

**Diablo Valley College
Substantive Change Proposal
Distance Education**

October 4, 2013

Submitted to:

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

Submitted by:

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CERTIFICATION OF THE SUBSTANTIVE CHANGE PROPOSAL

DATE:

TO: Accrediting Commission for Community Colleges and Junior Colleges

Western Association of Schools and Colleges

FROM: Diablo Valley College

This Substantive Change Proposal is submitted in accordance with guidelines set by the crediting Commission for Community Colleges and Junior Colleges, Western Association of Schools and Colleges.

I certify that this Substantive Change Proposal accurately reflects the status of distance education at Diablo Valley College.



Mr. Peter Garcia

President,

Diablo Valley College

Participant List

The following members of the Diablo Valley College community participated in the research, discussion and preparation of this proposal.

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- Francisco Balderas, Research Analyst at Contra Costa Community College District
- Maria Barno, Scheduling Specialist
- Robert Burns, Faculty
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- John Freytag, Faculty and Chair of Biological Sciences
- Peter Garcia, President
- Andy Kivel, Director of Library Services
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- Ann Langelier-Patton, President of Classified Senate
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- Laurie Lema, Faculty and President of Faculty Senate
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A. Description of Proposed Change and Justification

1. Description

In October 2011 Diablo Valley College submitted a Substantive Change Report informing the Commission of 22 associate degrees and 53 certificates in which 50 percent or more of the courses could be offered in the distance education mode. Since that report, 12 additional associate degrees and seven additional certificates have reached the threshold where more than 50 percent of the courses can be offered through the distance education mode. This report is to inform the Commission of these additional degrees and certificates.

The list of the additional associate degrees and certificates that now are offered through the distance education mode are included in Appendix A.

2. Relationship to Institutional Mission

The mission statement of Diablo Valley College (DVC) states: “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” (001). Based on this mission, the college identified as one of its strategic directions to “increase the percentage of students who: transfer, receive relevant and timely training for the workplace and, are proficient in Basic Skills while narrowing the transfer, achievement and proficiency gaps across all subgroups” (002). Offering courses through distance education is intended to increase the percentage of students who transfer and receive training for the workplace.

Offering courses through distance education supports the mission of the college to serve the immediate geographic area around the school. Diablo Valley College’s (DVC’s) service area is central Contra Costa County. Research has indicated that over 90 percent of students taking DVC’s distance education courses live within 30 miles of campus, an area that covers the center of the county (003).

3. Rationale for Change

Many Diablo Valley College (DVC) students find that courses offered in a distance education format meet their needs better than a face-to-face format as they attempt to balance work, parenting obligations, and physical disabilities which limit their mobility (004) DVC has offered courses through the distance education mode for over thirteen years and has developed a comprehensive array of instructional and student support services to support the distance education format. Concurrently, the college has developed processes to monitor,

evaluate, and continuously improve the quality of distance education instruction, technology, and support services (005).

Based on student feedback and enrollment trends, departments have determined that their curriculum would be improved with online offerings. Before a course is taught online, the course is evaluated by the department and then the college curriculum committee to determine if it is appropriate for instruction in a distance education mode (006).

B. Description of Educational Programs to Be Offered

Clear Educational Purposes of the Change. All the programs proposed to be offered through the distance education mode are also offered through the face-to-face mode of instruction. There are no differences in the general education, major, or graduation requirements between the distance education and traditional versions of any program. Distance education courses are scheduled by departments as they schedule face-to-face courses. There are no differences in scheduling procedures between face-to-face and distance education sections.

Diablo Valley College (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 offered in the traditional mode. Specifically, in accordance with California administrative code and regulation (Title 5), the DVC Curriculum Committee separately reviews and approves each course proposed for delivery via the distance education mode (007) 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 that 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.

Each certificate and degree program at DVC, including those proposed to be offered in the distance education mode, consists of the following curricular requirements:

Major Courses. Major courses include at least 18 units of required courses and restricted electives.

General Education courses (associate degree only). As a result of ongoing institutional evaluation, planning, and improvement efforts, effective with the 2012-13 catalog, Diablo Valley College modified its degree requirements to reduce the required general education units to a minimum of 18 units through the elimination of district graduation requirements in accordance with changes to statute (008). This change was intended to accommodate students with high unit majors, allow for more elective study, and to course offerings in line with the new state transfer degrees. The requirements that were eliminated were: multicultural studies, health education, information literacy, physical education or dance activities, and American Institutions/California Government.

Diablo Valley College (DVC) has three different general education patterns. Students select an appropriate general education option in consultation with a counselor. The options are:

1. The DVC General Education Pattern and Contra Costa Community College District (CCCCD) requirements (minimum 18 units). The DVC general education program consists of a minimum of 18 semester units that are met by fulfilling requirements in the following four areas: natural sciences, social and behavioral sciences, arts and humanities, and language and rationality.
2. The California State University General Education Breadth (CSU GE) Pattern (minimum 39 units).
3. The Intersegmental General Education Transfer Curriculum (IGETC) Pattern (minimum 34 units).

Appendix A updates the list of the additional DVC programs approved to be offered in a distance learning format that fulfill requirements of one or more of the three general education patterns.

C. Planning Process

1. Relationship to Planning, Evaluation and Mission

Planning efforts undertaken by Diablo Valley College (DVC) for the implementation of distance education coincide with the college mission statement, which include:

- 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 (009).

Further, these goals are consistent with the strategic directive of the college, which is that Diablo Valley College will increase student success (010). The values of the college are:

- 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.

These values feed into the four goals of the school:

1. The college will foster excellence by integrating best practices in academic programs and student support services.
2. The college will align its governance, operational and planning processes to ensure institutional effectiveness.
3. The college will effectively direct and augment its resources to increase student learning and success.
4. The college will develop and implement a human resources plan to maximize employee expertise to support the institution's commitment to excellence and equity (011).

On review, it is clear that Diablo Valley College's online course offerings address each of the curricular areas supported by the mission statement.

2. Assessment of Needs and Resources

In 1999, the Diablo Valley College (DVC) Strategic Plan recommended the expansion of distance learning opportunities including the creation of a support position, the Instructional Technology Coordinator, who began in 2001. Between 2000 and 2005, DVC used Partnership for Excellence and Telecommunications and Technology Infrastructure Program funding to support, among other projects and programs, the development of online courses through stipends and training. Since 2000-2001 the number of online classes has increased steadily from 75 in 2000-2001 to 251 sections of 90 courses taught in 2012-2013 (Appendix B).

Diablo Valley College's (DVC) Technology Master Plan is the long range plan for all technology on campus (012). It addresses the budgeting needs for distance learning and makes recommendations for all aspects of its support with regard to facilities, equipment, and other resources. It also cites the need for continued training and classified staff support. The

college is in the process of developing a new technology plan that will guide the college as the current plan expires. Additionally, the Faculty Senate created a permanent Distance Education Committee to assist the college in ongoing assessment and planning for the distance education program (013).

