The review of SLO data and the discussion among faculty of the data can result in action plans that call for curricular or programmatic change.

The student learning outcome (SLO) assessment committee has developed alignment matrices to align program level SLOs with course level SLOs (IIA2a-14). The committee uses the alignment matrices to review program level SLOs. All program level SLOs have been aligned with course content so that they have relevance to the program. As course level SLOs are assessed and changes occur, action plans are created which may include changes to program level SLOs. As new courses or programs are developed, SLOs are a required component prior to approval by the Curriculum Committee (IIA2a-15). General education learning outcomes (GELOs) have been developed and mapped to courses for the three patterns of general education (IIA2b-15).
The College developed a comprehensive institutional learning outcome (ILO) in the fall of 2010 and assessed achievement of this ILO by collecting data through the ACT survey administered to students (IIA2b-20). As the College implemented effective course and program learning outcomes assessment, the need to have institutional learning outcomes that were more connected and aligned to course, program, and general education learning outcomes became evident. In 2012-2013, the College developed and approved new ILOs through the Faculty Senate. The Student Learning Outcome Assessment Committee (SLOAC) will discuss the alignment of the new ILOs to the current course and program learning outcomes during the 2014-2015 academic year (IIA2b-21).

To ensure that the College continues to focus on SLOs, in spring 2010 the College approved DVC Procedure 1018.01, which describes the College procedure for SLO assessment and continuous improvement (IIA2-10). In addition, 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 assessment timelines, that unit becomes ineligible for resources available through the College resource allocation process. WebSLOs 2.0 is the online public site, with outcome statements, summary reports, blank forms, and submittal forms. For faculty use, assessment results and action plans are hosted on a College-maintained shared drive (IIA2-11). The system allows faculty, department chairs, deans, and College administrators to generate reports showing when courses have been assessed, the results of the assessments, and improvements based on those assessments. These reports can be generated for the discipline, department, division, SLO assessment committee, or the College.

II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Diablo Valley College ensures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

In keeping with the mission of the College, DVC offers comprehensive support programs and services to its diverse student body at both the Pleasant Hill Campus and the San Ramon Campus, as well as online. The College’s individual student services are listed with a detailed description in the full response to Standard II.B.1.

II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Diablo Valley College (DVC) evaluates student support services to assure adequacy in meeting identified student needs. DVC systematically assesses student support services by engaging student, faculty, and staff input and other appropriate measures in order to improve the effectiveness of services. The college has developed a systematic cycle of ongoing evaluation that includes integrated planning and evaluation through program review of college plans,
student services, instructional units, and administration. The College aligns programs and services with the institutional mission, character, and student population through a process of faculty and staff dialogue related to program review, planning and development, and assessment of student learning outcomes (IIB4-1).

Student services evaluation and integrated planning are conducted primarily through the following processes: program review, student learning outcome assessment, state and federal program reporting, and program initiated assessments.

II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

DVC evaluates library and learning support services to assure that they meet identified student needs. Evaluation of the services provides evidence that the services contribute to the achievement of student learning outcomes and are the basis for decision-making and improvement strategies. Evaluation of key services is ongoing and integrated into the library’s operational practices to prioritize service areas designated for improvement and to maintain ongoing effectiveness. Although it remains a challenge to document the long-term impact of library services on student achievement, a culture of ongoing evaluation and a commitment to implement improvements based on evidence is an integral part of the library’s operation.

The Faculty Senate Tutoring Advisory Committee (TAC) evaluates College tutoring services and makes recommendations based on its findings. In fall 2012, the Tutoring Advisory Committee (TAC) published a final report with information from the internal and external research team interviews and the student tutoring survey (IIC2-6). The report was made available to faculty, staff, and management. In spring 2013, the TAC completed the third cycle of research, implementing an online as well as a paper-based survey. The tutoring survey overwhelmingly shows that students feel tutoring is helping them with their academic success and that students believe additional tutoring services would help them be more successful. The tutoring survey found that students are more confident in their ability to learn, more likely to complete the class, and more likely to achieve their academic goals after receiving tutoring (IIC2-7). The Tutoring Advisory Committee (TAC) used the results of the student survey evaluations and the external and internal research data as a basis for improving and expanding on tutoring services. The TAC developed a College wide tutor training course, Interdisciplinary 140 (INTD 140), which will be offered in fall 2014.

Both media services and student computer labs utilize the faculty and staff survey and student surveys to gather regular feedback. The assessments provide information about the contributions of media services and computer labs to student learning and also provide a means for identifying needed improvements.

III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.
DVC Procedure 1010.01, Integrated Planning, provides an ongoing, documented, and systematic cycle of planning, resource allocation, implementation, and evaluation that links resource allocation to planning, enhances institutional effectiveness, and promotes student learning and achievement (IIIA6-1). DVC Procedure 1016.01, Program Review, establishes that program reviews are the primary basis for resource allocation requests for additional staff, equipment, or other needs (IIIA6-2). Administrative, student services, and instructional units regularly conduct program reviews which include a section on evaluating human resources and strategies for improvement (IIIA6-3).

All requests from program reviews and College wide plans undergo evaluation and ranking by the Integration Council which is forwarded to the Budget Committee. The Budget Committee develops an annual plan for resource allocation which is shared with constituency senates and councils and then sent to the College Council as a final recommending body to the president.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

College planning processes are outlined in the College’s Procedure 1010.01, Integrated Planning, which ties together College planning, program reviews and their validation, student learning outcomes, and resource allocations (IIID1a-7). The program review process provides an ongoing 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. The College’s budget allocation process is outlined in Procedure 5018.01 (IIID1a-8).

IV.A.5. The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The first two College wide decision-making surveys results indicated that the College community believed there were too many committees for the College to sustain in membership. The College has now reduced to four College wide governance committees and eight College wide operational committees. The last survey results were generally positive. The College continues to focus on informing the community about venues and processes for proposing new ideas, initiatives, practices, programs and services, meeting dates, and agendas.
IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

• Establishing a collegial process that sets values, goals, and priorities; and
• Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; and
• Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
• Establishing procedures to evaluate overall institutional planning and implementation efforts

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 and a periodic Governance at a Glance newsletter (IVB2b-9). There are many other communication vehicles used by the president which are described in detail under Standard IV.B.2.b.

In July 2011, in support of a District effort to move toward greater consistency and efficacy of research design and to improve integrated planning and institutional effectiveness across the District, the president eliminated its College position of dean of planning, research, and student outcomes and contributed financially to the establishment of a new senior dean of research and planning position at the District office (IVB2b-18). This position reports directly to the executive vice chancellor of education and technology and meets regularly with the District leadership, including the college presidents, and at the Chancellor’s Cabinet (IVB2b-19). The College president is in active dialogue with the District research office about College research needs and results and invites the senior dean of research and planning to the College to meet with his cabinet and deans (IVB2b-20).

The president ensures that educational planning is integrated with the resource allocation process (IVB2b-24). The president led the College through the strategic planning process in 2011-2014 which resulted in a new College directive, three College values, and four goals to help guide the resource allocation process. Measurable objectives and strategies to meet the objectives were developed to achieve the goals of the Strategic Plan (IVB2b-25). As part of the program review process, units request resources and create goals aligned with the College strategic direction and goals and based on student success data and student learning outcomes (IVB2b-26). Instructional and student service units also reflect in program review on the ways previous resources received have enhanced their service to students and impacted on student success (IVB2b-27).

Each year, the President collects information from the College administrators about College accomplishments towards the strategic directions in order to evaluate progress toward improving student learning (IVB2b-30). The College President annually reports these accomplishments to the Contra Costa Community College District Governing Board (IVB2b-31).

Evidence R3
R3-1 Letter from the Accrediting Commission for Community and Junior Colleges in response to Follow-Up Report, January 31, 2011
R3-2  *Follow-Up Report* from the Accrediting Commission for Community and Junior Colleges, November 18, 2010, p. 13

R3-3  Instructional unit program review sample English
      Instructional unit program review sample summary report, February 2, 2012

R3-4  DVC Procedure 1016.01, Program Review

R3-5  President’s Cabinet meeting minutes, August 17, 2011
      President’s Cabinet meeting minutes, September 7, 2011
      President’s Cabinet meeting minutes, April 6, 2011
      Student services managers minutes, August 19, 2011
      Student services managers minutes, September 9, 2011
      Student services managers minutes, October 21, 2011
      Administrative program review improvement notes, January 17, 2012

R3-6  Email from R. Westlake, Administrative program review, February 15, 2012

R3-7  Integration Council minutes, April 15, 2011,
      Integration Council minutes, January 27, 2012

R3-8  Administrative program review template 2011-2012
      Administrative program review validation form 2011-2012

R3-9  Student services annual program review template 2011-2012
      Student services comprehensive program review template 2011-2012

R3-10 Letter from Accrediting Commission for Community and Junior Colleges,
      January 31, 2011
Response to Previous Recommendation 4 (R4)

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. (Standards: IIA, IIA1a) The team further recommends that Student Learning Outcomes should be incorporated into the College mission statement (Standard: IA).

Descriptive Summary of Resolution

As evidenced in the *Focused 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 (R4-1). A letter from the Commission dated July 2, 2012, noted that the Commission had considered the *Focused Mid-Term Report* and by doing so ensured that the recommendation had been addressed by the College (R4-2). The College continues to meet this Standard and engage in continuous improvement around it.

By year’s end 2008, DVC had defined student learning outcomes (SLOs) for 122 courses with 12 courses having been assessed. Program level learning outcomes were developed for 15 programs with 2 having been assessed. As of spring 2012, all 1,121 courses had defined SLOs and 56 percent of all courses had been assessed at least once, with some key courses having been assessed multiple times. 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 195 programs with all having been assessed.

To ensure that the College continues to focus on student learning outcomes, the College developed DVC Procedure 1018.01, Student Learning Outcomes and Achievement, February 22, 2010 (R4-3). 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.

The Faculty Senate Student Learning Outcome Assessment Committee (SLOAC) includes representatives from all divisions and facilitates communication among faculty, instructional departments, the Faculty Senate Council, the Curriculum Committee, and administration to ensure that work on student learning outcomes (SLOs) progresses smoothly across the College (R4-4). The SLOAC evaluates its process on a regular basis as part of continuous improvement (R4-5). All disciplines listed in the College *Catalog* have courses that have been assessed. Course level SLOs are included in classroom syllabi. In addition, all 200 programs offered by the College have established program level SLOs that are available through a link in the College *Catalog*, www.dvc.edu/slo. New curriculum approval processes insure that new courses and programs include SLO development and are integrated into the departments SLO assessment cycle (R4-6). The College achieved proficiency and sustainability in this area by spring 2013.

To assist with the development, assessment, modification, and tracking of both course and program level student learning outcomes (SLOs), the College granted a permanent, full-time faculty member reassigned time for technical support for development of a web-based SLO
system named WebSLOs 2.0. The system has helped to streamline and track the SLO process so that faculty can focus on student learning rather than the mechanics of tracking. The system allows faculty to generate reports showing when courses have been assessed and the results and improvements from those assessments (R4-7). At the beginning of each semester the SLO reassigned faculty member sends a list of current SLOs, the SLO history, and action plans for each course each faculty member is teaching that semester. In that way, whether the SLO is up for assessment in that semester or not, each instructor receives the current SLOs and information about their past assessments and the department’s plans for future assessments for each course they will teach.

WebSLOs 2.0 is an online public site, http://www.dvc.edu/slos, with outcome statements, summary reports, blank forms, and submittal forms. For faculty use, assessment results and action plans are hosted on a college maintained shared drive. The system allows faculty, department chairs, deans, and College administrators to generate reports showing when courses have been assessed, the results for the assessments, and improvements from those assessments. Reports can be generated for the discipline, department, division, Student Learning Outcome Assessment Committee, or the College.

The Student Learning Outcome Assessment Committee (SLOAC) has developed an annual process for reviewing and approving course and program level student learning outcomes (SLOs) (R4-8). The SLOAC in coordination with the department or discipline select 33 percent of the courses from that department or discipline to be assessed each academic year over a three year cycle. The SLOAC developed alignment matrices to align program level SLOs with course level SLOs (R4-9) The committee then used the alignment matrices to review program level SLOs. All program level SLOs have been aligned with course content so that they have relevance to the program. As course level SLOs are assessed and changes occur, action plans are created which may include changes to program level SLOs. As new courses or programs are developed, SLOs are a required component prior to approval by the Curriculum Committee (R4-10). During the fall semester the committee reviews all program SLO assessment action plans submitted during the previous spring semester. Also in the fall semester, departments or disciplines enter their course SLO assessment results, analyze the assessment data, and create course SLO action plans. During spring semester the SLOCAC reviews all course SLO assessments submitted during the previous fall semester.

DVC Procedure 1017.01, Reviewing the Mission Statement, requires that the College review its mission statement every two years or at shorter intervals, if necessary (R4-11). As a result of a review conducted in the fall of 2010 and spring of 2011, the College president in collaboration with the College Council, notified the entire College by email of a revised College mission statement which includes specific reference to student learning (R4-12). In fall 2013, after a year of collaborative work, a draft of the new DVC 2013-2017 Strategic Plan, which includes a Mission Statement, was sent to the DVC community via email for vetting (R4-13). The 2013-2017 Strategic Plan was approved through the College governance structure in fall 2013.

Analysis of Results
This recommendation has been satisfied. Student learning outcomes (SLO) have become part of departmental and programmatic planning and are part of the College’s mission statement. The
Student Learning Outcome Assessment Committee evaluates the College SLO process on a regular basis as part of continuous improvement. The College has gone from a slow, paper driven evaluation process to a cross platform (PC and Mac), scalable web enabled system that has allowed the College to achieve proficiency and sustainability in this area (R4-14).

Below are links to the College’s detailed responses from DVC’s comprehensive self-evaluation to the Standards listed in Previous Recommendation 4. Included here are summaries of the evidence cited in the report. The full text for each Standard can be found by using the highlighted link below.

**Responses to Standards Cited Within Previous Recommendation 4**

I.A. Mission. The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

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:

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 (IA1-1).

The mission statement was approved by the Contra Costa Community College Governing Board in April 29, 2009, March 23, 2011, and January 23, 2013 and is published annually in the College Catalog and on the DVC website (IA1-2).

Standard II.A. Instructional Programs. The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this Standard are broadly applicable to all instructional activities offered in the name of the institution.

Diablo Valley College offers a wide variety of instructional programs in general education and career technical education disciplines that are consistent with its mission and culminate in identified program learning outcomes. Program learning outcomes (PLOs) have been developed for all degree and certificate programs and are assessed on a two-year cycle that was established by the Faculty Senate Student Learning Outcome Assessment Committee (SLOAC) (IIA-5). All PLOs are available through a link in the College Catalog, www.dvc.edu/slo, and are subject to
assessment (IIA-6). The results of the assessment are posted in the WebSLOs 2.0 system, a locally developed tracking and accountability database, at the end of the assessment year and an analysis of those assessments is conducted by the SLOAC during the following fall term (IIA-7).

Program development is the purview of the faculty, with the support from the instruction office for the program approval process. Since the 2007-2008 Self-Study (academic years 2009-2010 through 2012-2013) 56 degree programs, 56 certificates of achievement, and 6 certificates of accomplishment were added to the College Catalog. There are a total of 80 degrees and 111 certificates listed in the 2014-2015 Catalog (IIA-8).

In 2009-2010, the College established a five-year plan for initiating the assessment of course level student learning outcomes (SLOs). To institutionalize the plan and ensure that the College continues to focus on SLOs, the College developed DVC Procedure 1018.01 which was approved on February 22, 2010 (IIA-19). According to this procedure, once a course has been assessed it must be reassessed within three years. All instructional areas have the option of assessing their courses more frequently, at their discretion. The Student Learning Outcome Assessment Committee (SLOAC), in coordination with the department or area, currently selects 33 percent of the courses from that department/discipline to be assessed each academic year over a three-year cycle. Given the number of active courses, DVC is currently assessing over 400 courses per year.

In addition to this ongoing assessment and scrutiny, course and program level student learning outcomes are a compliance component of all instructional unit program reviews. If an instructional unit does not adhere to the prescribed assessment timelines, that unit becomes ineligible for resources through the College resource allocation process (IIA-24).

As programs are developed, identification of program learning outcomes (PLOs) are a required component both in the program development proposal and the new program application in the section “Program Goals and Objectives” with the result that that PLOs are vetted by the Curriculum Committee as part of the approval process (IIA-25). The Student Learning Outcome Assessment Committee (SLOAC) uses alignment matrices to ensure that course content relates to the PLOs (IIA-26). All PLOs have been aligned with course content so they clearly demonstrate their relevance to the program. PLO assessment is ongoing with 100 percent of programs assessing one or more PLOs each year. The results of the assessment are posted in the WebSLOs 2.0 system at the end of the assessment year and an analysis of those assessments is conducted by the SLOAC during the following fall term, including a review of the alignment matrix (IIA-27). In addition, as course SLOs are assessed and changes occur, action plans are created which may include changes to PLOs.

In a continuous improvement effort, the College determined that its institutional learning outcome (ILO) was too broad and required revision. Throughout 2012-2013, the Faculty Senate discussed this matter with the result that the College adopted revised institutional learning outcomes in spring 2013 (IIA-28). During 2013-2014, the Student Learning Outcome Assessment Committee is in the process of developing a process to allow programs to identify which program learning outcomes map to the revised ILOs (IIA-29).
Standard II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

For-credit courses and programs are conceived, developed, delivered, assessed and improved by the faculty, who focus on high-quality instruction that enables students to successfully transfer to four-year universities; transition to careers that help grow and retain business so that our region grows economically; and develop skills in English and mathematics that allow them to successfully complete college-level coursework. In addition, the College offers not-for-credit fee-based classes that allow our community members to participate in learning experiences that meet their individual needs for personal growth and life-long learning.

Diablo Valley College offers instruction at the Pleasant Hill Campus, the San Ramon Campus and at off-site locations. Some courses are offered in an online or hybrid format. All credit courses and programs offered, regardless of location or method of delivery, undergo a strict faculty-controlled review and approval process.

The College has improved the program approval process through additional support for the program development process by the instruction office staff, publishing program development materials online, and implementing a program development and approval timeline that includes input from the department or area, followed by College and District approval (IIA1-26). Since 2007-2008, the College has added 56 degrees, 56 certificates of achievement, and 6 certificates of accomplishment to the Catalog, evidence that the program development and approval process is functioning.

In 2009-2010, the College established a five-year plan for initiating the assessment of course-level student learning outcomes (SLOs) (IIA1-16). Once a course has been assessed it must be reassessed within three years. All departments and areas have the option of assessing their courses more frequently, but that is at the discretion of the department or area. The SLO assessment committee in coordination with the department or area currently selects 33 percent of the courses from that department or area to be assessed each academic year over a 3 year cycle. The SLO assessment committee developed alignment matrices to align program level SLOs with course level SLOs (IIA1-17). The committee uses the alignment matrices to review program level SLOs. All program level SLOs have been aligned with course content so that they have relevance to the program. As course level SLOs are assessed and changes occur, action plans are created which may include changes to program level SLOs. As new courses or programs are developed, course and program learning outcomes are reviewed prior to approval by the Curriculum Committee (IIA1-18).

In the October 15, 2012, College Status Report on Student Learning Outcome Implementation submitted by DVC to the Accrediting Commission on Community and Junior Colleges (ACCJC), DVC reported that 100 percent of the College's courses had defined student learning outcomes (IIA1a-10). The report indicated that 681 of 1296 total courses (53 percent) had completed assessments. At that time, all courses were on a three-year assessment cycle such that
all courses would be assessed by December 2014. In the Feedback Memo from the ACCJC about the October 2012 report, the ACCJC ranked the College's course assessment completion rate as a 1-out-of-5 (IIA1a-11). The completion percentage was impacted by the College's December deadline for submission of course level assessment results. By December 2012, more courses had completed assessments such that the percentage of total courses assessed was 59 percent (IIA1a-12). Since October 2012, regular assessment of courses has increased annually such that as of May 2014 the course level SLO status of the College is:

Current number of courses in the 2013-2014 Catalog: 1,268
Number assessed as of May 9, 2014: 899 (71 percent). These courses are in compliance.
Number not assessed: 369 (29 percent)

- Independent Study/Student Instructional Assistant (will be assessed when offered): 97 (8 percent). These courses are offered only when individual students and faculty agree that the student will benefit from focused instruction and/or experience. The College considers these courses to be in compliance.
- Courses not offered since 2000-2001 (will be assessed when offered): 104 (8 percent). Many of these courses are specialized and not offered regularly including experimental and topics courses. The College considers these courses to be in compliance.
- Courses scheduled to report assessments by December 31, 2014: 102 (8 percent). These are courses that were assessed in Fall 2013 and Spring 2014. Assessment results are due on or before December 31, 2014. These courses will be in compliance once assessment results have been recorded.
- Courses that have been offered since 2000-2001 and were not assessed: 66 (5 percent). The instructional units which house these courses have been contacted and informed that they should assess these courses the next time they are offered. These courses are not in compliance, but will be brought into compliance the next time they are taught (IIA1a-13).

The College has assessed course level student learning outcomes for 28 courses that have subsequently been removed from the Catalog. Additional courses are scheduled for deletion in fall 2014. There will always be some courses that have yet to be assessed including new courses, topics courses, and instructional student assistant courses that may not yet have been offered. Topics and instructional student assistant courses are required to develop course level student learning outcomes prior to being scheduled.

The Student Learning Outcome Assessment Committee (SLOAC) has developed an annual process for reviewing and approving course and program level student learning outcomes (SLOs) (IIA1-19). During the fall term the committee reviews all program SLO assessment action plans submitted during the previous spring semester. Also in the fall term, departments and disciplines enter their course SLO assessment results, analyze those assessment data, and create course SLO action plans. During spring term, the committee reviews all course SLO assessments submitted during the previous fall semester. At the beginning of each term the WebSLOs system emails all faculty associated with a course offered that semester: the official course outline, the previous SLO assessment results, and action plan (IIA1-20). The SLOAC evaluates its process on a
regular basis as part of continuous improvement. The committee has gone from a cumbersome, paper-driven evaluation process to a cross-platform (PC and Mac), scalable web-enabled system.

To ensure that the College maintains focus on student learning outcomes, the College developed DVC Procedure 1018.01, Student Learning Outcomes and Achievement, adopted in February of 2010 (IIA1-21). The procedure codifies the process of development and assessment of course, program, student service, and administrative learning outcomes. In addition to the procedure, course and program level student learning outcomes 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.

The Student Learning Outcome Assessment Committee (SLOAC) developed alignment matrices to align program level outcomes (PLOs) with course level student learning outcomes (IIA1a-14). All PLOs have been aligned with course content so that they have relevance to the program. As course level student learning outcomes are assessed and changes occur, each department and area reviews and analyzes the course level data to develop action plans which may include changes to PLOs. As new courses or programs are developed, PLOs are a required component in the program application materials that are provided for approval by the Curriculum Committee (IIA1a-15). The DVC General Education learning outcomes (GELOs) have been developed and mapped to courses (IIA1a-16). During 2013-2014, the assessment process for GELOs has been in the process of development through a collaborative process lead by the SLOAC in consultation with the Faculty Senate (IIA1a-17). Completion of the development of this process is a priority of the SLOAC.

The College developed a comprehensive institutional learning outcome (ILO) in the fall of 2010 and assessed achievement of this ILO by collecting data through the ACT survey administered to students (IIA1a-18). As the College implemented effective course and program learning outcomes assessment, the need to have institutional learning outcomes that were more connected and aligned to course, program, and general education outcomes became evident. In 2012-2013, the College developed and approved new ILOs through the Faculty Senate. The Student Learning Outcome Assessment Committee will discuss the alignment of the new ILOs to the current course and program outcomes during the 2014-2015 academic year (IIA1a-19).

Evidence R4

R4-1 DVC *Focused Mid-Term Report* to the Accrediting Commission for Community and Junior Colleges, March 2012, p. 21
R4-2 Letter from Accrediting Commission for Community and Junior Colleges in response to *Focused Mid-Term Report*, July 2, 2012
R4-3 Procedure 1018.01, Student Learning Outcomes and Achievement
R4-4 Faculty Senate Student Learning Outcome Assessment Committee charge
Faculty Senate Student Learning Outcome Assessment Committee membership fall 2013
R4-5 Student Learning Outcome Assessment Committee minutes, February 21, 2014
R4-6 New course proposal form
New program proposal form
R4-7 Screenshot eSLO webpage
R4-8 New course proposal form
R4-9 Student Learning Outcomes alignment matrix
R4-10 New course proposal form
New program proposal form
R4-11 DVC Procedure 1017.01, Review of the Mission Statement
R4-12 Email from P. Garcia, College Council mission statement acceptance, March 1, 2011
R4-13 Email from P. Garcia, Strategic plan, October 28, 2013
2013-2017 Strategic Plan
R4-14 New course proposal form
New program proposal form
Response to Previous Recommendation 5 (R5)
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: IIC1d, IIIc1c, IIIc1d, IIIc2)

Descriptive Summary of Resolution
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” (R5-1).

As documented in the Focused Mid-Term Report of March 15, 2012, the DVC Technology Committee (an expertise-based, multi-constituency committee) developed the 2009-2013 Technology Master Plan which was reviewed and approved by the leadership council, the governance committee in effect at that time. A letter from the Commission dated July 2, 2012, noted that the Commission had considered the Focused Mid-Term Report and by doing so ensured that the recommendation had been addressed by the College (R5-2). The College continues to meet this Standard and engage in continuous improvement around it.

Since the Show Cause Report approved of the plan in November 2009, the DVC Technology Committee has continued to implement the plan, which includes evaluation and support of instruction, student services, and administration and which is integrated into College wide planning and resource allocation processes, demonstrating that the plan and process are at the sustainable, continuous quality improvement level.

Technology-related needs are identified by instructional, student services, and administrative units in the program review process (R5-3). In instructional unit program review section III, item G (of the 2011/12 version) named “critical recourse needed” there is a section for “technology” (R5-4). Instructional units rank the seven sections which describe their need and its estimated cost, which gets compiled into a single document (R5-5).

The Technology Committee identifies needs not only from program review, but also from various College wide surveys including a technology use survey, and knowledge concerning what is available within the current technology field (R5-6). To assess the effectiveness of technology in meeting its range of needs and how effectively those needs are met, the College uses end-user surveys, covering faculty, staff, and students (R5-7).

Technology related requests from program reviews of instructional units, student services areas, and administrative units are considered by the Integration Council for detailed critical review. Each program review is read by members of the Integration Council, rated against rubrics, and prioritized for the purpose of resource allocation recommendations. The Integration Council forwards their prioritized rated list of resource allocation recommendations to the Budget.
Committee. The Budget Committee determines College wide monies available to allocate for one-time and ongoing expenses. With these available College monies, the Budget Committee recommends the allocation amounts for each of the four program review resource categories of equipment/supplies, human resources, facilities, and technology. The total monies in each category are fully utilized to meet as much of the Integration Council’s prioritized listings as possible. The Integration Council and Budget Committee receive expert, cross constituency technology input and guidance from the Information Technology Committee in finalizing their recommendations for funding.

In the final part of the program review resource allocation process, the Budget Committee forwards its Annual Budget Plan and allocation recommendation to the College Council for review. If approved, this plan and recommendation is forwarded to the College president for review. If approved, the plan is implemented.

In fall 2011, the Integration Council forwarded technology request information from program reviews to the Information Technology Committee. These technology requests and the goals set out in the 2009-2013 Technology Master Plan were reviewed by the Information Technology Committee to determine which computers were to be replaced and to prioritize additional technology-related purchases. These recommendations were forwarded to the Integration Council, then to the College Council where they were approved and presented to the College president (R5-8). On December 9, 2011, the Budget Committee recommended to the College Council that $494,000 be allocated to meet the technology needs identified in program reviews and College wide plans as noted by the Integration Council and the Information Technology Committee. The College Council on January 27, 2012, agreed with this recommendation and forwarded it to the president who accepted it in early March 2012.

**Analysis of Results**

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. As witnessed by the Show Cause Report issued by the Commission dated November 3-4, 2009, page 20 (R5-9), the College immediately addressed and resolved the issues related to Eligibility Requirement 19. As the College considers its next strategic planning process, the role and function of the 2014-2016 Technology Master Plan will be addressed. In the meantime, college governance and program review appropriately reference the College’s 2014-2016 Technology Master Plan (R5-10)

Below are links to the College’s detailed responses from DVC’s comprehensive self-evaluation to the Standards listed in Previous Recommendation 5. Included here are summaries of the evidence cited in the report. The full text for each Standard can be found by using the highlighted link below.

**Responses to Standards Cited Within Previous Recommendation 5**

II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.
DVC provides effective maintenance and security for its library and other learning support services. The entrance to the Pleasant Hill Campus Library has anti-theft security gates and all books and periodicals have magnetic security strips. The library and computer classroom are alarmed and managed by an external alarm company. All emergency exits are alarmed. All computers are locked down and equipped with Deep Freeze security software to prevent data and software corruption and all major equipment in the library is under vendor-supplied service contracts. Off-campus access to subscription resources requires authentication via a proxy server, which is checked against a list of current students and faculty. Regular maintenance of the library’s print collection occurs through daily shelf-reading and de-selection procedures and missing book reports. The library receives District and College support to provide funding for equipment and library software maintenance and upgrades. The San Ramon Campus Library is maintained by the Contra Costa County Library and the City of San Ramon.

III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Upgrades, replacements, and maintenance of technology are guided by the Colleges’ program review process and the current Technology Master Plan, which lists among its guiding principles, to “increase student access to College resources” and “consider ease-of-use” (IIIIC1c-1). A Service Level Agreement specifies the responsibilities and procedures for implementing these principles (IIIIC1c-2).

To identify technology-related needs, the program review template has sections specifically related to technology, where instructional, student services and administrative units on campus express and justify needs to support their programs (IIIIC1c-4). All instructional units prioritize their critical resources needs and describe their needs with estimated costs, which are compiled into a single document (IIIIC1c-5). This document informs the next step of the College resource allocation process, where needs are reviewed and ranked by the Integration Council. Their recommendations are forwarded to the Budget Committee, who makes recommendations to the College Council. The Integration Council and Budget Committee receive expert, cross constituency technology input and guidance from the Information Technology Committee in finalizing their recommendations for funding. After reviewing the recommendations from the Budget Committee, the College Council makes recommendations to the College president, who makes final resource allocation decisions.

Outside the program review process, information on technology needs is gathered by the College and the District through surveys of all constituent groups, faculty, staff, management, and students (IIIIC1c-6).

The College acquires technology infrastructure and equipment on an on-going basis. Some examples of improvements are:

- New email implementation.
- New learning management system (Desire2Learn).
- New distance education options for students.
- Computer replacements.
• Computer lab improvements.
• More smart classrooms.
• New Service Level Agreement.
• District wide infrastructure upgrade.
• System backup improvements.

The College upgrades technology infrastructure and equipment on an on-going basis. The recently-completed Network Infrastructure Project was a District wide project to upgrade the local and wide area networks at each college to meet new technical specifications that support a high capacity voice, video, and data system with expanded wireless coverage. It was a 7-year, bond-funded project that began implementation in 2009. One result of the project to date is that the College now has a more robust network system. Another result is that certain responsibilities are now shifting to the District from the College (III.C1c-30).

III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

The distribution and utilization of technology resources support the development, maintenance, and enhancement of DVC’s programs and services. DVC and the Contra Costa Community College District are committed to providing access to computing resources to all current students and employees. DVC’s 2014-2016 Technology Master Plan serves as a guide to the allocation and use of technology resources. The Information Technology Committee is charged with the implementation of the plans and assessment of the success of technological solutions across the campuses. Examples of its involvement range from reviews of classroom technologies for the purpose of making campus wide recommendations to promoting technologies for classroom use, such as YouTube.

The College website is a critical link in distributing technology and informing constituent groups about products and services available to them. The Marketing Department maintains the website and assures that it is available and secure.

An acceptable use policy helps to ensure that access to technology is actually used for its intended purpose, and not for unauthorized, illegal, or otherwise unethical use.

III.C.2. 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.

The College ensures that its technology program and service needs are identified through its Technology Master Plan which is integrated with institutional plans and program reviews. The 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.
Resource allocation at the College is done through the program review process, where individual units assess their needs and submit reviews with resource requests. The program reviews are evaluated by the Integration Council, which makes recommendations on resource allocation to the Budget Committee. To integrate expert knowledge about technology into the program review evaluations, the Information Technology Committee has a standing representative on the Integration Council. The Information Technology Committee reports at the end of the year to College Council and interacts with the Institutional Planning Committee when technology issues arise from program review, committees, surveys, and other College information data gathering (IIIC2-7).

Assessment of technology resources is done through many methods at the College.

- End-user surveys.
- Assessment of online instruction.
- Assessment of training effectiveness.
- Assessment of financial aid use of Ellucian Colleague.
- Assessment of the Technology Master Plan implementation grid.
- Assessment of the Information Technology Committee.

**Evidence R5**


R5-2 Letter from Accrediting Commission for Community and Junior Colleges in response to *Focused Mid-Term Report*, July 2, 2012

R5-3 Administrative program review, Buildings and Grounds 2010-2011
Student services program review, Admissions and Records 2009-2010
Instructional unit program review, Computer Technical Support, 2011-2012
Instructional unit program review, Energy Systems 2011-2012

R5-4 Administrative program review, Buildings and Grounds 2010-2011
Student services program review, Admissions and Records 2009-2010
Instructional unit program review, Computer Technical Support, 2011-2012
Instructional unit program review, Energy Systems 2011-2012

R5-5 Administrative program review, Buildings and Grounds 2010-2011
Student services program review, Admissions and Records 2009-2010
Instructional unit program review, Computer Technical Support, 2011-2012
Instructional unit program review, Energy Systems 2011-2012

R5-6 Technology plan survey for employees, 2013
Technology plan survey for students, 2013
Online student satisfaction survey, fall 2010
Technology survey for students, March 2009

R5-7 Technology plan survey for employees, 2013
Technology plan survey for students, 2013
Online student satisfaction survey, fall 2010
Technology survey for students, March 2009

R5-8 Technology plan survey for employees, 2013
Technology plan survey for students, 2013
Online student satisfaction survey, fall 2010
Technology survey for students, March 2009


R5-10 2014-2016 Technology Master Plan
Response to Previous Recommendation 6 (R6)
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: IIA2a, IIA2e)

Descriptive Summary of Resolution
This recommendation was initially satisfied as evidenced by the statement in the visiting team report dated November 3-4, 2009, in response to a Show Cause Report (R6-1). 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 Title 5 non-compliance (R6-2). 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 (R6-3). 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.

By the end of May 2009, course outlines of record for all courses were brought up-to-date. Since then, DVC has maintained and continuously improved its processes of curricular review and course and program approval with adequate technology and staff support through the work of the DVC Curriculum Committee. The College’s Curriculum Committee ensures the quality of courses offered at the college by evaluating and verifying prerequisites, student learning outcomes, content, methods of instruction, evaluation methods, and how many credits a course is worth. The committee is composed of a representative from each academic division, which includes library, counseling, San Ramon Campus, as well as the articulation officer ensuring that faculty members have the primary role in the curriculum process.

The College has implemented a regular five-year cycle of course review locally known as “Title 5 rewrites.” Each existing course is reviewed by the Curriculum Committee on this five-year cycle. Each new course proposal, whether proposed as experimental, topics, or permanent, is reviewed and approved prior to inclusion in the schedule and/or Catalog. New courses, and those being updated per their five-year cycle, are first reviewed through the technical review process. This review is conducted by the Curriculum Committee chair, articulation officer, senior dean of curriculum and instruction, and the administrative assistant who serves both curriculum and Student Learning Outcome Assessment Committees. In consultation with initiator, division Curriculum Committee representative and/or department representative, the technical review team evaluates courses for quality, accuracy, and adherence to Title 5, College, and state chancellor’s office requirements. Courses that do not meet all appropriate standards are revised in consultation with faculty or returned to appropriate faculty for improvement. Once a course is
approved through the technical review process, it is then reviewed by the full Curriculum Committee. Any pre- or co-requisite or distance education supplement is reviewed and approved separately from the rest of the course outline. Courses that do not meet their deadlines for Title 5 rewrites will not be offered by the College and the program becomes ineligible for one-time resource allocation.

The College has improved the program approval through implementing a development and approval timeline that includes input from the discipline/department, followed by College and District approval (R6-4). All new programs must adhere to the development and approval timeline.

Technology and staff support the work of curricular review. Since the last accreditation cycle, the college has fully implemented the Web Curriculum System (WCS), a locally-developed course management system, and has made regular improvements to it. Most recently a major revision was completed in August of 2013. All course revisions, as well as new course proposals, go through an approval process managed by the WCS. The WCS is supported by the curriculum specialist assisted by programming support provided by the College information technology unit. Classified and management support for the curriculum management system is sufficient to maintain processes as evidenced by the ongoing ability of the College to keep course outlines of record up-to-date for over 1,300 course outlines. The curriculum specialist is a full-time classified staff member who supports the Curriculum Committee and all activities associated with course and program approval as well as technical assistance for WCS (R6-5). A Curriculum Committee website was developed in spring 2013 to allow faculty and staff ready access to materials and information that support the currency of the curriculum (R6-6).

Faculty are an integral part of the curriculum review process. All courses are on a five-year cycle of review and revision which is done by faculty. When a course is scheduled for Title 5 revision, faculty evaluate its effectiveness in relation to student learning and its place in the curriculum for certificate and degree requirements. Faculty evaluation of the courses may include analysis of student learning outcomes, latest research in the field, changes in technology, or information from advisory boards. Based on their evaluation, faculty revise the course outlines, then send the course through the Web Curriculum System (WCS) for review by Curriculum Committee representatives, department chair, division dean, Curriculum Committee and vice president of instruction. In addition to reviewing and revising courses on a regular schedule, faculty also develop new courses, remove courses from the curriculum, and revise certificate or degree requirements. All new courses and revisions to courses, as well as certificates and degrees must be approved by the Faculty Senate Curriculum Committee. By the end of May 2009, all course outlines of record had been reviewed and have followed the regular cycle of Title 5 rewrite since that time.

The curriculum review and improvement process is fully integrated with the program review process. Program reviews are used by College wide committees as they consider alignment of institution wide practices to support and improve student learning. The following College wide, governance groups discuss course updates, student learning outcome (SLO) assessment and program reviews as part of institutional planning processes:
• During the program review process, the Faculty Senate Student Learning Outcome Assessment Committee (SLOAC) works with faculty to assess their SLOs and their timeliness on assessing them.
• The SLOAC works with faculty and the Curriculum Committee to align the course SLOs with program, degree, and certificate learning outcomes.
• The Curriculum Committee works with faculty to complete its regularly scheduled course updates.
• The SLOAC and the Curriculum Committee provide data on completion of SLO assessments and course updates (Title 5 rewrites) as part of the program review process.
• The Integration Council conducts a thorough and public review of all validated program reviews and assesses instructional, student services, and program needs and compliance with authentic use of SLO assessments.

The Budget Committee, the College Council, and the Institutional Planning Committee use reports from the Integration Council and other College wide committees to make recommendations on resource allocation and improvements needed to align institution wide practices to support and improve student learning.

Analysis of Results
This recommendation has been satisfied, as witnessed by the statement on the visiting team report dated November 3-4, 2009, page 16 (R6-7). The College continues to meet this Standard and engages in continuous improvement around it.

Below are links to the College’s detailed responses from DVC’s comprehensive self-evaluation to the Standards listed in Previous Recommendation 6. Included here are summaries of the evidence cited in the report. The full text for each Standard can be found by using the highlighted link below.

Responses to Standards Cited Within Previous Recommendation 6

II.A.2.a The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

To ensure that the College focuses on student learning outcomes (SLOs), the College developed DVC Procedure 1018.01, Student Learning Outcomes and Achievement, February 22, 2010. The procedure describes expectations and standards for learning outcomes (IIA2a-1). Compliance with continuous course and program level SLO assessment is a requirement of all programs and included in instructional unit program reviews (IIA2a-2). If an instructional unit does not adhere to the prescribed timelines, that unit becomes ineligible for resources through the College resource allocation process, including eligibility for faculty hires (IIA2a-3).

In 2007-2008, the College established a five-year plan for initiating the assessment of course level student learning outcomes (IIA2a-9). Once a course has been assessed it must be reassessed within three years. The Student Learning Outcome Assessment Committee (SLOAC), in
coordination with the department or area, selects 33 percent of the courses from that department or area to be assessed each academic year over a 3-year cycle. All departments and areas have the option of assessing their courses more frequently, at their discretion (IIA2a-10).

Faculty review and update their courses regularly as part of a process locally known as “Title 5 rewrites.” All courses are on a five-year cycle of review and revision (IIA2a-20). When a course is scheduled for Title 5 revision, the faculty evaluates its effectiveness in relation to student learning and its place in the curriculum for certificate and degree requirements. Faculty evaluation of the courses may include analysis of student learning outcomes, latest research in the field, changes in technology, or information from advisory boards. Based on their evaluation, faculty revise the course outlines and send the course through the Web Curriculum System (WCS) for review by Curriculum Committee representatives, department chair, division dean, Curriculum Committee and vice president of instruction. In addition to reviewing and revising courses on a regular schedule, faculty also develop new courses, remove courses from the curriculum, and revise certificate or degree requirements. All new courses and revisions to courses, as well as certificates and degrees must be approved by the Faculty Senate Curriculum Committee (IIA2a-21).

By the end of May 2009, all course outlines of record had been reviewed and have followed the regular cycle of Title 5 rewrite since that time (IIA2a-22). The senior dean of curriculum and instruction under the supervision of the vice president of instruction and the Curriculum Committee chair are responsible for course and program approval processes. All course outlines are maintained in a locally developed database, the Web Curriculum System (WCS). The Curriculum Committee chairperson receives 40 percent reassigned time, a 100 percent full time equivalent classified employee supports the Curriculum Committee procedures, and programming for the database is provided by the College Information Technology and Services Department staff. A detailed outline and description of the process to maintain the currency of outlines and the approval of new courses and programs was prepared and approved by the Curriculum Committee in the fall of 2009 (IIA2a-23), which ultimately resulted in the Course Update Compliance Procedure 4001.07 (IIA2a-24).

II.A.2.e The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

As of fall term 2009, all course outlines of record for all courses have been brought up-to-date, and have maintained currency, through the revised process of technical review and Curriculum Committee review and approval, locally known as “Title 5 review” (IIA2e-12). Active courses (1,342 effective with the 2013-2014 Catalog) are systematically reviewed on a five-year cycle of “Title 5 review” (20 percent of all courses each year).

DVC Procedure 4001.07, Course Update Compliance, was developed and adopted by the College Council in February 22, 2010, to address previous Title 5 non-compliance (IIA2e-17). The procedure requires each instructional unit to establish a five-year calendar to regularly update course outlines and to adhere to that timeline (IIA2e-18). According to the procedure, if a department or area has not completed the planned rewrite(s) by the deadlines required by the
Curriculum Committee for the assigned academic year, the course(s) will be removed from the fall schedule by the instruction office. If a course has still not completed the Curriculum Committee approval procedure by the end of the fall semester, the course will be deleted by the instruction office from the active courses and the catalog. If the department or area wants to reinstate the course, it must be submitted to the Curriculum Committee as a new course and follow those procedures.

The curriculum review process has been fully integrated with the instructional unit program review process. Units are required to provide evidence of compliance with course currency review requirements, and commentary and analysis of student learning outcomes assessment results are also included as a compliance element in program review (IIA2e-19). If an instructional unit does not maintain its curriculum through curriculum update and regular assessment cycles, that unit’s program review will not be validated and will not be eligible for resource allocation through the program review process.

On February 22, 2010, the College approved DVC Procedure 1018.01, Student Learning Outcomes and Achievement (IIA2e-1). According to this procedure, once a course has been assessed it must be reassessed within three years. All departments and areas have the option of assessing their courses more frequently, at their discretion. The Student Learning Outcome Assessment Committee in coordination with the department or area, currently selects 33 percent of the courses from that department or area to be assessed each academic year over a three year cycle.

Program learning outcomes (PLOs) have been developed for all instructional programs and are available through a link in the College Catalog, www.dvc.edu/slo, and on the College website (IIA2e-4). The Student Learning Outcome Assessment Committee uses alignment matrices to align program level outcomes with course content (IIA2e-5). All PLOs have been aligned with course content so that they clearly demonstrate their relevance to the program. As course level student learning outcomes are assessed and changes occur, action plans are created which may include changes to program level learning outcomes.

In addition to this ongoing assessment and scrutiny, course and program level learning outcomes are a compliance component of all instructional unit program reviews. If an instructional unit does not adhere to the prescribed assessment timelines, that unit becomes ineligible for resources through the College resource allocation process (IIA2e-9). Following each course level or program level deadline, a report of programs out of compliance is generated, which is integrated into the decision-making regarding resource allocation (IIA2e-10).

**Evidence R6**

R6-1  *Show Cause Report*, October 15, 2009
Goals and objectives, President’s message September 16, 2010
R6-2  DVC Procedure 4001.07, Course Update Compliance
R6-3  Title 5 rewrite calendar
R6-4  Checklist for program development form
Program development planning sequence form (sample)
Program development proposal form 2011-2012
Program development proposal form 2012-2013
R6-5  Screenshot Curriculum Committee
      Curriculum Committee membership 2014
R6-6  Screenshot Curriculum Committee
      Goals and objectives, President’s message, September 16, 2010
Response to Previous Recommendation 7 (R7)
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: IIIB2b, IIIC, IIIC2, IIID1a, IIID1d, IVA1, IVA2, IVA2b).

Descriptive Summary of Resolution
This recommendation was initially satisfied as evidenced by a letter from the Accrediting Commission for Community and Junior Colleges dated January 31, 2011 (R7-1) in response to a Follow-Up Report and team visit. The College continues to meet this Standard and engage 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 (R7-2).

An innovative approach to schedule building that stands as clear evidence of transparent decision making and honest dialogue is the management/faculty agreement to build the College instructional schedule through a collaborative committee (R7-3). This Faculty Senate Scheduling Committee was established to address the need for significant reductions in the course schedule. Recommendations made by the committee are driven by analyses of data and honest, open dialogue about instructional programs and student needs. The committee meetings are open to all members of the College community and the outcomes are made available to the College community.

In response to the recommendation for more widespread dissemination of internal College documents, in 2010 the College implemented two new electronic announcements that are 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 (College Council, Budget Committee, Integration Council, and the Institutional Planning Committee) and accreditation (R7-4). Every week, the College public information officer sends out an email entitled “What’s up at DVC Next Week?” (R7-5) which includes a list of all meetings and events at the College for the upcoming week. Each event is a hyperlink that takes the reader to a detailed description of the event. An events calendar is centered on the homepage for the College which lists athletic, academic, and arts programs occurring on the campus (R7-6). In addition, a weekly announcement of special events using campus facilities is emailed to all employees.

The College continues to use electronic media for announcing meeting days and times as well as for communicating agendas and minutes from committee meetings. To ensure that the College community is informed of upcoming meetings and encouraged to participate, meeting dates, times and locations for all college committees, councils and taskforces as well as all constituency-based committees and staff development activities are posted to a publically-accessible, web-based calendar (R7-7). In addition, agendas and minutes for the college-committee meetings are available on a shared computer drive (available both on-campus and off-campus) and are distributed by email. Due to the relatively low response on printed hard copies.
as a primary source of information, the College reduced the number of hard copy locations from nine to three (two at the Pleasant Hill Campus and one as the San Ramon Campus). DVC continues to inform the College community about upcoming events through a variety of media, primarily electronic and posts hardcopy announcements and flyers as appropriate (R7-8).

The College has continued the practice of conducting College wide surveys as part of data gathering for its continuous improvement process.

- In 2009-2010, all College wide committees that met more than twice in the 2009-2010 academic year completed an internal committee evaluation form summarizing their accomplishments, identifying major obstacles with the committee function, recommending changes to the committee charge/function, recommending changes to improve the committee efficiency, changes to the committee representation/composition and a list of goals for the upcoming year (R7-9). The evaluation forms were distributed widely and were used by the College Council as part of their annual evaluation of the College governance and consultation model. The evaluation forms were also used by the College president and the accreditation liaison officer, along with the results from the annual College survey of committees to develop recommended modifications to the college committee structure as recommended by the visiting team.

- During May 13-20, 2010, the College administered a College wide survey to gather information on the governance and committee structure. While the survey results seemed to indicate that the respondents view the work of the college wide committees slightly favorably, considering these were the responses after the first year of implementing significant changes to the governance and committee structure, a favorable response, was encouraging. Specific questions were asked about College Council, Integration Council, Budget Committee, Institutional Planning Committee, Foundation for College Success Committee, College wide staff development committee, sustainability committee, and the Information Technology Committee. The 599 comments to the survey were used by the various committees to make improvements during the 2010-2011 year (R7-10).

- The College administered a survey in spring 2011 similar to the College wide survey conducted in May of 2010 (R7-11). Based on feedback from the 2010 survey, the 2011 survey was administered early enough to allow committees time to review the results and incorporate them into their annual reports (R7-12).

As a result of the College wide survey and the annual committee evaluations, in the fall of 2011 the College Council recommended to the College president that the Institutional Effectiveness Committee be merged with the Institutional Planning Committee to reduce overlap between the charges of the two committees (R7-13).

Since 2010-2011, all meeting dates, times and locations of the DVC Classified Senate have been entered into the DVC meeting calendar web page. In addition, the Classified Senate leadership has also established a classified blog and a Facebook page to promote communication among classified members. They have also developed a survey through which classified members can provide input on goals for the classified senate for the upcoming year (R7-14).
With the proliferation of individual web pages for departments, programs and divisions, the director of marketing and communication developed a central repository of all communications (newsletters and announcements). This web site is used to facilitate the communication of information of general interest to the college community as a whole including student success announcements and the College’s “Newsmakers” (R7-15). In addition, the College is reaching out to students with social networking. The Marketing and Communications Department maintains a Facebook page and Twitter to convey information of general interest to students (R7-16) The Financial Aid Department also maintains a Facebook site to provide information on how to apply for financial aid (R7-17). The San Ramon Campus maintains a Facebook page (R7-18).

The College provides training to all new faculty members and has expanded this to include all new employees by incorporating governance and committee training for new full-time faculty through the nexus faculty orientation program and for part-time faculty through staff development activities (R7-19). The classified staff development committee recommended that training for all new classified staff be provided by the college human resources staff at the time of hiring with assistance from the accreditation liaison officer (R7-20). The management staff development committee provided training to new managers through the newly created Administrators Sharing Knowledge (ASK) program (R7-21).

**Analysis of Results**

This recommendation has been satisfied, as witnessed by a letter from the Accrediting Commission for Community and Junior Colleges dated January 31, 2011 (R7-22) The College continues to meet this Standard and engages in continuous improvement around it.

Below are links to the College’s detailed responses from DVC’s comprehensive self-evaluation to the Standards listed in Previous Recommendation 7. Included here are summaries of the evidence cited in the report. The full text for each Standard can be found by using the highlighted link below.

**Responses to Standards Cited Within Previous Recommendation 7**

**III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.**

Physical resource planning is integrated with institutional planning through the program review and resource allocation process. In program reviews, instructional, student service, and administrative units assess physical resources and request improvements as needed. Program reviews are submitted to the College wide Integration Council, which is comprised of students, classified staff, faculty, and managers (IIIB2b-12). A facilities subcommittee reads and establishes priorities based on the items requested and then forwards their report to the main council. The council forwards their ranked list of resource requests by category to the Budget Committee who verifies the projected cost for each request and aligns the requests with the appropriate funding category (IIIB2b-13). The Integration Council creates a report on facility issues gleaned from the program reviews and forwards the information to the operational
managers of technology and building and grounds. Budget Committee recommendations for resource allocation are then sent to the College Council as a final recommending body to the president. The Building and Grounds Department receives the prioritized facility items and completes them (IIIB2b-14).

Physical resource planning is done by the instruction offices on both campuses when scheduling courses. Instruction office processes allow the utilization of its facilities to be maximized. Classroom allocation data are reviewed and assessed each scheduling cycle by the vice president of finance and administration and instructional staff.

Following District Business Procedure 5.01, Scheduled Maintenance and Special Repair, the Contra Costa Community College District Office (IIIB2b-1) annually submits a 5-Year Capital Outlay Plan (IIIB2b-2) to the office of the state chancellor through the Facilities Utilization, Space Inventory Options Net (IIIB2b-3) electronic database. The chancellor’s office uses the information to plan and fund capital outlay projects. The plan incorporates information from each campus in the District. The District chief facilities planner, College president, and vice presidents review the DVC 2007-2017 Educational Master Plan (IIIB2b-4) as part of completing the annual 5-Year Capital Outlay Plan.

In addition, the following institutional plans include physical resource planning:

- District 5-Year Capital Outlay Plan (IIIB2b-5)
- DVC 2007-2017 Educational Master Plan (IIIB2b-6)
- DVC 2006-2011 Strategic Plan (IIIB2b-7)
- DVC 2013-2017 Strategic Plan (IIIB2b-8)
- DVC 2009-2013 Technology Master Plan (IIIB2b-9)
- DVC 2014-2016 Technology Master Plan (IIIB2b-10)
- District 2011-2015 Strategic Plan (IIIB2b-11)

III.C. Technology Resources. Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

Diablo Valley College 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 2009-2013 Technology Master Plan and the 2014-2016 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.

Technology planning is directed through two documents, the District Technology Master Plan and the College’s 2009-2013 Technology Master Plan which evolved into the 2014-2016 Technology Master Plan at the expiration of the previous plan. DVC’s Technology Master Plans are renewable, multi-year planning documents, listing goals, and accomplishments since the
previous plan. The most recently completed plan describes itself as “a guide to the allocation and use of technology resources in support of student learning and institutional effectiveness,” and explains that “program review plans are tied to resource allocation processes” (IIIC1a-1). The College’s plan is informed by the District’s plan.

Upgrades, replacements, and maintenance of technology are guided by the Colleges’ program review process and the 2009-2013 Technology Master Plan and the 2014-2016 Technology Master Plan, both which list among its guiding principles, to “increase student access to College resources” and “consider ease-of-use” (IIIC1c-1). A Service Level Agreement specifies the responsibilities and procedures for implementing these principles (IIIC1c-2).

Budgeting decisions at the College are made in a process driven by program review. Program review is informed by assessments and measurements of learning, institutional effectiveness, and research, and is contributed to by faculty, staff, and management. A broad range of results are presented, commented on, validated, and stored in a database that can be queried for focused issues, such as technology (IIIC1c-3). The College practice and evidence supporting this practice assure that technology support provided at DVC is tied to the mission and goals of the College.

To identify technology-related needs, the program review template has sections specifically related to technology, where instructional, student services and administrative units on campus express and justify needs to support their programs (IIIC1e-4). All instructional units prioritize their critical resources needs and describe their needs with estimated costs, which are compiled into a single document (IIIC1e-5). This document informs the next step of the College resource allocation process, where needs are reviewed and ranked by the Integration Council. Their recommendations are forwarded to the Budget Committee, who makes recommendations to the College Council. The Integration Council and Budget Committee receive expert, cross constituency technology input and guidance from the Information Technology Committee in finalizing their recommendations for funding. After reviewing the recommendations from the Budget Committee, the College Council makes recommendations to the College president, who makes final resource allocation decisions.

Outside the program review process, information on technology needs is gathered by the College and the District through surveys of all constituent groups, faculty, staff, management, and students (IIIC1c-6).

**III.C.2. 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.**

The College ensures that its technology program and service needs are identified through its 2009-2013 Technology Master Plan and 2014-2016 Technology Master Plan which are integrated with institutional plans and program reviews. The 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.
Resource allocation at the College is done through the program review process, where individual units assess their needs and submit reviews with resource requests. The program reviews are evaluated by the Integration Council, which makes recommendations on resource allocation to the Budget Committee. To integrate expert knowledge about technology into the program review evaluations, the Information Technology Committee has a standing representative on the Integration Council. The Information Technology Committee reports at the end of the year to College Council and interacts with the Institutional Planning Committee when technology issues arise from program review, committees, surveys, and other College information data gathering (IIIC2-7).

Assessment of technology resources is done through many methods at the College.

- End-user surveys.
- Assessment of online instruction.
- Assessment of training effectiveness.
- Assessment of financial aid use of Ellucian Colleague.
- Assessment of the 2009-2013 Technology Master Plan and 2014-2016 Technology Master Plan implementation grids.
- Assessment of the Information Technology Committee.

Each year as a required by the flex calendar procedures from the state chancellor's office, the District Professional Development Committee conducts a District wide survey to assess the professional development needs of all employees at all campuses, including District Office personnel. The results of the survey are disaggregated by college, site, and constituency group (IIIC2-11). The survey results are distributed to the Colleges through their professional development representatives on the District committee. The District committee looks for trends across all Colleges and all constituencies to identify training needs that are common to the greatest number of District employees. At the College, the surveys are reviewed by the DVC Professional Development Committee to identify areas where there is common interest among constituencies. The surveys are also made available for review by the College constituency groups.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

In fiscal year 2010-2011, the Contra Costa Community College District changed its internal allocation process when it established a new, decentralized funding model based on California State Senate Bill 361 (IIID1a-2). With this new model the District office and each college in the District are responsible for establishing its own priorities in order to meet its mission and goals. This requires each site to establish internal processes to allocate funding in an efficient manner. At Diablo Valley College financial planning is now based on two procedures: Procedure 5018.06, Tentative and Adopted Budget Preparation, (IIID1a-3) and 5018.01, Budget Allocation Process, both of which describe the integrated approach to financial planning used at the College (IIID1a-4). Although procedure 5018.06 was officially adopted in October 2013, the process itself has been utilized for many years. DVC Procedure 5018.01 specifies that the annual budget be based on validated College program reviews, College wide plans, District/State mandates as
well as overarching principles within the College’s 2013-2017 Strategic Plan, statement of values and mission statement (IIID1a-5).

College planning processes are outlined in the College’s Procedure 1010.01, Integrated Planning, which ties together College planning, program reviews and their validation, student learning outcomes, and resource allocations (IIID1a-7). The program review process provides an ongoing 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. The College’s budget allocation process is outlined in Procedure 5018.01 (IIID1a-8).

III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Diablo Valley College clearly defines and follows its guidelines and processes for financial planning and budget development and all constituencies have appropriate opportunities to participate in the development process. Institutional planning and resource allocation follow two clearly defined College procedures: DVC Procedure 1010.01, Integrated Planning, and DVC Procedure 5018.01, Budget Allocation Process (IIID1d-1). The College budget is developed following DVC Procedure 5018.06, Tentative and Adopted Budget Preparation (IIID1d-2). All constituent groups are involved in the process and on each committee in the process.

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 both the Pleasant Hill Campus and the San Ramon Campus, who bring items to their appropriate councils for feedback (IIID1d-3). 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 (IIID1d-4).

IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Diablo Valley College is passionately committed to increasing student learning and success. This is the core of the College mission statement, its values, and its strategic directive (IVA1-1). To achieve the twin goals of student learning and success, institutional leaders, including the
College president, constituency leaders, department chairs, College administrators, bargaining group leaders, associated students, committee chairs, and individual faculty and staff across the College create and foster an environment for empowerment, innovation, and institutional excellence. 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. There are many recent examples of innovation across the College.

- Creation of the Faculty Senate Scheduling Committee, an enrollment management group (IVA1-2).
- Use of a College Success Inquiry to develop Umoja, a program to foster African American student success (IVA1-3).
- Participation in a Digital Modeling, Analysis, and Fabrication Grant (IVA1-4).
- Implementation of developmental education initiatives such as Statway and Developmental Reading and Writing Across the Curriculum (DRWAC) (IVA1-5).
- Scheduling of professional development flex workshops such as the Strategic Planning Workshop in January 2013 (IVA1-6).
- Revamping the financial aid application process in order to service students quickly (IVA1-7).
- Development of new print shop procedures to increase efficiencies (IVA1-8).
- Reworking of the tutoring services at the San Ramon Campus (IVA1-9).
- Implementation of the new online student education planning tool (IVA1-10).

When ideas for improvement and innovation within units have planning implications or require resources beyond the unit operating budgets, College leadership supports systematic participative processes to ensure effective discussion, planning, and implementation (IVA1-17). Units request additional resources through the systematic College program review process on a regular cycle as agreed upon by the Faculty Senate in consultation with the president (IVA1-18). Instructional, student services, and administrative units write comprehensive program reviews, requesting resources and reflecting on program needs for improvements and innovations (IVA1-19). Multi-constituency validation teams from different units examine the program review, make observations about the quality of the program review, and make suggestions for improvement to the document (IVA1-20). Finalized program reviews are forwarded to the Integration Council, whose charge in part is to “fulfill the institution’s commitment to College wide dialogue on program review and other data for the purposes of recommending improvements to the College Council on student services, instructional programs, and administrative support services as well as the processes for governance and identifying institutional improvement needs” (IVA1-21).

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.
DVC Procedure 1009.01 outlines the roles for faculty, classified and administrative staff, and students in institutional governance consistent with Contra Costa Community College District Governing Board Policy 1009 (IVA2a-1). The College procedure specifies the manner in which individuals bring forward ideas. Faculty and administrators have clearly defined roles in institutional governance and employ a substantial voice in institutional policies, planning, and budget. Students and staff have mechanisms for providing input. All constituencies have mechanisms for providing input through the three major constituent governance bodies and College wide governance committees. Membership on these committees and councils is assigned through the Faculty Senate, the Classified Senate, the Associated Students of Diablo Valley College, and the College president.

IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

The College relies on the expertise of the Faculty Senate, its Faculty Senate committees, and collaboration with academic administrators for recommendations about student learning programs and services (IVA2b-1). Faculty Senate processes and committee bylaws and College procedures describe the official responsibilities and authority of the faculty and of academic administrators in curricular and other educational matters (IVA2b-2). The procedures are consistent with Contra Costa Community College District Governing Board policies and procedures. Title 5 of the California Code of Regulations clearly describes the academic and professional Ten Plus One matters and consultation processes, as defined in the Section 53200 (IVA2b-3).

The College relies on the following Faculty Senate committees for recommendations about student learning programs and services:

- The Faculty Senate Curriculum Committee
- The Faculty Senate Distance Education Committee
- The Faculty Senate Student Learning Outcomes Assessment Committee
- The Faculty Senate Student Services Committee
- The Faculty Senate Program Review Taskforce
- The Faculty Senate Scheduling Committee
- The Faculty Senate Professional Development Committee
- The Faculty Senate Scholarship Committee
- The Faculty Senate Tutoring Advisory Committee

**Evidence R7**

R7-1 Letter from the Accrediting Commission for Community and Junior Colleges, January 31, 2012

R7-2 Email from L. Lema, Faculty Senate meeting with ASDVC, August 9, 2010

Joint Senates meeting minutes, November 16, 2010

Constituent leaders meeting dates with president

R7-3 Letter from P. Garcia to faculty, Schedule, March 17, 2011

Faculty Senate Scheduling Taskforce meeting notes, February 24, 2011
Faculty Senate Scheduling Taskforce meeting notes, March 3, 2011
Faculty Senate Scheduling Taskforce meeting notes, March 10, 2011
Faculty Senate Scheduling Taskforce meeting notes, March 11, 2011
Faculty Senate Scheduling Taskforce meeting notes, March 17, 2011
Faculty Senate Scheduling Taskforce meeting notes, April 14, 2011
Faculty Senate Scheduling Taskforce meeting notes, April 7, 2011
Faculty Senate Scheduling Taskforce meeting notes, April 15, 2011
Faculty Senate Scheduling Taskforce meeting notes, April 29, 2011
Faculty Senate Scheduling Taskforce meeting notes, May 20, 2011
Faculty Senate Scheduling Taskforce meeting notes, August 18, 2011
Faculty Senate Scheduling Taskforce meeting notes, August 25, 2011
Faculty Senate Scheduling Taskforce meeting notes, September 8, 2011
Faculty Senate Scheduling Taskforce meeting notes, September 15, 2011
Faculty Senate Scheduling Taskforce meeting notes, January 20, 2012
Faculty Senate Scheduling Taskforce meeting notes, February 16, 2012
Faculty Senate Scheduling Taskforce meeting notes, February 22, 2012

R7-4 Governance at a Glance sample newsletters
R7-5 Sample DVC Next Week
R7-6 Screenshot events calendar on homepage
R7-7 Screenshot campus meeting calendar
R7-8 Sample College event notification
R7-9 College wide committee annual reports, 2010
R7-10 College wide committee survey, June 2010
R7-11 College Council internal survey results, spring 2011
College committee survey, March 29, 2011
General purpose of survey, spring 2011
Survey of committees report, spring 2011
R7-12 Operational committees annual reports, spring 2011
Governance committees annual reports, spring 2011
R7-13 College Council minutes, August 29, 2011
R7-14 Email from C. Lento, Classified messenger, July 19, 2010
R7-15 Email from C. Knox, Campus communication webpage, July 7, 2010
Screenshot campus communications webpage
R7-16 Screenshot DVC Facebook page
Screenshot DVC Twitter
R7-17 Screenshot Facebook financial aid department
R7-18 Screenshot Facebook San Ramon Campus
R7-19 Nexus schedule spring 2010
Staff development calendar link
R7-20 Classified staff development meeting minutes, May 5, 2010
R7-21 Email from C. Knox, ASK mentor program, September 8, 2010
Presentation to Management Council, September 8, 2010
R7-22 Accrediting Commission for Community and Junior Colleges letter, January 31, 2012
Response to Previous Recommendation 8/District Recommendation 1 (R8)

Recommendation 8: 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 (Standards III.C.1, III.D.1a, III.D.2a, III.D.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.

In response to the team’s recommendation to expedite development of a financial allocation model, the District began a modification of its allocation process using the Chancellor’s Cabinet as the taskforce working with the District finance department. The visiting team clearly suggested that an overall fiscal resource review and allocation process be formalized by the college and linked into the District process and that the District improve its resource allocation processes.

For many years, the District had determined the level of funding for each of the colleges through the use of separate classified, adjunct faculty, and operating funding formulas. However, formulas were not IIIIC2-7 used for the allocation of management, full-time faculty positions, District Office and District wide services. Additions and reductions for positions in all employee groups were determined by the Chancellor’s Cabinet.

Realizing that more consistency, equity and transparency were needed in the allocation formulas, District leadership began to review and revise the budget policies and procedures, including funding formulas, for the 2005-06 academic year. In 2006, SB 361 was passed by the state legislature; it provided a base allocation for each college and center, as well as per FTES funding by credit, non-credit, and CDCP FTES (Career Development College Placement). Following the implementation of SB 361 in 2007, the formulas for college operations and classified staff, other than what was covered in the original Business Procedure 18.03 and later incorporated into Business Procedure 18.01, were codified (R8-1). The District codified college operations in Business Procedure 18.02 (R8-2) and other operational staff (Business Procedure 18.03, now incorporated into Business Procedure 18.01). Not since the late 1990s had the District undertaken a comprehensive review of the allocation formulas.

With the change in leadership of the finance area at the District office, work on the allocation formulas resumed in the fall of 2008. The following areas were identified as problems because the allocation model at that time was:

- difficult to understand due to the number of formulas;
- not transparent;
- patriarchal in approach, with the District bearing all responsibility;
- not funding colleges appropriately in the adjunct faculty allocation; and
- lacking in management and maintenance and operations funding formulas.

In renewed efforts to develop an improved allocation model, the Chancellor’s Cabinet took into consideration those areas addressed in the accreditation Standards at that time:
• technology support (Standard III.C.1);
• integration of financial planning that supports institutional planning (Standard III. D.1a);
• appropriate allocation and use of financial resources to support student learning programs and services (Standard III.D.2a);
• assessment of the effective use of financial resources and use of the results as a basis for improvement (Standard III.D.3); and
• fair distribution of resources that support effective college operations and the strategic directions of the District and the colleges (Standard IV.B.3c).

The Chancellor’s Cabinet reviewed various principles and fundamentals for allocation models and chose the following guiding principles for development of its new allocation model:

1. simple and easy to understand;
2. fair;
3. predictable;
4. consistent;
5. uses quantitative, verifiable factors;
6. minimizes internal system conflict;
7. efficient to administer;
8. provides for financial stability;
9. protects the integrity of base funding;
10. provides for appropriate reserves;
11. responsive to planning processes, goals and objectives;
12. recognizes cost pressures;
13. efficient use of District resources and provides sensible use of public funds;
14. flexible enough to allow for decisions to be made at the local level;
15. allows for colleges to initiate, implement, and be responsible for new program initiatives;
16. provides transparency for District Office and District wide expenditures in support of college operations;
17. matches resources with service levels using objective standards or measures;
18. adequate and sufficient to sustain operations;
19. does not adversely impact any college; and
20. recognizes individual contributions of the colleges and District wide services to the overall mission to serve of all the communities in the CCCCD.

After reviewing a presentation and concepts of how other multi-college districts allocate resources, the Chancellor’s Cabinet chose a “College First” approach that links a whole model to revenues, with an emphasis on a clear delineation between college and District roles. This model was selected as most appropriate based on the autonomous culture of the colleges and historical funding patterns. Further, this model allows for the financial decisions at the college level to meet student and community needs, while taking advantage of the centralization of services where economies of scale can be achieved.

After modeling the SB 361 allocation funding for all three colleges for fiscal years 2007-2008 and 2008-2009, it became clear in May 2009 that adopting a pure SB 361 model would not meet
the principles adopted by the Chancellor’s Cabinet, in particular the principle of not having an adverse impact on any college. Variations of SB 361 were explored, with the intent that a revenue-driven SB 361 model to allocate growth, coupled with considerations for student population and historical funding patterns, would best serve all three colleges. Using SB 361 as the metric would acknowledge any subsidies or shortages for all the colleges.

During April 2009, budget forums were conducted throughout the District during which the concept of SB 361 funding and a College First model were presented. The budget forums were held at all three colleges and the two centers, and at the District Office. All employees were invited to attend the forums and participation ranged from approximately 45 participants at Contra Costa College to 70 participants at Los Medanos College. On April 29, 2009, the Governing Board’s annual study session on the budget focused on “Considerations for a New Allocation Model”.

The Chancellor’s Cabinet developed a strategy to complete work on the model as a whole (District Recommendation 1a) during 2009, with a planned implementation date of fiscal year 2010-2011. During 2009-2010, the existing allocation formulas were adjusted to better fund the colleges by creating management, maintenance, and operations formulas, in addition to addressing a phased-in approach for stable technology funding. The adjunct faculty formula documentation and issues were addressed through:

1. Reflecting the actual cost of adjunct faculty payroll hours per FTEF from the existing 540 hours per FTEF to 605 hours for CCC, 589 hours for LMC, and 571 hours for DVC;
2. adjusting FTES/FTEF productivity assumptions to match targets; and
3. formalizing the elements for calculating the adjunct faculty formula noted in Business Procedure 18.02.

A presentation on the allocation model was given to the District Governance Council (DGC) on August 25, 2009. It included a discussion about the progress on the allocation formula at that time in a paper on “Revenue Allocation in Multi College Districts” and a paper called “Allocation Model – August 18, 2009.” The information contained in the “Allocation Model” provided the DGC with the background on the work to date, as well as the principles developed by the Cabinet for creating a new allocation model. Dates were set at the September 1, 2009, DGC meeting for expanded meetings for October and November 2009 to provide input on the Allocation Model.

During the October 13, 2009, District Governance Council meeting, a presentation was given outlining community college funding in relation to the entire state budget process. This led into a discussion about collaborative working relationships between constituencies and finally into goals and principles specific to the proposed new SB 361 allocation model. The principles of fairness, equity and transparency were discussed at length and the definitions for these principles were articulated. It was determined that future meetings would be needed to further understand the process and the principles that would guide the SB 361 allocation model.

On November 10, 2009, the District Governance Council (DGC) met again during an expanded session to discuss the SB 361 allocation model. The goal of the meeting was to develop four to
five principles to guide the model. A list of principles previously discussed at the Chancellor’s Cabinet was presented to DGC for review and refinement. With approximately 20 individuals participating from management, classified, faculty and students, DGC developed a list of 17 principles to be discussed and combined into higher-level principles in further meetings. The meeting concluded with a presentation from management on why a revenue-based model was preferred. Discussion and questions about this presentation were eventually halted due to time constraints; it was then decided to incorporate future discussions of the SB 361 model into the regular DGC agendas in order to maximize attendance.

The December 1, 2009, District Governance Council (DGC) meeting resulted in agreement on the values and principles of the model: transparency, flexibility, accountability, local control, simplicity and shared governance. With the goal of implementing the new model by July 2010, it was agreed that DGC’s role would be to provide input and feedback on the model as it developed. Also, with several individuals at DGC having missed last meeting’s presentation on the rationale behind developing a revenue-based model, it was presented again for everyone’s benefit.

The agreed upon budget principles were reviewed and passed by motion in the January 26, 2010 District Governance Council (DGC) meeting. Notwithstanding the approval, DGC’s various constituencies also brought up a number of issues that were of concern. Since many of these issues were yet to be resolved or were still being considered at the Chancellor’s Cabinet, it was agreed that the DGC meeting in May would have a report addressing the concerns.

After receiving input from all constituencies regarding the principles and values the SB 361 revenue allocation model should adhere to, the Chancellor’s Cabinet and college business directors worked on fine-tuning the model within the approved framework. Thus, 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.

Over the next few months, Chancellor’s Cabinet and the college business director’s worked on implementing the SB-361 model for fiscal year 2010-2011. Giving updates to the District Governance Council at each of their next four meetings (March 2010 through June 2010), administration was able to keep all constituencies aware of, and involved with, how the new funding model was taking shape.

As hoped, the model was ready to be utilized for fiscal year 2010-2011 and was ultimately approved by the Chancellor’s Cabinet, District Governance Council, Faculty Senate, and the Board of Governors through Business Procedure 18.01

The final rendition of the model for fiscal year 2010-2011 ultimately achieved success in including all five principles:
• Transparency – This was achieved in the process leading up to the formulation of the model and within the model itself. The numerous meetings that were held and the openness of administration in not only explaining what was happening but also in asking for feedback and guidance during the developmental process was critical for District wide buy-in. In addition, the inner workings of the model were easy to understand and were explained to each constituency’s representatives on an on-going basis.
• Flexibility – The model itself provided great flexibility to the colleges. District wide costs -- such as utilities, legal, technology and the District Office operations itself -- were taken off the top before any allocations were made to the colleges. This allowed the colleges to receive their annual allocations and make all local decisions without having to set aside monies for unavoidable costs. The decisions on how best to utilize their allocation were up to the colleges to make.
• Accountability – With the flexibility to make decisions comes the accountability to live with them. There were incentives built into the model to make certain that colleges would meet their FTES goals; not meeting those goals could result in loss of funds to a sister college. Moreover, the colleges were allowed to carry forward their own fund balances which incentivized rational spending and got rid of the “use it or lose it” mentality which had existed previously.
• Local control – Perhaps the greatest change brought by the revenue allocation model was the local control that the colleges now had with their budget and decision-making. The model allowed for the colleges to be responsible for their actions and to make decisions quickly when opportunities arose. This change created a sense of entrepreneurship at the colleges.
• Shared Governance – The implementation process was done through shared governance from beginning to end. In addition, unlike most business procedures, Business Procedure 18.01, The Contra Costa Community College District General Fund Budget, requires consultation at all shared governance levels in order for any changes to be made. This means that any future revisions to the model will necessitate approval of Chancellor’s Cabinet, DGC, Faculty Senate Coordinating Council and the Governing Board. The procedure has a built-in shared governance mechanism.

The District and colleges have responded to the visiting team’s recommendation to expedite development of a financial allocation model to address the model as a whole (District Recommendation 1a), funding for adjunct faculty in a way that will support the District and college intentions to increase student enrollment (District Recommendation 1b); and funding for technology (District Recommendation 1c).

The District developed a strategy to implement the whole model in 2010-2011. The whole model linked the following elements with the revenues received for apportionment funding:

• classified funding formula;
• adjunct faculty funding formula;
• operating funding formula;
• management funding formula;
• buildings and grounds funding formula;
• technology funding formula; and
During 2009-2010, the District provided an adjunct faculty formula which was more equitable for funding the colleges, implemented a management formula and addressed maintenance and operations funding. The adjunct faculty formula was reworked to adjust hours per FTEF and productivity assumptions. The elements of the formula were also documented in the proposed revisions to Business Procedure 18.02.

The District also implemented a phased-in approach to stabilizing funding for District wide technology. A multi-year budget was created to identify all technology-projected costs that are being implemented over several years through adding money each year to the budget. The first phase of this approach began with the added allocation of $982,133 in the unrestricted general fund in budget year 2009-2010, which included $276,285 for all Microsoft licensure costs, Ellucian Colleague hardware maintenance fees, Wide Area Network (WAN) frame relay costs and an additional portion of the Ellucian Colleague software licensure costs. These costs had previously been funded with one-time monies. The budget reduction noted between fiscal years 2008-2009 and 2009-2010 is the result of one-time funding for hardware replacement resulting in server virtualization in 2008-2009. Total annual funding projections across the multi-year technology budget fluctuate based on planned needs for replacements and upgrades.

Through the shared governance process, it was decided that the revenue allocation model would incorporate all the various funding formulas into one allocation methodology. Thus, the formulas that had been used previously for funding various positions (adjunct, management, full-time faculty etc.) as well as District wide technology and several other District wide costs were eliminated. In its place were “assessments” taken off the top to pay for regulatory, contractual or committed costs. After these obligations were met, all sites would receive an allocation and would have to cover its personnel costs with it -- no more separate formulas, just an overall annual allocation with which to cover its commitments.

The Chancellor’s Cabinet continued to work to condense the various funding formulas into one formula based upon revenue received by the District. The expectation is that new policies and procedures reflecting a one-formula allocation model based upon revenues received were approved through the shared governance process and put in place for fiscal year 2010-2011.

The following chart summarizes the action agenda that was approved by the Chancellor’s Cabinet and reported previously to the Accrediting Commission for Community and Junior Colleges:

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Process</th>
</tr>
</thead>
</table>
| Fall 2009   | • Explore and dialogue appropriate centralized services.  
• Begin to build assumptions and develop a new allocation model, based on revenue received, that best reflects the culture of Contra Costa Community College District.  
• Develop assumptions for appropriate expenditures for District Office/Districtwide and |
<table>
<thead>
<tr>
<th></th>
<th>college size.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Test assumptions against established principles for new formula.</td>
</tr>
<tr>
<td>Winter 2009-2010</td>
<td>• Vet proposed allocation model through accepted shared governance processes.</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>• Write appropriate policies and procedures and initiate the shared governance approval process for District policies and procedures.</td>
</tr>
<tr>
<td>Summer 2010</td>
<td>• Submit for Governing Board Approval</td>
</tr>
<tr>
<td>Fiscal Year 2010-2011</td>
<td>• Implement new allocation model District wide.</td>
</tr>
</tbody>
</table>

The planning agenda listed above was all completed. The District used the participatory governance process in 2013 to recommend revisions to Business Procedure 18.01, The Contra Costa Community College District General Fund Budget, which was adopted by the Governing Board in 2014.

Since the District has responded fully to this recommendation, no additional action plans are necessary.

**Evidence R8**

<table>
<thead>
<tr>
<th>R8-1</th>
<th>District Business Procedure 18.01, The Contra Costa Community College Budgeting System</th>
</tr>
</thead>
<tbody>
<tr>
<td>R8-2</td>
<td>District Business Procedure 18.02, Guidelines for College Operating Budget Allocations</td>
</tr>
</tbody>
</table>
Response to Previous Recommendation 9/District Recommendation 2 (R9)

Previous Recommendation 9: In order to meet the Standard, the district should establish a written code of professional ethics, which includes managers. (III.A.1.d)

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 (R9-1). The policy applies to all members of the District community, including managers. In addition, Human Resources Procedure 1040.08, Employee Code of Ethical Behavior, previously adopted by Chancellor’s Cabinet on April 5, 2005, covers all District employees, including administrators (R9-2).

The policy calls for the “District to apply the highest ethical principles and standards of conduct to all members of the District community.” It stipulates that the District is committed to the principles of “trustworthiness, respect, responsibility and stewardship.”

The new policy is included in the Board Policy Manual in hard copy and is easily accessible on the District website.

Additional plans: This recommendation has been addressed and resolved.

Evidence R9

R9-1 District Board Policy 2056, Code of Ethics
R9-2 District Human Resources Procedure 1040.08, Employee Code of Ethical Behavior
Response to Previous Recommendation 10/ District Recommendation 3 (R10)

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)

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. To that end, 15 distinct self-evaluation forms, tailored to instructor status and method of instruction, have been developed: Classroom Faculty (adjunct, tenure track, tenured, repeated for each instructor classification), Counselors, Learning Disabilities Specialists, Librarians and On-line Classroom Faculty. 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) (R10-1)

Once the faculty member completes the self evaluation, the results are incorporated into the evaluation packet by the evaluation review team. The evaluation for full-timers occurs annually for non-tenured faculty and every three years thereafter once the faculty member is tenured.

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.

In a related change, the United Faculty and District agreed to modify Article 6.2.3.2 of the UF Contract to add to department chair duties to “oversee and facilitate the development and assessment of course and program-level student learning outcomes” (R10-2).

Additional plans: This recommendation has been addressed and resolved.

Evidence R10

R10-1 United Faculty revised evaluation forms
R10-2 United Faculty Contract, department chair duties
Response to Previous Recommendation 11/ District Recommendation 4 (R11)

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, IV.A.1, IV.A.2, IV.A.3, IV.B.E, IV.B.3.a, IV.B.3.b, IV.B.3.e, IV.B.3.f, IV.B.3.g)

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 (R11-1).

The District delineates the operational responsibilities and functions of the District and colleges in the document “District and College Roles, Responsibilities and Service Outcomes” (R11-2). The document was developed in 2010 by college and District personnel with responsibility for the functions listed in the document. Every major function performed in the District is listed and the role of the colleges and District Office for each function is stated. The document was updated in 2013 as a result of additional centralization due to downsizing of the District. The document accurately reflects the roles and responsibilities of the college and District and is followed in practice. Every four years, as part of the administrative services review process, each department at the District Office meets with its college counterpart(s) to review and update the document.

The recommendation also asks the District to develop a policy and implement procedures for this evaluation process. The District already had two policies in this area, but needed to revise them in order to provide clarification regarding institutional leadership/governance and institutional effectiveness. Those two revised policies, Board Policy 1009 (with related Administrative Procedure 1009.01) and Board Policy 1012 (with related Administrative Procedure 1012.01), are evidence (R11-3). The policies/procedures provide for a regular cycle of review for assessing the effectiveness of the delineation of roles and responsibilities of the District/colleges and the governance and decision-making processes. In addition, the District Governance Survey has been developed and implemented to solicit feedback from stakeholders on the effectiveness of the governance and decision-making process. The survey was administered in 2010, 2011 and 2012. The District Governance Council reviews and shares the results of the survey with all constituency groups. The Chancellor’s Cabinet also conducts an annual self evaluation.

Each department at the District office also conducts an administrative review every four years. The review includes a survey of users, the Department/Unit Services Assessment Survey, which is used to determine the extent to which clients who make use of the services are satisfied with the services they receive. The results of the surveys are used to make improvements designed to ensure continuous improvement and that the colleges are provided with the support necessary to meet students’ educational goals.

The chart below summarizes actions taken to satisfy District Accreditation Recommendation 4.
<table>
<thead>
<tr>
<th>Policy/Procedure/Survey</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Board Policy 1009, Institutional Leadership, Governance and Decision-Making</td>
<td>Revised (1/11) to include institutional leadership and alignment with the governance and decision-making structure</td>
</tr>
<tr>
<td>• Administrative Procedure 1009.01, Participatory Governance</td>
<td>Revised (11/10) to acknowledge the “participatory” governance structure; it also includes management in that structure.</td>
</tr>
<tr>
<td>• Board Policy 1012, Institutional Effectiveness: Planning, Assessment, and Continuous Improvement</td>
<td>Revised (1/11) to address institutional effectiveness and broaden the scope to include assessment, continuous improvement and a linkage to budget allocations</td>
</tr>
<tr>
<td>• Administrative Procedure 1012.01, Institutional Effectiveness: Planning, Assessment, and Continuous Improvement</td>
<td>Developed (11/10) new procedure which delineates roles and responsibilities and addresses assessment and continuous improvement activities</td>
</tr>
<tr>
<td>• District-Level Governance and Decision Making Assessment Report</td>
<td>Developed assessment survey through District Governance Council to solicit feedback from District stakeholders in order to assess effectiveness of District’s governance and decision-making structure. Survey was administered District wide on February 24, 2011 and results were shared first with Chancellor’s Cabinet on May 4, 2011 and then with DGC on May 17, 2011 and June 14, 2011. DGC then developed an initial set of recommended actions which were vetted and shared with Chancellor’s Cabinet for final review prior to implementation.</td>
</tr>
</tbody>
</table>

**Additional plans:** This recommendation has been satisfied and there are no additional plans.

**Evidence R11**

R11-1 District Board Policy 1009, Institutional Leadership and Governance  
R11-2 District-Level Governance and Decision Making Report  
R11-3 District Administrative Procedure 1009.01, Participatory Governance  
District Board Policy 1012, Institutional Effectiveness: Planning, Assessment and Continuous Improvement  
District Administrative Procedure 1012.01, Institutional Effectiveness: Planning, Assessment and Continuous Improvement
Response to Eligibility Requirement 10 (ER10)

Eligibility Requirement 10 - Student Learning and Achievement: The visiting team confirmed that Diablo Valley College defines and publishes the programs of study leading to an associate degree, certificate, and program of study leading to transfer. Program expected learning and achievement outcomes, however, have yet to be developed and published.

Descriptive Summary of Resolution. Although Diablo Valley College has resolved this concern as evidenced by the conclusion statement from the visiting team report dated, November 3-4, 2009, “As written, the College has met Eligibility Requirement 10, although the concerns noted above about the assessment calendar and mapping require further attention in meeting the proficiency level in SLO development by 2012” (ER10-1), the College never received any confirmation of resolution in any of the action letters from the Accrediting Commission for Community and Junior Colleges. As a result, DVC has continued to work on concerns noted in the team report.

Program learning outcomes (PLOs) have been established for all programs offered at the College and are available through a link in the College Catalog, www.dvc.edu/slo (ER10-2). Course content is aligned with PLOs and students earn degrees and certificates based on their achievement of learning outcomes in the program’s sequence of courses. The course level student learning outcomes (SLOs) are aligned with programs (including certificates and degrees) in two ways. First, course content is aligned with program learning outcomes (PLOs) in an alignment matrix for that degree or certificate. Second, course level SLO assessment data are applied to program learning outcomes (PLOs) (ER10-3). All course level SLOs are aligned with program level PLOs to ensure that degrees and certificates are awarded based on achievement of learning outcomes. Dialogue regarding assessment results and changes that might be needed in programs or certificates as a result happen at the department level. Program matrices and alignments are evaluated every two years and whenever a change is made in program requirements (ER10-4). In addition, faculty teaching in career technical education programs work with their Advisory Committees to align their course SLOs and program PLOs to certificate requirements (ER10-5) and to insure that student learning outcomes necessary for certificates and degrees are embedded in courses and students are making appropriate progress.

Achievement of course level student learning outcomes (SLOs) and program learning outcomes (PLOs) are addressed as part of the program review process with results being distributed and fully integrated into the resource allocation processes of the College. The outcome statements, the schedule of assessments, and comprehensive reports about SLO assessment tasks are in a database called WebSLOs, available on the College website (ER10-6). Assessment results and plans for improvement of courses and programs are on the campus internal storage drive, available to all faculty and staff (ER10-7). Starting in the spring of 2013, program assessment results are available on the College website to students and the public (ER10-8).

For additional information on how DVC meets all aspects of this Eligibility Requirement, please refer to the section on Eligibility Requirements in this report.
**Evidence ER10**

| ER10-2 | 2014-2015 Catalog, p. 67-95 |
| ER10-3 | Screenshot course and program alignment matrix |
| ER10-4 | SLOAC Program Level Assessment Method Handout, October 10, 2012 |
| ER10-5 | CTE Advisory Committee Sample Minutes – Culinary Arts, September 13, 2011 |
| ER10-6 | Screenshot SLO homepage |
| ER10-7 | Screenshot U drive committee pages |
Response to Eligibility Requirement 19 (ER19)

Eligibility Requirement 19 - Institutional Planning and Evaluation: The visiting team confirmed that Diablo Valley College has a documented Educational Master Plan, Facilities Master Plan and technology master plan. However, planning processes and outcomes need to be consistent, integrated, evaluated, and updated. Technology planning is not integrated with institutional planning. The institution doesn’t systematically assess the effective use of technology resources or use the results of evaluation as the basis for improvement. Diablo Valley College completed its last technology master plan in 2001. The plan was comprehensive and included implementation timelines over a three year period through 2004. Since that time, there has been no comprehensive and integrated effort to guide the development and implementation of technology resources over the last four years.

Descriptive Summary of Resolution. Although Diablo Valley College has resolved this concern as evidenced by the conclusion statement in the visiting team report dated November 3-4, 2009 which states, “Eligibility Requirement 19 has been fully met” (ER19-1), the College never received any confirmation of resolution in any of the action letters from the Accrediting Commission for Community and Junior Colleges.

DVC continues to meet this Eligibility Requirement and engages in continuous improvement around it. All instructional units, student services units, and administrative units undergo a thorough internal and a cross-campus validation every two years as part of the program review and resource allocation process (ER19-2). During this biennial program review, units examine both results from learning outcome assessments and information about student achievement in the 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 (ER19-3). The written program reviews then go through a cross-campus validation process and if validated are advanced to the college wide 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 (ER19-4) The College recently completed a major review and revision to its Strategic Plan (ER19-5). For additional information on how DVC continues to meet all aspects of this Eligibility Requirement, please refer to the section on Eligibility Requirements in this report.

Evidence ER19

ER19-1 Accrediting Commission for Community and Junior Colleges, Show Cause Evaluation Report, November 3-4, 2009, p. 20
ER19-2 DVC Procedure 1010.01, Integrated Planning
           DVC Procedure 1016.01, Program Review
           DVC Procedure 1018.01, Student Learning Outcomes and Achievement
ER19-3 Instructional unit program review validation form
           Sample student services program review
ER19-4 Budget Committee charge and membership
           College Council charge and membership
           DVC Procedure 1009.01, College Governance
           DVC Procedure 1010.01, Integrated Planning
           DVC Procedure 1016.01, Program Review
DVC Procedure 1018.01, Student Learning Outcomes and Achievement
Institutional Planning Committee charge and membership
Integration Council charge and membership
Integration Council schedule and membership 2011-2012

ER19-5  2013-2017 Strategic Plan
Standard I: Institutional Mission and Effectiveness
The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Standard I.A. Institutional Mission
The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Standard I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary
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:

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 (IA1-1).

The mission statement was approved by the Contra Costa Community College Governing Board on April 29, 2009, March 23, 2011, and January 23, 2013, and is published annually in the College Catalog and on the DVC website (IA1-2).

Diablo Valley College establishes student learning programs and services aligned with its purposes, its character, and its student population. Diablo Valley College is a comprehensive community college offering innovative instructional programs in anticipation of and responsive to the educational needs of a diverse population. The College is regionally recognized for academic excellence and serves over 20,000 students each semester. The College has a large contingency of over 1,670 international students from more than 60 countries. The College provides a wide variety of support services to assist students in achieving their educational goals and is committed to working collaboratively with the community to enhance the economic and social development of the region.

The College is passionately committed to student learning through intellectual, scientific, artistic, psychological, and ethical development of its diverse student body.

- DVC has 1,265 active courses of instruction with over 6,000 individual student learning outcomes. To improve student learning, the College has a comprehensive program of
student learning outcome assessment. Approximately one-third of all courses are assessed each academic year. The findings of the assessments and resulting departmental dialogue lead to course and program revisions (IA1-3).

- As of the 2014-2015 Catalog, the College offers 80 associates degrees, and 111 certificate programs. In 2012-2013, 2,280 students completed a degree or certificate, which is part of an ongoing upward trend of the number of students earning degrees and certificates at the College (IA1-4).

- DVC student services support the full range of student needs, 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.

- The College offers courses through distance education, in classrooms face-to-face, and in a hybrid combination format to serve the varied needs of students (IA1-5).

- The Associated Students of Diablo Valley College represents student needs, interests, and concerns and helps ensure a vibrant campus life through planning events and sponsoring activities (IA1-6).

- Over 50 student clubs help students make new friends, pursue special interests, and gain experience organizing and working with others in social situations (IA1-7).

- The student life office trains future leaders in social responsibility and democratic leadership. Student organizations are open to all DVC students and serve as a laboratory of citizenship (IA1-8).

- Several study abroad programs are offered through the Northern California Study Abroad Consortium. The programs include study abroad semesters in London, Paris, and Florence and are offered on a rotating schedule (IA1-9).

The College prepares students for transfer to 4-year colleges and universities.

- DVC offers a broad general education curriculum that meets the requirements for the inter-segmental general education transfer curriculum for the California State University (CSU) system and the University of California (UC) system (IA1-10).

- The College has 1,229 courses that are articulated for transfer to either the UC or CSU systems (IA1-11).

- DVC has created associate transfer (AA-T) degrees to facilitate transfer. The College currently offers 18 AA-T degrees with more under development (IA1-12).

- DVC is consistently in the top tier of California community colleges in number of students that transfer to the CSU and UC systems. In 2012-2013, DVC was in the top three community colleges transferring students to UC and in the top ten transferring students to CSU (IA1-13).

- The Accountability Reporting for the Community Colleges Report from the California community colleges chancellor’s office demonstrates that DVC is near the top of its College peer group in the state in student progress toward degrees, certificates, and transfer (IA1-14).

- Public and private colleges and universities participate annually in Transfer Day, an on-campus event, to inform DVC students about options for transfer.
The College provides career and technical education.

- As of the 2014-2015 Catalog, DVC has 35 career technical education programs offering 46 degrees and 92 certificates (IA1-15).
- The College evaluates career technical education program outcomes through performance measures provided by the chancellor’s office which provide the basis for development of program improvement strategies to be supported by Perkins funding. For 2012-2013, career technical education course completion was 91.78 percent, completion of degree, certificate, or preparation for transfer was 78.57 percent, and employment was 79.98 percent (IA1-16).
- The Accountability Reporting for the Community Colleges Report from the state chancellor’s office demonstrates that DVC is near the top of our College peer group in the state in regard to successful course completion rates for credit vocational courses (IA1-17).
- The chancellor’s office Student Success Scorecard demonstrated that the percentage of students tracked for six years through 2011-2012 who completed several courses classified as career technical education in a single discipline and completed a degree, certificate or transferred is 61.9%, which compares favorably to the state rate of 55% (IA1-18).

The College supports economic development in the region.

- In 2013-2014 the College managed over $2.2 million in grants and allocations in support of career technical education and economic development. Industry sectors that are currently areas of focus are healthcare, advanced manufacturing, energy, and information and communications technology (IA1-19).
- DVC has led a county wide project totaling over $2 million that supports career pathways development with an emphasis on middle and high school projects that transition students into career technical educational programs of study. In 2011-2012 more than 17,000 middle school, high school, and community college students were served through 33 career exploration projects.
- As part of a $14 million regional grant, the College is in development of an industrial maintenance machinist/mechanic program. Fourteen Colleges are partners in the grant that focuses on advanced manufacturing, logistics, and engineering.
- Business leaders and industry experts serve on advisory boards for all college career technical programs. The advisory boards provide direction for programs to ensure that degree requirements and courses align with industry needs.

The College offers pre-collegiate programs.

- DVC offers pre-collegiate programs in math, writing, reading, and English as a second language.
- The College has a pre-apprenticeship program and community English as a second language partnerships with Catholic Charities and Mt. Diablo Adult Education to integrate pre-collegiate skills development into career technical education programs.
DVC is developing innovations in pre-collegiate programs with self-paced math classes and integrated reading-writing programs to help students succeed. Pre-collegiate students receive additional support through cohort networking, mentoring, tutoring, study skill development, and supplemental instruction.

The College promotes personal growth and lifelong learning.

- College-for-Kids serves over 1,500 children each year. The program has been in existence for over 25 years.
- The College offers community education classes like adaptive horticulture and jazz band.
- The Emeritus College offers activities and 143 classes to approximately 2,500 adults. The program has been in existence for over 25 years.
- Performances in music, dance, drama, athletics, and many others promote intellectual development and enrich the larger community’s cultural environment.
- The Art Gallery is organized by Art Department faculty and staff and hosts six exhibitions yearly including an annual student art award exhibition.
- The College holds a Veterans Education Fair which is organized by the Concord Vet Center and the DVC Veterans’ Alliance (IA1-20)

The College aligns programs and services with the institutional mission, character, and student population through a process of faculty and staff dialogue related to program review, planning, curriculum review and development, and assessment of student learning outcomes (IA1-21). The cyclical reviews of the academic and student services programs provide opportunities for reflection on student academic and demographic profiles, student achievement, curriculum relevancy, modes of course delivery, and other issues. In developing unit plans for the College’s 2007-2017 Educational Master Plan, departments were asked to describe how instructional programs align with the College’s mission and strategic plan. Alignment is ongoing through individual program reviews and indicate a strong correlation between departmental plans and the College’s mission. For new programs the process requires a review of the proposed program’s goals and objectives, taking into account the mission of the College, changes in business and industry climate, and employment outlook for the program.

The College makes data-driven decisions aimed at achieving its goals and assesses its progress through measurable outcomes. The College community established benchmarks and set targets during the first year of its 2013-2017 Strategic Plan. Each objective and strategy was designed to be flexible, attainable, and measurable. As each unit on campus engages with this strategic plan, additional measurable objectives, strategies, and activities can be developed to support the goals of the College (IA1-22).

The Diablo Valley College mission statement defines the institution’s broad mission to address the needs of the diverse community that it serves. To inform its decisions and the courses, programs, and student support services that it provides, the College works with community organizations and institutions, including K-12 feeder schools, baccalaureate institutions, business partnerships, and local workforce development organizations. Resources such as Bay Area Community College Consortium, Contra Costa County Office of Education, Regional Occupational Program, Contra Costa Economic Partnership, Chevron, Union Locals 159 and
342, John Muir Health, Washington Hospital, Sutter Delta, Shell Oil, USS Posco, Contra Costa Council-Economic and Workforce Development Taskforce, East Bay Economic Development Agency, Contra Costa Workforce Development Board, and many local businesses and industry partners serve on program advisory committees (IA1-23).

**Self Evaluation**
Diablo Valley College provides a wide array of programs and services to meet the needs of students and the community. In addition to academic programs, the College provides counseling and advising services, timely and accurate information about transfer requirements, and articulation agreements to facilitate the transfer process. The College assists students in successfully navigating their College education by offering essential services such as student orientation, assessment, disability support, and financial aid.

As the number of students in need of additional remediation has risen in the past few years, the College has expanded its support of students who are at the developmental, pre-collegiate level in English and mathematics and of students who are English language learners to prepare students for college level work. To serve its diverse population of learners, DVC has a variety of specialized programs and services such as Puente, Umoja, learning communities, supplemental instruction, mentoring, tutoring, CalWORKs, cooperative agencies for resources for education, extended opportunity programs and services, cooperative work experience, field studies, apprenticeships, workforce development, veterans affairs, concurrent high school enrollment, high school outreach programs, evening and weekend programs, educational talent search, and student life programs. These programs and services enrich students’ learning, enhance their campus experience, and improve their outlook for succeeding in their educational goals. In addition, the Foundations for College Success Committee (the committee working with Basic Skills Initiative funding) has developed pilot studies for innovative programs as part of the College’s long-range goals to support students in basic skills English and mathematics classes and English as a Second Language classes. These long-range goals are being developed into a College wide Developmental Education Master Plan.

The College recognizes its role as a center for meeting community educational needs by providing programs, events, and activities that promote intellectual development and enrich the community’s cultural environment. The College continues to work with the community to assist in the development of the economic and social growth of its service area.

The College meets this Standard.

