

# DVC

DIABLO VALLEY COLLEGE

**FOLLOW UP REPORT**

Submitted by:

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Submitted to:

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

October 15, 2010

# Certification of the Follow-Up Report

Date: October 15, 2010

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

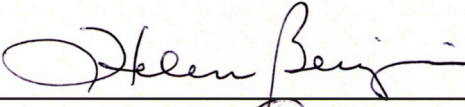
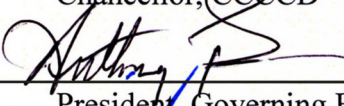
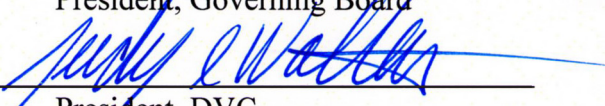
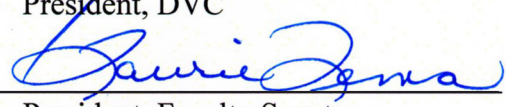
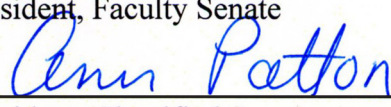
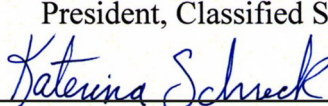
From: Diablo Valley College

321 Golf Club Road

Pleasant Hill, CA 94523

This Follow-Up 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 Follow-Up Report accurately reflects the nature and substance of this institution.

<u>Helen Benjamin, Ph.D.</u> Name	 Chancellor, CCCC
<u>Tony Gordon, Ph.D.</u> Name	 President, Governing Board
<u>Judy E. Walters, Ph.D.</u> Name	 President, DVC
<u>Laurie A. Lema, M.A.</u> Name	 President, Faculty Senate
<u>Ann Patton</u> Name	 President, Classified Senate
<u>Katerina Schreck</u> Name	 President, Associated Students

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# Statement on Report Preparation

## Introduction

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting on January 6-8, 2010, reviewed the Diablo Valley College (DVC) Show Cause Report submitted in response to the Commission's action of January 2009 and the report of the evaluation team which visited on Monday and Tuesday, November 3 - 4, 2009. The Commission acted to remove DVC from Show Cause and impose Probation, further requiring that DVC correct the deficiencies noted in a letter from Dr. Barbara Beno dated January 29, 2010 (Evidence SRP-1). The college was required to complete a Follow-Up Report by October 15, 2010, to be followed by a visit of Commission representatives.

This report responds to the January 29, 2010, Commission Action Letter and will provide information, evidence and analysis regarding the resolution of the recommendations to which DVC was directed by the Commission's Action Letter.

## The Process

The college was notified by the Commission of the Show Cause action on February 3, 2009. Since that time, the college has been working continuously to resolve all outstanding recommendations documenting activity, first through the preparation of a Show Cause Report (October 15, 2009) and two addenda (October 23, 2009 and December 17, 2009) (Evidence SRP-2). The college continued its work and when the Commission's Action Letter of January 29, 2010, was received by the college, efforts as specified in the letter were focused on Recommendations, 1 (Decision-making roles), 2 (Collegewide planning), 3 (Program Review), 7 (Communication and Collaboration), and 8 (Resource Allocation). The vice chancellor of administrative services at the Contra Costa Community College District (CCCCD) assumed responsibility for developing the response to District Recommendation 8.

The January 29 Commission letter also required that DVC begin work on responding to the requirements for a Focused Midterm Report due October 15, 2011. The mid-term report will include work on recommendations for improvement made by both the comprehensive October 2008 visiting team (specifically District Recommendations 9, 10 and 11), and the November 2009 visiting team. In addition, the Focused Midterm Report will also address any college-identified plans for improvement as expressed in the 2008 Self Study Report and will forecast where the college expects to be by the time of the next comprehensive evaluation in 2014.

As a result of changes to the college committee structure made for the Show Cause Report, the newly created Institutional Planning Committee (IPC) has, as part of its charge and function, responsibility for overseeing the preparation of studies and reports on matters related to the college's accreditation (Evidence SRP-3). To provide continuity it was decided by the college president to include at least one of the co-chairs from each

of the original Show Cause accreditation work groups 1, 2, and 3. Thus, the Accreditation Steering Committee for this report includes the Institutional Planning Committee and three former co-chairs from Workgroups 1, 2 and 3 (Evidence SRP-4). When meeting as the Accreditation Steering Committee, the group is chaired by the college's accreditation liaison officer (ALO).

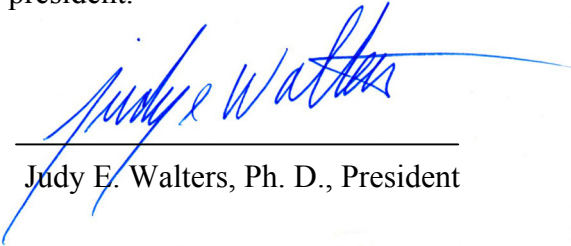
As indicated above, the college prepared two addenda to the Show Cause Report. The first addendum (October 23, 2009) was prepared after the deadline for submittal of the Show Cause Report to the local Governing Board but prior to the arrival of the visiting team. The second addendum (December 17, 2009) was prepared after the arrival of the visiting team but prior to the Commission meeting in January of 2010. The college president attended the January Commission meeting and presented the addenda. After discussions with Commission staff, the college was advised to summarize both addenda in this Follow-Up Report with more detail from the second addendum than from the first. These summaries are included in a Background section under each respective recommendation. Documents referenced in the Background section were provided as evidence in the two addenda.

During June and July 2010, the accreditation liaison officer compiled and edited the first draft of this report with input from appropriate college personnel including the Accreditation Steering Committee, Institutional Planning Committee, dean of planning, research and student outcomes, district office personnel, and the college president. District office personnel wrote the response to Recommendation 8 regarding resource allocation processes (i.e. the response was provided for Diablo Valley College, Contra Costa College and Los Medanos College since the recommendation was given to all three colleges).

A draft of the report was circulated to those involved in the accreditation response process. The Accreditation Steering Committee met on August 3 with the college president to discuss a draft version of the report and to provide input for the final version (Evidence SRP-5). A draft report was reviewed by the Faculty Senate Council, on September 7 and 14, 2010, Classified Senate Council on September 15, 2010, Management Council on September 8, 2010, Institutional Planning Committee on August 3, 2010, and the College Council, August 23, 2010 (Evidence SRP-6). Final changes to the draft report were made in August and early September, and the final report was submitted for review to the Contra Costa Community College District (CCCCD) Governing Board at its October 13, 2010, meeting to ensure submission to the Commission prior to the October 15, 2010, deadline. The draft version of the Follow-up Report was shared with the Associated Students of Diablo Valley College (ASDVC) Executive Board on August 24, 2010.

On June 29, 2010, the college president emailed the entire college to announce that she would be retiring, effective October 1, 2010 (Evidence SRP-7). On July 1, 2010, the district chancellor acknowledged the president's retirement in an email to everyone at DVC (Evidence SRP-8). In an email attachment, the chancellor outlined a recruitment timeline for hiring a new permanent president for DVC (Evidence SRP-9). This timeline

will result in the selection of a new college president by the end of April 2011, providing two months of overlap with the interim president. On July 14, the chancellor held an all college meeting at DVC to announce that she had selected Peter Garcia, current president of Los Medanos College (one of the three colleges in the Contra Costa Community College District – including Contra Costa College and DVC) as the acting president of DVC for the period October 1, 2010, through June 30, 2011. As such, this report was prepared while Dr. Judy Walters was president, but at the time of the site visit by the team and subsequent Commission action, Peter Garcia will be the interim college president.



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Judy E. Walters, Ph. D., President

## Statement of Report Preparation Evidence

SRP-1	January 29, 2010, Barbara Beno Letter
SRP-2	October 15, 2009, Show Cause Report October 23, 2009, Addendum to Show Cause Report December 17, 2009, Addendum to Show Cause Report
SRP-3	Institutional Planning Committee Charge and Function
SRP-4	Institutional Planning Committee February 1, 2010, minutes
SRP-5	Accreditation Steering Committee minutes, August 3, 2010
SRP-6	Minutes of constituent meetings for Follow-up Report review Faculty Senate, September 7, 2010, and September 14, 2010 Classified Senate, September 15, 2010 Management Council – September 8, 2010 ASDVC Executive Board meeting – August 24, 2010
SRP-7	June 29, 2010, President's email
SRP-8	July 1, 2010, Chancellor's email
SRP-9	College president recruitment timeline

## **Recommendation 1: Decision making roles**

**The team recommends that the college clarify the decision making roles of constituent groups in the establishment of the campus organizational structure and implement a participatory process to advance the mission and goals of the institution. (Standards: I.A.3, I.B.1, I.B.2, IV.A.1, IV.A.2a, IV.A.3, IV.B.2b)**

### **Background**

Summary of the Addenda

The college has clarified the decision making roles of constituent groups through the adoption or revision of key college procedures. One new procedure was adopted, DVC Procedure 1001.03 (College Council Evaluation) and the following procedures were revised in the fall of 2009: DVC Procedure 1001.01 (Process to introduce new and/or revised DVC Procedures), DVC Procedure 1001.02 (College Council function and membership), and DVC Procedure 1009.01 (College Governance) (Evidence 1.1). In addition, the college has also established and clarified roles for the following committees to improve the organizational structure that implements a participatory process to advance the mission and goals of the institution: College Council, Integration Council, Institutional Planning Committee and the Budget Committee (Evidence 1.2).