3. Anticipated Effect of Change on Institution

The 12 new certificates and seven new associate degrees are from seven different departments on campus: Art Digital Media, Business, Computer Science, Engineering, Foreign Language, Math, and Sociology. These departments anticipate the effect of offering more courses through distance education will be to increase the number of students who earn their degrees and/or certificates. The overall effect this should have for the college is a positive one, in that it will allow more students access to courses and to the completion of degrees and certificates.

4. Statement of Intended Benefits

The intended benefit of offering 50 percent or more of the courses needed for a degree or certificate in a distance education format is that students may be able to complete degrees through a distance education mode when they might not have the opportunity to do so in a face-to-face format.

5. Description of the Planning Process and Implementation Information

To ensure that all courses approved to be offered in the distance education mode meet both Diablo Valley College’s (DVC) high standards for quality as well as the requirements established by California State Regulations (Title 5), the DVC Curriculum Committee has developed the following checklist to be used whenever a course is proposed to be offered in a distance education format (014). The DVC Curriculum Committee must approve all courses that are to be offered in a distance education format. Faculty must provide the following information:

Distance Education

Method(s) of Distance Education (Checkbox with explanation required for ‘Other’)	
<input type="checkbox"/>	Telecourse
<input type="checkbox"/>	Online
<input type="checkbox"/>	Hybrid
<input type="checkbox"/>	Other
Rationale for Distance Education Course (Checkbox with explanation required for ‘Other’)	
<input type="checkbox"/>	Increase Access

	Serve New Students
	Expand IT Competence
	Enhance Student Learning
	Other
Title 5 (Section 55211)	
	Orientation
	Regular Office Hours
	Course Web Site
	Web Access
	Asynchronous Participation
	Synchronous Participation
	Email Contact
	Online Group projects
	Face-to-face meetings
	Teacher Response
	Regular Classroom Instruction
	Review Sessions
	Field Trips
Students are required to interact with the class and the instructor via the course website. A calendared sequence of assignments and events require student/student and student/instructor interaction on a continuing basis. Student progress is monitored by the instructor and bulletin board discussions and maintains “connectivity” among all members of the class. Hybrid format provides additional regular effective contact through face-to-face meetings.	
Course Delivery Methods	
	Online, web based, WebCT software
Faculty Selection	
	Qualified faculty would have completed training in an online course management system
Evaluation (Checkbox)	
	Online quizzes/tests/examinations
	Face-to-face Examinations
	Writing Assignments
	Research Paper
	Journal
	Performance
	Portfolio
	Projects
	Online Participation
(1) Web assignments (2) Instructor will evaluate students based on their level of participation and interaction with the class, quality and timeliness of projects submitted, and successful completion of all assignments.	

Distance education planning is within the purview of two committees, the Diablo Valley College (DVC) Information Technology Committee and the Faculty Senate Distance

Education Committee. 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 application (015). The DVC Information Technology Committee meets regularly and reports to the College Council for review of the Technology Master Plan (016). Members of this group include early adopters 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. The committee does an annual self-evaluation and is externally evaluated by the College Council for effectiveness (017).

The Distance Education Committee is a sub-committee of Diablo Valley College's Faculty Senate and has responsibility for policy, curriculum, 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 Task Force and in spring 2012 it became a permanent committee of the Faculty Senate (018). It is chaired by a faculty member and is comprised of faculty, and staff including the Distance Education Coordinator, the Instructional Technology Coordinator, and the Learning Management System Coordinator (019).

The Faculty Senate Distance Education Committee is now permanently tasked, in addition to the Accreditation Liaison Officer, with monitoring Accrediting Commission for Junior and Community Colleges policies on distance education and other state and federal regulatory requirements for distance education. In spring 2013, the committee authored and updated the Diablo Valley College Policy on Distance Education (020). This document defines key terms and outlines procedures and regulations. After Faculty Senate approval, the policy went to the college president and the College Council for collegial consultation and mutual agreement was reached (021). In May 2012, the committee worked with the district office to select the new district-wide Learning Management System (Desire2Learn). The committee then developed the new online D2L Faculty Learning Community to help faculty transition to the new learning management system. The learning community will provide information on training opportunities (online, in person, archived materials, etc.), best practices in distance education course delivery, examples of distance education pedagogies and current information about accreditation and standards (022).

Some instructors are using the new system this fall and by spring 2014 the college will fully transition to the new system. The Learning Management System is used in both online and face-to-face classrooms. The Faculty Senate Distance Education Committee is currently revising the Diablo Valley College Online Course Guidelines to reflect the change in learning management system (023). The revised policy will be submitted for college approval during the spring 2014 semester.

Overlap between the college-wide Information Technology Committee and the Faculty Senate Distance Education Committee occurs in matters relating to the selection of the new learning management system, as well as infrastructure, training, and support needs for

successful implementations. In addition, some members serve on both committees, so the groups are able to work cooperatively to improve distance education at the college.

Beyond the college and Faculty Senate committees that work on distance education, planning for and implementation of distance education is further supported by the Contra Costa Community College District (CCCCD) office and by campus administration. Maintenance of the learning management system was previously a campus responsibility, but the district office took responsibility for implementation and the ongoing maintenance of the new Desire2Learn platform across all the colleges in the district. As part of a 2006 bond measure, the district office just completed significant upgrades in the technology infrastructure of the college (024). The expansion of wireless internet hotspots, an increase in server capacity, and physical infrastructure improvements have substantially increased the number of individuals who can access the system at any one time.

In 2011, the college reorganized the management support for technology and distance education (025). In that re-organization, it consolidated the position of Distance Education Coordinator with the college Staff Development Coordinator, making one person responsible for overall staff development, inclusive of distance education staff development. It also created a Technology Systems Manager position which is on the DVC campus to assist with technical issues related to distance education.

D. Evidence of Institutional Support to Demonstrate the Continuance of Quality Standards

1. Evidence of Adequate and Accessible Student Services

a. **Counseling:** Counselors offer an online counseling service (e-advisor) for students with questions that require a brief response. Additionally, a “chat with a counselor” service using Skype as its synchronous platform is currently under development and has been implemented on a pilot project basis (026).

Counseling offers a variety of screen captured instructional videos designed to help students navigate the complex world of higher education (027). These videos are available on the Counseling webpage and via YouTube. Video topics include Articulation System Stimulating Inter-institutional Student Transfer (ASSIST) Articulation Agreements, Major Exploration using ASSIST, First Semester Course Selection and Concurrent Enrollment at UC Berkeley.

Other online counseling services include online scheduling appointment system (called eSARS) and associate degree and transfer-related curriculum guides can be accessed and downloaded from the counseling webpage (028).

b. **Accessibility:** Disability Support Services (DSS) provides students with the opportunity to apply online for services. Services include applying for accommodations and contacting DSS staff to arrange for online testing accommodations. The DSS verification form is available online ([029](#)). This verification form is required for medical or psychological documentation of disabilities. DSS also offers email appointments with a DSS counselor. Students can receive in person assistance in the High-Tech Center to utilize computers with assistive software through which they can access the learning management system. The High-Tech Center has Kurzweil, JAWS, Dragon Naturally Speaking, Zoomtext and Inspiration software. Assistive software is also available at the San Ramon Campus Library and the Pleasant Hill Campus Library.