**Actionable Improvement Plans**
None.

**Evidence IA1**

<table>
<thead>
<tr>
<th>IA1-1</th>
<th>Mission statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>IA1-2</td>
<td>Governing Board minutes, April 29, 2009</td>
</tr>
<tr>
<td></td>
<td>Governing Board minutes, March 23, 2011</td>
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<td>Governing Board minutes, report from S. Lamb, January 23, 2013</td>
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<td>Mission statement PowerPoint presentation to Governing Board, spring 2013</td>
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Standard I.A.2. The mission statement is approved by the governing board and published.

Descriptive Summary
The Diablo Valley College mission statement was approved by the Contra Costa Community College Governing Board on April 29, 2009, March 23, 2011, and January 23, 2013 (IA2-1). The mission statement defines DVC’s broad educational purposes, intended student population, and commitment to achieving student learning. A comprehensive campaign to communicate and highlight the mission statement is ongoing. The mission statement is printed on posters that are displayed throughout both the Pleasant Hill and San Ramon campuses; it is published annually in the Catalog and is posted on the College website (IA2-2). The mission statement is printed on a pocket card that is widely distributed on campus.

Self Evaluation
The mission statement is approved by the governing board and is widely published.

The College meets this Standard.
**Actionable Improvement Plans**

None.

**Evidence IA2**

IA2-1  
Governing Board minutes, April 29, 2009  
Governing Board minutes, March 23, 2011  
Governing Board minutes, January 23, 2013

IA2-2  
2014-2015 Catalog, p. 7

**Standard 1.A.3. Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.**

**Descriptive Summary**

The College ensures that it meets the needs of its students by systematic and regularly scheduled review of its mission statement in accordance with the participatory governance structure of the College. The Faculty Senate, Classified Senate, Management Council, Associated Students of DVC, Institutional Planning Committee, and individual faculty, staff, students, and managers participate in review and updating of the College’s mission statement.

DVC Procedure 1017.01 outlines the process for revisions to the mission statement (IA3-1). Reviews may lead to revising the mission statement or the maintenance of the existing mission statement without changes. Review of the mission statement takes place every two years or at shorter intervals. Revisions are approved by the College Council, College president, District chancellor, and the Governing Board. The Diablo Valley College Institutional Planning Committee reviewed and revised the mission statement in September 2008, 2009, 2011, and 2012. Each time the mission was reviewed, the revised statement was sent to the respective constituent groups of faculty, staff, administration, and students for feedback and approval before final approval by the Governing Board (IA3-2). The last review was conducted by the Institutional Planning Committee in January of 2013 with the Mission Statement being approved by the Governing Board on January 23, 2013 (IA3-3).

**Self Evaluation**

As part of the planning process at the College, the mission statement has been reviewed every two years. Reviews may take place in shorter periods, if necessary. The review and revision process is clearly outlined in College Procedure 1017.01.

The College meets the Standard.

**Actionable Improvement Plans**

None.

**Evidence IA3**

IA3-1  
DVC Procedure 1017.01, Review of the Mission Statement

IA3-2  
Governing Board minutes, April 29, 2009
Standard I.A.4. The institution's mission is central to institutional planning and decision making.

Descriptive Summary
The mission statement is central to institutional planning and was influential in the development of the College’s 2013-2017 Strategic Plan. At the January 23, 2013, meeting of the Institutional Planning Committee and the strategic planning working group, they affirmed that DVC’s mission statement and its values are the cornerstone of Diablo Valley College’s strategic planning efforts, from which all other College plans are based (IA4-1).

Diablo Valley College’s statement of values and mission provides concrete guidance for resource allocation decisions. The statement of values and mission has the goal to increase student success, especially the attainment of transfer, associate degrees, and certificates (IA4-2). Through the program review and resource allocation process, administrative, student service, and instructional units evaluate their programs and how they increase student success (IA4-3). The self-evaluative reviews are read by a College wide Integration Council, which 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.

Self Evaluation
The mission statement is central to institutional planning and decision making and gives direction to the College wide strategic planning process. Goals from the mission statement form the foundation for College planning and are integrated into resource allocation decisions at the College.

The College meets the Standard.

Actionable Improvement Plans
None.

Evidence IA4
IA4-1 Institutional Planning Committee and strategic planning working group minutes, January 23, 2013
IA4-2 Mission statement
IA4-3 Sample instructional unit program review, Chemistry, 2013-2015
Sample student service unit program review, Admissions and records, 2013-2015
Sample administrative unit program review, President’s office, 2013-2015
Standard I: Institutional Mission and Effectiveness
The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Standard I.B. Improving Institutional Effectiveness.
The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

Standard I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary
Diablo Valley College is committed to an ongoing, collegial, self-reflective dialogue focusing on student learning and institutional processes. An extensive revision of the ongoing self-reflective dialogue process occurred in 2009 as a result of Diablo Valley College being placed on Show Cause in January 2009, by the Accrediting Commission for Community and Junior Colleges (ACCJC). The College immediately responded to the recommendations in the Commission action letter dated February 3, 2009 (revised March 31, 2009). Workgroups that included faculty, classified staff, managers, and students were created to address each recommendation and the College community came together to engage in campus wide dialogue. The evolution of the revised process is detailed in the Show Cause Report, the Follow-Up Report and the Mid Term Report to the ACCJC (IB1-1). The implementation of the revised process began early in the fall of 2009 and is on-going as part of continuous improvement focused on student learning and institutional processes. Existing processes ensure that the entire College has the opportunity to engage in ongoing conversations.

The Faculty Senate, Classified Senate, Associated Students of DVC, and Management Council continue to participate in ongoing collegial self-reflective dialogue. The primary way the College engages in these conversations is the shared governance process which 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. The Committee Handbook includes information about membership and charge of all College committees in a single document (IB1-2). Representation is based on a balance of constituency membership and expertise in subject areas. The Institutional Planning Committee, Integration Council, and Budget Committee inform and make recommendations to the College Council. The College Council makes recommendations to the College president on institutional processes and non-
academic processes that impact student learning (IB1-3). Constituent members of each committee are responsible for sharing information with respective groups. The College community is notified of meetings and all agendas and minutes are posted to the District’s InSite portal which is available to all employees and placed on the U drive, a local hard drive available to all employees. The College president confers with the Faculty Senate on academic and professional matters. All committees complete self evaluations annually (IB1-4). Self evaluations include a holistic assessment of the charge and membership of the committee and also identify objectives completed, obstacles, goals, and recommendations for change.

Conversations and actions taken by shared governance committees are widely disseminated to the campus community. The information is distributed via meetings of divisions, departments, Faculty Senate, Classified Senate, Associated Students of DVC, President’s Cabinet, and Management Council. In addition, the presidents of the Faculty Senate, Classified Senate, and Associated Students of DVC report out to College Council (IB1-5).

The program review and resource allocation process is used to inform self-reflective dialogue. The process includes instructional, student services, and administrative program reviews. A revised program review process was implemented in fall 2009, where the instructional and administrative processes followed an annual cycle while student services followed a tri-annual cycle with an annual update on off years. In fall 2012, as a result of discussions among College Council, Integration Council, Faculty Senate, Management Council, and Classified Senate an effort was made to align all three processes (IB1-6). As a result, program review is conducted every other year for all units and the first process under the new cycle was completed in fall 2013 (IB1-7).

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. Authors are asked to respond to questions in the document regarding how to improve the process. The Integration Council reviews these comments and includes that information in their evaluation of the process. Their recommendations for adjustments are sent to College Council in their year-end report (IB1-8). A joint Faculty Senate and instruction office committee works to make improvements in the process (IB1-9).

The Integration Council is responsible for reviewing all validated program reviews for the College. This governance committee is made up of constituent groups and area experts and the value of expertise based dialogue is stressed. The charge of the committee is to fulfill the institution’s commitment to College wide dialogue on program review and other data for the purposes of recommending improvements to the College Council on student services, instructional programs, and administrative support services as well as the processes for governance and identifying institutional improvement needs (IB1-10). It disseminates information on its findings to the College community by creating an annual report with recommendations and rankings. The report is shared with the Budget Committee, College Council and with the College community and is available on the District’s InSite portal and the
shared U drive. The Integration Council serves many important functions to the College. The Integration Council:

- Serves as a forum for dialogue and recommendations on program review, College plans, student learning and achievement, support services, and other data that promotes student success and institutional improvement.
- Creates a knowledge base about all aspects of the DVC Pleasant Hill and San Ramon Campuses in instruction, student services, and administrative support to make informed decisions about prioritizing resources.
- Requests and shares information from and with campus wide committees.
- Completes the linkage of program review reports, annual reports, and College wide plans by prioritizing the requests and allocating designated funds as identified by the Budget Committee’s Annual Plan.
- Makes recommendations to the Budget Committee, as part of the development of the Budget Committee’s Annual Plan, on priorities for use of fiscal resources based upon the evaluation of College program reviews and College wide plans.
- Maintains the recommended membership that provides for the broad representation of campus expertise.

The Integration Council reviews and ranks requests for resources under four categories, human resources, equipment, facilities, and technology. The Integration Council forwards their ranked list of resource requests to the Budget Committee who verifies the projected cost for each request and aligns the requests with the appropriate funding category. The Budget Committee recommends funding as many requests each funding category will support based on available College resources and determined allocations for each category. The Budget Committee’s recommendations for resource allocation are then sent to the College Council as a final recommending body to the president (IB1-11). Ultimately departments receive resource allocations out of this process to support improvements in delivery of educational programs and support services which support student learning. This process is regularly reviewed to ensure continuous improvement.

The creation of the Faculty Senate Scheduling Committee is an example of how recent reviews of College processes ensure continuous improvement. The Scheduling Committee was created on January 20, 2012, after it was determined that broader inclusion was needed for the schedule building process. The Faculty Senate approved creation of the Faculty Senate Scheduling Committee in March 2012 (IB1-12). The Scheduling Committee works collegially with management to manage the Colleges’ most significant resource, its course schedule.

**Self Evaluation**
Diablo Valley College engages in collegial self-reflective dialogue about the continuous improvement in student learning and institutional processes that occur. The shared governance process ensures the campus community has an opportunity to participate in on-going conversations. Committee agendas and minutes are available via email to all College employees and are posted on the District’s InSite portal which is available to all employees.
Program review is the primary process that informs conversations around continuous improvement in student learning and institutional processes and faculty, classified staff, administrators, and students are actively involved in these discussions. The Integration Council, which is an innovative and unique piece of DVC’s shared governance structure, ensures that program reviews are discussed and included as part of the College dialogue for continuous improvement.

The College meets this Standard.

**Actionable Improvement Plans**

None.

**Evidence IB1**

| IB1-1 | DVC Show Cause Report to the Accrediting Commission for Community and Junior Colleges, October 15, 2009, p. 4-10  
DVC Follow-Up Report, to the Accrediting Commission for Community and Junior Colleges, October 15, 2010, p. 3  
DVC Mid Term Report, to the Accrediting Commission for Community and Junior Colleges, March 15, 2012, p. 4-5 |
| IB1-2 | Committee Handbook, November 2013 |
| IB1-3 | College Council charge |
| IB1-4 | Committee self evaluation annual reports, 2009-2010  
Committee self evaluation annual reports, 2012-2013 |
| IB1-5 | College Council minutes, March 24, 2014  
College Council minutes, May 13, 2013 |
| IB1-6 | College Council minutes, November 26, 2012 |
| IB1-7 | Sample instructional unit program review, Chemistry, 2013-2015  
Sample student service unit program review, Admissions and records, 2013-2015  
Sample administrative unit program review, President’s office, 2013-2015 |
| IB1-8 | Integration Council recommendations, March 22, 2010  
Integration Council Qualitative Report 2011-2012 |
| IB1-9 | Program Review Taskforce charge, January 28, 2014 |
| IB1-10 | Integration Council charge |
| IB1-11 | Budget Committee recommendations 2010-2011, April 20, 2010  
Annual Budget Plan 2013-2014, from Budget Committee to College Council, February 28, 2014 |
| IB1-12 | Faculty Senate minutes, March 27, 2012 |
Standard I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary
The mission statement for Diablo Valley College confirms that the College is “passionately committed to student learning” (IB2-1). Improvements in student learning are the foundation of College goals as detailed in the Strategic Plan goals, values, and directives as they were developed in 2006, extended in 2010-2013, and updated in 2014 (IB2-2).

The 2006-2011 Strategic Plan was developed under the guidance of the College wide Planning Council. The Planning Council included representatives from the Faculty Senate, Classified Senate, Associated Students of DVC, representatives from administration, and the College president (IB2-3). The 2006-2011 Strategic Plan identified the overarching principles of the College’s mission and values. It included the philosophy statement that, “At DVC, student learning is paramount and comprises not simply the transference of knowledge and skills, but also a process of intellectual, artistic, political, ethical, physical, and spiritual exploration” (IB2-4). The 2006-2011 Strategic Plan included 31 different strategic directions and goals under six overarching themes.

- Becoming a learning College.
- Realizing the potential of all students.
- Enhancing the region’s economic development.
- Demonstrating institutional learning and effectiveness.
- Enhancing College resources.
- Strengthening College communication.

In May 2010, the president worked with the Faculty Senate and the College community through representatives on the College Council to identify three targeted goals to focus on for 2010-2013, which became Goals and Strategies 2010-2103. Concentrating on three specific goals provided the College more focus and an opportunity to better respond to the Accrediting Commission for Community and Junior College’s recommendation in 2009 that the College “develop and implement College wide planning that is tied to the Strategic Plan, mission, and resource allocation” (IB2-5). Input was solicited from the College community through the senates and the College Council to identify the final strategic directions (IB2-6) and the president shared these with the College community on September 16, 2010 (IB2-7). As noted by the president, the goals were linked to the College’s 2006-2011 Strategic Plan and the District’s Strategic Plan and they would be in place for three years to allow the College an opportunity to fully commit to them. Students continued to be the primary focus of the Goals and Strategies 2010-2013. Goals were to increase student learning and success, improve organizational effectiveness, and enhance College resources.

The development of the 2014-2017 Strategic Plan began in fall 2011. The Institutional Planning Committee (IPC), formerly the Planning Council, developed a timeline, rationale, and action
plan for the process in spring 2012 (IB2-8). In keeping with Recommendation 1 of the Accrediting Commission for Community and Junior College’s 2009 recommendations (IB2-9), the IPC engaged the College community in a “participatory process to advance the mission and goals of the institution.” The IPC convened a strategic plan taskforce with membership from each of the four governance committees and the four constituency groups, including the president and vice president of the Faculty and Classified Senates (IB2-10). A consultant was contracted to guide the College toward a common vision (IB2-11).

In fall 2012, the initial process to establish the general beliefs, norms, values, and practices of the College community included meeting with focus groups, including over 120 College members, one-to-one interviews with at least 16 College members from all constituency groups, and online surveys to the College community (IB2-12). College wide input was collected through a strategic planning flex workshop on January 10, 2013 (IB2-13). The agenda included an update on the process, presentations on external challenges, and related student data with a breakdown by ethnicity on transfer prepared students, transfers to the University of California and California State University systems, completion rates for degrees and certificates, career technical education course success, and data on improvement in basic skills. There were 149 attendees from management, faculty, and classified staff (IB2-14). Feedback was solicited through response cards from each attendee and attendees participated in a goal setting activity to practice validating, exploring, and actuating the writing of the plan. A cross-constituent sub-committee of the Institutional Planning Committee, the strategic planning writing group, was formed to focus on the writing of the strategic plan (IB2-15).

The 2013-2017 Strategic Plan was completed in fall 2013. It was circulated to all the College constituencies and governance committees for input and endorsement and to the College Council for a recommendation of approval to the president (IB2-16). The College president presented the final directive, values, and goals to the campus community at the fall 2013 opening day meeting (IB2-17) and by email (IB2-18). The directive is that “Diablo Valley College will increase student success.” The document outlines values and goals for the College.

**Values**

- Excellence: Diablo Valley College is dedicated to the highest standards of excellence.
- Student Learning: Diablo Valley College is dedicated to providing students with the support they need to achieve their educational goals.
- Equity: Diablo Valley College is dedicated to institutional and inclusive excellence.

**Goals**

- The College will foster excellence by integrating best practices in academic programs and student support services.
- The College will align its governance, operational and planning processes to ensure institutional effectiveness.
- The College will effectively direct and augment its resources to increase student learning and success.
• The College will develop and implement a human resources plan to maximize employee expertise to support the institution’s commitment to excellence and equity.

The 2013-2017 Strategic Plan was approved by the College Council in February 2014 and was approved by the Governing Board in April 2014 (IB2-19).

**Measuring goals.** The College uses many methods to measure progress toward improving student learning and success and the achievement of the strategic goals. These methods promote a College wide understanding of the goals and an opportunity to work collaboratively in achieving them. Five key strategies have been identified.

- Integration of the strategic goals in the program review process.
- Use of institutional standards as benchmarks for completion and retention.
- Institutional learning outcome assessment.
- Annual *DVC Accomplishments* report that aligns accomplishments with strategic directions.
- Analysis of data provided by the *Student Success Scorecard* published by the California community College chancellor’s office.

**Integration of the strategic goals in the program review process.** A survey conducted in spring 2013 included questions on the College community’s understanding of the strategic directions and how what they did supported the College goals. Since only about half of those who responded understood the strategic goals and their role in supporting them, results indicated that more work could be done in this area (IB2-20). 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 (IB2-21).

**Institutional standards as benchmarks of completion and retention.** To provide specific metrics to evaluate the College’s efforts toward student success and the achievement of College goals, the College established institutional standards in spring 2013. A joint Faculty Senate and instruction office work group made recommendations to the Faculty Senate for the institutional standards. The work group analyzed five years of data associated with student achievement to establish the standards recommended by the Accrediting Commission for Community and Junior Colleges (IB2-22). Based on these conversations, the work group recommended the following standards:

- Institution-set standard for student course completion rate: 72 percent.
- Institution-set standard for student fall to fall retention percentage: 48 percent.
- Institution-set standard for student degree completion number: 573.
- Institution-set standard for student transfer to 4-year colleges/universities: 1674.
- Institution-set standard for student certificate completion number: 561.

The institutional standards were reviewed and approved by the Faculty Senate (IB2-23), were supported by the College Council, and were forwarded to the president on May 20, 2013.
They will be integrated into the next cycle of the program review process scheduled for fall 2015, so all units will have quantitative standards by which the College can measure its progress. The College currently meets or exceeds all of these institution set standards.

**Institutional learning outcomes (ILOs).** The College’s efforts to increase student success have been guided by institutional learning outcomes, initially established in 2010 and updated in spring 2013 (IB2-25). The institutional learning outcomes describe skills and knowledge that students are expected to gain from their educational experience at DVC. The institutional learning outcomes were assembled by the Institutional Effectiveness Committee, with feedback from the Institutional Planning Committee and the College Council (IB2-26). They were revised and updated in 2013 with oversight from the joint Faculty Senate and instruction office work group (IB2-27).

Progress on institutional learning outcomes has been measured through the ACT student opinion survey. For example, understanding how societies and social subgroups operate and understanding civic engagement are ongoing themes in the institutional learning outcomes. The ACT student opinion survey in 2011 includes this prompt: “As a result of my education at DVC, I have a better understanding of my role as a member of society” (IB2-28). The results showed that more than 62 percent of the respondents strongly agreed or agreed that their education at DVC led to a better understanding of their societal roles. Because this was a relatively lower positive response rate, compared to the other related prompts, analysis provided by the research office recommended that the College may want to emphasize this aspect of the general education curriculum in the future.

To establish an understanding of and encourage support for the new institutional learning outcomes, the College president presented the newly approved institutional learning outcomes to the College community in his welcome address at the fall 2013 opening day meeting on August 15, 2013 (IB2-29). The institutional learning outcomes are published in the 2014-2015 Catalog (IB2-30).

**Annual DVC Accomplishments Report that aligns accomplishments with strategic directions.** The annual DVC Accomplishments Report is submitted to the Contra Costa Community College District Governing Board each fall and is used to measure progress toward student success and College goals (IB2-31). The report identifies accomplishments from the previous year and how they align with the College’s strategic directions and institution set standards. For example, in the 2012-2013 document, DVC reported that in the 2012-2013 academic year, 991 degrees were awarded for an annual increase of 31 percent from the previous year and 1209 certificates were awarded for an annual increase of 33 percent (IB2-32). This increase relates directly to the goal of increasing the number of students receiving degrees and certificates to address the workforce needs of the community.

**Analysis of data provided by the Student Success Scorecard.** The new Student Success Scorecard published by the California community college chancellor’s office provides quantitative data to measure DVC’s success toward meeting its goals (IB2-33). For example, one of the objectives for the DVC goal of fostering excellence by integrating best practices in academic programs is to increase the number of students who earn certificates and degrees and
transfer to four-year institutions (IB2-34). This is measurable through an analysis of annual completion rates in the *Student Success Scorecard*.

**Self Evaluation**

Diablo Valley College is committed to student learning and success. This focus has been the foundation of the *Strategic Plan* as it was developed in 2006 and again in 2013. The College uses both quantitative data from the *Student Success Scorecard* and the DVC institutional standards and qualitative data from the annual analysis of *DVC Accomplishments* and institutional learning outcomes to measure progress toward the established goals. Integrating the strategic goals into program reviews promotes a College wide understanding and commitment to these goals and provides a link between the planning and resource allocation processes and the mission of the College.

The College meets this Standard.

**Actionable Improvement Plans**

None.

**Evidence IB2**

| IB2-1 | DVC mission statement |
| IB2-2 | *2006-2011 Strategic Plan*
| Email from J. Walters, DVC goals, September 29, 2010 |
| IB2-3 | Planning committee membership |
| IB2-4 | *2006-2011 Strategic Plan*, p. 11 |
| IB2-5 | ACCJC letter putting DVC on show cause, February 3, 2009 |
| IB2-6 | Email from J. Walters, Strategic directions 2010-2011, June 1, 2010 |
| DVC *Follow Up Report*, November 18, 2010 |
| Faculty Senate minutes, May 11, 2010, p. 5 |
| College Council minutes, May 17, 2010, p. 2 |
| Classified Senate minutes, August 2, 2010, p. 1 |
| IB2-7 | Email from J. Walters, DVC goals, September 29, 2010 |
| IB2-8 | Institutional Planning Committee closeout of *2006-2013 Strategic Plan*
| Strategic planning FAQs appendix, spring 2012 |
| Strategic Planning Taskforce phase one, April 30, 2012 |
| IB2-9 | ACCJC Letter Putting DVC on Show Cause, February 3, 2009 |
| IB2-10 | Strategic Planning Taskforce phase one, April 30, 2012 |
| Email from P. Garcia, Strategic planning, April 30, 2012 |
| IB2-11 | Institutional Planning Committee, rationale for strategic planning, spring 2012 |
| IB2-13 | PowerPoint from Strategic Planning Taskforce flex workshop, January 10, 2013 |
| IB2-14 | DVC strategic planning update attendees, January 10, 2013 |
| IB2-15 | Strategic Planning Writing Group list of members |
| IB2-16 | Faculty Senate minutes, February 25, 2014 |
| Classified Senate minutes, February 13, 2014 |
College Council minutes, February 24, 2014
IB2-17    PowerPoint from president’s welcome address opening day fall 2013
IB2-18    Email from P. Garcia, Strategic plan, October 28, 2013
IB2-19    2013-2017 Strategic Plan
Faculty Senate minutes, February 25, 2014
IB2-20    College Council external survey results spring 2013
IB2-21    Sample program reviews with field to respond to strategic directions noted (3)
IB2-22    Institutional standards 2013
IB2-23    Faculty Senate minutes, April 30, 2013
IB2-24    College Council minutes, May 20, 2013
IB2-25    Institutional learning outcomes 2010
IB2-26    Institutional Effectiveness Committee minutes, June 21, 2010
IB2-27    Institutional learning outcomes 2013
IB2-28    ACT student opinion survey results
IB2-29    PowerPoint from president’s welcome address opening day fall 2013
IB2-30    2014-2015 Catalog, p. 8
IB2-31    DVC Accomplishments Reports, 2006-2013 (7)
IB2-32    2012-2013 Strategic Plan Accomplishments, p. 1
IB2-33    Student Success Scorecard completion rates, February 8, 2014
IB2-34    Screenshot Student Success Scorecard (2)

Standard I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Descriptive Summary
Diablo Valley College assesses progress toward achieving goals and makes decisions in an ongoing systematic cycle of evaluation that includes integrated planning, resource allocation, implementation, and re-evaluation. The program review and resource allocation process and the development of College plans are based on both quantitative and qualitative data.

The iterative process of evaluation and re-evaluation can be seen in the ongoing development of the program review process for the College. It was developed in 2009 and implemented in the fall of 2010 as a result of the Show Cause action instituted by the Accrediting Commission for Community and Junior Colleges (ACCJC). All programs were reviewed in 2010 and a timeline was established for a comprehensive evaluation of one third of the programs each year and have each program provide annual updates in the other two years. In 2011, the data driven process of review shifted to a biennial schedule to give more time for gathering and assessing information
effectively. The most recent cycle was completed successfully in fall 2013 and all units completed comprehensive evaluations.

The program review process provides an ongoing assessment of the use of resources. DVC Procedure 1016.01, Program Review, details the process and timelines for program review (IB3-1). Each instructional, student service, and administrative unit evaluates their programs to determine if they are meeting student needs. If additional financial, human, physical, or technology resources are required, units request them and justify the request based on the strategic goals, plans, and mission of the College. Program review documents are validated by cross campus teams and the validated reviews are forwarded to the College wide Integration Council. The Integration Council ranks requests using a rubric that focuses on how well the requests will help students succeed. The Integration Council forwards their ranked list of resource requests, by category, to the Budget Committee who verifies the projected cost for each request and aligns the requests with the appropriate funding category. The Budget Committee recommends funding on as many requests (based on available College resources and determined allocations to each category) as each funding category will support. The Budget Committee recommendations for resource allocation are then sent to the College Council as a final recommending body to the president. Once resources are allocated, their effectiveness is reevaluated in the next program review cycle.

The program review process itself is evaluated during each cycle by both the unit level authors and throughout the process. Authors are asked to respond to questions in the document regarding how to improve the process. The Integration Council reviews these comments and includes that information in their evaluation of the process. Their recommendations for adjustments are sent to College Council in their year-end report. The recommendations have resulted in changes in each cycle with the intent of improving institutional effectiveness. A notable change was the 2012 decision to extend program review to every other year rather than every year to enable the College to more effectively evaluate data and determine areas for modification. Another change was that after collecting and reviewing requests for new computers from program reviews, the Integration Council made the recommendation that the whole College should be placed on a refresh cycle for upgraded computers allowing each program to focus on other critical needs in their program reviews.

The Faculty Senate Program Review Taskforce, comprised of faculty and working closely with the senior dean of curriculum and instruction, has evaluated and made recommendations for improvements on the program review process after each completed cycle. 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. In fall 2013, the Faculty Senate approved a revision to DVC Procedure 1016.01, Program Review, and its use in the resource allocation process (IB3-2). The procedure is moving through the established governance process. In spring 2014, the Program Review Taskforce was charged with reviewing and drafting revisions to the process and timelines, developing a draft process for multi-disciplinary programs that do not fit into traditional unit designations, reviewing and drafting revisions to the templates, and further developing College procedures. The taskforce is currently reviewing the possibility of recommending that the
Institutional Planning Committee evaluate program reviews to determine the extent to which the College is achieving goals established in College wide plans.

It was the original intent to include resource requests from College wide plans into the administrative program reviews of administrators responsible for those plans. Integration Council members were also to review College wide plans in relation to program review requests and in relation to themes to be included in the council’s report to the Budget Committee. After two cycles of resource allocation and subsequent evaluation, it became apparent that this approach was not as effective as originally envisioned. As such, the College Council has instructed the Institutional Planning Committee to develop a procedure for allowing College wide plans to access the resource allocation process more directly (IB3-3). Work on this issue is ongoing (IB3-4).

Evaluation occurs throughout the planning process based on qualitative and quantitative data. Quantitative and qualitative data analysis are used in program reviews, assessment of course, program, institutional, and general education student learning outcomes (IB3-5). Both qualitative and quantitative data enter the evaluation process in point of service surveys by student services; nationally-normed student opinion surveys, faculty evaluations, professional development activity exit surveys, and College wide surveys of service. Administrative units are evaluated based on the goals assigned to the manager of the specific unit. In 2011, the Contra Costa Community College District centralized research functions in the District office with a research coordinator at each College to guide and approve data and research requests. At DVC, the College president is the coordinator who reviews and approves research requests. As such, the College currently relies on the program review process to ensure that resources are allocated based on assessment results for learning outcomes as well as requests from College wide plans. Work is ongoing to make improvements to this process in accordance with results from recent evaluations.

Another example of the College engaging in a systematic cycle of evaluation, integrated planning, resource allocation, implementation and re-evaluation is the establishment of the Faculty Senate Scheduling Committee. As a result of declining state funding in 2010, the College needed to reduce the number of sections offered to students. According to the negotiated agreement between the college and the United Faculty of the District, faculty prepare and propose a schedule to management. Final right of scheduling and assignment rests with management. Because the number of sections to be reduced was so large, faculty leadership, through the consultation process, proposed to the administration that a Scheduling Taskforce be established to review enrollment data, discuss options, and then make expertise-based recommendations for scheduling to the College administration. The College president concurred and a Scheduling Taskforce was established in 2010. This taskforce operated for approximately one year before being formally established by the Faculty Senate Council as the Scheduling Committee in February 2011. Membership includes representation from each academic division and is supported by the senior dean of curriculum and instruction and vice president of instruction. The College president frequently attends these meetings. Meetings are held regularly and notes are taken (IB3-6). The teaching schedule is the single largest discretionary resource available to the college, comprising 66.7 percent of the 2013-2014 College budget (IB3-7). Through the action of the Scheduling Committee, the College accomplished several goals:
• Reduced the teaching schedule by 12 percent (599 sections) keeping the College within budget
• Increased employee awareness of key factors affecting enrollment and the college budget including productivity (number of full-time equivalent students divided by the number of full-time equivalent faculty) and fill rates (percentage of maximum enrollment at census)
• Maximizing productivity in a declining budget environment allowed the college to maintain more open sections to serve more students (consistent with the mission)
• Multi-semester reviews by the Scheduling Committee facilitated trend analysis of disaggregated section data and informed future schedule development thereby increasing institutional effectiveness

With increasing state funding, the Scheduling Committee continues to make recommendations to administration on how to grow the number of sections offered to students, again, based on quantitative analysis of enrollment data and informed by rich dialogue about productivity, fill rates, and ensuring access for student completion of programs among committee members with expertise in curriculum and instruction.

Self Evaluation
Diablo Valley College has developed a systematic cycle of ongoing evaluation that includes integrated planning and evaluation through program review, College plans, and input from student services, instructional units and administration. The work of the Integration Council, Budget Committee, and College Council during the program review process provides opportunities for broad based dialogue about the resource allocation process. The implementation of College plans are supported through collaborative councils and approval is provided by the president.

Evaluation of program review and resource allocation has been continuously improving. A significant improvement occurred by moving the program review cycle from an annual process to every other year with added questions that created an embedded evaluation of the process. Other significant improvements include the addition of operational and general funds for consideration by the Budget Committee in 2012 and creation of a campus wide computer refreshment cycle. A goal of the Institutional Planning Committee is to complete the process of incorporating College wide plans into the cyclic process.

Creation of the 2013-2017 Strategic Plan through a cross constituency collaboration with classified staff, students, faculty and administration has created a framework wherein Diablo Valley College can initiate more specific and measurable activities in all areas of the College to continue growth toward stated goals.

The College meets this Standard.

Actionable Improvement Plans
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.
Evidence IB3

IB3-1  DVC Procedure 1016.01, Program Review
IB3-2  Faculty Senate minutes, August 27, 2013
IB3-3  College Council minutes, May 20, 2013
IB3-4  Institutional Planning Committee minutes, March 26, 2014
IB3-5  Sample instructional unit program review, Art Department 2013-2015, section C
       Sample instructional unit program review, Biology Department 2013-2015, section C
       Sample instructional unit program review, Drama Area 2013-2015, section C
IB3-6  Screenshot U drive committee folders
IB3-7  Email from R. Dahi, Teaching budget, April 15, 2014

Standard I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary
Diablo Valley College offers opportunities for faculty, classified staff, managers, and students to fully participate in the planning process. The three constituency governance committees, the Faculty Senate, the Classified Senate, the Associated Students of DVC, and the Management Council work collaboratively to oversee the planning and resource allocation processes. The College Council, Budget Committee, Integration Council, and Institutional Planning Committee have assigned membership from each of the three constituency groups and management to ensure that all voices are heard. The four College wide governance committees are chaired by faculty, classified staff, and administrators on a rotational basis, to guarantee broad participation. The College Council includes an appointment for a permanent student vice-chair (IB4-1). Committee members are charged with communicating feedback to and from the various committees and their constituencies, which provides a cyclical process for information sharing.

Broad-based input is actively solicited in planning processes. When the College’s 2006-2011 Strategic Plan was reviewed and updated in 2011-2013, the process included discussions in focus groups that included over 120 College members, one-to-one interviews with at least 16 College members from all constituency groups, and online surveys to the College community (IB4-2). Faculty, staff, and managers participated in a College wide strategic planning flex workshop on January 10, 2013 (IB4-3). Feedback was actively solicited at the workshop through response cards from each attendee and attendees participated in a goal setting activity to practice validating, exploring, and actuating the writing of the plan. A cross-constituent strategic planning writing workgroup finalized the plan (IB4-4).

As an essential element of successful planning, the College assesses its progress in various ways. As the College transitioned to the 2013-2017 Strategic Plan, an analysis was completed of how successful the College was in addressing its previous goals (IB4-5). For example, one of the goals in the 2006-2011 Strategic Plan was to improve the progress of at-risk students. Success in this area was demonstrated by new campus activities, including the development of the Umoja
learning community, a program to foster African American student success and by the expansion of Puente learning communities from one to two cohorts each semester (IB4-6). Professional development flex activities were held for faculty and staff to discuss best practices for assisting at-risk students (IB4-7). Challenges were still noted in this area, including the cuts to categorical funding which impacted the ability of programs to fully serve students (IB4-8).

Success in planning is measured through the annual DVC Accomplishments Report provided to the Contra Costa Community College District Governing Board each fall (IB4-9). In this report, the College identifies accomplishments that align directly with the College’s strategic directions. For example, in the 2012-2013 document, DVC reported that in the 2012-2013 academic year, 991 degrees were awarded for an annual increase of 31 percent from the previous year and 1209 certificates were awarded for an annual increase of 33 percent (IB4-10). This increase relates directly to the goal of increasing the number of students receiving degrees and certificates to address the workforce needs of the community.

Planning informs resource allocation through the program review process, which includes input from all constituencies. Program review is a systematic process for the collection, analysis, and interpretation of data for student services, administrative, and instructional units. Resource requests from College wide plans are included in the administrative program review from the administrator with responsibility for that plan. The Integration Council links program review reports, annual reports, and College wide plans when it prioritizes resource requests from program reviews and forwards them to the Budget Committee (IB4-11). Integration Council members continue to work to include the College wide plans in the resource allocation process. In spring 2013, College Council approved the revision to the Institutional Planning Committee’s charge to annually review the progress of College wide plans, the alignment of resource allocation with plans, and the effectiveness of College wide plans through an evaluative process (IB4-12).

Broad-based involvement in decision making is used when managing the College’s most important resource, the course schedule. The Faculty Senate Scheduling Committee, an enrollment management group made up of faculty and managers, was created in spring 2011 and supports the College by making expertise-based recommendations about the College’s course offerings (IB4-13). The committee is charged with developing, communicating, and implementing the criteria used for making scheduling additions and cuts (IB4-14). Discussions on full-time equivalent students and full-time equivalent faculty at the Faculty Senate Scheduling Committee have raised the awareness of the importance of course productivity at the College. During a period of declining budgets in fall 2012, the committee was able to make strategic schedule cuts that resulted in increased average productivity for that term (IB4-15), thereby improving institutional efficiency and allowing more students to be served with fewer resources. As State funding has improved, the Scheduling Committee identified courses to add strategically that will support the College’s goals. With the foresight of planning and a focus on the goals of the College, the Faculty Senate Scheduling Committee continues to work toward maintaining the breadth of the College programs while maximizing productivity and institutional effectiveness (IB4-16). In this way, the College uses both quantitative and qualitative data to improve both student access and institutional effectiveness for a resource (the teaching schedule) that accounts for almost 70 percent of the overall College budget.
Self Evaluation
At DVC, planning is integral to the process of resource management. Planning supports the resource allocation process through the analysis of program review resource requests and planning has improved the management of the College’s most valuable resource, the course schedule.

DVC values the input of all constituencies in planning and so provides many opportunities for participation and feedback, including assigning constituency membership on College wide governance committees and providing a back and forth dialogue process between the four College wide governance committees and the constituency governance committees. DVC welcomed broad based input in planning as evidenced by the multiple opportunities provided to participate in the update of the 2013-2017 Strategic Plan.

The College meets this Standard.

Actionable Improvement Plans
None.

Evidence IB4
IB4-1 Committee Handbook, November 2013, p. 8
IB4-3 PowerPoint from Strategic Planning Taskforce flex workshop, January 10, 2013
IB4-4 Strategic Planning Writing Group list of members
IB4-5 Closeout of the Strategic Plan report, January 22, 2014
IB4-6 Screenshot Umoja program information Puente program copy of FA 11 and SP 12 schedule showing from one cohort to two
IB4-7 Flex activities, spring 2014
IB4-8 Sample workshop fall 2013, Working with Students in Distress
IB4-9 Closeout of the Strategic Plan report, January 22, 2014
IB4-10 2012-2013 Accomplishment Report
IB4-11 2012-2013 Strategic Plan Accomplishments
IB4-12 DVC Procedure 1010.01, Integrated Planning
IB4-13 Institutional Planning Committee minutes, October 9, 2013, p. 3
IB4-14 Faculty Senate minutes, February 8, 2012, p. 4 #10
IB4-15 Scheduling Committee charge
IB4-16 Email from S. Lamb, Cuts for fall 12 from Scheduling Committee, February 23, 2012
IB4-17 Productivity for fall 2010-2013 from Cognos
IB4-18 Productivity for summer 2010-spring 2014 from Cognos
Standard I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

**Descriptive Summary**

Diablo Valley College gathers assessment results in a variety of ways and uses the results in discussions that lead to institutional change. The College is committed to using data to drive decision making to make the College more efficient and effective. Data are communicated internally to employees and students as well as externally to the community and to interested groups.

The major venues for internal discussions about assessment data are at meetings of governance committees, Faculty Senate, Classified Senate, instructional deans, dean and department chairs, divisions and departments, and other committees (IB5-1). Information analyzed by these bodies guides each committee’s actions and may lead to recommendations to the College Council and president for College wide improvements. The Faculty Senate Scheduling Committee scrutinizes course productivity, fill rates and the number of course offerings to provide guidance to the administration in the development of the semester course offerings in the context of maximizing student access (IB5-2). The Equity Committee examines disaggregated data on student performance by ethnicity, gender, and age to develop the Student Equity Plan (IB5-3). The Institutional Planning Committee’s Strategic Planning Taskforce engaged in interviews and focus groups of faculty, staff, administrators and students to ascertain the future directions important to the College in the next five years (IB5-4).

In fall 2012 while developing the 2013-2017 Strategic Plan, data was gathered from over 250 students, staff, and managers who participated in focus groups, interviews, and an all College survey. The results were shared at an all College flex event on January 10th, 2013, followed by the development of planning goals for the 2013-2017 Strategic Plan. At the opening day meeting in fall 2013, presentations focused on improving student success in all aspects of the College’s work and examined student demographics, assessment indicators, course success rates, and strategies that could be used to improve student learning and achievement. Broad-based dialogue across the campus laid the framework for future planning and the College’s new strategic directive, that the College will “increase student success.”

The program review process highlights major assessment measures and provides a focus for discussions about quality assurance across the campus (IB5-5). Disaggregated data on student success, retention, and course delivery modes are included in each review. Each unit determines spending of current funds and outlines specific uses for additional allocated funds to make requests for human, supply, equipment, technology, and facilities resources that they believe will increase their students’ learning and success. Validation teams involve scores of faculty, classified staff, and managers in small teams reading program reviews and providing feedback to the authors ensuring the quality of the documents. The College wide Integration Council reviews all program reviews, ranks resource requests, and communicates to the College Council about themes that emerged in their readings and discussions (IB5-6).

Student learning outcomes (SLOs) and assessments are completed by all units and are available for review through the College website or the locally shared U drive (IB5-7). The Student
Learning Outcome Assessment Committee monitors and reviews outcomes and assessments of courses and programs (IB5-8). Departments discuss SLO results to determine future directions and improvements to be made in courses and programs. Industry partners play an active role in career and technical education programs’ advisory committees, evaluating student learning outcome assessments and providing insights into program improvement to ensure a well-trained workforce (IB5-9).

The College disseminates information to the College community in an opening day meeting attended by faculty members, managers, and classified staff (IB5-10). This annual event along with year-round thematic flex (professional development) events focus the attention of employees on major goals and initiatives of the College. In 2010-2011 and 2011-2012, the College engaged in an extended dialogue on stereotyping, factors that lead to the achievement gap, and student retention strategies as part of the Whistling Vivaldi Project. The project was part of the College Success Inquiry, a collaboration between Student Equity Committee, Foundations for College Success, and the Professional Development Committee. As part of the project, the Center for Urban Education held presentations on campus highlighting methods for disaggregating student data to examine trends and to monitor learning and success. College flex training events open to all are forums for reviewing College assessment data providing information that drives conversations at other meetings throughout the academic year.

Students’ participation in committees allows them to engage with assessment measures to help set future directions for the College (IB5-11). The Associated Students of Diablo Valley College brings issues forward for campus consideration through the governance process and periodically funds student centered projects (IB5-12). The College administers biannual student satisfaction and engagement surveys that assist the College in tailoring programs and services to students (IB5-13). In addition, individual service units on campus initiate satisfaction surveys of students to guide in improving programs; examples include the counseling center and career and employment services. The Faculty Senate Student Services Committee examines data and trends pertaining to students on campus and makes recommendation to the Faculty Senate for changes to policies and procedures to improve students’ experience on campus.

The College communicates with external constituencies through website postings, reports to the Governing Board (IB5-14), meetings with external partners (IB5-15) and community events (IB5-16). The College is represented in the larger community in a variety of ways: employees sit on local and regional committees in local governments, through regional partnerships, and educational partners in the Contra Costa County Office of Education and directly with individual school districts. The College president sits on many boards and councils representing DVC and the District to community leaders. The president sits on the Hispanic Chamber of Commerce of Contra Costa County, which has resulted in the high school student event Narrowing the Gap where high school students came to campus to learn about opportunities at DVC. Through involvement with community partners, DVC educates the community about our students, programs and services, as the College learns about the needs and interests of the community, thereby shaping programs at the College.

The College works closely with neighboring K-12 school districts by sharing assessment results with the goal of increasing successful student transitions to the College. The student outreach
and relations with schools office sponsors programs to educate school officials about DVC programs and services, to advise K-12 students and provide on-site orientation, and to bring students on to the campus to explore the College. Working with Contra Costa County Office of Education DVC hosts Health Career Pathways Day and Engineering Day where students explore majors in health sciences and engineering fields. For nine years, the Engineering, Construction, and Manufacturing Summer Camp has brought over 500 high school students on campus to engage in hands-on activities and career exploration. DVC works closely with regional occupational programs in aligning and articulating curriculum and is engaged with the high school project Lead the Way’s science, technology, engineering, and math activities. Working with K-12 partners leads to curriculum enhancements and builds pathways for student success as they matriculate to college (IB5-17).

The career and technical education (CTE) units on the campus are actively involved with their advisory committees. Advisory committees analyze assessment data, making suggestions for student learning outcomes and programmatic changes to align instruction with skills required for industry jobs. Labor market analysis, local and regional job trends, and economic parameters are used to guide the College in the examination of the CTE offerings and are a key feature of CTE program reviews. The workforce development office and the Workforce Development Committee meet regularly to discuss program needs, trends, and funding opportunities. DVC is one of four colleges in the state supporting the development of a CTE Data Launchboard, aimed at developing better metrics for measuring student success beyond degrees, certificates, and transfers. The tool will provide additional student measures in lower unit and external credentials, job placement in students’ field of study, and salary increases due to their additional education. The data will be publically available on the CalPass Plus website and will be used by College and industry partners to tailor offerings and understand the regional impact to the economy.

The College reports data and assessment results to the Contra Costa Community College District (IB5-18), California community college chancellor’s office (CCCCO) and the federal government. Data posted on the CCCCCO Scorecard and in the CCCCCO System Data Mart are widely available to the public (IB5-19). The CCCCCO Scorecard contains major indicators of DVC’s educational contributions to Contra Costa County and the surrounding Bay Area. In collaboration with the District office of research and planning, data are compiled and posted on the web for the College community, students, and the public to analyze (IB5-20). The global assessment of the College’s performance provides important information for conversations with government and business leaders that help shape future initiatives for the College.

Self Evaluation

Close assessment of data to drive decision making at the College has become the norm for the institution as has internal and external communication about assessment results. Ten years ago few on campus understood the terms FTES (full-time equivalent students), FTEF (full-time equivalent faculty), and fill ratios. Today, campus leaders and engaged employees understand not only the definition but know the value of examining these parameters to ensure a responsive College culture that supports student learning and achievement. The Faculty Senate working with the instruction office has developed department chair training to assist faculty in the tracking measures utilized by the College.
The program review and resource allocation process drives the decisions of all areas of campus. The collegial conversations that result have improved the quality of program review and have exposed individuals across the campus to assessment data from outside their area. The knowledge gained through validation and through the work of the Integration Council facilitates broad-based, College wide communication and deepens the understanding about our diverse programs and services.

Student learning outcomes for courses, programs, and the institution are published on the DVC webpage. Systemization and streamlining of student learning outcome reporting allows departments and programs to focus on dialogue about results and program enhancements. Unit program reviews detail the modifications and impact of these changes to plans for improving student learning in courses and programs. This integrated approach to student learning provides the College the opportunity to reflect on assessment results and develop action plans in support of student learning and achievement.

The College regularly communicates important information to students via email and to the larger community through web postings. DVC is committed to constantly upgrading the website to make information easily accessible. Campus members work closely with industry and education partners to communicate information about the College and to collect information from them to better improve the College.

With the reorganization of research collection where now most of the responsibility is housed at the District office, there is a continuing need for strategies to make research data collected by individual departments available to the entire College. As the College has evolved into a data-driven institution, it continues to recognize that data needs to be readily available to our employees, students, and community in ever expanding ways.

The College meets this Standard.

**Actionable Improvement Plans**

None.

**Evidence IB5**

| IB5-1 | Geography flex activity, fall 2013  
GIS/GPS Advisory Committee minutes, May 31, 2012  
Sample Career Technical Advisory Committee minutes  
Scheduling Committee minutes, January 17, 2014  
Curriculum Committee minutes, February 3, 2014  
Information Technology Committee minutes, April 4, 2013  
Faculty Senate Student Services Committee and Matriculation Committee joint meeting minutes, February 6, 2014  
Student Equity Committee minutes, October 25, 2013 |
| IB5-2 | Scheduling Committee minutes, January 17, 2014 |
| IB5-3 | Student Equity Committee minutes, March 8, 2013  
*2013-2014 Student Equity Plan* draft |
IB5-4 Strategic Planning flex information, flex booklet, spring 2013 page 10
Strategic Planning Taskforce PowerPoint for flex day, January 10, 2013
Strategic Planning Taskforce flex activity report, spring 2013

IB5-5 Business Department instructional program review, 2013-2015
Chemistry Department instructional program review, 2013-2015
Extended opportunity programs and services student services program review, 2013-2015
Custodial administrative program review, 2013-2015

IB5-6 Integration Council qualitative analysis 2011-2012, May 10, 2013
Integration Council 2009-2010 recommendations to the College Council, March 22, 2010
Integration Council 2010-2011 summary report and recommendations to the College Council, October 2012
Integration Council report to Budget Committee, November 18, 2011

IB5-7 Screenshot SLO homepage

IB5-8 Student Learning Outcome Assessment Committee minutes, November 15, 2013
Student Learning Outcome Assessment Committee minutes, March 8, 2013

IB5-9 Sample Career Technical Advisory Committee minutes

IB5-10 PowerPoint from president’s opening day presentation fall 2013

IB5-11 Committee Handbook, November 2013

IB5-12 Associated Students of DVC budget 2012-2013

IB5-13 ACT survey summary report, 2011
ACT survey results, 2011

IB5-14 Governing Board agenda, March 20, 2014
Screenshot Governing Board agendas

IB5-15 PowerPoint presentation of CTE transfer rates, November 2010
DVC Accomplishments Report, 2012-2013
Workforce and Economic Development Report, March 6, 2013
Workforce and Economic Development Report, April 2010
Contra Costa Community College District workforce pipeline, September 4, 2008

IB5-16 President’s breakfast with high school principals, March 16, 2010
President’s meeting with Kiwanis Club, February 27, 2014
President’s meeting with Leadership Contra Costa, February 6, 2014
President’s meeting with City of Concord Rotary Club, April 4, 2014
Hispanic Chamber of Commerce Conference 2012

IB5-17 Career technical education career pathways initiative report
President’s breakfast with high school principals, March 16, 2010
Extended opportunities programs and services high school day, April 23, 2014
Expanding Your Horizons flyer, 2014
Engineering Career Pathways Day, April 11, 2014
Health Career Pathways Day, April 11, 2014

IB5-18 Governing Board agenda, President report on accomplishments, November 13, 2013, item 6
DVC Accomplishments Report, 2011-2012

IB5-19 Student Success Scorecard, 2013
Standard 1.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary
DVC assures the effectiveness of its ongoing planning and resource allocation processes through systematic and regular reviews. All instructional, student service, and administrative units conduct comprehensive program reviews every two years. The final field of the program review template asks for a reflection on the program review process so all units can make recommendations for change (IB6-1). Responses are analyzed by the Integration Council as they read and discuss unit program reviews. The Integration Council submits a report with final recommendations for funding priorities to the Budget Committee and also prepares a report of findings and recommendations for improvements to the program review process itself (IB6-2). The College has made many improvements based on these discussions and reports.

- A field was added to the 2011-2012 program reviews that asks the unit to address how they can contribute to a possible budget reduction of up to 10 percent in the event of required budget cuts (IB6-3).
- Resource requests are now analyzed in categories, to more appropriately align and rank requests. The categories of requests are human resources, supplies and equipment, facilities, and technology.
- The creation of a refresh cycle for technology requests. Instead of ranking individual computer requests, a more thorough plan for upgrading computers for employees and student labs was established based on the age and functionality of the computers (IB6-4).

Another significant improvement to the resource allocation process inspired by the Integration Council review was the creation of a standardized program review executive summary sheet in order to facilitate the evaluation of program reviews. The Institutional Effectiveness Committee worked with the Integration Council to develop the executive summary which was implemented in fall 2010 (IB6-5). After its first year of use and an evaluation by all users, the executive summary, containing standardized metrics, was modified to become a part of the program review template for all three groups (IB6-6).

In spring 2010, a joint taskforce of the Faculty Senate and the instruction office was created to evaluate the instructional program review content and process (IB6-7). The taskforce includes faculty, the vice president of instruction, and the senior dean of curriculum and instruction. It meets and reports on suggested improvements after each program review cycle. A significant enhancement to the process that resulted from these discussions was a change in the format of the instructional program reviews from a Word document, to an Excel document, to a web-based program for the 2012-2013 program review cycle. The latest web-based format allows multiple people to be working on the form at the same time and makes it easier to collect data across units for research purposes (IB6-8). The Faculty Senate Program Review Taskforce works to ensure
data integrity, so that data for financial considerations can be generated from program reviews (IB6-9). For example, program reviews were used in the resource allocation decisions in the selection of full-time faculty positions open for recruiting in the fall 2010 and fall 2011 terms (IB6-10).

The student services program review template and process are reviewed and updated regularly by the student services validation committee which has utilized recommendations from the Integration Council (IB6-11). Changes to the administrative program review process and template have resulted from discussions at the administrative program review validation team meetings, recommendations from the Integration Council, and meetings of the Management Council and president’s staff (IB6-12). The instructional, administrative, and student services units have collaborated on improvements to the program reviews. In the spring and summer of 2011, meetings were held with representatives from all three areas to bring all three program review processes to a common template and timeline. These meetings also led to revisions in the program review summary report (IB6-13).

Both the College Council and the Budget Committee evaluate the effectiveness of the resource allocation process and their role in the process at the completion of each program review cycle. The College Council includes observations and recommendations on the current process in their final report to the president and notes specific examples of progress on the previous year’s recommendations (IB6-14). The Budget Committee discusses and highlights areas for continuous improvement at the completion of each Approved Budget Plan (IB6-15).

All College wide governance committees participate in a self evaluation process each May by preparing a report which is submitted to the College Council (IB6-16). The co-chairs of the committees are invited to present their reports to the College Council. The committees report on major accomplishments and achievements in the past year, major obstacles or problems with committee function, tentative committee goals for the coming year, and general recommendations for change. The goal of the self evaluation process is to improve on the function, processes, and efficiency of the committee. The Safety and Facilities Committees were transitioned to workgroups, since that better fit their functions (IB6-17). In 2010 the student membership on the Budget Committee increased from one to two members (IB6-18). The goal was to expand student participation on the committee, although in practical terms it meant that with a student’s busy schedule, at least one student could be present at the meetings and represent the student voice in budget discussions. The Budget Committee confirmed the success of this change in their 2010-2011 self-evaluation report (IB6-19).

Self Evaluation
The DVC College community is committed to self-evaluation and improvement. Many avenues have been established to provide feedback and modifications to planning and resource allocation processes and significant improvements have been made in DVC processes as a result.

The College meets this Standard.
Actionable Improvement Plans
None.

Evidence IB6
IB6-1 Instructional program review template
Student services program review template
Administrative program review template

IB6-2 Integration Council 2009-2010 recommendations to the College Council, March 22, 2010
Integration Council 2010-2011 recommendations to the College Council, May 6, 2011
Integration Council 2011-2012 recommendations to the College Council, February 11, 2011
Integration Council report to College Council fall 2009, paragraph 2
Program review reading/ranking process summary report May 6, 2011, Spring 2011 planning and resource allocation recommendations, p. 2, #3
Integration Council report to Budget Committee, November 18, 2011.

IB6-3 Instructional program review template
Student services program review template
Administrative program review template

IB6-4 Integration Council report to Budget Committee, November 18, 2011, page 4, #4

IB6-5 Institutional Effectiveness Committee minutes, May 11, 2010
Institutional Effectiveness Committee minutes, May 18, 2010
Institutional Effectiveness Committee minutes, May 25, 2010

IB6-6 Executive summary for all program reviews

IB6-7 Faculty Senate minutes, March 30, 2010 #8
Faculty Senate minutes, April 13, 2010 #12
Faculty Senate minutes, May 11, 2010 #7

IB6-8 Faculty Senate minutes, April 26, 2011, #7

IB6-9 Faculty Senate minutes, April 26, 2011, #7

IB6-10 DVC Procedure 1016.01, Program Review
Instructional unit program review validation form
Faculty Senate minutes, May 10, 2011, #8
Faculty Senate minutes, August 24, 2010, #3

IB6-11 Student services validation committee minutes, March 9, 2010, p. 3

IB6-12 Email from A. Patterson, February 26, 2010
President’s Cabinet minutes, October 28, 2009
President’s Cabinet minutes, August 4, 2010
Management Council minutes, November 11, 2009
Instructional deans minutes, June 30, 2010

IB6-13 Admin Program Review Taskforce meeting minutes
Instructional Program Review Taskforce meeting minutes

IB6-14 College Council recommendations to the College president on 2011-2012 resource allocation, January 27, 2012
College Council recommendations to the College president on 2012-2013 resource allocation, April 1, 2013
Standard 1.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary
The College systematically assesses its evaluation mechanisms to determine their effectiveness in improving instructional programs, student support services, library, and other learning support services. Processes are reviewed using data and self evaluations and the College makes changes to processes based on this information. Program review, assessment of student learning outcomes, and committee self evaluations are examples of how processes are evaluated on an ongoing basis.

The main mechanism of assessment is the program review process, which is fully integrated into college wide decision making on resource allocation (IB7-1). The instructional program review process is reviewed after each completed cycle by a Faculty Senate subcommittee in partnership with the instruction office. Student services and administrative program review processes are also reviewed by committees after each cycle. The Integration Council reviews the effectiveness of program review and makes recommendations to the overall process (IB7-2). As a result of this review, the program review process has improved in its efficiency and includes the alignment of all three areas: instructional, student services and administrative. The implementation of a single executive summary page (IB7-3) for all program reviews, moving to the same timelines, streamlining the validation process, and including assessment of previous program reviews are examples of how review and assessment have been incorporated into the process. A College wide survey in spring 2013 found that 73 percent of respondents understood the role of program reviews in the resource allocation process of the college (IB7-4). The survey also found that only 14 percent of the respondents felt they were not well informed about College governance and committee work.

The Integration Council and Institutional Planning Committee assess evaluation mechanisms for program review and College wide plans. The Budget Committee completes a self evaluation after the completion of the Annual Budget Plan. The College Council reviews College wide committee self evaluation reports every year. Additionally the co-chairs of the four shared governance committees meet regularly to ensure assessments are ongoing and consistent.

Student services regularly conduct student satisfaction surveys and campus surveys (IB7-5). The information and data are used to make improvements to programs. Surveys are sent to random samples of the student population and also to the campus community. All programs including
instructional, student support services, library, and other learning support services develop and assess student learning outcomes (SLOs) each year. The assessment of SLOs are used to make program improvements (IB7-6).

**Self Evaluation**
Diablo Valley College regularly reviews its assessment mechanisms to ensure their effectiveness in improving its instructional programs, student support services and library, and other learning support services. This review includes examinations of several key indicators of performance affecting issues related to the institutional mission. In addition, the college has systematically evaluated its evaluative and assessment processes including program review, assessment of student learning outcomes, and assessment instruments for student placement in various courses. College employees are involved in the process of the systematic evaluation of the assessment mechanisms and data. The results of evaluations are shared with the entire campus community.

The College meets this Standard.

**Actionable Improvement Plans**
None.

**Evidence IB7**

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Standard II: Student Learning Programs and Services
The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

Standard II.A. Instructional Programs. The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this Standard are broadly applicable to all instructional activities offered in the name of the institution.

Descriptive Summary
DVC Procedure 1017.01 requires that the College review the College mission statement every two years or at shorter intervals, if necessary (IIA-1). As a result of a review conducted in the 2010-2011, on March 1, 2011, the College president, in collaboration with the College Council, notified the entire College by email of a revised College mission statement (IIA-2). Following the College procedure, the mission statement was affirmed in fall 2012 by College Council and approved by the Governing Board at its meeting on January 23, 2013 (IIA-3). Diablo Valley College’s commitment to student learning is reflected in the College mission statement, published in print and on the web, which states in part: “Diablo Valley College is passionately committed to student learning through the intellectual, scientific, artistic, psychological and ethical development of its diverse student body” (IIA-4).

Diablo Valley College offers a wide variety of instructional programs in general education and career technical education disciplines that are consistent with its mission and culminate in identified program learning outcomes. Program learning outcomes (PLOs) have been developed for all degree and certificate programs and are assessed on a two-year cycle that was established by the Faculty Senate Student Learning Outcome Assessment Committee (SLOAC) (IIA-5). All PLOs are available through a link in the College Catalog, www.dvc.edu/slo, and are subject to assessment (IIA-6). The results of the assessment are posted in the WebSLOs 2.0 system, a locally developed tracking and accountability database, at the end of the assessment year and an analysis of those assessments is conducted by the SLOAC during the following fall term (IIA-7).

Program development is the purview of the faculty, with the support from the instruction office for the program approval process. There are a total of 80 degrees and 111 certificates listed in the 2014-2015 Catalog (IIA-8).

DVC’s for credit courses represent more than 120 disciplines including pre-collegiate basic skills, English for English Language Learners, collegiate-level general education, and career technical education courses that lead to associate degrees, certificates, and transfer as well as apprenticeship courses that lead to degrees and/or certificates. In addition, the College offers a
small number of its regular for credit courses through contract education. As of May 2014, 1,268 active courses have defined student learning outcomes with 899 (71 percent) reporting assessment results at least once, with some key courses having been assessed multiple times (IIA-9). Course development and revision is the purview of the faculty. Since 2007-2008, 221 new courses have been developed (IIA-10). All courses are reviewed by the Curriculum Committee for currency and relevance on a five-year cycle.

All instructional programs result in degrees and/or certificates and lead to employment or transfer to other higher education institutions. All 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 (IIA-11). Diablo Valley College carefully reviews all proposals for new instructional programs and revisions to current programs and sustains systematic assessment of each course and each certificate and degree program to assure achievement of the stated learning outcomes, maintain currency and relevance, as well as generate plans for improvement.

The College developed a comprehensive institutional learning outcome (ILO) in the fall of 2010 and assessed achievement of this ILO by collecting data through the ACT survey administered to students (IIA-12). As the College implemented effective course and program learning outcomes assessment, the need to have institutional learning outcomes that were more connected and aligned to course, program, and general education learning outcomes became evident. In 2012-2013, the College developed and approved new ILOs through the Faculty Senate. The Student Learning Outcome Assessment Committee (SLOAC) will discuss the alignment of the new ILOs to the current course and program learning outcomes during the 2014-2015 academic year (IIA-13).

The College offers high-quality instructional programs on two campuses, Pleasant Hill and San Ramon, and through distance education. The College offers a limited number of courses, not amounting to more than 50 percent of any program, at satellite locations as determined by facilities’ needs, partnership activities, and other special circumstances. The College also participates in a regional consortium of colleges offering study abroad programs in Great Britain, China, Spain, Italy, and France.

In addition to its credit coursework, the College offers not-for-credit, fee-based community education coursework. The community education program is comprised of college for kids, a summer program serving elementary and middle school students (IIA-14), the emeritus program, which offers continuing education classes for older adults in a variety of subjects (IIA-15), and a small number of other courses designed to meet local needs, such as music performance, career technical, and personal enrichment. These programs are self-sustaining and are monitored and evaluated by their own processes.

The College does not currently offer non-credit programs.

The College has defined programs as coursework that leads to a certificate or degree and there is systematic assessment of effectiveness in place for all programs. The College is beginning to explore the extent to which configurations of coursework that do not meet this definition, such as
those that cross traditional instructional boundaries, should also establish learning outcomes and be subject to assessment and evaluation. Examples include student retention learning communities such as Puente and Umoja, as well as broad College wide offerings such as distance education and developmental education. These areas provide a rich opportunity for faculty dialogue, which is already occurring in some cases. Aspects of these programs are captured in certain instructional unit program reviews, for example the Puente program is included in the Counseling Department’s review, but there may be value in ensuring that the comprehensive impact of these curricular methodologies is recorded, analyzed, and reviewed by the College community.

To fulfill its mission, DVC offers programs of study in general education and career technical education (CTE) that lead to degrees and certificates as well as pre-collegiate basic skills education, courses for English Language Learners, and a limited fee-based program that meets community needs. Program quality for all for-credit courses and programs is maintained through the program review process that integrates systematic assessment, planning, and improvement initiatives that are carried forward into the resource allocation process, which is part of integrated planning (IIA-16). Effective with the 2014-2015 College Catalog, there were 41 general education degree programs, 13 general education certificate programs, 46 CTE degree programs and 92 CTE certificate programs available for students (IIA-17). New programs are developed through proposals from the faculty that are subject to approval by President’s Cabinet (IIA-18). Once approved by President’s Cabinet, the program development process is tracked and supported by the instruction office staff and articulation officer. All programs are subject to Curriculum Committee and Governing Board approval. Programs subject to state chancellor’s office approval are submitted through the curriculum inventory. The College files substantive change proposals for all new programs. All programs are entered into the College Catalog. This rigorous and lengthy process of development and review ensures that all programs align with the mission of the College.

**Systematic assessment of student learning outcomes.** In 2009-2010, the College established a five-year plan for initiating the assessment of course level student learning outcomes (SLOs). To institutionalize the plan and ensure that the College continues to focus on SLOs, the College developed DVC Procedure 1018.01 which was approved on February 22, 2010 (IIA-19). According to this procedure, once a course has been assessed it must be reassessed within three years. All instructional areas have the option of assessing their courses more frequently, at their discretion. The Student Learning Outcome Assessment Committee (SLOAC), in coordination with the department or area, currently selects 33 percent of the courses from that department/discipline to be assessed each academic year over a three-year cycle. Given the number of active courses, DVC is scheduled to assess over 400 courses per year. However, many courses are not offered regularly, such as student instructional assistant, independent study, topics and experimental courses. These and other specialty courses are not offered regularly and as such are only assessed when offered.

Student learning outcome (SLOs) assessments are tracked in a custom database, WebSLOs 2.0 that was developed and is maintained by a faculty member on reassigned time. WebSLOs 2.0 is an online public site with outcome statements, summary reports, blank forms, and submittal forms (IIA-20). Assessment results and action plans are hosted on a College maintained shared
drive. The system allows faculty, department chairs, deans, and College administrators to generate reports showing when courses have been assessed, the results for the assessments, and improvements from those assessments. Reports can be generated for the discipline, department, division, SLO assessment committee, or the College.

Effective in 2011-2012, after consultation with the Student Learning Outcome Assessment Committee (SLOAC) and the state chancellor’s office, the Faculty Senate approved the synonymous alignment of course student learning outcomes (SLOs) with course objectives (IIA-21). All new courses include SLOs as part of the course outline of record and are required in the course proposal form which are carefully reviewed throughout the course approval process.

The Student Learning Outcome Assessment Committee (SLOAC), led by two faculty members on partial reassignment, has developed a process for reviewing and approving course and program level student learning outcomes. The SLOAC is supported by a classified staff member who maintains committee documentation. During the fall term the committee reviews all program learning outcome (PLO) assessment action plans submitted during the previous spring term. Also in the fall term, departments and areas enter their previous year course SLO assessment results, analyze those assessment data, and create course SLO action plans. During spring term the SLOAC reviews all course SLO assessments submitted during the previous fall term. At the beginning of each term the WebSLOs 2.0 system emails each faculty member associated with a course scheduled for that semester the following items: the official course outline – including the approved course level SLOs for inclusion in the course syllabus, the previous SLO assessment results, and action plan (IIA-22). The SLOAC has accelerated progress in the assessment of SLOs, by transitioning from a slow, paper driven evaluation process to a cross platform (PC and Mac), scalable web-enabled system that allowed the College to achieve proficiency and sustainability in this area (IIA-23).

In addition to this ongoing assessment and scrutiny, course and program level student learning outcomes are a compliance component of all instructional unit program reviews. If an instructional unit does not adhere to the prescribed assessment timelines, that unit becomes ineligible for resources through the College resource allocation process (IIA-24).

**Systematic assessment of program learning outcomes.** As programs are developed, identification of program learning outcomes (PLOs) are a required component both in the program development proposal and the new program application in the section “Program Goals and Objectives” with the result that PLOs are vetted by the Curriculum Committee as part of the approval process (IIA-25). The Student Learning Outcome Assessment Committee (SLOAC) uses alignment matrices to ensure that course content relates to the PLOs (IIA-26). All PLOs have been aligned with course content so they clearly demonstrate their relevance to the program. PLO assessment is ongoing with 100 percent of programs assessing one or more PLOs each year. The results of the assessment are posted in the WebSLOs 2.0 system at the end of the assessment year and an analysis of those assessments is conducted by the SLOAC during the following fall term, including a review of the alignment matrix (IIA-27). In addition, as course SLOs are assessed and changes occur, action plans are created which may include changes to PLOs. Program action plans are posted to the “Degrees and Certificates” page on the DVC website.
**Systematic assessment of institutional learning outcomes.** In a continuous improvement effort, the College determined that its institutional learning outcome (ILO) was too broad and required revision. Throughout 2012-2013, the Faculty Senate discussed this matter with the result that the College adopted revised institutional learning outcomes in spring 2013 (IIA-28). During 2013-2014, the Student Learning Outcome Assessment Committee is in the process of developing a process to allow programs to identify which program learning outcomes map to the revised ILOs (IIA-29).

**Systematic assessment of curriculum.** By the close of spring term 2009, all course outlines of record for all courses were brought up-to-date through Curriculum Committee review and approval and a system for on-going review and approval was established (IIA-30). The senior dean of curriculum and instruction, under the supervision of the vice president of instruction, is responsible for course and program approval processes. The 15-member Curriculum Committee represents all College divisions, including the San Ramon Campus, and is chaired by a faculty member on reassignment (IIA-31). All course outlines are maintained in a locally developed database, the Web Curriculum System (WCS). A full-time classified position is assigned to the support of this database with additional human resource assets for programming provided by the Information Technology and Services Department. Classified and management support for the database and curricular processes are sufficient to maintain the curriculum development and review process as evidenced by the up-to-date course outlines of record. A detailed outline and description of the process to maintain the currency of outlines and the approval of new courses and programs was prepared and approved by the Curriculum Committee in the fall of 2009 (IIA-32).

DVC Procedure 4001.07, Course Update Compliance, was adopted February 22, 2010, to address Title 5 non-compliance (IIA-33). The procedure requires each department and area to establish a five year calendar to review and update course outlines and to adhere to that timeline (IIA-34). 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 of removal from the schedule, 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 through the established review process, that unit’s program review will not be validated and will not be eligible for resources as part of the resource allocation process (IIA-35).

The College has improved the program approval process through implementing a program development and approval checklist and timeline that is managed through the close collaboration of the instruction office, articulation officer, and the department or area, which work together through the technical review process and Curriculum Committee approval (IIA-36). Technical review is a pre-screening of all curriculum action items to address compliance, consistency, and quality issues prior to review by the Curriculum Committee. After Curriculum Committee approval, the instruction office is charged to guide the program application through District and state approval processes, and enter approved programs in the Catalog.
Systematic assessment of the program review process. In 2009-2010, DVC implemented a revised instructional unit program review process for all instructional units (IIA-37). The process was the outcome of the work of a taskforce of the Faculty Senate, which also developed the revised instructional unit program review template. The template included three sections: program overview, program data, and program summary (IIA-38). Data for section two was provided by the research office and the instruction office. The process includes a two-year cycle, validation procedure, and links program review with resource allocation. According to the process, a six-year cumulative cycle was established including annual reviews. To start this cycle, in 2009-2010, 50 percent of instructional programs completed a “Cumulative” update and 50 percent completed an “Annual” update. In 2010-2011, the remaining 50 percent of instructional programs completed the “Cumulative” review.

By November 24, 2009, 45 instructional unit program reviews (IUPR) (21 cumulative and 24 annual) were submitted to the vice president of instruction’s office. One review was not submitted and one other was found to be incomplete during the validation process. As a result neither of these instructional units were considered for any resources in the Perkins Grant funding allocation process (IIA-39). The implementation of the revised IUPR process, including the validation process, strengthened the link between program reviews and resource allocation, enhanced communication both within and between instructional units and helped the College’s instructional units to focus on student learning and achievement by requiring direct evidence of student learning and achievement in the instructional unit program reviews. Further, the validation process ensured that all instructional unit program reviews provided evidence that each instructional unit was updating its curriculum according to the agreed schedule as recommended by the November 2009 visiting team (IIA-40).

While piloting the revised program review process, in 2010 the College codified the process in DVC Procedure 1016.01, Program Review (IIA-41). The procedure indicates that the College would conduct annual program reviews and periodic cumulative program reviews. It specifies the procedure for administrative, student service, and instructional program reviews and describes the process for ranking resource requests from program reviews. This procedure is under review during spring 2014.

The 2009-2010 pilot instructional unit program review (IUPR) process was evaluated in spring 2010. Evaluation was embedded into the IUPR template to solicit input on the utility of the templates and the process (IIA-42). A survey was sent to all faculty members who served on IUPR validation teams asking them for their views on both the process and templates (IIA-43). In addition, the Integration Council provided recommendations for improving both the process and templates. Since this is an academic and professional matter, the information was reviewed by a joint taskforce of the DVC Faculty Senate and the administration. The final recommendations were discussed and approved at a meeting of the Faculty Senate Council on May 25, 2010 (IIA-44). One major recommendation was to adopt a common summary for all of the program reviews: instruction, student services, and administration. At its meeting on May 25, 2010, the Institutional Effectiveness Committee approved this recommendation. (IIA-45).

Based on the spring 2010 evaluation, changes and improvements were made to the program review process and templates for academic year 2010-2011. In 2010-2011, 46 of 47 programs
submitted an instructional unit program review. All submitted reviews passed validation and were entered into the resource allocation process. In 2010-2011, the Faculty Senate again used a taskforce to evaluate the effectiveness of the program review process (IIA-46). The taskforce recommended elimination of the difference between the “Cumulative” and “Annual” reviews and to place all instructional unit program reviews (IUPRs) on the same two-year cycle, with an off-year to allow time for evaluation of program improvement efforts. The IUPRs and administrative program reviews were completed using improved templates with questions specifically directed to consider how the unit would implement reductions to operating funds and staffing (IIA-47).

In 2011-2012, the College completed its third consecutive cycle of program review in accordance with DVC Procedure 1016.01, Program Review (IIA-48). Student services areas continued to conduct comprehensive and annual program reviews according to their established schedule using an updated template and the common summary (IIA-49). In the academic year 2011-2012, all units completed program review by January 9, 2012 (IIA-50)

As part of the College’s commitment to continuous improvement, administration, instruction, and student services again completed an annual evaluation of the program review templates and process (IIA-51). As a result, all program reviews were placed on the same two-year cycle to better accommodate evaluation of program needs across the College as well as to build in time to evaluate the impact of improvements made as a result of resource allocation. Effective 2013-2014, all College units complete program review on a two year cycle. All program reviews undergo a thorough validation process before being sent to the Integration Council for evaluation and development of recommendations to the Budget Committee for resource allocation based on these reviews (IIA-52). Validation is a process where program reviews are subject to trained peer review, comment, and improvement. Recommendations made in one academic year are funded in the subsequent year with one-time funds (IIA-53).

In addition to one-time resource allocations, program reviews were used in the resource allocation decisions in the selection of full-time faculty positions open for recruiting in the fall 2010, fall 2011, fall 2012, fall 2013 terms. The decision about which positions to fill was made through the College’s full-time hiring process, internally referred to as the “Box 2A process” (IIA-54). The evaluation of instructional unit program reviews for instructional units that were requesting full-time faculty positions was integral to this process.

Title 5 course outline re-writes, Career Technical Advisory Committees, and student learning outcome evaluation and assessment are examples of prerequisites for instructional and student service units to request resources. Evidence of compliance must be included in the program review in order to consider the program review completed and validated by the College (IIA-55). The Integration Council used only validated program reviews in the three cycles of resource allocation (2010-2011, 2011-2012 and 2012-2013) that have been completed since the process was revised (IIA-56).

In spring 2014, a taskforce of the Faculty Senate was constituted to meet with administration to again review the effectiveness of the program review process and make recommendations for
improvement. This taskforce will convene to review the process and instrument and develop improvement recommendations for the 2015-2017 cycle (IIA-57).

**Self Evaluation**

Diablo Valley College offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes.

The previous recommendations relating to this Standard have been satisfied, as witnessed by a letter from the Accrediting Commission for Community and Junior Colleges dated January 31, 2011 (IIA-58). The College continues to meet this Standard and actively engage constituents in sustainable continuous quality improvement efforts.

The College meets this Standard.

**Actionable Improvement Plans**

None.

**Evidence Standard IIA**

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Standard II.A.1. 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.

Descriptive Summary

The mission of the College states: “Diablo Valley College is passionately committed to student learning through the intellectual, scientific, artistic, psychological, and ethical development of its diverse student body. DVC 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” (IIA1-1).

For-credit courses and programs are conceived, developed, delivered, assessed and improved by the faculty, who focus on high-quality instruction that enables students to successfully transfer to four-year universities; transition to careers that help grow and retain business so that our region grows economically; and develop skills in English and mathematics that allow them to successfully complete college-level coursework. In addition, the College offers not-for-credit fee-based classes that allow our community members to participate in learning experiences that meet their individual needs for personal growth and life-long learning.

Diablo Valley College offers instruction at the Pleasant Hill Campus, the San Ramon Campus and at off-site locations. Instruction offered at sites other than the Pleasant Hill and San Ramon Campuses does not amount to more than 50 percent of any program. Some courses are offered in an online or hybrid format. All credit courses and programs offered, regardless of location or method of delivery, undergo a strict faculty-controlled review and approval process. The fee-based, not-for-credit classes operate independently of the DVC curriculum process and are monitored and evaluated by their own curriculum processes.

Both student service and instructional programs use program review and the assessment of student learning outcomes to ensure that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Assessment of instructional programs through program review. Subsequent to the 2007-2008 Self Study, which resulted in a recommendation to improve the program review process, the Faculty Senate constituted a Program Review Taskforce to revise the existing process (IIA1-2). Beginning in 2009-2010, DVC implemented the revised instructional unit program review (IUPR) process for all instructional units to ensure that programs are systematically assessed to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. By November 24, 2009, 45 IUPRs (21 cumulative and 24 annual) were submitted to the vice president of instruction’s office. One IUPR was not submitted and one other was found to be incomplete in the validation process. Neither of these instructional units was considered for resource allocation in the 2009-2010 Perkins Grant Funding allocation process, which provided the only source of funds that year because of college budget constraints. The College has since aligned the Perkins Grant Funding allocation process with the program review allocation process (IIA1-3).
The revised instructional unit program review (IUPR) process, including the validation process, strengthened the link between program reviews, student learning outcomes, and resource allocation, enhanced communication both within and among instructional units, and ensured that the College’s instructional units focused on student learning and achievement by requiring direct evidence of student learning and achievement in the instructional unit program reviews as recommended by the 2007-2008 visiting team. The program review template includes data on student achievement and outcomes and provides opportunity for faculty-to-faculty dialogue at the departmental level regarding program metrics and planned activities to improve student outcomes. Before acceptance into the resource allocation process the IUPR is validated by a team of trained peers from other disciplines, ensuring College wide dialogue about program review.

Validation is a significant feature of the program review process at Diablo Valley College. It is designed to ensure that programs thoughtfully analyze their student data, and propose program improvement initiatives that are supported by the data and target improvement of student learning outcomes (SLOs). To further emphasize the importance of SLOs, compliance with development and on-going assessment of student learning outcomes has been made a requirement for both instructional and student service units to request resources as part of the resource allocation process. The data are embedded in the program review and must be included in order to consider the program review completed and validated by the College (IIA1-4).

Once validated and accepted, program reviews are forwarded to the Integration Council for resource allocation. Since the implementation of the revised program review process in 2009-2010, the Integration Council has only used validated program reviews for resource allocation (IIA1-5).

All instructional unit program review validation forms contain information that indicates whether each instructional unit has reviewed and updated its curriculum according to an established schedule as recommended by the November 2009 visiting team, as well as completing student learning outcome assessment cycles (IIA1-6). In addition to the revised instructional program review process, there were five comprehensive and nine annual student services program reviews in 2009-2010. There were three comprehensive and 12 annual administrative program reviews in 2009-2010. In 2009-2010, for the first time, all program reviews were brought into one evaluation process, enabling the College to further its continuous improvement process.

The program review process for instructional programs can result in the finding of program revitalization or discontinuance required. Such programs are referred to the process described in DVC Procedure 4008.01, Program Revitalization/Discontinuance, accepted by the president on March 19, 2012 (IIA1-7). Cycles of program review were completed in 2009-2010, 2010-2011, 2011-2012 and 2013-2014. After the 2009-2010 and 2010-2011 cycles, a taskforce of Faculty Senate representatives and administration met to develop improvement recommendations for both program review process and instrument (IIA1-8). Improvements and enhancements developed and adopted have included translation of the process to a web based system, disaggregation of data for online classes, alignment of definitions with state metrics, adoption of a common summary sheet, and adoption of a two-year cycle to permit evaluation of the impact.
of program improvement efforts. In 2012-2013, minor technical updates were made to dates, definitions, and information retrieval features.

**Assessment of instructional programs through student learning outcomes.** In addition to emphasizing improvement of student learning outcomes as part of program review, DVC has implemented a comprehensive system of student learning outcomes assessment at the course and program levels, designed to ensure that courses and programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes.

As of May 9, 2014, 1,268 active courses had defined student learning outcomes (SLOs) and 899 (71 percent) courses had reported assessment results at least once, and some key courses have been assessed multiple times (IIA1-9). The student learning outcomes assessment process is overseen by the Student Learning Outcome Assessment Committee (SLOAC). The committee has two faculty co-chairs, a faculty SLO facilitator, a management representative, and division representatives for all academic divisions. The committee is supported by a classified staff position. The committee meets twice per month and reviews all SLOs and program learning outcomes as well as plans, assessment methods, and assessment outcomes on a regular calendar. (IIA1-10). Course level SLOs are established on the course outline of record, are reviewed by the department, division, Curriculum Committee, and SLOAC and are required to be included in all course syllabi. All programs offered by the College have established program level outcomes that are published in the College Catalog. The SLOAC works in collaboration with the Curriculum Committee, which approves all new and updated course and program learning outcomes that are part of the course outline of record or program application. Any new or updated course or program outcomes are transferred by the SLO facilitator who adds them to the annual calendar and to the WebSLOs 2.0 system. The SLO committee evaluates its process on a regular basis as part of continuous improvement (IIA1-11).

To assist with the development, assessment, modification, and tracking of both course and program level student learning outcomes (SLOs), in fall 2009, the College granted a permanent, full-time faculty member reassigned time for technical support for development of a web-based SLO system, WebSLOs 2.0. The system has helped to streamline and track the SLO process so that faculty can focus on student learning rather than the mechanics of tracking. The system allows faculty to generate reports showing when courses have been assessed and the results and improvements from those assessments (IIA1-12). Reports can be generated for the discipline, department, division, Student Learning Outcome Assessment Committee, or the College. Assessment results and action plans are hosted on a College-maintained shared drive. In addition to use by faculty, WebSLOs 2.0 is an online public site, that allows access for the public to view outcome statements for courses and programs, outcome statements, assessment topics, summary reports, including action plans for all programs.

In addition to the reassigned time that was assigned to develop the WebSLOs 2.0 system, the College has devoted resources in reassignment for the update and maintenance of WebSLOs 2.0 (0.25 reassignment) and to SLO Coordination (0.4 reassignment) (IIA1-13). Effective summer 2012, the College dedicated a facility to serve as a place for faculty, staff, and administrators to
work on student learning outcomes. The co-chairs of the SLO assessment committee make appointments for drop-in consultations at the new SLO Center (IIA1-14).

The WebSLOs 2.0 system is used to populate the summary form for program reviews, which informs validation teams about program compliance with course and program assessment cycles. Programs not in compliance with assessment cycles are not eligible for resource allocation (IIA1-15).

In 2009-2010, the College established a five-year plan for initiating the assessment of course level student learning outcomes (SLOs) (IIA1-16). Once a course has been assessed it must be reassessed within three years. All departments and areas have the option of assessing their courses more frequently, but that is at the discretion of the department or area. As of May 9, 2014, 71 percent of all courses have been assessed. The remaining 29 percent encompass courses not regularly scheduled including independent study, student instructional assistant, topics and experimental courses as well as courses scheduled to report assessment results by December 31, 2014. The Student Learning Outcome Assessment Committee developed alignment matrices to align program level SLOs with course level SLOs (IIA1-17). The committee uses the alignment matrices to review program level SLOs. All program level SLOs have been aligned with course content so that they have relevance to the program. As course level SLOs are assessed and changes occur, action plans are created which may include changes to program level SLOs. As new courses or programs are developed, course and program learning outcomes are reviewed prior to approval by the Curriculum Committee (IIA1-18).

The Student Learning Outcome Assessment Committee (SLOAC) has developed an annual process for reviewing and approving course and program level student learning outcome (SLOs) (IIA1-19). During the fall term the committee reviews all program SLO assessment action plans submitted during the previous spring semester. Also in the fall term, departments and disciplines enter their course SLO assessment results, analyze those assessment data, and create course SLO action plans. During spring term, the committee reviews all course SLO assessments submitted during the previous fall semester. At the beginning of each term the WebSLOs system emails all faculty associated with a course offered that semester: the official course outline, the previous SLO assessment results, and action plan (IIA1-20). The SLOAC evaluates its process on a regular basis as part of continuous improvement. The committee has gone from a cumbersome, paper-driven evaluation process to a cross platform (PC and Mac), scalable web-enabled system.

To ensure that the College maintains focus on student learning outcomes, the College developed DVC Procedure 1018.01, Student Learning Outcomes and Achievement, adopted in February of 2010 (IIA1-21). The procedure codifies the process of development and assessment of course, program, student service, and administrative learning outcomes. In addition to the procedure, course and program level student learning outcomes 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.

**Assessment of instructional programs through curriculum review.** The College ensures that its courses are high quality and appropriate to an institution of higher education through an on-
going process of review and revision. The senior dean of curriculum and instruction under the supervision of the vice president of instruction is responsible for course and program approval processes. All course outlines are maintained in a locally developed database, the Web Curriculum System (WCS). Classified staff and management support for this process are sufficient to maintain this process as evidenced by the up-to-date course outlines of record. Effective May 2009, the course outlines of record for all courses were up-to-date through review of each course outline of record by the Curriculum Committee (IIA1-22). A detailed outline and description of the process to maintain the currency of outlines and the approval of new courses and programs was prepared and approved by the Curriculum Committee in the fall of 2009 (IIA1-23).

The process was codified in DVC Procedure 4001.07, Course Update Compliance, developed and adopted February 22, 2010, to address compliance with Title 5 requirements for course review on an ongoing basis (IIA1-24). The procedure requires each department or area to establish a calendar to regularly review and update course outlines and to adhere to that timeline (IIA1-25). If the unit does not complete the course updates according to the schedule, 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, the unit will not be eligible for resource allocation that is linked to the program review process.

All for-credit courses are reviewed and approved by the Curriculum Committee on a cyclical basis as established by the update calendar. Faculty are provided with the course outline of record as the basis for their syllabi, ensuring that regardless of location or means of delivery, students will receive the same content, with the same course level student learning outcomes, and level of rigor. Courses offered in the online modality are approved as such in a separate action by the Curriculum Committee. The Distance Education Committee of the Faculty Senate establishes standards and guidelines for the delivery of distance education courses, ensuring the integrity of the instruction (IIA1-26).

**Assessment of instructional programs through program approval.** The College has improved the program approval process through additional support for the program development process by the instruction office staff, publishing program development materials online, and implementing a program development and approval timeline that includes input from the department or area, followed by College and District approval (IIA1-27).

DVC offers an extensive variety of general education coursework and career technical education programming that is responsive to regional and community needs. Effective with the 2014-2015 Catalog, the College offers 41 general education degree programs, 13 general education certificate programs, 46 career technical education degree programs and 92 career technical education certificate programs. When program development is called for, the College relies on the expertise of the faculty, augmented with input from advisory committees for career technical programs. The College has developed a process for the development and revision of instructional programs that aligns local process with requirements for high quality programs as established by the state chancellor’s office. Program proposal forms are available on the Web Curriculum
System website and support for the completion of forms, assistance with process and timelines is available from instruction office staff (IIA1-28).

In alignment with its mission, the fields of study at DVC correspond to transfer pathways or career-focused programs (CTE) that are a result of on-going assessment of regional and community needs. DVC has put considerable emphasis on the development of transfer degrees in compliance with SB1440, the Student Transfer Achievement Reform Act, signed into legislation on September 29, 2010. As of spring 2014, DVC has gained approval for 19 of these degrees, with two additional degree pending approval and one in development. CTE programs are developed and maintained in partnership with Adult Education funded through the California Department of Education, the Workforce Investment Board, and business and industry. CTE programs are evaluated through the use of data in program review which includes Core Indicator Reports and an annual CTE outcomes survey that collects data from students who graduate or complete a minimum of 9 units in a CTE program (IIA1-29).

The Student Success Scorecard (SSSC) provides evidence of the College’s performance on student achievement outcomes such as degree and certificate completion. The completion metric in the SSSC indicates the percentage of degree and/or transfer-seeking students tracked for six years through 2011-2012 who completed a degree, certificate or transfer related outcomes. For Diablo Valley College, students who matriculated prepared for college (student’s lowest course attempted in Math and/or English was college level) completed at a 79.1 percent rate; students who matriculated unprepared for college (student’s lowest course attempted in Math and/or English was not college level) completed at a rate of 50.7 percent, for an overall rate of 61.1 percent. This rate is replicated for career technical education (CTE) students. The percentage of students tracked for six years through 2011-2012 who completed several courses classified as career technical education in a single discipline and completed a degree, certificate, or transferred was reported as 61.9 percent (IIA1-30). Data collected from the CTE Outcomes Survey indicates that 94 percent of students surveyed were “very satisfied” or “satisfied” with the education and training they received at DVC; thirty-seven percent indicated that they had transferred to a 4-year institution to pursue a bachelor’s degree; and the hourly wage of all respondents increased 20 percent from their hourly wage before their studies. The results of the study showed that completing CTE studies and training, whether or not a credential is earned and whether or not a student transfers, is related to positive employment outcomes (IIA1-31).

Self Evaluation

Through course and program outcomes assessment, thorough and on-going program review, and well implemented curricular procedures, 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. The College has placed great emphasis on establishing processes and procedures that support the ongoing review of curriculum and programs and has assigned resources to develop and maintain infrastructures that permit the College to manage these complex processes. Human resources have been assigned in the form of student learning outcome instructional support, student learning outcome coordinators, and a curriculum specialist. The College has implemented 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. The College has improved the
curriculum process to include a timely, systematic review and efficient procedures for course and program approval that is supported by adequate technology and staff.

The College meets this Standard.

**Actionable Improvement Plans**
None.

**Evidence IIA1**
- IIA1-1 Mission statement
- IIA1-2 Instructional Unit Program Review Taskforce notes, March 2, 2010
- IIA1-3 Email from K. Schenk, 2010-2011 Perkins Major Project Outcomes, May 20, 2010
- IIA1-4 Student services program review template
  Instructional unit program review template
- IIA1-5 Integration Council minutes, April 15, 2011
- IIA1-6 Curriculum rewrite calendar
  Student learning outcome assessment cycle
- IIA1-7 DVC Procedure 4008.01, Program Revitalization/Discontinuance
- IIA1-8 Instructional Unit Program Review Taskforce notes, May 16, 2012
- IIA1-9 Student learning outcome update, May 9, 2014
- IIA1-10 Student Learning Outcome Assessment Committee email, January 30, 2014
- IIA1-11 Student learning Outcome Assessment Committee minutes, August 31, 2012
  Student learning Outcome Assessment Committee minutes, December 7, 2012
- IIA1-12 Screenshot student learning outcome home page
- IIA1-13 Fall 2013 Reassignment Report
- IIA1-14 Student learning outcome appointments
- IIA1-15 Instructional unit program review validation form, part C
- IIA1-16 Student learning outcome assessment cycle
- IIA1-17 Sample alignment matrix
- IIA1-18 Course and program forms
- IIA1-19 Student Learning Outcome Assessment Committee email, January 30, 2014
- IIA1-20 Sample faculty student learning outcome email
- IIA1-21 DVC Procedure 1018.01, Student Learning Outcomes and Achievement
- IIA1-22 Curriculum Committee minutes, May 7, 2009
- IIA1-23 Curriculum Committee minutes, October 19, 2009
- IIA1-24 DVC Procedure 4001.07, Course Update Compliance
- IIA1-25 Curriculum rewrite calendar
  Student learning outcome assessment cycle
- IIA1-26 Program proposals forms from web curriculum system
- IIA1-27 Program development forms
- IIA1-28 Program proposals forms from web curriculum system
- IIA1-29 Career technical education outcomes survey, 2013
  DVC Core Indicator Report
- IIA1-30 Screenshot Student Success Score Card website
- IIA1-31 Career technical education outcomes survey, 2013
Standard II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary
DVC seeks to meet the needs of its diverse student body by using research and analysis of data in the following areas: assessment, orientation, advisement, scheduling of courses, student learning outcomes, program review, and resource allocation, based on a commitment to continuous improvement.

Assessment, Orientation, Advisement. DVC identifies varied student needs by using assessment tests in mathematics, English, English as a Second Language (ESL), and Chemistry, which offer recommendations for course placement in those disciplines, as well as in courses across the curriculum for which those disciplines are prerequisites or recommended preparation. The College uses the following assessment instruments: English (Accuplacer Reading Comprehension), English (Accuplacer Writeplacer), English Second Language (Accuplacer Reading Skills), English Second Language (Accuplacer Language Use) Math (Informed Student Self-Assessment), Math (Accuplacer College Level Math), Chemistry California Chemistry Diagnostic Test, CDTP 88C).

The Math, English, and Chemistry Departments review the assessment results, track enrollment in classes and add or reduce sections in response to demand (IIA1a-1) The College offers students a variety of orientation and advisement options, including a specific orientation for English Language Learners that help students interpret assessment results and provide one-on-one advisement to help them select courses. The Counseling Department offers orientation classes to orient students to the College, help them interpret their assessment scores, and enroll in appropriate classes (IIA1a-2). Other College departments and units offer student advisement in a variety of ways to meet the varied needs of students (IIA1a-3). The enrollment office helps students apply to the College and register for classes by making computers available and staff provide direct assistance with completion of the College application and registration processes. The English learning center faculty members assist students, especially English Language Learners (ELL) students, to interpret assessment results, plan a schedule, and register for courses. The extended opportunity programs and services office helps students, who are often first-generation college students, plan their schedules and register for courses. CalWORKs helps parents needing childcare to register for Early Childhood Education courses and enroll their preschool-aged children for childcare in the Children’s Center at DVC. The faculty and counselors for the Puente and Umoja programs work with students interested in those programs, using their assessment test results to work out schedules according to their academic preparation. All of these departments, units, and programs meet the varied educational needs of students, using assessment scores and information from working directly with students to help them meet their goals.
**Scheduling Committee.** Commencing in 2007-2008, state budget reductions meant that significant reductions to the College schedule had to be made. A taskforce of the Faculty Senate was formed to review proposals to reduce the schedule and make recommendations to management about creating a student-responsive schedule within the remaining classes. In 2011-2012, the Faculty Senate formalized a Scheduling Committee, chaired by the Faculty Senate president and the vice president of instruction, consisting of faculty representing all academic areas of the College, to examine and analyze enrollment data each semester to make recommendations about which courses and sections to offer or to reduce based on student demand and program viability (IIA1a-4). Decisions emphasize addressing the broad needs of the diverse student population while weighing factors of student success and completion with College productivity. The Scheduling Committee examines a variety of data and reports including enrollment and success indicators. Reports include the number of sections, fill rates, productivity, and courses needed to complete certificates, majors, and transfer requirements (IIA1a-5).

**Student learning outcomes.** The College performs assessments of learning outcomes at all levels: course, program, general education, student services, and institutional. Data are analyzed by the appropriate constituencies and action plans are developed and implemented based on this research. Action plans target the achievement of learning outcomes at all levels. The action plans often include identifying new outcomes, modifying existing outcomes to reflect student needs, and aligning the various levels of outcomes (IIA1a-6).

To establish a continuous cycle of data to analyze, in 2009-2010, the College created a five-year plan for initiating the assessment of course level student learning outcomes (SLOs) (IIA1a-7). Once a course has been assessed it must be reassessed within three years (IIA1a-8). All departments and areas have the option of assessing their courses more frequently, at their discretion. The final year of the five-year plan for initial course SLO assessment is 2013-2014. Assessment results for the final 20 percent of courses are due in December 2014 and all outcomes are tracked in WebSLOs 2.0, the locally-developed course assessment database. The Student Learning Outcome Assessment Committee (SLOAC), in coordination with the department or area, currently selects 33 percent of the courses from that department or area to be assessed each academic year, resulting in ongoing assessment of all courses over a three-year cycle (IIA1a-9).

In the October 15, 2012, *College Status Report on Student Learning Outcome Implementation* submitted by DVC to the Accrediting Commission on Community and Junior Colleges (ACCJC), DVC reported that 100 percent of the College's courses had defined student learning outcomes (IIA1a-10). The report indicated that 681 of 1296 total courses (53 percent) had completed assessments. At that time, all courses were on a three-year assessment cycle such that all courses would be assessed by December 2014. In the *Feedback Memo* from the ACCJC about the October 2012 report, the ACCJC ranked the College's course assessment completion rate as a 1-out-of-5 (IIA1a-11). The completion percentage was impacted by the College's December deadline for submission of course level assessment results. By December 2012, more courses had completed assessments such that the percentage of total courses assessed was 59 percent (IIA1a-12). Since October 2012, regular assessment of courses has increased annually such that as of May 2014 the course level SLO status of the College is:
Current number of courses in the 2013-2014 Catalog: 1,268
Number assessed as of May 9, 2014: 899 (71 percent). These courses are in compliance.
Number not assessed: 369 (29 percent)

- Independent Study/Student Instructional Assistant (will be assessed when offered): 97 (8 percent). These courses are offered only when individual students and faculty agree that the student will benefit from focused instruction and/or experience. The College considers these courses to be in compliance.
- Courses not offered since 2000-2001 (will be assessed when offered): 104 (8 percent). Many of these courses are specialized and not offered regularly including experimental and topics courses. The College considers these courses to be in compliance.
- Courses scheduled to report assessments by December 31, 2014: 102 (8 percent). These are courses that were assessed in Fall 2013 and Spring 2014. Assessment results are due on or before December 31, 2014. These courses will be in compliance once assessment results have been recorded.
- Courses that have been offered since 2000-2001 and were not assessed: 66 (5 percent). The instructional units which house these courses have been contacted and informed that they should assess these courses the next time they are offered. These courses are not in compliance, but will be brought into compliance the next time they are taught (IIA1a-13)

The College has assessed course level student learning outcomes for 28 courses that have subsequently been removed from the Catalog. Additional courses are scheduled for deletion in fall 2014. There will always be some courses that have yet to be assessed including new courses, topics courses, experimental courses, independent study courses, and instructional student assistant courses that may not yet have been offered. Topics, experimental, independent study, and instructional student assistant courses are required to develop course level student learning outcome prior to being scheduled.

The Student Learning Outcome Assessment Committee (SLOAC) developed alignment matrices to align program level outcomes (PLOs) with course level student learning outcomes (IIA1a-14). All PLOs have been aligned with course content so that they have relevance to the program. As course level student learning outcomes are assessed and changes occur, each department and area reviews and analyzes the course level data to develop action plans which may include changes to PLOs. As new courses or programs are developed, PLOs are a required component in the program application materials that are provided for approval by the Curriculum Committee (IIA1a-15). The DVC general education learning outcomes (GELOs) have been developed and mapped to courses (IIA1a-16). During 2013-2014, the assessment process for GELOs has been in the process of development through a collaborative process lead by the SLOAC in consultation with the Faculty Senate (IIA1a-17). Completion of the development of this process is a priority of the SLOAC.

The College developed a comprehensive institutional learning outcome (ILO) in the fall of 2010 and assessed achievement of this ILO by collecting data through the ACT survey administered to
students (IIA1a-18). As the College implemented effective course and program learning outcomes assessment, the need to have institutional learning outcomes that were more connected and aligned to course, program, and general education outcomes became evident. In 2012-2013, the College developed and approved new ILOs through the Faculty Senate. The Student Learning Outcome Assessment Committee will discuss the alignment of the new ILOs to the current course and program outcomes during the 2014-2015 academic year (IIA1a-19).

To assist with the development, assessment, modification, and tracking of course and program level student learning outcomes, the College has granted reassigned time to a permanent, full-time faculty member who provides technical support for the development and maintenance of the locally-developed, web-based student learning outcome (SLO) system, WebSLOs 2.0. The system has helped to streamline and track SLO process. The system allows faculty to generate reports showing when courses have been assessed and the results and improvements made based on those assessments (IIA1a-20). To ensure that the College maintains a focus on student learning outcomes, the College developed DVC Procedure 1018.01, Student Learning Outcomes and Achievement, which was approved by the College Council on February 22, 2010 (IIA1a-21).