### **Resolution of the Recommendation**

The visiting team of November 3-4, 2009, recommended that DVC continue to work for the full implementation of the new organizational structure and that it ‘flesh out the reporting structure, and find all redundancies or omissions, evaluate the new model, and then perhaps modify functions. The college has fully implemented the new organizational structure. All committees have been established and procedures have been written and adopted to implement the new structure (Standard IV.A.3)

New Committees established

- Student Equity Committee (12/14/09)
- Institutional Effectiveness Committee (2/8/10)
- Equal Employment Opportunity Advisory Committee (2/22/10)
- Enrollment Management Committee (3/8/10)
- Facilities Committee (3/8/10)

New procedures adopted

- 1016.01 (Program Review Procedure) – January 25, 2010\*
- 1018.01 (Student Learning Outcomes and Achievement Procedure) – January 25, 2010 (Standard IV.A.2.b)
- 1010.01 (Integrated Planning) – May 17, 2010
- 4001.07 (Course Compliance Update) – February 22, 2010



4001. 08 (Program Revitalization and Discontinuance) – approved by the Faculty Senate Council on April 27, 2010 (Evidence 1.3), pending an information only review by the College Council as an academic and professional matter. After action by the College Council, the Faculty Senate president and college president will sit in consultation and finalize this procedure.

\*Templates for the Instructional Unit Program Review (IUPR), Student Services Program Review (SSPR) and Administrative Program Review (APR) were modified as a result of the evaluation process conducted in the spring of 2010.

In order to assist in the effort to locate any redundancies or omissions among the committees that comprise the organizational structure, and to evaluate the new structure, the college developed and distributed a collegewide survey to all employees and representatives of the Associated Students of Diablo Valley College (ASDVC) in May of 2010. The electronic survey was conducted primarily using Survey Monkey; however, hard copies of the survey were prepared and made available to employees who may not have ready access to a computer (per a request from classified staff). The survey was conducted during the period May 13-21 and resulted in 295 responses (with 599 comments), 288 from employees and seven from students (Evidence 1.4). The employee responses equal approximately 37 percent of all full-time employees, and approximately 20 percent of all full and part-time employees at DVC.

The collegewide survey asked 17 questions and provided the opportunity for respondents to comment on 11 of these questions. The results indicated that of 16 college committees listed in the survey, more than 50 percent of the respondents indicated their awareness of 14 of the 16 committees. Over 75 percent of respondents were aware of the four primary governance committees and councils (College Council, Budget Committee, Integration Council and Institutional Planning Committee).

Another question asked respondents whether they felt welcomed at committee meetings; in all cases at least 66 percent of respondents felt welcomed at the meetings of these committees. When queried about the number of committees on which they serve, respondents indicated:

Answer Options	Classified	Faculty	Management	Everyone
5 or more	0.0 percent	0.7 percent	9.1 percent	1.4 percent
3 or 4	0.0 percent	4.2 percent	27.3 percent	5.1 percent
1 or 2	41.2 percent	32.6 percent	33.3 percent	35.4 percent
0	58.8 percent	62.5 percent	30.3 percent	58.2 percent

Of 288 employees who responded to this question, 123 served on at least one collegewide committee. It is important to note that the survey did not ask respondents if they served on any constituency-based committees. The focus was only on the 16 collegewide committees.

A common theme throughout the 599 comments made by the survey respondents was the perception that DVC has too many committees, that the charges and functions of some of the committees seemed to overlap, and it was difficult to determine which committee was responsible for a particular task. Similar concerns were expressed in the annual committee Self Evaluation Forms completed by 12 of the 16 collegewide committees (Evidence 1.4). To address these concerns, the college president, executive assistant to the president, and the accreditation liaison officer met in early June to review the comments from: the visiting team’s November 2009 evaluation report (Evidence SRP-2); the survey comments (Evidence 1.4); and the annual Self Evaluation Forms (Evidence 1.5) with the intent of evaluating and clarifying the reporting structure among committees and councils locating all redundancies or omissions. In addition, modifications to the charge and function of several committees were proposed to address concerns about overlapping functions. The 2009 visiting team acknowledged that all committees are adopting a co-chair structure and recommended that the focus on membership continue to emphasize expertise.

The college president and the accreditation liaison officer brought recommendations to the Accreditation Steering Committee on August 3 to modify the charge/function and membership of certain committees to more clearly delineate their roles and reporting structure. (Evidence 1.6) After review by the Accreditation Steering Committee, these recommendations were forwarded to College Council on August 23, 2010, for discussion and dissemination to all constituent groups (Evidence 1.7). In order to respond to a request for increased involvement and transparency, the College Council established a task force consisting of the co-chairs of the four governance committees to review the recommended changes using the visiting team’s November 2009 evaluation report the collegewide survey results, the committee self-evaluations, and the individual committees’ responses to the recommended changes (Evidence 1.8). This task force reported back to College Council at its meeting of September 20, 2010. College Council made a final recommendation regarding the committee structure to the college president (Evidence 1.9).

The survey also asked respondents to consider all 16 collegewide committees when responding to the following questions. Responses were indicated using a Likert scale where 5 equals ‘Strongly Agree’, 4 equals ‘Agree’, 3 equals ‘Neutral’, 2 equals ‘Disagree’, and 1 equals ‘Strongly Disagree’. The table below indicates the average response for each question by constituent group.

The work of collegewide committees and councils has...				
Answer Options	Classified	Faculty	Managers	Everyone
been communicated regularly to the college community	3.53	3.37	3.94	3.45
improved the level of transparency and openness with respect to governance at DVC	3.40	3.36	3.84	3.41
been communicated to the college community through sources that are	3.50	3.33	3.74	3.40

easily accessible				
increased my knowledge of the roles of the collegewide committees and councils at DVC	3.21	3.32	3.71	3.34
contributed toward creating meaningful dialog at DVC	3.41	3.30	3.45	3.33
created a sense of inclusiveness at DVC	3.02	3.19	3.52	3.18

The college will continue its work in these areas. This is a significant accomplishment for DVC given the changes the college has made over the past three years. DVC will administer this survey annually to monitor progress in this area (Standard IV.A.5).

Each of the 16 collegewide committees was given the opportunity to ask a few survey questions that were specific to their committee. Eight of the 16 committees responded with questions. The results of these responses along with any comments were forwarded to each committee for review and appropriate action beginning in the fall of 2010.

To ensure that the college had strategic directions in place for the start of the 2010-2011 academic year, the college president expedited the process of determining strategic directions by soliciting recommendations from both the DVC Faculty Senate and College Council (Evidence 1.10) (Standard IV.B.2.b). These recommendations were forwarded to the college president for a final decision. The college president accepted the recommended strategic directions and, given the fiscal outlook for the next few years, added a strategic direction on diversifying college resources. These strategic directions for 2010-2011 were distributed to all employees via email on June 1, 2010 (Evidence 1.11). The college president shared these with the incoming president of ASDVC at a meeting held on June 28, 2010 (Standard I.B.2). The DVC Faculty Senate Council discussed the achievement gap and student success at their meeting on August 11, 2010. The Faculty Senate Council discussed action steps to be used in achieving these strategic directions (Evidence 1.12) (Standard I.B.1, IV.A.2.a). The Institutional Planning Committee developed objectives to meet the College's Strategic Directions at its August 16 meeting (Evidence 1.13). These objectives were forwarded to College Council, accepted at its September 13 meeting, and forwarded to the president. (Evidence 1.8) The president approved these objectives for 2010-2011, 2011-12, and 2012-13 and notified the college of the strategic directions, associated objectives, and change in timeline in an email dated September 16, 2010 (Evidence 1.14).

### **Additional Plans**

The college will continue to implement its revised governance and committee structure and will use the results of the collegewide survey and annual committee reports to make continuous improvements. The College Council will review the collegewide survey results and annual reports to improve the work being done by college committees. The college will use this first collegewide survey as a benchmark against which to measure future progress on this recommendation.

Program reviews will include action steps and will demonstrate how each unit's activities are aligned with and have promoted the college mission, values and strategic directions. In addition, all senior managers' goals, upon which they will be evaluated, include action steps, indicators of success and outcomes aligned to the strategic directions.

