

Presentation of the 2020 Self-Evaluation Report to the College

JANUARY 22 (WEDNESDAY)

12:00-1:00

DIABLO ROOM

THE 2 PRIMARY PURPOSES OF ACCREDITATION



1. Quality assurance to the public

To students and to other institutions that an institution is achieving its stated mission and that the graduates are educated at a level expected by U.S. higher education.

- Give credibility to degrees and credentials awarded to students
- Provide institutional eligibility for *federal financial aid*
- Meet California requirements for public colleges

THE 2 PRIMARY PURPOSES OF ACCREDITATION



2. Continuous improvement

The accreditation process is designed to help institutions focus on helping students learn what they are supposed to learn, and to complete courses, certificates, degrees, and transfer or get jobs.

Compliance is part of it, but our institutional growth and improvement is the goal.

Accrediting Commission for Community and Junior Colleges (ACCJC)

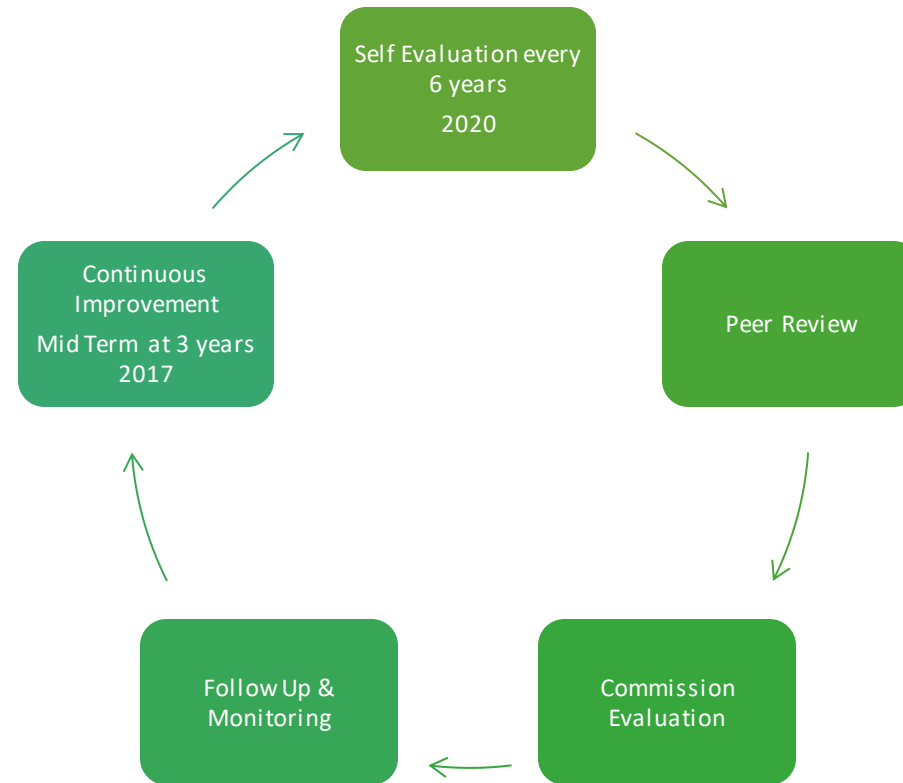
Covers California, Hawaii, and the Pacific.