In addition, maintaining currency with reporting of course and program level student learning outcomes is a compliance component for 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 (IIA1a-22).

**Program review.** Since November 2010, the College has implemented a program review process that has been developed with all constituency group input. On a two-year cycle, all units conduct a program review: instructional unit program review (IUPR), student services program review (SSPR), or administrative program review (APR). All program reviews contain data that are analyzed by the unit and must be used to substantiate planning and resource allocation requests. Data included in Section II of the IUPRs include longitudinal enrollment data, student success data, and demographic data, among other metrics (IIA1a-23). Data included in SSPRs include data such as student satisfaction surveys, student utilization of services, and student gains in self-efficacy; administrative program reviews include data on personnel and budgets. Based on the data provided, the units conduct a self evaluation and develop improvement plans and requests for resource allocations. All program reviews go through a peer review validation process. Resource allocation is tied to completion of program review and acceptance through the validation process. For career technical education (CTE) programs, program review includes approval by the Advisory Committee chair, which serves to confirm that the program meets community needs. The College completed its most recent program reviews in January 2014.

As a part of the College’s commitment to continuous improvement, all College units evaluate the effectiveness of the program review process, including an evaluation of the templates, timelines, and data provided (IIA1a-24). Each implementation of the program review resulted in changes to the templates and process with the goal of improving outcomes. In the spring and summer of 2011, meetings were held with representatives from instruction, student services, and administration to bring all three program review processes into alignment, resulting in a common program review summary report and timeline for all units (IIA1a-25).
**Resource allocation process.** The completion of student learning outcomes assessment and reporting cycles is a prerequisite for both instructional and student service units to request resources and must be included in order to consider the program review completed and validated by the College. Only validated program reviews are used by the College governance Integration Council for resource allocation.

Integration Council members read all validated program reviews, including analysis of data, analysis of student learning outcomes, verify compliance with Title 5 and student learning outcome cycles, and make recommendations for resource allocation. The Integration Council’s recommendations are used by the Budget Committee and the College Council to allocate College resources. College decisions are strongly driven by data analysis (IIA1a-26).

**Chancellor’s office data.** In addition to the College and District data that are used to help determine student learning needs, DVC uses data provided by the state chancellor’s office to drive decisions on program planning. The Foundations for College Success Committee used the *Student Success Scorecard* data and the Basic Skills Cohort Progress Tracking Tool to develop long-term goals of improving the rate of success of African-American and Hispanic students; increasing the number of English Language Learner (ELL) and basic skills students who develop and progress through an educational plan; improving the persistence and success rates of ELL and basic skills students by developing programs and improving curriculum for those students (IIA1a-27). *Perkins Core Indicator* reports are also provided for all College career technical education (CTE) programs. These data are provided for CTE programs only as part of program review data (Part II, Section E) and helps programs determine which areas of their program may need improvement plans that can be supported by Perkins funding (IIA1a-28).

**Responsiveness to the regional economy.** The College makes use of labor market information to inform decisions about College programs. Annually, each career technical education (CTE) program is provided with a labor market report that indicates employment projections for occupations related to their field of study (IIA1a-29). The workforce development manager is responsible to work with external agencies and business and industry to determine the need for revisions to program and needs to develop new programming. As recent examples, the College has developed programming in Pre-Apprenticeship and Mechanical Technology and applications are under development in spring 2014 for certificate and degree programs in Game Design and Industrial Design.

**Student Education Plans.** Starting in fall 2014, the state is requiring all students to develop education plans (IIA1a-30). The plans will assist students with course selection from semester with semester. The College will benefit from the plans, since it will be able to predict future course demand and will be able to discover which students are leaving campus without the completion of a degree, certificate, or transfer.

**Self Evaluation**
DVC makes extensive use of data on student readiness, interest, needs, and performance to inform program planning. The matriculation process includes assessment of students’ educational preparedness and this information is used to develop a schedule that is responsive to student need. The College has institutionalized an ongoing assessment process for course and
program level student learning outcomes that provides solid research findings to inform program improvements. In addition, DVC has established multiple processes, such as program review, student learning outcomes, and scheduling, that examine and analyze data on an ongoing basis to ensure that student needs are met.

The College meets this Standard.

**Actionable Improvement Plans**
Complete development of the assessment process for general education learning outcomes.

**Evidence IIA1a**

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Standard II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

**Descriptive Summary**

DVC utilizes a variety of delivery systems and modes of instruction to help students meet the objectives of the curriculum. Program faculty propose the best methods of instruction for a given course and then develop course outlines of record clearly stating how instructional methods support course content and student learning outcomes (IIA1b-1). Methods of instruction include, but are not limited to: lecture, laboratory, demonstrations, discussion, distance education (online and hybrid), and activity. At DVC, online courses refer to sections in which 51 percent or more of instruction is online. Hybrid courses refer to sections with an online component in which 50 percent or less of instruction is online. DVC offers courses at the Pleasant Hill and San Ramon Campuses in order to maximize access for students across the large service area. DVC offers self-paced courses, basic skills courses, learning communities, and courses are offered in short-term, late start, or weekend formats. To ensure that all courses in all delivery systems are compatible with the student learning outcomes, they all, regardless of location or modality, are taught from the same course outline approved by the Curriculum Committee. All course outlines are available online, provided to faculty during the hiring process, and are also provided to faculty through an email from the Student Learning Outcome Assessment Committee each term. The official student learning outcomes are a required element of all syllabi (IIA1b-2).

Each delivery method is discussed, reviewed, and decided on by faculty. Instructional delivery methods for individual courses are analyzed and approved during the course outline of record review process in the Curriculum Committee. All proposals for new courses are reviewed by the entire Curriculum Committee. Active courses are systematically reviewed on a five-year cycle with 20 percent of all courses each year (IIA1b-3). In order to manage the volume of review, the on-going cycle of review is divided into five steps:

- The course initiator reviews and updates the outline in the Web Curriculum System (WCS). Depending on departmental bylaws, review of all full-time faculty members in the department may be required.
- The outline is promoted through a review and approval process in WCS in which the outline is subject to review by the department chair, division dean, and Curriculum Committee division representative. Any of these reviewers can return the outline to the previous reviewer with comments and requests for improvement.
- The outline is reviewed by the technical review team, a sub-group of the full Curriculum Committee. The technical review team applies a checklist for consistency of formatting and organization across all outlines (IIA1b-4).
- The outline is assigned to a sub-set of the Curriculum Committee for final review.
- The outline is placed on agenda of the Curriculum Committee.
The technical review committee and the Curriculum Committee carefully review the content and student learning outcomes of the course to determine if the chosen methods of delivery are appropriate for the course. Faculty can revise the method of delivery and other course elements at any time by following the five-step process.

Courses proposed for delivery through distance education, online or hybrid, must go through a separate Curriculum Committee review and approval process requiring detailed descriptions and evidence that the distance education delivery method is appropriate to the content and student learning outcomes of the course, that the course will provide for regular and effective contact between the instructor and students, and that it is compliant with all state guidelines and regulations (IIA1b-5). The distance education supplement becomes part of the course outline of record and states methods of delivery, rationale for offering distance education, Title 5 requirements, course delivery methods, faculty selection, and methods of evaluation.

Distance education planning is within the purview of two committees, the Information Technology Committee and the Faculty Senate Distance Education Committee. The Information Technology Committee is a College wide, operational committee with responsibility for making strategic planning and policy recommendations for campus computing, networking, and instructional technology application (IIA1b-6). The Information Technology Committee meets twice monthly and reports to the College Council for review of the 2009-2013 Technology Master Plan and the 2014-2016 Technology Master Plan. Members of this group include practitioners of online instruction and representative technology users from across the campus. The committee has always included aspects of online learning in its strategic plan and the committee continues to advocate for institutional support for continued training and improving existing infrastructure to support distance education. The committee completes an annual self evaluation and is externally evaluated by the College Council for effectiveness (IIA1b-7).

The Distance Education Committee is a sub-committee of Diablo Valley College’s Faculty Senate and has responsibility for policy, curriculum, training, pedagogy, and overall monitoring of distance education program quality working in conjunction with the vice president of instruction. The committee was originally formed as a short-term Faculty Senate online education advisory taskforce in spring 2011 to select a new learning management system to better support online learning; in spring 2012 it became a permanent committee of the Faculty Senate. It is chaired by a faculty member and is comprised of faculty and staff, including the distance education coordinator, the instructional technology coordinator and learning management system coordinator (IIA1b-8).

In May 2012, the Faculty Senate Distance Education Committee worked with the District to select the new District wide learning management system, Desire2Learn (D2L). The committee then developed an online D2L faculty learning community to help faculty transition to the new learning management system (LMS). The learning community provides information on training opportunities), best practices in distance education course delivery, examples of distance education pedagogies, and current information about accreditation and Standards. The implementation of the new LMS has been supported by the distance education coordinator, the instructional technology coordinator and learning management system coordinator. The
instructional technology coordinator provides ongoing institutes, workshops and one-on-one support for faculty who teach online and those who incorporate the online environment into their teaching strategies (IIA1b-9).

The Distance Education Committee and the accreditation liaison officer are permanently tasked with monitoring Accrediting Commission for Community and Junior Colleges policies on distance education and other state and federal regulatory requirements for distance education and ensuring that DVC complies with all requirements. In spring 2013, the committee updated and reissued the College’s Policy on Distance Education. The policy was subsequently renames as the Distance Education and Correspondence Education Procedure 4003.01, in accordance with other College procedures (IIA1b-10). This document defines key terms and outlines procedures and regulations. After Faculty Senate approval, the policy was delivered to the College president for collegial consultation and mutual agreement was reached. It was shared with the College Council as an information item (IIA1b-11).

The disability support services department facilitates access to instruction throughout the District by offering support services to students with disabilities. Students with disabilities may have their learning needs met in the classroom through the authorized use of auxiliary aides such as sign language interpreters, mobility assistance, note takers, low vision equipment, transcribers, adaptive computers, and/or utilization of alternate media for printed matter.

The high tech center offers adaptive computer hardware and software technologies to make DVC computer labs accessible to students with disabilities. The available technology includes voice recognition technology, voice synthesizers, screen reading software, Braille printer, reading machines, optical scanner, and ergonomic keyboards. Instruction is offered in the use of word processing, email setup and usage, the learning management system, WebAdvisor, spelling, and grammar checking to provide accommodation for the effects of specific types of disabilities.

**Self Evaluation**

The College determines that the delivery of instruction supports the student learning outcomes and content of a course through a system of thorough review during the processes of new course development and review of active courses. Once approved, all courses are reviewed a minimum of once every five years. Revisions may be made to any element of the course outline, including methods of instruction and delivery modes, more frequently if the faculty feels adjustments need to be made to ensure student success. The revision process includes review by the division curriculum representative, department chair, division dean, the technical review committee and ultimately, approval by the Curriculum Committee.

Existing courses are subject to the standards of the Student Learning Outcome Assessment Committee and a set timelines for assessment. New courses are subject to the same scrutiny and then placed on a Title 5 revision time line and a student learning outcome assessment schedule (IIA1b-3). Courses that are approved for online or hybrid delivery are subject to a separate approval of the distance education supplement through the Curriculum Committee. Faculty members are required to include the student learning outcomes on their syllabi and ensure that methods of instruction permit learning outcomes to be met. All these processes have led to a
comprehensive, College wide dialogue about student learning, optimal methods of instruction, impact of changing technology, and student success.

Effective with the 2011-2012 instruction unit program review (IUPR) cycle, online sections and their data were disaggregated from face-to-face sections to be able to better track student success and retention in online courses at the instructional unit level. IUPR data allows departments to compare the success and retention of division and College wide online sections. The Student Learning Outcome Assessment Committee works with departments to ensure that online, hybrid, and face-to-face courses are included in the evaluation and assessment of courses. The College facilitates discussion regarding methods of instruction, specifically distance education, by including the distance education supplement as part of the course outline.

Concern to continually improve the online experience for students is evidenced by selection of the new learning management system, Desire2Learn. In September 2011, the distance education taskforce was created to select a vendor for a new learning management system. In the spring of 2012 a new learning management system, Desire2Learn (D2L), was piloted with early adopters with full implementation completed in fall 2013. Flex activities, workshops, and one-on-one trainings are offered on a continuous basis by the staff development office and instructional technology coordinator for faculty, staff, and students.

The College meets this Standard.

**Actionable Improvement Plans**
None.

**Evidence IIA1b**

- IIA1b-1 Screenshot web curriculum system
- IIA1b-2 Syllabus checklist
- IIA1b-3 Curriculum rewrite calendar
- IIA1b-4 Tech review checklist
- IIA1b-5 Sample course outline with distance education supplement
  Curriculum Committee minutes with distance education supplement approval, November 25, 2013
- IIA1b-6 Information Technology Committee charge and membership
- IIA1b-7 Information Technology Committee self evaluation, 2012-2013
- IIA1b-8 Faculty Senate Distance Education Committee
- IIA1b-9 Desire2Learn sample support outreach
- IIA1b-10 DVC Procedure 4003.01, Distance Education and Correspondence Education
- IIA1b-11 College Council minutes, April 22, 2013
Standard II.A.1.c. The institution identifies student learning outcomes for courses programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary
As of May 9, 2014, DVC had 1,268 active courses with defined student learning outcomes (SLOs) and 71 percent of all courses had been assessed at least once, with over a third having been assessed multiple times (IIA1c-1). Course level SLOs are available on the course outline of record on the DVC website and are included in classroom syllabi (IIA1c-2). All course sections, regardless of location or modality, are taught according to the same course outline. All 168 programs offered by the College have established program level outcomes (PLOs) that are are available through a link in the College Catalog, www.dvc.edu/slo (IIA1c-3). Revised curriculum approval processes implemented since the last accreditation cycle ensure that new courses and programs include SLOs and PLOs and that any new SLOs/PLOs are integrated into the department SLO and PLO assessment cycle (IIA1c-4). Compliance with assessment cycles for SLOs and PLOs is part of program review (IIA1c-5).

Both student learning outcomes (SLOs) and program learning outcomes (PLOs) are created by faculty in the discipline. The assessment tools used for SLOs are also chosen by each discipline’s faculty. The PLO assessment process was developed by the Student Learning Outcome Assessment Committee (SLOAC) and PLO assessment measures are determined by the discipline faculty. Since 2012, in consultation with the Curriculum Committee, the SLOAC, and the state chancellor’s office, the Faculty Senate aligned the course objectives on the course outlines of record with the student learning outcomes (IIA1c-6). As a result, the student learning outcomes/course objectives go through scrutiny at both Curriculum Committee and SLOAC to verify that they are appropriately placed at either collegiate or pre-collegiate level and part of the course outline of record.

Course level student learning outcomes (SLOs) and program learning outcomes (PLOs) are maintained in the locally-developed WebSLOs 2.0 database, an online public site that presents outcome statements, summary reports, and submittal forms (IIA1c-7). For faculty use, assessment results and action plans are hosted on a College-maintained shared drive (IIA1c-8). The system allows faculty, department chairs, deans, and College administrators to generate reports showing when courses have been assessed, the results for the assessments and improvements from those assessments. Reports can be generated for the discipline, department, division, SLO assessment committee, or the College (IIA1c-9).

To ensure that the College continues to focus on student learning outcomes, the College developed DVC Procedure 1018.01, Student Learning Outcomes and Achievement, February 22, 2010 (IIA1c-10). In addition, 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.

In addition to faculty dialogue, career technical education (CTE) programs review their course and program outcomes with their individual advisory groups. Feedback received from these
meetings is utilized in department meetings to help guide future planning. This planning encompasses recommendations for new and existing courses, new and existing certificates, and new and existing degrees (IIA1c-11).

Faculty analyze outcomes assessment results and often decide to modify or replace the assessment method or criteria used for assessing that specific student learning outcome (SLO). Action plans include modifications to the course content or delivery and often focus on how to improve the SLO assessment process itself. When classes are taught by multiple faculty, discussion between multiple faculty members or entire department ensues (IIA1c-12). Often the review of the SLO data and the discussion among faculty of the data results in action plans that call for curricular or programmatic change. Examples include:

- The Computer Information Systems Department decided to add mobile device content delivery to its web development courses.
- The Computer Science faculty decided to standardize the programming project in COMSC-100. A faculty member compiled 10 labs that all faculty who teach COMSC-100 use for all sections of the course.
- The Computer Science Department redesigned its certificates after program learning outcome assessment, after the assessment results helped reveal why so few students pursued Computer Science certificates. In the three years before changes were made, six certificates were awarded. In the two years since, 134 have been awarded.
- Due to the need to review course assignments and SLO data, the Sign Language instructors have scheduled meetings to discuss curriculum and pedagogy.
- The Early Childhood Education Department rewrote its core eight courses in response to statewide mandates and a course alignment project. SLOs were reviewed, discussed and updated during those discussions. Discussions on SLOs also resulted in adjustments to assignments and the terminology used in class.
- The Math Department changed course content due to SLO assessments.
- The English as a Second Language (ESL) faculty rewrote all ESL course outlines based on SLO discussions. The course outlines now clarify levels and specify types of reading and writing assignments and which elements of grammar are covered at each level.
- As a result of assessing SLOs, the Culinary Arts Department noted in their action plan that a new ice cream maker was needed to meet student learning objectives. They reported it in their program review and through the resource allocation process was able to purchase a new ice cream maker.

**Self Evaluation**
Diablo Valley College has identified student learning outcomes for all courses, programs, certificates, and degrees. The College has developed a systematic approach to the assessment of student achievement of those outcomes and uses assessment results to make improvements.

The College meets this Standard.

**Actionable Improvement Plans**
None.

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Evidence IIA1c
IIA1c-1 Student learning outcome update, May 9, 2014
IIA1c-2 Sample course outline of record
   Syllabus checklist
IIA1c-3 Catalog program learning outcome sample
IIA1c-4 Course and program forms
IIA1c-5 Instructional unit program review validation form part C
IIA1c-6 Faculty Senate minutes, May 8, 2012
IIA1c-7 Screenshot WebSLOs 2.0 site
IIA1c-8 Screenshot Student Learning Outcome Assessment Committee U: drive site
IIA1c-9 Sample SLO Course and Program Assessment Report
IIA1c-10 DVC Procedure 1018.01, Student Learning Outcomes and Achievement
IIA1c-11 Sample Advisory Committee notes
IIA1c-12 Sample assessment plan

Standard II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Descriptive Summary
Diablo Valley College assures the quality of its instructional programs from the beginning of the course and program development and approval process, through scheduling, student learning outcome (SLO) assessment, Career Technical Education Advisory Committee review, and the program review and resource allocation process. All courses and programs, regardless of type, location offered, or modality in which they are offered, go through rigorous steps to ensure that they are of high quality and continuously meet the mission of the College and student needs. The College offers developmental and collegiate courses and programs, community education (not-for-credit), study abroad, short-term training courses, a limited contract education program, and a variety of linked classes and learning communities such as Puente and Umoja.

The College’s Curriculum Committee ensures the quality of courses offered at the College by evaluating and verifying prerequisites, student learning outcomes, content, methods of instruction, evaluation methods, and number of credits and units awarded. All courses that are included in developmental, collegiate, international, study-abroad, learning communities such as Puente and Umoja, and career technical training programs must go through the approval process of the Curriculum Committee. The committee is composed of a representative from each academic division, which includes library, counseling, San Ramon Campus, as well as the articulation officer ensuring that faculty members have the primary role in the curriculum process (IIA2-1). Since the last accreditation cycle, the College has fully implemented the Web Curriculum System (WCS), a locally-developed course management system and has made regular improvements to it (IIA2-2). A major revision was completed in spring 2014 (IIA2-3). The College has implemented a regular cycle of course review locally known as “Title 5
rewrites”. These revisions, as well as any new course proposals, must be put through the approval process supported by the WCS. Each existing course is reviewed by the Curriculum Committee on a five-year cycle (IIA2-4). Each new course proposal, whether proposed as experimental, topics, or permanent, is reviewed and approved prior to inclusion in the schedule or Catalog (IIA2-5). New courses, and those being updated per their five-year cycle, are first reviewed by the technical review process. Technical review is conducted by the Curriculum Committee chair, articulation officer, senior dean of curriculum and instruction, and the administrative assistant who serves both the curriculum and Student Learning Outcome Assessment Committees. In consultation with the initiator, division Curriculum Committee representative and/or department representative, the technical review team evaluates courses for quality, accuracy, and adherence to Title 5, College, and state chancellor’s office requirements. Courses that do not meet all appropriate standards are revised in consultation with faculty or returned to appropriate faculty for improvement (IIA2-6). Once a course is approved through the technical review process, it is then reviewed by the full Curriculum Committee. Any pre- or co-requisite or distance education supplement is reviewed and approved separately from the rest of the course outline (IIA2-7). Courses that do not meet deadlines for Title 5 rewrites will not be offered by the College (IIA2-8) and the instructional unit responsible for them becomes ineligible for one-time resource allocation (IIA2-9).

The evaluation of course student learning outcomes (SLOs) provides another opportunity for faculty and the College to determine whether courses are meeting needs of students and are of high quality. All courses that are included in developmental, collegiate, international, study-abroad, special programs such as Puente and Umoja, and career technical programs must go through the student learning outcomes evaluation process. The process requires modification of courses and programs to improve student learning if student learning outcome measures are not being met. To ensure that the College continues to focus on SLOs, in spring 2010 the College approved DVC Procedure 1018.01, which describes the College procedure for SLO assessment and continuous improvement (IIA2-10). In addition, 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 assessment timelines, that unit becomes ineligible for resources available through the College resource allocation process. WebSLOs 2.0 is the online public site, with outcome statements, summary reports, blank forms, and submittal forms. For faculty use, assessment results and action plans are hosted on a College-maintained shared drive (IIA2-11). The system allows faculty, department chairs, deans, and College administrators to generate reports showing when courses have been assessed, the results of the assessments, and improvements based on those assessments. These reports can be generated for the discipline, department, division, SLO assessment committee, or the College.

Course-level SLOs are included in the syllabus of each course section, on the WebSLOs 2.0 website, as well as in the course outline of record (IIA2-12). In addition, all 195 programs offered by the College have established program learning outcomes (PLOs) that are available through a link in the College Catalog, www.dvc.edu/slo (IIA2-13). New curriculum approval processes insure that new courses and programs include SLO development and are integrated into all departments’ SLO assessment cycles. All courses are assessed at least once every three years and program learning outcomes are assessed on an ongoing basis. In the fall of 2012, the College created the student learning outcomes center and has provided support and resources to
faculty to make it a meaningful process to enhance and improve student learning. The SLO center is a large office on the Pleasant Hill Campus staffed by the co-chairs of the Student Learning Outcome Assessment Committee at which faculty can receive help and information about SLOs and PLOs (IIA2-14). Departments have used data from their student learning outcomes assessments to make adjustments to their coursework. For example, the math department data demonstrated low performance on fractions in elementary algebra. The department responded by increasing the number of fraction examples throughout the semester and has seen an improvement in student success as a result (IIA2-15).

A committee of the Faculty Senate, the Student Learning Outcome Assessment Committee (SLOAC) also supports the disciplines in the development of student learning outcomes (SLOs), Program Learning Outcomes (PLOs), assessments, and analysis of results. The committee offers workshops on both SLO and PLO assessments, giving disciplines hands-on support and concrete examples of best practices in the assessment process. Documentation is distributed by the committee, summarizing the information from the workshops. Each semester, the SLOAC co-chairs hold drop-in hours and by-appointment hours, during which time any faculty can come to the SLO center and get one-on-one assistance with any aspect of the SLO or PLO assessment process. Handouts with information on all parts of the assessment and analysis process are available in the SLO center and online (IIA2-16).

Since the last accreditation cycle, the Faculty Senate, in agreement with the College president, approved the creation of a Scheduling Committee. This committee is a Faculty Senate committee, with faculty membership representing each division, a United Faculty union representative, and management. The committee is co-chaired by the Faculty Senate president and the vice president of instruction. The committee was formed during the California budget crisis to address the cuts to the schedule that were necessary to meet revenue reductions. Together with the vice president of instruction, the Scheduling Committee looks at enrollment trends and approves addition or deletion of courses to maximize student access (IIA2-17). Now that funding is more stable in the state, the Scheduling Committee is working with departments to offer courses in alternative time blocks to meet student needs and increase enrollment.

Scheduling of courses ensures that the courses being offered on both the Pleasant Hill and San Ramon Campuses are relevant and meet the needs of students. This process also ensures the quality of programs by offering the necessary courses in a sequence that appropriately matches student progression (IIA2-18). Scheduling begins with the faculty content experts at the department level. Department members at both the Pleasant Hill and San Ramon Campuses work together to determine that the schedule meets the needs of students. As an example, the College has seen an increase in the number of international students over the past few years. To address the needs of these students, the College has offered high-demand courses identified through collaboration with the international student office.

Distance education courses, both those offered 100 percent online and hybrid, are scheduled by department members using the same scheduling process as face-to-face courses. The College’s new learning management system (Desire2Learn) changed to a single login for student authentication. In addition, DVC has procedures in place to ensure that the rigor, breadth, objectives, learning outcomes, and academic quality of courses and programs offered in the
distance education mode meet the same standards as those in traditional face-to-face sections. Specifically, in accordance with California administrative code and regulations in Title 5, the DVC Curriculum Committee separately reviews and approves each course proposed for delivery via the distance education mode to ensure the following criteria are met.

- Regular effective contact is maintained between instructor and students through group or individual meetings, orientation and review sessions, study sessions, field trips, library workshops, threaded conferencing, chat rooms, telephone contact, email, or other activities.
- Effective pedagogical techniques appropriate to the distance education mode are utilized to ensure the quality and rigor of instruction mirrors that of the on-campus version of the course.
- Appropriate technology is used to achieve the objectives of the course.
- Multiple measures are used to achieve and assess student learning, including reading, writing, and critical thinking assignments and multiple evaluation measures.
- All delivery methods used are accessible to individuals with disabilities, in accordance with state and federal law (IIA2-19).

**Program review and resource allocation.** The College uses the program review process to assess the quality of its coursework and programs. Administrative program reviews, student services program reviews, and instructional unit program reviews are conducted every two years. Effective 2011-2012 all three completed their reviews on the same two-year cycle and used identical summary templates to allow for comparison of requests for additional College one-time resources. In an effort to continue to align and improve these processes, the program review procedure is assessed at the conclusion of each cycle to determine if further revision is warranted (IIA2-20).

DVC’s program review process ensures on-going, campus-wide dialogue about Student learning outcomes assessment results and plans for improvement. Sections IIC.1 and 2 of the instructional unit program review template allow faculty to detail the changes in curriculum and pedagogy that have been made as a result of course and program assessments. Improvements to student learning are recorded; plans for further changes are described and any needed resources are requested (IIA2-21). Campus wide dialogue is promoted through the validation process in which trained faculty members from other departments and divisions review draft IUPRs and provide feedback for clarifications and improvements (IIA2-22). Once accepted by the validation committee and submitted to the office of instruction, the Integration Council receives the program reviews.

Student services program reviews (SSPR) and administrative program reviews (APR) also identify technology, facilities, and human resource needs as part of the process. The Integration Council reviews and ranks all instructional, student service, and administrative units’ identified needs, the rankings are forwarded to the Budget Committee and College Council, so that the recommendations of the Integration Council directly inform the College’s integrated planning and resource allocation process. Through review of student learning outcomes, key program indicators, and program plans, the College assesses educational effectiveness and ensures that the College continues to offer high quality programs.
Programs may be identified for revitalization or discontinuance through the program review process. Courses change frequently, as do program requirements, particularly in career technical education (CTE) programs that are responsive to labor market trends and changes in workplace competencies. All changes to courses and programs are processed by the Curriculum Committee and published in the Catalog or Addendum. Procedure 4008.01, Program Revitalization/Discontinuance, was approved in March 2012 (IIA2-23).

In an effort to improve the effectiveness of the integrated planning and resource allocation process, the co-chairs of the four governance committees, the College Council, Budget Committee, Integration Council, and Institutional Planning Committee, met starting in 2012-2013 to clarify and improve the implementation of the program review, integrated planning, and resource allocation process (IIA2-24).

Self Evaluation
Diablo Valley College assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including developmental, collegiate, community education, study abroad, career technical education, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location. Through adherence to, and integration of, established course and program approval, student learning outcomes assessment, scheduling, program review, and resource allocation policy and procedure, the institution ensures that all of its instructional courses and programs are of high quality.

The College meets this Standard.

Actionable Improvement Plans
None.

Evidence IIA2
IIA2-1 Curriculum Committee membership, spring 2014
IIA2-2 Screenshot web curriculum system website
IIA2-3 Web curriculum system enhancements spring 2014
IIA2-4 Sample curriculum review calendar
Sample fall schedule
IIA2-5 New course form
Experimental form
Curriculum Committee minutes, November 25, 2013
IIA2-6 Tech review checklist
IIA2-7 Pre-requisite request form
Sample pre-requisite validation form
IIA2-8 DVC Procedure 4001.07, Course Update Compliance
IIA2-9 Instructional unit program review validation part C
IIA2-10 DVC Procedure 1018.01, Student Learning Outcomes and Achievement
IIA2-11 Screenshot WebSLOs 2.0 site
Student Learning Outcome Assessment Committee U: drive
Standard II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary
Diablo Valley College has established procedures, institutional policies, and governance models to ensure that the College focuses on maintaining quality in its instructional courses and programs and relies on faculty expertise to guide the development and improvement of courses and programs. DVC faculty focus on curricular quality and improvement through two related processes guided by two Faculty Senate committees: the Student Learning Outcome Assessment Committee and the Curriculum Committee.

Changes to courses are programs are ongoing as a result of student and program learning outcomes assessments. All actions related to assessments of student learning outcomes (SLOs) and Title 5 course outline of record rewrites are initiated by faculty. The results of the work of the faculty through SLO assessments, Title 5 revisions, and ongoing course and program revision are reflected in each instructional unit’s program reviews, which are part of the governance process.

Student learning outcomes process. To ensure that the College focuses on student learning outcomes (SLOs), the College developed DVC Procedure 1018.01, Student Learning Outcomes and Achievement, February 22, 2010. The procedure describes expectations and standards for learning outcomes (IIA2a-1). Compliance with continuous course and program level SLO assessment is a requirement of all programs and included in instructional unit program reviews (IIA2a-2). If an instructional unit does not adhere to the prescribed timelines, that unit becomes ineligible for resources through the College resource allocation process, including eligibility for faculty hires (IIA2a-3).
Student learning outcome (SLO) assessments start with faculty at the course level and are an integral part of the decision-making process to support and improve student learning in every area of the College (IIA2a-4). As of May 9, 2014, DVC had 1,268 active courses with defined student learning outcomes (SLOs) and 71 percent of all courses had been assessed at least once, with over a third having been assessed multiple times (IIA2a-5). Course level SLOs are included in all section syllabi (IIA2a-6). In addition, all 195 programs offered by the College have established program level SLOs that are available through a link in the College Catalog, www.dvc.edu/slo (IIA2a-7). Program assessments have been reviewed and approved by the Student Learning Outcome Assessment Committee for 144 programs (66 percent) (IIA2a-8).

In 2007-2008, the College established a five-year plan for initiating the assessment of course level student learning outcomes (IIA2a-9). Once a course has been assessed it must be reassessed within three years. The Student Learning Outcome Assessment Committee (SLOAC), in coordination with the department or area, selects 33 percent of the courses from that department or area to be assessed each academic year over a 3-year cycle. All departments and areas have the option of assessing their courses more frequently, at their discretion (IIA2a-10).

To assist with the development, assessment, modification, and tracking of both course and program level student learning outcomes (SLOs), the College has granted a permanent, full-time faculty member reassigned time for technical support to develop maintain a web-based SLO system, WebSLOs 2.0 (IIA2a-11). The system has helped to streamline and track the SLO process so that faculty can focus on student learning. At the beginning of each semester the WebSLOs system emails the following documents to all faculty members associated with a course scheduled for that semester: the official course outline, the previous SLO assessment results, and action plan. The system also allows faculty to generate reports showing when courses have been assessed and the results and improvements from those assessments (IIA2a-12).

WebSLOs 2.0 is the online public site, with outcome statements, summary reports, blank forms, and submittal forms. For faculty use, assessment results and action plans are hosted on a College-maintained, shared drive. The system allows faculty, department chairs, deans, and College administrators to generate reports showing when courses have been assessed, the results for the assessments and improvements from those assessments. These reports can be generated for the discipline, department, division, Student Learning Outcome Assessment Committee, or the College.

Faculty members analyze assessment results and can decide to modify or replace the assessment method or criteria used for assessing the student learning outcomes (SLOs). Action plans focus on how to change the curriculum or improve the SLO assessment process itself. The review of SLO data and the discussion among faculty of the data can result in action plans that call for curricular or programmatic change.

In 2012-2013 academic year, career technical education programs reviewed their course and program outcomes with their advisory groups. Feedback from the meetings was utilized in department meetings to help guide future planning. The planning encompassed recommendations for new and existing courses, as well as new and existing certificates and degrees (IIA2a-13).
The Student Learning Outcome Assessment Committee has developed alignment matrices to align program level student learning outcomes (SLOs) with course level SLOs (IIA2a-14). The committee uses the alignment matrices to review program level SLOs. All program level SLOs have been aligned with course content so that they have relevance to the program. As course level SLOs are assessed and changes occur, action plans are created which may include changes to program level SLOs. As new courses or programs are developed, SLOs are a required component prior to approval by the Curriculum Committee (IIA2a-15).

The Student Learning Outcome Assessment Committee (SLOAC) has developed a process for reviewing and approving course and program level student learning outcomes (SLOs) (IIA2a-16). During the fall semester the committee reviews all program SLO assessment action plans submitted during the previous spring semester. Also in the fall semester, departments and areas enter course SLO assessment results, analyze those assessment data, and create course SLO action plans. During spring semester the committee reviews all course SLO assessments submitted during the previous fall semester. The committee has gone from a slow, paper driven evaluation process to a cross platform (PC and Mac), scalable, web-enabled system that allowed the College to achieve proficiency and sustainability in this area by fall 2012 (IIA2a-17). The SLOAC evaluates its process on a regular basis as part of continuous improvement (IIA2a-18).

Course update process (Title 5 revision). To ensure that the faculty and College continues to focus on course updates, DVC Procedure 4001.07, Course Update Compliance, was developed and adopted February 22, 2010 (IIA2a-19). The procedure requires each instructional unit to establish a calendar for regularly updating course outlines 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.

Faculty review and update their courses regularly as part of a process locally known as “Title 5 rewrites.” All courses are on a five-year cycle of review and revision (IIA2a-20). When a course is scheduled for Title 5 revision, the faculty evaluates its effectiveness in relation to student learning and its place in the curriculum for certificate and degree requirements. Faculty evaluation of the courses may include analysis of student learning outcomes, latest research in the field, changes in technology, or information from advisory boards. Based on their evaluation, faculty revise the course outlines and send the course through the Web Curriculum System (WCS) for review by Curriculum Committee representatives, department chair, division dean, Curriculum Committee and vice president of instruction. In addition to reviewing and revising courses on a regular schedule, faculty also develop new courses, remove courses from the curriculum, and revise certificate or degree requirements. All new courses and revisions to courses, as well as certificates and degrees must be approved by the Faculty Senate Curriculum Committee (IIA2a-21).

By the end of May 2009, all course outlines of record had been reviewed and have followed the regular cycle of Title 5 rewrite since that time (IIA2a-22). The senior dean of curriculum and instruction under the supervision of the vice president of instruction and the Curriculum Committee chair are responsible for course and program approval processes. All course outlines
are maintained in a locally developed database, the Web Curriculum System (WCS). The Curriculum Committee chairperson receives 40 percent reassigned time, a 100 percent full time equivalent classified employee supports the Curriculum Committee procedures, and programming for the database is provided by the College Information Technology and Services Department staff. A detailed outline and description of the process to maintain the currency of outlines and the approval of new courses and programs was prepared and approved by the Curriculum Committee in the fall of 2009 (IIA2a-23), which ultimately resulted in the Course Update Compliance Procedure 4001.07 (IIA2a-24).

Course currency is a compliance element 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.

The College has improved the program approval process through implementing a development and approval process that includes input from the department or area, followed by College and District approval (IIA2a-25).

**Program review process.** DVC Procedure 1016.01, Program Review, describes the systematic process of data analysis that targets program improvement (IIA2a-26). Every two years, program reviews provide the opportunity for faculty to relate progress in the assessment of student learning outcomes and program performance with both quantitative and qualitative data, and then use those reviews to guide improvements. Each program review is validated by a team from another department which checks their evidence and conclusions and provides feedback and suggestions for improvement (IIA2a-27).

Program reviews are used by College-wide committees as they consider alignment of institution-wide practices to support and improve student learning.

- During the program review process, the Faculty Senate Student Learning Outcome Assessment Committee (SLOAC) works with faculty to assess their SLOs and their timeliness on assessing them. The SLOAC works with faculty and the Curriculum Committee to align the course SLOs with program, degree, and certificate SLOs.
- The Curriculum Committee works with faculty to complete its regularly scheduled course updates.
- The SLOAC and the Curriculum Committee provide data on completion of SLO assessments and course updates (Title 5 Rewrites) as part of the program review process.

The following College wide, governance groups discuss student learning outcome (SLO) assessment and program reviews as part of institutional planning processes.

- The Integration Council conducts a thorough and public review of all validated program reviews and assesses instructional, student services, and program needs and compliance with authentic use of SLO assessments (IIA2a-28).
- The Budget Committee, the College Council, and the Institutional Planning Committee use reports from the Integration Council and other College wide committees to make
recommendations on resource allocation and improvements needed to align institution-wide practices to support and improve student learning (IIA2a-29).

Self Evaluation
Diablo Valley College has well-established procedures to design and identify learning outcomes for courses and programs as well as procedures to approve, administer, deliver, and evaluate courses and programs through Title 5 rewrites and program review. The College embraces the central role of its faculty for establishing quality and improving instructional courses and programs. Faculty, classified staff, and management support for the curriculum database system and curriculum procedures are sufficient to maintain this process.

The College meets this Standard.

Actionable Improvement Plans
None.

Evidence IIA2a
IIA2a-1 DVC Procedure 1018.01, Student Learning Outcomes and Achievement
IIA2a-2 Instructional unit program review section II C1 and C2
IIA2a-3 Instructional unit program review minimum compliance standards
IIA2a-4 SLO report, fall 2012
IIA2a-5 Student learning outcome summary, May 9, 2014
IIA2a-6 Syllabus checklist
IIA2a-7 Sample program learning outcomes from Catalog
IIA2a-8 SLO assessment report, May 7, 2014
IIA2a-9 Sample student learning outcomes assessment 5 year cycle calendar
IIA2a-10 Sample student learning outcomes annual assessment cycle calendar
IIA2a-11 Screenshot WebSLOs website
IIA2a-12 Sample program assessment results
IIA2a-13 Sample Career Technical Education Advisory Committee minutes
IIA2a-14 Sample program alignment matrix
IIA2a-15 New program forms
   New course forms
IIA2a-16 Email from L. Agostino, Course review process, January 30, 2014
   Course assessment rubric
IIA2a-17 SLO report, spring 2014
IIA2a-18 Student Learning Outcome Assessment Committee minutes, August 31, 2012
   Student Learning Outcome Assessment Committee minutes, December 7, 2012
IIA2a-19 DVC Procedure 4001.07, Course Update Compliance
IIA2a-20 Title 5 rewrite calendar
IIA2a-21 Curriculum Committee bylaws and membership
IIA2a-22 Curriculum Committee minutes, May 4, 2009
IIA2a-23 Curriculum Committee minutes, Title 5 process development September 14, 2009
IIA2a-24 DVC Procedure 4001.07, Course Update Compliance
IIA2a-25 Program development documents
Standard II.A.2.b. The institution relies on faculty expertise and the assistance of Advisory Committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary
Diablo Valley College faculty bring their expertise to bear on the identification and evaluation of competency levels and measurable student learning outcomes (SLOs) in their classes and at all levels of planning of curricula, programs, certificates, and degrees. In 2012, in consultation with the Curriculum Committee, the Student Learning Outcome Assessment Committee, and the state chancellor’s office, the DVC Faculty Senate approved the alignment of course objectives with student learning outcomes on the official course outline of record (IIA2b-1). The decision improved the review of SLOs, assigning that purview to the Curriculum Committee, while ongoing assessment is the purview of the Student Learning Outcome Assessment Committee (SLOAC). Course student learning outcomes are thus thoroughly reviewed and approved since they travel through the curriculum approval process of department, division, Curriculum Committee, and vice president of instruction (IIA2b-2).

Faculty members in career technical education (CTE) programs consult with their Advisory Committees regularly on curricular and programmatic matters (IIA2b-3). All CTE programs are required to convene an Advisory Committee meeting each term (IIA2b-4). Development and review of program learning outcomes occurs at the advisory meetings (IIA2b-5). The focus of the program Advisory Committees is to ensure that programs deliver instruction that addresses employment competencies and, when applicable, prepare students for licensure and/or certification by external agencies. The College has devoted resources to supporting the coordination of Advisory Committees through the instruction office support staff, which schedule meetings, provide logistical support for agendas and parking passes, and record meeting notes to ensure that a longitudinal record of program improvement recommendations is kept on file (IIA2b-6).

Student learning outcome (SLO) assessments start with faculty at the course level and are an integral part of the decision-making process to support and improve student learning in every area of the College. As of May 9, 2014, all 1,268 courses have defined SLOs and 71 percent of all courses have been assessed at least once, with over a third having been assessed multiple times (IIA2b-7). The Faculty Senate Student Learning Outcome Assessment Committee (SLOAC) assists faculty in a process for reviewing and approving course and program level learning outcomes assessments (SLOs and PLOs). During the fall semester, the committee reviews all PLO assessment action plans submitted by faculty during the previous spring semester. Also in the fall semester, departments and area enter their course SLO assessment
results, analyze those assessment data, and create course SLO action plans. During spring semester, the SLOAC reviews all course SLO assessments submitted during the previous fall semester (IIA2b-8).

The Student Learning Outcome Assessment Committee (SLOAC) acts to assure quality of the campus wide course (SLO) and program (PLO) assessments that are completed at the department level. The processes of the committee have evolved. In 2009, the committee started by looking at the SLO assessment PDFs that were submitted. After a while, the committee noted that a rubric would be useful for making comments back to the departments on their submissions. That rubric was formalized into an online form that is now used to determine whether a SLO submission meets acceptable standards or not. If the submission is not accepted by the committee, the rubric helps determine if a below-standard result is redeemable by having the reporting department make corrections or additions. At the end of 2011-2012 and again at the end of 2012-2013, the SLOAC decided to make changes to the rubric and form, to serve their review purposes better, and to clarify when the assessment outcome was acceptable, redeemable, or not (IIA2b-9).

In addition to evaluating student success in their individual courses and sections by assigning grades to students, faculty assess the success of the course itself by assessing student learning outcomes in aggregate. If a course is offered as a single-section course, the instructor assesses students’ achievement of measurable student learning outcomes. If there are multiple sections of a course, all instructors use the same assessment topics across sections, delivery methods, and locations during the same assessment period (IIA2b-10). All sections selected for assessment are analyzed by faculty to assess students’ achievement, compare results, and make recommendations.

In spring 2011, the Student Learning Outcome Assessment Committee began using the same process for reviewing program learning outcomes (PLOs) and the same evolution of process took place. First, they looked at the PLO PDFs that were submitted and provided feedback to departments as agreed upon in committee meetings. That led to a rubric, and to an online form, with standards for acceptable and redeemable PLOs (IIA2b-11).

As of fall 2013, four cycles of student learning outcomes (SLO) assessment review in fall semesters and two cycles of program learning outcomes (PLOs) reviews in spring semesters have been completed. These ongoing process improvement cycles have resulted in a review process that is institutionalized.

The College has student learning outcomes (SLOs) for all courses and program learning outcomes (PLOs) for all certificates and degrees (IIA2b-12). Course level SLOs are aligned with PLOs. PLOs are mapped to specific SLOs/course objectives as found on the course outline of record (IIA2b-13). In this way, all course level SLOs are aligned with program level SLOs to ensure that degrees and certificates are awarded based on achievement of SLOs. The College Catalog and the DVC website both publish PLOs (IIA2b-14). General education learning outcomes (GELOs) have been developed and mapped to courses for the three patterns of general education (IIA2b-15). During 2013-2014, the assessment process for GELOs has been under development through a collaborative process lead by the Student Learning Outcome Assessment
Committee (SLOAC) in consultation with the Faculty Senate (IIA2b-16). Completion of the development of this process is a priority of the SLOAC.

At the beginning of each semester the WebSLOs system emails to all faculty members assigned to teach one or more sections of a course scheduled for that semester the official course outline, the previous SLO assessment results, and action plan (IIA2b-17). Faculty use the course outlines to organize their courses and inform students of the course student learning outcomes on their syllabi (IIA2b-18). Faculty evaluation process includes rubrics for including course objectives and student learning outcomes on syllabi, following the course outline of record, and teaching at levels appropriate to the course. Both part-time and full-time faculty members are evaluated regularly by peers, administrators, and students to assess the effectiveness of their teaching, which illustrates the value to the institution of student learning outcomes (IIA2b-19).

The College developed a comprehensive institutional learning outcome (ILO) in the fall of 2010 and assessed achievement of this ILO by collecting data through the nationally-normed ACT survey administered to students (IIA2b-20). As the College implemented effective course and program learning outcomes assessment, the need to have institutional learning outcomes that were more connected and aligned to course, program, and general education learning outcomes became evident. In 2012-2013, the College developed and approved new ILOs through the Faculty Senate. The Student Learning Outcome Assessment Committee (SLOAC) will discuss the alignment of the new ILOs to the current course and program learning outcomes during the 2014-2015 academic year (IIA2b-21).

**Self Evaluation**
The role of the faculty is central to the identification and assessment of student learning outcomes. The assistance of Advisory Committees helps identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

The College meets this Standard.

**Actionable Improvement Plans**
Complete development of the assessment process for general education learning outcomes.

**Evidence IIA2b**
- IIA2b-1 Faculty Senate minutes, May 8, 2012
- IIA2b-2 Screenshot web curriculum system approval chain
- IIA2b-3 Advisory Committee matrix
- IIA2b-4 Career Technical Education Advisory Committee guidelines
- IIA2b-5 Sample Career Technical Education Advisory Committee minutes
- IIA2b-6 Advisory Committee meeting schedule, fall 2013
- IIA2b-7 Student learning outcome summary, May 9, 2014
- IIA2b-8 Annual student learning outcome checklists
- IIA2b-9 Course assessment rubric
- IIA2b-10 Assessment plan COMM-120

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Descriptive Summary

Breadth, depth, rigor, sequencing, and time to completion for all programs are reviewed and evaluated by the Curriculum Committee, which is composed of faculty representatives from all College academic divisions plus the articulation officer (IIA2c-1). New courses and programs are proposed and reviewed by departments, and promoted to the technical review team, and then to the Curriculum Committee for approval. Interdisciplinary and institutional dialogue occur during the development and revision of each course and program to assure that courses and programs meet the mission of the College and student need.

The technical review team consists of the Curriculum Committee chair, senior dean of curriculum and instruction, and the articulation officer. Technical review is a pre-screening of all curriculum action items to address compliance, consistency, and quality issues prior to review by the Curriculum Committee. This level of review ensures consistency in the development of course outlines, as well as working with faculty to ensure that courses present college-level breadth, depth, and rigor (IIA2c-2). During the technical review and curriculum approval processes, faculty members determine if a program or course is collegiate or pre-collegiate level.

The Curriculum Committee approves all new courses and programs as discrete actions, not as consent agenda items. The review of new courses in the Curriculum Committee focuses on the student learning outcomes (SLOs), ensuring that outcomes are written to be measurable and to address multiples levels of Bloom’s Taxonomy. The alignment of course description, student learning outcomes, and content with assignments is examined. Selected textbooks must be college-level and current. Any program or course pre-requisites are approved as separate actions, as is any designation of a course to be taught in a distance education format (IIA2c-3).

Program and course development adheres to all criteria established by the state chancellor’s office in accordance with Title 5 regulations and Education Code, ensuring that all educational standards are met. New course outlines include student learning outcomes (SLOs) which, after review and approval by the Curriculum Committee, are transferred into WebSLOs database, a

Standard II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.
locally developed assessment tracking and accountability database (IIA2c-4). Course SLO assessments are maintained in the WebSLOs system. All programs have developed program learning outcomes, which represent the synthesis of learning resulting from student learning outcomes developed by a variety of experiences integrated into courses within the program (IIA2c-5).

Existing courses are reviewed by the Curriculum Committee at least once every five years. Course level student learning outcome (SLO) assessments have been moved from a five year to a three year schedule (IIA2c-6). Assessments of program level outcomes are ongoing and entered into the WebSLOs system annually. Assessments of both course and program outcomes are reviewed on an ongoing basis by the Student Learning Outcome Assessment Committee (SLOAC) (IIA2c-7). The SLOAC ensures that courses and programs are assessed following the established assessment schedule. Programs are required to have courses aligned to show that course content directly supports a stated program learning objective (IIA2c-8).

Career Technical Education (CTE) programs are required to convene an Advisory Committee meeting each term (IIA2c-9). The focus of the program Advisory Committees is to ensure that programs deliver instruction that addresses employment competencies and, when applicable, prepare students for licensure and/or certification by external agencies. CTE curriculum must have the breadth, depth, and rigor to meet industry standards and employability competencies.

New program applications include a sequencing chart that indicates time to complete for full-time students, defined at DVC as students who enroll in 12 units per term (IIA2c-10). Sequencing charts for career technical education programs are posted on the DVC website to assist students and counselors with educational planning (IIA2c-11).

Self Evaluation
In all program and course development and review processes, the faculty is charged with the primary responsibility for decisions regarding the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning breadth of each program offered by the College.

The College meets this Standard.

Actionable Improvement Plans
None.

Evidence IIA2c
IIA2c-1 Curriculum Committee membership
IIA2c-2 Tech review checklist
IIA2c-3 Sample Curriculum Committee minutes
IIA2c-4 Sample course outline of record
IIA2c-5 Sample program learning outcomes
IIA2c-6 Title 5 rewrite and student learning outcome assessment calendars
IIA2c-7 Course and program rubrics
IIA2c-8 Sample program alignment matrix
IIA2c-9 Career Technical Education Advisory Committee guidelines
Standard II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary

Per the 2013-2014 Catalog, Diablo Valley College offers 1,296 courses in 92 disciplines and schedules over 2700 sections during fall and spring terms in day, evening, and weekend formats (IIA2d-1). Full term, late start, and short-term classes in face-to-face, online and in hybrid formats are available to serve a variety of student needs. At DVC, online courses include all courses for that have 51 percent or more of their instruction online. Courses that have an online component that is 50 percent or less of their instruction online are termed hybrid. In addition to online and hybrid offerings, many instructors use the Desire2Learn online learning platform to support their face-to-face classes (IIA2d-2).

The College’s scheduling process begins at the department level with faculty designing a schedule based on student need and demand and that reflect program sequences that help students complete certificate and degree programs (IIA2d-3). DVC has fall and spring terms that are based on a 17.5 week calendar but that also include many short-term offerings within the term. Summer term is offered in three-week and six-week sessions. The College offers programming that serves the core missions of the community colleges: general education courses, career technical education (CTE), and basic skills coursework which includes courses for English as a Second Language for English Language Learners. In fall 2012, the College offered 110 sections of basic skills courses (5 percent), 517 CTE courses (22 percent) and 1,702 transferable courses (88 percent) (IIA2d-4).

The Faculty Senate Scheduling Committee provides recommendations about which classes to offer to best meet the diverse needs of our student population. Established in 2011-2012, the committee’s membership includes representation from each academic division including the San Ramon Campus (IIA2d-5). The committee was formed during the budget crisis in California to address the budget cuts to the schedule that were necessary. The committee created a list of criteria that departments should adhere to when creating a class schedule to meet student demand. In collaboration with the vice president of instruction, the Scheduling Committee analyzes enrollment trends and approves addition or deletion of courses to maximize schedule responsiveness to student demand. With the passage of Proposition 30, the College has been able to restore sections and the Scheduling Committee is working with departments to offer courses in new time blocks to increase enrollment. The Scheduling Committee reviews retention rates and enrollment trends and makes recommendations and decisions on the data. For example, if the data show multiple sections of a course are low enrolled, the committee may suggest that the faculty load be redirected to an area that has unmet student demand.

Students learn in different ways, so DVC provides a variety of delivery modes to address different learning styles including face-to-face, online, hybrid, lecture, and laboratory courses, as well as internships and other work-based learning opportunities. The College has a Learning
Styles Assessment instrument. This online assessment of student learning styles is incorporated into various courses to help students understand which learning strategies are best for them as an individual (IIA2d-6). Self-paced and computer-aided instruction is also provided as an option for some courses.

Faculty members provide instruction through a variety of methods including lecture, discussion, small group activities, field trips, and the use of technology. Tutoring is available in many disciplines. Learning communities such as Pre-Apprenticeship, Puente, and Umoja provide additional teaching methodologies to address the diverse needs and learning styles of our students. The College has engaged in campus wide discussion on closing the achievement gap between groups of students based on race/ethnicity and student data are disaggregated in program reviews to help faculty identify areas for improvement (IIA2d-7).

The Puente program is designed to increase the number of Mexican American/Latino students who transfer to four-year colleges and universities. Puente exists at 38 community colleges in California. Umoja is a statewide community of educators and learners committed to the academic success, personal growth and self-actualization of African American and other students. The Umoja community at DVC joined 28 other community colleges as a new program in 2013. The College participates in a regional consortium of colleges that collaborates to offer a Study Abroad program each term. International students admissions and services (ISAS) and the disability support services (DSS) unit provide specific programs that target the unique learning situations of the student enrolled as members of those populations (IIA2d-8).

Faculty monitor success rates of students through the program review process. Program review includes disaggregating outcomes for students in online courses (IIA2d-9). Faculty make changes in their curriculum and program offerings based on program and course learning outcomes assessments (IIA2d-10).

Approximately seven to ten percent of DVC course sections are offered in an online or hybrid methodology. Online faculty members are subject to the same standards and scrutiny in hiring and evaluation as all other faculty at DVC. Besides meeting minimum qualifications as established by the California community colleges, faculty desiring to teach online must also satisfy departmentally established criteria for teaching online (IIA2d-11). Typically, this preparation is gained through training provided by the DVC professional development program, by the department, by completion of an online teaching course or program, or through experience teaching online at another institution. The Contra Costa Community College District (CCCD) offers a Teaching Academy that integrates strategies for online teaching (IIA2d-12). Faculty evaluation criteria and the student evaluation form are the same for online courses as for other courses.

The number of online sections has continued to increase at Diablo Valley College since the last accreditation cycle (IIA2d-13). The Faculty Senate charged the Distance Education Committee to address the lower retention and success rates of online courses. The committee suggested the implementation of a new learning management system, Desire2Learn, which came online to support all online instruction and instructional support in the spring semester of 2014. The
Distance Education Committee also regularly reviews state regulations for online courses and ensures the DVC coursework meets all mandates.

The DVC professional development program offers an annual Summer Technology Institute (IIA2d-14). The institute focuses on effective use of technology related to instruction, highlights best practice for distance education course design, and introduces or enhances expertise in use of the learning management system (LMS). The institute is conducted by the college instructional technology coordinator. In addition, both the instructional technology coordinator and the LMS administrator offer ongoing, weekly drop-in training and problem-solving sessions in the professional development center (IIA2d-15). Drop-in sessions run the full gamut of problem-solving issues with technology: faculty can learn spreadsheet basics; learn how to navigate the District web interface, WebAdvisor; or learn effective online teaching practices. In 2012-2013, with the migration to a new LMS, substantial emphasis was on teaching faculty to utilize various LMS tools, such as the discussion board, the email system, chat rooms, “live” classroom, the assignments tool and more, to design online courses that foster regular and substantive interaction between faculty and students. Best practice emphasizes the constant involvement of the instructor with students and course materials through technological tools.

Faculty members work on improving their teaching techniques through a variety of methods. New full-time faculty members participate in Nexus, the year-long new faculty orientation program, which includes workshops on pedagogy (IIA2d-16). Staff development opportunities focusing on pedagogical improvement are available each term and include technology workshops (IIA2d-17). Ad hoc efforts include faculty Teachers Sharing Ideas meetings where best teaching practices are discussed (IIA2d-18). Foundations for college success projects have included development of linked classes and learning communities, reading and writing across the curriculum strategies, and accelerated curriculum models (IIA2d-19).

**Self Evaluation**

The institution uses a variety of different programs, services, delivery modes and teaching methodologies to address the diverse needs and learning styles of its students. The College uses a Learning Styles Assessment instrument to help students improve their learning through an appreciation of how they best learn as an individual and which strategies can enhance learning. A rich professional development program focuses on needs and learning styles of students and effective pedagogical approaches. Courses include multiple ways of assessing student learning and faculty members are actively engaged in determining appropriate delivery modes for our students. Assessment of the effectiveness of teaching methodologies and student performance are ongoing through program review and course and program learning outcomes assessment.

The College meets this Standard.

**Actionable Improvement Plans**

None.
Evidence IIA2d

IIA2d-1 Analysis of methodology and meeting day trends, fall 2013
IIA2d-2 D2L report, spring 2014
IIA2d-3 Sample program sequence chart
IIA2d-4 Program mix report
IIA2d-5 Scheduling Committee charge and function
IIA2d-6 Screenshot learning styles survey website
IIA2d-7 Disaggregated student data from instructional unit program review template
IIA2d-8 Disability support services descriptions
   International students admissions and services descriptions
IIA2d-9 Disaggregated student data from instructional unit program review template
IIA2d-10 Sample student learning outcome assessments
IIA2d-11 Sample program learning outcome assessments
IIA2d-12 Course outline of record distance education faculty selection criteria
IIA2d-13 Analysis of methodology and meeting day trends, fall 2013
IIA2d-14 Summer Technology Institute information
IIA2d-15 Professional development center schedule
IIA2d-16 Nexus materials
IIA2d-17 Flex booklet, fall 2013
IIA2d-18 Teachers Sharing Ideas information
IIA2d-19 Basic Skills Final Report, 2012-2013

Standard II.A.2.e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary
The College evaluates all courses and programs through regular processes of review and planning. There are three primary processes that enable the College to ensure that courses and programs are relevant, appropriate, current, and that students are achieving stated learning outcomes: Student learning outcome assessment, course and program approval, and instructional unit program review.

Student learning outcome assessment of courses and programs. On February 22, 2010, the College approved DVC Procedure 1018.01, Student Learning Outcomes and Achievement (IIA2e-1). According to this procedure, once a course has been assessed it must be reassessed within three years. All departments and areas have the option of assessing their courses more frequently, at their discretion. The Student Learning Outcome Assessment Committee in coordination with the department or area currently selects 33 percent of the courses from that department or area to be assessed each academic year over a three year cycle.

Student learning outcome (SLO) assessments are tracked in a custom database: WebSLOs 2.0, an online public site with outcome statements, summary reports, blank forms, and submittal forms (IIA2e-2). For faculty use, assessment results and action plans are hosted on a College
maintained shared drive. The system allows faculty, department chairs, deans and College administrators, and the Student Learning Outcome Assessment Committee to generate reports showing when courses have been assessed, the results for the assessments and improvements from those assessments. Reports can be generated to include outcome information for any discipline, department, division, or the College as a whole.

Effective 2011-2012, after consultation with the Student Learning Outcome Assessment Committee (SLOAC) and the state chancellor’s office, the Faculty Senate approved the synonymous alignment of student learning outcomes (SLOs) with Course Objectives (IIA2e-3). In this way, all new courses include SLOs as part of the course outline of record at their inception and these are carefully reviewed throughout the course approval and course review processes as well as by the SLOAC. The SLO facilitator enters the approved SLOs into the WebSLOs 2.0 system, where they start the assessment process.

Program learning outcomes (PLOs) have been developed for all instructional programs and are available through a link in the College Catalog, www.dvc.edu/slo, and on the College website (IIA2e-4). The Student Learning Outcome Assessment Committee uses alignment matrices to align program level outcomes with course content (IIA2e-5). All PLOs have been aligned with course content so that they clearly demonstrate their relevance to the program. As course level student learning outcomes are assessed and changes occur, action plans are created which may include changes to program level learning outcomes.

As programs are developed, identification of program learning outcomes (PLOs) is a required component both in the New Program Application in the section “Program Goals and Objectives” with the result that PLOs are reviewed by department, division, and technical review team prior to approval by the Curriculum Committee (IIA2e-6). PLOs are agenda items at career technical education program Advisory Committee meetings, in order that industry partners can substantiate the importance and value of the PLOs (IIA2e-7). All course level student learning outcomes (SLOs) are aligned with program learning outcomes to ensure that degrees and certificates are awarded based on achievement of SLOs and to assure smooth pathways for students. Program matrices and alignments are evaluated every two years, and whenever a change is made in program requirements (IIA2e-8).

In addition to this ongoing assessment and scrutiny, course and program level learning outcomes are a compliance component of all instructional unit program reviews. If an instructional unit does not adhere to the prescribed assessment timelines, that unit becomes ineligible for resources through the College resource allocation process (IIA2e-9). Following each course level or program level deadline, a report of programs out of compliance is generated, which is integrated into the decision-making regarding resource allocation (IIA2e-10). For 2012-2013, six programs did not complete course assessment reports as required and were not eligible to be included in the 2013-2014 resource allocation process (IIA2e-11).

Course and program approval. As of fall term 2009, all course outlines of record for all courses have been brought up-to-date, and have maintained currency, through the revised process of technical review and Curriculum Committee review and approval, locally known as “Title 5 review” (IIA2e-12). Active courses (1,342 effective with the 2013-2014 Catalog) are
systematically reviewed on a five-year cycle of “Title 5 review” (20 percent of all courses each year). In order to manage the process, the on-going cycle of review is divided into five steps.

- The course initiator reviews and updates the outline in the Web Curriculum System (WCS). Depending on departmental bylaws, review of all full-time faculty members in the department may be required.
- The outline is promoted through a review and approval process in WCS in which the outline is subject to review by the department chair, division dean, and Curriculum Committee division representative. Any of these reviewers can return the outline to the previous reviewer with comments and requests for improvement.
- The outline is reviewed by the technical review team, a sub-group of the full Curriculum Committee. The technical review team applies a checklist for consistency of formatting and organization across all outlines (IIA2e-13).
- The outline is assigned to a sub-set of the Curriculum Committee for final review.
- The outline is placed on agenda of the Curriculum Committee.

A detailed outline and description of the process to maintain the currency of outlines and the approval of new courses and programs was prepared and approved by the Curriculum Committee in the fall of 2009 (IIA2e-14).

The senior dean of curriculum and instruction, under the supervision of the vice president of instruction, is responsible for course and program approval processes and collaborates closely with the Curriculum Committee chair in all matters related to course and program approval. The senior dean of instruction, curriculum specialist, Curriculum Committee chair and articulation officer meet at a minimum of twice per term to identify curriculum projects and issues that need to be addressed. This unofficial body acts as a steering group for the Curriculum Committee (IIA2e-15).

The Web Curriculum System (WCS) is supported by the curriculum specialist assisted by programming support provided by the College Information Technology and Services Department. Classified and management support for the curriculum management system is sufficient to maintain processes as evidenced by the ongoing ability of the College to keep course outlines of record up-to-date for approximately 1,300 course outlines. The curriculum specialist is a full-time classified staff member who supports the Curriculum Committee and all activities associated with course and program approval as well as technical assistance for WCS. A Curriculum Committee website was developed in spring 2013 to allow faculty and staff ready access to materials and information that support the currency of the curriculum (IIA2e-16).

DVC Procedure 4001.07, Course Update Compliance, was developed and adopted by the College Council in February 22, 2010, to address previous Title 5 non-compliance (IIA2e-17). The procedure requires each instructional unit to establish a five-year calendar to regularly update course outlines and to adhere to that timeline (IIA2e-18). According to the procedure, if a department or area has not completed the planned rewrite(s) by the deadlines required by the Curriculum Committee for the assigned academic year, the course(s) will be removed from the fall schedule by the instruction office. If a course has still not completed the Curriculum Committee approval procedure by the end of the fall semester, the course will be deleted by the
instruction office from the active courses and the catalog. If the department or area wants to reinstate the course, it must be submitted to the Curriculum Committee as a new course and follow those procedures.

The curriculum review process has been fully integrated with the instructional unit program review process. Units are required to provide evidence of compliance with course currency review requirements, and commentary and analysis of student learning outcomes assessment results are also included as a compliance element in program review (IIA2e-19). If an instructional unit does not maintain its curriculum through curriculum update and regular assessment cycles, that unit’s program review will not be validated and will not be eligible for resource allocation through the program review process.

The College improved the program approval process by developing materials that describe the program approval process and posting these materials in the Web Curriculum System (WCS) (IIA2e-20). When faculty initiate the process to develop a new program, or substantially revise an existing program, the senior dean of curriculum and instruction meets with the faculty and reviews the process. Development of program applications and materials is supported by the senior dean of curriculum and instruction, workforce development manager, curriculum specialist, and the articulation officer, depending on the type of program under development. New programs are developed through proposals from the faculty that are subject to approval by the Districtwide educational planning committee and the President’s Cabinet (IIA2e-21). Once approved by President’s Cabinet, the program development process is tracked and supported by the instruction office staff and articulation officer. All programs are subject to Curriculum Committee and Governing Board approval. Programs subject to state chancellor’s office approval are submitted through the Curriculum Inventory. All programs are entered into the College Catalog. This rigorous and lengthy process of development and review ensures that all programs align with the mission of the College.

**Instructional unit program review.** In 2009-2010, a taskforce comprised of Faculty Senate representatives and administrators met to revise the instructional unit program review process as part of the College’s commitment to continuous quality improvement and in response to a recommendation from the Accrediting Commission for Community and Junior College’s previous evaluation of DVC. The taskforce received input from the Integration Council and other constituents (IIA2e-22). A focus was placed on developing an instrument that would better address relevancy, currency, and appropriateness of the program, incorporate student learning outcome achievement, and include future needs and plans. The instrument included program data such as student success rates, program completions, and fill rates that indicate demand for the program and the impact on students. For career technical education (CTE) programs, Advisory Committees are a requirement, and compliance with this requirement is included in program review. Advisory Committees are a key factor in ensuring that CTE programs stay up-to-date and relevant.

The instructional unit program review instrument and process was piloted in 2009-2010 (IIA2e-23). The taskforce met after that implementation to evaluate the success of the process and adjustments were made based on feedback from constituents. Instructional unit program review was done again in 2010-2011, including the changes recommended by the taskforce.
(IIA2e-24). That process led the taskforce to recommend that the instrument be placed in a web-enabled modality and that the cycle move to a two-year cycle rather than annual, because it was observed that an annual cycle did not allow for evaluation of improvement strategies implemented. The web-enabled program review instrument, WebPR 1.0 was rolled out in 2011-2012, representing the first year of the two-year cycle. Effective 2011-2012, all instructional units completed the same program review in the same cycle, so that all requests for resource allocation have an equal opportunity for consideration.

The program review process includes a validation step, in which teams of faculty from other divisions and departments read and provide feedback to the instructional unit program review (IUPR) teams on the content and analysis contained in the IUPR (IIA2e-25). The goal of validation is to promote College wide dialogue and to provide reflections and feedback to units that will allow them to prepare the most thoughtful program reviews possible. The IUPR consists of three sections: overview, data and analysis, and summary. Section one, overview, includes a discussion of the role of the program in the overall college curriculum, focusing on appropriateness to mission, students served, progress made since the previous program review. Section two presents extensive student and program data for commentary and analysis. Course success is disaggregated by online and not online, student demographics are disaggregated by gender, ethnicity and age. Career technical education programs have additional accountability requirements such as evaluation of performance on core indicator measures (IIA2e-26), convening of Advisory Committees, and reviewing labor market data (IIA2e-27). Program relevance is established by Advisory Committee recommendations, labor market analysis, and is further inferred by student demand as evidenced by fill rates and productivity. The analysis of these trends helps to inform enrollment management.

The instructional unit program review (IUPR) instrument provides the opportunity for both program evaluation and planning that is completed by the faculty in the instructional unit, and forwarded into the overall College wide planning process (IIA2e-28). IUPR plans are contained in section three, summary, of the program review template, which is forwarded to the Integration Council (IC) for review. Requests for resources are organized by the IC into categories and are ranked for priority of funding according to rubrics developed by the IC (IIA2e-29). Ranked resource requests are considered in the resource allocation process, which is the managed by the governance bodies: Integration Council, Budget Committee and College Council.

Self Evaluation
Diablo Valley College has developed rigorous, regular, and sustainable processes for the evaluation of courses and programs. Student learning outcomes and assessments are in place for all courses and programs and there is widespread institutional dialogue about the results of assessment and identification of gaps. Student learning outcomes and assessments are integrated into curriculum and program review processes and influence resource allocation so that institutional practices and investments support and improve student learning.

Curriculum is reviewed in a systematic, comprehensive basis and there are many tools available to faculty to ensure that relevant and current courses and programs are developed and maintained. The current curriculum process includes a timely, systematic review, and efficient
procedures for course and program approval that are supported by adequate technology and staff support.

The curriculum process is integrated with program review and program review is ongoing, systematic and used to assess and improve student learning and achievement. The institution regularly reviews its program review process to improve institutional effectiveness and the results of program review are used in College wide processes that focus on the improvement of program practices that target improvements in student learning and achievement.

The College meets this Standard.

**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.

**Evidence IIA2e**

- IIA2e-1 DVC Procedure 1018.01, Student Learning Outcomes and Achievement
- IIA2e-2 Screenshot WebSLOs webpage
- IIA2e-3 Faculty Senate minutes, May 8, 2012
- IIA2e-4 Program learning outcomes from *Catalog*, p. 67-95 and website
- IIA2e-5 Sample alignment matrix
- IIA2e-6 New program proposal
- IIA2e-7 Sample Advisory Committee minutes
- IIA2e-8 Student Learning Outcome Assessment Committee program level assessment process and rubric
- IIA2e-9 Instructional unit program review validation section C
- IIA2e-10 Sample student learning outcome exception report
- IIA2e-12 Curriculum Committee minutes, May 4, 2009
- IIA2e-13 Technical review checklist
- IIA2e-14 Curriculum Committee minutes, October 19, 2009
- IIA2e-15 Sample Curriculum Committee team notes
- IIA2e-16 Screenshot Curriculum Committee website
- IIA2e-17 DVC Procedure 4001.07, Course Update Compliance
- IIA2e-18 Sample Title 5 calendar
- IIA2e-19 Instructional unit program review validation section C
- IIA2e-20 Program development materials
- IIA2e-21 Sample District wide educational planning committee agenda
  - Program development proposal
- IIA2e-22 Instructional unit Program Review Taskforce materials
- IIA2e-23 Sample instructional unit program review, 2009-2010
- IIA2e-24 Sample instructional unit program review, 2010-2011
- IIA2e-25 Instructional unit program review process, 2013-2015
- IIA2e-26 *Perkins Core Indicator Report*

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Strategic Plan

Ramon Campus. As noted, meeting rooms, offices, and student centers, like the cafeteria and learning commons at the San Ramon Campus, were closed. Directions were posted throughout the Pleasant Hill and San Ramon Campuses in campus hallways.

The College wide planning that is tied to the Community and Junior College’s recommendation in 2009 that the College “develop and implement College wide planning that is tied to the Strategic Plan, mission, and resource allocation” (IIA2f-3). Input was solicited from the College community through the senates and the College Council to identify the final strategic directions (IIA2f-4) and the president shared these with the College community on September 16, 2010 (IIA2f-5). In addition, the strategic directions were posted throughout the Pleasant Hill and San Ramon Campuses in campus meeting rooms, offices, and student centers, like the cafeteria and learning commons at the San Ramon Campus. As noted by the president, the goals were linked to the College’s 2006-2011 Strategic Plan and the District’s Strategic Plan and they would be in place for three years to

Descriptive Summary
Diablo Valley College is committed to ongoing, systematic evaluation, and integrated planning. The College uses both a Strategic Plan and program review to guide its integrated planning efforts.

Strategic plan. The 2006-2011 Strategic Plan was developed under the guidance of what was then the College wide Planning Council. The Planning Council included representatives from the Faculty Senate, Classified Senate, Associated Students of DVC, representatives from administration, and the College president (IIA2f-1). The 2006-2011 Strategic Plan identified the overarching principles of the College’s mission and values. It included the philosophy statement that, “At DVC, student learning is paramount and comprises not simply the transference of knowledge and skills, but also a process of intellectual, artistic, political, ethical, physical, and spiritual exploration” (IIA2f-2). The 2006-2011 Strategic Plan included 31 different strategic directions and goals under six overarching themes:

- Becoming a learning college.
- Realizing the potential of all students.
- Enhancing the region’s economic development.
- Demonstrating institutional learning and effectiveness.
- Enhancing College resources.
- Strengthening College communication.

In May 2010, the president worked with the Faculty Senate and the College community through representatives on the College Council to identify three targeted goals to focus on for 2010-2013, which became Goals and Strategies 2010-2103. Concentrating on three specific goals provided the College more focus and an opportunity to better respond to the Accrediting Commission for Community and Junior College’s recommendation in 2009 that the College “develop and implement College wide planning that is tied to the Strategic Plan, mission, and resource allocation” (IIA2f-3). Input was solicited from the College community through the senates and the College Council to identify the final strategic directions (IIA2f-4) and the president shared these with the College community on September 16, 2010 (IIA2f-5). In addition, the strategic directions were posted throughout the Pleasant Hill and San Ramon Campuses in campus meeting rooms, offices, and student centers, like the cafeteria and learning commons at the San Ramon Campus. As noted by the president, the goals were linked to the College’s 2006-2011 Strategic Plan and the District’s Strategic Plan and they would be in place for three years to
allow the College an opportunity to fully commit to them. Students continued to be the primary focus of the Goals and Strategies 2010-2013 which were to increase student learning and success, improve organizational effectiveness, and enhance College resources. Since that time, the College’s strategic directions have been integrated into the summary forms that are part of program reviews for instructional, student services, and administrative units. This ensures that planning processes and resource allocation are linked to selected strategic directions and strategies. The goals and action plans from the program reviews must be aligned with the identified strategic directions and strategies (IIA2f-6).

The development of the 2013-2017 Strategic Plan began in fall 2011. The Institutional Planning Committee (IPC) developed a timeline, rationale, and action plan for the process in spring 2012 (IIA2f-7). In keeping with Recommendation 1 of the Accrediting Commission for Community and Junior College’s 2009 recommendations (IIA2f-8), the IPC engaged the College community in a “participatory process to advance the mission and goals of the institution.” The IPC convened a strategic plan taskforce with membership from each of the four governance committees and the four constituency groups, including the president and vice president of the Faculty and Classified Senates (IIA2f-9). A consultant was contracted to guide the College toward a common vision (IIA2f-10).

In fall 2012, the initial process to establish the general beliefs, norms, values, and practices of the College community included meeting with focus groups, including over 120 College members, one-to-one interviews with at least 16 College members from all constituency groups, and online surveys to the College community (IIA2f-11). College wide input was collected through a strategic planning flex workshop on January 10, 2013. The agenda included an update on the process, presentations on external challenges, and related student data with a breakdown by ethnicity on transfer prepared students, transfers to the University of California and California State University systems, completion rates for degrees and certificates, career technical education course success, and data on improvement in basic skills. There were 149 attendees from management, faculty, and classified staff (IIA2f-12). Feedback was solicited through response cards from each attendee and attendees participated in a goal setting activity to practice validating, exploring, and actuating the writing of the plan. A cross-constituent sub-committee of the Institutional Planning Committee, the strategic planning writing group, was formed to focus on the writing of the strategic plan (IIA2f-13).

The 2013-2017 Strategic Plan was completed in fall 2013. It was circulated to all the College constituencies and governance committees for input and endorsement and to the College Council for a recommendation of approval to the president (IIA2f-14). The College president presented the final directive, values, and goals to the campus community at the fall 2013 opening day meeting (IIA2f-15) and by email (IIA2f-16). The directive is that “Diablo Valley College will increase student success.” The document outlines values and goals for the College.

**Values**

- Excellence: Diablo Valley College is dedicated to the highest standards of excellence.
- Student Learning: Diablo Valley College is dedicated to providing students with the support they need to achieve their educational goals.
• Equity: Diablo Valley College is dedicated to institutional and inclusive excellence.

Goals

• The College will foster excellence by integrating best practices in academic programs and student support services.
• The College will align its governance, operational and planning processes to ensure institutional effectiveness.
• The College will effectively direct and augment its resources to increase student learning and success.
• The College will develop and implement a human resources plan to maximize employee expertise to support the institution’s commitment to excellence and equity (IIA2f-17).

The 2013-2017 Strategic Plan was approved by the College Council in February 2014 and was accepted by the Governing Board in April 2014 (IIA2f-18).

The planning process is well developed, includes all constituent groups and is well grounded in the hierarchy of planning noted in DVC Procedure 1010.01, Integrated Planning Process. The process includes the cycle of College wide planning, program review and validation, resource allocation, implementation of plans and re-evaluation and annual reports (IIA2f-19). Administrative program review (APR), student services program review (SSPR), and instructional unit program review (IUPR) are conducted on the same cycle and effective 2011-2012 and on-going, they use identical summary templates to allow for comparison of requests for additional College resources across the institution. The College is working on a methodology to include College wide plans with the integrated planning process, to ensure that needs that are not assigned to one unit, for example professional development, technology, workforce development, and tutoring, are represented in the allocation process. In 2013-2014, as part of the ongoing two year program review process, all requests from APR, SSPR and IUPR will undergo evaluation and ranking by the Integration Council prior to allocating College one-time resources.

Program review. DVC’s program review process ensures on-going, campus-wide dialogue about student learning outcomes (SLO) assessment results and plans for improvement to programs. SLO assessment is integrated with program review and planning through sections IIC.1 and 2 of the instructional unit program review template, which allow faculty to detail the changes in curriculum and pedagogy that have been made as a result of course and program assessments. Improvements to student learning are recorded; plans for further changes are described and any needed resources requested (IIA2f-20). Campus wide dialogue is promoted through the validation process in which faculty members from other departments and divisions review the submitted program review and provide feedback for clarifications and improvements (IIA2f-21). Once accepted by the validation committee and submitted to the office of instruction, the Integration Council receives the program reviews. Assessment results are further examined as proposals for program improvement are forwarded as part of the College’s integrated planning and resource allocation process in Integration Council, Budget Committee and College Council.

Each instructional, student service, and administrative unit identifies technology, facilities, and human resource needs as part of the program review and validation processes, which take into
consideration results from the student learning outcome process. The Integration Council reviews and ranks all instructional, student service and administrative identified needs, which inform the College’s resource allocation process. Through this review of student learning outcomes, key program indicators, and program plans, the College assesses educational effectiveness and ensures that the College continues to offer high quality programs.

In an effort to further improve the effectiveness of the integrated planning and resource allocation process, the co-chairs of the four governance committees, College Council, Budget Committee, Integration Council, and Institutional Planning Committee met starting in 2012-2013 to clarify and improve the implementation of the integrated planning and resource allocation process (IIA2f-22). This has proven to be helpful in determining areas for improvement in process and discussions are ongoing with a plan to institutionalize this group as a permanent part of the governance structure.

**Self Evaluation**
DVC has developed a cyclical, ongoing, systematic evaluation and integrated planning process to assure currency and measure achievement of its stated student learning outcomes for courses and programs including both general education and career technical education degree and certificates. College planning is done through participatory processes, with broad based involvement from across the campus.

The assessment of course and program level student learning outcomes informs program review and unit plans. Institutional data and evidence about course and program outcomes are provided to all units in their instructional unit program reviews. Faculty respond to the information provided and the validation process determines the extent to which the analysis reflects a well-rounded review of the program. Program reviews also contain unit improvement plans, which are reviewed by the Integration Council. The Integration Council makes recommendations to the Budget Committee and College Council for resource allocation to support program improvement. Through the ongoing assessment processes integrated with planning, the institution systematically strives to improve course and program outcomes. The College makes the results available to appropriate constituencies.

The College meets this Standard.

**Actionable Improvement Plans**
None.

**Evidence IIA2f**

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<tr>
<th>IIA2f</th>
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<tr>
<td>IIA2f-1</td>
<td>Planning committee membership</td>
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<td>IIA2f-2</td>
<td><em>2006-2011 Strategic Plan</em>, p. 11</td>
</tr>
<tr>
<td>IIA2f-3</td>
<td>Accrediting Commission for Community and Junior Colleges letter putting DVC on show cause February 3, 2009</td>
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| IIA2f-4 | Email from J. Walters, Strategic directions 2010-2011, June 1, 2010  
DVC *Follow Up Report* November 18, 2010  
Faculty Senate minutes, May 11, 2010, p. 5  
College Council minutes, May 17, 2010, p. 2 |
Standard II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary
The Contra Costa Community College District (CCCCD) has adopted an approved set of second-party assessment instruments for evaluating and placing incoming students into English, reading, math, chemistry, and English as a Second Language. These tests are validated by the chancellor’s office on a regular cycle (IIA2g-1). Students only need to take an assessment test if they are planning on enrolling in a course in one of those disciplines, or a course for which one of those disciplines is a pre-requisite. Many students are exempt from taking the placement tests as a result of previous assessment results, previous successful course completion at their high school, or Advanced Placement and Early Assessment Program scores.
Assessment and proper placement of students in courses is a critical portion of the matriculation process at Diablo Valley College. Proper student placement is accomplished through approved testing instruments in combination with appropriate multiple measures criteria. The College revised the assessment process in 2009, transitioning to computer assisted assessment. Currently, all but one test are computerized, offering instant placement results. The College’s assessment instruments are currently as follows:

- English (Accuplacer Reading Comprehension)
- English (Accuplacer Writeplacer)
- Math (Informed Student Self-Assessment)
- Math (Accuplacer College Level Math)
- Chemistry California Chemistry Diagnostic Test (CDTP 88C)

**English.** Most students are placed into English courses through the Accuplacer test instruments. English placement is determined through two separate Accuplacer tests, Reading Comprehension and Writeplacer. As a result of changes brought about by the Student Success Initiative, DVC adopted Writeplacer as its writing placement test in fall 2012. The state chancellor’s office is in the process of validating this instrument and approval is anticipated in 2014-2015. Each student is required to take both tests for English placement. The Writeplacer score determines the student’s placement in the “Writing” half of the English requirement and the Reading Comprehension test determines the “Reading” placement. For students with disabilities who require alternative formats, the Disability Support Services department is able to administer a paper and pencil “Companion to the Computerized Placement Tests” as well as additional accommodations.

**Math.** Students are placed into mathematics courses using one of two different tests, the Informed Student Self-Assessment (ISSA) or Accuplacer’s College Level Math. For placement into courses at the levels of intermediate algebra and below, students select the ISSA. This “informed decision assessment” exam is taken online, which allows students to select their course placement based on knowledge of course content and goals as well as a self-assessment of their individual skill levels. Title 5 does not currently require validation of the informed decision assessment model because it does not prescribe placement into any particular level of math. Students who wish to enroll in courses from trigonometry through first-term calculus select Accuplacer’s College Level Math placement exam. As with English, students with disabilities are able to work with the Disability Support Service department for accommodations, which include “Companion” paper and pencil exams.

**English as a Second Language.** English as a Second Language students are administered Accuplacer Reading Skills and Language Use. Some students may be redirected from the English exam to the ESL Language Use exam based on the score they obtain on the Reading Comprehension exam as well as their answers to some background questions. Based on their scores in the ESL Language Use exam, students are placed into appropriate ESL classes.

**Chemistry.** Students who wish to enroll in Chemistry 120, General College Chemistry, must take the California Chemistry Diagnostic Test. This test, developed by the California Chemistry
Diagnostic Test project, tells the student whether or not they are ready for first or second semester chemistry.

With the exception of Writeplacer, which is a new assessment and undergoing its first validation study by the state chancellor’s office, all of the mandatory placement assessment instruments are on a recurring cycle of validation and are currently in compliance with state wide recommendations (IIA2g-2). The validation conducted by the chancellor’s office includes three specific validation processes: Content-related validity to determine appropriateness of the test for placement into a course or course sequence, criterion-related and/or consequential validity to determine appropriate cut-scores, and disproportionate impact to determine test bias.

In addition to the standardized instruments listed, DVC employs a variety of multiple measures that help to more fully assess students’ preparation levels. These multiple measures are self-reported and include the following:

- Math- overall high school grade point average
- Math- time since completion of last math class
- English- type of writing done in last two years
- English- statement of understanding academic writing
- English- reading time per week
- Chemistry- high School chemistry information and grade in intermediate algebra

Two programs, Dental Assisting and Dental Hygiene, are subject to licensure examinations after program completion. Those examinations are administered by the Commission on Dental Accreditation, which is responsible for the validation of effectiveness in measuring student learning and competency and for minimizing test bias.

In addition to the assessment instruments used in the matriculation process, the self-paced program in mathematics, MATH-075SP, MATH-90SP, MATH-120SP and MATH-135SP, use common assessments. Self-paced (SP) sections use common examinations because students are allowed to take up to two semesters to complete one course. Common examinations ensure that the student's learning and testing are consistent regardless of the instructor. Research conducted in 2011 compared the success rates of students in self-paced math with that of students in lecture format math courses. The report examined success rates for SP students in their next math course, as compared to non-SP students, as well as the percentage of disability support services (DSS) students taking SP as compared to DSS students in lecture or online sections (IIA2g-3). Based on the research, in fall 2011 at the Community College League of California (CCLC) annual conference, the state chancellor’s office and California Community Colleges Chief Instructional Officers acknowledged DVC’s Math self-paced program as a Basic Skills Initiative “best practice” program whose research demonstrates its success (IIA2g-4).

In fall 2013, the College initiated participation in the Statway program with MATH-94 and MATH-144 courses. The Statway program is a multi-College pilot program developed by the Carnegie Foundation (IIA2g-5). Extensive research is being conducted and common assessments are used to provide comparable outcomes across the participating colleges. As the program just started in fall 2013, there are no data available at the time this report was written.
Self Evaluation
The College has applied practices which minimize test bias and validate effectiveness of student learning through the use of multiple measures

The College meets this Standard.

Actionable Improvement Plans
None.

Evidence IIA2g
- IIA2g-1 Chancellor’s office memo, November 19, 2013
- IIA2g-2 Chancellor’s office approved list, fall 2013
- IIA2g-3 Self-paced (SP) Math program outcomes
- IIA2g-4 Email from S. Lamb, DVC’s self-paced math, November 3, 2011
- IIA2g-5 Carnegie Foundation Article

Standard II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary
Diablo Valley College awards credit based on student achievement of the course’s stated student learning outcomes and units of credit awarded are consistent with DVC’s policies and accepted norms in higher education.

Since the last self evaluation, DVC has made a series of improvements in incorporating student learning outcomes (SLOs) into the teaching and learning process. In the fall of 2009, the new course proposal form was revised to include a SLO submission sheet (IIA2h-1). When a new course was proposed, the Curriculum Committee forwarded the SLOs to the SLO assessment committee (SLOAC). At that time, the SLOs were reviewed and approved by the Curriculum Committee and forwarded to the student learning outcomes (SLO) facilitator for input to the WebSLO system, where they were tracked for assessment cycles. The College has developed student learning outcomes for all courses in the College Catalog and as of May 9, 2014, 71 percent have reported student learning outcomes assessments (IIA2h-2).

In the years 2009-2011, it became evident to the members of the Curriculum Committee, Student Learning Outcome Assessment Committee (SLOAC), and Faculty Senate that because DVC had focused since 2002 on the development of course objectives that were specific, measurable and/or observable, action-oriented and student-focused (IIA2h-3), as such, they truly qualified as student learning outcomes. In the spring of 2012, after consultation with the state chancellor’s office, the Curriculum Committee and the SLOAC recommended to the Faculty Senate that the objectives as written on the course outlines of record (CORs) should be qualified as student learning outcomes. The Faculty Senate approved this recommendation in May 2012 (IIA2h-4). Since the term “course objective” is a requirement of Title 5, it was determined to co-list course objectives/student learning outcomes on all CORs. Effective Spring 2012, any new course
submitted is not required to complete the course SLO form since the SLOs can be automatically extracted from the Web Curriculum System (WCS), a locally-developed curriculum management system, and entered into the WebSLOs 2.0 system, a locally-developed tracking and accountability database. Since fall 2012, all faculty members have been required to include the official COR objectives/student learning outcomes on their course syllabi and a syllabus checklist was developed to assist faculty with consistently including important information for students (IIA2h-5).

The official course outline for each course, as approved by the Curriculum Committee, includes the measurable learning objectives/outcomes for the course, as well as course content and evaluation methods. DVC instructors have latitude in how they structure and conduct their courses, as long as they adhere to the College’s approved course outline. Credits and grades are awarded based on student attainment of the learning outcomes and other objectives. This information is provided directly to students in the course syllabus. Course level student learning outcomes are also available to the public on the course outline of record published on the College website (IIA2h-6).

Course outlines are reviewed regularly by the campus wide Curriculum Committee in compliance with Title 5, which ensures that the number of units of credit granted is consistent with generally accepted norms in higher education. The Curriculum Committee considers the Carnegie Unit formula as the basis for the assignment of course hours and units, which is supported by Title 5, section 55002.5 and further interpreted through guidance in the Program and Course Approval Handbook (PCAH) (IIA2h-7). All new courses are mandated to follow the Carnegie Unit formula.

The College has carefully considered the relationship of the course outline of record, student learning outcomes, course objectives, and award of credit (IIA2h-8). An audit of courses in 2012-2013 revealed that a limited number of older courses were approved with unit hour conversions that did not align to the Carnegie unit or PCAH guidelines (IIA2h-9). A plan was devised to bring these courses into alignment with Carnegie Unit standards and the plan has been adhered to, with the majority of courses brought into conformity with Carnegie Unit standards. The remaining courses require consultation between discipline faculty, management, and the faculty union and are the basis for an actionable improvement plan shown below.

Individual faculty grading policies are described in their course syllabi, which are distributed to students in the first week of class. Individual grading policies are monitored by other faculty members during the faculty evaluation process to ensure adherence to the official course outline.

The DVC Catalog contains information for students outlining general guidelines about college credit (IIA2h-10). More information is provided in DVC Procedure 4001.02, Grades, last revised on May 10, 2010, (IIA2h-11) which is based on the faculty’s philosophy, Title 5, and Contra Costa Community College District Governing Board Policy 4001 (IIA2h-12). Articulation with four-year colleges, universities, and other community colleges ensures that credits are awarded consistent with accepted norms in higher education. As of spring 2014, DVC has articulation agreements with all campuses of the University of California systems (10 campuses) and all
Campuses of the California State University system (23 campuses), as well as articulation with 41 independent colleges and universities.

**Self Evaluation**
The College has developed student learning outcomes for all courses in the College *Catalog* and assessment of student learning outcomes is the basis of the award of credit. The College has carefully considered the relationship of the course outline of record, student learning outcomes, course objectives, and award of credit. The analysis of course hours and related units of credit and a strict application of the Carnegie Unit formula has identified a number of discipline areas that warrant further examination. Starting in fall 2013, the Curriculum Committee took the lead in a systematic process to review all courses with any deviation in the formula of hours to Carnegie units. It is anticipated that by the end of the 2015-2016 academic year, any areas identified as in need of revision will have completed the necessary changes through the curriculum process.

The College meets this Standard.

**Actionable Improvement Plans**
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.

**Evidence IIA2h**
IIA2h-1  2010-2011 new course proposal form
IIA2h-2  SLO assessment report, May 9, 2014
IIA2h-3  DVC accreditation *Self-Study 2007-2008*, p. 108
IIA2h-4  Faculty Senate and College Council meeting minutes, May 2012
IIA2h-5  Deans and chairs meeting agenda
          Syllabus checklist
IIA2h-6  Web course outlines
IIA2h-7  *Program and Course Approval Handbook, 5th* Edition
IIA2h-8  Curriculum Committee minutes, November 4, 2013
IIA2h-9  Units to hours 2012-2013
IIA2h-10 DVC *Catalog* policies, p. 18-27
IIA2h-11 DVC Procedure 4001.02, Grades
IIA2h-12 District Board Policy 4001, Standards of Scholarship
Standard II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary
At Diablo Valley College, the award of degrees and certificates is based on completion of coursework in which program learning outcomes are embedded. Faculty engages in dialogue about learning outcomes for courses and programs (certificates and degrees) at the departmental level, at the Faculty Senate Curriculum Committee, and at the Student Learning Outcome Assessment Committee meetings.

For each degree or certificate, the faculty members in the instructional unit that offers the program are responsible for the creation and assessment of the program learning outcomes (PLOs). With input and assistance from guidelines developed by the Student Learning Outcome Assessment Committee (SLOAC), the department members discuss the learning expected of students who successfully accomplish the student learning outcomes (SLOs) in individual courses and how those accomplishments lead to the earning of each degree or certificate. The SLOAC developed the course-program alignment matrix, which references the course SLOs to the PLOs and ensures that a student’s completion of a series of courses will result in achieving the PLOs (IIA2i-1). The PLO matrix and alignment are reviewed by instructional units at least every two years (IIA2i-2). The SLOAC recommends that when instructional units complete a Title 5 course outline rewrite for a course, that the unit review if the change affects any certificates or degrees it has developed.

Each degree and certificate at DVC has stated program learning outcomes (PLOs) and all new degrees and certificates must submit PLOs with their program proposal documentation to the Curriculum Committee for approval. Upon approval by the Governing Board and/or chancellor’s office, approved PLOs go to the student learning outcomes facilitator for entry into the WebSLOs 2.0 system (IIA2i-3).

During the 2012-2013 academic year, faculty in career technical education (CTE) programs reviewed their course level student learning outcomes and program learning outcomes with their individual advisory groups. Feedback received from the meetings was used to guide future planning. Plans encompassed recommendations for new courses, revisions to existing courses, proposals for new certificates and degrees, and revisions to existing certificates and degrees (IIA2i-4).

Self Evaluation
The College has developed and implemented a process for measuring students’ achievement of program learning outcomes. Degrees and certificates are awarded based on student achievement of a program's stated learning outcomes.

The College meets this Standard.

Actionable Improvement Plans
None.
Evidence IIA2i

IIA2i-1  Sample program alignment matrix
IIA2i-2  PLO assessment timeline
DVC Procedure 1018.01, Student Learning Outcomes and Achievement
IIA2i-3  Email from K. Schenk, New program advisory, April 28, 2014
          New program form
IIA2i-4  Sample Advisory Committee meeting minutes

Standard II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalogue. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Descriptive Summary
Diablo Valley College requires that all students seeking an associate degree complete a program of general education (GE). In spring term 2008, the faculty voted to change the existing single, locally-determined GE pattern to provide three different options for students: DVC-General Education (local general education pattern), Intersegmental General Education Transfer Curriculum (IGETC), or California State University-GE (IIA3-1). These three options for GE requirements became effective with the 2009-2010 Catalog (IIA3-2). This decision aligned DVC-GE course requirements with the criteria for course inclusion in the IGETC pattern, with the exception of the communications/analytical thinking and mathematics comprehension requirements. For those requirements, additional courses are allowed to meet DVC-GE requirements. Catalog descriptions for programs that have a transfer goal clearly advise students that selection of the IGETC or CSU-GE patterns is recommended, as is meeting with program advisors and College counselors to ensure that course requirements for transfer in the major to their institution of choice are met (IIA3-3).

Subsequent to the adoption of the three general education options for students, the Student Transfer Achievement Reform Act (SB 1440-Padilla) was signed into law in fall 2010, and which led to further changes to the DVC-GE pattern. In November 2011, the DVC Faculty Senate voted to revise the local DVC general education (DVC-GE) requirements to align with Section 55061 of Title 5, thus eliminating any additional requirements for general education and reducing the units required for DVC-GE to the minimum of 18 units (IIA3-4). These changes were made effective with the 2012-2013 Catalog (IIA3-5). In 2013-2014, the Curriculum Committee undertook to review and revise the former general education philosophy statements to align with the newly revised requirements. The new statements were published in the 2014-2015 Catalog (IIA3-6).

When courses are proposed for inclusion as a general education requirement, the general education subcommittee of the Curriculum Committee meets to review the course student learning outcomes and content to ensure that they are suitable for inclusion in the general education curriculum and map to the criteria for the Intersegmental General Education Transfer Curriculum (IGTEC). The general education subcommittee is a standing committee of the Curriculum Committee that provides technical review for courses proposed to be added or
deleted from existing DVC general education areas. Recommendations are then made to the Curriculum Committee. The subcommittee provides technical review and makes recommendations to the department and division regarding general education at transfer institutions. Subcommittee membership consists of the articulation officer, Curriculum Committee chair, and three committee representatives. The vice-president of instruction or designee may attend as a non-voting member (IIA3-7).

**Self Evaluation**

Diablo Valley College requires a component of general education for all academic and vocational degree programs that is based on a carefully considered philosophy that is clearly stated in the catalogue. The College relies on the expertise of its faculty to determine the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

The College meets this Standard.

**Actionable Improvement Plans**

None.

**Evidence IIA3**

IIA3-1 Proposal 3
   Faculty Senate vote outcomes, March 10, 2008
   General education requirements 2007-2008 Catalog
   General education requirements 2008-2009 Catalog

IIA3-2 General Education Requirements 2009-2010 Catalog

IIA3-3 Catalog descriptions ADT and AA degree

IIA3-4 Faculty Senate voting materials and outcomes, November 2011

IIA3-5 General education requirements 2012-2013 Catalog

IIA3-6 General education philosophy statements 2014-2015 Catalog

IIA3-7 Curriculum Committee bylaws

**Standard II.A.3.** General education has comprehensive learning outcomes for the students who complete it, including the following:

a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to
assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary
In 2011 the Diablo Valley College (DVC) faculty voted to revise the general education (GE) requirements and allow students to select one of three patterns of general education to meet their educational needs. At that time, the local pattern of GE (DVC-GE) was revised to reduce the total number of required units and eliminate local requirements in order to align with the state guidelines. The College Catalog specifies courses that meet general education requirements for all degrees in the major areas of knowledge, including the humanities, fine arts, natural sciences, and social sciences. Students currently have the option of selecting one of three patterns of general education: DVC General Education (DVC GE); Inter-segmental General Education Transfer Curriculum (IGETC); or California State University General Education (CSU GE) Breadth. The DVC General Education requirements include I. Language and Rationality: A. English Composition, B. Communications and Analytical Thinking, C. Mathematics Comprehension; II. Natural Sciences; III. Arts and Humanities; IV. Social and Behavioral Sciences (IIA3abc-1). All three patterns present students with options for coursework that address the requirements of this Standard.

General education learning outcomes (GELOs) were developed by the Faculty Senate Student Learning Outcome Assessment Committee (SLOAC) and approved by the Curriculum Committee in 2009 (IIA3abc-2). Courses that meet general education requirements are mapped to the GELOs of the IGETC, CSU-GE and DVC-GE patterns. During 2013-2014, the assessment process for GELOs has been in the process of development through a collaborative process lead by the SLOAC in consultation with the Faculty Senate (IIA3abc-3). Completion of the development of this process is a priority of the SLOAC.

Prior to the change in the general education pattern in 2011-2012, philosophy statements for general education were included in the College Catalog. The approval timeline of the revised DVC-GE pattern precluded work to align the philosophy statements with the pattern, meaning that the philosophy statements were removed from the 2012-2013 Catalog. In 2013-2014, in consultation with the Faculty Senate, the Curriculum Committee reviewed and revised the statements for consistency in format alignment to the general education areas. The revised statements were published in the 2014-2015 Catalog (IIA3abc-4).

All courses proposed for inclusion in the general education pattern are reviewed by the general education subcommittee of the Curriculum Committee. The general education subcommittee is a standing committee of the Curriculum Committee that provides technical review for courses proposed to be added or deleted from existing DVC general education areas, as well as making recommendations to the department and division regarding general education at transfer institutions (IIA3abc-5). Recommendations are then made to the Curriculum Committee. The review of the subcommittee ensures that courses proposed for inclusion in the general education pattern meet the required level of content and rigor.