In preparation for the 2011 focused mid-term report, the college will be augmenting the membership of the Institutional Planning Committee with additional members of the college community to serve as the Accreditation Steering Committee.

### **Recommendation 1 Evidence**

- 1.1 College Procedures Manual
- 1.2 October 23, 2009, Addendum 1
- 1.3 April 27, 2010, Faculty Senate minutes
- 1.4 Collegewide committee survey
- 1.5 Collegewide committee annual reports
- 1.6 August 3, 2010, Accreditation Steering Committee minutes
- 1.7 August 23, 2010, College Council agenda
- 1.8 September 13, 2010, College Council minutes
- 1.9 September 20, 2010, College Council minutes  
Collegewide Committee Handbook
- 1.10 May 11, 2010, Faculty Senate minutes  
May 17, 2010, College Council minutes
- 1.11 June 1, 2010, President's message email
- 1.12 August 11, 2010, Faculty Senate minutes
- 1.13 August 16, 2010, Institutional Planning Committee minutes
- 1.14 September 16, 2010, President's Message

## **Recommendation 2: Collegewide Planning**

**The team recommends that the college develop and implement collegewide planning that is tied to the Strategic Plan, mission, and resource allocation that:**

- **Integrates all aspects of planning, evaluation, and resource allocation (Standards: IB.3, IB.4, II.A.1, II.A.2, II.B.1, II.B.4, II.C.2, III.A.6, III.C.2, III.D.1a, III.D.2g, III.D.3, IV.A.5, IV.2b)**
- **Is well defined, widely disseminated, and discussed through reflective college- wide dialogue (Standards: I.B.4, I.B.5, III.D.4, IV.A.2a)**
- **Includes faculty, staff, students, and administration from Diablo Valley College's main campus and its San Ramon Valley Center (Standards: I.B.4, II.A.1, II.B.1, II.C.1c, III.A, III.B, III.C, III.D, IV.A.1, IV.A.2, IV.A.3)**

### **Background**

#### Summary of Addenda

As part of the integrated planning work, the Leadership Council created an Integration Council on September 14, 2009 (Evidence 2.1). The Integration Council was created to promote broad collegewide dialogue on issues of general interest including evaluating resource requests from program reviews. They have been meeting regularly since October 16, 2009 (Evidence 2.2). The Integration Council established a subcommittee to develop a draft set of guidelines, including an operational rubric, to be used by the full Integration Council when prioritizing resource requests from both program reviews and collegewide plans (Evidence 2.3). These guidelines and procedures will be implemented and then evaluated for effectiveness in meeting the ACCJC Standards.

In addition to its other functions, on December 7, 2009, the Institutional Planning Committee reviewed, discussed and forwarded to the Integration Council, a DVC Procedure on Integrated Planning. After review at the January 29, 2010, meeting of the Integration Council, it was referred back to the Institutional Planning Committee for further work. It was then forwarded to College Council and approved at its May 17, 2010, meeting.

### **Resolution of the Recommendation**

The visiting team evaluated a draft version of the DVC integrated planning model and noted that the plan as presented would address many of the recommendations concerning planning. DVC Procedure 1010.10 (Integrated Planning) (Evidence 2.4) was initiated by the Institutional Planning Committee (Evidence 2.5) and forwarded to the College Council for discussion and action. The College Council recommended approval of the procedure to the college president on May 17, 2010 (Evidence 2.6) (Standards I.B.3, I.B.4, III.D, III.D.1.a, III.D.1.d). Although codified as a DVC procedure in May 2010, the college had been implementing this procedure since it was developed and agreed to as part of the preparation of the Show Cause Report. This procedure identifies the

Institutional Planning Committee as the body charged with overseeing the development, scheduling, coordination and validation of collegewide plans. The Institutional Planning Committee is a college governance committee with representation from all constituent groups as well as from the San Ramon Valley Center.

In the October 2009 Show Cause Report, DVC outlined a three phase approach to implementing the resource allocation component of the integrated planning model. This approach was predicated on the availability of one-time funds in 2009-10 (Phase 1) to be used to fund resource requests from program reviews and approved collegewide plans. Like most publicly-funded community colleges in California, Diablo Valley College faced a significant budget reduction as a result of enrollment caps mandated by the State of California. This budget reduction amounted to approximately \$5.2 million for fiscal year 2010-2011 (Evidence 2.7). As such, program reviews and collegewide plans that had been written anticipating the possibility of increased funds now had to be used to make decisions about either reducing or reallocating funds. Although this resulted in some frustration among members of the Integration Council (charged with reviewing and evaluating program reviews and collegewide plans and prioritizing resource requests) and the Budget Committee (charged with using recommendations from the Integration Council to develop a plan for reducing the college budget), the college continued to implement the model as planned. This turned out to be a good test of the planning model and it provided valuable feedback currently being used to improve the model and the program review templates for future use (Evidence 2.8) (Standards III.D, III.D.1.a).

With knowledge that the college budget would need to be reduced significantly, the college president and the accreditation liaison officer convened an all college staff development activity on January 20, 2010. Some 144 employees of the college attended an all-day staff development activity entitled 'Back to the Future II', designed to both educate the college community on the nature of the budget reductions facing the college as well as developing some ideas about how to reduce and/or reallocate resources while maintaining the mission of the college to serve students and promote student learning and achievement (Evidence 2.9) (Standards I.B.4, IV.A.1). The many comments from this activity were reviewed and used to develop a list of values and a separate list of ideas to be considered when making budget decisions (Evidence 2.10). In addition, the Faculty Senate Council prepared a document entitled 'Guiding the Budget Cuts: Feedback from the Faculty Senate' (Evidence 2.11). At the request of the college president, the accreditation liaison officer took these documents along with the approved 'Statement of Values' from the DVC Strategic Plan and developed a 'Synthesis of Values and Ideas' to help guide the college as it began to consider how to reduce both staffing and operating expenses. This 'Synthesis of Values and Ideas' was presented at the Budget Committee on March 12, 2010, at the Integration Council on March 12, 2010, and at the College Council on March 22, 2010 (Evidence 2.12).

Since 94 percent of the college budget is spent on costs related to personnel, it became clear that there would need to be staffing reductions. On May 20, 2010, the college president sent an email to the college community outlining her decisions regarding personnel and operating fund reductions (Evidence 2.7). This email clearly indicated that



the college president and her senior staff incorporated, to the extent possible, the values and ideas developed by the Integration Council (Evidence 2.8), information from the January 20, 2010 staff development activity, Back to the Future II (Evidence 2.9), guidelines prepared by the DVC Faculty Senate (Evidence 2.11, the college's statement of mission and values (Evidence 2.13), and collective bargaining agreements when making staffing reduction decisions. Staffing reductions that impacted academic managers were made in accordance with California state law which requires a notice of termination on or before March 15 of the calendar year (Standards III.A, III.A.6).

As an outcome of the evaluation and prioritization of the program reviews, the Integration Council (IC) drafted a document entitled 'Integration Council Recommendations to the College Council (Augmented with links to DVC Strategic Directions, Responsible Entities and ACCJC Standards, as appropriate)' (Evidence 2.14). This document outlines guiding principles used by the Budget Committee when evaluating how to make reductions and reallocations to the college's operating budgets. To ensure that the budget reduction/reallocation process was clear to all parties, the co-chairs from the Budget Committee and Integration Council met along with the accreditation liaison officer on February 18 and March 16 (Evidence 2.15) to review the IC recommendations and to draft a document entitled 'Budget Reductions for the 2010-2011 Fiscal Year Roles, Responsibilities, Recommendations and Decision Making' which was distributed to the entire college on March 17, 2010 (Evidence 2.16). This document provides background information describing why the college had to reduce its general operating budget by \$5.2 million for the 2010-2011 fiscal year. The document outlines the roles and responsibilities of the various components of the governance structure in developing recommended resource reductions to the college president. It also included a timeline and decision-making and recommending process for implementing these recommendations. This document provided the charge to the Budget Committee to make recommendations to reductions on operating funds (Evidence 2.17). The results of the collegewide survey conducted in May of 2010 indicated that respondents generally agreed that the work of college committees and councils had improved the level of transparency and openness with respect to governance at DVC (Evidence 2.18) (Standards IV.A.1, IV.A.3).