Of primary concern at Diablo Valley College (DVC) is the college's commitment to accessibility so that all students may learn. To this end, the DVC web site and both the old (WebCT) and new (Desire2Learn) learning management systems are 508 compliant. A systematic evaluation with input from all stakeholders was completed in the selection of the new learning management system for the District. Accessibility compliance was one of the core evaluation criteria in choosing the product, Desire2Learn.

c. **Admissions:** A number of Admissions and Records services are available online, including admissions application, the Free Application for Federal Student Aid (FASFA), course registration, parking permit purchases, petitions to repeat classes, and the ability to make assessment appointments ([030](#)). The Enrollment Services Lab, which is a collaborative effort between the Welcome Center and Admissions and Records, provides a place in the Student Services Center for students to complete any of the online enrollment services available at DVC ([031](#)). Admissions and Records offers students the ability to request and pay for official transcripts online ([032](#)). Upon ordering the transcript, students are also able to view the status of their order and receive immediate feedback on any holds.

d. **Delivery of course material:** Books and other required materials are available for online purchase via the DVC Bookstore website ([033](#)). The materials purchased online are then shipped to the students address via the US Post Office. In addition, faculty can place physical materials on reserve at the library and they can work with library staff to set up electronic links to articles available through college periodical databases and to e-books that are owned by the library and accessible anywhere with a DVC student identification number ([034](#)).

e. **Financial aid:** The Financial Aid Office communicates with students through the WebAdvisor Student Portal email and the WebAdvisor Financial Aid Portal. Students access financial aid completion requirements, forms including the Free Application for Federal Student Aid (FAFSA), and financial aid awards via the WebAdvisor Financial Aid portal ([035](#)). Communications such as award notifications and student specific correspondence are processed via the Student Portal email. Responses to incoming student emails are completed on a regular basis. The Financial Aid Office has an orientation series with videos and handouts about the application process available on its webpage ([036](#)).

The Financial Aid Office has implemented on the spot processing of financial aid documents through the use of drop-in visits. Efforts are taken to ensure that the student's record is

accurate and all requirements for awarding are fulfilled. If all requirements are not met, students are equipped with information and requirements needed to complete their file, with the goal of only one additional visit for file completion and awarding. The college actively monitors for possible financial aid fraud by both electronic means and through careful reviews of student applications. Drop-in processing has increased the number of students awarded during peak processing times. Appointments are available upon request through email or the telephone.

f. **Career and employment services:** The Career and Employment Services center features an online job posting system (037). In addition to job posting capabilities, the system hosts a portfolio feature for various majors where students can upload and save important documents, photos, videos and transcripts for employers to view. The site also contains career advice videos that focus on appropriate interview attire, responses to key interview questions, and tips on resume writing. Services can be accessed by students, alumni, employers, and the community.

g. **Co-operative Work Experience (CO-OP) Education:** CO-OP Education provides an automated software system that allows students to complete their CO-OP application online (038). Students are provided with automated messages and instructions for follow-up on their next steps for CO-OP enrollment. Instructors are provided with rosters and individual information sheets for each student. In addition the system compiles a database of employers for use in future recruitment and relationship building.

h. **Assessment:** The Assessment Center provides students with the opportunity to schedule appointments online for placement testing (039). In addition, the Informed Student Self-Assessment is an online self-placement test for pre-collegiate level math courses.

i. **International Students Admissions and Services** provides an online orientation that allows students to acquire critical information about Diablo Valley College (DVC) prior to entering the United States. Completing the orientation also allows students to enroll in classes at DVC prior to entering the US. Students can also access the DVC International Counseling Blog for updates on important deadlines, information about transferring and announcements (040).

j. **Other services:** The Transfer Center offers essential information related to transfer on the DVC website (041). The Student Life Office and Associated Students of DVC (ASDVC) utilize a web-based training module to train new club advisors (042). Training includes Advisor Orientation, How to Start a New Club, and Inter-Club Council/ASDVC funds request procedures. In addition, the student life website has been updated to include many club resources, such as the Student Organization Handbook and a variety of essential forms. A video for probation level two students is available on YouTube (043). Also, students can use the telephone or email to request reinstatement for dismissal.

k. **Library:** The library currently offers an array of direct academic support services and instructional programs in three broad categories: library services, instructional programs for

career/technical education in Library Technology, and instructional offerings in Library Studies and general research skills.

Direct services are provided for students, faculty, and staff in person at the Pleasant Hill and San Ramon campuses, as well as online for students in distant education classes and those researching from off campus. Services include reference and research assistance, course-related library instruction workshops, and online access to our virtual library of e-resources from the library website (044). The virtual library provides access to eBooks, full-text articles, e-handouts and research guides, the library catalogs of all three district library collections, web links to resources, and general information about the library (045).

Over 7,163 instructional support videos are available for faculty check out and student use in the Media Center. Also, a reserve collection of videos is made available by faculty for student use. Using Distance Education Captioning and Transcription (DECT) grant funds, the media center provides closed caption videos for online classes. The videos can be viewed in the Media Center or can be placed online by instructors for off campus access. Use of the videos is free of charge to students.

The Pleasant Hill campus Computer Center is on the first floor of the Library Building. There are over 100 computers available for student use. At the San Ramon campus Library, 40 terminals are available for use. Students may use these machines to access their online courses. Printing is available with a student ID card. Printing costs are currently 10 cents per page. Students are required to bring their own headsets for sound and USB Flash Drives for storage. Student Lab Assistants are available to help students.

l. **Student Desire2Learn Training:** Instruction is available at both the Pleasant Hill and San Ramon campuses for students to help them learn how to navigate in the new college Learning Management System (Desire2Learn). One hour classes taught by a librarian are offered in the Pleasant Hill campus library twice a week for the first three weeks of classes (046). At any time the library is open, students may ask for help with Desire2Learn from the librarian at the reference desk (047). At the computer center, there are drop-in hours for individual help in our student to student service. In fall Semester 2013 two College Success Workshops introducing students to D2L were added to the schedule (048).

m. **Tutoring Services:** Tutoring is available on the San Ramon Campus and Pleasant Hill Campus in several instructional areas. The Business Department, English Department, Foreign Language Department, Math Department, Chemistry and Physical Sciences Department, and the Life and Health Sciences Department hold discipline specific tutoring in their areas. Tutoring within these disciplines is available free for all students and can be accessed by all students taking courses, no matter which instructional mode they are taking for their courses. In fall 2013, 71 percent of students taking a course by distance education are also taking face-to-face courses on campus and can access campus tutoring.

2. Evidence of Sufficient and Qualified Faculty, Management and Support Staffing

a. **Faculty.** Instructors who teach through distance education are subject to the same

standards and scrutiny in hiring and evaluation as all other faculty at Diablo Valley College (DVC). The minimum standards for hiring are those specified by the California Community Colleges. 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. Typically, this preparation is gained through training provided by the DVC Professional Development Program, by the department, or through experience teaching online at another institution ([049](#)).