Degrees, certificates, and courses are developed by faculty through the College’s curriculum process. The Curriculum Committee, a subcommittee of the Faculty Senate, reviews the requirements, appropriateness, and rigor of course content. Student learning outcomes (SLOs)
for courses are listed on the course outline of record and program learning outcomes are available through a link in the College Catalog, www.dvc.edu/slo (IIA3abc-6). The Catalog clearly states degree requirements for every major and contains statements regarding the rationale for general education. Course SLOs are aligned with institutional learning outcomes, which are published in the Catalog and made available on the College website (IIA3abc-7).

Institutional learning outcomes include personal responsibility, global and multi-cultural awareness, communication skills, information literacy, and analytical and critical thinking, as well as focusing on skills that allow students to be viable participants in a competitive workplace.

**Self Evaluation**
The College meets this Standard by following the prescribed guidelines for developing, assessing, and revising course content in each of the major knowledge-based areas of study. General education learning outcomes are identified. Institutional learning outcomes are identified. The College is mapping course level learning outcomes to general education and institutional learning outcomes.

The College meets this Standard.

**Actionable Improvement Plans**
Complete development of the assessment process for general education learning outcomes.

**Evidence IIA3abc**

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Description</th>
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<tbody>
<tr>
<td>IIA3abc-1</td>
<td>2014-2015 Catalog</td>
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<tr>
<td>IIA3abc-2</td>
<td>Sample general education learning outcomes</td>
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<tr>
<td>IIA3abc-3</td>
<td>Student Learning Outcome Assessment Committee minutes, February 21, 2014</td>
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<tr>
<td>IIA3abc-4</td>
<td>General education philosophy statements</td>
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<td>Curriculum Committee bylaws</td>
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<tr>
<td>IIA3abc-6</td>
<td>Sample program learning outcome Catalog page</td>
</tr>
<tr>
<td>IIA3abc-7</td>
<td>Institutional learning outcomes</td>
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**Standard II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.**

**Descriptive Summary**
The 2014-2015 Catalog 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. All DVC’s degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core (IIA4-1).

All degree programs offered at DVC have been approved by the State Chancellor’s Office and meet approval criteria as specified by Education Code and Title 5 regulation (IIA4-2). The Course and Program Approval Handbook 5th Edition, September 2013, published by the state chancellor’s office, specifies that all associate degrees require 18 or more units in a major or “area of emphasis” (IIA4-3). A major may be defined by the lower-division requirements of a
specific major in the University of California or California State University system or a minimum of 18 units in a field or related fields selected by the community college.

**Self Evaluation**
All DVC degrees align with these requirements and include focused study in at least one area of inquiry or in an established interdisciplinary core.

The College meets this Standard.

**Actionable Improvement Plans**
None.

**Evidence IIA4**
IIA4-1 Degree programs
IIA4-2 Title 5, Section 55063
IIA4-3 *Program and Course Approval Handbook* 5th Edition, September 2013

**Standard II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.**

**Descriptive Summary**
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. The College continues to add new degrees and certificates to the Catalog, responding to the demand for relevant and timely training for the workplace.

In order to offer state-approved certificates of achievement or degree programs, discipline faculty must complete a rigorous program approval process, based on the requirements of Title 5 regulation, which includes an internal feasibility study to determine the risks and benefits to the College, labor market research, endorsement by an industry Advisory Committee, approval by the College Curriculum Committee and the District educational planning committee, and endorsement by the Bay Area Community College Occupational Planning Committee and Governing Board approval. Faculty may propose certificates of completion under 18 units to satisfy local and labor market demand. Such certificates are approved at the division level and subsequently by the College Curriculum Committee and Governing Board and are entered into the College Catalog and information management system.

All career technical education (CTE) programs are required to convene an Advisory Committee meeting each term (IIA5-1). Advisory Committee membership consists of industry representatives, adjunct faculty, students, and employers. Development and review of program learning outcomes is a required agenda item at the advisory meetings. The focus of the program Advisory Committees is to ensure that programs deliver instruction that addresses employment competencies and, when applicable, prepare students for licensure and/or certification by

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external agencies. The College has devoted resources to supporting the coordination of Advisory Committees through the instruction office support staff, which schedule meetings, provide logistical support for agendas and parking passes, and record meeting notes to ensure that a longitudinal record of program improvement recommendations is kept on file (IIA5-2).

The program review two-year cycle allows career technical education (CTE) programs to comply with Education Code Section 78016 which calls for a biannual review of CTE programs. Metrics specific to CTE programs in program review include job placement and licensure success rates. Currently, only two DVC programs require external licensure: Dental Hygiene and Dental Assisting. Both programs have a long history of 100 percent pass rates (IIA5-3).

Annually, the state chancellor’s office provides Perkins IV Core Indicator Reports that track College performance on the following metrics: course success, completion (credential, certificate, degree or transfer ready), persistence and transfer, employment, nontraditional participation, and nontraditional completion. For 2013-2014, College performance for course success, completion, employment, nontraditional participation, and completion all exceeded negotiated levels of performance (IIA5-4).

In 2012 and 2013, Diablo Valley College participated in a statewide Career Technical Education Outcomes Survey that provided positive information about the DVC CTE programs. According to the survey results, 59 percent of former students were “very satisfied” with the education and training they received at DVC and 35 percent were “satisfied” for an overall satisfaction rate of 94 percent. Thirty-seven percent of respondents indicated they had transferred to a four-year institution to pursue a bachelor’s degree. The hourly wage of all respondents increased 20 percent from their hourly wage before their studies ($20.30) to their hourly wage after completing their studies ($24.41) (IIA5-5).

Assessment of program learning outcomes also indicate the extent to which students are mastering competencies approved by the Advisory Committee as essential for the student’s ability to meet workplace requirements (IIA5-6). Advisory Committee members are often employers who can provide direct feedback regarding expectations for students’ performance on the job site (IIA5-7). Eleven career technical education programs integrate formal cooperative work experience (COOP) educational experiences into their program requirements (IIA5-8). Students completing these courses gain direct experience in a work setting; grades and achievement of learning objectives are direct evidence that students are able to demonstrate workplace competencies.

**Self Evaluation**
The College has several processes and sources of data that permit evaluation of the extent to which students who complete career and technical education certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification. The two programs that require external licensure demonstrate above average student success rates on the licensure examination.

The College meets this Standard.
Actionable Improvement Plans
None.

Evidence IIA5
IIA5-1  2013-2014 Career Technical Education Advisory Committee guidelines
IIA5-2  Advisory Committee meeting compliance 2013-2014
IIA5-3  Dental Hygiene instructional unit program review
        Dental Assisting instructional unit program review
IIA5-4  2013-2014 Aggregate Core Indicator Report
IIA5-5  CTE Outcomes Survey Results, 2012
        CTE Outcomes Survey Results, 2013
IIA5-6  Sample CTE program learning outcome assessment results
IIA5-7  Advisory Committee meeting minutes
IIA5-8  Programs with cooperative work experience (COOP)

Standard II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.

Descriptive Summary
The College assures that students receive clear and accurate information about courses and programs by carefully monitoring and annual editing of the College Catalog (IIA6-1) as well as the DVC website programs and certificates page (IIA6-2). Course and program requirements, prerequisites, contact information, and descriptions are located in the College Catalog (IIA6-3). The section is reviewed and revised each academic year and includes any new courses and programs approved by the Curriculum Committee. Information, updates, and changes to degrees and certificates are processed by the Curriculum Committee for clarity, accuracy, and compliance with the guidelines provided by the state chancellor’s office. Catalog revisions are reviewed by instruction office staff, the senior dean of curriculum and instruction, and program leads in all areas to ensure accuracy and clarity. Course outlines of record, which contain course student learning outcomes, are available on the College website. Course and program information is published in the Catalog in a joint effort of the instruction office and the marketing office. The instruction office is responsible for content and the marketing office provides support for the production, publication, and distribution of the electronic and print Catalog. Close communication is maintained with admissions and records so that accurate course and program information is entered into the College management information system, Ellucian.

Transfer information and transfer-of-credit policies are published in the Catalog including transfer of credits and alternatives to course credit, which include Advanced Placement, College-Level Exam Program, and International Baccalaureate (IIA6-4).
Student learning outcomes for all certificates and degrees are available through a link in the College Catalog, www.dvc.edu/slo (IIA6-5) and on the DVC website (IIA6-6). Updating programs descriptions and/or requirements is a collaborative effort that involves the faculty, the articulation officer, the Curriculum Committee, the instruction office, as well as the marketing office, admissions and records, and financial aid. When new courses and programs are created, learning outcomes are required and reviewed for approval (IIA6-7).

Faculty members are required to provide every student a syllabus that includes the student learning outcomes (SLOs) for the course regardless of delivery modality. Each semester, the student learning outcomes facilitator sends an email to every instructor assigned to a section (IIA6-8). The email includes the course student learning outcomes to ensure that the instructor has the most current outcomes to input on their syllabi. Faculty members have been provided with a syllabi checklist that provides information as to what is required to be included in the course syllabus (IIA6-9). Faculty members are required to submit a copy of their syllabus to their division office where either the department chair or division dean reviews for completeness and accuracy. To ensure that individual sections of courses adhere to the course learning outcomes, student learning outcomes assessments are ongoing and all faculty participate in assessment processes as determined by the Student Learning Outcome Assessment Committee (SLOAC). In addition, the faculty evaluation process includes an assessment regarding accomplishment of course student learning outcomes (IIA6-10).

Self Evaluation
Diablo Valley College assures that all students receive clear, accurate, accessible, and current information to assist them to obtain degrees and certificates and to achieve their educational goals, including transfer. The College provides students with many print, electronic and interpersonal sources including the counseling center, transfer center, College Catalog, and the DVC website. Course level student learning outcomes are available online, as well as on all official course outlines of record and the inclusion of these learning outcomes as well as methods of instruction is a requirement for all course syllabi. Program learning outcomes are available through a link in the College Catalog, www.dvc.edu/slo, and on the DVC website to ensure student access to this information. Each program in the College Catalog includes a description that indicates program goals and objectives as well as the course requirements. Transfer policies are published in the Catalog and substantial physical and human resources are available to students in the career and transfer center, which focuses on assisting students with meeting transfer and other educational goals.

The College meets this Standard.

Actionable Improvement Plans
None.

Evidence IIA6
IIA6-1 Catalog development timeline
IIA6-2 Degree/certificate webpage
IIA6-3 Chapter four, 2014-2015 Catalog, p. 64-96
IIA6-4 Chapter two, 2014-2015 Catalog, p. 14-44
| IIA6-5 | Sample program learning outcome statements |
| IIA6-6 | Sample program learning outcomes from WebSLOs 2.0 Website |
| IIA6-7 | Sample course outline  
New program form |
| IIA6-8 | Email to faculty re: SLO assessment |
| IIA6-9 | Syllabi checklist |
| IIA6-10 | Faculty evaluation materials |

**Standard II.A.6.a.** The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

**Descriptive Summary**
The Curriculum Committee reviewed and revised the College transfer-of-credit policy in spring 2012 (IIA6a-1). The revised policy was formally approved by the Faculty Senate Council (IIA6a-2) in fall 2012, and was included in the 2013-2014 Catalog (IIA6a-3). The revisions were developed through a collaboration of the Curriculum Committee, Associated Students of Diablo Valley College, Faculty Senate, and representatives from admissions and records. The policy is clearly presented in the DVC Catalog.

The DVC transfer center, articulation officer, and counseling center provide students with advisory and informational services to assist them with the transfer-of-credit process. Services include information about articulation agreements, college catalogs from various academic institutions, campus visits by college representatives, workshops, and drop-in advising (IIA6a-4). The transfer center also works with students in the use of ASSIST.org, the online student-transfer information system that shows how course credits earned at one public California college or university can be applied when transferred to another. When students submit transcripts from other institutions for application to DVC requirements, admissions and records evaluators are responsible to evaluate for course equivalency in accordance with the transfer-of-credit policy and based on established evaluation procedures and ongoing training (IIA6a-5).

New courses and programs and revisions to courses and programs intended for transfer are reviewed and approved by the Curriculum Committee and the articulation officer to ensure that course and program goals correspond with course and program goals of transfer institutions. DVC has participated in the development of Associate in Arts degrees for transfer (AA-T) and Associate in Science degrees for transfer (AS-T) degrees in response to the requirements of AB1440, the Student Transfer Achievement Reform Act, signed into legislation in 2010. The College has 12 associate in arts degrees for transfer and six associate in science degrees for transfer available for students in the 2014-2015 Catalog. The AA-T and AS-T degrees are largely composed of courses that have been approved as part of the California Course Identification Numbering System (C-ID). This common course identifier is designed to facilitate student transfer of coursework (IIA6a-6). As of February 2014, 150 courses have been submitted to C-ID with 94 courses that have approved C-ID number.
DVC has current articulation agreements with 23 California State University campuses, 10 University of California campuses, and 41 independent colleges and universities. Diablo Valley College fully participates in the inter-segmental process of articulation with the California State University and University of California system on an annual basis, submitting courses for transferability and inclusion on the CSU General Education Breadth (CSU GE) pattern and the Inter-segmental General Education Transfer Curriculum (IGETC). The DVC articulation officer is a member of the Curriculum Committee and its technical review team. The articulation officer reviews all new courses and revisions to existing courses and provides the expertise that ensures that eligible courses are proposed for articulation.

Review of course-to-course articulation with individual courses in the California State University (CSU) system, the University of California system, and independent institutions is conducted throughout the year with particular emphasis on local area institutions. Articulation agreements are implemented through submission of course outlines to the articulation officer at the individual campuses. The recent implementation of the California Course Identification Numbering System (C-ID) has resulted in greater numbers of DVC courses being granted articulation with CSU institutions, since these courses do not require campus-specific faculty review meaning that approval is expedited.

Diablo Valley College annually receives multiple requests for articulation agreements from out-of-state and international institutions. In order to evaluate the relevance of such agreements for DVC students, a process was developed, which requires completion of a questionnaire by the requesting institution (IIA6a-7). When an inquiry about articulation is received from a new institution, DVC sends the questionnaire to determine the specific requests and expectations of these institutions. This questionnaire is reviewed by the DVC articulation officer and the DVC transfer services coordinator and forwarded to the vice president of instruction for approval if appropriate.

**Self Evaluation**

DVC has effective procedures for establishing transfer-of-credit from accredited institutions and offers multiple ways of communicating accurate transfer information to students. The DVC mission statement notes that “Diablo Valley College prepares students for transfer to four-year universities” (IIA6a-8) and DVC provides an array of services to facilitate transfers. Current information is available via the Catalog, the counseling center, the transfer center and their respective web pages. DVC also encourages students to use ASSIST.org to help in their transfer planning.

The College relies on both the accreditation status of other institutions and articulation agreements to ensure consistency of learning outcomes between courses accepted in transfer and those offered at DVC.

The College meets this Standard.

**Actionable Improvement Plans**

None.
Evidence IIA6a
IIA6a-1 Curriculum Committee minutes, March 26, 2012
IIA6a-2 Faculty Senate minutes, November 13, 2012
IIA6a-3 Transfer-of-credit policy
IIA6a-4 Screenshot counseling website
IIA6a-5 Screenshot transfer center website
IIA6a-6 Admissions and records evaluation procedures
IIA6a-7 Catalog description of C-ID
IIA6a-8 College mission statement

Standard II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption

Descriptive Summary
Effective fall 2009, after extensive discussion with the Curriculum Committee and Faculty Senate, the DVC Catalog Rights Policy was changed (IIA6b-1). According to the Catalog Rights Policy in effect prior to that academic year, former DVC students who had not been enrolled at DVC during the previous ten years could choose to follow the degree requirements published in the Catalog that was in effect at the time of reentry or when an application for their degree was filed.

Former students who had re-entered or filed a degree application within the ten-year period from their last date of enrollment were able to choose the degree requirements in the Catalog that was in effect at the time of their original entry, at the time they re-entered, or when the application for their degree was filed.

In fall 2009 the new Catalog Rights Policy implemented that new, returning, and continuing students who had not received a grade or notation on their transcript from any Contra Costa Community College District College in at least one class in an academic year (fall, spring, summer) were required to follow the degree requirements published in the Catalog in effect the year in which they re-entered or the year in which they applied for a certificate or degree (IIA6b-2).

Courses change frequently, as do program requirements, particularly in career technical education (CTE) programs that are responsive to labor market trends and changes in workplace competencies. All changes to courses and programs are processed by the Curriculum Committee and published in the Catalog or Addendum. The annual Catalog is published in May for the following academic year (fall, spring, summer) and captures all Curriculum Committee actions of the previous fall. The Addendum is published in the summer and captures all non-substantial changes made by the Curriculum Committee in the spring term as well as any state chancellor’s office approval received since the publication of the Catalog.
Instructional programs defined as a degree or certificate award, can be identified for deletion by Advisory Committee recommendation, departmental decision, and/or program review. If there is consensus to delete the program from the Catalog (lack of student or labor market demand), such programs are removed from the College Catalog through established curricular processes as developed and approved by the Curriculum Committee representing the Faculty Senate (IIA6b-3). Since 2007-2008, the following programs have been removed from the College Catalog through the curriculum process:

- 2009-2010 Catalog: Certificate of Achievement – Machine technology
- 2011-2012 Catalog: Certificate of Achievement – Landscape maintenance

Changes to courses and programs that will have a significant impact on students (units, articulated courses, pre-requisites) must be published in the Catalog. Non-substantial changes and new programs are permitted to be published in the Addendum (IIA6b-4). When program requirements are changed, with faculty approval, students have the option to substitute coursework for program requirements (IIA6b-5).

Programs may be identified for revitalization/discontinuance through the program review process. The College adopted a DVC Procedure 4008.01, Program Revitalization/Discontinuance, in March 2012 (IIA6b-6). This procedure requires evaluation of factors that include but are not limited to:

- Contribution to the core mission of the College as a whole, general education, and requirements of other academic programs.
- Contribution to accreditation.
- Impact on the retention, progress, and graduation of students.
- Program performance such as multi-year trends and projects for enrollment, retention, completion, placements and program productivity.
- Demand within the region and state for graduates of the program.
- Impact of the program on the community.
- Program uniqueness or possible duplication or competition with other educational programs in the region.
- Impact of program discontinuance on currently enrolled students
- Advancement of diversity.
- Costs associated with the program as well as projected financial savings.

If any program is to be discontinued, before termination of the program, every reasonable effort is made to allow students to complete the program or transfer to a related program. Students are identified by declared educational goal and outreach is conducted to determine where they are in sequence of study. Counselors and program advisors are notified of the pending program hiatus or discontinuance and students are provided advising assistance with respect to their options. Students are notified of program closure and timing for the phasing out of courses. Program information is removed from College and District informational materials, including
Catalog, schedule, websites, and an advisory is included in the Catalog referring students to a counselor.

Self Evaluation
When programs are eliminated or program requirements are significantly changed, Diablo Valley College makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption. Academic programs, defined as a degree or certificate award, may be deleted from the College Catalog through established curricular processes as developed and approved by the Curriculum Committee representing the Faculty Senate. When academic programs are proposed for deletion, an advisory is published in the Catalog advising students to consult with a counselor regarding options to complete the program.

The College meets this Standard.

Actionable Improvement Plans
None.

Evidence IIA6b
IIA6b-1 Curriculum Committee minutes, November 16, 2009
IIA6b-2 2008-2009 Catalog
          2009-2010 Catalog
IIA6b-3 Non-substantial change to program form
IIA6b-4 Addendum memo to counselors
IIA6b-5 Course substitution policy
IIA6b-6 DVC Procedure 4008.01, Program Revitalization/Discontinuance

Standard II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public and its personnel, through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary
Diablo Valley College assures that prospective and current students, the public, and its staff and faculty receive clear and accurate information about educational courses and programs through its Catalogs, statements and publications, including those presented in electronic format. Policies, procedures, and publications are regularly reviewed by departments and committees to ensure integrity in all representations about College programs and services. Updates to College procedures are approved through the governance process and published in the Procedures Manual, which is kept up-to-date by the president’s office (IIA6c-1). The review of the College mission is codified in College procedure (IIA6c-2).

The marketing department provides support and coordination of the production of information that represents the College to internal and external stakeholders. Information is increasingly provided through the College website. The marketing office staff makes regular updates or
coordinates the regular updating of the website to ensure that information is current and accurate. The website is a primary source of information for students about instructional program requirements, program and course learning outcomes, student services and policies, current events on campus, and other items of current interest. The website provides links to official College documents such as the College Catalogs, schedules, and accreditation documents. All career technical education programs publish a brochure that describes expected outcomes and career information. These brochures are available online and in hard copy and are updated annually (IIA6c-3).

Academic department and division information is presented via the DVC website homepage to ensure that students have ready access to current contact information for student services departments and academic divisions and departments (IIA6c-4). Email “blasts” are sent regularly to all students with important dates, upcoming events, and other pertinent information (IIA6c-5).

The College produces an annual Catalog and Addendum that updates courses and policies as well as degree and certificate requirements. The production of the annual Catalog is a collaboration of the marketing department, the instruction office, and faculty who are responsible to review the accuracy of their course and program information (IIA6c-6). Once a final draft is produced, the Catalog information is verified for accuracy by departments, administrators, and student services (IIA6c-7). The Catalog is available in both print form and online for students. Class schedules are prepared three times a year and are available online as well as in print format (IIA6c-8). The online schedule is updated daily with revisions. The schedule of classes is developed by departments with support from the instruction office and marketing department. The accuracy of information is the responsibility of the departments and division deans, with support from the instruction office staff.

In the fall 2013, DVC formed a communication taskforce, led by the director of marketing and communications. One of the charges of this group is to strengthen the communication between student services areas and the marketing office to ensure consistent and accurate messaging to students throughout the semester on an ongoing and continuous annual schedule. The taskforce met in spring 2014 and consulted with various constituencies to help determine the most effective strategies to meet the charge of the taskforce (IIA6c-9).

**Self Evaluation**

The Marketing Department, in collaboration with the College as a whole, regularly reviews publications to assure integrity in all representations about the College mission, programs and services. Through its many publications, either in print or electronic, or through other communication means such as advertising and marketing, the College works to ensure consistency and to represent itself both clearly and accurately.

Since the last accreditation self evaluation, DVC has implemented an online portal where information is posted for faculty, students, and administrators. While not a public site, the portal is a crucial communication link for students and provides the District an opportunity to personalize outreach to individual students. Links include important dates for registration, College events, as well as important announcements for students. The instruction office has
made significant improvements to the online Catalog, eliminating redundancies, creating consistency in formatting, and providing useful links to degree and certificate information.

The College meets this Standard.

**Actionable Improvement Plans**
None.

**Evidence IIA6c**

<table>
<thead>
<tr>
<th>IIA6c-1</th>
<th>DVC Procedure 1001.01, Process to Introduce New Procedures</th>
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<tbody>
<tr>
<td>IIA6c-2</td>
<td>DVC Procedure 1017.01, Reviewing the Mission Statement</td>
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<tr>
<td>IIA6c-3</td>
<td>Sample career technical education program brochure</td>
</tr>
<tr>
<td>IIA6c-4</td>
<td>Screenshot division and department homepage</td>
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<td>IIA6c-5</td>
<td>Sample blast email</td>
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<td></td>
<td>Email blast schedule</td>
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<td>IIA6c-6</td>
<td>2014-2015 Catalog timeline</td>
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<td>Responsible person Catalog matrix</td>
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<td>IIA6c-8</td>
<td>Schedule building timeline</td>
</tr>
<tr>
<td>IIA6c-9</td>
<td>Communications taskforce charge and email</td>
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**Standard II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.**

**Descriptive Summary**
Diablo Valley College makes clear its commitment to the free pursuit and dissemination of knowledge through its policies and procedures. One means of doing so is the College Freedom of Expression Policy, which is published in the College Catalog, both on the web and in hard copy (IIA7-1). The policy identifies students’ rights to express their views and contains guidelines for the time, place, and manner wherein free speech activities may be conducted. In addition, the Governing Board Policy 2019, Freedom of Expression, (IIA7-2) and Contra Costa Community College District student services Procedure 3025, Freedom of Expression, (IIA7-3) outline students’ rights and responsibilities. Governing Board Policy 2018, Academic Freedom, “affirms its belief in the academic freedom of faculty, management and students to teach, study, conduct research, write and challenge viewpoints without undue restriction” (IIA7-4). The College Catalog and DVC Procedure 3025.03 outline all College members’ rights to free expression and guidelines for the time, place, and manner for conducting such activities (IIA7-5). All governing board policies are available on the District website (IIA7-6).

There is a clear expectation that faculty distinguish between personal conviction and professionally accepted views in a discipline. In discussing controversial topics, faculty members are expected to act as moderators, presenting both sides of an issue to encourage discussion and so that students can make their own decisions. Information to guide instructors in this area is contained not only in the
policies referred to above, but is also presented and discussed during the nexus program for new faculty and to ensure understanding, it is a part of all faculty evaluations (IIA7-7).

DVC has clear expectations of student academic honesty that are published in many locations for student access. The Academic Dishonesty Procedure and Report Form (ADRF) was originally approved by the DVC Faculty Senate Council, Associated Students of DVC and the DVC leadership council in spring 2004 (IIA7-8). The procedure was revised in November 2012 and retitled: DVC Procedure 4001.04, Academic Integrity (IIA7-9). This procedure was reviewed and approved by the College Council, which represents all College constituents.

The academic integrity policy is included in the College Catalog (IIA7-10), and College website (IIA7-11). The policy states the College’s commitment to academic honesty and integrity; provides a definition of academic dishonesty; gives examples of types of academic dishonesty; and indicates that academic dishonesty is a violation of the student code of conduct. Reference to the student code of conduct and academic integrity policy is highly recommended as a part of all syllabi (IIA7-12). Syllabi are required to be submitted to the division offices each term and are reviewed by department chairs or division deans. Faculty members are encouraged to talk about both policies as part of their course orientation.

The student code of conduct lists academic dishonesty first of the list of behaviors that are classified as “misconduct and grounds for disciplinary action” (IIA7-13). College policies and procedures, including the academic dishonesty policy, are included in the content of the student orientation courses (IIA7-14). The issue of academic dishonesty is also directly addressed with extended opportunity programs and services students, who view a video presentation, and during international student orientations in both face-to-face and online formats to ensure a clear understanding of differing cultural norms regarding what is considered effective student-to-student collaboration and how that is distinguished from academic dishonesty.

Faculty members are informed about the Academic Integrity Policy and related procedures through a variety of venues. The DVC Faculty Senate publishes Tips to Promote Academic Integrity in the Classroom, (IIA7-15) and the vice president of student services produces the Student Code of Conduct-Quick Reference Guide (IIA7-16), which are included in annual staff development workshops (IIA7-17), as part of new faculty orientation (IIA7-18) and is emailed to all faculty each term. Statistics and analysis of reported incidents of academic dishonesty are reported by the vice president of student services to the Faculty Senate Student Services Committee each term (IIA7-19).

Diablo Valley College is a publicly-funded, open-access institution and does not seek to instill specific beliefs or worldviews. The institution publicizes its commitment to students and academic excellence through its mission and philosophy statements. Both are published on the College website and in the College Catalog (IIA7-20).

**Self Evaluation**
Diablo Valley College uses and makes public Governing Board policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of
knowledge.

The College meets this Standard.

**Actionable Improvement Plans**
None.

**Evidence IIA7**

IIA7-1  Freedom of Expression Policy
IIA7-2  District Governing Board Policy 2019, Freedom of Expression
IIA7-3  District Student Services Procedure 3025, Freedom of Expression
IIA7-4  District Governing Board Policy 2018, Academic Freedom
IIA7-5  *2014-2015 Catalog*, p. 34
DVC Procedure 3025.03, Free Expression and Distribution of Non-commercial Materials
IIA7-6  Screenshot District Governing Board website
IIA7-7  Nexus agenda
Faculty evaluation form
IIA7-8  Academic dishonesty report form and procedure
IIA7-9  DVC Procedure 4001.04, Academic Integrity
IIA7-10 *2014-2015 Catalog*, p. 33
IIA7-11  Screenshot Academic Integrity Policy webpage
IIA7-12  Syllabi checklist
IIA7-13  Student Code of Conduct
IIA7-14  COUNS-095
IIA7-15  *Tips to Promote Academic Integrity in the Classroom*
IIA7-16  *Student Code of Conduct—Quick Reference Guide*
IIA7-17  2013 fall flex presentation
IIA7-18  2013 fall flex brochure
IIA7-20  Mission and philosophy statements

**Standard II.A.7.a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

**Descriptive Summary**
The College makes clear that academic freedom is the right of both faculty and students to express their ideas verbally or in writing, free from political, religious, or institutional restrictions (IIA7a-1). Governing Board Policy 2018 affirms academic freedom, while emphasizing the importance of presenting accurate information (IIA7a-2). The faculty evaluation process includes assessment by the evaluator regarding the instructor’s ability to distinguish between personal conviction and professional accepted views and whether they present data and information fairly and objectively. One of the evaluation criteria on the evaluation form states, “When presenting controversial material, the professor did so in a balanced manner, acknowledging contrary views” (IIA7a-3). Faculty members are expected to adhere to this standard and are evaluated on a regular basis.
Self Evaluation
The College develops, utilizes, evaluates, and publicizes policies on academic freedom and responsibility. The College is committed to the free pursuit and dissemination of knowledge. Competent and professional faculty members distinguish between personal and professional accepted views in their discipline. They are expected, and are regularly evaluated on their ability to, present data and information fairly and objectively.

The College meets this Standard.

Actionable Improvement Plans
None.

Evidence IIA7a
IIA7a-1 2014-2015 Catalog, Academic freedom statement, p. 7
IIA7a-2 District Board Policy 2018, Academic Freedom
IIA7a-3 Faculty evaluation form

Standard II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

Descriptive Summary
DVC has clear expectations of student academic honesty, which are published in many locations for student access. The Academic Dishonesty Procedure and Report Form (ADRF) was approved by the DVC Faculty Senate, Associated Students of DVC (ASDVC) and the DVC leadership council in spring 2004 (IIA7b-1). The procedure was revised in November 2012 and retitled: DVC Procedure 4001.04, Academic Integrity, the report form was retained (IIA7b-2). All College procedures are reviewed and approved by the College Council, which represents all College constituents.

The academic integrity policy is included in the College Catalog and College website (IIA7b-3). The policy states the College’s commitment to academic honesty and integrity; outlines what academic dishonesty is; gives examples of types of academic dishonesty; and indicates that academic dishonesty is a violation of the student code of conduct.

The student code of conduct lists academic dishonesty first of the list of behaviors that are classified as “misconduct and grounds for disciplinary action” (IIA7b-4). College policies and procedures, including the academic dishonesty policy, are included in the content of the student orientation courses (IIA7b-5). The issue of academic dishonesty is also directly addressed with extended opportunity programs and services students who view a video presentation, and international student orientations in both face-to-face and online trainings to ensure a clear understanding of differing cultural norms regarding what is considered effective student to student collaboration and how that is distinguished from academic dishonesty.

Faculty members are informed about the Academic Integrity Policy and related procedures through a variety of venues. The DVC Faculty Senate publishes Tips to Promote Academic
Integrity in the Classroom, (IIA7b-6) and the vice president of student services produces the Student Code of Conduct-Quick Reference Guide (IIA7b-7), which are included in annual staff development workshops (IIA7b-8), as part of new faculty orientation, (IIA7b-9) and is delivered to all faculty mailboxes each term. Statistics and analysis of reported incidents of academic dishonesty are reported by the vice president of student services to the Faculty Senate Student Services Committee each semester (IIA7b-10). Faculty members are encouraged to include information about the Academic Integrity Policy on their course syllabi and many faculty discuss expectations as part of course orientations (IIA7b-11). Technology, such as turnitin.com, has proven helpful to instructors in identifying plagiarized papers.

Self Evaluation
Diablo Valley College has established and published clear expectations concerning student academic honesty and consequences for dishonesty.

The College meets this Standard.

Actionable Improvement Plans
None.

Evidence II A7b
II A7b-1 Academic dishonesty report form
II A7b-2 DVC Procedure 4001.04, Academic Integrity
II A7b-3 College Catalog and website
II A7b-4 2014-2015 Catalog, Student code of conduct, p. 36-43
II A7b-5 COUNS-095 course outline of record
II A7b-6 Tips to Promote Academic Integrity in the Classroom
II A7b-7 Student Code of Conduct – Quick Reference Guide
II A7b-8 2013 fall flex presentation
II A7b-9 2013 fall flex brochure
II A7b-10 Academic Integrity Statistics, Code of Conduct Report 2009-2013
II A7b-11 Syllabi checklist

Standard II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Descriptive Summary
Diablo Valley College (DVC) uses approved and published District policies and codes of conduct to set clear expectations for appropriate conduct for students, staff, faculty and administrators. There is no College or District code of conduct that seeks to instill specific beliefs or worldviews.

Expectation for students are described in Governing Board approved Student Services Procedure 3027 (IIA7c-1), published in the College Catalog (IIA7c-2), and on the DVC website (IIA7c-3).
Codes of conduct required for staff, faculty and administrators are clearly described in Governing Board Policy 2056, Code of Ethics, (IIA7c-4) and Human Resources Procedure 1040.08, Employee Code of Ethical Behavior (IIA7c-5).

**Self Evaluation**
DVC is a public, non-sectarian institution that promotes the acceptance and exploration of a wide variety of perspectives and points of view. The College has clearly communicated and easily accessible codes of conduct and ethics policies that clearly describe behaviors expected of staff, faculty, administrators, and students.

The College meets this Standard.

**Actionable Improvement Plans**
None.

**Evidence IIA7c**
- IIA7c-1: District Student Services Procedure 3027, Student Code of Conduct
- IIA7c-3: Screenshot Student Code of Conduct Policy webpage
- IIA7c-4: District Board Policy 2056, Code of Ethics
- IIA7c-5: District Human Resources Procedure 1040.08, Employee Code of Ethical Behavior

**Standard II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with Standards and applicable Commission policies.**

**Descriptive Summary**
Diablo Valley College does not offer curricula in foreign locations to students other than U.S. nationals.

**Self Evaluation**
This Standard does not apply to Diablo Valley College.

**Actionable Improvement Plans**
None.

**Evidence IIA8**
None.
Standard II: Student Learning Programs and Services
The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

Standard II.B. Student Support Services
The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Standard II.B.1 The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary
Diablo Valley College ensures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution. The Diablo Valley College mission statement is that:

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 (IIB1-1).

In keeping with the mission of the College, DVC offers comprehensive support programs and services to its diverse student body at both the Pleasant Hill Campus and the San Ramon Campus, as well as online. DVC provides a wide range of services to students including:

- Admissions and records
- Assessment/Matriculation
- California work opportunity and responsibility to kids (CalWORKs)
- Career, employment, and transfer services
- Counseling
- Disability support services
- Extended opportunity programs and services/cooperative agencies resources for education
The College supports students through several unique programs.

**TRiO - Educational talent search.** DVC secured $300,000 annually for the next five years as part of the TRiO Educational Talent Search program which works with students ages 11-18 in the Mt. Diablo Unified School District. The program serves 661 high school students, of which 210 are seniors and 94 percent of these seniors also filed for federal financial aid. The 2011 Educational Talent Search Scholarship Fund awarded $97,000 to 20 students who enrolled in college fall 2011 and will support them for two years. The 2012 Educational Talent Search Scholarship Fund awarded $108,000 to 27 students who enrolled in college in fall 2012.

Types of services provided through the program include:

- Visiting colleges
- Career exploration and aptitude assessment
- College information and assistance with completing admissions applications
- Financial aid and scholarships information and application assistance
- Academic, financial, and career counseling including advice on entry to secondary or postsecondary program
- Tutorial service
- Assistance in preparing for college entrance exams
- Special activities for sixth, seventh, and eighth graders
- Workshops for the parents of participants
- Summer program for math, English, and college planning

**TRiO - Upward Bound.** DVC was funded for a TRiO Upward Bound grant of $250,000 annually for five years in May 2012. The grant allows DVC to work with high school students at Ygnacio Valley and Mt. Diablo High Schools. The program serves 60 students annually. Two-thirds of these students must be low income and first-generation, college-bound students and the remaining one-third must be either low-income or first-generation students.

**Enrollment lab.** The enrollment lab facilitates student completion of online services necessary to enroll at DVC, including the admissions application, registration for classes, ordering transcripts, petitions, financial aid services, and more. As of spring 2013, enrollment lab functions have transitioned to be the responsibility of admissions and records. During this transition, a permanent employee was hired to ensure coverage and continuity services. The change brought greater integration between admissions and records and welcome services.

**START@DVC – Foster Youth.** The Student Transition & Academic Retention Team (START) is the Foster Youth Success Initiative program at Diablo Valley College (IIB1-2). Its mission is to promote access to all available resources at Diablo Valley College and lay the foundation for student success. Since college can be challenging and intimidating, the Student Transition &
Academic Retention Team (START) serves as liaisons between foster youth and the College. START services include:

- Assistance with the Diablo Valley College application process
- Assistance with the financial aid process, which may include the following:
  - Free application for federal student aid (FAFSA)
  - Board of Governors (BOG) fee waiver
  - Chafee grants
  - Scholarship applications
- Assistance with extended opportunity programs and services (EOPS)
- Personal counseling and mentoring
- Specialized workshop series and college exploration tours
- Referrals to other campus resources (tutoring, transfer center, career and employment, student life, disability support services)
- Referrals to community resources
- Social gatherings
- START scholarship program

**International students admissions and services (ISAS).** International students admissions and services provide a comprehensive program of support services to meet the educational, employment, and social integration needs of international students at DVC. In fall 2013, DVC had a total of 1,670 F-1 international students.

**Welcome services.** Welcome services promotes student access to the College by providing centralized campus wide information and assistance with using the online registration system in WebAdvisor and with the registration process.

The San Ramon Campus functions well with a small staff that is knowledgeable and has been cross trained in many student services areas and it offers most of the same support services, with the exception of CalWORK’s, educational talent search, international student’s admissions and services, and veteran’s services. Staff from financial aid, scholarships, and study abroad programs at the Pleasant Hill Campus come to the San Ramon Campus to meet with students a few times during the semester. A challenge that the San Ramon Campus faces is not having all services available to all students every day.

Student services at the College have three areas of concentration which are used to guarantee the highest quality services are provided to students. The three areas of quality assurance are communication and integration of services, positively responding to state mandates and student success initiatives, and maintaining a student focus when responding to negative economic conditions.

**Communication and integration of services.** Diablo Valley College assures high quality support services by communicating within student services departments, integrating best practices learned, and sharing information through cross training. To improve quality of service to students and staff, student services faculty and staff hold staff development workshops, including workshops about student privacy, student disruption, student retention, technology
training, and focused staff development training for disability support services, career services and financial aid. Evaluations of workshops have been favorable (IIB1-3). Professional development for staff is done through conferences, webinars, and the annual District wide professional development event for classified staff (IIB1-4). Student service wide retreats and Mega Nuts and Bolts meetings (student services wide meetings to review current and best practices over the course of the year) promote a sense of shared purpose of the institution by focusing on students and goals. For example, DVC student services hosted a student success and support program (3SP) Mega Nuts and Bolts Workshop on February 25, 2014 (IIB1-5). All of the student services division employees, including the San Ramon Campus, participated in a two hour training to discuss and share changes to the matriculation process as mandated by SB1456. The session presented and conducted a walk-through of the changes to how our students will be experiencing new orientation options, assessment, and the newly developed electronic student educational plan. Since 2012-2013 academic year, a 3SP Taskforce was developed to translate the state mandates into action and services. Student services is committed to hosting a 3SP Mega Nuts and Bolts one per semester to reflect, plan, and strategize on services and outcomes.

Cross training exercises allow employees from different areas within student services to learn and understand how each part of student services fits in and is critical for student success and achievement. Cross department meetings are conducted regularly between assessment and disability support services, admissions and records and counseling, and financial aid and extended opportunity programs and services/cooperative agencies resources for education.

Communication between student services and the College community is ongoing. Electronic communication informing the campus about meeting agendas, committee reports, and student services activities and events are widely distributed through email and posted on the District’s InSite portal or on the college web site (IIB1-6). Ongoing and frequent communication is essential to ensure a coordinated effort to support students.

Students are updated about important information with emails, posting on the website, InSite portal page announcements and email, Facebook, and Twitter (IIB1-7). Email blasts in the form of e-Connect Newsletters are sent to students six times each semester (IIB1-8). The messages contain important dates and deadlines as well as announcements of various campus events and activities. Extended opportunity programs and services, cooperative agencies resources for education, California work opportunity and resources for kids, and financial aid contact students by phone and email to share information and reminders. Financial aid uses a communication management tool through the District management information system to share personalized information with students about the status and amount of their financial aid award and provides a list of documents necessary to complete student files (IIB1-9). The College has made a concerted effort to get student participation on committees, taskforces, and in forums (IIB1-10).

Communication with potential students occurs through outreach to and articulation with high schools. The College hosts an annual High School Principals’ Breakfast as well as annual events such as extended opportunity programs and services High School Day, Expanding Your Horizons, and Math Department events (IIB1-11). The College has strengthened recruitment and enrollment management to attract high school graduates and former students who may return to the College. In addition, the English faculty conducts an annual Articulation Day in which they
invite English teachers from feeder high schools for a day of workshops designed to inform the
teachers about the English program at DVC and to encourage teachers to recommend DVC to
their students (IIB1-12).

**Positively responding to state mandates and student success initiatives.** DVC ensures high
quality support services by complying with state mandates and following the recommendations
of the Student Success Act of 2012 (SB 1456). The Student Success Act specifies matriculation
services that community colleges are required to provide, which includes the processing of
admission applications, orientation and pre-orientation services, assessment and counseling upon
enrollment, and post-enrollment evaluation of a student’s progress. The College is working to
ensure the mandates of the law are successfully met and that all services enhance achievement of
the mission of the College.

DVC is strengthening collaborations with four-year transfer institutions with expanded emphasis
on independent colleges and universities. With the passage of the Student Transfer Achievement
Reform Act (SB 1440), associate degrees for transfer have been created that guarantee admission
of students with junior standing to the California State University system. DVC has increased
total degrees awarded in the 2012-2013 academic year by 64 percent from the previous year to a
total of 989 degrees, which exceeds the institution-set standard (IIB1-13) Articulation officers
have collaborated with campuses of the University of California and California State University
systems as well as with private colleges to ensure course articulation. The campus articulation
officer is active in transfer degree and course identification number discussions across the state.
Flex activities have been held to educate the College about the new initiatives (IIB1-14).
Transfer services support students, hosts college visits, and holds Transfer Day events at both
campuses (IIB1-15). The transfer center provides reliable transfer information, arranges visits
from college representatives, and assists students with the transfer process.

**Maintaining a student focus in response to negative economic conditions.** Several areas of
student services have taken cuts in personnel and in operating budgets as the College and state
have gone through the recent economic downturn. As the College made cuts, it worked
creatively to find solutions that had the smallest negative impact on students.

Prior to the 2011-2012 academic year, transfer services was staffed with a 1.0 FTE transfer
center coordinator, 0.5 FTE senior office assistant, and supervised by a 1.0 FTE senior academic
and student services manager. In June 2011, the interim assignment for the transfer center
coordinator ended and was frozen for re-hire and the 0.5 FTE senior office assistant position was
eliminated. Concurrently, career and employment services suffered similar cuts which resulted in
a loss of human resources and a 15 percent reduction in their operational budget.

In response to the cuts, Vocational and Technical Act (VTEA) funding was secured to support a
strategic planning process which resulted in several actionable objectives including: formalizing
the relationship between career and employment services and workforce development;
streamlining collaboration within student services and instruction, and creating a career
development program to better support students (IIB1-16). In 2011-2012, career and
employment services and transfer services formed a relationship and became co-located as the
career, employment, and transfer (CET) center although both are still considered to be separate
services under the direction of the senior academic and student services manager. The combined center is open to students about 16 hours a week (IIB1-17). Although in a difficult financial situation, the College worked creatively to find solutions that ensure that students could receive these important services.

Negative economic conditions impacted other student service areas as well. At the end of the 2010-2011 academic year the extended opportunity programs and services (EOPS) and cooperative agencies resources for education (CARE) programs eliminated their full-time director position and a new dean position was created to include financial aid, scholarship, EOPS/CARE, and California work opportunity and responsibility to kids (CalWORKs) administration. To support the needs of the programs which sustained cuts, in fall 2012 the vice president of student services and dean of student support services proposed a new program manager position with oversight of EOPS/CARE, CalWORKs, and student life and sought funding for the position from the Associated Students of Diablo Valley College (ASDVC). The new configuration brought together three programs that experienced management cuts and/or significant staff reductions over the last three years. Three objectives were identified: 1) Leverage human and fiscal resources to achieve maximum program output; 2) Foster program support and alignment to increase student engagement; and 3) Develop educational equity pathways by creating seamless access to support services for DVC’s academically and economically vulnerable student population. ASDVC accepted the proposal and an integrated program manager was hired in spring 2013. The program manager plans, directs and evaluates the activities of specially funded programs and services (IIB1-18).

Due to increased student demand and reductions in financial aid categorical funding, in 2011 the financial aid office was unable to continue its Sounds Like a Plan retention program, which worked with students who were on academic probation (IIB1-19). The financial aid office now focuses on application processing, entrance interviews for students who are receiving financial aid, and enhancing service delivery in an effort to meet increased student demand for financial aid (IIB1-20).

The Federal Family Educational Loan Program was dismantled nationwide in 2010 in the aftermath of improprieties discovered in private lenders and institution relationships. Financial aid moved exclusively under the purview of the Department of Education under the Direct Loan Program. As a result, the administration of student loan programs changed at DVC. The financial aid office began to offer staff-led, in-person entrance loan workshops with an increased focus on informing student borrowers of their rights and responsibilities, annual loan limits, and application procedures (IIB1-21). Loan exit workshops were eliminated and moved to the online format provided by the Department of Education. As the Department of Education has moved to a three year cohort rate, default rates have increased (IIB1-22). As an intervention measure, the financial aid office reaches out to delinquent and defaulted borrowers in an effort to encourage students to contact their lending agencies to avoid default or make satisfactory arrangements to achieve resolution (IIB1-23). For the last three years, DVC student loan default rates have been well below the maximum 30 percent allowed.
**Self Evaluation**
DVC 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. Student services work to have open communication among all student services offices, with students, and with the College. The student services area has actively responded to state mandates and has worked to meet the needs of students, support student learning, and enhance the mission of the College even in poor economic times. 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.

Ongoing evaluation of student services has resulted in a process of continuous change and adaptation, ensuring the College’s programs maintain a high level of sustainability, liveliness and appropriateness, responsive to changing student needs. Dedicated student services staff, who collaborate regularly, are the mainstay of the evaluation process. Department staff and division meetings, College committees and councils, program review, site visits, and the student learning outcomes assessment process all contribute to ongoing evaluation during which concepts and innovations to promote student success are discussed, developed, nurtured and measured by their effect on student learning and success.

**Actionable Improvement Plans**
None.

**Evidence IIB1**
- **IIB1-1** Mission statement
- **IIB1-2** Student transition and academic retention team (Start@DVC)
- **IIB1-3** Workshop information, Understanding the Student Code of Conduct flex presentation, August 13, 2013
  Workshop information, Academic Integrity
  Email from B. Hauscarriague, Workshop evaluations, February 5, 2014
- **IIB1-4** JobLinks 2013 program schedule
  JobLinks flyer 2013
  JobLinks flyer 2014
- **IIB1-5** Email from B. Hauscarriague, Mega nuts and bolts information, February 25, 2014
- **IIB1-6** Screenshot InSite portal
- **IIB1-7** Email information, Facebook
  Email information, posting on the website
  Email information, emails to students
  InSite portal page announcements
  Screenshot DVC Facebook
  Screenshot DVC Twitter
- **IIB1-8** *e-Connect Newsletters* example
  *e-Connect Newsletter* publication schedule
Standard II.B.2 The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

Descriptive Summary
The DVC Catalog, DVC Student Resource Guide, and District and College websites are an accurate, student-friendly, well-organized set of resources that provides current information to students and to the community (IIB2-1). The DVC Catalog and Addendum are published annually and updates are provided in hard copy and on the web throughout the year (IIB2-2). The DVC Catalog provides comprehensive and vital information including details about student services, course descriptions, programs, degrees and certificates, and student policies and procedures. The document is available in the campus book store, on the DVC website, and on Amazon.com.
a. General Information
Diablo Valley College assures that all students receive clear, accurate, accessible, and current information to assist them to obtain degrees and certificates and to achieve their educational goals. The following pieces of general information are included in the Catalog.

- Official name, address(es), telephone number(s), and website address of the institution (IIB-3)
- Educational mission (IIB-4)
- Course, program, and degree offerings (IIB-5)
- Academic calendar (IIB-6)
- Program length (IIB-7)
- Academic freedom statement, freedom of expression policy, and instructor’s rights policy (IIB-8)
- Available student financial aid (IIB-9)
- Available learning resources and DVC student resources guide (IIB-10)
- Names and degrees of administrators and faculty (IIB-11)
- Names of Governing Board members (IIB-12)

b. Requirements
The DVC Catalog describes the admission processes, information about student fees, and requirements for degrees, certificates, graduation and transfer.

- Admissions (IIB-13)
- Student Fees and Other Financial Obligations (IIB-14)
- Degree, Certificates and Graduation (IIB-15)
- Transfer (IIB-16)

c. Major Policies Affecting Students
The DVC Catalog includes information on major policies affecting students.

- Academic regulations, including academic honesty (IIB-17)
- Nondiscrimination (IIB-18)
- Acceptance of transfer credits (IIB-19)
- Grievance and complaint procedures (IIB-20)
- Sexual harassment (IIB-21)
- Refund of fees (IIB-22)

d. Location or Publications Where Other Policies May Be Found
The DVC Catalog contains precise, accurate, and current information which is easily accessible through the College website. Policies which can be found through the Contra Costa Community College District website include

- Governing Board policies and procedures (IIB-23)
- Acceptable technology use policy (IIB-24)
- Student right to know and campus crime information (IIB-25)
Self Evaluation
Diablo Valley College assures that all students receive clear, accurate, accessible, and current information to assist them to obtain degrees and certificates and to achieve their educational goals, including transfer. Information can be accessed clearly in the DVC Catalog, the DVC Student Resource Guide, and on the College and District websites. The Catalog is free for students to use if accessed online and remains an integral piece of information for students to be referencing for policies critical for their success.

The College meets this Standard.

Actionable Improvement Plans
None.

Evidence IIB2

| IIB2-1 | 2014-2015 Catalog  
DVC 2013-2014 Student Resource Guide  
Screenshot DVC webpage with Catalog link  
Screenshot CCCCD webpage |
| IIB2-2 | Addendum to Catalog |
| IIB2-3 | Name and address 2014-2015 Catalog, p. 4 |
| IIB2-4 | Educational mission 2014-2015 Catalog, p. 7 |
| IIB2-5 | Course, program, and degree offerings 2014-2015 Catalog, p. 64 |
| IIB2-6 | Academic calendar 2014-2015 Catalog, p. 9 |
| IIB2-7 | Program length 2014-2015 Catalog, p. 67 |
Freedom of expression policy 2014-2015 Catalog, p. 34  
Instructor’s rights policy 2014-2015 Catalog, p. 32 |
| IIB2-10 | Learning resources 2014-2015 Catalog, p. 13  
DVC 2013-2014 Student Resource Guide |
| IIB2-11 | Names and degrees of administrators and faculty 2014-2015 Catalog, p. 368 |
| IIB2-12 | Names of Governing Board members 2014-2015 Catalog, p. 4 |
| IIB2-13 | Admissions 2014-2015 Catalog, p. 9 |
| IIB2-14 | Student fees and other financial obligations 2014-2015 Catalog, p. 10 |
| IIB2-15 | Degree, certificates, and graduation 2014-2015 Catalog, p. 46 |
| IIB2-16 | Transfer information 2014-2015 Catalog, p. 47 |
| IIB2-17 | Academic regulations, including academic honesty 2014-2015 Catalog, p. 33 |
| IIB2-18 | Nondiscrimination 2014-2015 Catalog, p. 15 |
| IIB2-19 | Acceptance of transfer credits 2014-2015 Catalog, p. 18 |
| IIB2-20 | Grievance and complaint procedures 2014-2015 Catalog, p. 44 |
| IIB2-21 | Sexual harassment 2014-2015 Catalog, p. 35 |
| IIB2-22 | Refund of fees 2014-2015 Catalog, p. 11 |
| IIB2-23 | Screenshot CCCCD webpage |
| IIB2-24 | District Policy 5030, Acceptable Technology Use |
| IIB2-25 | Screenshot District student right to know and campus crime information |
Standard II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Standard II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary
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. 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.

Central Location. In fall 2012, DVC’s new Student Services Building opened at the Pleasant Hill Campus, bringing the majority of student services under one roof which allows student to access services with ease and efficiency. Services available to students in the new building include admissions and records, financial aid, veteran’s services, cashier, welcome services, enrollment lab, assessment center, extended opportunity programs and services, cooperative agencies resources for education, California work opportunity and responsibility to kids, scholarship office, counseling center, disability support services, international student services, educational talent search, upward bound, and career, employment, and transfer services (IIB3a-1).

San Ramon Campus services. Student services at the San Ramon Campus (SRC) include admissions and records, assessment for course placement, counseling, disability support services, tutoring, and scheduled site visits from financial aid. In 2011-2012, a financial aid staff member was dedicated to SRC one day each month. Due to increased demand, the visits increased to 1 ½ days in fall 2012 and have remained at this level since (IIB3a-2).

Online services. DVC maintains online services to serve students. The DVC website provides comprehensive information to all students about the College’s instructional offerings, student services, policies and procedures, and includes information about navigating through the educational system. In 2013, the DVC website was moved to off-site hosting in the cloud to improve reliability. With cloud hosting, the website consistently remains operational and students have uninterrupted access to resources and information. Student services websites are updated on a continual basis to provide students with the most accurate and timely information (IIB3a-3).

The website provides access to a broad range of student services.

- **Electronic forms.** Most of the forms needed by students are available online and many can be completed and submitted electronically. Admissions and records, career services,
counseling, financial aid, student life, and extended opportunity programs and services supply students with forms online (IIB3a-4). An online application system for new students was implemented in November 2012 (IIB3a-5).

- **Registration and records.** The District’s WebAdvisor program provides student access to registration, student accounts, financial aid information, grades, transcripts, and assessment test results (IIB3a-6).
- **Student email.** The District’s InSite portal was implemented in 2010 to give students access to WebAdvisor and to their DVC e-mail accounts using a single sign-on. Students also have access to important reminders about dates and deadlines (IIB3a-7).
- **Events calendar.** The DVC online events calendar is used by several student services to publicize student events (IIB3a-8).
- **Employment database.** Career and employment services manages an online open jobs database for students (IIB3a-9).
- **Appointment registration.** In fall 2009, the counseling center and assessment center adopted ESARS, an online appointment scheduling system. Nearly 20 percent of student appointments are now booked online (IIB3a-10). Students at the San Ramon Campus can schedule reading and writing tutoring appointments through ESARS.
- **Events registration.** Transfer services and the financial aid office have online registration for major events (IIB3a-11).
- **Tutorials.** Transfer services and the counseling center have many online tutorials to guide students through various educational and transfer processes including selecting courses for the first semester, using ASSIST.org, and navigating WebAdvisor (IIB3a-12).
- **International student orientation.** DVC’s international student counselor created a video on academic integrity and nine power point presentations to assist international students with topics such as choosing majors, understanding instructor expectations, transfer requirements, application instructions and assistance, and other tips for success. The international student counselor also created on online orientation for international students and an international student blog (IIB3a-13).
- **Counseling services.** The counseling center provides e-advising to students who have quick questions which require relatively short, straight-forward answers. Skype and phone appointments are also available (IIB3a-14).
- **Math assessment.** The assessment center began using an online informed student self-assessment (ISSA) tool for remedial level math placement in October 2010. Students can complete their assessment, receive a recommended math placement, and register in remedial math without needing to come to campus (IIB3a-15).
- **Library services.** In July 2008, the library instituted a live chat service so that off campus students can easily obtain assistance from a librarian. Use of this service has grown steadily. In 2008-2009 the total was 100 chats, 2009-2010 the total was 140, 2011-2012 the total was 160, and 2012-2013 averaged between 30-35 chats per month (IIB3a-16).
- **Learning styles survey.** Students have access to an online survey to help them gain a better understanding of their dominant learning style. This information will allow students and counselors to make better informed decisions as to courses that will allow students to take advantage of their learning style strengths (IIB3a-17).
The DVC Distance Education Committee conducted an inventory of online student services available to students. Data are still being collected and the spreadsheet is only in draft form, but the initial assessment found that the great majority of student service areas are available entirely online or with only a few required steps on the part of the student, like submitting a printable pdf through the mail (IIB3a-18).

**Extending hours during peak periods.** DVC ensures additional access to services by extending student service hours during peak periods. Admissions and records, counseling, the cashier’s office, and the enrollment lab have extended evening hours during the first two weeks of each semester. Throughout the semester admissions and records, assessment, counseling, enrollment lab, financial aid, and the cashier’s office are open one evening a week until 7:00 pm (IIB3a-19).

**Providing information through campus and community events.** Many DVC student service programs deliver information and services to students through outreach in various campus and community locations. The career, employment, and transfer center (CET) makes regular class visits to promote their programs. CET formerly made brief class presentations during the first two weeks of the semester to orient students to CET services. Starting in spring 2013, CET began offering full workshops, ranging from 20 minutes to a full class length. 36 workshop were conducted in spring 2013 and 47 workshops were conducted in the fall 2013, reaching 1074 and 1094 students respectively (IIB3a-20). Results from a student survey administered in fall 2013 showed the outreach activities to be successful, with 80 percent of students indicating they utilized CET and/or counseling services after a class visit (IIB3a-21). CET also disseminates information at Transfer Day, which in fall 2013 was attended by 65 colleges and over 500 students (IIB3a-22).

The financial aid office disseminates information through classroom visits as well as campus and community outreach events. Due to reductions in categorical funding and an increase in demand for financial aid, the ability of financial aid to host events has been reduced (IIB3a-23). However, with the streamlining of the financial aid process and organization structure, the financial aid office has managed to continue some outreach efforts. In spring 2013, DVC hosted a Cash for College event for approximately 30 students. In fall 2013, financial aid provided support for the Dreamin’ of College? Cal Grant Conference sponsored by Travis Credit Union and the California Student Aid Commission. The event brought 325 potential and current students to DVC to learn about financial aid opportunities in higher education (IIB3a-24). With the passage of the California Dream Act in 2011, the financial aid office offered Dream Act application workshops once a week between October 2012 and March 2013 (IIB3a-25). Financial aid staffs the enrollment lab on a regular basis during specified times to offer students assistance submitting online fee waiver applications, free application for federal student aid applications, and assistance with navigating WebAdvisor, the online tool used by students to enroll in classes.

The College has several outreach activities which provide information to high school students. The educational talent search program provides services to its participants at their school of attendance, at community events, on the DVC campus, and at local two-year and four-year College campuses. The extended opportunity programs and services offers a High School Day each spring semester to provide exposure to potential DVC students and to help them transition
from high school to college (IIB3a-26). DVC outreach with schools maintains a presence at all high schools in the service area and financial aid offers workshops at high schools in the local service area. In addition, the English faculty conducts an annual Articulation Day in which they invite English teachers from feeder high schools for a day of workshops designed to inform the teachers about the English program at DVC and to encourage teachers to recommend DVC to their students (IIB3a-27).

Providing access to students with disabilities. Disability support services (DSS) offers a comprehensive array of services that provide students with access to the College’s facility, instructional, and student services programs. The College American with Disabilities Act compliance officer, 504 coordinator, buildings and grounds manager, DSS mobility specialist, and DSS manager work closely together to address access issues as they arise such as elevator problems, issues with pathways and routes, and access parking signage (IIB3a-28).

The College has worked to continually improve access to services for students with disabilities. In the new Student Services Building the disability support services (DSS) suite includes testing rooms, a dedicated computer lab, note-taking services, alternate media, learning disability testing, mobility services, and DSS counseling. The College addresses electronic access for students with disabilities through assistive technology software installed in computer labs throughout the College. The Library’s assistive technology room includes a computer station, a closed caption television, and provides a quiet location for study. The College provides a free application for federal student aid in Braille. The College has purchased an Evacu-Chair for the Student Services Building, which has no other form of egress than stairs or elevators. The District has supported College efforts by contracting with an outside firm that updated the College’s ADA Transition Plan in 2008 (IIB3a-29).

Since 2006, DVC has utilized grant funding to help instructors make distance education more accessible to students with disabilities. For instructional materials which include audio formats, the grant provides text-equivalents in the form of video captioning and written transcripts. This support is extended to instructors of online classes, hybrid classes, and in-person classes utilizing distance methods of content delivery as they evolve to include class capture, web conferencing, podcasting, and content posted within the College’s learning management system (IIB3a-30).

Assessing Student Needs. To develop and maintain appropriate, comprehensive, and reliable services the College utilizes many methods to assess student needs. All programs conduct student satisfaction surveys every two years in conjunction with program review.

The extended opportunity programs and services (EOPS) and cooperative agencies resources for education (CARE) programs administer surveys to all new EOPS/CARE students during orientation sessions each semester (IIB3a-31). The surveys ask students to identify services that would be most helpful to them as well as workshop topics of interest. EOPS/CARE also surveys students at Alert Status workshops, gathering input from 60-100 students each semester. California work opportunity and responsibility to kids (CalWORKS) administers an intake and an end of semester survey to students during each semester of participation in the program. Mid-semester feedback surveys are administered on an occasional basis and results are used to make improvements in services (IIB3a-32).
Student life conducts Student Union Building user and Associated Students of DVC/Inter Club Council student leadership feedback surveys each fall (IIB3a-33). Educational talent search (ETS) conducts intake surveys in which they collect a student service needs assessment in which students indicate which services they need from ETS (IIB3a-34). Additionally, ETS conducts an end of the academic year program survey in May and an end of the summer program survey in July. After field trips ETS conducts field trip questionnaires to get feedback and ideas for improvement. Similarly, upward bound uses a variety of assessment tools including a student service needs assessment, teacher recommendation, academic needs assessment, review of standardized test results to assess academic needs, field trip questionnaire, and end of the summer program survey (IIB3a-35).

Self Evaluation

DVC assures equitable access to all of its students by providing appropriate, comprehensive and reliable services to students regardless of service location or delivery of services. The new Student Services Building on the Pleasant Hill campus has eased access for students, allowing a one stop shop for the great majority of services on campus. Students at the San Ramon Campus have access to the full array of services available to students at the Pleasant Hill Campus.

All DVC students can access a wealth of information and services online and many student service programs conduct outreach to share information broadly with students on campus and in the community. The disability support services program ensures students with disabilities have equal access to educational services. All DVC student services programs are engaged in efforts to identify student needs and evaluate services to determine whether they are effectively meeting those needs.

The College meets this Standard.

Actionable Improvement Plans

None.

Evidence IIB3a

IIB3a-1  
Student services hours spring 2014
IIB3a-2  
Screenshot San Ramon Campus drop in schedule for financial aid
IIB3a-3  
Email from C. Knox, Student services webpage, February 12, 2014
IIB3a-4  
Screenshot admissions and records online forms
          Screenshot career services online forms
          Screenshot counseling center online forms
          Screenshot financial aid online forms
          Screenshot student life online forms
          Screenshot EOPS online forms
          Student loan workshop online registration form
IIB3a-5  
Email from B. Hauscarriague, Online application and portal, February 13, 2014
IIB3a-6  
Screenshot WebAdvisor
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<td>Screenshot assessment center</td>
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<td>IIB3a-11</td>
<td>Email from L. Ponthier, Online registration for fall events, February 14, 2014</td>
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<td>Email from D. Franco, Online registration for transfer services events, February 12, 2014</td>
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<td>IIB3a-12</td>
<td>Screenshot counseling center tutorials</td>
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<td>IIB3a-15</td>
<td>Screenshot informed student self assessment tool</td>
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<td>IIB3a-16</td>
<td>Email from A. Kivel, Library chat services, October 24, 2013</td>
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<td>IIB3a-17</td>
<td>Screenshot Learning Styles survey</td>
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<tr>
<td>IIB3a-18</td>
<td>Distance Education Committee inventory of online student services (6)</td>
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<td>IIB3a-19</td>
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<td>Email from S. Boland, CET SLO student survey, February 12, 2014</td>
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<td>Email from T Barber, English Articulation Day, March 25, 2014</td>
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<td>ETS middle school participant needs assessment 2013-2014</td>
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Standard II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary
DVC provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all students.

Fostering student leadership and involvement in campus life. Student involvement in campus life and College decision making is a key value at Diablo Valley College. The student government body, the Associated Students of Diablo Valley College (ASDVC), is a vibrant organization that takes the lead on many student initiatives. The mission of ASDVC is to “ceaselessly advocate for the needs and rights of and serve as the voice for all students” (IIB3b-1). To fulfill their mission, members of ASDVC are encouraged to participate in the governance of the College as appointed student representatives to college wide committees (IIB3b-2). At least one student leader sits on the four DVC major governance committees: College Council, Budget Committee, Integration Council, and Institutional Planning Committee. As part of their duties as student representatives, each student committee member reports back to the ASDVC board. In addition, ASDVC members are appointed to other College wide committees.

The Associated Students of Diablo Valley College (ASDVC) have been active on many campus issues and have worked to make concrete changes to the College. Student leaders were instrumental in designing and implementing the campus no smoking policy in 2010 (IIB3b-3). ASDVC initiated DVC Procedure 3010.02, Parent Parking Lot, to reserve parking spots near the Children’s Center for student parents dropping off their children (IIB3b-4). ASDVC has leveraged its funds to provide meals for student athletes, help fund the textbook reserve program in the library, extend library hours near finals week, fund the graduation reception, subsidize bus passes purchased at the bookstore, and has devoted significant funding under their control toward retaining staff positions and services which otherwise would have been lost during recent budget cuts (IIB3b-5).

The Associated Students of Diablo Valley College (ASDVC) work to advocate for students at the College and state level. Over the years, ASDVC has participated and mobilized students to attend the annual March in March rally at the state capitol and to submit resolutions to the Student Senate General Assemblies for statewide consideration and advocacy (IIB3b-6).

DVC supports the action, advocacy, and development of its student leaders by assisting with orientation and ongoing training of officers and board members. Training includes board and executive retreats each semester as well as off campus conferences, workshops, student senate assemblies, and regional meetings. Each year the student life office accompanies students to the Community Colleges of California Student Affairs Association Student Leadership Development Conference and the fall and spring Student Senate General Assemblies (IIB3b-7).

The College promotes student development and engagement through an active campus club program which provides students with clubs encompassing a wide variety of interests, missions,
and student-led activities. In fall 2013, there were 47 student clubs covering interests including those related to specific majors, ethnicities and cultures, religions, activities, and other interest topics. Multiple clubs, such as Alpha Gamma Sigma, Red Cross, Habitat for Community, and Circle K, promote civic and community engagement through volunteer efforts in the local community. Clubs also focus on promoting civic leadership, including Young Americans for Liberty and the DVC Law and Society Club. Student clubs raise funds to attend numerous state conferences promoting student leadership and personal development (IIB3b-8).

DVC fosters personal responsibility through the student ambassador program. Student ambassadors are integral members of the outreach team at DVC and work in the welcome center, enrollment lab, assessment center, and student services (IIB3b-9). In fall 2013, there were ten student ambassadors at the Pleasant Hill Campus and three at the San Ramon Campus. Through an initial orientation and on-going training sessions, students learn about the matriculation process, customer service, campus resources, and online services in order to provide peer-to-peer assistance to students from underserved populations. Student ambassadors learn personal responsibility, develop leadership skills, and improve public speaking skills through the program.

Encouraging student volunteerism and professional development. Student services encourage career exploration through volunteerism, internships, and part-time employment opportunities. Information about these opportunities are available through the College’s online job search engine, powered by College Central Network, a program utilized by all colleges in the District. Career and employment services provides resources for students’ professional development and offers workshops and programs in collaboration with off-campus partners such as an annual Summer Job and Internship Fair, career panels, and career information nights. In 2011 and 2012, career and employment services secured sponsorship from corporate partners that allowed job fair registration fee waivers for local non-profit organizations. With the corporate sponsorship, STAND! for Families Free of Violence, the American Red Cross, and the Food Bank of Solano and Contra Costa were able to participate in the annual event and all three organizations reported that they met with over 100 students who expressed interest in volunteering (IIB3b-10).

Developing aesthetic appreciation and intellectual and personal development. To enhance students’ College experience in developing an aesthetic appreciation, DVC provides a well-rounded and vibrant cultural, arts, and entertainment program. The Art Department hosts regular exhibits in its 1,000 square foot gallery, the Performing Arts Department has a robust schedule of dramatic performances throughout the year, and the Dance Department hosts performances at the end of every semester. The Music Department produces a series of evening concerts and free lunch time shows including a piano concert series, chamber ensembles, a string ensemble concert, guitar ensembles, and philharmonic concerts (IIB3b-11).

DVC promotes special events to honor Women’s History Month, Black History Month, and an annual faculty lecturer speaker event. In spring 2014, the Umoja program teamed up with student services, the library and the Pan African Union student club to coordinate a month of speakers and activities to honor Black History Month. Quotes from African American writers were also posted daily on DVC’s Facebook page (IIB3b-12).
To foster personal development, the student life office administers a weekly workshop series during the fall and spring semesters. College Success Workshops are offered twice a week and cover college success related topics including time and stress management, library research skills, and resiliency skills (IIB3b-13). Weekly Brown Bag Workshops address a wide variety of personal development topics including suicide prevention, campus safety, healthy relationships, and sexual identity (IIB3b-14). Included in the Brown Bag Workshop series and supporting DVC’s mission to encourage civic responsibility, is an annual event to honor Constitution Day. Consistent with the requirements of the Consolidated Appropriations Act of 2005, the student life office at DVC hosts lectures each fall on appropriate and relevant Constitutional topics, such as censorship, free speech, and constitutional protections for whistle blowers.

The student life office distributes voter registration information and hosts events to raise political awareness. During the fall 2012 election season, the Associated Studies of Diablo Valley College with the support of the student life office hosted a forum in which they invited representatives from various political parties to discuss their platforms and endorse candidates (IIB3b-15). In fall 2013, student life hosted a workshop on opportunities for students under the new Affordable Care Act (IIB3b-16).

The library provides an environment that encourages intellectual, aesthetic, and personal development through art and book exhibits. The exhibits are curated and contributed by students, faculty, and community members to stimulate thought and dialogue. Topics have included art, culture, aesthetics, diversity, and current events (IIB3b-17). Curated book exhibits at the library have addressed themes related to civic responsibility such as a banned books display and a display about the impact of stereotypes as part of the campus wide professional development project, titled Whistling Vivaldi. The library created and made available online resource guides on important topics such as United State elections and government (IIB3b-18).

Intellectual and personal development is encouraged through the curriculum at DVC and is reflected in student learning outcomes from various departments and programs. Learning communities such as Puente, which focuses on the Hispanic experience, and Umoja, which focuses on the African-American experience, assist students in developing college success strategies and prepare them for graduation and transfer while fostering a sense of appreciation for one’s self, heritage, and culture.

The extended opportunity programs and services (EOPS) Summer Institute is a learning community that provides a college readiness program for recent high school graduates as well as rising high school juniors and seniors. In the summer of 2009, the Summer Institute designed and implemented an innovative, interdisciplinary approach to fostering the intellectual, esthetic, and personal development of student participants. EOPS secured grant funding to pilot the project, in which the Summer Institute English instructor collaborated with an art instructor to develop a curriculum introducing the process of writing through art. The curriculum included a two-day workshop in which students used art along with essay writing to create powerful personal narratives. The project was well-received by students and was highlighted in the fall 2009 Affinity Online magazine (IIB3b-19). The workshop has continued in subsequent semesters and in summer 2013 photography was used as the artistic medium. The workshop has been institutionalized as a component of the English 90 curriculum for the Summer Institute.
The educational talent search (ETS) summer program has developed into a five-week academic enrichment program focusing on math, English, college planning, financial literacy, career exploration, and information on how to apply for scholarships. In 2013, ETS continued to sponsor the College Readiness Program for Rising Seniors designed to introduce high school students to the college admissions and financial aid process during the summer after their junior year (IIB3b-20).

**Support services for students outside of the academic realm.** While academic support is central to DVC, the College understands the importance of and provides services for students outside of the academic realm. International students admissions and services is a strong supporter of the International Student Club and provides students with assistance beyond academic needs. The presence of international students on campus also offers domestic students excellent opportunities to dispel myths and stereotypes about the cultures from which the foreign F-1 visa students originate.

The extended opportunity programs and services (EOPS) program implemented an intervention program, EOPS Alert Status, for students who are not fulfilling their EOPS semester requirements. EOPS students on Alert Status are required to attend a workshop on student success strategies such as time management, resiliency, or life balancing (IIB3b-21). To support student success, the EOPS Progress Report is a requirement of all EOPS students (IIB3b-22). This process encourages academic responsibility by requiring students to communicate with their instructors and collect feedback regarding their class performance which is required to be turned in to an EOPS counselor each semester. EOPS has a comprehensive student leadership program for EOPS peer advisors for which an EOPS counselor or staff member provides support and monthly meetings.

The financial aid office offers loan workshops to assist students in becoming fiscally responsible. Beginning in spring semester of 2012, all students who wanted to apply for a direct loan were required to attend a loan workshop to receive an application. Ten to 12 workshops are offered each semester, providing loan entrance counseling as well as financial literacy education (IIB3b-23). DVC’s student default rate on loans is 14.4 percent, just below the national average of 14.7 percent as reported by the Department of Education (IIB3b-24). Title IV eligible institutions must maintain default rates below 30 percent to avoid sanctions and continue to offer federal aid programs to students. As an intervention measure to prevent students from defaulting on their loans, the financial aid office reaches out to delinquent and defaulted borrowers and encourages them to contact their lending agencies and make satisfactory arrangements to achieve resolution (IIB3b-25).

The financial aid office formerly facilitated a retention program to assist students on probation with staying in compliance with satisfactory academic progress requirements. Due to increased student demand and reductions in financial aid categorical funding, this retention program was eliminated during the 2010-2011 academic year. The financial aid office dedicated its efforts to application processing and enhancing service delivery in an effort to meet increased student demand for financial aid. The financial aid office is exploring automated and online methods to ensure students are aware of satisfactory academic progress requirements to improve retention rates for financial aid students (IIB3b-26).
Self Evaluation

DVC provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all students. The campus provides many opportunities for students’ development outside of the classroom. The Associated Students of DVC is actively engaged in campus life and governance, and fosters decision-making and leadership development. A robust and vibrant club program provides students a multitude of opportunities for personal growth and development. Student life, career and employment services, the library, extended opportunity programs and services, financial aid, educational talent search, and other student service programs host programs to foster student engagement and development. DVC students, as well as the larger community, benefit from a rich and diverse cultural arts program housed in the Performing Arts, Music, Dance, and Art Departments.

The College meets this Standard.

Actionable Improvement Plans

None.

Evidence IIB3b

IIB3b-1 ASDVC Mission
IIB3b-2 Committee Handbook, November 2013
   Email from L. Kong, ASDVC, October 23, 2013
IIB3b-3 DVC Procedure 2045.1, Smoking Restrictions
   Email from B. Oye, ASDVC, October 29, 2013
IIB3b-4 DVC Procedure 3010.02, Parent Parking Lot
   Email from B. Oye, ASDVC, October 29, 2013
IIB3b-5 Email from B. Oye, ASDVC, October 29, 2013
IIB3b-6 Email from L. Kong, ASDVC, October 23, 2013
IIB3b-7 Email from L. Kong, ASDVC, October 23, 2013
IIB3b-8 Student club list fall 2013
   Student club list with descriptions and missions
IIB3b-9 Email from M. Pono, Student ambassadors, November 25, 2013
IIB3b-10 Email from S. Boland, Career and employment services, October 30, 2013
   Screenshot Career and Employment Services
IIB3b-11 Screenshot DVC Performing Arts
   Screenshot DVC cultural arts and literary events
   Poetry performance flyer, March 25, 2014
IIB3b-12 Black History Month poster
   Speaker series, Note to Educators, March 5, 2014
   Email from E. Stone, Black History Month, February 12, 2014
IIB3b-13 College Success Workshops schedule spring 2014
IIB3b-14 Brown Bag Workshops spring 2014
   Brown Bag Workshops fall 2013
   Brown Bag Workshop on Affordable Care Act flyer
IIB3b-15 Email from L. Kong, ASDVC Election Forum, November 25, 2013
IIB3b-16 Brown Bag Workshop on Affordable Care Act flyer
IIB3b-17 Library book displays
Standard II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary
DVC 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’s counseling faculty consists of 22 full-time counselors who provide a full range of counseling services including educational, transfer, and career counseling as well as short-term personal or crisis counseling. Of the 22 counselors, 2 provide services at the San Ramon Campus and 11 are assigned to specific student populations including extended opportunity programs and services, disability support services, Puente, Umoja, athletics, and international students. One of the 22 full-time counselors is assigned to coordinate transfer services, providing counseling to students in the career, employment, and transfer center as well as coordinating and managing daily administrative functions of that service area.

In addition to individual and group advising, counseling faculty members teach courses in Orientation to College, Student Success, Ensuring Transfer Success, and Career Planning. Like all courses offered by the College, these courses have established course-level student learning outcomes which are assessed regularly when taught (IIB3c-1). Counselors work closely with instructional faculty in learning communities at DVC. The Puente program involves collaboration between Counseling and English faculty and Umoja involves Counseling and Psychology. The extended opportunity programs and services Summer Institute brings counselors together with both Math and English faculty to provide a bridge program for high school juniors and seniors. From fall 2010 to spring 2012, the Counseling Department played a key role in a grant-funded learning community involving English and Addiction Studies. A counselor assisted students with registration and also made periodic presentations on topics related to student success (IIB3c-2).

Counselors provide services to students in the counseling center, the classroom, and through outreach to instructional departments on campus. Each instructional area is assigned a counselor liaison who serves as a conduit of information, providing the Counseling Department with
updates on curricular changes and with information about revisions to degree and certificate programs. A number of counselor liaisons provide drop-in counseling to students in their physical area of study around campus (IIB3c-3). Counselors maintain a particularly visible presence in the Culinary Arts, Engineering, Drama, Business, and Math with regular weekly drop-in hours in those areas. Counseling faculty members provide outreach services to students at campus and community functions. Counselors attend and provide advising to students at extended opportunity programs and services High School Day, Transfer Day, and local high school college nights.

Counselors take an active role working with students on probation and dismissal status. All students on or above level two academic probation are required to meet with a counselor to create an educational plan (IIB3c-4). Counselors assist probation and dismissal students in identifying barriers to their success and formulating plans to overcome educational and personal obstacles.

Students have access to an online survey to help them gain a better understanding of their dominant learning style. This information will allow students and counselors to make better informed decisions as to courses that will allow students to take advantage of their learning style strengths (IIB3c-5).

Complementing the services of the counseling department, disability support services provides instruction, counseling, accommodations, and other services designed to increase access to College instructional programs for individuals with disabilities. Services include specialized instruction, adaptive equipment, mobility assistance, sign language interpreting, note taking, textbooks and course materials in alternative formats, testing accommodations, vocational and personal counseling, educational counseling and planning, and priority registration.

Counseling faculty are prepared for their advising functions on an ongoing basis. Training for counseling faculty takes place weekly when the department convenes to share updates on articulation agreements, degree and program requirements, and other vital information necessary for the accurate advising of students (IIB3c-6). Counselors regularly invite liaisons from programs and departments on campus to participate at the training and information sessions (IIB3c-7). Counselors are an integral part of the curriculum and Matriculation Committees, as well as other campus committees, and regularly share updates and information from these campus groups. Counselors also participate in periodic training offered by 4-year institutions, attending the annual California State University Counselor Conference, the University of California’s Ensuring Transfer Success Conference, and other events and trainings hosted by local private universities (IIB3c-8).

In spring 2011, the Counseling Department implemented a training program for new and part-time counseling faculty (IIB3c-9). Two half-day trainings have taken place, in spring 2011 and 2013 semesters, with five participants engaged in the most recent training. The Counseling Department intends to institute the training as an annual event in spring and require that all new and part-time faculty participate prior to taking on counseling hours in the summer and subsequent academic year.
The Counseling Department evaluates counseling services through the College program review process, which requires a comprehensive program review every two years. Student feedback is solicited through student surveys distributed at the front desk of the counseling center, online through Survey Monkey, and in classrooms (IIB3c-10). Feedback is provided to teaching counselors through faculty evaluations in the classroom (IIB3c-11). In addition, assessment results from course-level student learning outcomes are used for improvement (IIB3c-12). The evaluation of counseling and academic advising includes how it enhances student development and success. Program review data show students who use counseling services have higher rates of success and retention as do students who enroll in Counseling 095 than students who do not (IIB3c-13).

Beginning in fall 2014, the state has mandated that all students complete an educational plan. The plans will serve as a useful tool for counselors to use while assisting students with course selection and long-term planning (IIB3c-14). The College will benefit from the plans, since it will be able to predict future course demand and will be able to discover which students are leaving campus without the completion of a degree, certificate, or transfer.

**Self Evaluation**
DVC 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. Counselors support students through individual counseling, classroom instruction, and collaboration with instructional departments and faculty. The counseling department routinely collects feedback from students to inform program improvements and changes.

The College meets this Standard.

**Actionable Improvement Plans**
None.

**Evidence IIB3c**

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<td>IIB3c-2</td>
<td>English 095A schedule description</td>
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<td></td>
<td>Counseling sessions away from counseling center, April 8, 2013</td>
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<td></td>
<td>Counseling drop in sessions sample, October 7, 2013</td>
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<td>IIB3c-4</td>
<td>Academic probation and dismissal policy 2014-2015 <em>Catalog</em>, p. 33</td>
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<td>IIB3c-5</td>
<td>Screenshot learning styles survey</td>
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<td>IIB3c-6</td>
<td>Counseling training sessions agenda, September 3, 2013</td>
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<td>Liaisons who come to campus, Counseling training, September 10, 2013</td>
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<td>IIB3c-8</td>
<td>Professional development request L. Daniels, January 10, 2014</td>
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<td>Professional development request M. Isham, February 3, 2014</td>
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<td>Professional development request C. LeMay, January 6, 2014</td>
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Standards II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary
Diablo Valley College supports and enhances student’s understanding and appreciation of diversity by designing and maintaining appropriate programs, practices, and services which emphasize its value. College staff members participate in campus and District Equal Employment Opportunity Committees as a way of sharing ideas for developing and improving diversity related activities, curricula, and services.

To support DVC’s ongoing commitment to enhanced understanding and appreciation of diversity, the College supports strong Puente and Umoja programs. During a year-long college success inquiry process, an interdisciplinary group of twenty DVC faculty, administrators, staff, and students conducted a study assessing the success rates of African American/Black students (IIB3d-1). It was determined that African American/Black students consistently are at or among the lowest in all subject areas and levels (basic skills to transfer). The taskforce evaluated data, existing techniques, interventions, and program models of improving services and outcomes for students.

Out of the efforts of the college success inquiry came the implementation of four distinct workgroups:

1. Mentoring program for African American students
2. Continuing education (professional development and continued learning)
3. Re-instatement of an African American/Black Student Union (student-run organization)
4. Long-range planning (program development)

One of the successful outcomes of the college success inquiry efforts is the re-birth of the DVC Umoja Program. The Umoja program is a statewide program that is committed to the success and
growth of African American students. The DVC Umoja Program promotes student success through the exploration of African-American cultural identities through instruction and mentoring, while strengthening foundational skills in reading, writing, and/or math. The DVC Umoja program is designed to enrich and nurture the educational experience of all students, especially first generation and underrepresented students, through academic support services and a curricular focus on African American literature, history, and contemporary issues. During the spring 2012 term, Umoja launched a pilot of the mentoring program (IIB3d-2) and in spring 2013 the Umoja Learning Community was launched.

The Puente program has worked with more than 5,500 students during its time at Diablo Valley College. Founded in 1981, Puente’s mission is to increase the number of Mexican American/Latino students who transfer to four-year universities. Students work with mentors from the business or professional community who share personal, academic, and work experiences. Puente students take English 118 (College Writing Development) and English 122 (Freshman English: Composition and Reading) which provide an environment to build confidence in their skills through exploration of the Mexican American/Latino experience. The program has won national awards and it is estimated that over 44 percent more Latino students transfer to the University of California than without Puente (IIB3d-3).

Diablo Valley College’s extended opportunity programs and services (EOPS), disability support services (DSS), California work opportunities and responsibility to kids (CalWORKs), financial aid, and transfer center provide support services for populations that tend to be diverse. With the passage of the California Dream Act, AB540, all students are eligible to apply for EOPS, Board of Governor’s fee waivers, and Cal Grants. This has diversified the population of students served by the programs. To assist with the needs of bilingual students, many offices employ bilingual staff and provide material in a number of languages. Disability support services have created an online learning styles survey for students to take to determine which type of instruction will best meet their needs (IIB3d-4).

The international students admissions and services (ISAS) office admits and supports students from over 67 countries. International students bring diversity to the campus to the benefit of all students. Given the global nature of economics, communication, and politics this offers a different type of learning for all.

Student government and student clubs on campus represent diverse groups and provide a wide array of multicultural activities on campus. The Associated Students at DVC inter-club council is made up of a representative from each campus club whose mission is to “create an inclusive multi-racial, multicultural and multilingual climate within the student organization program at DVC” (IIB3d-5) The inter-club council works to promote dialogue and events on campus. The Executive Board of the Associated Students of Diablo Valley College includes a position for a diversity affairs officer whose responsibility is to plan and encourage activities related to diversity awareness. The diversity affairs officer worked with the student life office to sponsor a Black History Month Brown Bag Workshop and panel discussions around multicultural topics (IIB3d-6).
The club program covers a wide variety of topics and interests, including the sharing of different cultures, religions, careers, personal, and political interests (IIB3d-7). For example, the Latino Student Alliance sponsors annual Cinco de Mayo and Dia de Los Muertos celebrations, the International Club holds an annual week-long observance of International Week, and the Queer-Straight Alliance holds day-long vigil on the campus quad for Day of Silence. Student organizations have sponsored events such as Black History Month, Women’s History Month, and Poverty and Hunger Awareness Month. In addition to providing on-campus multicultural activities, student clubs and student government have provided funding for and participated in multicultural activities around the state. Student government has provided funding to support the attendance of Pan African Union club members and non-member students to the statewide Umoja Conference and African American Male Education Network and Development (A2MEND) Conference.

The DVC Student Equity Committee continued to update the draft of the Student Equity Plan in spring 2014. This draft will begin the constituency review process in late spring 2014 and be finalized in early fall 2014. The updated plan’s goals and the language are in line with the 2013-2017 Strategic Plan, the 2007-2017 Educational Master Plan, and the College mission statement (IIB3d-8). Student equity has been highlighted as a core value within the 2013-2017 Strategic Plan which will ensure an organized effort will be made in regards to this topic and a key improvement in the plan is the inclusion of accountability measures with which to evaluate the progress that has been made.

Assembly Bill 540 was signed into law in October 2001 which allows eligible undocumented, legal permanent residents and U.S. citizen students to pay in-state tuition at public colleges and universities. Moreover, with the recent passing of AB130 and 131 in 2011, eligible AB540 students now have access to scholarship and financial aid in California public schools. In response in 2012-2013, DVC developed the Dreamers Taskforce to help students navigate the enrollment process, as well as offer professional development and training opportunities for the College. The goal of the taskforce is to do an inquiry to inform processes to support the needs of undocumented students at DVC. The taskforce is comprised of 14 faculty, staff and administrators who led the 4th Annual AB540 More than a Dream conference at DVC in April 2014 (IIB3d-9). The event was in partnership with the United Latino Voices and the One Justice project. Since its inception in 2011, this annual conference has provided invaluable resources and support to approximately one thousand AB540 and undocumented students, parents, and allies in Contra Costa County.

**Self Evaluation**

DVC designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity. The variety of programs that students, faculty, staff and administrators have to be a part of emphasizes the importance that the campus community places on this topic. The College has embraced state and federal mandates designed to help students and has created new programs in response. This is evidenced in the ongoing support of the Umoja and Puente projects, student clubs, and campus events.

The College meets this Standard.
Actionable Improvement Plans
None.

Evidence IIB3d

IIB3d-1 Email from H. Goen-Salter, Umoja flex workshop, August 12, 2013
Email from M. Canada, Umoja process, October 9, 2013

IIB3d-2 Screenshot Umoja program information
Governning Board minutes, 2011-2012 DVC Accomplishments Report, November 14, 2012

IIB3d-3 Screenshot Puente Project information

IIB3d-4 Screenshot learning styles survey

IIB2d-5 Inter-Club Council code May 2013

IIB3d-6 Black History Month poster
Email from E. Stone, Black History Month, February 12, 2014

IIB3d-7 Email from S. Larkin, Chinese Spring Festival invitation, March 12, 2014

IIB3d-8 2013-2014 Student Equity Plan draft
2013-2017 Strategic Plan
2007-2017 Educational Master Plan
Mission statement

IIB3d-9 Email from E. Stone, More than a Dream, March 25, 2014
Dreamers Taskforce membership
Email from E. Stone, More than a Dream attendees, April 13, 2014
More than a Dream program flyer, April 3, 2014
One Justice Press Release, March 11, 2014
One Justice Bus project, April 2014
Contra Costa Times article, April 3, 2014

Standard II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary
DVC regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. This is done through the international student admissions and services office, the assessment center, and the District research office.

The international students’ admissions and services (ISAS) office ensures that English proficiency measures are used to evaluate incoming students’ potential for success. Three exams are used: the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), and the International Test of English Proficiency (ITEP). The ISAS office is responsible for ensuring the validity of exams and replacing them if there is evidence that the test has been compromised (IIB3e-1).

Assessment of student preparedness for courses is a critical portion of the matriculation process. Proper student placement is accomplished through approved testing instruments in combination with appropriate multiple measures criteria. In November 2009, the College revamped the
assessment process with all but one test becoming computerized. The College uses many different assessment testing instruments (IIB3e-2).

- English (Accuplacer Reading Comprehension)
- English (Accuplacer Writeplacer, seeking District research office validation 2014)
- English as a Second Language (Accuplacer Language Use)
- English as a Second Language (Accuplacer Reading Skills)
- Math (Informed Student Self-Assessment, state validation not required)
- Math (Accuplacer College Level Math)
- Chemistry (California Chemistry Diagnostic Test, CDTP 88C, seeking District research office validation 2014)

Multiple measures have been incorporated in the scoring and placement process and include:

Math-Overall High School GPA  
Math-Time since completion of last math class  
English-Type of writing done in last two years  
English-Statement of understanding academic writing  
English-Reading time per week  
Chemistry-High School chemistry information and grade in intermediate algebra

The College modified and implemented the Informed Student Assessment (ISSA) for students enrolling in MATH 075, 110, or 120 so students can make their best informed decision when enrolling in non-College level math classes.

The assessment center works closely with academic divisions, the Matriculation Committee, and the District research department to evaluate cut scores, multiple measures, branching processes as well as other areas of concern. Meetings are scheduled at least once per year to provide an opportunity to discuss any and all areas related to the placement of students using the exams (IIB3e-3). Disproportionate impact studies are conducted on the exams used by the assessment center (IIB3e-4).

**Self Evaluation**

DVC regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. DVC uses second party tests which go through a rigorous validation process at the California community college chancellor’s office. Cut score validation is done through the assessment center and the discipline to ensure that they are placing students correctly. The Accuplacer Writeplacer test has been collecting data and will be filing for local validation during the next cycle. The California Chemistry Diagnostic Test, previously validated using a critical mass where numerous colleges submitted on one report, is no longer being submitted as such. Consequently, the Chemistry Department and assessment center will submit a locally validated test during the next validation cycle. The Chemistry Department is considering an online chemistry exam which would eliminate the current test. All tests are evaluated for disproportionate impact with the help of the District research office.

The College meets this Standard.
Actionable Improvement Plans
None.

Evidence IIB3e

IIB3e-1 Email from G. Zarabozo, International student admissions testing, February 11, 2014
IIB3e-2 Screenshot assessment center online appointment scheduling
IIB3e-3 Assessment and admissions meeting agenda, October 17, 2013
Assessment and counseling meeting agenda, October 8, 2013
Assessment and disability support services meeting agenda, October 10, 2013
Assessment and chemistry meeting agenda, March 14, 2014
Assessment and math meeting agenda, March 29, 2013
IIB3e-4 Assessment validation announcement from chancellor’s office, December 5, 2011
Assessment self-assessment validation requirements, March 2005
Email from S. Nilsen, Disproportionate impact results, April 8, 2014

Standard II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary
Diablo Valley College maintains student records permanently, securely, and confidentially with provision for secure backup of all files, regardless of the form in which those files are maintained. DVC publishes and follows established policies for release of student records. DVC and the Contra Costa Community College District have made every effort to assure that student records are secure, that all policies regarding release of student records are followed, and that all student services are storing and disposing of records in compliance with state law and District policy (IIB3f-1).

The admissions and records office is primarily responsible for the recording, maintenance, accuracy and security of all student records. This is ensured by regular audits that include monthly department audits, regular audits by the district internal auditor, and annual audits by an external auditor. The monthly department audit includes review of all grade changes made during the month. Documentation supports all grade changes or any alteration made to a student’s record. Three staff members are authorized to make changes to a student’s record. When changes are made to a student’s record, the instructor and student are notified when the change is complete. Both the internal and external audits cover a broad range of processes to ensure consistent application and compliance with local, state, and federal regulations.

The District converted from its legacy system to Ellucian Colleague in 1999. Records of students who were enrolled at DVC from 1997 forward were electronically imported into this new system automatically. Older records are manually transferred as needed based on student request or through routine processing of transcript requests. In order to ensure consistency, data integrity
and accuracy, procedures have been created for transferring these inactive records from either the legacy system or from microfilm into Ellucian Colleague. The admissions and records office created a system of internal transcript coding to ensure that transcripts are complete and that all sources have been checked and verified prior to any release of records. A procedural manual is maintained in the admissions and records office which outlines all of these internal coding systems (IIB3f-2).

Legacy records are stored within OnBase, a secure Electronic Document Imaging System matrix, which is backed up daily by the District office. The records are housed in the admissions and records office. Admissions and records is a securely locked office, only authorized staff members are allowed entrance and any visitors must be escorted.

Faculty members record grades and drop students electronically through the InSite portal on WebAdvisor. The records are maintained in the Ellucian Colleague system. The District office is responsible for the backup and maintenance of student files in Ellucian Colleague.

Employee access to student records is initially requested by the employee’s managers to District Information Technology, the request is then forwarded to the dean of counseling and enrollment services at the College and upon approval the employee is granted privilege in the system based on the employees’ job classification. There are additional levels of security within the student system as it relates to grade change permissions which are outlined in District’s board policy 3024 (IIB3f-3). The Ellucian Colleague system is backed up to tape daily; the weekly tapes are transferred to an off-site location which is rotated monthly. As an additional backup the database holding the Colleague records is replicated to another server twice a day. The Colleague system can only be accessed from staff computers at each district site.

The College publishes and follows established policies for release of student records as listed in the College Catalog, schedule of classes, and on the college website (IIB3f-4).

The educational talent search (ETS) program is a federally funded program which is designed to reach out to low-income, first generation students from high schools and motivate them to continue their education. The program maintains financial records, supporting documents, and all other records (i.e. student records) pertinent to an award for three years from the date of submission of the final expenditure report. This is in accordance with the Education Department General Administrative Regulations (EDGAR) 34 CFR Part 74.53. Since 1999 electronic student records entered in the Blumen Database, a national student clearinghouse used by this program, have been maintained securely and backed-up confidentially by tape on the DVC server. Any financial records associated with ETS are maintained in the College’s Ellucian system (IIB3f-5).

The international students admissions and services office maintains student records in accordance with regulations at 8 C.F.R. 214.3(g). All of these records are kept either electronically or in hard copy. Scanned images are maintained for five years, longer than the one year required by law (IIB3f-6).

The California work opportunity and responsibility to kids (CalWORKs) program is designed to provide services to individuals who receive assistance through the temporary assistance for
needy families (TANF) program and the United States Department of Health and Human Services. This program maintains student files, including students’ social security numbers in order to coordinate with the Contra Costa County Department of Social Services. The information is kept in locked cabinets, within secure offices and suites. Database records do not include social security numbers and the files are kept in a shared drive that is restricted by a password (IIB3f-7).

Massive reorganization to the career and employment services department has removed the cooperative education, instructional portion, from this office and placed it under the purview of a different division. This change, which took place in spring of 2013, has removed student records and sensitive materials which had previously been housed in the center. These records have been moved into another office which can be accessed by two people and the files are maintained in a locked cabinet. Student identification numbers, which are collected at class presentations, campus workshops, and other events sponsored by the career and employment services office are entered into the Scheduling Appointment Reporting System (SARS) by staff members upon return to the office. The hard copies of these lists are promptly shredded (IIB3f-8).

The counseling center maintains student counseling files and folders securely and with confidentiality. Files and folders are secured electronically (with firewalls, required log-in names/password) and through locked rooms/suites/cabinets.

All hard copies of student disciplinary files are kept in a locked office or storage area within the Student Union building. Electronic copies of student disciplinary files are kept on the shared, ‘S:’ drive with restricted access designated to employees with specialized clearance. There is also a consolidated database located on one designated computer within the Student Union which has restricted access (IIB3f-9).

Files related to the academic standard years 2010 and 2011 are located in a locked storage area within the Student Union Building and are scheduled to be destroyed in 2013 and 2014 respectively. Effective July 1, 2012, academic probation and dismissal responsibilities were assigned to the dean of counseling and enrollment services and are now electronically delivered. Any additional documents related to a student’s file are scanned into the OnBase Electronic Document Imaging System matrix with the originals housed in a secure, on campus facility for five years.

The transfer center is responsible for working with students applying for individual transfer agreements with certain four-year universities. These are now completed online via the transfer college sites and no longer have hard copies associated with the student application process.

Federal, state, and local agencies require that student financial aid records are retained for up to three years. All student records are scanned and filed electronically, and with paper records being kept as back-up in a secure storage location on campus. The Diablo Valley College document imaging records are also maintained in back-up files at the District office. The financial aid office has implemented the procedure as mandated by the Department of Education’s Family Educational Rights and Privacy Act (FERPA) requiring that students complete a Release of
Information from each academic year and submit a picture ID for all designees of the student who the student allows to access the student’s financial aid records.

Diablo Valley College separates student complaints into two categories, instructional complaints usually associated with grade complaints, and non-instructional complaints. Established College procedures govern both processes. DVC Procedure 4005.01, Student Appeals for Grade Changes, is followed for instructional complaints with all formal complaints being handled by the vice president of instruction. Non-instructional complaints follow DVC Procedure 4101.01, Students’ Rights and Responsibilities, DVC Procedure 2001.01, Nondiscrimination at DVC, and/or DVC Procedure 2001.01, Unlawful Discrimination and Sexual Harassment with all formal complaints being handled by the vice president of student services (IIB3f-10).

Self Evaluation
DVC maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

All files maintained by DVC are housed securely and confidentially with provisions in place for backup of the files regardless of the form for which they are maintained. The policies that have been established for the release of student records have been published in the appropriate places.

The College meets this Standard.

Actionable Improvement Plans
None.

