Accreditation Self Study 2007-2008

DIABLO VALLEY COLLEGE

321 Golf Club Road, Pleasant Hill, CA 95423

www.dvc.edu
Institutional Self Study in Support of Reaffirmation of Accreditation

Submitted August 27, 2008

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

DIABLO VALLEY COLLEGE
321 Golf Club Road, Pleasant Hill, CA 94523

Contra Costa Community College District Administration
### District Governing Board 2007-2008

<table>
<thead>
<tr>
<th>Name</th>
<th>Ward</th>
<th>Term Expires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tomi Van de Brooke, B.A., President</td>
<td>II</td>
<td>December 5, 2008</td>
</tr>
<tr>
<td>Sheila A. Grilli, B.A., Vice President</td>
<td>III</td>
<td>December 3, 2010</td>
</tr>
<tr>
<td>John T. Nejedly, J.D., Secretary</td>
<td>IV</td>
<td>December 3, 2010</td>
</tr>
<tr>
<td>Anthony T. Gordon, Ph.D.</td>
<td>I</td>
<td>December 3, 2010</td>
</tr>
<tr>
<td>Jo Ann Cookman, B.S.</td>
<td>V</td>
<td>December 5, 2010</td>
</tr>
<tr>
<td>Pamela J. Hampton, Student Trustee</td>
<td></td>
<td>May 31, 2008</td>
</tr>
</tbody>
</table>

Contra Costa Community College District  
Chancellor  
Helen Benjamin, Ph.D.

Diablo Valley College  
President  
Judy E. Walters, Ph.D.

Credits  
Keith Mikolavich, editor  
Judy Klein Flynn, designer  
Claudia Eckelmann, coordinator  
DVC Print Shop, interior printing  
California Lithographers, color cover printing
Certification of the Institutional Self Study Report

Date: 08.27.2008

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

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

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

We certify that there was broad participation by the campus community,
and we believe the Self Study Report accurately reflects the nature and
substance of this institution.

Signature    Helen Benjamin, Ph.D., Chancellor
Signature    Tomi D. Van de Brooke, B.A., President, Governing Board
Signature    Judy E. Walters, Ph.D., President, Diablo Valley College
Signature    Laurie A. Lema, M.A., President, Faculty Senate
Signature    Sonja C. Nilsen, M.A., President, Classified Senate
Signature    Bruce C. Koller, M.A., Accreditation Self-Study Co-chair
Signature    Susan E. Lamb, M.Ed. Accreditation Self-Study Co-chair
# Table of Contents

Certification of the Institutional Self Study Report ........................................ 5  
Contents ........................................................................................................... 7  
1. Introduction .................................................................................................. 9  
   History of Diablo Valley College ............................................................... 9  
   Demographic information ......................................................................... 10  
   Student demographics ............................................................................. 16  
   Employee demographics ......................................................................... 17  
   Responses to last comprehensive visit .................................................... 18  
   Results of self-identified action plans ....................................................... 20  
   Longitudinal student achievement data .................................................... 21  
   Student Learning Outcome development ................................................. 27  
   Off-campus sites and centers .................................................................. 29  
   External audits regarding federal grant monies ........................................ 30  
2. Abstract ....................................................................................................... 31  
3. Organization of self study .......................................................................... 35  
4. Organization of Diablo Valley College ....................................................... 37  
5. Certification of continued compliance with eligibility requirements ........ 41  
6. Responses to the 2002 evaluation recommendations .................................. 47  
7. Standard I ................................................................................................... 53  
   Standard IA Institutional Mission ............................................................. 54  
   Standard IB Institutional Effectiveness .................................................... 63  
8. Standard II .................................................................................................. 83  
   Standard IIA Instructional Programs ......................................................... 84  
   Standard IIB Student Support Services .................................................... 123  
   Standard IIC Library and Learning Support Services ......................... 151  
9. Standard III ................................................................................................ 183  
   Standard IIIA Human Resources ............................................................. 184  
   Standard IIIB Physical Resources ............................................................ 208  
   Standard IIIC Technological Resources ............................................... 216  
   Standard IIID Financial Resources ........................................................... 231  
10. Standard IV ................................................................................................. 247  
    Standard IVA Leadership Roles .............................................................. 248  
    Standard IVB Governance and Organization ......................................... 257  
11. Planning summary ...................................................................................... 279  
12. Evidence ..................................................................................................... 283  
13. Appendix .................................................................................................... 303  
   Appendix I Accomplishment regarding self-identified 2002 action plans ....................................................................................................................... 303
Introduction

The self-study process offers an opportunity for reflection and evaluation of past accomplishments and for charting the course of the future. Reflection and evaluation require knowledge and understanding of past trends and their implications for educational programs and services. This introduction to the self study consists of the following ten components:

- history of Diablo Valley College
- demographic information
- student demographics
- employee demographics
- responses to last comprehensive visit
- results of self-identified action plans
- longitudinal student achievement data
- student learning outcome development
- off-campus sites and centers
- external audits regarding federal grant monies

History of Diablo Valley College

Diablo Valley College is located on land that was originally home to the Costanoan Indians but was incorporated into the expanding Spanish frontier in the late eighteenth century. In 1844, the Mexican government granted the land to William Welch, and it became part of his huge Rancho Las Juntas, which included northwestern Walnut Creek, all of Pleasant Hill, and the northeastern half of Martinez. After World War II, the land was subdivided into housing tracts; and on October 5, 1950, the College Board of Trustees purchased the DVC site for $172,500. Construction of the college began in September 1951.

The 1960s and 1970s were a period of rapid expansion as the number of students soared and the outlines of the current physical plant were developed. These trends continued until 1978, when Proposition 13 forced the college to initiate a number of cost-cutting measures. Among the most far reaching consequences of this austerity program was an increasing reliance on adjunct faculty and part-time classified staff.

The first significant expansion of DVC after the post-Proposition 13 crisis occurred in the mid-1980s during the presidency of Dr. Peterson. In 1985, a satellite campus, the Center for Higher Education (known today as the San Ramon Campus), was established in San Ramon to serve the needs of the growing student population in South County. The San Ramon Campus was established in a new location in fall 2006.

The year 1985 also witnessed the creation of an overseas program in London, the genesis of a Regional Consortium for Study Abroad that would eventually include academic offerings in Florence, Paris, Guadalajara, Salamanca, and Cape Town. The 1980s also marked the beginnings of high technology at DVC, one of the dominant campus trends in the following decade.

Multiculturalism is another imminent reality at DVC. Prior to the mid-1960s, people of color were conspicuous by their absence on campus. Since that time, however, both the student body and the staff have become much more diverse in ethnic and racial backgrounds, reflecting the massive demographic shift in the college service area.

Today, DVC is located off Interstate 680 in Pleasant Hill on one hundred and ten acres of gently rolling hills in view of Mt. Diablo, a northern California landmark. A second seven-acre campus, officially designated a center by the State Systems Office, is located in San Ramon. In spring 2008 the college employed 806 full and part-time faculty, 42 supervisors and managers, and 218 classified staff, a total of 1,066 personnel.

DVC is the college of choice for many students from the private and public high schools in the nearby Martinez, Mt. Diablo, San Ramon, and Acalanes school districts. In fact, its student body represents communities throughout the Bay Area. In recent years DVC has also drawn a significant number of international students who have been attracted by the school’s inspiring reputation, the college possessing one of the highest rates of transfer to the University of California and the California State University systems among California’s community colleges.
From the outset, DVC has been very fortunate to find able leaders with deep commitment to the needs of students and a well defined vision of the future, a tradition that continues today. Each of the five previous college presidents has left a strong and lasting imprint on the institution: Leeland Medskar, Ph.D., Karl Drexel, Ph.D., William P. Niland, Ph.D., Phyllis Peterson, Ph.D., Mark Edelstein, Ph.D., and Judy E. Walters, Ph.D. who began her term of office in August 2007.

Demographic information

The College Service Area

Contra Costa County is a suburban-commercial county of 1,024,319 persons (U.S. Census, American Community Survey, 2006). The county covers about 733 square miles (approximately half the size of Rhode Island), and is the ninth most populous county among California’s 58 counties. The county is served by three publicly-supported community colleges that comprise the Contra Costa Community College District (CCCCCD). These colleges are strategically located in the eastern (Los Medanos—LMC), central (Diablo Valley College—DVC), and the western (Contra Costa College—CCC) parts of the county. Although access to any of the colleges is open to all residents, the county has been traditionally divided into three service areas—one for each of the three colleges in the district.

Population Growth in the County

Population in the county has increased steadily, adding between 100,000 to 150,000 persons every ten years since 1970. During this period, the average rate of growth stood at 2% annually. Demographers project a relatively slower rate of growth in the next 15 to 20 years. By 2020, the county is expected to reach a population of 1,157,000, an addition of 133,000 residents over the numbers for 2006, or an average of less than one percent per year.

<table>
<thead>
<tr>
<th>Year</th>
<th>Population</th>
<th>Growth Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1900</td>
<td>18,046</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1910</td>
<td>31,674</td>
<td>13,628</td>
<td>78%</td>
</tr>
<tr>
<td>1920</td>
<td>53,889</td>
<td>22,215</td>
<td>70%</td>
</tr>
<tr>
<td>1930</td>
<td>78,608</td>
<td>24,719</td>
<td>46%</td>
</tr>
<tr>
<td>1940</td>
<td>100,450</td>
<td>21,842</td>
<td>28%</td>
</tr>
<tr>
<td>1950</td>
<td>298,984</td>
<td>198,534</td>
<td>198%</td>
</tr>
<tr>
<td>1960</td>
<td>409,030</td>
<td>110,046</td>
<td>37%</td>
</tr>
<tr>
<td>1970</td>
<td>556,116</td>
<td>147,086</td>
<td>36%</td>
</tr>
<tr>
<td>1980</td>
<td>656,380</td>
<td>100,264</td>
<td>18%</td>
</tr>
<tr>
<td>1990</td>
<td>803,732</td>
<td>147,352</td>
<td>22%</td>
</tr>
<tr>
<td>2000</td>
<td>948,816</td>
<td>145,084</td>
<td>18%</td>
</tr>
<tr>
<td>2010</td>
<td>1,061,900</td>
<td>113,084</td>
<td>12%</td>
</tr>
<tr>
<td>2020</td>
<td>1,157,000</td>
<td>95,100</td>
<td>9%</td>
</tr>
</tbody>
</table>
DVC’s service area includes the north and south central parts of the county and encompasses ten incorporated cities and several unincorporated communities. These cities are: Clayton, Concord, Danville, Lafayette, Martinez, Moraga, Orinda, Pleasant Hill, San Ramon, and Walnut Creek. According to the US Census 2000, the population in these incorporated cities amounts to 409,775 persons, or 51% of the 797,126 persons residing in the incorporated areas of the county. Discussion of the service area demo-

### Population Growth by Cities in Contra Costa County: 2000 to 2020

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTIOCH</td>
<td>90,532</td>
<td>101,500</td>
<td>106,000</td>
<td>110,400</td>
<td>115,000</td>
<td>24,468</td>
<td>27.0%</td>
</tr>
<tr>
<td>BRENTWOOD</td>
<td>23,302</td>
<td>43,200</td>
<td>51,300</td>
<td>59,600</td>
<td>67,400</td>
<td>44,098</td>
<td>189.2%</td>
</tr>
<tr>
<td>OAKLEY</td>
<td>25,619</td>
<td>29,850</td>
<td>31,950</td>
<td>34,050</td>
<td>35,850</td>
<td>10,231</td>
<td>39.9%</td>
</tr>
<tr>
<td>PITTSBURG</td>
<td>56,769</td>
<td>62,400</td>
<td>65,900</td>
<td>67,900</td>
<td>71,000</td>
<td>14,231</td>
<td>25.1%</td>
</tr>
<tr>
<td>Total East County</td>
<td>196,222</td>
<td>236,950</td>
<td>255,150</td>
<td>271,950</td>
<td>289,250</td>
<td>93,028</td>
<td>47.4%</td>
</tr>
<tr>
<td>CLAYTON</td>
<td>10,762</td>
<td>11,000</td>
<td>11,300</td>
<td>11,700</td>
<td>12,000</td>
<td>1,238</td>
<td>11.5%</td>
</tr>
<tr>
<td>CONCORD</td>
<td>121,780</td>
<td>125,000</td>
<td>125,800</td>
<td>129,400</td>
<td>135,400</td>
<td>13,620</td>
<td>11.2%</td>
</tr>
<tr>
<td>DANVILLE</td>
<td>41,715</td>
<td>43,400</td>
<td>44,000</td>
<td>44,400</td>
<td>45,000</td>
<td>3,285</td>
<td>7.9%</td>
</tr>
<tr>
<td>LAFAYETTE</td>
<td>23,908</td>
<td>24,400</td>
<td>24,500</td>
<td>24,700</td>
<td>25,300</td>
<td>1,392</td>
<td>5.8%</td>
</tr>
<tr>
<td>MARTINEZ</td>
<td>35,866</td>
<td>36,900</td>
<td>37,600</td>
<td>38,600</td>
<td>39,600</td>
<td>3,734</td>
<td>10.4%</td>
</tr>
<tr>
<td>MORAGA</td>
<td>16,290</td>
<td>16,400</td>
<td>16,700</td>
<td>16,900</td>
<td>17,500</td>
<td>1,210</td>
<td>7.4%</td>
</tr>
<tr>
<td>MORAGA</td>
<td>16,290</td>
<td>16,400</td>
<td>16,700</td>
<td>16,900</td>
<td>17,500</td>
<td>1,210</td>
<td>7.4%</td>
</tr>
<tr>
<td>ORINDA</td>
<td>17,599</td>
<td>17,800</td>
<td>18,000</td>
<td>18,200</td>
<td>18,500</td>
<td>901</td>
<td>5.1%</td>
</tr>
<tr>
<td>PLEASANT HILL</td>
<td>32,837</td>
<td>33,600</td>
<td>33,900</td>
<td>34,400</td>
<td>34,900</td>
<td>2,063</td>
<td>6.3%</td>
</tr>
<tr>
<td>SAN RAMON</td>
<td>44,722</td>
<td>51,700</td>
<td>58,200</td>
<td>64,400</td>
<td>70,300</td>
<td>25,578</td>
<td>57.2%</td>
</tr>
<tr>
<td>WALNUT CREEK</td>
<td>64,296</td>
<td>66,200</td>
<td>67,500</td>
<td>68,700</td>
<td>70,900</td>
<td>6,804</td>
<td>10.3%</td>
</tr>
<tr>
<td>Total Central County</td>
<td>409,775</td>
<td>426,400</td>
<td>437,500</td>
<td>451,400</td>
<td>469,400</td>
<td>59,625</td>
<td>14.6%</td>
</tr>
<tr>
<td>EL CERRITO</td>
<td>23,171</td>
<td>23,400</td>
<td>23,600</td>
<td>23,900</td>
<td>24,500</td>
<td>1,329</td>
<td>5.7%</td>
</tr>
<tr>
<td>HERCULES</td>
<td>19,488</td>
<td>23,600</td>
<td>23,900</td>
<td>25,200</td>
<td>26,400</td>
<td>6,912</td>
<td>35.5%</td>
</tr>
<tr>
<td>PINOLE</td>
<td>19,039</td>
<td>19,700</td>
<td>20,100</td>
<td>20,300</td>
<td>20,700</td>
<td>1,661</td>
<td>8.7%</td>
</tr>
<tr>
<td>RICHMOND</td>
<td>99,216</td>
<td>102,700</td>
<td>104,700</td>
<td>109,800</td>
<td>115,600</td>
<td>16,384</td>
<td>16.5%</td>
</tr>
<tr>
<td>SAN PABLO</td>
<td>30,215</td>
<td>31,000</td>
<td>31,400</td>
<td>31,700</td>
<td>32,100</td>
<td>1,885</td>
<td>6.2%</td>
</tr>
<tr>
<td>Total West County</td>
<td>191,129</td>
<td>200,400</td>
<td>203,700</td>
<td>210,900</td>
<td>219,300</td>
<td>28,171</td>
<td>14.7%</td>
</tr>
<tr>
<td>Unincorporated Areas</td>
<td>151,690</td>
<td>159,650</td>
<td>165,550</td>
<td>173,050</td>
<td>179,050</td>
<td>27,360</td>
<td>18.0%</td>
</tr>
<tr>
<td>Total County</td>
<td>948,816</td>
<td>1,023,400</td>
<td>1,061,900</td>
<td>1,107,300</td>
<td>1,157,000</td>
<td>208,184</td>
<td>21.9%</td>
</tr>
</tbody>
</table>

Source: Association of Bay Area Government (ABAG)
Gender and Age

Based on the US Census 2000, central county has a relatively larger percentage of women and older age groups, compared to those of the Contra Costa County and the State of California. More specifically,

- Women account for 51.4% of the population in central county, compared to 51.2% in the county and 50.2% in California.
- Persons at the age of 45 years and older represent 39% of the population in central county, compared to 35% in the county, and only 31% in the state.
- In contrast, there is a relatively smaller proportion of persons younger than 35 years of age in central county. Persons in this age category represent 43% in central county, compared to 48% in the county and 52% in the state.

Ethnicity

The ethnic diversity of the college service area exhibits a sharp contrast to those of the county and state.

- Central county has a majority White population at a proportion (74%) that exceeds those of the county (58%) and the state (47%). The proportionate share of this group is declining compared to other ethnic groups.
- The second largest ethnic group is Hispanics of any race, representing 11% in central county, 18% in the county, and 32% in the state. This group represents the fastest growing group in central county.
- The proportionate shares of Asian/Pacific Islanders are similar and ranges between 10 to 11% for all three areas. This group is also growing at a faster rate than the average rate of growth in the population of the service area.
- African Americans account for a minority of less than 2% in central county, but higher percentages in the county (9%) and the state (6%).

Source: U.S. Census 2000
**Place of Birth**

The foreign born residents of central county represent a growing segment of the population. In 2000, almost 70,000 (1 out of 6) residents of central county were born outside the US. Although this ratio is lower than those of the county (1 out of 5) and the state (1 out of 4), it represents a significant portion of the service area population. Foreign born residents come from a variety of regions around the globe. The largest percentage arrives from Asia (43%), followed by Latin America (29%), and Europe (20%). The remaining percentages come from other continents. These proportions are different from those in Contra Costa County and the state. While Latin America is the major provider of the foreign born in the state, Asia leads the supply chain for central county and the county as a whole. The percentage for European foreign born in central county is three times as much as that of the state and one and half times of that for the county. The increase in the number and percentage of foreign born residents is reflected in the growing number of persons speaking a language other than English at home. In central county this percentage remains modest at 20%, compared to that of the county (26%) and the state (40%).

![Graph 1: Place of Birth, 2000](image1)

**Graph 1: Place of Birth, 2000**

- Born in California: 50.2%
- Born in Different State: 22.5%
- Americans Born Outside US: 1.1%
- Foreign Born: 26.2%

**Source:** U.S. Census 2000

![Graph 2: Birth Regions of Foreign Born, 2000](image2)

**Graph 2: Birth Regions of Foreign Born, 2000**

- Latin America: 55.6%
- Asia: 32.9%
- Europe: 7.9%
- North America: 1.6%
- Africa: 1.3%
- Oceania: 0.8%

**Source:** U.S. Census 2000
Languages Spoken at Home

Cultural and linguistic diversity of the population may be represented by the proportion of persons (5 years and older) speaking languages at home other than English. In Contra Costa County the percentage of persons, who speak languages other than English at home was 26.0% in 2000. Although this percentage is lower than that of California, it is a higher percentage than that of 45 states in the U.S. Once again, Spanish and Asian languages are the languages of choice for the majority of those who speak languages other than English at home.

Educational Attainment

There are three categories of educational attainment: high school graduates or less, some college including associate degree, and bachelor’s degree and above. The following discussion is based on the number of persons 25 years and older. In central county, persons with a baccalaureate degree or higher represent a much larger percentage (46%), compared to that of the county (35%) and the state (27%). It should be noted that the rate of educational attainment in the college service area is almost double that of the national average (24%). In fact, the population of Contra Costa County is considered one of the most highly educated in the nation. Furthermore, individual cities show an even wider gap. For example, approximately 70% of persons 25 years and older who live in Lafayette, Moraga, and Orinda, and 60% of those who live in Danville, have a bachelor’s degree or higher. These higher percentages surpass the average level of population growth, suggesting that the new immigrants coming to central county are highly educated, compared to the earlier immigrants of 50 or 100 years ago.

These numbers have significant implications for Diablo Valley College. The college has a societal obligation to meet the needs of a highly-educated urban class without forgetting the needs of other segments of the society. Even though the college’s immediate service area is highly educated, DVC has traditionally attracted a sizable number of students from other parts of the county and from neighboring counties (Alameda and Solano). Addressing the needs of the community dictates developing a comprehensive educational program with flexible formats. Courses should be offered for the full length of the term (18 weeks) as well as for shorter periods (4, 6, and 8 weeks). Furthermore, addressing the needs of the transfer students is as important as meeting the demand for workforce development and for lifelong learning.

Educational Attainment of the Population 25 Years of Age and Over, 2000

Source: U.S. Census 2000
High School Graduates: The number of high school graduates is an important predictor of future enrollment in post-secondary institutions. Contra Costa County has 71 high schools: 27 public and 44 private, alternative, and home schools that grant high school diplomas. Almost 90% of the graduates come from the county’s public high schools.

In 2006-07, the number of graduates from public high schools in the county reached 10,243 students compared to 6,746 graduates in 1995-96, an increase of 52% during this period, or an average annual growth of 4.7%. This growth reflects the high birthrate among certain groups and the increased immigration in the 1980s and 1990s. According to the California Department of Finance, the number of graduates is expected to reach its peak by 2008-09, with leveling off for the next seven years up to 2015-16. DVC projects a steady growth in enrollment between one and two percent annually.

For Diablo Valley College’s service area (in the central county), the number of graduates from 20 schools (public, private, and alternative) that have been tracked by DVC’s office of planning and research reached a total of 5,769 in 2006-07, compared to 4,961 graduates ten years earlier, or an increase of 16% during this period. The average rate of growth in the number of graduates during this period stood at 1.6% annually.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acalanes</td>
<td>275</td>
<td>295</td>
<td>305</td>
<td>315</td>
<td>315</td>
<td>309</td>
<td>289</td>
<td>316</td>
<td>321</td>
<td>3,065</td>
<td>46%</td>
<td>17%</td>
</tr>
<tr>
<td>Alhambra</td>
<td>220</td>
<td>204</td>
<td>286</td>
<td>215</td>
<td>220</td>
<td>226</td>
<td>277</td>
<td>252</td>
<td>254</td>
<td>2,413</td>
<td>39%</td>
<td>18%</td>
</tr>
<tr>
<td>California</td>
<td>380</td>
<td>347</td>
<td>385</td>
<td>429</td>
<td>440</td>
<td>495</td>
<td>442</td>
<td>510</td>
<td>521</td>
<td>6,453</td>
<td>254%</td>
<td>71%</td>
</tr>
<tr>
<td>Campolindo</td>
<td>246</td>
<td>199</td>
<td>231</td>
<td>236</td>
<td>240</td>
<td>346</td>
<td>324</td>
<td>334</td>
<td>287</td>
<td>2,720</td>
<td>31%</td>
<td>13%</td>
</tr>
<tr>
<td>Clayton Valley</td>
<td>324</td>
<td>400</td>
<td>376</td>
<td>346</td>
<td>342</td>
<td>460</td>
<td>435</td>
<td>448</td>
<td>427</td>
<td>3,906</td>
<td>24%</td>
<td>7%</td>
</tr>
<tr>
<td>College Park</td>
<td>350</td>
<td>338</td>
<td>336</td>
<td>330</td>
<td>345</td>
<td>354</td>
<td>403</td>
<td>387</td>
<td>403</td>
<td>3,678</td>
<td>26%</td>
<td>23%</td>
</tr>
<tr>
<td>Concord</td>
<td>325</td>
<td>293</td>
<td>295</td>
<td>296</td>
<td>295</td>
<td>254</td>
<td>304</td>
<td>295</td>
<td>296</td>
<td>2,885</td>
<td>(26)%</td>
<td>-1%</td>
</tr>
<tr>
<td>Las Lomas</td>
<td>270</td>
<td>325</td>
<td>325</td>
<td>350</td>
<td>348</td>
<td>336</td>
<td>386</td>
<td>388</td>
<td>335</td>
<td>3,398</td>
<td>65%</td>
<td>24%</td>
</tr>
<tr>
<td>Miramonte</td>
<td>251</td>
<td>278</td>
<td>273</td>
<td>284</td>
<td>274</td>
<td>279</td>
<td>318</td>
<td>243</td>
<td>358</td>
<td>3,904</td>
<td>95%</td>
<td>38%</td>
</tr>
<tr>
<td>Monte Vista</td>
<td>407</td>
<td>487</td>
<td>498</td>
<td>490</td>
<td>456</td>
<td>478</td>
<td>479</td>
<td>480</td>
<td>494</td>
<td>4,807</td>
<td>131%</td>
<td>32%</td>
</tr>
<tr>
<td>Mt. Diablo</td>
<td>180</td>
<td>160</td>
<td>185</td>
<td>161</td>
<td>172</td>
<td>254</td>
<td>231</td>
<td>188</td>
<td>246</td>
<td>2,973</td>
<td>56%</td>
<td>35%</td>
</tr>
<tr>
<td>Northgate</td>
<td>364</td>
<td>320</td>
<td>249</td>
<td>350</td>
<td>365</td>
<td>315</td>
<td>314</td>
<td>361</td>
<td>367</td>
<td>3,386</td>
<td>(3)%</td>
<td>-1%</td>
</tr>
<tr>
<td>San Ramon</td>
<td>412</td>
<td>431</td>
<td>386</td>
<td>408</td>
<td>465</td>
<td>471</td>
<td>441</td>
<td>430</td>
<td>499</td>
<td>4,424</td>
<td>69%</td>
<td>17%</td>
</tr>
<tr>
<td>Ygnacio Valley</td>
<td>334</td>
<td>301</td>
<td>289</td>
<td>286</td>
<td>351</td>
<td>298</td>
<td>280</td>
<td>281</td>
<td>239</td>
<td>2,991</td>
<td>(95)%</td>
<td>-28%</td>
</tr>
<tr>
<td>Private</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carondelet</td>
<td>196</td>
<td>195</td>
<td>177</td>
<td>196</td>
<td>188</td>
<td>188</td>
<td>213</td>
<td>206</td>
<td>200</td>
<td>1,954</td>
<td>(1)%</td>
<td>-1%</td>
</tr>
<tr>
<td>De La Salle</td>
<td>200</td>
<td>207</td>
<td>212</td>
<td>194</td>
<td>229</td>
<td>238</td>
<td>246</td>
<td>243</td>
<td>233</td>
<td>2,232</td>
<td>32%</td>
<td>16%</td>
</tr>
<tr>
<td>Alternative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Del Amigo</td>
<td>35</td>
<td>36</td>
<td>32</td>
<td>33</td>
<td>42</td>
<td>44</td>
<td>41</td>
<td>49</td>
<td>38</td>
<td>333</td>
<td>383%</td>
<td>(2)%</td>
</tr>
<tr>
<td>Del Oro</td>
<td>50</td>
<td>46</td>
<td>32</td>
<td>48</td>
<td>36</td>
<td>25</td>
<td>28</td>
<td>30</td>
<td>32</td>
<td>358</td>
<td>31%</td>
<td>(19)%</td>
</tr>
<tr>
<td>Olympic</td>
<td>108</td>
<td>128</td>
<td>90</td>
<td>87</td>
<td>117</td>
<td>127</td>
<td>152</td>
<td>142</td>
<td>139</td>
<td>1,223</td>
<td>123%</td>
<td>23%</td>
</tr>
<tr>
<td>Venture</td>
<td>74</td>
<td>78</td>
<td>102</td>
<td>102</td>
<td>123</td>
<td>126</td>
<td>134</td>
<td>99</td>
<td>79</td>
<td>1,052</td>
<td>5%</td>
<td>7%</td>
</tr>
<tr>
<td>Total</td>
<td>4,961</td>
<td>5,068</td>
<td>5,157</td>
<td>5,179</td>
<td>5,305</td>
<td>5,699</td>
<td>5,666</td>
<td>5,696</td>
<td>5,877</td>
<td>5,769</td>
<td>54,377</td>
<td>808%</td>
</tr>
</tbody>
</table>

The number of high school graduates attending DVC has been between one-fourth and one-third of the total graduates in the service area. It should be noted that DVC attracts a significant number of high school graduates from outside its traditional service area (3 out of each 8 students enrolled at DVC reside outside central county).

Source: Datatel
Student demographics

Enrollment by Gender: In the past few decades, women have outnumbered men on college campuses. At DVC, the percentage of women in fall 2007 was 51.7%, compared to 45.9% for men. The remaining percentage represents “unknown.” However, the percentage of women has been declining steadily, with the gap between the genders being 10% in fall 1998 and 6% in fall 2007.

Enrollment by Age: The proportion of traditional college-age students (<25 years) at DVC increased steadily in the past 10 years. In contrast, enrollment of adult learners (>=25 years) has declined during the same period. College outreach and recruitment policies have courted recent high school graduates. At DVC, in 2007, young learners (<25 years) represented 64% of the total student population, compared to 56% in 1998, while adult learners represented only 36% in 2007, down from 44% in 1998.

Enrollment by Ethnicity: Diablo Valley College has a significant mix of racial, ethnic, and international groups that reflect the rich mosaic of the community and the attractiveness of the college to students who live outside its traditional service area. The college has a large contingency of almost 1,000 students from more than 60 countries. As the diversity of the population changes, so does the diversity of college students. The prevailing trend of the past 10 years has been the rise in the number and proportionate share of ethnic minorities and the corresponding decline in the number and percentage of White students. The percentage of African Americans at DVC increased from 4.5% in 1998 to 5.5% in 2007; the number of Hispanics increased from 10.3% to 13.7%; unknown ethnicity increased from 2.6 to 10.8; and the number of Asians remained stable at almost 19% during the same period. In contrast, the percentage of White students declined from 60.4% in 1998 to 47.2% in 2008 or more than 3,500 students in the past 10 years, again a trend not unique to DVC.
Enrollment by Unit Load: The increasing number of traditional college-age students and the corresponding decline in the number of adult learners is reflected clearly in the statistics for student unit load. A larger percentage of students carried a full load of 12 or more units in 2007, compared to 1998. Furthermore, the gradual decline in the number of adult learners meant a smaller proportionate share of part-time students (less than six units).

Day and Evening Classes: The percentage of students enrolled in day and evening classes remained relatively stable over the past ten years despite the change in the age mix of the student population.

Enrollment by Zip Codes: Students enrolled at DVC reside mostly in Contra Costa County and the two neighboring counties of Alameda and Solano. The college service area includes the central section of Contra Costa County, where 64.3% of the students live. The remaining 35.7% live in the eastern part of the county (12.6%), the western part (6.5%), neighboring counties (13.6%), and other locations (3.0%). The number and percentage of students residing in the college service area declined in the past ten years, as the population of the county shifted gradually to the east. The percentage of those residing in other counties also declined as the cost of transportation increased in the past few years.

Employee demographics

Institutional Receptivity: Examination of the demographics of the employees reveals the following:

- For all categories of employees, women outnumber men, particularly among the classified staff. The gender distribution of the 255 full-time faculty members resembles that of DVC students with men accounting for 45% and women 55% of the total.
- DVC employees reflect to a large extent the aging of the population, with 57% of
the employees at the age of 50 years or older. Among full-time faculty member, this percentage rises to 63%.

- With respect to ethnicity, 63% of all faculty members (both full- and part-time) are White, compared to 54% for the managers and classified staff. The ethnicity of these last two groups resembles more closely that of students. With the longevity of faculty employment under the tenure system, employee demographic changes take time. Although the percentage of White faculty declined from a high of 79.1% in 1994 to a low of 63.5% in 2007, the gap between the ethnicity of students and that of full-time faculty has been widening. In 2007, 47.2% of the students were White, compared to 63.5% for the full-time faculty, a gap of 16.3%. In 1994, the gap was 13.4%.

**Responses to last comprehensive visit**

As a result of Diablo Valley College’s last comprehensive visit in 2002, the college was given five recommendations. Comprehensive information and evidence regarding each of these recommendations and the college’s responses can be found in section six of the self study document. An abstract of each recommendation and the college’s response is listed below:

1. **Implementation of a uniform process of program review which includes direct evidence of student learning and is used to inform and influence planning and resource allocation and leads to improvements in programs and services.**

   In response to this recommendation, DVC convened a program review task force, which developed a set of uniform and concurrent processes for instruction and student services program reviews. The processes for instruction and student services were approved by the Faculty Senate and the Planning Council. Major changes from the old process included 1) the consolidation of similar programs into a comprehensive program review report to reduce duplication; 2) the addition of an Instructional Program Review Committee (IPRC) to review reports and make recommendations to the college; and 3) a focus on evaluation rather than data collection.

   As of spring 2008, DVC had completed its first full six-year cycle of instructional program reviews according to its revised program review process. Comprehensive student services program reviews were completed by fifteen out of sixteen student services in 2004. Currently, all student service areas at the Pleasant Hill campus have completed a comprehensive program review, and updates have been completed on an annual basis since 2004. At this time, San Ramon student service program reviews are embedded in the
individual Pleasant Hill program reviews. However, as the San Ramon campus grows, this may be approached separately.

2. Improvement of the existing curriculum process to include a timely, systematic review and efficient procedures for course and program approval with adequate technology and staff support. DVC has significantly revised its curriculum process to include timely, systematic review and efficient procedures for courses and program approval, including a web-based system and staff support. All DVC course outlines are now developed and revised by DVC faculty using an online web curriculum process. The online system ensures that the most up-to-date information about course outlines is readily accessible both within and outside the campus community. The college has developed a comprehensive process for development of new certificates and degrees (both transfer and occupational), along with a series of program development documents to assist faculty in the process. The college provides clerical support for the curriculum processes through the instruction office’s administrative assistant (60% of load). In addition, the full-time workforce development coordinator has supported faculty in the program development process, the full-time articulation officer assists faculty with establishing courses and program articulations with transfer institutions, and the campus Web Application Specialist provides technical support for the online web curriculum process.

3. Ensuring the accuracy of student records and GPA’s including a review of automated and manual processes and training for staff. In 1999, the Contra Costa Community College District and Diablo Valley College implemented the Datatel Colleague Student Information System. Prior to 1999, the District was using a homegrown, less sophisticated and non-integrated Legacy system. In the planning and testing phase of the conversion to Datatel Colleague, the district recognized several shortcomings in the legacy system structure and thus made a conscious decision to migrate transcript records for all active students. Active students were defined as those who had taken courses at any of our colleges within the prior two years (1997-1999). For students who attended any college in the CCCCD before 1997 and have since become active, all transcript records dating as far back as available on the legacy system are electronically imported, manually reviewed, and validated for accuracy. Procedures have been created and put in place to manually import transcript records for these non-active students. The manual import occurs at the time the student submits an application as a returning student, requests a transcript, or requests any other certification or verification. Once the transcript record is built in Datatel Colleague, a code is assigned to the record to identify that it has been reviewed for completeness and accuracy. The college has developed this system of internal transcript coding to ensure student transcripts are complete and that all sources have been checked and verified. Written procedures were created, staff members were trained on the protocol, and the procedure for correct and accurate processing. Continuous training takes place for any new staff members hired who have access to and responsibility for updating transcript information. The numbers of records that require a manual import have greatly diminished over time averaging less than three records per month.
4. Accepting responsibility for ensuring that constituent agendas become secondary to collaborative efforts in order to more effectively establish college goals. Beginning with the fall term 2007, the DVC administration began transformation to a more democratic, collegial, and inclusive style of leadership than was employed by our past administration. The leadership style of the previous administration had led many faculty and classified staff to become disenfranchised from campus governance. With encouragement from the new college president, the leadership council is now trying to reach out to all campus constituencies with two goals:

- Inspire a return to significant participation in shared governance; and to
- Encourage the Leadership Council to be an important vehicle for this process

The Leadership Council is also working with the administration to further clarify the roles and responsibilities of a variety of campus committees in an effort to reduce redundancy of function and thus give the remaining committees active and engaged roles in shared governance.

5. Clarifying the role of constituent groups in the establishment of the campus organizational structure and other decision-making processes in order to improve the campus climate and more effectively serve students. The college created a reorganization task force to examine the college instructional division structure and administrative management. The task force included faculty, classified and managers selected through appropriate governance structures. Although the task force didn’t reach consensus on division realignment nor the number of division deans and instructional managers, task force participants agreed the discussions opened up dialogue and increased knowledge of constituency needs and concerns. An Instructional Council comprising managers, faculty and staff was created and meets twice a month, making summary notes available to all campus constituents. The Nexus coordinator for new faculty orientation was reinstated in summer 2006, and the staff development coordinator was reinstated in spring 2008. These reassigned time faculty positions are viewed by faculty members as important faculty leadership opportunities.

The Academic Senate for California Community Colleges in conjunction with the Community College League of California conducted a technical assistance workshop on October 15, 2007 to educate managers, faculty and staff about participatory governance.

Results of self-identified action plans

Diablo Valley College identified over 150 action plans in its previous self study report. Most of these plans were integrated into the following five themes:

1. Excellence in Learning and Teaching
2. Support Services for Students
3. Planning and Evaluation
4. Maintenance of Solid College Infrastructure
5. Institutional Climate

These action plans have been assigned to and implemented by individuals, committees, departments, established college groups, or some combination of these. Four of these themes were integrated into the college’s strategic plan. Comprehensive information and evidence regarding each of these self identified action plans and the college’s accomplishments can be found in Appendix I.
Longitudinal student achievement data
Access to higher education has long been a hallmark of the California community college system. The system has minimal entrance requirements as reflected in low tuition, fee waivers, and enrollment-based funding. The discussion of student achievement addresses five topics, including: course completion rates, persistence, degrees and certificates awarded, transfer to four-year institutions, and core indicators of performance for vocational programs.

Course Completion Rates: Course completion rates are measures of student achievement at the course level. Completion rates consist of two rates (success and retention) that are based on course grades:

- Course success rate is the percentage of grades of A, B, C, CR, and P (numerator) over all grades in the course including W (denominator).
- Course retention rate is the percentage of all grades of A, B, C, D, F, CR, NC, I, NP (numerator) over all grades in the course including W (denominator). The grades used in the numerator represent grades assigned to students who were retained to the end of term. The complement of the retention rate is the “drop out” rate or attrition rate, representing students who withdrew from courses before the end of term.

At DVC, the average course success rate in fall 2007 was 71.1%. Success rates vary among demographic groups.

- Female students have higher success rates compared to their male counterparts. The gap between genders is three to four percentage points in favor of women.
- Older students have higher success rates, compared to young students. The range for the age groups is approximately 12 percentage points in favor of adult learners 50 years and older.
- Asian, International, and White students have higher course success rates, compared to the African American and Hispanic students. The gap between African Americans and White students is approximately 20 percentage points.
- Students without documented disability have higher success rates, compared to those with documented disability. The gap between groups is about two to three percentage points.

### Course Completion

#### Success Rates by Gender, Fall 2005 to Fall 2007

<table>
<thead>
<tr>
<th>Gender</th>
<th>Fall 2005</th>
<th>Spring 2006</th>
<th>Fall 2006</th>
<th>Spring 2007</th>
<th>Fall 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>68.8%</td>
<td>69.1%</td>
<td>68.9%</td>
<td>70.0%</td>
<td>69.3%</td>
</tr>
<tr>
<td>Female</td>
<td>72.1%</td>
<td>72.5%</td>
<td>72.3%</td>
<td>72.6%</td>
<td>72.8%</td>
</tr>
<tr>
<td>Unknown</td>
<td>69.2%</td>
<td>71.8%</td>
<td>70.1%</td>
<td>73.5%</td>
<td>70.6%</td>
</tr>
<tr>
<td>Average</td>
<td>70.4%</td>
<td>70.9%</td>
<td>70.6%</td>
<td>71.3%</td>
<td>71.1%</td>
</tr>
</tbody>
</table>

Source: Data for Program Review Template, DVC Research Website 1

#### Success Rates by Age, Fall 2005 to Fall 2007

<table>
<thead>
<tr>
<th>Age</th>
<th>Fall 2005</th>
<th>Spring 2006</th>
<th>Fall 2006</th>
<th>Spring 2007</th>
<th>Fall 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 Years or Less</td>
<td>69.4%</td>
<td>70.2%</td>
<td>69.9%</td>
<td>71.0%</td>
<td>70.2%</td>
</tr>
<tr>
<td>20 - 24</td>
<td>68.9%</td>
<td>68.9%</td>
<td>68.3%</td>
<td>69.8%</td>
<td>69.5%</td>
</tr>
<tr>
<td>25 - 29</td>
<td>69.8%</td>
<td>70.5%</td>
<td>72.0%</td>
<td>69.1%</td>
<td>70.9%</td>
</tr>
<tr>
<td>30 - 39</td>
<td>73.8%</td>
<td>74.4%</td>
<td>75.6%</td>
<td>73.4%</td>
<td>75.1%</td>
</tr>
<tr>
<td>40 - 49</td>
<td>78.6%</td>
<td>80.1%</td>
<td>79.0%</td>
<td>79.0%</td>
<td>76.0%</td>
</tr>
<tr>
<td>50 and Above</td>
<td>81.3%</td>
<td>80.1%</td>
<td>80.0%</td>
<td>82.1%</td>
<td>81.6%</td>
</tr>
<tr>
<td>Average</td>
<td>70.4%</td>
<td>70.9%</td>
<td>70.6%</td>
<td>71.3%</td>
<td>71.1%</td>
</tr>
</tbody>
</table>
Persistence Rate: The persistence rate represents the percentage of students enrolled in the fall term of a particular year who return and enroll in a subsequent spring or fall term. This rate includes all students regardless of the number of units carried. At Diablo Valley College, the persistence rate from fall to spring averages 65% for the past five years.

However the persistence rate from one fall term to the following fall term is at 45%.

Degrees and Certificates Awarded: The number and variety of degrees and certificates fluctuated in the past ten years from 1,072 awards in 1997-98 to 1,027 in 2006-07. The number of associate degrees declined from 853 (80% of total awards) in 1997-98 to 605 (59% of total awards) in 2007-08. In contrast, the number of certificates increased steadily from 219 (20%) in 1997-98 to 422 (41%) in 2007-08.

In terms of variety, two types of awards evolved during the past ten years. During this period,
some California community colleges started to offer certificates requiring 6 to fewer than 18 units, certificates for fewer than six units, and non-credit awards that are based on hours of instruction rather than units. In contrast, DVC started to offer several certificates requiring 6 to fewer than 18 units but declined to offer certificates for fewer than 6 units. Furthermore, the college discontinued the associate of arts (AA) degree in interdisciplinary studies (liberal arts) and replaced it with AA and AS degrees in a number of disciplines. In addition, the college expanded its offering of certificates into new academic disciplines. As of fall 2007, the college offers a total of 100 degree and certificate programs (24 AA/AS; and 76 certificates) of varying lengths and complexities.

Examination of the data on awards indicates that DVC’s capacity for awarding degrees and certificates falls below that of the average for the state’s community colleges. This capacity can be measured by the number of awards per 1,000 FTES. For all California community colleges, the number of awards per 1,000 FTES stood at an average of 118 for the period between 2000-01 and 2005-06. In comparison, DVC’s number of awards per 1,000 FTES stood at 62.

Historically, DVC has placed more emphasis on transferring students to four-year institutions, instead of producing more degrees and certificates in the occupational areas. Examination of the data on transfer indicates a higher level of productivity than the average for the state’s community colleges. The average number of DVC transfers to UC and CSU per 1,000 FTES is 96. Additional transfers to in-state private and out-of-state institutions are not available for all years of the analysis.
Examination of awards by ethnic groups for 2006-07 shows slight differences between the proportionate share of degrees and certificates by ethnic groups and the overall representation of each group in the college population. Comparison of these two percentages by the major ethnic groups at DVC shows the following: African Americans, 5.3% of the awards in 2006-07 vs. 5.7% of the enrollment in fall 2006; Asians, 17.7% vs. 18.1%; Hispanics, 12.0% vs. 13.1%; and White, 48.6% vs. 48.8%, respectively.

**Transfer to Four-Year Institutions:** Diablo Valley College is considered one of the leading transfer institutions in Northern California. For the past 25 years, the college has consistently ranked among the top ten transfer colleges in terms of total transfers. In 2006-07, the number
of students who transferred to the University of California (UC) stood at 612, compared to 436 in 1997-98, an increase of 40% during this period. For California State University (CSU), the comparable numbers were 1,150 and 1,026, respectively, or an increase of 12%. Transfer to in-state private and out-of-state institutions account for an additional 500 to 600 students annually. In 2006-07, the college ranked fifth among the 109 California community colleges in terms of total transfer to public four-year institutions. In addition, the college’s 53% transfer rate is one of the highest transfer rates in the state.

Comparison of the proportionate share of transfer students by ethnicity reveals the following for 2006-07.

- The proportion of African-American students who transferred to UC and CSU was 3.5%, compared to their representation of 5.7% in the student population at DVC in fall 2006. There is a gap of 2.2 percentage points in terms of under-representation.

- Hispanic students’ proportionate share of total transfer to UC and CSU was 11.4% (2006-07) compared to their share of DVC’s student population at 13.1% (fall 2006). There is a gap of 1.7% in terms of under-representation.

- The proportionate share of White students who transferred to UC and CSU was 42.1%, compared to their representation of 48.8% (fall 2006). There is a gap of 6.7% in terms of under-representation.

- In contrast, Asian students have a much higher share of the transfer to UC and CSU (25.6%) compared to their share of the enrollment of 18.1% (fall 2006). There is a difference of 7.5% in terms of over-representation.

---

### Diablo Valley College Number of Transfers to Four-Year Institutions

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer to the University of California (UC)</td>
<td>564</td>
<td>579</td>
<td>611</td>
<td>580</td>
<td>612</td>
</tr>
<tr>
<td>Transfer to California State University (CSU)</td>
<td>1,050</td>
<td>1,067</td>
<td>1,155</td>
<td>1,142</td>
<td>1,150</td>
</tr>
<tr>
<td><strong>Total for UC and CSU</strong></td>
<td>1,614</td>
<td>1,646</td>
<td>1,766</td>
<td>1,722</td>
<td>1,762</td>
</tr>
<tr>
<td>Transfer to In-State Private Institutions (ISP)</td>
<td>288</td>
<td>292</td>
<td>344</td>
<td>302</td>
<td>NA</td>
</tr>
<tr>
<td>Transfer to Out-of-State Institutions (OOS)</td>
<td>221</td>
<td>214</td>
<td>294</td>
<td>242</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2,123</td>
<td>2,152</td>
<td>2,404</td>
<td>2,266</td>
<td>NA</td>
</tr>
</tbody>
</table>

Core Indicators for Vocational Education Courses: In 1998 the federal government established the Vocational and Technical Education Act (VTEA), which provides funds to postsecondary institutions to enhance the effectiveness of vocational education programs. The government worked with several constituents including post-secondary institutions and industry to develop six “core indicators” of performance. The six indicators and the targets that were established are described below.

Indicator 1 - Achievement: The percentage of students successfully completing vocational courses. Courses include enrollments in apprenticeship, advanced occupational or clearly occupational courses (SAM Priority Codes A-C). Students may be enrolled in more than one program area and may be included in more than one population grouping. The Performance Goal for completion is 79.76%.

Indicator 2 - Completions: The percentage of vocational education “Leavers and Completers” who receive a degree or certificate, transfer to CSU/UC, or join the military. Performance Goal for completion is 60.82%.

Indicator 3a - Employment: The percentage of students who placed as UI (unemployment insurance)-covered employment or continued at CSU/UC. Performance Goal for placement is 83.19%.

Indicator 3b - Employment Retention: The percentage of vocational education student “Leavers and Completers” who were retained for three consecutive quarters in UI covered employment in their first year after college and were not continuing their education at another college. Goal for retention is 82.85%
**Indicator 4a - Non-Traditional Participation:** The percentage of students participating in programs leading to non-traditional employment for the under-represented gender. Employment of the under-represented gender refers to women working in fields mostly occupied by men, or vice-versa, e.g., women in construction jobs or men in nursing jobs. Goal for participation is 29.98%.

**Indicator 4b - Non-Traditional Completion:** The percentage of students completing programs leading to non-traditional employment for the under-represented gender. The goal for completion is 25.05%.

**DVC vs. the State Performance Goal:** In 2005-06 (the year with the most recent data), DVC had mixed results in its performance on the six indicators for vocational programs. While DVC met the state’s goals for four indicators (1, 2, 3b, and 4a), the college faces a challenge in meeting the targeted goals for two areas (3 and 4b). Furthermore, DVC has done well in course completion (10.41% above goal), degree and certificate completion (5.8% above goal), employment retention (4.1% above goal), and non-traditional participation (12.5% above goal). The college fell slightly below the state’s goal in employment (2.0% below goal) and non-traditional completion (1.7% below goal). In addition, the employment retention of students with limited English proficiency fell below that of the state’s goal by 7.8%. In general, DVC’s performance has improved over time and the existing gaps will not be difficult to overcome in the future.

**Student Learning Outcome development**
Both student services and instructional programs are actively involved in the development and assessment of student learning outcomes. In the student services area, many SLOs are on their third review and revision. Several units, including financial aid, EOPS/CARE, and international students, have already implemented changes and are reporting improved services to our students.

Assessment of learning outcomes in the instructional areas has required more time and energy since there are in excess of 1,000 courses and 100 programs. To make the progress more manageable, the college hired a part-time faculty coordinator (with 25% reassigned time) to work with various academic units in developing and implementing SLO assessment at the course and program levels. In the meantime, the responsibilities of the position of institutional effectiveness coordinator in the research office were devoted almost exclusively to this project.

In 2007-08, one of the primary tasks of the institutional effectiveness coordinator was to meet with the student support managers and staff members to offer SLO support and to review the

---

**DVC’s Core Indicators of Performance in Vocational Programs, 2006-07**

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Total</th>
<th>State Negotiated Level</th>
<th>College Performance</th>
<th>Percent Above or Below State Negotiated Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>29 College - all vocational students</td>
<td>4,076</td>
<td>10,394</td>
<td>29.98</td>
<td>39.21</td>
<td>9.23</td>
</tr>
<tr>
<td>Displaced homemaker</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>N/R</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically disadvantaged</td>
<td>391</td>
<td>1,021</td>
<td>N/A</td>
<td>38.30</td>
<td>N/A</td>
</tr>
<tr>
<td>Limited English proficiency</td>
<td>160</td>
<td>331</td>
<td>N/A</td>
<td>48.34</td>
<td>N/A</td>
</tr>
<tr>
<td>Single parent</td>
<td>84</td>
<td>175</td>
<td>N/A</td>
<td>48.00</td>
<td>N/A</td>
</tr>
<tr>
<td>Student with disability</td>
<td>173</td>
<td>462</td>
<td>N/A</td>
<td>37.45</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**DVC’s Core Indicators of Performance in Vocational Programs, 2006-07**

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Total</th>
<th>State Negotiated Level</th>
<th>College Performance</th>
<th>Percent Above or Below State Negotiated Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 College - all vocational students</td>
<td>61</td>
<td>150</td>
<td>25.05</td>
<td>38.13</td>
<td>13.03</td>
</tr>
<tr>
<td>Displaced homemaker</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>N/R</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically disadvantaged</td>
<td>15</td>
<td>40</td>
<td>N/A</td>
<td>37.50</td>
<td>N/A</td>
</tr>
<tr>
<td>Limited English proficiency</td>
<td>2</td>
<td>9</td>
<td>N/A</td>
<td>22.22</td>
<td>N/A</td>
</tr>
<tr>
<td>Single parent</td>
<td>2</td>
<td>5</td>
<td>N/A</td>
<td>40.00</td>
<td>N/A</td>
</tr>
<tr>
<td>Student with disability</td>
<td>3</td>
<td>7</td>
<td>N/A</td>
<td>42.86</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Note: N/A (not/applicable) or N/R (not reported) indicate categories where no participants were reported. These performance indicators include all vocational programs whether or not they are supported with VTEA Title IC funds.

Source: CCCCO Perkins VTEA Information
assessment process they had used previously, with the intent of strengthening the SLO assessment process. Discussions took place regarding the effectiveness of the processes used, improving assessment methods/tools and examining other options, and encouraging student service units to work with colleagues to develop efficient and effective outcomes and methods that span more than one service area and that will benefit multiple programs.

To be effective, the SLO coordinator, the institutional effectiveness coordinator, and the Student Learning Outcomes Committee collaborated in developing three plans for implementation of SLOs at the course, program, and institutional levels.

For course-level SLOs, the first phase places emphasis on completing SLOs for the top 100 courses that have the largest enrollment. As of March 2008, DVC had identified learning outcomes in 122 courses, and had closed the loop by utilizing the results for improvement of student learning in an additional 12 courses. In addition, the Faculty Senate SLO committee sought the cooperation of the college Curriculum Committee to link course objectives to SLO assessment of all new course development and approval. This link was possible through the Web curriculum system already in place at the college. Student learning outcomes for courses are now aligned with the measurable objectives identified in the official course outline of record, and summary reports describing the assessment processes and results, as well as their utilization for improvement, are on file in the Office of Planning, Research and Student Outcomes.

Beginning in fall 2007, the college focused additional attention on learning outcomes for individual certificates and degrees. For degrees and certificates, the respective numbers are 15 and 2. Identified outcomes for these are on file in the Office of Planning, Research, and Student Outcomes. The Program Review Task Force is exploring the possibility of stronger ties between the Program Review process and program level SLO development.

The identified learning outcomes for the general education program appear in the college catalog, and a pilot assessment process was developed and initiated in spring 2007. That process was evaluated in fall 2007 (Intro-1), and in spring 2008 the SLO Committee developed a plan for improvement for the process itself (Intro-2).

Assessment of general education took place in spring 2007 following extensive dialogues among the faculty members in English and mathematics. The SLO committee administered a nationally validated test (College BASE) in English and mathematics to a group of students who had completed the academic requirements in the respective disciplines, namely English 122 (Freshman English: Composition And Reading) and Math 110 (Elementary Algebra). Results of the test were analyzed and shared with faculty members in English and mathematics. An ongoing self-reflective dialogue is currently (spring 2008) taking place in the departments of English and mathematics on the proper next steps.

Assessment of other areas of general education (natural sciences, social sciences, humanities, arts, and information literacy) prove to be a challenging task because of the large number of electives that could be used to fulfill the requirements in each sub-area of general education. Another challenge was that of providing incentives to students to voluntarily participate in the general education tests outside the classroom. To address these issues, the Faculty Senate committee proposed some approaches including embedding general education questions in certain “capstone” courses or using a nationally-developed instrument to assess overarching concepts that may cut across several disciplines such as language and reasoning, problem-solving, application of the scientific method, and so on.

The outcomes-based approach to measuring student learning represents a new paradigm in educational philosophy. The college has devoted significant human and financial resources to the incorporation of this approach throughout its curriculum. Faculty and staff have worked at the course, departmental, and program level
to develop and assess SLOs and use them for improvement of student learning. A number of departments have made considerable progress in the entire SLO cycle (SLO summary reports), and processes and infrastructure are being developed and refined. The college is well on its way to full integration. Comprehensive and detailed information regarding SLO development is found in Standard I and Standard II.

Evidence

Intro-1 Report from IEC
Intro-2 SLO Committee minutes

Off-campus sites and centers

Diablo Valley College offers classes at a variety of off-campus locations. Chief among these many locations is the one official “center” – known as the San Ramon Campus (SRC). DVC functionally views itself as one college with two campuses: Pleasant Hill and San Ramon. As a result, the majority of college committees (including the Accreditation Self Study Committee) have representation from both campuses.

In addition, DVC offers courses at a variety of community locations including a leased facility at Walnut Creek, high schools, apprenticeship training sites, and community centers.

Students who take DVC courses in San Ramon enjoy a small college atmosphere with abroad selection of day, evening, and weekend courses. Currently about 3,500 students attend SRC and may choose to take all their courses at SRC or split time between the San Ramon campus and the Pleasant Hill campus, depending on their educational goals. Many services are available at SRC, including admissions and records, a book store, counseling services, a student services office, computer labs, library facilities, information on job openings, to name just a few. The wide variety of courses offered at SRC allows students to complete the general education requirements for an associate degree and/or CSU general education and IGETC certification. SRC courses in the schedule are clearly identified for students with “San Ramon Campus” at the beginning of each course listing. In addition, parking is free at the SRC. Administration, classified staff, and faculty work at both campuses to ensure that student needs are addressed and attended to.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>WCC</td>
<td>28</td>
<td>30</td>
<td>34</td>
<td>55</td>
<td>73</td>
<td>36</td>
</tr>
<tr>
<td>Apprenticeship</td>
<td>99</td>
<td>69</td>
<td>92</td>
<td>86</td>
<td>101</td>
<td>96</td>
</tr>
<tr>
<td>High Schools</td>
<td>73</td>
<td>1</td>
<td>0</td>
<td>8</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>11</td>
<td>19</td>
<td>17</td>
<td>21</td>
<td>18</td>
<td>21</td>
</tr>
<tr>
<td>CSUEB</td>
<td>31</td>
<td>22</td>
<td>14</td>
<td>12</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>39</td>
<td>18</td>
<td>14</td>
<td>21</td>
<td>16</td>
<td>17</td>
</tr>
</tbody>
</table>
The Walnut Creek Center is a leased facility located near BART in downtown Walnut Creek. The facility features computer labs and classrooms and offers students a mix of business and general education courses. A limited number of courses are offered during the day and evening classes four days per week in a one or two day format. Parking is free at the Walnut Creek Center. Both day and evening students and faculty are provided staff support including relevant information and materials regarding the many services available at the two main campuses.

The following chart indicates the number of off-site sections offered at WCC and other locations over the past six academic years.

**External audits regarding federal grant monies**

California Education Code requires that an independent CPA firm perform an annual audit on all of the district’s financial records, including all its funds and reports to state and federal agencies. Audit findings are accompanied by recommendations that require district response. The district Governing Board holds two “open” meetings of its Finance Committee, where the external auditors discuss the audit and any findings and recommendations they have made. Additionally, there is a public presentation of the annual audit during one of the district’s Governing Board meetings. Once accepted by the Board, the audit is placed on the district’s website. As part of the following year’s audit, the external auditors review the progress made by the district towards correcting the prior year’s findings.
Abstract
This section reports the findings of the self-study conducted by Diablo Valley College between 2006 and 2008. It is being submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association for Schools and Colleges, as part of an application for reaffirmation of accreditation based on a six-year cycle. This study has been conducted according to the guidelines and requirements set forth by ACCJC. It reflects deep awareness of the seriousness of accreditation and a sincere commitment to the principles and philosophy on which it rests. Persons involved in the self-study process have assessed every major aspect of Diablo Valley College and identified strengths and challenges and made suggestions for improvement that are intended to enhance the quality of programs and services, while bringing the institution into compliance with ACCJC Accreditation Standards. As a result of the self-study process, some work toward making those improvements has already begun. Such efforts will continue, for the self-study is viewed by the college not as an end in itself but as part of an ongoing process for continuous improvement, steered both externally by ACCJC and internally by the college and its constituents.

Institutional Commitments
DVC is committed to providing high quality education congruent with its institutional mission, which explicitly addresses the college’s commitment to its intended student population: to provide educational programs and services that will enhance student transfer to four-year institutions; ensure a well-trained workforce through career technical programs; enhance the economic development of the region; provide a broad range of pre-collegiate courses; promote lifelong learning; and maintain the highest standards of fiscal and administrative accountability.

To maintain a consistency between its mission, goals and plans and specific institutional actions, the college aligns programs and services with the institutional mission, character and student population through a process of faculty and staff dialogue related to program review, planning, curriculum review and development, and assessment of student learning. The cyclical reviews of the academic and student service programs provide ample opportunities for reflection on student academic and demographic profiles, student achievement, curriculum relevancy, modes of course delivery, and other issues.

Understanding that student learning outcomes are central to supporting student learning, the entire institution has been vigorously engaged in an ongoing improvement of student learning outcomes since fall 2002 and has made considerable progress in making SLOs an integral part of DVC, grounding its assessment of student learning outcomes by linking these outcomes to the college’s mission and goals and structuring the SLO template for instructional and student service programs so that it is connected to the broader mission and goals of the college.

DVC also regularly reviews its mission statement using the institution’s governance and decision-making processes. These processes continue to provide the college opportunities to reflect on and adapt its mission, discussing such questions as how to best address the changing needs of the college’s diverse student body, in particular the growing population of underprepared students. In the past decade, the college has made a concerted effort to effectively enhance the link between its mission, planning, and decision-making, enabling it to continually renew its commitment to achieving its mission to support student learning.

Planning, Improvement and Evaluation
DVC has a strong, multi-layered and participatory institutional planning process in place, one that is driven by its mission statement and integrated with all college operations including budget, facilities and technological planning. The college has been engaged in a systematic process of improving its effectiveness as a leading institution of higher learning in California for over half a century. This improvement has been grounded in the belief that planning and evaluation must
be systematic, ongoing, participatory, and based on solid research and analysis. Furthermore, the college believes that effectiveness in reaching its stated goals requires the integration of planning, assessment, resource allocation, and use of assessment results for enhancing the quality of education and services. Such activities have been founded on a solid base of data analysis, research, and communication of meaningful information to campus constituents.

DVC has had a robust program review process in place for many years. Evaluation of all aspects of instructional programs occurs during regular program review, conducted by division faculty members, according to procedures established in the Program Review for Instruction Procedures Guide, September 2003. This new program review process brought a focus on research-based program evaluation and on accountability by including review by an Instructional Program Review Committee. In the new process, all aspects of DVC instructional programs are evaluated by department faculty every six years. Comprehensive program reviews were completed by fifteen out of sixteen student service areas in 2004. Currently, all student services areas have completed a comprehensive program review and annual updates have been completed since 2004. The college is continuing to work to integrate program review into its overall budget and resource allocation planning processes.

**Student Learning Outcomes**

Since beginning its transition to an outcomes-based methodology for measuring student learning in 2002, DVC has made significant progress in integrating student learning outcomes into college planning and instructional programs. The college grounds its assessment of student learning outcomes (SLOs) by linking these outcomes to the college’s mission and goals and structures the SLO template for instructional and service programs so that it is connected to the broader mission and goals of the college. The student services area has completed two cycles of student learning outcomes, general education courses in math and English have used national exams to measure learning objectives, a dedicated web page to student learning objectives has been established, and the college has given re- assigned time to faculty to help administer student learning outcomes throughout the campus. Despite these efforts, which indicate the college meets this standard, the progress has not been as swift as the college had hoped. The college is committed, however, to completing the work of integrating student learning outcomes into the whole fabric of DVC.

**Organization**

Since fall 2002, DVC has been engaged in an inclusive, informed and intentional effort to define student learning, provide programs to support that learning, and evaluate how well learning is occurring. As a part of this ongoing process, the college has made considerable progress in creating the institutional structures to identify and make public the learning outcomes, evaluate the programs in producing those outcomes and make improvements oriented to produce and support student learning.

The college maintains several processes through which a collegial self-reflective dialogue about the continuous improvement in student learning and institutional processes occur. Dialogues on student learning outcomes take place in the disciplines, departments, committees, councils, task forces, work groups, workshops and numerous other meetings at the college and the district.

Over the past five years, the college has formally instituted student learning outcomes on campus by implementing several processes: through the Faculty Senate and Leadership Council’s formation of two committees to coordinate the assessment of student learning outcomes in the instructional and student services areas; the invitation of national consultants on the assessment of student learning outcomes to conduct workshops and one-on-one consultation with members of the faculty and staff at DVC; the approval of a college-wide plan for the assess-
ment of student learning outcomes at the course, program, and institutional levels; and five years of collegial work by dedicated groups of faculty members, administrators, and support staff.

Dialogue
The significant progress the college has made in integrated planning, the improvement of its effectiveness as an institution, student-learning outcomes and program review was made possible through cross-constituent dialogue that has markedly improved over the past year. Even when that discussion was strained in the past, DVC has maintained several processes through which a collegial self-reflective dialogue about the continuous improvement in student learning and institutional processes occur.

Institutional Integrity
While the college has been seriously challenged by the unauthorized grade change issue, significant shortages in staffing, and contention between faculty and the last administration; DVC has been able to maintain its institutional integrity, electing to actively address rather than to shrink from these considerable challenges to the institution.

Diablo Valley College’s consistent ranking in the top five transfer institutions in the state (out of 109 community colleges) provides evidence of continued public approval of and confidence in DVC’s programs and services. That almost two out of five students who attend DVC reside outside the college service area indicates that many students choose DVC over colleges that they could attend more locally. The college also attracts almost 1,000 international students from 60 countries. All of this is clear evidence of the college’s local and even international reputation.

In addition to its high quality and innovative instructional program, DVC also continues to offer a full complement of high quality, comprehensive student services that seek to continually improve their services by centralizing student services in one location at the Pleasant Hill campus, by enhancing student services at the San Ramon campus, by implementing a range of online services, and by fostering student leadership and involvement in campus life. And because the college has embarked on a major project of planning, building and upgrading its facilities, due to a large infusion of funds from local capital facilities bond measures and state capital facilities funding, many of these services will be offered in a new and attractive setting.

DVC, however, understands that it must vigorously continue efforts at increasing diversity on campus. The college also understands the gravity of the unauthorized grade change issue and is actively addressing it. Finally, the institution understands that it must heal the serious rifts created by the long period of enmity between faculty and the previous administration. DVC is clearly in a period of transition as the promises of new leadership and renewed institutional commitment across all constituent groups signal a return to a mutually respectful environment and shared responsibility to improve student learning.
Organization of Self Study

Diablo Valley College began its accreditation self study process in fall 2006 when the Faculty Senate President and the Vice President of Academic Affairs (VPAA) were appointed co-chairs of the DVC Self Study Committee. The VPAA was also the Accreditation Liaison Officer for Diablo Valley College.

In spring 2007, these accreditation co-chairs formed sub-committees to address each accreditation standard. These standard sub-committees consisted of management and faculty co-chairs and additional members appointed and recruited through the constituency organizations. Some of the larger standards were composed of several sub-committees. A binder of general accreditation information including a timeline was distributed to each sub-committee co-chair. During the spring semester, the ACCJC conducted a self-study training session at DVC to which all co-chairs and committee participants were encouraged to attend (Org-1).

The Accreditation self study process included faculty, classified, students, and management with the sub-committees composed of all constituency groups (although student involvement was limited due to time commitments). Each sub-committee decided upon its organizational structure and process. In some cases, the co-chairs did most of the writing and editing; in other standards, the work was more evenly distributed. Some committees conducted weekly meetings whereas other committees conducted more of their work through email and Sharepoint (the college’s accreditation website).

In both, fall 2007 and spring 2008, input for the self-study was solicited campus-wide through in-person forums, email, and hard copy. Throughout the process, drafts and edits were shared campus-wide through the accreditation website known as Sharepoint (Org-2), the shared college drive (U:drive), and hard copies available in the division offices. The president and VPAA met with the co-chairs, the Standard Committees, and the constituent organizations (Faculty Senate, Classified Senate, ASDVC, and Management Council) to discuss the accreditation process and to receive input.

Several changes occurred to the college organizational structure that impacted the Accreditation Self-Study process. In the summer of 2007, the Vice-President of Academic Affairs who was also the Accreditation Liaison Officer, left DVC to accept a position at San Francisco City College, and the college welcomed a new president. In August of 2007, DVC’s new president hired an interim VPAA and Interim Senior Dean of GE and Transfer. As a result of these new hires, the self-study committees were adjusted and a staff member was hired to assist with the collection of evidence. The interim VPAA became the new accreditation liaison officer and co-chair of the self-study with the former Faculty Senate President. She attended ALO training in November of 2007 and became the permanent VPAA in January of 2008. In addition, an editor was hired to work with the co-chairs and the committees to develop a final accreditation self study report. At various times in the process, timelines and committees were adjusted to ensure inclusion by all constituencies and to address changes in personnel (Org-3).

In January of 2008, DVC received notification that the Accrediting Commission was moving toward a verification approach instead of the traditional validation approach. As a result, the college decided to shift plans that were not related to compliance but to overall college excellence to the college improvement plan, which is tied to the college’s Strategic Plan. These items, along with any recommendations from the commission, will be incorporated into the overall college strategic planning process.

Evidence
Org-1 Training Email
Org-2 Sharepoint website
Org-3 Accreditation timeline
<table>
<thead>
<tr>
<th>Standard</th>
<th>Title</th>
<th>Co-chairs</th>
<th>Members</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A,B</td>
<td>Institutional Mission and Effectiveness</td>
<td>Mohamed Eisa, Despina Prapavessi</td>
<td>Chrisanne Knox, Dale Craig, Lindsey Lang, Dan Galvin, Liz Cabiles, Ashley Kittredge, student</td>
<td>Accountability and Research Committee; SLO Committee</td>
</tr>
<tr>
<td>II A</td>
<td>Instructional Programs</td>
<td>Rachel Westlake, Claudia Hein</td>
<td>Kim Schenk, Jeanie Dewhurst, Yvonne Canada, Emily Stone, Judy Foster</td>
<td></td>
</tr>
<tr>
<td>II B</td>
<td>Student Support Services</td>
<td>Diane Scott-Summers, Cheryl Martucci</td>
<td>Brenda Jerez, Bill Oye, Dona DeRusso, Sue Rohlicek, Andy Kivel, Marcia Giovann, Kate Wothe, Merv Maruyama, Linda McEwen, Kathy Reilly, Dan Martin, Alfredo Del Cid, student, Sharon Lucero, student</td>
<td></td>
</tr>
<tr>
<td>II C</td>
<td>Library and Learning Support Services</td>
<td>Ann Patterson, Mario Tejada</td>
<td>Tawny Beal, Jocelyn Iannucci, Sue Rohlicek, Andy Kivel, Toni Magaldi, Cathi Till, Neal Skapura</td>
<td>Library sub-sub Committee</td>
</tr>
<tr>
<td>III A</td>
<td>Human Resources</td>
<td>Dennis Smith, James Hoffmann</td>
<td>Linda Robbins, Nancy Harvey, Dennis Franco, Alfredo Del Cid, student</td>
<td></td>
</tr>
<tr>
<td>III B</td>
<td>Physical Resources</td>
<td>Ted Wieden, Julia Walters</td>
<td>Dan Martin, Maria Barno, Russ Holt, Lori Vickers</td>
<td></td>
</tr>
<tr>
<td>III C</td>
<td>Technological Resources</td>
<td>Ben Seaberry/ Robert Burns, Binita Sinha</td>
<td>Cathy Walton-Woodson, Neal Skapura, Ann Patterson, Stacey Shears, Chrisanne Knox, Mario Tejada, John Sinsel, Tamar Baskind, Peter Willett, Mark Steidel, Jocelyn Iannucci, Kim Hughes, Ivan Lai, student</td>
<td></td>
</tr>
<tr>
<td>III D</td>
<td>Financial Resources</td>
<td>Chris Leivas, Mark Steidel</td>
<td>Julie Catalano, Sue Handy, Courtney Crewe, Ann Patterson, Ray Goralka</td>
<td>Budget Oversight Committee</td>
</tr>
<tr>
<td>IVA, B</td>
<td>Leadership Roles</td>
<td>Michael Almaguer, C. Machalinski, Krista Johns, Patricia Young</td>
<td>Sonja Nilsen, Katherine Jinter, Diane Smith, Ann Patton, Kathleen Costa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Governance and Organization</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Organization of Diablo Valley College

Diablo Valley College is a part of a three-college system that constitutes the Contra Costa Community College District. The district is headed by a chancellor and by a Governing Board, which is publicly elected and has five members with staggered, four-year terms of office. Either two or three members are elected every two years. Though the members are elected from discrete geographical areas, board members are charged with adopting a district-wide vision and are expected to advocate for issues that benefit all the colleges in their areas. A non-voting student trustee, elected on a rotating basis from one of the three colleges, also serves on the board.

The board delegates responsibility to implement district policies to the chancellor and his/her staff. Since its inception in 1949, the district has been headed successively by eight chief executive officers. In the mid-1970s, the title of the district head was changed from superintendent to chancellor. The current chancellor, Helen Benjamin, Ph.D., has been in office since August 2005.

Diablo Valley College is headed by a president who reports to the chancellor of the district. Since 1950 the college has been served by six presidents, with the third president (William P. Niland) serving the longest term, 19 years. The sixth president, Judy E. Walters, Ph.D., began her term in August 2007.

Diablo Valley College is organized in traditional recognizable units established to achieve specific goals. The major units of this organizational architecture (DVC Org-1) include eight functional areas that report directly to the president:

- Academic Affairs
- Student Services
- Information Technology
- Business Services
- San Ramon Campus
- DVC Foundation
- Public Information, Marketing and Communications
- Planning, Research and Student Outcomes

Management of the resources—financial, human, facilities, and information technology (student and personnel data bases)—takes place at the district level. In addition, police services and international education report to the district, with dotted line responsibilities to the three colleges (DVC Org-2, 3).

As of fall 2007, DVC employed a total of 1,066 persons:

- Full-time tenured/tenure track faculty, 255
- Adjunct faculty (head count), 551
- Full-time classified staff, 218
- Full-time administrators, 42

A brief statement about each of the major functional units at DVC follows.

**Academic Affairs**

Academic Affairs constitutes the largest unit on campus. It is headed by a vice president and has nine academic divisions, the office of the senior dean of transfer and general education, the Office of Workforce Development, and the Dean of the Library and Learning Resources. Academic divisions include the following:

- Applied and Fine Arts
- Biological and Health Sciences
- Business Education
- English
- Math and Computer Science
- Physical Education, Athletics, and Dance
- Physical Science and Engineering
- Social Science
- San Ramon Campus Academic Division (dual responsibility to the vice president of academic affairs and the executive dean of San Ramon Campus)

**Student Services**

Student Services is the second largest unit and is headed by a vice president. This unit consists of three major divisions, each headed by a dean.
These divisions are as follows:

- Counseling and Support Services
- Outreach, Enrollment Management, and Matriculation
- Student Life

**Business Services**

Several areas report to the director of business services, including the following:

- Central Services
- Food Services
- Custodial Services
- Book Center
- Building and Grounds
- Facilities

**Information Technology**

Three areas report to the executive dean of information technology and services, including:

- Technology Training and Development
- Computer Network and services
- Media Services

**San Ramon Campus**

San Ramon Campus is headed by an executive dean who reports directly to the president. Three areas report to the executive dean, including:

- San Ramon Campus Academic Division
- Satellite Business Services
- Student Services and Instructional Support

**College Committees and Councils**

The formal organizational structure of the college is also served by numerous councils and governance committees whose memberships are comprised of the four constituency groups: management, faculty, classified staff, and students. In 2007-08 there were 25 college governance bodies including the following:

1. Leadership Council
2. Planning Council
3. Instructional Council
4. Accountability and Research Committee
5. Budget Oversight Committee
6. Budget Review Committee
7. Diversity Committee
8. Furniture and Finishes Committee
9. Information Technology Committee
10. Matriculation Committee
11. Safety Committee
12. Staff Development Committee
13. Student Learning Outcomes Committee
14. Sustainability Committee
15. Workforce Development Committee
16. Basic Skills Initiative Task Force
17. Internal Communication Task Force
18. Learning Communities Task Force
19. One College One Book Task Force
20. Employee Recognition Team
21. Enrollment Management Team
22. Graduation Planning Team
23. Publication Team
24. Student Art Works Team
25. Outreach Work Team

The roles and responsibilities of these bodies, together with their annual report of activities, appear in the college’s Handbook on College Committees (DVC Org-4).

**Program Advisory Committees**

In addition to the college committees, vocational academic programs are served by 24 advisory committees that include representatives from business and industry, and are designed to provide assistance to college programs. The names of the program advisory committees for 2007-08 are listed in the Handbook on College Committees, October 2007 (DVC Org-4).

**Faculty Senate**

DVC faculty members exercise a voice in educational and professional matters in their own areas of expertise. They play a major role in faculty hiring and evaluation, faculty develop-
ment activities, educational program development, course and program approval, budget development, program review, and assessment of student learning outcomes. The faculty role in governance, both at the college and district, is defined by board policy, the constitution and by-laws of the Faculty Senate and state regulations. All faculty are members of the Faculty Senate. The Faculty Senate President (or designee) is a member of the major governance committees: the Planning Council, the Leadership Council, the Budget Review Committee, District Governance Council, and other committees.

**Classified Staff**
The role of classified staff in governance is outlined in district board policies. The Classified Senate represents classified staff, providing a voice in determining institutional policies, procedures and regulations. The Classified Senate President (or designee) is a member of major governance committees: Leadership Council, Planning Council, District Governance Council and others.

**Students**
The role of students in institutional governance is outlined in district board policies. Students have the right to effective participation in governance and to consultation on items that have direct relationship to their role as students including grading, code of student conduct, academic disciplinary policies, fees and other college and district policies that will significantly affect them. Students are invited to serve on the Leadership Council, Planning Council and other committees and councils at the college and at the district.

**Evidence**

- DVC Org-1  DVC organization chart
- DVC Org-2  CCCCDD organization chart
- DVC Org-3  Roles and responsibilities chart
- DVC Org-4  DVC Handbook on Committees
Certification of continued compliance with eligibility requirements

Diablo Valley College certifies its compliance with the eligibility requirements for the 2008 reaffirmation of accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges.

1. Authority

Diablo Valley College is part of Contra Costa Community College District. The college is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and is approved under regulations of the California State Department of Education and the California Community Colleges Chancellor’s Office.

The college’s Culinary Arts Program is accredited by the American Culinary Federation; the Dental Assisting and Dental Hygiene Programs are accredited by the Commission on Dental Accreditation of the American Dental Association.

Additionally, the college offers several categorically funded programs such as the extended opportunity programs and services, the disabled student services, matriculation, and CalWORKs. These programs require internal review and self-study, as well as periodic external audits to ensure compliance with state standards. In addition to these categorical programs, services mandated by state regulations, such as the transfer center, require yearly planning and evaluation that are submitted to the System Office.

Evidence:

ER-1 DVC catalog, accreditation statement
ER-2 System Office list of approved programs at DVC – State authorization of DVC to award degrees and certificates
ER-3 Education Code, section 70902
ER-4 Title 5, section 55063

2. Mission

Diablo Valley College’s educational mission as a community college is clearly defined and published in its catalog and on the college’s website. The college’s mission statement defines institutional commitment to achieving student learning, enhancing student success, and supporting the economic development of the region. The college’s educational mission is aligned with the Contra Costa Community College District’s educational mission. The Contra Costa Community College District Governing Board approved the most recent revision to the college’s mission statement on October 24, 2007.

Evidence:

ER-5 DVC mission statement
ER-6 CCCCD Governing Board minutes adopting mission statement

3. Governing Board

Diablo Valley College is one of three colleges in the Contra Costa Community College District. The district is governed by a publicly elected five-member Governing Board, joined by a non-voting student trustee. Board members are elected for four-year, staggered terms. The board is responsible for quality, integrity, and financial stability and for ensuring that the institution’s mission is being carried out. The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. Board members have no employment, family, or personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that relevant interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.
**Evidence:**

ER-7 CCCCD Governing Board members’ biographical information
ER-8 CCCCD Governing Board Policy 1010
ER-9 CCCCD Governing Board rules and regulations

4. Chief Executive Officer
Diablo Valley College’s president was appointed by the Contra Costa Community College District Governing Board on June 5, 2007 with a contract that began August 1, 2007. The president reports to the district chancellor who is appointed by and reports to the Governing Board. The president has a full-time responsibility to the institution and possesses the requisite authority to administer board policies. Neither the district chancellor nor the president serves as the chair of the Governing Board.

**Evidence:**

ER-10 Biographical information for Judy Walters, DVC president
ER-11 CCCCD Governing Board and Judy Walters, DVC president employment contract
ER-12 CCCCD Governing Board meeting minutes, DVC president contract approval

5. Administrative Capacity
Diablo Valley College has 34 academic and support services administrative staff members with appropriate preparation and experience to provide the administrative services necessary to support the college’s mission and purpose. Administrative appointments include three vice presidents (academic affairs, student services, and institutional advancement); two executive deans (information technology and the San Ramon campus); one senior dean of transfer and general education; one dean for planning, research and student outcomes; six deans of instructional divisions; four deans in educational support and student services; five directors (business services; the DVC Foundation; marketing and communications; admissions; and financial aid), and eleven managers of departments and services.

**Evidence:**

ER-13 DVC organizational chart
ER-14 DVC catalog, administration list
ER-15 DVC schedule of courses, administration list
ER-16 Biographical information of DVC administrators

6. Operational Status
Diablo Valley College is operational with almost 21,000 students enrolled in classes in fall 2007. Many are actively pursuing vocational certificates, associate degrees, and/or transfer to four-year institutions. A smaller proportion of students have other goals including educational development, career enrichment, or remediation in basic skills.

**Evidence:**

ER-17 DVC 3-year enrollment history
ER-18 DVC enrollment and degrees awarded by year
ER-19 DVC schedule of courses, fall 2008

7. Degrees
Diablo Valley College offers 24 Associate of Arts and Associate of Science degrees and 76 certificate programs. A substantial percentage of students are enrolled in courses that are required for a certificate or degree program, and/or required for transfer to four-year institutions.

**Evidence:**

ER-20 Education Code, section 66010.4
ER-21 DVC catalog, programs and course descriptions
ER-22 DVC catalog, general education courses and requirements
8. Educational Programs

All degree programs at Diablo Valley College are congruent with the college’s mission and are based on recognized higher education fields of study. The college’s curriculum committee ensures that programs are of appropriate content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. Degree programs offered at the college meet California Code of Regulations, Title 5 curriculum requirements, and when combined with the general education component, represent two years of full-time academic work. Course outlines in degree credit courses contain student learning outcomes achieved through class content, assignments, and activities. All course outlines are subjected to periodic, rigorous program review.

Evidence:

ER-26 DVC catalog, programs and course descriptions
ER-27 DVC catalog, description of courses and curricular sequence of programs
ER-19 DVC schedule of courses, fall 2008

9. Academic Credit

Diablo Valley College awards academic credits based on accepted practices of California community colleges under California Code of Regulations, Title 5. Detailed information about academic credits is published in the college catalog and schedules.

Evidence:

ER-28 Title 5, section 55002.5
ER-29 DVC catalog, grading
ER-30 CCCCD Governing Board Policy 4001
ER-31 CCCCD Curriculum and Instruction Procedure 4001

10. Student Learning and Achievement

The 2008-09 catalog for Diablo Valley College contains a comprehensive statement of the general education student learning outcomes (SLOs) for the associate degree. The catalog also contains information about the educational purpose and objectives for each of the academic programs offered. Additionally, some course, program, and college level SLOs have been developed and others are in various stages of development. Coordinated by department faculty members and administrators, every course, regardless of its location or delivery system, must follow the course outline.

Evidence:

ER-32 DVC catalog, reasons for general education objectives for the associate degree
ER-33 DVC student learning outcomes from program reviews
ER-34 DVC graduation, transfer, job placement, licensure examination pass rate history

11. General Education

All associate degree programs require a minimum of 26 semester units of general education courses to ensure breadth of knowledge and to promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education has comprehensive learning outcomes for the students who complete it. Degree credits for general education programs are consistent with the level of quality and rigor appropriate to higher education.
Evidence:
ER-35 CCCCD Governing Board Policy 3007
ER-36 DVC catalog, general education requirement
ER-37 DVC course outlines for general education English and math courses
ER-38 Website Project ASSIST

12. Academic Freedom
Diablo Valley College’s faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as ensured by Governing Board Policy 2018 on academic freedom.

Evidence:
ER-39 CCCCD Governing Board Policy 2018

13. Faculty
Diablo Valley College employs 255 full-time and 550 part-time faculty members who are qualified under state-mandated minimum qualifications to conduct the institution’s programs. Many hold terminal degrees. Faculty duties and responsibilities are clearly outlined in the Collective Bargaining Agreement with United Faculty.

Evidence:
ER-40 DVC full time faculty roster, degrees, and experience
ER-41 DVC adjunct faculty roster, degrees, and experience
ER-42 UF/CCCCD Faculty Contract
ER-43 DVC catalog, faculty commitment to students
ER-19 DVC schedule of courses, fall 2008

14. Student Services
Diablo Valley College provides a comprehensive array of student service programs that support student learning and enhance educational access for all students regardless of their academic background.

Evidence:
ER-44 DVC Fact Book 2007, demographic characteristics of students
ER-45 DVC catalog, student services listing
ER-46 DVC catalog, student resources listing
ER-47 DVC catalog, Educational Talent Search
ER-48 www.dvc.edu, student services
ER-49 www.dvc.edu, Puente program information
ER-50 www.dvc.edu, Ujima program information

15. Admissions
Diablo Valley College maintains an admissions policy that is consistent with the college mission statement, the Education Code, Title 5 regulations, and the statewide mission for California Community Colleges. Using validated prerequisites and other placement tests, the college ensures that students enroll in appropriate courses. Information about admissions requirements is available in the catalog, the schedule of classes, and on the college’s web site. Students are encouraged to apply online, although paper applications are also accepted.

Evidence:
ER-51 DVC catalog, admissions policy
ER-52 DVC admission application
ER-53 DVC admission application website
ER-54 DVC A&R organizational chart
ER-55 Job descriptions for DVC A&R

16. Information and Learning Resources
Diablo Valley College provides sufficient print and electronic information and learning resources to meet the educational needs of students. The library houses a variety of media collec-
tions and is staffed to assist students in the use of resource materials, including free internet access and online computer data bases. The college also provides a variety of student support programs and computer labs for student use. The college is committed to enhancing its learning resources, regardless of location or delivery method.

**Evidence:**

ER-56 DVC library holdings and resources, including electronic  
ER-57 DVC agreements for access to CSUEB

**17. Financial Resources**

Diablo Valley College receives a budget allocation from the Contra Costa Community College District which funds its basic operational costs. The college reviews its budget allocation and makes requests for additional funds, if necessary. The college has maintained and publicly documented a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability. Diablo Valley College has a Budget Oversight Committee that recommends priorities and major categories for the college budget and a Budget Review Committee that recommends priorities for special funding.

**Evidence:**

ER-58 DVC budgets and financial statements 2006-07 through 2008-09  
ER-59 DVC Foundation audit reports

**18. Financial Accountability**

The Contra Costa Community College District undergoes and makes available an annual external financial audit for the district and its colleges by a certified public accountant. The audit, conducted by an external certified public accountant, complies with generally accepted auditing standards and Government Auditing Standards issued by the Comptroller General of the United States. The Governing Board reviews these audit reports annually. The financial audit and management responses to any exceptions are reviewed and discussed in public sessions. To support the effective utilization of the Diablo Valley College budget, college administrators collaborate with district office Finance and Administration.

**Evidence:**

ER-60 DVC budgets and financial statements 2006-07 through 2008-09  
ER-61 Certified independent audits  
ER-62 Federal financial aid program audit  
ER-63 DVC student loan default rates

**19. Institutional Planning and Evaluation**

Diablo Valley College has a well established institutional planning process that integrates planning, program review, and resource allocation. This process has proven to be successful in the past and should continue to serve the college well into the future. The college carries out program reviews in all instructional and student service areas. Institutional planning and program evaluation is systematic for all departments and divisions of the college, including instruction and student services. Program reviews for the administrative units will begin in fall 2008. The focus in all three areas is to enhance student learning and success through a continuous cycle of assessment, planning, implementation, improvement, and reevaluation.