In 2012-2013, 60 Diablo Valley College (DVC) faculty taught online courses. Thirty-seven were full-time contract faculty and 23 were adjunct faculty (Appendix B). The number of contract faculty teaching online has steadily increased and continues to increase. DVC has not attempted to hire adjunct faculty solely for the purpose of increasing the number of online courses but has focused on training current contract and adjunct faculty. When new contract faculty are hired, one consideration is their interest, willingness and ability to use technology, including online teaching.

The faculty evaluation criteria and student evaluation form are the same for online courses as for other courses ([050](#)). Through the United Faculty Union and Contra Costa Community College District contract process, an online student evaluation tool of instructors was implemented in fall 2006. These evaluations have become an integral part of the faculty evaluation process, ensuring that online instructors are evaluated and provided with feedback in the same manner as instructors of face-to-face courses. The instructor and student tracking features built within the Learning Management System provide data that can be used in the faculty evaluation process to measure faculty-student interaction.

b. Management. In 2011, Diablo Valley College's technology area was reorganized ([051](#)). As a result, the college's Executive Dean position was eliminated and those responsibilities were divided between two positions. A Director of Technology Systems position was created. This position is responsible for technology infrastructure maintenance on the campus and it reports to the Vice President of Finance and Administration. Coordination of distance education classes and faculty development was assigned on an interim basis to an instructional academic manager responsible for the library and learning resources, which reports to the Senior Dean of Curriculum and Instruction.

As part of the reorganization, the Contra Costa Community College District (CCCCD) office assumed responsibility for administration of the Learning Management System across all colleges and locations in the district. The district office responsibilities include maintenance of the technical infrastructure of the learning management system and its integration with the district's Datatel management information system. Additionally, the district office is now responsible for the technological infrastructure needed for distance education. In 2012-2013, significant improvements were made to the infrastructure at the college to increase accessibility ([052](#)). District platform support is provided by the CCCC Vice Chancellor of Technology and Education.

c. Support Staffing. Distance education is supported at Diablo Valley College through staff positions that include: a Technology Training and Development Coordinator, a Learning Management System Coordinator, and a Distance Education Coordinator. These positions provide both faculty professional development and student instruction in best practices for distance education.

d. Support through Participatory Governance. In spring 2011, the Diablo Valley College Faculty Senate Council voted to reconstitute the DVC Distance Learning Advisory Task Force. This Task Force had been on hiatus for approximately two years. In spring 2012, the Task Force became a standing committee of the Faculty Senate (053).

The Faculty Senate Distance Education Committee, in collaboration with the Instructional Technology Coordinator and the Distance Education Coordinator, developed a Diablo Valley College (DVC) Policy on Distance Education and Correspondence Education (054). The policy was adopted by the DVC Faculty Senate Council in spring 2013 and was approved through the college governance process (055). The task force is currently working to revise the Online Course Guidelines, which provide useful guidance for faculty who teach online (056).

3. Evidence of Professional Development of Faculty and Staff to Effect the Change

The Diablo Valley College Professional Development Program offers an annual Summer Technology Institute (057). The institute, along with other professional development activities, focus on best practices for distance education course design, the Learning Management System, as well as other aspects of technology as it relates to instruction. The institute is offered by the college Instructional Technology Training and Development Coordinator in conjunction with the Distance Education Coordinator.

Both the Instructional Technology Coordinator and the Learning Management System Coordinator offer weekly drop-in training and workshops in the Professional Development Center (058). Faculty Training occurred during fall 13 flex week on both the Pleasant Hill and San Ramon campuses (059). Training sessions focus upon effective online teaching practices. Faculty are taught how to utilize various learning management system tools, such as the discussion board, the email system, chat rooms, “live” classroom, the assignments tool and more, to help design online courses that foster quality interaction between faculty and students (060). They are taught that best practice emphasizes student engagement and involvement of the instructor with students and course materials by utilizing a variety of technology tools and good pedagogy. Additionally, for the second year the Contra Costa Community College District’s Teaching Academy program is offering a course for faculty, *Retention & Persistence Strategies to Use in Desire2Learn (D2L) for Online Students* (061). The training provided exposes faculty to the benefits and challenges of teaching online.

Experienced online faculty serve as informal mentors to faculty who are beginning to teach online, sometimes co-teaching a course with a new online instructor. As the college

moved from the WebCT Learning Management System to Desire2Learn, a group of faculty members served as an early adaptor pilot group in spring 2013 (062). This small group of faculty will assist with training the rest of the faculty as the college moves entirely to the new system in spring 2014.

The Faculty Senate Distance Education Task Force developed a new online D2L faculty learning community to help faculty transition to the new learning management system. The learning community will provide information in regards to training opportunities, best practices in distance education course delivery, examples of distance education pedagogies, and current information about distance education accreditation and standards (063). All faculty who use the course management system are automatically enrolled as members in the learning community and will have ongoing access to the information and training.

4. Evidence of Appropriate Equipment and Facilities, Including Adequate Control of Off-Campus Sites

Library: The library has an extensive web presence supporting online learning. Students enrolled in distance education classes and those doing schoolwork remotely via the internet have access to a robust web site with information resources, a variety of instructional opportunities, and means of communicating with library faculty for assistance. To continue building these virtual services, one librarian has primary responsibility for online resources and web services development.

Research assistance and help with online course management systems are provided during all open hours. Direct assistance from library faculty is available to students face-to-face as a walk-up service. Additionally, off-campus, virtual assistance from a librarian is available via phone, email, live chat, and texting modes. The library's FAQ system provides a 24/7 online bank of questions and answers to assist students (064). Library research instruction is offered virtually through a collection of Research Guides (called LibGuides); brief "how-to" video tutorials provided via a YouTube channel; a six-module web-based tutorial, *SearchPath*; and through the library's online course, *Information Literacy and Research Skills* (065).

Online access to the library's collection of e-resources is available 24/7 to all students, faculty or staff. The collection includes over 45,000 e-books, 250 digital reference titles, and approximately 15,000 full-text journal and newspaper titles.

To assist distance education students doing coursework on campus, the Pleasant Hill campus Library provides 75 computer stations upstairs and 100 computer stations in the first floor lab. The San Ramon campus Library provides 40 computer stations. Scanners, printers and photocopiers are also available for student use.

Student Computer Labs: The Pleasant Hill campus of Diablo Valley College provides 41 computer labs and the San Ramon campus has three, in addition to computer classrooms that

exclusively support the college curriculum. Lab space and library computer access is open over 60 hours a week.

The college provides computer labs enabling students to utilize general programs such as word processing, presentation software, spreadsheet applications, and internet connectivity for research. Many departmental labs also contain specialized software applications for more specific needs. For example the math lab, multimedia lab, business lab, foreign language lab, and two science labs all contain discipline specific software packages that students can access to complete assignments or projects.

In an effort to better serve the needs of the Diablo Valley College student population, the college consolidated several labs and instructional space into the new Advanced Technology Center. This provides a centralized location for Computer Science, Multimedia and Geographic Information Systems (GIS) classrooms. The college also has a High-Tech Center; where students can receive in person assistance utilize computers with assistive software as part of the Disable Student Services program (DSS).