Evidence IIB3f
IIB3f-1 Board Policy 3024, Recording Grade Changes
District Procedure 1900.01, Destruction of Records
IIB3f-2 Admissions procedures regarding rebuilding of records
Email from S. Alves, Admissions and records security, October 15, 2013
IIB3f-3 Email from S. Warrier, Student record security and backup, February 11, 2014
Board Policy 3024, Recording Grade Changes
IIB3f-4 Information on student records 2014-2015 Catalog, p. 10 & 43
Screenshot transcript ordering information
Transfer IGETC CSU certification request form
Schedule of classes proxy information on student records spring 2014
IIB3f-5 Email from J. Jones-Castellano, Educational talent search security, September 30, 2013
IIB3f-6 Email from G. Zarabozo, International student security information, April 11, 2014
IIB3f-7 Email from P. Beas, CalWorks security information, April 9, 2014
IIB3f-8 Email from M. Ashlin, Cooperative education record security, February 6, 2014
IIB3f-9 Emails from L. Apodaca and A. Galindo, Student discipline record security, October 13, 2013
Standard II.B.4 The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary
Diablo Valley College (DVC) evaluates student support services to assure adequacy in meeting identified student needs. DVC systematically assesses student support services by engaging student, faculty, and staff input and other appropriate measures in order to improve the effectiveness of services. The College has developed a systematic cycle of ongoing evaluation that includes integrated planning and evaluation through program review of college plans, student services, instructional units, and administration. The College aligns programs and services with the institutional mission, character, and student population through a process of faculty and staff dialogue related to program review, planning and development, and assessment of student learning outcomes (IIB4-1).

Student services evaluation and integrated planning are conducted primarily through the following processes: program review, student learning outcome assessment, state and federal program reporting, and program initiated assessments.

Program review. Through the program review and resource allocation process, administrative, student service, and instructional units evaluate their programs and how they increase student success (IIB4-2). The validated self-evaluative reviews are read by a College wide Integration Council, which 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 forwards their ranked list of resource requests, by category, to the Budget Committee who verifies the projected cost for each request and aligns the requests with the appropriate funding category (IIB4-3). The Budget Committee recommends funding on as many requests (based on available College resources and determined allocations to each category) as each funding category will support. The Budget Committee’s recommendations for resource allocation are then sent to the College Council as a final recommending body to the president.

Prior to the 2013-2014 academic year, student support services conducted comprehensive program reviews on a three-year cycle. One third of the units would go through a comprehensive review, while two-thirds would complete an update report. In fall 2013, DVC improved alignment between student services, instruction, and administration program review by collectively moving to a two-year cycle. All student support services undergo program review on
a two-year cycle with the results discussed widely and used in decisions on resource allocation and planning.

Student support services program reviews are validated by a team represented by faculty, classified staff, and management within and outside of student services (IIB4-4). The process encourages conversations between areas on the successes and challenges of programs, the quality of the program reviews, and how to improve student learning and achievement. New goals are established and are reviewed at the next regularly scheduled program review cycle.

In spring 2014, a taskforce of the Faculty Senate was constituted to meet with administration to review the effectiveness of the program review process and make recommendations for improvement. The taskforce is charged to: review and draft revisions to the program review process and timelines, develop a draft process for integrating programs that do not fit into traditional units like learning communities, review and draft revisions to the program review templates, and to modify the College program review procedure as needed (IIB4-5).

Memberships of the taskforce include faculty, classified staff, and administrative representation from student services.

**Student services learning outcomes.** 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.

Assessments of student services learning outcomes (SSLOs) are integral to the student services evaluation process. While program reviews are conducted on a two-year cycle, SSLOs are assessed on an annual basis. In the October 2008 Accrediting Commission for Community and Junior Colleges Evaluation Report, DVC student services received a commendation for the accomplished work in student learning outcomes. “The Student Support Services is commended for developing an ongoing, systematic, continuous quality improvement SLO process that has been updated annually for the last three years resulting in improved student learning as documented by evidence” (IIB4-6).

All student support services programs have defined student services learning outcomes (SSLOs) and all annually assess the outcomes (IIB4-7). SSLO assessment and measurement results are submitted to the vice president of student services for review. SSLO’s are also incorporated into program reviews and both processes inform program planning. Dialogue regarding student learning and achievement is pervasive, conducted in an on-going, systematic cycle with continuous improvement as its goal.

**State and federal reporting.** Categorically funded student support services programs conduct annual evaluations to address program performance and effectiveness of the services provided. CalWORKs, extended opportunity programs and services, disability support services, financial aid, and TRiO educational talent search complete annual reports and/or program plans as a requirement of funding and to assess and adjust program services and operational processes.

**Internal evaluations.** Student support services surveys are used to obtain a broad view of how the College is meeting student needs (IIB4-8). Analyses of the surveys are conducted by program
staff and results of the institutional, department, performance, and student surveys instruments are used to improve, modify, or develop services to enhance student experience and learning outcomes. Both qualitative and quantitative methods are incorporated within the evaluation process.

Student support services conduct point of service surveys, faculty peer evaluations, student evaluations of faculty, flex activity exit surveys, and College wide surveys of service. Previously, DVC utilized the ACT Student Opinion Survey (ACT) tool to gather opinion data from students. In spring 2014, the College participated in the Community College Survey of Student Engagement (CCSSE), a nationally normed survey instrument designed for community colleges.

The College has undergone a period of leadership and staff transition over the past three years, impacting institutional support for ongoing or regular research and analysis of student support services which has forced reliance on the expertise of internal student services personnel to create student surveys and program assessment instruments for program review purposes and for the initial student learning outcomes assessment efforts. In 2011 the Contra Costa Community College District centralized research functions with a research coordinator at each college to guide and approve data and research requests. The College president and vice president of student services review research requests for student services.

Findings from the 2013 Integration Council Qualitative Report stated that “Access to and use of research resources would assist in better understanding the needs of incoming students and developing a better understanding of the students who leave DVC without completion of a degree, certificate, or transfer. There is a need for research to identify best practices to improve student success for specific populations” (IIB4-9). Starting in fall 2014, the state is requiring all students to develop education plans (IIB4-10). The plans will assist students with course selection from semester with semester. The College will benefit from the plans, since it will be able to predict future course demand and will be able to discover which students are leaving campus without the completion of a degree, certificate, or transfer.

The student services division has committed to working more closely with District institutional research to develop research designs, evaluation processes, and instruments consistent with effective research practices that spur research-based changes to meet student needs. Developing such a partnership contributes to the ongoing improvement of research capacity and ability to develop intentional responses to students’ needs and efforts in achieving student success.

Student support services capitalize on the knowledge base of program advisory groups and steering committees to investigate effectiveness of services and in planning for improvement. For instance, the 2013-2015 Career and Employment Services Master Plan was developed in fall 2012. It represents a collective effort that involved faculty, staff, external partners, and students. A Career and Employment Service Steering Committee was established at the outset and met regularly throughout the planning period, taking a leadership role in guiding the multi-step planning process and contributing to its development (IIB4-11). The steering committee began by assessing the current context and opportunities for career and employment services by collecting and analyzing primary data including faculty, staff, and student surveys and a small
number of phone interviews. It reviewed and analyzed current CES administrative data and documents to better understand CES’ current position. The steering committee looked at other relevant plans including the 2010-2015 Diablo Valley College Workforce and Economic Development Master Plan (IIB4-12). It also conducted an initial strengths, weaknesses, opportunities, and threats analysis.

The Career and Employment Services Steering committee identified the following three goals: increase engagement with and utilization of career and employment services, create a structure that integrates career and employment student development among faculty, staff, and external partners, and increase career and employment services’ capacity and delivery of service. With these goals in mind, the steering committee further identified related objectives and strategies that were shared with stakeholders. After gathering feedback on these goals, objectives, and strategies, the steering committee for developed action steps and a timeline. The 2013-2015 Career and Employment Services Master Plan was approved by the College Council in April 2013 (IIB4-13).

Self Evaluation
The Student Services Division assures access, progress, learning, and success through a full complement of quality student services and innovative approaches to student development. The College has developed a systematic cycle of ongoing evaluation that includes integrated planning and evaluation through program review, assessment of student learning outcomes, state and federal mandated reporting, and internal evaluations. Ongoing dialogue occurs through shared governance committees and student focus groups that promote and enhance student learning.

All student services programs completed program reviews, which were validated and reviewed by the Integration Council during the 2013-2014 academic year. Through the program review process, program recommendations were incorporated into the development of student, course, and program learning outcomes. Since 2006, student support services programs have developed student services learning outcomes (SSLO) and are continually in the process of assessing and designing assessment instruments, as well as creating and updating annual program plans. SSLOs include measurable outcomes and the results are used to improve the quality of programs and services.

The Student Services Division has committed to working closely with the District institutional research to develop research designs, evaluation processes, and instruments consistent with effective research practices that effect research-based changes meeting student needs. Developing such partnership contributes to the ongoing improvement of our research capacity and ability to develop intentional responses to students’ needs, and efforts in achieving student success.

Actionable Improvement Plans
None.
Evidence IIB4

IIB4-1  DVC Procedure 1016.01, Program Review
        DVC Procedure 1018.01, Student Learning Outcome and Achievement
        DVC Procedure 1010.01, Integrated Planning

IIB4-2  Sample instructional program review Administration of Justice 2013
        Sample student services program extended opportunity programs and services 2013
        Sample administrative program review Custodial 2013

IIB4-3  Sample Integration Council report 2010-2011

IIB4-4  Student services validation committee minutes March 9, 2010, p. 3

IIB4-5  Faculty Senate minutes program review taskforce January 28, 2014

IIB4-6  Accrediting Commission for Community and Junior College Evaluation Report, October 13, 2008, p. 3

IIB4-7  Student services student learning outcome assessment

IIB4-8  Student services survey questions
        Student services survey tool, 2013
        Student services survey outcomes, 2013

IIB4-9  2013 Integration Council Qualitative Report

IIB4-10 Email from B. Hauscarriague, Education plans, March 25, 2014

IIB4-11  2013-2015 Career and Employment Services Master Plan
        Career employment services master plan external stakeholder’s agenda, October 11, 2012
        Career employment services master plan internal stakeholder’s agenda, October 11, 2012
        Career employment services vision statement brainstorming notes, October 2012

IIB4-12  2010-2015 Diablo Valley College Workforce and Economic Development Master Plan

IIB4-13  College Council minutes, April 8, 2013
Standard II: Student Learning Programs and Services
The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

Standard II.C. Library and Learning Support Services
Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

Standard II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Descriptive Summary
The Library is guided by its mission statement: “The Diablo Valley College Library provides a student-centered learning environment with quality library and information services and resources. The Library supports academic excellence by providing intellectual, physical, and electronic access to information, ideas, and services for a diverse community. The Library encourages and facilitates information competency, critical thinking, intellectual independence, and lifelong learning” (IIC1-1).

The Library supports the College’s instructional programs and student learning by providing a physical space conducive to study, research, collaboration, and reflection; equal access to information; and direct assistance and instruction to assist students in effective use of information resources. Services and a robust collection of resources are provided face-to-face and online to address the full spectrum of student needs and abilities: students under-prepared for college work, students speaking English as a second language, and academically prepared students. The San Ramon Campus has a joint use agreement with the Contra Costa County Library System to provide direct services to San Ramon Campus students through the Dougherty Station Library (IIC1-2).

The library’s collection includes over 81,000 print titles with over 1,775 titles added in 2012-2013. The library has over 125,000 e-book titles which are available online to students no matter where they are located. The library subscribes to 55 electronic databases which provide access to thousands of full-text articles from journals, magazines, and newspapers. Audio books and preloaded mp3 players were added in 2009 to the library’s adult basic education collection using funds received from foundations for college success, a basic skills initiative of the College.
Recently, the library added Films on Demand which gives online access to over 12,000 full-length streaming videos. Services provided are research assistance and course-related library instruction workshops (IIC1-3).

The virtual library provides access to the library catalogs of all three Contra Costa Community College District Library collections: to e-books, interactive online research guides and other e-handouts, electronic full-text article databases, general information about the library including online FAQs, and multiple modes for student and librarian contact such as chat, text, and email (IIC1-4). These resources are available to both on-campus and remote users. The library provides on-campus access to a variety of technology tools including computers, printers, copiers, scanners, and a Wi-Fi network.

Satisfaction surveys have confirmed that the College libraries remain responsive to the changing needs and expectations of its users. In the 2013 College wide faculty and staff survey, over 95 percent of those with an opinion report agreeing or strongly agreeing that library services are adequate to support curricular needs (IIC1-5). In the 2012 library student satisfaction survey, 93 percent of students reported a high degree of satisfaction with the overall quality of services. High satisfaction ratings were given to the overall quality of the services received, to the library’s contribution to overall college success, and to staff helpfulness (IIC1-6). The 2011 ACT student satisfaction survey results showed the College’s top rated services to be library and learning resources services, computer services, and College tutorial services (IIC1-7).

In 2013, the library at the San Ramon Campus surveyed students on their library usage, study habits, and library programming needs. 84 percent of survey respondents use the library to research an assignment and study in a quiet place. Half of respondents requested that the library at the San Ramon Campus provide a Career Services and Resume and Cover Letter workshop. A workshop on this topic was conducted the following semester. The survey served as a promotional tool to make students aware of the wealth of resources available through the library (IIC1-8).

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. At the Pleasant Hill Campus, tutoring is available in:

- Biology and Health Science
- Physical Sciences
- Chemistry
- Engineering Technology
- Economics
- Social Science
- Business
- Foreign Language
- English including tutoring for reading and writing across the curriculum
- Computer Science
- Math
The San Ramon Campus offers tutoring in:

- Math
- Science
- Reading and Writing
- Spanish
- Business (IIC1-9)

Tutoring programs offer depth within disciplines. For example, the Chemistry tutoring program offers assistance to students in general education courses through transfer-level organic chemistry. Reading and writing tutoring offers tutoring in English as a Second Language, basic skills, college-level composition, critical thinking, and literature.

Tutoring is available in a variety of delivery modes. For example, English tutoring at the Pleasant Hill Campus is offered one-on-one or by group and is available by appointment, on a drop-in basis, or an ongoing basis with an assigned tutor that the student sees for the entire semester. It also provides a writing lab for quick questions as well as a study hall in which students can come in for tutoring with a faculty member or a tutor (IIC1-10).

Tutors are trained by the instructional or student service unit that offers tutoring. Tutoring training practices include providing tutors with current tutoring strategies, helping them develop content expertise, and improving interpersonal skills. Faculty and staff share these methodologies with the tutors through the ongoing training and course work available to our tutors. In spring 2011, the student services and instructional support coordinator created an online, self-paced tutor training module to provide individual training to non-math and non-English tutors. Disability support services provides math tutoring for disability support students and trains tutors in specific pedagogies for working with students of their program. Based on successful best practices in math and English tutor training, DVC created a new interdisciplinary training course for tutoring across the curriculum (IIC1-11).

Prior to 2011, a Tutoring Advisory Taskforce with management oversight allocated resources and focused on evaluating the benefits of a centralized versus a decentralized delivery system. In 2011, the College underwent an institutional transformation whereby financial decisions are made through the program review and resource allocation process. With this change, the Tutoring Advisory Taskforce no longer functioned as a vehicle for resource allocation and became a Faculty Senate committee (IIC1-12).

The Faculty Senate Tutoring Advisory Committee (TAC) now provides coordination, support, and advocacy for tutoring services that increase graduation rates, transfer success, persistence, and retention of DVC students. The TAC is charged to investigate, develop, and implement valid research methods for measuring effectiveness of tutoring on an ongoing basis; provide
communication, cohesion, and sharing of best practices among the tutoring centers, the DVC community, and students; and monitor and recommend improvements to the tutoring program and advise on its needs, funding requests, and curricular and instructional issues related to the tutoring program (IIC1-13). The TAC meets twice a month and membership includes representatives from both campuses, including faculty, classified staff, managers, and students.

The Media Services Department provides materials, equipment, and staff to improve the quality of campus instructional programs. The Media Services Department houses and manages the College’s primary collection of non-print materials in audio and visual formats and its staff assists the campus community with audio visual equipment. Faculty and staff are trained by the media technicians in the use of computer display projectors with laptop hook ups and other types of media equipment. Assistance and instruction are provided in the use of portable video recording equipment in the Advanced Technology Center and other smart classrooms around campus (IIC1-14).

Media Services offers a variety of services to meet campus needs.

- Scheduling and delivery. Handles equipment and materials needed by faculty and staff in and out of the classroom.
- Audio visual lab. Responds to student requests outside the classroom and works with instructors to provide policies for reserve materials and special checkout procedures. Remodeled in 2010, the lab supports Film, Broadcast and Communication Arts, and Art Digital Media classes.
- Repair. Maintains the television studio and all audio visual equipment on campus.
- Recording studio. Provides technical assistance in producing audio materials for Music recording classes.
- Forum auditorium. Operates and oversees the technology used in the 250 seat auditorium. A wide variety of classes, campus special events, and community events are held in the auditorium.
- Television studio. Provides technical assistance to Broadcast Communication Arts production classes held in the studio and oversees all technical issues and upgrades for the studio.
- Media conference room. Provides dual video projection, satellite downlinks, audio and video conferencing, Skype, and web streaming capabilities.
- Media services office. Schedules faculty and community special events requests. Trains and schedules hourly and student workers for those events. Purchases and maintains the video collections. Supports and contributes to the annual department accounts for media purchases.

In 2010, the Media Services department lost several key positions due to College financial constraints. The loss of staff forced a decrease in the hours of operation and increased the average time it takes to service equipment.

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. In addition to general student computer labs, several disciplines offer subject-specific labs for both instructor-mediated learning and for classroom learning reinforcement. Specialized labs support the following disciplines: Math, Business, Foreign Language, and Science. Each of these computer labs has subject-specific software and electronic learning tools as well as peer tutors who are trained to assist fellow students and offer general help in those labs. All computer labs on campus provide a basic set of Microsoft Office products including Word, Excel, PowerPoint, Access, Publisher, and others. Software is updated in the labs at least annually. Printing is available in most labs. Schedules for computer labs are posted on the DVC Website and outside of each respective lab (IIC1-15).

The Pleasant Hill Campus has more than 1,300 student computers, representing approximately one computer per 18 students. The San Ramon Campus has a total of 152 lab computers. The 2013 faculty and staff survey found that 83 percent agree and strongly agree the computer lab services for students are adequate to support curricular needs. In the 2011 ACT student satisfaction survey, students reported satisfaction with the level of computer lab support at the College (IIC1-16).

Self Evaluation
The DVC Libraries at the Pleasant Hill and San Ramon Campuses provide a variety of quality and up-to-date resources and services that cover a wide range of needs. Services and a robust collection of resources are offered face-to-face and online. The library is committed to making available services that support the quality of DVC’s instructional programs by continually assessing services and resources through surveys and the analysis of its print and non-print collections.

Diablo Valley College offers tutoring programs in various disciplines. Types of tutoring services vary across the campus based on each discipline’s curriculum, need, and budgetary restraints. Departments provide extensive, in-depth training and ongoing supervision for tutors, which in turn provide solid tutoring services that reach the depth of students’ needs. Tutoring is delivered in various modes and tutoring programs stay current with best practices.

To meet the educational goals of the College, the Media Services Department assists the campus community with audio visual technology, supports the instructional programs by managing the College’s primary collection of non-print materials, and oversees a variety of equipment.

Computer labs on both campuses support classroom related student learning as well as contributing to the attainment of student competency in self-directed research and computer software applications. Students have access to both general and subject-specific computer labs with assistance from staff and peer tutors.

The College meets this Standard.

Actionable Improvement Plans
None.
Evidence IIC1

IIC1-1  Screenshot of library’s about webpage
IIC1-2  Joint Use Agreement memo of understanding
        2013 San Ramon Campus Library Activity Report
IIC1-3  Annual data survey, 2012-2103
IIC1-4  Screenshot of library’s about webpage
IIC1-5  Screenshot of library home page
IIC1-6  Faculty and staff survey, 2013
IIC1-7  Library student satisfaction survey, 2012
IIC1-8  ACT student satisfaction survey, 2011
IIC1-9  San Ramon Campus student library survey, 2013
IIC1-10 Tutoring Advisory Committee Report, Appendix 6, Overview of Tutoring Programs at DVC
IIC1-11 Tutoring options, pros and cons
        Tutoring options, the basics
IIC1-12 COLQY-140, online tutor training
        Tutoring Advisory Committee meeting notes on instructional unit program review language
        Tutoring Advisory Committee Meetings Notes and Email, April 11, 2013
IIC1-13 DVC Procedure 1010.01, Integrated Planning
IIC1-14 Faculty Senate minutes, May 11, 2010
        Tutoring Advisory Committee charge
IIC1-15 Screenshot of video tutorial
IIC1-16 Screenshot of computer lab schedule web page
        Screenshot of tutoring services web page
IIC1-17 Faculty and staff survey, 2013
        ACT student satisfaction survey, 2011

Standard II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary
DVC selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution by relying on appropriate expertise of faculty, including librarians and other learning support services professionals. The library’s collection development policies guide the librarians and faculty in building a balanced collection of print and electronic resources with the goal of curricular support and of making library materials available to students and faculty at both the Pleasant Hill and San Ramon Campuses (IIC1a-1).

All librarians are assigned selection responsibilities and regularly collaborate with faculty members to analyze book collection age and use patterns in a regular cycle of purchasing and weeding of the collection. An online form is available for faculty to submit requests for
individual titles (IIC1a-2). The library’s Faculty Outreach Log for 2012-2013 tracked collaborations between librarians and discipline faculty members on collection work (IIC1a-3). At the joint-use library at the San Ramon Campus, the adult collection is selected based upon collaboration with San Ramon Campus faculty members, librarians, and a San Ramon Campus library specialist hired specifically to support the College community needs on that campus (IIC1a-4).

Librarians collaborate with faculty in collection assessment for new programs of study. The library director is required to sign off that library resources are sufficient to support the curriculum of new programs. Over 20 new program proposals have been reviewed since 2008 (IIC1a-5). In 2011-2012, 48 contacts were made with faculty members discussing curriculum and program development (IIC1a-6). This collaboration has been an excellent way to inform departmental faculty about library holdings and use of collections, get input from them, and to plan future collaboration on class assignments. Each review has found the library collections adequate to support the proposed new programs of study (IIC1a-7).

In 2009, the library received a grant from Foundations for College Success to fund a project to build an adult basic education collection in support of basic skills students. Before making purchases, librarians consulted with classroom instructors about how the library can support students’ needs and instructors’ course curriculum. The consultations often turned into conversations about potential collaborative projects (IIC1a-8).

External funding for library materials is provided by the Carl E. Perkins Vocational and Technical Education Act of 1998 (VTEA). Since 2002-2003, annual VTEA funding has been allocated for books to support vocational curriculum. To ensure that these funds are spent wisely, librarians regularly seek the expertise of departmental faculty in a collaborative effort (IIC1a-9).

The library consults with faculty before subscribing to electronic resources. In spring 2013, the library sent out a survey to faculty asking them to review Films on Demand, an electronic resource that provides access to educational videos. Over 80 percent of respondents recommended that the library subscribe to this product and 50 percent of respondents said that this product would be very relevant to their teaching (IIC1a-10).

The library encourages faculty to donate or loan copies of textbooks to be included in its reserve collection. Through funding received from the Associated Students of Diablo Valley College, the library has been able to purchase textbooks to place on reserve. The librarians email faculty to alert them to the availability of their textbooks on reserve.

Librarians participate in academic committees across the campus. The Curriculum Committee has a permanent librarian position to assure awareness of plans for new programs and to provide a mechanism for input from the library on the impact of curricular changes (IIC1a-11). Librarians organize professional development activities that draw faculty members who collaborate on collection development and the use of resources in class assignments (IIC1a-12).

Library staff utilizes assessment data to make evidence-based decisions for improvements. Librarians monitor the percentage of annual book funding allocated per subject area to assure all
disciplines are supported. To further confirm that funding distribution is aligned with demand for the subject areas, the librarians compare funding allocations to the circulation of all books, subject by subject (IIC1a-13). The library’s assessment of collection strengths and weaknesses parallels faculty and staff perception. In a 2013 faculty and staff survey, 86 percent of respondents expressed an opinion that strongly agreed or agreed that the print collections were sufficient to support the curriculum. 85 percent expressed an opinion of strongly agreed and agreed that the library’s electronic resources were sufficient to support curricular needs (IIC1a-14).

Since 2009, through a balance of weeding and new selections the library has maintained a current and relevant print collection that is close to 82,000 volumes (IIC1a-15). The library has steadily built an e-book collection which now totals over 100,000 titles. E-book usage has grown steadily and indicates a healthy distribution across 30 broad subject areas with the heaviest use in the social sciences, business, and health and medicine (IIC1a-16). As of July 2013, the addition of EBSCO e-books shifted the DVC Library age-of-collection statistics by increasing the titles published since 2000 from 4.5 percent of the collection to 15.3 percent (IIC1a-17). The addition of very affordable e-books is a prudent use of materials dollars and has diversified the formats available to support all students at all times at all locations.

Tutoring is managed by individual instruction and student service units which select and train staff, establish hours of operation, and purchase equipment and materials. Space is allocated by the individual units from within their facilities. These decisions rely on the expertise of faculty and learning support service professionals. Computers and software needs in tutoring labs are met through the College wide process of replacing computers according to age so they are equitably distributed. Operational materials are requested by faculty and funded by their respective divisions (IIC1a-18). Programs which have tutoring occasionally apply for grants for supplemental materials and resources. Faculty and learning support service professionals provide leadership for the grant applications. The English tutoring program at the San Ramon Campus and Athletics at the Pleasant Hill Campus have acquired grants through the foundation for college success (IIC1a-19).

The media center at the Pleasant Hill Campus holds over 4,044 videotapes, 1,369 DVDs, and a large assortment of other audio visual materials. The San Ramon Campus holds 58 DVD’s. Media from the Pleasant Hill Campus is shared with San Ramon Campus usually within 48 hours of a request. All colleges in the District share their media collections through intra-library loans. The variety of materials and formats is intended to support the broad range of study and research interests for students and faculty.

Each academic division is allocated an audio visual media materials budget annually. The audio visual materials budget overall averages approximately $10,000 per year. Faculty members select and request materials which the Media Services Department then orders, catalogs, and processes for the collection. The Media Services Department has a separate budget to purchase materials beyond the allocations to divisions. Faculty members may request purchases from this separate budget and staff is available to make recommendations on materials, equipment, and vendors. The College has adopted a policy of purchasing only video materials with captions or
English subtitles in compliance with the federal Rehabilitation Act of 1973, Sections 504 and 508.

A wide variety of audio visual equipment is available to faculty, staff, and students. The Media Services Department is responsible for roughly 200 liquid crystal display (LCD) projectors, 200 digital video recorders, 75 televisions, 200 overhead projectors, 10 slide projectors, various audio systems including small portable voice amplifiers for classrooms, and full public announcement systems for large performance venues. There are 188 smart classrooms on both campuses, each with a permanently installed LCD projector, a room computer or laptop hook-up, almost all with video players, most with secondary sound systems, and some with document cameras. The Media Services Department is responsible for the television studio and the digital audio recording studio. The department manages the audio visual lab with associated media checkout, two conference rooms, one media viewing room, and the sound booth of the Performing Arts Center.

In the faculty and staff survey of 2013, 80.4 percent of those responding agreed or strongly agreed that the library’s media collections of audio and video resources were sufficient to support their curricular needs (IIC1a-20). Feedback from students through the 2013 media services survey showed a rating of 4.2 out of 5 that materials meet their needs and a 4.4 out of 5 rating that equipment meets their needs (IIC1a-21).

Student computer labs benefit from the participation of faculty, staff, students, and managers on the technology committee, assuring that constituents are able to voice their technological needs at DVC. Computer lab staff collaborates with departmental faculty concerning computer upgrades and e-learning materials for classes being offered. Additionally, departments address computer lab needs through the program review and resource allocation processes. Career technical education faculty and programs participate in an annual process for requesting technology and equipment support through Perkins funding.

When surveyed in 2013, two-thirds of faculty and staff agreed or strongly agreed that the College systematically addresses equipment upgrades or replacements in computer labs (IIC1a-22).

**Self Evaluation**

DVC selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution by relying on appropriate expertise of faculty, including librarians and other learning support services professionals. Ongoing collaboration with faculty, clear selection guidelines, and careful evaluation of user feedback and collection analysis are integrated into everyday operations. This combination of activities assures that collections are sufficient to meet the needs of students on campus and remote learners.

Tutoring is managed by instructional and student service units with subject-matter expertise. Tutoring programs are available in a wide variety of academic fields. Departments evaluate themselves and request tutoring resources through the program review process. Program reviews are authored by faculty and learning support service professionals and the College utilizes the reviews to make resource allocations.
Faculty members request educational media materials and the Media Services Department orders, catalogs, and maintains in the collection. The selection and maintenance of educational equipment and materials in student computer labs is based upon input by faculty, staff, and administrators who are knowledgeable about needs in their areas. Funding is allocated to support student learning and to enhance student success.

The College meets this Standard.

**Actionable Improvement Plans**
None.

**Evidence IIC1a**
- IIC1a-1 Collection development policy
- IIC1a-2 Screenshot of faculty book request form
- IIC1a-3 Email between library and department faculty collection development
  - 2010-2013 Faculty Outreach Log
- IIC1a-4 2013 San Ramon Campus Library Activity Report
- IIC1a-5 List of assessed new degree proposals
- IIC1a-6 2010-2013 Faculty Outreach Log
- IIC1a-7 New program development process
  - Sample Library collection analysis, Civil Engineering
- IIC1a-8 Foundations for College Success Final Report
- IIC1a-9 Faculty recommended book purchases
- IIC1a-10 DVC library database evaluation form
  - Films on Demand survey results
- IIC1a-11 Curriculum Committee bylaws
- IIC1a-12 Library flex workshops, 2011-2013
- IIC1a-13 Comparison of spending to use, July 2010 to June 2012
- IIC1a-14 Faculty and staff survey, 2013
- IIC1a-15 Annual data survey, 2012-2013
- IIC1a-16 2011-2012 and 2012-2013 e-brary stats
- IIC1a-17 Impact of e-books on age of collection
- IIC1a-18 DVC Procedure 1010.01, Integrated Planning
- IIC1a-19 Foundations for College Success basic skills plan, spring 2008
  - Action Plan and Expenditure Plan Information
- IIC1a-20 Faculty and staff survey, 2013
- IIC1a-21 Media services survey, 2013
- IIC1a-22 Faculty and staff survey, 2013
Standard II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary
Diablo Valley College provides ongoing instruction for users of library and other learning support services in both face-to-face and online delivery modes so students are able to develop skills in information competency. The College’s commitment to this instructional mission is supported by the DVC 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” (IIC1b-1).

The library provides a standards-based multi-faceted instruction program, based on Association of College and Research Libraries standards, that strives to build the lifelong information competency skills of both students and faculty (IIC1b-2). Central to the success of these efforts is collaboration with classroom faculty to ensure concepts and skills are integrated across the curriculum.

There are many methods that used by the College to instruct students in information competency.

For-credit courses. The library has three for-credit courses that teach information competency.

- LS 99: Fundamental Library and Research Skills. This short-term basic library and research skills course introduces students to information resources in an academic library, including online catalogs, electronic databases and the internet. Emphasis is placed on the organization, retrieval, and evaluation of information.
- LS 130: Internet and Online Research. A more advanced class teaches students to learn how to use the internet and other online resources to locate and retrieve information for research and writing. Through demonstrations and hands-on activities, a range of internet services are introduced including advanced search tools on the open and closed web, resource sharing via social networking, and subscription journal databases. Evaluating information and choosing appropriate resources are practiced throughout the course.
- LS 121: Information Literacy and Research Skills. The course teaches the research strategies and skills for successfully finding, retrieving, evaluating, and using information in various formats. It combines library skills, research methods, and information technology literacy. Coursework includes the ethical and legal aspects of information use and the critical thinking skills necessary for effective College research. From 2000 to 2011, this course was a graduation requirement in the College’s general education curriculum. However, in an effort to trim requirements and align College degrees with transfer institution requirements, the Area VII – Information Literacy general education requirement was eliminated by the College in 2011. Consequently, fewer sections of the class have been offered since that time.

Many methods are in place to assess the quality of library courses and to identify areas of improvement. Each course has established student learning outcomes and participates in an
ongoing cycle of assessment and review (IIC1b-3). Program review data guide the evaluation of student performance indicators. A review of enrollment, student success, retention, and productivity indicators over a 3-year period show LS 121 to be performing well and consistently above College averages (IIC1b-4). Data from student evaluations including written comments completed at the end of each class section provide information used for improving course content (IIC1b-5).

**Course-related workshops.** Course-related library workshops are requested by faculty and contribute to student learning and development of information competency skills (IIC1b-6). Librarians collaborate with classroom faculty to ensure workshop content is relevant to specific assignments, tailored to meet student needs, and built upon foundational information competency concepts (IIC1b-7). Workshops are scheduled during regular class time, taught in a library computer lab, and include hands-on practice by students. The skills learned by students in library workshops are transferable to other courses requiring research.

Requests for workshops come from faculty across a wide range of disciplines and the demand is consistently strong from semester to semester. On average, the library at the Pleasant Hill Campus conducts 133 workshops and serves 4,173 students each year. In 2012-2013, 142 workshops were conducted serving over 4,300 students. At the San Ramon Campus, the library conducted 21 workshops with over 650 attendees in 2013.

To assess the impact on student learning, an online student evaluation is used at the end of each workshop and feedback from faculty contributes to the library’s analysis of the program’s effectiveness. The 2010 DVC-SRC library workshop faculty survey indicated that 90 percent of faculty observed improvements in students’ abilities to locate and use appropriate resources. In the same survey, 80 percent of faculty reported that they were very satisfied with their library workshop and 88 percent responded that they would continue requesting library workshops for their classes (IIC1b-8).

**College success workshops.** Both the Pleasant Hill and San Ramon Campus libraries offer research skills workshops each semester as part of the College Success Workshop program. They are open to all students and many instructors offer extra credit to students who attend. Each workshop is evaluated by those in attendance and the feedback is used to improve future sessions (IIC1b-9).

**Online tutorial.** Searchpath, a six-module Web-based tutorial, introduces students to the research process, information competency concepts, and core tools utilized in seeking information. Available to anyone via the library’s home page, the tutorial provides foundational content for Library Science 121 and the information competency curriculum of several courses in departments across campus including health science, kinesiology, and career development. The library staff has significantly revised the online tutorial based on feedback from instructors. Quizzes at the end of each module provide data on how well students understand the material and their mastery of learning outcomes (IIC1b-10).
Library website resources. The library’s website hosts a variety of brief online videos teaching specific skills on the use of the library catalog, subscription databases, proper source citation, and other research tasks (IIC1b-11).

The library has created 25 research guides, called LibGuides, for students to access through the library website. The guides provide detailed instruction on important information competency skills and concepts such as evaluating internet resources, citing sources, understanding primary, secondary and tertiary sources, distinguishing between popular and scholarly journals, and plagiarism. Other guides provide subject-specific instruction to research within an academic discipline or career research. Some guides were created in collaboration with classroom faculty to assist students with research on a specific topic or assignment (IIC1b-12). Searchpath, video tutorials, and the collection of LibGuides provide a strong means of instruction to students regardless of location.

Programs for under-prepared students. To address instruction for under-prepared students, librarians collaborate with developmental education faculty to provide library introduction tours, instruction sessions, and a 0.5 unit course, LS 99: Fundamental Library and Research Skills. The library’s adult basic education collection, a special collection of books and audio books, provides tailored resources for this audience.

Library reference services. Reference services are offered by librarians all hours the libraries are open. The services involve one-on-one instruction with students on a range of topics from searching the library’s online catalog to evaluating resources. Over 20,000 in-person reference encounters with students occur on average each year. To assist students from remote locations, the library offers a variety of communication methods for reference assistance. Students and faculty can contact a librarian for help via a chat service, email, texting, and the telephone. The library provides a FAQ service called LibAnswers which is available to help students as needed 24 hours a day (IIC1b-13).

Professional development for faculty. To facilitate the integration of information competency instruction across the curriculum, librarians teach workshops for faculty throughout the year (IIC1b-14). The professional development workshops introduce faculty to library resources and how the resources can be incorporated into coursework. Some workshops are open to all faculty, some are for newly hired faculty, and some are department specific activities.

Library collaboration with instructional faculty. Library faculty members collaborate with classroom faculty on research assignments, course revisions, resource selection, and professional research projects. Each collaboration is an opportunity for enhancing the information competency instruction across campus. During 2012-2013, library faculty had 288 collaborative interactions with faculty members from 34 departments demonstrating a healthy dialogue between faculty members and librarians (IIC1b-15).

Tutoring services. Tutors assist students with research papers and with developing skills in information competency. English tutors provide assistance in writing across disciplines and are required to have successfully completed freshman composition so they have foundational skills in research methods to pass on to the students they tutor (IIC1b-16).
Audio video lab assistance. Students using the audio video lab are assisted by the media specialist on duty. The audio technician assists students in the music recording class with instruction on how to run the equipment in the recording studio. Similarly, the video specialist assists the instructor and students in the television studio with the television production classes. Ongoing instruction in how to search the online catalog for audio visual titles is also provided by staff. The Broadcast Communication Arts area funds a student tutor to assist students with video editing.

Audio video website resources. The Media Services Department has instructional video tutorials on its website. For example, one video tutorial demonstrates how to use the audio-video equipment in the Advance Technology Center labs (IIC1b-17).

Computer lab assistance. Student computer labs have full and part time staff assigned to ensure they remain in working order, are open during hours when students need the labs, and to support students using the labs. In addition to staff and faculty, the labs employ student employees to assist students in using the computers and working with software. Special subject labs provide guided instruction in subject-specific lab homework. Through this support, the student computer labs help students attain knowledge and competency in use of technology.

Self Evaluation
The College has a multi-faceted instruction program which teaches information competency to students through credit courses, instructional workshops, and online with tutorials and research guides. One-on-one assistance is provided by faculty and staff in the library, audio video lab, computer labs, and through electronic communication. Diablo Valley College’s tutoring programs provide adequate training in information competency for their tutors who pass these skills to their tutees when applicable. A review of multiple instruments of feedback shows a strong effort in this area and positive response from students, faculty, and staff.

The College meets this Standard.

Actionable Improvement Plans
None.

Evidence IIC1b
IIC1b-1 DVC institutional learning outcomes, spring 2013
IIC1b-2 Association of College and Research Libraries information competency standards
IIC1b-3 Library Studies course student learning outcomes LS-121 student learning outcomes assessment history
IIC1b-4 Library instructional program review, 2013-2015
IIC1b-5 Library instructional program review, 2013-2015, page 8
IIC1b-6 Screenshot of online workshop request form
IIC1b-7 Email between librarian and department faculty at PHC Email between librarian and department faculty at SRC
IIC1b-8 Workshops Annual Report, 2012-2013 Workshop online evaluation form
Standard II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary
The Diablo Valley College Library provides robust quality library services at both the Pleasant Hill and the San Ramon Campuses. The library at the Pleasant Hill Campus is open 61 hours a week, Monday through Saturday during the fall and spring terms (IIC1c-1). In 2011, library hours were reduced from 65 hours a week as a cost cutting measure due to budget cuts. During the summer session, the library is open 40 hours a week, Monday through Thursday. Responding to student needs, the library partnered with Associated Students of Diablo Valley College to provide funding each semester to extend the library’s evening hours during finals week. At the San Ramon Campus, the College provides funding through a joint-use agreement for the Contra Costa County’s Dougherty Station Library (DSL) to employ 0.5 FTE library specialist. This specialist assists the College community by providing library instruction, collaborating with faculty members, and participating in College activities. This College-provided funding also secures an additional 13 hours a week to the DSL to support a 50 hour a week schedule more responsive to the College schedule and needs (IIC1c-2). Results of the 2012 library satisfaction student survey found that 81 percent of the respondents reported agreeing or strongly agreeing that the library hours meet their needs. However, it should be noted that some surveyed included comments indicating the desire for longer hours often citing the need for a quiet study space (IIC1c-3).

San Ramon Campus students have direct access to the combined holdings of the county library’s 26 branches and the Pleasant Hill Campus Library as well as access to library materials through Link+, a consortium of participating academic and public libraries. Students, faculty, and community members have access to 44 computers with printers, three study rooms, an instructional lab, and wireless access to the Internet (IIC1c-4).

The library at the Pleasant Hill Campus has study carrels, large desks, tables, and comfortable seating. In 2012-2013 over 414,000 visits took advantage of the breadth of services and learning opportunities provided by the library. Students have access to 32 computers at an information commons adjacent to the reference desk; recently expanded wireless access to the internet with
authentication, printers, color and black and white copiers, and a scanner with email capabilities. The instructional spaces include a computer lab for 33 students, a smart classroom, group study rooms, and an assistive technology room offering adaptive technologies to assist disabled students. The library hosts a program of exhibits and receptions and presents topical book displays throughout the year.

Both campus libraries have large collections of required textbooks on reserve. The textbook collection is evaluated and expanded each semester by utilizing diverse funding sources. The textbook budget is supplemented by funds received from collaborations with Associated Students of Diablo Valley College, Foundations for College Success, and extended opportunity programs and services. This expands service to diverse student populations and allows more access to a greater number of the most widely-used and expensive required textbooks (IIC1c-5).

Using funds provided by the Foundations for College Success Committee, the library acquired new materials, both print and non-print, specifically chosen to meet the academic needs of basic skills students, augment classroom instruction, and encourage reading for pleasure. The adult basic skills collection covers a broad range of fiction and non-fiction works and an expanded collection of audio books assists reading skills development for limited English proficiency students. The collection is grouped together and displayed in a central location in the library and cataloged with a common subject heading (IIC1c-6).

Librarians and library assistants are available during open hours to assist patrons with access to the information they desire. Assistance from a librarian is available by phone and through electronic communication tools including chat, text, tweets, interactive FAQs, and email. Direct contact with students occurs at the Pleasant Hill Campus Library reference desk where over 22,000 one-on-one questions were fielded last year (IIC1c-7). Classified staff and student workers provide direct service at the circulation desk by checking out books, making student identification cards, taking group study room reservations, fielding non-research questions, and keeping copiers working. Library satisfaction student survey results from 2004, 2006 and 2012 indicate that students find staff members knowledgeable, helpful, and that when helped by a librarian, they are able to locate what they need (IIC1c-8).

The library’s resources are well utilized by students, faculty, staff, and the community. In 2012 over 60,000 hours of information commons computer use was logged at the Pleasant Hill Campus, 44,438 print volumes were circulated, 20,419 students utilized group study rooms and over 450 students used the assistive technology room. In 2012 over 400,000 visitors came to the library to utilize quiet study space, group study rooms, computers, copiers, scanners, and obtain research assistance from faculty librarians (IIC1c-9).

Library and media collections are accessible to all from the library catalog on the library website, which includes books, e-books, periodicals, course reserve materials, and media in all formats held by DVC and other Contra Costa Community College District libraries. The library catalog was recently upgraded to a simple design with a minimal number of links and improved search functionality, giving better access to the library’s online resources. Distinct icons make the material format easy to determine and are Americans with Disabilities Act compliant. The
catalog includes such self-services as holds placement and maintenance, renewals, reader history, and preferred searches (IIC1c-10).

Students can access electronic materials through 55 online subscription databases containing over 12,000 full-text journals and over 100,000 e-books (IIC1c-11). In the period 2012-2013, electronic resources were well used with over 261,000 full-text articles retrieved from more than 425,000 searches. In addition, over 66,000 e-book pages were accessed.

Online instructional materials created in-house include a YouTube Channel, a six-module SearchPath Research Tutorial, LibAnswers, an interactive FAQ service, and 25 subject-specific research guides. The library recently subscribed to Films on Demand which allows remote access to streaming videos from Films Media Group. Off campus access to licensed library resources for current students, faculty, and staff are available via a secure proxy server. A 2013 two-month snapshot shows 21,000 visits to the library’s home page. This is an indicator of a strong online presence, serving all students with a gateway to a dynamic suite of virtual resources and online services (IIC1c-12).

In the 2011 ACT student satisfaction survey, the library was rated second only to parking as a service students used. With 69 percent of students using the library, that amounts to two out of every 3 students using the library (IIC1c-13). The most recent library student satisfaction survey showed an average of 84 percent agreed or strongly agreed that they are able to find what they need when they visit the library. Additionally, “a quiet, comfortable place to study” ranked highest (86 percent) in the list of reasons for coming to the library. This was followed by “use or borrow books” (61 percent) and a close grouping in the 55-60 percent range for “doing research on their own” and “using the Internet”. It is also noteworthy that 84 percent to 90 percent agreed or strongly agreed that using the library contributes to their overall college success (IIC1c-14). The 2013 faculty and staff survey confirmed that 93 percent agreed or strongly agreed that the library provides adequate access, through a combination of onsite and remote services and resources (IIC1c-15).

Diablo Valley College offers 14 tutoring programs to students at the Pleasant Hill Campus and five at the San Ramon Campus. (IIC1c-16) In addition to subject specific tutoring, the College provides tutoring through the equal opportunity program services and disability support services programs. The College uses a variety of delivery modes for tutoring. For example, English tutoring at the Pleasant Hill Campus is offered one-on-one or by group and is available by appointment, on an ongoing basis with an assigned tutor that a student sees for a semester, or on a drop in basis without an appointment. (IIC1c-17) Students can use on-campus tutoring services for online or face-to-face classes. The College provides online tutoring options in English through Pearson MyLab. The largest number of students using this service are those in Puente, an academic and mentoring program. (IIC1c-18) The Tutoring Advisory Committee is currently exploring how to provide access to this or other similar sites to more students (IIC1c-19).

Access to audio visual materials and equipment is provided in the media center. The media center is open from 9:00am to 9:45pm Monday through Thursday and 1pm to 5pm on Fridays. The Media Service Department website includes information about the department’s services (IIC1c-20). All the media materials are displayed in the DVC Library catalog and can be
searched online. A survey of faculty and staff in 2013 found 91.5 percent agreeing or strongly agreeing that the Media Services Department provides adequate access to resources through a combination of the library catalog and on-site assistance (IIC1c-21). Evaluations through the media services survey of 2013 found that students rated the staff most helpful at 4.5 out of 5. Hours of operation were rated at 4.1 on a scale of 5. Student use of Media Services Department web pages was rated lower at 2.5 on a scale of 5 (IIC1c-22).

Students have access to computer labs across both campuses Monday through Thursday from 8 am to 9 pm and on Fridays from 8 am to 5 pm. Lab hours for the 46 general and specialized labs, including those at San Ramon Campus, are posted on the College website. All computer labs have stations equipped with an enhanced assistive technology package to ensure access to all students.

Self Evaluation
The library provides access to high-quality library resources and services regardless of their location or means of delivery and believes its services are an integral part of student success. The library staff focuses on serving students and takes pride in doing an outstanding job of assuring access to materials through personal attention to each student’s needs. The library collects regular and substantive student and faculty feedback and has concluded that resources are more than adequate to meet current needs. The library will continue to monitor and maintain an effective balance between physical and virtual access to resources and services.

Tutoring is offered in a variety of delivery methods, such as one-on-one, group, peer, and faculty tutoring. Recently, tutoring incorporated a study hall that includes peer tutoring and faculty supervision for reading and writing across the curriculum. Tutoring is also in the process of exploring online tutoring options for cross-discipline use.

Evidence from faculty, staff, and students continues to show that resources and services provided by the Media Services Department and in the student computers labs are successfully meeting campus needs. Beginning fall 2013, student computer lab personnel began participating in trainings to support students in the use of Desire2Learn, the College’s new online learning management system. Relying on multiple assessment tools, the library and other learning support services regularly monitor user satisfaction and needs.

The College meets this Standard.

Actionable Improvement Plans
None.

Evidence IIC1c
IIC1c-1 Screenshot of library home page
IIC1c-2 Screenshot of San Ramon Campus hours
IIC1c-3 Library student satisfaction survey, 2012
IIC1c-4 2013 San Ramon Campus Library Activity Report
IIC1c-5 Library administrative program review, 2013-2015
IIC1c-6 Foundations for College Success Final Report

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Standard II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary
DVC provides effective maintenance and security for its library and other learning support services. The entrance to the Pleasant Hill Campus Library has anti-theft security gates and all books and periodicals have magnetic security strips. The library and computer classroom are alarmed and managed by an external alarm company. All emergency exits are alarmed. All computers are locked down and equipped with Deep Freeze security software to prevent data and software corruption and all major equipment in the library is under vendor-supplied service contracts. Off-campus access to subscription resources requires authentication via a proxy server, which is checked against a list of current students and faculty. Regular maintenance of the library’s print collection occurs through daily shelf-reading and de-selection procedures and missing book reports. The library receives District and College support to provide funding for equipment and library software maintenance and upgrades. The San Ramon Campus Library is maintained by the Contra Costa County Library and the City of San Ramon.

Campus Police Services routinely walk through the library to ensure the visibility of security and are available when called. In addition to maintaining emergency supplies, library staff participate in ongoing College emergency preparedness programs. In 2012, improved cash handling procedures were updated and implemented following recommendations from a District audit (IIC1d-I).

The Custodial Department performs nightly cleaning of the library. During semester breaks, rug shampooing and other time-intensive projects are regularly scheduled and the Building and Grounds Department staff is responsive to requests for repair.
The Media Services Department installed security cages, locks, and alarms on all of the liquid crystal display projectors on both Pleasant Hill and San Ramon Campuses. Small locked metal boxes have been installed in several classrooms to hold the remotes and cables needed to connect a laptop or run a video player. Equipment is cable locked down to permanent casework in classrooms when it is not locked in an audio visual cabinet. Most new classrooms have locked audio visual cabinets. All DVDs in the Media Services Department are held in locked cabinets.

Maintenance is ongoing for learning support equipment across the College. Since 2010, the audio technician updated audio equipment in the Performing Arts Center auditorium, Physical Education Department, Music Department, recording studio, and forum auditorium. The forum auditorium was updated with a high definition projector in 2012 and new monitors in the sound booth in 2013. The Media Services Department video specialist upgraded the television studio with all new equipment in 2011, funded by a grant received through the Broadcast Communication Arts and Film Department. Installation and maintenance of liquid crystal display projectors, overhead projectors, DVD players, and other media equipment continue as needed throughout the campus. 84.2 percent of those reporting in the 2013 faculty and staff survey agreed or strongly agreed that the College provided effective equipment technical support to assure reliable use (IIC1d-2).

Three academic divisions at Pleasant Hill Campus and one academic division at the San Ramon Campus have full-time computer lab technicians who report directly to the dean of their divisions. The central student computer lab accounts for ten percent of the computers available to students and has a computer center coordinator and a part time classified assistant. The employees conduct routine maintenance and updating for the lab. The remaining labs are supported by a pool of lab technicians who report to the manager of the Information Technology and Services Department. The computers in student labs are physically locked down and are located in staffed and secure rooms. Many of the labs have alarm systems and others have internal entries in buildings which are not accessible during closed hours. Deep Freeze software protects computers from unwanted changes, restoring computers to their original configuration with a simple reboot. All student computers are connected to a network that is separate from the network supporting College operations since dividing the student network from the administrative servers and network protects the College from unauthorized access. When surveyed in 2013, 65.7 percent of faculty and staff agreed or strongly agreed that the institution systematically addresses equipment upgrades or replacements in computer labs (IIC1d-3).

**Self Evaluation**

The Library, Media Services Department, and student computer labs have procedures to ensure that facilities and equipment are effectively maintained and secured. To maintain security, all three learning support services are staffed during open hours and employ anti-theft devices. All three support serves are heavily used and facilities are regularly kept in working condition and equipment is continually upgraded.

The facilities planning section of the DVC 2007-2017 Educational Master Plan identifies the need for remodeling both the second floor library bathrooms and the entry to the library (IIC1d-4). The library looks forward to the implementation of that portion of the plan. With over
400,000 visitors a year, the library is heavily trafficked and regular maintenance and replacement
of worn out carpeting, furniture and equipment remains an important need looking forward.

The College meets this Standard.

**Actionable Improvement Plans**
None.

**Evidence IIC1d**
- **IIC1d-1** *Library Cash Handling Audit Report*, September 9, 2011
- **IIC1d-2** Faculty and staff survey, 2013
- **IIC1d-3** Faculty and staff survey, 2013
- **IIC1d-4** *2007-2017 Educational Master Plan*, p. 250-251

**Standard II.C.1.e.** When the institution relies on or collaborates with other institutions or
other sources for library and other learning support services for its instructional programs,
it documents that formal agreements exist and that such resources and services are
adequate for the institution's intended purposes, are easily accessible, and utilized. The
performance of these services is evaluated on a regular basis. The institution takes
responsibility for and assures the reliability of all services provided either directly or
through contractual arrangement.

**Descriptive Summary**
The DVC Library manages the integrated library system, Innovative Interfaces Incorporated,
which it shares with Contra Costa College and Los Medanos College. Use is guided by the
*Combined Cataloging Guidelines*. The cataloging and circulation staff of each College
communicate regularly by email, phone, and in-person to discuss issues and share problem
solving, training, and best practices.

Beginning in fall 2011, a process of evaluating and improving the shared public access catalog
was undertaken by all three Colleges. The project included an improved design and enhanced
functionality with new banners for each college incorporated in the improved design along with
an intuitive interface and context-sensitive icons. Enhanced functionality featured the ability to
limit a search to locations, languages, and material types. The shared integrated library system
has functioned well with DVC taking the lead in housing and maintaining the system’s server.
While funding has been forthcoming for regular additions of software modules, a permanent
systems coordinator position remains to be funded. The absence of this position limits the
Colleges’ ability to fully utilize the capability of the system and has added tasks in a piecemeal
manner to several librarians’ primary responsibilities. The three District libraries have begun
researching the best options for the future direction of the shared system.

Electronic resources are purchased through the Community College Library Consortium which
allows the library to take advantage of discounted prices. Each purchase is reviewed annually
based on usage statistics, price, and feedback from students, faculty, and librarians.
The Pleasant Hill Campus Library has an agreement with the International Education Center to extend library privileges to its students and to assist its instructors in providing information literacy to its students.

The library is a member of Bay Area Mutual Aid Network (BAMAN) (IIC1e-1). BAMAN facilitates a network of libraries willing to help each other in times of local disaster with advice, support, or actual recovery assistance which ensures the continuing viability of the Network. The BAMAN stocks disaster response supplies for member libraries.

Other contracts include inter-library loan and cataloging services from the Online Computer Library Center (OCLC); Print journals subscription through EBSCO; acquisition services from Baker and Taylor; equipment maintenance under contract with 3M; and the District wide integrated library system is maintained under contract with Innovative Interfaces, Incorporated (IIC1e-2).

The College, the Contra Costa County Libraries, and the City of San Ramon collaborate to support student and faculty’s learning and information needs at the Dougherty Station Library on the San Ramon Campus. The services are operated by the County Libraries with supplemental funding from the College and the City of San Ramon according to the agreements outlined in the Memorandum of Understanding (IIC1e-3). A Joint Use Library Advisory Committee (JULAC) with representatives from all parties meets regularly to develop ongoing recommendations for its operation for the benefit of all parties. The JULAC advises the San Ramon senior branch librarian in the operation, mission, objectives, structure, and other aspects of the operation of the Dougherty Station Library. A librarian specialist has specific responsibilities to the College spelled out in the MOU in order to assure support for the College information and learning needs. The library works closely with the librarian specialist to assure access to resources and learning support equal to that at the Pleasant Hill Campus Library and to provide continuity of services for all College constituents.

Tutoring, Media Services and Student Computer Labs do not rely on any external contract services to support their programs.

Self Evaluation
For its instructional programs, the library collaborates with other institutions for support services. These services are provided by vendors who support the library’s cataloging and acquisition functionalities. Other services include a shared library integrated system, statewide consortium for resource purchases, and the joint-use agreement between the Contra Costa County Public Library and the City of San Ramon. These formal agreements are documented and reviewed regularly to ensure resources and services are adequate for the institution’s intended purposes, are easily accessible, and utilized.

The College meets this Standard.

Actionable Improvement Plans
None.
Evidence IIC1e

IIC1e-1 Screenshot of Bay Area Mutual Aid Network (BAMAN)
IIC1e-2 Online Computer Library Center contract
EBSCO renewal form
3M Service Contract, 2013
III Maintenance Invoice, 2013
IIC1e-3 Memorandum of Understanding Joint-use Library

Standard 2.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

The College evaluates library and learning support services and uses those evaluations as the basis for improvement. The library utilizes the College’s program review process, data from College wide faculty, staff and student surveys, and the library’s student satisfaction survey which is conducted every two years. The library provides statistics to the state chancellor’s office Annual Data Survey, the U.S. Department of Education’s Academic Library’s Survey, and the Association of College and Research Libraries’ Data Survey. These statistics are used to make comparisons with peer institutions, establish benchmarks, and inform improvement strategies. The library relies on College and District planning documents and strategic goals to guide evaluations. Data from these multiple instruments are used to assess the quality of library services and their direct contribution to student success.

Library staff review evaluative information to prioritize service areas designated for improvement strategies and to maintain ongoing effectiveness. Circulation and reference statistics are reviewed regularly to better meet student needs, which have led to reducing print periodical subscriptions, increasing electronic journal and e-book access, and increasing the number of textbooks on reserve. Improvements to instructional workshop programs, such as tying workshops to actual research assignments and expanding hands-on practice, have been made in response to student and faculty feedback. Other recent improvements in response to student input include revised library signage and modification of the library’s food and drink policy. The library is now working on a project to revise student learning outcomes and performance indicators for all aspects of library operations based upon the nine core principles of the Standards for Libraries in Higher Education developed by Association of College and Research Libraries (IIC2-1).

All of the courses in the Library Technology (LT) and Library Studies (LS) programs have student learning outcomes that are used to assess success. Library faculty, in collaboration with the LT program’s advisory committee, created student learning outcomes at the program level for the LT associate of science degree and certificate of completion. Graduates of the program are surveyed to assess whether these learning outcomes and goals have been met and the results of are used to improve curriculum and student success. For example, recent curricular changes include expanded course content on workplace communication and collaboration (IIC2-2).
Library staff participates in professional development opportunities that are directly related to assessment and evaluation of services. Library staff attended two day-long workshops in fall 2013: the Association of College and Research Libraries’ Planning, Assessing, and Communicating Library Impact: Putting the Standards for Libraries in Higher Education into Action and University of California at Berkeley’s, Making it Count: Opportunities and Challenges for Library Assessment.

The Faculty Senate Tutoring Advisory Committee (TAC) evaluates College tutoring services and makes recommendations based on its findings. During the 2010-2011 school year, the TAC formed three working groups to conduct internal and external research on tutoring services. First, the external research team developed an extensive questionnaire to assess the tutoring programs at demographically comparable community colleges in the state. The results of this research provided the framework for the evaluation of DVC’s various tutoring services. Next, the internal research team initiated dialogue among all tutoring centers on campus and engaged in dialogue with faculty, College wide committees, division councils, the Faculty Senate, and managers to discuss the needs of tutoring and how a self-reflective evaluative process could be incorporated into the program review process (IIC2-3). The TAC provided professional development workshop opportunities for faculty and staff to have an open dialogue across campuses about current tutoring practices both at DVC and at other colleges (IIC2-4). The results of these conversations provided a portrait of current practices in tutoring at DVC to enable a comparison with the best practices identified by the external research team. The TAC student survey team developed and implemented a student survey tool for students who received tutoring at DVC, assessing the students’ perceptions of the impact of tutoring services (IIC2-5). The survey tool evolved into an ongoing annual research study of all campus tutoring programs.

In fall 2012, the Tutoring Advisory Committee (TAC) published a final report with information from the internal and external research team interviews and the student tutoring survey (IIC2-6). The report was made available to faculty, staff, and management. In spring 2013, the TAC completed the third cycle of research, implementing an online as well as a paper-based survey. The tutoring survey overwhelmingly shows that students feel tutoring is helping them with their academic success and that students believe additional tutoring services would help them be more successful. The tutoring survey found that students are more confident in their ability to learn, more likely to complete the class, and more likely to achieve their academic goals after receiving tutoring (IIC2-7).

The Tutoring Advisory Committee (TAC) used the results of the student survey evaluations and the external and internal research data as a basis for improving and expanding on tutoring services. The TAC developed a College wide tutor training course, Interdisciplinary 140 (INTD 140), which will be offered in fall 2014. Both English and Math currently offer tutor training courses and the new INTD 140 course will allow all disciplines to benefit from the identified best practices in tutor training. In the next program review cycle, the College will include tutoring data in each discipline’s program review so that programs can use tutoring data to direct resource allocation requests (IIC2-8).

Individual tutoring programs have used the results of the Tutoring Advisory Committee (TAC) research study to inform tutoring practices and make improvements based on this information.
One example is the English program which added expanded services based on student responses. In 2012, 64 percent of respondents asked for more hours of tutoring with 37 percent asking specifically for more night and weekend tutoring. When operating budgets were increased across the College, the English tutoring lab was able to add approximately 20 additional tutoring hours per week, including keeping the lab open an hour later (until 8 pm in the evening) and provided additional Saturday tutoring to address student demand (IIC2-9).

Individual tutoring programs evaluate the impact of tutoring on student success. The framework of this methodology is that students are assessed on questions related to student learning outcomes at the beginning of the semester and then that same assessment tool is administered at the end of the semester. Student improvement from the first assessment to the second assessment is then correlated to frequency of tutoring. The Physical Geography tutoring program has piloted this research methodology and several other programs are exploring similar research methods (IIC2-10).

A student survey in fall 2013 assessed perceptions of the effectiveness of Media Services Department materials in contributing to their understanding of coursework, their likelihood of staying in class, and their ability to improve their grades, become independent learners, and improve their technical abilities. All questions scored a 3.0 or higher out of 5 (IIC2-11).

The College technology committee administers surveys to students to assess their needs related to computer labs. Within their student learning outcomes, academic departments include assessments of lab components of instruction, and effectiveness of students in completing projects that involve computer technology. When combined with the faculty and staff survey and other student surveys, these assessments provide information about the contribution of labs to student learning and also provide a means for identifying needed improvements (IIC2-12).

**Self Evaluation**

DVC evaluates library and learning support services to assure that they meet identified student needs. Evaluation of the services provides evidence that the services contribute to the achievement of student learning outcomes and are the basis for decision-making and improvement strategies. Evaluation of key services is ongoing and integrated into the library’s operational practices to prioritize service areas designated for improvement and to maintain ongoing effectiveness. Although it remains a challenge to document the long-term impact of library services on student achievement, a culture of ongoing evaluation and a commitment to implement improvements based on evidence is an integral part of the library’s operation.

Through the Tutoring Advisory Committee’s (TAC’s) student surveys, the College is effectively capturing students’ evaluations of tutoring services and is using that information to adjust programs accordingly. For example, survey results illustrated a need for additional tutor training, so beginning in fall 2014 the College will offer an interdisciplinary course for tutor training (INTSD 140). The College is piloting data-driven studies in Geography and Chemist classes to assess the effect of tutoring on student success. The studies are promising in that they focus on students within the same course and compare and contrast success between those who choose tutoring services with those who do not. The tutoring taskforce successfully evaluated DVC’s tutoring programs through its internal research team that identified best practices and needs. By
documenting its findings in the *TAC Report* and sharing the report with staff, faculty, and administrators the College continues to engage in dialogue about improving tutoring services at DVC.

Both media services and student computer labs utilize the faculty and staff survey and student surveys to gather regular feedback. The assessments provide information about the contributions of media services and computer labs to student learning and also provide a means for identifying needed improvements.

The College meets this Standard.

**Actionable Improvement Plans**
None.

**Evidence IIC2**

| IIC2-1 | Association of College and Research Libraries, *Standards for Libraries in Higher Education* |
| IIC2-2 | Library Technology program student learning outcomes |
| IIC2-3 | Tutoring Advisory Committee internal research workgroup college visits, 2012 |
| IIC2-4 | *Tutoring Advisory Committee Report, August 2012* |
| IIC2-5 | Tutoring survey results, spring 2012 |
| IIC2-6 | *Tutoring Advisory Committee Report, August 2012* |
| IIC2-7 | DVC tutoring survey results, spring 2012 |
| IIC2-8 | *Tutoring Advisory Committee Report, survey results by tutoring program, August 2012, appendix 4* |
| IIC2-9 | DVC tutoring survey results, spring 2012 |
| IIC2-10 | COLQY-140, online tutor training |
| IIC2-11 | Study Hall Flyer, spring 2014 |
| IIC2-12 | Study Hall additional hours, spring 2014 |
| IIC2-13 | Study Hall statistics, fall 2013 |
| IIC2-14 | Report to Foundations for College Success Committee on Study Hall, Spring 2013 |
| IIC2-15 | Email from H. Goen-Salter, Initial Study Hall information, November 21, 2012 |
| IIC2-16 | Chemistry Department meeting minutes, February 21, 2014 |
| IIC2-17 | Physical Science tutoring program |
| IIC2-18 | Media services survey, 2013 |
| IIC2-19 | Technology Committee student survey results, 2013 |
| IIC2-20 | Technology Committee employee survey results, 2013 |
Standard III: Resources
The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited Colleges in multi-College systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited Colleges.

Standard III.A. Human Resources. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training and experience to provide and support these programs and services.

Standard III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

The College follows the *Contra Costa Community College District Uniform Employment Selection Guide* in the hiring of all College personnel (III.A1a-1). Minimum qualifications for faculty positions are set by the state and are followed by the College in creating job descriptions and criteria for the evaluation of candidates. The hiring procedures for all full-time and part-time faculty are clearly and publicly stated in the United Faculty contract and are available on the United Faculty website and in the *Faculty Hiring Booklets* (III.A1a-2).

Instructional units request new full-time faculty through the program review process. Program reviews were used to inform resource allocation decisions in the selection of full-time faculty positions open for recruiting in the fall 2010 and fall 2011 terms. The decision about which positions to fill was made through the College’s full-time hiring process, internally referred to as the “Box 2a process” (III.A1a-3).

Full-time faculty play a significant role in the selection of new faculty and are involved in each step of the hiring process from identifying the need for hiring in program reviews, writing the job announcement, writing supplemental questions for applicants to complete, to participating on the paper screening and interview committees. Job descriptions are written by the instructional area after a discussion that prioritizes the characteristics of the new faculty they wish to hire. The job description is specific in terms of the background, skills, and training needed to fill the position. Desirable qualifications for the position are agreed upon by the department. The *Uniform Selection Guide*, published by the Contra Costa Community College District Human Resources Department, provides examples on how faculty job announcements, desirable qualifications, and supplemental questions could be written (III.A1a-4). The instructional area can modify the
example job announcements, desirable qualifications, and supplemental questions in order to reflect the specific knowledge, skills and experience needed for the position.

All job descriptions for management, classified staff, and faculty positions are reviewed by the vice president of business and administrative services and human resources management to ensure that the job descriptions contain accurate minimum qualifications and reflect the mission and objectives of the Contra Costa Community College District and the College. All descriptions are then forwarded for review and approval to the District Governing Board and the chancellor who consider how the position supports the College’s ability to achieve its goals. This review ensures that the College is not only considering the single campus which is requesting the position but is considering the organizational needs of the District.

Paper screening committees consists of no less than two tenured faculty members or, if necessary, one tenured faculty and one contract III faculty member, which is described in the California Education Code as third and fourth year tenure track academic employees (IIIA1a-5). Modifications to the composition of the paper screening committee can be requested through the faculty union as a variance (IIIA1a-6). The paper screening committee evaluates the applications and the answers to the supplemental questions for each applicant’s teaching skills, experience, involvement in the discipline through scholarly activities, and their potential to contribute to the mission of the College. The interviewing committee consists of no less than two and no more than five tenured faculty members and a voting manager who is usually the division dean. The paper screening and interview committees are required to be composed of entirely different faculty members (IIIA1a-7).

The paper screening and interview committees develop rubrics to questions that will be used as the criteria in the selection of faculty. The criteria include expertise in the subject matter of the discipline, effective teaching, and if the applicant’s skills align with the College’s mission and goals. All questions and rubrics are approved by the vice president of instruction who serves as the representative for the District. If the questions or rubrics are modified by the discipline area after that, the modifications are required to be resubmitted for the vice president of instruction’s approval. Once the hiring process has been completed all written screening and interview materials are submitted to office of the vice president of instruction where they are stored for three years and then destroyed.

The College human resources office reviews applicants to determine if they have met the minimum qualifications, have degrees from an accredited institution, and have met the service and experience requirements as required by the Uniform Employment Selection Guide. The human resources office verifies the qualifications of applicants by conducting reviews of the applicant’s official transcripts and by doing reference checks. The human resources office at the College and the District Human Resources Department review foreign degrees (IIIA1a-8). The College requires that applicants submit foreign degrees to a National Association of Credential Evaluation Services member review institution and that the resulting evaluation meets the state minimum for the particular discipline.

Regular hiring training workshops are held throughout the academic year to insure that all participating faculty are up-to-date with current policies and procedures in the College’s hiring
process. Full-time faculty participating in the hiring process are required to attend a training workshop every three years to stay current with policies and procedures. Oversight of the hiring process is held by the vice president of instruction’s office.

**Self Evaluation**
The College has clear, well documented policies and procedures pertaining to hiring. Training on the process and policies is thorough and frequent and hiring training materials are readily available in a variety of channels.

The College meets this Standard.

**Actionable Improvement Plans**
None.

**Evidence IIIA1a**

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<tr>
<th>IIIA1a-1</th>
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<td>UF Faculty Hiring Booklet, full-time</td>
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<td>IIIA1a-7</td>
<td>United Faculty Contract Article 6.4.3.2</td>
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<td>Foreign degree evaluation, State Commission on Teacher Credentialing, May 2012</td>
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<td>NACES foreign credential evaluation, September 2011</td>
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**Standard III.A.1.b** The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

**Descriptive Summary**
All employees are evaluated systematically and at regular intervals. Criteria used for the evaluation and the specific steps involved vary according to the negotiated agreement with each constituency’s collective bargaining unit.

**Managers and Supervisors.** Section 6.2 of the Contra Costa Community College District’s *Management, Supervisory, and Confidential Employees Personnel Manual* clearly describes the criteria for evaluating managers and supervisors, establishes timelines for evaluations, and describes all processes involved (IIIA1b-1).
Managers and supervisors are evaluated every year with a goals review evaluation the first year, a regular evaluation the second year, and a comprehensive evaluation in the third year. Evaluation frequency for classified managers is upon completion of the first ten months, two years, and three years of service in the classification and then every third year after that (IIIA1b-2). Evaluation frequency for academic managers is on or before February 1 of first, second, and third years of service for managers employed between July 1 and September 30 and upon completion of six months of service, on or before February 1 of the second and third years of service for managers employed between October 1 and June 30. Thereafter, evaluations are conducted annually, with a comprehensive evaluation every third year (IIIA1b-3). The schedule of evaluations is tracked through the president’s office.

On September 14, 2011, revisions to the management evaluation process were approved by the Governing Board. The revisions were made since the Management Council executive board received feedback from managers and supervisors District wide of the need to align the evaluation process with the academic calendar cycle, with the District’s strategic goals and objectives setting process, and with the College’s organizational performance goals. The revised cycle allows for the evaluation process to simultaneously gauge the progress of all managers and supervisors over a substantial period of time and to yield information to inform employment decisions. The evaluation cycle was changed in 2012-2013 from a calendar year of January to December to an academic year of July to June to better align with District and College goals and objectives setting process.

Before fall 2011, the evaluation process was focused on behavioral skills, targeted position responsibilities to improve, organizational performance goals and objectives, and skills enhancement planning objectives. The revised process is now based on goals reviews, regular evaluations by an immediate supervisor, and a comprehensive evaluation by a broad-based group familiar with the evaluatee’s work. A goals review was included in order to allow the supervising manager to meet with the evaluatee at the end of the goal review year and review progress toward the goals. If an employee has not met a goal or objective, the goals can be extended to the next term of evaluation. Personal and professional goals can also be identified at this time. A self evaluation component was added to allow employees to provide feedback regarding their own performance to their immediate supervisor on a regular evaluation cycle year in addition to the already established comprehensive evaluation cycle year. For all manager and supervisor evaluations it was added that the immediate supervisor will summarize all input received from a comprehensive evaluation process and discuss the summary with the evaluatee. The forms associated with the previously administered evaluation process were revised to reflect the changes associated with the new evaluation process.

Managers and supervisors were trained at a Management Council meeting on April 25, 2012 about the new process by the human resources support services manager from the District office (IIIA1b-4).

Faculty. The bargaining agreement between the Contra Costa Community College District and the United Faculty union (IIIA1b-5) clearly describes the criteria for evaluating faculty, establishes timelines for evaluations, and describes all processes involved. The College uses a
comprehensive and systematic process for evaluating all full and part-time teaching faculty in both face to face and online courses. The process also includes systematic procedures for evaluating counselors, librarians, and learning disabilities specialists (IIIA1b-6). The evaluation process is monitored at the campus level by the office of the vice president of instruction. The faculty evaluation process was implemented in 1994-95. It stipulates that regular full-time faculty members are divided into six cohorts to be evaluated in six successive semesters. Part-time faculty are evaluated their first semester teaching with the College and then every six semesters after that. This system ensures that a relatively equal number of faculty members are evaluated each semester and that each of the faculty members are evaluated once every three years. The evaluation process for regular full-time teaching faculty members consists of classroom teaching observations by two peers, student evaluations, and self evaluations. Part-time faculty evaluations consist of one regular full-time faculty conducting a classroom teaching observation, student evaluations, and a self evaluation, except when the part-time faculty member is being evaluated in their seventh semester of teaching and in that instance there are two regular full-time faculty conducting the classroom observation portion of the evaluation.

The College requires that new probationary full-time teaching faculty members participate in Nexus, an extensive orientation program for first year faculty, and they are strongly encouraged to devote most of their time and energy in their early career at DVC to the development and strengthening of their teaching skills. Probationary full-time teaching faculty members are evaluated in the first, second, third, fifth, and seventh semester of teaching by a three member tenure review committee consisting of an administrator (usually the division dean) and two tenured, full-time faculty peers. The probationary faculty member selects one peer to serve as an evaluator, while the department determines the other evaluator (IIIA1b-7). In addition to the classroom teaching observations, they are required to have student evaluations and a self-evaluation. All of the materials gathered through the processes of peer, student, and the self-evaluation become the basis for the president’s formal recommendation for or against reemployment. If they are approved, probationary full-time faculty are granted tenure after four years of full-time instruction, which will have included the previous five formal evaluations.

If a faculty member receives a below standard or unacceptable rating, an improvement plan is developed by the evaluators in conjunction with the faculty member that focuses on the development and implementation of successful teaching strategies. The improvement plan outlines the performance criteria needing improvement, the activities required for improvement, and the expected completion date (IIIA1b-8). That faculty member will be evaluated again the following semester to ensure that the improvement plan is implemented and the faculty member is making appropriate progress towards the goals outlined in the improvement plan.

The United Faculty union provides evaluation workshops several times during the year for evaluators and evaluatees in order to introduce them to the purposes, timetable, and steps of the evaluation process (IIIA1b-9). Attendance at an evaluation training workshop is required for all participants in the evaluation process and training needs to be renewed every three years. The training workshops answer questions for all participants, clarify terminology, and help standardize the qualitative nature of the evaluation process. This focus for the training workshops was developed to address issues of inconsistency in the administration of the evaluations across
the various departments on campus, which was noted in the College’s 2008 Self Study for the Accrediting Commission for Community and Junior Colleges.

**Classified Staff.** The bargaining agreement between the Contra Costa Community College District and the Local 1 union (IIIA1b-10) clearly describes the criteria for evaluating classified staff, establishes timelines for evaluations, and describes all processes involved. The College uses a comprehensive and systematic process for evaluating all probationary and permanent classified staff. The evaluation process is monitored at the campus level by the human resources office.

One year probationary employees are evaluated at the end of the third, sixth, ninth, and eleventh months (IIIA1b-11). Article 14.3 of the bargaining agreement makes provisions for more frequent evaluation if necessary. Permanent employees having less than five years of services are evaluated once annually, no later than their increment anniversary date (IIIA1b-12). Permanent classified staff with more than five years of service may be formally evaluated upon proper notice, which is defined as written notification from the District.

All formal evaluations are contained in the employee’s personnel file and no evaluation can be placed in a person’s file prior to being discussed with the employee. Negative evaluation findings are required to have statements outlining specifics that support the finding with recommendations for improvement and the employee must be given opportunity to review and respond to any negative evaluation (IIIA1b-13).

**Confidential Employees.** Section 6.10-18 of the Contra Costa Community College District’s *Management, Supervisory, and Confidential Employees Personnel Manual* clearly describes the criteria for evaluating confidential permanent and probationary employees, establishes timelines for evaluations, and describes all processes involved (IIIA1b-14).

The performance of confidential employees is evaluated by their immediate supervisor annually in twelve different categories including work organization and planning, work quality, volume of work, organizational and team relationships, administration, innovation/creativity, analytical and problem-solving skills, communication skills, reliability and punctuality, technical application and knowledge, helps meet organizational goals, and customer service (IIIA1b-15). Employees have the option of setting up a career development plan.

For probationary confidential employees, the immediate supervisor meets with each confidential employee at the time of initial employment to outline expectations and goals for the employee during the probationary period. Immediate supervisors evaluate each new probationary confidential employee at the end of the third, sixth, and eleventh months of employment (IIIA1b-16). For the evaluation of temporary confidential employees there are different evaluation ratings and a process for appealing evaluations. In addition to the regular schedule of evaluations, an employee’s supervisor can conduct an evaluation at any time. Employees may review and respond to all evaluations prior to it being placed in the employee’s personnel file.
**Self Evaluation**

The College has clearly articulated evaluation procedures and all personnel are evaluated systematically and at stated intervals.

The College meets this Standard.

**Actionable Improvement Plans**

None.

**Evidence IIIA1b**

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<thead>
<tr>
<th>IIIA1b-1</th>
<th><em>Management, Supervisory, and Confidential Employees Personnel Manual</em>, section 6.2</th>
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<td>IIIA1b-4</td>
<td>PowerPoint Managers/supervisors evaluation training program, April 25, 2012</td>
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<td>IIIA1b-5</td>
<td>Contra Costa Community College District and United Faculty Tentative Agreement, faculty evaluation guidelines, March 10, 2010</td>
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<tr>
<td>IIIA1b-6</td>
<td>Contra Costa Community College District and United Faculty Tentative Agreement, faculty evaluation guidelines, March 10, 2010</td>
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<td>IIIA1b-7</td>
<td>Evaluation guidebook for probationary faculty</td>
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<td>IIIA1b-8</td>
<td>Evaluation guidebook for probationary faculty</td>
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<tr>
<td>IIIA1b-9</td>
<td>Workshop information from evaluation training</td>
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<td>2013-2016 collective bargaining agreement between the Contra Costa Community College District and the Public Employees Union, Local 1, article 14</td>
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<td>IIIA1b-16</td>
<td><em>Management, Supervisory, and Confidential Employees Personnel Manual</em>, Section 6.9.1</td>
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**Standard IIIA.1.c** Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.
Descriptive Summary
Faculty have the direct responsibility for student progress toward achieving student learning outcomes and the College has incorporated student learning outcomes (SLOs) into the faculty evaluation process. Fifteen different self-evaluation forms, tailored to the specific instructor status and method of instruction, are used in the faculty evaluation process: classroom faculty (adjunct, tenured track, tenured, repeated for each instructor classification), counselors, learning disabilities specialists, librarians, and online classroom faculty. Faculty members evaluate themselves on two measurements, “I use appropriate and varied tools for evaluating and assessing student learning outcomes; and I participate in department committees/tasks” which include curriculum development, assessment of SLOs, course outline rewrites, and course content review.

Faculty self evaluations are incorporated into the evaluation packet by the evaluation review team. Faculty evaluations occur annually for the first four years for non-tenured faculty and every three years thereafter once the faculty member is tenured (III.A1c-1). Part-time faculty are evaluated their first semester teaching and every 3 years subsequently.

The evaluation of student learning outcomes was incorporated into the faculty evaluation process in fall 2010 and two cycles have been completed. All faculty evaluated during that period responded to the queries on their individual progress in the two areas used to measure progress.

Self Evaluation
The College has made extraordinary progress in the area of student learning outcomes and has moved to a sustainable, continuous process of improvement over the course of the past five years. The inclusion of student learning outcomes in terms of their creation and assessment into the faculty evaluation process has made assessment of student learning an integrated part of the faculty evaluation process.

The College meets this Standard.

Actionable Improvement Plans
None.

Evidence IIIA1c
IIIA1c-1 Self evaluation form for classroom faculty

Standard III.A.1.d The institution upholds a written code of professional ethics for all its personnel.

Descriptive Summary
In the Accrediting Commission for Community and Junior Colleges response to Diablo Valley College’s 2008 self evaluation, the District received a recommendation requiring the establishment of a written code of professional ethics which includes managers. In response to this recommendation, the Governing Board established Policy 2056, Code of Ethics, on October
The policy addresses all members of the District community, including managers.

The creation of this policy followed the participatory governance approval process, whereby it was presented to the District governance council, to the individual employee bargaining groups, and to the Management Council for input. In addition, Human Resources Procedure 1040.08, Employee Code of Ethical Behavior, previously adopted by the Chancellor’s Cabinet on April 5, 2005, is directed to apply to all District administrators (IIIA1d-2).

The College includes information about policies and procedures regarding ethics in every new-hire orientation (IIIA1d-3). Every new District employee, managers, full-time and part-time faculty, and classified staff, receives as a part of their hiring packet the District policies and procedures including the Employee Code of Ethical Behavior. This information is given to the employee by the human resources office and the employee signs and dates a form acknowledging receipt of these policies and procedures. The signed receipt is kept in the employees’ personnel file and is housed in the College’s human resources office.

Communication about the importance of ethical behavior is ongoing.

- The District conducted mandatory ethics training for all managers in 2013 (IIIA1d-4).
- The College administration annually sends information to all employees via email pertaining to the District’s sexual harassment (IIIA1d-5) and unlawful discrimination policies (IIIA1d-6).
- The College maintains information regarding its policies and procedures on the College website (IIIA1d-7).
- A District Hotline to report Fraud is available as of 2012 through a link at the bottom of the District webpage. It is an anonymous fraud reporting tool that is hosted externally by the EthicsPoint Company. The Hotline is coordinated internally by the internal auditor and vice chancellor of human resources (IIIA1d-8).

Self Evaluation
The College and District has addressed the recommendation from the previous accreditation visit and upholds a code of ethical standards for all employees.

The College meets this Standard.

Actionable Improvement Plans
None.

Evidence IIIA1d
IIIA1d-1 Governing Board Policy 2056, Code of Ethics
IIIA1d-2 Human Resources Procedure 1040.08, Employee Code of Ethical Behavior
IIIA1d-3 New employee orientation packet on Governing Board policies, 2013
New employee orientation policy acknowledgement form
4CD child abuse reporting statement
Mandated reporter information
Standard III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.

Descriptive Summary
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. In addition to instruction, faculty members have responsibility for curriculum development, assessment of student learning outcomes, and actively participating in campus governance groups. The College had 535 classified staff, 18 academic managers, and 13 classified supervisors and managers.

Employees are recruited for their expertise and experience in their discipline or area of service. Many employees hold doctoral degrees or have other experience above and beyond the scope of prescribed by the Minimum Qualifications for Faculty and Administrators in California Community Colleges from the California State Chancellor’s Office or the minimum standards set for employees through labor agreements and position analysis.

Self Evaluation
The College meets this Standard.

Actionable Improvement Plans
None.

Evidence
None.

Standard III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Descriptive Summary
Diablo Valley College and the Contra Costa Community College District develop, review, and modify their personnel policies and procedures through participatory governance. Personnel policies and procedures are outlined in the Governing Board Policies and Administrative Procedures (IIIA3-1), Human Resources Procedures (IIIA3-2), Payroll Procedures (IIIA3-3), and the Management, Supervisory, and Confidential Employees Personnel Manual (IIIA3-4).
Policies and procedures are maintained and updated in both hard copy and online format, which are available for information and review by the public on the District website.

Governing Board Administrative Procedure 1001.01 describes the systematic process to introduce new or revise existing Governing Board policies and procedures (IIIA3-5). The procedure defines how the process is initiated, which bodies of constituents are involved in the process, and the timelines for such processes. Policies of the Governing Board may be adopted or revised at any regular meeting of the Governing Board by a majority vote of the members (IIIA3-6). New Governing Board policies or revisions to existing Governing Board policies or procedures may be recommended by any educational or classified employee, any organization representing employees of the District, District committees, or management personnel. Persons may recommend to the chancellor new Governing Board policies or revisions to existing Governing Board policies by contacting the chancellor, vice chancellors, or college presidents.

After the chancellor receives input on new policies or revisions from the District governance council, faculty and classified employee unions, and the Management Council executive board, the chancellor finalizes the policy and forwards it to the Chancellor’s Cabinet for approval. The cabinet has 20 workdays to approve or reject the proposal. Upon cabinet approval, the proposed new or revised policy is presented to the Governing Board first as an information item and then not less than one regular Governing Board meeting later as a second reading, nonconsent item for voting. Upon Governing Board approval, the policy is printed and distributed as required, with a title, approval date, and policy number.

All College employees are responsible for being knowledgeable of and in compliance with College and District policies and procedures germane to their job function. An evaluation of compliance with these policies and procedures is embedded in all employee evaluations.

**Self Evaluation**

New agreements and provisions are negotiated regularly depending on the agreed upon length of the contract for each unit. District Office staff who manage personnel actions, policies and procedures are the chancellor; vice chancellor of human resources, and director of human resources. DVC campus administrators include the president and the vice president of finance and administration who are responsible for ensuring policies and procedures are equitably administered.

The College meets this Standard.

**Actionable Improvement Plans**

None.

**Evidence IIIA3**

<table>
<thead>
<tr>
<th>IIIA3-1</th>
<th>Screenshot Governing Board policies and administrative procedures</th>
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<tr>
<td>IIIA3-2</td>
<td>Human resources procedure 3040.01, Classified Staff Orientation</td>
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<td>IIIA3-3</td>
<td>District Payroll procedures</td>
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<td>IIIA3-4</td>
<td><em>Management, Supervisory, and Confidential Employees Personnel Manual</em></td>
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Standard III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary
The District has clearly articulated hiring policies and procedures for all groups of employees described in the Uniform Employment Selection Guide (III A3a-1). The District has policies and procedures on how to employ classified staff, confidential staff, faculty, and management both permanent and hourly (III A3a-2). The classified staff and faculty collective bargaining agreements describe components of the employment process.

According to Governing Board Policy 2052, Equal Employment Opportunity, the District supports the intent set forth by the California Legislature to assure that efforts are made to build a community in which opportunity is equalized and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds (III A3a-3). The District believes that diversity in the academic environment fosters cultural awareness, mutual understanding, respect, and suitable role models for all students. The Governing Board is committed to promote the realization of equal employment through a continuing equal employment opportunity program. The vice chancellor of human resources and organizational development and appropriate constituent groups have developed, and the Governing Board adopted, a plan for equal employment opportunity that complies with the Education Code and Title 5 requirements as from time to time modified or clarified by judicial interpretation.

Under the District’s Governing Board Policy 2001, Nondiscrimination, no student, vendor, or person employed or seeking employment with the District shall be unlawfully subjected to harassment, discrimination, or denied full and equal access to, or the benefits of District programs or activities on the basis of ethnic group identification, race, color, ancestry, religion, marital status, sex, national origin, gender, or within the limits imposed by law or District regulations, because of age, sexual orientation, physical or mental disability, medical condition, veteran status, parental status, citizenship, or because he or she is perceived to have one or more of these characteristics or based on association with a person or group with one or more of these actual or perceived characteristics (III A3a-4).

According to District Human Resources Procedure 1010.01, the vice chancellor of human resources and organizational development is responsible for the coordination and review of the Governing Board’s nondiscrimination policy, procedures, and faculty and staff diversity program (III A3a-5). The vice chancellor of human resources and organizational development shall consult, as appropriate, with the Chancellor’s Cabinet, employee organizations, and District governance council to review all District policies affecting personnel to provide equitable treatment for all employees and job applicants consistent with legal requirements for
nondiscrimination and principles of equal employment opportunity and to ensure that the practices and procedures of the District are nondiscriminatory.

To ensure fairness in all employment procedures the chief human resources officers established a procedure that ensures all members of the District can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with the Title 5 regulations and those of other agencies that administer state and federal laws regarding nondiscrimination. The Unlawful Discrimination Complaint Form allows individuals to file employment complaints within six months and non-employment complaints within one year to request the District acknowledge, act, or resolve an incident of discrimination or alleged discrimination (III A3a-6)

Human resources processes for hiring at DVC are systematic and ensure fairness across all constituencies. The vice president of business and administrative services (VPBAS) distributes interview guidelines to hiring panels prior to interviews for manager and classified staff hires. To ensure fairness in all employment procedures, the VPBAS is responsible for coaching all hiring committees prior to screening interviews to ensure all interview panelists are educated about what constitutes discrimination or unfair hiring practices, thus each candidate may have the same opportunity and experience throughout the hiring process.

Self-Evaluation
Personnel actions dealing with recruitment, appointment, promotion, transfer, employee training, and development are of critical importance to the success of the District’s nondiscrimination procedures that ensure equal employment opportunity. The education, experience, skill, knowledge, and any other qualifications required for a position are limited to those qualifications directly related to the satisfactory performance of the duties and responsibilities of the position, and those qualifications are regularly reviewed.

The College meets this Standard.

Actionable Improvement Plans
None.

Evidence III A3a

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<thead>
<tr>
<th>III A3a-1</th>
<th>Uniform Employment Selection Guide</th>
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<tr>
<td>III A3a-2</td>
<td>District Human Resources Procedure 1010, Recruitment and Selection</td>
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<td>District Human Resources Procedure 2030, Employment (2)</td>
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<td>III A3a-3</td>
<td>2013-2016 collective bargaining agreement between the Contra Costa Community College District and the Public Employees Union, Local 1, article 11.5</td>
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<td>III A3a-4</td>
<td>Governing Board Policy 2052, Equal Employment Opportunity</td>
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<td>Governing Board Policy 2001, Nondiscrimination Policy</td>
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IIIA3a-5  District Human Resources Procedure 1010.01, Nondiscrimination Procedures for
Faculty and Staff Diversity Program (FSDP)

IIIA3a-6  Unlawful Discrimination Complaint Form

**Standard III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.**

**Descriptive Summary**
The Contra Costa Community College District expressly prohibits indiscriminate or unauthorized access to, or disclosure of, personal data from any source regarding employees, retirees, students, or applicants for employment. All College personnel files are kept in file cabinets in the human resources department in the College business services area. The file cabinets are locked at all time and the only keys are held by the two human resources assistants, the business services manager, and the business services manager’s assistant. Current personnel records are confidential and may only be viewed by authorized personnel and by the employee (IIIA3b-1).

According to District Human Resources Procedure 1040.01, unauthorized access, modification, or use of computerized records is prohibited consistent with federal and state law. The Information Practices Act (IPA), the Family Education Rights and Privacy Act (FERPA) and Title 5 regulations govern the protection of confidential and personal employee, retiree, student, and applicant data (IIIA3b-2). The District information technology area has safeguards in the technical infrastructure which secure employee records in the Ellucian system. Users have their own login and password to view only their records. Managers request access for new employees through District information technology upon completion of required employee hiring paperwork.

As a result of past security breaches, limitations on and enforcement of access to student and employee files via the electronic database have been strengthened. Users are required to use only their own designated accounts and to keep all identification numbers, passwords, and account information confidential, and are expected to take reasonable precautions to prevent others from obtaining this information (IIIA3b-3). Employees who violate the technology policy and procedures may be subject to disciplinary action including revocation or suspension of access privileges of using the District’s technology resources and may be subject to criminal or civil sanctions if permitted by law (IIIA3b-4).

**Self Evaluation**
Diablo Valley College has made provision for the security and confidentiality of personnel records. Each employee has access to his or her personnel records in accordance with law.

The College meets this Standard.

**Actionable Improvement Plans**
None.
Evidence IIIA3b
IIIA3b-1 District Human Resources Procedure 1040.01, Protection of Confidential Data
District Human Resources Procedure 1040.02, Personnel File Contents
Education Code 87031.b2
IIIA3b-2 District Human Resources Procedure 1040.01, Protection of Confidential Data
IIIA3b-3 District Business Procedure 10.06 Section 3.3.3, Acceptable Technology Use
IIIA3b-4 District Business Procedure 10.06 Section 4.2.6, Acceptable Technology Use

Standard III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Standard III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary
Diablo Valley College’s core values as articulated in the College’s 2013-2017 Strategic Plan include commitments to understanding a diverse population, responding to community needs, and remaining nimble and responsive in an ever-changing environment (IIIA4a-1). The College’s commitment to equity and diversity can be found across its programs and practices.

Employee recruitment and hiring processes. The College strives to increase the diversity of its employees by actively recruiting qualified candidates with diverse backgrounds (IIIA4a-2). Contra Costa Community College District Human Resources Procedure 1010.01 establishes a faculty and staff diversity program, to recruit “applicants from all ethnic and gender groups” and to support all personnel (IIIA4a-3). The goal of diversity in employee recruitment is further affirmed in the Management, Confidential and Supervisor Manual (IIIA4a-4). When advertising for positions, the District actively advertises to a list of organizations that may attract diverse candidates. When hiring, the College president or his designee meets with each hiring committee to affirm the importance of diversity in hiring (IIIA4a-5).

Professional development. Diablo Valley College has professional development activities that are open to all employees and support the diverse needs of employees. The College’s Professional Development Committee has identified goals to support diverse personnel and is currently creating a College wide plan for staff development which will include specific goals related to support of diverse personnel (IIIA4a-6).

The Contra Costa Community College District (District) provides all new employees with an orientation to District policies and procedures (IIIA4a-7). All employees are afforded the opportunity to access employee assistance program services that offers confidential counseling services as well as other services for themselves and their dependents under the benefit plan (IIIA4a-8). JobLinks for classified staff is an annual event District wide to support the development of classified staff (IIIA4a-9). College flex activities offer a variety of topics around diversity and equity issues (IIIA4a-10). The College’s nexus program provides new faculty with a year-long orientation program (IIIA4a-11). The District has instituted a District wide leadership program to support employees in a “grow your own leaders” professional
development program (IIIA4a-12). The District has also instituted a teaching and excellence program in an effort to create and maintain a diverse workforce (IIIA4a-13). The District implements a District wide climate survey on a regular basis to assess employee’s needs and inform decision-making accordingly (IIIA4a-14).

There are several professional development activities that support diverse personnel.

- Employees have attended the National Council for Race and Ethnicity in Higher Education annual conference (IIIA4a-15).
- Classified staff development created a mother’s room to support lactating mothers and promoted health and wellness trainings for all employees (IIIA4a-16).
- Nine female employees were supported to attend the Asilomar Leadership Skills Seminar for women in community college leadership and this continues to be a program that the College engages employees on an annual basis (IIIA4a-17).
- Three employees attended the Future Leaders Institute (FLI), and one employee attended the Future Leaders Institute for African American leaders (IIIA4a-18).
- Several employees have attended the Asian and Pacific Islanders in Higher Education conference (IIIA4a-19).
- A group of female faculty, staff, and administrators collaborated to support activities for Women’s History Month (IIIA4a-20).

College committees. College wide committees are focused on creation and maintenance of appropriate services to support the College’s diverse personnel. The College’s committee structures are created and evaluated through the College’s governance structure and include representation of administrators, faculty, staff, and students at both the Pleasant Hill and San Ramon Campuses.

The Equal Employment Opportunity Committee (EEOAC) and the Student Equity Committee were formed when the Cultural Diversity Committee disbanded in 2009 (IIIA4a-21). The Student Equity Committee is charged with writing the College’s Student Equity Plan (IIIA4a-22). A draft of this plan was developed by the College community in spring 2014. The plan is critical to supporting an increasingly diverse student body, and provides strategies for growth and development of DVC personnel who engage with a diverse group of students (IIIA4a-23).

The EEOAC had focused its efforts on selecting a trainer to provide training to hiring committees about bias awareness in the hiring process. The committee has refocused its direction in the recent year and continues to work with the College’s equal employment opportunity officer to address hiring goals and practices at the College. The EEOAC worked with Contra Costa Community College District Human Resources to determine the impact of layoffs on the diversity of classified staff and found that the diversity stayed the same before and after layoffs in 2011 (IIIA4a-24).

The Student Equity Committee, the college success inquiry project, the AB540/undocumented student taskforce, the Puente, Umoja, and EOPS summer institute learning communities provide support for diverse student populations and address issues of equity (IIIA4a-25). Professional
development activities and capacity building are embedded into these programs for ongoing support of participating employees. Many of these groups sponsor campus wide events that engage a wide range of employees and the public (IIIA4a-26).

**Campus Events.** The College has supported a variety of events that affirm the College’s commitment to engaging in broad-based discussions around equity, inclusion, and diversity.

- The Foundations for College Success Committee, which is Diablo Valley College’s implementation of the state Basic Skills Initiative, provides a variety of in-service trainings for faculty, staff, and administrators focused on asset and deficit-based approaches to working with students (IIIA4a-27).
- The College hosted an opening day flex activity in January 2012 with San Francisco State professor Shawn Ginwright, an expert in equity and diversity issues in higher education.
- The DVC foundation sponsored a speaker in November 2010, Rigobertu Menchu, who presented about the rights of indigenous people of Guatemala and her work as an advocate on behalf of indigenous communities (IIIA4a-28).
- The College engaged in a year-long project in 2010-2011 reading Claude Steele’s book on stereotype threat, *Whistling Vivaldi*. Small discussions and larger campus wide discussions engaged a diverse group of faculty, staff, and administrators in learning strategies to mitigate stereotype threat.
- The College’s Umoja program has supported Black History Month Activities (IIIA4a-29) and in spring 2014 launched a Speaker Series to address issues around diversity and inclusion with two events at the Pleasant Hill Campus and one event at the San Ramon Campus (IIIA4a-30).

**Student activities and support.** The student life office houses the Associated Students of Diablo Valley College, student activities, and the inter-club council. These student led bodies provide a variety of programming and events that support a diverse student population (IIIA4a-31). DVC faculty, staff, and administrators serve as advisors to these student led organizations, thus providing engagement of employees with students on issues of diversity.

**Self Evaluation**

Diablo Valley College demonstrates understanding and concern for issues of equity and diversity in multiple ways. The College’s *2013-2017 Strategic Plan*’s core values include excellence, student learning, and equity. Committee structures created through the governance structure include diverse personnel representation. Contra Costa Community College District and College hiring practices include intentional practices to hire diverse personnel. There are many bodies that are supportive of initiatives that support diverse student populations and many employees who are engaged in efforts to support diverse student populations. Campus wide events include speakers and other professional development activities that are designed to support and engage diverse personnel.

Diablo Valley College has a variety of programs and services in place to support its employees, which are affirmed by Contra Costa Community College District (District) Human Resources Policy 1010.01. The College’s professional development goals support opportunities for professional growth of employees. There are institutionalized programs such as the teaching and
excellence Program, the District leadership institute, JobLinks, and the employee assistance program that provide broad-based professional development opportunities for employees. With the retirement of several African American faculty, staff, and administrators, the Black Educators Association has disbanded. As the College is intentionally emphasizing the importance of diversity in the hiring process, there is an opportunity to address this in the future.

While the College has made much progress around issues related to promoting equity and diversity, this is an area that can continue to be strengthened. The College’s recent strategic plan provides an opportunity to further direct resources to support ideas and innovation that support diversity and equity issues.

The College meets this Standard.

**Actionable Improvement Plans**

None.