On April 20, 2010, after holding nine open meetings during the spring term (Evidence 2.19), the Budget Committee issued a report entitled 'Diablo Valley College Budget Committee Recommendation for Reducing Operating Funds for the 2010-2011 Fiscal Year' (Evidence 2.17). This report lists the charge of the Budget Committee, recommended reductions to operating funds for 2010-11, and the process used to develop the recommendations. The document also outlines expectations for how the operating fund reductions are to be implemented at the unit level and includes a requirement that each unit provide a brief report to the accreditation liaison officer that clearly describes how the unit: applied the results of the 09-10 program review to the development of their revised budget; linked their revised budget to the college mission, vision and/or strategic directions; and ensured that their revised budgets were developed in an open, transparent manner with the opportunity of input from all constituents in the unit (Evidence 2.20) (Standards I.B.4, II.A.1, III.D.3, IV.A.1). The Budget Committee's recommendations

only applied to operating fund reductions as the decisions about staffing reductions were made by the college president and senior staff members. It is important to reiterate that both staffing reductions (with the exception of academic managers) and operating fund reductions were based on the results of the Integration Council, the January 20 All College Focus group activity, information from the Faculty Senate and the overarching principles as articulated in the College's Values and Mission Statement (Evidence 2.7) (Standard III.A.6). The work of the Budget Committee was strongly endorsed by the college community as evidenced by the survey results (Evidence 2.21). The Budget Committee also completed a self evaluation which, along with the survey results, will be used to make improvements to the financial management processes in the current fiscal year (Standard III.D.2.g).

The visiting team recommended that specific action steps be taken from each manager's evaluation and used to outline an action plan for the implementation of the college's strategic plan. The use of action steps from each manager's evaluation would be a temporary way for the college to assess how well it had achieved its strategic directions for 2009-10. The college compiled the action steps from senior manager's evaluations for the 2009-10 strategic directions (from the approved strategic plan) and used them to evaluate the extent to which the college has accomplished those strategic directions (Evidence 2.22) (Standard I.B.3). The college annually reports to the Contra Costa Community College District Governing Board on its accomplishments towards the achievement of its Strategic Directions (Evidence 2.23) (Standard I.B.5). In May, the college president asked the DVC Faculty Senate to select two of the Strategic Initiatives from the Contra Costa Community College District (CCCCD) to serve as one of DVC's strategic directions for 2010-11 (Evidence 2.24). They selected strategic initiatives A 1.1, Increase the percentage of students who transfer to a variety of four-year institutions while narrowing the transfer gap across subgroups, and A 1.4 Increase the percentage of students who are proficient in Basic Skills while narrowing the proficiency gap across subgroups. These equate to DVC's strategic directions A.1-Assess student learning outcomes; A.2-Enhance student success; and A.3-Improve the progress of underrepresented students (Standard IV.B.2.b). The college has begun to take action towards achieving these strategic directions by establishing College Success Inquiry (CSI): Transforming Achievement for African American Students at DVC. The results of this inquiry will be used to reduce the achievement gap and is funded by the Basic Skills Initiative at DVC (Evidence 2.25).

The College Council asked its members to suggest additional initiatives (Evidence 2.26). They recommended the selection of DVC's Strategic Directions: D.5 Improve Organizational Effectiveness; and F.2 Involve stakeholders in decision making. All these recommendations were forwarded to the college president for a final decision and approval (Standard I.B.4).

The college president accepted these recommendations: the two from the Faculty Senate, and D.5 from College Council. The president chose an additional strategic direction, E.3 Diversify Funding, to address impending fiscal concerns. The college president then conveyed the 2010-2011 Strategic Directions to the entire college community in an email



dated June 1, 2010 thereby fulfilling the visiting team's recommendation that any new action plans that evolve out of the new governance structure be included to further augment the planning process (Evidence 2.27) (Standard IV.B.2.b). The Institutional Planning Committee subsequently developed objectives for achieving the 2010-2011 strategic directions at their meeting of August 16, 2010 (Evidence 2.28). The objectives were presented at the August 23 College Council meeting and accepted at the September 13, 2010 meeting (Evidence 2.9). In addition, program reviews will include action steps and will demonstrate how each unit's activities are aligned with and have promoted the college mission, values and strategic directions.

At their meeting of August 11, 2010, the Faculty Senate Council discussed specific action plans and strategies for achieving the college's strategic directions related to the achievement gap, transfer and basic skills (Evidence 2.30) (Standards I.B.4, IV.A.2.a).

### **Additional Plans**

The college will continue to implement the Integrated Planning and Resource Allocation Model and will evaluate the effectiveness of the model on an annual basis. For the fiscal year, 2011-2012, the college will move to Phase II of the college's allocation model as described in the original Show Cause Report. The Budget Committee has already started this process by requiring all units to review their budgets and how those funds are allocated among the various budget categories (Evidence 2.31). The intent is to ensure that funding categories accurately reflect where expenditures are made. This will make it easier for the Budget Committee to do a comparative analysis of expenditures across all units thereby promoting fiscal efficiency and ensuring that limited resources are being focused on student learning and achievement. These efforts will be codified in a revised DVC budget procedure, 5018.01, currently in development. This procedure will be consistent with the district's new allocation model and will be evaluated on a regular basis.

## Recommendation 2 Evidence

- 2.1 September 14, 2009, Leadership Council minutes
- 2.2 Integration Council Annual Committee Report
- 2.3 Integration Council task force rubric for ranking program reviews
- 2.4 DVC Procedure 1010.01
- 2.5 December 7, 2009, Institutional Planning Committee minutes
- 2.6 May 17, 2010, College Council minutes
- 2.7 May 20, 2010, President's message on Budget Reduction
- 2.8 Integration Council recommendations
- 2.9 January 20, 2010, FLEX sign-in sheets
- 2.10 Mohamed Eisa, Dean of Planning, Research, and Student Outcomes  
summary of January 20, 2010, FLEX outcomes
- 2.11 Faculty Senate, "Guiding the Budget Cuts" document
- 2.12 March 12, 2010, Budget Committee minutes  
March 12, 2010, Integration Council minutes  
March 22, 2010, College Council minutes
- 2.13 College Mission and Values statement
- 2.14 Integration Council recommendations with accompanying Accreditation  
Standards
- 2.15 February 16, 2010, minutes and March 16 Roles and Responsibilities  
documents from the co-chairs of the Integration Council and Budget  
Committee
- 2.16 March 17, 2010, President's message email
- 2.17 Budget Committee Report – Recommendations for Reducing Operating  
Funds for the 2010-2011 Fiscal Year
- 2.18 Collegewide survey, question 5, item 2
- 2.19 April 20, 2010, Budget Committee minutes
- 2.20 College unit reports
- 2.21 Collegewide, Budget Committee, survey results #9
- 2.22 Manager action steps towards the accomplishments of college strategic  
directions
- 2.23 October 2009, College Accomplishments towards District Strategic Goals
- 2.24 May 11, 2010, Faculty Senate minutes
- 2.25 College Success Inquiry Documents
- 2.26 May 17, 2010, College Council minutes
- 2.27 June 1, 2010, President's message email
- 2.28 August 16, 2010, Institutional Planning Committee minutes
- 2.29 August 23, 2010, College Council Minutes
- 2.30 August 11, 2010, Faculty Senate minutes
- 2.31 Budget Committee recommendations, page 6

## **Recommendation 3: Program Review**

**The team recommends that Diablo Valley College fully implement Recommendation 1 in the 2002 Accreditation Evaluation Report which states:**

- **Implementation of a uniform process of program review which includes direct evidence of student learning and is used to inform and influence planning and resource allocation and leads to improvements in programs and services. (Standards I.B.3, I.B.4, II.A.1, II.A.2, II.B.1, II.B.4, III.A.6, II.C.2, III.D.1a, IV.A.5, IV.B.2b)**

### **Background**

#### Summary of Addenda

Both addenda address the implementation of the revised program review process. Specifically, 45 Instructional Unit Program Reviews (IUPR), 14 Student Services Program Reviews (SSPR) and 15 Administrative Program Reviews (APR) were prepared for 2009-2010. Workshops on the revised IUPR process, including validation, were ongoing during the fall 2009 term. The revised APR process was approved by Management Council on December 9, 2009, and was immediately implemented (Evidence 3.30). Validation teams were established for both the IUPRs and the APRs during the fall term. Validation teams had already been established for the SSPRs. The college president decided to postpone the APR for the vice president of instruction for one year. This was done to allow the results of the first run of the revised IUPR process to inform the administrative program reviews for the instructional division offices and hence the APR for the vice president of instruction.

### **Resolution of the Recommendation**

At the beginning of the fall 2009 term, DVC began implementing its revised Instructional Unit Program Review (IUPR) process for all instructional units. In addition, student services units continued to implement their well established program review process with minor modifications for continuous improvement. The Administrative Program Review (APR) process was officially revised on December 9, 2009, and was used in the 2009-10 Administrative Program Review process. Data was collected and analyzed and used in the revised templates. Essential data was provided by the Research Office, the Instruction Office and Student Services units.

The implementation of the revised IUPR process was successful. By November 24, 2009, 45 IUPRs (21 cumulatives and 24 annuals) were submitted to the vice president of instruction's office (Standards II.C.1.a, II.C.2). One IUPR was not submitted and one other was found to be incomplete in the validation process. As a result neither of these instructional units was considered for any resources in the Perkins Grant Funding allocation process (Evidence 3.1). The implementation of the revised IUPR process, including the validation process, strengthened the link between program reviews and

resource allocation, enhanced communication both within and between instructional units and helped the college's instructional units to focus on student learning and achievement by requiring direct evidence of student learning and achievement in the instructional unit program reviews as recommended by the visiting team (Standard II.A.1). Further the validation process ensured that all instructional unit program reviews provided evidence that each instructional unit was updating its curriculum according to the agreed schedule as recommended by the November 2009 visiting team (Evidence 3.2) (Standard II.A.1). The revised IUPR and SSPR processes assure that the quality and improvement of all instructional courses and programs and student services programs are an integral component of these processes (Standard II.A.2).