5. Evidence of Sustainable Fiscal Resources including the Initial and Long Term Amount and Sources of Funding

Diablo Valley College (DVC) is part of the Contra Costa Community College District (CCCCD). As a result of its most recent comprehensive self-evaluation (2008), the district implemented a new financial allocation model (referred to as the 361 model). This model gives the college greater autonomy for managing its fiscal resources. The college is assessed for services provided by the District and is expected to maintain a fiscal reserve to address unforeseen events. Now in the fourth year of implementing this model, and with several years of declining financial support from the State of California, the CCCCCD maintains approximately a seven percent reserve and DVC maintains a separate ten percent reserve above the CCCCCD.

6. Evidence of a Comparative Analysis of the Budget, Enrollment and Resources; Identifying New or Reallocated Funds

Financial support for distance education courses uses the same process as all courses. As illustrated in Appendix B, student demand for online sections has remained relatively steady over the last five years, even as the total number of sections offered at the college has ebbed and flowed. The total number of online offerings has remained close to ten percent of all courses across that period. The need for distance education courses has developed organically from within college instructional units and they are funded and supported by the overall college and district budgets. There was no additional impact on the overall college budget when offering additional distance education courses.

7. Evidence of a Plan for Monitoring Achievement of the Desired Outcomes

Student learning is central to Diablo Valley College's (DVC) mission (066), with measurable Student Learning Outcomes (SLOs) and assessments in process for all existing DVC courses and programs (including certificate and degree programs) (067) and required for all new courses and programs (068). Faculty develop all curriculum and SLOs and the Faculty Senate's Curriculum Committee, SLO Assessment Committee, and the VP of Instruction ensure academic standards are met (069).

Students are informed of course level Student Learning Outcomes (SLOs) in all classes on course syllabi and can also learn SLO's for other courses on the college website (070). Students earn credit by achieving the course SLOs in all courses, no matter what instructional delivery method is used in the course (071). Program Learning Outcomes (PLOs) are printed in the college catalog and on the college website (072). Course content is aligned with PLOs (073) 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) on a minimum three year cycle (074) and Program Learning Outcomes (PLOs) on a minimum two year cycle (075) and use assessment results to make improvements in courses (076) and programs (077). 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 (078). Assessment results and plans for improvement of courses and programs are on the campus internal storage drive, available to all faculty and staff (079). Starting in the spring of 2013, program assessment results became 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 (080).

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 is applied to Program Level Outcomes (PLOs) (081). 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 (082). In addition, faculty teaching in Career Technical Education programs work with their Advisory Committees to align their course SLO's and program PLOs to certificate requirements (083) and to insure that Student Learning Outcomes necessary for certificates and degrees are imbedded in courses and students are making appropriate progress. Achievement of course level Student Learning Objectives (SLOs) and Program Learning Objectives (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.

All courses and programs undergo a thorough internal departmental review and external review by a department from another academic field every two years as part of the program review and resource allocation process (084). During the bi-annual program review process, 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. This data is disaggregated into face-to-face sections, distance education sections, and by a wide variety of student demographic factors. Departments also examine data that tracks 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, they will submit that request in their written program review (085). Departments may request a variety of types of resources: human, equipment, technological, or financial. The written program reviews go through a validation process by another academic department on campus and then 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 (086).

All instructors are evaluated on a regular basis as part of the United Faculty agreement with the Contra Costa Community College District (087). The process initiated in 2007 for online faculty evaluations has allowed closer scrutiny of, and guidance for faculty teaching online (088). The evaluation process will continue to assist the College in assuring that the quality of online education is parallel with that of on-campus instruction.

8. Evidence of Evaluation and Assessment of Student Success, retention and completion.

As part of the program review process, departments closely examine data on student success, retention, and other factors (089). Departments are provided data on student success, retention, and completion which is disaggregated by online sections, face-to-face sections, and relevant student demographic factors. The data is scrutinized and the results are used by departments in decisions about future directions for curriculum and online classes. In the program review forms, departments are given space to comment on the conclusions they reach from the data and what improvements they plan to make to address any deficiencies (090).

College wide completion and success rate data on student enrollment in online courses and face-to-face courses are presented below for the last five years:

Online										
Fiscal Year	Enrolled	Completion	C%	Success	S%	Total Courses	Total Section Count	FT Fac teaching online	PT Fac teaching online	Total fac teaching online
2008-2009	13583	10864	80%	8700	64%	110	429	58	60	118
2009-2010	14544	11817	81%	9627	66%	113	440	62	53	115
2010-2011	14415	11856	82%	9507	66%	122	437	70	51	121
2011-2012	14081	11673	83%	9348	66%	127	442	68	40	108
2012-2013	15004	11948	80%	9557	64%	122	456	70	32	102
Face-to-Face										
Fiscal Year	Enrolled	Completion	C%	Success	S%	Total Courses	Total Section Count			
2008-2009	129464	110961	86%	95264	74%	973	4535			
2009-2010	132346	112673	85%	97550	74%	1046	4649			
2010-2011	123592	105800	86%	91757	74%	954	4274			
2011-2012	120347	104226	87%	90199	75%	931	4091			
2012-2013	119900	103250	86%	89468	75%	904	4008			
Online is defined as classes with 51% or more online instruction										
Face-to-face is defined as classes with less than 51% online										
Enrolled is defined as students received an end of term notation on transcript										
Completion is defined as students who did not withdraw and recived a grade (includes F/NP)										
Success is deinfed as students who received passing/satisfactory grade										
Numbers pulled 9/13/13 by CCCDO										

A comparative analysis of completion and success rates between distance education and traditional courses shows that rates of success and completion are slightly higher in face-to-face courses. The college and the Contra Costa Community College District (CCCCD) are committed to closing these gaps. The CCCCCD office has increased its commitment to distance education with the transfer of the administration of the Learning Management System to their purview. The CCCCCD office has also supported significant infrastructure upgrades of the technological backbone of the DVC campus.

At the college, each instructional unit monitors these data elements as part of their bi-annual Instructional Unit Program Review and works to improve the success of the students (091). As the college moves to the new Learning Management System (Desire2Learn), there has been an increase in staff development activities for distance education. Faculty using Desire2Learn are now part of an online learning community, in which they can get training for use of the platform and help on any questions they may have. In fall 2013, training sessions and drop-in hours for students were established to assist them with any issues they had with distance education (092). Dedication to constant improvement in distance education is further evidenced by the commitment of the Faculty Senate in their establishment of a permanent Distance Education Committee (093). In spring 2013, the committee authored a

revised Policy on Distance Education (094). After Faculty Senate approval, the policy went to the college president and the College Council for collegial consultation and mutual agreement was reached (095). The committee is continuing its work in fall 2013 by revising the handbook for faculty on distance education.