**Evidence IIIA4a**

- **IIIA4a-1** 2013-2017 Strategic Plan
- **IIIA4a-2** District Workforce Diversity Efforts and Student, Employee and Service Area Demographics, February 2013
- **IIIA4a-3** Human Resources Procedure 1010.01, Nondiscrimination Procedure
- **IIIA4a-4** Management, Confidential, and Supervisor Manual
- **IIIA4a-5** District Policy 1023, Equity in Student Achievement
  - District Policy 2059, Diversity
  - Letter from S. Bruckman, Revision of equal employment opportunity program regulations, September 23, 2013
  - 2013-2017 Strategic Plan
  - Sample desirable qualifications and questions
  - Sample job announcement
  - Sample vice president of instruction calendar showing hiring meetings
  - Professional Development Committee self evaluation, March 23, 2012
  - District new employee orientation, September 18, 2013
  - District new employee orientation, February 19, 2014
  - Employee assistance program summary
  - JobLinks program schedule, June 6, 2013
  - JobLinks workshop descriptions, June 6, 2013
  - Flex workshops fall 2013
  - Dreamer Workgroup flex PowerPoint presentation, August 13, 2013
  - Nexus program information 2012-2013
  - 4CD Leadership Institute workshop schedule, January 24, 2014
  - 4CD Leadership Institute workshop schedule, February 3, 2012
  - 4CD Leadership Institute workshop schedule, January 29, 2010
  - Teaching excellence program information November 2012
  - Climate survey report, November 2007
  - Email from E. Stone, National Council for Race and Ethnicity attendees, April 18, 2014
Email from C. Lento, New mothers, May 4, 2012
Email from E. Stone, Asilomar Leadership Skills Seminar attendees, April 18, 2014
Screenshot CCLC Asilomar Leadership Skills Seminar information, 2015
Email from E. Stone, Future Leaders Institute attendees, April 18, 2014
Email from S. Shears, Leadership development conference for African American leaders, January 28, 2014
Email from E. Stone, Asian and Pacific Islanders in Higher Education attendees, April 18, 2014
Woman’s History Month events 2014
Email from M. Jacobson, Women’s History celebration, March 5, 2014
College Council minutes, September 20, 2010
College Council minutes, September 13, 2010
College Council minutes, August 23, 2010
Committee Handbook, October 2010
College wide committee Annual Reports, 2009-2010
Email from D. Franco, Committee taskforce, September 15, 2010
Student Equity Committee charge
2013-2014 Student Equity Plan draft
Student Equity Committee minutes, November 22, 2013
Student Equity Committee minutes, October 25, 2013
Equal Employment Opportunity Committee self evaluation, May 4, 2011
Screenshot Puente Project information
Screenshot Umoja program information
Umoja Newsletter, spring 2013
Umoja PowerPoint presentation to Governing Board, November 13, 2013
Umoja project timeline, February 2, 2012
Umoja project timeline, January 31, 2012
Umoja coordinator responsibilities
Umoja cover letter to P. Garcia, February 2, 2012
College Success Inquiry Executive Summary Report, 2010-2011
Black History Month poster, 2014
Email from E. Stone, Black History Month, February 12, 2014
Flex workshops fall 2013, AB540 workshop information p. 10
Email from E. Stone, More than a DREAM, March 25, 2014
Email from E. Stone, More than a Dream attendees, April 13, 2014
More than a Dream program flyer, April 3, 2014
One Justice Press Release, March 11, 2014
One Justice Bus project, April 2014
Contra Costa Times article, April 3, 2014
Email from L. Ponthier, Dream Act Workshops, October 22, 2013
College Success Inquiry spring retreat agenda, February 11, 2011
College Success Inquiry learnings drawing
Standard IIIA.4.b. Diablo Valley College regularly assesses its record of employment equity and diversity consistent with its mission.

Descriptive Summary
The College is committed to a diverse workplace and academic environment, consistent with its mission. Information regarding staff demographics and diversity are provided to the College when requested from the Contra Costa Community College District’s (District) research office (IIIA4b-1). The College president presented a report to the District’s Governing Board regarding workforce diversity at the College (IIIA4b-2). In 2012, the equal employment and opportunity advisory committee inquired if there was disproportionate impact on staff diversity due to layoffs of classified staff during the economic crisis. Findings revealed there was less than 1% impact and was not considered significant (IIIA4b-3).

Self Evaluation
The College affirms its commitment to a diverse workplace and academic environment in several ways. The District research department provides the College with annual information regarding employment diversity. The importance of employee diversity is affirmed by the College president’s report to the Contra Costa Community College District (District) Governing Board, as well as by the chancellor’s strategic objectives regarding the District’s hiring practices to recruit diverse candidates. When layoffs occurred during the economic downturn, the equal employment and opportunity advisory committee conducted a study and affirmed that there was not a disproportionate impact on diverse staff members who were impacted by layoffs.

The College meets this Standard.

Actionable Improvement Plans
None.

Evidence IIIA4b
IIIA4b-1 Sample research request filled by District research
IIIA4b-2 District efforts to create a diverse workforce, June 27, 2012
   District Workforce Diversity Efforts Report, Student, Employee, and Service Area Demographics
IIIA4b-3 Equal employment and opportunity advisory committee self-evaluation, May 4, 2011
Standard III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary
Diablo Valley College’s Procedure 2001.01, Non-discrimination, affirms the College’s commitment to non-discriminatory practices (IIIA4c-1). The College and Contra Costa Community College District (District) have human resources and business procedures and policies that have been developed, implemented, and evaluated through collective bargaining units as well as the Management Council executive board (IIIA4c-2). The Manager and Supervisory and Confidential Manual, Local 1 agreement, and the United Faculty contract all include statements regarding unlawful discrimination and affirmation of mutual respect. Processes have been established to report grievances (IIIA4c-3). The District has established a confidential hotline that is open to employees or the public at large to report concerns (IIIA4c-4).

The Contra Costa Community College District requires mandatory trainings for managers on a regular basis about sexual harassment and ethics (IIIA4c-5). Training for hiring committees is provided for classified, faculty, and management hires (IIIA4c-6). The College president or his designee meets with every hiring committee to affirm the importance of diversity in the hiring process (IIIA4c-7). Anti-bias training is provided for faculty (IIIA4c-8). The chancellor hosts six “Chancellor’s Chats” every year which provide opportunities for employees to communicate directly with the Chancellor about issues that are important to them.

The College recently completed a two-year strategic planning process that has included broad-based campus wide participation. This process has allowed for faculty, classified, and management voices to be heard and provide integrity in the development of the plan that will inform the decision making process. During the first year, over 20 focus groups were conducted to solicit employee voices. The findings informed the development of the College’s strategic plan. The process was intentionally inclusive of student, faculty, staff, and administrator voices at the ground level, thus affirming the College’s commitment to integrity and inclusivity of all voices on campus (IIIA4c-9).

The College has a Code of Conduct and an Academic Integrity Policy which set expectations for behaviors of all students (IIIA4c-10). Students are required to adhere to these policies and when violations occur, there are established channels for due process. The policies and processes affirm the student’s responsibilities and the institution’s commitment to fair treatment of students. In addition, the Governing Board established Policy 2056, Code of Ethics, on October 21, 2009 (IIIA4c-11) which applies to all employees.

Self Evaluation
Diablo Valley College’s non-discrimination policy affirms the College’s commitment to a diverse and inclusive workplace. Institutionalized practices to support and train hiring committees and provide managers with necessary training around sexual harassment and ethics, affirms the Colleges and Contra Costa Community College District’s integrity in its treatment of employees and students. The recent strategic planning process provided an inclusive opportunity for voices to be heard in shaping the strategic plan and the direction of the College. The
College’s student Code of Conduct and Academic Integrity Policy affirm expectations and due process for students, thus demonstrating integrity in treatment of students.

The College meets this Standard.

**Actionable Improvement Plans**
None.

**Evidence IIIA4c**

| IIIA4c-1 | DVC Procedure 2001.01, Nondiscrimination at DVC |
| IIIA4c-2 | Local 1 union contract |
|          | United Faculty union contract |
|          | *Managers, Supervisors, and Confidential Manual* |
| IIIA4c-3 | Local 1 union contract, article 10 |
|          | United Faculty union contract, article 19 |
|          | *Managers, Supervisors, and Confidential Manual*, article 15 |
| IIIA4c-4 | Screenshot confidential hotline information |
| IIIA4c-5 | PowerPoint ethics and code of conduct managers training, April 24, 2013 |
|          | Ethics and sexual harassment agendas |
|          | Ethics code of conduct training for managers PowerPoint, 2013 |
| IIIA4c-6 | Email from E. Huff, District training opportunity, February 6, 2014 |
|          | Email from A. Gonzalez-Lewis, February and March workshops, February 5, 2014 |
| IIIA4c-7 | President’s calendar excepts |
| IIIA4c-8 | Bias awareness training agenda, February 17, 2009 |
| IIIA4c-9 | Email from P. Garcia, Strategic planning, April 30, 2012 |
|          | Strategic planning focus group list |
|          | Strategic planning interview schedule |
|          | Strategic planning selection form |
|          | Strategic planning flex day attendees, spring 2013 |
|          | Strategic planning flex day evaluation, spring 2013 |
|          | Strategic Planning Taskforce members |
|          | Strategic Planning Taskforce phase one, April 30, 2012 |
| IIIA4c-10 | District Student Services Procedure 3027, Student Code of Conduct |
|          | Academic Integrity Policy |
| IIIA4c-11 | District Policy 2056, Conflict of Interest |

**Standard III.A.5.** The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

**Standard III.A.5.a.** The institution plans professional development activities to meet the needs of its personnel.
Descriptive Summary
Diablo Valley College has professional development activities that are open to all employees and support their diverse needs. The activities are consistent with the DVC mission and strategic plan, that “DVC is passionately committed to student learning through the intellectual, scientific, artistic, psychological, and ethical development of its diverse student body. DVC 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” (IIIA5a-1).

Professional development programs are supported by both the Contra Costa Community College District (District) and the College and are designed to meet the needs of all personnel. The professional development program at the College coordinates and facilitates the flexible calendar program in accordance with the negotiated agreement and state chancellor’s office mandates (IIIA5a-2). College flex activities are held on a wide variety of topics to support employee’s professional development (IIIA5a-3). The College’s nexus program provides new faculty with a year-long orientation program in accordance with the negotiated flexible calendar hours for first-year tenure track faculty (IIIA5a-4). There are many examples of successful professional development activities that have been created and funded by the campus professional development program.

- 2010-2011 Whistling Vivaldi Project. The project’s goal was to intensify the collaboration amongst the constituency groups and establish a collective focus on student success and on narrowing the achievement gap. Participants read Whistling Vivaldi, by Claude Steele; attended a series of workshops, round-table discussions, and brown bag lectures; and attended an all College activity intended to deepen the conversation about stereotype threat and its impact on how managers, faculty, and staff work with each other and with our students. As part of the all College activity, participants worked in groups to develop retention strategies that were applicable to their academic fields (IIIA5a-5).
- A series of trainings on Microsoft Office applications.
- 2013 Teaching Academy. In anticipation of the need to prepare instructors to teach online within the newly adopted Desire2learn learning management system, the technology training and development coordinator developed an eight week online course tailored around online teaching and current best practices within distance education. 21 faculty completed the course (IIIA5a-6).

There are many examples of professional development activities that have been created and funded by the Contra Costa Community College District (District).

- Leadership program to support employees in a “grow your own leaders” professional development program (IIIA5a-7).
- Teaching and excellence program in an effort to create and maintain a diverse workforce (IIIA5a-8).
- Annual JobLinks activities for classified staff.
- The campus Professional Development Committee determined that more training should be available, so it piloted a program with Lynda.com, which offered online courses that address technology training needs (IIIA5a-9). In December 2013, the District
Professional Development Committee voted to purchase Lynda.com licenses for all District employees for one year. This purchase was completed in late January 2014, and following District authentication implementation, licenses were made available to all District employees in February 2014.

The professional development center includes an open computer lab for computer use, meetings, and trainings, and a lounge meeting space open and available for informal and formal gatherings to all staff. Key College committees and inquiry groups often use the lab and lounge for meetings and collaboration on projects. The campus professional development program has a classified senior office assistant to help with administrative support functions. A full-time classified staff member provides instructional technology support to faculty and staff, with a recent focus on providing faculty support for the learning management system transition from WebCT to Desire2Learn (IIIA5a-10).

Planning for professional development programmatic content is driven by the College Wide Professional Development Committee and three other committees representing each constituency group. This four committee structure insures that needs assessment, planning, and implementation include input from all College employees. College funding for professional development is distributed annually by the Contra Costa Community College District (District) according to a Full-Time Equivalent formula to the Professional Development Committees at the three colleges and the District office, who then base expenditures on professional development activities that support the College’s mission and, in the case of faculty, mandated professional development standards published by the state chancellor’s office. All of the constituent Professional Development Committees meet regularly to discuss needs and receive input from their respective senates and governance committees. The activities offered are informed by the annual District committee District wide development survey and student success data (IIIA5a-11).

Since the 2008 Self Study Report done for the Accrediting Commission for Community and Junior Colleges, there have been two iterations of the College’s professional development program due to staffing and resource reductions. Prior to July 2012, the program had a faculty coordinator on reassignment covering 80% of their teaching responsibilities. This position was discontinued at the end of June 2012, at which time responsibilities for coordinating and facilitating the program were transferred on an interim basis to the library director. Throughout that period and since 2009, the nexus coordinator has been funded as a 20 percent reassignment from teaching.

The Contra Costa Community College District (District) and College provide funding for professional development, although that funding has decreased since 2008 which has caused staff reductions and limitations in programming. In addition to College and District activities, instructional units have the flexibility to fund professional development activities out of their operating budgets and some regularly do so.

Self Evaluation
The professional development program review of 2010-2011 indicates significant positive developments in spite of budgetary cutbacks and reductions in staff. The reorganized
professional development program continues to strive to meet the needs of the campus community and the requirements of the state chancellor’s office in light of the 2013 Student Success and Support Programs Initiative, which recommends that community colleges offer professional development opportunities that will assist employees to become better prepared to respond to evolving student needs.

In order to best respond to the Student Success and Support Programs Initiative, in spring 2013 the College Wide Professional Development Committee began the process of developing a multi-year strategic plan. The Professional Development Plan will support the College’s new 2013-2017 Strategic Plan and state mandates for the flexible calendar program, as well as the chancellor’s office’s Professional Development Committee’s recommendation. The proposed professional development mission statement is “to promote, support and improve student success and institutional effectiveness through high-quality training and professional development opportunities that benefit all College employees in support of the College’s strategic plan.” The Professional Development Plan is currently in a draft stage with additional review and vetting occurring in the fall 2014 term.

The College meets this Standard.

**Actionable Improvement Plans**
None.

**Evidence IIIA5a**

| IIIA5a-1 | Professional Development Plan draft, February 2014 |
| IIIA5a-2 | Fall 2013 flex workshop calendar |
|           | 2012-2013 Professional development flex calendar |
|           | Report on the California Community College Student Success Initiative |
|           | Professional Development Committee Self Evaluation, April 23, 2012 |
|           | Letter from B. Harris, Professional Development Committee, May 10, 2013 |
| IIIA5a-3 | Fall 2013 flex workshop calendar |
| IIIA5a-4 | 2012-2013 nexus schedule |
| IIIA5a-5 | 2010-2011 Professional development proposal, Whistling Vivaldi project |
|           | 2011-2012 Professional development activities, Whistling Vivaldi project |
|           | 2011 Professional development poster, Whistling Vivaldi project |
| IIIA5a-6 | Contra Costa Community College District online teaching academy syllabus |
|           | Contra Costa Community College District online teaching academy participant totals |
| IIIA5a-7 | 4CD Leadership Institute workshop schedule, January 24, 2014 |
|           | 4CD Leadership Institute workshop schedule, February 3, 2012 |
|           | 4CD Leadership Institute workshop schedule, January 29, 2010 |
| IIIA5a-8 | Teaching excellence program information November 2012 |
| IIIA5a-9 | Lynda.com online tutorials |
|           | Email from C. Knox, Lynda training, April 4, 2014 |
| IIIA5a-10 | Technology training, September 2013 |
|           | Summer Technology Institute flyer 2013 |
| IIIA5a-11 | Professional Development Committee self evaluation, April 23, 2012 |
Standard III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary
A Contra Costa Community College District wide online database is available for professional development participants to enroll in professional development activities. The participants’ registration is verified by sign-in at the activity. An electronic evaluation system is in place that gathers feedback from participants of every professional development workshop and activity in the District regarding whether or not the activity met its stated outcomes and whether or not the activity helped the participant to better serve students. Presenters receive the results of the evaluation and may receive additional verbal feedback and support from professional development staff and participants, utilizing this information for improvement (IIIA5b-1). The professional development program takes the results of these surveys into account in planning future workshops and selecting workshop presenters (IIIA5b-2).

This collaborative and systematic method for planning, implementing, and assessing the effectiveness of professional development activities contributes to the continued improvement of the professional development program. In addition, the annual Contra Costa Community College District wide professional development survey contributes data that help the professional development program assess and improve its workshop offerings and conference funding.

Self Evaluation
The professional development program systematically evaluates its programs by gathering feedback from activity participants and the results from the Contra Costa Community College District annual needs assessment survey to inform future professional development activities and to provide developmental feedback to workshop presenters.

The College meets this Standard.

Actionable Improvement Plans
None.

Evidence IIIA5b
IIIA5b-1 Professional development survey results Pleasant Hill, fall 2012
Professional development survey results San Ramon, fall 2012
Staff Development Survey Report, 2011
Sample of workshop evaluation survey
Professional development workshop totals, 2013

IIIA5b-2 Professional Development Committee self evaluation, March 23, 2012

Standard III.A.6. Human resources planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.
**Descriptive Summary**

DVC Procedure 1010.01, Integrated Planning, provides an ongoing, documented, and systematic cycle of planning, resource allocation, implementation, and evaluation that links resource allocation to planning, enhances institutional effectiveness, and promotes student learning and achievement (IIIA6-1). DVC Procedure 1016.01, Program Review, establishes that program reviews are the primary basis for resource allocation requests for additional staff, equipment, or other needs (IIIA6-2). Administrative, student services, and instructional units regularly conduct program reviews which include a section on evaluating human resources and strategies for improvement (IIIA6-3).

All requests from validated program reviews and College wide plans undergo evaluation and ranking by the Integration Council which is forwarded to the Budget Committee. The Budget Committee develops an annual plan for resource allocation which is shared with constituency senates and councils and then sent to the College Council as a final recommending body to the president.

**Self-Evaluation**

The 2013-17 DVC Strategic Plan goal number four is, that “the College will develop and implement a human resources plan to maximize employee expertise to support the institution’s commitment to excellence and equity.” This goal illustrates the College’s commitment to integrated human resources planning (IIIA6-4).

The College meets this Standard.

**Actionable Improvement Plans**

None.

**Evidence IIIA6**

| IIIA6-1 | DVC Procedure 1010.01, Integrated Planning |
| IIIA6-2 | DVC Procedure 1016.01, Program Review |
| IIIA6-3 | Instructional program review template |
|         | Instructional unit program review definitions and clarifications 2013-2014 |
|         | Student service program review template |
|         | Administrative program review template |
| IIIA6-4 | 2013-2017 Strategic Plan |
Standard III.B. Physical Resources. Physical resources, which include facilities, equipment, land and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Standard III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Standard III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary
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 (IIIIB1a-1). The College plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services. Diablo Valley College provides the necessary physical space for the number of students for which it serves at both campus locations (IIIIB1a-2).

Physical resource planning is integrated with institutional planning. Physical resource planning is guided by the 2007-2017 Facilities Master Plan (IIIIB1a-3), the 2007-2017 Educational Master Plan (IIIIB1a-4), the 2006-2011 Strategic Plan, and the 2013-2017 Strategic Plan (IIIIB1a-5). The 2007-2017 Facilities Master Plan (IIIIB1a-6) was developed under the leadership of the College wide Planning Council with input from a wide range of stakeholders. The plan focuses on four main areas: creating a “front door” to the Pleasant Hill Campus; becoming pedestrian friendly; fostering communities of learning; and developing a unified campus character. Since the 2007 adoption of the 2007-2017 Facilities Master Plan, significant progress has been made in these areas. The 2007-2017 Educational Master Plan was developed with input from students, faculty, staff, managers, and the Contra Costa Community College District (IIIIB1a-7). This plan provides a list of both current and planned facilities projects. The 2007-2017 DVC Education Master Plan used the 2006-2011 Strategic Plan, an Environmental Scan, and unit planning documents to assure the integrity and quality of the College’s program for 2007 through 2017 (IIIIB1a-8).

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. (IIIIB1a-9) The College also uses indirect processes to analyze utilization, such as instruction office scheduling procedures for classrooms each semester and the program review process. 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.

At the Pleasant Hill Campus, instructional programs occupy 50.2 percent of the assignable square feet; the library and learning resources, 9.5 percent; general space assignment, 19.3
percent; and the remaining space of 21.2 percent is utilized by student services, the bookstore, food services, building maintenance and operations, general administration, and other services (IIIB1a-10). At the San Ramon Campus, instructional programs occupy 44.0 percent of the total assignable square feet. General space assignment occupies 40.1 percent, the library occupies 9.3 percent, and the remaining 6.7 percent is allocated to student services and general administration (IIIB1a-11). The state chancellor’s office monitors space utilization data that are submitted by the Contra Costa Community College District (IIIB1a-12). The space inventory report is updated annually and submitted electronically through the FUSION webpage (IIIB1a-13).

Diablo Valley College strives to upgrade outdated buildings, some of which were built during the formation of the College in the 1950s and 1960s. The District’s Five-Year Capital Outlay Plan for proposed building is submitted to the state chancellor’s office consistent with District Business Procedure 5.01 (IIIB1a-14) Building and facilities modernization at the College has been funded though the Contra Costa County voter-approved Measure A Bond in 2002 and the Measure A Bond in 2006 (IIIB1a-15). The College’s current Common’s Project was funded through these bonds.

The California Division of the State Architect oversees all construction and most renovations at both campuses. The District chief facility planner, DVC capital projects manager, DVC buildings and grounds manager, DVC custodial manager, and the vice president of business and administrative services work with President’s Cabinet and District Chancellor’s Cabinet to review, update and identify current and future campus facility projects (IIIB1a-16).

Recent construction on the Pleasant Hill Campus was titled the “Commons Project.” Phase one of the Commons Project was the construction of the new Student Services Center at the center of campus (IIIB1a-17). In December 2012 this portion of the project was completed and student service offices moved into the new building. This allowed the destruction of the old Student Services Building, which created space for a new Hospitality Studies and Food Court building. During the planning and move-in processes for the new Student Services Center, each student services area reviewed their areas for items needing to be fixed or replaced and the DVC facilities project manager worked with the two student service deans to fix items to address these needs (IIIB1a-18).

Phase two of the Commons Project is the ongoing construction of the new Hospitality Studies and Food Court building at the center of campus (IIIB1a-19). It is projected to be completed in summer 2014, at which time the Culinary Arts Department will move into the new space and the old building will be demolished and replaced with a central campus green space, thereby improving pedestrian access. The Commons Project was made possible by Contra Costa County voters through Bond Measure A passed in 2006. No program or state funds were used in the construction. The $52 million project consists of 86,000 square feet of new buildings and approximately three-and-a-half acres of a newly developed green space. The Commons Project construction requires pedestrian pathways to periodically change through the center of campus. The director of marketing and communication has kept the community informed about changes and progress on the construction through the DVC website (IIIB1a-20), notification emails (IIIB1a-21), and E-Connect Newsletters (IIIB1a-22) sent to students.
Classroom use is assigned by the instruction office for the Pleasant Hill Campus and by the senior dean of the San Ramon Campus 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. Room assignments are communicated with the Building and Grounds, Custodial, and Campus Police Department to ensure that the facilities will be supported during its use (III.B1a-23).

Planning and resource allocation for the improvement of physical resources is included in the instructional units program review process (III.B1a-24). 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. 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 (III.B1a-25) a final list of recommendations for funding is given to the college president who makes the final decision. This process assures the continuing quality necessary to support the College’s programs and services.

Self Evaluation
Diablo Valley College has integrated processes that are followed for the planning, building, maintenance, and upgrading of physical resources. The 2007-2017 Facilities Master Plan is the guiding document for future building on the campus. The plan was created with wide participation from the College community and is based on the mission of the College, the 2007-2017 Educational Master Plan, the 2006-2011 Strategic Plan, and the 2013-2017 Strategic Plan. Space utilization is analyzed through the California Community College Facilities Inventory Manual with the Facilities Utilization Space Inventories Options Net system (FUSION). Physical resource needs are identified through the College’s program review process. Building is ongoing on the campus in order to support the quality of the College’s services and programs.

Diablo Valley College meets this Standard.

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.

Evidence III.B1a
III.B1a-1 Physical resource pictures of Pleasant Hill and San Ramon Campus
III.B1a-3 2007-2017 Facilities Master Plan
III.B1a-4 2007-2017 Educational Master Plan
III.B1a-5 2006-2011 Strategic Plan
III.B1a-6 2013-2017 Strategic Plan
III.B1a-7 2007-2017 Educational Master Plan, p. 6
III.B1a-8 2007-2017 Educational Master Plan, p. 3-4 and p.14
access, safety, security, and a healthful learning and working environment. When the College Diablo Valley College constructs and maintains physical resources at both campuses to ensure access, safety, security, and a healthful learning and working environment. When the College

Standard III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary
Diablo Valley College constructs and maintains physical resources at both campuses to ensure access, safety, security, and a healthful learning and working environment. When the College
constructs or remodels its buildings, all state and federal codes and regulations are applied and followed. The Safety Workgroup, Buildings and Grounds Department, and Custodial Department inspect buildings and facilities to ensure compliance with fire, safety, security, and sanitary codes and regulations. Each manager assists and supports coordination of facilities planning, renovation, construction, and regular inspection.

Under leadership of the vice president of business and administrative services, DVC’s facilities are managed by the buildings and grounds manager and the custodial manager. The Buildings and Grounds Department is responsible for all aspects of building maintenance and repair at both campuses, including heating, ventilation, air conditioning, electrical, painting, and plumbing systems (IIIB1b-1). The Buildings and Grounds Department covers the maintenance of all landscaped areas at the Pleasant Hill Campus, baseball, softball, and soccer fields, the football stadium, pool, tennis courts, and ponds. One manager oversees the work of 16 full-time employees and two part-time hourly employees. Work assignments for the Building and Grounds Department staff at both campuses are systematically created through daily and weekly meetings with buildings and grounds workers. A customer satisfaction survey in 2009 (IIIB1b-2) showed that DVC employees and students agree that facilities are maintained adequately within budget limitations (IIIB1b-3).

The custodial manager is responsible for all of the custodial responsibilities at the Pleasant Hill campus. On the San Ramon Campus, the custodians report to the senior dean. The Custodial Department staff cleans the campuses for health purposes including offices, departments, divisions, classrooms, computer labs, science laboratories, workrooms, restrooms, locker rooms, and food preparation areas. Security or safety issues are communicated to Police Services or to the Buildings and Grounds Department. The custodial staff maintains an adequate supply of custodial products, materials, and equipment and ensures that the facilities are clean and functioning. At the San Ramon Campus, two full-time employees fulfill these duties and at the Pleasant Hill Campus there are 26 employees (IIIB1b-4).

Police Services (IIIB1b-5) at Diablo Valley College is managed through the Contra Costa Community College District Police Department (IIIB1b-6). In addition to law enforcement responsibilities, the department provides educational workshops, lectures, and training regarding safety and emergency preparedness to College personnel (IIIB1b-7). A lieutenant provides the oversight for both campuses and ensures successful communication with the District police personnel (IIIB1b-8).

Diablo Valley College has several processes in place to ensure that programs and service needs are scheduled for maintenance, repair, and when necessary replacement (IIIB1b-9). An electronic work order system, CCCCD Maintenance Plus, was initiated in April 2010 allowing employees to identify issues that need maintenance (IIIB1b-10). The system has improved the tracking of work order progress and has improved the communication loop with those requesting service: after the online work order is placed, an email is generated to inform the requester it was received, a second email is sent to the requester once the task has been assigned. Finally, a third email is sent after the work has been completed (IIIB1b-11). Telephone orders are also accepted when followed up with a hardcopy work orders.
At the San Ramon Campus, the senior dean reports onsite facility maintenance issues to the building and grounds and custodial staff. The facility staff has a direct reporting relationship to the building and grounds manager and the custodial manager at the Pleasant Hill Campus. The senior administrative assistant at the San Ramon Campus executes a variety of technical tasks related to equipment maintenance, while the San Ramon information technology staff maintains video and computer equipment (IIB1b-12).

**Access.** Diablo Valley College guarantees access to educational opportunities for all students. Disability support services provide accommodations to students in the program to assist with accessing the educational programs at the College (IIB1b-13).

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 classes. An example of the coordinated effort of the College on this issue is that during the planning process for the new student services building, the disability support services office and manager provided input regarding building design and adaptation for both physical and communication enabled access.

The Disability Support Services (DSS) office works with students with verified disabilities who need access to College facilities. The DSS office has two full-time counselors at the Pleasant Hill Campus, a half-time position at the San Ramon Campus, and 7 classified staff that provide accommodations (IIB1b-14).

There are many examples of College actions that have been taken to increase access to facilities.

- During the multi-year construction phases at the Pleasant Hill campus, signage changes were made to guide pedestrian traffic and access for all students and employees at DVC (IIB1b-15).
- Frequently updated maps (IIB1b-16) are posted on the DVC website, posted on billboards across both campuses, published on Facebook, and available as handouts at several locations.
- The disability support services manager and staff participated in developing access alternatives and disseminating information to students during construction phases (IIB1b-17).

**Safety.** Until 2013, the vice president of business and administrative services was the safety officer for the College and had ultimate responsibility for safety at both campuses. Currently, all safety matters are under Police Services. Facilities are built and maintained according to the California Occupational Health and Safety Act to allow students and employees to use all campus physical resources without fear of mental or physical personal injury from hazards (IIB1b-18). The College adheres to health and safety codes (IIB1b-19) as well as applicable fire codes (IIB1b-20) at both campuses. The College has a *Hazardous Materials Information Binder* for both campuses, which contains annual *Hazardous Waste Generator Reports*, hazard communication program information, *Chemical Hygiene Plans*, *Hazardous Chemical Inventories*, county permits, and *Annual Inspection/Survey Reports* (IIB1b-21). The binders are
located in the business services office and the buildings and grounds office. In September 2013, a property and liability safety assessment was conducted by Keenen and Associates for both the Pleasant Hill and San Ramon Campuses (IIIB1b-22). The College is in the process of resolving items reported to be of immediate or high importance for repair. Keenen and Associates will conduct a follow-up inspection in 2014.

Contra Costa Community College District (District) Human Resources Procedure 1080.15, Illness and Injury Prevention (IIIB1b-23), describes that the District and all employees have a responsibility to ensure safety on campus. The procedure creates a training program for employees who work with health and safety issues, which is a collaborative effort of District human resources, District facilities and operations office, District Police Services, and management.

The College Safety Committee (IIIB1b-24) met regularly with a representative of Police Services to review all campus concerns regarding student and staff safety matters and to support and coordinate overall campus safety and emergency preparedness. Police Services officers patrol and guard Diablo Valley College campuses to ensure the safety and protection of persons, buildings, grounds, equipment, and other property. In October 2102, the College Council disbanded the Safety Committee and changed its status to a workgroup that would meet as needed at the discretion of the college president. The safety operational workgroup continues to work to increase campus safety (IIIB1b-25).

Many members of the campus community are active in protecting the safety of students and employees. The DVC safety monitor program includes 26 administrators and 42 safety monitors (IIIB1b-26). The safety monitor program provides the campus with employees who have been trained to assist students and other employees in an emergency for shelter in place or evacuation. Police Services support and provides training for the program. Ten members of the campus community are part of the community emergency response team (CERT) (IIIB1b-27). The CERT team was an active program from 2007-2011. Members were trained in disaster preparedness, fire safety, medical operations, light search and rescue, team organization, disaster psychology, and the identification of terrorism. Over the past few years the campus has experienced power outages and members of the safety monitor program and the CERT team has responded to help Police Services and assist with emergencies.

There are many examples of College actions that have been taken to increase safety.

- New employees are given a District orientation on safety (IIIB1b-28).
- Buildings and grounds staff members meet weekly to discuss a new safety topic (IIIB1b-29).
- Police escorts are available upon request to accompany students and employees to their cars after dark (IIIB1b-30).
- Police Services has jumper cables available to assist students and employees at the Pleasant Hill Campus (IIIB1b-31).
- Police Services has a confidential tip line (IIIB1b-32) for witnesses to crime to call.
- Police Services patrol (IIIB1b-33) both campuses on foot and by car and the Pleasant Hill Campus on bicycle (IIIB1b-34).
Diablo Valley College has a safety operational work group (IIIB1b-35).
DVC’s marketing and communications office frequently updates the DVC community about safety issues via email blasts (IIIB1b-36), E-Connect (IIIB1b-37), Facebook postings (IIIB1b-38), DVC website information, (IIIB1b-39) and posters on both campuses (IIIB1b-40).
The custodial staff attends annual three-hour safety trainings (IIIB1b-41).
All buildings and grounds staff attend in service training on hazardous materials handling and storage every other year (IIIB1b-42).
The Contra Costa County School Insurance Group (CCCSI) inspects chemical storage areas annually and has never having issued a red tag at the College (IIIB1b-43).
The Safety Committee walked the Pleasant Hill campus in Summer 2012 and went through each building reporting issues (IIIB1b-44).
Staff and the senior dean of San Ramon conducted a safety walk of the buildings at the San Ramon Campus during September 2012 (IIIB1b-45).
An evening campus supervisor is available Monday through Thursday nights to assist with instructional and safety issues (IIIB1b-46).
The Safety Committee and Buildings and Grounds Department conducted a survey of night light safety in 2012 (IIIB1b-47).
An incident command center has been established in the Administration Building on the Pleasant Hill Campus.

Security. The president of the College has ultimate responsibility for the protection of the College, including its students, employees, visitors, and facilities at both campuses. Daily management of security is provided by the lieutenant of Police Services.

The Contra Costa Community College District Police Department is the primary law enforcement agency for the College at both campuses. In addition to law enforcement responsibilities, the department provides educational information regarding safety (IIIB1b-48) and emergency preparedness (IIIB1b-49) to College personnel. Under the direction of the chief of police, public safety officers ensure that all state, local, and College safety procedures and standards are upheld, including federally mandated annual Clery Act reporting of crime statistics (IIIB1b-50). The campus police lieutenant directs, plans, organizes, and supervises the Police Services for the Pleasant Hill and San Ramon Campuses and reports directly to the chief of police (IIIB1b-51). The lieutenant participates in College wide safety audits regarding safe practices and procedures, identifies and reports safety hazard, and provides recommendations for correction of the safety concerns. The San Ramon Campus has one police officer, one parking officer, and two police aides. The Pleasant Hill Campus has one lieutenant, one parking officer, one detective, two dispatchers, six police officers, one secretary, and ten police aids.

The DVC president has identified key personnel in case of emergencies (IIIB1b-52). If the emergency concerns the threat of life, Police Services takes the lead role of the incident commander. If the emergency is of a campus concern such as power failure, water damage from a roof, transformer failure, the lead role of incident commander is taken by the College president.

There are many examples of College actions that have been taken to increase security.
• All new buildings have alarm systems installed, supported by Police Services (IIIB1b-53).
• Police Services is present at campus events such as the annual graduation ceremony to provide security (IIIB1b-54).
• Community emergency response team members have been trained in disaster preparedness, fire safety, medical operations, light search and rescue, team organization, disaster psychology, and the identification of terrorism (IIIB1b-55).
• Safety monitor program members have been trained to assist students and other employees in an emergency for shelter in place or evacuation. The program instructs participants on emergency preparedness, Incident Command System, emergency guidelines, and on forms and reports (IIIB1b-56).

Health. The vice president of business and administrative services has ultimate responsibility for the maintenance of a healthful learning and working environment. Routine management for these environments is provided by the building and grounds manager, the custodial manager, and the food service manager (IIIB1b-57).

The College is committed to the creation of an environmentally sustainable campus with Leadership in Energy and Environmental Design (LEED) certified buildings (IIIB1b-58). In 2008, DVC changed to a block schedule of classes which allows the College to concentrate instruction from Monday through Thursday in 90 minute periods (IIIB1b-59). An analysis of DVC gas and electricity expenses for the 2007-2008 academic year to the most recent full fiscal year 2012-2013 showed a significant decrease for both resources: 32 percent and 17 percent, respectively (IIIB1b-60).

There are many examples of College actions that have been taken to create a healthful learning and working environment.

• Staff in the new Student Service Center Building were affected by fumes coming through the air vents from heavy machinery in the construction zone. The vice president of finance and administration, the DVC facilities project manager and the building and grounds manager facilitated an air quality test. The construction crew was notified of the results and equipment was relocated away from the air intake vent (IIIB1b-61).
• DVC initiated a sustainability committee (IIIB1b-62).
• Many departments are using shared printers and copiers/scanners (IIIB1b-63).
• All new buildings at both campuses are equipped with low-flow toilets (IIIB1b-64).
• All new buildings at both campuses are furnished with sensor-equipped faucets (IIIB1b-65).
• The College has switched to post-consumer recycled, unbleached paper towels (IIIB1b-66).
• At the Pleasant Hill Campus, Brown Bag workshops are offered on topics for healthful learning and working environments, open to all employees and students (IIIB1b-67).
• The Pleasant Hill Campus has a room for new mothers on the first floor of the Faculty Office building, equipped with a couch for safe and private breast milk pumping (IIIB1b-68).
• Staff development workshops are offered on health and other related topics during flex
• The Commons Project is at a LEED (Leadership in Energy and Environmental Design) Gold certification level (IIIB1b-70).
• The Red Cross holds blood drive several times a year at the Pleasant Hill Campus (IIIB1b-71)
• DVC’s food service offers healthful food choices at all locations prepared and served by safety and sanitation certified personnel (IIIB1b-72).
• Recycling color-coded containers are available at all workstations, many classrooms, and public areas (IIIB1b-73).
• DVC’s Culinary Arts program switched from Styrofoam to potato-based biodegradable containers (IIIB1b-74).
• DVC’s food services discontinued the use of Styrofoam containers (IIIB1b-75).
• DVC’s Culinary Arts program is now offering a class on locally-sourced produce (IIIB1b-76).
• A plug-in electric car charger is available at the Advanced Technology Center Building on the Pleasant Hill Campus (IIIB1b-77).
• DVC utilizes solar generated power (IIIB1b-78).
• The Associated Students of DVC initiated a smoke free campus procedure, DVC Procedure 2045.01 (IIIB1b-79).
• In several locations, students and employees can purchase fair trade coffee (IIIB1b-80).
• 30 percent of vending machine offerings are heart healthy (IIIB1b-81)

Self Evaluation
Diablo Valley College constructs and maintains physical resources at both campuses to ensure access, safety, security, and a healthful learning and working environment. The Safety Workgroup, Buildings and Grounds Department, Police Services, and Custodial Department inspect buildings and facilities to ensure compliance with fire, safety, security, and sanitary codes and regulations. Programs designed for the protection of safety and health are supported by the College and employees. Employee participation in the safety monitor program, community emergency response team (CERT), and other programs increase safety for all people on campus.

Diablo Valley College meets this Standard.

Actionable Improvement Plans
None.

Evidence IIIB1b
IIIB1b-1 Screenshot facilities buildings and grounds
IIIB1b-2 2009 program review survey scores for Buildings and Grounds
IIIB1b-3 2009 program review comments for Buildings and Grounds
IIIB1b-4 DVC organization chart, p. 11
IIIB1b-5 DVC organization chart, p. 14
IIIB1b-6 Campus police information
IIIB1b-6 Contra Costa Community College District police information
IIIB1b-7 Email from P. Garcia, Our safety, May 3, 2011

384
Email from C. Walton-Woodson, Safety monitor training, November 7, 2012
Email from T. Terstegge, Shelter training opportunity, July 7, 2010
Keenan safe college training information
IIIB1b-8 Contra Costa Community College District police information
IIIB1b-9 Screenshot buildings and grounds
IIIB1b-10 Screenshot Maintenance Plus work order system
IIIB1b-11 Sample email, Work Order Request Completed, December 11, 2013
IIIB1b-12 Email from K. Costa, SRC facilities, July 9, 2013
IIIB1b-13 Screenshot Disability Support and Services
IIIB1b-14 DVC organization chart
IIIB1b-15 Pictures of signage for pedestrians
IIIB1b-16 Screenshot campus maps and construction pathways
IIIB1b-17 Disability support services construction-access meetings, 2007-2013
IIIB1b-18 Screenshot Cal OSHA
IIIB1b-19 Screenshot Cal OSHA health and safety
IIIB1b-20 State Fire Marshall fire codes
IIIB1b-21 DVC Hazardous Materials Business Plan 2012
2012 San Ramon Campus Hazardous Materials Plan
IIIB1b-22 Hazardous materials binders
Property and liability assessment by Keenan and Associates, September 2013
IIIB1b-23 District Procedure 1080.15, Illness and Injury Prevention
IIIB1b-24 2011 Committee Handbook, p. 26
IIIB1b-25 College Council minutes, October 22, 2012, p. 2
College Council minutes, September 10, 2012
President’s Cabinet minutes, January 22, 2014
IIIB1b-26 Safety monitor information
IIIB1b-27 CERT program information
IIIB1b-28 Emergency information handout, 2013
CCCCD new employee training on environmental health and safety, 2012
Emergency Preparedness 2013 PowerPoint
IIIB1b-29 Sample weekly safety meeting topics
Building and grounds safety meeting agenda, October 22, 2013
Maintenance safety meeting, October 22, 2013
IIIB1b-30 Screenshot Police escorts information
IIIB1b-31 Email from R. Mimms, Jumper cables, November 1, 2013
IIIB1b-32 Screenshot silent witness tip line
IIIB1b-33 Screenshot Police Services on both campuses
IIIB1b-34 CCCCD Bicycle Program
IIIB1b-35 Email C. Knox, Safety operational group, February 11, 2014
IIIB1b-36 Email from C. Knox, Reminder campus wide test of the telephone emergency broadcast system, March 4, 2014
Email from C. Knox, Power failure, November 1, 2013
Email C. Knox, What to do, October 2, 2013
Email C. Knox, Temporary pathway closure, April 25, 2013

**IIIIB1b-37**  
*E-connect Newsletter*, November 1, 2013  
*E-Connect Newsletter*, June 13, 2013  
*E-Connect Newsletter*, July 11, 2012

**IIIIB1b-38**  
Facebook and twitter information  
Screenshot DVC Facebook  
Screenshot DVC Twitter

**IIIIB1b-39**  
Screenshot safety website  
Screenshot emergency information

**IIIIB1b-40**  
CCCD Alert Flyer  
Health and safety posters  
Hand washing posters

**IIIIB1b-41**  
Email from A. Melendrez, Custodial staff safety training, October 17, 2013

**IIIIB1b-42**  
Email from A. Doty, Training on hazardous materials, December 9, 2013

**IIIIB1b-43**  
Email from A. Doty, Training on hazardous materials, December 9, 2013  
Email from A. Melendrez, Custodial staff safety training, October 17, 2013

**IIIIB1b-44**  
Safety walk through findings, June 12, 2012  
Pleasant Hill emergency map

**IIIIB1b-45**  
Email from K. Costa, SRC facilities, July 9, 2013  
San Ramon Campus emergency map

**IIIIB1b-46**  
Email C. Knox, Evening office support, August 21, 2013

**IIIIB1b-47**  
Night light survey, 2012

**IIIIB1b-48**  
Screenshot DVC Police Services safety

**IIIIB1b-49**  
Screenshot DVC Polices Services emergency information

**IIIIB1b-50**  
*2011-2012 Campus Crime Awareness Report*

**IIIIB1b-51**  
CCCD Police Department Leadership

**IIIIB1b-52**  
Email P. Garcia, Succession of responsibility, January 23, 2014

**IIIIB1b-53**  
Email from S. Kahue, Alarms and graduation, January 7, 2014

**IIIIB1b-54**  
Email from S. Kahue, Alarms and graduation, January 7, 2014

**IIIIB1b-55**  
Screenshot CERT program information

**IIIIB1b-56**  
Screenshot safety monitor program information

**IIIIB1b-57**  
Organization chart, p. 13-14

**IIIIB1b-58**  
Screenshot LEED building on campus  
Sustainability tri-fold map  
LEED Green Building FAQs

**IIIIB1b-59**  
Email S. Lamb, Block scheduling, September 13, 2007

**IIIIB1b-60**  
Utility expenses 2006-2013

**IIIIB1b-61**  
Email B. Hauscarriague, Air quality testing, September 18, 2013

**IIIIB1b-62**  
*Committee Handbook*, November 2013, p.15

**IIIIB1b-63**  
Email P. Roper, Network printers, January 14, 2013

**IIIIB1b-64**  
Low flow toilets and sensor faucets

**IIIIB1b-65**  
Low flow toilets and sensor faucets

**IIIIB1b-66**  
Email A. Melendrez, Unbleached paper towels, November 1, 2013

**IIIIB1b-67**  
Fall 2013 Brown Bag Lectures and College Success Workshops schedule  
Spring 2013 Brown Bag Lectures schedule
Standard III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Standard III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary
In September 2007, Diablo Valley College completed its 2007-2017 DVC Educational Master Plan (IIIB2a-1) and the 2007-2017 Facilities Master Plan (IIIB2a-2) through the collaborative involvement of staff, faculty, and managers over a two-year process. Both documents were approved by the District Governing Board on October 24, 2007 (IIIB2a-3). The 2007-2017 Facilities Master Plan presents a model that is based on the 2007-2017 Educational Master Plan and addresses the current and projected facilities needs through the year 2017. The long-range capital improvements plan includes information on the assessment of facilities, proposed renovation plans, and plans for the construction of new facilities at the Pleasant Hill and San Ramon Campuses.

The total cost of ownership of a college asset is calculated by adding the initial cost of the asset to 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 2007, no new long-range capital plans have been developed and the 2007 plan did not include an evaluation of total cost of ownership in its planning scope. In the period between 2007 and 2014, District planning efforts have focused on implementation of this facilities plan. However, since the District’s first local construction bond was passed in 2002, District and College plans have taken total cost of ownership into account without actually calculating it in the development of capital improvement projects.

DVC has sought to mitigate increases in ownership costs by implementing low-growth capital improvements. The Pleasant Hill Campus has not increased its physical facilities inventory since the year 2000 in any significant manner, despite the county passing a local school construction bond in 2006. With a combined capital improvement programs budget of $117 million for the Pleasant Hill Campus, the total built environment of the campus has only increased by a nominal 4 percent over the last decade, going from 667,786 gross square feet in the 2002-2003 Facilities Utilization Space Inventory Options Net space planning year to 686,673 gross square feet in the 2014-2015 space planning year (IIIB2a-4). By pursuing an extremely low growth capital program, the campus will ensure that ownership costs such as on-going increases in building maintenance and custodial costs remain low. Building and energy efficiency projects seek to lower total cost of ownership by reducing utility costs over the life cycle of the buildings. This is done by ensuring architectural design contracts that include language such that new facilities and major renovation projects out-perform energy code by 15 percent and 10 percent respectively (IIIB2a-5).

Diablo Valley College’s 2007-2017 Facilities Master Plan (IIIB2a-6) is reviewed by the District chief facilities planner, the College vice presidents, and the College president (IIIB2a-7) as part of completing the annual Five-Year Capital Outlay Plan (IIIB2a-8) for the District. The Five-Year Capital Outlay Plan for DVC lists upcoming projects that have been previously approved. Each annual outlay plan reflects implementation of the 2007-2017 Facilities Master Plan.

Self Evaluation
Diablo Valley College has a current Facilities Master Plan which is based on the current Educational Master Plan. The College completes an annual Five-Year Capital Outlay Plan which is based on the current Facilities Master Plan and is used to guide upcoming capital projects. The College has addressed total cost of ownership by implementing low-growth capital improvements and by requiring new and renovation projects to out-perform energy code. The College will update its Facilities Master Plan during the next accreditation cycle, and will ensure that evaluation of total cost of ownership is included in the scope of the planning effort.

The College meets this Standard.

Actionable Improvement Plans
None.

Evidence IIIB2a
IIIB2a-1 2007-2017 Educational Master Plan
Standard III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary
Diablo Valley College integrates physical resource planning with institutional planning. DVC has incorporated its strategic vision, mission, and goals with physical resource planning and systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Following Contra Costa Community College District (District) Business Procedure 5.01, Scheduled Maintenance and Special Repair, the Contra Costa Community College District Office (IIIB2b-1) annually submits a 5-Year Capital Outlay Plan (IIIB2b-2) to the office of the state chancellor through the Facilities Utilization, Space Inventory Options Net (IIIB2b-3) electronic database. The chancellor’s office uses the information to plan and fund capital outlay projects. The plan incorporates information from each campus in the District. The District chief facilities planner, College president, and vice presidents review the DVC 2007-2017 Educational Master Plan (IIIB2b-4) as part of completing the annual Five-Year Capital Outlay Plan.

The Five-Year Capital Outlay Plan (IIIB2b-5) prioritizes Contra Costa Community College District projects for new facilities and building remodels on all campuses each year. The plan lists the assignable square footage, timelines, costs funded by the state, and costs funded by local bond measures. The campus instructional load is estimated for the current years and projected for the next six years. The Five-Year Capital Outlay Plan takes into account long range capital plans that support institutional improvement goals has been adjusted each year to reflect that no new state funded school construction bonds have been approved for the past six years.

The 2007-2017 Educational Master Plan (IIIB2b-6) describes plans for major capital projects and was developed through the involvement of students, classified staff, faculty, and managers over a two year process. The plan incorporates the DVC strategic vision, mission, and strategic directions. The plan includes information on the assessment of facilities, renovations plans, and the construction of new facilities.

The 2006-2011 Strategic Plan (IIIB2b-7) and the 2013-2017 Strategic Plan (IIIB2b-8) were developed through the involvement of students, classified staff, faculty, and managers. Both
plans established a blueprint based on the College’s mission, vision, and strategic goals for institutional planning, physical resource planning, and resource allocation.

The 2009-2013 DVC Technology Master Plan (IIIB2b-9) and the 2014-2016 DVC Technology Master Plan (IIIB2b-10) were developed with the involvement of students, classified staff, faculty, and managers. The plans identify specific technology projects such as necessary improvements to support student learning and campus programs. The projects are linked to the DVC mission, vision, and strategic goals.

The District wide 2011-2015 Strategic Plan (IIIB2b-11) was developed with the involvement of managers, faculty, classified staff, and students. The plan provides a road map to navigate District wide objectives which includes physical resources planning and assessment, objectives on resource management, sustainability, fiscal integrity, planning process, assessment, meeting LEED certifications for new construction projects, and evaluating performance measures for facilities utilization.

Physical resource planning is integrated with institutional planning through the program review and resource allocation process. In program reviews, instructional, student service, and administrative units assess physical resources and request improvements as needed. Validated program reviews are submitted to the Integration Council, which is comprised of students, classified staff, faculty, and managers (IIIB2b-12). A facilities subcommittee reads and establishes priorities based on the items requested and then forwards their report to the main council. The council forwards their ranked list of resource requests by category to the Budget Committee which then verifies the projected cost for each request and aligns the requests with the appropriate funding category and then funds them based on DVC Procedure 5018.01, Budget Allocation Process (IIIB2b-13). The Integration Council creates a report on facility issues gleaned from the program reviews and forwards the information to the operational managers of technology and building and grounds. Budget Committee recommendations for resource allocation are then sent to the College Council as a final recommending body to the president. The Building and Grounds Department receives the list of prioritized and funded facility items and completes them (IIIB2b-14).

Physical resource planning is done by the instruction offices on both campuses when scheduling courses. Instruction office processes allow the utilization of College facilities to be maximized. Classroom allocation data are reviewed and assessed before each scheduling cycle by the vice president of business and administrative services and instructional staff. Buildings or rooms that are closed for repairs are noted and are removed from the scheduling list of available rooms. Instructional departments give feedback on classroom spaces through their department chairs and program reviews. Room usage reports are generated and analyzed each semester to address specific room usage (IIIB2b-15).

Until fall 2012, the College Facilities Committee was charged with overseeing capital building projects per the Facilities Master Plan. In September 2012, the College disbanded the committee and moved some of its operational responsibilities to College managers. Responsibility for facilities planning was moved to the Institutional Planning Committee (IIIB2b-16).
Data on satisfaction with physical resource quality are gathered from employees through surveys done by the Building and Grounds Department (IIIB2b-17). Student input has been gathered with the ACT Two-Year Student Opinion Survey in fall 2000, fall 2002, fall 2004, spring 2007, spring 2009 and spring 2011. In the 2011 ACT survey, students expressed satisfaction in the following areas: study areas, general condition of buildings and grounds, laboratory facilities, classroom facilities, bookstore, business-training facilities, athletic facilities, student union, and industrials arts facilities (IIIB2b-18).

Self Evaluation
Diablo Valley College has successfully linked institutional planning and physical resource planning. The College and District have planning documents that incorporate physical resources planning into institutional planning. The College assures the feasibility and effectiveness of its physical resources to support institutional programs and services through a collaborative process including planning, maintenance, construction, capital, and noncapital equipment acquisitions. Physical resources and equipment are evaluated and maintained on a regular basis to ensure that student learning and College strategic goals are met.

Diablo Valley College effectively assesses its physical resources and has used assessment results for the basis of improvement. This has occurred on an annual review of the facilities by the Building and Grounds Department, in the program review process, resource allocation process, the instructional classroom allocation process and through campus surveys. Satisfaction surveys conducted by the Buildings and Grounds Department show high satisfaction with the physical resources of the campus.

The College meets this Standard.

Actionable Improvement Plans
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.

Evidence IIIB2b
IIIB2b-1 Screenshot CCCCD webpage
District Business Procedure 5.01, Scheduled Maintenance and Special Repair
Governing Board minutes, July 25, 2012
IIIB2b-2 Five-year Capital Outlay Plan July 24, 2013, p. 175
IIIB2b-3 Screenshot FUSION
IIIB2b-4 2007-2017 Educational Master Plan
IIIB2b-5 Five-year Capital Outlay Plan, July 24, 2013, p. 175
IIIB2b-6 2007-2017 Educational Master Plan
IIIB2b-7 2006-2011 DVC Strategic Plan
IIIB2b-8 2013-2017 DVC Strategic Plan
IIIB2b-9 2009-2013 DVC Technology Master Plan
IIIB2b-10 2014-2016 Technology Master Plan
College Council minutes, April 14, 2014
| IIIB2b-11 | 2011-2015 District Strategic Plan |
| IIIB2b-12 | Committee Handbook, November 2013 |
| IIIB2b-13 | DVC Procedure 5018.01, Budget Allocation Process |
| IIIB2b-14 | Committee Handbook, November 2013, p. 5 |
| IIIB2b-15 | DVC Procedure 5018.01, Budget Allocation Process |
| IIIB2b-16 | Integration Council facilities subcommittee notes, May 2, 2013 |
| IIIB2b-17 | DVC Procedure 1010.01, Integrated Planning |
| IIIB2b-18 | Summer-fall 2014 classroom allocation and room usage |
| IIIB2b-19 | Spring 2014 classroom allocation and room usage |
| IIIB2b-20 | College Council minutes, September 24, 2012 |
| IIIB2b-21 | Committee Handbook, November 2013, p. 10 |
| IIIB2b-22 | 2009 Buildings and Grounds program review survey scores |
| IIIB2b-23 | 2009 Buildings and Grounds program review survey comments |
| IIIB2b-24 | ACT student survey summary report, 2011 |
| IIIB2b-25 | ACT student survey results, 2011 |
| IIIB2b-26 | Email from P. Garcia, CCCSSE, March 3, 2014 |
Standard III.C. Technology Resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

Standard III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, College-wide communications, research, and operational systems.

Standard III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary
Diablo Valley College 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 2009-2013 Technology Master Plan which evolved into the 2014-2016 Technology Master Plan at the expiration of the previous 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 Community College District Education and Technology Department’s staff and managers.

Technology planning is directed through two documents, the Contra Costa Community College District (District) Technology Master Plan and the College’s 2009-2013 Technology Master Plan, which evolved into the 2014-2016 Technology Master Plan. DVC’s Technology Master Plan is a renewable, multi-year planning document, listing goals and accomplishments since the previous plan. The most recently completed plan describes itself as “a guide to the allocation and use of technology resources in support of student learning and institutional effectiveness,” and explains that “program review plans are tied to resource allocation processes” (IIIIC1a-1). The College’s plan is informed by the CCCCD’s plan.

The Contra Costa Community College District’s (District) Technology Master Plan is a multi-year planning document that encompasses the goals and objectives associated with the planning and delivery of District wide technology services. The plan serves to augment the individual College technology plans via services that are run in a centralized and unified manner through the District Office and strives to support College technology plans by including goal areas in support of College managed needs. The District Technology Master Plan aligns with the District Strategic Plan.

The Contra Costa Community College District (District) Education and Technology Department provides District wide leadership, planning, and implementation support and services on all facets of technology. The department is responsible for managing and providing services for District wide administrative systems including human resources, payroll, and finance. They are also responsible for District wide network infrastructure, interconnectivity, and system security (IIIIC1a-2).
The DVC Information Technology Committee provides the College with information and recommendations on current technology advancements and trends. Its charge is to “assist the designated staff in the development and evaluation of the 2009-2013 Technology Master Plan and the 2014-2016 Technology Master Plan and recommend priorities for implementation.” Also, the committee “periodically evaluate(s) how the College is implementing the plan.” It makes “strategic planning and policy recommendations for campus computing, networking and instructional technology applications” (IIIC1a-3). The Committee membership is expertise-based and includes the technology systems manager and other administrators, faculty, classified staff, and students (IIIC1a-4). The committee meets twice a month (IIIC1a-5).

DVC’s technology systems manager supervises the College’s Information Technology and Services Department and Media Services Department. The position reports to the vice president of business and administrative services with a "dotted line" to the director of information technology at the Contra Costa Community College District’s (District) Education and Technology Department (IIIC1a-6). The Information Technology and Services Department provides leadership and guidance, service and support, educational and technical expertise required to establish and maintain information technology systems for the College community in accordance with the values, vision, mission, and goals of DVC (IIIC1a-7).

There have been several recent enhancements in hardware and software resources at the College.

**WebAdvisor/InSite portal.** In fall 2008, the Contra Costa Community College District (District) announced that it would be rolling out campus portal software for all three District colleges. Now implemented, this portal unifies student and faculty software within a single web application called “WebAdvisor”, including email and shared cloud drives for student organizations, classes, and faculty and staff committees. To involve the Colleges in the roll out of the portal, the District Information Technology and Services Department formed the District active campus portal planning and implementation team.

**Employee and student email.** In 2011, as part of the portal rollout, the Contra Costa Community College District (District) began a project to provide students and employees with more stable and secure email accounts. This was a two pronged project. The first phase in 2011 was to provide all students with District email accounts. The second phase in 2012 was to migrate staff accounts from a local Microsoft Exchange server to a hosted service. Prior to this significant upgrade, email outages were common and individual account storage limits were routinely exceeded. The storage issue was a result of the limitations of the District's Microsoft Exchange server, which was housed in the DVC Library. This required staff to regularly save email to network drives and also on a local server in order to keep accounts under the small (IIIC1a-8) storage limits. The email storage limitation increased the likelihood of lost messages and miscommunication.

In 2012, staff and faculty email accounts were migrated from a local Microsoft Exchange server to Microsoft 365 (IIIC1a-9). The rollout effort was labor intensive and required the short staffed campus Information Technology and Services Department to spend one to two hours on each and every campus computer (IIIC1a-10). Although the individualized process for configuring all employee computers was lengthy, the new email service from Microsoft dramatically improves
the performance of email and gives the College a more reliable way to communicate with students.

Implementation of the email project highlighted opportunities for improved communication on large infrastructure projects between the Contra Costa Community College District (District) Information Technology and Services Department and the College Information Technology Committee. When student email accounts were activated in 2011, the District Information Technology and Services Department removed faculty access to personal student email addresses. Students were slow to adopt the new District email accounts, so this action essentially cut off many students from important College communication such as reminders of class start times and dates, textbook information, and other messages from instructors. Late start and online classes were significantly impacted. Improvements in this area have occurred since this time and currently many students check and utilize their District email accounts on a regular basis. Representatives from the District Information Technology are now included in the regular meetings of the College Information Technology Committee to improve communication between these two bodies.

**Learning management system (LMS).** Desire2Learn is the recently adopted, District wide learning management system. Previously, each college in the Contra Costa Community College District (District) used a learning management system that was selected individually and DVC used WebCT 4.1. Prior to the selection of Desire2Learn, the District engaged in an inclusive process for choosing a new system. A taskforce of District management, faculty, and technology staff collaborated in the fall 2011 semester to make a shared decision (IIIC1a-11). In November 2011, the learning management system taskforce created and approved a Request for Proposal (IIIC1a-12) that identified the desired qualifications for a District wide LMS.

One of the system requirements determined to be of high value was the scalability of the system to meet load demands. Scalability is the ability of a computer application or product (hardware or software) to continue to function well when it is changed in size or volume in order to meet a user need. Making sure that students and faculty would not suffer performance degradation during peak access times was of high consideration. For example, during the opening week of the semester, the learning management system needs to be able to handle a large volume of students accessing their courses for their first time during the first 48 hours. The District taskforce used this as a major feature request in developing the selection rubric for the new District wide system. Another requirement was that it should be a hosted service, providing its own system disaster recovery and backup, which Desire2Learn does.

In January 2012, the District received seven proposals and did a paper screening against a standardized rubric to determine which vendors to invite for a presentation. After the paper screening three vendors were invited to give a local presentation. The request for proposals process culminated in the selection of Desire2Learn and during the 2012-2013 academic year the system was implemented. A 100 percent switchover date of January 2014 was achieved (IIIC1a-13).

**Faculty computers.** Each full-time faculty member is issued a College owned Windows personal computer or Apple Mac for their DVC related work (IIIC1a-14). All faculty offices are
equipped with internet access and access to the private, protected employee side of the College’s computer network. To support faculty when they are not on campus, the network also includes virtual private network servers that enable faculty and staff to access the private network securely from off-site.

**Computer labs.** The College currently provides and maintains more than 40 instructional computer labs, including discipline dedicated labs and open study labs (IIIC1a-15). The instructional labs have full internet connectivity, but do not have access to the employee side of the network, for reasons of security. A professional development lab is provided for training and computer access for faculty and staff. It is equipped with Windows and Mac personal computers, with an instructor’s station and overhead projector and screen. It has full network connectivity. The Admissions and Records Department has an enrollment lab, where students can complete online enrollment, registration, and application forms (IIIC1a-16).

**Classroom technology.** The College currently has digital multi-media capabilities in over 95% of its classrooms and support offices (IIIC1a-17).

**Technology support services.** Technology support is provided both by the campus Information Technology and Services Department and by the Contra Costa Community College District (District) Information Technology and Services Department. On campus, it is staffed under the supervision of the technology systems manager and vice president of business and administrative services (IIIC1a-18). There are staff for web applications development, computer center support, computer and network support, and a media center support, with a technology systems manager. Support for Macintosh computers and remote devices has been supplemented by faculty in flex workshops (IIIC1a-19). It is a recent change that some support responsibilities were moved from local authority to District, coinciding with the elimination of the local position of executive dean for information technology and services (IIIC1a-20).

Results of surveys indicate that faculty are generally satisfied with the technical solutions provided. However, there is less satisfaction with the response time for computer and network services (IIIC1a-21). Survey results also indicate that some faculty believe that the campus Information Technology and Services Department is understaffed and support hiring additional staff. Some comments suggest that the faculty perception to delayed response time is due to too few campus staff positions to meet the campus technology workload (IIIC1a-22).

**Professional development committees.** Professional development is supported by the Contra Costa Community College District (District) through the District Professional Development Committee, at the College by the DVC Professional Development Committee, and three College committees at each constituency level for faculty, classified staff, and management. The College Professional Development Committee determines funding priorities to meet needs identified in the College’s 2013-2017 Strategic Plan, informed from the constituency level input and by the annual District wide survey of professional development needs (IIIC1a-23).

**Disability support services.** Disability support services ensures that computer labs throughout the College have technology that serve disabled students with specialized software such as
Distance education. A variety of disciplines offer distance education learning options for students with both 100 percent online courses and online/face-to-face hybrid courses (IIIC1a-25). Distance education courses and programs parallel their face-to-face class counterparts and teach to the same course outline with the same course-level student learning outcomes for instructional integrity and consistency. Distance education planning is within the purview of two committees, the DVC Information Technology Committee (IIIC1a-26) and the Faculty Senate Distance Education Committee (IIIC1a-27). The DVC Information Technology Committee is a College wide, operational committee with responsibility for making strategic planning and policy recommendations for campus computing, networking, and instructional technology applications. Members of the Information Technology Committee include early adopters of online instruction and representative technology users from across the campus. The committee includes aspects of online learning in its strategic plan and the committee continues to advocate for institutional support for training and infrastructure.

The Distance Education Committee is a subcommittee of DVC’s Faculty Senate, with responsibility for policy, curriculum, pedagogy, and overall monitoring of program quality. The committee was originally formed as a Faculty Senate taskforce, but in spring 2012 it became a permanent committee of the Senate. The committee is chaired by a faculty member and is comprised of faculty and staff and includes the technology training and development coordinator. The Distance Education Committee is now permanently tasked with monitoring the Accrediting Commission for Community and Junior Colleges (ACCJC) policies on distance education and other state and federal regulatory requirements for distance education. In spring 2013, the committee authored and updated the DVC Online Course Guidelines. This document presents state and local policies, procedures, practices, regulations, and resources related to distance education at DVC and is College Procedure 4003.01 (IIIC1a-28). In fall 2013, the committee developed a learning community for online instructors within the learning management system. It includes information on distance education policies, best practices, and discussion areas for instructors to interact and share successes (IIIC1a-29).

The College supports distance education through staff positions that include: an instructional technology training and development coordinator, a learning management system coordinator, and a staff development coordinator. In the 2012-2013 academic year the Distance Education Committee and Contra Costa Community College District Professional Development Committee provided the DVC community with learning management system workshops on the course management system (Desire2Learn), a 20 member Desire2Learn mentor program, and a Desire2Learn Learning Community.

Technology support. Technology support is provided both in anticipation of and in response to needs. The primary source for user support is the help desk, which is provided at both the Contra Costa Community College District (District) and campus locations (IIIC1a-30). The College and the District are currently implementing a new ticketing and communication system, Sysaid, which routes work order tickets to the College’s Information Technology and Services Department or the District Education and Technology Services Department based on the
particular problem. It allows information technology staff to control faculty and staff computers remotely which reduces the time it takes to solve software or operating system issues.

**College software applications.** Besides the Desire2Learn learning management system, the College uses the SARS-GRID appointment scheduling software, a web curriculum system, a web-enabled student learning outcome tracking system, a web-enabled program review system for instructional program review, Accuplacer for placing new students in math courses, and other software in the Admissions and Records Department (IIIC1a-31).

**Appointment scheduling software.** The College uses SARS-GRID for managing student appointments with counselors, disability support services, the assessment center, and the math lab at the Pleasant Hill Campus, and the Counseling Department and reading and writing tutoring at the San Ramon Campus. Students can schedule, confirm, or cancel appointments. Appointments can also be made for a group using a time block. The math lab uses the group scheduling feature to set up tutoring appointments, reserving a specific block of time for a specific number of students. SARS-GRID offers the SARS-CALL feature, which sends emails or makes phone calls to remind students of their appointments. Student check-in is done on a computer using the SARS software, which notifies the counselor or enrollment lab staff that a student has arrived for an appointment. SARS-TRAK is used to record hours by arrangement for classes requiring completion of lab or activity hours outside the scheduled class time (IIIC1a-32).

**Web curriculum system.** On September 20, 2004, the web curriculum system (WCS) became available to faculty (IIIC1a-33), fulfilling a goal stated in the prior accreditation cycle (IIIC1a-34). The networked software solution makes course outlines accessible and shareable using faculty computers on campus. Before the WCS, time was spent in Curriculum Committee meetings on course outline wording, spelling, and punctuation. Since the WCS has been in use, these tasks are completed outside of meeting times allowing time to be spent in more meaningful discussions at Curriculum Committee meetings (IIIC1a-35).

**Web student learning outcome tracking and program review systems.** During this accreditation cycle, a web-enabled student learning outcome tracking system (WebSLOs) and web-enabled program review (WEPR) software systems were developed in-house (IIIC1a-36). These networked software solutions relieve administrative data-gathering and dissemination burdens associated with the ongoing project of student learning outcome assessment (IIIC1a-37). Before WebSLOs, recording of assessment results was a tedious process (IIIC1a-38) which limited the number of courses that had completed and documented assessments (IIIC1a-39). WebSLOs has been in use for five years and more than 75 percent of all courses in the DVC Catalog have assessment results and action plans (IIIC1a-40) and that figure is rising steadily (IIIC1a-41). The results of assessments and subsequent action plans are distributed to all faculty at the start of every semester for the courses they are scheduled to teach (IIIC1a-42). By developing in-house instead of buying software from a vendor, the College saved money and had solutions developed to meet specific needs and to fit College process, instead of forcing the College to conform to external requirements for implementation and configuration of software systems.
Efforts are currently underway to document and institutionalize WEPR and WebSLOs to ensure their survivability, in the event that their creator is no longer able to maintain them.

**Student services systems.** Electronic education planning became available to all students in spring 2014 which enables students to plan their schedules several semesters in advance, using their declared major as a guide. Students may also choose “what ifs” to see how close they may be to another degree or certificate. The electronic student education plan draws from the student’s degree audit in the computerized student information system, Ellucian Colleague, the Contra Costa Community College District’s primary administration management software package. Educational plans can be made at a counseling session or the student can independently create a plan and have counselors review and approve it. Students are able to register directly from the electronic education plan. This technology gives the student continuous access to their degree audit as well as their educational plan. For the College, it will also provide a means of tracking student educational plans, an important component for funding when the Student Success Initiative is implemented in fall 2014.

OnBase document imaging system is used by the admissions and financial aid offices, which no longer maintain paper files for students. All paper documents received, such as transcripts from other institutions, add/drop slips, or financial aid verification documents are scanned and indexed within the OnBase system. The Contra Costa Community College District wide system is integrated with Ellucian Colleague.

Career and employment services and transfer services use technology regularly to support the coordination of and delivery of services. Specific programs include: the online job posting system College Central Network, California Career Zone, Career Coach, Eureka, O*NET, GlassDoor, Facebook, LinkedIn, Assist.org, CSUMentor, Universityofcalifornia.edu, SARS-GRID and SARS-TRAK, Ellucian Colleague and campus websites including www.dvc.edu/transfer and www.dvc.edu/career. Recently, both services began utilizing Google applications to register employers and students for workshops and programs.

**Ellucian Colleague.** Ellucian Colleague is the Contra Costa Community College District’s (District) computerized student information system and primary administration management software package. It integrates student records, College and District finances, human resources, fundraising, and other critical business functions (IIIC1a-43).

**Self Evaluation**
College and Contra Costa Community College District (District) resources support the ever-changing technological infrastructure at DVC. Computer and network connectivity are provided for every faculty and staff member and for students in support of their learning while they are on campus. College and District Education and Technology Services Departments provide support and planning.

The College meets this Standard.

**Actionable Improvement Plans**
None.
Evidence IIIC1a

IIIC1a-1 2009-2013 Technology Master Plan
2014-2016 Technology Master Plan

IIIC1a-2 District information technology organization chart
Screenshot District information technology

IIIC1a-3 Committee Handbook, November 2013, p. 20

IIIC1a-4 Committee Handbook, November 2013, p. 20

IIIC1a-5 Information Technology Committee minutes, 2008-2009
Information Technology Committee minutes, 2009-2010
Information Technology Committee minutes, 2010-2011
Information Technology Committee minutes, 2011-2012

IIIC1a-6 DVC organization chart
Information Technology Committee meetings minutes, September 8, 2011

IIIC1a-7 Screenshot DVC information technology
DVC organization chart

IIIC1a-8 Email from B. Bottemly, Email accounts, January 8, 2008

IIIC1a-9 Email from C. Knox, Email migration, March 26, 2013

IIIC1a-10 Information Technology Committee minutes, May 17, 2012

IIIC1a-11 Learning Management System Committee minutes, September 29, 2011

IIIC1a-12 Learning management system request for proposals, November 29, 2011

IIIC1a-13 Email from J. Peavler D2L, October 31, 2013

IIIC1a-14 Email from C. Leivas, Computer replacement, October 17, 2013

IIIC1a-15 Screenshot computer lab information

IIIC1a-16 Screenshot enrollment lab information

IIIC1a-17 Projection unit purchase recap information, spring 204
Projection units purchased, 2013-2014

IIIC1a-18 DVC organization chart

IIIC1a-19 Flexible calendar schedule, fall 2013
Flexible calendar schedule, spring 2013

IIIC1a-20 DVC organization chart, 2012-2013
DVC organization chart, 2007-2008

IIIC1a-21 Technology plan survey of faculty and staff, 2013

IIIC1a-22 Technology use for faculty, fall 2013

IIIC1a-23 Committee Handbook, November 2013, p. 15

IIIC1a-24 Accessibility software list
Campus software list

IIIC1a-25 Online class information

IIIC1a-26 Committee Handbook, November 2013, p. 20

IIIC1a-27 Distance Education Committee charge

IIIC1a-28 DVC Procedure 4003.01, Distance Education and Correspondence Education

IIIC1a-29 D2L faculty learning community information

IIIC1a-30 Screenshot District help desk
Screenshot DVC help desk

IIIC1a-31 Screenshot assessment center
Math assessment test information
Standard III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive summary
Technology training is offered in classes, workshops, online tutorials, one-on-one sessions, and through web-based documentation. Students, classified staff, managers, and faculty are provided with numerous opportunities for quality training in technology.

Technology training for students. Instructors provide technology training for their students as part of class orientation, specifically for their own technology needs. For example, computer science students follow a checklist to learn how to use campus learning resources (IIIIC1b-1). The Computer Information Systems Department begins some online classes using a technology assignment which require students to watch a video on how to be a successful online student and access the College’s learning management system, to access the content in their course, and test their computer equipment to verify that it has the proper configuration to be able to complete the course.

The technology training and development coordinator holds College Success Workshops each semester to train students on the learning management system, Desire2Learn. Desire2Learn includes step-by-step, annotated tutorials, which can be used by students and instructors.
Library research training for students. The library provides instructional videos (IIIC1b-5) that show students and faculty how to use library databases, online catalog, and citation tools. The library hosts an interactive FAQ system that allows librarians to answer student and faculty questions (IIIC1b-6). The questions and answers immediately reside in the FAQ system, providing instruction and training to other users. The library participates in the College Success Workshop series by teaching a class called Library Research (IIIC1b-7). The class instructs students how to use library databases and the library catalog to conduct College research (IIIC1b-8).

Library faculty hold workshops in a computer lab to teach students research skills. Requests for workshops come from faculty across a wide range of disciplines and the demand is consistently strong from semester to semester. On average, the library conducts 133 workshops and serves 4,173 students each year. In 2012-2013, 142 workshops were conducted serving over 4,300 students. To assess the impact on student learning, an online student evaluation is used at the end of each instruction session and feedback from faculty contributes to the library’s analysis of the program’s effectiveness (IIIC1b-9).

Admissions and records training for students. The enrollment lab opened in fall 2010 and is staffed by admissions and records personnel (IIIC1b-10). The lab’s staff provide hands-on assistance in applying to the College using the standardized online application, using the WebAdvisor registration system and the Contra Costa Community College District’s InSite portal, and ordering transcripts. During peak periods, financial aid staff are available in the lab to offer assistance in applying for financial aid. The counseling center provides training videos for students, to orient them to registration, course selection, and transfer to other colleges and universities (IIIC1b-11).

Course offerings in computers and technology for students. Of DVC’s over 1,000 course offerings, 100 of them mention computers or technology in their descriptions (IIIC1b-12). These range from computer literacy in COMSC 100 Introduction to Computers and advanced programming in COMSC 260 Assembly Language to specific applications across disciplines like MATH-075SP Pre-algebra and Arithmetic Review, ESL-083 Language Laboratory, and JRNAL-110 Mass Media Communication.

Technology training for faculty, classified staff, and managers. Training for employees is facilitated by the technology training and development coordinator. Professional development activities, part of the number of hours required of faculty (flex), are offered at the start of each fall and spring semesters to prepare employees to use instructional-related software and develop web-based content. The training includes information on the learning management system, methods for development of audio or video files, html editing, captioning videos, Google Docs, Dropbox, and distance education design and development (IIIC1b-13). The same flex activities are offered during the annual Summer Technology Institute (IIIC1b-14) to prepare employees to teach during the summer or to prepare for classes in the fall. Once a semester begins, drop-in
support and workshops are offered daily in the professional development lab and in the Advanced Technology Center building, which are both equipped with the necessary computer workstations and network connectivity (IIIC1b-15). The technology training and development coordinator also contacts newly hired faculty by email in fall semesters to alert them to the professional development resources such as workshops and drop-in opportunities. To make sure that new faculty is fully aware of the resources available for them, the coordinator hosts workshops as part of the nexus new-faculty orientation program.

Desire2Learn (D2L) was the main focus of instructional technology training during the calendar 2013 year as DVC transitioned from its previous learning management system, WebCT. Professional development offered 370 flex workshops with 3,885 attendees during calendar year 2013. Of those, 113 workshops with 624 attendees, representing 30% of all workshops offered were on technology training (IIIC1b-16). This preparation and training helped DVC make a successful transition to the new learning management system, resulting in strong faculty usage of Desire2Learn in spring 2014.

In addition to monthly drop-in and flex workshops, the technology training and development coordinator teaches courses to faculty. In spring 2013, an 8-week online course tailored around online teaching within Desire2Learn and current best practices within distance education was offered through the Contra Costa Community College District Teaching Academy. The course was taught online within Desire2Learn, and 19 faculty completed the course (IIIC1b-17). In fall 2013, the technology training and development coordinator taught an online course through the Teaching Academy on web-based retention strategies for face-to-face and online teaching (IIIC1b-18) with 21 faculty successfully completing the course. The library, in collaboration with classroom faculty, holds flex workshops throughout the semester, which cover information technology instruction (IIIC1b-19).

The College Professional Development Committee determined that more training should be available, so it piloted a program with Lynda.com, which offered online courses that address technology training needs (IIIC1b-20). In December 2013, the Contra Costa Community College District (District) Professional Development Committee voted to purchase Lynda.com licenses for all District employees for one year. This purchase was completed in late January 2014, and following District authentication implementation, licenses were made available to all District employees in February 2014. This purchase will satisfy many of the training needs identified in the District Professional Development Committee’s surveys.

**Training in instructional processes for faculty.** The College has web-based applications for faculty to use in student learning outcome assessment (WebSLOs), program review writing (WEPR), and curriculum approval and course outline updating (WCS). Online training videos are available for faculty training in the use of WebSLOs and the WEPR programs (IIIC1b-21). Training and support are also offered by the Computer Science faculty who developed and maintain these applications. When the web curriculum system (WCS) was introduced in 2004, training was scheduled and announced at the same time the announcement was made (IIIC1b-22). Training and support for the WCS continue to be provided through the instruction office.
**Training in administrative and business technology.** Process Expert Teams (PET) were created in 2008, with the charge to re-engineer business processes to make the best use of the administrative system, to provide a structure for ongoing training of classified staff, and to establish a process for information controls and accountability. Teams are made up of classified staff from all three colleges, Contra Costa Community College District Information Technology and Services Department staff, and a management liaison (IIIC1b-23). Teams include Admissions and Records, Curriculum Management, Financial Aid, Human Resources and Payroll, and Purchasing. Still to be formed are Student Accounts Receivable and Financials. Funding is provided team members to attend Ellucian Users’ Group conferences to learn of upcoming updates, share issues, and learn to maximize usage of the software system. Datatel is the former name of Ellucian Colleague. Annually each PET chair completes a summary of PET outcomes and accomplishments.

**Self Evaluation**
The College provides training to students, faculty, classified staff, and managers in all the various technologies these groups need in order to make them successful. Training sessions held during the flex days that precede fall and spring semesters, throughout the year, through drop-in hours, and online.

Students receive training in the Desire2Learn learning management system for course participation, in addition to any classroom-specific training that instructors deem necessary for participation in their courses. The admissions and records office provides training for students to navigate the enrollment process. The counseling office provides online video training for students for after they are enrolled, to help them choose and register for classes, and transfer their course work to and from other institutions.

The College values professional development for employees and instruction for students in technology. In spring 2014, the college created a management position of dean, library, educational technology, and learning support. This new position will have primary administrative responsibility at the Pleasant Hill and San Ramon Campuses for library and learning support services, educational technology including distance education, and professional development programs College wide. The integration of these responsibilities in one position should serve to improve training for students and personnel.

The College meets this Standard.

**Actionable Improvement Plans**
None.

**Evidence IIIC1b**

| IIIC1b-1 | Computer Science first day checklist |
| IIIC1b-2 | D2L instructor tutorial  |
|          | D2L student tutorial  |
| IIIC1b-3 | Email from D. Kiley, D2L drop-in sessions, August 26, 2013 |
|          | Flyer for D2L drop-in sessions, 2013 |
| IIIC1b-4 | Screenshot online course orientation |
III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary
Upgrades, replacements, and maintenance of technology are guided by the Colleges’ program review process and the 2009-2013 Technology Master Plan and the 2014-2016 Technology Master Plan, which list among its guiding principles, to “increase student access to College resources” and “consider ease-of-use” (III.C.1). A Service Level Agreement specifies the responsibilities and procedures for implementing these principles (III.C.1).

Budgeting decisions at the College are made in a process driven by program review. Program review is informed by assessments and measurements of learning, institutional effectiveness, and research, and is contributed to by faculty, staff, and management. A broad range of results are
presented, commented on, validated, and stored in a database that can be queried for focused issues, such as technology (IIIC1c-3). The College practice and evidence supporting this practice assure that technology support provided at DVC is tied to the mission and goals of the College.

To identify technology-related needs, the program review template has sections specifically related to technology, where instructional, student services and administrative units at both the Pleasant Hill and San Ramon Campuses express and justify needs to support their programs (IIIC1c-4). All instructional units prioritize their critical resources needs and describe their needs with estimated costs, which are compiled into a single document (IIIC1c-5). This document informs the next step of the College resource allocation process, where needs are reviewed and ranked by the Integration Council. Integration Council recommendations are forwarded to the Budget Committee, who makes recommendations to the College Council. The Integration Council and Budget Committee receive expert, cross constituency technology input and guidance from the Information Technology Committee in finalizing their recommendations for funding. After reviewing the recommendations from the Budget Committee, the College Council makes recommendations to the College president, who makes final resource allocation decisions.

Outside the program review process, information on technology needs is gathered by the College and the Contra Costa Community College District through surveys of all constituent groups, faculty, staff, management, and students (IIIC1c-6).

The College acquires technology infrastructure and equipment on an on-going basis.

- **New email implementation.** In fall 2012, the Contra Costa Community College District (District) began a District wide implementation of Microsoft Office 365 hosted email for all employees. DVC’s information technology services staffed the year-long project, which required physically touching all campus employee computers. Prior to this migration, the College experienced frequent complete or partial email outages (IIIC1c-7).

- **New learning management system.** The District engaged in an inclusive process for selecting a District wide learning management system, Desire2Learn (IIIC1c-8). It was rolled out in fall 2012 and in January 2014, Desire2Learn became fully transitioned and implemented at the College, as its predecessor, WebCT, was taken out of service (IIIC1c-9). Desire2Learn includes a discussion group feature, which is being well received (IIIC1c-10).

- **New distance education options for students.** Identification of distance education as an area of need originated with DVC’s Faculty Senate, which formed a distance education taskforce in 2012 (IIIC1c-11). The taskforce completed a distance education policy, which is now College Procedure 4003.01 (IIIC1c-12). The taskforce has since become a standing committee of the Faculty Senate, as the Distance Education Committee (IIIC1c-13). A variety of disciplines now offer distance education options for students, with both 100 percent online courses and online/faceto-face hybrid courses (IIIC1c-14). DVC has kept the Accrediting Commission for Community and Junior Colleges (ACCJC) abreast of developments in distance education by processing two Substantive Change Reports during the past six years (IIIC1c-15).

- **Computer replacements.** The need for a replacement cycle for computers was noted in instructional program reviews (IIIC1c-16), College wide surveys (IIIC1c-17), and the
In late 2013, a commitment was made by the President's office to remove requests for personal computer upgrades from program review and start using a replacement cycle instead.

- **Computer labs.** The College provides and maintains over 40 instructional computer labs and one professional development lab for faculty and staff training and use (IIIC1c-19).
- **More smart classrooms.** The College has digital multi-media capabilities in over 95% of its classrooms and support offices (IIIC1c-20).

The College maintains technology infrastructure and equipment on an on-going basis. Network support is centralized at the District level. This reorganization is in process. As areas for improvement are identified, the College works with the District Information Technology and Services Department to develop effective processes that will continue to deliver appropriate levels of technology maintenance under our reorganized structure.

There are several examples of College action to maintain technology resources.

- **New Service Level Agreement.** A new Service Level Agreement was developed to assure “quality customer service and technical solutions in support of campus wide technology” (IIIC1c-21). It specifies the services, priorities, and responsibilities related to the support of technology at DVC. It is pending approval of the Information Technology Committee and the Faculty and Classified Senates.
- **District wide infrastructure upgrade.** The funds and direction for the current District wide infrastructure upgrade come as a result of a successful 2006 bond initiative (IIIC1c-22). Specific upgrade plans were developed in conjunction with hired consultants, a District steering group, and the District Education and Technology Department, with input from District technology managers from its college campuses. Resulting plans from this process are publicly listed on the District website (IIIC1c-23).
- **DVC’s Information Technology and Services Department staff makes recommendations to management regarding technology infrastructure, software and security updates (IIIC1c-24).**
- **System backups.** A backup system was installed for network servers that uses magnetic tape data storage. The system guards against loss of data in the event of equipment failure. Battery-backed uninterruptable power supplies (UPS) are used to keep vital computer network components operating through power outages, but their ability to survive long outages degrades over time. During the District wide upgrade process, all UPSs were replaced with new ones. At the same time, firewalls and switches were upgraded to enable the District Information Technology and Services Department to manage them from their Martinez office.

The library assistant backs up the library catalog to tape nightly. The Innovative Interfaces library catalog is hosted on a server in the library. Full backups (IIIC1c-25) are generated nightly as are user manual information (IIIC1c-26). Tape drives are used for backup with USB attached hard drives as a redundant system. Backup information is stored offsite.

The Desire2Learn learning management system includes its own secure disaster recovery system, hosted by the company (IIIC1c-27).
The District office manages the student record system, WebAdvisor, and has a Disaster Recovery Plan which includes nightly backups, offsite backup storage, and offsite replicated data. The backups consist of the web-page program files and database files. The web-pages reside in the OmniUpdate-based College website, and are backed up both the Colleges’ web server (using tape) and the staging servers at OmniUpdate’s offices.

Backups of the web-enabled program review system (WEPR) and the web-enabled student learning outcome system (WebSLOs) are maintained by DVC’s information technology staff in its regular backups of onsite servers. Separate and independent database backups are kept by the administrator for WebSLOs and WEPR. The MSSQLServer databases are backed up as SQLite3 files on a flash drive maintained in the administrator's possession and duplicated in the administrator’s Dropbox account in the cloud. The web curriculum system (WCS) for online management of official course outlines of record program and database files reside on onsite servers and are backed up by DVC’s information technology staff.

- **Disaster recovery.** The College uses HP Data Protector to run tape backups on all file servers. The Information Technology and Services Department runs daily incremental backups and weekly full backups which are kept for four weeks. Individual data files can be restored directly from tape. In addition to tape backup, DVC has virtualized the majority of its server farm using VMWare vSphere 4.0. Virtualization improves reliability and disaster recovery, while reducing space and energy consumption. The reduction of energy consumption is in accordance with the 2009-2013 Technology Master Plan guiding principle to “promote efficiency and Green IT”. The virtual servers are stored on an external storage array configured to withstand the failure of multiple hard drives while still continuing to function. Snapshots of each virtual server are saved in the event of catastrophic failure, so the server can be restored to a working state after a failure. The host servers are running in a three server cluster to ensure availability. If any of the three servers fail, the virtual machines will automatically fail over the two remaining functional servers in the cluster.

- **System status reporting.** The District Information Technology and Services Department maintains a webpage on the District’s website to inform all students and employees about the current status of all systems (IIIC1c-28). Faculty and staff are alerted to infrastructure problems, their status and resolution, via email (IIIC1c-29).

The College upgrades technology infrastructure and equipment on an on-going basis. The recently-completed Network Infrastructure Project was a Contra Costa Community College District (District) wide project to upgrade the local and wide area networks at each college to meet new technical specifications that support a high capacity voice, video, and data system with expanded wireless coverage. It was a seven-year, bond-funded project that began implementation in 2009. One result of the project to date is that the College now has a more robust network system. Another result is that certain responsibilities are now shifting to the District from the College (IIIC1c-30).

The Network Infrastructure Project included the replacement of an outdated and oversubscribed Firewall server with a new industry standard Checkpoint Firewall which has an intrusion

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detection system that monitors and alerts network operations center staff to external network threats. The firewall is configured such that it will update the software and receive rules from the vendor to stay abreast of new security threats. All software and equipment procured through the Network Infrastructure Project has a five year maintenance agreement with appropriate vendor for support and continual updates. The Network Infrastructure Project includes a “refreshment cycle” for network components which cites seven and ten year lifecycle replacement costs (IIIC1c-31).

Improved wireless network access was noted as a need in College wide surveys (IIIC1c-32) and at the District level (IIIC1c-33), and in the 2009-2013 Technology Master Plan (IIIC1c-34). Significant progress has been made since to “substantially increased the speed of the network available to students, faculty and staff” (IIIC1c-35). The wireless upgrade was completed in April 2013.

Upgrading Windows personal computers to Windows 7 was identified in 2012 as a need in program review (IIIC1c-36), campus wide Information Technology Committee meetings (IIIC1c-37), and at the District level (IIIC1c-38). Since then, new personal computer orders have included Windows 7 and several computer labs have been upgraded. The College help desk supports the upgrade (IIIC1c-39).

**Replacements for in-house support software.** Software systems that were developed in-house for instructional program review and student learning outcome assessment consist of program files and database files. They were created since earlier in-house software solutions proved difficult to learn and use (IIIC1c-40). The College continues upgrades to its web curriculum system (IIIC1c-41), as needs are brought to the attention of the Information Technology Committee (IIIC1c-42).

There are many recent examples of system wide technology upgrades.

- Infrastructure and telecommunications upgrade.
- Wireless upgrade.
- New email implementation.
- Desire2Learn (D2L) implementation.
- New distance education options for students.
- Windows 7 upgrade.
- New faculty/staff/lab computers.
- Improved technical support.
- More smart classrooms.
- Replacements for in-house support software.

DVC has a commitment to managing, maintaining, and operating its technological infrastructure so that the full benefit of upgrades is realized. To ensure that systems remain operational even in the event of severe outage or loss of facilities, protocols are in place for backing up system and in-house-developed software and for disaster recovery.
Self Evaluation
Diablo Valley College provides for the management, maintenance, and operations of its technology infrastructure and equipment per DVC’s 2009-2013 Technology Master Plan, the 2014-2016 Technology Master Plan, the Information Technology and Services’ Service Level Agreement, and the program review process.

The Service Level Agreement (SLA) creates an environment that is conducive to a cooperative relationship between the Information Technology Service Department staff and campus personnel. The SLA serves as a provision for measuring performance, services, and responsibilities of the end-user. DVC’s Technology Master Plans are created to establish a clear information technology strategy to improve institutional effectiveness (IIIC1c-43). The plans include technology planning, future trends analysis, and information technology strategies.

DVC’s annual program review process identifies needs, assesses objectives, and creates program improvement objectives. Program reviews link unit technology needs to the College’s strategic plan through program improvement objectives. The process directly connects instructional, administrative, and student needs to the budget process.

The College meets this Standard.

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.

Evidence IIIC1c
IIIC1c-1 2009-2013 Technology Master Plan
IIIC1c-2 Information Technology and Services’ Service Level Agreement
IIIC1c-3 2011-2012 instructional program review technology comments
IIIC1c-4 2011-2012 instructional program review technology comments
IIIC1c-5 2011-2012 instructional program review technology needs
IIIC1c-6 Technology survey for employees, 2013
Technology survey for students, 2013
Datatel College survey
2009-2013 Technology Master Plan
ECAR student technology survey, 2013
Help desk survey, 2013
Online student satisfaction survey, 2009
Technology survey summary, 2009
Email from P. Garcia, Technology survey, May 17, 2013
Technology survey for students, 2009
Technology survey for students, March 2009
Technology plan recap survey summary
Technology survey for employees, 2013
Technology survey for students, 2013

IIIC1c-7 Email from B. Seaberry, Outages, November 15, 2008
IIIC1c-8 Screenshot D2L access
IIIC1c-9 Email from J. Peavler, D2L, October 31, 2013
IIIC1c-10 D2L feedback from students January 25, 2014
IIIC1c-11 Distance Education Committee minutes, September 11, 2012
Distance Education Committee charge
IIIC1c-12 Distance Education Committee report to Faculty Senate, fall 2012
IIIC1c-13 Distance Education Committee minutes, 2011-2012
Distance Education Committee minutes, 2012-2013
Distance Education Committee minutes, 2013-2014
IIIC1c-14 Screenshot online classes information
IIIC1c-15 Distance Education Substantive Change Report, October 2011
Distance Education Substantive Change Report, October 2013
IIIC1c-16 Instructional program review technology needs, 2011-2012
IIIC1c-17 Technology survey for employees, 2013
Technology plan recap survey summary
IIIC1c-18 2009-2013 Technology Master Plan
IIIC1c-19 Screenshot computer lab information
IIIC1c-20 Projection unit purchase recap information, spring 204
Projection units purchased, 2013-2014
IIIC1c-21 Information Technology and Services’ Service Level Agreement
IIIC1c-22 2006 Measure A Bond project list
IIIC1c-23 Screenshot District network upgrade query
IIIC1c-24 District Strategic Infrastructure/Telecommunications Plan, March 3, 2009
IIIC1c-25 Library catalog backup logs
IIIC1c-26 Manual tape backup information
IIIC1c-27 D2L Horizons Newsletter, November 15, 2013
IIIC1c-28 Screenshot District technology status information
IIIC1c-29 Email from S. Warrier, Phishing warning, January 16, 2014
Email from S. Warrier, Dropped students, February 7, 2014
Email from S. Warrier, Datatel update, April 9, 2012
Email from S. Warrier, Email conversion, May 16, 2013
Email from K. Ogden, Email update, June 26, 2013
Email from K. Ogden, Email complete, May 27, 2013
Email from S. Warrier, InSite email, December 4, 2012
Email from S. Warrier, InSite portal, May 24, 2013
Email from S. Warrier, InSite portal, August 6, 2013
Email from S. Warrier, Microsoft outage, November 21, 2013
Email from S. Warrier, CCC phones, October 28, 2013
Email from S. Warrier, Phone lines, February 5, 2014
Email from S. Warrier, Phone system, February 11, 2014
Email from S. Warrier, Phone system, January 13, 2014

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Email from S. Warrier, Phone line problems, February 5, 2014
Email from K. Ogden, POP and IMPA, April 23, 2013
Email from S. Warrier, InSite problems, December 12, 2013
Email from S. Warrier, InSite problems, June 4, 2013
Email from S. Warrier, Shortel phones, February 18, 2014
Email from S. Warrier, Update phones, February 5, 2014
Email from S. Warrier, Update phones morning, February 5, 2014

IIIC1c-30 Information technology update, January 30, 2013
IIIC1c-31 District Strategic Infrastructure/Telecommunications Plan, March 3, 2009
IIIC1c-32 Technology survey for employees, 2013
Technology survey for students, 2013
Distance education survey summary report, fall 2012
IIIC1c-33 Information technology update, January 16, 2013
IIIC1c-34 2009-2013 Technology Master Plan
IIIC1c-35 Technology plan environmental scan, September 20, 2013
IIIC1c-36 2011-2012 instructional program review technology comments
2011-2012 instructional program review technology needs
IIIC1c-37 Information Technology Committee minutes, April 12, 2012
Technology plan environmental scan proposal, August 23, 2013
IIIC1c-38 Technology plan environmental scan, September 20, 2013
IIIC1c-39 Information Technology and Services’ Service Level Agreement
IIIC1c-40 Email from R. Burns, WebSLOs, February 2, 2010
Email from R. Burns, Web program review, March 3, 2011
Screenshot student learning outcome training
IIIC1c-41 Screenshot web curriculum system (WCS)
IIIC1c-42 Information Technology Committee minutes, September 25, 2008
Information Technology Committee minutes, October 23, 2008
IIIC1c-43 2014-2016 Technology Master Plan
Technology plan implementation grid

Standard III.C.1.d. The distribution and utilization of technology resources support the
development, maintenance, and enhancement of its programs and services.

Descriptive summary
DVC is committed to the use of technology in support of the maintenance and enhancement of its programs and services. The 2009-2013 Technology Master Plan and the 2014-2016 Technology Master Plan serve as guides “to the allocation and use of technology resources in support of student learning and institutional effectiveness” (IIIC1d-1).

There are many examples of the College using technology resources for programmatic enhancement and development. In 2010, the technology training and development coordinator presented YouTube’s auto-captioning feature to the Information Technology Committee for the purpose of making closed captioning easier for faculty who teach online courses (IIIC1d-2). Since that time, the presentation has been repeated in other workshops and in drop-in appointments. In fall of 2009, the Information Technology Committee invited a math instructor
to demonstrate two different brands of response clickers (IIIC1d-3) so that the committee would be able to make an informed decision about a clicker standard for the College (IIIC1d-4).

The DVC web server, hosting www.dvc.edu, is vital to the maintenance of College programs and services. Its availability and security were the responsibility of DVC’s Information Technology and Services Department until a recent move to a cloud server. The move to a cloud server enhances the security of the site and allows the webpage to remain a viable communication tool even in situations where other services may be down. The Marketing Department has the primary relationship with the cloud server vendor, but decisions are made in consultation with College and District Information Technology and Services Department staff. The relocation process was completed in October 2013, although there are still some components of the website that remain on the Pleasant Hill campus. The in-house, web-based student learning outcome system, web-enabled program review system, and the web curriculum system were written to run on Windows servers and are not easily moved to Linux. Whether these will remain on in-house servers or be ported to the cloud is a current topic of investigation.

Providing students and employees access to computer resources is consistent with the mission and goals of the College. The College is responsible for securing its network and computing systems to a reasonable degree against failure, loss of data, and unauthorized access while making them accessible to the largest possible group of authorized and legitimate users. Misuse of technology resources as detailed in Contra Costa Community College District Business Procedure 10.06, Acceptable Use Policy (IIIC1d-5), may result in the loss or termination of technology resources without notice. The security functions of commonly used desktops, servers, and communications technologies are often vulnerable, allowing unauthorized access to or viewing of system resources and a security violation on one machine may threaten security of other systems on the network. This makes each individual and unit responsible to ensure that their systems are reasonably secure. One example is the use of Deep Freeze on lab computers. Deep Freeze protects hard drives from changes made to files by students, either inadvertently or in mischief. Upon reboot, the original disk image is restored.

Self Evaluation

The distribution and utilization of technology resources support the development, maintenance, and enhancement of DVC’s programs and services. DVC and the Contra Costa Community College District are committed to providing access to computing resources to all current students and employees. DVC’s 2014-2016 Technology Master Plan serves as a guide to the allocation and use of technology resources. The Information Technology Committee is charged with the implementation of the plans and assessment of the success of technological solutions across the campuses. Examples of its involvement range from reviews of classroom technologies for the purpose of making campus wide recommendations to promoting technologies for classroom use, such as YouTube.

The College website is a critical link in distributing technology and informing constituent groups about products and services available to them. The Marketing Department maintains the website and assures that it is available and secure.
An acceptable use policy helps to ensure that access to technology is actually used for its intended purpose, and not for unauthorized, illegal, or otherwise unethical use.

The College meets this Standard.