2 year colleges – both public and private

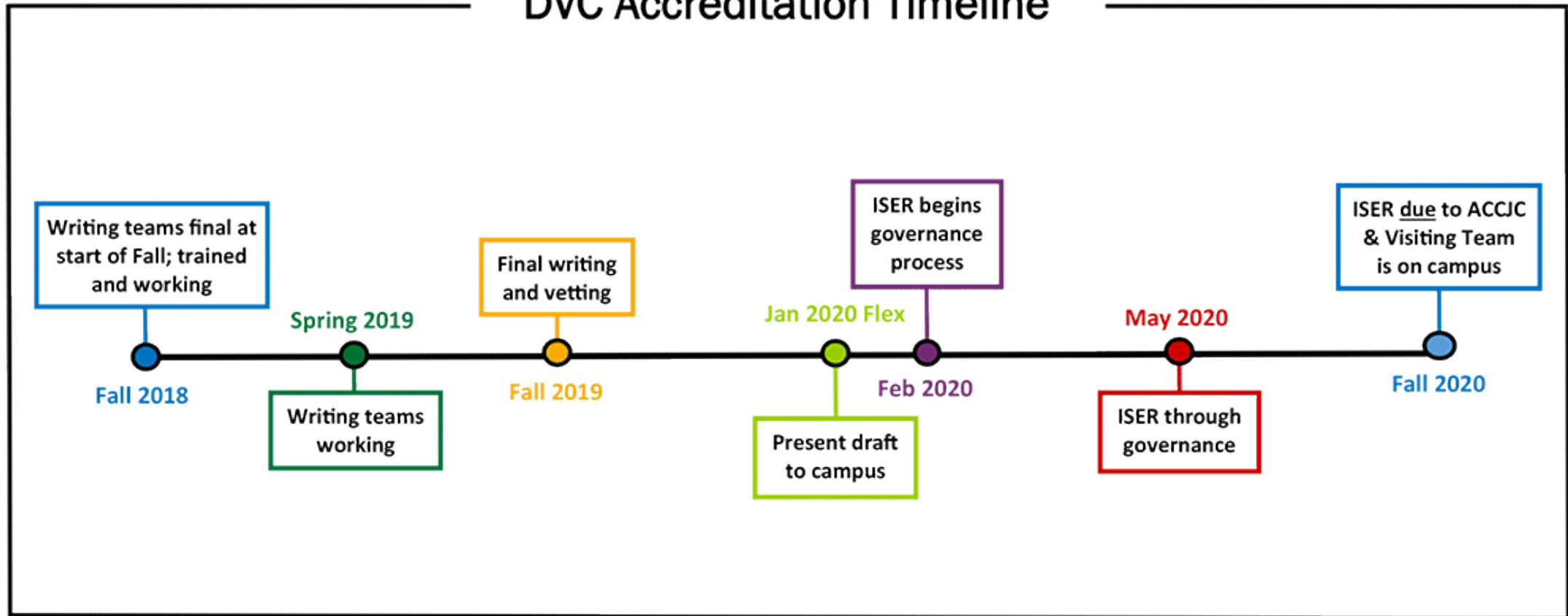


ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

Current 6 YEAR PROCESS OF ACCREDITATION



DVC Accreditation Timeline



Updated: June 2018

Institutional Self-Evaluation Report (ISER)



Drafts written by 11 teams over the last year



Due to the ACCJC this summer, will go through governance this spring



Drafts have been vetted this fall with relevant groups and people tied to the content



Everyone will have an opportunity to comment on the draft as it moves through governance this spring. (In addition to comments you have today).

Drafts written by 11
writing teams over the
last year – THANK YOU!

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What is the content of the ISER?

Introduction including student achievement data and an environmental scan

Responses to 4 main “Standards” that cover all aspects of the college. A "Standard" is a minimum requirements we must meet. For each one, we have to provide evidence that we meet it.

Quality Focus Essay is a short chapter that describes a project that the college is working on to improve student success. Ours is focused on Guided Pathways.

Standard IA – The Mission

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.
2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.
3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.
4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.

IA Findings

We have a new Mission Statement:

- We inspire, educate, and empower students to transform their lives and their communities. We guide students to achieve their goals by awarding degrees and certificates, preparing them for transfer to four-year colleges and universities, facilitating entrance to and advancement in careers, and fostering personal growth.

The Mission Statement was vetted with all constituencies (students, faculty, administration, and classified).

We do a ton of data collection that all aligns with the Mission Statement.

Standard IB – Quality and Effectiveness

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.
2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.
3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.
4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Standard IB – Quality and Effectiveness

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Standard IB – Quality and Effectiveness

8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

IB Findings

The evolution of the College's processes between the last Accreditation cycle and the current is amazing.