There were five comprehensive and nine annual Student Services Program Reviews for 2009-2010. There were three comprehensive and 12 annual Administrative Program Reviews in 2009-2010. All of the program reviews enable the college to institutionalize its continuous improvement process (Standard I).

In September 2009, the college was required to make one-time cuts to the 2009-2010 budget. The college chose to use one-time only funds for these cuts. Consequently, there were no one-time funds available to allocate to the Integration Council (Evidence 3.3). DVC had planned to use approximately \$300,000 (Evidence SRP-1) in one-time funds to support the implementation of the revised integrated planning and resource allocation process in 2009-10 (Phase 1 as identified in the Show Cause Report). As such, program reviews and collegewide plans were written with an eye toward identifying and justifying (through links to student learning, college strategic directions, and mission) the allocation of these additional resources. Unfortunately, due to unanticipated budget reductions, the college found itself with no additional, one-time, unencumbered financial resources to fund additional needs that were identified in either program reviews or collegewide plans.

All IUPRs were reviewed and validated as part of the revised program review process (mutually agreed upon in spring 2009). SSPRs were reviewed and validated using the existing process (received a commendation from the 2008 comprehensive visiting team) (Standards II.B.1, II.B.4). APRs were reviewed and validated using the process approved on December 9, 2009. Once all program reviews were validated, the program reviews and the Technology Master Plan (the only collegewide plan with resource requests) were provided to the members of the Integration Council (IC) for review, discussion and ranking as recommended by the November 2009 visiting team (Evidence 3.4).

Prior to evaluating the program reviews and collegewide plan, the Integration Council established a sub-committee to develop a template and rubric to be used during the evaluative process. (Evidence 3.5) The template and rubric were developed based on prioritizing needs and requests for additional resources and unfortunately had limited usefulness as a ranking tool when it became clear that no additional resources would be available for allocation. As indicated earlier, there were no additional resources to allocate; in fact, the college had to reduce and reallocate existing resources. As such, the IC had to decide how to use the information contained in the program reviews and collegewide plans in order to develop meaningful recommendations that would allow the

Budget Committee (BC) to develop a plan for reducing and reallocating operational resources. After two joint meetings between the co-chairs of the IC, the co-chairs of the Budget Committee and the accreditation liaison officer (Feb 18 and March 16) a strategy to delineate the roles and responsibilities for the budget reduction process was prepared entitled: 'Budget Reductions for the 2010-2011 Fiscal Year Roles, Responsibilities, Recommendations and Decision Making' (Evidence 3.6). This document was shared with the entire college in an email from the college president dated March 17, 2010 (Evidence 3.7).

The Integration Council decided to evaluate all program reviews and the Technology Master Plan and look for common areas of critical need where operational funding should not be reduced. After extensive discussion, the Integration Council developed a series of recommendations based on the program reviews and the Technology Master Plan (Evidence 3.8) (Standards III.C, III.C.2). These recommendations focused on priorities for program resource preservation and also identified critical program issues that merited in-depth analysis to determine appropriate future funding allocations and were tied to the college's strategic directions as well as the ACCJC Standards (Evidence 3.9). The co-chairs of the Integration Council presented these recommendations at open meetings before the Budget Committee and College Council (Evidence 3.10). The Budget Committee used these recommendations when developing its recommendations for reducing operating funds for the 2010-2011 fiscal year.

Although not designed for budget reallocation or reduction, the information in program reviews was the basis for recommendations from the Integration Council. Specific resource allocation recommendations (based on program reviews) were made in the areas of workforce development and basic skills as these areas both had categorical funds available which were restricted to their particular areas. In the case of workforce development, instructional units in career technical education prepared proposals for funding which were evaluated and ranked using program reviews, unit plans and recommendations from the Integration Council (Evidence 3.11). For Basic Skills Initiatives, DVC's Foundations for College Success (FCS), instructional and student services units prepared proposals for funding which were evaluated based on the direct impact on students, student learning outcomes, program review and department/area priority, FCS strategic initiatives and a plan to institutionalize the project (Evidence 3.12).

In response to the State mandated workload reduction, the college reduced its schedule of course offerings. After its reduction, the college still had a four million dollar imbalance between projected revenue and expenses. With 94 percent of the college budget devoted to salaries and benefits, it became obvious that staffing reductions would be required. At the Budget Committee meeting of February 26, 2010, the college president requested input from the Budget Committee on the allocation of the projected 2010-2011 major funding categories (Evidence 3.13). The president proposed reducing non-faculty staffing by 15 percent. Doing so would account for all but approximately \$714,000 of the four million dollar imbalance. The remainder would be handled through a

commensurate reduction in unit operating funds. The Budget Committee discussed, but did not alter the president's proposal.

Due to confidentiality and issues surrounding collective bargaining agreements, decisions regarding staffing reductions are the purview of the college president and senior administrators. Using the values and ideas from the Integration Council, information gathered at a January 20, 2010 all college focus activity ('Back to the Future II'), information from the faculty senate, and the overarching principles articulated in the college's statement of values and mission statement in the college strategic plan, the college president, in conjunction with senior staff members developed a list of positions that would be eliminated (Evidence 3.14). Staffing reductions that impacted academic managers were made in accordance with California State law which requires a notice of termination on or before March 15 of the calendar year.

This left a deficit of \$714,000 to be made up by cuts to operating funds. The Budget Committee evaluated a number of possible combinations of cuts to operating funds using information drawn from recommendations from the Integration Council, the Synthesis of Values and Ideas, and input received from individuals attending Budget Committee meetings (Evidence 3.15). After recommending targeted cuts, the Budget Committee developed a sliding scale of reductions to operating funds that reflected the results of program reviews, the Synthesis of Values and Ideas and the college mission statement (Evidence 3.16). Instructional and student service units with direct services to students were to reduce by 11.35 percent, collegewide support services were to reduce by 17.15 percent, and administration was to reduce by 22.22 percent. The Budget Committee then developed implementation guidelines for all units that mandated linking reductions to program reviews. In addition, each unit was instructed to prepare a brief report for the accreditation liaison officer that clearly described how the unit:

- Applied the results of the 09-10 program review to the development of their revised budget;
- Linked their revised budget to the college mission, vision and/or strategic directions;
- Ensured that their revised budgets were developed in an open, transparent manner with the opportunity for input from all constituents in the unit.

Evaluation of the program review process occurred for the APR, SSPR and IUPR. Embedded into the IUPR template were questions on the utility of the templates and an area for recommendations to improve both the templates and the process. A survey was sent to all faculty members who served on IUPR validation teams asking them for their views on both the process and forms (Evidence 3.17). In addition, the Integration Council also provided recommendations for improving both the process and templates. Since this is an academic and professional matter, this information was reviewed by a joint task force of the DVC Faculty Senate and the administration which made recommendations for improvement. These recommendations were discussed and approved at a meeting of the Faculty Senate Council on May 25, 2010 (Evidence 3.18).



Evaluation of the SSPR template and process involved meetings of the Student Services Validation Committee and included evaluation of recommendations for improvement from the Integration Council. At their March 9, 2010, meeting the Student Services Validation Committee recommended changes to the SSPR templates and process (Evidence 3.19). These recommendations were accepted by the Vice-President of Student Services and are slated to be implemented in academic year 2010-2011 (Evidence 3.20). There was a conscious effort on the part of the SSPR evaluation team to align the summary document with that being used in the IUPR process in order to facilitate review and evaluation by the Integration Council.

The evaluation of the APR process and template included written comments from the APR validation team (Evidence 3.21), recommendations from the Integration Council, as well as discussions among managers at Management Council and President's Staff meetings (Evidence 3.22). As a result of feedback obtained from the initial use of the IUPR process in 2009-10, the Instructional Deans have proposed modifications to the Administrative Program Review templates in order to more accurately track and reflect the work done in the instructional division offices (Evidence 3.23).

The modified program review process and templates for all program reviews will be used in academic year 2010-2011 and will be evaluated again at the end of the spring 2011 term. In spring 2010, the Institutional Effectiveness Committee (IEC) prepared a draft summary sheet for all program reviews which will be circulated for comment and possible adoption during the fall 2010 term (Evidence 3.24).

During the process of implementing the improved program review process, the college was also working to codify the process in the form of a DVC procedure. On February 22, 2010, the College Council adopted DVC Procedure 1016.01 (Program Review) (Evidence 3.25). This procedure ensures that the college will conduct annual program reviews and periodic comprehensive/cumulative program reviews. It specifies the procedure for each of the three program reviews and describes the process for ranking resource requests from program reviews. Finally, the procedure specifies that the Institutional Effectiveness Committee conduct a review of the program review process at least once every two years to ensure continuous quality improvement.