The college works with the Contra Costa Community College District to provide planning for the development of the college, including integrating plans for personnel, technology resources, facilities, and financial development, as well as procedures for program review and institutional improvement. Through the planning council, Diablo Valley College systematically evaluates how well and in what ways it is accomplishing its purpose, including assessment
of student learning and enhancing institutional effectiveness.

Evidence:
ER-64 DVC program review process
ER-65 DVC Fact Book 2007
ER-66 DVC Strategic Plan, 2006-11
ER-67 DVC Educational Master Plan, 2007-17
ER-68 DVC Educational Master Plan, 2007-17
ER-69 DVC Facilities Master Plan 2007
ER-70 DVC Enrollment Management Plan, 2006-11
ER-71 DVC Procedures Manual
ER-72 DVC catalog, shared governance statement

20. Public Information
Diablo Valley College publishes in its catalog in hard copy, on its college website, and in other appropriate places accurate and current information that describes the college’s purposes and objectives, admission requirements, and admission procedures. In addition, the college catalog contains information related to rules and regulations directly affecting students, programs and courses, degrees offered and the degree requirements, costs and refund policies, grievance procedures, grading policies, non-discrimination policies, academic credentials of faculty and administrators, names of members of the governing board, and other items relative to attending the college and withdrawing from it.

Evidence:
ER-73 CCCCD Governing Board Policy 1005
ER-74 www.dvc.edu
ER-75 DVC catalog
ER-76 DVC’s recent media ads

21. Relations with the Accrediting Commission
Diablo Valley College and the Contra Costa Community College District Governing Board hereby affirm by signatures of the official representatives below, that Diablo Valley College has consistently adhered to the eligibility requirements, standards, and policies of the Accrediting Commission for Community and Junior Colleges. The college describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the commission to carry out accrediting responsibilities. All disclosures by the college are complete, accurate, and honest.

Evidence:
ER-77 CCCCD Governing Board Policy 1017
ER-78 www.dvc.edu, list of accreditations
ER-79 Office of Private Postsecondary Education
ER-80 Commission on Dental Accreditation
ER-81 American Culinary Federation Educational Institute
ER-82 California Association for Alcohol/Drug Educators (CAADE)

Judy E. Walters, Ph.D., President, Diablo Valley College
Tomi D. Van de Brooke, B.A., President, Governing Board, Contra Costa Community College District

August 27, 2008
Responses to 2002 Evaluation Recommendations

DVC’s last comprehensive evaluation visit was in March 2002, which resulted in five recommendations. Accreditation was reaffirmed by the Commission at its June 2002 meeting with a requirement that the college submit a progress report in March 2003 to be followed by a visit of Commission representatives (R-1). The progress report was submitted on April 1, 2003, addressing all five recommendations and the team visited on April 10, 2003 (R-2). The report was accepted by the Commission at its June 2003 meeting (R-3).

All colleges are required to file a midterm report in the third year after each comprehensive evaluation. DVC submitted it in March 2005 (R-4) which was accepted by the Commission at its June 2005 meeting (R-5). All annual reports since the last comprehensive visit in 2002 have also been submitted.

In addition to the reports and visit as noted above, DVC experienced in 2006-07 a “breach in security of its student academic records and transcripts.” In May 2007, ACCJC requested the college provide information regarding this breach. The college responded with a written report on May 31, 2007 (R-6). The report was accepted by the Commission in June 2007 with the requirement that a special team visit be conducted before August 1, 2007, to “focus on the college’s ongoing investigation and resolution of the issues surrounding the recently discovered breach in the security of student grades and transcripts” (R-7). The special team visited July 30, 2007, (special team accreditation binder #1 available in team room) and made nine recommendations (a – i) concerning the issues (R-8). ACCJC accepted the special team visit report at its January 31, 2008, meeting, with the requirement that the college complete a follow-up report by March 15, 2008, describing the institution’s resolution of recommendations a) through i) of the July special team visit report. The report was submitted March 15 (R-9) and a follow-up visit occurred April 4, 2008. The Commission took action at its June 2008 meeting and as of this writing the college is awaiting the Commission’s response and any further actions.

Following are updated responses to the five recommendations originally made in the March 2002 comprehensive visit.

Evidence

R-1 June 2002 letter
R-2 April 1, 2003 progress report
R-3 June 2003 letter
R-4 March 2005 report
R-5 June 2005 letter
R-6 May 31, 2007 report
R-7 June 29, 2007 Commission letter
R-8 Team report from July visit
R-9 March 15 special visit report

Recommendation 1

Implementation of a uniform process of program review which includes direct evidence of student learning and is used to inform and influence planning and resource allocation and leads to improvements in programs and services.

The college has met this recommendation.

As of spring 2008, DVC had completed its first full six-year cycle of program review according to its revised program review process. Each academic unit completed its comprehensive review according to the procedures outlined in the Program Review for Instruction Procedures Guide. (R-10) According to those procedures, data is compiled from Datatel and Cognos and analyzed by the Office of Planning, Research, and Student Outcomes, and utilized to populate the templates. Each review is written by faculty members from the area, and included analysis of data and narrative review of the following components: students; curriculum; faculty and staff; support services; facilities; equipment and
financial resources; other comments and concerns; summary of recommendations; and goals for the next program review.

Completed reports are submitted to the IPRC for evaluation, review, and recommendations, and summary reports sent to the Planning Council and the Faculty Senate. (R-11) Implementation is assessed by the IPRC through follow-up and progress reports. Completed program reviews are posted on the college Intranet (U:drive), and they, along with the IPRC summary reports, follow-up reports, and progress reports, are on file in the Office of Academic Affairs.

In order to meet the state mandate (Education Code Section 78016) and CCCCD Governing Board Policy (Curriculum and Instruction Procedure 4008), vocational programs undergo an additional limited review on a two year cycle. This review relies on both internal data provided by the Office of Planning, Research, and Student Outcomes and external data from the System Office to evaluate program currency and relevancy. (R-12) Among the areas assessed are achievement, completions, employment, employment retention, non-traditional participation, and non-traditional completion. In addition, each program meets with its Advisory Committee to update and solicit input from the committee its vocational program. The assessment is completed by the workforce development coordinator and the program lead faculty. A summary report is prepared, which is sent to the Workforce Development Committee for review and then forwarded to the academic affairs office. (R-13)

In spring 2008, at the completion of the first full six-year cycle of program review, the Faculty Senate established a program review task force to update the program review process and make recommendations for improvement by April 2008. After approval of the recommendations by the Faculty Senate, the Vice President of Academic Affairs and faculty co-chair of the IPRC will be responsible for ensuring that the recommendations are implemented.

For additional information related to this recommendation, see Standard IIA.

Evidence
R-10 Program Review for instruction procedures guide
R-12 Career/Technical programs assessment process
R-13 Career/Technical programs assessment process summary reports

Recommendation 2

Improvement of the existing curriculum process to include a timely, systematic review and efficient procedures for course and program approval with adequate technology and staff support.

The college has met this recommendation.

All DVC course outlines are now developed and revised using an online web curriculum process. Over the three years prior to the new system, 736 courses completed the curriculum review process – over the three years after implementation, 793 courses completed the process – a 7.7% increase (R-14). The online system also ensures that the most up-to-date information about course outlines is readily accessible both within and outside the campus community. As of April 2008, the web curriculum system is being updated to accommodate changes in Title 5 requirements, as well as to incorporate student learning outcomes more completely into curriculum design. This updated version is scheduled to be completed by the beginning of the fall 2008 term. (R-15)

An online component to support the program approval process for the web curriculum system has been developed. In spring 2008, the college will align this process with the new program application process developed by the System Office. In summer 2008, the college will pilot its use for both new and existing programs. The instruction office’s administrative assistant provides clerical support for the curriculum review process (60% of load). (R-16)
Several key positions help to support the curriculum process. The full-time articulation officer continues to assist the faculty members with establishing course and program articulations with transfer institutions. The full-time workforce development coordinator position was temporarily vacated in fall 2006, when the coordinator took advantage of a temporary promotional opportunity to senior dean of general education and transfer. The workforce position is currently filled by an interim coordinator until the permanent individual returns. The campus web application specialist provides technical support for the online web curriculum process.

For additional information related to this recommendation, see Standard IIA

Evidence

R-14 Curriculum Committee yearly summary report
R-15 Curriculum process documents
R-16 Web Curriculum System

Recommendation 3

Ensuring the accuracy of student records and GPA’s including a review of automated and manual processes and training for staff.

*The college has met this recommendation.*

In 1999, the Contra Costa Community College District and Diablo Valley College implemented the Datatel Colleague Student Information System. Prior to 1999, the district was using a homegrown, less sophisticated and non-integrated legacy system. In the planning and testing phase of the conversion to Datatel Colleague, the district recognized several shortcomings in the legacy system structure and thus made a conscious decision to migrate transcript records for all active students. Active students were defined as those who had taken courses at any of our colleges within the prior two years (1997-99). For inactive students who have become active since 1997, all transcript records dating as far back as available on the legacy system are electronically imported, manually reviewed and validated for accuracy. Procedures were created and put in place to manually import transcript records for these non-active students. The manual import occurs at the time the student submits an application as a returning student, requests a transcript, or requests any other certification or verification. Once the transcript record is built in Datatel Colleague, a code is assigned to the record to identify that it has been reviewed for completeness and accuracy. The college has developed this system of internal transcript coding to ensure student transcripts are complete and that all sources have been checked and verified. Written procedures were created, staff members were trained on the protocol, and procedures are reviewed to ensure correct and accurate processing. (R-17) Continuous training takes place for any new staff members hired who have access to and responsibility for updating transcript information. The number of records that require a manual import have greatly diminished over time averaging less than three records per month.

For additional information related to this recommendation, see Standard II.B.3.f.

Evidence

R-17 Procedures Manual

Recommendation 4

Accepting responsibility for ensuring that constituent agendas become secondary to collaborative efforts in order to more effectively establish college goals.

*The college has met this recommendation.*

At the request of the Faculty Senate and administration, in February 2003, a technical assistance team visited DVC to help the college address the recommendation from the Accrediting Commission on climate and roles and responsibilities. Representatives from the statewide Academic Senate and from the Community College
League of California visited the campus. That visit resulted in a series of recommendations regarding campus climate, communication, and college processes. Most of those recommendations have been implemented by the college. However, proposals for joint statements were unable to get endorsement from both the Faculty Senate and the administration. The prolonged contractual dispute also deterred progress on some of the recommendations.

Several Open Forums were offered and attended by all constituency groups as an opportunity to address areas of concerns and ask for general and specific information in addition to management presentations. At the recommendation of the president, a college communication and decision-making matrix task force was established by the Leadership Council with representation from faculty, staff, students, and administration. The matrix was completed and accepted by the constituency groups.

The president and the vice president of academic affairs began regular meetings with the president and vice president of the Faculty Senate in order to improve communication about governance issues. Previously, the college president and Faculty Senate President had met alone on a monthly or as-needed basis. The president continued regular meetings with classified staff and informal meetings with mixed groups of classified staff and faculty. These meetings proved useful in identifying issues of concern and encouraging open communication. Through the Planning Council, which is the college’s other major forum for constituent participation in governance, the faculty, classified staff, students and administrators cooperated effectively in the development of a Partnership for Excellence plan.

Beginning with the fall term 2006, the DVC administration began transformation to a more democratic, collegial, and inclusive style of leadership than was employed by the past administration. The leadership style of the previous administration had led many faculty and classified staff to become disenfranchised from campus governance.

In 2007, with encouragement from the new college president, the Leadership Council is now trying to reach out to all campus constituencies with two goals:

1. Inspire a return to significant participation in shared governance
2. Encourage the Leadership Council to be an important vehicle for this process

One of the charges of the Leadership Council is to oversee the effectiveness of all college-wide committees, to review their charges and membership on an annual basis, and to make necessary changes. The charge of the Leadership Council itself has been reviewed several times, and minor changes in the role of the Council have been made.

For additional information related to this recommendation, see Standard IVA.

**Recommendation 5**

**Clarifying the role of constituent groups in the establishment of the campus organizational structure and other decision-making processes in order to improve the campus climate and more effectively serve students.**

**The college has met this recommendation**

The Leadership Council accepted the recommendation of the president in 2003-04 to utilize the expertise of an outside consultant, a faculty member from a neighboring community college, to formalize existing policies and procedures. This was completed and accepted by constituent groups.

At the recommendation of the president, a college communication and decision making matrix task force was established by the Leadership Council in fall 2003 with representation from faculty, staff, students, and administration. This matrix lists major college decisions, citing the education code, Title 5, board policy, or contract provision that govern how the decision is made, and then shows who must be consulted
in the decision-making process and who has the authority to make the final decision. (R-18)

In a response to a formal complaint from the Faculty Senate regarding the reorganization of the college instructional administrative structure, the System Office found no violations of Title 5 by the college or district. Subsequent to the chancellor’s first decision, the Faculty Senate filed a Writ of Mandate in superior court in January 2003 seeking a legal resolution to the issue of whether the restructuring of the academic divisions, eliminating division chairs and instituting division deans, constituted a change in the faculty role in governance and institutional planning and therefore required collegial consultation to reach mutual agreement before such a change was implemented. The role of constituent groups in determining instructional administrative organization had been a matter of dispute for the college for three years, but the issue was decided by the courts after the faculty senate applied for a Writ of Mandate. The court found that the college administration had the right to determine its own organizational structure without engaging in collegial consultation as defined by Title 5. The Faculty Senate, however, did not accept the judgment of the court and appealed the ruling. The initial ruling was upheld by the court. This issue finally came to rest March 2007.

A reorganization task force was developed fall 2006 to examine the college instructional division structure and management. The task force included faculty, classified and managers selected through appropriate governance structures. Although the task force didn’t reach consensus on division realignment nor the number of division deans and instructional managers, task force participants agreed the discussions opened up dialogue and increased knowledge of constituency needs and concerns. An Instructional Council comprising managers, faculty and staff was created. The Council meets twice a month. Summary notes are available to the college constituency. (R-19)

The Nexus coordinator for new faculty orientation was reinstated in summer 2006. (R-20) The staff development coordinator was reinstated in spring 2008. (R-21) These reassigned time faculty positions are viewed by faculty members as important faculty leadership opportunities.

During the academic years 2006-07 and 2007-08 the district office has allocated staff development funds to the college. Faculty development enhances leadership opportunities for faculty members by funding conferences and workshops and group activities.

The Academic Senate for California Community Colleges in conjunction with the Community College League of California conducted a technical assistance workshop on October 15, 2007, to educate managers, faculty and staff about participatory governance. Approximately fifty people attended the workshop. (R-21) A workshop covering the Brown Act was also provided for campus constituents on October 18, 2007. (R-22) In addition, the California Community College Classified Senate (4CS) provided a workshop December 5, 2007, for classified staff on shared governance. (R-23)

Three interim management positions have been filled by DVC faculty, providing additional leadership opportunities for faculty.

For additional information related to this recommendation, see Standard IVA

Evidence
R-18 Matrix
R-19 Reorganization Summary Notes
R-20 NEXUS Coordinator Job Description
R-21 Staff Development Coordinator Job Description
R-21 Technical Assistance Workshop Agenda
R-22 Brown Act Workshop Agenda
R-23 California Community College Classified Senate Workshop Agenda
Standard I  Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Co-chairs

Mohamed Eisa
Despina Prapavessi

Committee

Chrisanne Knox
Dale Craig
Lindsey Lang
Dan Galvin
Liz Cabiles
Ashley Kittredge, student

In consultation with: SLO Committee, Accountability and Research Committee
IA Mission

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

IA.1. The institution establishes student learning programs and services aligned with its purpose, its character, and its student population.

Descriptive Summary

DVC has a mission statement approved by the Contra Costa Community College Governing Board on October 24, 2007 defining its broad educational purposes, intended student population, and commitment to achieving student learning. This mission statement is an integral part of the college’s overall institutional plan.

Diablo Valley College established student learning programs and services aligned with its purpose, character, and student population.

Self Evaluation

Diablo Valley College, regionally recognized for academic excellence, serves approximately 21,000 students each fall. The college has grown steadily in size and reputation since its establishment in 1949. DVC’s service area in Central Contra Costa County is growing at about 1% per year, while the number of feeder high school graduates is expected to be stable over the next five years (IA-1). Courses are offered in traditional and online formats. Online instruction has expanded steadily and enrolls almost 3,000 students each term (IA-2). The college also has a large contingency of 1,000 international students from more than 60 countries, and several study-abroad programs complement the college’s offerings (IA-3).

In addition, DVC offers a comprehensive career-technical program, with approximately 3,400 students enrolled in 100 certificate and associate degree programs, approximately 1,200 students earning career certificates and associate degrees annually (IA-3). For example, DVC’s dental hygiene and culinary arts programs are particularly noteworthy. Dental hygiene, a rigorous two-year program of classroom instruction and clinical experience, is accredited by the Commission on Dental Accreditation of the American Dental Association and approved by the Dental Board of California. One hundred percent of its graduates pass the professional examination of the National Board of Dental Hygiene, American Dental Association, and almost all graduates receive job offers upon completion of their studies. The culinary arts program, accredited by the American Culinary Federation, offers hands-on learning curriculum, a fully equipped food production kitchen, a demonstration laboratory, a retail pastry shop, a 130-seat restaurant that is open to the public, and a required internship. Graduates of this program receive job offers from the top hotels and restaurants in the Bay area and throughout California.

DVC’s transfer program ranks in the top five (out of 109 community colleges in California) for transfers to the University of California and California State University with close to 2,500 students transferring each year to in-state and out-of-state public and private four-year institutions (IA-2). DVC also offers a broad range of pre-collegiate courses designed to help students develop the skills necessary to succeed in college-level classes. In addition to these primary missions, the college recognizes its role as a center for lifelong learning by providing courses, events, and activities to promote intellectual development and enrich the community’s cultural environment.

In terms of its student body, DVC has continued to steadily increase in diversity. While the proportion of Caucasian students has declined, the
proportions of African-American, Asian, and Hispanic students have increased and currently exceed their respective representations in the service area population. Students at the college tend to be younger, two-thirds below the age of 25 (IA-2). To attract students from a variety of socioeconomic backgrounds, the college has an extensive outreach program aimed at targeting this population.

Current curricular offerings at DVC include courses in more than 20 disciplines and 120 sub-disciplines that may be grouped into three major categories, liberal arts and sciences or general education, career technical education, and basic skills education (IA-3).

Diablo Valley College establishes student learning programs and services aligned with its purpose, character, and student population. The results of the ACT Student Opinion Survey administered to a random sample of 963 students at DVC in spring 2007 reaffirmed the college’s position as a magnet for those planning to transfer to four-year institutions. Almost 56% (only 33% in the national sample) of the survey respondents indicated that the purpose for entering DVC was to transfer to four-year colleges and universities (IA-4).

Emphasis on the transfer mission represents a strong mandate from a community that has one of the highest educational attainments in California. According to the 2000 US Census, 46% of the population 25 and older in the college service area of Central Contra Costa County has a bachelor’s degree or higher, compared to 28% for California and 24% for the US. A population with such a high level of education would naturally support advanced studies for the bachelor’s degree and beyond.

The importance of the transfer mission is reflected in the proportionate share of student enrollment in the liberal arts program. Liberal arts and sciences, a group of nine broad disciplines, remains the centerpiece of the curricular offerings at DVC, providing general education to the majority of students who are preparing to transfer and those pursuing vocational interests. Enrollment in general education as measured by the weekly student contact hours (WSCH) represented 68% of the total enrollment at DVC in 2005-06.

Career technical education represents another important part of the college’s mission. The college offers a mix of 24 associate of arts and associate of science degrees and 76 certificate programs in various occupational programs designed to prepare students to meet the workforce needs of the community (IA-3). At the time of admission, almost 20 percent of the students expressed an interest in career/technical studies (IA-4). To some extent, this interest reflects the relative size of the career technical course offerings at the college. These programs represent a group of 12 broad disciplines that account for 17% of the total enrollment head count at DVC in fall 2007, or 29% of the total weekly student contact hours (WSCH) generated by DVC in 2005-06.

Courses in basic skills represent a small, but growing segment of course offerings at DVC. In fall 2003, head count enrollment in basic skills courses (math, English, and ESL) consisted of 965 students (unduplicated count) or 4.4% of the total college enrollment. In contrast, in fall 2007, there were 1,254 students (unduplicated count) enrolled in basic skills, or 6% of the total enrollment. During this five-year period, from fall 2003 to fall 2007, enrollment in basic skills at DVC increased by 254 students, or 30%. However, according to data on student educational goals, only 2.4% of students attend DVC to improve their basic skills (IA-2). The English and math departments offer the courses in these areas.

In addition, almost 7 percent of the students indicated lifelong learning as their educational goal at the time of admission (IA.1, 2, 3, 4). The college meets the needs of these students by offering a wide variety of courses and programs in
multiple locations, in different formats (face-to-face, hybrid and online), and at different times of the week (IA-5). The college prides itself on offering an array of courses that meets the needs of its community of learners, a view that has been reaffirmed several times in the ACT Student Opinion Surveys conducted by the college in the past seven years. In fact, the respondents rated the variety of courses at DVC higher than that of the national norm for community colleges.

In addition to academic programs, the college provides counseling and advising services, timely and accurate information about transfer requirements, and the necessary articulation agreements to facilitate the transfer process. The college also helps students successfully navigate their college education by offering essential services such as student orientation, assessment, disability support, and financial aid. As the number of students in need of additional remediation has risen in the past few years, the college has expanded its offering of developmental, pre-collegiate, and English as a Second Language (ESL) courses to prepare students for college-level work. Additionally, to serve its diverse population of learners, DVC has developed a variety of specialized programs and services such as Puente, Ujima (under the state program Umoja), CalWORKs, CARE, EOPS, cooperative work experience, field studies, apprenticeships, workforce development, veterans affairs, Emeritus College, special admit program (concurrent high school enrollment), high school outreach programs, evening and weekend programs, College for Kids, Educational Talent Search, and student life programs (IA-3). These programs and services enrich students’ learning, enhance their campus experiences, and improve their chances for success.

The college’s mission statement defines students, both matriculated and prospective, as individuals who show interest in and an ability to benefit from a college education. The college’s open admissions policy is grounded in the belief that opportunity and quality can coexist in a diverse educational environment. Student diversity is well reflected in the profile of students recently admitted to DVC. As of fall 2007, Diablo Valley College had a total head count of approximately 21,000 students, of which 10 percent were enrolled in fewer than three units. The student population was 52% females, 63% young learners below the age of 25 years, 47% White, 19% Asians and Pacific Islanders, 14% Hispanics, 6% African Americans, less than 1% Native Americans, the balance representing other Non-Whites (3%) and persons with Unknown ethnicity (11%). The most important change in diversity in the past 15 years has been the decline in the proportionate representation of Caucasian students (72% in 1992 vs. 47% in 2007) and the corresponding increase in the size of other ethnic groups (IA-2).

The college aligns programs and services with the institutional mission, character and student population through a process of faculty and staff dialogue related to program review, planning, curriculum review and development, and assessment of student learning (IA-6, 7, 8, 9). The cyclical reviews of the academic and student service programs provide ample opportunities for reflection on student academic and demographic profiles, student achievement, curriculum relevancy, modes of course delivery, and other issues. In developing their unit plans for the college’s educational master plan, departments were asked to describe how their programs align with the college’s mission and strategic plan. Responses to this question are well documented in the individual plans and indicate a strong correlation between the departmental plans and the college’s mission (IA-8). For new programs, the proposal process requires a review of the program’s goals and objectives, taking into account the mission of the college, the changes in business and industry climate, and the employment outlook (IA-10).

One of the most important challenges at DVC is to keep its curriculum current and relevant
so that it smoothly articulates with four-year institutions and continues to meet the evolving needs of business, industry and the larger job market. While DVC’s curriculum remains strong, the college is committed to developing new programs in response to the changing needs of industry. However, adding, modifying, or deleting academic programs is a time-consuming process that should be simplified and made more efficient. The strategic plan for the college (2006-11) addresses these issues under two strategic directions: C-1 “Create new programs to meet community needs” and C-4 “Align degrees and certificates with industry needs” (IA-11). In response to the changing labor market, the college added 18 new degree and 20 new certificate programs since fall 2003. In addition, 14 programs were under development as of April 2006, including resource (foster) family specialist, technical theater, medical laboratory technology, and greenhouse/nursery specialist.

The college is also working on how best to address the changing needs of its diverse student body. With the admission of increasing numbers of underprepared students, DVC has witnessed an achievement gap among different groups of students. Hispanic and African American students lag behind their white and Asian counterparts in several academic indicators including course success rates, volume of transfer to four-year institutions and the number of degrees and certificates awarded.

The academic progress of students enrolled in basic skills and remedial courses falls behind that of the general student body (IA-2). The college acknowledged these achievement gaps in its Student Equity Plan (2004) and is addressing them through its Strategic Plan 2006-11 by establishing programs and support services to help different groups of students. The college understands that it is a shared responsibility between instructional and student support services to attempt to narrow this gap. The Puente Program, which has been at DVC for ten years, has enhanced opportunities for Hispanic students through a combination of counseling and focused study of two courses in English. Ujima, a program designed to help African American students through a combination of counseling, math and history, has also been recently added to the DVC campus. As of December 2007 the college became part of the statewide Umoja program, also to promote the success of African American students, though the college continued its local program under the name Ujima. The college is also addressing the issue of basic skills improvement in a comprehensive plan entitled “Foundation for College Success” (IA-12). In addition, the strategic plan for the college addressed this issue under two strategic directions, namely, A-2 “enhance student success,” and A-3 “improve the progress of at-risk students. “It should be noted that strategic direction A-3 has been selected as a college priority in the academic current year (IA-11).

Additional strategies related to this recommendation can be found in the College Improvement Plan.

Planning Agenda

The college is in compliance with this standard.

Evidence

IA-1  Enrollment Management Plans, 2006-11
IA-2  DVC Fact Book 2007
IA-3  DVC catalog 2008-09
IA-4  ACT Student opinion surveys for 2004 and 2007
IA-5  DVC schedule of courses, fall 2007
IA-6  Student Services Strategic Plan, 2003-06
IA-7  Program review for instruction procedures guide
IA-8  Program review: instructional (IPRC) summary report, February 2007
I.A.2. The mission statement is approved by the governing board and published.

Descriptive Summary
The mission statement for DVC was approved by the Board of Trustees on October 24, 2007 and it has been published.

Self Evaluation
The Governing Board for the Contra Costa Community College District (CCCCD) approved DVC’s previous mission statement on September 24, 2001. Through the college’s strategic planning process in 2005-06, revisions to this mission statement were agreed upon by the Planning Council and campus constituent groups. The Board approved the revised mission statement on October 24, 2007.

The mission statement is published in several places including the college’s Strategic Plan, 2006-11, the college’s DVC Educational Master Plan, 2007-17, DVC’s Catalog, 2008-09, and on the DVC website (IA-11, 12).

Planning Agenda
The college is in compliance with this standard.

Evidence
IA-11 DVC Strategic Plan, 2006-11
IA-12 DVC Educational Master Plan, 2007-17

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

Descriptive Summary
DVC reviews its mission statement using the institution’s governance and decision-making processes. DVC’s mission statement was revised in 2005-06 through a broad participatory process that included several sessions and numerous dialogues among campus constituents.

The Planning Council orchestrated this revision as a part of the college’s efforts in updating its Strategic Plan 2006-11 (IA-13). The revised mission statement was endorsed by all campus constituent groups and was approved by the Governing Board (IA-14).

Self Evaluation
The Planning Council reviews the mission statement based on the established procedures as outlined in the College’s Procedures Manual (IA-15). According to these procedures, review of the mission statement will take place every two years with the next review scheduled for fall 2008.

The last revision of the mission statement in 2005-06 included the addition of four short paragraphs that were intended to clarify the nature of the college as a comprehensive publicly supported institution; provide a statement about the types of students served; state the types of programs offered by the college; and highlight the importance of information technology, physical environment, fiscal responsibility and administrative accountability in carrying out the college’s mission. The major part of the mission statement was left intact.

The Planning Council, which reports to the Leadership Council, has the responsibility to coordinate the periodic revisions of the college’s mission. To facilitate the dialogue and seek
wider participation, the Planning Council held several forums and multiple meetings throughout 2005. Both a cross section of people from outside the college and faculty, staff, managers, and students from inside the college participated. There was equal participation from members of the Planning Council and the leaders of the Faculty and Staff Senates, and additional individuals participated in the dialogue at one or more meetings (IA-16).

In addition to dialogue at the regular biweekly meeting of the Planning Council, the college provided several opportunities for participation in developing the strategic plan and revising the mission statement. These activities were carried out simultaneously, one impacting the other in a symbiotic way. The college also held several meetings in 2005: a college-wide forum held in February 2005 that included participants from the education community and business and government leaders and focused on the forces of change in the external environment; a second college-wide forum in March 2005 that included members of the faculty, staff, and administration and focused on internal issues related to the college; and three additional forums (September 29, October 21 and November 9, 2005) that included participants from the faculty, staff, and students and focused on discussions related to the mission, vision, and values statements as well as the strategic directions (IA-16).

Familiarity with the college’s mission statement was evident in the responses to the faculty and staff survey conducted in conjunction with the preparation of this self study document. Almost 80 percent of the respondents to the survey (171 out of 240 valid responses) agreed or strongly agreed to the statement I am familiar with the content of DVC’s mission statement (IA-17).

The college revised its mission statement as a result of a broad-based dialog that involved all the constituents of the college. The college has in place a systematic process for reviewing the mission statement and revising it if necessary.

Planning Agenda

The college is in compliance with this standard.

Evidence

IA-13 Planning Council minutes 2002-08
IA-14 CCCCD Governing Board minutes
IA-15 Process for reviewing the mission statement
IA-16 DVC Strategic Plan, 2006-11 forum programs
IA-17 Accreditation self study survey and analysis, 2007

I.A.4. The institutional mission is central to institutional planning and decision making.

Descriptive Summary

DVC’s mission statement (IA-11) is central to institutional planning and decision. Building on the mission statement, the college developed its previous strategic plan (1999-2005) as well as its current plan (2006-11). From this statement, departments define their own program outcomes or service objectives, assess them over time through the program review process, and make plans for the future based on the assessment results.

Self Evaluation

The mission statement at DVC consists of several components that address the following commitments:

- Commitment to provide educational programs and services that will enhance student transfer to four-year institutions;
- Commitment to ensure a well-trained workforce through career technical programs;
• Commitment to enhance the economic development of the region;
• Commitment to provide a broad range of pre-collegiate courses;
• Commitment to promote lifelong learning;
• Commitment to maintain the highest standards of fiscal and administrative accountability.

The 31 strategic directions of the current strategic plan are directly linked to the revised mission statement. The matrix that appears on the following page shows this relationship.

The college implements the strategic plan through the development of action plans and allocates the needed resources to facilitate such implementation. The Planning Council selects five to six strategic directions (IA-13) on which to focus each year, and resources are focused on the specific goals or strategic directions for the year, including ongoing and one-time funding allocations. These allocations may include financial, human, technological, and physical resources. Senior managers as part of their evaluation process develop goals and objectives based on the strategic directions selected for emphasis each year, and at the end of each year accomplishments are highlighted in the CCCCD Strategic Directions. The Planning Council reviews the overall progress made toward the annual goals and prepares an annual progress report that is intended to highlight accomplishments and to inform the planning process for the following year. Strategic directions that were not reached fully in a given year may be carried forward to future years. In short, the strategic plan, which is based on the college’s mission, guides planning and decision making under the Partnership for Excellence program (1999-2005), allocating resources directly to the strategic directions and to the mission of the college. The college also linked expenditure of funds under its Technology Plan, Enrollment Management Plan, and Student Service Plan to the college’s mission and strategic plan. Furthermore, DVC also bases its annual expenditure of one-time funds for equipment and other purposes on the college’s strategic priorities which are in turn based on the college’s mission. In addition, the college also makes the mission central to plans and decisions related to the funds generated under the Vocational Technical Education Act (VTEA), funds that are intended to enhance the workforce development component of the mission. A similar claim can be made regarding planning and decisions related to the funds received for the enhancement of the pre-collegiate (basic skills) program which is part of the college’s mission.

The mission is also the foundation for departmental goals and objectives. At DVC, instructional units engage in a comprehensive program review process once every five years while career technical programs complete brief interim reviews of the market conditions and employment every two years (IA-7). Student service programs complete a comprehensive review every three years (IA-9) with brief annual updates. In carrying out these program review and evaluative activities, student services units define their own program outcomes or service objectives based on the college’s mission. The program review template is designed to address issues related to various aspects of the college’s mission and the college’s strategic plan, such as student access, student achievement, workforce development, program and curricular development, and resources needed to carry out the departmental mission. The college used the results of the program review reports of the past five years to prepare
the college’s strategic plan (2006-11) and to seek additional funds to enhance the program.

DVC grounds its assessment of student learning outcomes (SLOs) by linking these outcomes to the college’s mission and goals and structures the SLO template (IA-18) for instructional and student service programs so that it is connected to the broader mission and goals of the college.

In the past decade, the college has made a concerted effort to effectively enhance the link between its mission, planning, and decision-making. The college will continuously review and improve the existing model and will actively engage campus constituents in any future changes.

Planning Agenda

The college is in compliance with this standard.

Evidence

IA-7 Program review for instruction procedures guide
IA-11 DVC Strategic Plan, 2006-11
IA-13 Planning Council minutes of meetings, 2002-08
IA-18 Student Learning Outcomes, guide for assessment of (www.dvc.edu)
### Diablo Valley College
#### Linking Institutional Mission to Strategic Planning, 2007

<table>
<thead>
<tr>
<th>College Strategic Priorities</th>
<th>Mission Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Becoming a Learning College</strong></td>
<td></td>
</tr>
<tr>
<td>A.1 Assess Student Learning Outcomes</td>
<td>x</td>
</tr>
<tr>
<td><strong>A.2 Emphasize Student Success</strong></td>
<td>x</td>
</tr>
<tr>
<td>A.3 Improve the progress of At-Risk Students</td>
<td>x</td>
</tr>
<tr>
<td>A.4 Expand the Learning Communities</td>
<td>x</td>
</tr>
<tr>
<td>A.5 Expand the Modes of Delivery</td>
<td>x</td>
</tr>
<tr>
<td>A.6 Implement Multicultural Perspectives</td>
<td>x</td>
</tr>
<tr>
<td><strong>B. Realizing the Potential of All Students</strong></td>
<td></td>
</tr>
<tr>
<td>B.1 Improve School Outreach</td>
<td>x</td>
</tr>
<tr>
<td>B.2 Strengthening Enrollment Management</td>
<td>x</td>
</tr>
<tr>
<td>B.3 Create a Seamless Transition for Student Progress</td>
<td>x</td>
</tr>
<tr>
<td>B.4 Strengthen Services to Underrepresented Groups</td>
<td>x</td>
</tr>
<tr>
<td><strong>B.5 Create and Implement New Retention Strategies</strong></td>
<td>x</td>
</tr>
<tr>
<td>B.6 Engage Students in College Governance.</td>
<td>x</td>
</tr>
<tr>
<td>B.7 Strengthen Collaborations with Four-Year Institutions</td>
<td>x</td>
</tr>
<tr>
<td><strong>C. Enhancing the Region’s Economic Development</strong></td>
<td></td>
</tr>
<tr>
<td>C.1 Create New Programs to meet Community Needs.</td>
<td>x</td>
</tr>
<tr>
<td>C.2 Enhance Industry Partnerships</td>
<td>x</td>
</tr>
<tr>
<td><strong>C.3 Develop Community Partnerships.</strong></td>
<td>x</td>
</tr>
<tr>
<td>C.4 Align Degrees and Certificates with Industry Needs.</td>
<td>x</td>
</tr>
<tr>
<td><strong>D. Demonstrating Institutional Learning and Effectiveness</strong></td>
<td></td>
</tr>
<tr>
<td>D.1 Align Program Review with Funding and Staffing.</td>
<td>x</td>
</tr>
<tr>
<td>D.2 Use Relevant Data for Decision Making.</td>
<td>x</td>
</tr>
<tr>
<td>D.3 Align Budget Priorities with the Strategic Plan.</td>
<td>x</td>
</tr>
<tr>
<td>D.4 Develop Measures of Effectiveness.</td>
<td>x</td>
</tr>
<tr>
<td><strong>D.5 Improve Organizational Effectiveness.</strong></td>
<td>x</td>
</tr>
<tr>
<td><strong>E. Enhancing College Resource</strong></td>
<td></td>
</tr>
<tr>
<td><strong>E.1 Strengthen Professional Development.</strong></td>
<td>x</td>
</tr>
<tr>
<td>E.2 Diversify Human Resources</td>
<td>x</td>
</tr>
<tr>
<td>E.3 Diversify Funding Sources</td>
<td>x</td>
</tr>
<tr>
<td>E.4 Implement Strategies to Make the Campus Attractive.</td>
<td>x</td>
</tr>
<tr>
<td>E.5 Develop Long-Term Plans for the College.</td>
<td>x</td>
</tr>
<tr>
<td>E.6 Expand Efforts to Sustain and Improve the Environment.</td>
<td>x</td>
</tr>
<tr>
<td><strong>F. Strengthening College Communication</strong></td>
<td></td>
</tr>
<tr>
<td>F.1 Exchange Information Among Constituents.</td>
<td>x</td>
</tr>
<tr>
<td><strong>F.2 Involve Stakeholders in Decision-Making.</strong></td>
<td>x</td>
</tr>
<tr>
<td>F.3 Enhance effective Communication with Students.</td>
<td>x</td>
</tr>
<tr>
<td><strong>■ Strategic priorities for 2007-08</strong></td>
<td></td>
</tr>
</tbody>
</table>
Standard IB Improving Institutional Effectiveness

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

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

Descriptive Summary
Diablo Valley College maintains several processes through which a collegial self-reflective dialogue about the continuous improvement in student learning and institutional processes occur. Dialogues on student learning outcomes take place in the disciplines, departments, committees, councils, task forces, work groups, workshops and numerous other meetings at the college and the district. Persons involved in this dialogue include the faculty members of the respective instructional units; student service staff and managers; members of the student learning outcome committees, program review committees, curriculum committee, Planning Council, Leadership Council, Faculty Senate, District Research Council, Governing Board, and FLEX workshops; and staff of the Office of Planning, Research and Student Outcomes.

Self Evaluation
An ongoing, collegial self-reflective dialogue about the continuous improvement of student learning outcomes began at DVC in fall 2002. The Faculty Senate and the Leadership Council established two committees to coordinate the assessment of student learning outcomes in the instructional (Faculty Senate committee) and student services (College committee) areas, respectively. In January 2003, two national consultants on the assessment of student learning outcomes (SLOs), James and Karen Nichols, spent two days on campus conducting workshops and one-on-one consultation with members of the faculty and staff regarding SLO assessment in the instructional and student service areas. More than 100 persons attended these workshops. In April 2003, the Faculty Senate approved a college-wide plan for the assessment of student learning outcomes at the course, program, and institutional levels (IB-1). For the next five years, the Faculty Senate SLO committee assumed the responsibility of implementing the SLO plan in the instructional areas. The College committee, with the assistance of the staff of the Office of Planning, Research, and Student Outcomes, proceeded to implement SLO assessment in student services. For the next five years, both committees represented collegial, hard-working, and dedicated groups of faculty members, administrators, and support staff. The Faculty Senate committee has been chaired by a member of the faculty, while the college wide committee was chaired by the dean of Planning, Research and Student Outcomes. Membership of the Faculty Senate committee consisted of five to seven persons that included the presidents of the Faculty Senate (2003-07) and the Dean of Planning, Research, and Student Outcomes. Membership of the College committee included the chair of the Faculty Senate committee, an academic dean, two student service deans, and one classified staff person. Both committees arrived at decisions through consensus. Assessment in student services had a quick start: twelve departments were able to complete several cycles of assessment (IB-2). Each cycle consists of 1) Select SLO to be assessed, 2) Specify methods of assessment, 3)
Determine the criteria for success, 4) Implement assessment and collect and analyze results, and 5) Use the results for improvement.

Assessment of learning outcomes in the instructional areas required more time and energy since there are in excess of 1,000 courses and 100 programs. To make the process more manageable, the college hired a part-time faculty coordinator (with 25% reassigned time) to work with various academic units in developing and implementing SLO assessment at the course and program levels. In the meantime, the responsibilities of the position of Institutional Effectiveness Coordinator in the Research Office were devoted almost exclusively to this process.

To be effective, the SLO Coordinator, the Institutional Effectiveness Coordinator, and the Student Learning Outcomes committees collaborated in developing three plans for implementation of SLOs at the course, program, and institutional levels. For course-level SLOs, the first phase places emphasis on completing the SLO for the top 100 courses that have the largest enrollment. In effect, this approach maximizes the impact of SLO improvement by focusing on the largest number of students. This phase was to be followed by other phases that would include the rest of the courses in each discipline.

In addition, the Faculty Senate SLO committee sought the cooperation of the college Curriculum Committee to link course objectives to SLO assessment of all new course development and approval. This link was possible through the Web curriculum system already in place at the college.

To expedite the assessment of SLOs at the program level, the Institutional Effectiveness Coordinator sought and obtained a grant (IB-3) through the Workforce Development Committee and VTEA to develop rubrics for competencies in the “soft” skills needed by employers, such as teamwork, organizational skills, dependability, responsibility, and other professional behaviors. These soft skills are common for almost all programs. Because of the existence of a large number of part-time faculty members, the grant also included a stipend to help this group of faculty in developing SLOs in their respective programs and courses.

Assessment of general education took place in spring 2007 following extensive dialogues among the faculty members in English and Mathematics. The SLO committee administered a nationally validated test (College BASE) in English and mathematics to a group of students who had completed the academic requirements in the respective discipline, namely English 122 (freshman English: composition and reading) and Math 110 (elementary algebra). Results of the test were analyzed and shared with the respective faculty members in English and mathematics. An ongoing self-reflective dialogue is currently (spring 2008) taking place in the departments of English and mathematics on the proper next steps.

Assessment of other areas of general education (natural sciences, social sciences, humanities, arts, and information literacy) prove to be a challenging task because of the large number of electives that could be used to fulfill the requirements in each sub-area of general education. Another challenge was that of providing incentives to students to voluntarily participate in the general education tests outside the classroom. To address these issues, the Faculty Senate committee proposed some approaches including embedding general education questions in certain “capstone” courses or using a nationally-developed instrument to assess overarching concepts that may cut across several disciplines such as language and reasoning, problem-solving, application of the scientific method, and so on.

Activities of the Student Learning Outcome committees were complemented by the efforts of Program Review committees. The self-study template for both the instructional and the student service programs included a section on assessment of student learning outcomes. Program
review findings have enhanced the dialogue on student learning, teaching strategies, and other instructional issues that have resulted in improved teaching effectiveness.

In addition to discipline and departmental dialogues, full-time and part-time faculty and administrators have the opportunity to participate in FLEX workshops related to student learning outcomes. Topics related to student learning outcomes, planning, and program review have been covered regularly in the past four years. College mini-conferences related to SLOs were complemented by one-on-one dialogues between the SLO coordinator and the Institutional Effectiveness coordinator, and the faculty members of respective departments. Reports of the SLO committees to various college and district bodies have enriched the dialogue and created a sense of collective efforts. Numerous reports were submitted to the Faculty Senate, the college Planning Council, and the District Research Council (IB-1, 4, 5, 6).

DVC has created opportunities for ongoing dialogue about institutional processes. The Leadership Council is currently examining the roles, responsibilities, and membership composition of all college committees (IB-7). The college also revised the program review template for student services and hybrid programs (library, counseling) and is in the process of revisiting the program review process for instructional programs. Additionally, administrative program review is currently under consideration, and ongoing discussion has been initiated concerning improving and sharpening the process of integrating planning, program review and resource allocation. In 2007, the college completed a comprehensive educational master plan (IB-8) that was used as a basis for preparing a facilities master plan (IB-9) for the next ten years. Instead of waiting for ten years to prepare a new educational master plan, the college will update the plan every three years. Sharing of membership between the curriculum and the Faculty Senate SLO committee proved to be helpful in enhancing the dialogue and in expediting the link between course outlines and SLOs.

Diablo Valley College has created an effective framework for ongoing dialogue and improvement through collegial and self-reflective discussion. Across the college, various disciplines are in different stages of discussions. Some disciplines have created an effective assessment process, while others continue the development of initial assessment plans. By May 2008, all instructional disciplines will have completed the first round of program review. The second round will begin in 2008-09. Student services programs began their second round in 2007-08 while administrative program reviews are projected to begin in 2008-09. In a survey of college employees about communicating the results of institutional evaluations (e.g., program review, survey results, and so on) to campus constituents, a majority (62%) of the respondents agreed or strongly agreed that such communication was effective (IB-10). Despite these positive results, further enhancement of the dialogue will continue for many years to come.

Undoubtedly, the dialogue that took place at various levels has led to a collective understanding of the meaning of data and research used in the evaluation of student learning. As a result of this dialogue and greater understanding, faculty and staff made several changes in courses, academic programs and throughout student services to improve student learning.

Planning Agenda

The college is in compliance with this standard.

Evidence

IB-1 Faculty Senate meeting minutes, 2002-08
IB-2 Student Learning Outcomes templates in Student Services
IB-3 VTEA Grant Proposal
I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary
For more than a decade, Diablo Valley College has set goals and strategic priorities to improve its effectiveness. During this period, the college developed two educational master plans (1997 and 2007) and two strategic plans (1999-2005 and 2006-11). In addition, the college completed a comprehensive environmental scan document in 2005-06.

Self Evaluation
In 2005, following the successful implementation of the college’s first five-year strategic plan, the college began the task of developing a new plan to guide its educational and fiscal decisions, in order to meet the challenges of the future. Almost two years in the making, this last strategic plan represents the work of many dedicated individuals on the Planning Council and in the Office of Planning, Research, and Student Outcomes, and it continues DVC’s proud tradition of effectively charting its own future.

The broad-based involvement of faculty, staff, students, managers, and the outside community in the planning process exemplified the grassroots will of DVC to strengthen its commitment to enhance student achievement. The planning process, in fact, enabled all college constituents not only to connect the present with the future, but also to feel involved with, and supportive of, the strategic plan. This plan was endorsed by all campus constituents including the Faculty Senate, the Classified Senate, and the Associated Students.

The strategic plan is based on several sources of input and dialogue that included public forums and discussion panels (IB-11). In addition, numerous planning and evaluation documents were examined to determine areas of common interest and challenge. These documents include the previous strategic plan (1999-2005); enrollment management plan (2005) (IB-8); student service plan (2004) (IB-11); technology master plan (2004) (IB-13); student equity plan (2004) (IB-14); plan for implementation of the Partnership for Excellence program (2004); strategic plan for California Community Colleges (2006); ACT Student Opinion Surveys of 2000, 2002, and 2004 (IB-15); ACCJC Self-Study reports of 2002, 2003, and 2005; results of the program review processes of 2003-06; and the strategic plan annual progress reports (2001 to 2004) (IB-16).

Research using these documents, combined with the discussions at the strategic planning forums and at the Planning Council meetings, generated a wealth of knowledge about the college, its strengths, and its challenges. The self-reflective dialogue of 2005 and 2006 was essential in identifying key issues and priorities facing the institution. Through development of the strategic plan, groups across campus gained greater insights, shared meaning, and ultimately a collective understanding of complex issues and how best to address them, the frequent meetings and forums held at the college benefiting both the individual participants and the institution as a whole. Individuals have even described these open discussions as transformational as they
allowed controversial topics that may have in the past become a source of disagreement and divisiveness to be explored in a more useful context that eventually led to mutual understanding and greater group insight. Participants at these meetings and forums came out with a sense of commitment to achieve the college’s mission and goals and strive to reach its vision of becoming a “learning college.”

The college is proud to share DVC’s strategic plan document, the product of this intensive dialogue. The strategic plan encompasses the college’s 31 goals and strategic priorities and includes statements of vision, mission, and philosophy. In addition to being symbolic of the college’s ability to work together on a shared vision, the strategic plan document links the college’s goals to its stated purpose as exemplified in its mission.

The college’s 31 strategic priorities (goals) are grouped into six major categories:

- Becoming a learning college (6 goals)
- Realizing the potential of all students (7 goals)
- Enhancing the region’s economic development (4 goals)
- Demonstrating institutional learning and effectiveness (5 goals)
- Enhancing college resources (6 goals)
- Strengthening college communication (3 goals)

Following the completion of the college’s strategic plan, individual units developed plans that reflected the strategic directions of the college in early 2007. Instructional, student service and administrative units prepared a total of 52 plans (IB-17) in a sequential approach that established congruency of individual plans with that of the college as a whole. These unit plans were also instrumental in preparing the college’s educational master plan (2007-17). Furthermore, the architects who completed the college’s facilities master plan in 2007 also relied on the unit plans to deepen their understanding of the goals and aspirations of various units on campus. By connecting facility planning to the unit plans, the college was better able to prudently set priorities for building construction over the next five to ten years.

The college uses its strategic plan priorities to improve and enhance various aspects of the college operations. Because it is impractical for DVC to focus on all 31 goals in one academic year, the college, through the voting members of the Planning Council, selects five or six priorities for emphasis each year. By focusing on a manageable number of goals, the college is able to marshal the resources needed for successful completion.

Once the priorities are selected, action plans for implementation are developed. These action plans provide the detailed implementation strategies that describe who is responsible for completing each action plan step, when the steps will be completed, and what resources are needed for achieving each step. In 2007-08, the college selected the following six strategic directions for the year (IB-5):

- Enhance student success
- Create and implement new retention strategies
- Develop community partnerships
- Improve organizational effectiveness
- Strengthen professional development
- Involve stakeholders in decision making

The college assesses and reports on goal achievement at the end of the academic year. Between 1999 and 2005, the college documented success in reaching its goals under the previous strategic plan (IB-16).

For the current strategic plan, senior managers used the six strategic directions selected in 2007-08 as a basis for the evaluation of their performance (IB-18). Linking strategic directions to goals is certainly a powerful tool for
ensuring a high level of achievement at the end of the year.

To facilitate a broad dialogue and collaboration in achieving the strategic priorities, the college printed and disseminated several hundred copies of the strategic plan both within the college community and outside the institution. Electronic copies are also available on the college intranet. The college also folded the strategic plan into the educational master plan, a document that was also widely disseminated to the college constituents.

The college has frequently evaluated the achievement of objectives in measurable terms. In the past, the college used a set of broad as well as targeted performance indicators to assess its progress each year. As expected, some areas lend themselves better to measurability than others. Broad indicators used by the college in the past include, for example:

- The number of degrees and certificates awarded
- The volume of transfer to four-year institutions
- Course success and retention rates
- Student persistence rates
- Course success rates for various demographic groups

The college also closely follows the annual report on accountability (Accountability Reporting for Community Colleges, or ARCC) prepared by the Systems Office in compliance with Assembly Bill 1417. Comparison of the college’s performance over time and against its peers provides an objective measure of accomplishments in broad terms.

In addition, the college conducts a survey of students every two years to assess their satisfaction with college services (IB-15). The district also conducts an annual survey to gauge faculty and staff satisfaction with the employment climate (IB-19). The results of these surveys provide useful measures, particularly when such results are compared longitudinally.

In continuing to develop target performance indicators for each strategic priority, the college recognizes the importance of this goal and understands that it will require further dialogue among the college’s constituents. As the college implements its new strategic plan, this process will evolve in an incremental fashion and will be directly connected to the specific priorities selected for implementation each year.

Planning Agenda

The college is in compliance with this standard.

Evidence

IB-5 Planning Council minutes
IB-8 DVC Educational Master Plan, 2007-17
IB-11 DVC Student Services Strategic Plan
IB-12 DVC Strategic Plan, 2006-11 forum programs
IB-13 DVC Technology Master Plan 2004
IB-14 Student equity plan, 2004
IB-15 ACT Student opinion surveys for 2004 and 2007
IB-16 DVC Strategic Plan progress reports, 2002-03 and 2003-04
IB-17 Research website (new) www.research2.dvc.edu
IB-18 Management goals
I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analysis of both quantitative and qualitative data.

Descriptive Summary
Diablo Valley College has been engaged in a systematic process of improving its effectiveness as a leading institution of higher learning in California for over a decade. This improvement has been grounded in the belief that planning and evaluation must be systematic, ongoing, participatory, and based on solid research and analysis. Furthermore, the college believes that effectiveness in reaching its stated goals requires the integration of planning, assessment, resource allocation, and use of assessment results for enhancing the quality of education and services. Such activities have been founded on a solid base of data analysis, research, and communication of meaningful information to campus constituents.

Assessment and evaluation have been established at several levels of the academy. At the institutional level, the college used several evaluative processes that include strategic plan progress reports, indicators of institutional performance, evaluations by external agencies, surveys of students and employees, personnel evaluations, and research studies for evaluating certain aspects of college operations. At the discipline and departmental levels, program review and assessment of student learning outcomes constitute the cornerstones of evaluating the effectiveness of various organizational units. Curriculum review, point-of-service surveys, and assessment of instruction complement and enhance this process.

Self Evaluation
A brief examination of various evaluative processes at DVC leaves no doubt about institutional commitment to enhancing its effectiveness on a regular and systematic basis.

Program Review: Evaluation of programs through the cyclical program review process every six years for the instructional programs (IB-21, 22) and every three years for the student service programs (IB-23).

Curriculum Review: This process is overseen by the Curriculum Committee (IB-26) to ensure compliance with state regulations governing the content and format of course outlines.

Assessment of Student Learning Outcomes (SLO) at the course, program, and institutional levels (IB-27, 25).

Career–Tech Program Review related to specific performance indicators for the occupational programs (IB-28). These reviews take place every two years.

Evaluation of Teaching Effectiveness: This is an important component of faculty evaluations. Students are provided the opportunity to express their perception of the faculty member’s teaching effectiveness (IB-29).

Faculty Hiring (Box 2A): Division deans, in consultation with the vice presidents of academic affairs and student services, United Faculty vice president, and Faculty Senate president, carry out annual reviews of faculty loads with the objective of reallocation of available faculty positions among various departments (IB-30).

Evaluation of Assessment Tests: This evaluation process focuses on validating assessment tests or instruments to properly place students in English, math, and chemistry courses (IB-31, 32, 33).
**Point of Service Surveys:** More than 20 point-of-service surveys were carried out by different units on campus to assess student satisfaction at the time the services were rendered (IB-34).

**ACT Student Opinion Survey:** This survey uses a standard national instrument that allows for comparison with national norms of community colleges. The survey was carried out four times in the past 7 years and it provides valuable information on student perceptions, attitudes, and expectations (IB-15).

**VTEA Survey:** The Vocational Technical Education Act (VTEA) survey aims at identifying economically disadvantaged students in vocational programs with the objective of enhancing the quality of services to this group (IB-35).

**Accreditation Self Study Survey:** This survey was developed in connection with the six-year cycle of the college’s regional accreditation. This survey assesses employees’ perceptions of compliance with the accreditation standards (IB-36).

**Climate Survey:** This survey is administered annually by the district to gauge the perceptions and attitudes of employees toward various aspects of the college and district employment climate (IB-19).

**Key Performance Indicators:** The college and the district evaluate their performance annually using a set of indicators that include enrollment changes by TOP codes, course completion rates, productivity, and degrees and certificates awarded. In addition, the college assesses its performance with respect to the volume and rate of transfer to four-year institutions and basic skills improvement rates (IB-37).

**Benchmarking Analysis and Evaluation:** Benchmarking the college with its peers focuses on comparisons of performance indicators with peer colleges in the state with respect to the number of transfers, volume of degrees and certificates awarded, course completion rates, workforce development, basic skills improvement, diversity and others (IB-38).

**Strategic Plan Progress Reports:** These reports are intended to measure the degree of accomplishment of the college’s strategic priorities (IB-16).

DVC has traditionally linked the results of its evaluative process to its planning activities. Planning at DVC begins with an environmental scan that assesses the external and internal environments of the college and also relies on the evaluative processes in articulating the priorities and goals for the college. Identification of college goals is followed by detailed action plans that identify the persons responsible for implementation, the time frame, resources needed, and the expected results or outcomes. Implementation of plans is followed by re-evaluation and feedback to assess the degree of goal accomplishment.

Evidence of this process can be found in the documentation related to the development (IB-12) and implementation of the first and second strategic plan (IB-24). Development (IB-39) of the last educational master plan (2007-17) (IB-8) followed a similar path. Examples of the effectiveness of this process may be found in the accomplishments of the past few years.

The strength of the planning and evaluation activities may be found in their reliance on research and analytical data generated at the college. The college published two institutional effectiveness fact books since 2002 (IB-38, 20). Each fact book contains a wealth of analysis, information, and insights about the college and its external environment. In addition, the college has a research website that is currently being expanded and updated to include enrollment data, student achievement data, and productivity information by course, discipline, department, division, and the college as a whole. The
research website not only includes information on the instructional programs (IB-40), but was also expanded to include information on various student service programs (IB-40). Lately, a research module was created to house data related to students who visit various student service units such as Counseling, the Transfer Center, and Financial Aid. Analysis of this research data may shed light on the patterns of success at the college. Another new model is related to the students who are placed on probation and suspension. A better understanding of the profiles of different groups of students can lead to greater retention and student success.

Assessment, program review, integrated planning, and use of research data will continue to improve and mature as the college completes additional planning cycles. For instance, the Planning Council is expanding program review to include administrative units (IB-41). In addition, the Program Review Committee is working with the Faculty Senate to refine the program review template for instructional programs. Updating and expansion of the research website will also enhance the use of research data for planning, evaluation, and decision making. In summary, the college is making significant strides in establishing and using its evaluation and planning activities to continuously improve its effectiveness as an institution of higher learning.

Planning Agenda

The college is in compliance with this standard.

Evidence

IB-8  DVC Educational Master Plan, 2007-17
IB-12  DVC Strategic Plan, 2006-11 forum programs
IB-15  ACT Student opinion Surveys for 2004 and 2007
IB-16  DVC Strategic Plan progress reports, 2002-03 and 2003-04
IB-20  DVC Fact Book 2007
IB-21  Program Review for instruction procedures guide
IB-24  DVC Strategic Plan, 2006-11
IB-25  Student Learning Outcomes, guide for assessment of (www.dvc.edu)
IB-26  Committee Handbooks, 2004-07
IB-28  Career/Technical programs assessment process summary reports
IB-29  Faculty evaluation forms
IB-30  Box 2A procedures and reports
IB-31  Validation of assessment instrument in chemistry, 2005
IB-32  Validation of assessment instrument in English, 2005, 2007
IB-33  Validation of cutoff scores in mathematics, 2002
IB-34  Point of service surveys, 2004
IB-35  VTEA surveys, 2002 to 2008
IB-36  Accreditation self study survey and analysis, 2007
IB-37  Performance indicators for DVC and the district
IB-38  DVC Fact Book 2003 institutional effectiveness
I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary
Diablo Valley College has a broad-based planning process that offers ample opportunities for input by college constituents, allocates necessary resources to implement the plan, and leads to improvement in institutional effectiveness. The Planning Council at DVC has the responsibility for coordinating the development of college-wide plans (IB-26, 43). Membership of the Council includes representatives from all constituencies — faculty, staff, administration, and students. The Council meets regularly every two weeks throughout the academic year. Membership on committees and task forces that were engaged in developing various targeted plans includes faculty, staff, and students. Opportunities for input exist through open forums to discuss various plans, open meetings of the Planning Council, and the wide circulation of drafts and minutes of meetings of various committees and councils.

Self Evaluation
A clear manifestation of this process took place in 2003–07 when the college developed major planning documents that included the Strategic Plan of 2006–11 (IB-24); the Educational Master Plan, 2007–17 (IB-8); and the Facilities Master Plan, 2007 (IB-9).

Development of the Strategic Plan began in 2005 and continued to 2006. During this period, the college held numerous forums and open meetings and invited participation and input from all members of the college community. A college-wide forum was held in February 2005 to address the major forces of change in the external environment. A panel of experts including leaders from the academic community (University of California and California State University, K-12 schools), business and industry leaders, the college president, and an economist discussed the forces of change in the external environment that may impact the college in the next five years. The panel presentation was followed by an assessment of opportunities and challenges facing the institution (IB-12).

A second college-wide forum was held in March 2005 to address the internal profile of the college and challenges for the future. The panel of experts included leaders from the faculty, staff, and administration. The panel focused on six major issues including enrollment, student achievement, under-prepared and under-represented students, accountability, workforce development, and communication. The panel presentation was followed by discussion of the issues based on the Appreciative Inquiry approach. Three additional college-wide forums were held in fall 2005 to discuss the revised mission and the new vision and values and to present drafts of the revised strategic plan (IB-12).

Drawing on the extensive research and dialogue related to the college’s strategic plan and the district’s environmental scan, the college began work on the Educational Master Plan in fall 2006. Participation from all departments and units in the planning of this document, however, could have been broader. Furthermore, collaboration with the architects hired to develop the facilities master plan was also important.

The college held a forum to discuss the development of unit plans in January 2007 (IB-4) and agreed that unit plans would rely heavily on the
program review documents submitted by academic and student service units in the past four years, with further updates if necessary. Individual units completed their plans in March 2007, and the college made several electronic drafts of the Educational Master Plan available to the college community in spring 2007, with a major presentation in the last week of June 2007 and a final draft in August 2007.

The architects in charge of the facilities plan (IB-5) (tBP Architecture of Concord, California) were invited to present their proposals at the Planning Council in spring 2007. The architects also met separately with various divisions on campus. Throughout the spring, the architects met eight times with the Planning Council (IB-5). These meetings were well attended by the faculty and staff of the college, with the final presentation by the architects in June 2007. A draft of the facilities plan was presented to the college in August 2007 and to the Governing Board in September 2007.

The participation and the valuable input provided by the campus community in developing the Educational Master Plan (IB-8) and the Facilities Master Plan (IB-9) has positively impacted the outcome of the Facilities Plan. For the first time, the college has a cohesive plan that addresses the long-term needs and the aspirations of the campus community. The Facilities Plan replaced the incremental approach to building construction that the college had followed throughout its history.

In addition to the major institutional plans, the college developed other plans that targeted specific areas including enrollment management (IB-5), student services (IB-11), technology (IB-13), and student equity (IB-14). These plans resulted from the collective energies and dedication of numerous individuals who volunteered their time and expertise. Seeking input from the larger campus community, various committees, including a cross-section of the faculty, staff, administration, and students, developed these plans, a process that is a testament to the college’s commitment to inclusion of its college constituencies.

DVC has a sound and effective planning process that directs prudent allocation of resources for successful implementation of strategic priorities or goals. Such resources include, of course, staff to carry out the plans, as well as the financial, technical and physical resources necessary to support that planning and implementation effort. At DVC, the Strategic Plan is implemented through detailed action plans, which consist of three components identifying the responsible party, specifying the timelines for completion, and allocating the resources needed for completing the action plans.

At DVC, the Planning Council selects five to six strategic directions on which to focus each year (IB-5). Action plans are developed for these strategic directions and are monitored while underway in order to see how well they are being implemented. If the plan is working well, successful efforts may be intensified. In the case that plans are not working as expected, they may be modified and allocated additional resources before too much effort is lost.

The following documents provide evidence of the impact of the planning process on the allocation of resources: the successful implementation of the first Strategic Plan (1999-2005); implementation (IB-44) of the Technology Master Plan (2004); implementation (IB-45) of the Partnership for Excellence Plan (2000-05); implementation (IB-46) of the Enrollment Management Plan; and plan for the expenditure of one-time funds at the end of the year (IB-42). Finally, implementation of the recently completed Facilities Plan will depend mainly on financial resources provided by bond funds from Measure A (2006) and State funds earmarked for capital improvement projects at community college campuses.

As an essential element of successful planning, the college tracks its progress, evidence of
which can be found in the annual Strategic Plan progress reports (IB-16) and the various interim reports prepared for the Technology Plan (IB-13), the Partnership for Excellence Plan (IB-45), and other college plans. The successful implementation of the Strategic Plan (1999–2005) led to the creation of effective program and curriculum review processes (IB-21); strengthening of the research office; creation of a tutoring center; updating the technology of computer laboratories; strengthening the outreach office and the transfer center; enhancing college enrollment; and expanding evening, weekend, and online course offerings.

In summary, the planning process at DVC is participatory, seeks and welcomes input from college constituencies, allocates the necessary resources for successful implementation of plans, tracks progress on a regular basis, and leads to improvements in institutional effectiveness.

DVC’s experience in planning over the past decade has been instrumental in improving the effectiveness of the college in several key areas. The college will continue to strengthen the planning process and its close integration with program review and resource allocation.

Planning Agenda

The college is in compliance with this standard.

Evidence

IB-4  FLEX programs, 2002-07
IB-5  Planning Council minutes
IB-8  DVC Educational Master Plan, 2007-17
IB-9  DVC Facilities Master Plan 2007
IB-11  Student Services Strategic Plan
IB-12  DVC Strategic Plan, 2006-11 forum programs

IB-13  DVC Technology Master Plan, 2004
IB-14  Student equity plan, 2004
IB-16  DVC Strategic Plan progress reports, 2002-03 and 2003-04
IB-21  Program review for instruction procedures guide
IB-24  DVC Strategic Plan, 2006-11
IB-26  Committee Handbooks, 2004-07
IB-42  Expenditure of one-time funds
IB-43  Planning: integrating planning, 2008
IB-44  DVC Technology Master Plan, annual report
IB-45  Partnership for Excellence annual reports
IB-46  Enrollment Management Committee meeting minutes, 2002-07

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

Descriptive Summary

Diablo Valley College utilizes data and assessment results as a basis for reports to the State Community College System (Systems Office), the federal government, and other public and private entities. College data are housed at the Contra Costa Community College District and are reported by the Information Technology (IT) Department to various external agencies. State reports include Integrated Postsecondary Education Data System (IPEDS) data; full-time faculty obligation reports; Workforce Preparation reports; term-based reporting for students, courses, and faculty assignments; FTES for apportionment; staff reporting by census; matriculation, Disabled Students Programs and Services, Extended Opportunity Programs and Services, annual financial aid, and assessment reports.
In compliance with HB1417, term reports for students are analyzed by the System’s office and the results of the analysis are published annually in the Accountability Reporting for Community Colleges, ARCC (IB-47, 48). This report includes enrollment and demographic data, as well as assessment data related to student academic achievement.

The ARCC report is published annually and the college has an opportunity to provide comments on matters of quality assurance related to student achievement. This report is a public document that is shared with the California Assembly, the Boards of Governors at the State and at the district. Compared to its peers in the past two years, Diablo Valley College has performed well on almost all measures of student academic achievement. The ARCC report is also distributed internally to the faculty, staff, and students at DVC.

The Office of Planning, Research, and Student Outcomes collects, analyzes, and disseminates assessment results to the disciplines and departments undergoing program review in both the instructional and student service areas. Student data include enrollment, demographics, and course success and retention. Data are also kept on degrees and certificates awarded, transfer volume, and transfer rates. For career/technical programs, additional data related to employment of the graduates and other indicators of performance in vocational areas are made available for program review purposes. For student service programs, information on usage of services is also analyzed as part of the program review self-study document.

In addition to the above reports, the Institutional Effectiveness Fact Books (2001, 2003, and 2007), the Environmental Scan (2006), and the Educational Master Plan (2007) provide a wealth of information related to assessment of various aspects of the external environment including demographic, socioeconomic, and quality-of-life issues (IB-38, 20, 49, 8). Assessment of internal data, including commentaries on enrollment and demographic trends, student achievement, diversity of faculty, assessment of the curriculum, and evaluation of facilities, appears in these publications.

As disciplines assess student learning outcomes, documented results are made available to discipline members and are published internally on the Research website. Development of student learning outcomes led to healthy dialogues on effective learning, possible modifications of existing curriculum, development of new curriculum, modifications to instructional methods or the creation of innovative teaching strategies (IB-27, 2, 25).

Other assessment data are also available for internal constituencies. The results of numerous surveys of students and faculty are discussed at meetings of the Planning Council, the President’s Cabinet, the Management Council, and the Faculty and Staff Senates. The Office of Workforce Development publishes a newsletter, which communicates quantitative data in career/technical programs to the college (IB-50).

The CLARUS Corporation assessment of DVC’s programs and services in fall 2007 was widely disseminated to the college community through a college-wide forum and was also recorded as a podcast for later viewing (IB-51).

Several research publications by the Office of Planning, Research, and Student Outcomes provided in-depth assessment and analysis of important aspects of college operations. Examples include Predictors of Success for Distance Education Courses (IB-52), Impact of Student Registration Behavior on Academic Performance, the Weekend Program (IB-53), the ACT Student Opinion Survey (IB-15), National and College Enrollment Trends (IB-54). These studies were disseminated to the faculty members and staff at DVC and were also shared with the Board of Governors and the larger research community in the state. Some of these studies won awards of excellence, and many were accepted for publication or presentation at professional conferences.
All research studies appear on the Research website.

The Office of Marketing serves as the clearinghouse for communication to the general public, faculty, staff, and students. Since 2001, DVC’s website, emails, and the campus Intranet have been the main vehicles for informing both internal and external audiences.

The annual Strategic Plan Progress Report (IB-16) documents assessment results related to different strategic priorities. The report communicates matters of quality assurance to internal and external constituencies. It is part of the public reports submitted to the Board of Governors. In 2007–08, the college president summed up accomplishments of the college in periodic reports to college constituencies (IB-55). These reports provided an assessment of the state of affairs at the time and communicated matters of quality assurance and future plans to the college community.

DVC strives to keep the public informed on college accomplishments. The Inquirer, the student newspaper, routinely publishes articles on diversity, student and alumni success stories, faculty scholarly work, new and innovative programs, and special features about departments, such as Culinary Arts, dental programs, performing arts. The college Intranet also effectively communicates many success stories in an appealing, colorful format. DVC’s Debate Team projects the college’s success through consistently winning state and national awards. DVC students also have successful careers in the cinema and entertainment industry while others have attained public offices in various parts of the state. Faculty members have won awards for excellence in teaching, and many college members are recognized annually for their outstanding contributions.

In the recent ACT Student Opinion Survey conducted by the Office of Planning, Research, and Student Outcomes (spring 2007), DVC students rated the college higher than the national norms for community colleges with respect to the quality of the teaching staff and the variety of courses offered (IB-15). The college is also the number one provider of transfer students to UC Berkeley. In addition, DVC has an excellent athletics program fielding 17 teams that have consistently won awards in almost all the sports. Counselors and outreach personnel also interface with local high schools and other colleges and universities, communicating the quality and reputation of DVC programs to these external audiences. The college hosts two breakfast meetings per year for high school principals and superintendents to provide information about various programs and share success stories with the participants. Workforce and business partners are kept informed of the quality of DVC’s programs through its advisory councils, DVC Foundation Board, grants, and partnerships with local businesses, and Chamber of Commerce.

Self Evaluation
The college’s consistent ranking in the top five transfer institutions in the state (out of 109 community colleges) provides evidence of public approval of and confidence in DVC’s programs and services. That almost two out of five students who attend DVC reside outside the college service area indicates that many students choose DVC over colleges that they could attend more locally. The college also attracts almost 1,000 international students from 60 countries. All of this is clear evidence of the college’s local and even international reputation.

The passage in 2001 and in 2006 of two bond measures totaling almost $400 million by the registered voters in the county provides further evidence of the important contribution made by the college. Bond funds have been used for the modernization of classroom facilities and construction of a new bookstore, a new science building, and other college facilities.

In a recent Student Opinion Survey in which students were asked whether or not they would
recommend the college to others, more than 85 percent said they would (IB-15). This is a high approval rating that constitutes a strong vote of confidence from the most important constituency of the college.

The college takes pride in its 60 years of quality service to its community in Contra Costa County and the larger East Bay.

Planning Agenda

*The college is in compliance with this standard.*

Evidence

IB-2  Student Learning Outcomes templates in student services
IB-8  DVC Educational Master Plan, 2007-11
IB-15  ACT Student opinion surveys for 2004 and 2007
IB-16  DVC Strategic Plan progress reports, 2002-03 and 2003-04
IB-20  DVC Fact Book 2007
IB-25  Student Learning Outcomes, guide for assessment of (www.dvc.edu)
IB-38  DVC Fact Book 2003 DVC institutional effectiveness
IB-47  ARCC report, 2007
IB-48  ARCC report, 2008
IB-49  Environmental scan report for CCCCD, 2006
IB-50  Workforce Development Office, DVC, new programs added since 2003
IB-51  CLARUS assessment of DVC’s programs and services, fall 2007
IB-52  Distance education courses, predictors of success, 2000-01 to 2004-05
IB-53  Weekend program, monograph, 2004
IB-54  Enrollment trends, monograph, 2004
IB-55  President’s reports to campus constituencies, 2007-08

I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary

DVC has created an effective planning process over the past ten years that has proved to be successful in improving the college’s effectiveness in reaching its goals. The college also recognizes the planning process is dynamic and subject to change and evolution as the institution learns from past experiences.

Self Evaluation

DVC’s planning process was instrumental in helping the college reach almost all of its strategic priorities under the first Strategic Plan of 1999–2005. The planning process consisted of several elements:

- Carry out environmental scanning (IB-49), program reviews (IB-21, 23), and other evaluative mechanisms constituting the foundation of this process.
- Follow a policy of inclusion and broad-based participation by internal and external audiences (IB-16, 39).
- Select the college’s strategic priorities or goals (IB-16).
- Select a few college priorities (five to six) each year for implementation. This selection will be based on the votes of the Planning Council members at the beginning of the academic year (IB-16).
• Develop detailed action plans for the selected priorities and include three major elements: identify the responsible party, determine the timeline, and allocate the resources needed (time, funds, technology, and facilities) to facilitate implementation (IB-16).

• Implement action plans and provide a progress report on implementation (IB-16).

• Evaluate accomplishment and use the results for feedback.

This process proved to be successful in the past. Recently, however, the process was not as successfully communicated to the college community and some did not clearly understand elements of the process. In a survey of college employees, fall 2007 (IB-10) regarding their understanding of the planning process, 38 percent of the respondents agreed or strongly agreed that they understood the planning process, 47 percent disagreed or strongly disagreed, and 15 percent didn’t know. These results revealed that the college needed a written document that explains the process and the relationship of its components and a way to better communicate and explain the process to campus constituencies. As a result, the college, through the Planning Council (IB-5) made the following recommendations regarding the planning process (IB-56):

1. Develop an integrated planning model that links strategic planning, program review, student learning outcomes, and resource allocation.

2. Prepare the forms needed for implementation of the action plans with specific references to who, when, and how much it costs, if any.

3. Develop the forms needed for assessing the progress in implementing the action plans.

4. Align the college’s strategic priorities with personal managerial goals.

5. Communicate the process to all constituencies including the Leadership Council (a constituency group) and seek input for further improvement.

6. Seek a wider participation in the annual selection of the five or six priorities to include audiences outside the Planning Council.

7. Continue to work on establishing stronger linkage between the action plans and resource allocations with full appreciation of the constraints related to the rigidity of a financial budget that is mostly tied up in commitments for personnel costs.

The first five recommendations have been implemented in the 2007–08 academic year, the next recommendation will be implemented in fall 2008, and the last recommendation represents a long-term gradual process that will evolve as the college reviews the process on a systematic ongoing basis.

Both the planning process and the program review process progressed through a systematic review to enhance their effectiveness (IB-5, 57). Five years ago, the college implemented a new revised process for reviewing academic programs and added a new process for reviewing student service programs (IB-11). After five years of experience, the college is poised to review these processes to enhance their effectiveness. The impetus for the review came from the program review committees.

The first student services program review in 2004 (IB-23) was based on the following premises:

• A comprehensive review of fifteen out of sixteen programs was conducted in one year (2004).

• A short annual report to update the review was prepared.

• Results of the program review were submitted to the Planning Council and the Budget Oversight Committee.
• Limited data for the program review were provided by the Office of Planning, Research, and Student Outcomes.

• Point-of-service surveys were carried out for all programs.

After the college’s experience with this process, it made several modifications, specifically to:

• expand the data provided by the Research Office to include benchmark data related to the college, data for the visitors to various services, data for probation and suspension, and cohorts of transfer ready students,

• stagger the review of programs over a period of three years with four or five programs to be reviewed each year;

• continue the annual report for updating the review;

• establish a closer link with the resource allocation;

• revise the template for program review; and

• communicate the results of the review on a regular basis to the larger college audience.

The instructional program review is also going through a face lift. The recommended changes, which were discussed by the Program Review Committee throughout the past five years (IB-22, 57), include the following:

• realign the program review process to include different groupings of the programs since some of them were too large to fit in one single review (e.g., social science disciplines);

• change the cycle of comprehensive reviews from an odd number to an even number of years to reduce the burden on the career/technical programs that are expected to conduct a mini–review every two years;

• continue the two-year limited evaluation of career technical programs with a focus on specific indicators, such as market conditions and employment outlook;

• add a requirement for a short annual report to update the review and provide progress on previous recommendations;

• reexamine the needs for detailed research data relative to each program;

• add comparative data for the college; and

• redesign the template in a way that facilitates its availability on a continuous basis each year, if needed.

The most important recommendation related to program review is the addition of the Administrative Unit Program review (IB-41) which was developed and examined by the Planning Council, the Leadership Council, and the President’s Cabinet on several occasions in spring 2008. This model will be implemented in 2008-09.

For those units participating in program review, training on the use and interpretation of data will be provided at the beginning of each academic year. It is expected that these revisions and changes will improve the effectiveness of the college in reaching its goals as the college continues to establish and maintain a sound planning process that is well understood by the college constituencies. The college has successfully implemented its first strategic plan and proposed significant changes which will strengthen the process and improve implementation of the second strategic plan. A crucial part of that process includes better communication of the process so that all constituencies understand and support the plan. The college is committed to implementation of the proposed changes and to simplifying the process.

Planning Agenda

*The college is in compliance with this standard.*
Evidence

IB-5  Planning Council minutes
IB-10  Accreditation self study survey and analysis, 2007
IB-11  Student Services Strategic Plan
IB-12  DVC Strategic Plan, 2006-11 forum programs
IB-16  DVC Strategic Plan progress reports, 2002-03 and 2003-04
IB-21  Program review for instruction procedures guide
IB-23  Program review: Student Services 2004, 2007
IB-39  DVC Educational Master Plan, 2007-17 Forum Programs
IB-41  Program review: administrative unit, 2008
IB-49  Environmental scan report for CCCC, 2006
IB-56  Integrated planning
IB-57  Program review: IPRC reviews, one-year progress reports

I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary

Diablo Valley College regularly reviews its assessment mechanisms to ensure their effectiveness in improving its programs and services. This review includes examinations of several key indicators of performance affecting issues related to the institutional mission. In addition, the college has systematically evaluated its evaluative and assessment processes such as program review, student equity plan, assessment of student learning outcomes, and assessment instruments for student placement in various courses. Each one of these areas is discussed in the following paragraphs.

Self Evaluation

Key Performance Indicators: Key indicators are reviewed in an ongoing systematic basis to ensure their effectiveness and enhance their usefulness. This review often results in the development of new evaluation measures or sharpening of the existing ones. New ones have been added as a result of the extensive work related to revising the college’s strategic plan and the educational master plan. Examples of the new indicators include longitudinal and benchmarking comparisons of the college’s capacity for granting degrees and for transferring students (IB-8). In addition, the college added a new measure for assessing sufficiency and compensation levels in human resources (IB-8, 49). Timely reporting and use of the relevant indicators resulted in efficiencies in course offerings, creating new programs in response to labor market demands (IB-50, 58), addressing the needs of some at-risk students (IB-59), and in the redistribution of resources among academic units (IB-30).

Program Review: The program review process was revised in 2002-03 to reduce its fragmentation and link it to planning of student learning outcomes and budgeting. After using the new process for five years, college personnel made several suggestions for improvement, including preparation of annual reports and expanding the process to include administrative programs (IB-41). Integration of program review with planning and resource allocation will be redesigned to improve efficiency and eliminate redundancies (IB-43).
Student Equity Plans: The student equity plan was revised in 2004 to include emphasis on different types of student demographics such as disability, gender, and ethnicity. The results of the plan led to the creation of a new program to enhance the academic progress of African American students (IB-59). In addition, the college is currently studying the profiles and performance of at-risk students who are placed on academic or progress probation or dismissal (IB-60).

Assessment of Student Learning Outcomes: Several changes were introduced in the methods of assessment for student learning. Focus on general education led to the use of a nationally validated test in math and English (IB-61). Other areas of natural sciences, social sciences, information literacy, and healthful living and wellness are currently being considered.

Validation of Assessment Instruments: For many years, assessment for English placement relied on a single instrument. Adding new instruments required regular validation processes by faculty, students, and the office of research (IB-31, 32). This process is on-going and should result in improving the success of students in Chemistry and English. Similarly, the math department has been experimenting with new methods of assessment and placement. In addition, the college is currently reviewing the assessment instruments in Mathematics. Members of the faculty are planning to change from the Mathematics Diagnostic Testing Project (MDTP) to Accuplacer, a computerized system, sometime in 2008-09.

Revision of Research Methodologies: College research methodologies have been revised to utilize new opportunities for data management as the CCCCD Research Data Warehouse has been improved and Datatel has been updated with new versions.

Redesign of the Research Website: After review of the former research website (IB-40) it was decided to initiate a new research website (IB-17) to provide new ways of accessing college data and to give the website a new design.

Integration of Planning, Evaluation and Budgeting: A document on the integration of planning with educational processes and with budgeting has been introduced to serve as a guide to the understanding of how these processes are linked (IB-43).

Clearly, the college is seriously engaged in a process to assess and improve its evaluation mechanisms, adding new methods of assessment as the need arises. In the forefront of this effort, the Office of Research is leading the college in conducting effective research studies and providing the analysis and commentaries needed for better understanding of the data.

Planning Agenda

The college is in compliance with this standard.

Evidence

IB-8 DVC Educational Master Plan, 2007-17
IB-17 Research website (new) www.research2.dvc.edu
IB-30 Box 2A procedures and reports
IB-31 Validation of assessment instrument in chemistry, 2005
IB-32 Validation of assessment instrument in English, 2005, 2007
IB-40 Research website (first) www.research.dvc.edu
IB-41 Program review: administrative unit, 2008
IB-43 Planning: integrating planning, 2008
IB-49  Environmental scan report for CCCCD, 2006
IB-50  Workforce Development Office, DVC, new programs added since 2003
IB-58  Workforce Development Committee minutes
IB-59  Ujima Program
IB-60  Trends in probation and dismissal, a DVC research study, 2008
IB-61  Results of college-BASE, spring 2007
Standard II  Student Learning Programs and Services

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

Co-chairs

Standard IIA - Rachel Westlake and Claudia Hein
Standard IIB - Diane Scott-Summers and Cheryl Martucci
Standard IIC - Ann Patterson and Mario Tejada

Committee

Standard IIA - Kim Schenk, Jeanie Dewhurst, Yvonne Canada, Emily Stone, Judy Foster
In consultation with: Bill Oye, Dana Paniagua-Budd, Cheryll LeMay, Nicola Place, Christie Jamshidnejad, Gay Ostarello, Obed Vazquez, Kate Wothe, College-wide Curriculum Committee, Workforce Development Committee
Standard IIB - Brenda Jerez, Bill Oye, Dona DeRusso, Sue Rohlicek, Andy Kivel, Marcia Giovanni, Kate Wothe, Merv Maruyama, Linda McEwen, Kathy Reilly, Alfredo Del Cid (student), Sharon Lucero (student)
Standard IIC - Tawny Beal, Jocelyn Iannucci, Sue Rohlicek, Andy Kivel, Toni Magaldi, Cathi Till, Neal Skapura
In consultation with: SLO Committee, Accountability and Research Committee
Standard IIA Instructional Programs
The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

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

Self-Evaluation
It is the mission of Diablo Valley College to serve students and its community by offering high quality programs focused on transfer, workforce development, economic development, and pre-collegiate preparation (IIA-1). The college offers high-quality instructional programs on two campuses (Pleasant Hill and San Ramon), as well as at a number of satellite locations, and through distance education. It also belongs to a consortium of colleges offering study abroad programs in England, China, Spain, Italy, and France. DVC’s programs cover a wide variety of recognized and emerging fields of study (IIA-1). DVC’s for-credit courses are spread over more than 120 disciplines including pre-collegiate basic skills, associate degree and transferable courses in academic disciplines, English for English Language Learners, and career/technical education courses leading to degrees or certificates in 12 broad disciplines and 71 sub-disciplines (IIA-2). In addition, the college offers a small number of its regular courses in math and chemistry through contract education. The college’s program review processes assure systematic assessment for currency, improvement of teaching and learning strategies, and achievement of stated student learning outcomes (IIA-3, 4, 5).

The college has one other primary mission, that of economic development. In March 2001, the Contra Costa Community College District established the Regional Training Institute (RTI) with the goal of providing customized, contract education for the local community. In fall 2005, the RTI was reorganized in response to concerns raised about its effectiveness, and it was ultimately dissolved in May 2006 (IIA-6). At that point, the responsibility for contract education shifted back to the colleges.

In addition to its credit, non-credit, and contract coursework, as part of its outreach strategic initiatives B-1 and B-4, the college offers not-for-credit community education coursework in two fee-based programs. College for Kids is a summer program serving elementary and middle school students (IIA-7). The Emeritus Program offers continuing education classes for adults in a variety of subjects (IIA-8). These programs are monitored and evaluated by their own processes.

DVC’s broad for-credit offerings serve its transfer, workforce development, and pre-collegiate students as well. In 2005-06, lower division college-level general education preparation for transfer courses made up about 68% of weekly student contact hours while career/technical education courses leading to degrees and certificates made up about 29% of weekly student contact hours. Enrollment in pre-collegiate basic skills math and English makes up 3% of the student contact hours (IIA-2).
Because it only recently regained responsibility for contract education, DVC currently has minimal contract education offerings in chemistry and math. DVC meets some of the needs of the local business community with short-term, for-credit vocational coursework (CIS, various business courses). Currently, increasing the number of noncredit or contract education offerings is difficult because of the following:

1. The current UF/CCCCD Faculty Contract (2006-09) contains a number of barriers to increasing non-credit offerings. In particular, it specifies that the total CCCCDD non-credit FTES not be greater than 1% of the total district credit FTES. Furthermore, full-time faculty may not use non-credit instruction to fulfill their load obligations except in rare cases, and the hourly salary rate for part-time faculty in non-credit courses is specified at the lowest possible level (IIA-9).

2. The central Contra Costa County region has a strong Adult Education presence through its K-12 system. Non-credit DVC offerings should not conflict with or duplicate the work that is already being done by these agencies.

3. Vacancies in the DVC management structure, as well as the closure of the RTI, have left both contract and non-credit programs without academic leadership. One of the goals of the spring 2008 management reorganization is to assign responsibility for these programs to the appropriate academic manager.