**Actionable Improvement Plans**
None.

**Evidence IIIC1d**

IIIC1d-1  2009-2013 Technology Master Plan
          2014-2016 Technology Master Plan
IIIC1d-2  Information Technology Committee minutes, March 11, 2010
IIIC1d-3  Information Technology Committee minutes, September 24, 2009
IIIC1d-4  Technology Master Plan Close-out Report, March 1, 2013
IIIC1d-5  District Business Procedure 10.06, Acceptable Technology Use

**Standard III.C.2. 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.**

**Descriptive Summary**

The College ensures that its technology program and service needs are identified through its 2009-2013 Technology Master Plan and the 2014-2016 Technology Master Plan which are integrated with institutional plans and program reviews. 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.

In 2008, the Accrediting Commission for Community and Junior Colleges (ACCJC) determined that DVC did not meet Eligibility Requirement 19, since the College had not updated its Technology Master Plan. This spurred the College to write the 2009-2013 Technology Master Plan. The plan was constructed with wide spread consultation with faculty, classified staff, managers, and students and went through the participatory governance process. DVC’s 2009-2013 Technology Master Plan was well received by the ACCJC visiting team for the College follow-up visit which said, “It appears to the team that DVC will be able to adhere to their planning timelines with respect to technology. 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. Eligibility Requirement 19 has been fully met” (IIIC2-1).

With the expiration of the 2009-2013 Technology Master Plan, the Information Technology Committee wrote DVC’s 2014-2016 Technology Master Plan. The committee was composed of faculty, classified staff, students, and managers. The plan includes carryover action items from the previous plan in addition to new items such as developing technology equipment replacement.
cycles. The plan incorporates technology needs identified in program reviews, ongoing college wide surveys (IIIC2-2), and College strategic directions and mission. The plan integrates recommendations from the College governance councils and committees such as the Institutional Planning Committee, Integration Council, Budget Committee, and the College Council. The 2014-2016 Technology Master Plan was approved by the College Council in spring 2014 (IIIC2-3). Technology Master Plans are reviewed each year and the strategic goals of the plan are revised every three years (IIIC2-4).

Considering the fiscal climate of the last accreditation period, the technology needs of the institution were successfully met. DVC’s 2009-2013 Technology Master Plan had approximately 73 action items. Each action item was reviewed in the plan close-out report and assigned a status.

- 31 items were completed.
- 29 items were in progress, continue action item concept in new technology plan.
- One item in progress, do not carry over to new technology plan.
- 11 items not started, continue action item concept in the new technology plan.
- 3 items not started; do not carry over to new technology plan.

The main cause for items not being completed was lack of funds for positions or equipment, since the College was in a budget reduction mode since 2009-2010 and is only recently beginning to recover financially (IIIC2-5). The fiscal position of the College is improving allowing for funding for the replacement of technology related equipment (IIIC2-6).

Resource allocation at the College is done through the program review process, where individual units assess their needs and submit reviews with resource requests. After validation, the program reviews are evaluated by the Integration Council, which makes recommendations on resource allocation to the Budget Committee. To integrate expert knowledge about technology into the program review evaluations, the Information Technology Committee has a standing representative on the Integration Council. The Information Technology Committee reports at the end of the year to College Council and interacts with the Institutional Planning Committee when technology issues arise from College wide plans, committees, surveys, and other College information data gathering (IIIC2-7).

The Contra Costa Community College District (District) Information Technology and Services Department holds monthly meetings with various stakeholder groups such as admissions and records, financial aid, human resources/payroll, and finance to assess technology resources and share the status of projects. Stakeholder teams are formed for more wide-ranging matters such as the learning management system steering group. Technology managers from throughout the CCCCD meet monthly to discuss underlying infrastructure and standards development.

DVC is in a transitional period regarding the planning and implementation of technology resources and how those decisions are made. Prior to spring of 2011 the College had relative autonomy in most decisions regarding information technology (IIIC2-8). Beginning at that time, there were several changes. The vice president of finance and administration outlined these changes in a report to the Information Technology Committee on September 9, 2011.
The executive dean of information technology and services position was eliminated.
The instructional technology training and development coordinator began reporting to instructional managers in the instruction office that are responsible for staff development.
Campus information technology and media services now report to the technology systems manager who reports to the vice president of finance and administration with a "dotted line" to the director of information technology at the Contra Costa Community College District (District) Education and Technology Department.
A collaborative structure with the District office will be a goal.
The District has primary focus on network issues with the goal of consolidation of resources.
The DVC computer and network specialist will be located at the District office in Martinez (IIIC2-9).

Concerns regarding the diminished role of local control in the transition to greater District administration of technology resources were noted by the College Information Technology Committee in their May 26, 2011, committee self evaluation. It said that, “The committee felt like it did not provide enough input for District wide initiatives such as student email, portal, infrastructure, employee email etc.” In addition, during the spring and summer of 2011 several technology-related staffing changes occurred that necessitated changes in the reporting structure and caused confusion over the roles and responsibilities of various constituencies (IIIC2-10).

Each year as a required by the flex calendar procedures from the state chancellor's office, the District Professional Development Committee conducts a District wide survey to assess the professional development needs of all employees at all campuses, including District Office personnel. The results of the survey are disaggregated by college, site, and constituency group (IIIC2-11). The survey results are distributed to the Colleges through their professional development representatives on the District Professional Development Committee. The District committee looks for trends across all Colleges and all constituencies to identify training needs that are common to the greatest number of District employees. At the College, the surveys are reviewed by the DVC Professional Development Committee to identify areas where there is common interest among constituencies. The surveys are also made available for review by the College constituency groups.

The DVC Professional Development Committee assesses technology training needs and uses the results to develop programs and training to assist employees with effective use of technology resources. The College Professional Development Committee determined that more training should be available, so it piloted a program with Lynda.com, which offers online courses that address most of the College's technology training needs (IIIC2-12). In December 2013, the District Professional Development Committee voted to purchase Lynda.com licenses for all District employees for one year. This purchase was completed in late January 2014, and following District authentication implementation, licenses were made available to all District employees in February 2014. This purchase will satisfy many of the training needs identified in the District Professional Development Committee’s surveys.

Assessment of technology resources is done through many methods at the College.
• **End-user surveys.** The College makes wide use of end-user surveys, covering faculty, staff, and students (IIIC2-13).

• **Assessment of online instruction.** Math faculty surveyed (IIIC2-14) all online instructors on their use of the learning management system, WebCT in 2012. The results of this survey informed (IIIC2-15) the Faculty Senate Distance Education Committee in preparation for the rollout of the new learning management system, Desire2Learn.

• **Assessment of training effectiveness.** The technology training and development coordinator taught workshops (IIIC2-16) on the College’s learning management system, online teaching strategies, YouTube, Google Docs, Skype, screen capturing lectures, online storage of files, Excel, Google Hangouts, etc. Each participant was asked to evaluate the effectiveness of the workshop via survey monkey (IIIC2-17).

• **Assessment of financial aid use of Ellucian Colleague.** In June 2013, financial aid District wide underwent a technology usage audit by Ellucian to analyze and assess current operations using Colleague’s financial aid module, identify potential areas improvement, and to ensure compliance with federal and state requirements. One key audit finding of the report was that staff needed more formal training in the use of the financial aid module in Colleague to perform financial aid functions. Audit findings were used to identify training areas for the spring 2014 term.

• **Assessment of the Technology Master Plan implementation grid.** Mid-term and close out tracking is done of items on the implementation grid (IIIC2-18).

• **Assessment of the Information Technology Committee.** Each year the committee conducts a self evaluation of their work and submits it to the College Council. The report includes goal planning and information on completed projects (IIIC2-19).

**Self Evaluation**

The 2009-2013 Technology Master Plan and the 2014-2016 Technology Master Plans set the course for present and future technology use and planning at the College. Plans are collaboratively created in the Information Technology Committee with input from managers, faculty, staff, and Contra Costa Community College District Information Technology and Services Department managers. With the impending release of a District technology plan (to update the District wide Infrastructure and Telecommunications Plan), the College technology plan will be aligned with District technology goals.

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. Other self evaluations take place annually, such as those involving the use of the operational committee self evaluation form and the District survey of professional development needs.

To ease the transition from campus technology support to centralized support at the District level, steps have been made to increase communication and decision-making inclusiveness between the District Information Technology and Services Department and the College. The process by which the learning management system Desire2Learn was adopted was a model of
collaboration and participation that should be used for all District information technology decisions that impact District colleges.

The District executive vice chancellor for education and technology frequently 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.

The College meets this Standard.

**Actionable Improvement Plans**
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.

**Evidence IIC2**

**IIC2-1**  
*Show Cause Report*, November 3-4, 2009, p. 20  
Information Technology Committee minutes, April 2, 2009  
Information Technology Committee minutes, October 22, 2009  
Information Technology Committee minutes, December 11, 2008

**IIC2-2**  
Technology survey for employees, 2013  
Technology survey for students, 2013  
Datatel College survey  
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Help desk survey, 2013  
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**IIC2-3**  
2014-2016 Technology Master Plan  
College Council minutes, April 14, 2014

**IIC2-4**  
2009-2011 College wide committee annual reports  
2010-2011 College wide committee annual reports

**IIC2-5**  
College Council minutes, Technology plan closeout item 5, May 13, 2013  
2009-2013 Technology Plan Closeout Report  
2009-2013 Technology Plan Action Items Final Status Report
Email from P. Garcia, 2009-2013 Technology Plan Closeout, April 11, 2014
2007-2013 technology plan budgets

IIC2-6 Technology Master Plan Close-out Report, March 1, 2013
IIC2-7 Information Technology Committee minutes, February 11, 2010
Information Technology Committee minutes, May 13, 2010
Information Technology Committee minutes, October 22, 2009
Information Technology Committee minutes, November 11, 2010

IIC2-8 Information technology update, January 30, 2013
IIC2-9 District information technology organization chart
IIC2-10 Technology support report
IIC2-11 District professional development survey, 2011
District professional development survey San Ramon Campus, 2011
Professional Development Committee self evaluation, 2011-2012

IIC2-12 Lynda.com online tutorials
Email from C. Knox, Lynda training, April 4, 2014

IIC2-13 Online student satisfaction survey, 2009
Technology survey for students, 2009
Technology survey for employees, 2013
Technology survey for students, 2013

IIC2-14 Online instructor survey, 2012
IIC2-15 Emails about Faculty Senate discussion, February 5, 2013
IIC2-16 Screenshot instructional technology training information
IIC2-17 Technology workshop evaluation tracking, 2011-2013
Workshop assessment results example

IIC2-18 2009-2013 Technology Master Plan
2010-2011 Information Technology Committee self evaluation
Technology Master Plan Close-out Report, March 1, 2013

IIC2-19 2009-2010 Information Technology Committee self evaluation
2010-2011 Information Technology Committee self evaluation
2011-2012 Information Technology Committee self evaluation
2012-2013 Information Technology Committee self evaluation
Standard III.D. Financial Resources. Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning at both College and district/system levels in multi- College systems.

Standard III.D.1. The institution’s mission and goals are the foundation for financial planning.

Standard III.D.1.a. Financial planning is integrated with and supports all institutional planning.

Descriptive Summary
Diablo Valley College’s mission and goals are student centered, as is its financial planning. In the current fiscal year (2013-2014), 75 percent of the College revenue is generated by full-time equivalent students (IIIID1a-1).

In fiscal year 2010-2011, the Contra Costa Community College District changed its internal allocation process when it established a new, decentralized funding model based on California State Senate Bill 361 (IIIID1a-2). With this new model the District office and each college in the District are responsible for establishing its own priorities in order to meet its mission and goals. This requires each site to establish internal processes to allocate funding in an efficient manner. At Diablo Valley College financial planning is now based on two procedures: Procedure 5018.06, Tentative and Adopted Budget Preparation, (IIIID1a-3) and 5018.01, Budget Allocation Process, both of which describe the integrated approach to financial planning used at the College (IIIID1a-4). Although procedure 5018.06 was officially adopted in October 2013, the process itself has been utilized for many years. DVC Procedure 5018.01 specifies that the annual budget be based on validated College program reviews, College wide plans, District/State mandates as well as overarching principles within the College’s 2013-2017 Strategic Plan, statement of values and mission statement (IIIID1a-5).

In fall 2013, Diablo Valley College began a process for developing a new strategic plan and the work continued through spring 2014, when the updated plan was adopted. In the final plan, three of the four goals have a budgetary focus. In the newly-adopted 2013-2017 Strategic Plan, the strategic directive is “Diablo Valley College will Increase Student Success” and of the four goals of the strategic directive, three have a budgeting focus (IIIID1a-6):

- Strategic Directive Goal 2: The College will align its governance, operational and planning processes to ensure institutional effectiveness.
- Strategic Directive Goal 3: The College will effectively direct and augment its resources to increase student learning and success.
- Strategic Directive Goal 4: The College will develop and implement a human resources plan to maximize the employee expertise required to support the institution’s commitment to excellence and equity.

These goals are integrated into all planning processes at the College, serving as guidelines for decision-making.

College planning processes are outlined in the College’s Procedure 1010.01, Integrated Planning, which ties together College planning, program reviews and their validation, student learning outcomes, and resource allocations (IIID1a-7). The program review process provides an ongoing 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. The College’s budget allocation process is outlined in Procedure 5018.01 (IIID1a-8).

Self Evaluation
Diablo Valley College has made many improvements in integrating financial and institutional planning. Resource allocation is based on approved College wide goals and validated, prioritized program review requests. This process involves multiple committees and all constituent groups, including students. During the allocation process, constituent groups report to their respective councils and bring feedback back to their committee. The College schedule is made with a collaborative Scheduling Committee, taking advantage of institutional expertise which ensures that students are able to reach their educational goals in a timely manner. All of this information is further used for the establishment of the College annual financial plan.

Diablo Valley College is working to fully integrate College wide plans into the resource allocation process. As originally designed, resource requests from College wide plans were to be incorporated into program reviews. After two resource allocation cycles, an evaluation of this approach has shown that it is not working as well as expected. As such, College Council has directed the Institutional Planning Committee to develop a modification of the resource allocation process whereby resource requests from College wide plans could access needed resources.

The College meets this Standard.

Actionable Improvement Plans
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.
Evidence IIID1a
IIID1a-1  DVC adopted budget operating subfund PowerPoint presentation
IIID1a-2  SB 361 FAQs, April 9, 2010
IIID1a-3  DVC Procedure 5018.06, Tentative and Adopted Budget Preparation
IIID1a-4  DVC Procedure 5018.01, Budget Allocation Process
IIID1a-5  2013-2017 Strategic Plan
IIID1a-6  DVC Procedure 5018.01, Budget Allocation Process
IIID1a-7  DVC Procedure 1010.01, Integrated Planning
IIID1a-8  DVC Procedure 5018.01, Budget Allocation Process

Standard III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary
The Contra Costa 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, Diablo Valley College’s total reserves were approximately four percent. The College uses realistic assessments of future expenditure requirements and chooses to keep additional reserves for multiple reasons.

- Approximately 75 percent of college revenues come from state apportionment. Over the past several years, due to the recession, the State budget allocation has been volatile. As such, the College routinely keeps reserves to cover anticipated deficits. Some examples are: $685,737 in 2010-2011 fiscal year for property tax deficit (IIID1b-1), $289,479 in the 2011-2012 fiscal year for student fee deficits (IIID1b-2), and $254,077 in the 2013-2014 fiscal year for deficit factor (IIID1b-3).
- In 2012, the College had the one-time expense of replacing vans at a cost of $167,352 (IIID1b-4).

During the 2010-2011 academic year, the College had to cut 12 percent of its sections at a time when the economic downturn was bringing in more students (IIID1b-5). The Scheduling Committee worked to reduce the schedule in a way that bolstered the financial situation of the College, maximizing revenue while maintaining student access. Strategic schedule reduction decisions resulted in an increase in the productivity of the College, thereby reducing per student expenditures and allowing more students to be served.

Diablo Valley College’s 2012-2013 budget development illustrates how the College makes realistic assessments of financial resources. At that time the College faced the double threat of California’s budget deficit and the possible failure of the California proposition 30 ballot measure in the November 2012 election. The proposition 30 ballot measure was a new tax designed to provide K-14 schools much-needed funding and its failure would have had drastic financial implications for the Contra Costa Community College District and Diablo Valley College. The uncertainty of both the State budget and the proposition made financial planning very difficult, which prompted the District to develop three budget scenarios for 2012-2013: a
worst case, a moderate case, and a best-case. It also made a separate reserve of $2,650,048 in case the proposition failed, which would allow the District to avoid mid-year cuts (IIID1b-6). As illustrated in the graphic below, the difference in full time equivalent students (FTES) was 1,545 students. In 2013-2014 dollars, this many students translates to a gap of $5,538,825.

![FY 12-13 – Effects of Tax Proposal](image)

Diablo Valley College followed the District’s example and developed a three-scenario budget but used the hedge position for its planning (IIID1b-7). Had the tax failed, the College planned to use approximately $886,000 in reserves to pay for the unfunded students (IIID1b-8).

To communicate the possible outcomes of the election to the college communities, the District held open forums to give all employees and students the chance to learn about the budget proposals and the effects the election outcome could have (IIID1b-9). Fortunately, the College did not have to execute the worst-case scenario. This example shows that the District and College use realistic assessments of financial resource availability and open College wide discussions as to what cuts were likely to be necessary.

In an effort to look for additional revenue sources, in August 2012, the College president emailed all employees asking for ideas for cost-savings, new revenues, and new partnerships (IIID1b-10). The president received ideas from more than a dozen employees (IIID1b-11). Every suggestion was reviewed, addressed, or implemented.

In spring 2012, the District decided to pursue an $11 parcel tax for the November 2012 election, which would bring the District approximately $3.9 million annually to support instructional programs (IIID1b-12). The College did not budget on those funds—it chose to wait until after the election results were known—which was prudent since the parcel tax failed by less than one percentage point (IIID1b-13).

In February 2014, the District Governing Board voted unanimously to place yet another local education facilities funding bond measure on the June 2014 ballot (IIID1b-14). On June 3, 2014, voters in Contra Costa County approved a $450 million capital facilities bond measure. Approximately 45 percent of the construction funds are slated for work at DVC.

**Self Evaluation**

California community colleges receive the bulk of their funding from the volatile state apportionment funding model and Diablo Valley College is no different. Every year, the College has had to budget with potential changes, including delayed apportionment, mid-year cuts, disagreement between the county and state over redevelopment funding, and state funding.
deficits. The economic downturn of 2008 made the state and county budgets even more unreliable. This, at a time when the College was seeing increased demand due to the recession. The uncertain fiscal environment has become the new normal, but DVC has survived these challenging times due to its realistic assessment of financial resource availability and expenditures, its ability to adjust expenditures and processes and structures established to maximize institutional efficiency while maintaining a student learning focus. In this way, the College was able to keep to its mission despite outside pressures making it challenging to do so.

The College meets this Standard.

**Actionable Improvement Plans**
None.

**Evidence IIID1b**
- IIID1b-1 *2010-2011 Annual Budget Plan*, schedule A
- IIID1b-2 *2011-2012 Annual Budget Plan*, schedule 1, p. 5
- *2011-2012 Annual Budget Plan*, schedule B
- IIID1b-3 *2013-2014 Adopted Budget Plan*
- IIID1b-4 Email from P. Garcia, DVC vans safety purchase, May 4, 2012
- IIID1b-5 Sections cut and added, fall 2009-spring 2013
- IIID1b-6 2012-2013 District adoption budget, p. 4
  - Review of *Adopted Budget*, September 10, 2012
  - Budget Forum, April 2012, p. 26
- IIID1b-7 Review of *Adopted Budget*, September 10, 2012, pgs. 4 & 15
- IIID1b-8 Review of *Adopted Budget*, September 10, 2012, pgs. 4 & 15
- IIID1b-9 Budget Forum, April 2012
- IIID1b-10 Email from P. Garcia, Budget reduction ideas, March 10, 2014
  - 2013-2014 Suggested budget reduction options
- IIID1b-11 2013-2014 Suggested budget reduction options
- IIID1b-12 Governing Board minutes, June 27, 2012
  - Official parcel tax ballot language
- IIID1b-13 November 2012 Measure A results
- IIID1b-14 Email from T. Leong, Governing Board approves local education bond measure, March 11, 2014

**Standard III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.**

**Descriptive Summary**
While making short-range financial plans, Diablo Valley College takes into consideration its long-range financial priorities and obligations to assure financial stability. The plans for payment of all long-term liabilities and costs are included in the short-range annual District budget development process and the annual short-range College budget development process (IIID1c-1).
As part of the new District funding model, each college is responsible for its proportional share of the liabilities. Diablo Valley College has dedicated funds for the future obligations.

- **Load Bank Liability.** The College put aside $438,179 for 2011-2012 fiscal year for this liability (IID1c-2). Based on the slow spend-down of these liabilities and recent language changes to the faculty collective bargaining agreement limiting the accrual of banked load, the College and District have adequately funded the liability for the foreseeable future.

- **Vacation Liability.** The College put aside $161,827 for 2011-2012 fiscal year (IID1c-3) Based on the slow spend-down of these liabilities, the College has adequately funded the liability for the foreseeable future.

- **Retiree Health Benefits.** With the new funding formula, the College is assessed by the District for its proportion of this liability, which is $1 million annually. DVC was assessed for this liability in 2011-2012, 2012-2013 & 2013-2014 fiscal years (IID1c-4). In addition, the District deposited $8.8 million into an irrevocable trust that was established in fiscal year 2009-2010. The pay-as-you-go health premiums combined with the $8.8 million in transfers to the irrevocable trust, fully funded the District’s actuarially determined annual required contribution (ARC). The District has fully funded its ARC since 2009.

- **Self-Insurance Reserve.** The District has a $10,000 deductible on its insurance policies. The District assessed the College $100,000 annually for 2012-2013 & 2013-2014 fiscal years to cover the College’s proportional share of any insurance claims (IID1c-5). Costs above and beyond the deductible are turned over to the Bay Area Community College Joint Powers Authority.

Building maintenance funds used to come from the state on an annual basis, but with the economic downturn scheduled maintenance funding dried up and the District was forced to maintain the upkeep with local dollars. In fiscal year 2012-2013, the colleges within the District collectively transferred $3.4 million for scheduled maintenance projects which will occur over the next few years (IID1c-6). In 2013 the District updated its Scheduled Maintenance and Special Repair Program Procedure 5.01, which sets annual minimum funding for scheduled maintenance projects (IID1c-7).

In spring 2013, as part of its ongoing review and revision of the allocation process the College determined that the current program review process did not provide a clear way to allocate resources for plans and programs that don’t fit into a specific instructional, administrative, or student service program review (IID1c-8). The College’s 2012-2013 Annual Budget Plan set aside $250,000 for implementation of the 2013-2017 Strategic Plan as a first step for allocating resources in these situations in the short-term. As a longer-term plan, the College started a program review taskforce in spring 2014, which will determine if program review needs to be expanded or if the College needs to develop a new process (IID1c-9).

In addition to identifying, planning, and allocating resources for payment of all liabilities and future obligations, the District’s new allocation model requires that all colleges maintain at least a one percent emergency reserve. As of June 2013, reserves at Diablo Valley College were at four percent ($2,837,845). Some of Diablo Valley College reserves have been allocated and used
nearly every year to cover anticipated funding deficits. Diablo Valley College kept funds to cover anticipated student fee deficits, including: $685,737 in 2010-2011 fiscal year for property tax deficits (IID1c-10), $289,479 in the 2011-2012 fiscal year for student fee deficits (IID1c-11), and $254,077 in the 2013-2014 fiscal year for funding deficits (IID1c-12).

Self Evaluation
Working with the Contra Costa Community College District, Diablo Valley College’s financial planning processes ensure financial stability by planning for and addressing long-term liabilities and future obligations, as well as irregularities in annual state funding.

The College meets this Standard.

Actionable Improvement Plans
None.

Evidence IID1c
IID1c-1 District Board Policy 5033, Budget Development
District Business Procedure 18.01, The Contra Costa Community College District General Fund Budget
District Business Procedure 18.02, Guidelines for College Operating Budget Allocations
IID1c-2 Available resources for 2011-2012 budget plan, p. 4
IID1c-3 Available resource for 2011-2012 budget plan, p. 4
2011-2012 Adopted Budget
IID1c-4 2013-2014 budget projections and tentative budget
IID1c-5 2013-2014 budget projections and tentative budget
IID1c-6 Email from J. Nicholas, Scheduled maintenance, April 14, 2014
IID1c-7 District Business Procedure 5.01, Scheduled Maintenance and Special Repair Program
IID1c-8 Revised draft DVC Procedure 5018.01, Budget Allocation Process
Faculty Senate minutes, September 10, 2013
College Council minutes, March 10, 2014
IID1c-9 Faculty Senate minutes, January 28, 2014
Faculty Senate Program Review Taskforce, January 28, 2014
IID1c-10 2010-2011 Annual Budget Plan, schedule A
IID1c-11 2011-2012 Annual Budget Plan, p. 5, schedule 1
2011-2012 Annual Budget Plan, schedule B
IID1c-12 2013-2014 Annual Budget Plan, schedule 1
Standard III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary
Diablo Valley College clearly defines and follows its guidelines and processes for financial planning and budget development and all constituencies have appropriate opportunities to participate in the development process. Institutional planning and resource allocation follow two clearly defined College procedures: DVC Procedure 1010.01, Integrated Planning, and DVC Procedure 5018.01, Budget Allocation Process (IIID1d-1). The College budget is developed following DVC Procedure 5018.06, Tentative and Adopted Budget Preparation (IIID1d-2). All constituent groups are involved in the process and on each committee in the process.

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 both the Pleasant Hill Campus and the San Ramon Campus, who bring items to their appropriate constituency councils for feedback (IIID1d-3). 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 (IIID1d-4).

In fiscal year 2013-2014, it was determined that the District would have a structural surplus if its full time equivalent student goal was met. At DVC, it was determined that the on-going structural surplus would be approximately $314,000. Additionally, the College had approximately $413,000 in one-time money. This development was shared with the Faculty Senate and the Classified Senate (IIID1d-5) and the Associated Students of Diablo Valley College (IIID1d-6). When determining how to allocate this funding, the Budget Committee uses the resource allocation process and the Integration Council reports ranked resource requests (IIID1d-7).

Self Evaluation
Diablo Valley College has made great strides in its resource allocation process since its last self evaluation (IIID1d-8). Within DVC’s resource allocation process, the College includes careful consideration of its mission and goals and ensures that all constituencies are involved at every level. Furthermore, it prioritizes competing needs so that it can allocate the limited resources in the most effective manner to execute the mission and achieve those goals.

The College meets this Standard.

Actionable Improvement Plans
None.

Evidence IIID1d
IIID1d-1 DVC Procedure 1010.01, Integrated Planning
DVC Procedure 5018.01, Budget Allocation Process
IIID1d-2 DVC Procedure 5018.06, Tentative and Adopted Budget Preparation
Standard III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

Standard III.D.2.a. Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Descriptive Summary
Diablo Valley College’s financial documents have a high degree of credibility and accuracy and the budget reflects appropriate allocation and use of resources to support student learning programs and services. Each College department and division office, in conjunction with the College business services office, monitors budget activity monthly and provides informational reports to College staff for planning and decision-making (IIID2a-1). College business services, organization and grant administrators, and division assistants are able to review and print their own month-end reports, which show monthly financial activities by fund, with comparisons of actual year-to-date expenditures versus budgets, encumbrances, and remaining budget balances.

The District regularly prepares financial reports, which include a tentative budget, a mid-year report, and a final adopted budget. The reports are reviewed by the District governance council and presented to the Governing Board. Copies are also available to the public online on the District website (IIID2a-2).

As required by the California education code, an annual audit is performed on all financial records of the District and College by an independent Certified Public Accountant firm. The audit includes financial aid, bookstore, auxiliary service, Associated Students trust funds, post-retirement funds, and capital outlay bonds as well as other reports required by the state (IIID2a-3). In the last six years, the District has had unqualified financial statements. The external auditors have reported no disagreements with management during this time (IIID2a-4).

The District received material weaknesses or significant deficiencies in fiscal years 2007-2008, 2008-2009, and 2009-2010, all of which were corrected or showed “significant improvement”
within 12 months (IIID2a-5). In accordance with OMB Circular A-133, the District received four non-compliances: one in each of fiscal years 2007-2008 and 2010-2011, and two in fiscal year 2011-2012 (IIID2a-6). The first two were fixed within 12 months and the last two were fixed immediately. None of the findings were recurring. For the 2012-2013 fiscal year, the District received clean audit findings.

The auditing firm gives a report to both the District Board finance sub-committee (IIID2a-7) and to the entire District Governing Board in open session. The audit results are posted on the District website as part of the Governing Board agendas (IIID2a-8).

Diablo Valley College financial documents have a high degree of credibility and accuracy. Since the beginning of the District’s implementation of the new allocation model, improvements have been made to increase the accuracy of projections, included position budgeting, an hourly teaching budget, and the addition of District wide assessments for services performed by the District on behalf of the colleges (IIID2a-9).

The entire Diablo Valley College budget is reviewed by the College Budget Committee and assumptions and dollar amounts are reviewed for their reasonableness and clarity (IIID2a-10). Financial information documents are provided to committee members so they can bring the information back to their constituent groups for questions, discussions, and feedback. These informative and detailed documents, along with engaging discussions at Budget Committee meetings and other meetings as the information is disseminated, provide opportunities for increased understandings of the resource allocation process, questions related to the process, and evaluations of how final decisions will lead to increased student success.

The allocation of resources to support student learning programs and services are guided by the College’s current Strategic Plan and the College mission, and is reflected in the College’s planning processes which include program review and College planning documents (IIID2a-11). Indeed, in the last 4 fiscal years, at least 54-56 percent of DVC’s general unrestricted fund budget was used to support student learning through instructional cost and student support (IIID2a-12). Similar data show that the College allocates and spends its financial resources in a manner that supports the College goals.

The College’s resource allocations are based on validated program reviews, prioritized ranking of the resources requested in program reviews, approved College wide plans, and District and state mandates, as outlined in DVC Procedures 1010.01, Integrated Planning, and 5018.01, Budget Allocation Process (IIID2a-13). The latter was updated in 2011 and phased in with three stages, as outlined in the procedure. In the 2013-2014 fiscal year, the College completed one full resource allocation process under phase three of the budget allocation process (IIID2a-14).

Self Evaluation
The Contra Costa Community College District and Diablo Valley College financial documents have a high degree of accuracy and reflect appropriate allocation of resources to support student learning and success. The College mission statement, strategic plan, and planning and program review documents guide the College in review and assessment of the financial resources needed to support student learning programs and services.
The College meets this Standard.

**Actionable Improvement Plans**
None.

**Evidence IID2a**

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**Standard III.D.2.b.** Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

**Descriptive Summary**
The Contra Costa Community College District is committed to the principles of trustworthiness, respect, responsibility, fairness, and stewardship, and as such, has both internal and external audits. Internally, the District’s Internal Audit Services Department is charged with monitoring processes and controls to ensure that these values are constantly upheld. Under the direction of the Governing Board finance committee and the chancellor, the responsibility of internal auditing services is to plan and conduct a comprehensive internal audit program that provides efficient and effective use of educational funding through sound fiscal management practices. Duties include reviewing the reliability of financial and operating information, conducting
internal control and compliance audits, conducting investigations, and reviewing departmental accounting and record keeping procedures across the District. See Standard III.D.2.e for more information about internal audit services.

The District has annual external audits completed by a certified public accountant firm. Results of external audits are reviewed by the Governing Board and included as part of the Board agenda (IIID2b-1). When external audits have given the District findings the District has made the corrections or showed “significant improvement” within 12 months, which is considered timely. The only significant deficiency that could have a direct and material effect on each major program and on control was in fiscal year 2009-2010. This finding was remedied within 12 months. There have been 4 non-compliance findings in the past 5 years, all of which were remedied within 12 months. None of the non-compliance findings or the single significant deficiency were recurring findings.

The District also has annual audits performed by external auditors for its voter-approved bond programs of 2002 and 2006. There have been no audit findings with either of the bond programs. Pursuant to California Proposition 39, bond expenditures are also monitored by a citizens’ Bond Oversight Committee which meets quarterly (IIID2b-2).

Self Evaluation
Diablo Valley College’s finances are audited annually as part of its District’s comprehensive external audit. There have been occasions where the audit has received findings, but all issues were resolved immediately or within 12 months. No findings where repeated in subsequent years. Additionally, all external audit findings are presented to the District in a timely manner, are communicated to the Governing Board in public session, and are available to the public on the District website.

The College meets this Standard.

Actionable Improvement Plans
None.

Evidence IIID2b
IIID2b-1 External Audit Report to Governing Board, 2013
IIID2b-2 Bond Oversight Committee Report to Governing Board, January 23, 2013

Standard III.D.2.c. Appropriate financial information is provided throughout the institution, in a timely manner.

Descriptive Summary
Board Policy 5031, Fiscal Management (IIID2c-1), and District Business Procedure 18.06, Budget Preparation (IIID2c-2), detail how the District budget process works throughout each year. District Business Procedure 18.02, Parameters for Budget Development and Preparation (IIID2c-3), clearly states that the budget should be developed with students in mind. Financial
information is provided to the Governing Board and to the institution throughout the annual process.

District financial information is presented to the Governing Board at every meeting. The information comes in the form of reports or presentations that include items such as: payroll Board ratification of fiscal trends (IIID2c-4), financial statements (IIID2c-5), budget transfer (IIID2c-6), tentative budget presentation (IIID2c-7), and adoption budget presentation (IIID2c-8). Each April the Governing Board has a study session on the budget which includes discussion of the budget assumptions and goals of the District (IIID2c-9). The presentations and reports are available in electronic format for District employees and members of the public (IIID2c-10).

The District’s financial information is provided throughout the District at on-campus budget forums, dubbed locally as Budget Roadshows. The District has held these open forums every April since 2009. The so-called roadshows outline the current state budget and how the District is building its budget for the next fiscal year (IIID2c-11).

Once the District budget is developed, each college and the District office begin working on their budgets. Throughout the budgeting process, multi-year assumptions are developed through the participatory governance process; at Diablo Valley College, this is mainly done through the Budget Committee (IIID2c-12). The College resource allocation process involves all stakeholders and focuses on the success of DVC’s students, as evidenced by the District Business Procedure 18.01, The Contra Costa Community College District General Fund Balance, and DVC Procedure 1010.01, Integrated Planning (IIID2c-13).

The College’s financial process is transparent and communication about the process is publicly shared. Financial information begins at the Budget Committee. Meetings are announced in advance via College wide email (IIID2c-14) and the beginning of all meetings include time for public comment. Faculty, staff, and students have taken advantage of the public comment period. Discussion documents, agendas, and approved minutes are made available on the District’s InSite portal, which is accessible to all DVC employees (IIID2c-15). Student members of the committee are emailed all documents.

Budget Committee membership includes faculty, staff, students, and management and includes representation from both the Pleasant Hill Campus and the San Ramon Campus (IIID2c-16). Constituency representatives regularly report back to their respective governance bodies for information sharing and feedback (IIID2c-17).

To further help disseminate information, in December 2010, the College’s director of marketing and communication started emailing Governance at a Glance updates to the whole College. This newsletter includes updates from all the College governance committees: College Council, Budget Committee, Integration Council and Institutional Planning Council as well as information on accreditation. Newsletters include current work being done, and in some cases, upcoming work (IIID2c-18). This information is also accessible to the public via the Governance at a Glance page on the DVC website, which includes both back-dated and current versions (IIID2c-19).
When the District moved to a new allocation model in the 2010-2011 fiscal year, the District developed a list of frequently asked question and emailed it to all employees, along with an invitation to District budget forums (IID2e-20). Both helped ensure that all employees were well-informed about this new allocation process.

**Self Evaluation**
Within Diablo Valley College, financial information is provided in a timely manner, allowing ample time for discussion of both the current fiscal year’s Annual Plan and the following fiscal year’s Tentative Budget. This information is disseminated through the Budget Committee meetings, where financial information about all revenues and expenditures is provided. If there are any projected surpluses or deficits, time is taken to discuss possible approaches on how to cut expenditures to respond to deficits, as well as how to allocate resources to respond to surpluses.

Both the District and Diablo Valley College work hard to ensure that appropriate financial information is provided throughout the institution in a transparent and timely manner. All constituencies are involved in the budget process through the committee structure.

The College meets this Standard.

**Actionable Improvement Plans**
None.

**Evidence IID2e**

- **IID2e-1** District Board Policy 5031, Fiscal Management
- **IID2e-2** District Business Procedure 18.06, Budget Preparation
- **IID2e-3** District Business Procedure 18.02, Guidelines for College Operating Budget Allocations
- **IID2e-4** Governing Board minutes, Fiscal trends, January 23, 2013
- **IID2e-5** Governing Board minutes, Financial statements, November 14, 2012
- **IID2e-6** Governing Board minutes, Budget transfers, November 14, 2012
- **IID2e-7** Governing Board minutes, Tentative budget presentation, June 26, 2013
- **IID2e-8** Governing Board minutes, Adoption budget presentation, September 12, 2012
- **IID2e-9** Governing Board minutes, Budget study session, April 24, 2013
- **IID2e-10** Screenshot Governing Board agenda minutes
- **IID2e-11** Budget Forum, April 2009
- **IID2e-12** Budget Forum, April 2010
- **IID2e-13** Budget Forum, April 2011
- **IID2e-14** Budget Forum, April 2012
- **IID2e-15** Budget Forum, April 2013
- **IID2e-16** PowerPoint presentation Budget Forum, April 2014
- **IID2e-17** District Business Procedure 5018.01, Budget Allocation Process
- **IID2e-18** District Business Procedure 5018.06, Tentative and Adopted Budget Preparation
- **IID2e-19** District Business Procedure 18.01, The Contra Costa Community College District General Fund Budget
Standard III.D.2.d. All financial resources, including short and long term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Descriptive Summary
At Diablo Valley College, all financial resources, auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source, as are short- and long-term debt instruments.

Bonds. Diablo Valley College does not have any locally incurred debt, but the Contra Costa Community College District has two facilities bonds: 2002 Measure A, a $120-million bond measure, and 2006 Measure A+, a $286.5 million bond measure. Bond funds may only be used for the construction, reconstruction, rehabilitation, or replacement of College facilities, including the furnishing and equipping of College facilities, or the acquisition and lease of real property for College facilities. The District allocates funds in a proper manner and all funds are audited by an external auditor to ensure integrity (IIID2d-1).

To ensure transparency, the District regularly reports to Contra Costa County voters (IIID2d-2). As a further check-and-balance, the District Bond Oversight Committee ensures the funds are spent according to their intended purposes (IIID2d-3). All bond-related information is also kept on the public portion of the District website (IIID2d-4).

Certificates of Participation (COPS). In June 1996, the Financing Corporation issued $1,605,000 of Certificates of Participation (COPS). These are paid by the Debt Service Fund which is included in the annual audit. The payments for the Certificate of Participation are made through student fee collections. The fees were self-imposed by the students and cover the entire COPS payment. The annual payment in fiscal year 2012-2013 was $126,300, an amount that is relatively small in comparison to the District’s overall budget.

Auxiliary Activities. The Diablo Valley College Foundation's mission is “to develop resources and relationships for Diablo Valley College that ensure institutional excellence, and that result in
a truly exceptional educational experience for its students.” The Foundation is a 501(c)(3) organization and as such it is governed by specific regulations and policies that differ from those of the College. The Foundation has a board of directors, its own spending procedures, and its own external audits (IIID2d-5). Their annual 990 tax report is placed on the Guidestar.com website (IIID2d-6). As the charitable arm of the College, the Foundation accepts in-kind contributions, such as equipment and supplies, on behalf of the College and issues tax information to donors as needed. Until recently, the Foundation had one-a-half staff positions funded by the College, as well as dedicated office space on campus. On July 1, 2012, the Foundation stopped receiving College funding for staffing, but it still has dedicated office space on campus.

The Foundation board of directors makes annual funding decisions based upon the priorities provided by the College president. These decisions must: directly reflect the strategic directions for the College; align with recommendations from the Integration Council based upon program review; and meet the Foundation mission (IIID2d-7). Using its own revenues, the Foundation has awarded student scholarships and funded program enhancements, such as instructional equipment and supplies, facility improvements, and staff development support. See Standard III.D.3.b. for more information on the DVC Foundation.

**Fund-raising efforts by programs and clubs.** Some instructional programs in the College run special events, have fundraisers, or receive donations to enhance their program’s goals, such as: Art Department ceramics sales, Horticulture plant sales, tickets sales from athletic events or theater and dance productions. The funds generated from these events are deposited into co-curricular or trust accounts. Reports on the balances in these accounts are sent out to the respective deans or vice presidents from the College business office periodically. Co-curricular accounts are funds created by the College (sometimes through the sale of tickets or the chemistry breakage account, or plant sales). Trust funds are those that are donated (internal or external donations) and are set up through the Foundation. Locally, these are referred to as endowment funds. Co-curricular funds are spent like the regular budget, whereas trust account funds often have additional (significant) restrictions on their expenditure. For example, someone may donate to geology and stipulate that the funds are spent for a specific activity (e.g. field classes or field work). In order to spend trust funds, extra signatures are required by the dean and Foundation (IIID2d-8).

Co-curricular funds are generated by campus process, and there are several different types. For example, when chemistry is replacing broken equipment, funds must be expended by the end of the year. However, plant sales, and tickets for dramatic and athletic events are profitable and are treated more like a trust account; that is, the funds roll over year after year to be used when needed.

Student clubs on campus occasionally hold fund-raisers as well. Expenditures of student club funds are done in accordance with District Business Procedure 3.41, Student Body Funds and Club Accounting (IIID2d-9). Minutes of a student club meeting voting to endorse the expenditure is required as evidence by the business office.
Grants, program, and club expenditures. To ensure co-curricular and trust funds are handled with integrity, District Business Procedures 3.14, 3.15, and 3.38 establish requirements for the utilization of these funds (IIID2d-10). The first two relate to co-curricular funds the third is related to clubs. Requests for expenditure of funds must originate from a faculty/staff member in the program. The request is reviewed by the program’s dean, who then forwards the request, and any required documentation, to the College business office. Additionally, co-curricular funds may not be transferred into any other account. Indeed, during the recent budget restriction at the College, no co-curricular or trust funds were transferred out their accounts (IIID2d-11).

Self Evaluation
Diablo Valley College and the Contra Costa Community College District have and use policies and procedures to ensure that financial resources are used with integrity in a manner consistent with the intended purpose of the funding source. The District has an internal audit services department to complement the external audits that are conducted annually to ensure compliance with policies, procedures and accepted practices.

The College meets this Standard.

Actionable Improvement Plans
None.

Evidence IIID2d
IIID2d-1 4CD 2009-2010 Independent Audit Report
4CD 2010-2011 Independent Audit Report
4CD 2011-2012 Independent Audit Report
Measure A 2006 project list
Measure A 2002 project overview
2013 Annual Bond Report to the Community
IIID2d-2 Measure A Fact Sheet
Bonds Citizens' Oversight Committee homepage, Measure A 2002 and Measure A+ 2006
IIID2d-3 Bonds Citizens' Oversight Committee homepage, Measure A 2002 and Measure A+ 2006
Bonds Oversight Committee membership
Bonds Oversight Committee agenda, January 15, 2014
Bonds Oversight Committee minutes, October 23, 2013
2013 Annual Bond Report to the Community
IIID2d-4 Bonds Citizens' Oversight Committee homepage, Measure A 2002 and Measure A+ 2006
IIID2d-5 2008 Foundation Audit Report
2009 Foundation Audit Report
2010 Foundation Audit Report
2011 Foundation Audit Report
2012 Foundation Audit Report
IIID2d-6 DVC Foundation on Guidestar.com
IIID2d-7 Foundation program review, 2010
Standard III.D.2.e. The institution’s internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.

Descriptive Summary
The Contra Costa Community College District (CCCCD) has a permanent internal auditor heading the Internal Audit Services (IAS) unit. The role of IAS is defined in District Business Procedure 21.01, When to Contact Internal Audit Services, and includes serving “the District and its employees as an objective and independent appraisal function responsible for reviewing existing processes across the District in order to ensure the effectiveness and adequacy of existing controls, compliance to laws and regulation, and accuracy and integrity of financial and operational units” (IIID2e-1). IAS regularly reviews and evaluates existing control systems and makes recommendations for improvement as needed.

Self Evaluation
Diablo Valley College, through the Contra Costa Community College District Internal Audit Service has effective financial control mechanisms that maintain and generate accurate financial information that is disseminated to all constituencies of the organization.

The College meets this Standard.

Actionable Improvement Plans
None.

Evidence IIID2e
IIID2e-1 District Business Procedure 21.01, When to Contact Internal Audit Services
Standard III.D.3. The institution has policies and procedures to ensure sound financial practices and financial stability.

Standard III.D.3.a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

The Contra Costa Community College District receives funding from multiple sources, including federal revenue, state revenue and apportionment, property taxes, tuition, and fees. The majority of the District revenue comes from property taxes, as outlined in the figure below (IIID3a-1).

The District receives its revenues through state apportionment, student enrollment fees, and property taxes. Because of its large tax base, the District is less reliant on state apportionment revenue than many other community college districts. Of the nearly $138 million in total apportionment revenues received by the District, approximately 45 percent came from property taxes and enrollment fees. This tilt towards property taxes and enrollment fees over state apportionment provides the District better cash-flow than community college districts that rely more heavily on payments from the State. This flexibility has allowed the District to avoid the Tax Revenue Anticipation Notes (TRANs) that have become more prevalent during the economic downturn. Diablo Valley College benefits from this flexibility in the same way the District does (IIID3a-2). The College does not have cash-flow issues because of the timing of payments from the District to the College.

Diablo Valley College and the Contra Costa Community College District have transparent budgets. The College and District budget in a conservative manner and have aggressive cost controls. This is evidenced by ending fund balances for the last few years. In fiscal year 2010-
2011, the District’s ending balance was $33,237,556, equating to nearly 21 percent of its expenditure budget. The fund balance has decreased slightly since then. In fiscal year 2011-2012 the ending fund balance was $30,785,101 (19.5 percent of expenditure budget) and then $27,975,712 in fiscal year 2012-2013 (17 percent of expenditure budget). The District strongly believes this amount is sufficient to maintain a reserve for emergencies as it is significantly higher than the minimum state-recommended five percent and also much higher than the District’s Governing Board’s ten percent requirement (IIID3a-3). Below is a graph that shows the level of reserves the District has maintained since fiscal year 2009-2010. As the graph shows, the District’s reserve level range has been from 13.84 percent to 20.95 percent, well above the recommended minimum.

Since the District changed to the new funding model, each college is expected to maintain at least one percent of its budget in reserves. Diablo Valley College has elected to maintain four percent in general reserves. In the 2013-2014 fiscal year, this amounts to $2,837,845 (IIID3a-4). College reserves have been allocated and used nearly every year in response to unforeseen occurrences. There are several examples of reserve usage.

- **Anticipated Funding Deficits.** Diablo Valley College kept a 0.4 percent ($289,479) reserve in the 2011-2012 fiscal year to cover an anticipated student fee deficit (IIID3a-5). In 2013-2014 fiscal year, the College kept two reserves in anticipation of State funding deficits: a 0.5 percent ($334,410) reserve for 2013-2014 fiscal year and a 2.2 percent ($1,383,000) reserve for a state funding deficit for 2012-2013 fiscal year (IIID3a-6).

- **Emergency Repairs.** In September 2012, an electrical transformer had to be replaced, costing approximately $160,000. In July 2013, there was an electrical incident that cost the College $50,000. (IIID3a-7).

- **Unanticipated Expenses.** In spring 2012, the College had the unanticipated expense of replacing athletic vans, which cost $167,352 (IIID3a-8).

In 2013, the College determined that it had a surplus from unspent reserves of $1,161,410 available beginning in the 2013-2014 fiscal year (IIID3a-9).
Self Evaluation
The College and the District have sufficient cash flow and reserves to maintain stability, despite recent external funding challenges.

The College meets this Standard.

Actionable Improvement Plans
None.

Evidence IIID3a

<table>
<thead>
<tr>
<th>IIID3a-1</th>
<th>4CD 2011-2012 Independent Audit</th>
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<tbody>
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<td>IIID3a-2</td>
<td>District Business Procedure 18.01, The Contra Costa Community College District General Fund Budget</td>
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<td>IIID3a-3</td>
<td>District Business Procedure 18.01, The Contra Costa Community College District General Fund Budget</td>
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<tr>
<td>IIID3a-4</td>
<td>Funds available for the 2013-2014 fiscal year</td>
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<tr>
<td>IIID3a-5</td>
<td>2011-2012 Adoption Budget</td>
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<tr>
<td>IIID3a-6</td>
<td>Funds available for the 2013-2014 fiscal year</td>
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<td>IIID3a-7</td>
<td>Available resources for the 2013-2014 annual plan, October 11, 2013</td>
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<tr>
<td>IIID3a-8</td>
<td>Email from P. Garcia, DVC vans safety purchase, May 4, 2012</td>
</tr>
<tr>
<td>IIID3a-9</td>
<td>Funds available for the 2013-2014 fiscal year</td>
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Standard III.D.3.b. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary
Diablo Valley College has effective oversight practices for all of its finances, including financial aid, grants, externally funded programs, contractual relations, and its foundation. Each instructional division and administrative office has online access to budget information through the Ellucian Colleague administrative software system. Individual deans and managers are responsible for monitoring expenditures in their respective areas on a regular basis per District policy and procedures. There are clear policies and procedures on cash handling for the book center, cashier's office, library, and all other areas that take in cash.

Financial aid. Under the umbrella of the District wide financial aid steering committee, Diablo Valley College works closely with the District Education and Technology Department, fiscal services, and the financial aid offices at its sister colleges to establish and maintain internal controls that ensure financial aid program integrity. The Financial Aid Steering Committee meets monthly to ensure communication, that agreement is reached as a district, and that policies and procedures are in compliance with federal and state regulations (IIID3b-1).
Financial aid District wide is audited annually by an independent certified audit firm. The independent auditor is responsible for performing a complete audit of all internal controls and producing an audit report addressing any findings (IIID3b-2). The audit reports are shared with financial aid and immediate corrective action is taken when necessary and is submitted to the Governing Board and the U.S. Department of Education.

**Grants and externally funded programs.** Diablo Valley College has effective oversight practices for external grants and funds. When employees want to make a proposal for external funds, they fill out a detailed Funding Opportunity Request for Approval, which must be signed by the department chair, division dean, and the vice president of instruction if the requestor is faculty or an instructional manager. If the requestor is a member of one of the student services programs, the request must be approved by the vice president of student services (IIID3b-3). Once approved at the vice presidential level, requests are submitted to the College president for review and approval. If approved by both the College and the external source, the proposal goes to the District for fund management and oversight. The College and the District fiscal services team up to create general ledger accounts for the various grant needs. Funds are drawn from the external source and then apportioned to the various general ledger accounts, based on data and information from the original proposal (IIID3b-4).

**Contractual relationships.** All contracts must be reviewed and approved by the appropriate vice president and are submitted for discussion at president’s staff meetings. If approved, they are signed by the College president before submission to the District for the agenda of the Governing Board. All contracts must be approved by the CCCCD Governing Board according to CCCCD Business Procedures 9.40 and 9.42 (IIID3b-5). Furthermore, the District office is responsible for planning, organizing, and directing the contract management and risk management (IIID3b-6).

**Auxiliary organizations or foundations.** The Diablo Valley College Foundation is a 501(c)(3) organization and as such it is governed by specific regulations and policies that differ from those of the College. The foundation has its own Board of Directors, has its own spending procedures, and has external audits (IIID3b-7). The Foundation Board of Directors makes annual funding decisions based upon the priorities provided by the College president. The decisions must directly reflect the strategic directions for the College, align with recommendations from the Integration Council based upon program review, and meet the Foundation mission (IIID3b-8).

**Self Evaluation**
Diablo Valley College has effective oversight practices of financial, contractual and auxiliary organizations. College oversight is augmented by support from the CCCCD Internal Auditor and Internal Audit Services (IIID3b-9).

The College meets this Standard.

**Actionable Improvement Plans**
None.
Standard III.D.3.c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.

Descriptive Summary
Post-Employment Benefits, compensated absences, and other employee-related obligations are paid through the District and the College is assessed for its proportion of the obligation. The District has plans for the payment of all its future obligations and has fully funded its annual required contribution since the 2009-2010 fiscal year. In fiscal year 2012-2013, the District paid $10.4 million in health premiums for retirees and also made an $8.8 million contribution to its irrevocable trust. The total market value of the irrevocable trust as of July 31, 2013 was $53 million.

The College has planned for and appropriated funds for funding its share of future liabilities.

- **Load Bank Liability.** The College put aside $438,179 for 2011-2012 fiscal year for this liability (IIID3c-1). Based on the slow spend-down of these liabilities and recent language changes to the faculty collective bargaining agreement limiting the accrual of banked load, the College and District have adequately funded the liability for the foreseeable future.
• **Vacation Liability.** The College put aside $161,827 for 2011-2012 fiscal year (IIID3c-2). Based on the slow spend-down of these liabilities, the College has adequately funded the liability for foreseeable future.

• **Retiree Health Benefits.** With the new funding formula, the College is assessed by the District for its proportion of this liability, which is $1 million annually. DVC was assessed for this liability in 2011-2012, 2012-2013 & 2013-2014 fiscal years (IIID3c-3). In addition, the District deposited $8.8 million into an irrevocable trust that was established in fiscal year 2009-2010. The pay-as-you-go health premiums combined with the $8.8 million in transfers to the irrevocable trust fully funded the District’s actuarially determined annual required contribution (ARC). The District has fully funded its ARC since 2009.

**Self Evaluation**
The Contra Costa Community College District has fully funded its employment and post-employment liabilities and maintains reserves to cover the costs of compensated absences and other employee related obligations. The College has paid its assessed amount for their proportional share of future liabilities and is comfortable with the current level of funding. The College, through the District, has actively worked to reduce future liability of faculty load banking as a component of compensated absences.

The College meets this Standard.

**Actionable Improvement Plans**
None.

**Evidence IIID3c**

IIID3c-1 2011-2012 Adoption Budget
IIID3c-2 College reserve balance, 2011-2012 2011-2012 Adoption Budget
IIID3c-3 2013-2014 Budget projections for tentative budget

**Standard III.D.3.d. The actual plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.**

**Descriptive Summary**
On July 26, 2008, the Governing Board took action to comply with Governmental Accounting Standards Board (GASB) pronouncements 43 and 45 by approving Board Report No. 5-C (IIID3d-1) and accompanying Resolution to Establish a Trust to Be Used for the Purposes of: Investment and Disbursement of Funds Irrevocably Designated by Employer for the Payment of its Obligations to Eligible Employees (and Former Employees) of Employer and Their Eligible Dependents and Beneficiaries for Health Insurance and Other Similar Benefits. The team of experts needed to support the District in this compliance activity consists of: 1) the plan sponsor (broker); 2) the trust company; and 3) the investment manager.
With Board approval, the District entered into an agreement with Keenan Financial Services to participate in its GASB 43 and 45 turnkey program named Futuris as the plan sponsor; with Benefit Trust Company acting as the trust company; and with Morgan Stanley as the investment manager. Attached as back-up to this action are: 1) the Futuris Public Entity Investment Trust Agreement and 2) the Futuris Trust Administrative Services Agreement (IIID3d-2).

The District contracts with an actuarial firm called Total Compensation Systems Inc. for the preparation of the actual OPEB plan and to monitor the progress the District has made since the Trust’s inception. Per GASB guidelines, the actuarial study is performed every two years. Total Compensation Systems Inc. performs GASB 43/45 actuarial evaluations for many K-14 entities within California, as evidenced by a letter from Total Compensation Systems, Inc, dated April 5, 2013 (IIID3d-3). They are a reputable firm that has been in business for over 20 years.

The OPEB actuarial study provides the basis for the District’s external auditor to provide an annual financial report (IIID3d-4) consistent with GASB guidelines.

**Self Evaluation**

The College, through the Contra Costa Community College District ensures that a plan to address Other Post-Employment Benefits is prepared according to approved accounting standards.

The College meets this Standard.

**Actionable Improvement Plans**

None.

**Evidence IIID3d**

- IIID3d-1 Governmental Accounting Standards Board pronouncements 43-45, January 2014
- IIID3d-2 OPEB Trust Agreements
- IIID3d-3 Actuary clients total compensation 2013 proposal letter
- IIID3d-4 OPEB trust audit final, June 30, 2013

**Standard III.D.3.e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.**

**Descriptive Summary**

Diablo Valley College does not have any locally incurred debt. The College’s primary debt instruments are managed through the Contra Costa Community College District, but the District has very little debt that it must repay.

The District does not have any Tax Revenue Anticipation Notes (TRANs) and it has one very small Certificate of Participation (COPS). The COPS current principal and interest payment for fiscal year 2013-2014 is $126,800; this amount is covered entirely through a self-imposed student fee and is a very small portion of the overall District budget.
The District does have substantial debt in the form of general obligation bonds. In 2002 the District passed a ballot measure within Contra Costa County for $120 million in general obligation bonds to fund capital projects (Measure A). In 2006, the District passed another ballot measure within Contra Costa County for $286.5 million in general obligation bonds to fund additional capital projects (Measure A+). While the debt associated with these general obligation bonds resides within the District’s balance sheet, the funds required to pay this debt is levied through property taxes and administered within the treasurer’s office at Contra Costa County. The District does not make these payments nor does it affect the District’s operating fund.

The bonds are assessed for performance by an external auditor on an annual basis (IIID3e-1).

**Self Evaluation**

The College’s primary debt instruments are managed through the Contra College Community College District. The District has very little debt that it must repay and the sum of all these payments represents a small percentage of the District’s budget. The District does have substantial general obligation bonds but those bonds are repaid through property taxes and administered through Contra Costa County.

The College meets this Standard.

**Actionable Improvement Plans**

None.

**Evidence IIID3e**

IIID3e-1 2012-2013 Bond Audit Report

**Standard III.D.3.f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.**

**Descriptive Summary**

Diablo Valley College financial aid monitors the institutional Cohort Default Rate (CDR) annually. Federal student financial aid programs require that Colleges maintain 3-year CDRs below 30 percent for the 3 most recent years to avoid losing eligibility as a Title IV granting institutions. An annual external audit of student loan default rates affirms the College’s compliance with federal requirements.

Currently, cohort default rate measurements are transitioning from a two-year evaluation period to a three-year evaluation period, meaning the department is monitoring student borrowers for a longer period of time, which is resulting in higher institutional default rates nationally. For the last three years DVC student loan default rates have been below the national average of 14.7 percent. For 2010, the College’s three-year rate was 14.4 percent; for 2009 its three-year rate was 8.4 percent; and for 2008 its two-year rate was 2.4 percent (IIID3f-1).

The financial aid office actively manages the student loan portfolio by reaching out to delinquent and defaulted borrowers as an intervention measure (IIID3f-2). All student loan applicants with
student loan debt portfolios over $20,000 have a one-on-one meeting with the dean of student support services as a proactive measure to discuss loan indebtedness and responsible borrowing practices before a decision is made regarding a loan application. Former borrowers that have become delinquent or have defaulted are contacted and encouraged to contact their loan servicers to seek loan payment deferrals or forbearances in order to achieve resolution to their status.

To ensure that new student borrowers are well informed about their options, Diablo Valley College financial aid requires that new borrowers attend a comprehensive loan workshop to learn their rights and responsibilities as student borrowers and the options available to them if they have difficulty making payments. Students are also directed to log into the National Student Loan Database System to review their loan history, servicer information, and calculate their anticipated loan repayment amount (IIID3f-3).

Self Evaluation
Diablo Valley College is committed not only to the state and federal standards, but to the students. Two of the College values are accountability and stewardship and ensuring that its students are educated about student loans and its financial ramifications are part of these values. DVC financial aid will continue to monitor the College’s cohort default rate and revise our default management strategies to best serve former borrowers and mitigate potential increases.

The College meets this Standard.

Actionable Improvement Plans
None.

Evidence IIID3f
IIID3f-1 Cohort default rates, 2009-2011
IIID3f-2 Delinquent and defaulted borrowers contact process
IIID3f-3 Loan workshop sign-in sheets, 2013-2014
Excessive loan debt appointments with Dean Emily Stone, 2012-2013 and 2013-2014

Standard III.D.3.g. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary
Diablo Valley College’s agreements with external entities are all made in the name of the Contra Costa Community College District in accordance with District Business Procedure 9.01, Conducting Business in the Name of the District (IIID3g-1). All contracts must be consistent with the mission and goals of the institution, in accordance with established procedures (IIID3g-2), and must contain appropriate provisions to maintain the integrity of the institution. Contract education offerings with external entities are consistent with California Education Code, California Code of Regulations (Title 5), and the College’s mission to provide career and technical education and to support the economic development of the region.
Institutional policies govern contract education courses which are fully paid for by external entities (IIID3g-3). Through partnerships with various external agencies, contract education courses are offered in anthropology, chemistry, construction, early childhood education, English, English as a second language, energy systems, mathematics, political science, sociology, and sign language. All contracts for contract education contain the following language:

“The District retains the right to cancel the course up to 14 days after the first course meeting, in which case the Organization shall not be liable for any payments to the District. This contract may be terminated by either party upon thirty (30) days written notice. Each department that has contract education courses retains a portion of the contracted amount. The majority of the funds—those beyond expenses—are added to the general fund and allocated through the resource allocation process” (IIID3g-4).

Self Evaluation
Contract education agreements follow established procedures and approval processes and support partnership activities and the mission of Diablo Valley College.

The College meets this Standard.

Actionable Improvement Plans
None.

Evidence IIID3g

IIID3g-1 District Business Procedure 9.01, Conducting Business in the Name of the District
IIID3g-2 District Business Procedure 9.40, Contracts/Agreements for Personal Services
IIID3g-3 District Business Procedure 9.42, Contracts/Agreements for Professional Services
IIID3g-3 District Business Procedure 3.05, Contract Education and Self-Funded/Fee-Based Instruction
IIID3g-4 Contract education form, spring 2014

Standard III.D.3.h. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.

Descriptive Summary
The District has an annual external audit that reviews and provides recommendations on its processes. The annual external audit is required per California Education Code section 84040 and is encapsulated within Board Policy 5007, External Audit of District Funds (IIID3h-1). In addition the District maintains an internal auditor position that reports directly to the District chancellor. The internal auditor leads the District’s internal audit services (IAS) department, which provides guidance to all colleges in the District. In addition, IAS conducts internal audits to verify that District and College policies and procedures are being followed. IAS makes recommendations for improving internal controls structures as needed.
Self Evaluation
The College and the District have multiple levels of financial oversight. They regularly evaluate their financial management practices implementing and updating procedures when necessary.

The College meets this Standard.

Actionable Improvement Plans
None.

Evidence IID3h
IID3h-1 District Board Policy 5007, External Audit of District Funds

Standard III.D.4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.

Descriptive Summary
At Diablo Valley College, financial resource planning is fully integrated with institutional planning. The College’s resource allocation decisions are based on validated program reviews, prioritized ranking of the resources request in program reviews, approved College wide plans, and District and state mandates (IID4-1). In the 2013-2014 fiscal year, the College completed one full resource allocation process under phase three of the budget allocation process (IID4-2).

The College’s 2013-2017 Strategic Plan serves as a guiding document for all college planning efforts. In the new plan, three of the four goals have a budgetary focus (IID4-3):

- Strategic Directive Goal 2: The College will align its governance, operational and planning processes to ensure institutional effectiveness.
- Strategic Directive Goal 3: The College will effectively direct and augment its resources to increase student learning and success.
- Strategic Directive Goal 4: The College will develop and implement a human resources plan to maximize the employee expertise required to support the institution’s commitment to excellence and equity.

These goals influence all College planning documents and financial decisions.

The program review process provides an on-going assessment of the use of financial resources. Each instructional, student service, and administrative unit evaluates their programs to determine if they are meeting student needs. If additional financial, human, physical, or technology resources are required, units request them and justify the request based on student success and access and the College’s strategic goals, plans, and mission. The Integration Council ranks requests using a rubric that focuses on how the requests will help students succeed. This ranking is then used by the Budget Committee to develop its Annual Budget Plan (IID4-4). The budget plan is then reviewed by the College Council and forwarded to the College president who ultimately makes all funding decisions.
The College continues to assess the use of resources and the methods by which they are allocated. In spring 2013, the College began the process of reviewing and revising the allocation process (IIID4-5). After two complete cycles of the resource allocation process, the College has determined that the current program review process does not provide a clear way to allocate resources for college-wide plans and programs that do not fit into a specific unit program review. In the College’s 2012-2013 Annual Budget Plan, $250,000 was set aside for implementation of the 2013-2017 Strategic Plan as a first step for allocating resources such as this for the short-term (IIID4-6). Based upon this apparent shortcoming in the resource allocation process, the Faculty Senate established a multi-constituency program review taskforce in spring 2014, which will determine if program review needs to be expanded or if the College needs to develop a new process (IIID4-7). In addition, the governance co-chairs are considering various options to more directly link resource requests from college-wide plans to the resource allocation process as part of continuous improvement (IIID4-8).

During the 2012-2013 fiscal year, the District went on stability. In anticipation of softer demand during the 2013-2014 academic year, Diablo Valley College budgeted for a lower productivity goal, the ratio of full time equivalent faculty (FTEF) to full-time equivalent students (FTES), of 16.6 instead of its usual 17.2, at a cost of approximately $920,000 in additional salaries and benefits (IIID4-9). The vice president of instruction brought the cost changes to the Faculty Senate Council for information and discussion.

Nearly 450 sections were added in academic year 2013-2014 with the intent of serving more students (IIID4-10). Departments proposed which classes to add and the Scheduling Committee validated the proposals to ensure that classes were beneficial to students.

Prior to updating College-wide plans, the College prepares a close-out report which includes an analysis of the plan evaluating the extent to which the goals of the plan have been achieved and by extension, the effective use of College resources. The College president accepted two such close-out reports in spring 2014, the Strategic Plan Close Out Report on April 7, 2014 (IIID4-11) and the Technology Plan Close Out Report on April 11, 2014 (IIID4-12).

Self Evaluation
Diablo Valley College has made considerable improvements since its last self-evaluation (IIID4-13). In the last six years, it has developed new committees and fully integrated resource planning into a new resource allocation process. The College is now at a place where it has been working with this process long enough that it is discussing how to make improvements to make the process more effective.

Specifically, the College is currently having discussions to determine if program review needs to be expanded or if the College needs to develop a new process in order to have a clear way allocating resources for plans and programs that do not fit into a specific program review (also referenced in Standards III.D.1.d and III.D.2.a).

The College meets this Standard.
Actionable Improvement Plans
None.

Evidence IID4
IID4-1  DVC Procedure 1010.01, Integrated Planning
         DVC Procedure 5018.01, Budget Allocation Process
IID4-2  2012-2013 Annual Budget Plan
IID4-3  2013-2017 Strategic Plan
IID4-4  DVC Procedure 5018.01, Budget Allocation Process
         2012-2013 Annual Budget Plan
IID4-5  Draft Revised DVC Procedure 5018.01, Budget Allocation Process
         Faculty Senate minutes, August 14, 2013
IID4-6  2012-2013 Annual Budget Plan
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         Faculty Senate Program Review Taskforce charge and membership
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IID4-9  2013-2014 DVC adopted budget operating subfund PowerPoint
IID4-10 Sections cut and added, fall 2008-spring 2014
IID4-11 Email from P. Garcia, Strategic Plan closeout, April 7, 2014
IID4-12 Email from P. Garcia, 2009-2013 Technology Plan closeout, April 11, 2014
IID4-13 Historical summary of Budget Oversight Committee, 2009-2012
Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Standard IV.A. Decision-Making Roles and Processes. The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Standard 4.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary

Diablo Valley College is passionately committed to increasing student learning and success. This is the core of the College mission statement, its values, and its strategic directive (IVA1-1). To achieve the twin goals of student learning and success, institutional leaders, including the College president, constituency leaders, department chairs, College administrators, bargaining group leaders, associated students, committee chairs, and individual faculty and staff across the College create and foster an environment for empowerment, innovation, and institutional excellence. 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. There are many recent examples of innovation across the College.

- Creation of the Faculty Senate Scheduling Committee, an enrollment management group (IVA1-2).
- Use of a College Success Inquiry to develop Umoja, a program to foster African American student success (IVA1-3).
- Participation in a Digital Modeling, Analysis, and Fabrication Grant (IVA1-4).
- Implementation of developmental education initiatives such as Statway and Developmental Reading and Writing Across the Curriculum (DRWAC)(IVA1-5).
- Scheduling of professional development flex workshops such as the Strategic Planning Workshop in January 2013 (IVA1-6).
- Revamping the financial aid application process in order to service students quickly (IVA1-7).
- Development of new print shop procedures to increase efficiencies (IVA1-8).
- Reworking of the tutoring services at the San Ramon Campus (IVA1-9).
- Implementation of the new online student education planning tool (IVA1-10).
Members of the College community, regardless of their job title, work toward continuous improvement, participating in informal and formal dialogue about program strengths, proposing solutions, and working together to implement new ideas.

**Examples of Innovations in Unit Operational Processes**

**Financial aid application process.** In 2010-2011, the financial aid office (FAO) staff noticed that students visiting the front counter frequently posed the same types of questions such as requesting instructions on how to check their financial aid status. In response, the staff developed *How-To* flyers (IVA1-11) to outline to students how to apply for fee waivers, how to complete the Free Application for Federal Student Aid (FAFSA), and how to navigate WebAdvisor, the Contra Costa Community College District’s web system to find missing information letters or award letters. The *How-To* flyers are available on the financial aid webpage and disseminated at the FAO front counter as an instructional guide to students. The FAO has continued to use these flyers to provide students with updated information as financial aid programs and requirements have changed over the years including applying for the Dream Act and requesting tax transcripts in 2012-2013.

**San Ramon Campus signage.** When the San Ramon Campus was built, exterior signs for the buildings were excluded. The San Ramon Campus division spent many hours in division meetings and division council meetings discussing how to address the need for signage on campus. Management and faculty worked together to address the need and signs were installed around campus in the summer of 2013 (IVA1-12).

**Examples of Innovations in Unit Instructional Processes**

**Tutoring.** The coordinator of the life and health science tutoring center worked with the financial aid and CalWorks areas to recruit student tutors and pay them with federal work study and CalWorks funds. This allowed tutoring during the summer session for the first time and kept the tutoring lab open on Fridays during the fall and spring terms, increasing the number of hours tutored in the lab each semester. This enabled an additional 24 tutoring hours a week for summer 2013 and the federal work study monies covered one semester of tutoring during the regular academic year (IVA1-13).

**Course innovation.** The Culinary Department developed two new classes in sustainable hospitality in order to meet the movement in the restaurant and hospitality industry for sustainable foods (IVA1-14).

**Course innovation.** The Engineering Department applied for and received a grant that focuses on curriculum design, enhancement of industry connections, recruitment support, and equipment use through Digital Modeling, Analysis and Fabrication (DMAF) curricula and related degrees and certificates in construction (IVA1-15). The project benefits the broad campus by establishing resources for design and fabrication which can benefit a variety of programs (IVA1-16).

When ideas for improvement and innovation within units have planning implications or require resources beyond the unit operating budgets, College leadership supports systematic participative
processes to ensure effective discussion, planning, and implementation (IVA1-17). Units request additional resources through the systematic College program review process on a regular cycle as agreed upon by the Faculty Senate in consultation with the president (IVA1-18). Instructional, student services, and administrative units write comprehensive program reviews, requesting resources and reflecting on program needs for improvements and innovations (IVA1-19). Multi-constituency validation teams from different units examine the program review, make observations about the quality of the program review, and make suggestions for improvement to the document (IVA1-20). Finalized, validated program reviews are forwarded to the Integration Council, whose charge in part is to “fulfill the institution’s commitment to College wide dialogue on program review and other data for the purposes of recommending improvements to the College Council on student services, instructional programs, and administrative support services as well as the processes for governance and identifying institutional improvement needs” (IVA1-21).

The Integration Council reviews and ranks resource requests, presenting a group of ranked resource requests to the Budget Committee for consideration. In addition, the Integration Council identifies needs and themes for programmatic improvements and innovations that emerge from their reading of the reviews. The Integration Council discusses the themes and forwards them through the governance process to the Budget Committee and College Council. The Budget Committee makes recommendations to the College Council, which then prepares recommendations to the College president. Based on the recommendations from the Integration Council, Budget Committee, and College Council along with consultation with President’s Cabinet, the College president makes the final allocation decision and forwards to appropriate bodies for implementation (IVA1-22). Ideas for program improvements and innovations coming from program review are thus disseminated throughout the major governance committees. Innovations and improvements that began in the program review process are analyzed in the subsequent program review cycles for their impact on student success (IVA1-23).

College leadership encourages and empowers units and individuals to work together to propose new initiatives. In 2010-2011, a College Success Inquiry funded through the Basic Skills Initiative conducted research and proposed strategies to close the achievement gap for African American students. From the work of this group of about twenty faculty, staff, administrators, and students the College’s Umoja Program was initiated (IVA1-24). With continued support from College leadership in the form of faculty reassigned time, operating funds, advice and encouragement, in fall 2012, a mentoring component was added to the program and in spring 2013, a one-semester Umoja learning community was piloted. Starting in fall 2013, the Umoja Program was expanded to include a two-semester learning community as well as a mentoring component. The success of this program is evidenced by the continued active engagement of previous cohorts of Umoja students who help run training sessions and attend events on campus which serve to connect new cohorts of students to those who have successfully completed the program (IVA1-25).

When ideas for improvement have policy or significant institution wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation. A remarkable innovation was the creation of the Faculty Senate Scheduling Committee in February 2011. The creation of this committee represented a paradigm shift in the processes at the College
to where now the course schedule, the College’s most important resource, is discussed cooperatively between faculty and management (IVA1-26). During the State of California budget cuts, the committee was empowered to make expertise based recommendations in developing, communicating, and implementing the criteria used for making schedule cuts in departments (IVA1-27). The criteria were designed by the committee to maintain the quality and excellence of academic programs and meet student need (IVA1-28). Based on the utilization of the Scheduling Committee criteria, the College was able to maintain the breadth of its programs while remaining fiscally responsible during a volatile period for California community College funding. Now that funding is more stabilized, departments are being empowered to use the criteria to build a schedule that meets student need and student demand. Departments are also encouraged to develop and offer innovative courses and course offering combinations in full-term as well as short-term, late-start formats (IVA1-29).

Individuals and groups at the College use the governance process to bring forward proposals for policies or institutional innovation and improvement. The Faculty Senate Council, Classified Senate Council and Associated Students Diablo Valley College (ASDVC) are Brown Act bodies and, as such, have open meetings, publish agendas and minutes, and have time on their agendas for public comment (IVA1-30). The four College wide governance committees, the College Council, Budget Committee, Integration Council, and Institutional Planning Committee, are also Brown Act bodies, and have open meetings and publish agendas and minutes (IVA1-31). The four College wide governance committees have membership from all constituencies and co-chairs are drawn from among the faculty, classified staff, and management members of the committees (IVA1-32).

Members of the College community bring ideas and innovation to the governance groups through a variety of means including public comment, council comment, and through their representatives. The central participatory governance committee is the College Council, which maintains an agenda space for public comment at each meeting (IVA1-33). In spring 2014, meetings of the College Council, deans and department chairs, and President’s Cabinet each added a regular agenda item for members of the College community to bring forth ideas for innovation. These ideas are discussed and considered for recommendation and implementation (IVA1-34). As an example, the proposal to eliminate Styrofoam on campus arose as an issue through the Environmental Sustainability Committee and the Associated Students of Diablo Valley College (ASDVC). Information about Styrofoam facts and campus usage data were presented to the Faculty Senate Council during a council comment agenda item (IVA1-35). The ASDVC requested that this topic be addressed at joint meeting of senates and ASDVC, after which the Faculty Senate Council and Classified Senate endorsed the resolution to ban Styrofoam on the DVC campus. The resolution then went to College Council for consideration and endorsement (IVA1-36). After approval by the College president, Styrofoam is no longer used by the Cafeteria or Culinary Department on the Pleasant Hill Campus.

**Self Evaluation**

Empowered by its institutional leaders, DVC is deeply committed to participatory governance that informs decision making. In spring 2009, the College president, the president of the Associated Students of Diablo Valley College, the president of the Faculty Senate, and president of the Classified Senate supported the re-imagination of the participatory governance structure and how it functions. That spring workgroups were created to develop and clarify decision-
making roles, design and implement participatory processes to advance DVC’s mission and
goals that are linked to the strategic plan and resource allocation, to revise and publish the
mission statement, and to improve communication across the campus. The College continues to
evaluate and improve the work begun in 2009. One main achievement in the revised governance
processes is the completion of two resource allocation cycles by the end of fall 2013.

Representatives from all constituencies participate in College governance committees. Everyone
has the opportunity to provide suggestions, ideas for innovation, and commentary to various
committees through their representatives and to provide commentary or ideas for innovation
during the appropriate portions of the meetings. Individuals have the opportunity to bring
forward ideas for institutional improvement through department and unit meetings, deans and
department chair meetings, the Faculty Senate, the Classified Senate, the Management Council,
and the Associated Students of DVC.

The College is doing well supporting innovations that occur within a unit, but recognizes the
next step is to empower additional cross-discipline, cross-unit dialogue and collaboration to
encourage continuous improvement and institutional excellence. The success of the Umoja
Program demonstrates the power of being able to work across departments and units to improve
student learning and success. The Umoja team believes that the success of the program is owed
in part to the careful reflection, thought, and planning that went into its development, supported
by the College.

Expertise based collaboration and information sharing between instructors and managers created
the healthiest instructional schedule possible and led to increased empowerment on campus to
make the best decisions for students. The Faculty Senate Scheduling Committee’s work
demonstrates the power of collaboration and dialogue to stimulate and support new ideas and
solutions for student success that utilize the expertise of the faculty while responding to the
federal and state mandates and budget realities that management must address.

The College meets this Standard.

**Actionable Improvement Plans**
None.

**Evidence IVA1**

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IVA1-36 Minutes from joint meeting of the Faculty Senate, Classified Senate, Associated Students of DVC, and College Council on Styrofoam, November 16, 2010

Standard 4.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

Standard 4.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary
DVC Procedure 1009.01 outlines the roles for faculty, classified and administrative staff, and students in institutional governance consistent with Contra Costa Community College District Governing Board Policy 1009 (IVA2a-1). The College procedure specifies the manner in which individuals bring forward ideas. Faculty and administrators have clearly defined roles in institutional governance and employ a substantial voice in institutional policies, planning, and budget. Students and staff have mechanisms for providing input. All constituencies have mechanisms for providing input through the three major constituent governance bodies and College wide governance committees. Membership on these committees and councils is assigned through the Faculty Senate, the Classified Senate, the Associated Students of Diablo Valley College, and the College president.

Faculty Senate. The Faculty Senate has a primary role in institutional governance and exercises a substantial voice in institutional policies, planning and budget that relate to their areas of expertise and responsibility through the work of the Faculty Senate and its nine standing committees. It formulates through a council of academic division representatives, with the Governing Board or its representatives in the administration, all educational policies of this institution including academic, professional, and personnel matters as defined in Title 5 (IVA2a-2).

The College president regularly consults collegially with the Faculty Senate president on academic and professional matters (IVA2a-3). One of the Faculty Senate’s primary roles in
participatory governance is through formal participation in the formation and implementation of district and College policies and procedures (IVA2a-4). In fall 2012, it became clear the College had need for a formal Distance Education Policy (IVA2a-5). The policy was drafted through a Distance Education Taskforce, a sub-group of the Faculty Senate. After approval by the Faculty Senate Council and consultation with the College president, the policy was implemented (IVA2a-6). The Distance Education Taskforce became an official Faculty Senate committee in fall 2013 to address ongoing distance education requirements and needs (IVA2a-7). In 2008, the Budget Committee was re-constituted to include expertise based members from all constituent groups, including faculty (IVA2a-8). This allows for transparency and communication about the College budget and budget plans to the Faculty Senate for discussion and input. The Faculty Senate makes recommendations to the College president and the Contra Costa Community College District Governing Board through collegial consultation on academic and professional matters related to institutional policies, planning, and budget (IVA2a-9).

**Classified Senate.** The Classified Senate provides the classified staff with a formal representative voice in determining institutional policies, procedures, and regulations through a council of representatives. The Classified Senate 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. It promotes communication and mutual understanding among the classified staff, faculty, administration, Governing Board, students, and other interested persons having to do with conduct, welfare, and growth of the College (IVA2a-10).

The College president meets with the Classified Senate president or designee on matters that have significant impact on staff outside of negotiated matters (IVA2a-11). Classified staff are represented on all governance and College wide committees. They serve as rotating co-chairs on both the governance and College wide committees (IVA2a-12).

**Management Council.** The Management Council consists of all managers and supervisors, and provides advice to the College president (IVA2a-13).

**Associated Students of Diablo Valley College (ASDVC).** ASDVC is the student governance body at the College and is responsible for advocating for the needs and rights of students and representing students’ perspectives on College and District committees, councils, and taskforces (IVA2a-14).

The president meets once a month with the Associated Students of Diablo Valley College (ASDVC) president to review topics of interest (IVA2a-15). As stipulated in Title 5 of the *California Code of Regulations*, the Governing Board provides students with the opportunity to participate effectively in governance. Students have a place in all governance and College wide committees and have participated in these committees (IVA2a-16). In spring 2011, the ASDVC Executive Board expressed concern about positions in the student life office that were cut due to reduced state funding. In 2012, ASDVC, the College, and the DVC Foundation worked together to find a way to continue funding a classified staff and a manager position in the student life office (IVA2a-17). The classified positions supporting ASDVC club programs are currently funded through student funds. The new extended opportunity programs and services (EOPS), CalWORKs, and student life program manager position is being funded through a combination
of EOPS, DVC Foundation, and ASDVC funds. General funding will be phased in beginning 2014-2015.

The four primary College wide governance committees provide the organizational structure for all constituencies to have a voice in institutional decisions.

**College Council.** Serves as DVC’s central participatory governance body. It functions as the institution’s primary procedure-making group and acts as a collective review forum where representative leaders validate and support the integrity of the recommendations made to the College President. The College Council provides directions to other College committees to ensure that DVC is working collaboratively on establishing institutional goals.

**Budget Committee.** Develops an annual plan for resource allocation, educates the College community about the budget and budget allocation process, and communicates the results of the annual prioritization and resource allocation process.

**Integration Council.** Fulfills the institution’s commitment to College wide dialogue on program reviews and other data for the purposes of recommending improvements to the College Council on student services, instructional programs, administrative support services, governance, and institutional improvements. It makes recommendations to the Budget Committee on priorities for use of fiscal resources based upon the evaluation of College program reviews and College wide plans.

**Institutional Planning Committee.** Makes planning relevant to the College community by ensuring that all College wide plans adhere to and support the mission, values, and strategic plan of the College. The committee annually reviews the progress of plans, the alignment of resource allocation with plans, and the effectiveness of College wide plans through a systematic evaluation process (*IVA2a-18*). The committee recommends to the College Council annual or multi-year strategic directions, including goals, objectives, and actions steps from the DVC Strategic Plan (*IVA2a-19*).

**Self Evaluation**
After the College’s last self evaluation in 2008, the College went through a re-evaluation and restructuring of its governance and decision-making processes. Changes were made to ensure that the decision-making and organization structures and processes were clear, collaborative, participatory, and characterized by transparency, honest dialogue, and were widely communicated to advance the College mission and goals. The new governance committees expanded committee membership and relied on expertise of all constituent members. College Council, the central participatory governance body, expanded membership to include four members from each constituent group in order to ensure widespread input from faculty, administrators, students, and classified staff.

Inclusive constituent participation in the planning, program review, and resource allocation processes increased transparency, ensured an ongoing dialogue, and improved confidence that all members of the College community have a voice in improving student success. Faculty participation with management in the development of the schedule of classes gives faculty a
principal voice in making recommendations on this major College resource. The Faculty Senate is working towards increasing faculty membership on the Budget Committee and broadening the dialogue within that committee to include input on the allocation of the overall College budget and not just ongoing and one-time funds.

The College values all voices as part of its ongoing process of continuing improvement. A healthy sign that members of the institution feel empowered to participate is the existence of the dissenting voice. All members of the College community have the opportunity to express their dissent by providing input through their representatives and through their appropriate constituent committees. The College struggles to get significant and ongoing participation from students in the governance and decision-making processes. Attempts are made to educate the students on the importance of their participation and to orient them to the commitment to participate.

The College meets this Standard.

**Actionable Improvement Plans**

None.

**Evidence IVA2a**

- **IVA2a-1** DVC Procedure 1009.01, College Governance
- **IVA2a-2** District Governing Board Procedure 1009, Institutional Leadership, Governance, and Decision making
- **IVA2a-3** District Administrative Procedure 1009.01, Participatory Governance
- **IVA2a-4** Faculty Senate bylaws
- **IVA2a-5** Consultation calendars, 2011-2014 (6)
- **IVA2a-6** District consultation agendas and minutes, 2010-2014 (23)
- **IVA2a-7** Faculty Senate minutes, February 5, 2013
- **IVA2a-8** Faculty Senate minutes, February 29, 2013
- **IVA2a-9** Distance Education Committee charge and function
- **IVA2a-10** Faculty Senate minutes, February 26, 2013
- **IVA2a-11** Ten Plus One statement
- **IVA2a-12** Classified Senate bylaws
- **IVA2a-13** Committee Handbook, November 2013
- **IVA2a-14** Associated Students of DVC constitution (2)
- **IVA2a-15** Associated Student of DVC bylaws
- **IVA2a-16** Sample Management Council minutes, January 29, 2014
- **IVA2a-17** Sample Management Council minutes, January 30, 2013
- **IVA2a-18** Associated Students of DVC minutes, March 12, 2013
- **IVA2a-19** Associated Students of DVC minutes, March 5, 2013
- **IVA2a-20** Associated Students of DVC minutes, February 26, 2013
Standard 4.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary
The College relies on the expertise of the Faculty Senate, its Faculty Senate committees, and collaboration with academic administrators for recommendations about student learning programs and services (IVA2b-1). Faculty Senate processes and committee bylaws and College procedures describe the official responsibilities and authority of the faculty and of academic administrators in curricular and other educational matters (IVA2b-2). The procedures are consistent with Contra Costa Community College District Governing Board policies and procedures. Title 5 of the California Code of Regulations clearly describes the academic and professional Ten Plus One matters and consultation processes, as defined in the Section 53200 (IVA2b-3).

The Faculty Senate has committees tasked to enhance student learning and services. The Faculty Senate Curriculum Committee serves as the coordinating and approving body for all course and program revisions and for applications for new courses and programs. The Curriculum Committee collaborates with the Curriculum Committee chairs of the other Colleges in the district on matters that impact the district as a whole (IVA2b-4). The Curriculum Committee is comprised of faculty from each academic division along with the senior dean of curriculum and instruction. The committee reviews recommendations, has dialogue about, and approves or rejects all instructional course and program proposals and revisions. The committee also has responsibility for making recommendations about program revitalization or discontinuance (IVA2b-5).

Faculty submit course and program revisions and new course and program requests through the Web Curriculum System, a locally created online database system. Submissions are then approved by the division faculty representative for Curriculum Committee, department chair, and academic dean, and are then reviewed by the Curriculum Committee Technical Review Team which includes faculty and instructional administrators before approval by the full Curriculum Committee. Course and program revisions and requests are then submitted for final approval to the vice president of instruction. Through the work of the Curriculum Committee, course outlines are updated regularly to ensure relevancy, currency, and compliance with State requirements and Accrediting Commission for Community and Junior College Standards (IVA2b-6).
The Faculty Senate Distance Education Committee reviews and makes recommendations to the College for distance education policies and procedures related to academic programs (IVA2b-7).

The Faculty Senate Student Learning Outcome Assessment Committee includes faculty from each division and one instructional dean. The committee works to assist faculty with the writing and assessing of course and program level student learning outcomes, development of action plans for improvement, and implementation of action plans for those courses and programs. The Faculty Senate works in conjunction with faculty members on the student learning outcomes assessment committee and academic managers on the College’s review, assessment, and approval process for institutional learning outcomes and institutional standards (IVA2b-8). Course, program, and institutional learning outcomes and institutional standards guide the assessment and improvement of student learning programs and services (IVA2b-9).

The Faculty Senate Student Services Committee was originally charged with advising the dean of student services on matters concerning services to students including drafting policies. The committee includes one faculty from each division, an academic manager, and a student services manager. In fall 2013 in response to College wide conversations about increasing student success rates and as a result of the Student Success Mandates in SB 1456, the Faculty Senate revised the charge and membership of this committee to more effectively integrate student services and instruction. The membership was revised to reflect the change from the dean of student services to the vice president of student services, and expanded to add two faculty from the Counseling Department, one student, one classified staff member from a student services area, and one student services dean (IVA2b-10).

The Faculty Senate Scheduling Committee is comprised of representatives from all divisions and the vice president of instruction and works collaboratively to develop a schedule of course offerings that meet students’ needs and the College’s budget parameters (IVA2b-11). Faculty bring their expertise about their programs and work with academic administrators using both quantitative and qualitative data to create a schedule that maintains the breadth of programs and maximizes student access to instructional course offerings. The committee makes recommendations for schedule cuts when needed and schedule augmentation during periods of growth (IVA2b-12).

The Faculty Senate Professional Development Committee is charged with developing and supporting professional development activities for faculty to enhance student learning. The committee has a membership of seven faculty including two full-time faculty, two representatives from the faculty collective bargaining unit, an adjunct faculty, a San Ramon Campus faculty member, and the Professional Development Coordinator when the coordinator is faculty. This committee oversees the allotment of development funds for conferences and other development activities and coordinates flex activities. The committee also seeks input from the Faculty Senate during the planning of optional and mandatory flex activities. In addition, the committee coordinates with the Contra Costa Community College District Development Committee on its annual needs survey and responds to the needs identified (IVA2b-13).
The Faculty Senate Scholarship Committee reviews and ranks student scholarship applications and awards scholarships. The committee acts as an advisory committee to the DVC Scholarship Coordinator in matters related to scholarships, including recommendation for improving the scholarship award process. The committee composition includes one member each appointed by the Faculty Senate president and approved by the Faculty Senate Council from the following groups of divisions: Math and Computer Science, Physical Science and Engineering, English, Social Science, Applied and Fine Arts, Business Education, Biological and Health Sciences, Kinesiology, Athletics and Dance, and Counseling and Library (IVA2b-14).

The Faculty Senate Tutoring Advisory Committee provides coordination, support, and advocacy for tutoring services that increase graduation rates, transfer success, persistence, and retention of DVC students. The committee investigates, develops, and implements valid research methods for measuring effectiveness of tutoring on an ongoing basis. It provides communication, cohesion, and the sharing of best practices among the campus tutoring centers, the DVC community, and students. The committee monitors and recommends improvements to the tutoring program and advises on its needs, funding requests, and curricular and instructional issues related to the tutoring program. The committee’s membership is comprised of one faculty representative from each academic division, who is appointed by the Faculty Senate Council. If a division does not submit a faculty member, a faculty from another division may be appointed to ensure eleven faculty members. The committee also has three classified staff who are appointed by the Classified Senate Council, one instructional manager and one student services manager who are appointed by the College president or designee, and one student representative appointed by the Associated Students of Diablo Valley College. Tutoring lab coordinators are highly recommended to be members (IVA2b-15).

In addition to the Faculty Senate standing committees, the Faculty Senate establishes taskforces as needed. The Faculty Senate Program Review Taskforce, comprised of faculty and working closely with the senior dean of curriculum and instruction, has evaluated and made recommendations for improvements on the program review process after each completed cycle. The College has had three program review cycles, with ongoing improvements made in the program review template, the validation process, the organization of the program review content, and the review and ranking process of resource request by the Integration Council. In fall 2013, the Faculty Senate Council approved a revision to DVC Procedure 1016.01, on program review and its use in the resource allocation process (IVA2b-16). The procedure is moving through the established governance process (IVA2b-17).

Self Evaluation
DVC relies on faculty, the Faculty Senate, the Curriculum Committee, and academic administrators for recommendations about shaping and refining the courses, programs, and services that support student learning. In spring 2013, the Faculty Senate recognized the important role that the Faculty Senate Student Services Committee should play to effectively address the new state mandate for Student Success and Support Program. In fall 2013, the Faculty Senate president worked with the committee to assist them with meeting its expanded responsibilities, as outlined in the new charge and function.
The Faculty Senate Program Review Taskforce is looking at ways to further improve the processes for the writing, validating, timeline, and processing of the program reviews and their implications for resource allocation. In October 2013, the Faculty Senate approved including the College’s new strategic directive and four goals into the 2013-2015 instructional unit program review template.

The College meets the Standard.

**Actionable Improvement Plans**
None.

**Evidence IVA2B**

- **IVA2b-1** DVC Procedure 1009.01, College Governance Consultation calendars 2013-2014 (3)
- **IVA2b-2** Faculty Senate bylaws DVC Procedure 1018.01, Student Learning Outcomes and Achievement
- **IVA2b-3** Title 5 Section 53200
- **IVA2b-4** Faculty Senate Curriculum Committee minutes, September 4, 2013 Faculty Senate Curriculum Committee minutes, September 18, 2013 Faculty Senate Curriculum Committee minutes, November 20, 2013 Faculty Senate Curriculum Committee minutes, December 4, 2013 4CD and FSCC active participatory courses MOU Curriculum Committee bylaws
- **IVA2b-5** DVC Procedure 4008.01, Program Discontinuance
- **IVA2b-6** Curriculum committee minutes, May 13, 2013 Screenshot of submit page for course outline Screenshot curriculum Title 5 assessment data Title 5 calendar, 2013-2014
- **IVA2b-7** DVC Procedure 4003.01, Distance Education and Correspondence Education
- **IVA2b-8** Institutional learning outcomes Institutional standards
- **IVA2b-9** Business Department program review, 2013-2015
- **IVA2b-10** Faculty Senate Student Services Committee charge and function Faculty Senate minutes, September 24, 2013
- **IVA2b-11** Scheduling Committee charge and function
- **IVA2b-12** Scheduling Committee minutes, 2011-2014 (25)
- **IVA2b-13** Faculty Senate Professional Development Committee charge and function
- **IVA2b-14** Faculty Senate Scholarship Committee charge and function
- **IVA2b-15** Faculty Senate Tutoring Advisory Committee charge and function
- **IVA2b-16** Faculty Senate minutes showing creating of Program Review Taskforce
- **IVA2b-17** Faculty Senate minutes, January 28, 2014 Faculty Senate minutes, December 10, 2013 Faculty Senate minutes, November 26, 2013 Faculty Senate minutes, October 22, 2013

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Standard IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

Descriptive Summary
The Contra Costa Community College District Governing Board, administrators, faculty, staff, and students work together for the good of the institution through established governance structures, processes, and practices. The College and the Governing Board have procedures which address institutional leadership, participatory governance, decision making, the process to reach agreement between the Governing Board and the Faculty Senate Coordinating Council, the Code of Ethics, and statements of cooperation (IVA3-1).

To address the recommendations from the Accrediting Commission for Community and Junior Colleges in 2009, Diablo Valley College established cross-constituency workgroups. It was a difficult and challenging process, but the College came together to address the recommendations through open communication among the institution’s constituencies. The process resulted in the reaffirmation of the College’s accreditation (IVA3-2).

A major outcome of the workgroups was the revision and improvement of the College wide governance structure to facilitate discussion of ideas, effective communication, and understanding of roles and responsibilities among faculty, classified staff, administrators, and students. The College now has four College wide governance committees: College Council, Budget Committee, Integration Council, and the Institutional Planning Committee. These four College wide governance committees are rotationally chaired or co-chaired by faculty, classified staff, or administrators elected by the committees. The College Council also allows for an additional student vice-chair. These and other committees and councils were designed to include expertise from all constituencies (IVA3-3).

The current governance structure includes processes for continual self evaluation and improvement based on changing College needs and with the goal of constantly improving institutional effectiveness. Each committee completes an annual report (IVA3-4) in which it examines its accomplishments, challenges, and goals for the coming year. The reports are submitted to College Council whose charge includes ensuring that committees are integral to the functioning of the College and the good of the institution. Ongoing dialogue between the committees and College Council ensures that DVC is working collaboratively on establishing and achieving institutional goals.

The College’s committees provide relevant advice and recommendations based on their charge and function. As of spring 2014, the committees are:

Constituency governance: Faculty Senate Council  
                        Classified Senate Council  
                        Associated Students of DVC  
                        Management Council  

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A unique feature of the DVC governance structure is the Integration Council that was created in response to recommendations from the Accrediting Commission for Community and Junior Colleges in 2008. This body is the result of the College’s desire to have, as a permanent part of its governance system, an expertise based group that is responsible for cross-discipline, cross-constituency, and cross-College dialogue about important College matters. Based on the information from program reviews in 2010-2011, 2011-2012, and the ensuing dialogue, the Integration Council wrote two reports in 2010 and 2013 on cross-College themes (IVA3-5).

A recommendation that came out of the Integration Council’s reports in 2010 and 2013 was the need for a new College Strategic Plan that would effectively guide the College through the next five years. In spring 2011-fall 2012 the governance committees and the senior administration agreed that a new plan was needed (IVA3-6). The Institutional Planning Committee (IPC) was charged with leading the College through an inclusive and transparent process. In spring 2012, the IPC, supported by the College president, went to all the major governance committees to obtain support for the planning process including the hiring of an outside consultant (IVA3-7). Effort was made to ensure cross-constituency and cross-College input, as reflected in the diversity and number of people interviewed either individually or through focus groups (IVA3-9). In spring 2013, the IPC formed a Strategic Planning Writing Group which was charged with distilling the campus wide information gathered into a coherent and actionable Strategic Plan (IVA3-10). At the All College Opening Day meeting on August 15, 2013, the president presented the initial results of the writing groups’ efforts: one strategic direction, three values, and four goals that would be the foundation of the strategic plan (IVA3-11). After
endorsement by the College Council and constituency governance groups, the writing group continued its work and presented a completed draft at the October 23, 2013 (IVA3-12), Institutional Planning Committee meeting. The final draft was submitted to College Council on February 24, 2014 (IVA3-13), and forwarded to the president. The Governing Board accepted the 2013-2017 Strategic Plan on April 23, 2014 (IVA3-14).

The revised participatory governance processes facilitate wide discussion among the constituency groups. Communication methods have been developed to ensure that all College members, regardless if they are currently participating in committee work, are informed of College business.

• Beginning in fall 2008, the vice president of instruction and vice president of student services have held regular joint meetings between the instructional deans and the student services deans in order to improve communication between instruction and student services programs (IVA3-15).
• Beginning in fall 2007, with the exception of fall 2012, an All College Opening Day meeting is held that includes all administrators, all faculty, and all classified staff (IVA3-16).
• Weekly President’s Cabinet meetings are held for senior administrators to advise the president of issues in their areas (IVA3-17).
• Once a month the President’s Cabinet is expanded to include the instructional and student services deans (IVA3-18).
• A report from the vice president of instruction is a regular agenda item on all Faculty Senate Council agendas (IVA3-19).
• The president attends 2-3 Associated Students of Diablo Valley College meetings each year (IVA3-20).
• The vice president of student services regularly attends Associated Students of Diablo Valley College meetings (IVA3-21).
• Once a year the president hosts a breakfast for local high school principals and superintendents (IVA3-22).
• The vice president of instruction holds monthly meetings with deans and department chairs (IVA3-23).
• The president hosts a Management Council meeting each month that includes all managers and supervisors (IVA3-24).
• The communication office sends out regular Governance at a Glance newsletters that inform the College of action items from the governance committees (IVA3-25).
• The College community is informed of upcoming meetings and is encouraged to participate; meeting dates, times and locations for all College committees, councils as well as constituency-based committees and staff development activities are posted on the College’s website calendar, shared drive, and the District’s InSite portal (IVA3-26).
• Regular student email blasts are sent that include relevant information for students.
• The president emails his decisions on the resource allocation process each year to the College community (IVA3-27).
• The president attends various constituent meetings to explain College wide decisions to achieve goals and improve learning (IVA3-28).
• In January 2013, the cross constituency strategic planning taskforce conducted a whole College flex workshop focused on the development of the new strategic plan that was widely attended by faculty, classified staff, and administrators (IVA3-29).
• In January 2013, there was a flex workshop focused on student success, also widely attended by faculty, classified staff, and administrators, to review the new regulations from the state and brainstorm ideas to address them (IVA3-30).
• The state chancellor’s Student Success Scorecard results were communicated to College members at an all College meeting in April 2013 (IVA3-31).
• Program reviews are posted on the College’s intranet (IVA3-32).
• Student learning outcome data are available on the website (IVA3-33).
• The co-chairs from the four governance committees meet once a month to share what’s going on in the committees and to develop common timelines for the resource allocation process (IVA3-34).
• The Faculty Senate, Classified Senate, and the Associated Students of Diablo Valley College report on activities at College Council meetings (IVA3-35).
• In spring 2014, the marketing and communications director presented a proposal for a Communications Taskforce to improve communications on campus and for the College to become a culture of communication (IVA3-36).