The college implemented its improved program review processes through the Integration Council, Budget Committee and College Council. This improved process successfully linked program reviews with resource allocation (or reallocation) and program improvements with the college budget and strategic planning as recommended by the November 2009 visiting team (Standard I.B.3). In addition, program review processes for administrative, student services and instructional units were evaluated at the end of the spring 2010 term. Modifications were made and are being implemented in the current academic year for both instructional and student services program review as part of the college's commitment to continuous improvement (Standards I.B.4; I.B.6; I.B.7). Administrative program reviews will continue to use the process established for 2009-10 while undergoing further evaluation.

Program reviews were used in the resource allocation decisions in the selection of full-time faculty positions open for recruiting in the fall 2010 term. The decision about which positions to fill was made through the college's full-time hiring process (internally referred to as the 'Box 2a process') (Evidence 3.26). Integral to this process was the evaluation of IUPRs for instructional units that were requesting full-time faculty positions. (Standards III.A, III.A.6).

### **Additional Plans**

The college will continue its institutionalized program review process (Evidence 3.27). This year, all instructional units will conduct either a cumulative program review (if not done last year) or an annual program reviews (if a cumulative program review was done last year). These IUPRs will be done using the improved templates (based on feedback obtained during the last year) with questions specifically directed to consider how the unit would implement reductions to operating funds and staffing (Evidence 3.28). Student services areas will continue to conduct comprehensive and annual program reviews according to their established schedule using an updated template (Evidence 3.29) (Standards II.B.1, III.B.4). The template for the APR process has been revised based on feedback from last year's process. This revised template will be approved by President's Cabinet, and used for 2011-2012. All program review processes are evaluated annually as part of the college's commitment to continuous improvement.



## Recommendation 3 Evidence

- 3.1 Kim Schenk's email
- 3.2 Link to Instructional Unit Program Review Curriculum update schedule
- 3.3 September 16, 2009, President's email regarding one-time cuts
- 3.4 Program Review validation forms
- 3.5 Integration Council program review template and rubric
- 3.6 Budget Reduction for the 2010-2011 Fiscal Year Roles and Responsibilities document
- 3.7 March 17, 2020, President's message email
- 3.8 Integration Council recommendations
- 3.9 Integration Council recommendations with Accreditation Standards referenced
- 3.10 March 23, 2010, Budget Committee minutes  
March 22, 2010, College Council minutes
- 3.11 Workforce Development guidelines
- 3.12 Basic Skills Initiative-Foundation for College Success Spring 2010 Application for Funds
- 3.13 February 26 Budget Committee minutes with Attachment A
- 3.14 May 20, 2010, President's message email
- 3.15 Budget Committee Recommendation for Reduction Operating Funds for the 2010-2011 Fiscal year, pages 5-7
- 3.16 Synthesis of Values and Ideas document
- 3.17 Instructional Unit Program Review survey results
- 3.18 May 25, 2010, Faculty Senate Minutes
- 3.19 March 9, 2010, Student Services Validation Committee minutes
- 3.20 July 14, 2010, email from Donna Floyd
- 3.21 February 26, 2010, Ann Patterson email
- 3.22 October 28, 2009 and August 4, 2010 President's Cabinet meeting minutes  
November 11, 2009 Management Council minutes
- 3.23 June 30, 2010, Instructional Dean meeting minutes
- 3.24 May 11, 2010, Institutional Effectiveness Committee meeting minutes
- 3.25 February 22, 2010, College Council meeting minutes
- 3.26 Box 2A process
- 3.27 Administrative Program Review Schedule
- 3.28 Instructional Unit Program Review revised template
- 3.29 Student Services Program Review revised template
- 3.30 December 9, 2009, Management Council meeting minutes

## **Recommendation 7: Communication and Collaboration**

**The team recommends that the college further improve communication to increase collaboration across organizational structures by promoting transparent decision making, honest dialogue and widespread dissemination of internal college documents. (Standards: III.B.2b, III.C, III.C.2, III.D.1a, III.D.1d, IV.A.1, IV.A.2, IV.A.2b)**

### **Background**

#### Summary of the Addenda

The college has taken a number of steps to ensure that the changes to the governance and committee structure have been widely shared, including the following:

- Open forums held by the college president and the accreditation liaison officer on October 2 and October 7, 2009.
- Presentations with all constituent groups were held in the fall term: ASDVC on November 10, 2009; Classified Senate on November 12, 2009; and on November 6, 13, and December 4, the vice president of finance and administration gave presentations to the Budget Committee and guests to help educate the college community about how community colleges in general and DVC in particular are funded.
- Hard copies of agendas and minutes for key governance committees/councils were archived in nine key locations (eight on the Pleasant Hill Campus and one at the San Ramon Valley Center). Electronic copies are available on a shared internal drive.
- The college Staff Development office prepared and distributed handouts on effective participation, parliamentary procedure and open meeting laws.

### **Resolution of the Recommendation**

The visiting team urged ‘college leaders and pioneers to consistently demonstrate their commitment to inclusion, honesty, transparency and good communication’. To ensure that the college community is informed of upcoming meetings and encouraged to participate, meeting dates, times and locations for all college committees, councils and task forces as well as all constituency-based committees and staff development activities are posted to a publically-accessible, web-based calendar at:

[http://www.dvc.edu/faculty/calendar.htm?action=list&cid=Campus percent20meetings](http://www.dvc.edu/faculty/calendar.htm?action=list&cid=Campus%20meetings).

In addition, agendas and minutes for the college-committee meetings are available on a shared computer drive (available both on-campus and off-campus) and are distributed by email. Hard copies of these minutes were placed in nine key locations (eight on the Pleasant Hill Campus and one at the San Ramon Valley Center). All collegewide committees that met more than twice in the 2009-10 academic year completed an internal committee evaluation form summarizing their accomplishments, identifying major obstacles with the committee function, recommending changes to the committee

charge/function, recommending changes to improve the committee efficiency, changes to the committee representation/composition and a list of goals for the upcoming year (Evidence 7.1). The evaluation forms were distributed widely and are being used by the College Council as part of their annual evaluation of the college governance and consultation model. The evaluation forms were also used by the college president and the accreditation liaison officer, along with the results from the annual college survey of committees to develop recommended modifications to the college committee structure as recommended by the visiting team. Several committees were created late in the spring semester and as such met only once instead of at least two times as planned. These committees will complete an internal committee evaluation form at the end of the 2010-2011 academic year.

During the period May 13-20, the college administered a collegewide survey to gather information on the governance and committee structure. All 16 of the existing college committees were encouraged to submit key questions to be incorporated in the survey. The responses to these questions provided information used by the committees as they evaluated their performance and assisted in developing their plans for the upcoming year. Eight of the 16 committees actually submitted questions for the survey. Because the survey was taken so late in the spring term, most of the committees had already completed their annual evaluation forms prior to receiving the results of the collegewide survey. Those committees will be evaluating the survey results in the fall term and making modifications to their goals as needed. The results of the 295 collegewide survey responses (including 599 comments to eleven of the survey questions) have been posted to the DVC intranet for access by all employees. Analyses of these results include:

- The college is generally aware of the 16 collegewide committees. Responses ranged from 95 percent being aware of the Budget Committee (Standard III.D.1.d) to less than 50 percent for the Equal Employment Opportunity Committee and the Student Equity Committee. It should be noted that these last two committees were created by the dissolution of the Cultural Diversity Committee during the spring 2010 term. This may be the reason why these two committees scored so low on awareness.
- Respondents were asked to indicate whether they felt welcomed at meetings of the college committees. The Budget Committee received the highest positive response with 86 percent of respondents indicating they felt welcomed (Standard III.D.1.d). In general people felt welcomed at the college committee meetings.
- A significant majority (72 percent) feels that DVC has too many committees and councils. None of the existing committees recommended that they be abolished. This issue was addressed by the college president and the accreditation liaison officer at the Fall 2010 convocation (Evidence 7.2). It may be that the increase in communication from the existing committees has given the impression that the college has significantly increased the number of college committees. This topic will be re-evaluated in the next collegewide survey and annual reports from the collegewide committees in the spring of 2011.
- Email is the preferred source to learn about the activities of committees and councils (71 percent) followed by conversations with colleagues (37 percent), committee meetings (23 percent) and the intranet (14 percent). Other less

preferred sources include constituent group meetings. The use of hard copies in binders was used by 6 percent of respondents; however, a review of the sign-up sheets on these binders did not reveal any use during the year. Because of this apparent inconsistency, the college will continue to maintain hardcopies of agendas and minutes but reduce the number of locations to three (two at Pleasant Hill and one at SRVC) (Standards III.C, III.C.2).