Planning Agenda

*The college is in compliance with this standard.*

Evidence

IIA-1  DVC College catalog, 2007-08
IIA-2  DVC Educational Master Plan, 2007-17
IIA-3  Program review for instruction and Student Services, 4/03
IIA-4  Program review for instruction procedures guide, 9/03
IIA-5  Career/Technical programs assessment process
IIA-6  May 2006 Board minutes: Regional Training Institute – certificate of election to wind up and dissolve
IIA-7  DVC Emeritus website
IIA-8  DVC College for Kids website
IIA-9  UF/CCCCD Faculty Contract

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Descriptive Summary

Diablo Valley College demonstrates that all instructional programs, regardless of location or means of delivery, address and meet its mission and uphold its integrity.

Self Evaluation

Diablo Valley College’s Mission statement guides the current program practices of the college (IIA-189). The college offers courses and programs in the areas of transfer, workforce development, economic development, and pre-collegiate preparation. All credit and non-credit courses and programs offered regardless of location or method of delivery, undergo a strict faculty-controlled program review and approval process (IIA-3). Fee-based, not-for-credit courses operate independently of the DVC curriculum process (Emeritus Program, College for Kids), and are monitored and evaluated by their own curriculum processes (IIA-10, 11).
Both Student Services and instructional programs are actively involved in the development and assessment of student learning outcomes (IIA-188). In the student services area, many SLOs are on their third review and revision. The units of financial aid, EOPS/CARE and international students have already implemented changes and are reporting improved services to the students (IIA-3) A part-time faculty coordinator works with various academic units in development and implementing SLO assessment at the course and program levels. The institutional effectiveness coordinator in the College research office has also provided support to the SLO process and the Student Learning Outcomes Committee has collaborated in developing plans for implementation of SLOs at the course, program, and institutional levels.

The college’s programs, courses, and SLOs are reviewed to ensure that they satisfy college and state requirements of academic excellence including State Education Code and Title 5 regulations. This process of approval ensures that all DVC courses meet the needs of students and the community and uphold the mission of the college and its integrity.

Planning Agenda

The college is in compliance with this standard.

Evidence

IIA-3 Program review for instruction and Student Services, 4/03
IIA-10 Title 5, contract education
IIA-11 Curriculum process documents
IIA-188 Student Learning Outcomes Committee minutes
IIA-189 DVC Mission Statement

II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary

DVC identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. DVC relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Self Evaluation

The DVC Office of Planning, Research and Student Outcomes has conducted significant research to aid the college in its evaluation of the demographics and need of both the local community and our student body (IIA-2, 11, 12, 188). In addition, the Office provides on-going quantitative reports generated from student applications on student educational goals and from district databases (IIA-13, 16) on student demographics, as well as enrollment, retention, and success data, for individual departments and courses on its website. Finally, the Accountability Report on Community Colleges (ARCC) from the Systems Office compiles and evaluates the data submitted by the college in its Management Information Systems (MIS) report in terms of six performance indicators: student progress and achievement, percent of students who earned at least 30 units, persistence rate, success rate for credit vocational courses, success rate for ESL and credit basic skills courses, and improvement rates for ESL and credit basic skills courses (IIA-17).
In addition to the above sources of data and analysis, the institution relies on the expertise of its faculty, as well as their contacts through professional organizations and advisory committees, to assess the curricular and program needs of its students (IIA-19, 20). In addition, the career/technical programs use data from the Systems Office and labor market studies. The DVC Articulation Officer is also responsible for maintaining/updating articulation agreements with the UC and CSU system, and relaying information to departments about their requirements. In order to avoid unnecessary duplication of offerings within the district, new programs must be brought before the District-wide Educational Planning Committee (IIA-21, 22). In the case of vocational programs, regional offerings are also coordinated through the Bay Area Community College Occupational Planning Committee (IIA-23).

Upon admission, new individual student’s educational needs are assessed through multiple measures, including assessment and transcript evaluation. Incoming DVC students are encouraged to participate in the matriculation program, which consists of assessment in mathematics and English, and an orientation and advising course (IIA-24). The English assessment test was developed and validated by English department faculty (IIA-25), and trained faculty evaluate student work. Assessment of second-language students is done through the Combined English Language Skills in a Reading Context (CELSA) (for pre-collegiate level placement) or the English Placement exams. Students self-select which assessment they use, often in consultation with student support services (Counseling, International Students Admissions and Services). The math department has used Mathematics Diagnostic Testing Project (MDTP) assessment, which has been validated at both the state and local level. Aided by the Office of Planning, Research and Student Outcomes, the department recently revised the cut-off scores and sub-scores used for placement in an effort to increase the accuracy of placement.

Individual departments and divisions determine the schedule of classes with the goal of providing the classes that students need to achieve their goals, utilizing research data about placement, retention, and success of students (IIA-13, 14, 26, 27). Analysis of enrollment data from Datatel and Cognos allows departments and divisions to project where student demand will be highest, with courses offered throughout the day, in short-term or late-start format, online or in person. Although the college has the contractual right to cancel classes which have fewer than 20 students enrolled, it is sometimes necessary to let these classes run in order to ensure that students can complete their educational goals (program requirements). Some programs (broadcast communications, addiction studies) have implemented course sequencing to address this issue (IIA-24). In the case of learning communities, student interest is the primary factor in deciding whether they will be held. If sufficient numbers of students express interest or enroll, the programs are supported by the college; otherwise, they are cancelled.

Finally, faculty assess their students’ needs through constant interaction in the classroom and evaluation of their regular assessment of the teaching-learning processes; including modification of strategies, as necessary, to enhance successful learning outcomes. These strategies are a part of the peer review process (Classroom Observation Form for Teaching Faculty). In addition, full-time faculty are required to hold regular office hours, and part-time faculty can also do so for compensation (IIA-32). It is through this contact that they determine that students are adequately prepared, that instructional delivery methods are appropriate to the course content and to student learning styles, that students are progressing in achieving course objectives, and that student concerns are addressed.

Fifty-five percent (55%) of first-time DVC students indicate on their initial applications that their educational goal is to transfer to a four-year school, either with or without an associate
degree (IIA-28). To serve the needs of its transfer oriented students, DVC offers a broad range of lower division courses which satisfy both major and general education requirements for programs in the CSU and UC systems (IIA-24), as well as the Inter-segmental General Education Transfer Curriculum (IGETC). A number of these courses are also articulated through the California Articulation Number (CAN) system. Other articulation agreements which facilitate transfer can be accessed through the Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) database at www.assist.org. DVC’s success in this area can be seen in the college’s consistently high ranking among California Community Colleges in transfer to four year institutions (IIA-2).

While in 2005-06, 29% of weekly student contact hours were in career/technically coded courses, over the three-year period from fall 2003 to fall 2006, fewer than 5% of entering DVC students indicated on their initial applications that they were interested in a career/technical degree or certificate, although an additional 12% were interested in exploring careers or upgrading or maintaining job skills or certificates (IIA-30). Although students’ goals change as they learn more about their options, strengths, and inclinations, these numbers reflect that there is demand for workforce development programs. To serve these students, DVC offers coursework in many vocational areas leading to a variety of degrees and certificates. As of fall 2007, the college had 18 Certificate of Completion programs, 44 Certificate of Achievement programs, and 23 Associate Degree programs. In 2005-06, the college awarded 1202 degrees and certificates – 665 Associate Degrees, 309 Certificates of Achievement, and 228 Certificates of Completion (IIA-14).

Since fall 2001, DVC has seen a significant increase in enrollment in basic skills, both in numbers and in percentage of the student body (IIA-2). Although retention rates are comparable to those college-wide, students are less likely to successfully complete basic skills courses (IIA-16). The ARCC 2007 Report indicates that both the rate at which DVC students successfully complete for-credit basic skills courses, and its basic skills improvement rate (defined as the percentage of students advancing to a subsequent higher level course within two years) are second among its peer colleges. The ARCC 2008 Report shows a decrease in the basic skills improvement rate at DVC – however, it is believed that this is attributed to course data element coding errors (IIA-29). In any case, these numbers are low and increasing the success of students at the basic skills level is a state-wide goal as well as a college-wide goal.

DVC’s community is becoming more ethnically and socio-economically diverse, and includes large numbers of non-traditional or first-generation college students (IIA-2). The college has or works with a number of student service areas designed to assist and support these students, including Educational Talent Search, the Foster Youth Success Initiative, the Independent Living Skills Program, the CalWORKs Program, EOPS, and Financial Aid.

DVC’s success in meeting the needs of its transfer students is demonstrated by its consistently high transfer ranking among California Community Colleges. In 2004-05, DVC ranked second in transfers to the University of California, seventh to California State University, ninth to in-state private colleges and universities, third to out-of-state colleges and universities, and fifth in transfer overall (IIA-2).

DVC also serves the needs of career/technical students by offering a variety of workforce development programs in areas ranging from dental assisting to child development, culinary arts to multimedia. In 2005-06, these programs surpassed state goals in course completion, degree and certificate completion, employment retention, and non-traditional participation. However, in employment, non-traditional completion, and employment retention of limited English proficiency students, the college fell slightly below the state goal (IIA-2).
With regard to general education curriculum, math department faculty members have continued to be dissatisfied with the accuracy of the placements from the MDTP assessment (IIA-190). The department is exploring a new system of Informed Self-Placement similar to that developed by American River College (ARC). This system has been found to have at least as much success in placing students successfully as the MDTP, and to engender greater student satisfaction (IIA-30).

DVC’s faculty members use many sources of information about students’ needs to develop new curriculum. However, the role of the San Ramon Campus (SRC) Letters and Science faculty in curriculum development in their individual disciplines is unclear. The SRC Division does have a representative on the Curriculum Committee. SRC’s computer information systems (CIS) department is independent of any Pleasant Hill campus departments, and has been successful in bringing forward both new and revised curriculum, both courses and programs. However, the letters and science department is made up of a large number of disciplines and its courses and programs must be coordinated with those of the associated Pleasant Hill campus departments. Some departments on the Pleasant Hill campus permit voting on curriculum development only by departmental faculty (IIA-31). However, since the letters and science faculty at SRC are members of a multidisciplinary department within the SRC division, they cannot be members of the associated single discipline departments (IIA-9). For this reason, there is no clear process by which identified curricular needs of SRC’s students, which may be different from the needs of the students on the Pleasant Hill campus, are addressed. As SRC grows and establishes its identity, its faculty will need a way to include consideration of those needs in the curriculum development process (IIA-32).

DVC has attempted to address the needs of its basic skills students through various means. The math and English departments support their basic skills students through smaller class sizes, supplemental instruction, and staff development. The counseling department offers courses to orient students to the college experience and in student success strategies, as well as in resiliency. Disability support services (DSS) and the learning skills departments serve students with learning disabilities. (Note: DSS offers comprehensive services for students with physical disabilities as well.) The college currently lacks a coordinated system of services and programs for students who lack basic skills. However, the college is using Basic Skills Initiative funding to develop a more coordinated approach to basic skills college-wide. Until 2003, a campus-wide Developmental Education Committee, chaired by a faculty developmental education coordinator with 50% reassigned time, coordinated basic skills coursework. In 2003, that committee was dissolved, the reassigned-time position eliminated, and basic skills resources were distributed between the English and math departments to support their individual basic skills programs. Although this resulted in the individual programs being in control of their own funding, the loss of the committee and the coordinator position resulted in decreased communication about basic skills needs across the campus. In 2002-2003 an English instructor and a math instructor had 25% reassigned time to coordinate the training of Supplemental Instruction Leaders (who led study groups for basic skills and ESL classes) and the mentoring program for those students. However, these reassigned time positions were later eliminated as well.

For the 2007-08 academic year, DVC formed a Basic Skills Statewide Initiative Task Force, with the charge of working with the Statewide Basic Skills Initiative on research, training, Self-Evaluation, and planning for improvement in basic skills (IIA-33). In spring 2008, the task force recommended the creation of two basic skills co-coordinator positions, as well as a college-wide committee, to lead the college basic skills effort (IIA-34).
Additional strategies related to this standard can be found in the College Improvement Plan.

Planning Agenda
The college should develop processes and increase coordination between campuses to ensure that SRC faculty has a voice in curriculum development. Strategic Direction F-1, F-2

Evidence
IIA-2 DVC Educational Master Plan, 2007-17
IIA-9 UF/CCCCD Faculty Contract
IIA-12 Environmental scan
IIA-13 CLARUS Study
IIA-14 ARCC Report
IIA-16 Cognos
IIA-17 ARCC reports
IIA-19 Staff Development/VTEA funding for conferences documents
IIA-20 Advisory Committee minutes
IIA-21 Educational Planning Committee minutes, fall 07
IIA-22 CCCCD Governing Board Policy 4008
IIA-23 BACCOPC minutes
IIA-24 DVC catalog, 2008-09
IIA-25 Assessment of the English program Fall 2007
IIA-26 “Assessment of the ESL program 2003-04 to 2005-06”, Office of Planning, Research, and Student Outcomes
IIA-28 Initial goal data from Office of Planning, Research, and Student Outcomes
IIA-29 DVC college self-assessment, 2008
IIA-30 “Online Informed Self-Placement for Math,” Jim Barr, ARC Research Office, ARC)
IIA-31 Biology department by-laws
IIA-32 FSCC minutes – reflecting the development of a taskforce to review curriculum development and approval between satellite campuses and main campuses, fall 2007
IIA-33 BSI task force composition and charge – DVC Committee Handbook
IIA-190 Math department program review

II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary
DVC utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Self Evaluation
DVC’s faculty members use various instructional delivery systems including traditional lecture-based, online, hybrid, personalized (self-paced), supplemental (for basic skills students), and learning communities. Additionally, faculty members employ appropriate supplements to instruction for DSS students (e.g. ASL interpreters). In all modes, faculty members are expected to teach in a way which conforms to the official course outline of record, and an assessment of this is part of their regular evaluation by their peers (IIA-35).

DVC has undergone significant expansion of its online program over the last few years. The program has grown from 45 sections in 2002 to 427 sections in 2008 (spring, summer and fall
total) with over 30 disciplines offering sections of some courses in online format (IIA-2). In the 2007-08 academic year, 8.3% of DVC’s course sections were online, representing 9.9% of the seat count (IIA-36). Before being offered in online (or hybrid) format, the college-wide Curriculum Committee determines whether the course as designed meets college standards for this delivery mode. The college has adopted WebCT as its platform for online instruction and a classified employee administers the system and provides support to all instructors who employ it as part of instructional methodology.

In addition to online classes, DVC offers hybrid classes, which combine online and face-to-face instruction with less than 50% of instruction online, to accommodate students who work well in the individualized environment of an online class, but who would benefit from regular in-person contact with an instructor or other students. Many faculty teaching regular face-to-face classes also use the WebCT platform to increase communication and provide additional resources for their students (IIA-37).

To provide additional scheduling flexibility for non-traditional students, DVC offers a variety of short-term, late-start, and weekend classes. In fall 2007 there were about 90 classes in 27 disciplines offered on a Saturday/Sunday schedule. In addition, the college offered almost 500 classes in the short-term or late-start format (IIA-38).

Starting in the fall 2008 semester, in response to student demand (ACT Student Survey), the college will offer its classes in a two-day per week block schedule format. This format is anticipated to give increased flexibility to its students, by allowing them to focus their coursework according to a schedule that accommodates their outside work and family obligations.

Several departments (math, computer science, library) offer self-paced courses both with and without the use of technology, allowing students to determine for themselves how much time they need to complete the coursework successfully in an environment other than a regular classroom. Some departments (e.g. math) have been exploring the relative merits of online vs. paper-based, self-paced instruction, weighing the benefits of immediate feedback from a technology-based system and the ability to work outside of a lab setting against the benefits of more human contact found in paper-based systems (IIA-39, 40).

Current research indicates reduced economic opportunity for those who do not earn a college degree. This disparity increases the importance of reaching out to non-traditional students. Currently, close to 50% of high school students in Contra Costa County do not go on to college immediately upon graduation (Educational Master Plan). DVC has a number of learning communities whose goal is to encourage and support these students in various ways: EOPS Summer Institute acts as a bridge for non-traditional students transitioning from high school to college, the Ygnacio Valley High School Excel Summer Math program brings second language high school students to the DVC campus for math classes (IIA-41), and the East Bay Career Advancement Academy Grant partners the college with community groups to offer students basic English and math skills contextualized within particular vocational areas while providing a comprehensive set of support services (IIA-42).

Although basic skills makes up only approximately 2.8% of its student contact hours, DVC has recently seen increased numbers of students enrolled in basic skills courses, from 4.8% of its student body in fall 2001 to 6.5% in fall 2005 (IIA-2). This increase, paired with the low basic skills improvement rates (defined as the percentage of students advancing to a subsequent higher level course within two years) has spurred DVC to experiment with learning communities that link basic skills and developmental English and/or math courses with counseling.
Research indicates lower rates in the transfer, degree attainment, retention, and success of Hispanic and African-American students when compared to their enrollment in the college (IIA-2). In order to address this disparity, DVC offers several programs that emphasize supporting these students. The Puente Project, a one-year, pre-transfer, writing program with counseling and mentoring support, is open to all students who meet the college’s eligibility requirements. The course focuses on Mexican American/Latino writing, issues and experiences. The course helps students with their writing skills while counselors help with devising career options, developing an academic plan, and identifying long-term goals. Mentors share their personal, academic and career experiences with the students. The Ujima program was initially a year-long learning community designed to engage students by enrolling them as a cohort in an African American history course, a college success course, and a developmental education course in either English or math. The program was suspended after the fall 2007 semester. As of December 2007, the college became a part of the statewide Umoja program, also to promote the success of African American students (IIA-43).

Finally, the college provides opportunities for the larger community through several not-for-credit programs. College for Kids offers summer opportunities for students entering grades 4 through 9 to explore a wide variety of subjects on a college campus. In addition, the Emeritus Program offers short-term, affordable courses for adults in thirteen different locations throughout the community.

DVC’s online program is thriving, since more students are coming to the college with significant computer skills. This delivery mode provides access to students whose schedules might otherwise prevent them from enrolling in a class; however, it comes at a cost. The retention rate for online students overall is about 7% less than for non-online students, while the success rate for online students is almost 11% below that for non-online students, although these numbers vary among disciplines (IIA-44). More work needs to be done to determine the reasons for these differences, and to make sure that students have enough information to make informed decisions about enrollment.

Both the Puente Project and the Ujima program have led to increased success for enrolled students (IIA-2, 45). However, both have encountered obstacles. The Puente Project has been operating without the 20 hours of clerical support recommended by the Puente state office in its Memorandum of Understanding with the college, while Ujima has had difficulty in attracting students in its target population. Because of research indicating that African American students struggled in their math courses, this program initially linked the history courses with the developmental math courses that lead to transfer level math, supplementing those courses with increased levels of student support. However, enrollments were low, and in an effort to attract more students to the program, starting in fall 2007, the program linked history with developmental English instead, though this strategy was not more successful in attracting students. The college continues to explore alternatives to address this issue in partnership with the statewide Umoja program.

A similar issue has arisen with learning communities for basic skills students. Although current research indicates that students benefit in many ways from enrolling in a learning community, it has been difficult to get students to do so. Barriers include scheduling and recruitment difficulties, as well as the lack of a focused learning communities program with specific goals and resources. In 2005-06, a learning communities task force developed a set of recommendations for implementing a learning communities program (IIA-46). These recommendations were not acted upon, in part due to budgetary considerations.

Additional strategies related to this standard can be found in the College Improvement Plan.
Planning Agenda

*The college is in compliance with this standard.*

Evidence

IIA-2  DVC Educational Master Plan, 2007-17
IIA-35  Classroom observation form for teaching faculty
IIA-36  Enrollment in online courses 2000-01 to 2007-08, Office of Planning, Research, and Student Outcomes
IIA-37  WebCT course list fall 2006- spring 2007
IIA-38  DVC schedule of courses, fall 2007
IIA-39  Math department minutes 12/5/05
IIA-40  Proposal for restructuring the SP program, math dept SP task force 11/05
IIA-41  MDUSD Office of Curriculum and Instruction MOU – MDUSD ExCEL Contract 2/6/08
IIA-42  Grant Agreement – career advancement academy programs RFA Spec # 06-0091
IIA-43  Minutes from meetings on Ujima/Umoja
IIA-44  “Predictors of success in distance education courses 2001-02 to 2005-06 (Office of Planning, Research, and Student Outcomes)
IIA-46  “Learning communities task force – final report to the DVC Leadership Council” – spring 2006

II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary

DVC identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Self Evaluation

DVC faculty have sole responsibility for identification and assessment of student learning outcomes for courses, degrees, and programs within their own disciplines, as well as for their utilization for improvement. The college began its transition to an outcomes based methodology for measuring student learning in 2002, when the college-wide Curriculum Committee began requiring that as new courses are introduced, or are revised per Title 5 requirements, the objectives for the course be measurable, utilizing Bloom’s Taxonomy, emphasizing critical thinking skills at the appropriate level, as well as skill-based competencies. In spring 2003, the college hosted a student learning outcome training workshop presented by Dr. James Nichols (IIA-47). As a result of that workshop, the Student Learning Outcomes Faculty Senate Task Force was formed to work with the Director of Planning, Research, and Student Outcomes to develop recommendations for procedures and timelines DVC would use to guide the development, assessment, and evaluation of its student learning outcomes (IIA-48).

Processes for assessing and utilizing the results for improvement are developed at the department level, with the college providing institutional support as follows:
1. In spring 2007, DVC had within its Office of Planning, Research, and Student Outcomes a 0.75 reassigned time faculty position of institutional effectiveness coordinator (IEC), whose primary functions were to support the student learning outcomes process and to assist with projects supporting institutional effectiveness. Prior to this, the IEC was an administrative analyst position, with SLO support among its responsibilities. In addition, the college has provided for two .25 time faculty SLO coordinator positions in spring 2006, in spring 2007, and one .25 time faculty position for the 07-08 academic year.

2. SLO FLEX workshops have been scheduled since fall 2004, first beginning with overview workshops and then proceeding to more focused workshops, such as How to Develop Rubrics (for courses and program assessments) and Developing SLOs for General Education (IIA-47, 48). Each semester drop-in labs are also provided so that departments can get one-on-one assistance for their SLOs. SLO facilitators have also attended department and division meetings to provide information and to work with faculty (IIA-50, 51). SLO mini-conferences have also been held to assist faculty members in developing their course and program SLOs. Sixteen different departments were represented at the March 2007 SLO mini-conference. In fall 2007 and spring 2008, several Career/Technical Education (CTE) SLO workshops were held to assist faculty members with certificate, program, and course SLOs, with nine programs participating. Both part- and full-time instructors were invited to participate in SLO activities, with part-time faculty being compensated for their time (IIA-51).

3. In spring 2004 a proposal was brought from the SLO Task Force to the Faculty Senate to establish a standing committee to coordinate and oversee the assessment of student learning outcomes at DVC and to ensure faculty involvement in the process (IIA-52). Although this proposal was not officially acted on at that time, a committee composed of faculty and researchers started meeting regularly to perform these functions. At its final meeting in spring 2007, a Faculty Senate Council member suggested that all divisions recruit a divisional representative to the committee so that all instructional units will be represented and will be able to share information with their respective divisions and departments (IIA-53). As of spring 2008, the SLO committee had members from math/computer science, biological and health Sciences, business, social science, physical sciences and engineering, and library and counseling. In addition, the Dean of Planning, Research, and Student Outcomes participates. In spring 2008, the Faculty Senate voted to give this committee official status.

4. A template has been developed to provide a guide for departments as they develop their course and program SLOs. The template, along with SLO feedback forms used by the SLO Committee, is available on the DVC shared drive. Departments are encouraged to develop a user-appropriate format and to use the template as a guideline so that required information will be included and appear in the same sequence.

5. In 2007-08, Workforce Development / Vocational Technical Education Act (IIA-55) grant monies were available to assist vocational programs that apply and are approved for funds to include part-time faculty in the development of their course and program SLOs, and in their assessment and utilization for improvement. Student learning outcomes for courses are now aligned with the measurable objectives identified in the official course outline of record, and sum-
mary reports describing the assessment processes and results, as well as their utilization for improvement, are on file in the Office of Planning, Research and Student Outcomes. The identified learning outcomes for the general education program appear in the college catalog, and a pilot assessment process was developed and initiated in spring 2007. That process was evaluated in fall 2007 (IIA-51), and in spring 2008 the SLO committee developed a plan for improvement for the process itself (IIA-56). Beginning in fall 2007, the college focused additional attention on learning outcomes for individual certificates and degrees. Identified outcomes for these are on file in the Office of Planning, Research, and Student Outcomes.

In fall 2007, the office began programming an internal website; a goal is to establish a process similar to the Web Curriculum System, which will allow departments to maintain their SLO records online (IIA-57).

The college strategy has been to develop SLOs for its most highly enrolled classes each semester, so that its efforts will impact the largest numbers of students most immediately. In spring 2007 the highest enrolled courses for all departments were identified with the goal of completing their SLO cycles (IIA-51). As of March 2008, DVC had identified learning outcomes in 122 courses, and had closed the loop by utilizing the results for improvement of student learning in an additional 12. For degrees and certificates, the respective numbers are 15 and 2. DVC continues to integrate an outcomes-based approach to student learning throughout the entire DVC curriculum (IIA-51, 59, 56).

The outcomes-based approach to measuring student learning represents a new paradigm in educational philosophy. The college has devoted significant human and financial resources to the incorporation of this approach throughout its curriculum. Faculty and staff have worked at the course, departmental, and program level to develop and assess SLOs and use them for improvement of student learning. A number of departments have made considerable progress in the entire SLO cycle (IIA-59), and processes and infrastructure are being developed and refined. The college is well on its way to full integration.

Additional strategies related to this standard can be found in the College Improvement Plan.

Planning Agenda

The college is in compliance with this standard.

Evidence

IIA-47  FLEX booklets, Jan 03-present
IIA-48  Faculty Senate minutes 1/21/03
IIA-49  Student Learning Outcomes workshop descriptions
IIA-50  Student Learning Outcomes coordinator reports
IIA-51  Instructional effectiveness coordinator reports
IIA-52  Faculty Senate minutes, 3/23/04, 4/5/04
IIA-53  Faculty Senate minutes, 5/15/07
IIA-54  Student Learning Outcomes template
IIA-55  VTEA grant application/reports for compensating part-time faculty for SLO work
IIA-56  Student Learning Outcomes Committee minutes
IIA-57  Sharepoint
IIA-59  Student Learning Outcomes summary reports
II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

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

Self Evaluation
DVC assures the quality and improvement of all of its credit and non-credit instructional courses and programs, whether collegiate, developmental, or pre-collegiate, for international students or study abroad, short-term, or contract, regardless of delivery mode or location, through multiple measures, including its own internal curriculum review and program review processes. Other sources of information include: consultation with advisory committees (IIA-60) and transfer institutions to ensure the currency and relevance of coursework for articulation (IIA-61); faculty participation in conferences, list-serves, and other activities designed to inform them of new developments in both subject matter and pedagogical technique, as well as current practices at other institutions (IIA-62); research results on retention, success and persistence (IIA-17); and student performance on professional certification exams (see Standard II.A.5). Finally, the college has explicit student learning outcomes for its courses and many of its programs, and is institutionalizing a continuous improvement cycle through assessment, evaluation, and response.

Over the last six years, DVC’s processes for ensuring the high quality and currency of its courses and programs have been updated and restructured. In response to concerns raised in DVC’s last accreditation report, both the curriculum and the program review process have been revised (IIA-11, 3, 4).

Additional strategies related to this standard can be found in the College Improvement Plan.

Planning Agenda
The college is in compliance with this standard.

Evidence
IIA-3 Program review for Instruction and Student Services, 4/03;
IIA-4 Program review for Instruction procedures guide, 9/03
IIA-11 Curriculum process documents
IIA-16 Cognos
IIA-17 ARCC reports
IIA-60 Advisory Committee minutes
IIA-61 Transfer Center annual report
IIA-62 Staff development reports on faculty staff development activities
II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary
DVC uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. DVC recognizes the central role of faculty for establishing quality and improving instructional courses and programs.

Self Evaluation
Instructional courses and programs at DVC are administered by the Vice President for Academic Affairs (VPAA) according to policies and procedures established in the UF/C CCCD Faculty Contract, the CCCCD Curriculum and Instruction Procedures (IIA-64), and DVC Procedures 4001.01-4100.01 (IIA-65). Faculty members have primary responsibility for the design, identification of learning outcomes for and approval, delivery, and evaluation of instructional courses and programs, in accordance with Title 5, CCCCD Governing Board Policy 4008 (IIA-66), and CCCCD Curriculum and Instruction Procedure 4008 (IIA-67). The initial design, identification of learning outcomes and delivery methods, and approval of a course outline of record happens at the discipline level, and proceeds through the associated department and division, according to their individual by-laws, with final approval occurring in the collegewide Curriculum Committee, and requiring the signature of the VPAA. DVC’s previous accreditation self study revealed a back-log of courses which were due for update and review, which was attributed to shortcomings in the efficiency of its curriculum process. To address these issues, DVC adopted a web-based course submission and approval process, Web Curriculum System (WCS) (IIA-68, 11).

Evaluation of all aspects of instructional programs occurs during regular program review, conducted by division faculty members, according to procedures established in the Program Review for Instruction Procedures Guide, September 2003 (IIA-69). This new program review process brought a focus on research-based program evaluation and on accountability by including review by an Instructional Program Review Committee. In the new process, all aspects of DVC instructional programs are evaluated by department faculty every six years. The first reviews were conducted in 2003-04 and, as of the 2007-08 academic year, all programs have been reviewed at least once according to this process. Programs use data provided by the Office of Planning, Research, and Student Outcomes, as well as their own internally generated evidence, to analyze program performance, including retention and success, transfer rates, awarding of degrees and certificates, student learning outcomes, curricular currency, instructional delivery methods, scheduling processes, and articulation agreements. Programs also use this data to develop recommendations and goals, along with a summary work plan. Program reviews are submitted to the Instructional Program Review Committee for review. In addition, programs must submit periodic progress reports outlining steps taken to achieve identified goals. At the end of each year, the committee compiles a summary report which is submitted to the Faculty Senate Council and the Planning Council for approval (IIA-70).

In compliance with Education Code Section 78016, career/technical programs are evaluated every two years through the Career/Technical Program Assessment process (IIA-71). This review relies on both internal data provided by the Office of Planning, Research, and Student Outcomes and external data from the System Office to evaluate program currency and relevancy. Among the areas assessed are achieve-
ment, completions, employment, employment retention, non-traditional participation, and non-traditional completion. In addition, each program meets with its Advisory Committee to update and solicit input from the committee on the program. The assessment is completed by the Workforce Development Coordinator and the program lead faculty. A summary report is prepared, which is sent to the Workforce Development Committee for review and then forwarded to the VP for Academic Affairs.

DVC’s established curriculum and program review processes rely primarily on the expertise of DVC’s faculty to ensure the quality, currency, and relevancy of its programs and curricula, as well as their compliance with State guidelines (IIA-10). In addition, campus-wide committees such as the Curriculum Committee, the Instructional Program Review Committee, the Workforce Development Committee, the SLO committee, and the Distance Education Advisory Task Force provide additional resources, expertise, and an institutional perspective to enhance the processes (IIA-72).

Faculty members sustain, increase, and keep relevant their expertise through multiple means:

- maintaining professional ties through professional organizations and conferences;
- developing and attending staff development meetings and workshops to develop and enhance curriculum;
- sharing strategies and discussing pedagogy within individual departments and areas through meetings and electronic means;
- for career/technical programs, meeting regularly with their Advisory Committees for input;
- for several departments, using the expertise of their professional organizations to develop common SLOs for particular courses; and
- monitoring articulation agreements with transfer institutions via the college articulation officer (IIA-73, 74)

In order to ensure that the college’s distance education courses are of high quality and are in compliance with Title 5 regulations, in 2006-07, the Faculty Senate’s Distance Education Advisory Task Force developed and the DVC Leadership Council accepted a set of DVC Online Course Guidelines (IIA-75). An Instructional Technology coordinator leads workshops in online instruction and pedagogy, and is available to consult with faculty members on an individual basis. Some faculty (computer science) have begun using podcasts to supplement their online resources for students, and the IT department has recently begun working with faculty members to produce videos of lectures that can be incorporated into an online class in math and economics. In addition, the Distance Education Advisory Task Force often hosts email conversations on online processes and pedagogy (IIA-76). A course may only be offered online if the official course outline for that course is approved for distance education by the college-wide Curriculum Committee, with the rationale for offering the class online specified, as well as faculty selection methods and description of the ways that instructors and students will interact (IIA-68).

DVC’s new web-based course submission and approval system has made DVC’s course approval process more efficient by allowing faculty to complete course outlines online using an electronic template, and to submit them for approval, whether for update or for new course development. However, DVC still has several hundred courses for which the process has not resulted in the rewrites/revisions required by Title 5. To address this issue, in spring 2008, the campus-wide Curriculum Committee approved a new schedule for these curriculum updates, assigning each academic division specific times over a five year cycle during which a specific percentage of their courses must be updated.
The desired outcome of this new schedule will be for the timely update/revision of current coursework. However, there are other factors which may be contributing to the current backlog, including:

- The UF/CCCCD Faculty Contract connects faculty compensation to the method of instruction on the course outline of record. Therefore, changes to method of instruction in the course outline can have a fiscal impact. This has led to an impasse between faculty members and senior management in the approval process. The college needs a resolution process when courses are approved by faculty but not by senior administration (letters between the biology department, the Curriculum Committee Chair, the Faculty Senate President, and the College President) (IIA-77).

- There are no consequences in the program review process for lack of Title 5 rewrite compliance.

DVC has completed one cycle of its instructional program review process, and summary reports have been completed and approved by the Faculty Senate Council. Disciplines have used the process to identify areas of strength as well as concern, and have reported progress in achieving identified goals (IIA-78, 79). During the spring of 2008, the Faculty Senate Council commissioned a task force to conduct an evaluation of the program review process (IIA-80). That Task Force will submit its recommendations by December 2008.

The bi-annual review of career/technical programs in compliance with Education Code Section 78016 results in program improvement strategies that are tied to budget (VTEA reports). The review process and its outcomes are evaluated by the Workforce Development Committee on an on-going basis and recommendations for improvement incorporated into on-going activities (IIA-81, 82, 83).

Additional strategies related to this standard can be found in the College Improvement Plan.

Planning Agenda
Update and revise the Program Review process according to the recommendations of the Program Review Task Force. Strategic direction D-1, D-5

Develop procedures to guide action when disagreement occurs between faculty and senior administration on curriculum issues. Strategic Direction F-2

Evidence
IIA-10 Title 5, contract education
IIA-11 Curriculum process documents
IIA-64 CCCCD curriculum and instruction procedures
IIA-65 DVC procedures 4001.01-4100.01
IIA-66 CCCCD Governing Board Policy 4008
IIA-67 CCCCD Curriculum and Instruction Procedure 4008
IIA-68 Web curriculum system
IIA-69 Program review for instruction procedures guide, September 2003
IIA-70 Instructional Program Review Committee minutes, summary reports
IIA-71 Career/Technical programs review process documents
IIA-72 Minutes of Instructional Program Review Committee, Curriculum Committee, Student Learning Outcome Committee, Workforce Development Committee
IIA-73 FLEX workshop descriptions
IIA-74 Staff development proposals and reports
IIA-75 DVC online course guidelines
IIA-76 Distance education advisory task force report/minutes
IIA-77  Letters between biology dept, CC chair, Faculty Senate President, college president regarding biology course outlines
IIA-78  Program reviews reports
IIA-79  Program review progress reports
IIA-80  Feb 2008 FSC minutes
IIA-81  Career/Technical programs assessment
IIA-82  Request for VTEA IC cross-program funds 2007-08
IIA-83  VTEA mini grant applications

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

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

Self Evaluation
Competency levels and student learning outcomes for any course are aligned with the measurable course objectives contained in the official course outline of record, which is written and approved by discipline faculty in consultation with advisory committees and the campus articulation officer. Course outlines and program requirements also undergo review by the college-wide Curriculum Committee (IIA-84). Program requirements including competency levels and outcomes are developed in consultation with advisory committees and the campus articulation officer in accordance with DVC’s program development procedures (IIA-85).

The college is institutionalizing assessment of student progress towards achieving those outcomes (IIA-59).

According to DVC’s curriculum, program development, and program review procedures, the college relies primarily on faculty to develop, establish, and assess competency levels and outcomes for courses and programs (IIA-84, 85, 3, 69).

DVC’s faculty is continuing to develop and assess student learning outcomes for courses, degrees, certificates, and programs (IIA-59).

Additional strategies related to this standard can be found in the College Improvement Plan.

Planning Agenda
The college is in compliance with this standard.

Evidence
IIA-3  Program review for Instruction and Student Services, 4/03
IIA-59  Student Learning Outcome annual/summary reports
IIA-69  Program review for instruction procedures Guide, 9/03 SLO annual reports
IIA-84  Curriculum procedures documents
IIA-85  Program development documents
II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary
At DVC, high-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Self Evaluation
High quality instruction characterizes all courses and instructional programs at DVC. All DVC faculty members must satisfy state-mandated discipline-specific minimum qualifications for all credit and non-credit instruction. Full-time tenure-track faculty must go through a rigorous hiring process and periodic evaluations (IIA-9, 86, 87, 88, 89). In the first two years of their employment, tenure-track faculty are required to participate in the Nexus program, which provides workshops, meetings, and other resources to new faculty members to help them develop their knowledge and skills. Faculty members are encouraged to participate in regular FLEX workshops which focus on teaching and learning, and a Faculty Handbook is available on the Staff Development website (IIA-90).

Part-time faculty must also meet the state-mandated minimum standards for hiring and are hired according to established processes (IIA-9, 97, 88, 89). FLEX workshops are held at the beginning of each semester to orient new part-time faculty members to the campus, and to provide them with information about resources and services. Part-time faculty may earn scheduling preference rights depending on the results of their periodic evaluations (IIA-9, 86, 89, 91). In addition, some departments, English for instance, pair up part-time faculty members with full-time “mentors” to give the part-time faculty extra support for their teaching.

Because of the uniqueness of the distance education delivery mode, the Faculty Senate’s Distance Education Advisory Task Force recommended a new process for evaluating online instructors which was accepted by the collective bargaining agents and became effective as of the fall 2006 semester (IIA-92).

DVC instructional programs undergo strict faculty-controlled development and review processes for appropriate breadth, depth, and rigor at the departmental, divisional, and campus-wide level (IIA-89, 93, 11). New courses and programs must be approved by the local governing board (IIA-51). New programs (Certificates of Achievement and Associate’s Degrees) must also be approved by the State Systems Office, which evaluates them for Appropriateness to Mission, Need, Curriculum Standards, Resources, and Compliance. DVC is institutionalizing methods of evaluation of synthesis of learning (IIA-95).

DVC offers both AA/AS degrees and certificates of achievement, which undergo strict faculty-controlled development and review processes and approval by the local governing board and the State Systems Office (IIA-24). For associate degrees, students must complete a minimum of 60 units total, including at least 18 in the major area (determined by discipline faculty in consultation with the articulation officer or appropriate advisory committees), and the GE requirements (IIA-96, 97, 14). Until fall 2008, to earn a certificate of achievement (which appears on the student’s transcript upon completion), students completed a minimum of 18 units in the area of focus (determined by discipline faculty in consultation with advisory committees) and reviewed certificates of completion, awarded to students who complete a core of focused coursework with less than 18 units (IIA-96, 97, 14). State guidelines have been revised to allow minimum number of units for a transcripted certificate to be decreased to 12. Locally approved, non-transcripted certificates will be called certificates of accomplishment, effective fall 2008.
DVC hires and supports well-qualified faculty — both full- and part-time — with the district meeting the state minimum guidelines from AB1725 (IIA-2, 98). However, the current ratio of full-time to part-time faculty at the college creates high demands on the full-time faculty. A larger percentage of full-time faculty members provides for greater numbers of faculty to execute professional responsibilities outside the classroom, including student advisement, curriculum and course development, program review, assessment of student learning outcomes, committee service and professional skill development. In 2005, DVC’s full-time faculty taught only 54% of classes (compared to 57% across the state) (IIA-98). Besides impacting the activities above, the sheer numbers of part-time faculty, as well as the high rate of turn-over that comes with an impermanent workforce, make it challenging for the full-time faculty to hire, mentor, and evaluate them, in order to ensure maintenance of high standards of instruction. Additional strategies related to this standard can be found in the College Improvement Plan.

**Planning Agenda**

*The college is in compliance with this standard.*

**Evidence**

IIA-2  DVC Educational Master Plan, 2007-17  
IIA-9  UF/CCCCD Faculty Contract  
IIA-11  Curriculum process documents  
IIA-14  ARCC Report  
IIA-24  DVC catalog, 2008-09  
IIA-51  Institutional effectiveness coordinator reports  
IIA-86  CCCCD evaluation procedures manual  
IIA-87  CCCCD hiring procedures manual  
IIA-88  CCCCD HR procedures  
IIA-89  Department by-laws  
IIA-90  DVC Faculty Evaluation Guidelines  
IIA-91  Contract addendum on preference rights  
IIA-92  MOU on faculty evaluation for DE courses  
IIA-93  Division by-laws  
IIA-94  C CCCCD Governing Board procedures, Curriculum Committee minutes  
IIA-95  Program development documents  
IIA-96  Advisory Committee minutes  
IIA-97  Curriculum Committee minutes  
IIA-98  Data regarding 1725 full-time to part-time ratios

**Descriptive Summary**

DVC uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of our students.

**Self-Evaluation**

DVC’s students have diverse needs and learning styles (IIA-16, 13, 14, 99). To meet those needs, the college offers courses using a variety of delivery modes, and teaching methodologies, including lecture, lab, self-paced, hybrid, and on-line, all delivered in a variety of different schedules (day, evening, week-end, short-term) (IIA-100). See II.A.1.b

**Planning Agenda**

*The college is in compliance with this standard.*
Evidence
IIA-12 Environmental scan
IIA-13 CLARUS Study
IIA-14 ARCC Report
IIA-99 Learning styles inventory
IIA-100 DVC schedule of courses, fall 2008

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

Descriptive Summary
DVC evaluates all courses and programs through an ongoing systematic review.

Self Evaluation
In 2003, DVC adopted a new set of procedures for program review (IIA-3, 4). According to these procedures, all instructional programs perform a complete program review every six years (on a staggered schedule), during which each area focuses on student retention, success, and persistence, appropriateness and currency of curriculum, progress in learning outcomes, and future needs and plans (IIA-101, 102).

The career/technical program assessment process evaluates career/technical programs every two years, in compliance with Education Code, section 78016. This process includes analysis of 16 program metrics by faculty and administration teams to determine areas of strength or weakness. Teams identify areas of weakness and plans for improvement efforts which are then provided resources and support for completion. Career/technical programs are also evaluated as part of the broader college-wide program review, which is carried out on a 6-year cycle (IIA-102, 103, 104).

As of spring 2008, all DVC instructional areas had completed one cycle of the new program review process. Data was supplied by the Office of Planning, Research, and Student Outcomes which was analyzed by discipline faculty and the results incorporated into detailed reports, including recommendations and goals. The reports were reviewed by the Instructional Program Review Committee, as were periodic progress reports (IIA-105). In spring 2008, with all programs having completed one program review utilizing this process, the Faculty Senate Program Review Task Force began a review of the whole process, with recommendations to be submitted in December 2008.

Although faculty have always measured their students’ learning in their own courses, the more formal assessment of student learning outcomes has been under development at the college. As the college progressed through its first six-year program review cycle according to the new Program Review process, SLO assessment was following a parallel process of development, and therefore it has not been a significant part of program review. As the college moves on to the second cycle of the Program Review process, SLO assessment will become a more embedded part of the reports.

Planning Agenda
The college is in compliance with this standard.

Evidence
IIA-3 Program review for instruction and Student Services, 4/03
IIA-4 Program review for instruction, procedures guide, 9/03
IIA-101 Program review template, reports
IIA-102 Program review reports
IIA-103 Career/Technical programs assessment process summary reports
IIA-104 Workforce Development Committee minutes
II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary
DVC engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes, and systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Self Evaluation
At the course and program level, DVC is institutionalizing a continuous improvement cycle to assess achievement of its stated learning outcomes for all courses, certificates and degrees (see II.A.1.c). As of spring 2008, the college had completed one full cycle of its instructional program review process, with all instructional programs having undergone this systematic evaluation. In that same semester, the Faculty Senate convened a Program Review Task Force, with the charge of evaluating the program review process and making recommendations for improvement. Recommendations are due December 2008. These recommendations will position the college to embark on the second program review cycle of this ongoing process (IIA-3).

DVC’s Program Review for Instruction and Student Services (April 2003) specifies that the goal of its program review process is to “improve the quality of education at DVC through a systematic cyclical process that will be utilized in budgeting and planning.” In addition, in spring 2007, each instructional department created a unit plan, based on program reviews, as well as on updated data and information. Those unit plans were incorporated into a larger Educational Master Plan for the college as a whole, which is “the foundation and cornerstone for college facilities planning, staffing, and budgetary considerations (IIA-2).”

In spring 2008, the Office of Planning, Research, and Student Outcomes submitted a draft integrated planning proposal to the Planning Council (Integrated Planning, A Proposal Submitted to the Planning Council, April 21, 2008), which integrates the program review process more effectively with strategic planning – viewing it as a continuous, rather than episodic process.

In spring 2008, DVC completed the first cycle of its 6-year program review process for all programs. If the review showed improvements needed, the Instructional Program Review Committee met with appropriate constituents to develop a plan of action, and one year later, the constituents are required to report back to the Committee (IIA-105).

A stated goal of the college’s program review processes is to integrate it with overall planning and resource allocation (IIA-107, 108). As of spring 2008, the integration occurred primarily in the funding processes for vocational education programs (IIA-81, 82). Approval and implementation of an integrated planning process such as that proposed by the Office of Planning, Research, and Student Outcomes will result in a more comprehensive integration.
Planning Agenda

*The college is in partial compliance with this standard.*

DVC should integrate program review into its overall budget and resource allocation planning processes.

Evidence

IIA-3 Program review for instruction and Student Services, 4/03
IIA-2 DVC Educational Master Plan, 2007-17
IIA-81 Career/Technical programs assessment
IIA-82 Request for VTEA IC cross-program funds 2007-08
IIA-105 Program review summary reports
IIA-107 Request for equipment funds form
IIA-108 Staff development funding request form

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

Descriptive Summary

DVC validates its departmental course and program examinations against SLOs to minimize test biases.

Self Evaluation

For all credit courses, the official course outline of record includes sample evaluation questions which must be updated and approved periodically at the department, division, and college level through DVC’s curriculum process (IIA-68). These questions, along with the objectives/outcomes for the course, serve as a guide, along with faculty expertise, to the development of assessment measures for individual classrooms, as well as for assessment of outcomes across sections of the same course. Faculty ensures validity of assessment of learning through multiple measures (homework, essays, projects, quizzes, tests, classroom participation) (IIA-109). This expertise is supported by the faculty SLO coordinators, the Institutional Effectiveness Coordinator, and the campus-wide SLO committee through one-on-one assistance, meetings with individual departments, and SLO workshops and mini-conferences (IIA-111).

In fall 2006, the Faculty Senate voted to begin a comprehensive GE assessment process, on a two-year trial basis, by using nationally normed, published GE assessments. Such an assessment allows the college to compare its students’ skill levels with those of students across the country.

At the level of individual courses and programs, once an entire cycle of learning outcome identification and assessment has been completed, part of what is evaluated is the appropriateness and validity of both goals and assessment processes (IIA-54, 59). As the learning outcomes methodology becomes more fully integrated throughout the institution and areas move through additional improvement cycles, the validity of assessment processes will be improved as well.

The same is true for the assessment of general education outcomes. In spring 2007, the college piloted the use of a nationally normed assessment for general education, starting with English and math. The faculty in math and English researched and evaluated four such published assessments and ultimately chose the College BASE (Basic Academic Subjects Examination) as most closely aligned with our GE curriculum (IIA-112). Originally the Office of Planning, Research, and Student Outcomes planned to administer the assessment to 600 students; however only 64 students participated. Difficulties with the spring 2007 assessment included depending on student volunteers to take the assessment (requiring a minimum of 45 minutes), having the faculty publicize and encourage stu-
dents to participate (a handful of faculty members provided extra bonus points or other course incentives), acquiring incentives, contacting and following up with invited students, holding the assessment late in the semester rather than early in the semester. Although the results of this assessment have been analyzed and shared with the college community (IIA-113), the lack of a large representative sample calls into question the validity of the process used. The Faculty Senate SLO Committee continues to explore options for GE assessment (IIA-114).

Additional strategies related to this standard can be found in the College Improvement Plan.

Planning Agenda

The college is in partial compliance with this standard.

DVC should evaluate for effectiveness its current process for assessing learning for its general education program, and make appropriate adjustments. Strategic Direction A-1

Evidence

IIA-54  Student Learning Outcomes templates
IIA-59  Student Learning Outcomes summary reports
IIA-68  Web curriculum system
IIA-109  Course syllabi
IIA-110  Student Learning Outcomes Committee minutes
IIA-111  Student Learning Outcomes workshop/mini conference descriptions
IIA-112  College BASE assessment
IIA-113  Institutional effectiveness coordinator report on GE assessment results
IIA-114  Student Learning Outcomes Committee minutes

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

Descriptive Summary

DVC awards credit based on student achievement of the course’s stated learning outcomes, and units of credit awarded are consistent with DVC’s policies.

Self Evaluation

The DVC College Catalog contains information for students outlining general guidelines about college credit, as well as the college’s grade policy, which is based on the faculty’s philosophy, Title 5, and the CCCCD Governing Board Policy 4001 (IIA-24). The official course outline for each course includes the measurable learning objectives for the course, as well as course content and evaluation methods. DVC instructors have latitude in how they structure and conduct their courses, as long as they adhere to the college’s approved course outline (IIA-115).

Course outlines are reviewed regularly by the campus-wide Curriculum Committee in compliance with Title 5, which ensures that the number of units of credit granted is consistent with generally accepted norms in higher education. Individual faculty grading policies are described in their course syllabi, which are distributed to students in the first week of class (IIA-116, 117, 118). Individual grading policies are monitored by other faculty members during the faculty evaluation process to ensure adherence to the official course outline (IIA-118).

Planning Agenda

The college is in compliance with this standard.
II.A.2.i. The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.

Descriptive Summary
DVC awards degrees and certificates based on student achievement of a program’s stated learning outcomes.

Self Evaluation
To be awarded an associate’s degree, students must complete DVC’s general education program, with explicit outcomes stated in the DVC catalog (IIA-24). The college has piloted a process for assessing those outcomes (see II.A.2.g).

The DVC SLO Committee designated the 2007-08 academic year for development, assessment, and evaluation of learning outcomes for individual programs and certificates (IIA-187, 188).

Traditionally at DVC the awarding of degrees and certificates has been based on the successful completion of required coursework in which the appropriate learning outcomes were embedded. The college is currently developing and piloting more formal processes for measuring the achievement of stated learning outcomes; however, until those processes have been validated, it is not appropriate to use them as a basis for awarding degrees and certificates.

Planning Agenda
The college is in partial compliance with this standard.

DVC will continue the development and validation of processes for the measurement of student achievement of learning outcomes. Strategic Direction A-1

Evidence
IIA-24 DVC catalog, 2008-09
IIA-187 Institutional effectiveness coordinator report on general education SLOs
IIA-188 Student Learning Outcomes Committee minutes

II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Descriptive Summary
Diablo Valley College requires that all students seeking an associate degree complete a program of general education (GE). Through the 2007-08 academic year, this consisted of 26-38 units of general education coursework, as published in the college catalog (both print and web-based) and the printed schedule of classes (IIA-24). In spring 2008, the faculty voted to revise the GE pattern by providing two paths for students.

The requirements will change again when new Title 5 guidelines raise the statewide minimum requirement for both English and mathematics competency for the A.A. and A.S. degrees (IIA-10, 119). All the GE requirements are based on a carefully considered philosophy, also published
in the catalog (IIA-24), and last revised in the year 2000 (IIA-121). This philosophy is the subject of continued discussion and debate among the faculty.

**Self Evaluation**

Faculty proposes courses to be included as part of the GE program. The proposals are evaluated by the campus-wide Curriculum Committee (a Faculty Senate sub-committee), in consultation with faculty in the discipline, based on the objectives and content from the official course outlines (IIA-11). The college faculty has been using Bloom’s Taxonomy to make the course objectives in the course outlines measurable as part of the Title 5 rewrite process, beginning in 2002. These outcomes are evaluated either against explicit faculty developed criteria for a particular GE area (information literacy, multicultural studies, ecology of human health, and interpersonal relationships criteria docs) or against implicit criteria contained in an area’s philosophy statement (IIA-97, 122, 133).

DVC’s GE philosophy was established during a comprehensive review process that took place from 1997 through 2000 (IIA-124, 125). The GE requirements were also set at that time, but were the subject of an ongoing and sometimes heated dialog among faculty about the role of general education in our A.A. and A.S. degrees (IIA-126). The college’s requirement of 26-38 units of general education coursework included course requirements in language and reasoning (including English composition, communications and analytical thinking, and mathematics comprehension), natural sciences, arts and humanities, social and behavioral sciences, physiological and psychological studies (including ecology of human health, interpersonal relationships, and physical education), multicultural studies, and information literacy. The breadth of these requirements ensured that graduates had the appropriate knowledge, skills, and appreciation to be productive members of society. However, the sheer number of those requirements presented a barrier for students hoping to gain a transfer degree, particularly in many of the sciences, because of the significant subject area requirements in those fields (particularly physical sciences). In fact, both DVC and the Contra Costa Community College District required students to complete coursework (physical education, multicultural studies, information literacy) that is not included in the California State University (CSU) GE breadth pattern and Intersegmental General Education Transfer Curriculum (IG-ETC) (IIA-24, 127). Finally, even when there was overlap in the broad general education categories, many courses that satisfied transfer requirements were not included in the DVC’s GE list. For all of these reasons, completion of both the GE and the subject area and GE transfer requirements in high-unit fields required students to complete over 60 units of lower division coursework.

Because of the lack of consensus in the work of the GE Task Force, the Faculty Senate again took up the discussion of DVC’s GE requirements in the 2006-07 academic year (IIA-128). The Senate solicited proposals for alternative GE requirements and plans from the faculty at large (IIA-129, 130). These proposals were brought to the Faculty Senate for discussion in November 2007. In April 2008, the Faculty Senate voted to adopt a new set of GE requirements (IIA-131).

The new Title 5 minimum English requirement for an associate’s degree is consistent with DVC’s current English requirement (IIA-24). However, to meet the minimum math requirement, DVC will have to raise its own GE requirement from elementary algebra to a course equivalent to intermediate algebra. Currently, the department has at least two courses which could satisfy this requirement, and the math department is considering the development of a new course more specifically geared toward students in applied fields who do not plan to transfer, but who wish to earn an associate’s degree (IIA-39).
DVC has a faculty-driven process for inclusion of courses in the GE program. This process relies on the content and measurable objectives/outcomes stated in the course outlines. Until fall 2007, faculty debate about whether learning outcomes are equivalent to objectives was intense. Although course objectives are now written in measurable form, some questioned whether the breadth of the objectives gives sufficient specificity to translate into outcomes that can be measured and evaluated on an individual basis and from which reliable conclusions can be drawn about appropriate curriculum and pedagogy (IIA-132). In fall 2007, faculty agreed that measurable course objectives may be used as outcomes (see Standard II.A.1).

The Curriculum Committee evaluates courses for inclusion in consultation with discipline faculty. However, in some areas (social science, applied and fine arts) the faculty has not had established procedures and explicit criteria for completing these evaluations. Some faculty believed that courses in their discipline have been inappropriately excluded from DVC’s GE course list. Until fall 2007, the social and behavioral sciences GE course list did not include any sociology or economics courses because there were not explicit inclusion criteria and the division’s philosophy statement had been interpreted very narrowly. In fall 2007, social science submitted a list of criteria and courses to match the philosophy statement for the social and behavioral sciences GE to the Curriculum Committee and the Faculty Senate Council. The proposal was approved by both bodies. The Curriculum Committee is currently debating the possibility of establishing a faculty appeals process to address issues related to GE inclusion (IIB-11). With the approval of a new GE process in spring 2008 and implementation in fall 2009, it is anticipated that many of these concerns will be resolved.

Additional strategies related to this standard can be found in the College Improvement Plan.

Planning Agenda

The college is in partial compliance with this standard.

The DVC minimum mathematics requirement for an associate’s degree should be raised to be in compliance with the new state requirements. Strategic Direction A-2

Evidence

IIA-10 Title 5, contract education
IIA-11 GE Process
IIA-24 DVC catalog, 2008-09
IIA-39 Math department minutes 12/5/05
IIA-97 Curriculum Committee minutes
IIA-119 Statewide Academic Senate documents on minimum standards for math and English for AA degrees
IIA-121 GE process and outcome documents
IIA-122 Criteria for inclusion in GE criteria
IIA-124 GE revision process documents
IIA-125 Final GE document
IIA-126 Final and dissenting report of the Faculty Senate GE task force (April 2004)
IIA-127 CCCCD Governing Board Policy 3007
IIA-128 Faculty Senate minutes
IIA-129 GE revision process emails from Bruce Koller, spring 2007
IIA-130 DVC Forum articles, volume 44, number 2 (10/26/07), volume 44, number 3 (2/15/08), volume 44, number 5 (3/24/08)
IIA-131 Results of GE ballot, April 2008
IIA-132 Minutes from combined SLO, Program Review, and Curriculum Committee meeting
General Education has comprehensive learning outcomes for the students who complete it, including the following:

II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

II.A.3.b. A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary
DVC’s general education has comprehensive learning outcomes that include an understanding of the basic subjects like humanities and fine arts, natural sciences, and social sciences, the capability to be a productive individual and life-long learner, and recognition of what it means to be an ethical human being and effective citizen.

Self Evaluation
The faculty approved DVC’s GE Philosophy and Requirements in 2000 with an amendment in 2004 to add the information competency requirement (IIA-135). During this process, the college community developed a list of desirable lifelong skills and abilities on which to base the philosophy statements and requirements. This list is consistent with the district’s philosophy and criteria for the associate degree and general education (IIA-122). Included in the requirements of the GE package are: 1) an understanding of the basic content and methodology of the major areas of knowledge, including humanities and fine arts (Area III), the natural sciences (Area II), and the social sciences (Area IV); 2) a capability to be a productive individual and life-long learner (Areas VA, VB, and VC), including skills in oral and written communication (Area IA), information competency (Area VII), computer literacy (Area VII), scientific and quantitative reasoning (Areas IC and II), critical analysis/logical thinking (Area IB), and the ability to acquire knowledge through a variety of means (Area VII); and 3) a recognition of what it means to be an ethical human being and effective citizen, including qualities such as an appreciation of ethical principles (Area III), civility and interpersonal skills (Area VB), respect for cultural diversity (Area VI), historical and aesthetic sensitivity (Areas III and IV), and willingness to assume civic, political, and social responsibilities locally, nationally, and globally (Areas III, IV, VA, VB, VC, and VI). The DVC Student Code of Conduct and the Academic Dishonesty Policy each promote ethical behavior throughout the college (IIA-24). With the adoption of the revised GE process in spring 2008 and implementation in fall 2009, it is anticipated that there will be some slight changes in these patterns.

Student learning outcomes for each of the GE areas are contained within their individual philosophy statements. To be included in the general education curriculum, courses must undergo a review and approval process by the Curriculum Committee, in consultation with appropriate faculty. In that process, the objectives/outcomes and content must align with the learning outcomes of the GE area. Faculty assesses student achievement of those outcomes in the approved general education courses.
Faculty added the information competency area to the GE program as a result of the 1997-2000 GE revision process (IIA-124), but the addition was not implemented immediately in order to allow time for a Faculty Senate task force (IIA-135) to develop criteria/processes that allow students to satisfy the new requirements. This Task Force submitted its recommendations, including proposed learning outcomes, to the Faculty Senate for approval in spring 2002 (IIA-135). The recommendations were approved (IIA-128) and the changes were implemented in fall 2003 (IIA-125).

Additional strategies related to this standard can be found in the College Improvement Plan.

Planning Agenda

_The college is in compliance with this standard._

Evidence

IIA-24  DVC catalog, 2008-09
IIA-121  GE approval process and outcome documents
IIA-122  Criteria for inclusion in GE criteria
IIA-124  GE revision process documents
IIA-125  Final GE document
IIA-128  Faculty Senate minutes
IIA-133  Information competency requirement
IIA-135  Information competency task force report

II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary

DVC’s degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. We anticipate Systems Office approval in the summer of 2008 for the following degrees with emphasis in: English, Humanities, Political Science, Psychology, and Social-Cultural Geography, Behavioral Health, Early Childhood Education, Meteorology, Photovoltaic Systems, Physical Geography, Architecture Design, Architecture Technology, and Electrical/Electronics.

Self Evaluation

According to the 2007-08 catalog, DVC has 19 associate in science degrees and six associate in art degrees. Twenty three of these degrees are career technical degrees with a minimum of 18 units focused in at least one area of inquiry. There are two transfer degrees, mathematics and business, with a minimum of 18 unit concentration in the major. DVC also has two transfer studies majors where students can focus on either the California State University transfer requirements, or Intersegmental General Education Transfer Curriculum (IGETC) (IIA-24).

Effective with the 2008-09 catalog, the transfer studies majors will not be available for students, to align with the October 2007 clarification of Title 5 as published in the revised Program and Course Approval Handbook. Two Certificates of Achievement have been approved that document students’ completion of either the CSU breadth requirements or the IGETC (IIA-136, 137, 138).

DVC has developed all these degrees since our last accreditation study in 2002. At that time there was only one liberal arts degree with no
focused area of study. The college continues to work to develop new degrees especially in the transfer area. The Systems Office approved business as our newest transfer degree in June 2007 (IIA-139).

Additional strategies related to this standard can be found in the College Improvement Plan.

Planning Agenda

*The college is in compliance with this standard.*

Evidence

IIA-24 DVC catalog, 2008-09
IIA-136 Email memo from System Office about transfer degrees
IIA-137 Course and program approval handbook, revised March 2008
IIA-138 Curriculum Committee minutes and Governing Board minutes regarding Certificate of Achievement for transfer studies (fall 2007)
IIA-139 Letter of approval of business degree

II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary

DVC’s students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies and meet employment and other applicable standards and are often prepared for external licensure and certification.

Self Evaluation

The institution offers 51 Chancellor’s Office-approved certificate of achievement programs, 27 locally-approved certificates of completion, and 24 degree majors (IIA-1, 140). To offer a new certificate of over 18 units (certificate of achievement) or degree program, discipline faculty must complete a rigorous program approval process, based in the requirements of Title 5 regulation, which includes an internal feasibility study to determine the risks and benefits to the college, labor market research, endorsement by an industry advisory committee, approval by the College Curriculum Committee and the District Educational Planning Committee, and endorsement by the Bay Area Community College Occupational Planning Committee. Faculty propose certificates under 18 units (certificates of completion) to satisfy local and labor market demand. Such certificates are approved at the division level and subsequently by the College Curriculum Committee and are entered into the college catalog (IIA-1, 23, 85, 97, 141, 142).

The Career/Technical Program Assessment process evaluates career/technical programs every two years, in compliance with Education Code section 78016. This process includes analysis of 16 program metrics by faculty and administration teams to determine areas of strength or weakness. Teams identify areas of weakness and plans for improvement efforts. Career/technical programs are also evaluated as part of the broader college-wide program review, which is carried out on a 6-year cycle (IIA-102, 103, 104).

The institution invests in career/technical program improvement efforts through the application of its VTEA allocation, approximately $300,000 each year. These monies are used for professional development; library acquisitions, including career/technical databases; curriculum development and revision; equipment acquisition; and all activities which target development or maintenance of current industry standards (IIA-143, 144).
Other institution-wide efforts target the goal of meeting employment standards. All career/technical programs are required to convene and maintain an advisory committee of industry representatives to provide oversight and input to the curriculum and program planning to ensure that the program imparts necessary skills and stays current with trends in the field (Program Advisory Committee documents). A survey of local business in 2004 emphasized the need to incorporate “soft skills” into the curriculum in order to ensure that graduates were prepared for success in the workplace (IIA-145). In response to these documented business needs, faculty developed coursework under the Career (CARER) subject code, all of which courses incorporate the needed “soft skills”.

Many programs rely on a dedicated cadre of part-time faculty who bring to the program and its students their direct, relevant and current experience in the field. As members of the Advisory Committee, these practitioners are an invaluable source of input regarding industry practices and standards (IIA-146). College faculty serve on or attend professional development events sponsored by state-wide Advisory Committees, which represent broad industry clusters such as agriculture, business, industrial technology. Additionally, many faculty, both full and part-time, are members of professional associations, which provide opportunities for professional development and current information about the specific field of interest. Faculty members have access to staff development funds to support professional development ($28,000 2007-08), and career/technical faculty also have “set-aside” professional development funding in the college VTEA allocation. Career/technical faculty annually access approximately $15,000 in professional development funding (IIA-147).

Many career/technical programs require their students to demonstrate professional competency through performance-based assessments: laboratories, externships, internships, clinical placements, or product generation (for example, dental hygiene, digital media arts, hotel restaurant management, computer science, computer information systems, electronics, addiction studies, coop ed.).

The institution currently does not track graduates who sit for external licensure or certification examination, although the Office of Planning, Research, and Student Outcomes has stated this is a goal. The Office of Planning, Research, and Student Outcomes must gather this data from the licensing agencies and has experienced difficulty obtaining the information in a systemic way. Three college programs, dental hygiene, dental assisting, and dental technology, conduct follow-up surveys with program graduates. Individual programs may receive data directly from the state licensing boards that enables them to track graduates’ applications for licenses, permits, industry-recognized certification, or credentials. The following programs train students to take licensing exams: dental hygiene, dental assisting, early childhood education, hotel restaurant management, addiction studies, computer technical support, and computer network technology. Each program that prepares students for external licensure or certification must adhere to program standards as required by the applicable licensing agency. Programs such as dental hygiene, dental assisting, and hotel restaurant management are assured that students meet employment standards by receiving formal agency approval or accreditation from the American Culinary Federation, the American Dental Association, and the Commission on Dental Accreditation.

Gathering data to document student achievement in the workplace is an area that deserves greater attention. Significant resources must be devoted to such a project, both in its design and its implementation. Because such a project would require that students self report, plus extensive follow-up and tracking would be needed in order to obtain significant results. Collaboration between the Office of Planning, Research, and Student Outcomes and Workforce
Development must occur to ensure that data is consistent and reliable, and analyzed to provide information back to programs that spurs further program improvement. Current staffing levels in both units are insufficient to support such an effort.

The institution has developed and implemented procedures that support the program development and revision process, making the task less daunting for faculty. Since 2001, 45 certificates of achievement or completion programs and 23 degree majors have been developed and approved, while many other programs have revised and updated curriculum (IIA-1). The division controls curriculum and program development processes and certain programs have experienced difficulty in obtaining necessary approvals from them through their division.

Ensuring that programs impart current technical and professional competencies, thereby preparing students for the workplace, is the goal of the career/technical program assessment process. This process employs 16 metrics, using both internal and external data, to analyze the effectiveness of the program (IIA-148). The analysis can result in recommendations for program revision, hiatus, or discontinuance. Since the implementation of the assessment process in 2003-04, six programs have been formally recommended for revision, one has been placed on hiatus and four have been discontinued. A faculty sub-committee of the Workforce Development Committee developed a formal program discontinuance process for career/technical program. The Workforce Development Committee as a whole approved this process in 2005-06. The process now requires approval at the college level and discussions have ensued regarding which body – the Curriculum Committee or the Academic Senate – should review the process first (IIA-149).

Additionally, the college has placed a greater emphasis on linking workforce programs to student services, specifically counseling and advising, with the goal of increasing student enrollment, success, and retention. Individual counselors choose to work with specific disciplines and develop areas of advisement expertise. They are invited to department and advisory meetings and are then able to share current program and industry information with students and colleagues. Coursework offered by the counseling department has been revised to provide a stronger focus on career selection and career skills, supporting students as they select majors and training programs and enter the job market (IIA-150, 151, 152).

Additional strategies related to this standard can be found in the College Improvement Plan.

Planning Agenda

The college is in compliance with this standard.

Evidence

IIA-1  DVC catalog, 2007-08
IIA-23  BACCOPC minutes
IIA-85  Program development procedure documents
IIA-97  Curriculum Committee minutes
IIA-103  Career/Technical programs assessment process summary reports
IIA-102  Program review reports
IIA-104  Workforce Development Committee minutes
IIA-140  DVC catalog addendum, 2007-08
IIA-141  Program feasibility study
IIA-142  Advisory Committee minutes
IIA-143  VTEA final reports
IIA-144  Workforce Development Committee resource sub-committee minutes
IIA-145  Business division survey
IIA-146 Advisory Committee membership charts
IIA-147 VTEA final reports
IIA-148 Program assessment process documents
IIA-149 Program discontinuance process – draft
IIA-150 Counselor liaison assignment chart
IIA-151 Counseling Center program review
IIA-152 Career Center program review

II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution’s officially approved course outline.

Descriptive Summary
Diablo Valley College provides information about educational courses, programs, and transfer policies through several channels. The primary source of information is the course catalog, which was reorganized for the 2006-07 academic year to improve student access to pertinent information about the purpose, content, and course requirements for the college’s degree and certificate programs (DVC catalog, 2006-07). Additionally, there is a catalog addendum published annually on July 1, which provides spring semester updates of course and program descriptions as well as general education (IG-ETC) updates (IIA-1, 140).

Self Evaluation
The DVC website is another avenue to access this information. Career/technical and general education program purpose, content, and course requirements, specific program information, contacts for programs and departments, and links to department websites are included on the website (IIA-153). Also included for many programs are informal learning goals. Brochures that contain the same information have been developed for career/technical educational programs and are available in various departments and offices on campus for broader dissemination to students. The brochures are available in the Counseling Center, Career Center, Student Union, San Ramon Campus, President’s Office, and the Information Center.

Department chairs/program leaders take an active role in providing information to the students. The counseling department has specialized counselors for several programs including athletics, international students, DSS, EOPS, and Puente. Additionally, there are counseling liaisons for certain program areas. The counseling liaison ensures that the counselors are apprised and up-to-date on program requirements (IIA-150). Counselor liaisons are encouraged to attend and participate in the advisory committees.

Since the last accreditation cycle the college has implemented an automated degree audit as an integrated part of the Datatel MIS system. Students have access through WebAdvisor to an account of their progress toward a degree or certificate (degree audit). To address limitations in the degree audit module of Datatel, WebAdvisor alerts students when courses may not count toward their degree and students are advised to see a counselor to verify eligible courses (IIA-154).

As another avenue to receive accurate information, incoming students are encouraged to enroll in one of the college’s orientation to college courses. Counseling 130, Ensuring Transfer Success, is also available as a resource to students.
This course is sometimes offered with a specific focus for students from different backgrounds. Students and counselors are also provided with web-based resources such as ASSIST.org and College Source (IIA-156, 157).

Instructors are required to provide a syllabus with a description of course content, as well as the times and places where office hours are held, the means by which students will be evaluated, and grading standards at the beginning of a course. Each instructor is required to submit a course syllabus that is kept on file in the division office. Sample syllabi are provided in the Staff Development Center, 4Faculty.org, the Faculty Handbook, departmental Web resources (chemistry, math), some division offices, department mentor programs, and FLEX activities including part-time faculty orientation and Nexus training for first-year full-time faculty (IIA-47, 90, 158, 159, 160).

The college has been in the process of institutionalizing a formal approach to student learning outcomes for courses and programs since 2002. Included on the college website are informal learning goals for many individual degrees and certificates; as these goals are refined and validated in a more formal process, they will continue to appear there (see http://www.dvc.edu/ct). However, it has been challenging to utilize the full resources of our electronic media for continuous update of individual area websites and degree and certificate information because of software deficiencies. The DVC website is currently being redesigned to be more user-friendly and will incorporate a more comprehensive management system. This will give areas more flexibility to update information about their own programs.

Information in the college catalog is updated for accuracy on a semi-annual basis through new catalogs and catalog addenda, which appear both in print and online. The college catalog describes the purpose, content, and course requirements for degrees and certificates, but learning outcomes have not yet been included.

Although course content is required for course syllabi, currently the college does not have a requirement that faculty include on their course syllabi the learning objectives of the course.

**Planning Agenda**

*The college is in partial compliance with this standard.*

The college catalog should include information about learning outcomes for degrees and certificates, as they are identified. Strategic Direction F-3

The college should ensure that faculty include on their course syllabi the course’s learning objectives, consistent with the official course outline of record. Strategic Direction F-3

**Evidence**

IIA-1 DVC catalog, 2007-08
IIA-47 FLEX booklets, Jan 03-present
IIA-90 DVC Faculty Evaluation Guidelines
IIA-140 DVC catalog addendum. 2007-08
IIA-153 www.dvc.edu/ct
IIA-150 Counseling liaison list
IIA-154 WebAdvisor
IIA-155 Course outlines for Counseling 105, 106, 107, and Counseling 130
IIA-156 ASSIST.org
IIA-157 College source
IIA-158 4Faculty.org
IIA-159 Sample course syllabi
IIA-160 NEXUS program description
II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary
DVC clearly states transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, DVC certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. DVC develops articulation agreements where patterns of student enrollment between institutions are identified.

Self Evaluation
Students can access information online through the Articulation System Stimulating Inter-institutional Student Transfer (ASSIST), the official repository of articulation for California’s colleges and universities, as well as on its own website (www.dvc.edu/transfer). In addition, the DVC Articulation Office maintains a comprehensive Intranet site for counselors (http://intranet.dvc.edu/counseling), which includes information on admission requirements, career and internships, and articulation agreements (IIA-156, 161, 162).

Transfer information is also available in print form through the college catalog, including general education course work requirements for CSU GeneralEducation-breadth pattern and IGETC. In addition, individual courses have CSU or UC transferability notations at the end of the catalog course descriptions. The schedule of courses also contains transfer information, which is updated by the Articulation Office each semester, including the summer term (IIA-24, 163).

Finally, the Counseling Office and Transfer Center have available advising sheets on CSU GE breadth requirements, IGETC requirements, and the UC transferable course agreement list, as well as transfer information for some specific college and university programs. Each advising sheet is reviewed and approved by counselors, and the Articulation Office updates them periodically. These documents are created, mostly per counseling’s request, for the use of counselors and students (IIA-164).

Counselors play a critical role in disseminating transfer information to students. Students may make appointments with individual counselors, or take advantage of drop-in hours at DVC’s Transfer Center to speak with counselors there about transfer. DVC’s orientation course (Counseling 105) informs students about the GE patterns for CSU/UC as well as IGETC requirements. The college also offers a transfer success counseling course (Counseling 130) as a resource to students regarding the transfer process.

In addition, the Transfer Center coordinates college recruiter visits, the Transfer Reception, Transfer Day, the Transfer Conference, newsletters, flyers, and workshops. The Transfer Center Coordinator also provides presentations to off-campus schools and over 100 classroom presentations to DVC classes each year. Additionally, the Transfer Center Coordinator participates in EOPS new student orientation sessions.

The Admissions and Records Office provides general education certification (IGETC and CSU GE), which students must request be sent to the institution to which the student plans to transfer. There is no fee for the certification (IIA-165).

The transcripts of students who are transferring to DVC are evaluated upon request following
guidelines approved by faculty through the campus-wide Curriculum Committee (Evaluation Guidelines approved by curriculum committee and committee meeting minutes). To evaluate individual courses, admissions staff utilizes College Source to compare catalog course descriptions, prerequisites, units, and laboratory requirements, and the way the courses fit into a larger progression of coursework to existing DVC courses. Information about transcript evaluation and prerequisite processes is available to students through the college catalog and schedule of classes.

To receive more detailed information, students may access counseling services, where they are advised on the transferability of their credits and applicability to DVC degrees and certificates. Transcripts from other institutions are not automatically evaluated and credits posted, although prior to August 2007, Admissions and Records did automatically post English and math course work when transcripts arrived. Due to staffing issues, this activity has ceased, and posting only occurs if a transcript evaluation is triggered by the student through a counseling appointment, or if a student files a prerequisite form.

Articulation agreements are developed by faculty, both at the community colleges and four-year institutions. The DVC articulation officer facilitates the articulation process and serves as the liaison with the four year colleges and universities. Courses or programs for articulation may be identified by faculty of any school. The evaluation of articulation agreements is ongoing. Either segment may initiate the review of articulation agreements at any time.

Annually, articulation officers for all California community colleges and CSU/UC as well as some independent colleges and universities distribute a Summary of Curricular Changes for the academic year among campuses. This summary lists any new courses, as well as revised or deleted courses from the curriculum, and articulation agreements are reviewed and revised accordingly. An annual report regarding these agreements is submitted to the System Office (IIA-166, 167, 168).

Students transferring from DVC to other institutions are well served by the multiple methods DVC offers for obtaining information, as is demonstrated by DVC’s strong transfer numbers. Although students have access to information about transfer-in policies, it is more difficult to obtain than the transfer-out information. As a result, students may not receive the information they need to complete DVC programs or satisfy prerequisites for DVC classes. Students would be better served by having their transcripts evaluated automatically, or at least by returning to the previous practice of posting math and English credits, but this first requires a solution to the training and workload issues in the Admissions and Records Office.

Additional strategies related to this standard can be found in the College Improvement Plan.

Planning Agenda
The college should address the training and workload responsibilities in the Admissions and Records Office. Strategic Direction B-3

Evidence
IIA-24  DVC catalog, 2008-09
IIA-156  ASSIST.org
IIA-161  www.dvc.edu/transfer
IIA-162  http://intranet.dvc.edu/counseling
IIA-163  DVC schedule of courses
IIA-164  Advising sheets (CSU GE Breadth requirements (yellow), IGETC requirements (beige), UC Berkeley, UC Berkeley, Walter A. Haas School of Business transfer sheet (goldenrod), a 4-page document, UC Berkeley, College of Letters and Science General Education requirements (pink), a 4-page document, University of California Transferable Course Agreement list (blue), a 25-page document, brief summary
of courses transferring to Business Administration programs at selected four-year schools, brief summary of courses transferring to Nursing programs at selected four-year schools.)

IIA-165  IGETC certification process
IIA-166  Report to System Office
IIA-167  A.A./A.S. degree evaluations guidelines, 2/15/06
IIA-168  Report to System Office regarding articulation agreements

II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary
When programs are eliminated or program requirements are significantly changed, DVC makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Self Evaluation
Program assessments for career technical programs are completed every two years. In the case where the assessment determines that a program is not fulfilling its objectives in terms of student enrollment and success, a recommendation for revitalization or discontinuance may be made. Information about such programs is shared twice a year at the District Educational Planning Committee.

DVC has a draft procedure (IIA-169) for discontinuance that was developed by the Workforce Development Committee. The procedure was developed to allow the college to comply with Ed Code 70618 and District Board Policy 4008 (IIA-22, 104) In the draft procedure there is language that states that once a decision has been made to discontinue a program a plan will be made to transition students, but the procedure has not yet been accepted or approved by the Faculty Senate.

The counseling department is positioned to be a primary conduit for information regarding programs, and can play a role in disseminating information regarding changes to students. Counselors who serve as liaisons to DVC programs ensure that they are using the most current sources of information and continue to improve the accuracy of information shared with students.

Planning Agenda
The college is in compliance with this standard.

Evidence
IIA-22  CCCCD Governing Board Policy 4008
IIA-104  Workforce Development Committee minutes
IIA-169  Discontinuance Procedure

II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary
DVC represents itself clearly, accurately, and consistently through the catalog, statements, and publications, including those presented in electronic formats. DVC regularly reviews institutional policies, procedures, and publications to assure integrity.
Self Evaluation

DVC’s marketing department coordinates the publication of the catalog and schedule through a regular schedule, and all sections are reviewed by responsible departments/areas (IIA-170). The catalog is published once each year, in March, the addendum in July. The course schedule is published three times per year.

Other college publications include the commencement program and the DVC Fact Book, which was last published in 2003 (IIA-171, 172). Other publications include an environmental scan (2006), institutional effectiveness data (2008), the educational master plan (2007-17), and the strategic plan (2006-11) (IIA-2, 51, 173, 174). Most recently, in 2007 there was a market scan conducted by CLARUS (IIA-13). All of these documents include similar data and information provided in the Fact Book.

At a college the size of DVC, communication of relevant information about changes in courses, programs, and processes is challenging, and can create problems with consistency and accuracy of information shared between the Curriculum Committee, the Office of Academic Affairs, the Admissions and Records Office, and the Counseling Center. Twice a semester a “nuts and bolts” work group convenes with a goal of clarifying policies and procedures and identifying process improvements (IIA-175). In addition, in October 2006, the Leadership Council created an Internal Communications Task Force, with the charge of developing and assisting in the implementation of an internal communications plan which would identify useful information for the campus community and determine how to best communicate and share with constituencies in all areas (internal communications task force – 06-07 Committee Booklet). As of May 2008, the task force had completed a draft plan which will be circulated among the campus community for review and discussion before beginning the approval process.

In the last few years, the admissions and records office has been hard hit with staffing turnover in its leadership. In fall 2007, the college filled its vacant Director of Admissions and Records position, and in spring 2008, the position of Dean of Outreach, Enrollment, and Matriculation was announced, with a filing date of April 11, 2008 (IIA-176, 177). These critical hires will result in improved communication and information sharing.

Additional strategies related to this standard can be found in the College Improvement Plan.

Planning Agenda

The college is in compliance with this standard.

Evidence

IIA-2  DVC Educational Master Plan, 2007-17
IIA-13  CLARUS Study
IIA-51  Institutional effectiveness coordinator reports
IIA-170  Catalog/schedule emails between marketing office and divisions/areas
IIA-171  College commencement programs
IIA-172  DVC Fact Book 2007
IIA-173  Environmental scan
IIA-174  DVC Strategic Plan, 2006-11
IIA-175  Nuts and Bolts – agenda and meeting notes
IIA-176  Job announcements for Dean Outreach, Enrollment, and Matriculation; Director A&R
IIA-177  CCCCD Governing Board minutes (approval of hires)
II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.

Descriptive Summary
In order to assure the academic integrity of the teaching-learning process, DVC uses and publicizes governing board policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. The college makes clear its commitment to free pursuit and dissemination of knowledge through a variety of policies and procedures.

Self Evaluation
One means of making clear its commitment to free pursuit and dissemination of knowledge is the Freedom of Expression policy, which is published in the college catalog (both on the web and in hard copy). The policy identifies students’ rights to express their views and contains guidelines for the time, place and manner wherein free speech activities may be conducted. In addition, the District Governing Board Policy 2019 “Freedom of Expression” and Student Services Procedure 3025 outline students’ rights and responsibilities. Board Policy 2018, Academic Freedom, “affirms its belief in the academic freedom of faculty, management and students to teach, study, conduct research, write and challenge viewpoints without undue restriction.” DVC Procedure number 3025.03 also outlines all college members’ rights to free expression and guidelines for the time, place and manner for conducting such activities (IIA-178, 179, 180)

Within the classroom, there is an expectation that faculty distinguish between personal conviction and professionally accepted views in a discipline. In discussing controversial topics, faculty generally act as moderators, presenting the major sides of an issue so that students can make their own decisions. There are more organizations emerging that respond to concerns about academic freedom and responsibility, some of which include the Center for Individual Rights, Students for Academic Freedom, Foundation for Individual Rights in Education, and the ACLU.

In terms of classroom discussions, Board Policy 2002 (IIA-181) states clear guidelines as they relate to unlawful discrimination and harassment. Human Resources Procedure 1040.07 (IIA-182) identifies that managers and supervisors will receive training about unlawful discrimination and sexual harassment annually. In addition, in the case of significant changes in policy, broad training will be provided. Students should be offered training annually. It also states that “Training for academic staff will emphasize potential unlawful harassment in the classroom environment.”

Many steps have been taken to address the concerns in DVC’s last accreditation report related to Student Academic Honesty. In terms of assisting faculty, DVC Procedure 4001.04 addressing Academic Dishonesty was developed and implemented. An “Academic Dishonesty Report Form and Procedure” was approved by the DVC Faculty Senate, ASDVC and the DVC Leadership Council in spring, 2004 (IIA-183). The DVC Faculty Senate Academic Integrity Task Force put together a list of “TIPS to Promote Academic Integrity in the Classroom,” which are included in FLEX workshops offered by the dean of student life and housed on the dean’s website (IIA-184). Also on the dean’s website is a page of resources for faculty on preventing academic dishonesty. The dean of student life regularly presents information sessions to new full- and part-time faculty on promoting academic honesty. Finally, many instructors publish their policies on their class syllabi. Statistics of
reported incidents of academic dishonesty are given to the Faculty Senate Student Services Committee each semester (IIA-73, 185).

In terms of educating students, the academic dishonesty policy is included in a number of college publications for students. It is included in the college’s catalog as well as in the schedule of courses. The policy states the college’s commitment to academic honesty and integrity, outlines what academic dishonesty is, gives examples of types of academic dishonesty, and indicates that it is a violation of the student code of conduct. The student code of conduct lists academic dishonesty first as behaviors that are “misconduct and grounds for disciplinary action.” The dean addresses the issue of academic dishonesty with students who participate in the EOPS and international student orientations to ensure a clear understanding of differing cultural norms around collaborating, what constitutes academic dishonesty, as well as potential outcomes. In addition, college policies and procedures, including the academic dishonesty policy, are included in the content of the student orientation courses (COUNS-105), and many faculty include this information on their course syllabi. Technology, such as turnitin.com, has proven helpful to instructors in identifying plagiarized papers. However, Essay Verification Engine (EVE), cell phones, and translation software present new challenges for faculty in ensuring student academic honesty (IIA-24, 163).

The institution publicizes its institutional beliefs and world views through its mission and philosophy statements. Both are published on the college’s website (links from http://www.dvc.edu/aboutdvc/) and in the college catalog. In addition to the mission and philosophy statements, the college’s 2006-2011 Strategic Plan also includes a vision statement and list of core values which the college strives to uphold. The strategic plan is available to employees via the college’s shared drive and to the public via the DVC web page at http://www.dvc.edu/aboutdvc/strategic.htm (IIA-174, 186).

The college has several mechanisms in place to gauge how well it is meeting the institution’s commitment to the free pursuit and dissemination of knowledge. Whether faculty distinguish between their personal convictions and professionally accepted views of an issue is assessed in student evaluations of the course and instructor and in peer reviews of instructors. Issues/concerns are addressed in the faculty evaluation process. Complaints can also be brought to the dean of student life (as the EEOC Compliance Officer). In the past 5 years, there has been only one complaint to the dean of student life about one instructor, which was also reported in the Inquirer in spring 2006.