Publishing the document "Roles, Responsibilities and Processes" in 10/19 codifying processes

- College-wide Committee structure
- Development of Program Review
- Resource Allocation model

Challenges include lack of a Facilities plan

IC – Institutional Integrity

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.
2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”.
3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.

IC – Institutional Integrity

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.
5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.
6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

IC – Institutional Integrity

7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.

8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

IC – Institutional Integrity

10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.

IC – Institutional Integrity

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

IC - Findings

Provide information using a variety of methods

- Social media
- Program brochures
- catalog/schedule

Precise, accurate and current information

- Online
- print

Updated the procedure for all college procedures review

- Almost all procedures have been reviewed, updated and approved with the last three years

Vision for Success goals identified

Communications Committee created

IIA - Instruction

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.
2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

IIA - Instruction

3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.
4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.
5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.

IIA - Instruction

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.
7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.
8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.
9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.

IIA - Instruction

10. 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.

11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

IIA - Instruction

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

15. 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.

IIA - Instruction

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

IIA – Instruction Findings

There has been marked improvement of curricular processes over the last accreditation cycle.

- Three major processes: Curriculum, Student Learning Outcomes, and Program Review work systematically in an integrated fashion.
- The college community largely understands these processes and uses them effectively.
- There is adequate human resources and technology infrastructure to support these processes.
- The processes undergo annual evaluation and continuous improvement.
- The processes have demonstrated capacity to adapt to change i.e. implementation of new software (eLumen), AB 705, and distance education.

IIB – Library and Learning Support Services

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

IIB – Library and Learning Support Services

2. 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.

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

4. 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 institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.

IIB Library and Learning Support Findings

Library has improved access to online offerings and services

- Streaming media and digital subscriptions (e.g. NY Times, Kanopy, JSTOR)
- Online services make library more accessible/convenient, e.g., 24/7 research help, reference appointments, study room booking, etc.

Library has developed a culture of assessment -- regular assessment, reflection, and improvement

- Assessment activities aligned with Library SLOs
- Student and faculty surveys, database, and circulation usage statistics

Tutoring has increased offerings and streamlined access to students.

- NetTutor online tutoring available to all DVC students
- Academic Support Center (PHC) serves as central hub connecting students to college support

Tutoring has begun a culture of assessment

- Tutoring Learning Outcomes for all tutoring centers
- Assessment of tutoring learning outcomes via TAC annual survey

Challenges

- Providing library services to SRC students and faculty
- Maintaining access to content in face of annual 5-7% cost increases from publishers and database vendors
- Collecting and analyzing data from the many tutoring areas across the college

IIC – Student Support Services

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.
2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.
3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

IIC – Student Support Services

4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.

IIC – Student Support Services

7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

8. 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.

IIC Student Support Findings

There is broad awareness of student support services available at both the PHC and SRC campuses.

- Since the last accreditation cycle DVC has continued to integrate services and leverage technology to improve access and efficiency of services, including expanded online services that are available 24/7 (i.e. online placement, change of major, Veteran's certification form, various petitions, and financial aid chat-bot named Penny).
- Services at the San Ramon campus have been strengthened through administrative structure and an increase in key services including Financial Aid, Admissions and Records, etc.
- DVC has been innovative in responding to the basic needs of students by developing a CARE Team that provides holistic support and a food pantry, including a meal program at the San Ramon campus.

IIIA – Human Resources

1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.

IIIA – Human Resources

3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.
4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.
5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

IIIA – Human Resources

6. Deleted

7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty **and** may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

IIIA – Human Resources

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

IIIA – Human Resources

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

15. 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.

IIIA HR Findings

Hiring Process for faculty is well described and the process and development of everything from the job description to the screening questions and rubrics are shaped by faculty. The goal of hiring a more diverse faculty and staff is being implemented at all levels of the hiring process for faculty, classified and management positions.

The evaluation process for all employee groups is clearly described and faculty evaluations are being conducted on a regular basis. Classified and management evaluations are being done with more frequency starting in Fall 2019.