Self Evaluation
Faculty, students, classified staff, and administrators continue to participate on behalf of institutional improvements for the good of the institution. Widespread participation in the spring 2008 workgroups, the revamped College wide governance structure, and the institutionalization of the Integration Council, resulted in the development of a Strategic Plan that focuses the College on inclusive excellence, student learning, and student success. Because of the increase in workloads and recent staff reductions during the state’s budget crises, it has been difficult to continue to fully staff some of the committees. Even so, participation and commitment remains high.

The revamped College wide governance committees offer more opportunities for the inclusion of student voices than ever before. However, securing student participation in governance remains a challenge. This may be due to high turnover in students and changing student schedules as well as the steep learning curve to effective participation. The College continues to value and encourage student participation.

The inclusion of classified staff in the All College Opening Day event continues to present challenges for the institution. From 2007-2011 all employees were invited to participate. However, this is a very busy time of the semester for classified employees and it is difficult for some to attend. This was particularly an issue in fall 2012 when the College was grappling with significant budget challenges, classified staff reductions, and schedule cuts. This exacerbated the challenge for classified employee attendance. Some faculty also had concerns about the length of the opening day program in context of their other responsibilities and advocated for a streamlined event. That year the decision was made to hold two events: a faculty convocation on the opening day and classified event at a later point in the semester. Unfortunately, this separation into two meetings was polarizing for some, so the College in fall 2013 reverted to its earlier inclusive practice although with a more streamlined agenda.
The College continues to value, cultivate and promote collaborative dialogue amongst constituencies for the good of the institution.

The College meets this Standard.

**Actionable Improvement Plans**

None.

**Evidence IVA3**

IVA3-1 District Board Policy 1009, Institutional Leadership, Governance, and Decision-Making  
District Administrative Procedure 1009.01, Participatory Governance  
District Administrative Procedure 1009.02, Process to Reach Agreement Between the Governing Board and the Faculty Senates Coordinating Council on Districtwide Policies and Procedures Governing Academic and Professional Matters  
District Board Policy 1010, Code of Ethics of the Governing Board  
District Board Policy 1013, Statement of Cooperation  
DVC Procedure 1009.01, College Governance  
DVC Procedure 1013.01, Statement of Cooperation

IVA3-2 Accreditation Oversight Taskforce workgroups, July 26, 2009  
Accreditation Oversight Taskforce minutes, February 27, 2009

IVA3-3 Committee Handbook, November 2013, p. 4

IVA3-4 Committee annual reports (10)

IVA3-5 Integration Council Qualitative Report on 2011-2012 program review process, May 10, 2013

Integration Council recommendations to College Council, March 22, 2010

IVA3-6 Institutional Planning Committee minutes, September 12, 2012

Strategic Planning Taskforce phase one, April 30, 2012

IVA3-7 College Council minutes, December 12, 2011

Email from P. Garcia, Strategic planning, April 30, 2012

IVA3-8 Strategic planning focus group list

Strategic planning interview schedule

Strategic planning selection form

IVA3-9 Strategic planning flex day attendees, spring 2013

Strategic planning flex day evaluation, spring 2013

IVA3-10 Faculty Senate minutes, February 26, 2013

Faculty Senate minutes, February 5, 2013

Strategic Planning Taskforce members

Strategic Planning Writing Group members

IVA3-11 DVC Opening Day PowerPoint presentation, fall 2013

IVA3-12 Institutional Planning Committee minutes, October 23, 2013

IVA3-13 College Council minutes, February 24, 2014

IVA3-14 Governing Board agenda, April 23, 2014
2013-2017 Strategic Plan
IVA3-15 Joint Dean’s meeting minutes, 2009-2013 (20)
IVA3-16 All College Opening Day posters, 2011-2012 (4)
IVA3-17 Sample President’s Cabinet meeting notes, 2007-2014 (45)
IVA3-18 Same President’s Cabinet with Dean’s meeting notes, 2011-2014 (28)
IVA3-19 Faculty Senate minutes, October 22, 2013
Faculty Senate agenda, October 22, 2013
Faculty Senate minutes, November 13, 2012
Faculty Senate agenda, November 13, 2012
IVA3-20 Associated Students of DVC minutes, May 7, 2013
Associated Student of DVC retreat, September 6, 2011
9/11 Memorial information, September 12, 2011
IVA3-21 Associated Students of DVC minutes, October 1, 2013
Associated Students of DVC minutes, February 19, 2013
Vice president of student services calendar, October 1, 2013
Vice president of student services presentation to ASDVC retreat, February 2, 2013
IVA3-22 Annual High School Principals’/Superintendents’ Breakfast agendas 2008-11 (8)
IVA3-23 Department chairs and deans meeting notes, 2011-2014 (12)
IVA3-24 Management Council meeting notes, 2008-2013 (24)
IVA3-25 Sample Governance at a Glance newsletters (5)
IVA3-26 Screenshot of InSite portal site of College meeting minutes
Screenshot of U-drive for meeting notes
Email from P. Garcia, College Council recommendations, February 11, 2013
IVA3-28 Integration Council minutes, August 12, 2011
Budget Committee minutes, April 27, 2012
Faculty Senate minutes April 30, 2013
Classified Senate minutes October 9, 2013
IVA3-29 Strategic planning flex day attendees, spring 2013
Strategic planning flex day evaluation, spring 2013
IVA3-30 Student success flex workshop attendees, spring 2013
Student success flex workshop evaluation, spring 2013
IVA3-31 Screenshot Student Success Scorecard
IVA3-32 Screenshot U-drive program reviews screen
IVA3-33 Screenshot student learning outcomes data on College website
IVA3-34 Sample meeting notes from co-chairs meetings, 2012-2013 (12)
IVA3-35 College Council minutes, February 24, 2013
College Council minutes, February 10, 2014
College Council minutes, January 27, 2014
College Council minutes, September 9, 2013
College Council minutes, August 26, 2013
IVA3-36 Communications Taskforce proposal, March 4, 2014

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Standard 4.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self evaluation, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary
Diablo Valley College (DVC) complies with the standards and recommendations from external agencies with honesty and integrity. This is evidenced by its interaction and communication with the following groups.

- State chancellor’s systems office regarding Title 5 and California Education Code compliance with courses, programs, and degrees, as well as student grievances (IVA4-1).
- Information regarding student achievement found in the state chancellor’s Student Success Scorecard is available on the College website (IVA4-2).
- Career technical accrediting agencies such as American Dental Association and the American Culinary Federation (IVA4-3).
- Cal-OSHA audits about working conditions (IVA4-4).
- The Commission on Athletics (IVA4-5).
- The Office of Civil Rights including Title IX and Americans with Disabilities Act (IVA4-6).
- Accountability standards for private and public grants (IVA4-7).
- Regulations for categorical funds including Disability Support Services and Financial Aid (IVA4-8).
- IRS Statement of Economic Interest by all managers (IVA4-9).
- Department of Education mandates (IVA4-10).

Diablo Valley College places a high priority on institutional excellence, which includes compliance with Accrediting Commission for Community and Junior Colleges’ (ACCJC) Standards, policies, and guidelines. The College writes and submits reports, responds to Commission recommendations honestly and with integrity, and publishes all ACCJC communications on the College website (IVA4-11). DVC’s last self evaluation was submitted to ACCJC in August 2008 (IVA4-12). The visiting team submitted an evaluation report to the Commission (IVA4-13). At its January 2009 meeting, the Commission deemed that DVC did not meet all of the Standards and voted to place DVC on Show Cause (IVA4-14). The College acted immediately to address the recommendations of the Commission. The College’s responses to the ACCJC imposition of Show Cause in February of 2009 included a Show Cause Report requirement. This report was submitted in October of 2009 (IVA4-15). In January 2010, the Commission accepted the report and changed the College’s status to Probation with a report due in October 2010 (IVA4-16). The Follow-up Report was submitted in October of 2010 (IVA4-17). In January 2011, the Commission affirmed that DVC had addressed the recommendations and met its Standards. DVC’s accreditation was reaffirmed (IVA4-18).

In October of 2011, DVC submitted a Substantive Change Report to report the 22 associate degrees and 53 certificates in which 50 percent or more of the courses may be offered through
the distance education mode. The report also provided the commission with the status of the College’s general education program through the distance education mode and the name change of the San Ramon location to the San Ramon Campus (IVA-19).

In October 2011, DVC submitted a Focused Midterm Report to the ACCJC. The report was resubmitted in March 2012 in a comprehensive form at the request of the Commission (IVA-20). The reports demonstrated the resolution of College Recommendations 1, 2, 3, 4, 5, 6, and 7 and of District Recommendations 8, 9, 10, and 11. In addition, the report also demonstrated the institution’s progress in addressing items from its self evaluation planning agenda as well as providing an update on current substantive change proposals.

In October of 2012, DVC submitted its College Status Report on Student Learning Outcomes Implementation (IVA4-21).

DVC established the Accreditation Advisory Group (AAG) in fall of 2012 to guide the College through the writing of this self evaluation and the preparations 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. Since September 2012, the AAG has met twice monthly to discuss issues related to accreditation (IVA-22). The AAG works to increase the level of expertise on accreditation standards and requirements across the College community and to ensure that all related documents are vetted through the governance processes (IVA-23).

In October 2013, the College submitted a Substantive Change Report on Distance Education. The report informed the Commission that 12 associate degrees and seven certificates reached the threshold where more than 50 percent of the courses may be offered through the distance education mode.

In February 2014 at the request of the Accrediting Commission for Community and Junior Colleges, the College hosted members of the Japanese Accreditation Commission. College faculty, classified staff, and managers met with the delegation to discuss accreditation processes.

DVC makes all documents and correspondence related to its accreditation status available to the public on the College website. Program level student learning outcomes are also made available to the public (IVA4-24).

Self Evaluation
The Commission’s action to place DVC on Show Cause was a catalyst for DVC to examine itself in a more critical, thoughtful way. Administrators, classified staff, faculty, and students worked together to expeditiously address the recommendations and deficiencies noted by the Commission. Hard work and honest dialogue between the constituencies was necessary and ultimately led the Accrediting Commission for Community and Junior Colleges (ACCJC) to remove sanction and reaffirm DVC’s accreditation in January of 2011. All correspondences with the Commission during the time DVC worked towards the reaffirmation of its accreditation occurred in a timely manner and with integrity; the College strove to represent itself and its work
completely and honestly. On November 18, 2010, the ACCJC evaluation team that conducted the follow-up visit noted that they found, “the entire College professional and forthright in its demeanor” and that, “the College clearly demonstrated its continuing willingness to address and satisfy deficiencies in accreditation Standards in order to become a more effective institution.” (IVA4-25)

DVC continues to assess and reflect itself honestly in all reports submitted to the Commission and other external agencies. The president, accreditation liaison officer, Faculty Senate president, and many other faculty and administrators have served generously on accreditation visiting teams. The College has institutionalized the ongoing nature of the accreditation process that drives the College to continuously assess and improve the institution. The new 2013-2017 Strategic Plan is founded on the principles of student learning, integrated planning, and continuous improvement.

The College meets this Standard.

**Actionable Improvement Plans**
None.

**Evidence IVA4**

| IVA4-1 | Correspondence with state chancellor’s office on degrees and certificates, March 21, 2013 |
| IVA4-2 | Screenshot state chancellor’s office Student Success Scorecard |
| IVA4-3 | Dental Programs, Culinary Arts Programs and ADA Accreditation Certificates (3) |
| IVA4-4 | Cal-OSHA audit, February 27, 2014 |
|        | Cal-OSHA audit, September 18, 2012 |
| IVA4-5 | Commission on Athletics list of intercollegiate sports |
| IVA4-6 | Office of Civil Rights report, June 28, 2010 |
|        | Title IX report, 2011-2012 |
| IVA4-7 | Career, Technical Education Activity Report, 2008-2013 |
|        | Career, Technical Education Grant Report, October 17, 2013 |
| IVA4-8 | Disability Support Services Expenditure Report, 2012-2013 |
|        | DVC multiple year planning calendar, 2011-2022 (3) |
| IVA4-9 | Statement of economic interest declaration letter, January 31, 2014 |
|        | Economic interested designated employees, spring 2014 |
| IVA4-10 | Department of Education mandates sample |
| IVA4-11 | Screenshot of accreditation page link on DVC website |
| IVA4-12 | Self-study with submission letter, August 29, 2008 |
| IVA4-13 | Accrediting Commission for Community and Junior Colleges Visiting Team Evaluation Report, October 13, 2008 |
| IVA4-14 | Letter from Accrediting Commission for Community and Junior Colleges, March 31, 2009 |
| IVA4-15 | Show Cause Report to the Accrediting Commission for Community and Junior Colleges, October 15, 2009 |
| IVA4-16 | Letter from Accrediting Commission for Community and Junior Colleges, January 29, 2010 |
IVA4-17  *Follow-up Report* to the Accrediting Commission for Community and Junior Colleges, November 18, 2010
IVA4-18  Letter from Accrediting Commission for Community and Junior Colleges, January 31, 2011
IVA4-19  *Substantive Change Report* to the Accrediting Commission for Community and Junior Colleges, October 2011
IVA4-20  *Focused Midterm Report* Resubmitted, March 15, 2012
IVA4-21  *Student Learning Outcomes Implementation Report* to the Accrediting Commission for Community and Junior Colleges, October 2012
IVA4-22  Accreditation Advisory Group meetings and membership 2012-2013
IVA4-23  Accreditation Advisory Group meeting minutes samples, 2012-2014 (20)
IVA4-24  Screenshot sample program learning outcome from webpage, Architecture and Engineering
IVA4-25  *Follow-up Report* to the Accrediting Commission for Community and Junior Colleges, November 18, 2010

**Standard 4.A.5.** The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

**Descriptive Summary**
Following the last comprehensive self evaluation the College has thoroughly evaluated the governance structure and made significant changes to assure integrity and effectiveness. The College now has four governance committees: College Council, Budget Committee, Institutional Planning Committee, and Integration Council. In addition, there are College wide committees to address operational issues and planning (IVA5-1).

In May 2010, the College developed and distributed a College wide survey to all employees and representatives of the associated students of Diablo Valley College. The survey resulted in 295 responses (with 599 comments), 288 from employees and seven from students (IVA5-2). Common themes throughout the 599 comments made by the survey respondents was the perception that DVC has too many committees, that the charges and functions of some of the committees seemed to overlap, and it was difficult to determine which committee was responsible for a particular task. Similar concerns were expressed in the annual committee self evaluation forms completed by 12 of the 16 College wide committees (IVA5-3) To address these concerns, the College president, executive assistant to the president, and the accreditation liaison officer met to review the responses and to review the visiting team’s November 2009 evaluation report with the intent of evaluating and clarifying the reporting structure among committees and locating redundancies or omissions. In addition, modifications to the charge and function of several committees were proposed to address concerns about overlapping functions.
The College president and the accreditation liaison officer brought their recommendations to the Accreditation Steering Committee for modifications in the charge, function, and membership of certain committees to more clearly delineate their roles and reporting structure (IVA5-4).

After review by the Accreditation Steering Committee, the recommendations were forwarded to the College Council for discussion and dissemination to all constituent groups (IVA5-5). In order to respond to a request for increased involvement and transparency, the College Council established a taskforce consisting of the co-chairs of the four governance committees to review the recommended changes using the visiting team’s November 2009 evaluation report, the College wide survey results, the committee self evaluations, and the individual committees’ responses to the recommended changes (IVA5-6). This taskforce reported back to the College Council at its meeting of September 20, 2010 and the College Council made a final recommendation regarding the committee structure to the College president (IVA5-7).

Since the 2010 changes to the committee structure, the College has continued to strive to improve committee effectiveness (IVA5-8). The College implemented its revised governance and committee structure and used the results of the spring 2011 College wide survey (IVA5-9) and annual May 2011 committee reports (IVA5-10) to make continuous improvements. The spring 2010 College wide survey was referenced as a benchmark against which to measure spring 2011 and future progress on this recommendation. The College Council reviews periodic College wide survey results and annual reports to continue to improve the work being done by College committees (IVA5-11).

Each year College Council members review annual reports from each College wide committee, most recently on September 23, 2013 (IVA5-12). The committee self evaluation reports continue to educate College Council on the effectiveness of College committees. In 2010 there were 16 College wide committees and now that number has been reduced to 12. The College Council continues to recommend improvements to committees based on the evaluations. There are several current examples that demonstrate the College’s continued improvement.

Integration Council (IC) members evaluated the program review process in relation to the resource allocation process. Because of suggested changes from IC, the instructional program review, the student services program review, and the administrative program review processes have changed (IVA5-13). Integration Council members continue to work to include the College wide plans in the resource allocation process. In spring 2013, College Council approved the revision to the Institutional Planning Committee’s charge to annually review the progress of College wide plans, the alignment of resource allocation with plans, and the effectiveness of College wide plans through an evaluative process (IVA5-14).

The Faculty Senate identified a weakness in the proposed schedule cuts in spring 2011. These proposed schedule cuts would decrease the breadth of offerings at the College and negatively impact student learning. In consultation with the president of the College, a scheduling taskforce comprised of one faculty from each division, a faculty union representative, the vice president of instruction, and the president was instituted to jointly develop a proposal for reduction in schedule. The new method of schedule reduction also bolstered the financial situation of the
College during the budget crises since revenue was maximized while maintaining student access and serving student demand (IVA5-15).

The Integration Council identified that the 2006-2013 Strategic Plan lacked well-defined action steps to tie in resource allocation with strategic planning. Although the 2006-2013 Strategic Plan was loosely integrated into the resource allocation process, the College has now developed the 2013-2017 Strategic Plan with specific values, goals, and action steps that along with program review and College planning will guide the resource allocation process (IVA5-16).

In spring 2013, the College Council completed a cross-constituency external survey about the functioning of the College Council to which 125 people responded. Survey results indicate that the College’s knowledge about mission, strategic directions, and the integration of program review into the resource allocation process are strong, and there was agreement that constituencies are working well together for the good of the institution. Survey results also indicate that the campus community could be better informed about the function of College Council, as well as venues and processes for proposing new ideas, initiatives, practices, programs, and services (IVA5-17).

College wide governance committee actions and recommendations are shared with the College community in the Governance at a Glance newsletter via email. Results are also shared with constituency groups at their respective meetings. For some time the College wide governance committee minutes were emailed to the College community but, after feedback, the minutes are now posted on the College’s intranet, on the District’s InSite portal, and on the DVC website. Constituency governance based actions and recommendations are shared through agendas and minutes made available through email and are posted on the DVC website (IVA5-18).

Self Evaluation
The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The results of the first two College wide decision-making surveys indicated that the College community believed there were too many committees for the College to sustain in membership. The College has now reduced to four College wide governance committees and eight College wide operational committees. The last survey results were generally positive. The College continues to focus on informing the community about venues and processes for proposing new ideas, initiatives, practices, programs and services, meeting dates, and agendas.

The College meets this Standard.

Actionable Improvement Plans
None.

Evidence IVA5
IVA5-1 Committee Handbook, November 2013
IVA5-2 College Council internal survey, May 14, 2010
             College wide survey of committees, June 2010
IVA5-3 Committee self evaluation reports, 2000-2013 (7)
Accreditation Steering Committee minutes, August 3, 2010
College Council minutes, August 23, 2010
Email from D. Franco, Committee Handbook Taskforce, September 15, 2010
College Council minutes, September 13, 2010
DVC goals and objectives, 2010-2011
College Council minutes, September 20, 2010
Email from D. Franco, Committee Handbook Taskforce, September 15, 2010
Committee Handbook, 2009
Committee Handbook, 2010
Committee Handbook, 2011
College wide survey of committees, spring 2011
Committee self evaluation reports, spring 2010
College Council minutes on College committee review, evaluation, 2011-13 (14)
College Council minutes, September 23, 2013
College Council minutes, January 28, 2013
College Council minutes, January 14, 2013
College Council minutes, December 12, 2012
College Council minutes, May 20, 2013
College Council minutes, March 11, 2013
Institutional Planning Committee charge and function
Faculty Senate Scheduling Committee minutes, September 8, 2011
College wide survey results, spring 2013
Governance at a Glance samples (5)
Screenshot InSite portal committee charges and minutes
Screenshot U-drive committee minutes and agendas
Standard IV: Leadership and Governance
The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Standard IV.B. Board and Administrative Organization. In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-College districts/systems clearly define the organizational roles of the district/system and the Colleges.

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the College or the district/system.

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary
The Contra Costa Community College District comprises three colleges (Contra Costa, Diablo Valley, and Los Medanos Colleges), 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. Though elected by geographic region, Board members represent the interests of all county residents as stated in Board Policy 1010, Code of Ethics of the Governing Board (IVB1a-1). Serving a one-year term, the sixth member of the Governing Board is the Student Trustee, who is selected by rotation among the three colleges and who has an advisory vote on actions other than personnel-related and collective bargaining items.

Governing Board meetings are well-publicized on the District’s web site, posted at the colleges, and open to participation by the public. Regular Governing Board meetings are held at the District office in Martinez. Community forums, which have a primary focus on the state of the District, are held annually each fall at each of the colleges and the centers. Hard copy and electronic invitations (IVB1a-2) are sent to the public inviting them to attend the forums in which the Governing Board reviews its goals, the budget, and other topics of interest to the public. The community forums provide an opportunity for the Governing Board to hear the opinions of community leaders on the work of the District and to obtain input on other ways the District could be valuable to the community.

The Governing Board meeting agendas (IVB1a-3) provide a consistent format where the first public meeting agenda item, after the pledge of allegiance to the U.S. flag, is the opportunity for
the public to address the Governing Board. In addition, members of the public may comment on agenda items as they are presented.

Most votes taken by the Board are unanimous. When decisions are not unanimous, members who dissent on an issue support the decision of the whole. A case in point is the discussion surrounding the approval and implementation of a Project Stabilization Agreement (PSA) for the District. The discussion of the issue was contentious and persisted over several months, involving construction unions supporting the agreement and other entities in opposition. Considerable pressure was placed on the Governing Board, with one Board member acknowledging a conflict of interest once an accusation was made from the public. College employees were concerned about what they observed as the Board’s preoccupation with the PSA and its possible distraction from other significant educational issues the District was dealing with at the time. The Board worked through the matter, following its established policies and procedures, and finally approved the PSA on a four aye, one abstention vote. The agreement is now fully implemented. After the matter was settled, the Governing Board converted the District’s resolution on conflict of interest to Board Policy 1020 (IVB1a-4) and created Administrative Procedure 1020.01 (IVB1a-5), Conflict of Interest, and strengthened its monitoring of and participation in conflict of interest, ethics, accreditation, and Brown Act training.

The Governing Board holds in high regard its mission to act as a whole. In 2013, concern arose for two reasons 1) as it became apparent that one Governing Board member was communicating information to the public and District constituencies that had not been vetted through the Governing Board and 2) although the Board approved a provisional appointment process subsequent to the passing of the Board president, one Board member acted independently to augment that process, necessitating a modification of the previously approved process. Immediately following its acquisition of this knowledge, the Board scheduled a facilitated discussion on communication protocols. The discussion took place during the October 9, 2013, Governing Board meeting in public session (IVB1a-6). The discussion centered around five major components of Governing Board communication: 1) communications between and/or among Governing Board members; 2) communications between Governing Board members and CEO/staff members; 3) public communication by Governing Board members; 4) responding to needs or complaints expressed to an individual Governing Board member; and 5) participation standards. In order to ensure the Governing Board would work as a whole, new Board Policy 1022, Governing Board Communication Protocols (IVB1a-7), was developed and approved by the Governing Board to codify communication protocols that hold the Governing Board accountable for acting as a team/unit, practicing ethical behavior, ensuring the reliability of information to be communicated and complying with accreditation Standards.

Self Evaluation

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. Throughout the year, Governing Board members routinely attend College and/or community meetings to offer information, speak on behalf of, and seek support for the Colleges and students of the District. Governing Board members work with elected officials and other community members when necessary on behalf of the District. They ensure that the interests of the District are protected. When there are exceptions, the Governing Board takes corrective action.
The College meets this Standard.

**Actionable Improvement Plans**

None.

**Evidence IVB1a**

- IVB1a-1 District Board Policy 1010, Code of Ethics of the Governing Board
- IVB1a-2 State of the District invitation
- IVB1a-3 Sample Board Agenda Table of Contents: October 9, 2013
- IVB1a-4 District Board Policy 1020, Conflict of Interest
- IVB1a-5 District Administrative Procedure 1020.01, Conflict of Interest
- IVB1a-6 Governing Board Minutes, October 9, 2013, Governing Board Facilitated Discussion on Communication Protocols
- IVB1a-7 District Board Policy 1022, Governing Board Communication Protocols

**IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.**

**Descriptive Summary**

The Governing Board reviewed, revised, and approved the District’s mission statement (IVB1b-1) as part of its development and subsequent approval of the *District Strategic Plan 2011-2015 (IVB1b-2)* on July 27, 2011. Board Policy 1012 (IVB1b-3) and Administrative Procedure 1012.01 (IVB1b-4), *Institutional Effectiveness: Planning, Assessment and Continuous Improvement*, ensure that each College shall have integrated planning processes that maintain strategic and operational plans that are linked to resource allocation decisions. Further, a regular cycle of review to assess the effectiveness of the District’s organization, the delineation of roles and responsibilities of the District/colleges, and the District governance and decision-making processes is in place. Policies and procedures that ensure the financial health, the quality of the educational program offerings, standards for graduation, and processes for curriculum development and the subsequent curriculum approval process are in place to support the stated mission of the District. As shown in the *Governing Board Policies and Administrative Procedures Manual* and the *Curriculum and Instruction Procedures Manual*, the Governing Board exercises oversight of College educational programs through policies (IVB1b-5) and procedures (IVB1b-6) that establish standards and processes in accordance with the District’s stated mission to provide educational opportunities for students and communities.

The development of the educational and fiscal policies is conducted through the participatory governance process. Board Policy 1009, *Institutional Leadership, Governance, and Decision-Making (IVB1b-7)*, and Administrative Procedure 1009.01, *Participatory Governance (IVB1b-8)*, indicate the District’s approach to participatory governance, delineating the five components of the District’s decision-making structure (participatory governance, academic and professional matters, administrative, labor, and public interest) and the roles for faculty, staff
(classified and management/supervisory/confidential), and student participation in institutional governance.

The college presidents and the academic senate presidents under the facilitation of the executive vice chancellor education and technology meet for consultation monthly (IVB1b-9) on behalf of the Governing Board to discuss academic and professional matters and develop and review policies and procedures that ensure the quality, integrity, and improvement of student learning programs and services. The chancellor attends as needed. Agreements reached in these meetings are reviewed and approved by the Governing Board, as stipulated in Administrative Procedure 1009.02, Process to Reach Agreement between the Governing Board and the Faculty Senates Coordinating Council on Districtwide Policies and Procedures Governing Academic and Professional Matters (IVB1b-10).

The Governing Board ensures that educational programs are of high quality through the execution of Board Policy and Curriculum and Instruction Procedure 4008, Review, Establishment, Modification and Discontinuance of Courses and Programs (IVB1b-11) (IVB1b-12). Board Policy 4008 directs that the Educational Planning Committee meet, at a minimum, once per year to review the educational program plans of the colleges and coordinate offerings across the District. The committee membership includes college presidents, instructional and student services managers, Academic Senate presidents, a faculty union representative, the chancellor, executive vice chancellors, and an economic development representative. Results of the committee’s work are documented in the Educational Planning Committee report and presented annually to the Governing Board (IVB1b-13). Further, Board Policy 4001 (IVB1b-14) and Curriculum and Instruction Procedure 4001 (IVB1b-15), Standards of Scholarship, evidence the Governing Board’s mission to provide quality education, as do Board Policy 4011, Philosophy and Requirements for Associate Degree and General Education (IVB1b-16), and Curriculum and Instruction Procedure 4007, Philosophy and Criteria for Associate Degree and General Education (IVB1b-17).

Strategic Direction 1 in the District’s Strategic Plan focuses on student learning and success with an emphasis on closing the achievement gap and increasing success and completion rates. The Governing Board bases its goals on the District Strategic Plan and participates in activities that ensure it understands its role in ensuring educational quality and the support required.

In 2012-2013, the Governing Board reviewed policies to ensure that policies exist to support the achievement of at-risk students who perform below college level and to ensure equitable treatment of all students (IVB1b-18). The Governing Board also received reports from staff on the amount of funds targeted for underprepared students (IVB1b-19). In its July 24, 2013, meeting, the Governing Board participated in a training session on how to use the scorecard (IVB1b-20).

Sound management of resources and fiscal practices to provide resources necessary to support student learning are evidenced in the budget development parameters reviewed and approved by the Governing Board annually in the budget development process. Formulas are in place for the equitable distribution of funds to support educational programs and services through the District general fund for College operating and part-time teaching budgets. Governing Board Policy
5007, External Audit of District Funds (IVB1b-21), provides for an external audit of all District funds. In addition, Board Policy 5034, Internal Audit Services (IAS) - Charter (IVB1b-22), and Business Procedure 21.01, When to Contact Audit Services (IAS) (IVB1b-23), provide internal auditing procedures. The implementation of sound fiscal practices is, in part, also addressed through the Governing Board approved position of the District director of internal audit services. In addition, the Board conducts a study session annually in April on the budget for the upcoming year, where funding priorities consistent with the mission and goals of the District are established (IVB1b-24). Further, the Board acted to place a facilities bond measure on the June 2014 ballot (IVB1b-25).

**Self Evaluation**

The Governing Board takes an active role in ensuring educational quality. A variety of actions taken by the Board demonstrate its commitment. The results of the meetings of the educational planning committee are presented to the Governing Board for review and discussion. The Governing Board monitors the progress made and the development of student learning outcomes through annual progress reports presented by each college at Governing Board meetings. The Governing Board also annually reviews the findings of the *Accountability Report for Community Colleges*, recently replaced by the California Community Colleges *Student Success Scorecard*, and discusses the findings for each college.

The Governing Board has based its annual goals and objectives on the strategic goals established by the District. Governing Board members rate the Governing Board’s performance, as well as the performance of the chancellor, on goals that ensure the quality, integrity, and improvement of student learning and programs as set forth in the District *Strategic Plan*. Accountability measures have been established for each of the Governing Board’s activities. Despite the recent financial crisis, the Governing Board has worked to provide the resources necessary to support the delivery of programs and services to students. The Governing Board has consistently encouraged securing external sources of revenue, such as the Trade Adjustment Assistance Community College and Career Training Grant (TAA CCCTG). Despite declining funding, the Governing Board approved hiring a full-time dean to coordinate workforce and economic development District wide. This investment has resulted in the awarding of the TAA grant which resulted in $14.6M in additional funding to support career technical education programs and meeting the needs of the regional workforce. The District conceived the idea and served as the lead in organizing the region for competing for the grant. As a benefit of the Governing Board’s bond initiative in 2002, major improvements have been made to the educational facilities in the District. The passage of a second bond initiative in 2006 is providing much-needed facility improvements. In November 2011, the Board placed a parcel tax measure on the ballot, which failed by a very small margin, and in February 2014, the Board approved the placement of a capital facilities bond measure on the June 2014 ballot.

The Governing Board is mindful of its responsibility to monitor its policies to ensure consistency between the mission and the actions taken on behalf of students and to ensure resources are available to support student achievement.

The College meets this Standard.
**Actionable Improvement Plans**

None.

**Evidence IVB1b**

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<th>IVB1b-1</th>
<th>District mission statement</th>
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<td>District Administrative Procedure 1012.01, Institutional Effectiveness: Planning, Assessment and Continuous Improvement</td>
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<td>IVB1b-9</td>
<td>Minutes of District wide Consultation Council meetings, September 26, 2013</td>
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<td>IVB1b-10</td>
<td>District Administrative Procedure 1009.02, Process to Reach Agreement between the Governing Board and the Faculty Senates Coordinating Council on District wide Policies and Procedures Governing Academic and Professional Matters</td>
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<td>IVB1b-11</td>
<td>District Board Policy 4008, Review, Establishment, Modification and Discontinuance of Courses and Programs</td>
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<td>IVB1b-12</td>
<td>District Curriculum and Instruction Procedure 4008, Review, Establishment, Modification and Discontinuance of Courses and Programs</td>
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<td>Governing Board General Agenda Item A, Educational Planning Report, December 11, 2013</td>
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<td>Governing Board General Agenda Item D, Report on Funds Targeted for At-Risk Students, June 26, 2013</td>
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<td>Governing Board Report 57-D, Resolution of the Governing Board of the Contra Costa Community College District Ordering Bond Election, and Authorizing Necessary Actions in Connection Therewith, February 26, 2014</td>
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IV.B.1.c. The governing board has ultimate responsibility for education quality, legal matters, and financial integrity.

Descriptive Summary
Final approval and responsibility for the educational programs, all legal matters, and the fiscal integrity of the District rest with the Governing Board, as evidenced by the Governing Board’s pledge “to carry out its policy-making responsibilities with the highest ethical standards as it fulfills its mission to promote student learning, progress and development” and to do so will “approve budgets that maintain the fiscal integrity and stability of the District” as found in Board Policy 1010, Code of Ethics of the Governing Board (IVB1c-1).

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 (IVB1c-2), educational and facility master plans (IVB1c-3), the five-year construction plan (IVB1c-4), and other activities related to the maintenance of educational quality. Board members participate in the development of and approve the District Strategic Plan (IVB1c-5).

The Governing Board is apprised of and assumes responsibility for all legal matters associated with the operation of the three colleges, the San Ramon Campus, the Brentwood Center, and the District office. Since the last accreditation visit, the Governing Board has changed its approach to the use of legal services. Instead of having one primary legal service, the District now uses a panel of four legal firms with specializations in different areas (IVB1c-6). The Governing Board is intimately involved in legal issues that arise in the District. Many matters are disclosed in closed session, and legal decisions requiring Governing Board awareness and input are reviewed and approved by the Governing Board.

Board Policy 5031, Fiscal Management (IVB1c-7), indicates "District administration keeps the Governing Board current on the fiscal condition of the District as an integral part of policy and decision making." The Governing Board plays a crucial role in fulfilling its ultimate responsibility in maintaining the fiscal integrity of the District by monitoring and/or participating directly in decisions related to District finances.

The Governing Board Agenda Master Planning Calendar (IVB1c-8) outlines the reports the Governing Board will receive during any given fiscal year, noted by action or as information, in addition to topic-specific study sessions, such as facilities, budget, strategic directions accomplishments, etc.

On a quarterly basis, the Board reviews and/or approves the following reports in assessing the financial condition of the District.

- Budget transfers and adjustments. This report shares sources and uses of various District funds.
- Community College Fiscal Services (CCFS)-311Q prior to submission to the state chancellor’s office. This report reviews the unrestricted portion of the general fund and
includes a four-year comparison of revenues and expenditures, as well as significant fiscal events for current and future reporting.

- Financial statements. These reports show budget-to-actual revenue and expenditure data for all budgeted funds of the District.
- Report on investments. This report gives details of the types and yields on investments owned by the District.

Seven times a year, the Governing Board receives a fiscal trends report (IVB1c-9) in which the status of spending in several areas, as well as enrollment information, is given. Annually, the Governing Board participates in a study session focused only on the budget (IVB1c-10) for the upcoming year. The session is inclusive in that it includes a report on the financial condition of the District in compliance with guidelines established by the state chancellor’s office in the Sound Fiscal Management Checklist.

The Governing Board has a Finance Committee made up of two Governing Board members with the primary responsibility of dealing with external and internal audit issues. The committee meets at least three times a year and participates in the hiring of the external auditor, preparation for the annual audit, and review of audit findings (IVB1c-11) In addition, the Board Finance Committee members consult with the District’s director of internal audit services. The director has a dual reporting relationship to the Governing Board and the chancellor. The Board Finance Committee approves the internal audit plan and receives reports from the director on issues related to the financial integrity of the District. Minutes of the Board Finance Committee (IVB1c-12) meetings are reviewed by the full Governing Board, and a verbal report is given on the work of the committee.

Since the last accreditation visit, the District has experienced a severe financial crisis, resulting in the downsizing of the District. During the crisis, the Governing Board maintained its responsibility of ensuring the financial integrity of the District. In addition to the state-mandated five percent reserve, the Governing Board has established and mandated an additional Board five percent reserve. As a result, the District’s undesignated reserve was never below ten percent. All decisions related to the downsizing of the District were reviewed and approved by the Governing Board.

**Self Evaluation**
The Governing Board takes seriously its role of having the ultimate responsibility for education quality, legal matters, and financial integrity. The Governing Board ensures that systems are in place that guarantee members are aware of their role and participate accordingly by receiving and reviewing information and/or participating directly in final review and decisions regarding education quality, legal matters, and financial integrity.

The College meets this Standard.

**Actionable Improvement Plans**
None.
Evidence IVB1c

IVB1c-1 District Board Policy 1010, Code of Ethics of the Governing Board
IVB1c-3 Governing Board Special Report, Contra Costa College Educational/Facilities Master Plans, March 26, 2008
Governing Board Special Report, Los Medanos College 2010 Eastside Campus Master Plan Amendment, March 31, 2010
IVb1c-6 Governing Board Minutes, Recommendation for 2012-14 District Legal Services, May 22, 2013
Governing Board Minutes and Governing Board General Agenda Item D, District Legal Services, March 27, 2013
IVB1c-7 District Board Policy 5031, Fiscal Management
IVB1c-8 Proposed Governing Board Agenda Master Planning Calendar 2014-2015
IVB1c-10 Board 2013-2014 Budget Study Session, April 24, 2013
IVB1c-11 Governing Board General Agenda Item I, Minutes of the Governing Board, August 6, 2013 and General Agenda Item G, Minutes of Board Finance Committee, December 5, 2012, (September 11, 2013, and January 23, 2013, respectively)
IVB1c-12 Governing Board General Agenda Item E, Minutes of Board Finance Committee Meeting, March 6, 2013 (April 24, 2013)

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary

The Rules and Regulations of the Governing Board (IVB1d-1), approved by the Governing Board and published in the Governing Board Policy Manual, describe the size, duties, responsibilities, structure, and operating procedures of the Governing Board. The regulations provide for an election procedure for Governing Board officers, a process for replacing Governing Board officers who leave office prior to the end of their term, a process for removing any appointed officer, and stipulate the role and responsibilities of the student trustee. Further, the regulations provide for the selection of Governing Board members to the Board Finance Committee. Board Policy 1010, Code of Ethics of the Governing Board (IVB1d-2), addresses responsibilities as adopted by the Governing Board as does Board Policy 1009, Institutional Leadership, Governance, and Decision-Making (IVB1d-3) and Board Policy 1012 and
Administrative Procedure 1012.01, Institutional Effectiveness: Planning, Assessment and Continuous Improvement (IVB1d-4). In 2013, the Governing Board conducted a facilitated discussion on communication protocols and created a policy (IVB1d-5) on same to ensure behavior on the part of Governing Board members that supports the code of ethics.

Self Evaluation
The Governing Board is consistent in adhering to the requirements set forth in state Education Code Section 70902 and its own Rules and Regulations regarding its “size, duties, responsibilities, structure, and operating procedures.” The information is included in the Board Policy and Administrative Procedures Manual in hard copy and on the District website.

The College meets this Standard.

Actionable Improvement Plans
None.

Evidence IVB1d
IVB1d-1 Rules and Regulations of the Governing Board
IVB1d-2 District Board Policy 1010, Code of Ethics of the Governing Board
IVB1d-3 District Board Policy 1009, Institutional Leadership, Governance, and Decision-Making
IVB1d-4 District Board Policy 1012, Institutional Effectiveness: Planning, Assessment and Continuous Improvement
   District Administrative Procedure 1012.01, Institutional Effectiveness: Planning, Assessment and Continuous Improvement
IVB1d-5 District Board Policy 1022, Governing Board Communication Protocols

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary
Outlined in California Education Code Section 70902 (IVB1e-1), the Governing Board is charged with establishing broad policies, which govern the operation of the District, and has the expectation that all policies and procedures are followed properly. The Governing Board is subject to the provisions of the Constitution of the State of California, the Rules and Regulations of the Board of Governors of the California Community Colleges, and its own policies and procedures. The Rules and Regulations of the District Governing Board, Administrative Officers, No. 32 (IVB1e-2), stipulate that the Governing Board shall delegate to the chancellor the executive responsibility for administering the policies and execute all decisions of the Governing Board which require administrative action. In the initiation and formulation of District policies, the chancellor shall act as the professional advisor to the Governing Board. The development of Governing Board policies and procedures is reflective of the participatory process, as noted in Administrative Procedure 1009.01, Participatory Governance (IVB1e-3). A hard copy of the Governing Board Policy Manual is issued to District executive staff. In addition, the policy
manual and all departmental procedures manuals are posted on the website. Links have been established between policy and procedure, ensuring the reader of full disclosure.

The District is an original member of the Community College League of California (CCLC) policy/procedure service and has subsequently reviewed and revised where appropriate all policies and procedures as CCLC notifications are received and on a regular two-, three-, or four-year cycle dependent upon the departmental manual to be reviewed/revised. As a result, all policies and procedures of the Governing Board are current, computerized, linked, uniformly formatted and posted on the Contra Costa Community College District website.

In 2010, the review and approval process for District wide policies and procedures was examined and subsequently revised. The District went to a primarily paperless system by eliminating 98 percent of the hard copy distribution, with continued access to policies/procedures via the District website. The review cycle was revised to address a more realistic approach to the number of policies/procedures under review by any one department. It was determined that historical files, either hard copy or electronic, would be maintained for each District-wide policy/procedure from July 2010 forward. The actual revision work was moved from individual computers to the InSite Portal where all information, including final files, is available to those persons with the appropriate permissions. Those persons responsible for the coordination of the review/revision process were identified, and a desk reference (IVB1e-4) for District wide policies and procedures was written, approved through the Chancellor’s Cabinet, and posted to the District website.

As a first step in the policy/procedure revision process, all constituency groups (managers, faculty, classified staff, and student government representatives) through the District Governance Council (DGC) offer input for policies and procedures within an area of participatory governance, as do the three employee groups (United Faculty, Local 1, District Management Council Executive Board), as prescribed in Administrative Procedure 1900.03, Administrative, Business, Curriculum and Instruction, Human Resources, Payroll, and Student Services Procedures (IVB1e-5). There are one to two readings at DGC, United Faculty, Local 1, and Management Council Executive Board meetings for all policy/procedure change actions. With the exception of policies/procedures regarding academic and professional matters, the Chancellor’s Cabinet gives final approval for all procedures, and the Governing Board gives final approval for all policies.

As the Governing Board’s designee, the chancellor consults collegially with the Faculty Senates Coordinating Council (FSCC) for those policies and procedures that regard academic and professional matters as determined in Administrative Procedure 1009.02, Process to Reach Agreement between the Governing Board and the Faculty Senates Coordinating Council on Districtwide Policies and Procedures Governing Academic and Professional Matters (IVB1e-6). Once agreed upon by the chancellor and FSCC, the policy or procedure is forwarded to DGC and the three employee groups as an information item and then to the Governing Board for final approval.
Self Evaluation
With well-publicized notification and provision of attachments via the District website, the Governing Board establishes policies at its open Board meetings and acts within the established policy guidelines.

The College meets this Standard.

Actionable Improvement Plans
None.

Evidence IVB1e
IVB1e-1 California Education Code Section 70902
IVB1e-2 Rules and Regulations of the Governing Board
IVB1e-3 District Administrative Procedure 1009.01, Participatory Governance
IVB1e-4 Policies and Procedures Desk Reference
IVB1e-5 District Administrative Procedure 1900.03, Administrative, Business, Curriculum and Instruction, Human Resources, Payroll, and Student Services Procedures
IVB1e-6 District Administrative Procedure 1009.02, Process to Reach Agreement between the Governing Board and the Faculty Senates Coordinating Council on Districtwide Policies and Procedures Governing Academic and Professional Matters

IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary
The District Board places a high value on Governing Board development. Every April, July and November, the Governing Board conducts a study session as a part of its regular meeting. The April and November meetings cover budget (IVB1f-1) and accomplishments toward strategic directions (IVB1f-2), respectively. The July meeting topic varies (IVB1f-3). In addition, the Governing Board conducts its retreat in June of each year in which it conducts its self-assessment. They identify areas of future interest for Governing Board development and develop coming-year goals for the Governing Board, in addition to reviewing and assessing the achievement status of prior-year goals (IVB1f-4).

All Governing Board members are provided training in areas of importance, i.e., Brown Act, ethics, conflict of interest and accreditation (IVB1f-5). Governing Board members access ongoing individual development through meetings with state and federal legislators, state and national conferences, community meetings, workshops, and reading. Time is set aside at Governing Board meetings to convey the results of these individual efforts. The Governing Board also holds special meetings in which it focuses on new initiatives. The Governing Board conducted District-wide conversations in 2010-2011 and 2011-2012 on closing the achievement gap (IVB1f-6) and participated in a District wide discussion in 2011-2012 on the State’s Student Success Taskforce recommendations. In 2012-2013 and 2013-2014, the Governing Board
formed a sub-committee to conduct facilitated discussions on improving the District’s workforce diversity. Between March and December 2013, four meetings were conducted (IVB1f-7). As a result of the meetings, the Governing Board increased its knowledge of the District’s hiring processes and student, employee, and community demographics.

The chancellor and the Governing Board president plan the new Governing Board member orientation (IVB1f-8), coordinating additional meetings with key staff members regarding budget, staff/personnel, facilities, technology, strategic planning, and other areas of interest to new members. Since the last accreditation visit, the Governing Board had an election in 2010 seating one new Governing Board member. In addition, Governing Board member provisional appointments were made in 2011 and in 2013, and another election in 2012 resulted in seating two new Governing Board members. Processes to fill a Governing Board vacancy, either through special election or provisional appointment, were codified in new Board Policy 1021 (IVB1f-9) and Administrative Procedure 1021.01 (IVB1f-10), Vacancies on the Governing Board, both of which were finalized in 2013.

All five new Governing Board members selected/elected since the last accreditation visit have been provided an orientation in which they received copies of all essential documents regarding Governing Board agendas, policies and procedures, organizational structure, strategic planning, governance procedures and other important and current issues. The orientation session covered District operations and the roles and responsibilities of Governing Board members. In addition, individual sessions are provided to new Governing Board members on specific topics as requested. For example, special sessions were held for new Governing Board members elected in 2012 on seismic issues, acquisition of property for a campus center, and how District finances work in addition to the orientation session (IVB1f-11). Each new Governing Board member participates in a tour of each college provided by the District’s director of communications and community relations. The tour includes a meeting with the College president and other employees at each of the sites. Further, Governing Board members are encouraged to participate in the Community College League of California (CCLC) statewide meetings. New Governing Board members also attend the workshop for new trustees sponsored by CCLC.

Provisions for Governing Board elections are provided for in Board Policy 1008, Governing Board Term of Office, Wards, and Election Regulations (IVB1f-12). Each member serves a four-year term. The 2013 Governing Board is made up of one member in his fifth term; one member in the third year of his first term; two members in the first year of their first term, and one member fulfilling a provisional appointment until December 2014. Governing Board member elections are staggered so that 40-60 percent of the members are elected every two years. Serving a one-year term, the sixth member of the Governing Board is the student trustee, who is selected by rotation among the three colleges and who has an advisory vote on actions other than personnel-related and collective bargaining items.

The Governing Board President and the chancellor provide an orientation for the student trustee (IVB1f-13). The student trustee meets individually with the chancellor to review the student trustee information packet, in addition to discussing the role of the Governing Board, the responsibilities of the student trustee, and the operation of the District. The Rules and Regulations of the Governing Board, Student Representation, Nos. 9-15, and (IVB1f-14) stipulate the role and responsibilities of the student trustee. S/He also participates in all
Governing Board training activities and participates at the regional and state level in professional development activities that improve performance.

**Self Evaluation**

Governing Board development is a high priority for the Governing Board. Governing Board members participate in a variety of professional development activities to improve their performance and use mechanisms (study sessions, retreats, and special meetings) to increase their knowledge and awareness of issues that have an impact on their decision-making. The Governing Board has a long-standing, effective, and flexible orientation program for new members.

The College meets this Standard.

**Actionable Improvement Plans**

None.

**Evidence IVB1f**

| IVB1f-1 | Board 2013-2014 Budget Study Session, April 24, 2013 |
| IVB1f-2 | Governing Board Study Session: 2012-2013 Accomplishments toward Strategic Directions, November 13, 2013 |
| IVB1f-3 | Governing Board Study Session, Statewide Student Success Tools, July 24, 2013 |
| IVB1f-4 | Governing Board Retreat Minutes, June 26, 2013 |
| IVB1f-5 | Governing Board Special Meeting Agenda, February 20, 2013 |
| IVB1f-6 | Governing Board Agenda, January 15, 2013, Accreditation Training |
| IVB1f-7 | Governing Board Special Meeting Agenda, August 30, 2010 |
| IVB1f-8 | Achievement Gap Conversation #3 Agenda, March 4, 2011 |
| IVB1f-9 | District wide A-Gap Conversation #4 Agenda, April 27, 2012 |
| IVB1f-10 | Governing Board Agenda, March 27, 2013, Strategic Conversation on Ethnic Diversity in the CCCCD Workplace |
| IVB1f-11 | Governing Board Special Meeting Agenda, May 9, 2013, Facilitated Discussion on Workforce Diversity |
| IVB1f-12 | Governing Board Special Meeting Agenda, June 18, 2013, Facilitated Discussion on Workforce Diversity |
| IVB1f-13 | Governing Board Special Meeting Agenda, October 4, 2013, Facilitated Discussion on Workforce Diversity |
| IVB1f-14 | Board Member Orientation Agenda, December 11, 2012 |
| IVB1f-15 | District Board Policy 1021, Vacancies on the Governing Board |
| IVB1f-16 | District Administrative Procedure 1021.01, Vacancies on the Governing Board |
| IVB1f-17 | Governing Board Special Meeting Agenda, January 16, 2013 |
| IVB1f-18 | District Board Policy 1008, Governing Board Term of Office, Wards, and Election Regulations |
| IVB1f-19 | Student Trustee Orientation Meeting Agenda, June 18, 2013 |
| IVB1f-20 | Rules and Regulations of the Governing Board |
IV.B.1.g. The governing board’s Self Evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary
The Governing Board’s Code of Ethics Board Policy 1010, indicates, “The Governing Board is committed to regularly assessing its own ethical behavior and Board effectiveness in order to identify its strengths and areas in which it may improve” (IVB1g-1). In April and May 2013, the Governing Board revised its evaluation policy (IVB1g-2) and procedure (IVB1g-3) to include not only self evaluation but also input from others who interact with the Board on a regular basis.

Governing Board Policy 1015, Governing Board Evaluation Policy (IVB1g-4), notes the self evaluation and the comprehensive components of the Board’s evaluation policy. Administrative Procedure 1015.01, Process to Conduct Governing Board Evaluation (IVB1g-5), delineates the steps in the Governing Board’s evaluation process. The self evaluation is conducted each year in a Governing Board retreat during June-July. Prior to the retreat, each Governing Board member completes the self evaluation form, rating the extent to which the Board achieved the goals and objectives it established for that evaluation period. The self evaluation also includes questions on Governing Board behavior. Every two years, the Governing Board conducts a 360-degree evaluation in which individuals who regularly attend Governing Board meetings participate. An external facilitator gathers and summarizes all input received and compiles it into a report. The report serves as a basis for the Governing Board evaluation which is conducted in an open meeting annually in June. Each individual selected to participate in the evaluation completes the Governing Board-approved survey prior to the retreat. The results of the surveys of the Governing Board members and others who participate in the evaluation are provided to the Governing Board and discussed in open session, with future Governing Board goals developed as a result. The first 360 evaluation was conducted in the Governing Board’s June 26, 2013, retreat (IVB1g-6).

Self Evaluation
As it has for many years, the Governing Board conducts an evaluation annually and uses the results to improve its performance. The Governing Board demonstrates its commitment in this area as evidenced by its most recent evaluation following the new process that includes its self evaluation and input from others.

The College meets this Standard.

Actionable Improvement Plans
None.

Evidence IVB1g
IVB1g-1 District Board Policy 1010, Code of Ethics of the Governing Board
IVB1g-2 District Board Policy 1015, Governing Board Evaluation Policy
IVB1g-3 District Administrative Procedure 1015.01, Process to Conduct Governing Board Evaluation
IVB1g-4 District Board Policy 1015, Governing Board Evaluation Policy
IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary
Governing Board Policy 1010, Code of Ethics of the Governing Board (IVB1h-1), adopted in 1992, was last revised early in 2014. In the policy, the Governing Board commits itself to operating with the highest ethical standards, following the principles of service, respect, accountability, integrity, confidentiality, and openness. The policy includes a process for dealing with behavior that violates the code. In 2011-2012, a member of the public indicated to the Governing Board that one of its members might have a conflict in a particular matter. The Governing Board policy was followed and the matter resolved.

In 2012-2013, to strengthen the code of ethics policy, the Governing Board reviewed Administrative Procedure 1020.01 (IVB1h-2) and adopted Governing Board Policy 1020, Conflict of Interest (IVB1h-3), on July 24, 2013. This policy and procedure clarify, per government code, areas of conflict, in addition to providing a Conflict of Interest Declaration to be completed and signed by Governing Board members upon appointment or election to the Governing Board and annually thereafter.

Self Evaluation
The Governing Board adheres to its ethics code. Each year in December, when a new Governing Board president is elected, the code of ethics is reviewed as a reminder to the Board. When conflicts are reported, the Governing Board policy is followed. In approving the signing of the Conflict of Interest Declaration, each Governing Board member commits him/herself to the resistance of engaging in activities that could be considered a conflict of interest or impair his/her fair judgment or of using the Governing Board member position for personal benefit.

The College meets this Standard.

Actionable Improvement Plans
None.

Evidence IVB1h
IVB1h-1 District Board Policy 1010, Code of Ethics of the Governing Board
IVB1h-2 District Administrative Procedure 1020.01, Conflict of Interest
IVB1h-3 District Board Policy 1020, Conflict of Interest
IV.B.1.i. The governing board is informed about and involved in the accreditation process.

Descriptive Summary
The Governing Board is informed about and involved in the accreditation process. In preparation for the 2014 visit, Accrediting Commission for Community and Junior College Commission President, Dr. Barbara Beno, facilitated a Board study session on the accreditation process on January 15, 2013 (IVB1i-1). Each Governing Board member participated in the session. Additionally, the chancellor advises the Governing Board of the accreditation process and status.

The college Self Evaluation reports (IVB1i-2) are on the Governing Board agenda in the meeting prior to the deadline for submission to the Commission. The Governing Board members read the reports in advance of the meeting, and each College provides an overview of the report at the meeting. All correspondence relating to any visits or reports by the Commission are reviewed by the Governing Board. The Governing Board ensures recommendations resulting from any special mid-term and/or final accreditation reports are implemented.

The Governing Board also participates in the development and review of the Accreditation Standard that applies to the Governing Board and the District (IVB1i-3).

Self Evaluation
Governing Board members are aware of the purpose of the accreditation process in giving quality assurance, credibility, and stimulating improvement in the colleges. Further, they have demonstrated that they understand their role and responsibility as Governing Board members in the accreditation process by participating in training sessions and taking an active role in the development, review, and implementation of matters related to the accreditation process.

The College meets this Standard.

Actionable Improvement Plans
None.

Evidence IVB1i

| IVB1i-1 | Governing Board Agenda, January 15, 2013, Accreditation Training |
| IVB1i-2 | Governing Board General Agenda Item, Focused Midterm Report for Diablo Valley College, September 14, 2011 |
|         | Governing Board General Agenda Item, Focused Midterm Reports for Contra Costa College and Los Medanos College, October 12, 2011 |
| IVB1i-3 | Governing Board General Agenda Item C, Discussion of Draft Responses for Accreditation Standard IV.B1 and B3, May 22, 2013 |
IV.B.1.j. The Governing Board has the responsibility for selecting and evaluating the District/System Chief Administrator (most often known as the Chancellor) in a multi-College district/system or the College Chief Administrator (most often known as the President) in the case of a single College. The Governing Board delegates full responsibility and authority to him/her to implement and administer board policies without Board interference and holds him/her accountable for the operation of the district/system or College, respectively.

In multi-College district/systems, the Governing Board establishes a clearly defined policy for selecting and evaluating the presidents of the Colleges.

Descriptive Summary
Governing Board Policy 2057 (IVB1j-1) and Human Resources Procedure 1010.06 (IVB1j-2), Hiring of Contract Administrators, clearly delineate all the steps involved in hiring contract administrators, including College Presidents. The policy and procedure have been used consistently since their approval, with one notable exception. In spring 2011, the District conducted a hiring process for a permanent president at Diablo Valley College. The process did not yield a suitable candidate. As a result, the Governing Board reassigned the Los Medanos College president as Diablo Valley College’s permanent president and conducted a search for a permanent president for Los Medanos College following the established process.

The Governing Board has the responsibility for hiring the chancellor; the chancellor has the responsibility for hiring the college presidents. For both positions, a national search, managed by a search firm, is typically conducted. Representatives from each District constituency group (classified staff, faculty, managers, and students) are selected to serve on the hiring committees as well as members of the community. Open forums are held for finalists, giving the entire District community the opportunity to interact and give feedback on the candidates.


Self Evaluation
An inclusive and effective process has been developed and implemented for the selection and evaluation of a chancellor for the District and a president for each of the colleges within the District. The goals for the chancellor’s job performance are developed and jointly agreed upon by the Governing Board and the chancellor; the goals for the presidents and other contract administrators are developed and jointly agreed upon by the chancellor and the respective president/contract administrator. The guidelines outlined in the processes are strictly followed.
The selection process was followed during 2012, resulting in the hiring of two highly qualified presidents.

The College meets this Standard.

**Actionable Improvement Plans**
None.

**Evidence IVB1j**

- **IVB1j-1** District Board Policy 2057, Hiring of Contract Managers
- **IVB1j-2** Board Policy 2057, Hiring of Contract Managers
- **IVB1j-3** District Human Resources Procedure 2030.13, Evaluation of Academic Contract Administrators
- **IVB1j-4** District Human Resources Procedure 3080.05, Evaluation of Classified Contract Administrators
- **IVB1j-5** District Human Resources Procedure 3080.04, Participation in the academic/Classified Management Evaluation Process

**Standard IV.B.2.** The President has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

**Standard IV.B.2.a.** The President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

**Descriptive Summary**

The president plans, oversees, and evaluates an administrative structure staffed to reflect the College’s purposes, size, and complexity (IVB2a-1). The president delegates authority to administrators and others consistent with their responsibilities. He consults weekly with the Faculty Senate president and vice president on academic and professional matters (IVB2a-2) and monthly with the Classified Senate president and vice president on matters impacting the classified staff (IVB2a-3). He also meets weekly with the three College vice presidents, the senior dean of the San Ramon Campus, the president’s executive assistant as well as the director of marketing and communication, the Foundation director, and the interim senior dean of efficiency/accreditation liaison officer (IVB2a-4).

The College has three vice presidents who oversee the areas of instruction, student services, and administrative services, reflecting the president’s and the College’s commitment to student learning by providing high quality instruction and a wide spectrum of student services to support that learning, while utilizing its resources effectively, efficiently, and responsibly. The senior dean of the San Ramon Campus oversees that campus to ensure that it provides the same level of services to its students as is found at the Pleasant Hill Campus. The president participates in
College Council meetings as an ex officio member and attends other governance meetings on an as needed basis (IVB2a-5).

There are several areas where the president assigns work to groups or individuals.

- Delegating scheduling recommendations to the Faculty Senate Scheduling Committee and the vice president of instruction (IVB2a-6).
- Directing the Institutional Planning Committee to begin the process of a new *Strategic Plan* for the College (IVB2a-7).
- Directing the vice president of student services to develop a plan to continue to serve students during a power outage (IVB2a-8).
- Depending upon the vice president of business and administrative services to keep the Budget Committee up-to-date on finance data in order to provide governance decisions to the president (IVB2a-9).
- Assigning the vice president of instruction and vice president of business and administrative services to develop several budget scenarios based on the state funding reductions and the passage or non-passage of California’s November 2012, statewide Proposition 30, a sales and income tax increase initiative intended to fund schools and guarantee public safety realignment funding (IVB2a-10).

In addition to cross-College consultations, the president meets twice a month with key decision makers at the district level in Chancellor’s Cabinet, which includes the chancellor, the two vice chancellors, three college presidents, and the chief facilities planner about the functions of the College’s administrative structure. This dialogue provides him with information on critical functions in finance, student services, and facilities (IVB2a-11).

With information gathered from these sources, the president oversees and evaluates the administrative structure to reflect the College’s purposes, size, and complexity. The College president has had to make difficult decisions about budget cuts due to the state’s fiscal difficulties and their impact on community Colleges. In fall 2009 and spring 2010, the president, in consultation with President’s Cabinet and College governance committees, developed a budget plan to maintain student access and support student learning while maintaining the ability for the College to function effectively (IVB2a-12). On May 5, 2010, the president informed the College of decisions regarding personnel reductions and the impacts they would have on the College community (IVB2a-13).

In spring 2011, based on information from the December 6, 2010, College Council’s all-College meeting and continuous dialogue with his President’s Cabinet members, Chancellor’s Cabinet members, and constituency leaders, the College president instituted several changes to the administrative structure for the 2011-2012 academic year.

- Elimination of the position of the executive dean of information technology and services, with responsibilities transferred to the Contra Costa Community College District office (IVB2a-14).
• Elimination of the position of dean of planning, research and student outcomes, with responsibilities transferred to the Contra Costa Community College District office (IVB2a-15).
• Reduction of the executive dean position at the San Ramon Campus to 50 percent with responsibilities shared with the dean and College president (IVB2a-16).
• Postponement of recruitment for the vacant position of vice president of student services position; responsibilities were covered by the president and the student services deans (IVB2a-17).

Continuing to respond to the ongoing fiscal constraints while still addressing student access, in 2012-2013, the president reorganized the student services area by hiring a vice president of student services and eliminating the two positions of dean of student life and dean of counseling and student support services (IVB2a-18). Essential student service responsibilities were reassigned to the vice president and to the remaining two student services deans. To assist the student services deans, a registrar, financial aid supervisor, and student life program manager were added to the organizational chart. The 50 percent executive dean position at the San Ramon Campus was eliminated and the responsibilities have been reassigned to the College president and the San Ramon Campus division dean. The division dean position was reclassified as the senior dean of the San Ramon Campus (IVB2a-19).

Self Evaluation
DVC’s president successfully plans, oversees, and evaluates an administrative structure designed to address the changing needs of the College, and delegates responsibility to his senior staff, as appropriate.

The College meets this Standard.

Actionable Improvement Plans
None.

Evidence IVB2a
IVB2a-1 Organizational chart, Contra Costa Community College District
   President classification specification
IVB2a-2 Faculty Senate consultation calendars, 2011-2014 (6)
IVB2a-3 Classified Senate consultation calendars, 2011-2014 (8)
IVB2a-4 President’s Cabinet agendas and meeting notes, 2007-2014 (45)
IVB2a-5 College Council agenda and minutes, 2009-2014 (22)
IVB2a-6 Faculty Senate Scheduling Committee minutes, January 23, 2012
   Faculty Senate Scheduling Committee minutes, September 15, 2011
   Faculty Senate Scheduling Committee minutes, September 8, 2011
   Faculty Senate Scheduling Committee minutes, August 18, 2011
   Faculty Senate Scheduling Committee charge and function
IVB2a-7 Institutional Planning Committee minutes, 2010-2014 (14)
IVB2a-8 President’s Cabinet meeting notes, October 30, 2013
   President’s Cabinet meeting notes, August 7, 2013
IVB2a-9 Budget Committee minutes, November 22, 2013
Standard IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

1. establishing a collegial process that sets values, goals, and priorities;

2. ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;

3. ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and

4. establishing procedures to evaluate overall institutional planning and implementation efforts.

Descriptive Summary
At the outset of the current accreditation cycle in fall 2008, the College was working under its 2006-2011 Strategic Plan. In May 2010, the College president worked with the Faculty Senate and the College Council to develop 2010-2013 Goals and Strategies (IVB2b-1). These goals and strategies, which are linked to the 2006-2011 Strategic Plan and the Contra Costa Community College District strategic directions, emphasized key goals for the College through 2013 (IVB2b-2).

In spring 2012, the pending expiration of the 2010-2013 Goals and Strategies, coupled with the need to carefully prioritize spending due to budget cuts brought on by the California fiscal crisis, motivated a call by the College president and the Integration Council for a new Strategic Plan to guide the College’s allocation of resources (IVB2b-3). The College president, working with a consultant on strategic planning and in coordination with the cross-constituency Strategic Planning Taskforce of the Institutional Planning Committee, initiated a strategic planning assessment process, with a goal of creating a collegial process that would result in an inclusive and widely accepted document, reflective of the College as a whole (IVB2b-4).
In fall 2012, the College president, the consultant, and the Strategic Planning Taskforce conducted widespread research across the campus in the form of individual interviews, focus groups (IVB2b-5), and a broad-based survey (IVB2b-6). The goal of the research was to seek input from the entire College community to assist in the determination of key themes, goals, values, and priorities for the future of the College. In spring 2013, the Taskforce shared the outcomes of the research with the College community in a January all college flex workshop (IVB2b-7). The Institutional Planning Committee (IPC) then approved a cross-constituency writing group, led by the chair of IPC in coordination with the College president and Faculty Senate president to establish the format and content of a Strategic Plan and to begin its development. This work continued in fall 2013 and resulted in an initial draft of a College wide Strategic Plan focused on increasing student success through excellence, student learning, and equity. The 2013-2017 Strategic Plan was vetted widely across the College and through both the College wide and constituency governance committees (IVB2b-8) and was approved by the Faculty Senate Council and Classified Senate Council in February 2014.

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 and a periodic Governance at a Glance newsletter (IVB2b-9). There are many other communication vehicles used by the president.

- President’s report and participation in College Council dialogue, as an ex officio member (IVB2b-10).
- Regular attendance at meetings across the College (IVB2b-11).
- Weekly President’s Cabinet meetings with vice presidents, San Ramon Campus senior deans, the president’s executive assistant and the marketing and communications director and Foundation director as needed (IVB2b-12).
- Monthly meetings with instructional and student service deans and the marketing and communications director and Foundation director as needed.
- Monthly meetings of the Management Council, which consists of all College managers, supervisors, and the president’s confidential executive assistant (IVB2b-13).
- Monthly meetings with Classified Senate president and vice president (IVB2b-14).
- Weekly meetings with Faculty Senate president and vice president (IVB2b-15).
- Minimum of four presentations per year to the Associated Students of DVC (IVB2b-16).
- Emails to the College community about recommendations and decisions (IVB2b-17).

In July 2011, in support of a District effort to move toward greater consistency and efficacy of research design and to improve integrated planning and institutional effectiveness across the District, the president eliminated its College position of dean of planning, research, and student outcomes and contributed financially to the establishment of a new senior dean of research and planning position at the District office (IVB2b-18). This position reports directly to the executive vice chancellor of education and technology and meets regularly with the District leadership, including the college presidents, and at the Chancellor’s Cabinet (IVB2b-19). The College president is in active dialogue with the District research office about College research needs and results and invites the senior dean of research and planning to the College to meet with his cabinet and deans (IVB2b-20).
If research is needed, faculty and staff submit a request through an online form. The president then approves the request and it is processed by the District research office. The District research office also produces data for use in all College program reviews and assessments of College plans. Data from the District research office are supplemented by data pulls by the campus instruction office. For example, in spring 2011, instruction office data on productivity and fill ratios gathered from instructional unit program reviews was used to inform the Faculty Senate Scheduling Committee in the development of its recommendations for schedule reductions and augmentations (IVB2b-21).

The president tasked the vice president of instruction to work with the Faculty Senate in spring 2013 to develop new student success standards based on student success data (IVB2b-22). The standards were then brought to the College Council for review. The president and the District executive vice chancellor of education and technology shared student demographic data, student success rates, and persistence rates at the spring 2013 strategic planning flex workshop (IVB2b-23). The student success data, success standards, and demographic information helped prepare and inform the College for the writing of the 2013-2017 Strategic Plan.

The president ensures that educational planning is integrated with the resource allocation process (IVB2b-24). The president led the College through the strategic planning process in 2011-2014 which resulted in a new College directive, three College values, and four goals to help guide the resource allocation process. Measurable objectives and strategies to meet the objectives were developed to achieve the goals of the Strategic Plan (IVB2b-25). As part of the program review process, units request resources and create goals aligned with the College strategic direction and goals and based on student success data and student learning outcomes (IVB2b-26). Instructional and student service units also reflect in program review on the ways previous resources received have enhanced their service to students and impacted on student success (IVB2b-27).

The president’s final decisions on resource planning and distribution are based on validated program reviews and College wide plan needs as reflected in recommendations from the governance committees which include the Integration Council report, the Budget Committee report, and recommendations from the College Council (IVB2b-28). He communicates his decisions to the College through the College Council, Governance at a Glance, and general College wide email (IVB2b-29).

Each year, the president collects information from the College administrators about College accomplishments towards the strategic directions in order to evaluate progress toward improving student learning (IVB2b-30). The College president annually reports these accomplishments to the Contra Costa Community College District Governing Board (IVB2b-31).

**Self Evaluation**

It is the leadership style of this president, who has led DVC since fall 2010, to empower the people closest to where a decision will be implemented to participate in the decision-making process. He encourages engagement in data based decision-making processes, which includes broad and inclusive dialogue about impact on student learning and success and on institutional effectiveness. In spring 2011, as a result of significant reductions to the number of students that
the College was funded to serve, the College community became much more aware of the standardized calculations for determining productivity and fill ratios and how those values impact the size of the schedule of classes. These productivity and enrollment measures, which are included and analyzed in instructional unit program reviews, have been used heavily by the Faculty Senate Scheduling Committee since spring 2011 to develop its recommendations for schedule reductions and augmentations.

The president engaged actively in the writing 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 approved the revised charge for the Institutional Planning Committee to oversee the development of the College’s 2013-2017 Strategic Plan and to monitor College wide plans, evaluating how they are aligned with resource allocation. The College looks forward to utilizing the results of the evaluation for continuous improvement.

The College meets this Standard.

**Actionable Improvement Plans**

None.

**Evidence IVB2b**

| IVB2b-1 | College Council minutes, May 10, 2010 |
| IVB2b-2 | Email from J. Walters, Goals and directions, September 16, 2010 |
| IVB2b-3 | Integration Council report, spring 2013 |
| IVB2b-4 | Institutional Planning Committee minutes, September 12, 2012 |
|         | Strategic Planning Taskforce phase one, April 30, 2012 |
|         | Email from P. Garcia, Strategic planning, April 30, 2012 |
| IVB2b-5 | Strategic Planning Writing Group members |
|         | Strategic Planning Taskforce phase one, April 30, 2012 |
| IVB2b-6 | Strategic Planning Writing Group members |
|         | Strategic planning focus group members |
|         | Strategic planning focus group schedule |
|         | Strategic planning focus group nomination form |
| IVB2b-7 | Strategic planning flex attendance, spring 2013 |
|         | Strategic planning flex evaluations, spring 2013 |
| IVB2b-8 | Email from P. Garcia, Strategic planning, April 30, 2012 |
|         | Email from P. Garcia, DVC *Strategic Plan*, October 20, 2013 |
|         | Faculty Senate minutes, February 11, 2014 |
|         | Classified Senate minutes, February 13, 2014 |
| IVB2b-9 | Sample *Governance at a Glance* newsletters (5) |
| IVB2b-10| College Council minutes, February 24, 2014 |
|         | College Council minutes, January 27, 2014 |
|         | College Council minutes, September 9, 2013 |
|         | College Council minutes, April 22, 2013 |
|         | College Council minutes, January 28, 2013 |
|         | College Council minutes, May 14, 2012 |
Integration Council program review reading/ranking report, May 6, 2011
Integration Council technology subgroup report, September 14, 2012
Integration Council recommendations to improve program review process, October 2012

IVB2b-29  Email from P. Garcia, College Council recommendations, April 11, 2013
          Letter from P. Garcia, College Council spending, February 28, 2012
IVB2b-30  DVC Accomplishments Reports, 2006-2013 (7)
IVB2b-31  Governing Board agenda, November 13, 2013

Standard IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary
The president assures the implementation of statutes, regulations, and Governing Board policies at the College and assures that institutional practices are consistent with institutional mission and policies. He stays informed about current statutes, regulations, and Governing Board policies through participation in biweekly meetings of the Chancellor’s Cabinet and monthly meetings of the Governing Board, as well as through communications from the state chancellor’s office and the Accrediting Commission of Community and Junior Colleges biannual newsletter (ACCJC). He also attends the statewide Chief Executive Officer meetings at least once a year and serves on the Commission on the Future facilitated by Community College League of California (IVB2c-1). He and other administrators, faculty, and staff at the College have participated on multiple ACCJC accreditation site visit teams, giving them further insight into accreditation standards and requirements (IVB2c-2).

To ensure implementation, the president meets weekly with his Cabinet, consisting of the College vice presidents, the senior dean of the San Ramon Campus, his executive assistant, and the director of marketing and communications and the foundation director as needed, to obtain advice and feedback, and to assign responsibility for tasks (IVB2c-3). He is an ex officio member of the College Council, a representative participatory governance body which meets twice a month which is charged with reviewing and making recommendations for revision of College procedures that are not academic and professional, and he shares information there through participation in dialogue and the president’s report (IVB2c-4). He meets regularly with the Classified Senate president and vice president to share information and receive input and advice (IVB2c-5). He holds regular consultation meetings with the Faculty Senate president and vice president to discuss and come to agreement on academic and professional matters, including those that relate to the implementation of statutes, regulations, and governing board policies (IVB2c-6). He reports at least four times each year to the Associated Students of Diablo Valley College, the student governance body (IVB2c-7).

Self Evaluation
The president assures the implementation of statutes, regulations, and Contra Costa Community College District Governing Board policies and assures that institutional practices are consistent with institutional mission and policies by maintaining communication with statewide education
structures, participating in College wide meetings, district meetings, chair accreditation evaluation visits, and attending all Contra Costa Community College District Governing Board meetings.

The College meets this Standard.

**Actionable Improvement Plans**
None.

**Evidence IVB2c**

| IVB2c-1 | Screenshot Accrediting Commission for Community and Junior Colleges newsletters
| Governing Board meeting schedule, 2013-2014
| Chancellor’s Cabinet meeting schedule, 2013-2014
| Commission on the Future agendas, 2013-2014
| Commission on the Future meeting dates, 2013-2014
| Chief Executive Officers meeting agendas, March 2014
| ACCJC visiting team roster from Fresno City College, October 4, 2011
| ACCJC visiting team roster from Pearce College, February 14, 2013
| President’s Cabinet meeting notes, 2007-2014 (45)
| Chancellor’s Cabinet meeting notes, 2011-2014 (4)
| College Council charge and function
| College Council membership and meeting dates, 2011-2012
| College Council meeting agendas, 2013-2014 (15)
| Calendar of meetings with Classified Senate president and vice president, 2010-2014 (8)
| Calendar of meetings with Faculty Senate president and vice president, 2011-2014 (6)
| Associated Students of DVC minutes, May 7, 2013
| Associated Student of DVC retreat, September 6, 2011
| 9/11 Memorial information, September 12, 2011

**Standard IV.B.2.d. The president effectively controls budget and expenditures.**

**Descriptive Summary**
The College president makes decisions about the College budget and expenditures based on recommendations from the College Council which are developed according to established participatory governance processes (IVB2d-1). The president meets regularly with the vice president of business and administrative services to monitor the overall District and College fiscal status (IVB2d-2). Individual unit expenditures are monitored by supervising managers, who can access up-to-date information through the district database system and through regular expenditure reports from the business services office (IVB2d-3).

The College budget has been particularly challenging over the past several years, as the state has made significant cuts to California community college funding as a result of the state’s fiscal
crisis. From 2011-2013, the president made a conscious choice to cut budgets in ways that impact students the least, making difficult cuts to operational budgets as well as eliminating or reducing classified and management positions disproportionately, in order to preserve as many classes as possible (IVB2d-4). In 2011, the president tasked the Faculty Senate Scheduling Taskforce in collaboration with senior instructional administrators to assess and make joint recommendations to him on how to reduce the schedule and increase productivity while maintaining student access to the breadth of educational programs at the College.

In the 2012-2013 academic years, the state fiscal situation was extremely precarious and California community colleges faced a threat of drastic midyear workload reductions resulting in significant revenue decrease, depending on the passage of California State Proposition 30. Under the president’s leadership, the College developed a multi-scenario budget plan so that it would be prepared for such reductions if they occurred, minimizing sudden schedule reductions and negative impact on students, while retaining a path to achieving its enrollment goals if the proposition passed (IVB2d-5).

Self Evaluation
As a result of the president’s careful planning, the College has retained a healthy reserve over the course of the fiscal crisis but looks forward to being able to expand and improve services to students in light of the improved state budget situation.

The College meets this Standard.

Actionable Improvement Plans
None.

Evidence IVB2d
IVB2d-1 DVC Procedure 1010.01, Integrated Planning
IVB2d-2 Meeting calendars for president and vice president of business and administration services, 2010-2014 (8)
IVB2d-3 President’s office expenditure report, February 12, 2014
    President’s office expenditure report, July 10, 2013
IVB2d-4 Budget Committee Annual Budget Plan, 2011-2012
    Budget Committee phase three report
IVB2d-5 Budget scenario spreadsheets

Standard IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

Descriptive Summary
The president works and communicates with the communities served by the institution in many ways.

- Hosting an annual breakfast for regional high school principals (IVB2e-1).
- Reporting at Governing Board meetings (IVB2e-2).
• Meeting regularly with Pleasant Hill city manager and elected officials from the region (IVB2e-3).
• Attending Chamber of Commerce and other civic events in region (IVB2e-4).
• Membership on the Executive Board of the East Bay Community Foundation Board (IVB2e-5).
• Membership on the East Bay Leadership Council (IVB2e-6).
• Membership of the Successor Agency for the City of Concord Redevelopment Agency (IVB2e-7).
• Encouraging and supporting the Foundation director and other managers and faculty in community outreach efforts (IVB2e-8).

Self Evaluation
The president continues to cultivate effective relationships with communities served by the institution. In fall 2013 and spring 2014, the president met with Pleasant Hill City Council members to address resident complaints about students parking in their neighborhoods. Even though there is not an easy solution to the problem, the president encouraged residents to have their concerns heard.

The College meets this Standard.

Actionable Improvement Plans
None.

Evidence IVB2e
IVB2e-1 High School Principals'/Superintendents’ breakfast agendas, 2007-2017 (8)
IVB2e-2 DVC Accomplishments Report, 2012-2013
Governing Board agenda, February 26, 2014
Governing Board agenda, November 13, 2013
President’s report to Governing Board, February 26, 2014
DVC mission statement presentation to Governing Board, spring 2013
IVB2e-3 Meeting calendar with City of Pleasant Hill, March 18, 2014
IVB2e-4 Meeting agenda from Martinez Kiwanis Club, February 27, 2014
Meeting calendar from Concord Chamber of Commerce, April 4, 2014
Meeting agenda from Leadership Contra Costa, February 6, 2014
IVB2e-5 East Bay Community Foundation agendas, 2011-2014 (13)
IVB2e-6 East Bay Leadership Council agendas, 2013-2014 (4)
IVB2e-7Successor Agency for the City of Concord Redevelopment Agency agendas, 2013-2014 (6)
IVB2e-8 Foundation Board meetings agendas, 2013-2014 (2)
Sample Workforce Advisory meeting agendas, 2013-2014 (5)
High School Counselor conference meeting agendas, 2013-2014 (2)
IV.B.3. In multi-College districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the Colleges. It establishes clearly defined roles of authority and responsibility between the Colleges and the district/system and acts as the liaison between the Colleges and the governing board.

a. The district/system clearly delineates and communicates the operational responsibilities and functions for the district/system from those of the Colleges and consistently adheres to this delineation in practice.

Descriptive Summary
Operational responsibilities and functions of the District office and the Colleges are delineated in the document titled District and College Roles, Responsibilities, and Service Outcomes—Functional Map (Functional Map) (IVB3a-1). The document was developed in 2010 by College and District office personnel who have responsibility for the functions listed in the document. Every major function performed in the District is listed, and the role of the Colleges and the District office for each function is stated. The document was updated in 2013 as a result of more centralization and consolidation due to restructuring at the District level. The document reflects accurately the roles and responsibilities of the Colleges and the District office and is followed in practice.

Every four years, as part of its administrative services review process (IVB3a-2), each department at the District office meets with its College counterpart(s) to review and update the document (IVB3a-3). In addition to the process for updating the Functional Map, the executive vice chancellors conduct informational sessions at various workgroup meetings at each of the Colleges to communicate the application and reinforcement of the document. Further, the chancellor engages the College presidents and the cabinet in the discussion and review of the Functional Map (IVB3a-4).

Self Evaluation
The District has a system in place that satisfies the elements of this Standard. The Functional Map is on the District website and known to those who use it on a regular basis and it was distributed District wide in spring 2014.

The College meets this Standard.

Actionable Improvement Plans
None.

Evidence IVB3a

| IVB3a-1 | District and College Roles, Responsibilities, and Service Outcomes-Functional Map |
| IVB3a-2 | District office department/unit review guide and report template |
|         | District office operational and administrative program review planning calendar |
b. The district/system provides effective services that support the Colleges in their missions and functions.

Descriptive Summary
The District office has the following key responsibilities: 1) maintaining the integrity and stability of each College as well as the District as a whole; 2) providing for efficiency and continuity of services and programs; and 3) focusing on services for the common good, reducing delivery costs and liability, and increasing responsiveness. The main services involve instructional and student services support, policy development, institutional research, workforce and economic development, human resources services, business services, financial services, legal services, public relations, facilities planning and capital improvements program management, utilities and energy management, and information technology. The provision of educational programs, student support services, staff development, campus operations, and various ancillary functions are the responsibility of each college. The District office and the colleges work as a collective in providing educational opportunities for the students and communities served.

As a result of a prior organizational restructuring, unnecessary duplication of services has been eliminated in some areas, whereby services to support the colleges are delivered and resources are used in a more efficient and effective manner. In order to provide efficiencies and streamline research and planning functions, the District implemented a District wide coordinated research and planning services model (IVB3b-1), effective July 1, 2011. The research consolidation has resulted in response to requests and improved satisfaction with timeliness, accuracy, helpfulness, knowledge/expertise, information availability, and overall quality as illustrated through the pre-survey and the post-survey conducted one year after the new structure was implemented (IVB3b-2).

Additionally, the network support and management function within the information technology unit was consolidated. This consolidation was implemented in phases beginning with Los Medanos and followed by Diablo Valley and Contra Costa, resulting in a District wide network operations center (NOC). The consolidation was recommended as a best practice from several consulting organizations that provided assistance to the District, including Strata Information Group, Western Telecommunication Consultants, and Secure20. The timing for this restructuring is important as the District is in a multi-year process of implementing the Infrastructure and Telecommunications Plan (to be completed by April 2014) which will result in an upgrade of the entire network backbone at each site, implementation of a robust wireless network throughout the District, and migration to a new Voice Over Internet Protocol telephone system.

The District has also been updating other technology services, including moving email to the Microsoft Office 365 cloud, moving to a single directory for user accounts, and implementing a single District wide course management system, Desire2Learn. The District also made a decision to implement similar information technology management structures across the colleges. The
plethora of concurrent technology updates and changes experienced by the employees have resulted in some level of dissatisfaction. As a result, the executive vice chancellor of education and technology developed and presented information at a variety of venues to communicate the changes and to solicit feedback. Additionally, the colleges and District technology leaders meet regularly to discuss all facets of technology.

District office departments/units provide leadership and direction through the following departments/units: chancellor’s office, administrative services, and educational and technology services (IVB3b-3). Each departmental unit at the District office conducts an administrative review every four years. That review includes a survey of users, department/unit services assessment survey (IVB3b-4), to determine the extent to which clients who make use of the services are satisfied with the services they receive. The survey includes 12 questions common to all District office departments/units. The form can be augmented to include customized questions. The results of the surveys (IVB3b-5) are used to make improvements that ensure the Colleges are provided with support to meet the educational goals of the students served. In addition, work group meetings with financial aid directors, business officers, managers for instruction and student services, marketing directors, information technology, and process expert teams are held monthly wherein college support is discussed.

Self Evaluation
The District office provides a variety of services to the colleges to ensure that the mission of each college as well as the District mission is met. The District office strives for a customer service orientation and a cooperative and collaborative approach in working with the colleges. As a result, each departmental unit within the District office ensures that every service it provides is of the highest quality, adds value, and is cost effective. There is in place a process to review the roles and responsibilities for the District office and the colleges and a document that delineates the services provided by the District office. District office administrators meet with appropriate college administrators to ensure that each college is supported in the fulfillment of its mission and function.

The College meets this Standard.

Actionable Improvement Plans
The colleges and District office technology units will assess and address areas for improvement by soliciting feedback from various constituencies on an ongoing basis.

Evidence IVB3b
IVB3b-1 Research and Planning Services: A Coordinated Model
IVB3b-2 Research Department Administrative Services Survey Results by Site – Pre- and Post-Centralization
IVB3b-3 District Office Services, 2013-2014
IVB3b-4 Department/unit services assessment survey
IVB3b-5 Department/unit services assessment survey results summary
c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

**Descriptive Summary**

The budgeting process includes both long-range and short-term planning, and utilizes the latest information on all significant sources of revenue and operating costs in order to support effective operations of the colleges. Recommendations on resource allocation are encouraged from staff groups, and information related to budget estimates and procedures is reviewed with employees through the District governance council. Full and open disclosure is essential to the District’s budget process and was critical to the review and input of the revenue allocation model by all constituency groups and, ultimately, approval by the Governing Board.

The District’s revenue allocation model is codified in Business Procedure 18.01, The CCCCDD General Fund Budget (IVB3c-1). Implemented in 2010-2011 and built upon agreed principles of transparency, flexibility, accountability, simplicity, local control and shared governance, the model allocates financial resources in the manner in which the District receives funding from the state. Since approximately 97 percent of the District’s unrestricted revenues are directly related to enrollment, the allocation to the colleges is almost entirely based upon full-time equivalent students (FTES) generated. After allocating a portion of total revenues to support District wide costs and services, i.e., utilities, legal fees, retiree health benefits and other contractual obligations, the remainder is allocated to the colleges using the distribution methodology set forth in the allocation model. After each college receives its revenue distribution, local control of the funds allows the college the flexibility to spend in a fashion that suits the needs of each unique college community while still being accountable to the District for achieving its FTES goal.

The revenue allocation model, Business Procedure 18.01, was reviewed in 2012-2013, its third year of implementation (IVB3c-2). No major changes were advocated, only clarifications and inclusion of situations that were not anticipated during the original drafting of the procedure.

**Self Evaluation**

The model used by the District for the distribution of funds creates performance incentives and is perceived by most to be fair, easily understood, and adequate to support the effective operations of the Colleges. Moreover, the model has been tested in years of growth and decline, which gives confidence in its design and ability to function in times of expansion or contraction.

The College meets this Standard.

**Actionable Improvement Plans**

None.

**Evidence IVB3c**

- **IVB3c-1** District Business Procedure 18.01, The CCCCDD General Fund Budget
d. The district/system effectively controls its expenditures.

**Descriptive Summary**
Board Policy 5033, Budget Development, provides development criteria and values in the preparation of the budget (IVB3d-1). The District has systems in place to control its expenditures. Business Procedure 11.00, Purchasing (IVB3d-2), and Business Procedure 11.01, Purchasing Procedure (IVB3d-3), provide guidance on purchasing within the District and are understood by those who use them. Other procedures delineate day-to-day purchases. The Enterprise Resource Planning (ERP) system has approvals embedded within it requiring management approval for purchases over $1,000. The college business directors and District office finance staff meet monthly to monitor District wide budgets and discuss procedures and protocols in conducting business within the District. Also under discussion are budget issues/guidelines, projections and internal controls/audits. Reserves for the colleges, District office, and the Governing Board are addressed in Board Policy 5033, Budget Development (IVB3d-4), and Business Procedure 18.01, The CCCCD General Fund Budget (IVB3d-5).

The District’s external audit assesses the effectiveness of its financial management. The internal auditor conducts systematic audits, including controls on expenditures. The Governing Board, College presidents, and the public are provided periodic updates and presentations regarding the District’s financial condition. These updates include monthly fiscal trends reports (IVB3d-6), quarterly financial statements, and an annual budget study session (IVB3d-7).

**Self Evaluation**
The District has made a substantial and successful effort to effectively control its expenditures. As a result, District wide reserves have been maintained at above ten percent, and the District office and two of the colleges have been able to maintain fairly healthy reserves despite several years of severe budget crises. Further, this strong financial position has allowed the District to avoid borrowing funds through Tax Revenue Anticipation Notes (TRANs) which have become a normal course of business for other colleges in California. In addition, looking to its future liabilities, the District has funded its actuarially determined, annual-required contribution for its retiree health benefits, contributing $35.8 million since 2009 to an irrevocable trust. The Governing Board has consistently promoted a very conservative approach to spending as supported in Board Policy 5033, Budget Development (IVB3d-8), and Business Procedure 18.01, CCCCD General Fund Budget (IVB3d-9).

The College meets this Standard.

**Actionable Improvement Plans**
None.

**Evidence IVB3d**

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<thead>
<tr>
<th>Reference</th>
<th>Description</th>
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<tbody>
<tr>
<td>IVB3d-1</td>
<td>District Board Policy 5033, Budget Development</td>
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<td>IVB3d-2</td>
<td>District Business Procedures 11.00, Purchasing</td>
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<td>IVB3d-4</td>
<td>District Board Policy 5033, Budget Development</td>
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e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

Descriptive Summary
As indicated below, the Rules and Regulations of the Governing Board, Administrative Officers, No. 37 (IVB3e-1), dictate that the college presidents have full responsibility and authority in implementing District policies.

The Governing Board is committed to the philosophy that each present and future campus can best serve by having a uniqueness which relates to its service area. To assure this development, the Governing Board recognizes the desirability of a high degree of decentralization—with the presidents of each of the respective campuses having a large role in the planning and development of the educational program and of the internal organization of their college, and in staff selection and development. In these matters, the president shall involve the faculty. Further, it should be recognized that since uniformity in program is not sought, the chancellor as chief executive officer of the District must provide the leadership necessary to assure this individuality and a high standard of performance on all campuses.

The chancellor is responsible for the development of proposed policies and for the application of Governing Board policies. In the development of proposed policies, the chancellor must work closely with the presidents and through them with various other staff members of the colleges.

The presidents have full responsibility and authority to conduct their work without interference from the chancellor. Accountability is established through annual comprehensive evaluations that include the establishment of goals and objectives agreed upon between the chancellor and each president (IVB3e-2). These goals and objectives are based on the District strategic directions. The presidents are held accountable for the extent to which the agreed-upon goals are achieved as well as other factors. In addition, the chancellor meets individually with each president to discuss issues of primary concern to them and twice monthly with the Chancellor’s Cabinet, which includes the college presidents (IVB3e-3). The mission of the Chancellor’s Cabinet is to serve as the leadership team insuring the capacity of the District to effectively educate students and meet the needs of its communities in partnership with classified staff, faculty, and other managers (IVB3e-4).
Self Evaluation
The chancellor delegates full authority to each college president for the effective management of the college. S/he serves as the chief executive and educational leader; supervises programs and services at the college; promotes the development and implementation of needed programs, provides administrative direction for College policies and procedures, presides over the decision-making structure and participates in the governance structure; assesses, plans, organizes and evaluates College resources, programs, and services; provides overall fiscal responsibility for the College; provides leadership in establishing bond projects and priorities, and much more.

The College meets this Standard.

Actionable Improvement Plans
None.

Evidence IVB3e
IVB3e-1 Rules and Regulations of the Governing Board
IVB3e-2 California Education Code Section 70902
IVB3e-3 Policies and Procedures Desk Reference
IVB3e-4 District Administrative Procedure 1900.03, Administrative, Business, Curriculum and Instruction, Human Resources, Payroll, and Student Services Procedures

f. The district/system acts as the liaison between the colleges and the Governing Board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary
The District does an effective job in its role as liaison between the colleges and the Governing Board. The chancellor’s office develops the Governing Board agenda with direction from the Governing Board and input from the colleges ([IVB3f-1]). The Governing Board agenda and minutes are posted to the District website. The college presidents participate in Governing Board meeting closed sessions and interact with Governing Board members on matters affecting their respective college and the District as a whole. In the Governing Board meeting open session, the presidents give reports to the Governing Board. The District office sends a monthly newsletter, Board Reports ([IVB3f-2]), to the District community summarizing Governing Board action within three days of each Governing Board meeting. Governing Board members attend college events and become more aware of college activities.

The college presidents participate in Chancellor’s Cabinet where District wide issues as well as individual college issues are discussed ([IVB3f-3]). District wide committees and operation workgroups ([IVB3f-4]) meet regularly to facilitate the sharing of information and resolve issues affecting individual and multiple sites.

Employees at large receive at least two pieces of communication monthly: 1) Chancellor’s Cabinet Highlights ([IVB3f-5]) and 2) The News ([IVB3f-6]) (a summary of events and news across
the District). Further, the chancellor conducts office hours (IVB3f-7) in the fall term at six District locations to encourage interaction between the chancellor and all employees.

The chancellor meets periodically with managers and supervisors District wide (IVB3f-8). Informal communications are sent frequently to managers/supervisors throughout the District (IVB3f-9). The chancellor and the District administrative services officer conduct budget workshops at all six District sites in the spring term (IVB3f-10). The chancellor’s advisory team, CAT (IVB3f-11), and the Chancellor’s Cabinet (IVB3f-12) meet bi-weekly and disseminate information from these meetings to their staff. At the beginning and end of each semester, the chancellor sends electronic messages District wide to all employees, speaks at each College and the District office at the beginning of each academic year, and sends budget messages District wide as needed (IVB3f-13).

The chancellor or a designee meets monthly with the District Governance Council (DGC) (IVB3f-14), faculty (Academic/Faculty Senate presidents) (IVB3f-15), classified staff twice monthly (CSCC) (IVB3f-16), student leadership (STAC) (IVB3f-17), and the leadership from both employee unions (UF, Local 1) (IVB3f-18) to discuss District issues. College and District activities and concerns are shared in these meetings.

Self Evaluation
The Governing Board, the chancellor, and the college presidents believe communication to be an important factor in running an effective District. In-person and written communications are institutionalized within the District to ensure two-way communication between each college and the District office as well as among all three colleges, constituency groups, and the District office.

The College meets this Standard.

Actionable Improvement Plans
None.

Evidence IVB3f
IVB3f-1 Governing Board Agenda, Sample Table of Contents
IVB3f-2 Board Reports (Samples)
IVB3f-3 Chancellor’s Cabinet Agenda, May 14, 2013
      Chancellor’s Cabinet Meeting Summary, May 14, 2013
IVB3f-4 Districtwide Standing Administrative and Ad Hoc Committees and
      Workgroups 2013-14
IVB3f-5 Cabinet Highlights (Samples)
IVB3f-6 The News (Samples)
IVB3f-7 Chancellor’s Chats schedule
IVB3f-8 District wide Managers/Supervisors Meetings
IVB3f-9 District wide Managers/Supervisors Sample Communications
IVB3f-10 Budget Workshop schedule and presentation
IVB3f-11 Chancellor’s Advisory Team (CAT) meeting minutes
IVB3f-12 Chancellor’s Cabinet meeting minutes
District wide Budget Messages
District Governance Council (DGC) minutes, July 16, 2013
Various Faculty Senate Coordinating Council (FSCC) agendas
Various Classified Senate Coordinating Council (CSCC) agendas
Student Trustee Advisory Council (STAC) agenda, September 25, 2013
Various CRC (United Faculty Contract Review Committee) agendas
Various Local 1 agendas

The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary
Governing Board Policy 1012 (IVB3g-1) and Administrative Procedure 1012.01 (IVB3g-2), Institutional Effectiveness: Planning, Assessment and Continuous Improvement provide for a regular cycle of review for assessing the effectiveness of the delineation of roles and responsibilities of the District and colleges and the governance and decision-making processes. The District follows the process for assessing the delineation of roles as set forth in the policies and procedures through its department/unit review process. As each department/unit conducts its evaluation, it meets with its college counterpart to update and assess the accuracy and effectiveness of the roles as delineated in the Functional Map (IVB3g-3).

Board Policy 1009, Institutional Leadership, Governance, and Decision-Marking, (IVB3g-4), clearly describes the District’s governance and decision-making structures, with the Board, the chancellor, and college presidents providing leadership and direction to execute the mission. In evaluating the governance and decision-making processes, the District follows the steps outlined in Board Policy 1012 and Administrative Procedure 1012.01, Institutional Effectiveness: Planning, Assessment and Continuous Improvement, (IVB3g-5) a formal system for administering a District-Level Governance and Decision-Making Assessment (IVB3g-6) is shared District wide. The District level governance and decision-making survey was administered to employees District wide in 2010, 2011, 2012, and 2013. A comparison report (IVB3g-7) was developed as an assessment tool to compare ratings culled from one year to the next, with the most recent comparison for 2011-2012. District Governance Council (DGC) reviews and shares the results of the survey with all constituency groups as evidenced in its meeting minutes (IVB3g-8). Also in place is an annual evaluation conducted by the Chancellor’s Cabinet of itself (IVB3g-9).

The Chancellor’s Cabinet established a vision, mission, and core values/operating principles (IVB3g-10) for itself in 2005, with periodic updates since that time. Annual evaluations are conducted at the Chancellor’s Cabinet retreat to assess effectiveness. Faculty and staff are well represented on District wide committees. Students have a voice through the student trustee, monthly Student Trustee Advisory Committee (STAC) meetings that include the chancellor and executive vice chancellor of education and technology, and through their participation on the District Governance Council.
Self Evaluation
The District’s role delineation evaluation and governance and decision-making structures and processes are in place. They are collegial and inclusive, with constituents working together to help the colleges and the District reach their goals. District leadership actively seeks the participation of local college leaders in decisions that affect all the colleges.

The College meets this Standard.

Actionable Improvement Plans
None.

Evidence IVB3g
IVB3g-1 District Board Policy 1012, Institutional Effectiveness: Planning, Assessment and Continuous Improvement
IVB3g-2 District Administrative Procedure 1012.01, Institutional Effectiveness: Planning, Assessment and Continuous Improvement
IVB3g-3 *District and College Roles, Responsibilities, and Service Outcomes-Functional Map*
IVB3g-4 District Board Policy 1009, Institutional Leadership, Governance, and Decision-Making
IVB3g-5 District Board Policy 1012, Institutional Effectiveness: Planning, Assessment and Continuous Improvement
District Administrative Procedure 1012.01, Institutional Effectiveness: Planning, Assessment and Continuous Improvement
IVB1g-7 District-Level Governance and Decision-Making Assessment, Comparison report 2011 – 2012
IVB3g-8 DGC meeting minutes for June 14, 2011
IVB3g-9 Chancellor’s Cabinet self evaluation
IVB3g-10 Chancellor’s Cabinet mission, vision, and core values and operating principles