The college has taken steps to address issues identified in the last accreditation visit and made significant progress in formalizing processes and procedures related to student academic honesty. During the convocation for the academic year 2007-08, both the chancellor of the district and the president of the college addressed the need for a campus-wide dialog about overall ethics in our institution. Faculty have the discretion to deal with individual acts of academic dishonesty in their classroom according to the policies/procedures published in their syllabi, providing they are consistent with legal opinion. The dean of student life also recommends that faculty also submit a formal report for each incident to the Student Life Office, in order to maintain a centralized record of patterns of dishonesty. In addition to the actions outlined in the description section, the college has explored different options for responding to academic dishonesty. There is currently debate about whether faculty can fail students for the whole course if they are caught in an act of academic dishonesty. Items for consideration include whether or not the infraction was on a major assignment or exam or whether or not it constituted an “egregious” act. There is also debate with the System Office about whether student academic honesty is an academic matter, a disciplinary matter, or both. Discussions are taking place in the Faculty
Senate Student Services Committee about these issues. Consistency in educating students about the Academic Dishonesty Policy, as well as in applying it at the faculty level would be beneficial and ensure an appropriate intervention with students who exhibit a pattern of academic dishonesty. In addition, the grade change issue that came to light in spring 2006 brought into sharp relief the need to examine our systems and create more checks and balances to ensure the integrity of student learning.

DVC has several documents that outline the institution’s vision, core values, mission and philosophy. Although available to the public (college catalog, schedule of classes, website), wider dissemination and greater usage in day-to-day operations and decisions would increase their visibility.

Additional strategies related to this standard can be found in the College Improvement Plan.

**Planning Agenda**

*The college is in compliance with this standard.*

**Evidence**

IIA-24  DVC catalog, 2008-09
IIA-73  FLEX workshop descriptions
IIA-174  DVC Strategic Plan, 2006-11
IIA-179  Student Services Procedure 3025, “Freedom of Expression”
IIA-182  Human Resources Procedure 1040.07, “Unlawful Discrimination and Harassment”
IIA-183  Academic Dishonesty report form and Procedure
IIA-184  TIPS to promote academic integrity in the classroom
IIA-185  New faculty orientation agenda
IIA-163  DVC schedule of courses
IIA-186  www.dvc.edu

**Standard IIB Student Support Services**

Consistent with its mission, the institution recruits and admits diverse students who are able to benefit from its programs. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

**Descriptive Summary**

The college pathways through the institution are developed and implemented by a sensitive, multi-cultural staff of student services professionals who strive to demonstrate their concern and commitment to students through the development of programs that speak to our diverse population and by being a strong voice for the needs of students in the many committees and other opportunities for input on campus. Student support services provide orientation and individual assessments to help students identify their needs.

The college philosophy statement says that “The primary objective of Diablo Valley College is the development, growth and success of each of its students.” The statement goes on to say “We recognize the dignity and intrinsic worth of the
individual student and will make every effort to design programs to meet individual needs, interests and capacities.” Further, to fulfill the primary objective of the philosophy statement, “…the college affirms its intention …to provide the highest possible level of access to a student body that reflects the cultural and socio-economic diversity of our community…” An additional philosophy statement indicates that another intention of the college is “…to provide students with opportunities for the development of values, ethical behavior, aesthetic appreciation, [and] a sense of civic responsibility…” The Mission Statement focuses on the four primary functions of the college (transfer, workforce development, economic development and pre-collegiate preparation) (IIB-1).

The college catalog formally identifies who is eligible for admission to the college (IIB-2). “Diablo Valley College will continuously evolve as a learning-centered institution committed to the community it serves, to the development of our students as responsible citizens of the world, and to the positive transformation of student lives” (IIB-3).

Self Evaluation

DVC is open to high school graduates and to all individuals who are eighteen years of age and older. Students are recruited through high school visits, through DSS, EOPS and Outreach Office activities, as well as through Financial Aid events. Student needs are identified through the matriculation components including assessment, advising and research. The matriculation process describes the pathway through the institutional experience (IIB-4).

The college makes every effort through outreach and recruiting to inform the community about the college’s programs and support services (IIB-5). Individual student service programs such as Financial Aid, Extended Opportunity Programs and Services/Cooperative Agencies Resources for Education (EOPS/CARE), Disability Support Services (DSS), and CalWORKs identify the needs of specific at-risk populations and develop strategies to meet those needs. The Financial Aid Office publishes bi-lingual information in several languages (IIB-6). The Outreach Committee plans visits and events for local high schools and other groups in the community as a way of recruiting new students. Through program review and student learning outcome analysis, student support services and programs continually make improvements, exemplified by comprehensive projects such as the development of a process to address student progress and academic probation (IIB-7). All of the efforts described above demonstrate DVC’s cross-constituency commitment to student access, progress, learning, and success.

The DVC Planning Council (which includes representatives from faculty, staff, students, and administration) identified the following priorities for 2007 – 2008 that apply to student services:

- emphasize student success;
- improve the progress of at-risk students; and
- create and implement new retention strategies to increase student success and retention.

Student services managers have designed their goals and objectives for next year to include the priorities identified by the Planning Council (IIB-8).

Student support services professionals identify student needs through regular meetings of student service managers, program review and other processes such as the matriculation processes, the SLO processes, review of the college Fact Book, participation in the development of the Educational Master Plan and the Student Equity Plan to name a few. The college’s Planning Council, Leadership Council and Faculty Senate Student Service Committee also help to identify student needs for the college.

Comprehensive program reviews were completed by fifteen out of sixteen student services in 2004. Currently, all student service areas have
completed a comprehensive program review and updates have been completed on an annual basis since 2004 by all of the Pleasant Hill campus services. At this time San Ramon program reviews are embedded in the individual Pleasant Hill student services program reviews. However, as the San Ramon campus grows, this may be approached separately (IIB-9).

Diablo Valley College’s student services policies and procedures are consistent with state law and with other community colleges throughout the state and are applied equitably across all services.

Planning Agenda

_The college is in compliance with this standard._

Evidence

IIB-1  DVC catalog p. 9
IIB-2  DVC catalog p. 13
IIB-3  DVC Strategic Plan, 2006-11 vision statement p. 6
IIB-4  Steps to enrollment
IIB-5  Outreach calendar
IIB-6  Bilingual information
IIB-7  Interventions with students on probation and dismissal 2003-04
IIB-8  Planning Council summary 09.10.07
IIB-9  Student Services program reviews, 2003-07

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

Descriptive Summary

DVC offers a full complement of high quality, comprehensive student services. DVC provides access to these services both in person and online for the Pleasant Hill campus community, the San Ramon campus, and other locations. The college’s individual student services are listed below with a brief description.

Self Evaluation

- **Admissions and Records:** The Admissions and Records Office promotes equal access to all prospective and continuing students interested in pursuing an education. The office provides services to the college community designed to maintain desired enrollments, ensure integrity of processes and records, and deliver timely and accurate information to all relevant constituencies.

- **Assessment:** The Assessment Center administers English, math, chemistry, and ESL testing to assist students in achieving their goals through appropriate course placements. The center also assists students with disabilities by making special testing accommodations.

- **CalWORKs:** The CalWORKs Program focuses on empowering each participant in attaining personal and academic growth, meaningful employment, and long-term economic stability. The program provides an array of services including admission and registration assistance, educational planning, career assessment and advising, child care assistance, work-study, referral to campus and
community resources, peer mentoring, coordination and advocacy with county department of social services, and ongoing support.

• **Career and Employment Services:**
  Career and employment services provide cooperative education opportunities, field studies courses, and other related career and employment services. Career and employment services provide opportunities for career exploration and service to the community, and information for career decisions.

• **Counseling:** The counseling department assists students in the clarification of their life and educational goals through a broad array of counseling and advising services, strategies, and educational offerings. The department promotes student independence, confidence, and responsibility, and advocates on behalf of students on campus and in the community, when appropriate. The department also serves as a valuable resource for the campus concerning information on post-secondary education.

• **Disability Support Services:** Disability support services (DSS) responds to the needs of individuals with disabilities by offering programs and services that increase student independence, integrate students with disabilities into the general college program, help students identify, clarify, develop and achieve their academic and/or vocational goals, and help students successfully transition into the community.

• **Educational Talent Search:** Educational Talent Search (ETS) is a federally-funded program designed to assist low-income and first-generation college-bound students, between the ages of 11 and 27, who have potential for education at the post-secondary level, by encouraging them to complete secondary school and undertake a program of post-secondary education.

• **Extended Opportunity Programs and Services/Cooperative Agencies Resources for Education (EOPS/CARE):** The EOPS and CARE programs are comprehensive retention programs serving low-income and educationally-disadvantaged students. The CARE program serves eligible EOPS single-parent students who have dependent children under the age of 14 and who are receiving CalWORKs (TANF) benefits.

• **Financial Aid:** The Financial Aid Office informs all students of financial aid programs and provides outreach and retention to all, especially to underrepresented and underserved students. Financial Aid Office staff provides assistance to eligible students in a timely, professional, and supportive manner.

• **Information Center:** The Information Center promotes student access to college by providing centralized campus-wide information and assistance with Web Advisor and the registration process.

• **International Student Admissions and Services (ISAS):** International Student Admissions and Services provides a comprehensive program of support services to meet the educational, employment, and social integration needs of international students at DVC. Close collaboration and coordination between ISAS and the International Education Center (IEC) allows for a smooth transition between language and academic studies.

• **Outreach/Relations with Schools:** The Outreach/Relations with Schools Office develops and coordinates outreach efforts with schools and community groups, provides linkages between the college and the K-12 system, coordinates efforts of existing college programs, and devel-
ops new initiatives that focus on at-risk, under-represented, and under-prepared students.

- **San Ramon Campus:** The student services operation at the San Ramon Campus serves students with high quality, timely, and professional support services, events, and activities including admissions and records, assessment, counseling, DSS, student life, tutoring, financial aid information, EOPS, outreach, and transfer information.

- **Student Life:** The Student Life Office works with students to build an engaged community by stimulating and encouraging student participation in campus activities and institutional governance. All students at all college sites are encouraged to participate in student clubs and student government. The Student Life Office develops students’ values, ethical behavior, and civic responsibility.

- **Transfer Center:** The Transfer Center assists students in transferring to four-year colleges and universities by providing accurate information about and support for all aspects of the process. The center encourages students from historically underrepresented groups to transfer to four-year colleges.

Student surveys indicate DVC students are generally satisfied with student services. Student services program reviews indicate a concern about permanent classified positions, which the college has made progress in filling. Between July 1, 2007 and March 1, 2008 fifty-three classified positions have been filled permanently, including fourteen new staff in student service departments and ten more in other positions that provide direct service to students in labs and the library (IIB-10).

To further improve quality of service to students and staff, student services personnel have identified and scheduled several staff development workshops, including ones on customer service (especially to a new generation), student privacy, student disruption, student retention, the appropriate use of technology and staff development training for DSS, career services and financial aid. Evaluations for previous workshops have been favorable (IIB-11).

The international student population (F-1 visa) is an extraordinarily successful group of students who benefit from the International Students Admission and Services Office which is instrumental in their success. The number of international students attending DVC and transferring has grown substantially in recent years (IIB-12).

In 2006–07, Career and Employment Services underwent a significant reorganization, allowing for more efficient resource allocation and oversight. Career and Employment Services offer online job search, career classes, workshops, career counseling, career assessment and information, and recruitment. In addition to being reorganized, the department was physically relocated to a more central location on campus, allowing the continuing co-location of employment related services (CalWORKs, WorkAbility III) and providing greater program visibility and easier student access (IIB-13).

In 2004 the new EOPS/CARE Director began to implement changes in two critical areas to better serve students:

- The program enrollment had been 78% over the maximum number funded by the State, diminishing the program’s ability to provide services. The program has gradually reduced the number of students served to 15% over the maximum number funded by the State, resulting in higher quality service for students (IIB-15).

- Only about 40% of students enrolled in the program had been in compliance with program requirements such as completing counseling and peer visits. EOPS/CARE staff modified the student orientation program to provide more information about
the program, its requirements, and other services on campus, as well as offering a career inventory and a demonstration of Web Advisor. Students are now more engaged in the program and compliance has increased to 70%.

During the fall 2007 semester, the Financial Aid Office developed and implemented the Financial Aid “Sounds Like A PLAN” Retention Program and made significant progress in clearing students from Financial Aid Probation. 50.6% of students on FA Probation during the fall 2007 semester who attended the PLAN workshop cleared their Financial Aid Probationary status, reducing the number of students being placed on Financial Aid Suspension (IIB-16).

Students have also gained a better understanding of their rights and responsibilities as borrowers due to the implementation of a pre-test and post-test for students attending the Financial Aid Loan Exit Workshops. Lenders presentations have been more focused, resulting in a decrease of the DVC Cohort Default from 10.8% to 7.1%. This initiative is in its third cycle as a Student Learning Outcome (IIB-17).

DVC maintains a high transfer rate to the UC and CSU campuses and is still number one in transfers to University of California Berkeley, number two to all University of California campuses, and number six to all CSU’s. The Transfer Center has transfer agreements for seven of the nine UC campuses, three CSU campuses and one independent university. The Transfer Center provides reliable transfer information, arranges visits from college representatives, and assists students with the transfer process (IIB-18).

Planning Agenda

*The college is in compliance with this standard.*

Evidence

<table>
<thead>
<tr>
<th>IIB-10</th>
<th>Program Review summaries - ACT Student surveys - list of student services hires</th>
</tr>
</thead>
<tbody>
<tr>
<td>IIB-11</td>
<td>Staff development workshops in student services in spring 2008</td>
</tr>
<tr>
<td>IIB-12</td>
<td>International students head counts, 2002-07</td>
</tr>
<tr>
<td>IIB-13</td>
<td>Career and employment reorganization</td>
</tr>
<tr>
<td>IIB-14</td>
<td>Student services program review, 2005-06</td>
</tr>
<tr>
<td>IIB-15</td>
<td>EOPS program review, 2005-06, financial aid retention program report, summary</td>
</tr>
<tr>
<td>IIB-16</td>
<td>Financial aid retention program summary</td>
</tr>
<tr>
<td>IIB-17</td>
<td>Financial aid SLOs</td>
</tr>
<tr>
<td>IIB-18</td>
<td>UC Berkeley transfer data, UC transfer data, CSU transfer data</td>
</tr>
</tbody>
</table>

II.B.2 The institution provides a catalog for its constituencies with precise, accurate, and current information.

Descriptive Summary

DVC’s catalog is an accurate, student-friendly and well-organized document that provides current information to our students and community.

Self Evaluation

The catalog is published annually and updates are provided in hard copy and on the web throughout the year. The catalog provides comprehensive and vital information including details about student services, course descriptions, programs, degrees and certificates, and student policies and procedures. The document is available in our Book Center and is also accessible on our DVC website.

a. General Information http://www.dvc.edu/catalog/07_08/catalog0708.pdf (page numbers below correspond to pages in PDF file on DVC website)
• Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution (pp. 2 and 4)
• Educational Mission (p. 10)
• Course, Program and Degree Offerings (pp. 62-263)
• Academic Calendar: Unable to locate in print catalog, but available on website version: http://www.dvc.edu/catalog/current/i/intro1.htm#calendar
• Program Length (pp. 62-72)
• Academic Freedom Statement
  “Freedom of Expression Policy” (p. 37)
  “Instructor’s Rights Policy” (p. 40)
• Available Financial Aid (pp. 16 - 18)
• Available Learning Resources (pp. 21-31)
• Names and Degrees of Administrators and full-time Faculty (pp. 265-275)
• Names of Governing Board Members (p. 4)

Requirements
• Admissions (pp. 13 - 14)
• Student Fees and Other Financial Obligations (pp. 14 – 16)
• Degree, Certificates and Graduation (pp. 62 – 72)
• Transfer (pp. 50 – 61)

b. Major Policies Affecting Students
• Academic Regulations, including Academic Honesty (pp. 32 – 49)
• Nondiscrimination (pp. 36-37)
• Acceptance of Transfer Credits (pp. 14 and 19)
• Grievance and Complaint Procedures (pp. 38 – 40 and 48)
• Sexual Harassment (pp. 42 – 43)
• Refund of Fees (p. 15)
• Student Code of Conduct (pp. 43 - 48)
• Parking (fees and violations) (p. 15)

C. Locations or publications where other policies may be found:
• DVC web site
  http://www.dvc.edu/
  Student Code of Conduct
  http://www.dvc.edu/union/CodeAll.htm
  Alcohol and Drug Information (Drug-Free Schools)
  http://www.dvc.edu/union/AlcDrugs.htm
  Rape and Sexual Assault Information (AB 1088)
  http://www.dvc.edu/union/SexualAssault.htm
  EEOC compliance (discrimination and harassment)
  http://www.dvc.edu/union/EEOC.htm
  Smoking
  http://www.dvc.edu/union/Smoking.htm
• San Ramon campus web site
  http://www.srvc.net/
• Contra Costa Community College District web site
  http://www.4cd.net/
• Governing Board Policies and Procedures
  http://www.4cd.net/governing_board/pol_proc.asp
  Acceptable Technology Use http://www.4cd.net/policies_procedures/BUSINESS/fin10_06.pdf
  Student Right to Know/Campus Crime Information http://www.4cd.net/police_services/righttoknow.asp
  Unlawful Discrimination Complaint Form http://www.4cd.net/human_resources/discrimination.pdf
• Schedule of Courses (fall, spring, and summer terms). Includes information on the following policies: student aca-
demic responsibilities, academic honesty, student code of conduct, smoking, drug-free DVC, sexual assault, relationship violence and stalking, equal opportunity policy and grievance procedures, freedom of expression, selective service, associate degree requirements, CSU general education requirements and IGETC (Schedule of Courses, fall 2008).

The DVC catalog contains precise, accurate, and current information in all areas measured by the standard. Student leadership (ASDVC and ICC) provided input at meetings on November 27 and 29, 2007 (ASDVC and ICC notes from meeting) regarding several items in this standard. The students agreed that the catalog was precise and accurate. They expressed frustration about courses being listed in the catalog that are not taught every semester. A notation was added to the 2008-09 DVC catalog to address this issue (2008-09 DVC catalog p. 72). Additionally, departments are providing course-sequencing information.

Student services units are in the process of receiving training on programs to edit and update their student services program DVC websites and will be updating these on a regular basis.

Planning Agenda

The college is in compliance with this standard.

Evidence

IIB-19 DVC catalog: official name, address(es), telephone number(s), website (pp. 2 and 4)
IIB-20 DVC catalog: educational mission (p. 10)
IIB-21 DVC catalog: course, program and degree offerings (pp. 71-268)
IIB-22 DVC catalog: academic calendar
IIB-23 DVC catalog: associate degrees (p. 63)

IIB-24 DVC catalog: “Freedom of Expression Policy” (p. 36)
IIB-25 DVC catalog: “Instructor’s Rights Policy” (p. 41)
IIB-26 DVC catalog: available financial assistance (pp. 15-19)
IIB-27 DVC catalog: available learning resources-student resources (pp. 19-32)
IIB-28 DVC catalog: names and degrees of administrators and faculty (pp. 269-280)
IIB-29 DVC catalog: names of CCCCD Governing Board Members (p. 4)
IIB-30 DVC catalog: admissions (pp. 14-15)
IIB-31 DVC catalog: student fees and other financial obligations (pp. 15-17)
IIB-32 DVC catalog: degree, certificates and graduation (pp. 63-70)
IIB-33 DVC catalog: transfer (pp. 51-62)
IIB-34 DVC catalog: academic regulations, including academic honesty (pp. 31-48)
IIB-35 DVC catalog: nondiscrimination (pp. 35-36)
IIB-36 DVC catalog: acceptance of transfer credits (p. 13)
IIB-37 DVC catalog: Grievance and Complaint Procedures (pp. 35-36 and 48)
IIB-38 DVC catalog: sexual harassment (pp. 42-43)
IIB-39 DVC catalog: refund of fees (p. 15)
IIB-40 DVC catalog: Student Code of Conduct (pp. 43-48)
IIB-41 DVC catalog: parking (fees, violations and policy) (pp. 15 and 41)
IIB-42 www.dvc.edu
IIB-43 www.dvc.edu/union/CodeAll.htm
IIB-44 www.dvc.edu/union/AlcDrugs.htm
IIB-45 www.dvc.edu/union/SexualAssault.htm
IIB-46 www.dvc.edu/union/EEOC.htm
II.B.3. The institution researches and identifies learning support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary
DVC researches and identifies learning support needs of the students and provides appropriate services and programs to address those needs.

Self Evaluation
The college identifies and develops programs and services to assist students in reaching their goals. The Research Office works with instructional and student services programs to provide data to assist in planning to improve our programs (IIB-56). Through the matriculation process, the institution provides a strong foundation for new students, accessing their needs and helping plan their educational paths. The college matriculation committee meets regularly to identify student support needs through the six components of the matriculation process: admissions, assessment, orientation, advisement, follow-up, coordination and training, and research (IIB-57).

Counselors help students identify and access their learning support needs, providing academic, career and personal counseling through in-person and telephone appointments and drop-in in the Counseling Center and in the Transfer Center. Counselors are liaisons to instructional departments on campus and also have relationships with service-area high schools and other community organizations. Counseling offers courses in career planning, college success, and ensuring college transfer success, all designed to help students identify their learning support needs. All these courses are CSU transferable (IIB-58).

DVC also has a strong EOPS Program conceived to identify and assist low-income and educationally disadvantaged students, providing counseling and tutoring services, peer advising and transfer assistance to eligible students. Students participating in this program are also provided with book and food vouchers. The EOPS Summer Institute is designed to encourage high school students and high school graduates who might not otherwise consider college to come to DVC. In addition, the program focuses on strengthening students’ English and math skills. The counseling component helps students understand the college experience (IIB-59).

Like the EOPS Program, the CalWORKs intake process includes a comprehensive needs assessment through which students are referred to appropriate campus and community resources (IIB-60).

The Disabled Students Services Program is also very active in helping students and instructors identify learning disabilities and in providing support for these students. DSS offers a course that helps students identify their learning styles and ways of studying that are most appropriate for them (IIB-61). DSS staff members also visit campus departments to inform faculty about the program and engage them in discussion about students with learning disabilities and other accommodations issues (IIB-62).
The Financial Aid Office, in addition to providing financial aid, through assessment of students’ financial need, teaches students about money management and how to access resources in order to attend college (IIB-63).

The college also has a number of tutoring centers on campus to assist students in math, English, and in other academic areas (IIB-64).

In addition, the college regularly participates in the national ACT survey process, assessing students’ perceptions and satisfaction with their campus experience (IIB-10).

Students have opportunities for regular input into the college’s efforts to identify student needs through their representation on college-wide and leadership committees as well as representation through student government. Program advisory committees provide insight into the student learning needs and improvement of existing programs and services (IIB-66). This process contributes to individual program plans and input into the college’s strategic plan. In fact, Student Services has led the way on campus in implementing a program review process with some programs on their third cycle of student learning outcomes. The Basic Skills Initiative Committee identified several learning support needs for the college and funded them (IIB-67).

The college researches and identifies learning support needs of its student population through the matriculation process, student services program reviews, counseling sessions, DSS and Financial Aid assessment, and provides appropriate services to students through EOPS, DSS, Financial Aid, tutoring, and counseling (IIB-68). Through these multiple, varied and complementary processes, the college identifies its student support needs and implements program improvements wherever possible.

**Evidence**

- IIB-56  DVC Fact Book 2007; DVC Educational Master Plan, 2007-17
- IIB-57  Chancellors Office categorical program self study; matriculation minutes
- IIB-58  Counseling course descriptions DVC catalog pp. 116-117, 135-136
- IIB-59  EOPS summer institute flyer
- IIB-60  CalWORKs needs assessment survey
- IIB-61  Learning skills course description
- IIB-62  manual: www.dvc.edu/DSS/faculty_staff_handbook/
- IIB-63  Financial aid workshop 2007-08
- IIB-64  Tutoring flyers
- IIB-65  2004 ACT survey; 2007 ACT survey
- IIB-66  Committees on which students serve
- IIB-67  List of initiatives funded by Basic Skills
- IIB-68  Student Services program review 2003-07

**II.B.3.a. DVC assures equitable access to all of its students by providing appropriate, comprehensive and reliable services to students regardless of service location or delivery of services.**

**Descriptive Summary**

DVC assures equitable access to its programs and services year round by geographically locating services in a central location; by collaborating to provide comprehensive services to DVC students; by providing student services at off-site locations; by providing online services for students; by providing information at a variety of campus and community events; by opening services during evening hours and during extended evening and Saturday hours during peak registration periods; and by providing access to students with disabilities.

**Planning Agenda**

*The college is in compliance with this standard.*
Self-Evaluation

Student Services in One Central Location
It has long been a college goal for student services at DVC to be physically located in one central location on campus. In December 2006, the following student services joined Admissions and Records, Financial Aid, and the Information Center in what was previously the Business Education building but is now the Student Services Center: Assessment, Career and Employment Services, DSS Testing and related services, EOPS and ISAS. With the exceptions of Student Life, Educational Talent Search, Counseling and Transfer, students are now able to access these services in one location. The improved physical access has been beneficial to both students and staff and has resulted in more opportunities for collaboration between student services programs (IIB-69). The final step in offering student services in a central location is in the development stage with a new student services building, which is first on the list of our facilities master plan being funded through a local bond measure (IIB-70).

Student Services Programs at DVC frequently collaborate on a variety of events and activities to better serve students. The EOPS/CARE and CalWORKs programs held their first annual conference to inspire and empower students who are parents to achieve their academic and career goals (IIB-71). Career and Employment Services also collaborated with counseling to redesign employment and career planning courses to meet the changing needs of our students. Additionally, several DVC student services staff members have participated in implementing a comprehensive Foster Youth Success Initiative (FYSI) program, and the relationship with Independent Living Skills Program (ILSP) has continued to strengthen with campus visits for their youth and visits at their center to help with financial aid matters (IIB-72). The Financial Aid Office offers in-service training to the greater DVC community to facilitate a better campus-wide understanding of funding available to students. This model was well-received, and similar events including more student services are planned in the future (IIB-73).

Enhancing Student Services at SRC
DVC continues to increase student services at the San Ramon Center (SRC), which presently include admissions, counseling and scheduled site visits from financial aid, student life and Disability Support Services (DSS). The Student Life Office has collaborated with the SRC executive dean to hold forums and workshops at the SRC location and works with the Student Services/Instructional Support Coordinator (SSISC) to provide information about campus clubs, student government, and student activities to SRC students, and to set up training for club advisors (IIB-74).

While student services at SRC have traditionally been limited in scope and size, Admissions and Records has recently been reorganized to provide a fuller range of services to students at the campus. The reorganized Admissions and Records area has incorporated other student services as well, such as photo ID, counseling appointments, and management of course rosters, to name a few. The Admissions and Records functions have been broadened to equal the same services that students receive on the Pleasant Hill campus. Other services such as Financial Aid and DSS visits are now being offered at SRC on a limited basis each semester.

To complement its full-time generalist counselor, SRC has also hired a new combination counselor/DSS counselor faculty position that will start in fall, 2008. This position is part of a larger effort to establish a broader and more sustainable extent of services available on the SRC campus for students with disabilities.

Additionally, the executive dean of SRC, in consultation with the vice president of student services, has implemented an additional reorganization. The business services manager position has been converted to a Sr. academic/student services manager position in an effort to provide leadership in the development of a
fuller student services and student life function at SRC. This revised management position will be responsible for both developing new services and programs and increasing collaboration with existing services on the Pleasant Hill campus in efforts to offer additional programs and services at SRC (IIB-75).

**Implementation of Several Online Services**

In addition to centrally locating student services on the DVC campus and improving the quality student services at SRC, the college has also implemented several online services and other technology-based services to better serve students:

- The DVC website provides comprehensive information to all students about the college’s instructional offerings, student services, and policies and procedures, and includes information about navigating through the educational system (IIB-42).
- This past year, the DVC website has been redesigned to make it more user-friendly and to improve accessibility for the visually impaired. Since then, student services websites are being updated on a continual basis to provide students with more accurate and timely information (IIB-76).
- Most of the college’s forms are available online in the following areas and many can be completed and submitted electronically: Admissions and Records, Career and Employment, Counseling, Financial Aid, International Students, Student Life (IIB-76).
- Web Advisor has greatly improved student access to admissions, registration, student accounts, financial aid, grades and transcripts, and assessment test results. More than 90% of students register online or via telephone (IIB-77).
- The DVC online calendar is used by several student services to publicize student events (IIB-78).
- Career and Employment Services staff members assist students to use new online job tools.
- The Transfer Center, the Financial Aid Office, and the Counseling Department have implemented online registration for major events.
- The Counseling Center provides e-advising to students who might have quick questions which require relatively short, straight-forward answers (IIB-79).
- Using late add codes, students can register on Web Advisor until the census date (IIB-80).

**Additional Ways the College is Improving Student Access to Information**

In addition to the online services available to all students, the Financial Aid Office, the Information Center, the Assessment Center and Admissions and Records are open Saturdays at the beginning of the semester. Many services (e.g. Admissions and Records, Counseling, EOPS, Financial Aid, Information Center, Student Life, Transfer Center) are open during the evening, at least Monday through Thursday until 7:00 p.m. throughout the semester (IIB-81).

Aside from online services, the college has many vehicles to provide timely information to students and the campus community. Many programs publish newsletters (IIB-82). The Financial Aid Office makes phone calls to students encouraging them to come into the office to complete the financial aid process (IIB-83). Financial Aid and Transfer have also made presentations and class visits regarding their services (IIB-84).

**Additional Information and Services from Individual Student Services Areas**

The Transfer Center and financial aid staff presented information about paying for transfer education through almost 180 classroom visits reaching nearly 6000 students during the 2005–06 academic years. Because of their success, these classroom presentations continue to be presented by student services staff (IIB-85).
The Transfer Center also disseminates information through Transfer Day with seventy-five colleges attending in fall 2007 CSU Spring Fair, Transfer Conference, and the Transfer Reception, events which are offered through the Transfer Center with collaboration from counseling, international students, financial aid, and other campus groups (IIB-86).

Financial Aid provides Cash for College Workshops held twice a year for DVC students and the community at large, It’s Not Too Late Workshops held twice a year for DVC students and the community at large, and yearly classroom visits in partnership with the Transfer Center, providing financial aid information to approximately 3,500-5,000 students per year (IIB-87).

Disability Support Services (DSS) offers a comprehensive array of services that allows access to the college’s facility and its instructional and student services programs (IIB-88). In addition, the ADA coordinator, buildings and grounds manager, DSS mobility specialist, and DSS manager work closely together to address minor access issues as they arise (e.g. elevator problems, pathways and routes, access parking signage).

The campus as a whole has made concerted efforts to continually improve access to services for students with disabilities. In addition to locating Disability Support Services in the new Student Services Center to make services more accessible to DSS students, the college addresses accommodation and access to services for students with disabilities through software and hardware which is accessible to persons with a variety of disabilities in computer labs throughout the college. The library’s Assistive Technology Room includes a computer station, a closed caption television (CCTV) and provides a quiet location for study. The college also provides a Free Application for Federal Student Aid (FAFSA) in Braille (copy available upon request). In addition, the college has purchased Evacu-Chairs for buildings which have no other form of egress than stairs or elevators. The district has further supported college access by contracting with an outside firm that will update the college’s ADA Transition Plan in 2008.

The EOPS Program provides a comprehensive EOPS new student orientation program offered in a computer lab and co-facilitated by an EOPS counselor and the EOPS Director. The orientation includes an overview of student services, an online career inventory, and EOPS program policies and procedures. An online survey is provided to students, and EOPS staff members provide immediate follow up to students after the orientation session (IIB-89).

The college also provides students with bilingual information, including Financial Aid Handbooks translated to Spanish, Farsi, Vietnamese and Tagalog; (24) and the BOG Fee Waiver and the online application in Spanish (BOG Fee Waiver in Spanish; www.cccapply.org). Additionally, the college has staff members who offer services to students in many languages; for example, the Financial Aid Office provides service in Spanish, Indonesian, Farsi, Tagalog, and Mandarin. DSS and Counseling staff offer services using sign language; Admissions and Records offers services in Spanish, Farsi and Korean (IIB-92).

In addition to the plethora of information sources and services to students outlined above, the college has several activities that are designed to recruit high school students:

- The ETS Program has offered services to its participants at their school of attendance, at community events, on the DVC campus, and at local two-year and four-year college campuses.
- DSS and EOPS each offer “High School Days” to provide exposure to potential DVC students and to help them transition from high school to college. DSS provided this event at the San Ramon Center where this will become a regular event.
• DVC maintains a presence at all high schools in its service area, and has targetted Ygnacio Valley High School, Concord High, and Mt. Diablo High to increase the college’s going rates of at-risk students (IIB-93).

Findings of and Responses to Program Review
DVC student services departments set goals and objectives through a strategic plan in 2003 (IIB-94). The college has improved access by moving many departments into the Student Services Center, where strategic planning has increased collaboration among student service programs. At the conclusion of the 2003-06 Strategic Plan, the decision was made to align student services goals and objectives with the current college Strategic Plan rather than develop a new student services strategic plan (IIB-95).

The small number of students attending classes at the Walnut Creek Center and other off-site locations makes it cost prohibitive to provide student services at those locations; however, students can access necessary services at the nearby Pleasant Hill or San Ramon campuses or online.

Because program reviews and annual updates indicate a need for permanent staff in student services, the college has hired fourteen student services positions from July 2007 to March 2008, illustrating the college’s commitment to essential student services, most notably in Admissions and Records (IIB-96).

After the DSS Program Review indicated that students eligible for note-taking services had not been served in a timely manner, DSS hired a full-time permanent staff person to coordinate this service area, resulting in an increase in the number of students receiving note taking services in a timely manner (IIB-97).

DSS gathered evidence from class evaluations and individual students that indicated that many new students were having difficulty using the online registration system to enroll in classes. The department concluded that DSS/Counseling 105 classes were not working well enough to ensure that students could successfully navigate the registration process. In response to this deficiency, the department initiated a DSS student orientation program that provides assistance to new DSS students with the registration process. By designing the sessions with a hands-on approach and by bringing more support resources together to assist students in a timely manner, the department has witnessed an increase in the number of students who know how to use Web Advisor. DSS has also developed student-learning outcomes and used these to evaluate the DSS orientation program (IIB-98).

In addition, the 2003 student satisfaction survey indicated that some DSS students were not satisfied with DSS testing services. The department researched the problem, collaboratively designed solutions, and implemented changes to the program. The students’ key areas of concern were the testing location and understanding the policies and procedures associated with DSS test taking. As a result, the department established a new physical location for the service and developed a DSS Testing Service Contract to ensure that students more clearly understand the policies and procedures governing the service. The department will use information from follow-up surveys to evaluate the effectiveness of these changes (IIB-99).

Additional strategies related to this standard can be found in the College Improvement Plan.

Planning Agenda
The college is in compliance with this standard.
Evidence

IIB-42  www.dvc.edu
IIB-69  Program reviews, 2007-08
IIB-70  DVC Educational Master Plan, 2007-17
IIB-71  Rejuvenate Conference-EOPS/CARE/CalWORKs
IIB-72  Foster youth flyer-financial aid
IIB-73  Financial aid staff development workshops
IIB-74  SRC advisor orientation
IIB-75  Academic student services manager job description
IIB-76  www.dvc.edu/studentservices
IIB-77  Student services program review 2004, admissions and records
IIB-78  www.dvc.edu/calendar
IIB-79  www.dvc.edu/counseling/e-mail.htm
IIB-80  www.dvc.edu/admissions/late_add_codes.htm
IIB-81  Student services office hours
IIB-82  Student services newsletters
IIB-83  Financial aid phone surveys
IIB-84  Student services presentations and class visits
IIB-85  Student services program review, 2005-06
IIB-86  Transfer Center events
IIB-87  Financial aid events
IIB-88  Manual @www.dvc.edu/DSS/faculty_staff_handbook/
IIB-89  EOPS orientation
IIB-90  Bi-lingual financial aid handbook information
IIB-91  BOG fee waiver in Spanish; www.cccapply.org
IIB-92  Bi-lingual staff and locations
IIB-93  Outreach events
IIB-94  Student Services Strategic Plan
IIB-95  Program Review Committee recommendations, 2006-07
IIB-96  List of student services hires
IIB-97  DSS note taking
IIB-98  DSS orientation
IIB-99  DSS testing survey

II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all its students.

Descriptive Summary
DVC provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all students.

Self Evaluation
Fostering Student Leadership and Involvement in Campus Life
Student involvement in campus life and college decision-making is a key value at Diablo Valley College. The student government body, the Associated Students of Diablo Valley College (ASDVC), is a vibrant organization that takes the lead on many student initiatives. The campus provides many opportunities for students’ development outside of the classroom.

During the 2002-03 academic year, the Student Union Coordinator structured leadership training, and developed educational opportunities for students to be effective in their roles as leaders. These trainings included information about personal and civic responsibility. Since that time, the Student Union Coordinator has provided leadership and training for Associated Students, club leaders, and the general student population
through workshops, retreats, and other activities (IIB-100).

Students sit on many shared governance college committees including the Planning Council, Leadership Council, Instructional Council, Faculty Senate Curriculum Committee, and Faculty Senate Student Services Committee (IIB-101). Additionally, students have played a critical role in the development of the new student code of conduct and the academic dishonesty policy (IIB-102) and have also been an integral part of the student services accreditation self-study. Changes were made in the Student Code of Conduct as a result of the unauthorized grade change disciplinary process.

A central part of DVC’s mission to encourage civic responsibility includes Constitution Day. With the passage of P L108-447, the “Consolidated Appropriations Act, 2005,” language was included in Section 111b of Division J which required that “[e]ach educational institution that receives Federal funds for a fiscal year shall hold an educational program on the United States Constitution on September 17 of such year for the students served by the educational institution...” Consistent with the requirements of the federal law, the Student Life Office at DVC has hosted Brown Bag Lectures each fall on appropriate and relevant Constitutional topics, such as inviting the ACLU to lead a discussion of the Patriot Act (2005) when it was up for re-authorization, and to call attention to important provisions in the Bill of Rights (2007). The Student Life Office has also invited one of DVC’s drama instructors to lead a discussion about political rhetoric and the elections process (IIB-103).

Since the last accreditation, the Student Life Office has additionally hosted presentations by the League of Women Voters on pros and cons of various initiatives on the ballots each election year. Each year the Student Life office spearheads a voter registration campaign and workshops are held to inform students about issues on upcoming elections (IIB-104).

The college also developed a student ambassador program in spring 2008 (IIB-105). Through the training and orientation process, students learn about campus resources and help serve students from underserved populations, learn personal responsibility, acquire public speaking skills, and discover the value of committee involvement.

**Encouraging Student Volunteerism and Professional Development**

In addition to encouraging and training students to take an active role in the college, student services also encourage volunteerism and career exploration. The DVC Career and Employment Services, for instance, filled almost 200 volunteer positions in 2006-07. Volunteer opportunities are available through the college’s online job search engine “MonsterTrak.” Career and Employment Services also provide resources for students’ professional development and offer workshops and programs in collaboration with our off-campus partners (IIB-106).

**Developing Aesthetic Appreciation and Intellectual and Personal Development**

To enhance students’ college experience in developing an aesthetic appreciation, DVC provides activities through its art, drama and music departments which put on concerts, plays and gallery exhibits, such as Piano Concert Series, DVC Chamber Ensembles, DVC String Ensemble Concert, DVC Guitar Ensemble, DVC Philharmonic Concert, Theatre Insights-USA Culture, Student Art Show events (IIB-107). In addition, the library frequently features art and artifact collections (IIB-108), and student artwork is also displayed across campus.

Intellectual and personal development is encouraged through the curriculum at DVC and is reflected in student learning outcomes from various departments and programs (IIB-109). Learning communities such as Puente (a program focusing on Hispanic experience), and
Ujima (a program focusing on the African-American experience) assist students in developing college success strategies and prepare them for graduation and transfer while helping foster a sense of appreciation for one’s self and one’s heritage/culture (IIB-110). The college also provides Brown Bag Series lectures and College Success Workshops and discussions (IIB-111). The EOPS Summer Institute is an additional learning community that provides a college-readiness program for recent high school graduates and/or rising high school juniors and seniors.

The Educational Talent Search (ETS) summer program has developed into a six-week academic enrichment program focusing on math (pre-algebra, algebra, geometry, advanced algebra), English (writing and grammar) and computer software applications, also providing students with an opportunity to learn more about the college process. For instance, in 2006, ETS sponsored the Junior College Readiness Program designed to introduce high school students to the college admissions and financial aid process during the summer after their junior year (IIB-112).

Support Services for Students Outside the Academic Realm

While academic support is central to DVC, the college understands the importance of and provides services for students outside the academic realm. International Students Admissions and Services is a strong supporter of the International Student Club and provides students with assistance beyond academic needs. The presence of international students on campus also offers our domestic students excellent opportunities to dispel myths and stereotypes about the cultures from which the foreign visa (F-1) students originate.

The college also has a weekly support group through the EOPS/CARE and CalWORKs programs (IIB-113). In addition, the EOPS program has developed and implemented an intervention program called EOPS Alert Status for students who are not fulfilling their EOPS semester requirements or mutual responsibility contracts. The program has piloted a revised progress report process that encourages students to build a relationship with their instructors. The progress report had two full pilot semesters, a process that was encouraged but not required. While 70 students completed the first pilot progress report, 200 students completed the second semester pilot progress report. For the same purposes of supporting student success, the EOPS office developed the EOPS Progress Report process to encourage academic responsibility and developed a comprehensive student leadership program for the EOPS Peer Advisors for which an EOPS counselor provides support and monthly meetings (IIB-114).

To assist students in becoming fiscally responsible, the Financial Aid Office implemented the Loan Default Prevention and Intervention Plan. To date, there are only 11 DVC students in default, and the number of students borrowing at the community college level has decreased from 242 borrowers in 2000-01 to 169 borrowers in 2006-07. Additionally, the college has implemented loan limits that disallow the approval of Stafford Loans if a student has current loan debt in the amount of $10,000 or above. DVC’s current default rate is 7.5%, down from 10.8% (IIB-115).

To reduce the number of students who had been placed on financial aid probation or suspension, the Financial Aid Office developed and implemented the Financial Aid Retention Program in fall 2007, resulting in a 50.6% decrease in the number of students placed on financial aid suspension (IIB-116).

In an effort to assist in the discussion of the development and future implementation of an institutionalized Retention Program, the Financial Aid Office hosted an Online Retention Seminar and the Edfund “Road to Retention” as Staff Development opportunities for all constituencies in April and May, 2008 respectively.
The college has also worked on helping welfare-to-work students both understand their responsibilities and advocate for themselves. The CalWORKs program has incorporated increased understanding of civic responsibility (rights and responsibilities of welfare-to-work legislation) as one of its SLOs. Results from evaluation of a workshop for CalWORKs and CARE students regarding college attendance by Temporary Assistance for Needy Families (TANF) recipients indicate students have a better understanding of these rights and responsibilities. In addition, results from the analysis of SLO outcomes from the CalWORKs Program for 2006-07 indicate an increase in students’ self-perception of their ability to advocate for themselves with the county department of social services (IIB-117).

Finally, because teaching community ethics and values is an important part of DVC’s mission, the dean of student life presents regular FLEX workshops for faculty about responding to academic dishonesty (IIB-118).

Improving the Associated Students Infrastructure and Student Participation

It became clear through observation of student government meetings and student feedback in 2002-03 that students involved in ASDVC lacked clear goals, purpose, organization skills, cohesiveness, and full participation. As a result, the Student Union coordinator began working with the Associated Students to improve their infrastructure. The ASDVC orientation and training retreats, implemented in fall 2004, have been very successful in educating students on their rights and responsibilities in participatory governance and decision-making (IIB-119). In addition, Psychology 155H, The Psychology of Student Leadership Development, was offered on an experimental basis in 2006-07. Although evaluations from students who participated in the course were very positive, due to concerns about future departmental sponsorship and low enrollments, Student Life is exploring modifications and options for offering leadership development and education at this time (IIB-120).

To address low student participation in college and district committees, the ASDVC constitution now mandates that its members participate in the shared college committees, and the Student Life Office has actively recruited students to serve on college and district committees such as Leadership Council, Planning Council, Compressed Calendar Task Force, Curriculum Committee and many more. In fall 2007 the Student Union coordinator and the dean of student life participated in a Technical Workshop on Participatory Governance co-sponsored by the Faculty and Classified Senates and shared the information with students at the ASDVC retreat (IIB-121).

Evidence of increased student participation includes robust activity in the Inter Club Council (ICC), which went from holding monthly meetings in 2002-03, to holding bi-weekly meetings in 2003-04, to holding weekly meetings in 2004-05. In 2005, the ICC developed and gained approval for the first ICC Code, which provided infrastructure for the ICC, outlined requirements for campus clubs, and created an accountability system for the clubs and the ICC. In 2006, the ICC also created a Financial Code. The number of clubs has grown from approximately thirty in 2002 to over fifty in 2007 (IIB-122).

Planning Agenda

The college is in compliance with this standard.

Evidence

IIB-100 Student leadership
IIB-101 ASDVC college committee assignments
IIB-102 Student Code of Conduct with proposed revisions
II.B.3.c. The institution designs, maintains and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary
DVC designs, maintains and evaluates counseling and academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Self Evaluation
Historically, at DVC full-time professional counselors who are generalists trained to provide the full range of counseling services (transfer, career/technical, workforce development, basic skills) and short-term personal/crisis counseling have fulfilled the counseling and advising function. Since our last accreditation self-study one generalist counselor and four specialist counselors (for the targeted populations of athletes, EOPS, International and DSS students) were hired.

Counseling faculty members also teach courses in Orientation to College, Student Success, Ensuring Transfer Success, and a range of career classes. In the last three years, counseling and career development courses have been consolidated and redesigned as career courses, specifically Career and Life Planning and 4 short-term modular courses (IIB-124).

The counseling department and staff evaluate counseling services through the college program review process, which includes a comprehensive program review every three years and annual updates (IIB-9).

A DVC counselor provides drop-in career counseling in the Career and Employment Services Center for two hours per week, an extremely
popular service which often has more students waiting than can be accommodated (IIB-125). Counseling faculty meet for training on a weekly basis to share updates on articulation agreements, as well as other vital information necessary for the accurate advising of students and regularly invite liaisons from other programs and departments on campus to participate at these training and information sessions. Counseling will use a training program implemented by an experienced counselor in the 2007-08 academic year for newly hired part-time counselors who have been added to the counseling pool (IIB-126).

The counseling department, in collaboration with the Faculty Senate Student Services Committee and the dean of student life, developed an Academic Standards protocol in 2004. This resulted in the development of a new course to resolve students’ probation status (COUNS 075-A) and more consistent referrals to other counseling classes (CARER 110, COUNS 120 and 130), or enrollment limitations in response to appeals of dismissal (IIB-127).

Complementing the services of the counseling department, DSS provides instruction, counseling, and other services designed to increase access to college instructional programs for individuals with disabilities. Services include specialized instruction, adaptive equipment, mobility assistance, sign language interpreting, note taking, textbooks and course materials in alternative formats, testing accommodations, educational counseling and planning and priority registration.

The International Student Admissions and Services (ISAS) office through United States Citizenship and Immigration Services updates and the National Association of Foreign Student Advisors and Partnership for Immigration and Educational Resources maintains up to date information for advising purposes. The ISAS office is closely involved in training counselors regarding issues that pertain solely to F-1 students and which affect their academic programs.

The Transfer Center assists students in the transfer process, including timely completion and submission of necessary college forms and applications in paper and electronic formats.

Responses to Student Concerns
Responses from DVC Student Leadership groups indicated that there was a need for more counseling appointments, particularly at the beginning of the semester, in the evenings, and on weekends (IIB-128). Students expressed frustration with a lack of response from counselors to their emails. Students are encouraged to seek counseling appointments through email blasts during the middle of the term when counseling appointments are more available.

Students also suggested that counselors should receive more training regarding other programs on campus such as EOPS, tutoring and Career and Employment Services. During this past year, the counselors have invited both academic and support services to their department meetings for updates and information.

The 2004 ACT survey also indicated students had difficulty in getting counseling appointments (IIB-129). In response to student concerns in this area, the college hired four counselors: two full-time generalist counselors at the Pleasant Hill campus, one full-time DSS counselor at the Pleasant Hill campus, and one combination (generalist/DSS) at the San Ramon campus.

Constituents across the campus vigorously collaborated to develop a new Academic Standards Protocol in 2004, which was followed by a decline in student dismissals during the next two years. However, in 2006-07, student dismissals started to creep up again (IIB-130). In January 2008, representatives of counseling and student services management began a series of meetings to consider revisions to the protocol to modify as needed to reduce dismissals. The DVC Research and Planning Office has also agreed to do a study of the students on probation and dismissal to look for patterns and trends in the
data, which could enhance these discussions and improve the effectiveness of our interventions.

Planning Agenda

*The college is in compliance with this standard.*

Evidence

IIB-9  Student Services program review 2003-07
IIB-124  www.dvc.edu/catalog/ pgs.116-117
IIB-125  Career Center drop-in counseling
IIB-126  Adjunct counselor’s training
IIB-127  Interventions with students on probation and dismissal
IIB-128  Accreditation notes
IIB-129  2004 ACT survey
IIB-130  Academic standards statistics, 2002-07

II.B.3.d. The institution designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary

DVC designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity.

Self Evaluation

Diversity has long been a value of the college (IIB-131). Under the commitment of new leadership, college staff members are currently participating in the District Equal Employment Opportunity Committee (EEOC) as it develops the new district EEOC plan, a process which will give the college and the diversity committee greater direction. To support the college’s ongoing commitment to enhanced understanding and appreciation of diversity, the college has a strong Puente Program and has piloted the Ujima Program in 2005-07. In addition, the college sponsored the first Umoja Conference, and the Ujima Work Team is becoming involved with the statewide organization. Programs such as EOPS, DSS, CalWORKs, Financial Aid, and the Transfer Center also provide support services for a population that tends to be diverse.

To serve the needs of bilingual students, several offices employ bilingual staff and provide bilingual material.

Student government and student clubs on campus additionally represent many diverse groups and lead the way on campus for providing a wide array of multicultural activities on campus.

Student clubs on campus offer students many opportunities to learn about the richness of our diverse college community through various events. For example, the Latino Student Alliance sponsors an annual Cinco de Mayo celebration, the International Club held a week-long observance of International Week, and the Queer-Straight Alliance held a day-long vigil on the campus quad for Day of Silence. Student organizations have also sponsored events such as Black History Month, Women’s History Month and Poverty and Hunger Awareness Month. Lectures on diversity-focused topics are also provided by the Brown Bag Lectures series (IIB-132).

The Inter-Club Council, whose mission is to “create an inclusive multi-racial, multicultural and multilingual climate within the student organization program at DVC,” is made up of a representative from each campus club. The number of clubs has grown to 54 as of fall 2007 and is a very diverse group (IIB-133).

The ISAS office admits and supports international students who bring another kind of diversity to the campus, one that complements the diversities represented by ethnic minorities in the US, especially given the global nature of economics, communication, and the strong
influence of other factors such as religion in current world affairs.

DVC currently offers over forty courses that fulfill the multi-cultural requirement (IIB-134). The college also offers activities such as the Ethnic Story-Telling Festival which showcases folklore from a myriad of cultures, is enthusiastically attended and has become an annual tradition (IIB-135).

The DVC Student Equity Plan was revised in 2004 and outlines plans to address the issues raised in the executive summary. As a result of the college’s strategic plan, the educational master plan and recommendations in the Student Equity Plan, the Ujima Program has been funded by the Basic Skills Initiative (IIB-136).

Student leaders express concern about the lack of diversity of faculty and staff and would like more classes that focus on various ethnic and minority groups (IIB-128). According to data presented in the DVC Educational Master Plan 2006-11, DVC is only slightly below the state community college average in ethnic diversity of faculty, but is falling behind in terms of percentage of representation compared to the college’s changing student population. ACT results for both 2004 and 2007 indicate that students are satisfied with racial harmony on campus (IIB-129).

While the college diversity committee has been inactive for several years, the Leadership Council is considering a new and more meaningful charge this term.

Although individual efforts of faculty, staff and students are visible and appreciated, a more organized effort will have a greater impact when the college diversity committee is revitalized.

Additional strategies related to this standard can be found in the College Improvement Plan.

Planning Agenda

The college is in partial compliance with this standard.

Additional plans include:

- Re-establish College Diversity Committee with an updated charge;
- Begin implementation of E.2, 2006-11 Strategic Plan:
  E.2. Diversity Human Resources “…the college will develop an effective process for responding to the increasing diversity of the student body, ensuring that faculty and staff reflect the diversity of our students and community, and creating a campus climate of tolerance and understanding.”

Evidence

IIB-128 Accreditation notes
IIB-129 2004 ACT survey
IIB-131 DVC Strategic Plan, 2006-11 p. 18, mission statement
IIB-132 ASDVC/Club sponsored diversity activities
IIB-133 Inter-Club Council
IIB-134 www.dvc.edu/catalog p. 66
IIB-135 Ethnic storytelling flyer
IIB-136 Student Equity Plan; DVC Strategic Plan 2006-11; Ujima basic skills funding; DVC Educational Master Plan, 2007-17
II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

**Descriptive Summary**
DVC regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

**Self Evaluation**
The assessment component is critical to the accurate placement of students into the college’s curricula. Student placement must be accomplished with an approved test instrument and appropriate multiple measures. All validation studies for the college’s assessment instruments are up to date as follows (IIB-137):

- English – full approval until 2012
- Math – full approval until 2012
- CELSA – full approval until 2011
- Chemistry – full approval until 2010

Multiple measures have been incorporated in the scoring process for math placement and include:

- High school GPA (math placement)
- Highest level math class (math placement)
- Grade in the last math class (math placement)
- Length of time since last math class (math placement)
- Last chemistry class (chemistry placement)
- Grade in last chemistry (chemistry placement)

Regarding English placement, counselors may use a list of agreed upon measures that when combined with the score on the assessment test, may change the recommendation that students receive. The measures include:

- Grade point average in high school English courses
- Type of English courses taken
- Score on AP exam
- Type of work/amount of individual reading and writing done on job
- Other

The English department acknowledges the process needs revision in order to meet the requirements of the System Office and as of spring 2008 is revising the process in order to meet the requirements. The Dean of Enrollment Services is working with faculty in the English Department to develop and implement multiple measures for English placement to become effective in all placement recommendations prior to spring 2009 registration.

The instruments used for placement are listed below:

**Reading and Writing Assessment**
English Prompt “A Moral for Any Age”

**Math- CSU/UC Mathematics Diagnostic Testing Project (MDPT)**
- Algebra Readiness Test- AR50/86, test type 0715086
- Elementary Algebra Diagnostic Test- EA50C86, test type 0335086
- Intermediate Algebra Diagnostic Test- IA45C86, test type 0234586
- Precalculus Diagnostic Test - PC40C86, test type 0134086

**Chemistry Diagnostic**
- California Chemistry Diagnostic Test, CDTP 88C

**Combined English Language Skills Assessment (CELSA)**
- English Language Skills Assessment, Form 1

The California Community College System Office has approved all assessment instruments used to recommend placement in math, English, ESL and chemistry courses at DVC (IIB-137).
In addition to assessment instruments administered through the Assessment Center, the international students admissions and services office is responsible for ensuring that English proficiency measures evaluate the students’ potential for success. The office is also responsible for ensuring the validity of exams and replacing them if there is evidence that the test has been compromised. The effectiveness of the admissions English proficiency tools can be seen through the high success and retention rates of international students at DVC.

In summer 2007, Educational Talent Search restructured the method and instrument used to assess the academic progress of students enrolled in the Summer Academic Enrichment Program. Curriculum for the summer program is now guided by specific California content standards in the subject area (IIB-138).

While math will be transitioning to computerized assessment over the next 18 months, which will provide students with instant feedback, English continues to use a home-grown reading and writing assessment.

**Planning Agenda**

*The college is in compliance with this standard.*

**Evidence**

IIB-137 Assessment instruments

IIB-138 Summer academic enrichment program 2007

| II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records. |
| Descriptive Summary |
| DVC maintains student records permanently, securely, and confidentially, with provision for secure backup of all files regardless of the form in which those files are maintained. DVC publishes and follows established policies for release of student records. DVC and the district have made every effort to assure that student records are secure, that all policies regarding release of student records are followed, and that all student services areas are storing records in compliance with state law and district policy. |

**Self Evaluation**

The procedures to secure student records at Diablo Valley College are specified below:

All student records since 1997 have been electronically imported into Datatel Colleague. They have been manually reviewed and validated for accuracy. Procedures have been created for any inactive students, whose records are in the Legacy system, whenever a student submits an application as a returning student, requests a transcript, or requests any other certification or verification. Records are reviewed for accuracy as a component of the degree audit implementation which began January 2003. The admissions and records office has created procedures to ensure consistency that includes verification of records for data integrity and accuracy. The office has created a system of internal transcript coding to ensure student transcripts are completed and that all sources have been checked and verified. A procedural manual was developed in 2005 and is located in the admissions and
records office. As processes are updated, staff is trained on the protocols (IIB-139).

Prior to 2003, the admissions and records office maintained student records by providing secure and confidential backup for these records on microfiche, microfilm, and on CDs. These records are also secured in a vault on the Diablo Valley College campus. With the transition from the Legacy system to Datatel, it is no longer necessary to employ those numerous media. Faculty now record their students’ grades directly into the Datatel system where the records are maintained (IIB-140). The district is responsible for the Datatel system and maintains backup of student files.

Educational Talent Search (ETS) maintains student records for three years after each grant cycle in accordance with the Education Department General Administrative Regulations (ED-GAR) 34 CFR Part 74.53. Since 1999, electronic student records entered in the Blumen Database have been maintained securely and backed-up confidentially by tape on the DVC server.

The ISAS office maintains student records in accordance with regulations at 8 C.F.R. 214.3(g) (IIB-139). All of these records are kept either electronically or in hard copy. Scanned images are maintained for five years, longer than the one year required by law.

The law requires that the CalWORKs program maintain student files, including students’ social security numbers in order to coordinate with the county department of social services. This information is kept in a locked cabinet. All data base records do not include social security numbers, and the files are kept in a restricted shared drive.

Subsequent to the reorganization and move of career and employment services, old paper records with identifying information were shredded. More recent records are kept locked in a secure storage area.

The counseling center maintains student counseling files and folders securely and with confidentiality. Files and folders are secured electronically (with firewalls, required log-in names/password) and through locked rooms/cabinets. Campus disciplinary and academic standards files are also kept in locked file cabinets and in the student life office.

The Transfer Center is responsible for maintaining and maintaining records of student transfer agreements with certain 4-year universities. Hard copies of the transfer agreements are stored in a locked room in the counseling building for three years and then shredded.

Federal, state and local agencies require that student financial aid records be retained up to three years. As of the 2005 academic year, student records are being scanned and filed electronically, and one year of paper records are kept as current back-up. The DVC document imaging records are also maintained in back-up files at the district office. The financial aid office has implemented the procedure as mandated by the Department of Education’s Family Educational Rights and Privacy Act (FERPA) requiring that students complete a Release of Information form and submit a picture ID for all designees of the student who the student allows to access the student’s financial aid records.

Prior to 2003, the DVC admissions and records office maintained student records by providing secure and confidential backup of these records on microfiche, microfilm, and on CDs. These records are also secured in a vault on the Diablo Valley College campus. With the transition from the Legacy system to Datatel, it is no longer necessary to backup the records on microfiche, microfilm, and on CDs. Faculty members now record their students’ grades directly into the Datatel system where the records are maintained (IIB-140). The district is responsible for the Datatel system backup (IIB-141) and maintains backup of student files.

DVC has been proactively responding to a highly publicized and serious unauthorized
grade issue since 2006. The college discovered the breach in security in February, 2006 when a dean notified the college that he had received a tip from a student about grades being exchanged for money. Within 24 hours, the college notified the District Office, which subsequently contacted District Police Services, who immediately began investigating this criminal act. The college immediately limited the number of employees who had access and the ability to change grades to protect the integrity of the institution. The administration simultaneously initiated its own intensive internal investigation of process and procedures, having the district auditor review all grade changes back to the year 2000. (The college averages 21,000 students a year.) After a meticulous search of thousands of computerized and paper records, the auditor discovered that approximately 64 students appeared to have been involved in unauthorized grade changes. Since the initial exhaustive investigation, the number of students involved dropped to 54, accounting for 346 unauthorized grade changes (IIB-142).

- The grades of the 54 students have been changed back to the original grades awarded by the respective instructors, and a note has been placed on the transcript indicating “unauthorized grade corrected.”

- Letters were sent to colleges or other institutions where falsified transcripts had been sent indicating that some grades were unauthorized and enclosing corrected transcripts (IIB-143).

- Earned degrees, certificates of achievement, and general education certifications were rescinded where unauthorized grades were used to secure those degrees and certificates.

- Letters were sent to the presidents of the following: all California Community Colleges, all University of California and CSU campuses and private colleges that are most popular with our students, indicating that we had completed our process and all affected transcripts had been corrected. Letters were also sent to the high school principals in our community (IIB-144).

- All students who were involved in this incident were suspended. Leaders of the security breach were prosecuted through the judicial system and have been suspended and blocked from future enrollment per DVC Student Code of Conduct process.

- Information was provided to the Contra Costa Times and other newspapers to inform the community about the measures DVC was taking and about the ramifications of these illegal activities and was resolving the issue with expediency (IIB-145).

- Letters were sent to community members from the President of the Contra Costa Community College Board to inform them of the actions that were taken and to reassure them that we were dealing with this issue and to remind them of the fine reputation of the college and our commitment to our students and community (IIB-146).

In response to the internal investigation, the college took the following steps which are documented in Accreditation Binder #1 in the team room:

- During the course of the investigation, the college determined that there were too many district full-time and hourly employees both in and outside of the admissions and records office who had the ability and access to change grades. Access was immediately restricted to 11 full-time regular district employees, and then later reduced to seven full-time district employees. Currently DVC has three employees who have access: two lead admissions and records assistants and one senior admissions and records assistant.
• The faculty was given access to their respective grade rosters from spring 2000 forward in order to verify the integrity of the grades they had administered (IIB-147).

• Procedures have been developed to notify instructors immediately and directly any time a grade in his/her class is changed (IIB-148). Recently revised grade policies are Board Policy 4005, adopted 08.27.1997, and Curriculum and Instruction Procedure 4005 (IIB-149).

• District monthly grade change reports were developed beginning July 2007, and directors of Admissions and Records can now easily view all grade changes at a glance and question any unusual activity.

• A district-wide task force was established in fall 2007 to review district processes and make recommendations to the chancellor based on the accreditation visit to DVC that occurred July, 2007 (IIB-150). In January 2008, Chancellor’s Cabinet received the recommendations. In spring 2008, implementations were made at the college level.

In May 2007 ACCJC requested the college provide information regarding the breach in security of its student academic records and transcripts. The college responded with a written report on May 31, 2007. The report was accepted by the Commission in June 2007 (IIB-151) with the requirement that a Special Team Visit be conducted on July 30, 2007 to do an additional evaluation (IIB-152)

In preparation for the July 30, 2007 Special Team Visit, documents were prepared at the request of ACCJC and are available in the Team Room (Accreditation Binder #1).

The July 2007 visit resulted in nine recommendations (IIB-153) which have been addressed by the college and reported to the commission (IIB-154). An accreditation binder addressing these recommendations is available in the Team Room (Accreditation Binder #2). The commission also requested an additional special visit on April 4, 2008 (IIB-155). The formal response from the April 4 visit is pending the Commission June 2008 meeting and any further recommendations will be addressed.

College and district employees responded immediately and with urgency to address the serious issues related to the unauthorized grade changes. As a result of the careful scrutiny of processes, positive changes have been recommended and implemented to secure the records of the college.

Planning Agenda
The college will address any recommendations received in the ACCJC June 2008 report as a result of the April 4, 2008 Special Team Visit.

Evidence
IIB-139 Procedures manual
IIB-140 Recording grades
IIB-141 System backup
IIB-142 Board presentation May 30, 2007
IIB-143 Letter re: corrected transcripts
IIB-144 Letters
IIB-145 Press release
IIB-146 CCCCD Governing Board correspondence to community
IIB-147 Prior rosters available
IIB-148 Student Services Procedure 3028
IIB-149 CCCCD Governing Board Policy 4005; CI4005
IIB-150 CCCCD cross-constituency solutions task force
IIB-151 Letter of 6.29.07
IIB-152 Notification of 7.30.07 special visit
IIB-153 Recommendations from 7.30.07 special visit
IIB-154  ACCJC request for March 2008 special report; 3.14.08 report to Commission
IIB-155  Notification of 04.04.08 special visit

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

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

Self Evaluation
In 2002, student services managers began discussing the development of a strategic plan for student services. By 2003 the plan had been completed, published, and shared with the college. The Student Services Strategic Plan was designed to cover the years 2003-06 and included general mission and values statements for all DVC student services and general student services goals. Each unit’s mission statement was developed, and activities were designed to meet the general goals. The goal of the strategic plan was to assess the quality of student services and develop strategies to improve them. By using the plan in annual reviews, the student services managers were able to assess and improve the quality of their services (IIB-156). In 2006, student services managers elected not to write another student services strategic plan but to develop activities related to student services that are in the college strategic plan (IIB-157).

While the DVC student services strategic plan was useful in combining efforts for collaboration, physically centralizing many services and planning the new student services building, from now on the units will develop goals and objectives according to the college strategic plan and the educational master plan, as these documents are now more inclusive of student services missions.

In 2003 all student services managers worked together and the vice president worked with the faculty to develop program review instruments (IIB-158). Because it had been ten years since the last student services program reviews, all student services units were asked to complete a comprehensive review and all but two (Information Center/Relations with Schools and San Ramon Center) did. The Information Center completed its comprehensive review in spring 2007. A three-year program review cycle, with approximately one-third of the units undergoing a comprehensive review every third year, began in the 2007-08 academic year. Annual reviews take place in the interim years. Annual program review updates and summaries are shared with the Planning Council and Budget Committee (IIB-159, 160, 161).

The System Office requires that the categorical student service programs (DSS, EOPS, Matriculation, CalWORKs, and Transfer Center) submit information to them regarding the progress of their programs. DVC completed its review in spring 2007 (IIB-162).

Student services units are fully participating in the program review and student learning outcomes processes. Many SLOs are on their third review and revision (IIB-163). Several units have already implemented changes and are reporting improved services to students. Programs that have implemented changes based on results from the SLO assessment process include Financial Aid, EOPS/CARE, and International Students.

In 2007-08, one of the primary tasks of the Institutional Effectiveness Coordinator was to meet
with the student support managers and staff members to offer SLO support and to review the assessment process they had used previously, with the intent of strengthening the SLO assessment process. Discussions took place regarding the effectiveness of the processes used, improving assessment methods/tools and examining other options, and encouraging student service units to work with colleagues to develop efficient and effective outcomes and methods that span more than one service area and that will benefit multiple programs.

The Institutional Effectiveness Coordinator has been instrumental in sharing information about what various programs have been doing with SLOs through the SLO Newsletter, meetings with student services managers and an Annual Report to the Instructional Council (IIB-164).

All student services program managers have been working with the Instructional Effectiveness coordinator to modify the SLOs for the second or third cycle with CalWORKs student learning outcomes being noted as a best practice in the 2007-008 program plan submitted to the System Office (IIB-165).

Planning Agenda

The college is in compliance with this standard.

Evidence

IIB-156 Student Services Strategic Plan and annual reports
IIB-157 DVC Strategic Plan, 2006-11
IIB-158 Program Review templates
IIB-159 Student Services program review 2003-2007
IIB-160 Planning Council agenda
IIB-161 Program review cycle
IIB-162 Chancellor’s Office categorical program self study

IIB-163 SLOs
IIB-164 SLO information
IIB-165 CalWORKs exemplary SLO, 2007-08 feedback letter

Standard II.C Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Descriptive Summary

DVC supports the quality of instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.
Self Evaluation

Library

The DVC Library’s mission is to provide a student-centered learning environment with quality library and information services and resources. The library supports academic excellence by providing intellectual, physical, and electronic access to information, ideas, and services for a diverse community. The library encourages and facilitates information competency, critical thinking, intellectual independence, and lifelong learning. (IIC-1, 2)

The library supports student learning by providing a physical space conducive to study, research, collaboration, and reflection; equal access to information; and assistance, training, and instruction to make effective use of information resources. Services and resources address the full spectrum of student abilities: those underprepared for college work, those speaking English as a second language, or those digital/Web natives who are already quite able to interact in an online environment. The mission is aligned with the following college strategic goals:

A. Becoming a Learning College
   A.1 Assess SLOs
   A.2 Enhance Student Success
   A.3 Improve the Progress of At-Risk Students
   A.5 Expand the Modes of Delivery
B. Realizing the Potential of All Students, Demonstrating Institutional Learning and Effectiveness
   B.1 Improve School Outreach
   B.2 Strengthen Enrollment Management
   B.4 Strengthen Services to Under-represented Groups
   B.5. Create and Implement New Retention Strategies
   B.6. Engage Students in College Activities
F. Strengthening College Communication
   F.1. Exchange of Information among Constituents
   F3. Enhance Effective Communication with Students

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 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.

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, at the Walnut Creek Center 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 website (IIC-3). The virtual library provides access to the library catalogs of all three CCCCD library collections; to e-books, full-text articles, e-handouts and research guides; to electronic full-text databases; to Web links to resources; and to general information about the library. The San Ramon Campus, in addition to the resources provided by the Pleasant Hill campus, also has a joint use agreement with the Contra Costa County library located next to the San Ramon Campus.

The technical services, which acquire, maintain and make available the information resources utilized in the services mentioned above, include access technologies, acquisitions, cataloging, circulation and reserves, interlibrary loan, database management, and management of the library automation system shared by the 3 district libraries.

The library’s Annual Report reports longitudinal tracking of the consistently high demand for library services available to students and faculty (IIC-4). In fact, during 2006-07,
• 379,929 visitors took advantage of the breadth of services and learning opportunities available;
• Over 17,350 students used group study rooms;
• 60,000 hours of Information Commons PC use was logged;
• 21,230 reference questions were answered;
• 151 course-related, instructor-requested workshops were taught to 4,161 students;
• 660 students completed LS 121 (an online and hybrid course on information literacy skills);
• The number of certificates awarded in our career/technical education program doubled in five years;
• 165,287 full-text articles were retrieved from over 251,214 searches;
• 5,510 e-books were used; and
• 31,245 print volumes and 6,737 periodicals were circulated or used in the library last year.

Librarians meet weekly with the dean to collaborate about library operations, services, and collection development. The dean meets monthly with the classified library staff to discuss activities and issues related to circulation, serials, and acquisitions. An all-staff meeting kicks off the beginning of each semester and decision logs of these meetings are kept and shared with all staff. Impromptu meetings are also called as needs and initiatives arise. Librarians and the dean are members of the DVC Technology Committee, the Curriculum Committee, and the Faculty Senate Council and are advisors to various student clubs. The library progress is reported in the regular cycle of program review, the every-two-year cycle of the vocational, Library and Information Technology (LIT) program review. Annual goals are in alignment with the priorities set by the college strategic planning (IIC-2, 5)

In 2004 and again in 2006, 90% and 89% respectively of students completing the Library Student Satisfaction Survey reported a high degree of satisfaction with the overall quality of services (IIC-6). Highest satisfaction ratings were given to the overall quality of the services received, to the library’s contribution to overall college success, and to staff helpfulness. The 2004 ACT Student Satisfaction Survey results, as summarized by the college’s research department, showed the top rated services to be library and learning resources services, computer services and college-sponsored tutorial services (IIC-7). Again in 2007, the ACT Student Satisfaction Survey rated satisfaction with 20 college services, the top ratings going to (IIC-8):

#1 Library with an average of 4.23 out of 5 points
#2 Computer Services with 4.21 out of 5 points
#4 Tutoring Services with 4.1 out of 5 points.

In the 2007 College-wide Faculty and Staff Survey, 84.4% of those with an opinion report agreeing or strongly agreeing that library services are adequate to support my curricular needs (IIC-9).

In the past five years, while staffing levels have declined, library services and resources have increased in number and in complexity. Since 1996 the library has added and maintained the following services and resources (IIC-10):

**Information resources:**

• library website of user information, web-catalog, and access to subscription databases, e-books and other online resources;
• e-book collection of over 11,310 titles;
• approximately 1,400 print volumes added a year and 1,000 weeded a year; and
• expanded list of online subscription databases (IIC-11).

Student and faculty assistance:
• a 32 station Information Commons adjacent to the reference desk;
• reference desk staffed during all hours with double coverage at peak times;
• regular survey and assessment of student learning and satisfaction in the library service departments and academic programs (SLOs); and
• professional development opportunities for faculty and staff.

Training and instruction:
• systematic program of instructor-requested library workshops which include hands-on assignments providing 130-145 sessions to over 4,100 students annually; and
• information literacy general education requirement met by either a library studies course or a growing program of integrating information literacy within discipline courses.

Comfortable physical space supporting research, study, and reflection:
The remodeled facility added 12,142 sq. ft. providing the following uses:
• public access PCs have grown from 4 to 73;
• wireless access to the Internet;
• two instructional spaces: a computer lab for 33 students and an electronic classroom;
• electronic databases and full-text 24/7 access;
• 9 group study rooms; and
• annual program of exhibits, receptions, and topical book displays.

The library remains responsive to the changing needs and expectations of its patron base. It values the application of new technologies in meeting those needs and has done so to the extent possible given the small staff size relative to the breadth of services and number of visitors served annually. In fact, 94.9% expressing an opinion in the College-wide Faculty and Staff Survey 2007 agreed or strongly agreed that DVC provides adequate access to library services and resources through a combination of on-site and remotely accessible electronic resources (IIC-9).

Tutoring
Tutoring is offered in 32 different subject areas across the college. DVC and SRC together provide 10 decentralized departmental tutoring sites, two student service programs (DSS and EOPS), and one general lab, the Tutoring Center. The departmental labs provide subject-specific tutoring and are managed by the faculty or staff of that department. The Tutoring Center is managed by a position which is also responsible for coordination of tutoring services across the campuses. This position reports to the dean of library and learning resources. The Tutoring Center offers tutoring in the social sciences, humanities, and computer science as well as alternate delivery modes in some subjects offered at the other departmental labs such as math.

Tutoring also serves the diverse needs of student athletes. The EOPS program provides tutoring to students who qualify for EOPS support and disability support services offers tutoring in a separate lab through a Learning Skills 60 course.

The tutoring centers or labs are:
1) Foreign Language Lab
2) Foreign Language Group tutoring
3) Business Computer and Tutoring Lab
4) English Tutoring Lab
5) English Group Writing Lab
6) Life Sciences Lab
Tutoring is offered one-on-one or by group and is available by appointment or on a drop-in basis. Schedules of tutor availability are posted outside each lab as well as on the tutoring website. Faculty supervisor schedules are also posted. Together, after general computing use and required hours-by-arrangement have been excluded from the usage tracking, tutoring hours in addition to class requirements were provided as indicated in the chart below:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05</td>
<td>99,524</td>
</tr>
<tr>
<td>2005-06</td>
<td>83,322</td>
</tr>
<tr>
<td>2006-07</td>
<td>82,647</td>
</tr>
</tbody>
</table>

It should be noted that while there appears to be a decline in the number of tutoring hours provided between 2004-05 and 2006-07, it is due, in part, to more rigorous interpretation of Title 5 requirements, which defines the tutoring that may be claimed for non-credit apportionment under the Supervised Tutoring 20 non-credit course.

In spring 2001, as a result of two years of campus-wide discussions, the tutoring services task force submitted its proposal for improving tutorial services. The proposal addressed such issues as “limitations of staff and /or space, low pay rates for tutors, limited advertising of services, and limited coordination of services.” The resulting proposal was tied to the college’s Strategic Plan and recognized the role of a new Tutoring Center to “offer tutoring in the social sciences, the sciences, math, English, and other subjects, and serve EOPS, DSPS, and one-stop students.” The Tutoring Center would also “serve as a referral service for students whose needs are better met by one of our satellite [departmental] tutoring programs.” It also provided for improvements in existing departmental tutoring programs such as in math, English, foreign language, biology, and chemistry/physical sciences (IIC-12).

The 2002-03 hiring of a 12-month tutoring services coordinator allowed the college to centralize the dissemination of information to students about tutoring. The Tutoring Services Coordinator provides tutor training for all except math and English tutors (who are required to take a semester-length training course offered by their departments), coordinates all tutoring lab SLOs, manages the attendance tracking data (STARS), and oversees the compliance with Title 5 for non-credit apportionment. The Tutoring Services Coordinator also supervises the Tutoring Center which has as its charge provision of tutoring in subject areas not served by the departmental labs.

The Faculty Senate’s Tutoring Advisory Committee (TAC) meets monthly (Tutoring Advisory Committee minutes, charge). Membership in TAC includes representatives from all constituent groups. In addition to initiating discussions which result in coordination of procedures across tutoring labs, the committee addresses such concerns as the consistency of practices, tutor training, the tutoring services strategic plan, and budgeting and allocation of resources. Tutoring services also continues to explore new delivery models and funding mechanisms. The campus is also engaged in an ongoing discussion about the centralized vs. decentralized delivery, duplicated vs. complementary tutoring, and management of tutoring. In part as a result of this dialog, the TAC agreed in 2006-07 to become a “model committee” on campus,
one working towards more open lines of communication among staff, faculty, managers, and students.

The Tutoring Advisory Committee has had lively discussions about the additional tutoring that could be provided with additional funds. The college has responded by protecting those budgets to the extent possible during difficult years. The $269,816 funding for direct tutoring services has made it possible to offer tutoring in 10 departmental labs and a Tutoring Center (for subjects not covered by the other labs) \( \text{(IIC-13)} \).

The TAC will continue to meet and discuss issues of concern, including those related to the duplication of services. It should be noted that in 2007, 80.4% of faculty and staff who expressed an opinion in a college-wide survey either strongly agreed or agreed that the tutoring services are adequate to support their needs \( \text{(IIC-9)} \).

**Computer Labs**

In addition to providing computer classrooms, the San Ramon Campus (SRC), DVC, and the Walnut Creek Center also provide 46 student computer labs including 41 at DVC and 3 at SRC. These facilities contribute to student learning by providing locations where students can access a variety of computer-based technologies to support their learning and help them succeed in their scholastic goals. With 1,133 student computers or 1 PC for every 11 FTES, the college exceeds the baseline ratio of 1 PC for every 20 students as set forth in the California Community Colleges Technology II Strategic Plan 2000-05 Appendix D \( \text{(IIC-14)} \).

The college provides computer labs that enable 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 instructional needs. For example, the math lab, the multimedia lab, business lab, foreign language lab, and the two science labs all contain discipline specific software packages that students can access to complete assignments or projects \( \text{(IIC-15)} \).

Recently, in an effort to better serve the needs of the DVC student population, the college has consolidated several labs within the new Advanced Technology Center (ATC) building. This provides a centralized location for computer science, multimedia and GIS classrooms. On the San Ramon campus the Math Lab and Foreign Language labs have been expanded in size and have had new software installed or updated.

Student Tracking and Reporting Software (STARS) logs every minute students use the majority of computers at both campuses. While periodic difficulties with the tracking software may result in lower than actual annual totals for all lab use, the chart below shows consistent and robust use of the college’s computer and tutoring labs.

<table>
<thead>
<tr>
<th>DVC and SRC logged computer and tutoring lab use</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>year</strong></td>
</tr>
<tr>
<td>03-04</td>
</tr>
<tr>
<td>04-05</td>
</tr>
<tr>
<td>05-06</td>
</tr>
<tr>
<td>06-07</td>
</tr>
</tbody>
</table>

Faculty and staff surveyed in 2007 report 89.8% agreeing or strongly agreeing that the services provided by the student computer labs are adequate to support my curricular needs.

**Media Services**

The Media Center, located on the first floor of the Library Building, supports the quality of the instructional programs at DVC by providing materials, equipment, and staff to meet the educational goals of the school.
The Media Center houses and manages the college’s primary collection of non-print materials (audio and visual formats).

The Media Center staff assists the campus community with AV technology. Faculty and staff are trained by the media technicians in the use of LCD projectors with laptop hook ups and video players. Assistance is also given on the portable, self-use video recording equipment and the new self-use classroom in the Advanced Technology Center, ATC-107. There are many how-to videos available for the different buildings and rooms that can be checked out or seen via the website server (IIC-16).

Media services are organized into the following components to accommodate the various campus needs:

1. **scheduling and delivery**: handles equipment and materials needed by faculty and staff in and out of the classroom. A four-hour notice is required for a delivery;

2. **AV lab**: deals with student and community requests outside the classroom, working closely with instructors to provide policies for reserve materials and special checkout procedures. The lab is physically accessible to the disabled;

3. **repair**: maintains the TV studio, public address systems, and all the audio-visual equipment on campus;

4. **audio studio**: produces audio materials and is the center of the music recording classes (IIC-17);

5. **Forum**: seats 250 people and has multimedia capabilities for a wide variety of classes and events. An assisted listening system is available for those with hearing impairment;

6. **TV studio**: produces video programs and is the center for the video production classes (IIC-18);

7. **Med...
In 2006-07, media services began tracking the number of help requests from faculty in classrooms who needed assistance using equipment and will use this number to assess adequate staffing levels.

Additional strategies related to this standard can be found in the College Improvement Plan.

Planning Agenda

*The college is in compliance with this standard.*

Evidence

<table>
<thead>
<tr>
<th>IIC-1</th>
<th>Library Strategic Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>IIC-2</td>
<td>Library program review recommendations updates</td>
</tr>
<tr>
<td>IIC-3</td>
<td>Library website</td>
</tr>
<tr>
<td>IIC-4</td>
<td>Library services 1998-present</td>
</tr>
<tr>
<td>IIC-5</td>
<td>Library hybrid program review</td>
</tr>
<tr>
<td>IIC-6</td>
<td>Library student satisfaction survey comments</td>
</tr>
<tr>
<td>IIC-7</td>
<td>2004 ACT student satisfaction survey results</td>
</tr>
<tr>
<td>IIC-8</td>
<td>2007 ACT student satisfaction survey</td>
</tr>
<tr>
<td>IIC-9</td>
<td>2007 College-wide faculty and staff survey</td>
</tr>
<tr>
<td>IIC-10</td>
<td>Library services 1998-present</td>
</tr>
<tr>
<td>IIC-11</td>
<td>Holdings of library materials</td>
</tr>
<tr>
<td>IIC-12</td>
<td>Tutorial services proposal</td>
</tr>
<tr>
<td>IIC-13</td>
<td>Tutoring Allocation, 2007-08</td>
</tr>
<tr>
<td>IIC-14</td>
<td><a href="http://www.dvc.edu/technology/techplan.htm">http://www.dvc.edu/technology/techplan.htm</a> #d</td>
</tr>
<tr>
<td>IIC-15</td>
<td>Student computer hardware summary</td>
</tr>
<tr>
<td>IIC-16</td>
<td><a href="http://www.dvc.edu/media/equipment.htm">http://www.dvc.edu/media/equipment.htm</a></td>
</tr>
<tr>
<td>IIC-17</td>
<td>Audio studio</td>
</tr>
<tr>
<td>IIC-18</td>
<td>TV studio</td>
</tr>
<tr>
<td>IIC-19</td>
<td>Editing suite</td>
</tr>
</tbody>
</table>

II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary

DVC selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution by relying on appropriate expertise of faculty, including librarians and other learning support services professionals.

Self Evaluation

Library

The library collection development policies (IIC-20) guide the librarians and faculty in building a balanced collection of print and electronic resources with the goal of curricular support and of making library materials available to students and faculty at all instructional locations. Collaboration takes many forms, including:

- A permanent librarian position on the college Curriculum Committee assures awareness of new program plans and a mechanism for input from the library on the impact of curricular change;
- Collection assessment for new programs, majors and degrees is completed in collaboration with faculty members of the respective department (IIC-21);
- All librarians are assigned selection responsibilities and work with department faculty members to analyze book and periodical collection age and use patterns in the regular cycle of purchasing and weeding of the collection (IIC-22, 23);
- Professional development activities draw faculty members who collaborate on collection development and the use of resources in class assignments; and
• At the Dougherty Station Library, the joint-use library at the San Ramon Campus, the adult collection is selected based upon collaboration with SRC faculty members, DVC librarians, and a SRC Library Specialist hired specifically to support the college community needs. A part-time librarian with extensive community college experience was employed to build the July 2005 SRC opening day collection. A recently retired DVC librarian continued the SRC collection development working closely with the SRC faculty members to develop lists of titles. The newly hired full-time Library Specialist will continue the collaborative collection building activities of college materials.

DVC library’s Faculty Contact Log for 2006-07 tracked 72 collaborations between librarians and discipline faculty members on collection work. Another 90 contacts with faculty members from 37 departments across campus discussing course-related instruction, curriculum development and other areas demonstrates a healthy dialogue between faculty and librarians (IIC-24).

Since 2000, through a balance of weeding and new selections, the DVC library has maintained a volume count of print items of close to 87,500 volumes (IIC-25). The library intentionally kept this count stable as planning for the 2001 library remodel included a decision to allocate the resulting additional square footage to spaces for learning and collaborative activities rather than for expanding print collections. If new annual materials funding were made available, the library could have easily accommodated an increase in the number of volumes by more aggressive weeding focused primarily on the aging collection.

Librarians monitor the percentage of annual book funding allocated per subject area to assure proper allocation of book funds across subjects/disciplines, comparing the percentage purchased in each subject area to the percentage of circulation those new titles see subject by subject. Ideally the two percentage calculations align. To confirm that funding distribution is aligned with demand for the subject areas, the library also compares funding allocations to the circulation of all books, subject by subject, over the 2 previous years (IIC-26). Findings include:

• In most subject categories, the percentage of total funds allocated to each subject area matches the use of that category as a percentage of either all new books borrowed or of all books borrowed during the most recent 2 years. This indicates that the distribution of funds among subjects is appropriate.
• Funding was stronger in disciplines for which there was external funding such as VTEA funding (Carl E. Perkins Vocational and Technical Education Act of 1998).
• Allocation was larger for disciplines for which a new college major was introduced, again indicating appropriate and diligent distribution of funds although no new funding from the college was made available for new programs or degrees.
• The use/demand in a discipline is dependent upon the ongoing collaboration with faculty members on assignments. More collaboration produces better use of collections.

Many new degrees proposals are being reviewed in 2008. The library dean is asked to sign off that the library resources are sufficient to support the new programs. For each degree, the librarian/selector responsible for that area prepares and shares an analysis of the library’s collections with the departments. This collaboration has been an excellent way to inform departmental faculty about library holdings and use of collections and to plan future collaboration on class assignments designed to encourage use of the library. So far, each review has found the library collections adequate to support the proposed new degree (IIC-21).
The DVC library pursues special funding for targeted collection growth to partially offset the constraints of the college’s recent budget climate. Since 2002-03, annual VTEA funding has been allocated for books to support vocational curriculum. Over a 3 year period, State Instructional Equipment and Library Materials funding (Block Grant) provided $119,384 for the new San Ramon joint-use adult collection, $24,000 for e-books available to all DVC students, Block Grant funding of $10,000 for DVC new multi-volume reference titles and another $10,000 to replace lost and missing titles (IIC-27).

The library has steadily built a netLibrary e-book collection which now totals 14,315 titles. This collection serves all students at all times at all locations. The library’s analysis of the e-book collection showed a subject distribution across all but 7 of the 140 subject areas collected by the library (IIC-28) E-book usage has doubled between 2005-06 and 2006-07 and indicates a healthy distribution across 30 broad subject areas with the heaviest use in the social sciences, business, and health/medicine (IIC-29).