While there always is a need for more full time faculty, classified staff and administrators/managers, the college has sufficient employees to do the work of the institution. However the implementation of new initiatives, programs and services, such as FT3 and Guided Pathways will require more classified (support) staff and coordinating positions than are currently in place.

The college's professional development program for all employees is robust, and responsive to needs of the faculty, staff and administrators.

IIIB – Physical Resources

1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, and a healthful learning and working environment.
2. The institution plans, acquires or builds, maintains and upgrades or replaces its physical resources including facilities, equipment, land and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.
3. 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.
4. Long range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

IIIB Physical Resources Findings

Jim Buchanan's crew, campus police, the Communications Office, and the Safety Committee are effectively supporting "safe and sufficient physical resources" at DVC and SRC.

Measure E has been a successful effort in terms of "replacing and upgrading physical resources" (i.e., art, PEK, and SRC renovations).

There have been infrastructure and site improvements (bathrooms, campus lighting, ADA compliance, "sticky" spaces like PUMA, etc.) since the last accreditation.

The Instruction Office's evaluation of classroom resources has been very valuable related to "planning and evaluating fiscal resources re: facilities and equipment."

For long-range capital plans we are still waiting for input from the District. We also need a Facilities Master Plan.

IIIC - Technology Resources

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.
2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.
3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

IIC - Technology Resources

4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.



IIIC Technology Findings

The college's commitment to continuous improvements by recognizing that technology will need consistence upgrades and refreshment cycles (Wifi Upgrade)

Increase the availability student focused technology resources I.e. free calculator and laptop loan programs, free software and cloud storage, student run student tech help desk

Professional development geared toward developing a range of tech skills from running virtual office hours, online best practices (i.e. Regular & Effective contact) to nuts & bolts of using Canvas.

Continue to improve the base classroom technology

IIID - Financial Resources

1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.
2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.
3. 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.
4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

IIID - Financial Resources

5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.
6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.
7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.
8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

IIID - Financial Resources

9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

10. 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.

11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

IIID - Financial Resources

13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

16. 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 and the quality of its programs, services, and operations.

IIID Finances Findings

Responses within this standard describe district and college financial resources and their allocation and program review processes.

Planning and allocation processes and associated committees include staff, faculty, administrators and students.

Both college and district continue to make improvements to financial planning and resource allocation processes.

College continuously works to improve resource allocation and planning processes to ensure integration with and support of institutional plans.

College and district are being fiscally conservative given the looming nature of Eloy Oakley's "Student Centered Funding Formula" and its anticipated impacts.

District and college financials are regularly audited internally and externally.

IVA - Decision- Making Roles & Processes

1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for 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 planning and implementation.
2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.
3. Administrators and faculty, through policy and procedures, 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.

IVA - Decision- Making Roles & Processes

4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

7. Leadership roles and the institution's governance and decision-making policies, procedures, 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.



IVA Findings

Vetting of the EMP as a standard for ensuring all constituents provide input on college-wide vision and direction

Development of the Roles, Responsibilities and Processes handbook to ensure transparency of our planning and resource allocation

Creation of the Racial Justice Task Force workgroup

IVB – Chief Executive Officer

1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.
2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

IVB – Chief Executive Officer

3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring the college sets institutional performance standards for student achievement;
- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and achievement; and
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

IVB – Chief Executive Officer

5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.
6. The CEO works and communicates effectively with the communities served by the institution.



IVB Governance Findings

Governance committee updates creation of Research, planning and evaluation committee Student Equity and Success (SES), Research, Planning and Evaluation Committee (RPEC)

Creation of several positions to meet the needs of the college: Dean of San Ramon campus, Dean of Institution Effectiveness and Accreditation Interim Dean of Guided Pathways and Special Projects, Dean of Equity and Student Engagement, Sr. Dean of Career Education and Community Partnerships.

Both academic and classified senates have approved

Quality Focus Essay Information

A new requirement of the ISER

Goal is to articulate plans for improving student outcomes

Ours has 2 projects that are tied to Guided Pathways:

- 1) Create student success teams
- 2) Improve communication with students

Questions?



COMMENTS?



NEXT STEPS