The college is committed to student success, as is evidenced by the number of degrees and certificates awarded by the college. The number has increased dramatically over the last five years:

Fiscal Year	Certificates Awarded	Degrees Awarded	Total
2008-2009	494	622	1116
2009-2010	707	457	1164
2010-2011	778	449	1227
2011-2012	814	685	1499
2012-2013	1250	1030	2280

E. Evidence that the Institution Has Received All Necessary Internal and External Approvals.

1. Evidence of Approval from Faculty, Administration, Governing Board or Regulatory Agencies.

All courses, degrees, and certificates offered by Diablo Valley College (DVC) have been approved by the DVC Curriculum Committee, the Contra Costa Community College District Board of Trustees, and the California Community College System Office. All courses taught in a distance education mode have been reviewed for quality standards and approved by the DVC Curriculum Committee in accordance with California administrative code and regulation. Documentation of approval for each course, program, and distance education delivery method is available upon request.

2. Evidence Legal Requirements Have Been Met

The Curriculum Committee ensures that legal requirements have been met for each course, regardless of delivery method, as part of the approval process.

3. Evidence of Governing Board Action Approving the Change

Through reports by the President of Diablo Valley College at Board meetings, Board members have been made aware that this Substantive Change Proposal is being developed in preparation for submission to Accrediting Commission for Community and Junior Colleges.

As described above in Section D, all resource allocation recommendations are vetted through the shared governance process and submitted to the President for recommendation to the Board.

F. Evidence that Each Eligibility Requirement Will Still Be Fulfilled.

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 (096). The mission is reviewed every two years by the constituent groups and is then approved by the Contra Costa Community College District Board of Trustees, most recently in January 2013 (097). On January 23, 2013 the college made a presentation to the Board regarding its mission and how it was achieving it (098). The mission, vision, and values statement are available online as well as published in the catalog and other public documents (099). The mission covers all instruction at Diablo Valley College, no matter the delivery method used in a course.

3. Governing Board

Diablo Valley College is governed by the Board of Trustees for the Contra Costa Community College District (CCCCD). The 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 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 (100). The board has an evaluation process that is completed every other year (101).

4. Chief Executive Officer

Diablo Valley College's chief executive officer is Mr. Peter Garcia. The chief executive

officer is appointed to his role as president by the board and his full-time responsibility is to the institution. The board delegates to the president the authority to administer board policies for the college. 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 20,625 students are actively pursuing the 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. These objectives are required to be met regardless of the modality. 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

Diablo Valley College offers 90 associate degrees, 90 certificates of achievements, and 22 certificates of completion, 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. 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 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 (DVC) offers academic credit in accordance with Section 55002.5,

Credit Hour, of Title 5 of the California Code of Regulations. 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. This standard is consistent for all courses, no matter which mode of instructional delivery is used. 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 ([102](#)).

10. Student Learning and Achievement

Students are informed of course level Student Learning Outcomes (SLOs) in all classes on course syllabi and can also learn SLO's for other courses on the college website. Students earn credit by achieving the course level SLOs ([103](#)) whether the course is offered in a face to face format or in a distance education format. This is true for all courses taught at the college, including those taught through distance education. Program Learning Outcomes (PLOs) are printed in the college catalog ([104](#)). Course content is aligned with PLOs ([105](#)) 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 ([106](#)) and Program Learning Outcomes (PLOs) at a minimum on a two year cycle ([107](#)) and use assessment results to make improvements in courses ([108](#)) and programs ([109](#)). 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 SLO assessment tasks are in a database called WebSLOs, available on the college website ([110](#)). Assessment results and plans for improvement of courses and programs are on the campus internal storage drive, available to all faculty and staff ([111](#)). Starting in the spring of 2013, 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 ([112](#)).

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 is applied to Program Level Outcomes (PLOs) ([113](#)). 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 ([114](#)). In addition, faculty teaching in Career Technical Education programs work with their Advisory Committees to align their course SLO's and program PLOs to certificate requirements ([115](#)) and to insure that Student Learning Outcomes necessary for certificates and degrees are imbedded in courses and students are making appropriate progress. Achievement of course level Student Learning Objectives (SLOs) and Program Learning Objectives (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.

All courses and programs undergo a thorough internal departmental review and a validation process done by a different academic department every two years as part of the program review and resource allocation process (116). During the bi-annual program review and resource allocation process, 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. This data is disaggregated into face-to-face sections, distance education sections, and by a wide variety of student demographic factors. Departments also examine data that tracks 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, they will submit that request in their written program review (117). 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 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 (118).

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 (Section 55063) for California community colleges and is consistent with levels of quality and rigor appropriate to higher education (119). 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.

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 (120). 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 (121).

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 ([122](#)). 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 ([123](#)). Faculty teaching through distance education are evaluated through the same process as all other instructional faculty.

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 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 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 ([124](#)). The dental hygiene, dental assisting and steam-fitting programs have specific admissions requirements that are outlined in the college catalog ([125](#)). Student services programs with admissions requirements, like EOPS, have those requirements clearly outlined on their program web page ([126](#)).

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. All instructional programs, including online courses, may access these resources.

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 maintains approximately a seven percent reserve and DVC maintains a separate ten 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. These 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 level (127). Faculty assess course Student Learning Outcomes (SLOs) across all types of delivery methods on a minimum three year cycle (128) and Program Learning Outcomes (PLOs) on a minimum two year cycle (129) and use assessment results to make improvements in courses (130) and programs (131). Some course level SLOs may be assessed more often depending on the assessment results or on the nature of the curriculum. Courses taught through distance education are included in the same assessment procedure and are assessed on the same schedule as other courses. The SLOs, the schedule of assessments, and comprehensive reports about SLO assessment tasks are in a database called WebSLOs, available on the college website (132).

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 (133). During this bi-annual 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 (134). The written program reviews then go through across-campus validation process and then 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 (135). The college is currently in the final stage of revising its strategic plan.

20. Integrity in Communication with the Public

Diablo Valley College revises and publishes its catalog annually (136). 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, 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 Board of Trustees 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.

G. Evidence that Each Accreditation Standard Will Still Be Fulfilled

Diablo Valley College (DVC) continues to meet or exceed all of the standards of accreditation. The college's last comprehensive visit was in 2008 and resulted in the college being placed on Show Cause. In response to the Show Cause action, the college prepared a Show Cause report in October 2009. Based on a visit in October 2009, the Commission acted to remove Show Cause and issue Probation in January 2010. DVC was instructed to prepare a Follow-Up report by October 15, 2010. A team visited the college in November 2010 and based on the Follow-Up report and the report from the visiting team, the Commission acted to remove probation and reaffirm accreditation at its January 2011 meeting. DVC prepared and submitted a focused midterm report in October 2011, which was accepted in June 2012. The college's next accreditation visit is scheduled for 2014.

Accreditation standards that are particularly impacted by the proposed substantive change are addressed below.

1. Standard 1: Institutional Mission and Effectiveness

A. Mission

Diablo Valley College's mission statement clearly articulates its educational purposes, the students it serves, and its commitment to student learning (137). Along with the mission statement are the college's vision and values statements. Together these three statements provide the guidance for all that DVC seeks to achieve. The latest revision to the college's mission statement occurred during fall 2010. It is published on the college's website and

appears in the 2011-2012 catalog and other publications (138). On January 23, 2013 the college made a presentation to the Board regarding its mission and how it was achieving it (139). As part of the college's ongoing strategic planning, the mission is currently under review and discussion throughout the governance structure.