As of June 2007, the addition of e-books to the collection has shifted the DVC Library age-of-collection-by-decade statistics from only 8.6% of titles published since 1999 to 19.26%. This addition of very affordable e-books is a prudent use of materials dollars and has diversified the formats available to support remote patrons in particular. However, a current print collection still has a major role to play in undergraduate learning, and the DVC Library remains the lowest of its peers in terms of funding per FTES and the percentage of collection that has a recent publication date (IIC-30).

In addition to a carefully selected print periodical collection of 275 print subscriptions, there are 9661 periodical titles (IIC-32) available in full-text from the 36 database subscriptions (IIC-31) which cover the breadth of the curriculum. Policies and procedures such as the Periodicals Collection Development Policy (IIC-20) and other collection development documents guide careful collection decision-making. During the budget cuts of 2003 and 2004, these policies guided the evaluation and cancellation of under-utilized print subscriptions for which full-text versions were available through the databases. The same is true of microfilm collections which have shrunk from 81 subscriptions in 2001 to 9 in 2008. The digital resources are key components of the library’s collection development strategy to provide current sources to distant education students, satellite locations, and other remote users as well as to library visitors.

The library’s assessment of collection strengths and weaknesses parallels faculty and staff perception. In the 2007 Faculty and Staff Survey, while only 72.4% of respondents expressing an opinion strongly agreed or agreed that print collections were sufficient to support their curricular needs, 81.5% found electronic resources such as e-books and full-text articles to be sufficient (IIC-9).

The library engages in ongoing activities to increase its annual library materials budget, to seek special funds to supplement the materials budget, to judiciously add e-books and other digital resources across all subject areas, and to analyze use of collections in order to shift resources when appropriate and feasible. This combination of activities assures that our collections are sufficient to meet the needs of on-campus and remote learners and faculty.

**Tutoring**

Faculty members have a variety of opportunities to oversee or provide input into the operation, staffing, and materials available at all tutoring labs. The Tutoring Advisory Committee (TAC) includes a cross-constituent group of faculty, staff, and students, and provides input on delivery, assessment, and operations of tutoring. Math and English also have faculty committees that engage in tutoring activities and make recommendations (IIC-33).
In addition, a faculty recommendation is a hiring requirement for every student tutor. Faculty members also formally or informally mentor tutors working in the tutoring labs and review and suggest the training materials used by the tutors.

The six department labs are operated and managed by the departments themselves. Faculty supervisor schedules are posted in each lab to help tutors find immediate help and support. The day-to-day management of the labs is as follows:

- Three labs have full-time coordinator positions who work with faculty members to define and provide learning support (math, business, English);
- One lab has a nine-month classified staff person (life and health science);
- One lab is covered by faculty load (foreign language);
- Three labs are covered by a faculty coordinator (physical science, SRC math and SRC English/biology); and
- The 2 student services offerings – Disability Support Services and EOPS – are managed and governed by those service areas. The SRC tutoring areas are managed by SRC faculty.

The Tutoring Center, the general tutoring lab on campus, is managed by the Tutoring Services Coordinator, who works extensively with faculty members across the campus to determine the appropriate curricular materials to support learning needs in a variety of subjects. Psychology faculty members also volunteer in the Tutoring Center, providing direct support and mentoring to student tutors.

The funding for all tutoring labs with the exception of the categorical EOPS and some DSS activities comes from the general operating budget. Prior to 2003-04, tutoring funding was pieced together year to year from a combination of general funds, PFE funds, and the college’s share of non-credit apportionment. The Tutoring Center budget initially also included a $53,000 allocation for support of college-wide tutoring. This combination of sources, some varying from year to year, made planning for tutor staffing uncertain. In 2004-05, the college re-allocated funding, including the college-wide tutoring funds from the Tutoring Center budget. Re-distribution to each division’s budget was based on tutoring staffing levels as identified by the TAC at that time (IIC-34).

Over a two-year period between 2003-04 and 2004-05, the college experienced a 10% across the board budget cut to all units except tutoring. At the same time, PFE funds from the State decreased 57% while non-credit FTES income also decreased by 43% based on a refinement of compliance with Title 5 requirements for apportionment. Despite drastic declines in these 2 tutoring funding sources, the college minimized the impact of the cuts on students by postponing any budget cut for tutoring until 2005-06 and then cut only 11% of tutoring services funding ($46,000) while the college absorbed the remainder of a $187,951 reduction in tutoring funding from PFE and State apportionment (see Standard III D for further information).

The budgets have remained stable since 2005-06, a total of $269,816 a year for hourly tutors and supplies across the campus. This figure does not include the salaries of 3 full-time lab coordinators and 1 college-wide tutoring services coordinator, nor costs for the tracking system maintenance and reports (IIC-35). All sources of tutoring funding have been rolled into the annual operating budget allocated to each division. This affords each division the ability to plan for tutoring needs from the beginning of the fiscal year. The divisions are now totally responsible for determining the use of the allocated funds within their division and, in turn, the configuration of tutoring services hours of operation, staffing, number of tutors, and subjects covered.

In the fall of 2008, the college allocated a 5% COLA to all divisions. If these funds are distributed to their tutoring labs, the earlier mentioned 11% cut will become only 6%. In fall 2007, the
TAC invited the Business Services Director to its meeting to discuss these issues and provide clarification on the budget (IIC-33).

In 2007, 72% of faculty members and staff who responded with an opinion to a college-wide survey either strongly agreed or agreed that the resources for tutoring meet their curricular needs (IIC-9).

At the lab level, input by faculty members on the selection and maintenance of educational equipment and materials to support student learning is on a lab-by-lab basis. Faculty members provide input at several junctures – by recommending tutors; working with coordinators on course materials, study guides, and appropriate software; and by direct involvement through supervision or coordination of tutoring (IIC-36, 37).

Opportunities for faculty input will continue to be provided by each of the labs. Faculty representatives to the Tutoring Advisory Committee will continue to encourage increased faculty input within their departments and to discuss creative ways to engage department faculty in tutoring materials selection and in tutoring activities in general.

During their spring 2008 meetings, the TAC is exploring concerns related to two Faculty Senate resolutions about duplication of tutoring services (Faculty Resolutions 1 and 2). In spring 2008 the TAC agreed that department policies on duplication of tutoring services would be honored by all campus centers.

**Computer Labs**

The Technology Committee membership comprises faculty, staff, students, and managers and participates in an annual process of reviewing and recommending upgrades of computer lab hardware. Upgrades as well as site licenses to Microsoft Office applications are funded through an instructional equipment “Block Grant” process (IIC-38, 39, 40). In addition, during this annual process, faculty members from each division are invited to submit requests for instructional equipment including curriculum-specific software additions and upgrades for their departmental labs. Requests are reviewed by the constituent based Budget Review Committee and prioritized as part of a process which includes requests for other instructional equipment as well. These grants supplement division budget funding for software and hardware.

When surveyed, 86.3% of faculty members and staff expressing an opinion agreed or strongly agreed that software available in the labs is sufficient to support curricular needs. Seventy-six percent agreed or strongly agreed that DVC systematically addresses the technology needs of the college with respect to upgrades and/or replacement. And 80% agreed or strongly agreed that DVC’s technology resources adequately support and enhance student learning. These are all strong indications that systems are in place and faculty members involved in and aware of the process of assuring that the labs support the learning needs of students (IIC-9).

Faculty members on the Technology Committee participate in the discussions which result in systematic upgrades of student computer labs based upon agreed upon criteria of age of the computers and special application requirements. In the past 2 years this process has systematically spent $100,000 in 2007 and $120,000 in 2006 to upgrade the student computer labs and classroom projectors. In addition, faculty members’ presentations to the Budget Review Committee resulted in specialized software purchases for several labs such as Geographical Information Systems, Architecture, and Engineering.

The college will continue its inclusive processes of hardware and software selection, upgrade, and replacement in consultation with the DVC Technology Committee.

**Media Services**

Presently, the Media Center holds over 4,000 videotapes, 800 DVDs, and a large assortment of other materials such as slides sets, audio
recordings, and films. The variety of materials and formats is intended to support the broad range of study and research interests for students and faculty. This number indicates an approximate 13% increase in VHS titles and an 86.5% increase in DVDs since the last accreditation report in 2001-02. The 2003-04 school year was the first year more DVDs were purchased than VHS (IIC-11, 41, 42).

Each academic division is allocated a media/AV materials budget on a yearly basis. Funds are extended by sharing the cost between divisions where there is mutual interest. Faculty members select and request all media materials which media services then orders, catalogs, and processes for the collection. Those departments without a specific budget to draw upon use the resources of the Media Center’s budget. Staff is always available to make recommendations on materials, equipment, and vendors.

Since the last accreditation report, the college has adopted a policy of purchasing only video materials with captions or English subtitles in compliance with the Rehabilitation ACT of 1973, Sections 504 and 508. The government has provided funding for captioning and transcription equipment.

A good variety of AV equipment is available to faculty, staff, and students at DVC and SRC. Media Services is responsible for over 250 LCD projectors, 265 TVs, 200 DVD/VCRs, 230 overhead projectors, 50 slide projectors, assorted camera gear, portable audio systems, and computer laptops. There are 167 Smart Classrooms on campus with built-in LCD projectors, computer hook-ups, and video players.

In the Faculty/Staff survey of 2007, 77% of those giving a rating agreed or strongly agreed that the library’s media collections of audio and video resources were sufficient to support their curricular needs. The students surveyed at the Media Services desk rated the materials meeting their needs at 3.70 out of 5 and equipment meeting their needs at 3.89 out of 5 (IIC-9, 43).

The equipment budget including special funding monies averaged approximately $16,522 per year since 2001-02. It is important to note that except for a portable audio system, no operating budget funds were spent on new equipment in the 2002-03 and 2003-04 school years. The large increase in the number of DVDs owned dictated the need for more DVD players. In 2002-03, using Instructional Equipment Block Grant funding, Media Services purchased 55 combo VCR/DVD players and again in 2004-05 another 16 were replaced with single VCR units all across campus (IIC-42).

Since 2001-02, the AV materials budget, averaging approximately $11,243 per year, is divided among the divisions. Faculty members submit their requests to Media Services for ordering and processing. This amount has been supplemented by VTEA grants the last two years. Other Media Services funds assist part-time faculty members in purchasing new titles when other funding is not available (IIC-42, 44).

The close-captioning policy at times inhibits the purchase of some videos because permission to caption must be obtained before any captioning can be performed, because captioning can be a fairly lengthy process, and because the college receives a limited close captioning budget from the State.

Media Services has been able to assure some replacement of “lost” items after establishing a student financial responsibility policy with regard to the borrowing of certain equipment and materials.

Current projects undertaken by Media Services include work on streamlining the captioning process of old and new materials and work on establishing a financial responsibility policy with faculty members and staff for checkout of certain equipment and materials.

Additional strategies related to this standard can be found in the College Improvement Plan.
Planning Agenda

The college is in compliance with this standard.

Evidence
IIC-9  2007 College-wide faculty and staff survey
IIC-11 Holdings of library materials
IIC-20 Collection Development Policy
IIC-21 New program collection analysis folder
IIC-22 Collection development usage by subject examples
IIC-23 Age of collection DVC
IIC-24 Faculty contact, 2006-07
IIC-25 Holdings of library materials
IIC-26 Comparison of spending to use
IIC-27 8-year materials budget
IIC-28 Collection by category
IIC-29 Library annual report, 2007, pg 21
IIC-30 Materials funding comparison with peer college libraries
IIC-31 Database subscriptions
IIC-32 Periodical titles
IIC-33 Summary of tutoring labs
IIC-34 Total tutoring staffing, TAC subcommittee report
IIC-35 Tutoring allocation 07-0836
IIC-36 Computer lab survey synopsis
IIC-37 Summary of tutoring labs
IIC-38 Student computer lab upgrades 2005
IIC-39 2006 project plans
IIC-40 2007 final request list
IIC-41 Media services annual reports;
IIC-42 Media materials and equipment expenditures

II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary
DVC provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Self Evaluation
Library
The library provides a standards-based, multifaceted instruction program that strives to build the lifelong information competency (information literacy) skills of both students and faculty across the campus. Library faculty members believe that central to the success of these efforts is collaboration with classroom faculty to integrate concepts and skills into curriculum. Under an information literacy umbrella are the following instructional programs:

General Education requirement on Information Competency
Beginning fall 2003, DVC implemented a new graduation requirement on information competency. Through a Faculty Senate directed college-wide GE review process, library faculty proposed and faculty voted to establish GE Area VII – Information Literacy (IIC-45). A college-wide task force drafted an implementation plan and a set of learning outcomes defining this GE area (IIC-46).

In phase 1 of the Area VII requirement, students satisfy the requirement by successfully completing a one-unit library course, LS 121 (IIC-47).
Phase 2 of the IC requirement, begun in 2006, adds a course integration model to the stand alone course approach. Library faculty collaborated with discipline faculty members to design a process for course revisions and approval (IIC-48, 49). To date, one new course has been created and five others have undergone course revisions and Curriculum Committee approval to satisfy the information literacy requirement.

The GE requirement stands as an important statement of the college’s commitment to graduating students who have mastered the information skills needed to succeed as transfer students, employees, and life-long learners. The program in place gives faculty members and students a variety of models to pursue as the library strives to infuse information literacy instruction throughout the college curriculum. Students who graduate with degrees are now exposed to a more in-depth curriculum and spend increased time developing and practicing their skills. The Bay Area Community Colleges’ Assessment Test has been piloted as a challenge exam for students to “test out” of the requirement. Forty-one students have taken the test, and the average score of 65% correct demonstrates the continued need for formal instruction in this area. Test results are being used to revise test items and explore what curriculum areas need to be improved. A sampling of 41 exams shows the average score to be 31/47 or 65% (IIC-50).

**Library workshops**

Faculty-requested library workshops are an important part of the library’s contribution to student learning and provide academic support to discipline courses. The library workshops teach students general library skills or are tailored to teach library skills for subject-specific research. They are scheduled during regular class time and may include the completion of a library research assignment for hands-on practice and reinforcement. These workshops are most beneficial to basic and developmental classes which target students who have never visited a library. Many discipline specific courses such as in career development, biological sciences, dental hygiene and business request focused research strategies for subject specific resources. The skills learned in these library workshops are transferable to other courses requiring research.

Librarians taught 145 library workshops during the 2006-07 academic year, a 6.5% increase from the previous year. The 4161 students attending represented a leveling off of a 3-year increase in the number taught and the number of workshops held.

The library attempts to evaluate the effectiveness of its workshops through multiple measures. First, by keeping a semester log track record of faculty members requested library workshops by date, day, class, time, instructor, assigned librarian, location and type of workshop, library staff is able to assess the frequency and demand for library instruction by discipline and types of workshop requested (IIC-51).

The library also uses two assessment instruments to track student learning in the library workshop area. The first assessment is a Library Assignment designed for courses which require the completion of a library assignment that asks students to apply a variety of search techniques learned in the workshop. Techniques include effective search of the library catalog and electronic databases and identification of the elements necessary to properly cite an article or a book. The library staff uses this assignment to assess the students’ development of information competency skills. The results of two cycles of assessment consistently indicate that students are learning the basic
information skills they need to succeed in college work. The second-year scores of 10 sessions of assignments, in fact, resulted in higher achievement than the first cycle. In both cycles, students demonstrated strong abilities to use the library catalog and database searching. The library is having ongoing discussions about how to improve student skills in proper citing of references (IIC-52).

The library also uses a faculty survey completed by instructors whose students received a library workshop to assess instructor perception of student learning in the library workshops. The following survey results indicate that instructors believe the workshops made a significant positive difference in student learning:

- In spring 2006, in three completed faculty surveys, the average weighted scores for all questions were 4.34 on a scale of 1 to 5.
- In spring 2007, 20 of 34 faculty members given a survey completed it. The average weighted scores for all questions were 4.39 on a scale of 1 to 5.

The faculty surveys indicate their belief that library instruction improved students’ ability in database selection (4.47), use of the library catalog (4.23), and use of electronic databases (4.72). The second part of the faculty survey indicates that faculty members generally think students are more likely to use the library services on their own (4.53) and be more prepared to complete their assignments after completion of the library workshop (4.59). The question asking about student’s ability at evaluation of which web sites are appropriate for academic research received the lowest rating of 3.56. The lower score on this survey question may be a result of instructors discouraging students from using websites in their works cited and the brief, 50 minute time available to present basic search skills plus website searching and evaluation. Overall, every faculty member requesting library instruction indicated that their students are better prepared after the instruction (4.59) and that the workshop encourages students to use library resources in their assignments (4.53) (IIC-53).

It is interesting to note that the College-wide Faculty and Staff Survey of 2007 results agreed with the assessment findings. Students completing research assignments demonstrated college-level competency in critically evaluating/synthesizing information was rated 9-12% points below abilities to demonstrate research strategies and to effectively create presentations (which scored 71.6% and 74.8% agreed or strongly agreed). And the abilities to understand social/legal/ethical issues related to information and its use was 14% lower. These findings suggest the library should explore ways to increase instruction in these areas, encouraging, for instance, enrollment in a one-unit course designed with more time to teach and discuss these more complex issues, getting more involved in the basic skills initiative, and marketing the availability of the online tutorial modules which address these issues as a first step in teaching these skills (IIC-9).

**Searchpath – online research tutorial**

Searchpath is a six-module Web-based curriculum introducing students to the research process and the primary tools for that process (library catalog, subscription databases and the Web). Available to anyone via the library’s home page, the tutorial delivers anywhere/anytime instruction opportunities. Additionally, the tutorial is integrated into LS 121 and the curriculum of several courses in other departments across campus including nutrition, health science, kinesiology, and career development.
The library staff has significantly revised the online tutorial based on feedback from instructors using it in LS 121 and based on feedback from review quizzes from each module which provides information on how well students understand the material presented. In addition, now that Searchpath has been introduced to the larger campus community this year, information from a user input form and final survey will also provide useful information. Finally, follow-up meetings with faculty members who have integrated the modules into their curriculum will ensure ongoing collaboration and improvement efforts.

Basic Skills program
Librarians provide library introduction tours, instruction sessions, a print format Basic Skills workbook and a .5 unit course, LS 100: Fundamental Library and Research Skills, but these services are minimally utilized at this time. As information skills remain a key set of college success abilities, this area needs further development.

The library targets developmental education with curriculum developed in concert with faculty, but shortage of personnel has limited further collaboration with faculty members and further development of new models for delivering instruction to this audience. Since information skills are a key ingredient to student success, they will continue to be a central part of college efforts to prepare students for college level work.

Reference Services
Reference services are offered by faculty librarians all hours the library is open. These services involve one-on-one instruction with students on a variety of topics from searching the library’s online catalog to evaluating online resources. Additionally, reference services involve assisting students in the use of information technology tools available on the 32 computers adjacent to the reference desk. Whether the assistance involves general questions or in-depth research assistance, the library considers each of the over 20,000 reference encounters a year an opportunity to enhance students’ learning, especially their information competency skills.

At the San Ramon Campus, prior to the move in fall 2006, library assistants provided support and encouraged phone reference inquiries of the DVC Library’s reference desk. Part-time librarians worked with faculty members and provided library skills workshops upon request. Since the move to the new campus, the recently retired head of reference from the DVC Library provided reference and instruction until the new Library Specialist could be jointly hired and trained in spring 2008 to serve as the primary SRC college librarian at the Dougherty Station Library.

To assess how reference services contribute to students’ development of information competency skills, the library conducted a series of student surveys to measure the extent to which students would be able to independently use the library’s online catalog to locate books and the library’s electronic databases to locate articles after working one-on-one with the librarian at the Reference Desk. The results from these surveys were encouraging:

- 94% reported learning something new from their interaction with the librarian.
- The average confidence level of students who received reference instruction in searching the catalog increased by 64% in 2006 and 77% in 2007.
- The average confidence level of students who received reference instruction in searching the databases increased by 58% in 2006 and 86% in 2007.
The surveys also revealed a common theme: students were surprised that they could get individualized reference assistance.

The results reported above validate the importance of one-on-one, point of need instruction from reference librarians. However, this service cannot grow without additional staffing.

These assessments were limited to in-person reference interactions as currently the library is unable to offer email or other virtual reference services which might address the needs of remote or distance learners.

**Academic Courses**
The library department has three for-credit courses that teach information literacy:

- LS 100: Fundamental Library and Research Skills
- LS 121: Information Literacy and Research Skills
- LS 130: Internet and Online Research

Library Studies 121 is a vehicle for reaching a large number of students (an average of 600 per year) with a more in-depth curriculum (36 hours of lecture/lab). A variety of methods are in place to evaluate the quality of the course and to identify areas of improvement. An analysis of college-wide course performance indicators (i.e., enrollment, student success, retention and productivity) over a 3-year period all show LS 121 to be performing extremely well and consistently above college averages (IIC-54):

- 85% EOT/Max
- 74% success rate
- 90% retention
- 584 productivity figure (WSCH/FTEF)

Data from student evaluations including written comments completed at the end of each class section provide information used for evaluating the course (IIC-54).

**Collaboration with faculty**
Library faculty members are available to collaborate with classroom faculty on research assignments, course revisions, resource selection, and professional research projects. Each of these partnerships is an opportunity for information literacy instruction. During 2006-07, library faculty held 162 meetings with faculty members from 37 departments across campus demonstrating a healthy dialogue between faculty members and librarians (IIC-55).

As a result of ongoing assessments and discussions about library services and student learning, the library plans to:

- continue to advocate for increased staffing needed to meet expanded demand for instructional services
- continue exploring the use of new technologies to deliver services
- explore ways to increase participation in college-wide Basic Skills initiatives
- increase outreach efforts to inform students of available services
- collaborate with faculty members to explore additional avenues for providing course-related instruction and promoting information literacy across the curriculum

**Tutoring**
There are 2 levels to consider for this standard, the training of the tutors and the student learning that takes place as a result of receiving the tutoring. Training of tutors is offered in two ways. For English and math tutors, prospective tutors are required to take a semester long course during which they are also working and being mentored in the class and in the lab. All other tutor training is conducted by the Tutoring
Services Coordinator at the beginning of each semester. Training occurs over two days and includes handbooks, application, and discussion. Ongoing mentoring is then provided by staff in the respective labs in which the student tutors work. A self-paced option is also available (IIC-57, 58, 59).

Student learning as a result of receiving peer tutoring is monitored by the lab coordinators and tutoring coordinators and assessed through student learning outcomes. To evaluate student learning, the Tutoring Services Coordinator works with the Tutoring Advisory Committee (TAC) and the various lab coordinators to develop, administer, and use SLOs (see Standard II.C.2.).

Each department or service area is responsible for ongoing evaluation and monitoring of the student tutors.

The following tutor evaluations occur:

- **English:** All tutors (in-class and continuing tutors) have ongoing training, supervision and evaluation by the English Lab Coordinator which include the following: keeping a student folder of written tutoring records and evaluating the progress of tutees/tutors throughout the semester (this includes records for 1,000 students/tutees and 45-50 tutors per term); administering/analyzing the English Tutoring Program evaluations from students and the Tutor Self-Evaluations; observing/evaluating tutoring sessions and mentoring/conferencing with tutors regarding their training progress; providing instruction and answering academic (reading, writing, critical thinking, and grammatical) questions for tutors and students; supervising/recommending skill and course-level appropriate resources and strategies for students/tutors (IIC-59).

- **Math:** Training and coaching are “organic” and ongoing. Faculty members are responsible for monitoring tutoring each semester. A faculty member is present during lab hours and supervises either one or two student tutors. In the supervisory role, the instructor provides continued feedback and assistance to promote continual improvement in the quality of service provided to tutees. Many instructors working in the Math Lab encourage student tutors to refer students to them if they encounter questions that they are not comfortable tutoring. In these situations, instructors often recommend that tutors observe as they provide tutoring on the specific problem to the student. In this way, student tutors are exposed to new or alternative strategies, and have the opportunity to reinforce their understanding of challenging concepts and algorithms (IIC-60).

- **Tutoring Center:** Students complete an evaluation form at the end of each tutor training workshop. Results are examined and adjustments made to the next tutor training. Ongoing training and mentoring is provided by the Instructional Assistant who works closely with the tutors. The Tutoring Services Coordinator provides additional training and mentoring based upon observation and discussion with the IA. In the past this has included a focus on creating a learning environment, tutoring in basic skills development, and tutoring to become an independent learner.

For the student learning component, the TAC has created and implemented SLOs. In spring 2007, 5 labs administered a survey to evaluate the SLOs whose results were tabulated over the summer and discussed with the group in fall 2007. Furthermore, in the 2007 college-wide survey of faculty and staff, 97.2% of the respondents agreed or strongly agreed that My students who have used tutoring services have benefited. The proven usefulness of current tutor evaluation and SLOs strongly points to the importance of extending these practices to all tutoring labs.
Results of the tutoring SLOs are discussed in section II.C.2 and further evidence can be found in the SLO – Tutoring folder.

**Computer Labs**
The college provides students with online access to help in using the library system, the WebCT system, and WebAdvisor (IIC- 61, 62, 63) In addition, students can get help by visiting the open computer labs that are staffed with tutors and student assistants.

In the Computer Lab Survey of 2007, the faculty and coordinators responsible for the computer labs report a variety of services and activities intended to support student learning, including:

- one-on-one and group tutoring offered by trained student assistants, (see section on tutoring services). These services are provided by appointment and on a drop-in basis;
- faculty available 9-12 hours a day in Math and Foreign Language Labs at both campuses to assist students with software and pedagogic issues;
- instructor-led demonstrations;
- online and in-person technical support;
- one-on-one assistance with course-related projects;
- DSS student support in the DSS High Tech Center: homework assistance incorporating assistive technology software programs with the use of course related software;
- support of supplemental instruction for basic skills classes in English and Math; and
- computer-access to registration and financial aid software with the aid of an assistant who helps students navigate the forms and processes in the Information Center (IIC-64).

**Media Services**
Students using the AV lab may ask for help from the Media Specialist on duty while the Audio Technician assists all students in the music recording class with learning to run the equipment in the audio studio. Similarly, the Video Specialist assists the instructor and students in the TV studio with the television production classes. Ongoing instruction in how to search the online catalog for audio visual titles is also available from staff.

Because students working on video editing often need extra help, the broadcast media department responded by funding tutors to assist students as needed. As equipment changes, training needs will be ongoing. Media Services plans to create how-to videos for students in the AV Self-Instruction Lab as one solution to address this need.

Additional strategies related to this standard can be found in the College Improvement Plan.

**Planning Agenda**

The college is in compliance with this standard.

**Evidence**

IIC-9  2007 College-wide faculty and staff survey
IIC-45 Area VII catalog statement
IIC-46 Area VII Outcomes
IIC-47 LS 121 – information literacy and research skills.
IIC-48 Area VII – course proposal form
IIC-49 Area VII – curriculum process
IIC-50 Challenge exam scores
IIC-51 Workshops taught by librarians 1999-present
II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary
DVC provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Self Evaluation
Library
The DVC library is open 65 hours a week, 6 days a week during the fall and spring terms. During the summer, the library is open 4 days a week for 8 weeks for a total of 44 hours a week. The joint-use Dougherty Station Library (DSL) on the San Ramon Campus (SRC) expanded to 50 hours a week in July 2007 (IIC-66). DSL joint-use library provides SRC students direct access to the combined holdings of the county library’s 23 libraries including an adult collection of over 10,600 titles at the SRC campus in the Dougherty Station Library.

Library and media collections are accessible to all from the library catalog, Alice, which includes books, periodicals, course reserve materials, and media in all formats held at DVC and the 2 sister colleges. The library website offers a virtual library of on- and off-campus access at all times for all college students, staff and faculty. E-resources include 36 databases containing 9661 full-text journals; 11,346 e-books; the library interactive Searchpath tutorial; and links to library and other Internet resources. The library website also provides a special link to the San Ramon Campus Resources (IIC-68) page which provides the SRC community with links to the resources of both DVC and those of the Contra Costa County Libraries with whom we operate the joint-use library, Dougherty Station Library.

The library catalog is continually enhanced to include such self-services as holds placement and maintenance, renewals, reader history, preferred searches and “WebBridge,” an online pathfinder feature of the catalog which provides quick linking from a catalog search and other resources such as the library’s databases, guides and other library catalogs. In particular, it affords SRC students a way to begin a search in the DVC’s library system and then search the county library’s system with one additional click.

Librarians and library assistants are both available during all open DVC Library hours to assist patrons with access to the information they desire. At the SRC campus, the college provides funding for the Contra Costa County Libraries to employ 1 FTE Library Specialist whose duties include assistance to the college community, provision of library instruction, collaboration with the faculty members, and participation in college meetings. This college-provided funding
also secures an additional 13 hours/week to the Dougherty Station Library to support a 50 hr/week schedule more responsive to the college schedule and needs.

In the 2007 ACT Student Satisfaction Surveys, the library was rated second only to parking as a service they used. With 69% of students using the library, that amounts to two out of every 3 students using the library. This ability to use the library attests to the adequacy of access to library services and collections.

Budget cuts in 2003-04 and 2004-05 resulted in a permanent cut of 5 hours per week from the library hours. Library staff identified the lowest library occupancy as being from 9-10 p.m. and Saturday before noon and thus cut the five hours from these times. Then, in the spring of 2006, one-time funding was provided to open the library during the 3-week intercession and to keep the library open one hour later Monday through Thursday evening and one hour earlier on Saturday for a 2 week period. Results of gate counts are given below:

<table>
<thead>
<tr>
<th>Library gate counts during expanded hours trial</th>
<th>patron count</th>
<th>hourly cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday 11-12 for 2 Saturdays</td>
<td>35</td>
<td>$98.88</td>
</tr>
<tr>
<td>M-Th 9-10 p.m. for 2 weeks</td>
<td>88</td>
<td>$100</td>
</tr>
<tr>
<td>Intersession 11 a.m.-5 p.m. for 3 weeks</td>
<td>370</td>
<td>$84.15</td>
</tr>
</tbody>
</table>

While usage of the library tapered off during the added evening hour on Monday through Thursday, robust use during the Intersession makes a case for being open during the 3 week session introduced only a couple of years ago. The library believes that since library services are an integral part of student success, they should change and expand with changes and expansions of the schedule.

Results of the library-administered Library Satisfaction Student Survey, in 2004 and 2006, found that 80% of the respondents reported agreeing or strongly agreeing that the library hours meet their needs. However, it should be noted in both years, 10-13% of those surveyed made specific written comments indicating the desire for longer hours, their comments often citing the need for a quiet study space as the reason. And an average of 84.5% agrees or strongly agrees that they are able to find what they need when they visit the library.

A quiet, comfortable place to study ranked highest (78-87%) in the list of reasons for coming to the library. This was followed by a close grouping in the 55-60% range for doing research on their own and using the Internet, followed by 43-48% using databases. Use of print magazines and microfilm not only ranked considerably lower, but the use declined between 2004 and 2006, a fact that informed librarians to shift limited resources away from print and microfilm periodicals in favor of full-text databases accessible to all over the Internet. It is also noteworthy that 84% to 90% agreed or strongly agreed that using the library contributes to my overall college success (IIC-69).

The importance and value that the library places on the virtual library of electronic resources is borne out by a November 2006 snapshot of DVC webpage access statistics. The WebLog Expert reported that the library homepage (IIC-70) was the #2 entry point from among all college web pages. With 9,288 visitors, it was chosen twice as often as Web Advisor and three times as often as the schedule of classes. Access to the library’s homepage is the 8th most popular web-
The library staff focuses on serving students and takes pride in doing an outstanding job of assuring access to materials through their personal attention to each student's needs. Library planning discussions have brought up ideas of shifting some reference assistance responsibilities to library assistants or using student assistants to respond to technical problems in the Information Commons. The Library Satisfaction Student Survey results from 2004 and 2006 indicate that students find staff members knowledgeable (82-90% agree/strongly agree) and helpful (86-90% agree/strongly agree) and that when helped by a librarian, they are able to locate what they need (80-85% agree to strongly agree).

The increase in the number and growing complexity of services as discussed earlier and in the DVC Educational Master Plan, 2007-17 (IIC-72) presents an ongoing challenge. Successful patron access to the full range of library services and learning resources requires adequate personnel to create, maintain and promote the resulting services. The demand is evident from the library survey results, annual statistics, and the WebLog snapshot. This is especially the case given the possibilities afforded in an electronic environment. While many community college libraries report being understaffed, the DVC staffing levels have not kept up with peer institutions. In fall 2008, the library will replace 1FTEF of the 1.71 FTEF lost over the last 5 years (Library Staffing Trends and Needs).

The library concludes that student and faculty reporting, library hours themselves and the any time any where virtual access to full-text articles and books demonstrates that access is more than adequate to meet current needs at all sites. And, looking to the future, the library will continue to raise awareness for the benefits to be gained by increased staffing levels to support current and new services. Also, the library will continue to explore creative solutions to maintaining services that will be responsive to the changing demographics and learning styles of our students. And finally, the library will continue to monitor and maintain a balance between physical and virtual access to resources and services.

**Tutoring**

Students have access to 10 departmental labs, one central lab, and 2 student services offerings throughout the semester. Some labs have longer hours and are open on weekends, while others have limited hours. The hours of each lab and type of service vary by location, but in general labs are open Monday through Thursday or Friday and some Saturdays and summers. Some labs offer one-on-one or group help, while others offer only group help. Some labs offer services by appointment and drop-in, while some are only drop-in. Appointments range from 15 minutes in the math lab and walk-in (no appointment needed) English writing lab, to half hour or hour appointments in the Tutoring Center, or 2 one-hour appointments with a regular or drop-in tutor in English. All labs’ hours and schedules of tutors are posted on the Tutoring Services website (IIC-73). Across all labs, in fall 2007 there were 284 lab hours available to students (overlapping) and 470 tutor hours (IIC-37).

Online tutoring is limited at this time, is only offered through the math lab, and is currently suspended in the English Lab due in part to under utilization and changing directives from the State regarding possibilities for apportionment.

To provide students with the opportunity to work on computer-based assignments while on campus, about 16 Math Lab computers are equipped with MyMathLab and MyStatLab software, the primary platform for many online math courses. Some of these courses provide students with access to online tutoring through the Addison-Wesley Math Tutor Center staffed by college-level math instructors. Students can
contact this service up to three times per night in any combination of the following ways:

- by phone: students have up to 15 minutes per call.
- by fax: students have up to 2 questions or 15 minutes per fax.
- by email: students have up to 2 questions or 15 minutes per email.
- by interactive web: 15 minutes, by appointment.

Using the textbook for which they registered, students can receive explanations of concepts and illustrations. In addition, our instructors assist with exercises in the textbook that have answers in the back of the text (usually the odd numbered problems). Students can also seek help with the use of basic, standard, and graphing calculators, particularly the Texas Instruments series.

Information about the availability of tutoring services is provided in several ways:

- two bulletin boards located on campus
- a website for all tutoring services
- postings outside of labs and general tutoring center
- outreach to all student clubs (over 50) and to faculty
- participation in college-wide activities to disseminate information (activities include rallies, BBQs, etc.).

In 2007, 72% of faculty and staff who responded to a college-wide survey with an opinion either strongly agreed or agreed that DVC provides adequate access to tutoring services. In addition, 88.9% of respondents with an opinion also strongly agreed or agreed that they know where to send students for tutoring services (IIC-9).

Additional online tutoring services, particularly those tied to WebCT offerings, would help to enhance access to resources. Also, more hours of operation may be needed for night and weekend offerings. Some discussion among the coordinators about hours of operation may help to expand hours across the labs. And the TAC will continue to discuss the issue of duplication vs. complementary tutoring offerings as it relates to increased access.

**Computer Labs**

The library and associated DVC computer labs provide all students with access to online learning services, such as WebCT. Access to these resources in a computer lab setting helps students overcome the digital divide by making it possible for them to develop skills in the use of computer software and hardware. The Pleasant Hill campus also has wireless access throughout many parts of the campus and SRC is deploying its wireless network in spring 2008. This enables students to connect to the Internet and access their online, hybrid, and face to face course materials and to do research. The 41 labs on both campuses set their hours to meet the students’ needs. Lab hours and software available are posted on the DVC website (IIC-74). Staff is available whenever possible to assist students in learning and in the use of equipment and software (IIC-75).

In spring 2008, most of the open labs are to be equipped with an enhanced assistive technology package to augment the default offerings within Microsoft Office and Windows.

Surveyed labs coordinators report hours are set based upon student need and demand. Most report student satisfaction with hours although one or two labs report students expressed interest in extending weekend or evening hours. While some of the departmental labs are not open on weekends or evenings, the Computer Center at the DVC campus with 130 PCs is open seven days a week including weekdays from 7am until 10pm. Participant comments in a computer lab focus group report that the number of PCs has remained adequate to support student needs when coupled with the rising use of the wireless network which is available throughout most of the campus (excluding the classrooms) (IIC-36).
Media Services
Located on the ground floor of the library building, the Media Center is open from 8am to 9:45pm Monday through Thursday and 8am to 4:30 on Fridays, and closed Saturday and Sunday. There are 8 full-time, 2 part-time and a few hourly and student employees available to serve the campus community’s audiovisual needs.

Media Services website at www.dvc.edu/media (IIC-76) includes information about video streaming for online classes and tutorials on using various types of equipment.

Media Services catalogs all its holdings in the library’s online catalog. All the media materials are displayed in both the DVC library (IIC-77) collection and in a separate “catalog” of the Combined Media Collection (IIC-78) for the district. Therefore, all materials are searchable from anywhere with an Internet connection. A computer on both checkout counters provides students in the Media Center with access to the catalog at all times.

Student materials and equipment are checked out through the library’s automated circulation system. Faculty and staff over-the-counter checkouts are also done on Millennium, but at this time deliveries to classrooms are tracked using a paper process.

93.3% of faculty and staff surveyed in 2007 who were knowledgeable about the service reported agreeing or strongly agreeing that the Media Services provided adequate access to resources through a combination of the library catalog and on-site assistance.

While the Media Services Student Survey of 2007 found that the Media Services hours of operation were rated at 3.80 on a scale of 5, student use of Media Services web pages was rated lower at 2.70 on a scale of 5.

Students rated AV staff most helpful at 4.24 out of 5.

More exposure to the Media Services web pages would be beneficial for students. Therefore, the Media Center’s website will be posted more prominently and staff will point students to it when inquiries are made. Faculty and staff consistent use of over-the-counter checkouts of materials and equipment, through the Library’s Millennium circulation module, will assure accuracy of availability reported in the library catalog.

Additional strategies related to this standard can be found in the College Improvement Plan.

Planning Agenda
The college is in compliance with this standard.

Evidence
IIC-9 2007 College-wide faculty and staff survey
IIC-36 Computer lab survey synopsis
IIC-37 Summary of tutoring labs
IIC-65 Library website: hours
IIC-66 Library hours
IIC-67 Alice
IIC-68 San Ramon campus resources
IIC-69 Library student satisfaction survey tables 2004, 2006
IIC-70 Library homepage
IIC-71 Library website usage statistics
IIC-72 Library unit plan of the DVC Educational Master Plan, 2007-17
IIC-73 Tutoring services website
IIC-74 www.dvc.edu
IIC-75 Student computer lab staffing and hours
IIC-76 www.dvc.edu/media
IIC-77 DVC library
IIC-78 Combined media collection
The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary
DVC provides effective maintenance and security for its library and other learning support services.

Self Evaluation

Library
The library entrance has 3M security gates, and all books and periodicals have magnetic strips. The computer classroom and the library in general are alarmed and managed by AHM Securities. All computers are locked down and equipped with Deep Freeze security software to prevent data and software corruption, and all major equipment in the library is under vendor-supplied service contracts. District-wide Grant funding upgraded the 3M self-check station and the Book Check re-magnetizing units in 2006. The district also funds the annual maintenance contract for the 3-library automation system.

The library was remodeled in 2001, and the staff is diligent about maintaining its attractive appearance. The no food and drink policy is enforced, staff is quick to report or remove any attempts to deface or abuse the furnishings, and Custodial Services also performs nightly custodial service of the library. However, a mid-day custodial check of bathrooms would be helpful. During semester breaks, rug shampooing and other time-intensive projects are regularly scheduled, and Building Services staff is responsive to requests for repair. The areas not updated with the 2001 remodel, namely the bathrooms and 12 HVACs, however, continue to present problems.

In addition to maintaining its physical space, the library also receives district and college TTIP and Block Grants to provide funding for equipment and library integrated software upgrades and enhancements, which included purchase of a new server in 2007.

The facilities plan section of the Educational Master Plan completed in 2007 identifies the need for remodeling both the second floor library bathrooms and the entry to the library (IIC-79). In addition, the equipment and software needs of the assistive technology room have not kept pace with upgrades in other parts of the library and thus need updating.

The Library has also struggled to receive adequate and regular technical support as promised from the information technology department. The part-time staff person assigned to the library 20 hours a week has changed often, been drawn off to work on other projects, or not had the technical skills to maintain the 73 public workstations and peripherals and the 16 staff computers. Though the training situation has improved in 2007-08, staff can always benefit from additional training.

With over 350,000 visitors a year, the library is heavily trafficked and regular maintenance and replacement of worn out carpeting, furniture (none was replaced in the remodeling) and equipment will be very important in the near future.

Tutoring

IT support for maintenance and security for tutoring equipment varies by lab. The Business Education Computer and Tutoring Lab has its own coordinator who is skilled in technology and is responsible for the maintenance of that lab. Other labs rely on the college IT department and report varying degrees of satisfaction with the IT support for their areas (IIC-36).

IT staff maintains the student tracking (STARS) database and helps with Tutoring Center computer needs. See the computer lab section for a greater discussion of tech support.

In 2007, 86% of faculty and staff who responded to a college-wide survey with an opinion either
strongly agreed or agreed that the college provides effective equipment technical support to assure reliable equipment for tutoring services (IIC-9).

**Computer Labs**

Three Pleasant Hill and one SRC division have full-time computer lab technicians who report directly to the dean in their divisions. The remaining labs are supported by a pool of lab technicians reporting to the manager of the information technology department. Those labs receive part-time, as needed, support from any one of several possible staff, each with varying skill and experience levels.

All PC’s in the labs are physically locked down and located in staffed and secure rooms. Many labs also have alarm systems. The student labs are located on a separate student network not connected to the college administrative network, protecting the college from unauthorized access to administrative servers. Student PCs are installed with Deep Freeze software which protects and preserves baseline computer configurations by assuring that a simple restart of the machine will eradicate all changes and reset the computer to its original state, thus helping to defend against unauthorized software installations and viruses.

Lab staff report satisfaction with the scheduled upgrading of aging hardware, and the College-wide Faculty and Staff Survey results concur. Assessment of satisfaction with technical support, however, received more uneven ratings. When surveyed, lab personnel and academic deans directly responsible for lab reliability reported some disagreement with the statement that the college provides effective equipment technical support to student computer labs.

Those labs with a full-time technical staff reporting to an academic dean, reported that their technical support needs are being met. However, the labs with only part-time technical support all reported dissatisfaction with the part-time technical support provided by the college IT&S Department. One lab summarized the state of those labs which operate without full-time, departmentally-budgeted technician:

Equipment maintenance remains unpredictable in terms of available staff and their skill level. The equipment is generally reliable but troubleshooting software issues and the re-imaging process is not yet a smooth, timely, or expeditious process (IIC-36).

The good number of computer labs available to students is very noteworthy. It is hoped that the Technology Committee review of its Strategic Plan will address the expressed need for more adequate, qualified maintenance support.

**Media Services**

Media Services has recommended and/or installed security cages, locks, and alarms on all of the LCD projectors on campus. LCD projectors on carts are left in classrooms when the instructor is present and picked up shortly after the class while laptops are checked out directly to instructors and staff and are only left in rooms when a responsible person is in attendance. Small locked metal boxes have been installed in several classrooms to hold the remotes and cables needed to hook up a laptop or run a video player.

Equipment is cable locked down in most cases where it is not locked in an AV cabinet. Most new classrooms have a locked AV cabinet.

After both the Audio Technician and Video Specialist retired in 2005, a new Audio Technician was hired in early 2007 and has since upgraded the audio studio and made installations in the dental clinic, dance studio, and several areas in PE. Special funding monies in 2006-07 allowed for the purchase of new audio equipment for the Performing Arts Center.

A new Video Specialist was also hired in late 2007 and has since upgraded part of the television studio and continues to upgrade as time and resources permit. In addition, he has installed and repaired numerous LCD projectors. Spe-
cial funding monies allowed for the purchase of a remote control camera and a large, flat TV monitor for the PAC.

Scheduling and delivery cleans equipment during the winter and summer breaks.

Deep Freeze has been installed on all computers that are accessible to students.

All DVDs are held in locked cabinets.

The Media Center staff is highly aware of the need to maintain and provide security for equipment and materials.

Eighty-eight percent of those reporting in the 2007 Faculty/Staff survey agreed or strongly agreed that the college provided effective equipment technical support to assure reliable use.

While some classroom equipment and lock boxes have been purposefully disabled and vandalized, no significant pieces of equipment have been stolen since the last accreditation report.

The workload for video repair has grown due to the many assignments of the Video Specialist, including new LCD installations and support needed using the self-use video recording classroom.

Additional strategies related to this standard can be found in the College Improvement Plan.

**Planning Agenda**

*The college is in compliance with this standard.*

**Evidence**

IIC-9  2007 College-wide faculty and staff survey

IIC-36  Computer lab survey synopsis

IIC-79  DVC Educational Master Plan, 2007-17

---

II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

**Descriptive Summary**

DVC documents formal agreements with other institutions for library and other support services and such resources and services are adequate for the institution’s intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. DVC takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

**Self Evaluation**

*Library*

The DVC library manages the integrated library system, Innovative Interfaces Inc., which it shares with Contra Costa College and Los Medanos College. Use is guided by the Combined Cataloging Guidelines. The cataloging and circulation staffs of each college meet monthly to discuss issues and share problem solving, training and best practices (Combined Cataloging Guidelines as of 3-08).

The library is a member of Bay Area Mutual Aid Network (BAMAN) (IIC-80). BAMAN facilitates a network of libraries willing to help each other in times of local disaster with advice, support or actual recovery assistance; ensures the continuing viability of the Network; and stocks at least one more disaster response supplies container (at Mills College).
The DVC library has an agreement with the International Education Center to extend library privileges to its students and to assist its instructors in providing information literacy to its students (IIC-81).

The library website informs students of the available to community college students from California State University, East Bay (IIC-82).

San Ramon Campus library resources and services are provided at that campus through a joint-use library. The college, the Contra Costa County Libraries, and the city of San Ramon collaborate to support student and faculty’s learning and information needs at the Dougherty Station Library. The library opened in the summer of 2005, and the college program arrived in November 2006. Both the library and the San Ramon campus is part of the Community Center complex. The services are operated by the County Libraries with supplemental funding from the college and the city according to the agreements outlined in the Memorandum of Understanding. The Operating Agreements are in draft form awaiting final approval (IIC-83). A Joint Use Library Advisory Committee (JULAC) with representatives from all parties meets monthly to participate in the establishment of the service and to develop ongoing recommendations for its operation for the benefit of all PARTIES. The JULAC shall advise the San Ramon Senior Branch Librarian in the operation, mission and objectives, structure and any other aspect of management or operation of the Dougherty Station Library.

Collections are developed and paid for jointly, and a librarian specialist was jointly hired with specific responsibilities to the college spelled out in the MOU in order to assure support for the college information and learning needs. The library will work closely with the librarian specialist at the Dougherty Station Library in San Ramon to assure access to resources and learning support equal to that at DVC and continuity of services for all college constituents.

The shared library system has functioned well with DVC taking the lead in housing the server and directing the work of a 12 hour a month systems consultant funded by district TTIP funds. While funding has been forthcoming for regular additions of software modules, a permanent systems coordinator position remains to be funded. The absence of this position at times limits the colleges’ ability to fully utilize the capability of the system and has added tasks piecemeal to several DVC librarians’ primary responsibilities.

While the Joint Use Memorandum of Understanding and the Operating Agreement draft were being developed, the library was fortunate in hiring 2 recently retired community college librarians to work closely with SRC faculty in identifying the titles necessary for an opening day college collection. One of these librarians has teamed up with a DVC part-time instruction librarian to provide reference and instruction services at SRC until the full-time permanent librarian specialist was hired. With the MOU officially approved in the spring of 2007, the librarian has been hired, the hours expanded to 50 a week, and official meetings of the JULAC scheduled monthly. As outlined in the MOU, the librarian specialist will be involved in college meetings and activities to assure robust library services to the San Ramon Campus.

Tutoring
There is minimal opportunity for outside input on tutoring. Collaboration includes the following: In the fall 2007 term, two basic skills classes that are part of a learning community through an East Bay Career Advancement Academy grant provided tutoring hours in LC 105. The Coordinator set aside 8 drop-in hours per week with a particular tutor to work exclusively with grant/learning community participants.
Computer Labs

No formal agreements or collaborations with other institutions are in place for computer labs.

Media Services

All colleges in the district, DVC, LMC, and CCC, share their media collections through intra-library loans. Thus far, there has been no need for a formal written agreement to share materials. While SRC will be building its media collection through its association with the county library at the site next to the school, DVC Media Services will continue to loan materials to SRC faculty to supplement the SRC collection.

As of 2006-07, SRC has its own full-time media technician instead of a part-time technician from DVC working at nights. This person is on duty Monday through Thursday ten hours a day from 8 a.m. to 7 p.m. SRC has all new smart classrooms and doesn’t need much in the way of portable equipment. Materials pass from DVC to SRC and vice versa via district mail and occasional special pick up and delivery by media staff. SRC in turn supports the Walnut Creek site needs.

The district delivery service between DVC and SRC in fall 2007 has operated smoothly though staff needs to follow through with periodic calls to make sure faculty at SRC is receiving what was requested on time.

DVC has a good rapport with contact media personnel at LMC and CCC.

Additional strategies related to this standard can be found in the College Improvement Plan.

Planning Agenda

The college is in compliance with this standard.

Evidence

IIC-80  Bay Area Mutual Aid Network (BAMAN)
IIC-81  IEC memo
IIC-82  Borrowing privileges CSUEB
IIC-83  Joint Use Library, Memorandum of Understanding

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

Descriptive Summary

DVC evaluates library and other learning support services to assure that they meet identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. DVC uses the results of these evaluations as the basis for improvement.

Library

The library uses the college’s regular Program Review process, data from surveys conducted by the Office of Research and Planning, and the library’s Student Satisfaction Survey conducted every two years to assess the quality of library services, instructional programs and the value to students. The library reviews and discusses data and student written comments, incorporating them into its planning efforts.

Using the college’s 5-column assessment model, the library has designed student learning outcomes and implemented formal assessments for key service areas in reference and workshop instruction. In addition, five of the library’s highest enrolled classes, Library Studies 121 and
four required courses in the library and information technology career/technical education program, have assessment cycles in place.

Two assessment efforts are underway at the program level. First, a project is in place to complete a set of learning outcomes and goals defining the Library and Information Technology degree and certificate program. Once a final set of goals is agreed to and approved by the Program Advisory Committee, plans will be developed to assess whether the program and its graduates are meeting these goals upon completion. Second, the general education requirement on information literacy is in place with a statement of learning goals defining the content of the requirement area. These outcomes will guide assessment projects in the various models being used to meet the requirement (IIC-84, 85, 86).

Results of these efforts and the use of evaluative information to guide improvements are discussed throughout the various sections of this standard’s self study above and in particular Standard IIC.1.b, Library Self Evaluation (IIC-87).

**Tutoring**

The TAC established SLOs in fall 2006. The TAC SLO subcommittee created, and five of the labs administered, the survey at the end of spring term 2007. Results for the 5-lab average were presented to the group at large while results for the individual labs were presented to the respective lab, the SLO subcommittee, and the TAC chair. The SLO subcommittee met in fall 2007 to discuss results and to use the results to redefine the SLOs, and it is expected that the individual labs will also meet to use the results of the SLO survey. Recommendations based on the SLOs will be brought to the larger TAC committee (IIC-88).

In addition, the English Tutoring Coordinator supervises/evaluates 2 Self-Evaluation surveys each semester: 1 of the program; and 1 of the staff/tutors (see 1.b).

In 2007, 97.2% of faculty and staff who responded to a college-wide survey with an opinion either strongly agreed or agreed that their students benefited from using tutoring services.

Tutoring SLOs were developed through the TAC, and therefore created with substantial input from faculty members and staff, and to some extent students. Input from the Tutoring Advisory Committee into the tutoring SLOs is essential to ensure ongoing assessment and use of SLO findings. The SLO results from a student survey administered to 346 tutees in spring 2007 indicated that students were more likely to stay in class (rating of 4.48 out of 5.00) and improve their grade (4.24 out of 5.00) as a result of using the tutoring services on campus. Areas that could use improvement include one question on likelihood, as a result of receiving tutoring, to use the library and three questions related to independent learning, including more likely to Ask questions in class, Meet with instructor and Talk to classmates about coursework.

**Computer Labs**

The Technology Committee periodically administers surveys to our students to assess their skill levels, comfort with technology and communication preferences. Academic departments are developing SLOs for their courses, some of which are taught using computer lab equipment. In addition, the Tutoring Advisory Committee has developed and administered a student survey to measure both student self-reported learning and student satisfaction with tutoring services. This survey was administered to five tutoring labs, several of which also offer open computer lab services to students (see tutoring section of this report).

The college Technology Committee and the Faculty Senate Tutoring Advisory Committee surveying both activities and course SLOs, provide useful information about student learning and identify student needs. Such information led the Technology Committee to recommend that
the college standardize the course management system to require use of WebCT, assuring a consistent student interface and making lab staff training and support more effective. Findings of the Tutoring/Computer Lab SLO are discussed in the tutoring section.

**Media Services**

A student survey was administered in fall 2007 to the student users of the Media Center which assessed students’ perceptions of the effectiveness of using Media Services to contribute to students’ better understanding of coursework, their greater likelihood of staying in class, and their ability to improve their grades, become independent learners, and improve their technical abilities, all questions scored a 3.57 or higher out of 5.

Additional strategies related to this standard can be found in the College Improvement Plan.

**Planning Agenda**

_The college is in compliance with this standard._

**Evidence**

- IIC-84  SLO, library courses
- IIC-85  SLO, workshops
- IIC-86  SLO, reference service
- IIC-87  Student satisfaction survey
- IIC-88  Tutoring folder
Standard III Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Co-chairs

Standard IIIA - Dennis Smith and James Hoffmann
Standard IIIB - Ted Wieden and Julie Walters
Standard IIIC - Robert Burns/Ben Seaberry and Binita Sinha
Standard IIID - Chris Leivas and Mark Steidel

Committee

Standard IIIA - Linda Robbins, Nancy Harvey, Dennis Franco, Alfredo Del Cid (student)
Standard IIIB - Dan Martin, Maria Barno, Russ Holt, Lori Vickers
Standard IIIC - Cathy Walton-Woodson, Neal Skapura, Ann Patterson, Stacey Shears, Chrisanne Knox, Mario Tejada, John Sinsel, Tamar Baskind, Peter Willett, Mark Steidel, Jocelyn Iannucci, Kim Hughes, Ivan Lai (student)
Standard IIID - Julie Catalano, Sue Handy, Courtney Crewe, Ann Patterson, Ray Goralka

In consultation with: Budget Oversight Committee
Standard IIIA Human Resources

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

III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Descriptive Summary
Diablo Valley College assures the integrity and quality of its programs and services by only employing personnel who demonstrate no less than the minimum qualifications for the position they hold, as required by the State of California (AB 1725) and specified by the Governing Board of the Contra Costa Community College District (CCCD) in its Human Resources Procedures Manual (III-A-1).

Self Evaluation
The Contra Costa Community College District establishes criteria for education, training, experience, and levels of certification for all certificated, classified, and management positions, and the college follows this district policy. Potential candidates for employment or advancement at DVC must show evidence they are qualified for the position for which they have applied by providing official documentation about their education, training, professional, and employment experience. In fact, of the full-time faculty and academic administrators listed in the 2007-2008 DVC Catalog, 28% possess graduate degrees beyond the requisite masters level (III-A-2).

CCCD Human Resources Procedures specify the process for the employment and retention of personnel and ensure that qualifications for employment are appropriately reviewed and applied (3). Page 34 of the college’s Strategic Plan, 2006-11 (III-A-4) and pages 171-186 of its DVC Educational Master Plan, 2007-17 (III-A-5) also identify challenges and support the efforts of its human resources department.

Diablo Valley College follows district policy in its official hiring processes and practices. The Accreditation Survey of 2007 indicates strong faculty/staff agreement with this fact (III-A-6, 7). The college follows procedures to ensure that qualifications for each position are matched to specified program needs. Departments, in consultation with their division council and the campus instructional program review committee, determine program needs for faculty positions. The president and president’s cabinet (which includes three vice presidents; business manager; San Ramon Campus executive dean; executive dean of information technology and services; director of marketing and communications; dean of planning, research and student outcomes; and the foundation director) determine which classified positions will be recruited and the priority of recruitment.

The human resources department also reviews the qualifications of DVC personnel to guarantee the integrity of campus programs and services and to plan for accommodating future personnel needs. According to the Accreditation Survey of 2007 (III-A-8), a majority of the college’s faculty members and staff indicated agreement that DVC systematically develops personnel policies and procedures that are available for information and review and that the current hiring system provides the college with qualified full-time and
part-time personnel. In addition, a majority of faculty members and staff agree that personnel policies and procedures are equitably and consistently created and administered.

Despite the professional application of human resources procedures at the college, DVC has several developing challenges in the area of human resources consistent with those outlined in the DVC Educational Master Plan, 2007-17 (pp. 171-186; 238):

- Part-time faculty members teach approximately half of the classes at the college. Although qualifications are appropriately reviewed and monitored, part-time hiring procedures are not as rigorous as for full-time positions. Additionally, because students have less access to their part-time instructors outside of class and because many part-time instructors are unable to contribute directly to on-campus professional activities (because they are off-campus for a limited time). According to the college’s DVC Educational Master Plan, 2007-17 (IIIA-5) and the most recent data available (2001-05), the ratio of full-time to part-time faculty members with respect to instructional responsibility was far below the level intended by AB1725, with DVC full-time faculty members teaching only about 54% of the classes offered by the college (DVC Educational Master Plan, 2007-17 p. 174). According to the Accreditation Survey of 2007, a majority of the faculty and staff do not believe that departmental personnel needs are sufficiently met by present personnel practices, although they believe the relationship between the full-time and part-time or hourly faculty and staff to be satisfactory and collegial (IIIA-9). According to the DVC Educational Master Plan, 2007-17 (p. 200), “reducing the college’s reliance on part-time employees is an important strategic goal.”

- The lack of permanent classified positions has impacted the college as well. On p. 200 of the DVC Educational Master Plan, 2007-17, evidence suggests that DVC has 48 unfilled staff vacancies based on state-wide staff/student ratio (IIIA-5). In addition, DVC has many unfilled or interim classified positions sometimes with less qualified personnel filling interim positions. The practice of not filling open positions with permanent personnel may have the effect of reducing the positive synergy between the college’s classified and certificated personnel components. According to the DVC Educational Master Plan, 2007-17 (p. 200), “reducing the college’s reliance on hourly employees is an important strategic goal.”

- The gap between employee and student population diversity could be narrowed. On p. 34 of its Strategic Plan, 2006-11, DVC expresses support for the goal of increasing cultural and ethnic diversity within its personnel ranks to reflect the diversity present in its student population (IIIA-4). According to recent research office data and information on p. 185 of the DVC Educational Master Plan, 2007-17, changes in faculty diversity at DVC are behind the changes in student population, perhaps due primarily to long-term faculty employment and tenure (IIIA-5).

- DVC’s ability to attract top candidates for positions may be negatively impacted by the college’s low rank in personnel remuneration when compared to other Bay Area districts. Because the college ranks low in the “Bay 10” college districts with regard to personnel remuneration, unless salaries are raised, DVC may find itself unable to compete for top candidates with other colleges in the greater Bay Area (IIIA-10). Fortunately, the district, working with the faculty and classified unions, has begun to address this problem. In addition to fair salaries, faculty is concerned
about equitable workload requirements at the college. According to the Accreditation Survey of 2007, a majority of the faculty and staff believe that the college does not have equitable workloads for all its employees (IIIA-11).

- Attracting top quality personnel could become problematic for the college in the future. Recent well-publicized labor-management disagreements and the grades-for-purchase issue might conceivably discourage top candidates from applying for open personnel positions at DVC.

In spite of these challenges, the district continues to support the Human Resources practices at the college that result in the hiring and retention of quality personnel who have direct impact on student learning and success.

Additional strategies related to this standard can be found in the College Improvement Plan.

Planning Agenda

*The college is in compliance with this standard.*

Evidence

IIIA-1  CCCCD Human Resources Procedures manual
IIIA-2  DVC catalog, 2006-07
IIIA-3  CCCCD Human Resources Procedures manual
IIIA-4  DVC Strategic Plan, 2006-11
IIIA-5  DVC Educational Master Plan, 2007-17
IIIA-6  2007 self study survey results – item #60
IIIA-7  Box 2A Procedures
IIIA-8  2007 self study survey results – items #59, #65, and #66
IIIA-9  2007 self study survey results – items #72 and #62
IIIA-10  Salary comparison of Bay Area 10 schools
IIIA-11  2007 self study survey results

**III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated.** Job descriptions are directly related to institutional mission and goals and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty members play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

**Descriptive Summary**

DVC makes staffing decisions by evaluating departmental needs as specified in program reviews, budgeting, and the goals and priorities of the college (IIIA-12). DVC Human Resources coordinates and monitors the hiring practices and procedures for the college to ensure they are fair and equitable. The college and district publicly post criteria for employment in accordance with state law and board specifications. Job descriptions, though sometimes out of date, still reflect the district’s mission and the college’s goals.

**Self Evaluation**

The district sets faculty hiring criteria (CCCD Uniform Employment Selection Guide pp. 1-35), which are supported by the departments and divisions at the college. Personnel with discipline expertise follow the hiring process from proposal (IIIA-7) to developing selection guide-
lines to developing interview questions to interviewing qualified candidates. Hiring criteria includes teaching experience, contributions to professional activities, and the potential for the candidate to further the institutional mission and goals. Interviewers review the applicants’ applications and documents during the screening process including any supplemental questionnaires. Ideally, the screening committee reflects both the desired diversity of the department in which the candidate may teach and proponents of the variety of instructional methodologies and programs it offers. Hiring committee composition strictly follows the format and provisions determined by the district in its Uniform Employment Selection Guide and by its employee union contracts.

The human resources department at the college follows procedures outlined by the Contra Costa Community College District. The Uniform Employment Selection Guide pertains to faculty hiring (IIIA-13) and the CCCCD Human Resources Procedures Manual refers to both faculty and classified hiring (IIIA-14). The hiring procedures of the Uniform Employment Selection Guide (pp. 16-30) assure that the college hires the best available candidates. Faculty search committees set criteria for job announcements, document screening, and interview content after review and approval by the appropriate human resources personnel. The search committee, the department, the appropriate dean or vice president of academic affairs, and district human resources all review the job announcements. Human resources is also responsible for ensuring that candidates meet the minimum qualifications set by the state, possess the required accredited degrees, and meet appropriate service/experience requirements. The department and the Faculty Senate president are responsible for degree equivalency review and the appropriate dean and human resources also review equivalency documentation. Human resources personnel at the college and district review foreign degrees; the college requires that such evaluations be done by a National Association of Credential Evaluation Services member review institution. Interviews for faculty positions include faculty participation at every level (specifically from the discipline area being hired). In addition, all interview panels at the college include representatives from various constituencies (administrators, faculty, and classified staff), except where collective bargaining agreements take precedence and prescribe otherwise.

Additional strategies related to this standard can be found in the College Improvement Plan.

Planning Agenda
The college is in compliance with this standard.

Evidence
IIIA-7  Box 2A Procedures
IIIA-12  Program review guidelines of intent
IIIA-13  Uniform Employment Selection Guide
IIIA-14  CCCCD Human Resources Procedures manual

III.A.1.b. Each employee constituency is evaluated according to that constituency’s agreed upon evaluation policy and procedure.

Descriptive Summary
Each employee constituency at DVC is evaluated according to that constituency’s agreed upon evaluation policy and procedure.

Self Evaluation
Managers/Supervisors: The policy that governs manager/supervisor evaluations (Management, Supervisory, and Confidential Employees Personnel Manual Section 6.2.1) states that managers/supervisors “shall be evaluated annually by
their immediate supervisor in four categories: Performance qualities identified in the Behavioral Skills Survey, Targeted Position Responsibilities to Improve, Organizational Performance Goals/Objectives, and Skill Enhancement Planning Objectives. In addition to this evaluation, each manager/supervisor has the option to include a Career Development Plan” (IIIA-15).

Section 6.2.2 goes on to state that “A comprehensive evaluation will be performed the first, second and third years of service and every third year thereafter. The comprehensive evaluation shall consist, to the extent possible, of input from a broad-based and representative group of respondents who are familiar with one set or all of the relevant Behavioral Skills of the evaluatee. Responses shall be actively sought from direct reports, faculty, classified staff, managers/supervisors, and students, when relevant. Where deemed appropriate, the evaluatee may also request input from people outside the campus community” (IIIA-15).

Managers are also expected to complete a self evaluation in order to “identify performance strengths, note circumstances that may have affected performance either positively or negatively, and inform the evaluator of particular accomplishments that may not be reflected in other portions of the evaluation” (IIIA-15).

According to section 6.2.4, a manager’s immediate supervisor reserves the right to conduct a comprehensive evaluation at any time (IIIA-15).

Section 6.2.5 provides that the evaluation will be discussed with the evaluatee and also provides the opportunity for the evaluatee to draft a written response before the evaluation is forwarded to the president or chancellor (IIIA-15).

Evaluation frequency for classified managers is upon completion of the first ten months, two years, and three years of service in the classification and then every third year after that (IIIA-15). Evaluation frequency for academic managers is on or before February 1 of first, second and third years of service for managers employed between 7/1 and 9/30 and upon completion of six months of service, on or before February 1 of the second and third years of service for managers employed between 10/1 and 6/30. Thereafter, evaluations will be conducted annually, with a comprehensive evaluation every third year (IIIA-15).

Section 6.4 outlines who is allowed to participate in both classified and academic manager evaluations including faculty, classified staff, other managers and supervisors, and students if appropriate (IIIA-15). A list of all those who are considered participants for evaluations for specific job titles can be found at Human Resources Procedure 3080.04 (IIIA-16).

Section 6.6 sets up specific timelines by which certain activities relating to the evaluation process (i.e., pre-evaluation conferences, “360 degree” comprehensive evaluations, etc.) must be done. This is set up between July 1 and January 30 (IIIA-15).

Section 6.6.5 describes an appeals process by which an evaluatee may respond to parts of the evaluation with which he/she disagrees (IIIA-15).

Section 6.6.6 provides for confidentiality with regard to all gathered information including those who provide information (IIIA-15).

**Faculty:** Diablo Valley College employs a comprehensive and systematic process for evaluating regular full-time teaching faculty, probationary full-time teaching faculty, part-time teaching faculty, and faculty emeritus employees. The process also includes systematic procedures for evaluating counselors, librarians, and learning disabilities specialists (IIIA-17). Faculty evaluations follow the policy and procedures set forth by the bargaining agreement between CCCCD and United Faculty (IIIA-18) and are monitored at the campus level by the Office of Vice President of Academic Affairs. The process, implemented in 1994-95, stipulates that regular
full-time faculty members in each division are divided into six cohorts to be evaluated in six successive semesters. This system ensures that a relatively equal number of faculty members are evaluated each semester and that each of the faculty members get evaluated once every three years. The evaluation process for regular full-time teaching faculty members consists of classroom teaching observations by two peers, student evaluations, and Self-Evaluations.

Although the college requires that new probationary full-time teaching faculty members participate in NEXUS, an extensive orientation program for first year faculty, they are also strongly encouraged to devote most of their time and energy in their early career at DVC to the development and strengthening of their teaching skills. The evaluation process helps in this regard. Probationary full-time teaching faculty members are evaluated by a three-member tenure review committee consisting of an administrator (usually the division dean) and two peers in their first, second, third, fifth and seventh semester of teaching. The probationary faculty member can select a peer to serve as an evaluator, while the department determines the other evaluator (IIIA-17). In addition to the classroom teaching observations, they are required to have student and self evaluations. All of the materials gathered through the processes of peer, student, and self evaluations become the basis for the president’s formal recommendation for or against reemployment. If they are approved, probationary full-time faculty are granted tenure after four years of full-time instruction, which will have included the previously mentioned five formal evaluations.

The evaluation procedure for faculty emeritus employees, with the exception of the Self-Evaluation requirement, is similar in scope and intent to the process used for full-time faculty. The part-time evaluation procedure is similar in intent to that used for probationary full-time faculty (IIIA-17).

If a faculty member receives a below standard or unacceptable rating, an improvement plan is developed by the evaluators in conjunction with the faculty member that focuses on the development and implementation of successful teaching strategies. This specifically outlines the performance criteria needing improvement, the activities for improvement and the expected completion date (IIIA-17). That faculty member will be evaluated again the following semester to ensure that the improvement plan is implemented and the faculty member is making appropriate progress towards the goals outlined in the improvement plan.

The college provides required evaluation workshops several times during the year for evaluators and evaluatees in order to introduce them to the purposes, timetable, and steps of the evaluation process (IIIA-19). A key element of the evaluation procedure is a peer classroom or workplace observation followed by a timely post-evaluation conference in which the evaluatee reviews the written observation form completed by the evaluator and completed student evaluation forms.

In general, the evaluation of all groups is systematic, formal, and done according to the timetable provided by the appropriate procedures. However, there are some concerns in the area of evaluations. Among the criticisms is the belief of faculty and administrators alike that the process is too cumbersome and time-consuming, and that it fails to provide effective means to address concerns regarding unsatisfactory faculty. Nor does there seem to be enough consistency in the way the process is implemented. In general, some departments carry out evaluations with rigor and concern for outcomes while other departments perform them casually, with little regard for long-term effects. This is especially a concern now that part-time faculty evaluations are used for determination of part-time rehire rights. In addition, in some areas, it is quite difficult to complete the number of evaluations
needed each semester due to the low ratio of full-time to part-time faculty.

**Classified:** College-level human resources monitor classified evaluations, which follow the policy and procedures set forth by the bargaining agreement between CCCCD and Local 1. According to Article 14.3 of the Local 1 Bargaining Agreement, one year probationary employees shall be evaluated at the end of the third month, sixth month, ninth month, and eleventh month (IIIA-20). This article also makes provisions for more frequent evaluation if necessary. Article 14.3.3 states that permanent employees having less than 5 years of services shall formally be evaluated once annually, no later than their increment anniversary date (IIIA-20). This article also states that permanent classified staff with more than five years of service may be formally evaluated upon proper notice, which is defined as written notification from the district.

According to Article 14.3.4, all formal evaluations must be contained in the employee’s personnel file (IIIA-20).

According to Article 14.3.5, no evaluation can be placed in a person’s file prior to being discussed with the employee (IIIA-20). In addition, negative evaluation findings must have statements outlining specifics that support the finding with recommendations for improvement. Finally, this article provides for the opportunity for the employee to review and respond to any derogatory evaluation.

**Confidential:** Confidential employee evaluations follow the policy and procedures set forth by the Management, Supervisory, and Confidential Employees Personnel Manual Section 6.10 through Section 6.18 (IIIA-15). These sections set up the time frame and process by which these employees will be evaluated. They include provisions for permanent and probationary employees and allow for an employee’s supervisor to conduct an evaluation at any time. They also allow for employees to review and respond to the evaluation prior to it being placed in the employee’s personnel file. They also contain provisions for the evaluation of temporary confidential employees, different evaluation ratings, and a process for appealing evaluations.

Section 6.11.1 states that the performance of confidential employees must be evaluated by their immediate supervisor annually in twelve different categories including work organization and planning, work quality, volume of work, organizational and team relationships, administration, innovation/creativity, analytical and problem-solving skills, communication skills, reliability and punctuality, technical application and knowledge, helps meet organizational goals, and customer service (IIIA-15). This section also provides the employee with the option of setting up a career development plan.

Section 6.11.2 states that a probationary confidential employee will be evaluated at the end of the 3rd, 6th, and 11th months of service (IIIA-15).

The 2007 self study survey indicates that 54% of the respondents strongly agreed or agreed with the statement that the evaluation process provides adequate feedback on job performance and or productivity. A slightly lower percentage of 51% indicated that the evaluation process gives clear direction on how to improve job performance or productivity (IIIA-21). Thus, while over half the respondents felt that the evaluation process was doing what it was intended for, a significant portion of respondents (25-30%) felt that at least some aspects of the evaluation process are inadequate. In addition, fewer than half of the respondents strongly agreed or agreed that DVC’s evaluation procedures help to effectively maintain a quality workforce (IIIA-22). These findings may indicate that while DVC’s evaluation procedures are adequate, there is certainly room for improvement with part-time faculty evaluations needing the most improvement.

**Part-Time Faculty:** United Faculty and the administration are currently in negotiations regarding changes to the part-time faculty evaluation procedures. All part-time evaluations need to be performed by full-time faculty members. With
the low ratio of full-time faculty to part-time faculty, the evaluation process is a substantial workload on the full-time faculty, especially in departments with a large number of part-timers and few full-time faculty members. The part-time evaluations have taken on added significance with the introduction of part-time rehire rights as the evaluation is used as the primary vehicle for the qualification of rehire rights.

Additional strategies related to this standard can be found in the College Improvement Plan.

Planning Agenda

The college is in compliance with this standard.

Evidence

III.A-15 Management, supervisory, and confidential employees personnel manual (sec. 6)
III.A-16 Human Resource Procedure 3080.04
III.A-17 Faculty evaluation guidelines (the Red Book)
III.A-18 UF/CCCCD Faculty Contract appendix X
III.A-19 Evaluation workshops announcements / FLEX schedule
III.A-20 Article 14 – Local 1 Bargaining Agreement
III.A-21 2007 Self study survey results – item #68
III.A-22 2007 Self study survey results – item #61

III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

DVC faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Self Evaluation

The college has been focused on developing student learning outcomes. Faculty members are primarily responsible for student progress toward achieving stated student learning outcomes as outlined in the Introductory Guide for Assessment of Student Learning Outcomes Fall 2005 (III.A-23). It states, “Assessment at Diablo Valley College is an on-going faculty-driven process for understanding and improving student learning. Efforts are directed toward the improvement of institutional effectiveness.” The campus has been working diligently towards student learning outcomes as evidenced by many sources: the Student Services area has completed two cycles of student learning outcomes, general education courses in math and English have used national exams to measure learning objectives, a dedicated webpage to student learning objectives has been established, and the college has given reassigned time to faculty to help administer student learning outcomes throughout the campus. However, despite these efforts, the progress has not been as swift as the college had hoped. One major reason for this is the lack of adequate numbers of full-time faculty to develop, administer, and evaluate these outcomes. When calculated by FTES, full-time faculty account for just 54% of the total load on campus and number 274 (III.A-5). The college routinely teaches over 900 different courses. If the college were to evaluate
student learning objectives at the course level, each full-time faculty member would have to be responsible for nearly five sets of student learning objectives to cover every course taught at the college.

As previously mentioned, despite the lack of sufficient full-time faculty, student learning objectives have been a high priority on campus. At the current time, these are primarily being taken care of at the department and program level. Activities and training have taken place over the last two years, including “Pizza Fridays” where faculty could go to get one-on-one help to develop, administer and evaluate student learning objectives; various FLEX activities regarding SLO (IIIA-24); and discussions regarding SLO in individual departments and at department meetings (IIIA-25).

While at the current time, faculty and others responsible for student learning outcomes are not directly evaluated for producing learning outcomes, there are some parts of the faculty evaluation that indirectly address the issue. The most pertinent is the primary evaluation form used for faculty evaluation which contains the following statement: “Regularly assessed the teaching-learning process and modified strategies as necessary to enhance successful learning outcomes” (IIIA-27).

Although the evaluation of SLO is a new standard in DVC’s accreditation process, the college has diligently worked toward integrating them into the fabric of the college, especially in regards to the curriculum process. From the evidence presented, it is apparent that the institution meets the standard. Traditional methodologies used at the college to evaluate student success have included grades, course completion, and retention. While not always specifically named, student learning goals are observed in program review, the curriculum development process, individual course outlines and course syllabi. As course outlines specify unit value, topics, scope, learning objectives, and course content, the evaluation of these components shows a direct link to the significant role faculty members traditionally play in the integration of student learning outcomes into their curriculum and teaching practices at the institution (IIIA-28). It is important to note that faculty members involved in course outline development engage in a technical review process, of which a primary goal is to ensure that the learning outcomes, course content, and instructional methodology reinforce and support one another. Moreover, all proposed course outlines and revisions are subsequently subject to the review and approval of the Curriculum Committee.

Planning Agenda

The college is in compliance with this standard.

Evidence

IIIA-5  DVC Educational Master Plan, 2007-17
IIIA-23 Introductory guide for assessment of student learning outcomes fall 2005
IIIA-24 FLEX activity calendar fall 2007
IIIA-25 Department meeting minutes citing SLO
IIIA-26 Introductory guide for assessment of Student Learning Outcomes fall 2005
IIIA-27 Classroom observation form for teaching faculty
IIIA-28 Course outline template

III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

The college adopted An Employee Code of Ethical Behavior on April 5, 2005 (IIIA-29). It begins with the statement “The conduct of District employees as public employees shall be worthy
of the respect and confidence of the community we serve.”

In addition, the faculty handbook (August 2000) describes the faculty’s commitment to students (IIIA-30). The college catalog (IIIA-31) and Student Services Procedures (IIIA-32) also delineate a code of conduct for students while classified employees’ Local 1 contract under Article 16 lists causes for disciplinary action (IIIA-33).

**Self Evaluation**
The college administration annually sends information to all employees via email pertaining to the district’s sexual harassment (IIIA-34) and unlawful discrimination policies (IIIA-35). Also available for wide distribution is a bookmark briefly defining both policies and information where the entire policies and procedures are available as well as the names and extensions of the vice president of student services and the dean of student life (IIIA-36).

In the college’s report to the Governing Board (August, 2007) on unauthorized grade changes, one of the seven preventative measures listed was to strengthen the current ethics code (IIIA-37). Based on that recommendation, a Task Force on Ethics was created with representatives from all constituent groups (IIIA-38). Employees of this institution are expected to adhere to a strict code of ethics.

**Planning Agenda**

*The college is in compliance with this standard.*

**Evidence**

IIIA-29 Employee Code of Ethical Behavior (CCCCD HR Procedure Binder) 1040.08


IIIA-31 DVC catalog, 2006-07 p.40

IIIA-32 Student Services Procedure #3027

IIIA-33 Local 1 Collective Bargaining Agreement – Article 16

IIIA-34 Sexual Harassment Policy

IIIA-35 Unlawful Discrimination Policy

IIIA-36 Bookmark distributed with sexual harassment and discrimination policies

IIIA-37 College report to CCCCD Governing Board (08/07) regarding unauthorized grade changes

IIIA-38 District-wide task force on ethics notes or proof

---

### III.A.2. The institution maintains a sufficient number of qualified faculty members with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.

**Descriptive Summary**
DVC maintains a sufficient number of qualified faculty members with full-time responsibility to the institution. DVC has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support DVC’s mission and purposes.

**Self Evaluation**
The college employs faculty, administrators, and staff to teach its courses, support its programs and services, and oversee its operation (IIIA-4). Students are served through counseling and other student services, such as matriculation, transfer, financial aid, child care, career planning, job placement, and extended opportunities programs and services. Of the 256 full-time faculty and managers listed in the 2006-07 college
catalog, 245 (96 percent) hold advanced degrees and 71 (28 percent) hold doctorates (IIIA-39).

The college minimally meets this standard in terms of sufficiency of human resources as related to faculty, staff, and administrators. In fall 2005, DVC employed a total of 762 full-time equivalent (FTE) persons in six personnel categories including: educational administration, 19; classified administration, 23; tenured/tenure track faculty, 274; temporary faculty, 235; classified professionals, 20; and classified support, 191 (IIIA-5). For simplicity, these six categories can be reduced into three, namely, administration (42 FTE, 5%), faculty (509 FTE, 67%), and classified staff (211, FTE, 28%). Analysis of the four year period between 2002 and 2005 shows a loss of FTE by 128 positions (15%) from the peak in 2003. This sharp decline in work force was attributed mainly to state budget shortfalls, district financial difficulties, and a large number of employees who took advantage of early retirement programs. While there was a partial recovery of 54 positions, there are still 73 unfilled positions compared to peak employment in 2003.

Sufficiency can be assessed in many ways. One useful comparison is to examine the ratio of FTE employees per 1,000 FTE students. In 2005, for all community colleges in California, the number of FTE employees per 1000 FTE students stood at 59 (33 for faculty, 23 for staff and 3 for administration). Comparable numbers at DVC stood at 42 FTE employees per 1,000 FTE students (IIIA-5). This demonstrates a shortage of 17 FTE positions for each 1,000 FTE students or, put another way, a shortage of 290 positions at the college. Unless there is a change, the quality of programs and services may be compromised as employees are stretched to maintain the effectiveness of the institution. In terms of each category, faculty positions are 29 per 1,000 students FTE compared to 33 for the state, this shortage of 4 positions translating into a shortage of 68 positions for the college. Staff positions are woefully insufficient at only 10 FTE per 1,000 students FTE, compared to 23 for the state, which translates to a shortage of over 200 staff positions at DVC. Administration positions are also short by 7 positions (IIIA-5). These positions need to be created and filled if the college is to run effectively and effectively serve the students.

The fact that a large portion of DVC’s faculty and staff are part-time employees creates a sense of instability regarding instructional responsibility, student advisement, curriculum and course development, program review, assessment of student learning outcomes, committee service, and other educational responsibilities. This imbalance places an undue burden on existing full-time employees who feel obligated to fill in the gap. In 1988 AB 1725 established a goal of a 75% to 25% ratio for classes taught by full and part-time faculty. It is obvious that the state and DVC in particular are far below these goals (IIIA-5). While part-time employment is valuable for developing new and innovative programs, training potential future full-time faculty, and balancing budgets during reduced funding, a reasonable and acceptable balance must be regained. It has reached a ratio that threatens the quality of education at all community colleges in the state, including DVC.

In 2005 the FTE full-time to FTE part-time faculty ratio with respect to instructional responsibility showed that full-time faculty taught only 54% of the classes (IIIA-5). While this is significantly lower than the standard of 75% outlined in AB 1725, it is also lower than the state average of 57%. This difference is further magnified by the fact that in certain disciplines all courses are taught by part-time faculty. SRC has an even larger deficit as only 18% of its FTE is taught by full-time faculty. This imbalance must be addressed as DVC makes a conscious effort to get these ratios in line with state goals.

Classified staff has similar concerns over the number of interim, temporary, and part-time positions. Our latest analysis indicates that there is a shortage of over 200 classified staff positions
at DVC when compared to the statewide average (IIIA-5). The vacancies may be due to a number of factors, including retirements, transfers, and a lengthy job replacement process. Most of these open positions are currently being filled by temporary employees, but some of these positions have been “temporary” for as long as five years. This creates a tremendous burden on current employees as they must constantly train temporary employees or retrain themselves for new job positions.

Although it is recognized as a statewide problem for community colleges, the ratio of full-time to part-time instructors is a matter that needs to be reasonably addressed over the coming decade, with the intent of the college and district to improve this ratio, given a variety of factors, not the least of which is the lack of funding from the state level for new faculty, staff and administrative positions. In addition, it must be emphasized that the institution functions at a high level, despite the staffing issues. This is largely due to a dedicated group of employees, both full-time and part-time, that ensure through their hard work and effort that the institution exceeds the standards whenever possible.

Additional strategies related to this standard can be found in the College Improvement Plan.

**Planning Agenda**

*The college is in compliance with this standard.*

**Evidence**

- IIIA-4  DVC Strategic Plan, 2006-11
- IIIA-5  DVC Educational Master Plan, 2007-17
- IIIA-39  DVC catalog, 2006-07

**III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.**

**Descriptive Summary**

DVC systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

**Self Evaluation**

In conjunction with the Contra Costa Community College District Office, Diablo Valley College creates its personnel policies and procedures. The master documents are listed as Governing Board Policies and Administrative Procedures (IIIA-40), Human Resources Procedures (IIIA-41), Management, Supervisory, and Confidential Employees Personnel Manual (IIIA-42) and Payroll Procedures (IIIA-43). These policies and procedures are maintained and regularly updated in both hard copy and online format and are available for viewing by the general public on the District Office website. Administrative Procedure 1001.01 of the Governing Board Policies and Administrative Procedures manual describes the process to introduce new or revise existing Governing Board policies (IIIA-44). This includes how the process is initiated, which bodies of constituents are involved in the process, and the timelines for such processes.

Included in these policies is a wide array of personnel issues including sexual harassment, administration of benefits, drug free work environment, leave policies, and many other policies relating to personnel. District-wide collective bargaining units negotiate personnel policies and procedures regarding working conditions and compensation issues. New agreements/provisions are negotiated regularly depending on the agreed upon length of contract for each unit. Staff at the District Office and on campus
who deal with personnel actions administer the agreed upon policies and procedures. These board policies and administrative procedures are regularly reviewed to ensure they are current, and the board gives approval before they are posted.

To ensure they are aware of personnel policies and procedures, new employees must attend a mandatory employee orientation session at the district as well as with the campus human resources assistant per Human Resources Procedure 3040.01 (IIIA-45). At these orientation meetings employees are informed and instructed on critical policies relating to salary, leave policies, health benefits, retirement benefits, sexual harassment, and non discrimination policies. It has been the practice to give the classified contract to new hires at the college level; however, since the latest contract has been ratified, no new contracts have been distributed to the college. In addition, faculty contracts also are not given out by the human resources assistant although faculty members do receive their contracts through their respective union offices.

At the time of this writing, changes to the classified contracts have been distributed to current employees but are not up-to-date on the district website. This is a cause for concern since new employees may not be aware of their rights and responsibilities per the new contract. The faculty union contract is also not up-to-date on the district website. However, district policies and procedures are up-to-date and are accessible to the general public on the district’s website.

Additional strategies related to this standard can be found in the College Improvement Plan.

**Planning Agenda**

*The college is in compliance with this standard.*

**Evidence**

- IIIA-40 CCCCD Governing Board Policies and Administrative Procedures
- IIIA-41 Human Resources Procedures
- IIIA-42 Management, supervisory, and confidential employees personnel manual
- IIIA-43 Payroll procedures
- IIIA-44 CCCCD Governing Board Administrative Procedure 1001.01
- IIIA-45 Human Resources Procedures – 3040.01

---

**III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.**

**Descriptive Summary**

The classified union contract describes the process for how its members are employed (IIIA-46). The faculty and classified hiring process is also described in the Uniform Employment Selection Guide (IIIA-47). In addition, the district has created policies on how to employ classified, faculty, and management both permanent and hourly (IIIA-47, 48). These policies and procedures in addition to the Local 1 union contract outline the proper steps necessary to recruit and employ all different types of constituencies (IIIA-49).