The remaining questions used a Likert scale for responses where 5 equals strongly agree, 4 equals agree, 3 equals neutral, 2 equals disagree and 1 equals strongly disagree. The average Likert scale responses to the statement, “The work of collegewide committees and councils...” are as follows:

- Created a sense of inclusiveness at DVC – 3.18
- Improved the level of transparency and openness with respect to governance at DVC – 3.41
- Increased my knowledge of the roles of the collegewide committees and councils at DVC – 3.34
- Contributed toward creating meaningful dialog at DVC – 3.33
- Been communicated regularly to the college community – 3.45
- Been communicated to the college community through sources that are easily accessible – 3.40

The survey results seemed to indicate that the respondents view the work of the collegewide committees favorably. Considering these are the responses after the first year of implementing significant changes to the governance and committee structure, a favorable response, is positive (Standard IV.A.1). Specific questions were asked about College Council, Integration Council, Budget Committee, Institutional Planning Committee, Foundations for College Success Committee, Collegewide Staff Development Committee, Sustainability Committee, and the Information Technology Committee. Although these questions were more specific to the charge/function of the individual committees, in general, responses to these questions were slightly more positive than those listed above. The 599 comments to the survey will be used by the various committees to make improvements during this next year. The college will use the first survey as a benchmark and resurvey the college next spring. The results will be compared and will be used to evaluate the effectiveness of any changes. The college will administer a similar survey annually as part of the ongoing effort to promote continuous improvement. The Institutional Effectiveness Committee will be responsible for evaluating the survey results and administering the survey annually. The IEC will also periodically review the survey instrument and make modifications as needed for continuous improvement.

With the proliferation of individual web pages for departments, programs and divisions, the director of marketing and communication developed a central repository of all communications (newsletters and announcements). This web site ([www.dvc.edu/communications](http://www.dvc.edu/communications)) will be used to facilitate the communication of information of general interest to the college community as a whole including student

success announcements and the college's Newsmakers (Evidence 7.3) (Standard III.C). In addition, the college is reaching out to students with social networking. The Marketing and Communications Department maintains a Facebook page and Twitter to convey information of general interest to students.

(<http://www.facebook.com/pages/Pleasant-Hill-CA/Diablo-Valley-College/36613561655>) ([http://twitter.com/dvc\\_updates](http://twitter.com/dvc_updates))

The Financial Aid Department also maintains a Facebook site to provide information on how to apply for financial aid, <http://www.facebook.com/dvcfinaid>. The San Ramon Valley Center maintains a Facebook page, (<http://ja.jp.facebook.com/DVCSanRamon?v=wall&viewas=0>).

In order to ensure that new employees are informed of the governance and committee structure, the visiting team recommended that the college provide training to all new faculty members. The college has expanded this to include all new employees by incorporating governance and committee training for new full-time faculty through the faculty orientation program entitled Nexus and for part-time faculty through staff development activities (Evidence 7.4). The Classified Staff Development Committee recommended that training for all new classified staff be provided by the college human resources staff at the time of hiring with assistance from the accreditation liaison officer (Evidence 7.5). The Management Staff Development Committee will provide training to all new managers through the newly created Administrators Sharing Knowledge (ASK) program (Evidence 7.6).

On July 19, the newly elected Classified Senate president and vice president emailed all classified staff and managers at DVC with the Classified Senate meeting schedule for the upcoming 2010-2011 academic year (Evidence 7.7). All meeting dates, times and locations will be entered into the DVC meeting calendar web page. In addition, the Classified Senate leadership has also established a classified blog and a Facebook page (to promote communication among classified members). They have also developed a survey through which classified members can provide input on goals for the classified senate for the upcoming year (Evidence 7.7).

The August 12, 2010, all college convocation was held in the Performing Art's Center with an introduction of the 2010 ASDVC president and speeches from the Classified Senate President, Faculty Senate President, and college president (Evidence 7.8). Also on the agenda, the college president and the accreditation liaison officer presented an update on DVC's accreditation status including an outline review of this Follow-Up Report (Evidence 7.2). The presentation was attended by approximately 200 people. A question and answer period followed the presentation. At the convocation, the Faculty Senate and Classified Senate invited the ASDVC Executive Board to join them in a fall meeting of the senates (Evidence 7.9). The August 25 edition of the Faculty Senate *Forum* included the texts of all of the speeches presented at the 2010 Convocation (Evidence 7.10).

On June 29, 2010, the college president emailed the entire college to announce that she would be retiring, effective October 1, 2010 (Evidence 7.11). On July 1, 2010, the

district chancellor acknowledged the president's retirement in an email to everyone at DVC (Evidence 7.12). As an attachment to this email, the chancellor outlined a recruitment timeline for hiring a new permanent president for DVC (Evidence 7.13). In addition, the chancellor announced an all college meeting to be held on July 14 at DVC.

On July 14, 2010 the district chancellor held meetings at DVC, one with vice presidents, one with Management Council, executives with Faculty Senate and Classified Senate, and another, open meeting for the entire college, to announce her decision to appoint Peter Garcia, the current president of Los Medanos College, as the acting president of DVC, effective October 1, 2010. The chancellor also outlined her timelines for hiring a new, permanent college president. The chancellor made it clear that a new, permanent college president must be hired by the end of April 2011, to allow sufficient time for overlap and a transition prior to the new president taking over on July 1, 2011. The chancellor followed-up with an email announcement to everyone at DVC on July 15 (Evidence 7.14). On August 25, 2010, the chancellor held an open forum at DVC to take input on items to be considered when advertising for a new college president (Evidence 7.15).

### **Additional Plans**

The college will administer a survey, similar to the collegewide survey conducted in May of 2010. The survey will be administered in March 2011 to allow committees time to review the results and incorporate them into their annual reports. The college will continue to use electronic media for announcing meeting days and times as well as for communicating agendas and minutes from committee meetings. Due to the relatively low response on the hard copies as a primary source of information, the college will reduce the number of hard copy locations from nine to three (two at the Pleasant Hill campus and one at the San Ramon Valley Center). Based on results from the collegewide survey and the committee annual reports, the college will establish a process in which the results of the collegewide survey and the committee annual reports will be evaluated and used to fill in gaps and clarify overlaps between committees. DVC will continue to inform the college community about upcoming events through a variety of media, primarily electronic, but including posting hardcopy announcements and flyers as appropriate.

## Recommendation 7 Evidence

- 7.1 Collegewide committee annual reports
- 7.2 August 2010, All College Convocation presentation
- 7.3 July 7, 2010, email from Chrisanne Knox, Director of Marketing & Communication
- 7.4 Nexus agendas and fall staff development activities
- 7.5 May 5, 2010, Classified Staff Development meeting minutes
- 7.6 ASK mentor program email from Chrisanne Knox
- 7.7 July 19, 2010, Coleen Lento's, Vice President of Classified Senate, email
- 7.8 August 2010, All College Convocation flyer and speeches
- 7.9 August 9, 2010, email from Faculty Senate President
- 7.10 Faculty Senate *Forum*
- 7.11 June 29, 2010, President's message email
- 7.12 July 1, 2010, chancellor's email
- 7.13 College president recruitment timelines
- 7.14 July 15, 2010, chancellor's email
- 7.15 August 17, 2010, chancellor's email re August 25, 2010 meeting with college



## **District Recommendation 8: Resource Allocation**

**The team recommends that in order to improve its resource allocation process, the District should expedite development of a financial allocation model, including the following (Standards III.C.1, III.D.1a, III.D.2a, III.D.3, IV.B.3c):**

- a) the model as a whole;**
- b) funding for adjunct faculty in a way that will support the District and college intentions to increase student enrollment; and**
- c) technology funding.**

### **Resolution of the Recommendation**

#### **Background**

Summary of the Addenda

The district and college identified the development of a new allocation model as a need in the 2008 accreditation self-study for Diablo Valley College. The visiting team at that time agreed. For the 2009-10 academic year, the district implemented a new formula for funding adjunct faculty and incorporated into the budget new funding for technology with a plan for funding technology in the future (Evidence 8.1). All of the work for the development and implementation of the new allocation model was completed in the fall of 2009 and the spring and summer of 2010.

The district's established participatory governance process was used in developing the allocation model and the accompanying policies and procedures. During the fall of 2009, district staff worked with the college leadership to discuss details of California State Senate Bill 361 (SB361) which laid out the foundation for state funding allocations to all California community colleges. A draft SB 361 allocation simulation and a financial allocation model proposal were developed by the vice chancellor for administrative services (VCAS), and two consultants. The proposal included implementation issues and four strategies for implementing the SB 361 allocation model. The chancellor of the Contra Costa Community College District, VCAS, and the two consultants reviewed the proposal and simulation with the leadership at each college on the following dates:

- November 12, 2009 – Contra Costa College (Evidence 8.2)
- November 16, 2009 – Diablo Valley College and Los Medanos College (Evidence 8.2)
- On November 10, 2009, the VCAS met with the District Governance Council (DGC) to educate and gather input on the principles of SB 361. Members of DGC were asked to develop values and principles they would like to see in the new allocation model (Evidence 8.3).