The College's mission statement begins with the focus on student learning, which is fundamental to all that we do. It describes our focus on all aspects of learning among a diverse student body. It also identifies our focus on transfer, career and technical education, support for the local economic development of the region, pre-collegiate learning, personal growth, and lifelong learning. The values statement reinforces our belief in learning, equity, excellence, creativity, diversity, integrity, responsiveness, collaboration, communication, academic freedom, accountability, and stewardship. The college is guided by its vision statement, which describes the college as an evolving, learning centered institution.

B. Improving Institutional Effectiveness

As a result of action in response to the Show Cause action as well as to the subsequent Probation action, Diablo Valley College has implemented a number of structures and procedures to improve institutional effectiveness.

Evaluation of the program review and allocation process has been embedded within that process. The instructional unit program review form, which is completed every two years by all instructional units on campus, requests feedback on the effectiveness of the form and the process (140). Each spring after the process is completed; the Faculty Senate and Instruction Office have formed an evaluation task force to assess the effectiveness of the processes.

Evaluation of all shared governance college committees is done annually, with each committee conducting an internal self-evaluation and each receiving an external evaluation done by the College Council (141). At the institutional level, the college works to improve institutional effectiveness by in the strategic planning process (142). In fall 13, the college is finalizing the writing of a new strategic plan, which will be implemented during the 2013-2014 academic year.

2. Standard 2: Student Learning Programs and Services

A. Instructional Programs

Courses are created and updated by faculty in college's web-based curriculum tracking system, called the Web Curriculum System (WCS) (143). Then, the Curriculum Committee evaluates all courses for rigor and may approve the course being delivered through a distance education format (144). A web-based SLO database (WebSLOs) serves as an interactive repository for all instructional Student Learning Outcomes (SLOs) and reports about learning objectives and it provides access both on and off campus (145). The Web Curriculum System and the WebSLO system are integrated, so they speak to each other as

changes are made in courses or learning outcomes will be corrected in both places. This allows faculty and the Curriculum Committee to evaluate courses with the most complete information possible.

The college has identified Student Learning Outcomes (SLOs) for all instructional programs at the course and degree/certificate level (146). SLOs for distance education courses are identical to those of non-distance education courses. In addition, the WebSLO database system establishes an assessment schedule for all instructional program level SLOs. Verification that a program is on track with SLO assessment and evaluation is integrated as a compliance measure for all instructional unit program reviews. Any program that does not meet this compliance measure is ineligible for college resources until such time as it comes into compliance (147). The program review and resource allocation process is guided by the college's strategic plan and which is in line with policies created by the Contra Costa Community College District Board (148).

Diablo Valley College Procedure 4001.07 on Course Update Compliance (149) was adopted spring 2010 and requires that all DVC courses be updated regularly to ensure currency and compliance with California Code of Regulation (Title 5), Contra Costa Community College District Board Policy, and Accrediting Commission for Community and Junior College standards.

B. Student Support Services

Diablo Valley College recruits and admits a diverse and multicultural student population who are able to benefit from the numerous programs and services offered by the college. In direct support of this commitment, the institution provides a broad spectrum of support services, both face to face and online, to assure student access, progress, learning, and success. Services provided include outreach and recruitment, and the formal matriculation processes of admissions, placement assessment, orientation, workshops specific to educational goals, creation of the Student Education Plan and follow up support (150). Ongoing and additional support is provided to students by the Counseling Center, Transfer Center, Career and Employment Services, DSS, International Student Services, and Veterans Affairs. Other support services are in place to meet the needs of underrepresented student populations, including Extended Opportunity Programs and Services, and additional Learning Communities such as the Puente Project and Umoja.

Student services areas continue their long standing commitment to assessing Student Services Learning Outcomes (SSLOs) and using the results for continuous improvement (151). Fully 100 percent of all student service areas have established SSLOs and assess them on a regular basis. As with instructional units, verification that outcomes have been assessed is a compliance component of student service unit's program review.

C. Library and Learning Support Services

The library currently offers an array of services and instructional programs in three broad categories: library services, instructional program for career/technical education in Library and Information Technology certificate, and instructional program for Library Studies.

Library services include direct services to the students, faculty and staff; those services which acquire, manage and make available print and electronic resources; and those services which support access to technology tools. The San Ramon campus Library is a joint-use facility in partnership with the Contra Costa County Library System and the City of San Ramon.

Direct services are provided for students, faculty and staff on the Pleasant Hill and San Ramon campuses, as well as those in distant education programs, and those researching remotely from home or work. Services include reference and research assistance, course-related library instruction workshops, and online access to our virtual library of e-resources from the library webpage. The virtual library provides access to e-books, full-text articles, e-handouts and research guides, the library catalogs of all three CCCD library collections, web links to resources and general information about the library ([152](#)).

Over 7,163 instructional support videos are available for faculty check out and student use in the Media Center. Also, a reserve collection of videos is made available by faculty for student use. Using DECT grant funds, the media center provides close captioned videos for classes. The videos can be viewed in the Media Center or can be placed online by instructors for off campus access. Use of the videos is free of charge to students.

The Computer Center is on the first floor of the Pleasant Hill campus Library Building. There are over 100 computers available for student use. There are also 75 terminals for student use on the second floor of the Library. The San Ramon campus Library has 40 terminals for student use. Students may use these machines to access their online courses. Printing is available with a student ID card. Printing costs are currently 10 cents per page. Students are required to bring their own headsets for sound and USB Flash Drives for storage. Student Lab Assistants are available to help students.

Standard 3: Resources

A. Human Resources

Diablo Valley College (DVC) provides two classified positions in support of distance education courses. One is a Learning Management System administrator, responsible for administering the learning management system, assisting faculty and students with access issues, and optimizing system operation. The second is a Technology Training and Development Coordinator. This position provides technical support for faculty as they develop and teach distance education courses. This position also provides some pedagogical support for faculty as they develop distance education courses. Every summer, the Technology Training and Development Coordinator offers a Summer Technology Institute open to all faculty at DVC ([153](#)). The institute provides hands-on training on designing distance education courses as well as showcases best practices using the learning

management system.

In 2011, Diablo Valley College's technology area was reorganized. As a result, the college's Executive Dean position was eliminated and the tasks were divided between two positions (154). A new position of Director of Technology Systems was created. This person is responsible for technology infrastructure maintenance on the campus and it reports to the Vice President of Finance and Administration. Coordination of distance education classes and faculty development was put under the purview of an instructional academic manager in the position of Distance Education Coordinator, which reports to the Senior Dean of Curriculum and Instruction.

As part of the reorganization, the Contra Costa Community College District (CCCCD) assumed responsibility for administration of the Learning Management System across all colleges in the district. District platform support is provided by CCCCCD Vice Chancellor of Technology and Education.

B. Physical Resources

With the passage of Measure A (2006), a capital facilities bond measure, funding was made available to upgrade the bandwidth available for internet connections on campus. In spring 2013, the Contra Costa Community College District completed significant upgrades of the college's technology infrastructure. The infrastructure improvements included replacement of network switches, replacement of the older Firewall, and installation of new ShoreTel Voice Over IP (VoIP) phone system along with the replacement and a major expansion of the college Wireless Access Points. These infrastructure improvements have substantially increased the speed of the network available to students, faculty and staff. This added capacity will allow for improved streaming of video and interactive distance education applications. In addition, this will provide improved capacity for live lecture capture and provision of that lecture data online.