**Self Evaluation**

The process for hiring is systematic and ensures fairness across all constituencies. It is the college practice that the director of business services distributes interview guidelines to hiring panels prior to interviews. The Uniform Employment Selection Guide has not been updated since September 1999 and contains old
and outdated procedures such as policies relating to Affirmative Action (IIIA-13). In addition, it does not address new procedures relating to the recruitment of classified and management, including completing an online application on the Taleo system. However, there is a committee currently working on an update.

Additional strategies related to this standard can be found in the College Improvement Plan.

Planning Agenda

*The college is in compliance with this standard.*

Evidence

IIIA-13  Uniform Employment Selection Guide
IIIA-46  Local 1 Collective Bargaining Agreement – Article 11
IIIA-47  Human Resources Procedures – 1010, 2030, 3030, and 3050
IIIA-48  Management, supervisory, and confidential employees’ personnel manual – section 3
IIIA-49  Local 1 Collective Bargaining Agreement – steps for recruitment

III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Self Evaluation

All college personnel files are kept in file cabinets in the human resources department in the college business services area. The file cabinets are locked at all times; the only keys are held by the two human resources assistants, the business services manager, and his assistant. Personnel records are confidential and may only be viewed by authorized personnel and by the employee during non-instructional hours, breaks, lunch periods, or other non-working periods (IIIA-50, 51).

The district information technology area has safeguards in the technical infrastructure to secure employee records in the Datatel system. Users have their own logon and password to view their records only. Managers request access through IT for new employees to view or update areas appropriate to their job duties. The protection of confidential data is described in HR Procedure 1040.01 (IIIA-52).

Until recently the personnel file cabinets in the business services department were locked only at the end of the work day. The business services area is a busy area visited by many people, so to ensure that the personnel files were secure it was decided to have the file cabinets locked at all times. Also, because of the recent grade-change incidents by student employees, limitations on and enforcement of access have been intensified.

Planning Agenda

*The college is in compliance with this standard.*

Evidence

IIIA-50  Human Resources Procedures – 1040.01 and 1040.2
IIIA-51  Education Code 87031 b 2
IIIA-52  Human Resources Procedures – 1040.01
III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Descriptive Summary
The district has created and maintained policies and procedures that are meant to ensure nondiscrimination and diversity.

Self-Evaluation
The district has instituted a “Faculty and Staff Diversity Program (FSDP)” which can be found in HR Procedure 1010.01 (III-A-53). In addition, all job announcements contain a statement of the district’s status as an equal opportunity employer and its commitment to diversity (III-A-54) (http://www.4cd.net/governing_board/disclaimer.asp).

As stated in the policy for FSDP, the district makes a good faith effort to recruit “applicants from all ethnic and gender groups.” According to the policy outlined above, methods of recruitment are reviewed and modified to “broaden the scope of the search” in relation to ethnic, gender, and other groups. In addition, district job applications do not include questions about ethnicity, religion, sexual orientation, or other such questions in the bodies of the applications to ensure that people will not be judged based on these aspects of their persons. Finally, the policy states that the nondiscrimination applies not only to recruitment but also to promotion, transfer, training, and development (III-A-53).

Similar entries are made in both the Board Policy manual (III-A-55, 56). In addition, the Management, Supervisory, and Confidential Employees Personnel manual also makes similar statements (III-A-57) and contains a provision that states that the district will investigate and take appropriate measures to “ensure that unlawful discrimination and harassment does not occur” (III-A-58).

Additional strategies related to this standard can be found in the College Improvement Plan.

Planning Agenda
The college is in compliance with this standard.

Evidence
III-A-53 Human Resources Procedure – 1010.01
III-A-54 http://www.4cd.net/governing_board/disclaimer.asp
III-A-56 CCCCD Governing Board Policy 2052
III-A-57 Management, Supervisory, and Confidential Employees Personnel Manual, sect. 2.0
III-A-58 Management, Supervisory, and Confidential Employees Personnel Manual, sect. 2.2.1

III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary
Although the college employee demographics in equity and gender do not correspond closely with student demographics (DVC Educational Master Plan, 2007-17, pp. 183-187), DVC continues to promote an appreciation for diversity and engender a desire for improving diversity demographics within its workforce.

Self Evaluation
The college administration, under the district chancellor’s lead, is sensitive to the needs, desires, and satisfaction level of the current personnel at the college. The chancellor surveys the satisfaction levels of each employee and constituent group annually through the District Climate Survey (III-A-59). The results of this survey
are published and discussed openly, and some find their way into the chancellor’s goals/ objectives in succeeding years. The Board of Trustees is also informed of the survey outcomes for each college and their respective constituent groups. This survey helps direct the college administration when planning programs and services for the college community. The chancellor’s strategic directions for 2005-07 specifically include objectives to “provide improved access to meet community needs”; “enhance services to meet the needs of an expanding, diverse student population”; “ensure meaningful involvement of all constituencies in key decision-making processes”; and “assess student/community needs and offer innovative, outstanding programs and services to meet those needs” (IIIA-60).

The college also provides programs and services to support its diverse personnel. At the start of each semester, wide varieties of FLEX activities are planned by faculty members and staff and are well-publicized to the college community. Every employee on campus is welcome to attend the FLEX activity of her/his choosing (IIIA-61). The president invites every employee on campus to attend the beginning of year convocation to hear new ideas and information and also invites feedback on ideas shared. Although focused mostly on student matters, FLEX activities for the fall semester of 2007 included topics that have application to employee groups as well: “Distressed Students: Recognition & Response-Mental Health Issues;” “DVC Women’s Program Revisited;” “Intercultural Communication in the Classroom;” and “Understanding Your Muslim Students.”

Additionally, the human resources department ensures that all announcements for hiring include references to the diversity and equity goals of the district and college. P. 34 of the college’s Strategic Plan for 2006-11 states that DVC will fulfill its mission by ensuring “that its faculty, staff, and leaders reflect approximately the makeup of the student body in terms of gender, ethnicity, or race” (IIIA-4).

The intent of the college, expressed in the 2007 DVC Educational Master Plan, is to improve its employee profile in the areas of diversity and equity and to engender respect for diverse peoples and cultures (IIIA-5). The plan states that faculty diversity has “changed dramatically over the last few years” (pg. 185) and that “DVC’s advocacy for diversity reflects the college’s belief in the merits of inclusion and its contribution to the enrichment of student learning at all levels” (pg. 183). It also acknowledges that “while the ethnic diversity of students has changed dramatically in the past 12 years, faculty diversity has changed at a much slower pace” (pg. 185), due perhaps to a slower turnover of faculty compared to students.

In light of this, the college is effective in promoting sensitivity and developing understanding of the need to continue improving in the areas of diversity and equity. DVC encourages its constituent groups to recommend the kinds of support services and programs to address the needs of its personnel. Campus constituencies provide ideas and feedback about diversity in programs and services. Division meetings and councils, the campus wide Instructional Council, the Faculty and Classified Senates, the Management Council, and a variety of standing and ad hoc college committees are venues for ideas for improving college diversity. In addition, the offices of Academic Affairs and Research actively gather suggestions for new programs, services, and topics that constituents feel should be considered and discussed on campus. At DVC, there is no dearth of suggestions for improving old or routine ways of doing things, and ideas that may begin with one constituent group often spill over into the consciousness of other constituencies.

The Accreditation Survey of 2007 indicates that a majority of the faculty and staff believe that the current hiring system used by Human Resources supports the college’s efforts to diversify its personnel (IIIA-62).
Planning Agenda

*The college is in compliance with this standard.*

Evidence

IIIA-4 DVC Strategic Plan, 2006-11
IIIA-5 DVC Educational Master Plan, 2007-17
IIIA-59 CCCCD employee climate survey
IIIA-60 Chancellor’s strategic directions 2005-07
IIIA-61 FLEX schedule, fall 2007 and spring 2006
IIIA-62 2007 self study survey results – item #59

III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary

The college assesses its employment equity record through the departments of business services and research for consistency with DVC’s mission.

Self Evaluation

The district and the college both generate data annually that indicate how well diversity and equity goals in hiring practices were met the previous academic year. Annual reports from the dean of research indicate the degree of progress in diversity balance that has been achieved (2). The 2007 Educational Master Plan includes the most recent diversity data of the college and compares it to previous years (pp. 183-187).

DVC Procedure 2001.01 of the DVC Procedures Manual states that “DVC does not discriminate on the basis of race, color, national origin, sex, sexual orientation, disability, or age in any of its policies, procedures, or practices. This non-discrimination promise covers admission and access to, as well as treatment and employment in, all of the college’s programs and activities…” (3). Likewise, in the district’s Human Resources Procedure 1010.01 from the Human Resources Procedure Manual, it states that “good faith efforts shall be undertaken to recruit applicants from all ethnic and gender groups….Outreach and recruitment efforts shall be undertaken for individuals with disabilities and for special disabled…veterans” (4). The human resources department at DVC follows these directives closely.

The college acknowledges that employee equity and diversity affects student success as well. Page 185 of the 2007 Educational Master Plan addresses this, stating that “while the college is closing the gender gap between faculty and students, efforts should be directed toward narrowing the ethnic gap between the two groups. The presence of faculty role models of different ethnic groups will contribute greatly to student success and retention” (5).

Planning Agenda

*The college is in compliance with this standard.*

Evidence

IIIA-4 DVC Strategic Plan, 2006-11
IIIA-5 DVC Educational Master Plan, 2007-17
IIIA-41 Human Resources Procedures
IIIA-63 College Procedures manual
III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students

Descriptive Summary
DVC subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.

Self Evaluation
Human resources at DVC follow the policies set by the Board of Trustees of the Contra Costa Community College District and demonstrates integrity in its treatment of all members of the campus community. State regulatory policies, the California Education Code Title 5, district human resources procedures, federal, state, and local labor law, bargaining union agreements, and the DVC procedures manual define appropriate and ethical practices relating to employees and to students.

The college follows procedural guidelines designed to find the most qualified applicants who embrace the goals and mission of the college and who reflect a diversity of socioeconomic, cultural, and educational backgrounds. The college specifically bans hiring practice behaviors that discriminate in any way by gender, creed, ethnicity, race, disability, or sexual identity and it forbids discrimination in fact. The college actively pursues training in prevention of sexual harassment and offers FLEX activities addressing a variety of equity and diversity areas (IIIA-64). The Chancellor’s Strategic Directions for 2005-07 include the promise to “ensure that our interactions with our colleagues and our students are based on integrity, good will, and mutual respect” (IIIA-60). Supporting these practices is the fact that according to the Accreditation Survey of 2007, the faculty and staff believe that the college fosters ethical behavior among its employees (IIIA-65).

District Human Resources Procedure 1010.01 specifies that “anti-discrimination policies shall apply to all aspects of employment, including… recruitment, selection, promotion, transfer, and employee training and development” (IIIA-41). In addition, page 11 of the DVC Strategic Plan for 2006-11 states that one objective of the college is to “provide a campus climate that encourages tolerance, mutual respect, civility…” (IIIA-4). Despite this, according to the Accreditation Survey of 2007, faculty and staff believe that not all constituency groups are given equal respect and consideration when considering new directions for the institution (IIIA-66).

Additional strategies related to this standard can be found in the College Improvement Plan.

Planning Agenda
The college is in compliance with this standard.

Evidence
IIIA-4 DVC Strategic Plan, 2006-11
IIIA-41 Human Resources Procedures
IIIA-60 Chancellor’s strategic directions 2005-07
IIIA-64 FLEX Schedule showing equity and diversity activities
IIIA-65 2007 self study survey results – item #71
IIIA-66 2007 self study survey results – item #69
III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Descriptive Summary
DVC provides all personnel with appropriate opportunities for continued professional development, consistent with DVC’s mission and based on identified teaching and learning needs.

Self Evaluation
The DVC staff development program designs and supports professional growth activities and training for faculty and staff which provide a broad range of educational approaches and support services to faculty and staff to help them ensure that students achieve their highest potential. The DVC staff development mission is to support quality teaching, learning, and support services for all students by providing the necessary resources for employees to develop and fulfill career, personal, and professional needs and goals. Continuous professional development and training is essential to maintain highly qualified faculty and staff committed to serving the educational needs of students (IIIA-67).

The DVC staff development program promotes the professional development of all members of the academic community. To provide appropriate opportunities, staff development supervises the processes for allocating staff development resources and coordinates programs of individual and institutional professional growth, with responsibility for planning, promotion, implementation, and evaluation. Professional development opportunities for faculty, classified staff, and administrators include funding for attending professional conferences, workshops, classes, seminars, and other revitalization activities; a district-maintained program of professional development leaves (sabbaticals); and training and retraining stipends for classified staff.

The Staff Development Office lost its faculty director (0.8 reassigned time) in 2002 when that position was no longer funded with reassigned time from the administration. This corresponded with the loss of AB 1725 funds from the state. However, the staff development coordinator position has been re-established, but with only 0.4 reassigned time. The school also has a NEXUS Coordinator (0.4 reassigned time), who is currently in charge of working with new, full-time faulty and all part-time faculty members. In addition, the Staff Development Center has a classified senior office assistant and an instructional technology coordinator to help with the day-to-day activities of the center.

The main source of financial support for the staff development program had traditionally been provided by AB 1725 funds, which totaled nearly $60,000 during the 2000-01 fiscal year (IIIA-68). However, in 2002 the state legislature did not fund this program. While the program was sporadically funded by the district, college, and DVC Foundation from 2002 to 2006, there was no long-term commitment for funding, making it difficult to plan ahead without a clear sense of what the budget might be. In 2006, however, the district office committed a significant amount to staff development, and DVC had $122,000 budgeted for staff development at the beginning of the 2007-08 fiscal year. In addition, the DVC Foundation has contributed $10-15,000 the past few years to the program. The overall budget is divided by an agreed upon formula by all constituent groups with funding divided between campus-wide activities, each individual constituent group, and offsetting the salary of the classified senior office assistant. Faculty members receive the bulk of the funds, but ample amounts are given to the other groups.

The flexible (FLEX) calendar program is a major component of the staff development program. The FLEX day programs are consistent with the institutional mission and based on identified teaching and learning needs, providing the main vehicle for participation in professional development activities. A campus-wide Staff Develop-
ment Committee, composed equally of administrators, faculty, and classified staff, oversees the FLEX program. All constituencies are encouraged to submit individual staff development requests, and the process for applying for staff development money is uncomplicated. Although most faculty members have used the money to attend conferences or workshops, there is a broad spectrum of activities for which the funds can be used within California guidelines.

Staff development also oversees NEXUS. Directed by the NEXUS coordinator, this year-long orientation program for new, full-time faculty was created in 1985. New full-time faculty members are paired with a mentor, an experienced faculty member, usually from their own department. Newly hired faculty orientation activities begin before the opening of the fall semester and provide monthly programs throughout the school year. The specific objectives of the program are spelled out in its concept paper of 1999 (IIIA-68). The NEXUS program features numerous presentations including library technology, articulation agreements, assessment process, writing across the curriculum, and leadership opportunities on campus (IIIA-69). In addition, the NEXUS Coordinator is responsible for the training of newly-hired and returning part-time faculty members. Programs presented in the recent past have included part-time orientation, part-time evaluations, part-time rehire rights, and full-time hiring workshops to make part-time faculty more competitive when seeking a full-time faculty position (IIIA-70).

The district also provides sabbatical leaves which allow some staff to continue their development. Administrators and full-time faculty are eligible to receive sabbatical leaves. The Sabbatical Leave Program, as negotiated in the UF/C CCCD Faculty Contract, sets aside an amount equal to 0.5 percent of the total expenditures listed in the official budget under certificated salaries sabbatical leaves (IIIA-71). Sabbatical leaves are widely used by faculty on this campus.

The staff development program also oversees the budget for faculty to attend appropriate conferences for which faculty members can submit an application. Full-time faculty members receive up to $600 each year while part-time faculty members receive up to $300 each year for this purpose (IIIA-72). The Staff Development Committee reviews these applications to ensure they fit the professional development criteria. If the application meets the standard, then it is put into the approved pool and funded. If there are insufficient funds available for all eligible applications, a lottery is conducted until funding runs out. Recently, however, all eligible applications have been funded.

Classified staff members, who attend many staff development programs, also participate in Educational Incentive Programs for Local 1 Classified Employees (IIIA-73) which provide funds for in-service training, tuition reimbursement, and conference attendance. Although workshops, seminars, and retreats are generally job-related, it is possible to obtain funds for other activities if approved by the classified staff development committee.

The college endeavors to address the training and development needs of full-time and part-time classified staff. Classified staff receives enrollment fee reimbursement for six credit units per year offered through the college. Workshops are also held on professional development days and throughout the year to meet the needs of classified staff. There is no program similar to NEXUS to provide orientation to newly employed classified staff; however, all permanent classified staff are issued the DVC Classified Staff Handbook (IIIA-74).

There is little doubt that the staff development program has declined in the last few years, but a conscious effort has recently been made to renew the vitality of the program. During the previous accreditation self evaluation, the staff development program was considered excellent throughout the campus community. The 2001 self study survey revealed the staff’s satisfac-
tion with the program: in response to the item “DVC’s Staff Development programs promote improved professional expertise,” over 83 percent of each constituent group expressed agreement with only 13 percent disagreeing (IIIA-75). However, during the past seven years, the staff development office has not fared nearly as well. Survey results for this accreditation process indicate that over 70% of the respondents felt that DVC would be better served by having a staff development coordinator by answering strongly agree or agree to that question (IIIA-76). In addition, only 37.6% of those taking the self-study survey answered strongly agree or agree to the statement that DVC provides all personnel with appropriate opportunities for continued professional development (IIIA-77).

It seems clear that DVC has been unable to maintain its stellar staff development program in the last seven years. The major reasons for this change have been the loss of a staff development coordinator, the loss of funding at the state level for AB 1725, and the lackadaisical attitude regarding staff development from the previous administration. Despite these issues, the level and extent of professional development activities remain at an acceptable level but without the vibrancy and creativity of the past. This change is primarily due to the loss of the staff development coordinator (0.8 reassigned time) in 2002. In an attempt to provide the staff with worthwhile opportunities, the staff development coordinator position was funded for the spring 2008 semester (0.4 reassigned time). It is well established that DVC needs a coordinator dedicated to this position, especially in years of small budgets. While campus members in general applaud the funding of the coordinator position, some are more skeptical since they feel the radically reduced release time is not adequate to return the staff development program to its past distinction.

The NEXUS program for probationary faculty members has fluctuated based on the number of newly hired full-time faculty members. In years when the college hired few if any faculty, the NEXUS program was nonexistent. However, when the college has hired a larger group of full-time faculty, the NEXUS program has been highly successful in carrying out its mission of orienting new faculty to the campus community. Since NEXUS is also involved with the part-time faculty, in years of low hire of new full-timers, it is imperative that the program continues to meet the needs of the part-time contingent as well. In many ways a model program, NEXUS has nevertheless been the source of some disagreement between faculty and administration. At present, NEXUS focuses orienting new faculty members to the college, a focus which includes discussion of issues such as campus culture, logistics of the campus community, and the advantages of a mentor relationship (IIIA-78). The administration, however, has expressed the desire to take a more significant role in NEXUS by instituting a district orientation as well.

Some classified staff are concerned that there is not full and adequate training for their jobs, especially at present when many staff members are working in interim or temporary positions. Comments from the 2001 self study survey indicate that this was a problem, and current results of the self study survey corroborate this with 68.8% of respondents indicating that they strongly disagree or disagree with the statement that the personnel needs of their department or area are met (IIIA-11). The classified staff has indicated that the inability to get away from their jobs for adequate on-going training or special activities such as FLEX is a major concern. Recently classified personnel have been allowed to temporarily fill other classifications, which has provided the college with a more knowledgeable workforce and allowed for cross-training within departments. However, this has also resulted in a greater workload not only because staff must be trained for their new positions but also because that training is primarily coming from current staff members, which multiplies their duties and responsibilities.
Another concern is that there are no orientation programs for new managers. This deficiency is a concern especially in the case of newly appointed deans, who are required to do a difficult job, one which is constantly evolving and is likely to change even more over the next few years. As of October 15, 2007, seven of the twenty-three administrative positions listed on the DVC Website have an interim title (IIIA-79).

Increasingly, the needs of part-time faculty members are being addressed by the staff development program. For example, part-time faculty members are eligible to apply for conference and other staff development funds. In addition, staff development has initiated programs like the following: part-time orientation, workshops in part-time rehire rights, workshops in part-time evaluation procedures, and workshops to help part-time faculty members seek full-time faculty positions. The United Faculty also sponsors seminars and orientations for new and existing part-time faculty on college policies and procedures, retirement and health benefits and other topics.

While the main campus of Diablo Valley College has generally been well served by staff development workshops, employees at the San Ramon Campus (SRC) have had a difficult time taking advantage of these training sessions because of their distance from the main campus where almost all of these activities are centered. A concerted effort has been made to include this site with some of the training, and in fall 2007 a number of “Best Practices” workshops were offered at SRC for FLEX (IIIA-24).

Although the staff development program has seen its ups and downs since the previous accreditation visit, the positive strides it has made recently point towards a brighter future assuming the program continues to get the proper financial and institutional support. While there are numerous positive signs, certainly the most promising development has been the reinstatement of the staff development coordinator position. In just a few short months, the innovation and vitality of the program has been revived as the staff development opportunities have grown both in number and content as evidenced by the variety of activities offered throughout the spring 2008 semester.

Additional strategies related to this standard can be found in the College Improvement Plan.

Planning Agenda

The college is in compliance with this standard.

Evidence

IIIA-11 2007 self study survey results
IIIA-24 FLEX schedule fall 2007
IIIA-67 Staff development mission statement and http://www.dvc.edu/staffdevelopment
IIIA-68 NEXUS concept paper
IIIA-69 NEXUS schedule
IIIA-70 FLEX schedule showing PT orientation, PT hiring, FT hiring
IIIA-71 UF/C CCCCD Faculty Contract
IIIA-72 Faculty Conference funding application
IIIA-73 Local 1 flyer – educational incentive programs
IIIA-74 DVC classified and staff handbook
IIIA-75 2001 self study survey results – item #52
IIIA-76 2007 self study survey results – item #67
IIIA-77 2007 self study survey results – Item #57
IIIA-78 NEXUS Topic Summary
IIIA-79 www.dvc.edu – interim management positions
III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary
DVC plans professional development activities to meet the needs of its personnel.

Self Evaluation
All constituent groups have considerable input in proposing and planning various staff development activities. Any employee may offer a FLEX activity as long as it corresponds to one of the nine criteria outlined by the state. Because the district’s flexible (FLEX) guidelines allow for off-calendar or off-campus activities, it is now possible for all groups to take advantage of educational programs that were not available to them previously (IIIA-80). In addition, the staff development office, in conjunction with other groups, identifies areas of need and offers training (IIIA-61). Types of activities identified in the past have included building skills in support of learning (collaborative learning, interdisciplinary teaching, learning styles, classroom assessment techniques, computer training); developing leadership skills (management development, shared governance); promoting safety, health and personal well being (weight control, exercise classes, nature walks, violence in the workplace); and supporting multicultural and diversity workshops (effective teaching for a diverse student population and mentoring underrepresented faculty).

In spring 2008, several individuals from the Leadership Council proposed a college-wide leadership retreat. In conjunction with the president, Leadership Council approved a college-wide training on the use of Appreciative Inquiry to take place August 2008. To date, 66 people are participating with 24 from management, 16 faculty, 18 classified, and 8 students. Appreciative Inquiry is being used by community colleges nationwide for systems change and has been used for specific processes such as accreditation self-studies, strategic planning, student engagement, program review, conflict resolution, teaching and learning, and community building. On August 3, 2007, President’s Cabinet attended an Appreciative Inquiry staff development retreat, and on March 18, 2008, managers and supervisors attended an Appreciative Inquiry staff development retreat.

At various intervals, staff development surveys have been distributed to constituent groups in order to determine their staff development needs (IIIA-81). In fall 2006, a FLEX workshop was dedicated to building community on the college campus with one focal point being staff development. During this session faculty, classified staff, and management got together and discussed the issues and needs of staff development for the campus (IIIA-82). These findings were used to help guide future offerings. Funding for faculty and classified staff for independent or group activities is also available. When funding is available, applications are solicited, ranked and funded. Faculty members also select their own conferences for which they can apply for funding. The NEXUS program orients newly hired full-time and all part-time faculty. Full-time faculty members meet at the beginning of the fall semester and then once per month for the rest of the year. In addition, part-time orientation programs are typically held before the start of the semester.

Administrative support for the staff development program has seen a dramatic turn for the better in the last year with funding of staff development rising sharply and the staff development coordinator position being restored at half the release time (.40 reassigned time). While activities are still provided for constituent groups, they tend to lack the creativity and robustness of past years when they were organized by the staff development coordinator, though the situation seems to have improved as the staff development coordinator has been offering new and innovative workshops during the spring 2008 semester. This position is vital to promote
focused and consistent attention on the needs of employees to improve their job performance in a friendly and convenient manner. Now that there is a staff development coordinator, the program can once again offer not only thematic approaches to FLEX activities but also more and varied FLEX activities as a whole.

Additional strategies related to this standard can be found in the College Improvement Plan.

Planning Agenda

The college is in compliance with this standard.

Evidence

IIIA-61  FLEX schedule, fall 2007 and spring 2006
IIIA-80  CCCCD flexible guidelines (FLEX)
IIIA-81  FLEX schedule, fall 2006
IIIA-82  Summary of building community through staff development

III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary

DVC systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Self Evaluation

The Staff Development Office monitors and assesses both professional and institutional needs on an ongoing basis, through a variety of assessment tools, including expressed needs of faculty, classified, and administrative constituencies. Constituencies make their needs known through their respective staff development committees and through formal institutional plans, such as the Educational Master Plan (IIIA-5) and the Strategic Plan (IIIA-4). Staff Development is committed to developing a flexible program that can respond to the diverse professional needs of faculty, classified staff, and administration while also supporting institutional goals and mission. The Staff Development Office routinely and regularly collects participant evaluations for training workshops and classes, and uses these evaluations to write an annual analysis and evaluation of activities and programs (IIIA-83). In addition, the Staff Development Office is very receptive to suggestions for workshops and attempts to provide experiences that are worthwhile to all groups.

The Staff Development Office does an excellent job of getting feedback from the participants of each event. However, more care could be given to make sure the presenters of that event receive the feedback as well. In this way, workshops, especially ones that are offered each semester because of popularity, could be more systematically improved through that feedback. A coordinator for staff development could formalize this process and make it a permanent part of staff development.

Additional strategies related to this standard can be found in the College Improvement Plan.

Planning Agenda

The college is in compliance with this standard.

Evidence

IIIA-4  DVC Strategic Plan, 2006-11
IIIA-5  DVC Educational Master Plan, 2007-17
IIIA-83  Staff development needs assessment
III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary
The college systematically assesses the effective use of its human resources and uses evaluation results as the basis for improvement. Unit plans, program reviews, the Educational Master Plan, and the Enrollment Management Plan are examples of peer and supervisory reviews. Planning in human resources is connected to larger institutional planning through informal dialogue and formal planning structure.

Self Evaluation
The DVC Strategic Plan for 2006-2011 states that one of its goals is to ensure effective and strategic use of its resources through institutional planning. On page 29, it states that “the college has identified key data elements needed for major decisions. These decisions include faculty and staff hiring...” (IIIA-5). On page 37 of the college’s 2007 Educational Master Plan, which included considerable constituent participation at all levels, is included the statement: “one of the most crucial institutional challenges is linking planning with the budgeting process....In the past few years, DVC has had several examples of successful linkages between planning and budgeting, including...the program review results to the faculty hiring process...” (IIIA-5).

The dean of research is a member of the Enrollment Management Team and reports and discusses data, relating it to practical applications. The dean conducts management and college-wide presentations periodically on environmental scans and how institutional data affect enrollment and program trends. Such presentations are well-attended by administrators and faculty. In addition, the director of business services reviews classified staffing needs each year with the appropriate deans of areas and divisions. Such budgetary discussions address program needs and include staffing needs within divisions (as reflected in departmental program reviews) and research department data.

Planning Agenda
The college is in compliance with this standard.

Evidence
IIIA-4  DVC Strategic Plan, 2006-11
IIIA-5  DVC Educational Master Plan, 2007-17

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

III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Descriptive Summary
DVC provides safe and sufficient physical resources regardless of location or means of delivery.

Self Evaluation
Diablo Valley College (DVC) offers courses at three separate locations. The Pleasant Hill Campus (PHC) is located at 321 Golf Club Road, Pleasant Hill; the San Ramon Campus (SRC) at 1690 Watermill Road, San Ramon; and the Walnut Creek Center (WCC) at 1250 Ar-
royo Way, Walnut Creek. The PHC was opened in 1949 and consists of approximately 100 acres with 488,000 assignable gross square feet (ASF) of building area in 45 individual structures and 11 parking lots. The SRC was opened in November of 2006 and consists of 8 acres, with 47,500 ASF in 2 individual structures and 4 parking lots. The WCC is a leased facility consisting of 8 classrooms and offices totaling 11,600 ASF.

The college recently completed a Facilities Master Plan (IIIB-1) to guide the renovation of existing facilities and the construction of new facilities for the next ten years. The consulting architectural firm of tBP under contract to the college developed the plan with the Planning Council and other key participants providing guidance. In addition, the facilities plan is linked to DVC’s Educational Master Plan, 2007-17 (IIIB-2), which was completed in the spring of 2007.

Buildings and grounds personnel report to a director housed at DVC. Prior to July 1, 2007, the director of buildings and grounds reported to the vice-chancellor of facilities in the District Office, presently the director reports to the college’s business services director. This change should provide the college with more direct input on matters related to maintenance and upkeep.

The college, in cooperation with assistance from the Contra Costa Community College District (CCCCD), follows directives from the System Office (formerly the State Chancellor’s Office) and all appropriate regulations from both state and federal agencies to ensure that all college facilities are maintained in a safe condition.

The college, again in cooperation with and assistance from the CCCCD, evaluates the number and utilization of classrooms, laboratories and other non-instructional spaces to ensure that the facilities are used to meet the mission of the college. The college utilizes room/facility use information maintained by both central services and scheduling to coordinate the scheduling of all facilities. The college relies primarily on the program review process to evaluate how effectively facilities are meeting the needs of programs and services.

According to an internal survey conducted for this accreditation report (IIIB-3), approximately 52% of respondents indicated that facility space is adequate to meet the function of their respective department or area. Approximately 40%, however, indicated this was not the case. The college uses the same criteria for assessing the safety and sufficiency of facilities at all off-campus sites. Although the two off-campus sites, SRC and WCC, are distinct and different, both provide a safe environment for instruction and employees. The WCC is a leased site that is currently underutilized for instructional services.

The college is currently using a detailed facilities assessment (IIIB-4) in planning for the use of funds from a Measure A capital facilities bond passed in June 2006. Although no college-wide assessment of equipment has been conducted, the college periodically employs an equipment funding process in which instructional and non-instructional programs propose and justify equipment purchase proposals in a college-wide, open process which includes representatives from all constituent groups in the decision-making process (IIIB-5). The college-wide survey for this accreditation report shows that 80% of the respondents feel that equipment in their respective department or area is adequate and 67% feel that it is well-maintained (IIIB-3).

Distance education support equipment is maintained by the college instructional technology department headed by the executive dean of information technology (IT). The Technology Committee, made up of representatives from all constituent groups, is responsible for developing and maintaining a technology master plan to guide the expenditure of technology funds (IIIB-6). Institutional needs are being met.
Planning Agenda

The college is in compliance with this standard.

Evidence

IIIB-1  DVC Facilities Master Plan 2007
IIIB-2  DVC Educational Master Plan, 2007-17
IIIB-3  Internal accreditation survey
IIIB-4  Facilities assessment (tBP architecture)
IIIB-5  Maintenance schedule
IIIB-6  DVC Technology Master Plan 2004

III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary

DVC plans, builds, maintains, and upgrades or replaces its physical resources to assure effective utilization and the continuing quality necessary to support DVC’s programs and services.

Self Evaluation

The college has embarked on a major project of planning, building and upgrading its facilities, due to a large infusion of funds from local capital facilities bond measures and state capital facilities funding. Since the last accreditation review, the CCCCD has successfully passed two local capital facilities bond measures. In both cases, prior to passage of the bond measures, the college evaluated its current facilities condition (IIIB-7) and through a collaborative process, established a list of needed projects (IIIB-8) which served as part of the project list for both the 2002 and 2006 capital facilities bond measures (IIIB-9). Measure A (2002) and Measure A (2006). As a result of funding from Measure A (2002), the following buildings have either been remodeled/renovated or newly constructed:

- Advanced Technology Center (remodel)
- Liberal Arts (remodel)
- Bookstore (new)
- Planetarium (remodel)
- Humanities (remodel)
- San Ramon Campus (new)

The college completed these projects using funds from its first capital facilities bond measure, Measure A (2002), augmented by state capital construction funds (where available). In June of 2006, the voters of Contra Costa County approved the passage of Measure A (2006), a capital facilities bond measure in the amount of $286.5 million. With the passage of Measure A (2006), the chancellor directed the college to prepare an educational master plan for the period 2007-17 to provide essential information for the development of a facilities master plan which was developed under contract by tBP Architecture during the spring of 2007 (IIIB-1). The Facilities Master Plan establishes priorities for those items on the bond project list. The college Strategic Plan (IIIB-10) is also an integral component of the facilities master plan. Projects that will be funded by Measure A (2006) include a 2-megawatt solar array in parking lots 1, 3 and 4, replacement of the artificial turf on the football field, renovation of the track, and a new Student Services Center, (including Culinary Arts, and Food Services) which will result in a completely renovated outside quad area in the center of campus. The Engineering Technology Building is scheduled to be renovated pending State Bond passage in fall 2008 using part of local Measure A funds. In addition, the Contra Costa County Transit Authority has plans to build a bus terminal and signage for the college and Art Building is submitting an FPP for funding in 2010.
The college has also nearly completed installation of a campus-wide wireless network which will allow students with wireless electronic devices to access the network from any location on campus.

In addition to significantly improving buildings and grounds, DVC also works diligently to maintain its campus facilities, taking the following steps:

- The buildings and grounds department has implemented a process whereby staff members may report safety or maintenance issues as they arise. The department has improved this process by assigning a tracking number to all requests for facilities work in order to ensure that corrective action is taken (Sample Work Order Form). At SRC, these requests can be submitted online. The PHC is currently working with district information technology to upgrade the current work order tracking system to allow for online submittals and tracking of facilities work orders.

- The DVC Safety Committee makes an annual assessment of campus safety concerns including both instructional and non-instructional space, grounds and lighting (IIIB-12).

The college regularly sends requests to the State, through the capital construction request process, for building upgrades and additions. These include items such as roof repair, replacement of sprinkler systems, safety-identified physical plant upgrades, parking lot repair and construction of new buildings. Buildings and grounds, academic affairs, student services and the president’s office identify these repairs and upgrades. The institutional advancement office was responsible for coordinating the facilities effort on the campus together with the college president and the district vice-chancellor of facilities and operations (IIIB-13). However, with the retirement of this vice president fall 2007, the Director of Business Services has been given this responsibility.

With the many facilities changes that have occurred on campus over the past few years, the college has not provided adequate signage to assist students as they try to locate new, remodeled, and renamed buildings.

The college maintains its physical structures and resources in a manner that assures the safety of all students and employees. However, facilities on our central campus at DVC are showing signs of age. While the San Ramon Campus is virtually brand new, beginning service in November 2006 with all structures less than 3 years old, and the Walnut Creek Center physical facilities are adequate, many of the buildings on the Pleasant Hill Campus are more than 30 years old.

Still, the college has made significant improvements in the area of accessibility. In addition to recently installing a ramp on the north side of the Pleasant Hill campus, the college has also installed many power-assisted doors to make access easier for those with physical limitations. The Disability Support Services (DSS) program continues to monitor existing facilities for compliance and evaluates plans for new facilities and temporary access to facilities during construction. In addition, the college has centralized student services in one location, creating a one-stop center to better serve students. Although this centralized student service is currently housed in a structure slated for removal, the facilities master plan includes a new facility to house all student services in one location (IIIB-1).

During the summer of 2006, the main electrical transformer at the Pleasant Hill campus failed, leaving the campus without power, phone and computer services for three days. Fortunately no injuries were associated with this event. The college, however, had to cancel all classes and college activities for three days. The event also made it clear that the college needs to plan for this kind of catastrophic power outage and provide adequate on-campus generator capacity or
provide a back-up service at a remote location in order to maintain essential services. The college has recently worked with the local telephone provider to ensure that the main telephone number for the college is available at all times by routing all incoming calls to a remote telephone server in the event that the college loses power.

In spring 2008 DVC was involved with the Office of Civil Rights review for accessibility. The report from that visit requires the college to improve several accessibility issues (IIIB-14). The college has delegated all tasks and assignments associated with these improvements to the appropriate individuals. The college submitted a plan for meeting the requirements and expects the improvements to be completed before the follow-up visit.

**Planning Agenda**
The college should investigate the possibility of ensuring how the main college web site can stay up and available as a source of information for employees and students during power outages or other emergency situations.

The college should improve signage throughout the Pleasant Hill campus.

The college should meet Office of Civil Rights requirements.

**Evidence**
- IIIB-1 DVC Facilities Master Plan 2007
- IIIB-7 System Office 2003 survey of facilities
- IIIB-8 Planning Council notes
- IIIB-9 Project lists Measure A 2002/2006
- IIIB-10 DVC Strategic Plan, 2006-11
- IIIB-11 Sample facilities work order form
- IIIB-12 Safety Committee results of campus-wide assessment
- IIIB-13 DVC Procedure 6001.03
- IIIB-14 State Office of Civil Rights, site visit results spring 2008

---

### III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

**Descriptive Summary**
DVC assures that physical resources are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

**Self Evaluation**
Following directives from the Systems Office, our buildings and grounds director, with assistance from the CCCCD, keeps the college in compliance with federal and State mandates to assure access to our facilities and a safe and healthful environment. The college buildings and grounds staff report to the director of business services and work together to address issues raised by the campus community.

Pursuant to state law, plans for all new construction projects and remodels must be reviewed and approved by the Department of the State Architect (DSA). When the DSA reviews plans for either new construction and/or remodeling, it frequently requires the college to undertake modifications to nearby facilities to bring them up to current standards. Maintaining existing facilities has proven to be a challenge in the face of declining funding from the State and with the increasing age of many of the facilities on the PHC. And while the San Ramon Campus is new, it will also need to be maintained. The college continues to evaluate existing facilities to ensure compliance with the Americans with Disabilities Act (IIIB-15) requirements (IIIB-14). In addition, the college prepares and follows a maintenance schedule for all facilities at all three sites (Copy of Maintenance Schedule). The college received $858,636 for the facilities operating
budget and an additional $844,560 for scheduled maintenance in 2007-08.

At the time of the last accreditation, DVC employed a campus safety officer. Unfortunately, budget cuts forced the college to cut that position in 2002 though the director of business services has assumed the duties and responsibilities formerly assigned to this position. During the time that the campus safety officer was employed, he was instrumental in establishing emergency response teams across the campus. These teams still retain their supplies and will be called upon, if needed, during an emergency. On July 1, 2007, the CCCCD created a position to oversee emergency preparedness at all three colleges. This position is part of the District Police Services and is housed at DVC (IIIB-16).

As part of the preparation of this accreditation report, the team working on Standard III B developed questions as part of a college-wide survey to which all employees were encouraged to respond. The team included in its survey 19 questions related to the perception of physical facilities at all locations. The actual, tabulated results of that survey are available for review (IIIB-17). What follows is a narrative analysis of those results.

The results support the assertion that physical facilities at all three sites are adequate to fulfill the mission of the college (question 74 and sub questions to 74). For all but three areas, over 50% of the valid responses indicated that respondents strongly agree or agree with the statement. For heating systems, air conditioning system and restrooms, the percentage of strongly agree and agree was less than 50%.

Over 50% of the valid responses to question 73 regarding the adequacy of facility space, indicated that space is adequate for their department or area. In addition, over 60% of valid responses indicated that equipment in their department or area is both adequate and well maintained (question 75). Almost 75% of the valid responses indicated that respondents know what procedures to follow to request a facility change (question 77).

Finally, only slightly over 50% of the valid responses indicated that the installation of security cameras on campus would make respondents feel safer (question 79).

Concern about the health and safety of our students and personnel prompted the college to restrict on-campus smoking to the main campus quad area and the parking lots in 2004 (IIIB-18). This restriction relies on the initiative of non-smokers to politely request that smokers comply and on the courtesy of smokers to acknowledge the restriction and comply.

Additional improvement strategies in this area are found in the College Improvement Plan.

Planning Agenda

The college is in compliance with this standard.

Evidence

IIIB-14  State Office of Civil Rights, site visit results, spring 2008
IIIB-15  Americans with Disabilities Act
IIIB-16  Emergency Preparedness Plan
IIIB-17  Survey results
IIIB-18  DVC Procedure 2045.01
III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary
DVC plans and evaluates its facilities and equipment on a regular basis, supported by long range capital plans.

Self Evaluation
The college’s facility planning is governed by DVC Procedure 6001.03 (IIIB-13) while its use and assignment of facilities is governed by DVC Procedure 6001.01 (IIIB-19). The college annually evaluates the allocation of instructional resources (classrooms and laboratories) as part of the scheduling building process. Both faculty members, as they build the schedule, and instructional deans, as they review the proposed schedule, participate in this evaluation process in an organic fashion as they adjust the schedule to match student needs. In addition, as part of the schedule entry process, a room conflict report is generated. Each academic division is assigned access to certain facilities in order to develop the instructional schedule (IIIB-20). The faculty and the division deans, in cooperation with the college schedulers, control scheduling of these facilities (IIIB-19). The scheduling staff regularly monitors the use of instructional facilities while central services coordinates the scheduling and use of non-instructional space and emails a Weekly Use of Facilities report to all members of the campus community (IIIB-21).

In terms of the college’s long-range capital plans supporting institutional improvement goals, the CCCCD recently passed its second capital facilities bond measure in 5 years. Measure A (2006) will provide the district with $286.5 million. To connect these funds with its planning goals, during the 2006-07 academic year, DVC completed a Strategic Plan for the college for the years 2006-11 (IIIB-10). Section E-4 of the plan addressed the campus appearance, E-5 addressed long-term plans for the college, and E-6 addressed sustainability and environmental issues. The college wrote new vision, philosophy, and college mission statements as well as specific strategic directions. These strategic directions, along with results of the Educational Master Plan (IIIB-2) completed in 2006-07, were used in the preparation of the 2007-17 Facilities Master Plan (IIIB-1). The facilities master plan indicates that the PHC will need to increase assignable square footage (ASF) by approximately 88,000 by 2017 in order to accommodate anticipated enrollment growth of 6,000 students. SRC will need to increase by over 58,000 ASF by 2017 in order to accommodate anticipated enrollment growth of over 2,000 students. The Facilities Master Plan will be used to determine the priority for projects on the 2006 Measure A bond list.

The college has already used a portion of the bond money from Measure A (2006) to install a 2-megawatt solar panel array located in parking lots 1 and 4. It is estimated that this facility will provide approximately 30% of the college’s energy requirements, complementing the unit installed on the roof of the Life and Health Sciences (LHS) building.

The college faces serious challenges as it maintains a number of aging facilities. Although the buildings and grounds department has been able to hire for several new positions since 2000, the budget for ongoing maintenance is too small to provide for the maintenance of the aging structures. It is expected that savings from the installation of the solar panels will help fund maintenance projects at the college.
Additional strategies related to this standard can be found in the College Improvement Plan.

**Planning Agenda**

*The college is in compliance with this standard.*

**Evidence**

- IIIB-1  DVC Facilities Master Plan 2007
- IIIB-2  DVC Educational Master Plan, 2007-17
- IIIB-10  DVC Strategic Plan, 2006-11
- IIIB-19  DVC Procedure 6001.01
- IIIB-20  Room allocation
- IIIB-21  Example of weekly use of facilities

---

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

**Descriptive Summary**

DVC’s physical resource planning is integrated with institutional planning, and it systematically assesses the effective use of physical resources.

**Self Evaluation**

The recently completed 2007 - 2017 Facilities Master Plan (IIIB-1) was developed with input from and is consistent with both the DVC Educational Master Plan, 2007-17 (IIIB-2) and The DVC Strategic Plan, 2006-11 (IIIB-10). The college makes decisions for facilities planning that are informed by both the strategic plan and the educational master plan. In terms of the course scheduling process, classroom and laboratory utilization and allocation are reviewed annually. In addition, a room conflict report is generated (IIIB-22). Central services also monitors and reports on the use of non-instructional space. In fact, central services provides regular analysis of both instructional and non-instructional space through the scheduling process, the program review process and weekly facilities bulletins which serve to closely integrate physical resource planning with institutional planning (IIIB-23).

To improve physical resource planning, both instructional and non-instructional programs need to initiate a more detailed needs assessment on a regular basis as part of the program review process (IIIB-24). Any changes in the assignment of instructional space are made in accordance with DVC Procedure 6001.01 (IIIB-19) while planning for new facilities is done in accordance with DVC Procedure 6001.03 (IIIB-13).

**Planning Agenda**

*The college is in compliance with this standard.*

**Evidence**

- IIIB-1  DVC Facilities Master Plan 2007
- IIIB-2  DVC Educational Master Plan, 2007-17
- IIIB-10  DVC Strategic Plan, 2006-11
- IIIB-13  DVC Procedure 6001.03
- IIIB-14  State Office of Civil Rights, site visit results, spring 2008
- IIIB-22  Room conflict report
- IIIB-23  Room usage grid
- IIIB-24  DVC program review process
Standard IIIC Technological Resources

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

Descriptive Summary
At DVC, technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with DVC’s institutional planning.

Self Evaluation
The Strategic Plan (IIIC-1) guides all decision-making related to technology services and support. The overall vision expressed in the Strategic Plan, and specific technology-related items listed in it (IIIC-2), are implemented primarily through the Information Technology and Services (IT&S) (IIIC-3) area. This business unit consists of about 30 staff, and its manager (an executive dean) reports directly to the college president (IIIC-4). Other departments in the college that provide more specific technology services and support are staff development, the library, and the academic units whose classes involve technology training (IIIC-5). Nearly every department contributes to or uses technology in some way.

The projects and responsibilities of IT&S are determined and overseen by the Information Technology Committee (ITC), whose members represent a diverse cross-section of the campus community, including faculty, classified staff, management, and students (IIIC-6). The job of the committee members is to identify technology needs in their constituent areas. The ITC also uses college-wide surveys (IIIC-7) and state surveys from the California Community College’s Chancellor’s Office for guidance, in order to be more proactive in identifying technology needs.

The committee used this information to provide a long-term strategic vision as published in the DVC Technology Master Plan 2001-2004 (TMP) (IIIC-8). It contains more specific implementation details for achieving the vision expressed in the Strategic Plan. Guided by the TMP, the committee then recommends new policies, procedures, and expenditures.

The Technology Master Plan lists 12 “guiding principles” for successful implementation of technology at the college (IIIC-9). Ten goals for completion during the years 2001-2004 are included in the document (IIIC-10), along with outlined strategies for achieving them (IIIC-11). While these general goals have been reached to a satisfactory degree (IIIC-12), the guiding principles expressed in the document remain valid and continue to guide efforts to keep current with technology in each of the goal areas.

The college continually evaluates the institutional effectiveness of Information and Technology Services, which uses these evaluations to guide (IIIC-13) and correct (IIIC-14) its efforts. Evaluations include feedback from constituent groups through their representatives on the ITC, annual reprioritization of needs by the ITC, follow-ups with staff and faculty, and college-wide surveys (IIIC-15).

The ACT Student Opinion Survey (2007) (IIIC-16) ranked student satisfaction with college services, results indicating that computer services ranked second highest among 17 college service categories. The level of satisfaction at DVC was 4.21 out of a possible 5.0, compared to an average of 4.26 for community colleges nationwide.

Additional improvement strategies in this area are found in the College Improvement Plan.
Planning Agenda

*The college is in compliance with this standard.*

Evidence

IIIC-1 DVC Strategic Plan, 2006-11

IIIC-2 DVC Strategic Plan, 2006-11: pp.17, 21, 22, 26, 32, 33, 36, and 39

IIIC-3 www.dvc.edu/technology/committee.htm

IIIC-4 www.dvc.edu/aboutdvc/pdfs/orgchart.pdf, pp.1 and 11

IIIC-5 www.dvc.edu/technology/Information-TechnologyResourcesAtDVCOrientation.htm

IIIC-6 www.dvc.edu/technology/committee.htm, “Members 2006-07”

IIIC-7 www.dvc.edu/technology/StudentTech-Survey.pdf

IIIC-8 DVC Technology Master Plan 2004

IIIC-9 DVC Technology Master Plan 2004, p 5

IIIC-10 DVC Technology Master Plan 2004, p 6

IIIC-11 DVC Technology Master Plan 2004, pp 7-10

IIIC-12 Progress Report II

IIIC-13 Planning Schedule for Technology Master Plan, 2005-08

IIIC-14 Planning Schedule for Technology Master Plan, 2005-08

IIIC-15 DVC Faculty, Staff, Manager Tech Plan Focus Group Summary

IIIC-16 ACT student opinion survey 2007, item #17

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Descriptive Summary

The college assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Self Evaluation

While no single support activity meets the needs of all areas, each activity does meet at least one of them, and all activities combined collectively meet the needs of all areas. A list of DVC technology support resources for all areas is published on the DVC website (IIIC-17, 18), complete with “how to” and contact information. Every item in the list addresses one or more of the needs included in the standard.

The Strategic Plan (IIIC-19) addresses learning, teaching, college-wide communications, research, and operational systems, and specifies how technology is to support them, guiding Information and Technology Services and the Information and Technology Committee’s efforts in these areas. In the area of learning, the use of technology is directed in section A-5 (expand the modes of delivery) to meet the needs of students through e-learning and distance education, whose infrastructure is supported by IT&S. In the area of teaching, technology is referenced in sections E (enhancing college resources) and E-1 (strengthen professional development) in terms of keeping faculty (and staff) current in technology and making technology available in classrooms to enhance instruction. For communications, technology is referenced either directly or indirectly in a variety of parts of the Strategic Plan, through the college website (B-2: strengthen enrollment management), student
participation outside of class (B-6: engage students in college activities), business and community partnerships (C: enhancing the region’s economic development), purposeful dialogue and conversation (F: strengthening college communications), different means of communications (F-1: encourage the exchange of information among constituents), and email and surveys (F-3: enhance effective communication with students). In the area of research, technology is needed to support curriculum planning (B-2), institutional research (D-2: use relevant data for decision making), and support for surveys (D-4: develop measures of effectiveness). For operational systems, which is inherently technology-based, the Strategic Plan specifically refers to infrastructure for distance education (A-5), the college website (B-2), software application education (C-1: create new programs to meet community needs), and internet based communications as it relates to other areas of the Strategic Plan associated with instructional support, communications, information, and collaboration.

Additional strategies related to this standard can be found in the College Improvement Plan.

**Planning Agenda**

*The college is in compliance with this standard.*

**Evidence**

<table>
<thead>
<tr>
<th>Evidence Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>IIIC-17</td>
<td>information technology resources at DVC – an overview</td>
</tr>
<tr>
<td>IIIC-18</td>
<td>DVC information technology support services (8-10-07)</td>
</tr>
<tr>
<td>IIIC-19</td>
<td>DVC Strategic Plan, 2006-11: cited sections from pp.15-39</td>
</tr>
</tbody>
</table>

---

### III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

**Descriptive Summary**

Technology services, professional support, facilities, hardware, and software are designed to enhance DVC’s effectiveness.

**Self Evaluation**

Technology services are provided through Information Technology and Services (IT&S), staff development, and student computer labs. IT&S consists of three departments: Computer Services, Media Services, and Instructional Technology Services (IIIC-20).

Computer services include the Help Desk, which provides institutional support for computer and printer hardware, software, network infrastructure (intranet, wireless, and internet) and network applications (IIIC-21). Employees may request technology service and support by phone, e-mail, or in-person. Access to Help Desk services is explained through a link on the college website, which leads to this page: http://www.dvc.edu/technology/helpdesk.htm, which lists resources and contact information pertaining to information technology, including information technology and support services for faculty members and staff, orientation to information technology resources (for new faculty members and staff), WebCT (the college’s course management system and distance education platform) account request and support, website account request and part-time faculty email request, district email or Datatel account, and employee network accounts.

Media services serves faculty, staff, and student requests for audio-visual equipment, services, and materials. Its functions include scheduling and delivery of media and equipment for faculty and staff, running the audio-visual lab area for
students, performing audio-visual media and equipment repair, running the audio recording studio for students’ music projects, running the television studio, and supporting media presentations in the Forum auditorium (IIIC-22).

Instructional technology services, together with DVC’s staff development program, provide technology services and professional support to employees and students through workshops, email, phone, and websites that contain text-based and video-based tutorials for many common software programs (e.g., WebCT, Microsoft Outlook, and Microsoft Office) (IIIC-23).

The college has 46 computer labs throughout DVC, SRC and Walnut Creek Center (IIIC-24). Most labs have late-model, Windows XP computers with the standard software base of Microsoft Office and Internet Explorer. They are protected by industry-standard Norton Antivirus software, and maintained by Deep Freeze disk imaging software. Many academic or vocational programs require a particular computer configuration. For example, the art and multimedia department labs have Apple Computers and software programs like Adobe CS3 Master Suite, Final Cut Pro, Cubase Studio 4, Maya 8.5, Sound Forge 8.0, Audacity, Toast, Adobe Acrobat, Premiere Pro, DVD Studio Pro, iMovie HD, iDVD, Garage Band, Peak 4 Fetch. The engineering and technology program has Multisim V10, EWB, A+ Exam, Solar Pathfinder, SLC500 RSLogix, National Instruments Circuit Design Suite, Cisco Hardware Lab, Engineering CAD & MATEC CAD/CAM department software, AutoCAD 2008, Solid Works, MatLab, Google Earth, Google SketchUp, MS Project, MS Visual C++, Epson GT-15000 Scanner and Adobe CS3.

The labs used by computer science have Microsoft Visual Studio, Borland JBuilder, SQL Server, MASM, and Oracle. Many other programs, such as GIS/GPS, chemistry, music technology, business, etc., have specialized applications as well. The disability support services office ensures that computer labs throughout the college have technologies that serve disabled students, including the High Technology Center with Kurzweil 3000 & 1000, Jaws, Zoomtext, Inspiration, Dragon Naturally Speaking and Typing Tutor.

Software applications are used to enhance the operation of the college. IT&S created the Web Curriculum System (WCS) for managing course documentation, in support of DVC’s Curriculum Committee. (IIIC-25)

The District provides Web Advisor, which allows access to several resources such as course schedule and course availability, registration, class-roster, and grading. (IIIC-26)

STARS tracking system is used to monitor student computer usage through student log-in. It compiles and summarizes noncredit FTES tutoring. (IIIC-27)

The accreditation self-study survey indicates the percentage that either agreed or strongly agreed with the following statements

DVC provides quality training in the effective use of its technology resources to students: 67% agreed or strongly agreed (IIIC-28)

DVC provides quality training in the effective use of its technology resources to faculty: 66% agreed or strongly agreed (IIIC-29)

Additional strategies related to this standard can be found in the College Improvement Plan.

Planning Agenda

The college is in compliance with this standard.

Evidence

IIIC-20 www.dvc.edu/aboutdvc/pdfs/orgchart.pdf, p. 11

IIIC-21 DVC information technology support services (8-10-07)

IIIC-22 DVC information technology support services (8-10-07)
III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary
DVC provides quality training in the effective application of information technology to students and personnel.

Self Evaluation
DVC provides quality technology training as evidenced by the results of numerous and ongoing faculty and student satisfaction surveys (IIIC-42), the Distance Education Student and Faculty Satisfaction Surveys (IIIC-43), and through FLEX and Summer Institute Workshops Review Forms that are provided with each workshop (IIIC-44).

Training for students is provided by the academic units of the college, through scheduled classes (IIIC-30) and through tutoring (IIIC-31) while training for faculty, staff, and managers is provided by staff development (IIIC-32) and by IT&S.

Student training in information literacy is provided formally in courses by the library department (LS-121 Information Competency and Research Skills), counseling department (Counseling 105 Orientation to College), and learning skills (LRNSK-56 Adaptive Computer Technology).

Beyond these courses, more in-depth training is available within transfer-level courses in departments like art digital media, computer information systems, computer network technology, computer science, and engineering. Informally, students get additional support through library staff, media services, within student computer labs by student computer assistants and lab coordinators, through phone support with instructional technology services, and with online instructors.

Examples of support include WebCT login and password issues, basic navigation within WebCT, steps to access the wireless network, basic use of MS Word, MS Excel, and MS PowerPoint. Many web-based tutorials and instructions also exist for students on a variety of topics and are available in the following mediums: text, audio, video, and rolling screen-shot videos. Typical examples include instructions on how to login and use basic features in WebCT and how to use basic features in programs like MS Word, MS PowerPoint, Flash, Dreamweaver, Profcast, and FrontPage.

Under the supervision of the IT&S dean and in consultation with staff development and the Distance Education Task Force, instructional technology services offers ongoing workshops for staff, faculty, and management (IIIC-33). Phone, one-on-one appointments, workshops, and drop-in times are available throughout the semester and summer in the staff development center.

With the adoption of the Technology Master Plan, the ITC recognized the importance of and need for continual technology support and specifically responded to the TMP’s Goal 2 (Increase the use of instructional technology in the curriculum) and Goal 3 (Ensure the successful use of technology through ongoing staff development opportunities for all employees) (IIIC-34).
Responding to TMP Goal 2, DVC offers ongoing workshops, training, and support through the help desk (IIIC-35), media services (IIIC-36), instructional technology services (IIIC-37), and staff development. Responding to Goal 3, instructional technology services also coordinates FLEX workshops and the annual Summer Technology Institute with staff development. During these times additional staff is hired to facilitate a number of topical workshops including programs like the Microsoft Office Suite, FrontPage, Photoshop Elements, Procast, Camtasia, and Snapz Pro X.

Workshops also exist through online and hybrid pedagogy, development of streaming audio and video, and DVC’s Online Course Guidelines (2007) (IIIC-38). The purpose of the guidelines “is to summarize and document the current, applicable state and local policies, procedures, practices, regulations and resources related to distance education at DVC. As such, these guidelines refer to DVC practices and procedures, department/division bylaws, UF contract, district policies, Title 5 Regulations and WASC-ACCJC standards.”

Because of the significant increase in online course offerings, the Distance Ed. Task Force developed these guidelines to assist faculty, administrators, and staff with this technology-based expansion and appropriate workshops are offered on procedural and practical pedagogical approaches.

Many positive results have come from ongoing technology support. Instructors have created web-based material (web pages, podcasts, videos) as part of their curriculum and have, for example, expanded the college’s online course offerings — from 45 sections in 2002 to 427 sections in 2008 (spring, summer, and fall total) (IIIC-39). At present, 3,400 students take online courses, and about 9% of the college’s fall 2008 schedule is online (IIIC-40).

Managers and staff have also attended website trainings and shifted much of their department information onto department websites (IIIC-41).

Students have embraced web-based learning by looking for course material on course websites for both face-to-face and online courses.

Additional improvement strategies in this area are found in the College Improvement Plan.

**Planning Agenda**

*The college is in compliance with this standard.*

**Evidence**

IIIC-30  DVC schedule of courses, fall 2008: www.dvc.edu/schedule/searchFA08.asp

IIIC-31  DVC tutoring services: http://www.dvc.edu/tutoringservices/

IIIC-32  Online computer tutorials, training, and lessons

IIIC-33  Instructional technology: www.dvc.edu/it/

IIIC-34  DVC Technology Master Plan 2004, p 6

IIIC-35  Computer services help desk (home page)

IIIC-36  Media services (home page)

IIIC-37  Instructional technology (home page)

IIIC-38  DVC online course guidelines


IIIC-40  DVC schedule of courses, fall 2008

IIIC-41  DVC infotech fall 2002

IIIC-42  Student satisfaction surveys

IIIC-43  Distance Education Student and Faculty Satisfaction Surveys

IIIC-44  FLEX and Summer Institute workshops review forms
III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary
DVC systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment.

Self Evaluation
DVC has several planning and purchasing processes in place for annual acquisitions, maintenance and repair, and upgrades of technology equipment for the institution. These processes relate to the Technology Master Plan, specifically principle #10 (IIIC-45), “to “maintain, monitor, and manage technology performance standards to meet the infrastructure needs of the college community,” as well the following four goals (IIIC-46):

• 5. Planning: Ensure efficient and effective use of technology resources through planning;

• 7. Network Infrastructure and Services: Leverage network resources and services to meet current and future technology and information needs;

• 8. Computer Labs: Provide and support computer labs to meet student needs; and,

• 9. Equipment: Provide technology equipment to meet the needs of DVC.

The planning and purchasing processes involve the collegial dialogue of the ITC along with input and feedback from associated departments/areas. The following planning and purchasing processes for technology acquisitions, maintenance and upgrades occur on an annual basis:

1. The college’s Budget Oversight Committee develops recommendations that typically include the following categories: (a) student computer labs, (b) faculty com-

puters, (c) smart classrooms, (d) software licenses, (e) staff and manager computers (infrequently) and (f) special projects (occasionally).

2. The Information Technology Committee recommends application processes and prioritization criteria for each category. Below, the process is described in detail for the student computer labs and in general for other technology planning and purchasing processes. All of these acquisitions are supported by the Technology Master Plan, and all of the ITC actions and recommendations for planning and purchasing are documented in meeting notes that are put on a shared network drive.

a. Student Computer Labs:

i. In early spring, the ITC reviews the current inventory of student computer labs as sorted by age.

ii. The student lab inventory list is sent to division deans and department chairs along with an invitation for them to apply for computer replacements if needed. They need to justify the need (e.g., new computer software requires better computers, etc.).

iii. The information technology services (IT&S) dean (co-chair of ITC) brings proposed specifications for input by committee. Some labs have different computer specs due to software needs.

iv. The technology dean obtains quotes from vendors to get costs.

v. The ITC reviews computer lab requests and prioritizes applications based on age of computers, application information, budget and quotes. To maximize the budget, computer monitors are typically not replaced.

vi. The ITC recommends which computers to replace.
vii. The IT&S dean approves the recommendations and submits them to the
president for approval.

b. Faculty Computers:

i. The ITC facilitates the process of reviewing applications for computer replacements for full-time faculty. The criteria include age of computer, application request and budget. Faculty members have four options: (a) Dell desktop, (b) Dell notebook, (c) Apple desktop, (d) Apple notebook. ITC recommendations go to the IT&S dean and then to the college president for final approval.

ii. New full-time faculty hires receive new computers.

iii. Part-time (adjunct) faculty has access to shared desktop systems if they are assigned a part-time faculty office. Otherwise, they rely on their personal home computers. Part-time faculty also uses the computers in the labs and library.

c. Smart Classrooms: The ITC reviews the inventory of permanently mounted video projectors in classrooms and makes recommendations for new or replacement systems (e.g., video projectors, mounts, cabling, control panel, VCR/DVD players).

d. Software licenses: The Budget Review Committee has approved an ongoing allocation for the following institution wide software site licenses: Microsoft Campus Agreement (e.g., Operating System, Office Professional, AD/Exchange client licenses, etc.), WebCT (online course management system) and Symantec Antivirus.

e. Staff/manager Computers: Replacement funds for staff/manager computers have been allocated during two different budget years in this accreditation cycle. Since most of the state funding is for instructional purposes, it is more difficult to find the funds to replace non-instructional computers. Last year such funds were provided, and, to maximize the endeavor, managers were encouraged to use departmental funds to augment the process. As a result, the project budget was leveraged in order to purchase additional computers.

f. Special projects: The ITC makes recommendations for special projects based on the TMP. In the past, such projects have included campus infrastructure upgrades, wireless and website development.

3. Other annual sources of funding for technology equipment and upgrades include the following:

a. Special Equipment Requests: Departments can request instructional and non-instructional equipment as needed. Such requests have funded campus firewalls, chemistry lab laptops, UPS replacements, network switches, etc.

b. Vocational/Technical Education budgets have funded computer lab replacements for the art digital media program, music program, architecture program and others.

4. Special Grants have included HP laptops for mathematics classrooms.

5. Building projects have provided for a lot of new technology equipment for offices and computer labs. In the past 6 years this has included the Planetarium, Advanced Technology Center, San Ramon Campus, Book Center, Life and Health Science building, and the Business and Foreign Language building.

The college systematically upgrades and maintains its infrastructure, through the annual budgetary process, guided and implemented by IT&S. Every effort is used to make best use of
available funds, which vary from year to year due to constraints beyond the college’s control and which are subject to competing priorities.

While it would be ideal to have more frequent faculty and staff computer replacements, it is not always possible due to budget constraints. Even so, 62% of those surveyed agreed that DVC systematically addresses the technology needs of classified staff, though 38% did not agree (IIIC-47). Agreement was stronger among students, faculty, and managers, with only 25% or less in disagreement (IIIC-48).

Additional improvement strategies in this area are found in the College Improvement Plan.

Planning Agenda

The college is in compliance with this standard.

Evidence

IIIC-45  DVC Technology Master Plan 2004, p 5
IIIC-46  DVC Technology Master Plan 2004, p 6
IIIC-47  2007 self study survey results – item 83c
IIIC-48  2007 self study survey results – items 83a, b, and d

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

Descriptive Summary

The distribution and utilization of technology resources support the development, maintenance, and enhancement of DVC’s programs and services.

Self Evaluation

The institution’s technology vision statement and guiding principles outlined in the Technology Master Plan have helped the college establish methods to acquire, distribute, and use technology resources. These resources support the development of distance learning, the integration of technology into curriculum and programs, as well as skill development and software acquisition for students, staff, faculty, and management. The technological assets at DVC support and enhance the development of programs and services by providing the resources for creativity, innovation, communication, multimedia and connectivity in classrooms, meeting rooms, libraries and offices.

When the “Measure A” bond was approved, the college was able to remodel the Life Science Building and convert it over to the Advanced Technology Building (ATC). The ATC Building opened fall 2006 (IIIC-49). It consists of six computer labs, two wireless lecture labs and one video-conferencing lab, which is in its planning stages. The ATC is also a college resource for supervised computer lab usage, new programs, class reservations, online orientations, and staff development and student service activities.

Diablo Valley College makes decisions about the use and distribution of its technology resources through a variety of processes according to numerous planning and policy documents. In keeping technology up-to-date, the college considers both an assessment of current resources and the needs of instructors, departments, offices, divisions, the college, and the district. Financial allocations for the funding of technology come from a variety of sources:

- the District Office,
- the college’s general funds,
- state funding (Instructional Equipment and Library Equipment grants,
- Student Life Office (purchase equipment for the Student Union building),
• special grants,
• Cal Perkins VTEA,
• categorical funding,
• divisions,
• department and offices supply budgets, and
• TTIP.

Planning decisions for the procurement of technology come from the President’s Cabinet, the Planning Council, the Budget Oversight Committee, and the ITC.

Requests for Special Equipment Funding occur each spring provided that funds are available. Each division and organizational unit develops their own process for prioritizing and submitting proposals to the Budget Review Committee which consists of the Budget Oversight Committee. Requests are sent to the director of business services, presentations are heard from each division and organizational unit, and then the Budget Review Committee votes on which proposals merit funding, sending the results back to the divisions and organizational units.

IT&S provides a robust and secure technical infrastructure for the Pleasant Hill and San Ramon campuses. All computers, monitors, printers, and other computer equipment are purchased, maintained, and eventually recycled through IT&S. This office has secured the campus’ network by creating a system of 6 virtual LANs, or “VLANs.” This arrangement makes it possible to isolate the applications and information on each separate VLAN, and to administer the communications among them. In this way, sensitive information on the employee intranet can be protected from attacks or other unwarranted access originating outside the college over the internet, where the college website, the WebCT server, and other internet-accessible applications reside. There is a separate VLAN especially for vendors to use. The most recent example is the server that monitors the solar electric arrays, which are run by Chevron. That server is isolated from the rest of the college’s network, so that it cannot be used to access DVC information. These current sets of network security features provide students, faculty, staff, and managers with a maximum reliability of access to all supported applications and information (e.g., WebCT, the college website, electronic forms, personal drives, and shared drives).

IT&S works closely with the district’s network security officer to make sure that changes to the network are made in a way that assures continued protection of computer resources and information (IIIC-50). Recent examples are the design of security for the above-mentioned Chevron server installation, and the implementation of new policies for password creation and workstation locking.

DVC is committed to its distance education program. Equipment that has been purchased includes servers, content management software licenses, firewalls, computers, laptops, projectors, and media equipment. Two committees work on distance education, the Distance Education Taskforce and the ITC. There is also a staff development committee that “designs and supports professional growth activities and training for faculty and staff to provide a broad range of educational approaches and support services necessary to ensure that students achieve their highest potential.” Staff development works with faculty and staff to assist them with various distance education issues (learning software and hardware, helping to create web pages, podcasts, and audio-visual segments for classes).

Although technology is widely distributed throughout the college, faculty, staff, and managers may go to a centrally-located media services to borrow equipment for special projects. In 2006-07, more instructors checked out laptops and multimedia equipment for the development of courses than in any other year.
Universal Access
Diablo Valley College provides universal access to electronic and information technology to students, staff, faculty, and management, including those with disabilities. The college reviews and integrates accessible standards for software, web pages, telecommunication products, video and multimedia products, and desktop and laptop computers. This review and integration is the result of the 1998 revision to section 508 of the 1973 Rehabilitation Act, California Assembly Bill 105 (effective January 1, 2002) which mandates compliance with Section 508 standards for any purchase made with state funds.
All DVC electronic media and electronic based programs purchased for instruction or computer use must have captioning and/or be accessible to students including students with disabilities. In 2004 and 2005, media services received a state grant funds for use in close captioning of on-line course materials.

Library
The library uses technology to develop and support instruction and organizational units on campus. It provides a student-centered learning environment with access to electronic and paper materials. It also provides a 39 station information commons, a classroom with 34 PCs, and a high tech classroom. The library website provides links to electronic resources including to the online catalog, periodical databases, e-books and internet resources for students, staff, faculty, and administrators. See Standard IIC for a complete discussion.

Information Technology and Services
Information Technology and Services (IT&S), consisting of computer services, media services, and instructional technology services, uses technology to develop and support instruction and organizational units on campus. The IT&S office acquires, delivers, and sets up computers, printers, monitors, and other equipment and materials in classrooms and offices. These departments of IT&S also maintain a variety of equipment including network switches, printers, servers, and computers. They enhance the college’s technology resources through web pages, student web accounts, and network security.

Media Services
Media services’ contribution to student learning is reported in standard IIC of this self study. Media Services uses technology to support instruction and organizational units on campus. In addition to making VHS- and DVD-based videos available for instructional and staff checkout, the media center, run by media services, also delivers equipment and materials directly to classrooms for the maximum benefit of instructors. They also loan and maintain equipment to faculty, staff, administrators and students (laptops, camera equipment, and LCD projectors). The center has also created tutorials on LCD projector usage with laptops and VCR/DVD players and using audio-visual resources in various smart classrooms.

The Media Center has undergone many recent changes to enhance its service to programs such as broadcast communication arts and music recording arts. New features include audio recording studio upgrade, digital media studio reorganization, streaming audio and video, television studio upgrade, CENIC and CC Confer IP video conferencing, and CCSAT satellite downlinks. Media services has transitioned its services over the past few years to accommodate new technologies. It also supports Section 508 compliance by assuring that videos are captioned for the hearing impaired.

High Tech Center
The DVC High Tech Center (HTC) distributes and uses technology to support instruction and students with disabilities on campus (IIIC-51). The center maintains Section 508 Compliance, and assists students with disabilities with technology such as offering adaptive computer hardware and software technologies to make
DVC computer labs accessible to students with disabilities. The available technology includes voice recognition technology, voice synthesizers, screen reading software, Braille printer, reading machines, optical scanner, and electronic key guards. Instruction is offered in the use of word processing, spelling, and grammar checking to help accommodate the effects of specific types of disabilities.

**Technology available in High Tech Center**

- Alpha Smart is a note taker laptop computer.
- Closed Circuit TV (CCTV) enlarges print.
- Dragon Dictate Naturally Speaking is a speech recognition program.
- Inspiration is an application that allows you to word map your ideas and then converts word maps into an outline.
- Kurzweil 3000 and Kurzweil 1000 is a screen reading program for reading text-books and other printed materials.
- Scanner and Braille printer
- Zoom Text is an application that will magnify text and is a screen reader.
- JAWS for Windows is computer access software.

**Central Services**
The DVC Central Services uses technology to support instruction and organizational units on campus. This department consists of four units: the print shop, PBX/college-wide telecommunications system, college/community facilities use, and mailroom operation.

The PBX/college-wide telecommunications system receives on average 750 phone calls per day. The DVC print shop maintains specialized service to assist faculty/staff and administrators with unique projects. Currently the print shop on average makes a million copies per month (1.9 million copies in August, 1.3 million in January). The increase in copies is due to the quicker turnaround time for instructor and staff, starting from a five-day turn-around time eight years ago to a 48 hour turn-around time that is now almost simultaneous to the printing request.

Central Service has undergone many recent changes to enhance its services; specifically, it:

- changed over from a Mitel 700 switch-board to a Mitel/Overture system, enabling it to set up unlimited voice-mail boxes;
- established an emergency communication center which can record an emergency message on the main phone line;
- now uses a lift gate on the Central Service truck and a gas/diesel powered fork lift for heavy equipment;
- changed over from analog copiers to digital copiers;
- added e-mail request with electronic documents to a previous paper only request process;
- replaced the old camera/plate maker that used hazardous chemicals with a digital plate maker; and
- now recycles its paper waste to the recycle bins and also to the Math Lab for scratch paper.

**Marketing and Media Design Department**
The DVC marketing and media design department uses technology to support instruction and organizational units. It has recently taken on a significant role in direct marketing to students using email blasts and is in the process of working on a new campus website. This department creates business cards, flyers, brochures, posters, class schedules, and catalogs. It also writes radio copy and markets materials including direct mail postcards, presentation folders and collateral for college outreach efforts. Continuously updating its hardware and software to use
the latest technology advancements for printed and electronically published materials, this department maintains a depository of archived graphics, catalogs, brochures and posters for the college. It has enhanced the college’s image and published information of the numerous awards DVC’s programs and staff members have been awarded.

**San Ramon Campus**

The San Ramon Campus (SRC) uses technology to support instruction and organizational units on its new campus. The SRC moved to its new permanent campus facilities in November 2006. It now serves over 5,000 students of all ages and interests each semester. SRC offers general education courses, which allow students to fulfill all their lower division pre-transfer requirements. In addition, SRC’s extensive computer-training curriculum provides hands-on experience using hardware and software with business applications.

The San Ramon Campus offers free wireless access throughout the campus facilities since spring 2008, giving students, staff and faculty access to the Internet in common spaces, such as the learning commons and all instructional spaces.

SRC maintains access to the DVC network and servers for its students, staff, faculty and managers. All of its classrooms have technology to support instruction: LCD projectors, internet access, and audio/video equipment. SRC also has the following labs:

- 3 CIS labs;
- 1 math lab;
- 1 language lab;
- an assessment lab;
- a registration lab; and
- an open lab.

**Walnut Creek Center**

Holding day and evening classes, the Walnut Creek Center also uses technology to support instruction and organizational units in its center. The San Ramon Campus shares its media services and computer technicians to serve this center with two computer labs.

**The Math Lab**

The math lab is a valuable resource for all DVC mathematics students taking face-to-face, online, and hybrid courses. Students receive help with math course content, graphing calculators, computers, and mathematical software. All self-paced basic skills mathematics courses are held in the math lab. In addition to having faculty and student tutors available for their exclusive use, the students in the self-paced classes have access to software and videos, specifically designed for them by the DVC mathematics faculty members. Frequently online students come to campus to use math computers and to receive additional tutoring for the software as well as the subject matter. Faculty members also use the computer rooms in the math lab for classroom demonstrations and for technology workshops. Both faculty and student tutors are always available to any student using the study area, computer area, and private rooms. The technology and the support staff in the math lab make it a central, unifying element for all DVC students.

**Book Center**

The DVC Book Center also integrates technology into its services to support instruction and the other organizational units it serves. It maintains a website for students to order textbooks, general books, and supplies. Instructors can also use the website for textbook adoptions. Starting in November 2007, students were able to determine online which textbooks will be bought back and at what price. The bookstore’s point of sale system, inventory control system and website are linked providing real time inventory quantities. Easylink textbook orders are
electronically transmitted to publishers and any unfulfilled quantities forwarded to the next preferred vendor. In addition, PDT’s (portable data terminals) are used to speed up and improve accuracy of inventories.

Building and Grounds
The Building and Grounds department uses electrical, water and solar technology to support instruction and organizational units at this campus. Building and Grounds currently uses an energy management system called the Andover System (a sophisticated time clock) to monitor, turn off/on heating and cooling apparatuses. Maintenance workers have also installed “economizers” in buildings to smartly use the outside air or to turn on the HVAC system depending on the needs of the department or unit.

In addition, over the past few years, maintenance workers have installed new electronic ballasts for the light fixtures on campus, transitioning the campus from a two ballast system to a very effective one ballast system. Currently offices and departments use energy efficient bulbs in range from a T12 light bulb 1.5” to a T8 light bulb 1.0.”

The campus grounds used to be fed water from a canal, but clams in the water plugged the sprinklers, so now the grounds are being watered from 100 % recycled water from the local sewage treatment plant.

In a major effort to go green and reduce district wide electrical costs, the district used local Measure A bond funds for a solar project that Chevron recently installed in three parking lots on the DVC campus (IIIC-52). It is estimated that these solar panels will produce 1/3 of the power used by the college and that the project will have paid for itself through energy savings in 15 years. The panels also offer the added benefit of shading cars from the harsh sun.

Food Services
The Food Services department uses technology resources to support the whole DVC community through catering for campus events and providing hot and cold meals at the Crows Nest Café, Basement Café, Staff Lounge, and the main Cafeteria. Food Services also operates the Stadium Concession Stand and hosts events for outside groups of up to 500 people. The main cafeteria now has wireless internet access and its vending machines have a “power down” function which reduces the amount of electricity to the machines when they are not in use. In addition, the campus receives an electronic menu, via e-mail each Monday. Food Services also participates in the recycling of aluminum cans, cardboard boxes and plastic and has recently begun using herbs grown in the horticulture lab in food preparation in the cafeteria.

DVC widely distributes and uses technology to enhance its programs at its two campuses and one center, using careful planning to create and maintain a robust and secure technical infrastructure. Several committees made up of all campus constituents (students, staff, faculty, and managers) provide input for decisions about the use and distribution of its technology resources. The college also has numerous polices and procedures in place for technology and to keep the technological infrastructure up-to-date. DVC considers distance education a top priority for the funding as well as the distribution of equipment.

Planning Agenda
The college is in compliance with this standard.

Evidence
IIIC-49 DVC Infotech fall 2006
IIIC-50 Emails between Adam Jacobs and Robert Burns, spring 2008
III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary
Diablo Valley College integrates technology with institutional planning to support learning and instruction, enhance educational opportunities, personalize student services, and provide effective administrative processes to meet the changing needs of the college community.

Self Evaluation
Technology planning is integrated with DVC’s Strategic Plan, which guided development of the Technology Master Plan (TMP). The Instructional Technology Committee (ITC) uses the TMP and the Progress Report II, to assess the effectiveness of technology resources, and the college uses evaluation results from the ITC annual review and internal college review as the basis for improvement. Progress is reported in annual newsletters (IIIC-53).

Information Technology and Services (IT&S) has primary responsibility for ensuring that the institution’s overall mission and objectives for the use of technology are achieved. The mission statement describes the role of this department to provide leadership and guidance, service and support, education and technical expertise required to establish and maintain information technology systems for the college community in accordance with the values, vision, mission, and goals of DVC.

The ITC makes strategic planning and policy recommendations for campus computing, networking, and instructional technology applications. It is constituted of representatives from faculty, staff, administration and students and is responsible for developing and overseeing the Technology Master Plan. IT&S keeps an inventory of equipment, and the ITC annually evaluates and makes recommendations on requests for computer lab upgrades and faculty computers administrator and staff computers. IT&S obtains equipment in accordance with the District Technology policy.

The college recognizes the need to provide access to computers and technology and to develop the necessary infrastructure for technology on campus. It is a challenge to provide ongoing fiscal support for equipment, software, networking and staffing. Subject to availability of funds under VTEA (Vocational Technical Education Act) and special equipment funding through budget augmentation, requests for new equipment and technological resources are evaluated and decided by appropriate campus committees.

Successful planning and implementation involves dialog about technology policies and plans with constituents—faculty, staff and students—and through committees, focus groups and surveys. In 2005 a student survey assessing both resources and needs was conducted to gather information to assist the Instructional Technology Committee in revising its Technology Master Plan to better serve the students.

In 2006, surveys and focus group discussions through web advisory groups and the ITC were conducted to make recommendations for the new website for DVC. Currently, Interact Communications is developing the website. The new website will have improved navigation, using “people-oriented design,” in which web page organization and content conform to the expectations of the targeted audiences (such as current students, prospective high-school students, etc.). Another feature of the new website is that
it includes a “content management system” that will diversify control over the content of the site, making it easier for each business unit of the college to maintain the pages that “belong” to them, while IT&S and the marketing and communications department maintain publishing control to ensure consistency.

The new tools around which the website is being developed will also offer the opportunity for the website to become, in addition to an information tool, a communications tool as well. It will support blogging and instant chat, potential uses ranging from sharing thoughts about student life at the college to emergency messaging by campus police. In this sense, development of the new website will be less a destination than an exciting journey. The job of IT&S will be to guide the college community along that journey.

In response to the Accreditation Self-study Survey, 77% of the respondents familiar with DVC Technology and institutional planning either strongly agreed or agreed that technology planning at DVC is integrated with institutional planning (IIIC-54).

Also, at least 67% agreed or strongly agreed to the question that DVC systematically addresses the technology needs of the college with respect to each of these areas: planning, implementation of plans, maintenance, upgrades/replacement, and technical support (IIIC-55).

As the use of technology in education expands and the college becomes more diverse, there is a continual need for faculty and staff to keep their technology skills current and to develop innovative teaching strategies. The Strategic Plan recognizes the need for diverse modes of instructional delivery and the fact that e-learning and distance education are making significant in-roads since they appeal to different groups of students.

The Technology Master Plan was developed to clarify the Strategic Plan in more specific terms related to technology. Its goals and the outlines to achieve them were written in more general terms, so that they could express long-term guidance and not just short-term projects. While it is always desirable to revisit and adjust long-term goals after extended periods of time, the Technology Master Plan is still valid today and is able to provide the guidance and vision needed for decision making. It is the intention to either revise or provide an addendum to the current Technology Master Plan.

Additional improvement strategies in this area are found in the College Improvement Plan.

**Planning Agenda**

*The college is in compliance with this standard.*

**Evidence**

IIIC-53  DVC Infotech newsletters

IIIC-54  2007 self study survey results – item 84

IIIC-55  2007 self study survey results – items 81a, b, c, d, and e

**Standard IIID Financial Resources**

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning.
III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

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

Descriptive Summary
DVC relies upon its mission and goals as the foundation for financial planning, and it is integrated with all institutional planning.

Self Evaluation
During the past six years, the college has focused on funding initiatives resulting from the Strategic Plan, the Technology Plan, and the Enrollment Management Plan (IIID-1, 2, 3).

- The Planning Council was initially responsible for allocating PFE funds to facilitate the implementation of the strategic plan. The strategic plan status reports for the years 2001-02 to 2003-04 show the college executed a variety of activities to achieve the strategic initiatives (IIID-4).

- The Budget Oversight Committee allocated significant one-time funds to implement initiatives in the Technology Plan with the Technology Committee setting priorities for use of the allocations. The last four budget plans for one-time funds allocated approximately $1.3 million for technology related initiatives, which included replacement of student computer labs and faculty computers, and expanding wireless technology across the campus (IIID-5).

- The Enrollment Management Committee has used one-time funds allocated to stimulate enrollment growth to implement initiatives from the enrollment management plan. Over this period the Committee funded a variety of projects to stimulate enrollment growth: advertising, supplies to support additional high demand/high cost science classes, website development, and staffing for a phone bank (IIID-5).

In addition, during the last couple of years, the college has created the following planning documents:

- program reviews for all instructional and student services programs (IIID-6);
- an Educational Master Plan, 2007-17 (IIID-7);
- a Facilities Master Plan (IIID-8);
- an Enrollment Management Plan (IIID-3);
- a second Strategic Plan (IIID-9); and
- a second Technology Master Plan (IIID-10).

The district, under the shared governance process, developed “Key Goals and Strategies” (IIID-11) that incorporate a three to five year perspective and emphasize institutional goals and the necessary strategies to accomplish them. The operational plans, developed to support and implement the strategic initiatives, identify the budgetary impact related to each action step. This document included the following goals for the period July 1, 2007 through June 30, 2010:

1. Develop strategies to fill the gap due to loses based on State regulations;
2. Develop strategies to increase enrollment;
3. Improve employee compensation;
4. Enhance college resources;
5. Ensure fiscal sustainability;
6. Revise the budget development process;
7. Develop a plan to meet the district’s obligation for funding retiree health benefits under GASB 45; and
8. Identify and develop new sources of income for the district.

In accordance with Business Procedure 18.06, (IIID-12), the Governing Board annually re-
views the budget calendar along with district’s “Budgeting Parameters” which guide budget development. Additionally, approved business procedures provide formulaic allocations for college and district-wide staffing, instructional programs, operational costs, and facilities needs (IIID-13).

After the budgetary needs for district-wide initiatives are determined, allocations are made to the colleges principally based upon full-time equivalent student (FTES) enrollment. Each college assumes the primary responsibility for developing its own operational plans and the internal distribution of resources to support those plans, in support of the district’s overall goals.

In its financial planning, the college takes into account all resources available to the college. Since eighty percent of the budget is dedicated to staff, the college’s biggest resource is employees’ expertise, training, and time. Therefore, in order to make the most prudent and judicious use of these resources, the college sets priorities on how employees spend resources to achieve planning objectives and distributes college resources to meet these objectives.

One of the ways that DVC sets its financial priorities is through the development of strategic plans. The first Strategic Plan was developed in 1999 and had 26 strategic directives (IIID-1). Initially, the college used Partnership for Excellence (PFE) funds to fund programs to meet these strategic directives with the Planning Council in oversight. When the State reduced PFE funds, the college turned to other funding sources to continue tutoring and technology initiatives that had been started with PFE funds. Funding for tutoring became more dependent on college operating funds and funds generation through non-credit instruction. Technology initiatives were funded through the budget plans developed for the use of one-time funds (IIID-14).

The college prepared three progress reports illustrating how it was achieving the 26 strategic initiatives, the final report completed for the 2003-2004 fiscal year. After the 2003-04 fiscal year, the college determined that the initial Strategic Plan was essentially completed and it was time to create a second Strategic Plan (IIID-9). By both setting priorities on how best to spend its resources through the development of strategic plans and following through on those plans by distributing its resources to enact strategic directives, the college is acting in accord with a financial plan that has integrity and that is integrated with institutional planning.