The feedback and suggestions, as well as issues from the college leadership, were documented into an implementation issues document. The constituent groups of DGC



were given a presentation, the proposal, and simulation at the December 1, 2009, meeting (Evidence 8.4). The members of DGC were requested to review and share this information with their respective constituent groups and bring back feedback to the DGC meeting on January 26, 2010. Staff gave a presentation to the Governing Board on December 9, 2009, summarizing the SB 361 principles, the rationale for using the model, and the impact (Evidence 8.5).

### **Resolution of the Recommendation**

Throughout fall 2009, spring 2010, and a portion of the summer of 2010, the VCAS provided the leadership, through the Chancellor's Cabinet, to complete the development and implementation of the district's new financial allocation model. The district engaged the services of two experienced consultants on financial planning models to assist in the development of the model. An inclusive process was used in developing and implementing the model because of the extent to which the model would change the way the district conducted its business. The new model would contain elements (values, principles, formulas) that required explanation and consensus.

At the January 26, 2010, DGC meeting, staff received feedback from the DGC. The DGC endorsed the general principles of the SB 361 model with a request that concerns expressed at DGC be solved for the colleges by May 1, 2010, and reported to DGC at the May meeting (Evidence 8.7). Once input had been received from the DGC in January 2010, the revision of the relevant budget procedures (Business Procedures 18.01, 18.02 and 18.03) to implement the new funding model began. During February, staff developed a financial simulation to start projecting the Tentative Budget and budget reductions for FY 10-11.

The simulation (Evidence 8.8) was shared with the college business officers and reconciled to the college budgets through individual meetings and phone calls with the business officers. In February, the process began to develop the FY 10-11 Tentative Budget based on the SB 361 allocation model. In March, revisions to the simulation were made based on budget assumptions and resolution of how assessments for centralized services and regulatory costs were displayed (Evidence 8.9).

In the spring of 2010 annual budget forums were held at each district location for all employees, the new allocation formula was presented (Evidence 8.10). Employees in attendance were given an opportunity to interact with the chancellor and district finance staff on details of the new model.

The following updates were given to DGC:

- February 16, 2010 – staff addressed funding of transition subsidy (Evidence 8.11)
- March 23, 2010 – staff updated DGC on the progress of the business procedures for the new model and conducted a discussion on the assessments for centralized services (Evidence 8.12)

- April 20, 2010 – staff introduced the Frequently Asked Questions (FAQs) document to address concerns raised by the colleges and concerns brought to the January DGC meeting. Staff also updated the DGC on principles of SB 361 in preparation for the Tentative Budget (Evidence 8.13).

During the spring of 2010, Business Procedure 18.01 The Contra Costa Community College District General Fund Budget was revised to reflect new business procedures for budget development as a result of the new model. Business procedure 18.02 was revised and changed from Guidelines for College Operating Budget Allocations to Parameters for Budget Development and Preparation. Business Procedure 18.03 Guidelines for College Classified Staffing (Evidence 8.14) was eliminated, as it was no longer relevant because college funding is not allocated on a per Full Time Equivalent Student (FTES) basis, not by personnel classification. All changes were vetted extensively through shared governance processes as noted below:

- March 23, 2010 – The Cabinet was given Business Procedures 18.01, 18.02, 18.03 and feedback was requested at the April 27, 2010, Cabinet meeting (Evidence 8.15).
- April 20, 2010 – The first draft of Business Procedures 18.01, 18.02 and 18.03 were vetted through DGC. Concerns were expressed for additional revisions (Evidence 8.13).
- April 27, 2010 – The Cabinet requested revisions to Business Procedures 18.01, 18.02, and 18.03 and approval was given to include on the May 18, 2010, DGC agenda (Evidence 8.16).
- May 11, 2010 – The Cabinet reviewed Business Procedures 18.01, 18.02, and 18.03 and requested additional revisions (Evidence 8.17).
- May 13, 2010 - The chancellor and VCAS consulted with presidents of the college Academic/Faculty Senates on Business Procedure 18.01 as an academic and professional matter. Agreement was reached on minor changes to the document. 18.01 (Evidence 8.18).
- May 18, 2010 – The DGC reviewed changes requested on Business Procedure 18.01 (revised), 18.02 (revised), and 18.03 (deleted) (Evidence 8.19)
- June 21, 2010 – The DGC reviewed Business Procedure 18.01 with changes from the previous meeting and the Academic Senate (Evidence 8.20).
- June 22, 2010 – The Cabinet agreed to move Business Procedure 18.01 forward for approval (Evidence 8.21).
- June 30, 2010 – Business Procedure 18.01 was presented to the Governing Board for a first reading with official action to be taken at the July 28, 2010, Board meeting (Evidence 8.22).
- July 28, 2010 – Business Procedure 18.01 was presented to the Governing Board for a second reading and was approved. (Evidence 8.23).

Business Procedure 18.01 codifies the district's new financial allocation model and fulfills the requirements of the recommendation by developing and implementing a model as a whole that includes funding for (1) adjunct faculty in a way that supports college and district intentions to increase enrollment and (2) technology funding.

During the development of the implementation document, it was agreed the district Office, districtwide and regulatory costs would be reviewed before the implementation of the model and regularly thereafter (Evidence 8.24, p. 11). The district office began in March developing a document that detailed the services and budgets for all district office and districtwide services. The document was shared with the college presidents on June 3, 2010 (Evidence 8.25). Regulatory costs were reviewed with the college business officers in March 2010 and feedback included in the revised simulation (Evidence 8.9).

In addition, as part of the implementation of the new allocation model, DVC FTES targets were reduced by 182 resident FTES to 15,393 for FY 2010-11. When funded growth is available from the State, DVC will be allowed to grow 182 FTES (within parameters of paid growth from the State) before funded growth is allocated to Contra Costa College and Los Medanos College. (Evidence: 24, page 13)

As part of the district's participatory governance process, DVC was involved throughout the development of the new allocation model with the vice president of finance and administration and college president playing a lead role for the college. The vice presidents of instruction and student services were involved as needed. Constituent groups at the college were involved as the allocation model was reviewed and approved by the District Governance Council.

### **Additional Plans**

The FY 10-11 Adoption Budget is currently being developed based on the SB 361 new allocation model. The Adoption Budget was approved by the Governing Board on September 8, 2010.

In an effort to keep the model fresh and responsive to the changing community college landscape, staff will review the impacts of the model at the January mid-year budget review in anticipation of a full review in July 2011, as reflected in the SB 361 implementation document. After the first full review of the model, three-year reviews are recommended (Evidence 8.24, p. 11). The review will include the budget procedures associated with the model.

In accordance with the Phase II plan from the October 15, 2009 Show Cause Report, 'the DVC Budget Committee will evaluate the new district allocation model to determine how it might affect the college's resource allocation processes' (Evidence 8.26).

## **Recommendation 8 Evidence**

- 8.1 Information Technology Multi-Year Budget
- 8.2 New Allocation Model Proposal of November 5, 2009
- 8.3 District Governance Council Agenda and Minutes of November 10, 2009
- 8.4 District Governance Council Agenda and Minutes of December 1, 2009
- 8.5 Presentation to the Governing Board of December 9, 2009
- 8.6 Computation of the C-Hourly Budget for the Adoption Budget
- 8.7 District Governance Council Agenda and Minutes of January 26, 2010
- 8.8 2010/11 SB 361 Revenue Allocation Simulation
- 8.9 2010/11 SB 361 Revised Revenue Allocation Simulation
- 8.10 Spring 2010 Annual Budget Forum Presentation
- 8.11 District Governance Council Agenda and Minutes of February 16, 2010
- 8.12 District Governance Council Agenda and Minutes of March 23, 2010
- 8.13 District Governance Council Agenda and Minutes of April 20, 2010
- 8.14 Business Procedures 18.01, 18.02 and 18.03
- 8.15 Chancellor's Cabinet Agenda of March 23, 2010
- 8.16 Chancellor's Cabinet Agenda and Minutes of April 27, 2010
- 8.17 Chancellor's Cabinet Agenda of May 11, 2010
- 8.18 Academic Senate input to Business Procedure 18.01 from May 13, 2010 Meeting
- 8.19 District Governance Council Agenda and Minutes of May 18, 2010
- 8.20 District Governance Council Agenda and Minutes of June 21, 2010
- 8.21 Chancellor's Cabinet Agenda and Minutes of June 22, 2010
- 8.22 Governing Board Minutes of June 30, 2010
- 8.23 Governing Board Report of July 28, 2010 on Business Procedure 18.01
- 8.24 SB 361 Allocation Model of June 9, 2010
- 8.25 District Office Services Draft of June 1, 2010
- 8.26 Show Cause Report, pages 38-29