C. Technology Resources

A major part of the college planning process is the Diablo Valley College (DVC) Technology Master Plan, which is monitored and updated by the participatory governance Information Technology Committee (155). This plan directly oversees the deployment of services and equipment for all technology on campus, including those technologies employed for online instruction. The DVC Technology Master Plan will continue to specify local hardware, software and support used for both instructional and non-instructional purposes. The Information Technology Committee is closing out the current plan and is in the process of developing a new plan during 2013-2014.

The Faculty Senate has a standing committee dedicated to Distance Education which authored the college Policy on Distance Education in spring 13 (156). The policy went to the college president and the College Council for collegial consultation and mutual agreement was reached (157). The Faculty Senate Distance Education Committee is now

permanently tasked, in addition to the Accreditation Liaison Officer/Vice President of Instruction, with monitoring Accrediting Commission for Junior and Community Colleges policies on distance education and other state regulatory requirements for distance education. The Information Technology Committee, the Faculty Senate Distance Education Task Force, and college management are working together to continuously improve the technology resources and policies on the campus.

The Contra Costa Community College District (CCCCD) has assumed responsibility for administration of the Learning Management System across all colleges in the district. CCCC'D's responsibilities include maintenance of the technical infrastructure of the learning management system and its integration with the district's Datatel management information system. Additionally, the CCCC'D is now responsible for the technological infrastructure needed for distance education. In 2012-2013, significant improvements were made to the infrastructure at the college to increase accessibility.

Authentication: The importance of authentication is stressed throughout faculty professional development training programs. 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 district issued login and password to access the distance education course, thereby meeting the following requirement.

As stated in Section 496 of August 14, 2008, Higher Education Opportunity Act:

Accrediting agencies must require institutions that offer DE or correspondence education to have processes to establish that the student who registers is the same student who participates in and completes the work and gets the academic credit.

All students who are enrolled in distance education courses at Diablo Valley College are issued a secure username and password for access to the learning management system. The username and password are generated from the student information system registration rosters and are unique to each student.

Student Privacy: The use of a secure login and password that is unique to the Contra Costa Community College District (CCCCD) and that does not use any portion of either a student's social security number or other non-district issued form of identification significantly reduces the likelihood of non-district information being compromised. Further, Diablo Valley College and the CCCC'D stringently adhere to the Family Educational Right to Privacy Act regarding the release of student information.

D. Financial Resources

The Contra Costa Community College District (CCCCD) provides a single learning management system for all distance education courses through a college-wide license for WebCT and Desire2Learn. The CCCC'D has fiscal responsibility for ongoing platform maintenance and support for the system. The college continues to fund professional

development activities for distance education for example, the Summer Technology Institute (158). The college also provides funds for two classified positions to support the online courses.

4. Standard 4: Leadership and Governance

A. Decision-Making Roles and Processes

The concept of participatory governance is fundamental to Diablo Valley College (DVC), which boasts active faculty, staff, and student groups, who participate in all areas of decision making. The process for participating in governance is codified in DVC Procedure 1009.01 on College Governance (159). The final participatory governance body is the College Council, which receives recommendations from other governance and operational committees and makes a final recommendation to the president. The President is the college's chief executive officer, reporting to the chancellor, who serves as chief executive officer for the district. The president is responsible for the leadership of the college, and the chancellor for the district, reporting to the board of trustees.

In terms of how these decision-making processes affect online instruction, three committees are essential: the Faculty Senate Distance Education Committee, the Diablo Valley College Technology Committee and the Diablo Valley College Curriculum Committee. All three of these groups serve to inform the decision-making bodies on how to establish distance education courses and how to support distance education, both pedagogically and technically.

B. Board and Administrative Organization

Diablo Valley College is part of the Contra Costa Community College District which is overseen by a five member board of trustees elected by the citizens of Contra Costa County. The district chancellor is the sole employee of the board and is the chief executive officer of the district with overall responsibility for district operations. Supporting the chancellor is a vice chancellor of education and planning, a vice chancellor of human resources and a vice chancellor of finance and administrative services. Participatory governance at the district level occurs through the District Governance Council. This body makes recommendations to the Chancellor's Cabinet, which is made up of the chancellor, the vice chancellors and the college presidents.

In the area of distance education, the district has taken an increasingly larger role in 2013. As stated above, all colleges in the district will now use the same Learning Management System. This system will be administered and maintained by the district office. In 2012-2013, the district used bond monies to improve the technology infrastructure on campus.

Appendix A – Degrees and Certificates

Discipline	Title	Certificate of Achievement	Associate in Arts	Associate in Science
Art Digital Media	Art Digital Media - Digital Imaging	X	X	
Art Digital Media	Graphic Design	X	X	
Business	Business Administration for Transfer			X
Business	Business			X
Computer Science	Computer Science - Advanced C++ Programming	X		
Computer Science	Computer Science - Advanced Java Programming	X		
Computer Science	Computer Science - Computer Architecture	X		
Computer Science	Computer Science - Mobile and enterprise Java programming	X		
Computer Science	Computer Science - Program Design			
Engineering	Civil Drafting, CAD	X		
Engineering	Civil Engineering			X
Engineering	Mechanical Engineering			X
French	French		X	
Italian	Italian		X	
Japanese	Japanese		X	
Mathematics	Mathematics for Transfer			X
Sociology	Sociology for Transfer		X	
Spanish	Spanish		X	
Totals		7	7	5

Appendix B – Success and Completion Comparisons

Online										
Fiscal Year	Enrolled	Completion	C%	Success	S%	Total Courses	Total Section Count	FT Fac teaching online	PT Fac teaching online	Total fac teaching online
2008-2009	13583	10864	80%	8700	64%	110	429	58	60	118
2009-2010	14544	11817	81%	9627	66%	113	440	62	53	115
2010-2011	14415	11856	82%	9507	66%	122	437	70	51	121
2011-2012	14081	11673	83%	9348	66%	127	442	68	40	108
2012-2013	15004	11948	80%	9557	64%	122	456	70	32	102
Face-to-Face										
Fiscal Year	Enrolled	Completion	C%	Success	S%	Total Courses	Total Section Count			
2008-2009	129464	110961	86%	95264	74%	973	4535			
2009-2010	132346	112673	85%	97550	74%	1046	4649			
2010-2011	123592	105800	86%	91757	74%	954	4274			
2011-2012	120347	104226	87%	90199	75%	931	4091			
2012-2013	119900	103250	86%	89468	75%	904	4008			
Online is defined as classes with 51% or more online instruction										
Face-to-face is defined as classes with less than 51% online										
Enrolled is defined as students received an end of term notation on transcript										
Completion is defined as students who did not withdraw and received a grade (includes F/NP)										
Success is defined as students who received passing/satisfactory grade										
Numbers pulled 9/13/13 by CCCDO										

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- [002.](#) DVC Strategic Directions, 2013
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