Further evidence of the college’s integration of financial and institutional planning includes the following:

- The college requires employees to explain how budget requests meet issues identified in the strategic plan and program review in the processes to allocate equipment funds (IIID-16).
- When the Budget Oversight Committee develops plans for the use of one-time funds, it seeks input from the Planning Council on categories that should be funded (IIID-14).
- One-time monies have been used to fund initiatives developed in the Enrollment Management Plan (IIID-3).
- In 2002 the college added a basic skills instructor in English and in 2005 a basic skills instructor in math to support the strategic directive related to basic skills (IIID-15).

Additionally, departments prepare program review progress reports which reflect actions departments have taken on issues identified in their program reviews. Such issues include addressing staffing, equipment, and financial resources needs. The accomplishments cited in these reports indicate that resources have been purposefully directed to resolve these issues.

Additional strategies related to this standard can be found in the College Improvement Plan.
Planning Agenda

The college is in compliance with this standard.

Evidence

IIID-1 DVC Strategic Plan, 1999-04
IIID-2 DVC Technology Master Plan
IIID-3 DVC Enrollment Management Plan, 2006-11
IIID-4 Status reports on the DVC Strategic Plan 2001-02
IIID-5 Budget Oversight Committee – allocations
IIID-6 Program review process
IIID-7 DVC Educational Master Plan, 2007-17
IIID-8 DVC Facilities Master Plan 2007
IIID-9 DVC Strategic Plan, 2006-11
IIID-10 Technology Master Plan
IIID-11 CCCCD’s key goals and strategies
IIID-12 Business Procedure 18.06
IIID-13 CCCCD Business Procedures
IIID-14 Budget Plans for the use of one-time funds
IIID-15 Strategic directions 2007-08
IIID-16 Equipment request forms

III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary

DVC’s planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Self Evaluation

To achieve the initiatives identified in DVC’s various planning documents, the college allocates financial resources by:

- directing employees’ time and energy towards achieving the planning initiatives;
- creating or augmenting budgets to help achieve the planning initiatives; and
- obtaining grants or creating other partnerships to achieve the planning initiatives.

DVC creates plans to cover a multi-year period, so it can be difficult for the college to definitively assess where the financial resources will come from to achieve the planning initiatives. However, DVC was able to find enough resources over a five-year period to complete its first Strategic Plan (IIID-17).

As a part of the program review process, the college’s accounting department prepares a spreadsheet of budget resources currently available to the departments, including operating funds, trust accounts, categorical funds, and foundation funds (IIID-18).

Focusing the College’s Greatest Resources: Its People

Alluded to in the standard above, the college’s greatest resource is its employees’ expertise, training and time. While focusing staff to achieve planning has always been a key element of implementing planning agendas, this is becoming increasingly important because new financial resources have been particularly scarce. Perhaps more worrisome, the college’s FTES has been in decline with the result that the college has not received significant new funds from the State in recent years.

To make it easier for the college to focus its time and energy on the strategic plan, the Planning Council has developed a list of six strategic directions for the college for the 2007-08 fiscal year. With the changes in the administration and
organizational structure, the Planning Council decided to continue with these same six strategic priorities in 2008-09 (IIID-15).

Creating or Augmenting Budgets:
When the college initially received PFE funds, the Planning Council was given the charge to allocate the funds to ensure that the strategic directives in our first strategic plan were achieved. When PFE funds were reduced at the State level, the college used other funds to continue tutoring and technology related initiatives started with PFE funds. As alluded to above, funding for tutoring became more reliant on college operating funds and funds generated through non-credit instruction. Technology initiatives were funded through the budget plans developed for the use of one-time funds (IIID-19).

In recent years the college has used one-time funds to support elements of the college’s Technology and Enrollment Management Plans.

Grants and Partnerships:
Over the past five years the college has received the following grants or created the following partnerships to advance its academic programs (IIID-20):

- a partnership with John Muir Hospital to fund science lab classes to provide opportunities for people entering the health care field;
- a State grant to bring DVC together with industry partners to leverage a variety of resources to meet the digital media needs of businesses in Contra Costa County;
- a State grant to bring together five community colleges along with ROP and high schools to increase opportunities for multimedia students;
- a National Science Foundation (NSF) grant to take DVC calculus classes to field trips in the community to organizations that use calculus in their practices. The goal of this program was to build relationships with the local business community;
- a State grant to develop a GIS and GPS program at DVC; and
- a Hewlett-Packard (HP) grant to develop a calculus curriculum that uses HP tablets with web-based Mathematica software.

Additional strategies related to this standard can be found in the College Improvement Plan.

Planning Agenda
The college is in compliance with this standard.

Evidence
IIID-15 Strategic directions 2007-08
IIID-17 List of grants, fundraising, and partnerships
IIID-18 Financial resources spreadsheets prepared
IIID-19 Budget Plans for the use of one-time funds
IIID-20 Grant award documents

III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Descriptive Summary
When making short-range financial plans, DVC considers its long-range financial priorities to assure financial stability. DVC clearly identifies and plans for payment of liabilities and future obligations.
**Self Evaluation**

As an organization, the district is keenly aware that its short-ranged financial plans must not be detrimental to its long-term goals of financial stability and the ability to meet long-term contractual obligations and liabilities. The principle of maintaining ongoing expenditures within ongoing revenues has been publicly stated not only by the Board, but also by all negotiation groups as one of the mutual interests arrived at through Interest Based Bargaining (IBB). In the unrestricted general fund, as part of the budgeting process, the district segregates one-time revenues and expenditures from those that are ongoing in nature, and presents them separately in all internal budget and quarterly financial reports (IIID-21).

During 2006-07, to ensure financial stability, the Board directed the district to continue maintaining its unrestricted general fund balance, which was, at the time, equal to 10.2% of expenditures. By the end of that fiscal year the balance had grown to $22.3 million, or 13.4%. Maintenance of a sizable fund balance is viewed as a way to mitigate any unforeseen, or temporary, fiscal emergencies. It also allows the district the ability to fund one-time initiatives.

As part of the district’s budgeting process, all short-range plans are incorporated into a four-year, cost-projection model (IIID-22). This model allows the input of several variables, such as FTES growth/decline, projected state COLA, increases/decreases in local revenues, and increases/decreases to salaries and other operational costs. The purpose of running this model is to see the long range, net effect to the district’s fund balance for various short-range plans the district may be considering.

Per the district’s June 30, 2007 Audit Report, the district’s long term liabilities consisted of:

<table>
<thead>
<tr>
<th>Liability</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>General obligation bonds payable</td>
<td>$113,846,199</td>
</tr>
<tr>
<td>Accrued compensated absences</td>
<td>11,519,560</td>
</tr>
<tr>
<td>Certificates of participation</td>
<td>1,165,000</td>
</tr>
<tr>
<td>Capital lease obligations</td>
<td>664,455</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$127,195,214</strong></td>
</tr>
</tbody>
</table>

The balance shown under general obligation bonds is the remaining principal on $120 million in bonds that were approved by the voters on March 5, 2002. The bonds were issued in three series: $50 million in 2002, $45 million in 2004, and $25 million in 2006. All three will be paid-off by 2029, and are funded by County property tax assessments (IIID-21).

The liability for accrued compensated absences represents amounts owed to employees for unused vacation time, and instructional over-load. Cash pay-outs are only available at the termination of employment. Over the past three years, the annual monetary pay-outs have totaled less than $200,000. As of June 30, 2006, the district had set aside $2 million, in a debt service fund, to fund this liability. By the end of 2006-07, that funding was raised to $2.8 million. The district intends to continue adding to this fund with unrestricted general fund monies that are identified as available at year end.

In June 1996, the district issued $1,605,000 of Certificates of Participation (C.O.P) to help fund the construction of a student union building on the Diablo Valley College (DVC) campus. The C.O.P.s will be paid off by 2021, and are funded from student union fees assessed to DVC students.

The total for Capital Lease Obligations represents the principal due on a variety of equipment leases. By 2010, all of these leases will have been paid-off, the annual payments being made from the operating budgets of the departments leasing the equipment.

Per the district’s June 30, 2007 Audit Report, the district’s Actuarial Accrued Liability (AAL) for “Other Post-Employment Benefits” (OPEB)
amounted to $225,080,400 (IIID-21). This liability represents the district’s contractual obligation to offer subsidized health insurance benefits to all employees who retire from the district and meet the age and service requirements for eligibility. This contractual benefit is no longer available to employees hired after June 30, 2005.

By June 30, 2007, the district had already set aside $27,785,500 towards funding the OPEB liability. During 2006-07, interest earnings, plus the District’s annual $1 million contribution to the fund, plus another, one-time contribution of $15.6 million, has raised the overall funding to $45.5 million, or roughly 20% of the current liability.

Presently, the money needed to provide retiree health benefits, plus make the annual $1 million contribution towards the debt, comes from the district’s unrestricted general fund. In 2005-06, the $7.3 million cost represented about 5.3% of the district’s overall unrestricted general fund budget. The district plans to continue its current funding policy. Given the present funding level, in 30 years, it is projected that the district’s debt funding will match the remaining liability.

Additional strategies related to this standard can be found in the College Improvement Plan.

Planning Agenda

The college is in compliance with this standard.

Evidence

IIID-21  External audit reports
IIID-22  4-year cost projection model

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

Descriptive Summary

DVC clearly defines and follows guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of plans and budgets.

Self Evaluation

Section 18 of the district’s business procedures manual includes the procedures related to district budget development. The district has an annual budget calendar that appears in Business Procedure 18.06 (IIID-12).

DVC Procedure 5018.01 describes the budget allocation process for ongoing operating funds (IIID-23). Additionally, there are separate processes for the following allocations:

- Full-time faculty positions – follows a process negotiated with the United Faculty (IIID-24).
- Regular classified and management positions – recommendations regarding management and classified staffing are made by the president’s staff.
- Categorical funds – budgets for categorical programs are developed by the administrator responsible for the program.
- One-time funds – recommendations for the use of one-time funds are made by the Budget Oversight Committee (IIID-25).

However, for the past five years the college has been reducing budgets more often than allocating new resources. The parties responsible for allocating the funds in a particular category were also responsible for reducing their allocations if necessary (IIID-26).

Since 2001-02 DVC has experienced the following budget reductions:

- All groups took salary reductions.
- In 2002-03 DVC took a $1.7 million mid year reduction in funding in its operating funds and hourly teaching budget.
• In 2003-04 DVC reduced its classified and management staff by 10%
• In 2003-04 DVC reduced its operating funds by 30% (or $937,000) which resulted in a 10% across the board reduction to divisions and departments.
• In 2003-04 PFE funds were reduced by 33% (or $813,000).
• In 2004-05 the district kept $2.7 million in college carryover funds.
• In 2004-05 DVC’s funds from supervised tutoring were reduced by $187,951 due to changes in State regulations resulting in an 11% (or $46,000) across the board reduction in tutoring allocations.
• In 2004-05 PFE funds were reduced by 24% (or $395,127).
• DVC’s FTES has declined approximately 9% and all college funding formulas are based on FTES.

The ongoing losses in operating funds, PFE funds, and funds related to supervised tutoring totaled approximately $2.3 million. When developing plans to achieve these reductions, the college used the guiding principal to minimize the impact on students. The college used the following stated program priorities when reducing budgets:

1. Classroom Instruction – Classroom instruction is central to our mission and generation of revenue for the State. Therefore, we should provide course schedules that maximize student access within funding limits set by the State.

2. Direct Student Services – Services that directly affect student access and success are the second most important college function based on our mission.

3. Other Support Services – These services include all other programs and support operations. When evaluating these programs it is important to separate those functions that are critical to the daily operations of the campus versus those that provide support services.

All budget reduction plans included a rationale about how the recommendations met the priorities.

The college obtains constituent participation in its various budget development processes as follows:

• use of constituent based committees to develop budget proposals;
• use of proposal based processes;
• input through constituent leadership structures; and
• input both formally and informally from people affected by the budget decisions.

The above participation is exemplified by the following:

• The Planning Council, which is a constituent based committee, develops budget recommendations related to the use of PFE funds.
• The Budget Oversight, which is a constituent based committee, develops budget recommendations related to operating funds and the use of one-time funds.
• Equipment funds are allocated through a proposal process. Anyone on campus can develop a request for equipment. Each area goes through a process to prioritize the proposal in their area. All proposals are presented to the Budget Review Committee (a constituent based committee) both in writing and through oral presentations. The Budget Review Committee develops a recommendation for which proposals to fund.
• When developing plans for the use of operating funds and one-time funds, the Budget Oversight Committee will present these plans to the Faculty Senate to seek its endorsement before making a final recommendation.
Based on the above information and evaluation, the college believes that the institution clearly defines and follows its guidelines and processes for financial planning and budget development with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Planning Agenda

*The college is in compliance with this standard.*

Evidence

- IIID-12 Business Procedure 18.06
- IIID-23 DVC Procedure 5018.01
- IIID-24 UF/CCCCD Faculty Contract
- IIID-25 Sample of major budget categories and budget plans for the use of one-time funds
- IIID-26 Sample budget reduction plans

III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary

DVC’s financial management system has appropriate control mechanisms, and its financial documents reflect appropriate allocation. DVC’s external audit findings are comprehensive, timely, and communicated appropriately.

Self Evaluation

On an annual basis, the district is required to submit an Annual Financial and Budget Report (the CCFS-311) to the System Office (IIID-27). In its 2005-06 report, over 70% of the district’s general fund expenditures were spent directly for instruction, instructional and academic support, various student services and contract education. As a means to measure the appropriateness of its expenditure levels, the district compares various levels of summary information from its own CCFS-311 report to that of its sister districts within the “Bay-10.” In general, this analysis shows that the district’s expenditure levels fall well within the range of expenditures (as a percentage of total expenditures) as shown by its neighboring districts.

California Education Code requires that an independent CPA firm perform an annual audit on all of the district’s financial records, including all its funds and reports to state and federal agencies, like the CCFS-311. Audit findings are accompanied by recommendations that require district response. The district holds two “open” meetings of its Finance Committee, where the external auditors discuss the audit and any findings and recommendations they have made. Additionally, there is a public presentation of the annual audit during one of the district’s Governing Board meetings. Once accepted by the Board, the audit is placed on the district’s website. As part of the following year’s audit, the external auditors review the progress made by the district towards correcting the prior year’s findings (IIID-21).

At the college level, our low levels of full-time faculty and classified staff is a serious concern. Information presented at the District Box 2A meeting showed that only 52.2% of DVC’s course offerings were taught by full-time faculty members (IIID-30). In contrast the information presented at that meeting also showed that we have 458.0 full-time faculty district-wide with a State obligation of 353.7 full-time faculty, 104 over the State obligation for full-time faculty.
The DVC Fact Book for 2007 shows staffing information based on number of employees per 1,000 FTES (IIID-29). The employee counts as of fall 2004 were:

<table>
<thead>
<tr>
<th></th>
<th>Administration</th>
<th>Faculty</th>
<th>Classified</th>
</tr>
</thead>
<tbody>
<tr>
<td>DVC</td>
<td>2.7</td>
<td>28.9</td>
<td>10.1</td>
</tr>
<tr>
<td>CCCCD</td>
<td>3.9</td>
<td>30.0</td>
<td>12.9</td>
</tr>
<tr>
<td>state average</td>
<td>3.1</td>
<td>33.2</td>
<td>23.0</td>
</tr>
</tbody>
</table>

The above information shows that DVC is below state average staffing levels for all employee groups. However, the staffing levels for classified staff are less than half the state-wide average (IIID-30).

We also reviewed the last Financial Statistics for Current Cost of Education prepared by the San Joaquin Community College District for the 2004-05 fiscal year (IIID-31). The information in this report compares all districts in the State using the unit measure of dollars per FTES. For the unrestricted general fund, this report showed the Contra Costa Community College District was:

- 9th in the State for instructional academic salaries;
- 13th in the State for non-instructional academic salaries;
- 31st in the State for classified salaries; and
- 21st in the State for supplies.

Review of the allocation of our operating funds shows the following:

- 50.3% of our operating funds are allocated to instructional programs.
- 8.2% of our operating funds are allocated to student services programs. This is a reflection of the fact that our student services programs are mainly funded through categorical programs such as DSPS, EOPS, Matriculation, and BFAP.
- 28.2% of our operating funds are allocated to college-wide support services such as custodial services, reprographics, media services, IT services, and marketing.
- 13.3% of our operating funds are allocated to administration.

The above information provides the following evidence that the district and the college has appropriate allocations to support student learning programs and services:

- The district has 104 full-time faculty members over the State obligation.
- 70% of the district’s general fund expenditures were spent directly for instruction, instructional and academic support, student services, and contract education.
- The district’s expenditure levels are comparable to neighboring districts.
- The district was 9th in the State for Instructional Academic salaries.
- 50.3% of our operating funds are allocated to instructional programs.

Additional strategies related to this standard can be found in the College Improvement Plan.

**Planning Agenda**

*The college is in compliance with this standard.*

**Evidence**

IIID-21 External audit reports
IIID-27 CCFS-311
IIID-28 Information on full time and part time teaching from the Box 2a meeting
IIID-29 DVC Fact Book 2007
IIID-30 Classified staffing information from the environmental scan
IIID-31 San Joaquin Delta study
III.D.2.b. Appropriate financial information is provided throughout the institution.

Descriptive Summary
Appropriate financial information is provided throughout DVC.

Self Evaluation
The following financial information is regularly included in the Governing Board agenda:

- Purchase orders, change orders, payment of invoices, disposal of surplus property
- Agreements and amendment to agreements
- Financial statements and budget transfers
- Budget (preliminary, tentative, adopted) and budget updates

With the appointment of the new chancellor, the district started community meetings regarding the budget and related issues at the colleges. This budget forum was held in May 2006 and has been held annually thereafter, in time for planning/budgeting for the next fiscal year. This gave everyone the opportunity to see the whole budget picture for the district and how it affects the college (IIID-32).

At the college level, monthly financial reports are distributed to the people who are responsible for monitoring the budgets (IIID-33). Whenever the Budget Oversight Committee prepares budget recommendations or plans, those documents are presented to various groups (e.g., Faculty Senate, Leadership Council and President’s Cabinet) around the campus to gain their input and support.

Information about the processes for equipment funding and program augmentation processes are communicated to the entire campus community when money is provided for these activities (IIID-34).

As a part of the accreditation self study, we prepared a six-year recap of operating budgets for the college. This report is currently in the process of being distributed broadly around the campus (IIID-35).

The district and college provide appropriate financial information to their constituents. While at the district level the information tends to include general district-wide budget and legal detail to be included in the Governing Board Agenda packages, at the college-level the information is directed at the decision makers to guide their specific decisions or actions. This difference appropriately reflects the distinct roles that the district and the college play related to the overall budget process (IIID-36).

Additional strategies related to this standard can be found in the College Improvement Plan.

Planning Agenda
The college is in compliance with this standard.

Evidence
IIID-33 Monthly financial report
IIID-34 Equipment and program augmentation processes
IIID-35 6-year summary of operating funds
IIID-36 CCCCD Governing Board agenda
IIID-32 Budget Forum agenda May 2008

III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary
DVC has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.
Contra Costa County operates under the “Teeter Plan” with regards to the distribution of property taxes to local agencies (IIID-37). Under this plan, the district is granted an “advance” on all property taxes for which the County will collect during the fiscal year. As such, the district immediately starts off each year with a “spending-credit” equal to 44% of its total revenues. Given the timing of enrollment fee collections, State apportionment distributions, and the size of its fund balance (reserves), the district is never in a situation where the County would deny redemption on one of its warrants.

The district addresses risk management by maintaining adequate insurance coverage. Property and Liability coverage is maintained through the Bay Area Community College District (BACCD) Joint Powers Authority (JPA). Through contiguous levels of re-insurance, the district has (per occurrence) property and liability insurance up to $245 million, and $25 million, respectively. As a member of the BACCDJPA, the district’s self-insured retention is $10,000 per occurrence. For workers compensation, the district maintains insurance coverage through its membership in the Contra Costa Schools Insurance Group JPA. To help minimize losses, both JPAs provide members with regular on-site safety inspections and active health and safety programs.

As previously mentioned, during 2006-07, to ensure financial stability, the Board directed the district to continue maintaining its unrestricted general fund balance which was, at the time, equal to 10.2% of expenditures. By fiscal year end that balance had grown to $22.3 million, or 13.4%. Maintenance of a sizable fund balance is viewed as a way to mitigate any unforeseen, or temporary, fiscal emergencies (IIID-38, 39).

At the college we maintain an emergency reserve of $50,000.

Planning Agenda

The college is in compliance with this standard.

Evidence

IIID-37  Teeter Plan
IIID-38  CCCCD Governing Board reports on district reserve balances
IIID-39  CCCCD Governing Board presentation on reserve balances

III.D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary

Annually, the district’s internal auditor compiles a risk assessment of the district’s various departments and processes. With input from the Board’s Finance Committee and Chancellor’s Cabinet, the internal auditor then prepares a schedule of those areas that will undergo a review or audit investigation. Results of these reviews are reported to the Board’s Finance Committee (IIID-21).

All institutional investments that are made on behalf of the district are performed and overseen by the County Treasurer’s Office. Short-term funds (cash) are primarily maintained in the County’s investment pool. At the district’s direction, the County will invest surplus cash into longer term instruments. For the funds that the district has set aside for its retiree health benefits liability, the district has contracted the investment services of Public Financial Management (PFM). All investments must conform to the Governing Board Policy 5027 (IIID-40). On
a quarterly basis, the Board receives a report on the district’s investments, which includes benchmark comparisons of the investments managed by PFM.

As the final piece to financial oversight, the district retains the services of an independent auditor to perform annual audits of its financial records. In addition to the audit of the district’s governmental funds, proprietary funds, fiduciary funds and account groups, the auditors also perform specific audits of the Proposition 39 bond fund and each college foundation. The audit is performed in conformance with generally accepted auditing standards which include a review of the district’s fiscal processes and internal controls. Where the audit has identified findings, the district will work towards the auditors’ recommended corrections.

When the monthly financial reports are distributed, the business services director reviews the reports to note any fiscal issues that may need to be addressed. The college business office reviews the financial information in all categorical reports prepared for the State.

**Self Evaluation**

Based on the above information, the district and college believe that they meet this standard.

Additional strategies related to this standard can be found in the College Improvement Plan.

**Planning Agenda**

*The college is in compliance with this standard.*

**Evidence**

IIID-21  External audit report
IIID-40  CCCCD Governing Board Policy 5027

---

**III.D.2.e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.**

**Descriptive Summary**

All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with DVC’s mission and goals.

**Self Evaluation**

All district funds are audited by external auditors. The Diablo Valley College Foundation is also audited annually by external auditors. The director of business services reviews and approves all requests to spend trust funds to ensure that those funds are spent for demonstrated program needs. The foundation director reviews all requests for expenditure from the foundation to ensure that they are spent within the criteria established for those funds (IIID-41, 42, 43).

**Planning Agenda**

*The college is in compliance with this standard.*

**Evidence**

IIID-41  Foundation mission statement
IIID-42  Foundation audit reports
IIID-43  CCCCD policies and procedures
III.D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary
Contractual agreements with external entities are consistent with DVC’s mission and goals, and contain appropriate provisions to maintain DVC’s integrity.

Self Evaluation
The district and the college have several contractual agreements with external entities for services which require expertise not reasonably found among district/college employees, such as:

- services and advice in financial, economic, accounting, engineering, legal, or administrative matters;
- construction;
- technical services;
- instructional or other related services; and
- other services.

The college follows business procedures that define what contractual agreements the college can enter into and the proper steps in doing so. Contracts and amendments to contracts are part of the monthly Governing Board agenda that require Board approval. All contracts have indemnification and termination clauses that protect the district, and ensure that the district has sufficient control over its contracts (IIID-45).

College staff must justify the need for any contracts that go to the Governing Board.

The only major agreement that the college has to provide instructional support services is an MOU with the County of Contra Costa and the City of San Ramon to provide joint use library services at our San Ramon Campus (IIID-46).

Planning Agenda
The college is in compliance with this standard.

Evidence
IIID-44 CCCCD policies and procedures related to contract services.
IIID-45 DVC warrant justification form.
IIID-46 Joint Use Library MOU

III.D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Descriptive Summary
DVC regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Self Evaluation
The district goes through an annual audit process in which the entire financial management system is reviewed. As part of the process, the external auditors

- evaluate the adequacy of the systems and procedures affecting compliance with laws and regulations;
- evaluate the adequacy of internal control systems;
- determine the fairness of financial and related reports;
- determine the accountability for revenues and propriety of expenditures; and
• recommend appropriate actions as necessary.

When the external auditors start their annual review, they first go over their findings and recommendations from the prior year to make sure that the district has addressed them. The district also has an internal audit function which continually evaluates its financial management systems.

The college president and business director are asked annually to provide input on areas that the internal auditor should review.

The existence of an internal audit function, coupled with the annual external audit, has ensured the evaluation of the district’s financial management system on a regular basis. The internal auditor initiates corrective action, as appropriate, when any irregularity is found. The recommendations of external auditors are also implemented to the extent practicable (IIID-47).

Planning Agenda

The college is in compliance with this standard.

Evidence

IIID-47  Internal control audit findings from internal and external audits

III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

DVC systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Self Evaluation

DVC budget structure allocates funds to individual areas and makes managers responsible for working with people within each area to ensure that funds are allocated to best meet each individual area’s needs. The college uses the following questions to assess the effective use of funds:

• Are area expenditures within their budget allocations?
• Were funds spent in accordance with district policies and procedures?
• Were categorical funds spent in accordance with the applicable regulations?

The college went through a major assessment of the effective use of its financial resources during the period when it had to make the following reductions:

• Reduction of classified and management staff by 10%
• Reduction of operating funds by 30%
• Reduction of PFE funds by 57%
• Reduction in tutoring revenues by $187,951.

As a part of the accreditation self study process, a spreadsheet was prepared that recapped the operating budgets for all areas for a six-year period. This recap showed the following (IIID-48):

• The college typically spends about 90% of its total operating funds.
• Student fees and other district augmentations increase the base budgets by approximately 40%.
• Most areas have shown surpluses over the six-year period.

This information suggests that most areas seem to have sufficient resources to meet additional needs in their areas.

One major area the college needs to improve in the effective use of its resources is in its hourly teaching budget. In the 2006-07 fiscal year, DVC overspent its hourly teaching allocation by
approximately $1.2 million, primarily due to the fact that the college has not reduced its course schedule to reflect the loss of students since the 2002-03 fiscal year.

The Office of Planning, Research, and Student Outcomes prepared a report dated September 10, 2007 with data related to the loss of students compared to adjustments in the course schedule (IIID-49). This report showed that since the 2002-03 fiscal year the college’s credit FTES declined approximately 8.1% while its course schedule was reduced by 2.0%. This report also showed that this disparity was not uniform and varied significantly between the college’s divisions.

The college also reviews the results of its previous budget processes to determine future allocations in the area of equipment funding. When developing a budget plan for the use of one-time funds, the Budget Oversight Committee reviews the funding results of the previous year’s equipment processes to determine whether allocations should be increased or decreased.

The above assessments were used as a basis for improvement as exemplified by the following (IIID-50):

- Even though our operating funds were reduced by 30%, ongoing programs were only reduced 10% across-the-board. Consequently, 20% was strategically taken in a way that did not affect ongoing programs.
- Even though PFE funds were reduced by 57%, funding was found to preserve some of the programs, and most of the reductions were made in a way that did not materially impact existing programs.
- To address the deficit in our hourly teaching budget, we are going to a block schedule. This move will allow us to maximize the FTES we earn on our existing classes and give us an opportunity to review all class schedules in a systematic manner.
- Even though our tutoring funds were reduced by a total of $187,951, the college was able to make strategic cuts in a way that did not affect ongoing tutoring for our students. Over a two-year period between 2003-04 and 2004-05, the college experienced a 10% across the board budget cut to all units except tutoring. At the same time, PFE funds from the State decreased 57% while non-credit FTES income also decreased by 43% based on a refinement of compliance with Title 5 requirements for apportionment. Despite drastic declines in these 2 tutoring funding sources, the college minimized the impact of the cuts on students by postponing any budget cut for tutoring until 2005-06 and then cut only 11% of tutoring services funding ($46,000) while the college absorbed the remainder of a $187,951 reduction in tutoring funding from PFE and State apportionment.

Additional strategies related to this standard can be found in the College Improvement Plan.

Planning Agenda:

The college is in compliance with this standard.

Evidence:

IIID-48 6-year budget history of operating funds
IIID-49 Report on the changes to the course schedule vs. the changes in FTES
IIID-50 Budget reduction plans
Standard IV  Leadership and Governance Roles

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Co-chairs

Michael Almaguer
Krista Johns
Catherine Machalinski
Patricia Young

Committee

Sonja Nilsen
Katherine Jinter
Diane Smith
Ann Patton
Kathleen Costa
Preface: DVC in a Period of Transition

Because DVC is an institution going through a significant transition from a period of deep contention between faculty and the previous administration and a new and promising period of benevolent but largely untested leadership, it has been difficult to assess just where the institution is in terms of leadership and governance at this particular time in its history. Since the conflict was protracted, lasting many years, and because mechanisms were put in place that many constituents largely resisted and resented, the morale of the institution greatly suffered, dampening the once vibrant participatory culture of the college.

The central conflict between faculty and the past president focused on what was perceived to be his autocratic style and specifically his forced change of the faculty division chair structure during a 2001-02 reorganization. The half-time administrator, half-time faculty division chair structure was replaced with a full time administrator dean structure. Because faculty believed the method to enact this change violated Title 5, the Faculty Senate filed a lawsuit in 2002, and deans were hired for the divisions during 2002-03. Because faculty did not participate in the hiring, all deans but one were selected from among external applicants. In 2007, the judges of the appeals court allowed to stand the original decision in support of the implementation of division deans within the college’s administrative structure. While a majority of faculty still believes that division chairs are the preferred and more effective division management structure, the finality of the lawsuit technically settled the matter, but the institution is still absorbing the effects of an unpopular and evolving dean structure.

DVC does not want to live in the past; it wants to move forward in a positive direction, but to ignore the burden of its history, when that history is written into the institutional memory in its policies and procedures, past practices and precedents and most importantly in its people (who have become a part of the college before, during and after the period of contention) would do a disservice to the institution and largely cloud and confuse the complex picture of this college in transition.

What is written below must be filtered through this complex and still evolving context as new leadership, less than a year old, has taken the reigns of the college.

Standard IVA Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

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

Descriptive Summary

DVC recognizes that ethical and effective leadership enables the institution to identify and create an environment for empowerment, innovation, and institutional excellence. DVC leaders create an environment for empowerment when ideas for improvement have policy or significant institution-wide implications.

Self Evaluation

In order to gather information for the Leadership and Governance Standard IV, our commit-
The committee conducted two surveys, the first in October 2007, and the second in November of 2007. Thirty-two follow-up interviews with faculty, classified staff, and managers were conducted throughout December 2007 and January 2008. The results of these surveys and interviews informed our committee’s responses to this standard (IVA-1).

After the long period of disagreement between the past administration that the faculty alluded to above, which largely impaired the college climate and culture, leading to mutual distrust and dysfunctional working relationships across campus, with new leadership at the college and district level, DVC is beginning to reclaim its status as a collegial institution. This return to a mutually respectful environment and shared responsibility is a big step for the institution, one that has the promise of leading to real change. While some constituents remain frustrated that this new climate of discussion and dialogue has not resulted in good decisions for the college, the greater transparency and dissemination of information may lead to a greater share in decision-making processes which in turn have the potential to inspire substantive progress for DVC.

Greater collegiality in the college is best exemplified by increased communication and collaboration across all campus groups. During the academic year 2007-08, the college has expended greater effort at communicating pending issues and bringing matters for consideration to multiple venues. The vice president of academic affairs, for instance, has brought issues concerning budget deficits, schedule changes, and faculty hiring to the Faculty and Classified Senates, to managers, and to each college-wide council (IVA-2). In addition, the college president has communicated periodically by email to “everyone@DVC” about noteworthy accomplishments of individuals from the DVC community and with information concerning the status of various campus initiatives in planning, hiring (organizational effectiveness), facilities, outreach, and campus involvement (IVA-3). In recognition of the contributions by classified staff, the President’s Exemplary Service Award was changed to honor five instead of the previous one classified staff (IVA-4). These steps to bring information forward broadly, to request suggestions from all who are interested, and to acknowledge individual effort, have made inroads to improve the campus climate.

DVC has 19 councils, committees, and task forces that include staff, faculty, administrators, and students (IVA-5). Most of the committees focus on services and programs in particular areas, such as the Student Services Committee and the Tutoring Advisory Committee. The Leadership Council and Planning Council, on the other hand, focus on institution-wide suggestions, creating policies and procedures and identifying strategic directions. Both councils are chaired by the college president, and final recommendations from these councils go to the president for final approval and implementation. Beginning in fall 2008, the Planning Council will report to the Leadership Council. The Instructional Council, created in spring 2007 in response to a recommendation from the reorganization task force, provides a forum for division representatives and administrators, deans, and representatives from student services, Faculty Senate, classified staff, and students to discuss operational matters within the academic units. It is co-chaired by the vice-president of academic affairs and a faculty member approved by the Faculty Senate. Suggestions for improvement can be brought forward in any of these bodies for consideration, their meeting agendas and decision processes providing the means for discussion and recommendation.

The Faculty and Classified Senates discuss major initiatives before adoption by the college. The Faculty Senate President and Classified Senate President serve on the Leadership Council. In addition, faculty, classified and management representatives are appointed by their representative constituencies to Leadership Council, Planning Council and the Instructional Council. Participatory governance committees,
these three councils are designed to create opportunities for staff, faculty and administrators and students to discuss college-wide issues, plan and improve the institution.

The Leadership Council is a college-wide shared governance committee. During this past year the Leadership Council began reviewing the description, charge and membership of college-wide committees. College-wide committees such as Planning Council, now report to the Leadership Council, a change designed to strengthen the charge of the Leadership Council and clarify its relationship to other college-wide committees.

Representatives are expected to both represent their constituency and to report back to their representative bodies. The extent to which information about college-wide committees is successfully communicated to the college is dependent, of course, on the individual members. Although college wide committees have meeting summaries listed on the college intranet, an ongoing challenge is to get individual employees to more closely follow the work of these committees.

As indicated above, in recent years, Diablo Valley College has focused on creating formal processes for participation and decision-making, resulting in a complex structure of councils and committees. These bodies deliberate on important issues in both specific areas and the college as a whole, problem-solve and innovate, and then make recommendations to decision-makers in the college. Given the range of years of service and level of involvement in the governance of the college, members of the DVC community naturally have varied levels of understanding about how ideas can be brought forward for implementation.

Specific examples of leadership across constituent groups include writers who have authored and contributed to fiction and non-fiction works: Michael Aczon, Glenn Appell, Daniel Bach, Susan Browne, Manuel Gonzales, Jessica Barksdale Inclan, Dave Johnson, Martha Laham, Tom Mowry, Paul Pitner, James Rawls, Carolyn Seefer, Penny Warner; the work of John Paul Bernhardt who forged a relationship with the Chinese Vocational Training Council resulting in two new courses; the vision and pragmatic steps of Tom Chatagnier and Terry Shoaff who spearheaded the grants efforts to construct the solar project in the parking lots on campus; the environmental efforts of the Sustainability Committee and specifically Jeff Gustafson who won an EPA award for volunteer work on sustainability; and the many awards and accomplishments of DVC students including the debate team whose members have been statewide winners for several years, journalism students who have continually produced an award-winning newspaper, multi-media students who have started a web-design business, and student athletes who have been statewide winners for many years.

A significant number of faculty, administrators and staff members express, however, that individual initiative is not encouraged, that there is a perceived risk in taking initiative and that maintaining the status quo is an institutional value (IVA-1). Most members of the DVC community also agree that decision-making processes are cumbersome and somewhat redundant. While there is a sense that participatory governance by its nature is not a streamlined process, constituents believe that campus processes need to be more effective. In particular, the college needs to focus its energies on developing processes that foster meaningful involvement.

Additional strategies related to this standard can be found in the College Improvement Plan.

Planning Agenda

The college is in partial compliance with this standard.

The college president and vice presidents will work with other college leaders to actively encourage and invite participation by all interested parties to renew institutional excellence. Opportunities for leadership at all levels will be identi-
fied and highlighted, with acknowledgement of individual initiative and support for reasonable risk-taking. Leadership may need to create new mechanisms for empowering constituents to develop creative ideas, innovations and college-wide improvements.

**Evidence**

IVA-1 Standard IV survey results  
IVA-2 Faculty Senate minutes  
IVA-3 President’s message minutes  
IVA-4 President’s announcement Exemplary Service Award email  
IVA-5 DVC committees’ handbook

**IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.**

**Descriptive Summary**

DVC establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

**Self Evaluation**

The DVC procedures manual details processes used for establishing and implementing new ideas from constituency groups (IVA-6) while the DVC Handbook on College Committees outlines the creation, charge and function of committees, task forces, advisory committees and work teams. New or revised procedures are brought to the Leadership Council for consideration and implementation through constituent representation. The Associated Students organization (ASDVC) ensures student participation on many college committees including the Leadership Council (IVA-7). Operating procedures, campus structures, and policy implementation continue to evolve at the college. One significant example of that evolution is the creation of the Instructional Council, which was created as a result of the reorganization task force and which was formed to give “operational input” regarding academic areas.

Policies and procedures manuals, of course, are an integral part of charting the ways faculty, staff and administrators participate in decision-making processes, but it is important to note that the college district and DVC have been in existence for more than half a century. As a result, most of the decisions that impact constituents at various levels of the organization have been anticipated and prescribed in written policy and procedure while still others are found in statute and state regulations. To keep these policies relevant and encourage greater buy-in, the college should continually revisit current procedures to ensure they give all constituencies a meaningful role in decision-making. This is particularly important at the present time since most procedures and processes were adopted prior to the time that academic deans were included in the administrative structure at the division level.

Additional strategies related to this standard can be found in the College Improvement Plan.

**Planning Agenda**

*The college is in compliance with this standard.*

**Evidence**

IVA-6 Matrix  
IVA-7 ASDVC process for student participation on committees
IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary
In all aspects of institutional governance, DVC has focused on defining substantive faculty, staff, administrator, and student roles in representative structures. In governance activities, including key college-wide committees, the Faculty Senate president represents the voice of the faculty in clearly defined roles and representative structures, through college and district committees and in regular consultation meetings with the college president. The voice of the administration is represented by the college president while classified staff and the students are represented by the presidents of their respective constituent bodies. Membership on committees and task forces are assigned through constituency representation. Some committees are college-wide while others such as the Faculty Senate standing committees are not.

Self Evaluation
While there are clearly defined roles in the college’s governance structures for faculty, staff, students, and administrators, whether all members have a substantive voice in decision-making at the college is still in question (IVA-1). This open question is largely the result of the significant conflicts over the roles in the college governance structures with the previous permanent president. A decision-making matrix was developed as an attempt to clarify these roles, but mutual agreement on them was not obtained (IVA-6). Institutional barriers to participation, such as a lack of reasonable means for classified staff members to become active in college-wide bodies, also frustrate full and substantive input from all college constituents.

Participatory governance requires more than clear definitions. The new college president has demonstrated a leadership style that is much more inclusive of and respectful towards faculty and staff. The college president has supported expanding the role and voice of faculty by including the Faculty Senate president in the President’s Cabinet Plus and in the final stages of the selection process for hiring faculty and the vice president of academic affairs (IVA-8).

One classification of roles not clearly defined, however, is that of division deans.

In surveys and individual interviews, a significant number of faculty, administrators and staff members noted that input from all constituents should be documented and seriously considered before finalizing decisions (IVA-1). Some constituents also suggested the need for campus-wide councils to be chaired or co-chaired by individuals other than those to whom final recommendations will be forwarded. In this way, final decision-making would better reflect the pluralistic values and thinking of the entire DVC community and represent genuine participatory processes that include faculty, staff, student, and manager representative groups, as well as interested individuals from within each constituency.

Additional strategies related to this standard can be found in the College Improvement Plan.

Planning Agenda
The college is in partial compliance with this standard.

Because the college is clearly going through a transitional phase in its participatory governance structures and decision-making processes, it will continue to better define roles in the college’s governance structures for faculty, staff, students, and administrators.
The college will also document and seriously consider input from all constituents before finalizing decisions. An important component of considered input requires providing adequate lead-time so that constituents can fully deliberate on and give informed consultation on important matters before the college. As much as possible, college administrators will begin processes such as facilities planning, faculty and staff hiring, and major schedule changes early enough to facilitate wide participation with a reasonable opportunity for recommendations to come forward, be widely considered, and included in final decisions and implementation. For routine and recurring matters, the college will standardize reasonable timelines.

College-wide councils will be chaired or co-chaired by individuals other than those to whom final recommendations will be forwarded.

The college will also work to provide greater support for participation of classified staff in governance of the college.

Evidence
IVA-1 Standard IV survey results
IVA-6 Matrix
IVA-8 President’s Cabinet Plus member list

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

Descriptive Summary
DVC relies on faculty, its academic senate or other appropriate faculty structures, the Curriculum Committee, and academic administrators for recommendations about student learning programs and services.

Self Evaluation
Faculty committees, policies, and procedures are in place at DVC to develop recommendations about student learning and services. The Faculty Senate Curriculum Committee works closely with the vice president of academic affairs, the vice president of student services, the articulation officer, and other administrators to update and create new courses and programs (IVA-9). The Student Services Committee, the Tutoring Advisory Committee and the Student Learning Outcome Committee, among others, focus on specific issues relating to student life, academic success and program completion (IVA-10). The Curriculum Committee reports to the Faculty Senate Council, informing a wider faculty audience about new developments and initiatives relating to curricular issues.

Most of the formal curriculum processes and student learning programs were instituted at least a decade ago. As processes for planning, curriculum, learning outcomes, staffing, budget, and facilities become more integrated, the college continues to depend on recommendations from academic managers and faculty.

Additional improvement strategies in this area are found in the College Improvement Plan.

Planning Agenda
The college is in compliance with this standard.

Evidence
IVA-9 Faculty Senate Curriculum Committee minutes
IVA-10 SLO Committee minutes
IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

Descriptive Summary
Administrators, faculty, staff, and students devote a great deal of time, effort and good will to establish procedures for working together for the good of the institution. These efforts have been focused on creating structures and processes to promote effective communication and discussion of ideas.

Self Evaluation
The college continues to implement new structures for effective communication and discussion of ideas between constituency groups for the good of the institution. While these new structures for improved communication are important and meet the standard, the college and district will need to find additional ways to encourage and support discussion among all constituencies as faculty and staff are already taxed by their current duties and responsibilities. Participation of classified staff is minimal due to lack of substitutes to cover their areas during committee meetings. A particular part of this challenge is to invite greater participation of the entire college community given that a fair number of good-willed participants who used to be engaged in crucial community activities outside their classrooms have pulled away due to cynicism about and disenchantment with the previous administration (IVA-11).

Additional strategies related to this standard can be found in the College Improvement Plan.

Planning Agenda
The college is in compliance with this standard.

Evidence
IVA-11 DVC catalog: shared governance statement

IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary
DVC advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Self Evaluation
The college has a strong history with the Accrediting Commission. DVC complies with and files annual reports to the Accreditation Commission and responds in a timely fashion to recommendations (IVA-12). During the 2007 unauthorized grade change investigation (see Standard IIB), the college made a full report to the Commission and completed recommended changes in practice in a prompt and thorough manner. The institution also complies with the standards and recommendations from the Sys-
tems Office regarding courses, programs, and degrees. The college conforms to the standards of various regulatory agencies such as American Dental Association, American Culinary Federation, Cal-OSHA, the Commission on Athletics, and the Office of Civil Rights. It meets the accountability standards for private and public grants, including VTEA funding, and complies with regulations for categorical funds. The college also ensures that required disclosures of financial interest are made by all managers.

The college complies with all reporting requirements related to accreditation, funding, and other regulatory standards.

Additional strategies related to this standard can be found in the College Improvement Plan.

Planning Agenda

The college is in compliance with this standard.

Evidence
IVA-12  DVC catalog statement: accreditation
IVA-13  www.dvc.edu, list of accreditations

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

Descriptive Summary

Although the college has mechanisms for bringing policies and procedures back to their approving bodies for review and revision, it presently has no standardized procedures for evaluating the effectiveness and integrity of governance and decision-making structures. How a college might initiate such a process and what that process might look like are questions the college is seriously engaging as it goes through the self-reflective process of accreditation.

While the college is responsive to challenges that arise—for example reviewing the college committee structure in 2007-08 in response to institution perceptions of redundancy and ineffectiveness—such efforts are reactive rather than proactive and have the potential of negatively impacting an already taxed system. The institution does initiate annual evaluations of the college and district climate, evaluations of manager performance including their decision-making, and evaluations of academic and student service programs, but the college has not yet created a culture of ongoing formalized review that follows an evaluation-revision-implementation-reevaluation template (IVA-14, 15, 16, 17).

The institution, however, is taking steps toward creating that culture of ongoing formalized review, identifying, for instance, a need for various planning functions to be better integrated with budget, hiring, and facilities decisions. The Planning Council has also proposed a process for evaluating administrative functions and processes, which is under review by the Leadership Council. The institutional research office has also more recently made data available to departments completing program reviews, requesting full-time faculty hires, and making schedule changes tied to enrollment trends (IVA-18). The availability of data has inspired increased interest in examining trends over time for guidance about future actions.

Self Evaluation

One of the ways the institution can address constituency groups’ complaints about the insufficiency of evaluations of governance and decision-making processes or their perceptions that they lack integrity and effectiveness is for college leaders to create meaningful processes for these evaluations. Once these evaluation processes are improved and formalized, results
of regular evaluations should be widely communicated to and discussed with the constituency groups. Through an ongoing systematic cycle of evaluation, integrated planning, implementation, and reevaluation, the institution will go a long way toward establishing greater faith in the governance and decision-making processes. Currently, a sub-committee of the Leadership Council is reexamining the existing structure and reporting relationships of all college committees. Survey comments indicate that a comprehensive review of committee structure at the college is needed. The review should include an examination of the committee charges, functions, reporting relationships, and the overall effectiveness of committees at the college.

The midterm accreditation progress report (IVA-19) indicates that the “Academic Senate for California Community Colleges in conjunction with Community College League of California conducted a Technical Assistance Workshop to educate managers, faculty and staff about participatory governance. Approximately fifty people attended the workshop.” (see also: responses to 2002 recommendations, #4) In addition, Planning Council and Leadership Council are attempting to design an institutional planning process that more clearly links planning and decision making to effectiveness. While some constituents are not yet convinced the Integrated Planning document focuses enough on shared governance and decision-making effectiveness, it does provide a more “integrated” approach to planning and a cycle of evaluation. The college won’t know how effective it will be until the process has been used. However, the fact that the Planning Council and Leadership Council are reviewing the proposal is promising and indicates the beginning of a college commitment to improving this area.

Planning Agenda

The college is in partial compliance with this standard.

The college will improve on the commitment that through the governance process, it will create and implement processes to evaluate the integrity and effectiveness of governance and decision-making structures. Evaluations will include widespread participation by constituents at every level of the college and all college-wide processes including budget, enrollment management, scheduling, research, college programs, operations, and overall institutional planning and implementation efforts. The evaluation processes will be on an established time line, resulting in open communication about the results and concrete steps for implementing recommended changes.

Evidence

IVA-14 CCCCD climate survey
IVA-15 Student services program review
IVA-16 DVC administrative program review
IVA-17 Management, Supervisory, and Confidential Employees Personnel Manual (sec. 6)
IVA-18 Change in FTES vs. enrollment presentation
IVA-19 DVC accreditation progress report
Standard IVB Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary

DVC recognizes the designated responsibilities of the Governing Board for setting policies and of the chief administrator for the effective operation of the institution. The Board of Trustees is responsible for establishing policies. The Board adheres to a clearly defined policy for selecting and evaluating the chancellor. The Board of Trustees is an independent policy-making body that reflects public interest (IVB-1, 3).

The Contra Costa Community College District comprises three colleges (Contra Costa, Diablo Valley, and Los Medanos colleges) and one recognized center. The Governing Board consists of five members elected by geographic regions, known as wards, for four-year terms. Serving a one-year term, the sixth member of the Governing Board is the Student Trustee who has an advisory vote on actions other than personnel-related items.

Governing Board meetings are publicized and open to participation by the public. Five of the twelve monthly meetings are rotated among the colleges and center locations with the remainder held at the district office in Martinez. The Governing Board meeting agendas (IVB-3) provide a consistent format in which the first public meeting agenda item is the opportunity for the public to address the Governing Board. In addition, members of the public may comment on agenda items.

Most decisions made by the Governing Board are the result of unanimous votes. Whether unanimous or not, members are charged with supporting the decision and subsequent actions taken. Through the district office, the Governing Board works with a staff auditor, contract legal services, and a newly hired public affairs officer to protect the district and colleges from undue influence or challenges.

Self Evaluation

The Governing Board represents the public interest, and strives to make decisions reflective of those interests. Once decisions are made, the Board acts as a whole. The Board supports the colleges and advocates their freedom from undue influence.

Planning Agenda

The college is in compliance with this standard.

Evidence

IVB-1  CCCCD Governing Board Policy 1010
IVB-2  Roles and responsibilities district office, colleges
IVB-3  Sample Board agenda
IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary
The CCCCD Governing Board establishes policies consistent with the mission statement of the California Community Colleges and Title 5. DVC’s mission statement is also based on Title 5; consequently, they are similar.

Policies and procedures related to financial health, quality of educational programming, standards for graduation, and curriculum development and approval process are in place to support the stated mission of the district. The Governing Board exercises oversight of the college’s educational programs through policies (IVB-4) and procedures (IVB-5) that establish standards and processes in accordance with the district’s stated mission (IVB-6) to provide educational opportunities for our students and communities.

The development of the educational and fiscal policies is conducted through the participatory governance process. Board Policy 1009, Institutional Governance (IVB-7), indicates the district’s approach to participatory governance, delineating the roles for faculty, staff, and student participation in institutional governance.

The chancellor and college presidents meet monthly (IVB-8) with Academic Senate presidents on behalf of the Governing Board to discuss academic and professional matters and develop and review policies and procedures that ensure the quality, integrity, and improvement of student learning programs and services. Agreements reached in these meetings are reviewed and approved by the Governing Board (IVB-9).

The Board ensures that educational programs are of high quality through the execution of Board Policy 4008, Review, Establishment, Modification and Discontinuance of Courses and Programs (IVB-10). Board Policy 4008 directs that the Educational Planning Committee meet, at a minimum, once per year to review the educational program plans of the colleges and coordinate offerings across the district. The committee membership includes college presidents, instructional and student services managers, Academic Senate presidents, the United Faculty president, the chancellor, vice chancellors, and an economic development representative. Results of the committee’s work are documented in the Educational Planning Committee minutes (IVB-11) and in a report to the Governing Board (IVB-12).

Self Evaluation
In the past ten years, the district has made efforts to maintain current policies and procedures that address best practices in academic programs and student services. However, funding allocations and distribution need to be reviewed. This is because funding formulas for calculating the distribution of credit and noncredit FTES allocations to the colleges have not been significantly reviewed or revised and are based upon dated and faulty assumptions. As the district continues to promote transparency in budget and resource allocation, any comprehensive review must include a reassessment of college funding mechanisms (see Standard IV.B.3.c.).

Planning Agenda
The college is in partial compliance with this standard.

The college will strongly advocate that the district review and revise funding formulas for calculating the distribution of credit and noncredit FTES allocations and other funding mechanisms to the colleges.
Evidence

IVB-4  CCCCD Governing Board Policies and Procedures manual
IVB-5  Curriculum and Instruction Procedures manual
IVB-6  CCCCD mission statement
IVB-7  CCCCD Governing Board Policy 1009
IVB-8  Minutes of meetings between Chancellor/college and FSCC President
IVB-9  Administrative Procedure 1009.01
IVB-10  CCCCD Governing Board Policy 4008
IVB-11  CCCCD Educational Planning Committee minutes
IVB-12  Educational planning report to the Governing Board

IV.B.1.c. The governing board has ultimate responsibility for education quality, legal matters, and financial integrity.

Descriptive Summary

Final approval and responsibility for the educational programs and fiscal integrity of the district rest with the Governing Board, as evidenced by the Board’s pledge “to carry out its policy-making responsibilities with the highest ethical standards as it fulfills its mission to promote student learning, progress and development.” To do so, the Board will “approve budgets that maintain the fiscal integrity and stability of the District” as found in Board Policy 1010, Code of Ethics of the Governing Board (IVB-1). The Board also has ultimate responsibility for curriculum, the educational master plan, facility planning, scheduled maintenance, and the five-year construction plan supporting the district’s educational plan.

To directly relate program quality analysis with the mission, the district has substituted its former report to the Board on Institutional Effectiveness Indicators with the System Office Accountability Reporting for the Community Colleges (ARCC) (IVB-13).

In conjunction with the Chancellor’s Office and district counsel, the Board is apprised of and assumes responsibility for all legal matters associated with the operation of the colleges and the three centers. As needed, the district hires other counsel to take on specific tasks.

The Board bears responsibility for monitoring all aspects of the district and college finances. An independent audit of the district’s financial statements and accounting practices is made annually by an outside agency (IVB-14).

Self Evaluation

Since the 2002 accreditation, each college has developed a strategic plan and an educational and facilities master plan linked with the district’s strategic plan. More complete integration of Board planning with that of the colleges will be important to ensure education quality and financial integrity.

Planning Agenda

*The college is in compliance with this standard.*

Evidence

IVB-1  CCCCD Governing Board Policy 1010
IVB-13  System Office accountability reporting Community Colleges (ARCC)
IVB-14  CCCCD financial audit
IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary
The Rules and Regulations of the Governing Board (IVB-15), approved by the Board and published in the Governing Board Policy manual, describe the size, duties, responsibilities, structure, and operating procedures of the Board. The regulations provide for an election procedure for Board officers, a process for replacing Board officers who leave office prior to the end of their term, and a process for removing any appointed officer, and stipulate the role and responsibilities of the Student Trustee. Further, the regulations provide for the selection of Board members to the Board Finance Committee. Board Policy 1010, Code of Ethics of the Governing Board, addresses responsibilities as adopted by the Governing Board (IVB-1).

Self Evaluation
The Board’s makeup, responsibilities, and operating procedures are appropriate for current district needs and are published.

Planning Agenda
The college is in compliance with this standard.

Evidence
IVB-1  CCCCDD Governing Board Policy 1010
IVB-15  Rules and Regulations of the Governing Board

IV.B.1.e. The Governing Board acts in a manner consistent with its policies and bylaws. The Board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary
The Contra Costa Community College Board acts in a manner consistent with its policies and bylaws. The Board regularly evaluates its policies and practices and revises them as necessary. The Governing Board is charged with establishing broad policies which govern the operation of the district. A hard copy of the Governing Board policy manual is issued to all district leaders. In addition, the policy manual, together with all departmental procedures manuals, is posted on the district web site. Links have been established between policy and procedure, ensuring the reader of full disclosure.

During 1998 and 1999, the Board, district management and constituency groups completed a major review and revision of all district policies and procedures. The district has subsequently reviewed and revised where appropriate all policies and procedures on a biennial cycle: policies one year, procedures the alternating year. As a result, policies and procedures of the Governing Board remain current, computerized, and uniformly formatted.

Self Evaluation
The Governing Board acts in a manner consistent with its policies and bylaws. When the Board errs in following its policies and procedures, it takes steps to correct the matter (IVB-7, 9, 16, 17, 18, 19, 20).

Planning Agenda
The college is in compliance with this standard.
Evidence
IVB-7  CCCCD Governing Board Policy 1009
IVB-9  Administrative Procedure 1009.01
IVB-16  CCCCD Governing Board Policy 1001
IVB-17  Administrative Procedure 1001.01
IVB-18  CCCCD Governing Board Policy 1002
IVB-19  Administrative Procedure 1009.01
IVB-20  Administrative Procedure 1900.03

IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary
Contra Costa Community College District has a program for board development and new member orientation. It has a mechanism for providing for continuity of Board membership and staggered terms of office (IVB-21).

The chancellor and the governing board president plan the new board member orientation meeting (IVB-22), coordinating additional meetings with key staff members regarding budget, staff/personnel, facilities, technology, and strategic planning. New Board members are also invited to visit each college and meet with the college president. Further, Board members are encouraged to participate in the Community College League of California (CCLC) statewide orientation meetings. New Board members are provided copies of all essential documents regarding Board agendas, policies and procedures, organizational structure, strategic planning, governance procedures and other important and current issues.

The student trustee meets individually with the chancellor to review the student trustee information packet, in addition to discussing the role of the board, the responsibilities of the student trustee, and the operation of the district.

The Governing Board has recently amended its meeting schedule to provide, on a regular basis, time for study sessions to address such areas as student learning outcomes, budget implications, and facilities. In addition, the Board has recently adopted a new annual schedule for self-assessment. During the self-assessment process, the board identifies areas of future interest for board development, reviews and objectively assesses the achievement status of prior-year goals, and develops coming-year goals for the Board.

Self Evaluation
The new Board member orientation is fully operational and professional development has become a priority for the Board as demonstrated by the members’ participation in retreats on topics of interest and importance to the Board and their active involvement in conferences and other growth activities (IVB-1).

Planning Agenda
The college is in compliance with this standard.

Evidence
IVB-1  CCCCD Governing Board Policy 1010
IVB-21  CCCCD Governing Board Policy 1008
IVB-22  Board member orientation agenda
IV.B.1.g. The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary
The Contra Costa Community College District Board’s self-evaluation process for assessing board performance is clearly defined, implemented, and published. The Board has recently established an annual process to evaluate its effectiveness and performance, which includes self-evaluation and input from employees at the district office who interact with the Board on a regular basis. During 2006 and with constituency group input, the governing board approved Board Policy 1015, Contra Costa Community College District Governing Board Self-Evaluation Policy (IVB-23), and has implemented a process whereby it will assess its own performance by identifying its strengths and areas for improvement. This process began in January, 2007.

Further, the board’s Code of Ethics states, “The Governing Board is committed to regularly assessing its own ethical behavior and Board effectiveness in order to identify its strengths and areas in which it may improve.” (IVB-1)

Self Evaluation
The Governing Board has demonstrated its commitment in this area by enacting a process and completing the recent self-evaluation. As the process is fairly new, most members of the college community are unaware of the Board’s self-evaluation policy or results of the recent evaluation. The process could be enhanced by providing for input by constituents and by disseminating results to the college constituents.

Planning Agenda
The college is in compliance with this standard.

Evidence
IVB-1  CCCC Governing Board Policy 1010
IVB-23  CCCC Governing Board Policy 1015

IV.B.1.h. The Governing Board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary
The Contra Costa Community College District has a Code of Ethics of the Governing Board, Board Policy 1010, adopted in 1992, which was last revised August 30, 2006, to include a process for dealing with behavior that violates the Code of Ethics of the Governing Board (IVB-1).

Self Evaluation:
The Board adheres to its policies on ethics.

Planning Agenda
The college is in compliance with this standard.

Evidence
IVB-1  CCCC Governing Board Policy 1010

IV.B.1.i. The governing board is informed about and involved in the accreditation process.

Descriptive Summary
The Contra Costa Community College District Governing Board is informed about and involved in the accreditation process.
Self Evaluation
Governing Board members are invited to attend the annual self-study workshop facilitated by the Accrediting Commission for Community and Junior Colleges, ACCJC. A study session for Governing Board members on the accreditation process is conducted prior to each visit, conducted this time on October 24, 2007 (IVB-24). Each Board member receives information on the objectives and activities of the visiting teams and reviews outcomes and expectations for the self-studies. Additionally, the chancellor advises the Governing Board of the accreditation process and status through regular communications.

The Governing Board reviews the college self-studies prior to submission, especially noting responses to ACCJC recommendations for each college (IVB-25, 26).

Planning Agenda

The college is in compliance with this standard.

Evidence

IVB-24 Agenda for Board study session on accreditation fall 2007
IVB-25 Board agenda July 2008
IVB-26 Board agenda August 2008

IV.B.1.j. The Governing Board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The Governing Board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

In multi-college district/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary

The Contra Costa Community College District Governing Board has the responsibility for selecting and evaluating the chancellor and delegates full responsibility and authority to the chancellor to implement and administer Board policies. The Governing Board has established a clearly defined policy for selecting and evaluating the college presidents.

The policy for hiring contract administrators, approved by the Governing Board on September 29, 1999, is part of the CCCCD Uniform Employment Selection Guide which is contained in the Human Resources Procedures Manual, HR1010.02 (IVB-27). The policy delineates the steps involved in hiring college presidents, the chancellor, and vice chancellors. The policy has been used consistently since its approval.

The Governing Board has the responsibility for hiring the chancellor; the chancellor has the responsibility for hiring the college presidents. For both positions, a national search, managed by a search firm, is typically conducted. All district constituencies as well as members of the community are represented on the committees. Open forums are held for finalists, giving the entire
The newly appointed president arrived at DVC in August of 2007 after a long period of tension between administration and faculty alluded to in the preface to this standard above (IVB-29, 30, 31). The discontent on campus was so great that the previous president, who served until summer 2006, received a vote of no confidence from faculty members about his leadership abilities.

The president of DVC has primary responsibility, as the position description indicates, for the quality of the college she leads. The new president inherited a troubled institution in transition, taking on the responsibility to right the ship so to speak, and that task will take time and will require not only good leadership but also good will on the part of all constituents as DVC reestablishes its reputation as a premier institution of higher learning. Within that context, the president’s duties, including providing effective leadership in planning, organizing budgeting, selecting and developing personnel, hiring full-time faculty, and assessing institutional effectiveness, take on even greater significance.

Evidence

IVB-27 Human Resources Procedure 1010.02
IVB-28 Evaluating managers, supervisors, confidentials manual, sec. 6

IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Descriptive Summary
The president has primary responsibility and provides effective leadership in planning, organizing, budgeting, selecting, and developing personnel, and assessing institutional effectiveness.

Self Evaluation
In this transitional phase, the interim president (2006-07) and newly appointed president (fall 2007) have strived to create an environment in which their leadership is visible and relevant. The new college president has been systematically addressing a long list of issues and making improvements in the institution. She has filled critical management, faculty and staff positions, provided leadership in supporting innovations such as the block schedule and 16 week calendar, met with faculty and staff to address institutional concerns, reinstated faculty reassigned time for the staff development position, and as chair of Planning Council and Leadership Council facilitated the development of the proposed Integrated Planning Document and a review of college wide committees and the role of Leadership Council. In addition, she has been present at numerous on campus academic functions. The president has also expanded her cabinet to
include the Faculty Senate President and the Classified Senate President at a monthly meeting entitled “President’s Cabinet Plus.” (IVB-32)

Perhaps most importantly, the president’s leadership style has been respectful and inclusive. As more faculty members have the opportunity to engage with her in key decision making experiences, the prospect of developing a collegial and participatory governance process is a true possibility. DVC has a newly hired college president whose leadership style has been collaborative and inclusive. Simultaneously, a newly elected Faculty Senate President was elected. Both presidents are committed to working collaboratively together on college issues. The college president has expanded opportunities for the faculty voice by including the faculty senate president in college discussions and decisions not previously afforded faculty senate presidents. These include the college president’s retreat, the president’s Cabinet Plus, and in the final stage of the selection process for hiring the vice president of academic affairs and hiring full-time tenure track faculty. Finally, the college president and Faculty Senate President meet weekly for consultation. Through the faculty senate president, the faculty voice is solicited and included which has contributed to an improved campus climate.

Planning Agenda

_The college is in compliance with this standard._

Evidence

IVB-29 Biographical information for Judy Walters, DVC president
IVB-30 CCCCD Governing Board and Judy Walters, DVC president employment contract
IVB-31 CCCCD Governing Board meeting minutes, DVC president contract approval
IVB-32 President’s Cabinet Plus member list

IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary

The newly hired president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity (IVB-33). Since its formation, the college has grown from the small “East Campus” of Contra Costa College to an $85 million organization serving 21,000 students each semester—one of the larger community colleges in California. During that time, state and federal regulations have multiplied, requiring significant changes in reporting and accountability structures. The tremendous growth and the changes in the regulatory environment have not, however, been followed by regular evaluation and revision of the administrative structure. Because the changes to division structure in 2001-02 were so radical and made without meaningful input from faculty, faculty perceived them as one-sided and punitive, and the lingering litigation kept the issues raw and adversarial.

Self Evaluation

The administrative structure of the college has been in transition for a number of years. While there is wide agreement that the structure needs to reflect the institution’s size, complexity, and purposes, the manner in which that plays out in staffing and organization has been under debate for many years. As noted in the preface, the half-time administrator, half-time faculty division chair structure was replaced with a full time administrator dean structure during a 2001-02 reorganization. Two of the division chairs lost their positions without completing their terms; the others were not replaced by elected incum-
bents. The Faculty Senate filed a lawsuit in 2002, alleging that the method undertaken to achieve this change violated Title 5, and deans were hired for the divisions during 2002-03. Because faculty did not participate in the hiring, all deans but one were selected from among external applicants. In 2007, the judges of the appeals court allowed to stand the original decision in support of the implementation of division deans within the college’s administrative structure.

While a majority of faculty still believes that division chairs are the preferred and more effective division management structure, the finality of the lawsuit largely removed the stigma associated with applying for the dean positions. After the appeal court decision, DVC faculty members have become interim and permanent deans, now serving as deans for the Division of Fine Arts, Math and Computer Science, Physical Education, Athletics and Dance and the Division of San Ramon Campus.

In 2006-07 the chancellor charged a college-wide task force with the job of recommending structural changes related to the departments and divisions at the college. Although the task force did not reach consensus on a structural reorganization, it did recommend the implementation of the Instructional Council, which has met for the past year and will continue to meet next year.

The incumbent president has announced plans to complete hiring in several key positions that have been filled by interims for long periods. She has also begun conversations with campus constituent groups about structural changes in senior administration.

At this time, there are program reviews for the academic units and student services functions, but not for administration. A process for administrative evaluation, however, has been proposed by the Planning Council and is under review by Leadership Council. It will be important to include reviews of the various administrative functions in the program review process which will provide an opportunity to regularly evaluate structural and operational effectiveness, and recommend needed changes in an open and reflective process.

Current governance and administrative processes were created before division deans were included in the administrative structure. While there is a job description for deans, and hiring and evaluation processes utilize that description, the responsibilities of deans in many decision-making and governance situations needs to be more clearly elucidated.

During the period of administrative and faculty contention, faculty roles in several key areas were diminished or eliminated: articulation; staff development; new faculty member orientation; and basic skills coordination. Oversight of these functions was reassigned to full-time staff and administrators. And with the reduction and ultimate elimination of reassigned time, critical participation from faculty was inhibited. Significantly reversing this trend, the current administration reinstated three out of the four faculty roles this past year. Specifically, the staff development coordinator, Nexus coordinator (in charge of new faculty member orientation) and basic skills coordinator have been reinstated as reassigned time faculty positions.

Previous to the reinstatement of three of the four faculty roles and under the previous administration, the reduced faculty input had the pernicious effect of diminishing faculty motivation to contribute. How this trend impacted program effectiveness is difficult to measure, but it clearly strained the once dynamic participatory culture of the college. A representative example of the effects of this change involved tutoring, which for many years had successful centers associated with academic divisions. The larger centers had permanent staff while the smaller centers were staffed by faculty. The centers shared information and interacted formally under the auspices of the Developmental Education Committee and the tutoring task force. A few programs elected not to offer tutoring specific to their areas but wanted some level of tutoring for their students.
While the chronology of what exactly happened with tutoring on campus and how it might be interpreted are still in dispute today, because tutoring is at the heart of DVC’s mission to help students succeed academically, and because it requires the good will of faculty, staff and management, when tutoring was radically changed on campus it had the rippling effect of disrupting a system that from the faculty perspective was working well. In fact, the tutoring centers were working together to determine ways to support general tutoring needs beyond their academic disciplines, including the addition of reassigned time, when college senior administrators disbanded the Faculty Senate tutoring committee, formed a tutoring “advisory” committee, and hired a tutoring manager to work toward centralizing the administration of the tutoring centers. The increased state focus on adequate lab supervision and tracking of student activity in labs became the justification for regulatory impositions by centralized tutoring upon the other labs. A significant portion of available tutoring funding was redirected from the heavily used discipline-specific centers to the central tutoring facility. In addition, cumbersome paperwork and student tracking requirements were placed by centralized tutoring on the discipline-specific labs without significant faculty input and without consideration of reasonable alternatives proposed by those labs.

Although this issue has not yet been fully resolved over the past four years, the faculty and center coordinators on the tutoring advisory committee have worked diligently and in good faith, along with the academic deans who have oversight of the tutoring centers in their divisions, to develop a healthy working relationship with the centralized tutoring manager, allocate reasonable funding for all centers, and achieve key agreements related to individual center autonomy and the ability to set standards related to subject matter tutoring.

While it is certainly in the purview of the president to reexamine the structure and content of administrative job assignments, it is important that the entire college community have an opportunity to share its insights and concerns prior to implementation of any new administrative structure. Reporting structures also need to be clearly defined. The president has investigated and significantly improved the amount of faculty reassigned time and reinstated positions faculty previously held, but there is a continuing need to identify college positions that should be faculty reassigned time positions and for the resources to support them.

Clarification too of the role of deans in governance and their contributions to operational decision-making must continue. Finally, the review of the senior administrative structure and president’s staff needs to be completed without delay. Due to the retirement of two vice-presidents and the anticipation of the retirement of a third, the new president is currently reconfiguring the management structure at DVC, realigning duties of senior managers and deans. Interim positions are being replaced with permanent positions as the creation and updating of management duties is determined (IVB-34).

Planning Agenda

The college is in partial compliance with this standard.

The college will complete the process of creating and implementing an evaluative review of all administrative structures and functions. The administrative program reviews will provide the opportunity to evaluate structural and operational effectiveness regularly, to recommend needed changes, and to implement them in a timely manner.

Evidence

IVB-33 DVC organizational chart
IVB-34 DVC Realignment of duties and reassignment of reporting responsibilities
IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

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

Descriptive Summary

The president guides the institutional improvement by establishing collegial processes and ensuring that evaluation and planning relies on high quality research and is integrated with resource planning.

While the college’s process for setting values, goals, and priorities within its strategic planning activities has been inclusive in terms of having representation on committees, that participatory process could be improved on the department and area level so that there is greater buy in to and investment in the strategic directions of the college (IVB-35).

The program review and educational master planning activities have relied on research, including an extensive environmental study of internal and external conditions (IVB-36). Several research reports are generated each year to study the impact of educational programs and student services on student groups (IVB-37, 38). These reports are disseminated across the campus and are made available to the public through the college’s web site. The accuracy of the data is critical if it is to inform effective planning and decision-making. Unfortunately, many areas including biology, health science and the San Ramon Center have reported that data is outdated, incorrect or inconsistent with other data, making it difficult to make informed decisions about programs and hiring.

In addition to securing and disseminating accurate data, educational planning within departments and divisions must drive resource allocations and be fully integrated with all college planning. While Standard IIIID illustrates how the college’s financial planning is integrated with all college-wide strategic planning, beginning in spring 2008, the planning council began working on a model for integrating the campus-wide strategic planning with the departmental, bottom-up program review process. After years of dialog on the issue, senior administrators and campus constituents appear to be in agreement that educational planning within departments and divisions must drive resource allocations and be fully integrated with all college planning. The proposed action plan, which will link strategic planning with program review and the concurrent linkage of resource allocation to a process built directly from the action plans, may move the college more fully into the desired integration of all planning and resource allocation processes (IVB-39). While it is still too early to know if this plan will work, it is certainly a worthy goal. The work has the potential to eliminate the separate resource allocation processes on campus for staff hiring and equipment and special project funding. It is hoped that this approach to planning will be implemented in the 2008-09 academic year.

Self Evaluation

At this time, the Planning Council is currently working on a document to integrate various planning and review processes with resource distribution to achieve student-learning outcomes. Successful planning requires relevant, quality data collection and analysis, but verification of the accuracy of the data has been problematic. The vice president of academic affairs,
working with the Planning Council, has identified integration of program review planning processes with resource allocation processes to be a priority for 2008-09.

Planning Agenda

*The district and college are in partial compliance with this standard.*

While district policies and practices are not in the control of this college, for the purpose of consistency, the district and the college must have standardized sources and formulas for gathering data as confidence in the accuracy and relevance of all research data is necessary for planning processes. For the college community to gain that confidence, the college administration will strongly advocate that the college and district agree upon standardized sources and formulas used in determining program planning data.

Evidence

- IVB-35 Standard IV survey results
- IVB-36 DVC Educational Master Plan, 2007-17
- IVB-37 Enrollment in online courses
- IVB-38 DVC Fact Book 2007
- IVB-39 Integrated Planning document, draft

**IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.**

Descriptive Summary

The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with the college’s mission and policies.

Self Evaluation

The responsibility to ensure compliance with regulations and implementation of policies is a part of the college president’s many responsibilities. The president is also charged with ensuring college practices are aligned with the institutional mission. Survey results taken in fall 2007 when the new president had been in office less than a semester indicate that a majority of constituents expressed they are not informed enough about policies to know if the president is aligning practices with policy (IVB-35). While a few months is not an adequate enough time for the college community to accurately assess the college president’s performance in this area, if this perception persists, the college will need to improve internal communications efforts to better inform the college about district and college practices.

Planning Agenda

*The college is in compliance with this standard.*

Evidence

- IVB-35 Standard IV survey results

**IV.B.2.d. The president effectively controls budget and expenditures.**

Descriptive Summary

The college president meets regularly with the college business director assessing that DVC is within its budget priorities. The college community widely believes that historically the college president has deferred control of the college budget to the director of business services and that this practice is continuing. While delegating management of the college budget is clearly within the purview of the college president, constituents express a desire for greater transparency in college processes and assurance that the
college president truly oversees the budget and expenditures through public discussion of budget specifics. In fact, a majority of college constituents indicate they do not know if the president is effectively controlling budget and expenditures (IVB-35). Currently the college president meets with the business director once to twice a week to review overall college budget compliance. The college is in a transitional period from past practice to reviewing future directions with the budget. The proposed Integrated Planning document outlines the process for planning and budget to be integrated (IVB-39).

Self Evaluation

While a significant portion of the budget allocated for Diablo Valley College relates to nondiscretionary matters, such as ongoing salaries and benefits and categorical allocations, campus constituents seek information that will put discretionary budget decisions in context. The director of business services does regularly report to the Faculty Senate, but the discussion is limited to a very small portion of DVC’s budget. To complement Budget Oversight Committee discussion of the budget in the Faculty Senate, the director of business services is currently meeting with individual divisions to explain how to read and understand division budget reports (IVB-40). Many survey respondents believe a broader discussion, which includes participation in setting budget priorities for the entire college, for example in making decisions about how much of the budget should be allotted to technology versus additional classes, is necessary.

Planning Agenda

_The college is in compliance with this standard._

Evidence

<table>
<thead>
<tr>
<th>IVB-35</th>
<th>Standard IV survey results</th>
</tr>
</thead>
<tbody>
<tr>
<td>IVB-39</td>
<td>Integrated Planning document, draft</td>
</tr>
<tr>
<td>IVB-40</td>
<td>Division budgets presentation</td>
</tr>
</tbody>
</table>

IV.B.3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

---

IV.B.3.a. The district/system clearly delineates and communicates the operational responsibilities and functions for the district/system from those of the colleges and consistently adheres to this delineation in practice.

Descriptive Summary

The district provides primary leadership in setting and communicating expectations of educational excellence and integrity. It assures support for the effective operation of the colleges and clearly defines roles of authority and responsibilities.

The district recently completed a document setting forth the operational functions and responsibilities between the district and the colleges (IVB-2). In areas where responsibilities and functions are shared, the District Governance Council and chancellor work to delineate responsibilities. There are circumstances, however, where the delineation is not completely clear or where overlapping responsibilities seem to divert accountability for results from both the college and the district offices. Examples include the responsibilities of district human resources...
as opposed to those of college human resources and the district versus the college information technology and facilities offices.

**Self Evaluation**

It is inevitable that the delineation of responsibilities and functions between colleges and the district will evolve over time. However, the delineations should not be variable in daily practice. As responsibilities and functions are clarified, they should be documented and communicated to the constituents. And lines of responsibility need to be clearly articulated and remain consistent in their application.

**Planning Agenda**

*The college is in compliance with this standard.*

**Evidence**

IVB-2 Roles and responsibilities district office, colleges

---

**Descriptive Summary**

The district’s primary purpose is to provide operational and logistical support to the colleges. In this effort, the district office offers instructional and student services support, human resources, business services, financial services, legal services, public relations and marketing, facilities planning, and information technology. The 2007 district office organizational restructuring is intended to eliminate unnecessary duplication of services, so that services and resources to support the colleges can be used in a more efficient and effective manner.

The new organizational structure at the district office is less than a year old and permanent administrative positions are still to be determined (IVB-41). As the district makes additional anticipated changes to centralize or decentralize services, it will need to clearly elucidate the reasons for the changes, evaluate their efficacy and communicate these findings to district employees.

**Self Evaluation**

At times, it appears that the district is more concerned with consistency amongst the three colleges than on providing the support DVC needs. For example, while the 16 week calendar is supported by the college and endorsed by the faculty, the district has wavered on its support for DVC to move forward because the other colleges in the district are not moving to the same calendar.

Additional strategies related to this standard can be found in the College Improvement Plan.

**Planning Agenda**

*The college is in compliance with this standard.*

**Evidence**

IVB-41 CCCCD office organizational chart

---

**Descriptive Summary**

Within the complexity of the State funding process, the CCCCD provides a fair distribution of resources that are adequate to support the effective operations of the colleges.
latest information on all significant sources of revenue and operating costs. Information related to budget estimates and procedures is reviewed with college personnel in budget forums at the colleges, and at district committee meetings, including the District Governance Committee.

After allocating a portion of revenues to support centralized services, the remainder is allocated to the colleges along lines roughly proportional to the number of FTES served. Actual distribution is accomplished through funding formulas that recognize both the variance in the physical size of each campus, as well as a certain “economy of scale” in providing services to the number of FTES served by each college (IVB-42, 43). However, in some cases (for example building and grounds bond money) resources are distributed equally between the three colleges despite the disparate size of the institutions. On an annual basis, the Chancellor’s Cabinet, which includes the presidents of each of the colleges, meets to review, revise as necessary, and approve the funding allocation based on funding formulas which are generally acknowledged to be obsolete.

Management of resources and fiscal practices to provide resources necessary to support student learning are exercised in the budget development parameters reviewed and approved by the Board annually. Formulas are in place for the distribution of funds to support educational programs and services through the district general fund for college operating and part-time teaching budgets. Board Policy 5007, Audit of District Funds (IVB-44), provides for an external audit of all district funds. In addition, Business Procedure 21.00, Audit Services (IVB-45), and Business Procedure 21.01, When to Contact Audit Services (IVB-46), provide internal auditing procedures. On an annual basis, the Board establishes funding priorities consistent with the mission and goals of the district.

Self Evaluation
The district and college budgets need to be accessible and available in an understandable format. The district office annual budget presentation offered at the college campuses by the chancellor and district financial officer have made inroads in providing greater transparency (IVB-47). The presentations, however, tend to focus on select budget categories relevant at the time, so college personnel who are not grounded in budget concepts and vocabulary may not be able to understand the information as well as intended.

For those who are interested in greater detail, information concerning allocation formulas and how those are applied to the colleges should be provided. A discussion about impacts and available options should include participation by more than the financial officers of the district and colleges.

The chancellor, college presidents, college-vice-presidents all have stated that the funding formulas are not reflective of the current needs at the colleges.

The fair distribution of resources, adequate to support effective college operations, suggests both an ability to inspire good stewardship of resources by the college, and resources that match the designated areas of expenditure. A recently documented example demonstrates how distribution of resources by the district does not meet fairness and adequacy expectations.

During the fall term 2007, academic divisions were informed by the Vice President of Academic Affairs that significant reductions in class offerings were necessitated by a combination of overspending in the college’s C/AC (part time and full time overtime) budget, and substandard enrollments across the sections being offered (IVB-48). In response, the newly formed Instructional Council, consisting of division deans and department faculty representatives, embarked on an examination of the district’s formula for funding the C/AC budgets. Assistance
in gathering data was requested of and provided by the Vice President and staff of the Instruction Office. Information related to the funding formulas was shared by faculty and administrators across the campus as it developed through the spring 2008 semester, and was brought by campus representatives to district gatherings.

First, it was learned that the budget for courses being offered was allocated on the basis of a 16.7 FTEF to FTES ratio. That is, an average of 33 students per class was needed in order to achieve full funding of courses within the district’s allocation to the college. Given that hundreds of sections had class maximums lower than 33 for pedagogical reasons, this was understood immediately to be problematic. Upon completion of a full study of all sections offered on campus, it was discovered that even if every section offered at DVC were filled to 100% capacity, it would not be possible to come close to reaching a 16.7 FTEF to FTES average.

Second, it was learned that the budget for part time and full time overtime (C/AC) courses was charged with any deficit from the 16.7 FTEF-to-FTES standard carried from courses taught by full time faculty in their regular loads. As full time faculty members teach the majority of classes at DVC, the deficit charged to C/AC budgets was several million dollars yearly. In other words, before the first class taught by a part time instructor was held, the college’s C/AC budget would be in the red. Moreover, a reduction in sections taught by part time instructors actually increased the relative proportion of total classes running in a deficit, so the strategy required by the district to solve the “deficit” was actually exacerbating the detriment to the college’s funding.

While the data clearly demonstrated the questionable nature of the defined C/AC deficit, the inevitable inadequacy of the funding formula within the college’s structure, and the detrimental impact of required class cancellations, the existing flawed strategy was applied without change to the fall 2008 schedule and an overall 3% reduction of C/AC sections was implemented.

One might reasonably argue that resources insufficient to fund existing courses would demonstrate inadequacy of support from the district for effective college operations. In this case, the application of a funding formula that by its nature will never provide adequate support is even more telling.

Planning Agenda

The college and district are in partial compliance with this standard.

We could not include a planning agenda in this area because district policies and practices are not in the control of this college. However, the college administration will robustly advocate for a comprehensive reexamination of the funding of the three colleges, San Ramon Campus and Walnut Creek Center, and the district office. While the budget goals, calendar and process are reviewed and discussed at District Governance Council and recently budget goals for 2008-09 were proposed and discussed at DGC, this effort is clearly not adequate. The college will work with the district to establish a funding formula for district office internal operations while recognizing that it is the colleges that directly serve students. Therefore, college funding formulas must be modified so that all the colleges receive adequate funding to fulfill their missions. The formula should reflect an understanding of the unique situation at each college, as well as providing a transparent, fair, and appropriate allocation of available funds.

Evidence

IVB-42  C/AC budget allocation
IVB-43  College funding model
IVB-44  CCCCDD Governing Board Policy 5007
IVB-45  Business Procedure 21.00
IVB-46  Business Procedure 21.01
IVB-47  CCCCDD budget presentation
IV.B.3.d. The district/system effectively controls its expenditures.

Descriptive Summary
The district controls its expenditures. Meeting monthly, the district business directors together with the district chief financial officer, director of payroll, and assistant comptroller monitor college and district budgets and discuss procedures and protocols in conducting business within the district (IVB-49). They also discuss budget issues/guidelines, projections and internal controls/audits. From this meeting, instructions for compliance with policy and procedure are developed and delivered to constituency groups.

The district’s outside audit assesses the effectiveness of its financial management. The Governing Board, college presidents, and the public are provided periodic updates and presentations regarding the district’s financial condition.

Self Evaluation
It is difficult to assess whether the district effectively controls its expenditures, when the colleges are informed yearly of fiscal challenges arising out of district financial practices. And because varying interpretations are often given to changing information, some constituents report a lack of confidence in the accuracy of communicated figures and predicted impacts (IVB-35). However, the district has made a greater effort in 2007-08 to provide consistent interpretations to developing data, as well as greater transparency about calculations and assumptions. As these efforts continue, the transparency both illustrating sound expenditure practices on the part of the district and helping all constituents become better informed about how budgeting works on the district level, constituents will have greater faith that the district is practicing effective fiscal stewardship.

Planning Agenda
The college is in compliance with this standard.

Evidence
IVB-35 Standard IV survey results
IVB-49 Monthly district–wide budget meeting minutes, sample

IV.B.3.e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

Descriptive Summary
The chancellor gives full responsibility and authority to the president to implement and administer delegated district policies.

The chancellor meets with the college presidents twice monthly to discuss college business and concerns. In addition, she meets twice monthly with the Chancellor’s Cabinet, which includes the college presidents (IVB-50). The mission of the Chancellor’s Cabinet is to serve as the leadership team ensuring the capacity of the district to educate students effectively and to meet the needs of its communities in partnership with classified staff, faculty, and other managers.

The presidents have responsibility and authority to conduct their work without interference from the chancellor. Accountability is established through annual comprehensive evaluations that include the establishment of goals and objectives agreed upon between the chancellor and each president. These goals and objectives are based on the district’s strategic directions, and as of
2006, the presidents are held accountable for the extent to which the agreed-upon goals are achieved.

**Self Evaluation**

The presidents serve at the pleasure of the chancellor and the Governing Board. As such, they are charged with supporting the vision and goals of the district. In particular instances, like the 2006-07 chancellor initiated college re-organization task force effort, the chancellor becomes more involved in campus issues.

**Planning Agenda**

*The college is in compliance with this standard.*

**Evidence**

IVB-50  Chancellor’s Cabinet meeting minutes, sample

---

IV.B.3.f. The district/system acts as the liaison between the colleges and the governing board.

The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

---

**Descriptive Summary**

The district serves as communication liaison between the colleges and the Governing Board, posting the Board agenda and minutes to the district web site and sending a monthly newsletter to the district community summarizing Board action within three days of each Board meeting. The college presidents participate in Governing Board meeting open sessions and closed sessions, and interact with Board members on matters affecting their respective college and the district as a whole. The district office also sends Governing Board members to attend some college events, such as service recognition ceremonies for employees.

Employees at large receive at least two pieces of communication monthly: 1) Chancellor’s Cabinet Highlights (IVB-63) and 2) The News, a summary of events and news across the District (IVB-51). Further, the chancellor conducts office hours, Chancellor’s Chats, in the fall term at six district locations to encourage interaction between the chancellor and all employees (IVB-52).

The chancellor has made it a goal to meet at least once per semester with the managers, supervisors and classified staff. When there is a district wide issue that has college level implications, informal communications with information updates are sent to managers/supervisors throughout the district. The chancellor and the district chief business officer conduct budget workshops at six district sites in the spring term (IVB-53). The Chancellor’s Advisory Team, CAT (IVB-54), and the Chancellor’s Cabinet (IVB-50) meet bi-weekly and disseminate information from these meetings to their staff.

The chancellor also meets monthly with the District Governance Council (DGC) (IVB-55), faculty (Academic/Faculty Senate Presidents), and classified staff bi-monthly (CSCC) (IVB-56), student leadership, and managers/supervisors/confidentials, Management Council (IVB-57) and the leadership from both employee unions to discuss district issues. Other district wide committees and operational workgroups (IVB-58) meet regularly to facilitate the sharing of information and resolve issues affecting the colleges.

**Self Evaluation**

There are many forms of communication, mostly electronic, which are sent to the DVC community from the district office and the DVC administration. Because most constituents are naturally focused on their individual programs and may not always consider their own relationship to the district office and DVC’s local administration,
and because the very nature of electronic communications can feel impersonal to recipients, it isn’t surprising that survey results indicate that much of this communication is perceived as neither effective nor timely and that it should focus on issues of greater importance.

The district and college continue to use electronic newsletters and meeting summaries to generally inform the colleges about Board activities, and the community about the college.

**Planning Agenda**

*The college is in compliance with this standard.*

**Evidence**

- IVB-68  Chancellor’s Cabinet Highlights
- IVB-51  The News, sample
- IVB-52  Chancellor’s Chats, announcement
- IVB-53  Budget workshop agendas
- IVB-54  Chancellor’s advisory team meeting minutes
- IVB-55  DGC minutes, sample
- IVB-56  CSCC minutes, samples
- IVB-57  Management Council Executive Board minutes, sample
- IVB-58  District-wide committees and operational workgroups

---

**IV.B.3.g.** The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals.

The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

**Descriptive Summary**

The Contra Costa Community College District regularly evaluates role delineation and governance and decision-making structures and processes to assure their integrity and communicates the results of these evaluations and uses them as the basis for improvement (IVB-2).

The district’s governance and decision-making structures are in place. They are collegial and inclusive, with constituents working together to help the colleges and the district reach their goals. District leadership actively seeks the participation of local college leaders in decisions that affect all the colleges.

The Chancellor’s Cabinet established a vision, mission, and goals for itself in 2005 and evaluated its effectiveness in 2006 (IVB-59). Faculty and staff are represented on district-wide committees, and students have a voice through the Student Trustee and through their participation on the District Governance Council (IVB-60).
Self Evaluation
Although mechanisms are in place for role delineation and governance and decision-making structures, a formal system of evaluation could be improved. The current mechanism in place is an annual climate survey (IVB-61), first conducted in November 2005, and the Chancellor’s Cabinet conducts a self-evaluation annually (IVB-62). Survey results of the climate survey are shared district wide. The district governance council is in the process of developing a survey to assess its effectiveness.

Additional strategies related to this standard can be found in the College Improvement Plan.

Planning Agenda
The college is in compliance with this standard.

Evidence
IVB-2 Roles and responsibilities district office, colleges
IVB-59 Chancellor’s Cabinet vision, mission, and goals
IVB-60 DGC membership list
IVB-61 Climate survey
IVB-62 Chancellor’s Cabinet self-evaluation
Planning Summary

The following is a compilation of the planning agendas developed during Diablo Valley College’s self study process. These plans, along with additional strategies in the college improvement plan, will be incorporated in the overall college strategic planning process.

Standard I

None

Standard II

Diablo Valley College will:

- develop processes and increase coordination between campuses to ensure that SRC faculty has a voice in curriculum development. Strategic Direction F-1, F-2
- update and revise the Program Review process according to the recommendations of the Program Review Task Force. Strategic Direction D-1, D-5
- develop procedures to guide action when disagreement occurs between faculty and senior administration on curriculum issues. Strategic Direction F-2
- integrate program review into its overall budget and resource allocation planning processes. Strategic Direction D-1
- evaluate the effectiveness of its current process for assessing learning for its general education program, and make appropriate adjustments. Strategic Direction A-1
- raise the minimum mathematics requirement for an associate’s degree to be in compliance with the new state requirements. Strategic Direction A-2
- include in its college catalog information about learning outcomes for degrees and certificates, as they are identified. Strategic Direction F-3
- ensure that faculty members include on their course syllabi the course’s learning objectives, consistent with the official course outline of record. Strategic Direction F-3
- address training and workload responsibilities in the Admissions and Records Office. Strategic Direction B-3
- re-establish College Diversity Committee with an updated charge. Strategic Direction A-6, E-2
- begin implementation of E.2 of the 2006-11 Strategic Plan: Diversify human resources, specifically to “develop an effective process for responding to the increasing diversity of the student body, ensuring that faculty and staff reflect the diversity of our students and community, and creating a campus climate of tolerance and understanding.” Strategic Direction E-2
- address recommendations received in the ACCJC June 2008 report as a result of the April 4, 2008 special team visit. Strategic Direction B-2, D-5

Standard III

Diablo Valley College will:

- investigate the possibility of ensuring how the public college web site can stay up and available as a source of information for employees and students during power outages or other emergency situations. Strategic Direction D-5, F-3
- improve signage throughout the Pleasant Hill campus. Strategic Direction E-4
- ensure that the college meets the Office of Civil Rights requirements. Strategic Direction E-4
Standard IV

- The college president and vice presidents will work with other college leaders to actively encourage and invite participation by all interested parties to renew institutional excellence. Strategic Direction F-1, F-2

- Opportunities for leadership at all levels will be identified and highlighted, with acknowledgement of individual initiative and support for reasonable risk-taking. Leadership may need to create new mechanisms for empowering constituents to develop creative ideas, innovations and college-wide improvements. Strategic Direction D-5, F-2

- Because the college is clearly going through a transitional phase in its participatory governance structures and decision-making processes, it will continue to better define roles in the college’s governance structures for faculty, staff, students, and administrators. Strategic Direction D-5, F-2

- The college will document and seriously consider input from all constituents before finalizing decisions. An important component of considered input requires providing adequate lead-time so that constituents can fully deliberate on and give informed consultation on important matters before the college. As much as possible, college administrators will begin processes such as facilities planning, faculty and staff hiring, and major schedule changes early enough to facilitate wide participation with a reasonable opportunity for recommendations to come forward, be widely considered, and included in final decisions and implementation. For routine and recurring matters, the college will standardize reasonable timelines. Strategic Direction D-5, F-2

- College-wide councils will be chaired or co-chaired by individuals other than those to whom final recommendations will be forwarded. Strategic Direction D-5, F-2

- The college will work to provide greater support for participation of classified staff in governance of the college. Strategic Direction D-5, F-2

- The college will improve the governance process, creating and implementing processes to evaluate the integrity and effectiveness of governance and decision-making structures. These processes will include widespread participation by constituents at every level of the college and all college-wide processes including budget, enrollment management, scheduling, research, college programs, operations, and overall institutional planning and implementation efforts. The evaluation processes will be on an established time line, resulting in open communication about the results and concrete steps for implementing recommended changes. Strategic Direction D-5, F-2

- The college will strongly advocate that the district review and revise funding formulas for calculating the distribution of credit and noncredit FTES allocations and other funding mechanisms to the colleges. Strategic Direction D-3, D-5

- The college will complete the process of creating and implementing an evaluative review of all administrative structures and functions. The administrative program reviews will provide the opportunity to regularly evaluate structural and operational effectiveness, to recommend needed changes, and to implement them in a timely manner. Strategic Direction D-2, D-5, E-5
• While district policies and practices are not in the control of this college, for the purpose of consistency, the district and the college must have standardized sources and formulas for gathering data as confidence in the accuracy and relevance of all research data is necessary for planning processes. For the college community to gain that confidence, the college administration will strongly advocate that the college and district agree upon standardized sources and formulas used in determining program planning data. Strategic Direction D-2, D-4, D-5

• The college administration will robustly advocate for a comprehensive reexamination of the funding of the three colleges, San Ramon Campus and Walnut Creek Center, and the district office. While the budget goals, calendar, and processes are reviewed and discussed at District Governance Council and recently budget goals for 2008-09 were proposed and discussed at DGC, this effort is clearly not adequate. The college will work with the district to establish a funding formula for district office internal operations while recognizing that it is the colleges that directly serve students. Therefore, college funding formulas must be modified so that all the colleges receive adequate funding to fulfill their missions. The formula should reflect an understanding of the unique situation at each college, as well as providing a transparent, fair, and appropriate allocation of available funds. Strategic Direction D-5, E-5
Evidence

1. Introduction
   Intro-1  Report from IEC
   Intro-2  SLO Committee minutes

2. Abstract

3. Organization of self study
   Org-1  Training Email
   Org-2  Sharepoint website
   Org-3  Accreditation timeline

4. Organization of Diablo Valley College
   DVC Org-1  DVC organization chart
   DVC Org-2  CCCCD organization chart
   DVC Org-3  Roles and responsibilities chart
   DVC Org-4  DVC Handbook on Committees

5. Certification of continued compliance with eligibility requirements
   ER-1  DVC catalog, accreditation statement
   ER-2  System Office list of approved programs at DVC – State authorization of DVC to award degrees and certificates
   ER-3  Education Code, section 70902
   ER-4  Title 5, section 55063
   ER-5  DVC mission statement
   ER-6  CCCCD Governing Board minutes adopting mission statement
   ER-7  CCCCD Governing Board members’ biographical information
   ER-8  CCCCD Governing Board Policy 1010
   ER-9  CCCCD Governing Board rules and regulations
   ER-10  Biographical information for Judy Walters, DVC president
   ER-11  CCCCD Governing Board and Judy Walters, DVC president employment contract
   ER-12  CCCCD Governing Board meeting minutes, DVC president contract approval
   ER-13  DVC organizational chart
   ER-14  DVC catalog, administration list
   ER-15  DVC schedule of courses, administration list
   ER-16  Biographical information of DVC administrators
   ER-17  DVC 3-year enrollment history
   ER-18  DVC enrollment and degrees awarded by year
   ER-19  DVC schedule of courses, fall 2008
   ER-20  Education Code, section 66010.4
   ER-21  DVC catalog, programs and course descriptions
   ER-22  DVC catalog, general education courses and requirements
   ER-23  DVC catalog, designation of college level courses for which degree credit is granted
   ER-24  DVC student enrollment in each program
   ER-25  DVC student enrollment in non-degree programs
   ER-26  DVC catalog, programs and course descriptions
   ER-27  DVC catalog, description of courses and curricular sequence of programs
   ER-28  Title 5, section 55002.5
   ER-29  DVC catalog, grading
   ER-30  CCCCD Governing Board Policy 4001
   ER-31  CCCCD Curriculum and Instruction Procedure 4001
ER-32  DVC catalog, reasons for general education objectives for the associate degree
ER-33  DVC student learning outcomes from program reviews
ER-34  DVC graduation, transfer, job placement, licensure examination pass rate history
ER-35  CCCCD Governing Board Policy 3007
ER-36  DVC catalog, general education requirement
ER-37  DVC course outlines for general education English and math courses
ER-38  Website Project ASSIST
ER-39  CCCCD Governing Board Policy 2018
ER-40  DVC full time faculty roster, degrees, and experience
ER-41  DVC adjunct faculty roster, degrees, and experience
ER-42  UF/CCCCD Faculty Contract
ER-43  DVC catalog, faculty commitment to students
ER-44  DVC Fact Book 2007, demographic characteristics of students
ER-45  DVC catalog, student services listing
ER-46  DVC catalog, student resources listing
ER-47  DVC catalog, Educational Talent Search
ER-48  www.dvc.edu, student services
ER-49  www.dvc.edu, Puente program information
ER-50  www.dvc.edu, Ujima program information
ER-51  DVC catalog, admissions policy
ER-52  DVC admission application
ER-53  DVC admission application website
ER-54  DVC A&R organizational chart
ER-55  Job descriptions for DVC A&R
ER-56  DVC library holdings and resources, including electronic
ER-57  DVC agreements for access to CSUEB
ER-58  DVC budgets and financial statements 2006-07 through 2008-09
ER-59  DVC Foundation audit reports
ER-60  DVC budgets and financial statements 2006-07 through 2008-09
ER-61  Certified independent audits
ER-62  Federal financial aid program audit
ER-63  DVC student loan default rates
ER-64  DVC program review process
ER-65  DVC Fact Book 2007
ER-66  DVC Strategic Plan, 2006-11
ER-67  DVC Educational Master Plan, 2007-17
ER-68  DVC Facilities Master Plan 2007
ER-69  DVC Enrollment Management Plan, 2006-11
ER-70  DVC Technology Master Plan 2004
ER-71  DVC Procedures Manual
ER-72  DVC catalog, shared governance statement
ER-73  CCCCD Governing Board Policy 1005
ER-74  www.dvc.edu
ER-75  DVC catalog
ER-76  DVC’s recent media ads
ER-77  CCCCD Governing Board Policy 1017
ER-78  www.dvc.edu, list of accreditations
ER-79  Office of Private Postsecondary Education
ER-80  Commission on Dental Accreditation
ER-81  American Culinary Federation Educational Institute
ER-82  California Association for Alcohol/Drug Education (CAADE)
6. Responses to the 2002 evaluation recommendations

R-1  June 2002 letter
R-2  April 1, 2003 progress report
R-3  June 2003 letter
R-4  March 2005 report
R-5  June 2005 letter
R-6  May 31, 2007 report
R-7  June 29, 2007 Commission letter
R-8  Team report from July visit
R-9  March 15 special visit report
R-10 Program Review for instruction procedures guide
R-12 Career/Technical programs assessment process
R-13 Career/Technical programs assessment process summary reports
R-14 Curriculum Committee yearly summary report
R-15 Curriculum process documents
R-16 Web Curriculum System
R-17 Procedures Manual
R-18 Matrix
R-19 Reorganization Summary Notes
R-20 NEXUS Coordinator Job Description
R-21 Staff Development Coordinator Job Description
R-21 Technical Assistance Workshop Agenda
R-22 Brown Act Workshop Agenda
R-23 California Community College Classified Senate Workshop Agenda

7. Standard I

IA

IA-1  DVC Enrollment Management Plan, 2006-11
IA-2  DVC Fact Book 2007
IA-3  DVC catalog, 2008-09
IA-4  ACT Student opinion surveys 2004 and 2007
IA-5  DVC schedule of courses, fall 2007
IA-6  Student Services Strategic Plan, 2003-06
IA-7 Program review for instruction procedures guide
IA-8 Program review: instructional (IPRC) summary report, February 2007
IA-10 Program implementation feasibility study/new program
IA-11 DVC Strategic Plan, 2006-11
IA-12 DVC Educational Master Plan, 2007-17
IA-13 Planning Council minutes 2002-08
IA-14 CCCCD Governing Board minutes
IA-15 Process for reviewing the mission statement
IA-16 DVC Strategic Plan, 2006-11 forum programs
IA-17 Accreditation self study survey and analysis, 2007
IA-18 Student Learning Outcomes, guide for assessment of (www.dvc.edu)
IB-1  Faculty Senate meeting minutes, 2002-08
IB-2  Student Learning Outcomes templates in Student Services
IB-3  VTEA Grant Proposal
IB-4  FLEX programs, 2002-07
IB-5  Planning Council minutes
IB-6  Research Council minutes, district
IB-7  Leadership Council minutes
IB-8  DVC Educational Master Plan, 2007-17
IB-9  DVC Facilities Master Plan 2007
IB-10 Accreditation self study survey and analysis, 2007
IB-11 Student Services Strategic Plan
IB-12 DVC Strategic Plan, 2006-11 forum programs
IB-13 DVC Technology Master Plan, 2004
IB-14 Student equity plan, 2004
IB-15 ACT Student opinion surveys for 2004 and 2007
IB-16 DVC Strategic Plan progress reports, 2002-03 and 2003-04
IB-17 Research website (new) www.research2.dvc.edu
IB-18 Management goals
IB-20 DVC Fact Book 2007
IB-21 Program Review for instruction procedures guide
IB-24 DVC Strategic Plan, 2006-11
IB-25 Student Learning Outcomes, guide for assessment of (www.dvc.edu)

IB-26 Committee Handbooks, 2004-07
IB-28 Career/Technical programs assessment process summary reports
IB-29 Faculty evaluation forms
IB-30 Box 2A procedures and reports
IB-31 Validation of assessment instrument in chemistry, 2005
IB-32 Validation of assessment instrument in English, 2005, 2007
IB-33 Validation of cutoff scores in mathematics, 2002
IB-34 Point of service surveys, 2004
IB-35 VTEA surveys, 2002 to 2008
IB-36 Accreditation self study survey and analysis, 2007
IB-37 Performance indicators for DVC and the district
IB-38 DVC Fact Book 2003
IB-39 DVC Educational Master Plan, 2007-17 Forum Programs
IB-40 Research website (first) www.research.dvc.edu
IB-41 Program review: administrative unit, 2008
IB-42 Expenditure of one-time funds
IB-43 Planning: integrating planning, 2008
IB-44 DVC Technology Master Plan, annual report
IB-45 Partnership for Excellence annual reports
IB-46 Enrollment Management Committee meeting minutes, 2002-07
IB-47 ARCC report, 2007
IB-48 ARCC report, 2008
IB-49  Environmental scan report for CCCCD, 2006
IB-50  Workforce Development Office, DVC, new programs added since 2003
IB-51  CLARUS assessment of DVC’s programs and services, fall 2007
IB-52  Distance education courses, predictors of success, 2000-01 to 2004-05
IB-53  Weekend program, monograph, 2004
IB-54  Enrollment trends, monograph, 2004
IB-55  President’s reports to campus constituencies, 2007-08
IB-56  Integrated planning
IB-57  Program review: IPRC reviews, one-year progress reports
IB-58  Workforce Development Committee minutes
IB-59  Ujima Program
IB-60  Trends in probation and dismissal, a DVC research study, 2008
IB-61  Results of college-BASE, spring 2007

8. Standard II
IIA
IIA-1  DVC catalog, 2007-08
IIA-2  DVC Educational Master Plan, 2007-17
IIA-3  Program review for instruction and Student Services, 4/03
IIA-4  Program review for instruction procedures guide, 9/03
IIA-5  Career/Technical programs assessment and process
IIA-6  May 2006 Board minutes: Regional Training Institute – certificate of election to wind up and dissolve
IIA-7  DVC Emeritus website
IIA-8  DVC College for Kids website
IIA-9  UF/CCCCD Faculty Contract
IIA-10  Title 5, contract education
IIA-11  Curriculum process documents
IIA-12  Environmental scan
IIA-13  CLARUS Study
IIA-14  ARCC Report
IIA-16  Cognos
IIA-17  ARCC reports
IIA-19  Staff Development/VTEA funding for conferences documents
IIA-20  Advisory Committee minutes
IIA-21  Educational Planning Committee minutes, fall 07
IIA-22  CCCCD Governing Board Policy 4008
IIA-23  BACCOPC minutes
IIA-24  DVC catalog, 2008-09
IIA-25  Assessment of the English program Fall 2007
IIA-26  “Assessment of the ESL program 2003-04 to 2005-06”, Office of Planning, Research, and Student Outcomes
IIA-28  Initial goal data from Office of Planning, Research, and Student Outcomes
IIA-29  DVC college self-assessment, 2008
IIA-30  “Online Informed Self-Placement for Math,” Jim Barr, ARC Research Office, ARC
IIA-31  Biology department by-laws
IIA-32  FSCC minutes – reflecting the development of a taskforce to review curriculum development and approval between satellite campuses and main campuses, fall 2007
IIA-33  BSI task force composition and charge – DVC Committee Handbook
IIA-35  Classroom observation form for teaching faculty
IIA-36  Enrollment in online courses 2000-01 to 2007-08, Office of Planning, Research, and Student Outcomes
IIA-37  WebCT course list fall 2006- spring 2007
IIA-38  DVC schedule of courses, fall 2007
IIA-39  Math department minutes 12/5/05
IIA-40  Proposal for restructuring the SP program, math dept SP task force 11/05
IIA-41  MDUSD Office of Curriculum and Instruction MOU – MDUSD ExCEL Contract 2/6/08
IIA-42  Grant Agreement – career advancement academy programs RFA Spec # 06-0091
IIA-43  Minutes from meetings on Ujima/Umoja
IIA-44  “Predictors of success in distance education courses 2001-02 to 2005-06 (Office of Planning, Research, and Student Outcomes)
IIA-46  “Learning communities task force – final report to the DVC Leadership Council” – spring 2006
IIA-47  FLEX booklets, Jan 03-present
IIA-48  Faculty Senate minutes 1/21/03
IIA-49  Student Learning Outcomes workshop descriptions
IIA-50  Student Learning Outcomes coordinator reports
IIA-51  Instructional effectiveness coordinator reports
IIA-52  Faculty Senate minutes, 3/23/04, 4/5/04
IIA-53  Faculty Senate minutes, 5/15/07
IIA-54  Student Learning Outcomes template
IIA-55  VTEA grant application/reports for compensating part-time faculty for SLO work
IIA-56  Student Learning Outcomes Committee minutes
IIA-57  Sharepoint
IIA-59  Student Learning Outcomes summary reports
IIA-60  Advisory Committee minutes
IIA-61  Transfer Center annual report
IIA-62  Staff development reports on faculty staff development activities
IIA-64  CCCCD curriculum and instruction procedures
IIA-65  DVC procedures 4001.01-4100.01
IIA-66  CCCCD Governing Board Policy 4008
IIA-67  CCCCD Curriculum and Instruction Procedure 4008
IIA-68  Web curriculum system
IIA-69  Program review for instruction procedures guide, September 2003
IIA-70  Instructional Program Review Committee minutes, summary reports
IIA-71  Career/Technical programs review process documents
IIA-72  Minutes of Instructional Program Review Committee, Curriculum Committee, Student Learning Outcome Committee, Workforce Development Committee
IIA-73  FLEX workshop descriptions
IIA-74  Staff development proposals and reports
IIA-75  DVC online course guidelines
IIA-76  Distance education advisory task force report/minutes
IIA-77  Letters between biology dept, CC chair, Faculty Senate President, college president regarding biology course outlines
IIA-78  Program reviews reports
IIA-79  Program review progress reports
IIA-80  Feb 2008 FSC minutes
IIA-81  Career/Technical programs assessment
IIA-82  Request for VTEA IC cross-program funds 2007-08
IIA-83  VTEA mini grant applications
IIA-84  Curriculum procedures documents
IIA-85  Program development documents
IIA-86  CCCCD evaluation procedures manual
IIA-87  CCCCD hiring procedures manual
IIA-88  CCCCD HR procedures
IIA-89  Department by-laws
IIA-90  DVC Faculty Evaluation Guidelines
IIA-91  Contract addendum on preference rights
IIA-92  MOU on faculty evaluation for DE courses
IIA-93  Division by-laws
IIA-94  CCCCD Governing Board procedures, Curriculum Committee minutes
IIA-95  Program development documents
IIA-96  Advisory Committee minutes
IIA-97  Curriculum Committee minutes
IIA-98  Data regarding 1725 full-time to part-time ratios
IIA-99  Learning styles inventory
IIA-100  DVC schedule of courses, fall 2008
IIA-101  Program review template, reports
IIA-102  Program review reports
IIA-103  Career/Technical programs assessment process summary reports
IIA-104  Workforce Development Committee minutes
IIA-105  Program review summary reports
IIA-106  Faculty Senate program review task force report, spring 2008
IIA-107  Request for equipment funds form
IIA-108  Staff development funding request form
IIA-109  Course syllabi
IIA-110  Student Learning Outcomes Committee minutes
IIA-111  Student Learning Outcomes workshop/mini conference descriptions
IIA-112  College BASE assessment
IIA-113  Institutional effectiveness coordinator report on GE assessment results
IIA-114  Student Learning Outcomes Committee minutes
IIA-115  DVC Procedure 4005.1
IIA-116  Fairness in Grading Policy
IIA-117  DVC Procedure 4001.02
IIA-118  UF-CCCCD evaluation process for faculty
IIA-119  Statewide Academic Senate documents on minimum standards for math and English for AA degrees
IIA-121  GE process and outcome documents
IIA-122  Criteria for inclusion in GE criteria
IIA-124  GE revision process documents
IIA-125  Final GE document
IIA-126  Final and dissenting report of the Faculty Senate GE task force (April 2004)
IIA-127  CCCCD Governing Board Policy 3007
IIA-128  Faculty Senate minutes
IIA-129  GE revision process emails from Bruce Koller, spring 2007
IIA-130  DVC Forum articles, volume 44, number 2 (10/26/07), volume 44, number 3 (2/15/08), volume 44, number 5 (3/24/08)
IIA-131  Results of GE ballot, April 2008
IIA-132  Minutes from combined SLO, Program Review, and Curriculum Committee meeting
IIA-133  Information competency requirement
IIA-135 Information competency task force report
IIA-136 Email memo from System Office about transfer degrees
IIA-137 Course and program approval handbook, revised March 2008
IIA-138 Curriculum Committee minutes and Governing Board minutes regarding Certificate of Achievement for transfer studies (fall 2007)
IIA-139 Letter of approval of business degree
IIA-140 DVC catalog addendum, 2007-08
IIA-141 Program feasibility study
IIA-142 Advisory Committee minutes
IIA-143 VTEA final reports
IIA-144 Workforce Development Committee resource sub-committee minutes
IIA-145 Business division survey
IIA-146 Advisory Committee membership charts
IIA-147 VTEA final reports
IIA-148 Program assessment process documents
IIA-149 Program discontinuance process – draft
IIA-150 Counselor liaison assignment chart
IIA-151 Counseling Center program review
IIA-152 Career Center program review
IIA-153 www.dvc.edu/ct
IIA-154 WebAdvisor
IIA-155 Course outlines for Counseling 105, 106, 107, and Counseling 130
IIA-156 ASSIST.org
IIA-157 College source
IIA-158 4Faculty.org
IIA-159 Sample course syllabi
IIA-160 NEXUS program description

IIA-161 www.dvc.edu/transfer
IIA-162 http://intranet.dvc.edu/counseling
IIA-163 DVC schedule of courses
IIA-164 Advising sheets (CSU GE Breadth requirements (yellow), IGETC requirements (beige), UC Berkeley, UC Berkeley, Walter A. Haas School of Business transfer sheet (golden-rod), a 4-page document, UC Berkeley, College of Letters and Science General Education requirements (pink), a 4-page document, University of California Transferable Course Agreement list (blue), a 25-page document, brief summary of courses transferring to Business Administration programs at selected four-year schools, brief summary of courses transferring to Nursing programs at selected four-year schools.)
IIA-165 IGETC certification process
IIA-166 Report to System Office
IIA-167 A.A./A.S. degree evaluations guidelines, 2/15/06
IIA-168 Report to System Office regarding articulation agreements
IIA-169 Discontinuance Procedure
IIA-170 Catalog/schedule emails between marketing office and divisions/areas
IIA-171 College commencement programs
IIA-172 DVC Fact Book 2007
IIA-173 Environmental scan
IIA-174 DVC Strategic Plan, 2006-11
IIA-175 Nuts and Bolts – agenda and meeting notes
IIA-176 Job announcements for Dean Outreach, Enrollment, and Matriculation, Director of A&R
IIA-177 CCCCDD Governing Board minutes (approval of hires)
IIA-179 Student Services Procedure 3025, “Freedom of Expression”
IIA-182  Human Resources Procedure 1040.07, “Unlawful Discrimination and Unlawful Harassment”
IIA-183  Academic Dishonesty report form and Procedure
IIA-184  TIPS to promote academic integrity in the classroom
IIA-185  New faculty orientation agenda
IIA-186  www.dvc.edu
IIA-187  Institutional effectiveness coordinator report on general education SLOs
IIA-188  Student Learning Outcomes Committee minutes
IIA-189  DVC Mission Statement
IIA-190  Math department program review

IIB

IIB-1  DVC catalog p. 9
IIB-2  DVC catalog p. 13
IIB-3  DVC Strategic Plan, 2006-11 vision statement p. 6
IIB-4  Steps to enrollment
IIB-5  Outreach calendar
IIB-6  Bilingual information
IIB-7  Interventions with students on probation and dismissal 2003-04
IIB-8  Planning Council summary 09.10.07
IIB-9  Student Services program reviews, 2003-07
IIB-10  Program Review summaries - ACT Student surveys - list of student services hires
IIB-11  Staff development workshops in student services in spring 2008
IIB-12  International students head counts, 2002-2007
IIB-13  Career and employment reorganization
IIB-14  Student services program review 2005-2006
IIB-15  EOPS program review, 2005-2006, financial aid retention program report, summary
IIB-16  Financial aid retention program summary
IIB-17  Financial aid SLOs
IIB-18  UC Berkeley transfer data, UC transfer data, CSU transfer data
IIB-19  DVC catalog: official name, address(es), telephone number(s), website (pp. 2 and 4)
IIB-20  DVC catalog: educational mission (p. 10)
IIB-21  DVC catalog: course, program and degree offerings (pp. 71-268)
IIB-22  DVC catalog: academic calendar
IIB-23  DVC catalog: associate degrees (p. 63)
IIB-24  DVC catalog: “Freedom of Expression Policy” (p. 36)
IIB-25  DVC catalog: “Instructor’s Rights Policy” (p. 41)
IIB-26  DVC catalog: available financial assistance (pp. 15-19)
IIB-27  DVC catalog: available learning resources-student resources (pp. 19-32)
IIB-28  DVC catalog: names and degrees of administrators and faculty (pp. 269-280)
IIB-29  DVC catalog: names of CCCCD Governing Board Members (p. 4)
IIB-30  DVC catalog: admissions (pp. 14-15)
IIB-31  DVC catalog: student fees and other financial obligations (pp. 15-17)
IIB-32  DVC catalog: degree, certificates and graduation (pp. 63-70)
IIB-33 DVC catalog: transfer (pp. 51-62)
IIB-34 DVC catalog: academic regulations, including academic honesty (pp. 31-48)
IIB-35 DVC catalog: nondiscrimination (pp. 35-36)
IIB-36 DVC catalog: acceptance of transfer credits (p. 13)
IIB-37 DVC catalog: Grievance and Complaint Procedures (pp. 35-36 and 48)
IIB-38 DVC catalog: sexual harassment (pp. 42-43)
IIB-39 DVC catalog: refund of fees (p. 15)
IIB-40 DVC catalog: Student Code of Conduct (pp. 43-48)
IIB-41 DVC catalog: parking (fees, violations and policy) (pp. 15 and 41)
IIB-42 www.dvc.edu
IIB-43 www.dvc.edu/union/CodeAll.htm
IIB-44 www.dvc.edu/union/AlcDrugs.htm
IIB-45 www.dvc.edu/union/SexualAssault.htm
IIB-46 www.dvc.edu/union/EEOC.htm
IIB-47 www.dvc.edu/union/Union/Smoking.htm
IIB-48 www.srvc.net/
IIB-49 www.4cd.net/
IIB-50 www.4cd.net/governing_board/pol_proc.asp
IIB-51 www.4cd.net/policies_procedures/BUSINESS/fin10_06.pdf
IIB-52 www.4cd.net/police_services/rightto-know.asp
IIB-54 DVC schedule of courses, fall 2008
IIB-55 DVC catalog, 2008-09 p. 72
IIB-56 DVC Fact Book 2007; DVC Educational Master Plan, 2007-17
IIB-57 Chancellors Office categorical program self study; matriculation minutes
IIB-58 Counseling course descriptions DVC catalog pp. 116-117, 135-136
IIB-59 EOPS summer institute flyer
IIB-60 CalWORKs needs assessment survey
IIB-61 Learning skills course description
IIB-62 manual: www.dvc.edu/staff_handbook/
IIB-63 Financial aid workshop 2007-08
IIB-64 Tutoring flyers
IIB-65 2004 ACT survey; 2007 ACT survey
IIB-66 Committees on which students serve
IIB-67 List of initiatives funded by Basic Skills
IIB-68 Student Services program review, 2003-07
IIB-69 Program reviews, 2007-08
IIB-70 DVC Educational Master Plan, 2007-17
IIB-71 Rejuvenate Conference - EOPS/CARE/CalWORKs
IIB-72 Foster youth flyer-financial aid
IIB-73 Financial aid staff development workshops
IIB-74 SRC advisor orientation
IIB-75 Academic student services manager job description
IIB-76 www.dvc.edu/studentservices
IIB-77 Student services program review 2004, admissions and records
IIB-78 www.dvc.edu/calendar
IIB-79 www.dvc.edu/counseling/e-mail.htm
IIB-80 www.dvc.edu/admissions/late_add_codes.htm
IIB-81 Student services office hours
IIB-82 Student services newsletters
IIB-83 Financial aid phone surveys
IIB-84  Student services presentations and class visits
IIB-85  Student services program review, 2005-06
IIB-86  Transfer Center events
IIB-87  Financial aid events
IIB-88  Manual @www.dvc.edu/DSS/faculty_staff_handbook/
IIB-89  EOPS orientation
IIB-90  Bi-lingual financial aid handbook information
IIB-91  BOG fee waiver in Spanish; www.cccapply.org
IIB-92  Bi-lingual staff and locations
IIB-93  Outreach events
IIB-94  Student Services Strategic Plan
IIB-95  Program Review Committee recommendations, 2006-2007
IIB-96  List of student services hires
IIB-97  DSS note taking
IIB-98  DSS orientation
IIB-99  DSS testing survey
IIB-100  Student leadership
IIB-101  ASDVC college committee assignments
IIB-102  Student Code of Conduct with proposed revisions
IIB-103  2005 Constitution Day
IIB-104  Brown Bag Schedules
IIB-105  Student ambassador materials
IIB-106  Career and employment
IIB-107  Cultural events
IIB-108  Library flyer
IIB-109  Final Student Learning Outcomes report 2007-2008; Student Learning Outcomes newsletter spring 2006
IIB-110  Learning Communities
IIB-111  College Success workshops
IIB-112  ETS summer programs
IIB-113  CARE support group flyer
IIB-114  EOPS support services
IIB-115  Financial Aid current cohort default rate
IIB-116  Financial Aid retention program
IIB-117  CalWORKs exemplary SLO, 2007-08, feedback letter
IIB-118  FLEX attendance rosters, 2003-08
IIB-119  ASDVC retreat agendas
IIB-120  Psych 155H
IIB-121  Title 5, shared governance rights
IIB-122  Student clubs; ICC code
IIB-124  www.dvc.edu/catalog/pgs.116-117
IIB-125  Career Center drop-in counseling
IIB-126  Adjunct counselor’s training
IIB-127  Interventions with students on probation and dismissal
IIB-128  Accreditation notes
IIB-129  2004 ACT survey
IIB-130  Academic standards statistics, 2002-07
IIB-131  DVC Strategic Plan, 2006-11 p. 18, mission statement
IIB-132  ASDVC/Club sponsored diversity activities
IIB-133  Inter-Club Council
IIB-134  www.dvc.edu/catalog p. 66
IIB-135  Ethnic storytelling flyer
IIB-136  Student Equity Plan; DVC Strategic Plan, 2006-11; Ujima basic skills funding; DVC Educational Master Plan, 2007-17
IIB-137  Assessment instruments
IIB-138  Summer academic enrichment program 2007
IIB-139  Procedures manual
IIB-140  Recording grades
IIB-141  System backup
IIB-142  Board presentation May 30, 2007
IIB-143  Letter re: corrected transcripts
IIB-144  Letters
IIB-145  Press release
IIB-146  CCCCD Governing Board correspondence to community
IIB-147  Prior rosters available
IIB-148  Student Services Procedure 3028
IIB-149  CCCCD Governing Board Policy 4005; CI4005
IIB-150  CCCCD cross-constituency solutions task force
IIB-151  Letter of 6.29.07
IIB-152  Notification of 7.30.07 special visit
IIB-153  Recommendations from 7.30.07 special visit
IIB-154  ACCJC request for March 2008 special report; 3.14.08 report to Commission
IIB-155  Notification of 04.04.08 special visit
IIB-156  Student Services Strategic Plan and annual reports
IIB-157  DVC Strategic Plan, 2006-11
IIB-158  Program Review templates
IIB-159  Student Services program review 2003-2007
IIB-160  Planning Council agenda
IIB-161  Program review cycle
IIB-162  Chancellor’s Office categorical program self study
IIB-163  SLOs
IIB-164  SLO information
IIB-165  CalWORKs exemplary SLO, 2007-08 feedback letter

IIC

IIC-1  Library Strategic Plan
IIC-2  Library program review recommendations updates
IIC-3  Library website
IIC-4  Library services 1998-present
IIC-5  Library hybrid program review
IIC-6  Library student satisfaction survey comments
IIC-7  2004 ACT student satisfaction survey results,
IIC-8  2007, ACT student satisfaction survey
IIC-9  2007 College-wide faculty and staff survey
IIC-10  Library services 1998-present
IIC-11  Holdings of library materials
IIC-12  Tutorial services proposal
IIC-13  Tutoring Allocation, 2007-08
IIC-14  http://www.dvc.edu/technology/techplan.htm #d
IIC-15  Student computer hardware summary
IIC-16  http://www.dvc.edu/media/equipment.htm
IIC-17  Audio studio
IIC-18  TV studio
IIC-19  Editing suite
IIC-20  Collection Development Policy
IIC-21  New program collection analysis folder
IIC-22  Collection development usage by subject examples
IIC-23  Age of collection DVC
IIC-24  Faculty contact 2006-07
IIC-25  Holdings of library materials
IIC-26  Comparison of spending to use
IIC-27  8-year materials budget
IIC-28  Collection by category
IIC-29  Library annual report, 2007, pg 21
IIC-30 Materials funding comparison with peer college libraries
IIC-31 Database subscriptions
IIC-32 Periodical titles
IIC-33 Summary of tutoring labs
IIC-34 Total tutoring staffing, TAC subcommittee report
IIC-35 Tutoring allocation 07-0836
IIC-36 Computer lab survey synopsis
IIC-37 Summary of tutoring labs
IIC-38 Student computer lab upgrades 2005
IIC-39 2006 project plans
IIC-40 2007 final request list
IIC-41 Media services annual reports;
IIC-42 Media materials and equipment expenditures
IIC-43 Media Center student survey results
IIC-44 8-year materials budget
IIC-45 Area VII catalog statement
IIC-46 Area VII Outcomes
IIC-47 LS 121 – information literacy and research skills.
IIC-48 Area VII – course proposal form
IIC-49 Area VII – curriculum process
IIC-50 Challenge exam scores
IIC-51 Workshops taught by librarians 1999-present
IIC-52 Workshop SLO 1st cycle and workshop SLO 2nd cycle final
IIC-53 Workshop - faculty survey analysis Sp 07
IIC-54 LS 121_program_review_data
IIC-55 LS 121 student survey data; LS 121 student comments
IIC-56 UF/C CCCCD Faculty Contract 2006-07
IIC-57 Self paced tutor training instruction sheet
IIC-58 Peer tutoring handbook
IIC-59 English-140 syllabus spring 2008
IIC-60 Math 140 - course outline
IIC-61 http://www.dvc.edu/library/libweb/Searchpath/index.html/
IIC-62 http://webct.dvc.edu/webct/public/home.pl
IIC-63 http://www.4cd.net/WebAdvisor/
IIC-64 Computer lab survey synopsis
IIC-65 Library website: hours
IIC-66 Library hours
IIC-67 Alice
IIC-68 San Ramon campus resources
IIC-69 Library student satisfaction survey tables 2004, 2006
IIC-70 Library homepage
IIC-71 Library website usage statistics
IIC-72 Library unit plan of the DVC Educational Master Plan, 2007-17
IIC-73 Tutoring services website
IIC-74 www.dvc.edu
IIC-75 Student computer lab staffing and hours
IIC-76 www.dvc.edu/media
IIC-77 DVC library
IIC-78 Combined media collection
IIC-79 DVC Educational Master Plan, 2007-17
IIC-80 Bay Area Mutual Aid Network (BAMAN)
IIC-81 IEC memo
IIC-82 Borrowing privileges CSUEB
IIC-83 Joint Use Library, Memorandum of Understanding
IIC-84 SLO, library courses
IIC-85 SLO, workshops
IIC-86 SLO, reference service
IIC-87 Student satisfaction survey
IIC-88 Tutoring folder
9. Standard III

IIIA

IIIA-1 CCCCD Human Resources Procedures manual
IIIA-2 DVC catalog, 2006-07
IIIA-3 CCCCD Human Resources Procedures manual
IIIA-4 DVC Strategic Plan, 2006-11
IIIA-5 DVC Educational Master Plan, 2007-17
IIIA-6 2007 self study survey results – item #60
IIIA-7 Box 2A Procedures
IIIA-8 2007 self study survey results – items #59, #65, and #66
IIIA-9 2007 self study survey results – items #72 and #62
IIIA-10 Salary comparison of Bay Area 10 schools
IIIA-11 2007 self study survey results
IIIA-12 Program review guidelines of intent
IIIA-13 Uniform Employment Selection Guide
IIIA-14 CCCCD Human Resources Procedures manual
IIIA-15 Management, supervisory, and confidential employees personnel manual (sec. 6)
IIIA-16 Human Resource Procedure 3080.04
IIIA-17 Faculty evaluation guidelines (the Red Book)
IIIA-18 UF/CCCCD Faculty Contract appendix X
IIIA-19 Evaluation workshops announcements / FLEX schedule
IIIA-20 Article 14 – Local 1 Bargaining Agreement
IIIA-21 2007 Self study survey results – item #68
IIIA-22 2007 Self study survey results – item #61
IIIA-23 Introductory guide for assessment of student learning outcomes fall 2005
IIIA-24 FLEX activity calendar fall 2007
IIIA-25 Department meeting minutes citing SLO
IIIA-26 Introductory guide for assessment of Student Learning Outcomes fall 2005
IIIA-27 Classroom observation form for teaching faculty
IIIA-28 Course outline template
IIIA-29 Employee Code of Ethical Behavior (CCCCD HR Procedure Binder) 1040.08
IIIA-31 DVC catalog, 2006-07 p.40
IIIA-32 Student Services Procedure 3027
IIIA-33 Local 1 Collective Bargaining Agreement – Article 16
IIIA-34 Sexual Harassment Policy
IIIA-35 Unlawful Discrimination Policy
IIIA-36 Bookmark distributed with sexual harassment and discrimination policies
IIIA-37 College report to Governing Board (08/07) regarding unauthorized grade changes
IIIA-38 District-wide task force on ethics notes or proof
IIIA-39 DVC catalog, 2006-07
IIIA-40 CCCCD Governing Board Policies and Administrative Procedures
IIIA-41 Human Resources Procedures
IIIA-42 Management, supervisory, and confidential employees personnel manual
IIIA-43 Payroll procedures
IIIA-44 CCCCD Governing Board Administrative Procedure 1001.01
IIIA-45 Human Resources Procedures – 3040.01
IIIA-46  Local 1 Collective Bargaining Agreement – Article 11
IIIA-47  Human Resources Procedures – 1010, 2030, 3030, and 3050
IIIA-48  Management, supervisory, and confidential employees’ personnel manual – section 3
IIIA-49  Local 1 Collective Bargaining Agreement – steps for recruitment
IIIA-50  Human Resources Procedures – 1040.01 and 1040.2
IIIA-51  Education Code 87031 b 2
IIIA-52  Human Resources Procedures – 1040.01
IIIA-53  Human Resources Procedure – 1010.01
IIIA-54  http://www.4cd.net/governing_board/disclaimer.asp
IIIA-55  CCCCD Governing Board Policy 2001
IIIA-56  CCCCD Governing Board Policy 2052
IIIA-57  Management, Supervisory, and Confidential Employees Personnel Manual, sect. 2.0
IIIA-58  Management, Supervisory, and Confidential Employees Personnel Manual, sect. 2.2.1
IIIA-59  CCCCD employee climate survey
IIIA-60  Chancellor’s strategic directions 2005-07
IIIA-61  FLEX schedule, fall 2007 and spring 2006
IIIA-62  2007 self study survey results – item #59
IIIA-63  College Procedures manual
IIIA-64  FLEX Schedule showing equity and diversity activities
IIIA-65  2007 self study survey results – item #71
IIIA-66  2007 self study survey results – item #69
IIIA-67  Staff development mission statement and http://www.dvc.edu/staffdevelopment
IIIA-68  NEXUS concept paper
IIIA-69  NEXUS schedule
IIIA-70  FLEX schedule showing PT orientation, PT hiring, FT hiring
IIIA-71  UF/CCCCD Faculty Contract
IIIA-72  Faculty Conference funding application
IIIA-73  Local 1 flyer – educational incentive programs
IIIA-74  DVC classified and staff handbook
IIIA-75  2001 self study survey results – item #52
IIIA-76  2007 self study survey results – item #67
IIIA-77  2007 self study survey results – Item #57
IIIA-78  NEXUS Topic Summary
IIIA-79  www.dvc.edu – interim management positions
IIIA-80  CCCCD flexible guidelines (FLEX)
IIIA-81  FLEX schedule, fall 2006
IIIA-82  Summary of building community through staff development
IIIA-83  Staff development needs assessment

IIIB

IIIB-1  DVC Facilities Master Plan 2007
IIIB-2  DVC Educational Master Plan, 2007-17
IIIB-3  Internal accreditation survey
IIIB-4  Facilities assessment (tBP architecture)
IIIB-5  Maintenance schedule
IIIB-6  DVC Technology Master Plan 2004
IIIB-7  System Office 2003 survey of facilities
IIIB-8  Planning Council notes
IIIB-9  Project lists Measure A 2002/2006
IIIB-10  DVC Strategic Plan, 2006-11
IIIB-11  Sample facilities work order form
IIIB-12  Safety Committee results of campus-wide assessment
IIIB-13  DVC Procedure 6001.03
IIIB-14 State Office of Civil Rights, site visit results spring 2008
IIIB-15 Americans with Disabilities Act
IIIB-16 Emergency Preparedness Plan
IIIB-17 Survey results
IIIB-18 DVC Procedure 2045.01
IIIB-19 DVC Procedure 6001.01
IIIB-20 Room allocation
IIIB-21 Example of weekly use of facilities
IIIB-22 Room conflict report
IIIB-23 Room usage grid
IIIB-24 DVC program review process

IIIC
IIIC-1 DVC Strategic Plan, 2006-11
IIIC-2 DVC Strategic Plan, 2006-11: pp.17, 21, 22, 26, 32, 33, 36, and 39
IIIC-3 www.dvc.edu/technology/committee.htm
IIIC-4 www.dvc.edu/aboutdvc/pdfs/orgchart.pdf, pp.1 and 11
IIIC-5 www.dvc.edu/technology/Information-TechnologyResourcesAtDVCOrientation.htm
IIIC-6 www.dvc.edu/technology/committee.htm, “Members 2006-07”
IIIC-7 www.dvc.edu/technology/StudentTech-Survey.pdf
IIIC-8 DVC Technology Master Plan 2004
IIIC-9 DVC Technology Master Plan 2004, p 5
IIIC-10 DVC Technology Master Plan 2004, p 6
IIIC-11 DVC Technology Master Plan 2004, pp 7-10
IIIC-12 Progress Report II
IIIC-13 Planning Schedule for Technology Master Plan, 2005-2008
IIIC-14 Planning Schedule for Technology Master Plan, 2005-2008
IIIC-15 DVC Faculty, Staff, Manager Tech Plan Focus Group Summary
IIIC-16 ACT student opinion survey 2007, item #17
IIIC-17 information technology resources at DVC – an overview
IIIC-18 DVC information technology support services (8-10-07)
IIIC-19 DVC Strategic Plan, 2006-11: cited sections from pp.15-39
IIIC-20 www.dvc.edu/aboutdvc/pdfs/orgchart.pdf, p. 11
IIIC-21 DVC information technology support services (8-10-07)
IIIC-22 DVC information technology support services (8-10-07)
IIIC-23 DVC information technology support services (8-10-07)
IIIC-24 DVC computer labs
IIIC-25 Web curriculum system: http://wcs.dvc.edu
IIIC-26 WebAdvisor: http://www.dvc.edu/WebAdvisor
IIIC-27 S.T.A.R.S. DVC info tech fall 2004
IIIC-28 2007 self study survey results – item 82a
IIIC-29 2007 self study survey results – item 82b
IIIC-30 DVC schedule of courses, fall 2008: www.dvc.edu/schedule/searchFA08.asp
IIIC-31 DVC tutoring services: http://www.dvc.edu/tutoringservices/
IIIC-32 Online computer tutorials, training, and lessons
IIIC-33 Instructional technology: www.dvc.edu/it/
IIIC-34 DVC Technology Master Plan 2004, p 6
IIIC-35 Computer services help desk (home page)
IIIC-36  Media services (home page)
IIIC-37  Instructional technology (home page)
IIIC-38  DVC online course guidelines
IIIC-40  DVC schedule of courses, fall 2008
IIIC-41  DVC Infotech fall 2002
IIIC-42  Student satisfaction surveys
IIIC-43  Distance education student and faculty satisfaction surveys
IIIC-44  FLEX and Summer Institute workshops review forms
IIIC-45  DVC Technology Master Plan 2004, p 5
IIIC-46  DVC Technology Master Plan 2004, p 6
IIIC-47  2007 self study survey results – item 83c
IIIC-48  2007 self study survey results – items 83a, b, and d
IIIC-49  DVC Infotech fall 2006
IIIC-50  Emails between Adam Jacobs and Robert Burns, spring 2008
IIIC-51  Learning disabilities: high tech center section
IIIC-52  Solar panel project: kiosk display in book center
IIIC-53  DVC Infotech newsletters
IIIC-54  2007 self study survey results – item 84
IIIC-55  2007 self study survey results – items 81a, b, c, d, and e

IIID
IIID-1  DVC Strategic Plan, 1999-2004
IIID-2  DVC Technology Master Plan
IIID-3  DVC Enrollment Management Plan, 2006-11
IIID-4  Status reports on the Strategic Plan 2001-02
IIID-5  Budget Oversight Committee – allocations
IIID-6  Program review process
IIID-7  DVC Educational Master Plan, 2007-17
IIID-8  DVC Facilities Master Plan 2007
IIID-9  DVC Strategic Plan 2006-11
IIID-10  DVC Technology Master Plan
IIID-11  CCCCD’s key goals and strategies
IIID-12  Business Procedure 18.06
IIID-13  CCCCD Business Procedures
IIID-14  Budget Plans for the use of one-time funds
IIID-15  Strategic directions 2007-08
IIID-16  Equipment request forms
IIID-15  Strategic directions 2007-08
IIID-17  List of grants, fundraising, and partnerships
IIID-18  Financial resources spreadsheets prepared
IIID-19  Budget Plans for the use of one-time funds
IIID-20  Grant award documents
IIID-21  External audit reports
IIID-22  4-year cost projection model
IIID-23  DVC Procedure 5018.01
IIID-24  UF/CCCCD Faculty Contract
IIID-25  Sample of major budget categories and budget plans for the use of one-time funds
IIID-26  Sample budget reduction plans
IIID-27  CCFS-311
IIID-28  Information on full time and part time teaching from the Box 2a meeting
IIID-29  DVC Fact Book 2007
IIID-30  Classified staffing information from the environmental scan
IIID-31  San Joaquin Delta study
IIID-32  Budget Forum agenda May 2008
IIID-33  Monthly financial report
IIID-34  Equipment and program augmentation processes
IIID-35  6-year summary of operating funds
IIID-36  CCCCD Governing Board agenda
IIID-37  Teeter Plan
IIID-38  Board reports on district reserve balances
IIID-39  CCCCD Governing Board presentation on reserve balances
IIID-40  CCCCD Governing Board Policy 5027
IIID-41  Foundation mission statement
IIID-42  Foundation audit reports
IIID-43  CCCCD policies and procedures
IIID-44  CCCCD policies and procedures related to contract services.
IIID-45  DVC warrant justification form.
IIID-46  Joint Use Library MOU
IIID-47  Internal control audit findings from internal and external audits
IIID-48  6-year budget history of operating funds
IIID-49  Report on the changes to the course schedule vs. the changes in FTES
IIID-50  Budget reduction plans

10. Standard IV

IVA
IVA-1  Standard IV survey results
IVA-2  Faculty Senate minutes
IVA-3  President’s message sample
IVA-4  President’s announcement Exemplary Service Award email
IVA-5  DVC committees’ handbook
IVA-6  Matrix
IVA-7  ASDVC process for student participation on committees
IVA-8  President’s Cabinet Plus member list
IVA-9  Faculty Senate Curriculum Committee minutes
IVA-10  SLO Committee minutes
IVA-11  DVC catalog shared governance statement
IVA-12  DVC catalog statement: accreditation
IVA-13  www.dvc.edu, list of accreditations
IVA-14  CCCCD climate survey
IVA-15  Student services program review
IVA-16  DVC administrative program review
IVA-17  Management, Supervisory, and Confidential Employees Personnel Manual (sec. 6)
IVA-18  Change in FTES vs. enrollment presentation
IVA-19  DVC accreditation progress report

IVB
IVB-1  CCCCD Governing Board Policy 1010
IVB-2  Roles and responsibilities district office, colleges
IVB-3  Sample Board agenda
IVB-4  CCCCD Governing Board Policies and Procedures manual
IVB-5  Curriculum and Instruction Procedures manual
IVB-6  CCCCD mission statement
IVB-7  CCCCD Governing Board Policy 1009
IVB-8  Minutes of meetings between Chancellor/college and FSCC President
IVB-9  Administrative Procedure 1009.01
IVB-10  CCCCD Governing Board Policy 4008
IVB-11  CCCCD Educational Planning Committee minutes
IVB-12 Educational planning report to the Governing Board
IVB-13 System Office accountability reporting Community Colleges (ARCC)
IVB-14 CCCCD financial audit
IVB-15 Rules and Regulations of the Governing Board
IVB-16 CCCCD Governing Board Policy 1001
IVB-17 Administrative Procedure 1001.01
IVB-18 CCCCD Governing Board Policy 1002
IVB-19 Administrative Procedure 1009.01
IVB-20 Administrative Procedure 1900.03
IVB-21 CCCCD Governing Board Policy 1008
IVB-22 Board member orientation agenda
IVB-23 CCCCD Governing Board Policy 1015
IVB-24 Agenda for Board study session on accreditation fall 2007
IVB-25 CCCCD Governing Board agenda July 2008
IVB-26 CCCCD Governing Board agenda August 2008
IVB-27 Human Resources Procedure 1010.02
IVB-28 Evaluating managers, supervisors, confidentials manual, sec. 6
IVB-29 Biographical information for Judy Walters, DVC president
IVB-30 CCCCD Governing Board and Judy Walters, DVC president employment contract
IVB-31 CCCCD Governing Board meeting minutes, DVC president contract approval
IVB-32 President’s Cabinet Plus member list
IVB-33 DVC organizational chart
IVB-34 Realignment of duties and reassignment of reporting responsibilities
IVB-35 Standard IV survey results
IVB-36 DVC Educational Master Plan, 2007-17
IVB-37 Enrollment in online courses
IVB-38 DVC Fact Book 2007
IVB-39 Integrated Planning document, draft
IVB-40 Division budgets presentation
IVB-41 CCCCD office organizational chart
IVB-42 C/AC budget allocation
IVB-43 College funding model
IVB-44 CCCCD Governing Board Policy 5007
IVB-45 Business Procedure 21.00
IVB-46 Business Procedure 21.01
IVB-47 CCCCD budget presentation
IVB-48 Change in FTES vs. change in enrollment presentation
IVB-49 Monthly district–wide budget meeting minutes, sample
IVB-50 Chancellor’s Cabinet meeting minutes, sample
IVB-51 The News, sample
IVB-52 Chancellor’s Chats, announcement
IVB-53 Budget workshop agendas
IVB-54 Chancellor’s advisory team meeting minutes
IVB-55 DGC minutes, sample
IVB-56 CSCC minutes, samples
IVB-57 Management Council Executive Board minutes, sample
IVB-58 District-wide committees and operational workgroups
IVB-59 Chancellor’s Cabinet vision, mission, and goals
IVB-60 DGC membership list
IVB-61 Climate survey
IVB-62 Chancellor’s Cabinet self-evaluation
IVB-63 Chancellor’s Cabinet Highlights
11. Planning summary

12. Evidence

13. Appendix

AI-1  ASDVC Constitution and Budget Code
AI-2  ASDVC website
AI-3  ASDVC retreat schedules
AI-4  ASDVC college committees’ assignments 2007-08
AI-5  Student Senate spring 2006 through fall 07
AI-7  Title 5 Shared Governance Rights of Students
AI-8  club list spring 2005
AI-9  ICC Code
AI-10  ICC Finance code
AI-11  ASDVC budgets
AI-12  ICC Retreat agendas
AI-13  FLEX proposals for advisor training
AI-14  Monster email blast and correction
AI-15  Transfer Center activities
AI-16  Notetaking summary
AI-17  EOPS spring 2008 orientation agenda
AI-18  Financial Aid communications management
AI-19  Financial Aid notifications
AI-20  Disbursement calendar

AI-21  Financial Aid Cal Grant interface policy and procedure
AI-22  Financial Aid statistics
AI-23  Financial Aid links to informational sites
AI-24  Financial Aid notifications to students
AI-25  Transfer program review, 2007-08
AI-26  Financial Aid class visits
AI-27  Tutoring flyer
AI-27  EOPS information
AI-28  DSS advising session
AI-29  Transfer Conference program 2006
AI-30  Fall 2007 transfer workshops and labs
AI-31  Student Services Strategic Plan
AI-32  Program review templates
AI-33  Program Review: Relations with Schools
AI-34  Program Review: Information Center
AI-35  Program review cycle
AI-36  Program review summaries
AI-37  California Community Colleges self evaluation review 2-21-07
AI-38  Remote captioning website
AI-39  Annual reports
AI-40  Program review for instruction and student services April 2003
AI-41  Program review for instruction, procedures guide September 2003
Appendix
Appendix I
Accomplishments regarding self-identified
2002 action plans

I. Excellence in teaching and learning

a. Clarify policies and practices regarding
general education issues and possible major
requirements.

The discussion has continued about whether
or not to reduce the GE requirements for areas
which have a large number of major require-
ments. In spring 2007, the Faculty Senate Coun-
cil solicited requests for proposals for a new GE
package. In fall 2007, the Faculty Senate Council
facilitated a campus-wide discussion of those
proposals.

In spring 2008, the Faculty Senate Council initiated
a vote of the entire Senate on a new GE
package. Senators were asked to choose from
among the proposals developed in fall 2007.
The vote was completed in April 2008 and the
selected GE pattern will be implemented in the
fall term 2009.

b. Continue to improve both the develop-
ment of distance education and alternative
education programs as well as methods to
ensure their quality.

DVC has continued its ongoing support to
faculty for quality online courses. The distance
education task force has developed a set of DVC
online course guidelines which were approved
by the Leadership Council in spring 2007. These
guidelines are intended to serve as a resource for
staff and administrators who are involved with
distance education, and are available on the col-
lege Intranet.

c. Improve program development, program
review, and support of vocational educa-
tion programs.

The program review task force developed set of
uniform and concurrent processes for instruc-
tional and student services program reviews.
The processes for instruction and student ser-
vices were approved by the Faculty Senate and
the Planning Council and were ready for imple-
mentation in the fall 2003.

In fall 2003, DVC inaugurated a revised instruc-
tional program review process. Major changes
were 1) the consolidation of similar programs
into a comprehensive program review report to
reduce duplication of efforts; 2) the addition of
an Instructional Program Review Committee
(IPRC) to review the reports and make recom-
endations to the college; 3) a focus on evalua-
tion rather than data collection.

In the fall 2003 and 2004 orientation meet-
ings were held to help programs prepare for the
process. As a result of these discussions, stream-
lined data templates were developed with the
analysis of data and the narrative review of the
program remaining the responsibility of faculty
and staff.

As of spring 2008, DVC had completed its first
full six-year cycle of program review accord-
ing to its revised program review process. Each
academic unit completed its comprehensive
review according to the procedures outlined in
the Program Review for Instruction Procedures
Guide. According to those procedures, data
compiled from Datatel and Cognos is analyzed
by the Office of Planning, Research, and Stu-
dent Outcomes, and then utilized to populate
the templates mentioned in (b). Each review is
written by faculty members from the area, and
included analysis of data and narrative review of
the following components: students; curriculum;
faculty and staff; support services; facilities;
equipment and financial resources; other comments and concerns; summary of recommendations; and goals for the next program review.

Completed reports are submitted to the IPRC for evaluation, review, and recommendations, and summary reports sent to the Planning Council and the Faculty Senate. Implementation is assessed by the IPRC through follow-up and progress reports. Completed program reviews are posted on the college intranet (U:drive), and they, along with the IPRC summary reports, follow-up reports, and progress reports, are on file in the Office of Academic Affairs.

In order to meet the state mandate (California Education Code Section 78016) and CCCCD Governing Board Policy (Curriculum and Instruction Procedure 4008), vocational programs undergo an additional limited review on a two year cycle. This review relies on both internal data provided by the Office of Planning, Research, and Student Outcomes and external data from the System Office to evaluate program currency and relevancy. Among the areas assessed are achievement, completions, employment, employment retention, non-traditional participation, and non-traditional completion. In addition, each program meets with its Advisory Committee to update and solicit input from the committee on the program. The assessment is completed by the workforce development coordinator and the program lead faculty. A summary report is prepared, which is sent to the Workforce Development Committee for review and then forwarded to the VP, academic affairs.

In spring 2008, at the completion of the first six-year cycle, the Faculty Senate established a program review task force to evaluate the Program Review process and make recommendations for improvement.

The full-time workforce development coordinator position was temporarily vacated in fall 2006, when the coordinator took advantage of an interim promotional opportunity to senior dean of general education and transfer. The workforce position is currently filled by an interim coordinator until the permanent individual returns.

Program Advisory Committees continue to be revitalized, with increasing numbers of vocational programs meeting their obligation to convene twice per academic year. This process is monitored by the Workforce Development Coordinator.

II. Support services for students: Student Support Services

a. Increase student awareness of and participation in government, clubs, and committees as well as student utilization of financial aid, tutoring services, and other student services.

DVC has communicated more aggressively through mass emails to notify students of important student service events and specialized services. In addition, student requests for information on specific student services are being downloaded and distributed to specific service areas to mail or email requested information.

Students’ involvement in the college’s participatory governance committees and process has improved significantly since 2002-03 due to changes in the student government infrastructure and enhanced leadership training (AI-1, 2, 3). Students serve on college and district committees including the following: Leadership Council, Planning Council, Faculty Senate Curriculum Committee, Faculty Senate Student Services Committee, Compressed Calendar and the Presidential Search Committee (AI-4). The ASDVC has participated in all of the State Student Senate assemblies since 2006, with one member serving as a State Student Senate Region III Senator from fall 2006 to fall 2007 (AI-5).

To educate students on their rights and responsibilities in participatory governance and decision-making, sessions on participatory “shared” governance were incorporated into the ASDVC orientation and training retreats beginning in fall 2004. Beginning in spring 2006, the Faculty Senate President was invited to
participate in the retreat and encourage students' participation on college committees. The district student trustee and Chancellor were also invited to participate in the retreat to explain students' role at the district and District Governing Board levels. In addition, sessions on what it means to advocate and represent are held during the retreat (AI-3).

The number of clubs has grown from approximately 35 in 2002 to approximately 54 in fall 2007 (AI-7). The Inter Club Council (ICC), a group consisting of a representative from each registered student organization, has grown significantly in terms of infrastructure, organization, funding and participation (AI-8, 9, 10). In response to student clubs' increased participation in ICC and sponsorship of events and activities, the ASDVC increased the amount of funding allocated to the ICC in spring 2003, as well as in 2004-05. The ICC was also offered the opportunity to participate in the end of the year ASDVC banquet beginning in spring 2004. Beginning in spring 2005 at the Student Life Office's request, the ICC began selecting the Club Event of the Year and the Club Advisor of the Year. In 2005-06, the Inter Club Council established the Inter Club Council Code, the organization's first governing document (AI-8). In addition, a Financial Code outlining the use of ICC funds was developed and implemented in spring 2006 (AI-9). The ICC implemented a mandatory retreat for all ICC representatives to do organizational goal-setting, provide training and education for clubs on event planning, requesting and spending funds, and basic parliamentary procedure in 2005-06 (AI-11). In December 2006 the district approved non-permanent employees to serve as club advisors which allowed for the expansion of student clubs. Club advisors must attend mandatory orientations. To offer an incentive and increase participation in student clubs, orientations are offered as FLEX workshops. Nine faculty and staff members participated and evaluations of the session were very positive. Several additional group and individual orientations were held in September 2007, which drew approximately 25 more employees (AI-12). A special advising session was held with club advisors from the San Ramon Campus on September 13, 2007. A follow-up meeting was held on October 4, 2007 to identify and problem-solve issues faced by student organizations and their advisors at the San Ramon Campus.

Career and employment services staff working with MonsterTrak (the campus online job search tool) has developed a system to facilitate increased access to employer job leads. This was communicated in an email blast to students on September 26, 2007 (AI-13).

Financial aid students are mandated to see counselors once a year to develop educational plans. Counselors assist the Transfer Center Coordinator and staff with daily drop-in sessions, and assistance at special transfer events (Transfer Day, Transfer Conference, Transfer Awards Reception, and Transfer Workshops/Computer Lab Assistance) (AI-14). The four-year colleges/universities have moved away from paper applications to an on-line application. In fall 2006 counselors began working with transfer students in the computer lab. They have helped students complete the UC/CSU online application (transfer center activities).

DSS student utilization of note taking services has increased since spring 2005 (AI-15).

The EOPS Program has developed a comprehensive orientation program for eligible EOPS students. All eligible students are required to complete this orientation which includes an overview of EOPS services as well as other student services on campus, a web-advisor demonstration, an online career inventory, information about the history of EOPS and semester requirements. Due to its success, the EOPS Program is currently filled to capacity (AI-16).

Technology improvements have enhanced the delivery of information and funding to financial aid students.
• Complete implementation of the Datatel Communications Management module, which is also linked to WebAdvisor, is used to notify students of additional paperwork requirements (AI-17).

• Notifications to students via email and through WebAdvisor for the retrieval of required forms have been utilized since the 2005-06 academic year (AI-18).

• Financial Aid disbursements are now processed bi-monthly, with the initial disbursement paid the first week of school (AI-19).

• Informational email blasts are sent to students who have not applied for financial aid (AI-19).

• The development of the WebGrants Interface, which has been instrumental in awarding Cal Grants, doubled the number of awards over the last two years. This program is 95% automated (AI-20).

Due to increased outreach and in-reach efforts, the Governing Board’s Fee Waiver and Pell Grant awards have increased approximately 9% per year. Cal Grant awards have doubled since 2002-03. SEOG awards have doubled since 2005. Chafee Grant program awards have also doubled. Overall, financial aid utilization has increased approximately 45% over the past 7 years (AI-21).

The following initiatives also serve as quality student support services for financial aid:

• Bi-monthly Financial Aid Workshops offer assistance with the FAFSA online.

• Special initiatives have been developed to educate foster youth and attendees of alternative schools who comprise some of our neediest and under-represented students.

• Financial aid staff uses MySpace and Facebook pages to provide information about workshops and current events to our students (AI-22).

• School Messenger automated calling system is used to notify students about file completion, upcoming financial aid events, and information for non-financial aid students encouraging them to apply (AI-23).

• Financial Aid Online Seminars continue to be updated and revamped, providing students with current financial aid information to help them succeed in obtaining and retaining their financial aid (AI-22).

• Up-to-date web pages are available in both Spanish and English (AI-22).

The DVC Transfer Center has experienced steady growth of student contact since the 2005 Midterm Report. As of 2005 several new initiatives have been implemented to increase student awareness and participation in transfer related activities and resources (AI-24). Financial Aid class visits were implemented in spring 2005. Beginning with 64 class visit requests in spring 2005, the number catapulted to a request for 228 classroom visits by spring 2007. Staff from the transfer center and financial aid collaborated to disseminate transfer, financial aid, and scholarship information to classes (AI-25).

The Counseling Center has continued the use of “SARS-CALL”. This program calls student’s home, work or cell phone numbers and reminds them of their upcoming counseling appointment. This program was expanded to contact students with counseling appointments at the San Ramon Campus and students who have appointments with college representatives.

In about 2002, DVC established the general tutoring center to provide services to students not served in other areas, particularly in social sciences. This center often complements and refers students to other offerings on campus. DVC offers tutoring services in over 32 subjects in six labs located at DVC and through two DVC student service areas (DSS and EOPS). Tutoring Services are also offered in two labs at SRC (AI-26).
Outreach and marketing for tutoring are done extensively throughout the campus each semester, including presentations to over 50 clubs at the Inter-Club Council, to coaches and athletes, to special programs such as Puente, and directly in the classrooms. In addition, email blasts include information on tutoring, and tutoring services are advertised at events throughout the school year (AI-26).

Evidence
AI-1 Constitution and Budget Code
AI-2 ASDVC website
AI-3 ASDVC retreat schedules
AI-4 ASDVC college committees assignments 2007-08
AI-5 Student Senate spring 2006 through fall 07
AI-7 Title 5 Shared Governance Rights of Students
AI-8 club list spring 2005
AI-9 ICC Code
AI-10 ICC Finance code
AI-11 ASDVC budgets
AI-12 ICC Retreat agendas
AI-13 FLEX proposals for advisor training
AI-14 Monster email blast and correction
AI-15 Transfer Center activities
AI-16 Notetaking summary
AI-17 EOPS spring 2008 orientation agenda
AI-18 Financial Aid communications management
AI-19 Financial Aid notifications
AI-20 Disbursement calendar
AI-21 Financial Aid Cal Grant interface policy and procedure
AI-22 Financial Aid statistics
AI-23 Financial Aid links to informational sites
AI-24 Financial Aid notifications to students
AI-25 Transfer program Review 2007-08
AI-26 Financial Aid class visits
AI-27 Tutoring flyer

b. Consider increasing specialized counseling services for re-entry, disabled, disadvantaged, under-prepared students, academic majors, and athletes.

In fall 2006 DVC hired a second EOPS counselor and athletic counselor to expand counseling opportunities for special student populations. The addition of a second EOPS counselor has greatly strengthened the EOPS program by ensuring that there are enough EOPS counseling appointments to meet the students’ needs. Additionally, the EOPS counselor provides supplemental programming for the EOPS program (AI-27). DVC has further increased specialized counseling services by hiring an international counselor, who began working in January, 2008. Counselors have developed liaison relationships with clusters of the career/technical programs to enhance communications and student advising services.

At the end of spring 2008, the Counseling Center hired both a DSS counselor and a generalist counselor position. San Ramon Campus hired a DSS/Counselor position. These counselors assume their duties in fall 2008.

In a collaborative effort, Contra Costa Mental Health Adult Services provides the college with a half-time mental health counselor to see DVC students who have mental health issues. Counselors and others refer students to this resource specialist. Counselors teach counseling courses and provide services for students in different learning communities.
DSS restructured its orientation to teach students how to use Web Advisor, to provide them with advising and to support them in registering for fall classes (AI-28). DSS counselors in conjunction with university DSS representatives provided a transfer workshop to students with disabilities at the Transfer Conferences (AI-29). DSS counselors provided CSU/UC application workshops to DSS students (AI-30).

In fall 2006 the Transfer Center collaborated with the Counseling Department through implementation of a series of workshops and online computer labs. The workshops provide support for students in writing personal statements and answers questions about the application process. Computers are available in the Counseling Center to assist students in completing their UC and CSU applications electronically with the on-site expertise of an academic counselor (AI-30).

Evidence
AI-27 EOPS information
AI-28 DSS advising session
AI-29 Transfer Conference program 2006
AI-30 Fall 2007 transfer workshops and labs

C. Develop stronger planning and program review of student services.

In 2002, student services managers began discussing the development of a strategic plan for student services. By 2003 the plan had been completed, published, and shared with the college. The Student Services Strategic Plan was designed to cover the years 2003-06. The plan included general mission and values statements for all DVC student services and general student services goals. Each unit’s mission statement was developed and included and activities were designed to meet the general goals. The goal of the strategic plan was to assess the quality of student services and develop strategies to improve them. By using the plan in annual reviews, the student services managers have been able to assess and improve the quality of their services (AI-31).

In 2003 all student services managers worked together and in addition, the vice president worked with the faculty to develop program review instruments (AI-32). Because it had been ten years since the last student services program reviews, all student services units were asked to complete a comprehensive review and all but two did so (AI-33). The Information Center has since completed its comprehensive review in spring 2007 (AI-34). A three-year program review cycle with approximately one-third of the units undergoing a comprehensive review every third year will begin in 2007. Annual reviews take place during the interim (AI-35). Annual program review updates have been completed for each of the student service units for the past four years and those updates and summaries have been shared with the Planning Council and Budget Committee (AI-36).

Categorical programs are required by the state to participate in comprehensive program review. In spring 2007 CalWORKs, EOPS, DSS, and matriculation completed their first cycle (AI-37).

Evidence
AI-31 Student Services Strategic Plan
AI-32 Program review templates
AI-33 Program Review: Relations with Schools
AI-34 Program Review: Information Center
AI-35 Program review cycle
AI-36 Program review summaries
AI-37 California Community Colleges self evaluation review 2-21-07
d. Improve the quality, accessibility, and maintenance of technology available to disabled students.

Student services programs continue to install and upgrade software and computer programs and facilities appropriate for students with disabilities. DVC has purchased up-to-date Sennheiser FM systems and updates on all adaptive technology software programs. DSS purchased considerable adaptive technology and assistive technology programs to support DSS students including Math Talk, Math Type, Daisy readers, Talking Typing Tutor, updated alpha smarts and colored closed circuit televisions. DSS also started using remote captioning services (AI-37). A computer in the Student Union Computer Lab (room 201) and another in the Peer Support Center (room 202) are equipped with special software to serve disabled students. Signs are posted notifying students that these computers are reserved for students with disabilities. FAFSA is available in Braille format at DSS and in the Financial Aid Office.

EOPS collaborates with the DSS program to provide accommodations to disabled students as needed, e.g., special software (JAWS) is utilized during the EOPS orientation for blind students, or interpreting services are utilized for deaf students during EOPS orientation sessions. The EOPS program works with the DSS alternative media specialist to ensure that book vouchers are provided to students who need their books scanned as quickly as possible.

Evidence

AI-38 Remote captioning website

III. Planning and evaluation

a. Improve program review of vocational programs, academic departments, student services, and other non-instructional areas.

In 2002, student services managers began discussing the development of a strategic plan for student services. By 2003 the plan had been completed, published, and shared with the college. The Student Services Strategic Plan was designed to cover the years 2003-06. The plan included general mission and values statements for all DVC student services and general student services goals. Each unit’s mission statement was developed and included and activities were designed to meet the general goals. The goal of the strategic plan was to assess the quality of student services and develop strategies to improve them. By using the plan in annual reviews, the student services managers have been able to assess and improve the quality of their services (AI-31).

In 2003 all student services managers worked together and in addition, the Vice President worked with the faculty to develop program review instruments (AI-32). Because it had been ten years since the last student services program reviews, all student services units were asked to complete a comprehensive review and all but two (Information Center and San Ramon Center) did so (AI-35). The Information Center has since completed its comprehensive review in spring 2007 (AI-33).

A three-year program review cycle, with approximately one-third of the units undergoing a comprehensive review every third year will began in 2007. Annual program review updates have been completed for each of the student service units for the past four years and those updates and summaries have been shared with the Planning Council and Budget Committee.

In 2003, DVC adopted a new set of procedures for program review (AI-40, 41). According to these procedures, all instructional programs
perform a complete program review every six years (on a staggered schedule), during which each area focuses on student retention, success, and persistence, appropriateness and currency of curriculum, progress in learning outcomes, and future needs and plans (program review template, reports).

Since all instructional programs at DVC have completed one complete cycle of the program review process, the Faculty Senate and Academic Affairs Office have created a joint task force to look at the current program review process and to make recommendations for improvement. These recommendations would be implemented in the fall of 2008.

The career/technical program assessment process evaluates career/technical programs every two years, in compliance with Education Code, section 78016. This process includes analysis of 16 program metrics by faculty and administration teams to determine areas of strength or weakness. Teams identify areas of weakness and plans for improvement efforts which are then provided resources and support for completion. Career/technical programs are also evaluated as part of the broader college-wide program review, which is carried out on a 6-year cycle.

The Planning Council is currently in the process of developing a program review process for administrative units.

Additional information and evidence is located in Standard II.A.2.e.

Evidence
AI-31  Student Services Strategic Plan
AI-39  Annual reports
AI-32  Program review templates
AI-33  Program review, Information Center
AI-35  Program review cycle
AI-40  Program review for instruction and student services April 2003

AI-41  Program review for instruction, procedures guide September 2003

b. Develop and publicize systematic planning and evaluation of the strategic plan, budget and financial management systems, and college performance indicators.

Standard I addresses this self identified action item.

c. Review and revise employee evaluation processes for all constituent groups.

The evaluation process for both classified and certificated staff is a negotiated item and has remained virtually unchanged since the last accreditation visit. Some minor changes to the probationary faculty evaluation process have occurred to accommodate the inclusion of the division dean in the process. The management evaluation process was revised in 2004 to include a revised timeline and is currently being implemented.

d. Develop and implement a process for the appropriate review of college policies, procedures, and mission statement.

Standard I.A.3 addresses this self identified action item.

IV. Maintenance of a solid college infrastructure

a. Increase resources for remodeling and ongoing maintenance of all college facilities including parking lots.

The passage of Measure A (2002) provided the District with $110M in capital facilities funding for capital facilities improvements. Through careful planning, the District was able to leverage this bond money into an additional $100M
in capital facilities funding from the State by allocating local bond money to projects in the queue for State capital facilities funding. In doing so, the District increased the likelihood that the State would fund the project since the District was providing a portion of the funding. The same approach is planned for Measure A (2006) which is a $286.5M capital facilities bond measure passed on 6 June 2006.

Neither Measure A (2002) nor Measure A (2006) provide funding to repair, replace or construct new parking facilities. Detailed public polling by the district prior to both capital facilities bond measures revealed that the citizens of Contra Costa County were not willing to support a bond measure that would renovate or create new parking facilities.

Due to the very high rate of inflation on construction related materials experienced over the past six years and some resulting cost over-runs, some of the projects planned for construction/renovation in the Measure A (2002) bond measure were deferred.

Besides the two capital facilities bonds mentioned above, the college has received donations to the DVC foundation totaling $175,000 (statement). These private donations have funded a fume hood for the chemistry department, totaling $25,000 (evidence). The remaining funds are held for facility improvements and maintenance as designated by the donor.

Additional information and evidence is located in III.B.1.a

b. Achieve the goals of Technology II plan and establish methods for funding and maintaining equipment not covered under plan.

DVC has a new Advanced Technology Center which provides additional technology resources to several academic and student service areas utilizing the building.

In the DVC Technology Master Plan 2001-04 Progress Report p. 9 Strategy 5.9 addresses funding for technology. DVC has utilized VTEA and District technology funding to supplement funding for technology.

c. Continue to seek resources to fund major building and renovation projects.

Standard III.B.1.a addresses this self identified action item.

d. Refine and implement the college’s physical resources planning and evaluation processes.

Since the last accreditation visit, the college has codified its processes for physical resources planning. These are now contained in the DVC Procedures Manual, specifically DVC Procedure 6001.03 (facilities planning). The college evaluates its facilities as part of the program review process. Each area evaluates the condition and effectiveness of the facilities assigned to that area. Utilization of instructional facilities is evaluated annually as part of the scheduling process. Weekly “use of facilities” emails by central services track both instructional and non-instructional space.

V. Institutional climate

a. Continue to address ongoing issues of diversity pertaining particularly to student needs, hiring, and staff relationships.

The Diversity Awareness Committee of ASDVC has hosted a number of successful events in the past couple of years, working both independently and in collaboration with the Inter Club Council and individual student clubs, such as the Muslim Students Association and the Black Student Union. In addition to the events mentioned above, the LiGHT Club and ASDVC co-sponsored a powerful World AIDS day event by bringing the AIDS quilt to campus, which
highlighted the issue of AIDS and drew attention to homophobia and prejudice against people who are HIV positive.

In collaboration with ASDVC and the president’s office, the Social Science department has presented the Ethnic Storytelling Festival for a number of years on campus. Faculty members have hosted diversity related FLEX activities and staff development opportunities on campus, such as the recent showing of the film “The Color of Fear”, with a discussion facilitated by a sociology faculty member. The current staff development plan promotes the discussion of diversity issues and sets it as a priority in developing professional development activities.

Student services staff members have hosted FLEX activities to highlight the special needs of underrepresented students who struggle with persistence in achieving their educational goals. The campus recently updated the college’s Equity Plan which also drew attention to the need for programs and services to support these students.

b. Develop a process to improve collegial relationships between part-time and full-time faculty.

The Faculty Senate has had a part-time faculty representative for many years. Last year it added a second part-time representative and also officially included part-time representatives on most of the Senate committees (Faculty Development, Student Services, Arts and Lectures). Part-timer interests are also represented to the United Faculty by an elected representative. Part-time faculty members are invited to participate in department and division meetings and they have also represented their department on college committees (i.e. Curriculum, Workforce Development, Resources subcommittee, Study Abroad, Part-time Faculty Award committee, etc.)

A Part-time Faculty Orientation FLEX activity has been offered every semester since January 2004 and a part-time faculty member has played an integral role in the workshop’s development and presentation.

In May 2003 an annual award was established by the President’s Office to honor the contributions of part-time faculty members. Part-time faculty members are nominated and one recipient is selected by a college wide committee.

In May 2004, retiring part-time faculty members were invited to participate in the Retirement Reception hosted by the Faculty Senate. The Senate will be voting on a motion at its next meeting to include part-time faculty in future retirement dinners.

c. Improve the working conditions of classified staff through staff development, classified job descriptions, increased hiring, and more participation in institutional governance.

From 1999 to 2002 we were able to increase our classified hires by 16 positions. Unfortunately, due to recent budget cuts, we have reduced the number of classified staff by 13, eliminating the progress we had made. We have also experienced a reduction in both state and local funds normally used for professional development activities.

Classified staff is nonetheless honored through the classified staff award process. Classified staff is nominated by teams of employees and up until 2007, the one award recipient and all nominees were invited to have lunch with the college president. In spring 2008, five categories were established, resulting in five awards.

Classified staff actively participates in college governance. They are represented on most college wide committees and are consulted on a regular basis by other. Classified staff also serves on the Part-time Faculty and Classified Award committees and the Tutoring Advisory Committee.
d. Support wider participation of full-time faculty in college governance, task forces, and committees.

Several events have occurred since the mid-term report. First, the president of ten years accepted a position out-of-state and retired June 2006. A collaborative external/internal search was conducted for an interim replacement that resulted in the selection of the college’s Vice President of Student Services as the interim president for 2006-07.

Second, the resolution of the issue concerning division deans as division chairs was finalized with a court decision in late March of 2007. The decision established that management had the right to determine an appropriate administrative structure for the college. The interim president established a committee composed of faculty, managers, and students to participate in crafting a divisional structure within guidelines set by the Chancellor. While consensus was not reached on a structure, the committee did establish an Instructional Council. Another action was a 2007 joint agreement between the president’s office, President of Academic Senate and President of the Classified Senate to ask and hold a “technical assistance” meeting with the Executive Director of CCLC and the Statewide Academic Senate President. The meetings occurred on October 17 and December 5, 2007.

Third, a lengthy and exhaustive search was conducted for a new president who began August 2007. This was almost co-terminus with the selection of a new Academic Senate president. The college president has been collegial, collaborative and has worked with faculty and classified in establishing interim hiring committees, permanent hiring committees and a task force on the unauthorized grade change issues.

Fourth, shortly after the new president was hired, the Vice President of Academic Affairs accepted a position with another district and left July 31, 2007 and the Vice President of Institutional Advancement retired June 30, 2006. A collaborative internal search was conducted for an interim academic affairs vice president, which resulted in the selection of an internal candidate for interim vice president August – December 2007. The search for a permanent Vice President of Academic Affairs began in September 2007, and the position was filled January 1, 2008.

To support wider participation in participatory governance, the college publishes annually a “Handbook on College Committees” which includes committees, task forces, advisory committees, and work teams. This book records the charge/function, meeting times/days, reporting status, chairperson, membership, and appointment dates and terms of office for committee and its members. This book prompted a decision matrix which traces the flow of decisions and who is responsible.

In addition to college governance committees, there is a more open and inviting climate being established in a collegial manner by the new president as faculty, staff, and administrators work together to re-establish DVC’s prominence as a leader in California.

e. Clarify the role of Leadership Council and improve communication between the Council and the campus community.

Beginning with the fall semester of 2006, the DVC administration began transforming to a more democratic, collegial, and inclusive style of leadership than was employed by our past administration. The leadership style of the previous administration had led many faculty members and classified staff to become disenfranchised from campus governance. With encouragement from the new college president, the Leadership Council is now trying to reach out to all campus constituencies with two goals: 1. Inspire a return to significant participation in shared governance, and 2. Encourage the Leadership Council to be an important vehicle for this process.
The Leadership Council is also working with the administration to further clarify the roles and responsibilities of a variety of campus committees in an effort to reduce redundancy of function and thus give the remaining committees active and engaged roles in shared governance.

f. Support discussions defining the role of leadership on campus and promote leadership opportunities throughout the campus community.

The reorganization task force was developed to examine the college instructional division structure and administrative management. The task force included faculty, classified and managers selected through appropriate governance structures. Although the task force didn’t reach consensus on division realignment nor the number of division deans and instructional managers, task force participants agreed the discussions opened up dialogue and increased knowledge of constituency needs and concerns. An Instructional Council comprising managers, faculty and staff was created. The Council meets twice a month. Summary notes are available.

The Nexus Coordinator for new faculty orientation was reinstated in summer 2006. The staff development coordinator was reinstated in spring 2008. These reassigned time faculty positions are viewed by faculty members as important faculty leadership opportunities. During the academic years 2006-07 and 2007-08 the district office has allocated staff development funds to the college. Faculty development enhances leadership opportunities for faculty members by funding conferences and workshops and group activities.

The Academic Senate for California Community Colleges in conjunction with Community College League of California conducted a Technical Assistance Workshop on October 15, 2007, to educate managers, faculty and staff about participatory governance. Approximately fifty people attended the workshop. A workshop covering the Brown Act was provided for campus constituents on October 18, 2007. The California Community College Classified Senate (4CS) provided a workshop December 5, 2007, for classified staff on shared governance.

Three interim management positions have been filled by DVC faculty. Interim positions have provided additional leadership opportunities for faculty members.

g. Improve formal and informal collegial relationships between the college president and staff.

There is cautious optimism being expressed as the formal and informal relationships between the new college president and the staff. The new president (August 2007) has had several interim positions to fill due to the retirement of one vice president and the resignation of another (June and July 2007). The hiring committees and selection of both interim and permanent appointees have been done on a collegial basis.

When the new president was selected, it was decided that the college community would hold the first All College Convocation (August 15, 2006) on the new lawn outside the Math Building. Approximately 350 people were in attendance. The new president also held a retreat of the President’s Cabinet Plus on August 3rd with team building exercises.

The president meets regularly and also as needed with the Classified Senate president and Academic Senate president. She has had department classified staff tours. She attends all division meetings when invited, pledged to attend one game of each of the 17 athletic teams, the opening of the Culinary Arts Norseman Restaurant. The president of the Academic Senate and the college president established “President’s Teas” for all tenure track faculty to occur each semester at the new president’s home.
The President’s Cabinet was expanded to President’s Cabinet Plus and includes the Academic Senate President and the Classified Senate president. This meeting is once a month.

Several events have been held welcoming the new president. An internal welcoming reception was held on October 3rd by the Academic Senate. The Classified Senate held a luncheon on October 5th. The part-time faculty members held a soup and sandwich lunch on Saturday, October 6th. The DVC Board of Trustees, the Foundation Board of Directors, and the Contra Costa Council held a welcoming reception on October 11th for the college’s external community. And, the Diablo Valley College Retiree Association held a dinner on October 18th.